



Murrindindi Training Needs Analysis Report 2013

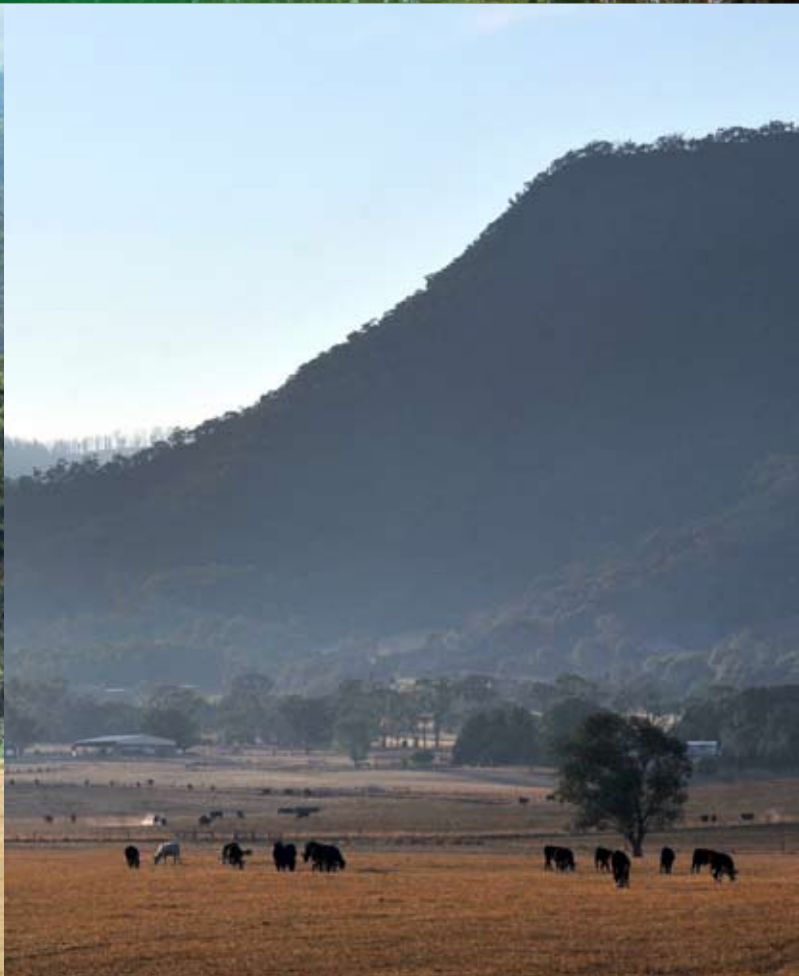




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1. Executive Summary

The local government area of Murrindindi Shire (Murrindindi) is a rural based municipality, with a relatively small and dispersed population and no large urban centre. As such, it faces a number of unique barriers in meeting the training and skill development needs of its population. The primary challenge includes marketing, designing and delivering programs across a varied industry base, to ensure that sustainable, on-going and cost effective training can occur.

A substantial amount of nationally accredited and non-accredited training is currently being delivered within Murrindindi (refer to Appendix 1). However, it tends to be ad hoc and not integrated and led more by the needs of individual businesses, rather than being planned to meet the aggregated needs of industries within Murrindindi. Significant barriers to training and skills development were identified, namely:

- A current under-capacity to produce the types of education and training required to satisfy local industry demands.
- Lack of integration and cooperation between the local secondary education sector, industry and training organisations to provide relevant skills training, particularly with regard to Year 10 Work Experience, Vocational Education and Training in Schools (VETis), Victorian Certificate of Applied Learning (VCAL) and School Based Apprenticeships (SBAs) and Traineeships.
- The highly seasonal nature of Murrindindi's tourism/hospitality industry – creating high seasonal demand for casual workers.
- A small, dispersed population, making it difficult for providers to deliver commercially viable training programs to meet the training needs and demands of industry across the whole of Murrindindi.
- An ageing population (particularly in the north east and north west of Murrindindi).

Compounding this is the lack of some supporting infrastructure including public transport for easy access to training by secondary school students and businesses. Further, there is a shortage of accommodation facilities to manage the influx of students attending various locations throughout Murrindindi to undertake training.

In addition to the existing level of training, there is a need for better industry training and skills linkages to be developed to ensure a more cost effective and efficient system. Further, training and skill needs should also be integrated with the broader economic and community development strategies. This link will be important in solving some of the social issues (eg. ageing population; retention and recruitment strategies to attract appropriately skilled young people) facing small rural communities.

The Murrindindi Training Institute's soon to be appointed Business and Network Development Manager will provide a critical link in facilitating greater communication between key stakeholders and maintaining a whole of Shire and cross-industry view of training and skills development.

It is important to note that a homogenised one size fits all approach to training and skill development will not be successful. A solution that may work for one part of the Shire, may not work for other areas. This diversity from all corners of Murrindindi, with Alexandra and Eildon in the north east, Kinglake in the south west, Marysville in the south east and Yea in the north west, demands some innovative and flexible solutions.

Many parts of Murrindindi are still recovering from the effects of the 2009 bushfires. Physical, financial, social and emotional impacts remain. Four years on, many are only just emerging from this life changing event. However, a willingness to embrace the challenges around training and development is evident and organisations and the leaders within are looking forward to new opportunities.

In some respects, the bushfires have been an ongoing catalyst for change and have brought about a willingness and imperative to do things differently. In areas most affected by the fires, the past four years have seen people focus on issues outside of training and development. There is a great sense, that there is now openness to exploring these opportunities.

Solving the skills and training issues affecting Murrindindi will be a vital and integral contribution to its future economic development. Without specific action being taken now, Murrindindi faces the risk of young people who remain in Murrindindi after leaving school encountering a shortage of training and employment opportunities. Additionally, those who leave to explore areas outside Murrindindi may when entertaining their return, encounter reduced opportunities, thereby creating less compelling incentives for their return. This further impacts on the ageing of the local population (creating a bottleneck of the population in the older age brackets) an ageing labour force; increased skills shortages; and could lead to potential degradation of existing industries; and threaten the viability of businesses, who are still trying to get back on their feet as a result of the bushfires. The time is right to "Plan for Growth".

The following is a summary of the key recommendations made throughout this report.

RECOMMENDATIONS	PRIORITY
<p>MTI appoint a Business and Network Development Manager to facilitate/coordinate, implement and promote more effective communication strategies between secondary schools, industry and training organisations - to better develop education and training opportunities and career pathways for students. Particular focus should be given to areas of skill shortage.</p>	HIGH
<p>MTI's Business and Network Development Manager:-</p> <ul style="list-style-type: none"> (a) Collaborate with CEACA and the local secondary schools to promote and develop training pathways in Certificate III in Aged Care. (b) Collaborate with CEACA to provide and package short course training in Customer Service, Responsible Service of Alcohol and Food Handling to retail and hospitality employers within Murrindindi. (c) Coordinate meetings with major employers in the agriculture industry (such as HG Turf and Koala Country Orchard) to look at ways for MTI to develop training in agriculture/horticulture at Certificate III level, particularly given the high level of funding associated with this training. (d) Meet with Kinross Farm to discuss training requirements in Certificate III in Competitive Manufacturing. (e) Meet with Reddrop Management Group to investigate the provision of pathways into Retail Management training. 	HIGH
<p>MTI develop an advertising/marketing campaign (particularly targeting industry) to generate awareness within Murrindindi of the role and function of the MTI. The message should be that MTI should be the first point of call for all training requirements.</p>	HIGH
<p>MTI conduct regular forums with key industry stakeholders and training organisations to continue to communicate on training needs and the coordination of delivery of training programs.</p>	HIGH
<p>Council examine the findings of the four year Transportation Project, 'Murrindindi Transport Connections', for the purpose of improving transportation in Murrindindi to better meet the needs of young people in accessing training.</p>	HIGH
<p>MTI build on its successful outdoor recreation model (where an industry advisory group has been established to provide advice and guidance on curriculum) and expand this into other key industries such as health and community services and agriculture. However, it should be recognised that the success of this model took two years to come to fruition and similar timeframes should be expected for successful outcomes in other areas.</p>	HIGH



2. Introduction

2.1 Murrindindi Shire

Murrindindi Shire covers an area of 3,889 square kilometres and is located 100 kilometres north east of Melbourne. It has a number of relatively small and dispersed towns, with the major centres being Alexandra, Eildon, Kinglake Ranges, Marysville and Yea. Some of the smaller townships include Acheron, Buxton, Flowerdale, Glenburn, Gobur, Highlands, Homewood, Kanumbra, Kinglake West, Koriella, Limestone, Molesworth, Murrindindi, Narbethong, Rubicon, Strath Creek, Taggerty, Terip Terip, Thornton, Toolangi, Woodbourne and Yarck. Some of the major centres are represented on the map below:

It encompasses large areas of quality agricultural land and timbered public land, with 48 per cent of Murrindindi deemed to be crown land. The Goulburn River runs through the shire, which boasts Melbourne's closest alpine resort, at Lake Mountain, and the southern and western shoreline of the expansive Lake Eildon.

The 2011 Census lists Murrindindi's current population as 13,058. This represents a 7.8 per cent decline in population since 2006, when the population stood at 14,157. The impacts of the 2009 bushfires may, in part, explain this decline.

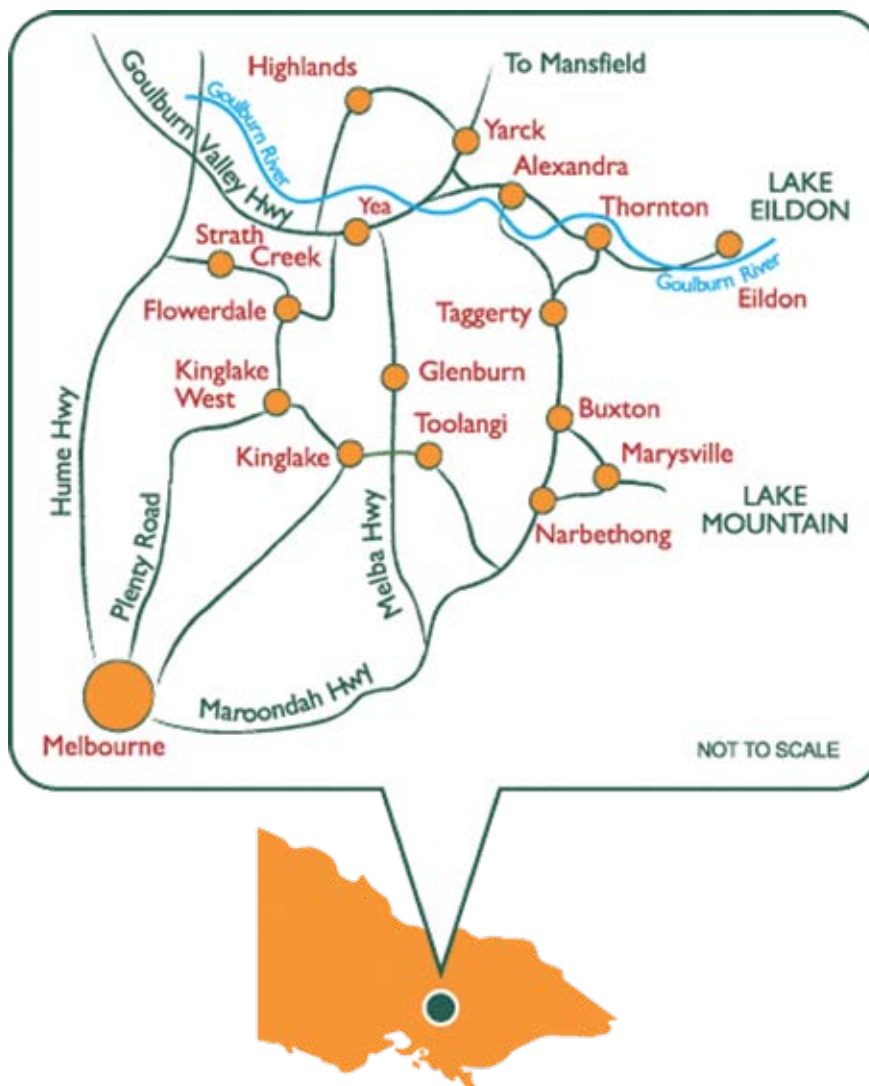


Table 1 breaks down the population data by age distribution within regions. Comparisons between the regions indicate that the populations of Alexandra (which also includes data from the Marysville area) and Yea have a higher proportion of persons aged 60 years and over than the Kinglake Ranges. By contrast, the population of the Kinglake Ranges, has a higher proportion of people aged 0 – 54 years than Alexandra and Yea.

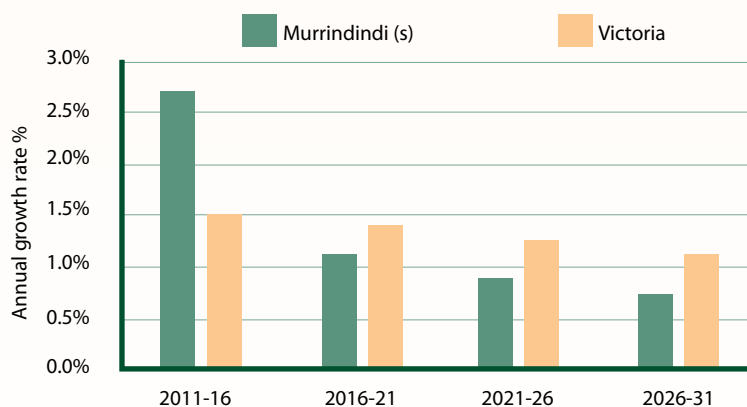
Table 1

MURRINDINDI SHIRE – REGIONS								
Population 2011								
Age (Years)	Alexandra		Yea		Kinglake		Total	
	Number	% Region	Number	% Region	Number	% Region	Number	% Region
0-4 years	292	4.8%	190	5.6%	247	6.9%	729	5.6%
5-9 years	323	5.3%	170	5.0%	243	6.8%	736	5.6%
10-14 years	306	5.0%	180	5.3%	297	8.3%	783	6.0%
15-19 years	296	4.9%	176	5.2%	253	7.1%	725	5.5%
20-24 years	228	3.7%	90	2.7%	176	4.9%	494	3.8%
25-29 years	235	3.9%	115	3.4%	162	4.5%	512	3.9%
30-34 years	269	4.4%	137	4.0%	208	5.8%	614	4.7%
35-39 years	312	5.1%	208	6.1%	309	8.6%	829	6.3%
40-44 years	377	6.2%	229	6.7%	357	10.0%	963	7.4%
45-49 years	415	6.8%	241	7.1%	311	8.7%	967	7.4%
50-54 years	479	7.9%	289	8.5%	288	8.0%	1056	8.1%
55-59 years	456	7.5%	303	8.9%	264	7.4%	1023	7.8%
60-64 years	588	9.6%	321	9.5%	202	5.6%	1111	8.5%
65-69 years	515	8.4%	301	8.9%	114	3.2%	930	7.1%
70-74 years	368	6.0%	183	5.4%	66	1.8%	617	4.7%
75-79 years	259	4.2%	110	3.2%	40	1.1%	409	3.1%
80-84 years	205	3.4%	80	2.4%	23	0.6%	308	2.4%
85-89 years	109	1.8%	51	1.5%	14	0.4%	174	1.3%
90-94 years	51	0.8%	16	0.5%	5	0.1%	72	0.6%
95-99 years	15	0.2%	4	0.1%	0	0.0%	19	0.1%
100 years and over	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	6098	100.0%	3394	100.0%	3579	100.0%	13071	100.0%

Source: Australian Bureau of Statistics, Census of Population and Housing, 2011

Notwithstanding the fact that Murrindindi has experienced a 7.8 per cent decline in population growth since 2006, it is expected that it will experience steady population growth over the next 20 years (albeit at a rate lower than the State average) as depicted in Graph 1.¹

Graph 1



¹ Source: Department of Planning and Community Development, Victoria in Future, 2012.



Major industries within Murrindindi, based on the number of persons employed in that industry.

Table 2

INDUSTRY SECTOR	Total No. of Persons Employed	Total % of Persons Employed
Agriculture, Forestry and Fishing	663	16.11
Education and Training	445	10.8
Health Care and Social Assistance	426	10.3
Construction	422	10.2
Retail Trade	414	10.1
Accommodation and Food Services	402	9.8
Public Administration and Safety	307	7.5
Manufacturing	256	6.2
Other Services	148	3.6
Professional, Scientific and Technical Services	111	2.7
Wholesale Trade	107	2.6
Transport, Postal and Warehousing	108	2.6
Arts and Recreation Services	78	1.9
Administrative and Support Services	66	1.6
Electricity, gas, water and waste services	43	1.3
Financial and Insurance Services	41	0.9
Rental, Hiring and Real Estate Services	40	0.9
Information Media and Telecommunications	23	0.5
Mining	15	0.4

Source: Australian Bureau of Statistics, Census of Population and Housing, 2011

Table 2 indicates that the largest industry sector operating within Murrindindi, based on the number of people employed in the industry is agriculture, forestry and fishing. Other significant sectors include education and training, health care and social assistance, construction, retail trade and accommodation and food services.

It is important to note that outdoor recreation is also a major industry sector within Murrindindi. Unfortunately, it was difficult to obtain statistical data to determine the number of people employed in this sector as the data is dispersed among a number of other industry sectors. However, anecdotal evidence gained from major employers (including the Outdoor Education Group and Rubicon Outdoor Centre) suggests that the sector employs around 400 people, which comprises 9.7 per cent of Murrindindi's working population.

In 2009, Murrindindi was devastated by bushfires – 40 per cent of the land area was burned; 95 people died; 1397 dwellings and 75 commercial premises were destroyed; 25 community facilities were damaged or lost and 3,533 kilometres of fencing was destroyed. This has had a long lasting impact upon communities within Murrindindi and the recovery process is still continuing.

2.2 The Study

The Plan for Growth project evolved as a result of the Advancing Country Towns program, supported by the Department of Planning and Community Development and Regional Development Australia.

The impacts of twelve years of drought, the 2009 bushfires and subsequent changes to the industries and government instrumentalities within Murrindindi, have reduced the career and training pathways available locally, particularly for young people. Tourism, the local economy and the psycho-social and physical well-being of communities within Murrindindi have also been severely affected.

In response, and through a partnership between the Central Ranges Local Learning and Employment Network (CRLLEN) and Murrindindi Shire Council (Council), it was resolved to undertake a training needs analysis of key enterprises and industries within Murrindindi, as a matter of priority.

2.3 Objectives of the Study

The specific objectives of the study are to:

- Identify the high priority training needs for key enterprises and industries in Murrindindi.
- Assess the current levels and patterns of demand and supply of education and training.
- Identify and recommend optimisations of pathways from local, employment-based training to tertiary study.
- Establish possible priorities for government-funded training at the local level.
- Identify links with regional and sub-regional strategies for education and training.

The Plan for Growth project builds on the 2005 Murrindindi Training Needs Analysis Report (2005 Report). It focuses on an integrated approach to training and community development and provides critical information to assist in the up-skilling of people to contribute to growth at all levels within Murrindindi.



Alexandra Plan for Growth Forum

2.4 Methodology

The approach in undertaking data collection for the Plan for Growth project was to use a variety of sources to collect and verify data, namely:

- Review of all reference material (as listed in Appendix 10).
- Construction of a Master Database of over 400 business enterprises located within the shire.
- Implementation of a survey, available in both electronic and hardcopy format, distributed to 311 businesses and organisations (using the Master Database).² 112 survey responses were received, representing a 36 per cent completion rate.
- Face-to-face interviews with 37 key businesses and local champions (refer to Appendix 6).
- Media releases, radio interviews and newspaper advertisements were used to promote the Plan for Growth project and encourage completion of the survey.
- Two business/community forums were held in Alexandra and Kinglake (refer to Appendix 7 for full list of participants).³

While every participating business and organisation supplied details of its own individual training needs, the focus of the study is the training needs of industries present in Murrindindi Shire as a whole.

²A copy of the survey used for data collection purposes has been included at Appendix 9.

³A business/community forum was also advertised in Yea, but was cancelled due to lack of numbers.

3. Education and Training Providers Within Murrindindi Shire

3.1 Introduction

This chapter reviews the education and training sector within the Shire of Murrindindi, with an emphasis on current service providers; the type of training being delivered; as well as the challenges associated with delivery of training in this area.

3.2 Current Training Delivery within Murrindindi Shire

Data relating to training delivered within Murrindindi is presented in Appendix 2. The data indicates that a total of 201 students completed nationally accredited training within the shire in 2012. Of these, 108 students completed government funded training and 93 students completed fee-for-service training.

At the Diploma level, the most popular qualification in 2012 was the Diploma of Outdoor Recreation, with 15 completions. The majority of this training was government funded. The popularity of this course is due to the fact that the Outdoor Education Group (OEG) had been running this course (together with Certificate IV in Outdoor Recreation) with Swinburne for 16 years. This was followed by one year delivery with the Continuing Education and Arts Centre of Alexandra (CEACA) in 2011 and then in partnership with the Murrindindi Training Institute (MTI) in 2012. The training staff for the outdoor recreation courses is mostly comprised of OEG employees, and most of the graduates take up employment with OEG on completion of their course. The OEG offered traineeships for the first time in 2012, however due to recent changes in funding for the diploma level course, OEG are offering internships in 2013 as an alternative to traineeships.

At the Certificate IV level the most popular qualification was Certificate IV in Training and Assessment, with 27 completions. There was an even mix of government funded and fee-for-service students who undertook this training. Also of note were Certificate IV in Outdoor Recreation (19 completions) and Certificate IV in Disability (9 completions). A majority of the students who undertook these courses did so, on a government funded basis.

At the Certificate III level the most popular qualifications were Certificate III in Hospitality (with 36 completions), Certificate III in Tourism (16 completions) and Certificate III in Commercial Cookery (14 completions). A majority of this training was undertaken on a fee-for-service basis. Part of the reason for this is that this type of training is compliance driven. At the Certificate II level, the most popular qualification was Certificate II in Hospitality, with all completions on a fee-for-service basis.

The data evidenced in Appendix 2 indicates that some of the most popular training, certainly at the Diploma and Certificate IV level, is in outdoor recreation. This differs to the findings of the 2005 Report, where most of the training was undertaken in the business administration and computer applications areas.

Appendix 2 further outlines non-award training completed by residents within Murrindindi, with the most popular being in the area of Vocational Short Courses (85 completions) and Responsible Service of Alcohol (49 completions). Both of these courses were entirely undertaken on a fee-for-service basis. In contrast, Computers Made Easy, with 27 completions and Literacy and Numeracy Skills, with 22 completions, were undertaken entirely on a government funded basis.

3.3 Current Training Undertaken By Murrindindi Residents Outside Murrindindi Shire Boundaries

The information provided in Appendix 3 indicates the amount of training being delivered to Murrindindi residents outside shire boundaries. A total number of 935 Murrindindi residents completed nationally accredited training outside of Murrindindi in 2012. Of these, 632 students completed government funded training and 320 students completed fee-for-service training.

28 students completed training at the Advanced Diploma level, with the most popular courses being Advanced Diploma of Nursing – Enrolled/Division 2 Nursing (5 completions) and Advanced Diploma of Events (5 completions).

At the Diploma level, the most popular qualification in 2012 was the Diploma of Management, with 27 completions. The majority of this training was government funded. Also of note were Diploma of Nursing – Enrolled/Division 2 Nursing (23 completions), Diploma of Children's Services – Early Childhood Education and Care (12 completions) and Diploma of Agriculture (10 completions). Appendix 3 illustrates that the majority of this training was government funded.

At the Certificate IV level, the most popular qualification was Certificate IV in Training and Assessment, with 30 completions and Certificate IV in Business Administration, with 13 completions. The majority of the Certificate IV in Training and Assessment was undertaken on a fee-for-service basis, whilst the majority of the Certificate IV in Business Administration training was government funded. Lastly, at the Certificate III level the most popular qualification was Certificate III in Agriculture, with 47 completions. There was an even mix of government funded and fee-for-service students who undertook this training.

The data evidenced in Appendix 3 is consistent with the findings of the 2005 Report, where most of the training undertaken by Murrindindi residents outside the shire was in the areas of community services and health, agriculture and business administration.

Other, non-award training was also completed by Murrindindi residents outside shire boundaries⁴, the most popular being the Timber Training Unit Short Course, with 14 completions. All of this training was undertaken on a fee-for-service basis.

⁴ Data was not available on the specific training providers being accessed by Murrindindi residents outside of Murrindindi

3.4 The Secondary Education Sector

There are two secondary schools located within Murrindindi Shire. Alexandra Secondary College and Yea High School are located in the east and west of the shire, respectively.

3.4.1 Alexandra Secondary College

Alexandra Secondary College (ASC) provides secondary education to students in the Alexandra community, as well as from a number of smaller townships including Buxton, Eildon, Marysville, Merton, Molesworth, Narbethong, Taggerty, Thornton and Yarck. Demographic changes have meant that enrolments have fallen. The 2005 Report records an enrolment figure of 450 which is anticipated to stabilise at around 340.

ASC provides Work Experience and Work Placement programs and offers a broad range of subjects at Victorian Certificate of Education (VCE) level including Vocational Education and Training (VET) subjects, as well as offering a Victorian Certificate of Applied Learning (VCAL) program.

ASC is also part of the Consortium of Schools associated with the Commonwealth Government funded Trade Training Centres in Schools Program. The program provides funding so that students will be able to access high quality trade training facilities that meet industry standards. This will encourage students to complete their studies, while creating opportunities for future employment as well as further education and training. Within Murrindindi, the program will provide increased impetus for training delivery and local partnerships. \$11.3 million in funding has been allocated to provide and upgrade infrastructure and equipment for three hubs, across four sites – Northern (Seymour), Southern (Whittlesea/Assumption) and Eastern (Alexandra and Yea).

In 2010, ASC had 109 VETis enrolments, compared to 36 in 2005 and 7 students enrolled in a School Based Apprenticeship/ Traineeship (SBAs), compared to 13 in 2005.⁵ Further, ASC had 31 students complete Year 12 in 2012.⁶ Of the 31 students to complete Year 12, 80 per cent received a University offer; and 15 per cent received a TAFE/VET offer.⁷

During the consultation phase of this study, strong support for SBAs was indicated as a way of preventing young people from disengaging from education. This was further supported by discussions with Central Victorian Group Training's Workplace Learning Coordinator who supported the fact that SBAs work well for students at risk, including young indigenous students. These SBAs need to be continually offered and promoted within Murrindindi.

According to the On Track Survey 2012, the destination of ASC students who completed Year 12 in 2011 was:

- 38.9 per cent – university enrolled (compared to 30 per cent in 2005);
- 16.7 per cent – TAFE/VET enrolled (compared to 26 per cent in 2005);
- 16.7 per cent – employed (compared to 13 per cent in 2005);
- 27.8 per cent – deferred further studies (compared to 13 per cent in 2005).⁸

There were no ASC students who completed Year 12 in 2011, who undertook an apprenticeship/traineeship or who had registered as looking for work (compared to 13 per cent and 4 per cent respectively in 2005).

Similar to the findings of the 2005 Report, in terms of ASC's own staff training needs, many are linked to Departmental courses organised in Melbourne, or regionally with local schools, as part of the Local School Clusters, as well as attendance at relevant seminars and conferences. There is also some online training available. Most management training is undertaken in-house with expertise brought in as required.

As identified by the 2005 Report, ASC has a quality hospitality/ kitchen facility that has now been enhanced by Trade Training in Schools funding with a new bar and dining area for delivery of certificate level student training in hospitality. This facility could be more effectively utilised if it could also be used as a training centre for the wider hospitality industry within Murrindindi. This is an area of particular local need and requires further investigation.

3.4.2 Yea High School

Yea High School (YHS) provides secondary education to students in the Yea community, as well as the townships of Flowerdale, Glenburn, Highlands, Homewood, Killingworth, Kinglake, Murrindindi, Molesworth and Strath Creek. The school has over 40 per cent of its students travelling by bus from the area south of Yea and in particular, the areas of Flowerdale, Glenburn and Kinglake. Enrolments stand at 320 students, which is an increase of 60 on the 2005 enrolment of 260 students.

YHS operates a Year 10 Work Experience program, as well as offering VCE, VET, VCAL and SBAs. The school offers the Big Picture Program as an option for Year 9 students and also runs the Access Yea Community Education (AYCE) Program, which is an outreach program for students who were previously not connected with education. The Program has students enrolled at eight AYCE centres located around the State. YHS is also part of the Consortium of Schools involved in the Trade Training Centres in Schools Program referred to above.

⁵Australian Curriculum, Assessment and Reporting Authority Website – www.myschool.edu.au

⁶The On Track Survey 2012: Murrindindi LGA Report.

⁷Ibid.

⁸Ibid.



In 2010, YHS had 66 VETis enrolments, which is almost double 2005 figures of 35, and 6 students enrolled in a School Based Apprenticeship/Traineeship.⁹ YHS had 23 students complete Year 12 in 2012,¹⁰ and of these, 35 per cent received a University offer; and 60 per cent received a TAFE/VET offer.¹¹

According to the On Track Survey 2012, the destination of YHS students who completed Year 12 in 2011 was:

- 31.3 per cent – university enrolled (equalling the 2005 figures);
- 25 per cent – TAFE/VET enrolled (compared to 50 per cent in 2005);
- 25 per cent – employed (compared to 6 per cent in 2005);
- 12.5 per cent – deferred further studies (compared to 6 per cent in 2005);
- 6.3 per cent – registered as looking for work (compared to none in 2005).¹²

No YHS student who completed Year 12 in 2011, undertook an apprenticeship/traineeship (compared to 6 per cent in 2005).

As with Alexandra Secondary College, YHS's own staff training needs are linked to Departmental courses organised in Melbourne, or regionally with local schools, as part of the Local School Clusters, as well as attendance at relevant seminars and conferences. There is also some online training available. Most management training is undertaken in-house with expertise brought in as required.

It is likely that training that would be of benefit to teaching staff would also be relevant to Learn Local staff. Learn Local providers include neighbourhood houses and community centres providing adult and community education. There is an opportunity for collaboration between the secondary schools and Learn Local centres in the provision of training for staff.

3.4.3 Kinglake Ranges

There is no secondary school in the Kinglake Ranges area, which comprises the communities of Hazeldene, Flowerdale, Kinglake, Pheasant Creek, Kinglake Central, Kinglake West, Castella and Toolangi. Secondary school students in these areas commute to a number of locations both within and outside the shire to access secondary education.

The high level of fragmentation of secondary school students in this area creates an additional challenge associated with the lack of an effective, centralised method of communication with students. This is a challenge not experienced in other parts of Murrindindi.

Online methods of communication and training delivery may

prove more effective in this area. For instance, Bendigo Senior Secondary College has developed an online VCE program. A similar type program may benefit students in the Kinglake Ranges area, where students may study some subjects online, cutting down on travel time and costs.

3.5 Barriers for Secondary School Students Undertaking Further Education and Training

A number of barriers exist for secondary school students undertaking further education and training. It is important to examine these barriers, as this cohort is a feeder group for the greater shire. It is important to provide clear pathways for further education and training for this cohort to ensure a highly skilled local labour force.

Closer integration and cooperation is required between the local secondary education sector, industry and training organisations to provide greater resources, support and options for young people, and clearer education and training pathways and career opportunities. A major focus should be on areas of skill shortage and trying to market these areas and create pathways for students into these areas.

Of those students who completed Year 12 in 2011, 20.6 per cent went into full time employment and 20.6 per cent went into part time employment. Further investigation is required on how to better work with industry to provide training to these students, thereby creating a more highly skilled workforce within Murrindindi. (This also applies to the 42.9 per cent of early school leavers).¹³

The work experience programs that are currently run by both local secondary schools go some way to achieving this, as they increase on-the-job training opportunities for students. However, the limited and fragmented industry base in Murrindindi often restricts the variety of placements to, primarily, the hospitality and/or retail industries. Further, discussions with industry indicate that they are reluctant to take on work experience students due to limited time and human resources to dedicate to supervision.

Table 3 on the following page, illustrates the reasons provided by Year 12 completers and early school leavers in 2011 for not undertaking further study. Importantly, it shows that 37.5 per cent (of Year 12 completers) and 25 per cent (of early school leavers) did not undertake further study because the course/s the student was interested in were not available. On the job training may be utilised to fill this gap. As identified above, barriers to on-the-job training include issues associated with supervision of apprentices and trainees.

⁹Australian Curriculum, Assessment and Reporting Authority Website – www.myschool.edu.au

¹⁰The On Track Survey 2012: Murrindindi LGA Report.

¹¹Ibid.

¹²Ibid.

¹³Ibid.

Innovative training models for businesses should be developed to assist with this issue. Group training models, which can assist with monitoring, maintenance and sharing arrangements between multiple host employers, could help in this area.

Another major hurdle for students in accessing education and training, also identified in the 2005 Report, is the general lack of public transport options, linking various parts of Murrindindi and more widely into Melbourne, or other larger regional centres. Travel costs and inconvenience are a major deterrent for students in taking up education and training. Further work is required to improve the accessibility to education and training options for young people. For instance, just because a VETis or VCAL subject is offered in one part of Murrindindi (Yea or Alexandra), does not necessarily mean it is accessible to a student living in another part of the shire (eg. Kinglake). Due to settlement patterns and limited transport options, it can be difficult for students to access the course or training of their choice within their local community, or within the municipality.

3.6 Recommendations

1. MTI appoint a Business and Network Development Manager to facilitate/coordinate, implement and promote more effective communication strategies between secondary schools, industry and training organisations - to better develop education and training opportunities and career pathways for students. Particular focus should be given to areas of skill shortage.
2. Murrindindi Shire Council (Council) together with local secondary schools consider incentives or support that can be provided to industry to encourage existing and additional work experience programs.
3. MTI and CEACA investigate and implement additional subject/course offerings and develop flexible learning options for young people across Murrindindi.
4. Council examine the findings of the four year Transportation Project, 'Murrindindi Transport Connections', for the purpose of improving transportation in Murrindindi to better meet the needs of young people in accessing training.

3.7 Training

Data illustrating the current training being offered across Murrindindi is featured in Appendix 4. There is one registered training organisation located within Murrindindi, as well as four community houses. Also located within Murrindindi is the MTI, which is an innovative concept that aims to create a centre of excellence for a range of different training qualifications. The MTI was established as a result of recommendations made in the 2005 Report. MTI has a unique partnering arrangement with the local registered training organisation and this will be discussed further.

Murrindindi LGA & Victoria

Table 3

Reasons for not studying	Murrindindi	Victoria
Year 12 or equivalent completers		
<i>Not in education or training and did not defer</i>		
The courses you were interested in were not available locally	37.5	20.1
You just needed a break from study	75.0	66.7
You never planned or intended to study	12.5	26.9
You wanted to start earning your own money	87.5	82.8
Early school leavers		
The courses you were interested in were not available locally	25.0	24.6
You just needed a break from study	50.0	56.0
You never planned or intended to study	50.0	24.1
You wanted to start earning your own money	75.0	80.2

The On Track Survey 2012: Murrindindi LGA Report

3.7.1 Continuing Education and Arts Centre of Alexandra

The Continuing Education and Arts Centre of Alexandra (CEACA) is the only registered training organisation located in Murrindindi. It is monitored by the State government's Victorian Registration and Qualification Authority (VRQA) and is subject to regular external audits to verify adherence to VRQA regulations and guidelines. It operates under the Learn Local banner, accessing funding under the Victorian government, Adult Community and Further Education (ACFE) funding model.

CEACA offers a number of accredited and self-enrichment courses. CEACA's accredited course delivery is outlined in Appendix 4. In 2011, CEACA had 102 enrolments, with the most popular courses being Certificate IV in Outdoor Recreation, with 28 enrolments; Diploma of Outdoor Recreation, with 23 enrolments; and Certificate IV in Training and Assessment, with 21 enrolments. This differs from the findings of the 2005 Report, where the most popular courses included Responsible Service of Alcohol, Food Hygiene and Chainsaw Handling.

CEACA's main goal is to ensure the existing courses in outdoor recreation are among the best quality in the country. The organisation is also exploring adding hospitality, earthmoving and nursing to their scope.

In 2011, government funding rules changed, impacting significantly on CEACA. The major negative consequence was that students were no longer eligible for funding for a course if they have previously completed a qualification at that level.



A positive consequence of the funding change is that CEACA, in terms of the courses it has to offer, no longer has a cap on student numbers. This creates a very different set of opportunities and challenges for the organisation. Significantly, course delivery for CEACA's Adult Community Education (ACE) sector increased by 84 per cent in 2011, as a result of the extra classes CEACA was able to offer, such as the Certificate IV and Diploma in Outdoor Recreation.

CEACA has a close relationship with the Yea Community House and the Kinglake Ranges Neighbourhood House and runs courses as a partner at both venues. Moreover, as part of CEACA's work with the MTI (which will be discussed further below), CEACA has signed a Partnership Agreement with Victoria University to explore the areas of Curriculum Development; Pathways and Articulation, Staff Training, Student Placements, and Research and Community Engagement.¹⁴

CEACA has a long history within the shire, having been in operation for more than 20 years. Over a quarter of survey respondents (25.9 per cent) listed CEACA as their preferred training provider, citing reasons such as 'local provider', 'accessibility', and 'good experiences in the past' as reasons for their preference. This is consistent with the findings of the 2005 Report, where most businesses using CEACA indicated that they were satisfied with the outcomes.

3.7.2 Murrindindi Training Institute

The Murrindindi Training Institute is located in Alexandra and can service the training needs of locals as well as participants outside the shire. It is governed by a board comprising representatives of the Alexandra District Hospital, Central Ranges Local Learning and Employment Network (CRLLEN), CEACA and a number of employers and associations that operate in the outdoor education sector in Victoria.

The MTI is not a registered training organisation. Rather, it partners with other organisations to deliver training. For instance, the outdoor recreation courses are delivered in partnership with CEACA (registered training organisation) and the Outdoor Education Group (employer).¹⁵ This demonstrates how local partnerships can overcome gaps in training delivery.

The MTI is succeeding in the delivery of outdoor recreation training. Much of this success can be attributed to two factors:-

- (a) The courses are being delivered by OEG which has almost two decades of experience, the intellectual property, resources and qualified staff. Once infrastructure and resources allow, this arrangement is aimed to be transferred into independent MTI delivery in the mid-term future.

- (b) Using an industry advisory group comprised of employers that have trainees or interns studying at the MTI. These stakeholders provide input into curriculum content, format and type of training. MTI has 41 student enrolments for the start of the 2013 year, which is almost a 50 per cent increase on 2012 enrolments. Interestingly, most of these students come from outside Murrindindi. Importantly, most of these graduates will be needed by employers operating within Murrindindi. For instance, OEG has an intake of 30 - 40 new entry level staff per year, particularly those who hold a Diploma of Outdoor Recreation. This staffing requirement is unlikely to change in the next five years, particularly with the opening of Camp Marysville.

3.7.3 Community Houses – Flowerdale, Kinglake, Toolangi and Yea

There are four community houses located within the shire – the Flowerdale Community House; the Kinglake Ranges Neighbourhood House; Toolangi Castella Community House; and the Yea Community House.

These community houses provide a good platform for the delivery of training, particularly, they provide a potential avenue for disengaged youth and disadvantaged people, as they provide an accessible, warm, friendly and non-threatening learning environment. For instance, the Yea Community House is running a course on 'Understanding Your Teenager' to assist parents to understand and engage with their teenage children. Some of the course offerings delivered by these community houses are outlined in Appendix 4.

Consultation with the community houses identified that staff would benefit from training to further develop their conflict resolution skills and better equip them to deal with challenging people and assist them to recognise when to refer to other welfare services.

3.8 Barriers for CEACA, MTI and Murrindindi's Community Houses

A number of challenges exist for training providers within Murrindindi. In particular, there is a major need for MTI to adopt a greater role in the expansion of local provision of post-secondary training opportunities. Based on consultations undertaken as part of this report, there is a current lack of awareness within the Shire in relation to the role of the MTI. This needs to be addressed.

The soon to be appointed MTI Business and Network Development Manager will need additional support in order to ensure real training outcomes will be achieved.

¹⁴Continuing Education and Arts Centre of Alexandra, Chairman's Annual Report for 2011-2012.

¹⁵Prior to this, the OEG partnered with CEACA to deliver these courses in 2011. This was a result of the OEG's former partner, Swinburne University (like a number of other universities and TAFEs), dropping outdoor recreation from its scope due to changes in the funding environment. Besides enabling the continued delivery of outdoor recreation courses, it also provided an important stepping stone to the creation of the MTI in late 2011

In particular, the role will need the support of additional personnel with a broad knowledge of training packages to assist in providing innovative and flexible solutions to meet industry training requirements. Administrative support will also be required, to assist with the practical tasks of managing and tracking new business, enrolments, resource development, handling client queries, quality assurance and the like. These tasks may be outsourced through collaborative partnership arrangements, to reduce internal fixed costs in the early development of the MTI. However, the risk of this approach is loss of direct control of the client management process and quality control of MTI programs.

Both MTI and CEACA need to examine how their business relationship can be further developed to assist the growth of both organisations and to improve the delivery of training throughout Murrindindi. There is good opportunity here with strategic business thinking and planning for this to work well for all stakeholders.

Further, CEACA has the opportunity to provide training delivery to the business community, but needs to consider its branding, marketing and advertising to increase its appeal to commercial operators.

The Yea Community House has recently identified for one staff member to undertake work associated with grant applications. The four community houses need to look at better ways to collaborate and share such information and resources.

Moreover, the community houses need to look at how they can partner with CEACA and access further ACFE funding. The Kinglake Ranges Neighbourhood House has a partnership arrangement with Mansfield Adult Community Education (MACE) to deliver ACFE funded training. Other arrangements entered into by Murrindindi's community houses should be formalised in a similar manner.

Similar to CEACA, the community houses need to review their marketing/branding to make themselves more attractive to the business community. Sales and marketing training of key staff members may assist with this.

3.9 Recommendations

1. MTI develop an advertising/marketing campaign (particularly targeting industry) to generate awareness within Murrindindi of the role and function of the MTI. The message should be that the MTI is the first point of call for all training requirements.
2. MTI build on its successful outdoor recreation model (where an industry advisory group has been established to provide advice and guidance on curriculum) and expand this into other key industries such as health and community services and agriculture. However, it should be recognised that the

success of this model took two years to come to fruition and similar timeframes should be expected for successful outcomes in other areas.

3. MTI collaborate with a group training provider to develop communication strategies to promote the group training model to industry. This may assist with overcoming some of the barriers to on-the-job training including issues associated with the supervision of apprentices and trainees, as it provides for monitoring, maintenance and sharing arrangements between multiple employers.
4. MTI and Council identify funding mechanisms to further develop curriculum/content and to assist the soon to be appointed MTI Business and Network Development Manager.
5. CEACA collaborate with local secondary schools to consider partnerships to deliver Certificate I in Vocational Preparation to assist in preparing students for work, or further education and training opportunities.
6. CEACA and local community houses develop a marketing/branding strategy to make them more attractive to local businesses as a training option.
7. Local community houses collaborate to develop a strategic plan on how to better share information and resources. This may involve an initial strategic planning meeting and then regular follow-up meetings.
8. Local community houses and Learn Local providers consider partnerships, so that experienced staff can demonstrate their skills in working with complex clients to other less experienced staff across the group.

3.10 TAFE Providers

A number of TAFEs are delivering training to Shire residents, including Goulburn Ovens TAFE, Holmesglen TAFE and Swinburne TAFE as outlined at Appendix 4.

As found in the 2005 Report, businesses and schools in each town access TAFEs that are closest to their own geographic location. For instance, businesses in the Marysville area access Swinburne campuses at Healesville/Yarra Valley, while those in the vicinity of Eildon use TAFEs at Shepparton and Wodonga; and in the Yea and Kinglake areas, they attend TAFE campuses in Seymour and metropolitan Melbourne.

3.10.1 Holmesglen Institute of TAFE

Holmesglen Institute of TAFE (Holmesglen) has the potential to become a large provider of training within Murrindindi. It already has a small presence within the shire, delivering Certificate IV in Outdoor Recreation, for students enrolled at campuses in Melbourne.



Holmesglen operates a Rural Learning Centre (RLC) located at Eildon. It utilises this as a camp location for student groups, as well as training, accommodation and conference facilities. It has the capacity to house 60 live-in students, which could also be used by others outside peak training periods.

It may be possible that the RLC could introduce hospitality training and other accredited courses, enabling it to become a base for training for senior secondary school students, as well as for apprenticeships and traineeships in relevant areas.

Currently, the RLC is being under-utilised. It is suggested that further investigation be undertaken into additional uses for this facility in order to meet existing training and skills gaps across Murrindindi.

3.11 Central Ranges Local Learning and Employment Network

The Central Ranges Local Learning and Employment Network (CRLLEN) is one of 31 Local Learning and Employment Networks located throughout the State. It operates across the local government areas of Macedon Ranges, Mitchell and Murrindindi Shires.

The CRLLEN is an independent not-for-profit community based organisation, designed to work across government, business and community sectors, to improve the education and employment outcomes for people in the 10 – 19 age group.

The mission of the CRLLEN is to lead and support the development of local, sustainable and meaningful partnerships in education and training that will lead to opportunities for young people, as well as directly support the needs of industries, companies, or small to medium size enterprises, important to local and regional prosperity.

3.12 Barriers for Holmesglen and CRLLEN

The landscape of the training market has changed in recent times impacting on the provision of TAFE courses both locally and state-wide.

The challenge for Holmesglen and other TAFE institutes, whilst re-focusing on their core business, will be to also explore and embrace opportunities, where other providers are withdrawing. The imperative is to be at the cutting edge of an industry-led approach to training.

3.13 Supporting Infrastructure and Facilities Available for Training

There is a multitude of training, meeting and conference facilities spread across Murrindindi Shire that can be utilised to deliver training. These include:

- Existing training venues used by CEACA;
- Community houses located in Flowerdale, Kinglake, Toolangi and Yea;
- Council meeting rooms in Alexandra, Kinglake and Yea;
- Facilities at the Snob's Creek Hatchery and the Outdoor Education Group's Camps (Eildon Centre, Camp Jungai and Camp Marysville);
- Facilities at the Holmesglen Rural Learning Centre;
- The new State government (Department of Sustainability and Environment) complex in Alexandra;
- The Alexandra Secondary College hospitality/kitchen facility;
- The Alexandra and District Hospital which has meeting facilities and video conferencing equipment, that could be used for some training programs. It also has a fully equipped industrial kitchen and refectory/classroom that can be used for the delivery of training;
- A number of privately operated conference venues within Murrindindi.

There is a need to create greater efficiencies in the use of these resources across the Shire.

Currently, broadband internet connection is available via ADSL technology to many of the larger communities in the vicinity of Telstra exchanges within Murrindindi. The lack of broadband facilities in smaller communities located away from Telstra exchanges, particularly for access to on-line training and advanced education courses, poses a limitation in addressing some of the skills and training needs of the Shire.

3.14 Summary

As indicated by the data contained in Appendix 3 and consistent with the findings of the 2005 Report, there is a significant amount of training being delivered to Murrindindi residents outside shire boundaries. This creates disadvantage for secondary school students, as well as businesses, who face significant travel time, cost and inconvenience in accessing such training.

Greater work is required by CEACA, MTI and local community houses to ensure that the training required by secondary school students and industry is available locally. Further details are provided in the next chapter, which outlines the skill requirements and training needs of industry within the Murrindindi Shire.

4. Industry Skill Requirements and Training Needs

4.1 Introduction

This chapter will explore the skill requirements and training needs of industry within Murrindindi as a whole, as well as looking at the critical areas of skill shortages and subsequent future demand for training. It will also examine the skill requirements and training needs of individual industries, using a number of major employers as case studies.

4.2 General Skill Requirements and Training Needs over the Next Five Years

As Table 2 on page 7 indicates, the major industries within Murrindindi (based on the number of persons employed in that industry)¹⁷ include accommodation and food services, agriculture, forestry and fishing, construction, education and training, health care and social assistance, manufacturing, public administration and safety, retail trade and transport, postal and warehousing.

Table 4 shows the trends in the major industries within the shire have been fairly consistent over the past 10 years. One exception has been construction, which has experienced an increase in the number of people employed in the period from 2006 – 2011. This may be as a result of the re-building work required after the 2009 bushfires.

There has been major diversification of the agricultural sector within Murrindindi. Traditional industries such as cattle, sheep, wool and horticultural products remain strong, whilst new enterprises are emerging in stone fruit and berries, vineyards, olives, nurseries and turf and seed production. Murrindindi hosts the largest freshwater trout production region in Australia, accounting for 83 per cent of Australia’s total production.¹⁸

In the survey that was conducted as part of this study, the roles that survey respondents indicated they were most looking to fill were machinists, managers, cooks/chefs, bookkeepers, salespersons and administration staff. This further supports the findings of the 2005 Report, where it was identified that there was a shortage of staff in the cooking trades, particularly chefs and pastry cooks. Further, 38 per cent of respondents indicated that they were having difficulty filling these positions, citing geographical location and lack of skilled/qualified applicants as the primary reasons.

Importantly, 84 per cent of survey respondents polled indicated that their staff would benefit from training. Appendix 5 illustrates the types of training required by survey respondents for their staff.

Table 4

INDUSTRY SECTOR	2001	2006	2011
Accommodation and Food Services	443	462	402
Agriculture, Forestry and Fishing	773	703	663
Construction	238	260	422
Education and Training	380	410	445
Health Care and Social Assistance	303	347	426
Manufacturing	376	315	256
Public Administration and Safety	114	216	307
Retail Trade	523	409	414
Transport, Postal and Warehousing	309	122	108

Source: Australian Bureau of Statistics, *Census of Population and Housing, 2011, 2006 and 2001*

Almost 40 per cent of survey respondents believed that their staff required refresher training in the following areas:

- Dangerous Goods;
- Fire Training;
- Occupational Health and Safety;
- Training and Assessment Upgrade;
- First Aid/Cardiopulmonary Resuscitation;
- Responsible Service of Alcohol;
- Food Handling;
- Computers.

In terms of the delivery of training, the majority of survey respondents preferred group training (17 per cent); face-to-face (16 per cent) and on the job delivery (16 per cent). Further, the majority of survey respondents (55 per cent) preferred short course training, with (31 per cent) having a preference for accredited training.

¹⁷ABS, Census of Population and Housing, Industry of Employment by Occupation, 2011.

¹⁸Murrindindi Shire Council Website – www.murrindindi.vic.gov.au



4.3 Critical Skills Over the Next 5 Years

A state-wide shortage exists in the following occupations:¹⁹

- Early Childhood Teachers;
- Childcare Workers;
- Secondary School Teachers;
- Medical Radiographers;
- Midwives;
- Registered Nurses;
- Enrolled Nurses;
- Automotive Electricians;
- Diesel Mechanics;
- Welders;
- Construction Trade Workers;
- Air-conditioning and Refrigeration Mechanics;
- Butchers;
- Cooks/Chefs.

This list indicates the trends for Victoria and points to the types of specific skills needed which could be supplied by youth presently undertaking education and training within the State. It is reasonable to suggest that given the local industry and business structure, these state-wide skill shortages would also be evidenced in Murrindindi Shire.

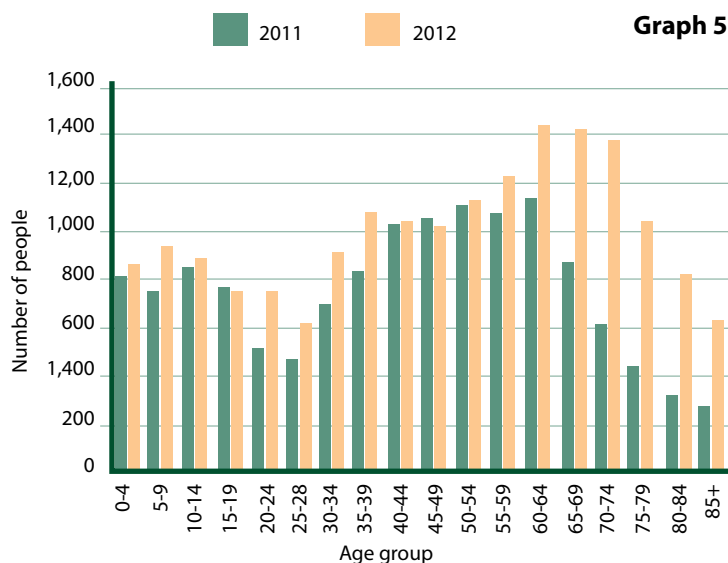
Graph 5 illustrates the anticipated increase in the ageing population of Murrindindi over the next 20 years.

Subsequently, and more specifically for Murrindindi, critical skills shortages over the next five years and beyond will centre on providing health care services for this ageing population.

On 1 July 2012, the Australian Government launched 'Investing in Experience (Skills Recognition and Training) – IIE-SRT' (IIE-SRT Program). The program provides \$20 million over two years to support up to 5,000 mature age workers (aged 50 years and over) to gain nationally recognised qualifications. It is designed to provide an opportunity for mature age workers to have their skills and capabilities recognised and to receive training to fill any knowledge or gaps so they can obtain a nationally recognised qualification at the Certificate III to Advanced Diploma level.

Under the IIE-SRT Program, employers can apply for grants of up to \$4,400 (inclusive of GST) to assist their mature age workers to undertake a skills assessment and obtain gap training if the skills assessment identifies a need.

Lack of formal qualifications can often lead to early retirement and career limitations. The IIE-SRT Program needs to be promoted to industry within Murrindindi to ensure that the skills and knowledge of mature age workers continue to make a valuable contribution to business and the economy in the shire.



There are two hospitals in the area – Alexandra District Hospital and Yea District Memorial Hospital – and three residential care facilities – Kellock Lodge, Darlingford Upper Goulburn Nursing Home and Rosebank Nursing Home and Hostel. Murrindindi's ageing population and corresponding ageing workforce, coupled with potential health care skill shortages mean that initiatives to stimulate interest in future employment in this sector are warranted.

Other more specific skills shortages for Murrindindi exist in the outdoor recreation area, where more outdoor leaders and guides are required, particularly those holding qualifications of Diploma, Certificate III and IV in Outdoor Recreation.

4.4 Barriers in Meeting Industry Training Needs and Skill Requirements

Many challenges exist for Murrindindi in terms of meeting the training needs and skill requirements of industry. Strategies must be implemented to address the critical skill shortages mentioned above, particularly in regards to the health care sector, as well as the impacts of an ageing population.

The MTI and local registered training providers must meet industry training needs at a local level. Industry engagement carried out as part of this project identified that current industry needs are not being satisfied. Industry is seeking a local, industry led approach to their training requirements. Some of the local training is not suited to their needs and they are not being consulted by local providers. A local, consistent and collaborative approach to training is required across all industries within Murrindindi.

There is a strong sense amongst business owners and other organisational leaders, that there is a need for co-operation and collaboration, in relation to training and for overall growth. Most believe that increased communication between businesses and industries is the key to success. However, whilst co-operation and collaboration has the potential to create opportunities, it can be challenging and difficult to sustain, particularly given

¹⁹Department of Education, Employment and Workplace Relations, Skill Shortage List, Victoria 30 June 2011.

Murrindindi's small, dispersed population and lack of public transport and infrastructure.

Currently, there is a lack of awareness by businesses of training programs that attract government funding. A more effective method to disseminate this information is required.

Whilst business people generally maintain a strong focus on and understanding of the day-to-day issues of their business, they can be sceptical about the value of training. They often have the answers to their training needs, but need access to quality trainers and training providers who can fill the gaps or work in and provide industry driven training. Many business operators will avoid trainers and training providers from outside their community bringing in off-the-shelf solutions that do not relate to their industry needs. For instance, technical training for a highly specialised aquaculture industry would be difficult for an outsider to deliver. By delivering employability skills/transferable skills, training organisations are better placed to break through to industry and make programs work better. Training programs that can break through local scepticism may help bridge the gap.

Small business owners require small business management training to assist them to manage their business in difficult markets. In particular, they require training to develop the skills necessary to sustain their business, conserve resources, preserve cash flow and ride out the quiet times. This will help to ensure the business remains operating and contributing to the economic growth of Murrindindi.

Some long standing business owners require assistance with planning to ensure the transfer of skills and knowledge to key staff within the business.

Business operators also need to look at what they can do to become an employer of choice and attract suitable candidates – this may mean looking at what training, development and career advancement opportunities they can offer potential employees.

Lastly, there is concern that Murrindindi currently lacks the capacity to accommodate (ie. in residential or other properties) those coming to the area, whether for recreational purposes, or to undertake training. This will need to be addressed.

4.5 Recommendations

1. CEACA, Murrindindi Shire Council (Council) and local secondary schools collaborate to implement initiatives to stimulate youth interest in the areas of critical skill shortages, particularly in the health care sector. This sector should be promoted as a pathway for future employment to young people within Murrindindi. A strategic and collective campaign to promote Certificate III in Aged Care and/or Certificate IV in Disability (both of which can be provided by CEACA), may assist.
 2. Council implement a strategic campaign to promote the IIE-SRT Program (Skills Recognition and Training) to industry within Murrindindi to ensure that the skills and knowledge of mature age workers continue to make a valuable contribution to business and the economy in Murrindindi.
 3. MTI conduct regular forums with key industry stakeholders and training organisations to continue to communicate on training needs and the coordination of delivery of training programs.
 4. MTI consider its role within the shire and how it can better facilitate/coordinate the local delivery of training and provide the integrated and collaborative approach that industry seeks. This may involve determining whether there is opportunity to aggregate training units and deliver block training. This type of training would work particularly well in the Kinglake Ranges.
 5. MTI and Council collaborate to develop comprehensive information for businesses, which details all support available in relation to education subsidies and training. Thereby, enabling businesses to be more informed but also more attractive to suitable candidates, if they are able to offer opportunities for training and development. This information may be placed on both the MTI and Council websites and disseminated to the local Chamber of Commerce and Business and Tourism Associations.
 6. MTI Business and Network Development Manager to explore relationships with a number of TAFE providers to deliver Certificate IV in Small Business Management, incorporating cash flow management and succession planning units. A strategic marketing campaign could then be developed to target small business owners.
 7. MTI liaise with Council and implement a residential accommodation registry to provide for better communication between training organisations and the local real estate agents to more effectively prepare for influxes of people to the area looking for accommodation whilst undertaking training. The local real estate agents could further use this registry to inform investors who might be prepared to invest in the area if they have access to data relating to demand.
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4.6 Health and Community Services Industry Barriers and Training Needs

As mentioned previously in this report the health sector is facing critical skill shortages in the next five years and beyond, which is further exacerbated by the ageing population within Murrindindi.

4.6.1 Barriers for the Health and Community Services Industry

The challenge for the health and community services industry will be to attract suitably qualified people to fill skill shortages.

4.6.2 Training Needs and Skill Requirements of the Health and Community Services Industry

As identified by the 2005 Report, a large proportion of hospital employees are casuals or employed on a part-time basis. Many allied health services are provided by local professionals operating their own businesses or through agreements with community health centres.

In 2005, hospitals offer a limited number of traineeships in areas such as allied health services and administration, with most training delivered through TAFE, and this is still the case today. Management training is generally undertaken in-house or on-line, or on-line with support from printed material, including for Occupational Health and Safety.

An increase in general skills and training are required in:

- Nursing;
- Aged Care;
- Disability Services;
- Child Care;
- Planners and Engineers;
- IT Strategy and Systems;
- Customer Service, including for Volunteers;
- Government Regulations;
- Management/Supervisor training.

The majority of employers consulted in the health and community services industry preferred to use local providers and local trainers to deliver training. There is a strategic need to train experienced nursing staff, to be qualified to deliver training to others. This might involve in-house trainers, being auspiced to deliver training through an accredited (preferably local) provider.

As discussed, the demand for aged care services is expected to increase in the future and it will be important to attract suitably qualified people (those holding a Certificate III in Aged Care, or higher) to the industry.



CASE STUDY 1 Alexandra and District Hospital

The Alexandra and District Hospital (ADH) has approximately 127 employees, but only 15 per cent are employed full time. The remainder are employed on a casual or part-time basis.

Occupations of staff employed by ADH include (but are not limited to) district nurses, speech pathologists, psychologists, occupational therapists, physiotherapists, community health nurses and dieticians. Overall, between 70 – 80 per cent of staff are in professional occupations. Most services are provided in-house, including catering and cleaning. Most nursing training is undertaken through the Department of Human Services' Hume Education Group and delivered through Wodonga TAFE, with lectures at Mansfield.

Specific training requirements for the ADH include Building Maintenance, Conflict Resolution, Customer Service and Occupational Health and Safety training. Refresher training is also required in Occupational Health and Safety.

4.7 Hospitality and Tourism Industry Barriers and Training Needs

The hospitality and tourism industry was significantly impacted by the 2009 bushfires and is still undergoing recovery. It was well represented by survey respondents and employs 480 people within the Shire.²⁰

4.7.1 Barriers for the Hospitality and Tourism Industry

There is awareness by local business owners operating within this industry that there needs to be an increased effort made in relation to customer service across all businesses and industries to support tourism in Murrindindi (this is supported in the survey results, with customer service training being a high priority for survey respondents). Further, some businesses are disappointed with fellow businesses, in terms of the standard of customer service provided.

There is a need to combine efforts to build customer service levels and lift the experience of visitors to Murrindindi, to get greater retention and repeat visitation by tourists to the area.

As identified in the 2005 Report and supported by recent consultation with hospitality and tourism operators, another challenge facing this industry relates to its highly seasonal nature. It peaks for a relatively short 12-14 week period during the winter ski season and during summer, associated with water based activities. This creates a high seasonal demand for casual workers, which makes training difficult. There is a need to look at how to retain workers from the snow season through to summer and to keep them in the area.

The development of the new Vibe Hotel and Conference Centre in Marysville is set to create 85 jobs over the construction phase and is expected to support 60 full time jobs within the next five years. Relevant local industries should look at how they can contribute to this project.

4.7.2 Training Needs and Skill Requirements of the Hospitality and Tourism Industry

The general skill requirements for staff in this industry are dictated by the seasonal nature of the industry locally. Many training requirements are therefore for casual staff.

There is currently a requirement to improve customer service levels across Murrindindi and a coordinated approach to this type of training is required. There is also an immediate requirement for more training and staff in the cooking trades, especially chefs and pastry cooks. Ongoing refresher training in Responsible Service of Alcohol and Food Handling is also required.



CASE STUDY 2 Stonelea Country Estate

Stonelea Country Estate (Stonelea) is situated on 1500 acres of rolling hills overlooking the Acheron Valley. It offers a range of accommodation options, restaurant facilities, activities and attractions, including an 18-hole private golf course and day spa, as well as wedding and conference facilities.

It has experienced a significant number of staff departures in the past 12 months and has employed 5 - 9 new staff in this same period. The business is currently not looking to fill any key positions and does not expect to grow in the next 2 - 5 years.

The business does experience challenges in training and growing the business, due to the inability to contract staff due to the seasonality of the work.

The specific training needs for Stonelea centre on Customer Service, Occupational Health and Safety, Problem Solving and Time Management training. No refresher training is required.

Businesses that operate in the skiing and adventure tourism areas have particular needs for Chain Saw Operation, Four Wheel Drive Operation and First Aid training.

Given the high level of seasonality and the high demand for casual workers, the future training needs of this industry include:

- Multi-tasking and multi-skilling staff across a number of jobs;
- Refresher courses for casual staff returning to the area on a seasonal employment basis;
- Customer service training;
- Small business operation skills;
- Management training programs in areas such as risk management and occupational health and safety;
- Operational skills such as EFTPOS, stock taking and ordering.

²⁰ABS, Census of Population and Housing, Industry of Employment by Occupation, 2011. This figure combines those employed in the accommodation and food services industry, as well as those employed in the arts and recreation services industry.



CASE STUDY 3

Lake Mountain Alpine Resort

The Lake Mountain Alpine Resort (LMAR) is a day visitor area only, which has between 80,000 to 150,000 visitors annually, with up to 120,000 in the snow season, which can extend to a maximum of 12 weeks.

It has a peak demand for 130 employees during winter, with a permanent staff of 12 – 14. Staff are required in a range of areas from snow clearing, ticket sales, bistro, ski hire and retail. The trend is towards the multi-skilling and multi-tasking of staff, ranging from trail grooming to serving in the bistro.

Many of its training needs are met in-house using their own staff and handbooks. CEACA is also used to provide training in Food Handling, Responsible Service of Alcohol, Chain Saw Operation and Four Wheel Drive Operation.

LMAR has a current requirement for a chef and the outsourcing of its Occupational Health and Safety and Marketing areas.

In terms of experience, 60 – 70 per cent of staff have worked with LMAR previously and it often draws staff from the Outdoor Education Group in Eildon. Its new employee training requirements, apart from refresher courses, translates to around 55 people being trained annually.

The specific training requirements for LMAR include Asset Maintenance, Building Maintenance, Customer Service, Environment and Sustainability, Occupational Health and Safety and Succession Planning. Refresher training is required in Chain Saw Operation.

Recent changes to the management model at the resort, involving a lease to a private operator, will impact on staff numbers, products offered and training needs. The importance of LMAR to the local economy, and flow on employment opportunities should not be underestimated.

4.8 Outdoor Recreation Sector Barriers and Training Needs

Outdoors Victoria, a newly formed, not-for-profit, membership organisation has recently been established. The organisation provides advocacy, representation, support, coordination, research, information services and policy development for members and other interested parties involved in the outdoor recreation, education, tourism, therapies and sports areas.

It recognises that whilst outdoor education happens in both formal and informal settings, it happens most formally in schools. However, elements of outdoor education have informed programs offered within youth programs, camping organisations, not-for-profit youth and religious sectors, through business enterprises, outdoor clubs and tourism.

The outdoor recreation sector is a critical player within Murrindindi and faces some unique challenges which are explored below.

4.8.1 Barriers for the Outdoor Recreation Sector

A major challenge for this sector is developing the skills of people working in the sector to better equip them to step up into positions of administration, management and leadership. Often people working in outdoor recreation have a great passion, knowledge and understanding of the outdoors, however this does not automatically equip them to deal with administrative functions and people management.

4.8.2 Training Needs and Skill Requirements of the Outdoor Recreation Sector

Specific skills shortages exist in the outdoor recreation sector, where more outdoor leaders and guides are required. The sector requires more qualified workers, particularly those that hold a Diploma of Outdoor Recreation and Certificate III and IV in Outdoor Recreation.

Moreover, further training is required in the areas of human resource management, leadership and administration.



CASE STUDY 4

The Outdoor Education Group

The Outdoor Education Group (OEG) is based in Eildon and is a not-for-profit organisation involved in leading outdoor education programs/excursions for secondary school students across Victoria and New South Wales, where it also has an office. It currently has over 260 employees.

It is important to note that the OEG provides business to other businesses within Murrindindi, such as fruit and vegetable suppliers, butchers, as well as physiotherapists, health services and private rentals.

Some OEG staff are employed by LMAR during the winter period to meet its casual staff requirements.

Most of the graduates who undertake outdoor recreation training within Murrindindi are required by OEG and other similar employers operating in the shire. OEG currently has an intake of 30-40 new entry level staff, particularly those holding a Diploma of Outdoor Recreation. This staffing requirement is unlikely to change over the next five years. There is also an increased need of Certificate III and Certificate IV graduates now.

Moreover, there is a current need to fill the following vacancies:

- Deputy Camp Heads;
- Director of Outdoor Education for Client School (2x);
- Head of Programs;
- Senior Group Leader.

The specific training requirements for OEG include Industry Specific (Outdoor Leadership and Guiding Skills), Leadership, Management, People Management and Technical training (Chainsaw, 4-Wheel Drive, Bus Licence, Workplace Trainer and Assessor etc). Refresher training is also required in CPR, Wilderness First Aid, Hazard Identification, Bushfire Awareness, Rafting and other Aquatic Skills.

These training needs are significant and almost entirely delivered in-house, making OEG the largest provider of non-accredited training in Murrindindi. Currently, about 3,000 days of training are delivered in about 160 different programs per year.

Current issues affecting OEG's training needs are associated around the demand of the very broad and deep skills base for outdoor instructors in general, travel costs, time commitments especially given work requirements (eg. up to 120 days/year spent in the field on 5 – 30 day journeys or camps) and OEG's geographical location in a rural area for what is mostly a very young entry level employee base.

4.9 Agriculture Industry Barriers and Training Needs

The agriculture industry was severely affected by the 2009 bushfires. Although, it comprises a major industry within Murrindindi, employing 663 people²¹, it was under represented by respondents completing the survey.

4.9.1 Barriers for the Agriculture Industry

The 2005 Report identified some of the major challenges for the industry, that are still relevant in 2013, including keeping up with a number of change drivers such as rapid technological change, doing business globally, the increasing emphasis on regulation and compliance and rising expectations with regard to access to information. These factors will increase demand for skills in information technology, human resources, e-commerce and supply chain and risk management.

4.9.2 Training Needs and Skill Requirements of the Agricultural Industry

Generally speaking, agricultural activity in Murrindindi is centred upon:

- Horticulture – orchards, olives, stone fruit and berries;
- Beef cattle;
- Lambs and wool;
- Aquaculture – trout and salmon.

In particular, the aquaculture industry is growing and has the potential to expand into export markets.

Most operators in the agriculture industry require training in the areas of Chemical Use, Occupational Health and Safety, Hazard Analysis and Critical Control Points (HACCP), Fork Lift and Front End Loader Operation and Truck Licences.

The potential was discussed at the Alexandra Forum for the MTI to develop training in agriculture/horticulture at Certificate III level, particularly given that this is a major industry operating within Murrindindi. This concept was supported by some of the major employers in the industry.

²¹Ibid.



CASE STUDY 5 Kinross Farm

Kinross Farm is one of the largest poultry and egg producers in Victoria, with 500,000 chickens. It currently employs 51 people.

The training requirements of the business include Communication, Conflict Resolution, Goal Setting, Leadership, Management, Occupational Health and Safety, People Management, Problem Solving, Succession Planning and Time Management. Refresher training is required in First Aid, Occupational Health and Safety and Technical Skills.

Moreover, the specific training needs of the business are linked to on-going technological upgrades, particularly software and the use of robotics for processing. Most of the new robotic equipment is sourced from Holland and requires specialist training and skills to maintain and operate.

It is also important to note that this business may benefit from providing training to grass roots staff in Certificate III in Competitive Manufacturing. Most staff have specific poultry knowledge, however they need further training in effective processes and LEAN principles and a Certificate III in Competitive Manufacturing could achieve this.



CASE STUDY 6 Koala Country Orchard

Koala Country Orchard is based in Yarck and is one of the largest cherry producers in the country. Over 350 acres of cherries are farmed, spanning seven properties throughout Victoria. Cherry harvest in the summer months employs up to 300 people.

One of the big issues that the company has to face is the transition from being a family owned operation to attracting outside investors to support the potential growth of the company. The business has invested heavily from its own private financial resources in up-grading multi-million dollar machinery in the packing shed, which has increased the level of sophistication in grading cherries, improving quality control of produce.

The company is committed to continuous improvement and the production of the highest quality cherries in an environmentally friendly and sustainable way. Ongoing training will help to achieve this outcome. Training and development is important to the company as it strives to maintain a position as an industry leader in fruit production techniques, fruit quality, packing, marketing, innovation and business performance. The company has been disappointed with training experiences in the past, but is open to a full training review being undertaken across all aspects of the business and would welcome the local provision and facilitation of training.

Moreover, the company strives to be an employer of choice, endeavouring to provide financial security, a great lifestyle and an opportunity for employees to fulfil professional and personal goals.

Currently, the company is trying to fill the following vacancies:

- Marketing;
- Sales;
- Technical Horticulture Roles; and
- Assistant Packing Shed Manager.

The specific training required by the company includes Communication, Compliance, Governance, Management, People Management, Problem Solving, Sustainability and Technical Skills. Refresher training is required in Information Technology, First Aid and Fork Lift Operation.

Importantly, the company is interested in developing a model of employment that can create permanency for casuals, enabling the conversion of casuals to part-time and adding some multi-skilling opportunities for workers wanting to commit to the company.

4.10 Forestry and Wood Products Industry Challenges and Training Needs

The Forestry and Wood Products industry was severely impacted by the 2009 bushfires and is still undertaking recovery. This industry was only nominally represented in the survey.

4.10.1 Challenges for the Forestry and Wood Products Industry

Work needs to be done to better integrate the employment needs of this industry with local schools, who can more positively promote the industry to students. There is a current concern for the industry as to where it will source employees in the future, given the ageing workforce and negative perceptions about working in a timber mill or logging operation, due to remote work locations, the physical nature of the work and low wage levels.

Some timber mill closures have been experienced in Murrindindi with a significant number of jobs lost. Further investigation is required to ascertain how people can be reskilled when industries or large employers experience major job losses. This will be an important task for the MTI Business and Network Development Manager.

4.10.2 Training Needs of the Forestry and Wood Products Industry

The biggest gaps in training currently are in the areas of Occupational Health and Safety and in management and leadership training. There is also a need for some basic literacy and numeracy skills for some younger employees. There is a great opportunity for both hardwood and softwood operators to integrate training in these areas.

4.11 Retail Industry Barriers and Training Needs

The retail industry suffered direct and residual effects of the 2009 bushfires. As an industry, it was well represented in the survey.

4.11.1 Challenges for the Retail Industry

A number of barriers present themselves in relation to the retail industry. Demographic factors such as an ageing population and workforce and the requirement of the industry for a large number of casual employees. Further to this, changes in technology, has led to an increasing use of e-commerce.



CASE STUDY 7 Johnston Logging

Johnston Logging operates in the Taggerty area and employs between 10 – 14 staff.

The business is currently looking to employ a manager.

The specific training requirements of the business include Environmental, Financial Management and Occupational Health and Safety training. Refresher training is also required in Fatigue Management, First Aid and Truck Licences.

4.11.2 Training Needs and Skill Requirements of the Retail Industry

Many retail industry operators within Murrindindi are small, owner-operated businesses, using their own labour and perhaps one casual staff member. All training at this level is carried out in-house.

Training in this industry is usually provided in Food Handling, Occupational Health and Safety, First Aid and Fork Lift Operation for deliveries.

Other training needs include:

- Information technology – payroll and time keeping systems, perpetual stocktakes and on-going cash register balancing;
- Sales and customer service;
- Management and supervisor training;
- Traineeships and SBAs;
- Government regulations – Occupational Health and Safety and Forklift Operation;
- Use of sales and stock control/related technology and customer service.



CASE STUDY 8

Reddrop Management Group

Reddrop Management Group (RMG) operates a number of supermarkets, wholesale dairy and fruit and vegetable establishments and a hotel. It employs a total of 300 people on a full-time and casual basis across Alexandra, Eildon, Mansfield, Mt Buller, Marysville and Yea.

RMG uses a registered training provider to deliver training in Food Handling, Responsible Service of Alcohol, Occupational Health and Safety, First Aid and Forklift Operation.

RMG is interested in developing SBAs in the areas of financial management, retail and food, to develop career pathways which lead to store management. This should be supported given the anecdotal evidence that suggests SBAs assist in reducing risk of youth disengagement from school.

Training presently required by the company includes Communication, Customer Service, Leadership, Management, Negotiation, Occupational Health and Safety, People Management, Problem Solving, Sales and Time Management. No refresher training is currently required.

4.12 Local and State Government Barriers and Training Needs

The Murrindindi Shire Council (Council) has faced a number of challenges in its role of crisis management after the 2009 bushfires.

4.12.1 Barriers for Local and State Government

The challenges that present themselves for local government in particular, are associated with coping with an ageing population and the associated demands in terms of health care, access to professionals, particularly nurses, engineers, town planners and for suitable staff to fill management positions.

Further growth in general skills and training across the whole of the shire and community is required in Aged Care, Disability, Child Care, Planners and Engineers and IT Strategy and Systems.

There are also further challenges associated with managing the 'end of funding' arrangements related to bushfire recovery projects and programs, as well as the management of new infrastructure and facilities.

4.12.2 Training Needs and Skill Requirements of Local and State Government

The training needs of local government centre on Asset Management, Building Maintenance, Communication, Compliance, Customer Service, Environmental, Financial Management, Goal Setting, Governance, Leadership, Management, Negotiation, Occupational Health and Safety, People Management, Sustainability and Technical Skills training.

The training requirements of State Government entities such as the Department of Sustainability and Environment within Murrindindi include Communication, Compliance, Conflict Resolution, Leadership, Occupational Health and Safety and People Management.



CASE STUDY 9

Murrindindi Shire Council

The Murrindindi Shire Council (Council) is a major employer in the shire, with approximately 180 staff. It has service centres, depots and facilities across Murrindindi.

The Council has participated in a regional training scheme that has operated in north east Victoria, since 1989. The North East Regional Development Scheme (NERDS) co-ordinates training for members, including the north east Victorian councils of Alpine, Benalla, Indigo, Mansfield, Mitchell, Moira, Shepparton, Strathbogie, Towong, Wangaratta, Wodonga, and North East Region Water Authority. NERDS delivers over 300 accredited on-line training courses, and has built a member-specific on-line induction program. Further, NERDS has also developed a Workforce Plan template that can be used by members. Members pay a fee but spend less on training. Savings from reduced accommodation and travel costs can then be reinvested into their training budgets.

The Council has, in the past, had difficulty attracting professional staff to Murrindindi. The Council may soon experience a significant senior management turnover at the expiry of contracts in line with the Local Government Act.

4.13 Industry Specific Recommendations

1. MTI's Business and Network Development Manager:
 - (a) Collaborate with CEACA and the local secondary schools to promote and develop training pathways in Certificate III in Aged Care.
 - (b) Collaborate with CEACA to provide and package short course training in Customer Service, Responsible Service of Alcohol and Food Handling to retail and hospitality employers within Murrindindi.
 - (c) Coordinate meetings with major employers in the agriculture industry (such as HG Turf and Koala Country Orchard) to look at ways for MTI to develop training in agriculture/horticulture at Certificate III level, particularly given the high level of funding associated with this training.
 - (d) Meet with Kinross Farms to discuss training requirements in Certificate III in Competitive Manufacturing.
 - (e) Meet with Reddrop Management Group to investigate the provision of pathways into Retail Management training.
2. The Outdoor Education Group investigate the potential to use the Federal Government's Workforce Development Fund to fund training projects.
3. MTI and OEG to collaborate and develop a strategic plan to export outdoor recreation training to international markets.
4. Council's Economic Development Department investigate ways to build the capacity of local training providers to contribute to the Marysville Hotel and Conference Centre project.
5. Local training providers approach the Marysville Hotel and Conference Centre operators to work with them to design a training program tailored to the needs of potential employees.

4.14 Summary

As indicated by the data contained in Appendix 5, industries within Murrindindi require different types of training and skill development. Further, Appendix 5 shows some synergies between industries in terms of the type of training that is required (eg. businesses operating in the hospitality industry have clearly expressed a need for further customer service training).

The MTI's Business and Network Development Manager should provide the important link between industry training needs and appropriate training providers.



5. Gap Analysis

5.1 Gaps in Training that Exist in Murrindindi Shire

Further analysis of Appendix 4 and Appendix 5, suggests that local providers have the capacity to meet the training needs of industries within Murrindindi, particularly in regards to some of the short course training, such as Computer Training, First Aid, Food Handlers, Food Safety, Responsible Service of Alcohol and the like.

Moreover, there is good capacity for local providers to meet some of the certificate level training that is required across Murrindindi, such as Certificate III and IV in Outdoor Recreation, Certificate IV in Training and Assessment, Certificate III in Aged Care and Children's Services.

One of the most commonly identified areas of need raised by the 2005 Report and supported by recent consultation with business operators, is that of customer service. There is capacity for a local training provider to deliver this type of training, but better coordination is required across Murrindindi to ensure all parts of the shire are adequately serviced and to create efficiencies.

Lastly, some of the gaps in training that appear within Murrindindi, when looking at Appendix 4 and the recommendations listed above, exist in the agriculture and manufacturing industries. These gaps were not identified in the 2005 Report, however recent engagement with industry highlights a need for the provision of locally based training in Certificate III in Agriculture, as well as Certificate III in Competitive Manufacturing. The MTI needs to look at how it can play a role in introducing this training to employers operating in these industries.

6. Summary of Recommendations

6.1 Introduction

Table 4 below provides a summary of the recommendations that appear throughout the body of this report, listing them in terms of high/low priority and short/medium/long term.

6.2 Recommendations

HIGH PRIORITY	
MTI appoint a Business and Network Development Manager to facilitate/coordinate, implement and promote more effective communication strategies between secondary schools, industry and training organisations - to better develop education and training opportunities and career pathways for students. Particular focus should be given to areas of skill shortage.	SHORT TERM
MTI's Business and Network Development Manager: (a) Collaborate with CEACA and the local secondary schools to promote and develop training pathways in Certificate III in Aged Care. (b) Collaborate with CEACA to provide and package short course training in Customer Service, Responsible Service of Alcohol and Food Handling to retail and hospitality employers within Murrindindi. (c) Coordinate meetings with major employers in the agriculture industry (such as HG Turf and Koala Country Orchard) to look at ways for MTI to develop training in agriculture/horticulture at Certificate III level, particularly given the high level of funding associated with this training. (d) Meet with Kinross Farm to discuss training requirements in Certificate III in Competitive Manufacturing. (e) Meet with Reddrop Management Group to investigate the provision of pathways into Retail Management training.	SHORT TERM
MTI develop an advertising/marketing campaign (particularly targeting industry) to generate awareness within Murrindindi of the role and function of the MTI. The message should be that the MTI is the first point of call for all training requirements.	SHORT TERM
CEACA and local community houses develop a marketing/branding strategy to make them more attractive to local businesses as a training option.	SHORT TERM
MTI conduct regular forums with key industry stakeholders and training organisations to continue to communicate on training needs and the coordination of delivery of training programs. This is particularly important given the momentum that has already been built by the Plan for Growth Project.	SHORT TERM
Council examine the findings of the four year Transportation Project, 'Murrindindi Transport Connections', for the purpose of improving transportation in Murrindindi to better meet the needs of young people in accessing training.	SHORT TERM
MTI and OEG to collaborate and develop a strategic plan to export outdoor recreation training to international markets.	SHORT TERM
MEDIUM PRIORITY	
CEACA collaborate with local secondary schools to consider partnerships to deliver Certificate I in Vocational Preparation to assist in preparing students for work, or further education and training opportunities.	SHORT TERM
MTI Business and Network Development Manager to explore relationships with a number of TAFE providers to deliver Certificate IV in Small Business Management, incorporating cash flow management and succession planning units. A strategic marketing campaign could then be developed to target small business owners.	SHORT TERM
Council's Economic Development Department to investigate mechanisms to build capacity of local training providers to contribute to the Marysville Hotel and Conference Centre project.	SHORT TERM
Local training providers to approach the Marysville Hotel and Conference Centre operators and work with them to design a training program tailored to potential employees.	SHORT TERM



MEDIUM PRIORITY	
MTI to build on the successful outdoor recreation model and expand this into other key industries, particularly health and community services and agriculture.	MEDIUM TERM
CEACA, Murrindindi Shire Council (Council) and local secondary schools collaborate to implement initiatives to stimulate youth interest in the areas of critical skill shortages, particularly in the health care sector. This sector should be promoted as a pathway for future employment to young people within Murrindindi. A strategic and collective campaign to promote Certificate III in Aged Care and/or Certificate IV in Disability (both of which can be provided by CEACA), may assist to get things going in this area.	MEDIUM TERM
MTI consider its role within the shire and how it can better facilitate/coordinate the local delivery of training and provide the integrated and collaborative approach that industry seeks.	MEDIUM TERM
MTI and Council collaborate to develop comprehensive information for businesses, which details all support available in relation to education subsidies and training. Thereby, enabling businesses to be more informed but also more attractive to suitable candidates, if they are able to offer opportunities for training and development. This information may be placed on both the MTI and Council website and disseminated to the local Chamber of Commerce and Business and Tourism Associations.	MEDIUM TERM
Local community houses collaborate to develop a strategic plan on how to better share information and resources. This may involve an initial strategic planning meeting and then regular follow-up meetings.	SHORT TERM
Local community houses and Learn Local providers consider partnerships, so that experienced staff can demonstrate their skills in working with complex clients to other less experienced staff across the group.	SHORT TERM
MTI and CEACA investigate and implement additional subject/course offerings and develop flexible learning options for young people across Murrindindi.	MEDIUM TERM
MTI collaborate with Central Victorian Group Training to develop communication strategies to promote the group training model to industry. This may assist with overcoming some of the barriers to on-the-job training including issues associated with the supervision of apprentices and trainees, as it provides for monitoring, maintenance and sharing arrangements between multiple employers.	SHORT TERM
MTI liaise with local estate agents and implement a residential accommodation registry to provide for better communication between training organisations and the local estate agents so the shire can more effectively prepare for influxes of people to the area looking for accommodation whilst undertaking training. The local estate agents could further use this registry to inform investors who might be prepared to invest in Murrindindi if they are able to be provided with data relating to demand.	MEDIUM TERM
MTI and Council identify funding mechanisms to further develop curriculum/content and to assist the soon to be appointed MTI Business and Network Development Manager.	MEDIUM TERM
Council implement a strategic campaign to promote the IIE-SRT Program (Skills Recognition and Training) to industry within Murrindindi to ensure that the skills and knowledge of mature age workers continue to make a valuable contribution to business and the economy in Murrindindi.	MEDIUM TERM
The Outdoor Education Group investigate the potential to use the National Government's Workforce Development Fund to fund training projects.	MEDIUM TERM
LOW PRIORITY	
That Murrindindi Shire Council (Council) together with local secondary schools consider incentives or support that can be provided to industry to encourage existing and additional work experience programs.	LONG TERM

6.3 Conclusion

This report builds on the 2005 Report and indicates that there are a number of barriers and gaps in current and future delivery of training in Murrindindi. Like the 2005 Report, the report shows that a considerable amount of training is being delivered within Murrindindi, with even more training being delivered to shire residents outside shire boundaries. It is essential that current training being delivered in Murrindindi be aggregated to better meet the needs of industry, rather than continue with the current ad hoc approach. Moreover, further action is required to ensure that training currently accessed by Murrindindi residents outside shire boundaries is offered locally, so as to provide ease of access and reduce travel time and costs for residents taking up training.

When examining the types of training being delivered within Murrindindi, the most popular courses (those with the most number of enrolments) were in the area of outdoor recreation. This demonstrates the importance of this sector within Murrindindi, not only for training, but also for employment, given that a large number of students who complete this training are employed by the Outdoor Education Group and other outdoor recreation employers within Murrindindi. The outdoor recreation training model (where an industry advisory group has been established to provide input and guidance into curriculum) is now demonstrating its success, evidenced by the increased number of enrolments. This model should be replicated to provide training for other local industries.

Industry is seeking a local, industry led approach to their training requirements and training providers must meet this need. Collaboration and communication is necessary to provide more effective and efficient training solutions. Local training providers have the capacity to meet training needs of industries within Murrindindi, particularly in regards to short course training such as Computers, First Aid, Food Handlers, Food Safety and Responsible Service of Alcohol. There is also good capacity to meet industry training needs at the certificate level, particularly in outdoor recreation, training and assessment, aged care and children's services. However, gaps exist in the agriculture and manufacturing areas and local training providers need to investigate how they might provide training in these areas, specifically at the Certificate III level.

In addition to a more aggregated approach to training across Murrindindi, there is a need for better industry training and skills linkages. Training and skill needs should be integrated with broader economic and community development strategies. This link will be important in solving some of the social issues experienced by Murrindindi such as an ageing population and labour force, retention and recruitment strategies to attract appropriately skilled young people and addressing critical skill shortages, particularly in the areas of health and community services.

The Murrindindi Training Institute's soon to be appointed Business and Network Development Manager will play a critical role in ensuring collaboration and communication is achieved between all key stakeholders within Murrindindi. It is through this regular and continued communication that training issues will be raised and addressed and innovative solutions created. The MTI still has some work to do in raising its profile within Murrindindi to generate more awareness amongst industry in regards to its role and function.

The MTI, whilst playing a key role, will not be entirely responsible for providing solutions to Murrindindi's training needs. Closer integration, cooperation and shared responsibility is required between local secondary schools, industry, training organisations and local community houses to provide greater resources, support and options for young people and clearer education and training pathways and career opportunities. A major focus on areas of skill shortages and marketing these areas to create pathways for students is imperative.

CEACA, the local community houses and Learn Local providers need to collaborate to implement a strategic marketing campaign targeted to industry, as well as look at ways that they can more effectively share information and resources.

Solving the skills and training issues affecting Murrindindi will be vital to its future economic development. Collaboration between stakeholders around the recommendations will see improved training and employment opportunities and will help to address the challenges of an ageing labour force and increased skill shortages. Acting on the recommendations will enhance future economic development and lead to a more skilled local labour force.

There is an optimistic and bright future for Murrindindi, which not only abounds in physical natural resources, but positive human resources. The municipality has faced considerable adversity over the past four years, however residents and business owners are now emerging from this period with a willingness to embrace the challenges and opportunities around training, development, and economic growth.

Appendix 1

Enrolments (and student numbers) by Course Accreditation, by Qualification Level by Course Name

Reporting Year	2012
Overseas Enrolment	Onshore - Domestic
Course VET Flag	VET Course
Delivery Location LGA	562 Murrindindi (S)

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students	
	Course Enrolments	Students	Course Enrolments			Students
11 - Nationally Accredited Qualification	108	89	93	85	201	174
421 - Diploma	21	21	2	2	23	23
Diploma of Business Administration	2	2			2	2
Diploma of Children's Services (Early childhood education and care)	1	1			1	1
Diploma of Community Services (Case management)	1	1			1	1
Diploma of Hospitality	1	1			1	1
Diploma of Management	3	3			3	3
Diploma of Outdoor Recreation	13	13	2	2	15	15
511 - Certificate IV	46	32	14	12	60	44
Certificate IV in Aged Care	1	1			1	1
Certificate IV in Business Administration	2	2			2	2
Certificate IV in Disability	9	9			9	9
Certificate IV in Hospitality	1	1			1	1
Certificate IV in Hospitality (Commercial Cookery)	1	1			1	1
Certificate IV in Outdoor Recreation	17	17	2	2	19	19
CERTIFICATE IV IN TRAINING AND ASSESSMENT	15	15	12	12	27	27
514 - Certificate III	41	40	60	58	101	98
Certificate III in Aged Care	1	1			1	1
CERTIFICATE III IN CHILDREN'S SERVICES	5	5	2	2	7	7
Certificate III in Civil Construction Plant Operations	11	11			11	11
Certificate III in Education Support	4	4	1	1	5	5
Certificate III in Home and Community Care	11	11			11	11
Certificate III in Hospitality	2	2	34	34	36	36
Certificate III in Hospitality (Commercial Cookery)	7	7	7	7	14	14
Certificate III in Tourism			16	16	16	16
521 - Certificate II			17	17	17	17
Certificate II in Hospitality			11	11	11	11
CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)			6	6	6	6
14 - Other Courses	451	220	156	153	607	365
912 - Other Non-award Courses	164	89	49	49	213	138
CHAINSAW USE AND MAINTENANCE	11	11			11	11
COMPUTERSMADE EASY	27	27			27	27
DIGITAL CAMERAS AND PICASSA	10	10			10	10
LITERACY AND NUMERACY SKILLS	22	22			22	22
LITERACY AND NUMERACY THROUGH COOKING	20	20			20	20
LITERACY AND NUMERACY THROUGH IT	15	15			15	15
LITERACY AND NUMERACY THROUGH MAKATON	15	15			15	15
LITERACY AND NUMERACY THROUGH WOOD	17	17			17	17
READING AND WRITING MADE EASIER	2	2			2	2
RESPONSIBLE SERVING OF ALCOHOL			49	49	49	49
THE NEXT STEP	15	15			15	15
THEORY & PRACTICE OF PRUNING	10	10			10	10
991 - Statement of Attainment Not Identifiable by Level			85	85	85	85
VOCATIONAL SHORT COURSES			85	85	85	85
Module Only Enrolments	287	131	22	21	309	147
Module Only Enrolment - VET	287	131	22	21	309	147
GRAND TOTAL	559	309	249	231	808	527

Appendix 2

Enrolments (and student numbers) by Course Accreditation, by Qualification Level by Course Name - for Students Residing in Murrindindi

Reporting Year	2012
Overseas Enrolment	Onshore - Domestic
Course VET Flag	VET Course
Delivery Location LGA	562 Murrindindi (S)
Student LGA	562 Murrindindi (S)

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students	
	Course Enrolments	Students	Course Enrolments			Students
11 - Nationally Accredited Qualification	108	108	93	93	201	201
421 - Diploma	21	21	2	2	23	23
Diploma of Business Administration	2	2			2	2
Diploma of Children's Services (Early childhood education and care)	1	1			1	1
Diploma of Community Services (Case management)	1	1			1	1
Diploma of Hospitality	1	1			1	1
Diploma of Management	3	3			3	3
Diploma of Outdoor Recreation	13	13	2	2	15	15
511 - Certificate IV	46	46	14	14	60	60
Certificate IV in Aged Care	1	1			1	1
Certificate IV in Business Administration	2	2			2	2
Certificate IV in Disability	9	9			9	9
Certificate IV in Hospitality	1	1			1	1
Certificate IV in Hospitality (Commercial Cookery)	1	1			1	1
Certificate IV in Outdoor Recreation	17	17	2	2	19	19
CERTIFICATE IV IN TRAINING AND ASSESSMENT	15	15	12	12	27	27
514 - Certificate III	41	41	60	60	101	101
Certificate III in Aged Care	1	1			1	1
CERTIFICATE III IN CHILDREN'S SERVICES	5	5	2	2	7	7
Certificate III in Civil Construction Plant Operations	11	11			11	11
Certificate III in Education Support	4	4	1	1	5	5
Certificate III in Home and Community Care	11	11			11	11
Certificate III in Hospitality	2	2	34	34	36	36
Certificate III in Hospitality (Commercial Cookery)	7	7	7	7	14	14
Certificate III in Tourism			16	16	16	16
521 - Certificate II	0	0	17	17	17	17
Certificate II in Hospitality			11	11	11	11
CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)			6	6	6	6
14 - Other Courses	451	295	156	155	607	445
912 - Other Non-award Courses	164	164	49	49	213	213
CHAINSAW USE AND MAINTENANCE	11	11			11	11
COMPUTERSMADE EASY	27	27			27	27
DIGITAL CAMERAS AND PICASSA	10	10			10	10
LITERACY AND NUMERACY SKILLS	22	22			22	22
LITERACY AND NUMERACY THROUGH COOKING	20	20			20	20
LITERACY AND NUMERACY THROUGH IT	15	15			15	15
LITERACY AND NUMERACY THROUGH MAKATON	15	15			15	15
LITERACY AND NUMERACY THROUGH WOOD	17	17			17	17
READING AND WRITING MADE EASIER	2	2			2	2
RESPONSIBLE SERVING OF ALCOHOL			49	49	49	49
THE NEXT STEP	15	15			15	15
THEORY & PRACTICE OF PRUNING	10	10			10	10
991 - Statement of Attainment Not Identifiable by Level	0	0	85	85	85	85
VOCATIONAL SHORT COURSES			85	85	85	85
Module Only Enrolments	287	131	22	21	309	147
Module Only Enrolment - VET	287	131	22	21	309	147
GRAND TOTAL	559	403	249	248	808	646

Appendix 3

Enrolments (and student numbers) by Course Accreditation, by Qualification Level by Course name - for students residing in Murrindindi but studying elsewhere

Reporting Year	2012
Overseas Enrolment	Onshore - Domestic
Course VET Flag	VET Course
Delivery Location LGA	(Multiple Items)
Student LGA	562 Murrindindi (S)

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students	
	Course Enrolments	Students	Course Enrolments			Students
11 - Nationally Accredited Qualification	695	632	339	320	1,034	935
221 - Graduate Certificate			5	5	5	5
Vocational Graduate Certificate in Community Services Practice (Client assessment and case management)			5	5	5	5
411 - Advanced Diploma	25	21	3	2	28	23
Advanced Diploma of Accounting	2	2			2	2
Advanced Diploma of Agriculture	1	1			1	1
Advanced Diploma of Building Surveying	1	1			1	1
Advanced Diploma of Children's Services	2	2			2	2
Advanced Diploma of Community Sector Management	2	2			2	2
Advanced Diploma of Computer Systems Engineering	1	1			1	1
Advanced Diploma of Events	3	3	2	2	5	5
Advanced Diploma of Hospitality	1	1			1	1
Advanced Diploma of Information Technology	1	1			1	1
Advanced Diploma of Interpreting	1	1			1	1
Advanced Diploma of Management	2	2			2	2
Advanced Diploma of Marketing	1	1			1	1
Advanced Diploma of Nursing (Enrolled/Division 2 nursing)	5	5			5	5
Advanced Diploma of Tourism	2	2	1	1	3	3
421 - Diploma	102	98	15	15	117	113
Diploma of Accounting	1	1			1	1
Diploma of Agriculture	8	8	2	2	10	10
Diploma of Applied Fashion Design and Technology	1	1			1	1
Diploma of Beauty Therapy	1	1			1	1
Diploma of Building and Construction (Building)	1	1			1	1
Diploma of Business	1	1			1	1
Diploma of Children's Services (Early childhood education and care)	12	12			12	12
Diploma of Children's Services (Outside school hours care)	1	1			1	1
Diploma of Civil Construction Management			1	1	1	1
Diploma of Community Development	3	3			3	3
DIPLOMA OF COMMUNITY SERVICES WORK	3	3			3	3
Diploma of Competitive Manufacturing	2	2			2	2
Diploma of Conservation and Land Management	1	1			1	1
Diploma of Events	1	1			1	1
Diploma of Financial Services (Conveyancing)	1	1			1	1
Diploma of Hairdressing Salon Management	1	1			1	1
Diploma of Horticulture	1	1	1	1	2	2
Diploma of Horticulture (Turf)	3	3			3	3
Diploma of Hospitality	3	3			3	3
Diploma of Information Technology (Software Development)	1	1			1	1
Diploma of Information Technology (Website Development)	1	1			1	1
Diploma of Library-Information Services	1	1			1	1
Diploma of Management	22	22	5	5	27	27
Diploma of Music	1	1			1	1
DIPLOMA OF NURSING (ENROLLED/DIVISION 2 NURSING)	20	20	3	3	23	23
Diploma of Occupational Health and Safety	1	1			1	1
Diploma of Project Management	1	1	1	1	2	2
Diploma of Reflexology	1	1			1	1
DIPLOMA OF REMEDIAL MASSAGE	4	4			4	4

Appendix 3 continued

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students
	Course Enrolments	Students	Course Enrolments		
Diploma of Retail Management	2	2		2	2
Diploma of Rural Business Management	1	1		1	1
Diploma of Tourism	1	1	1	2	2
Diploma of Vocational Education and Training			1	1	1
511 - Certificate IV	160	152	57	217	208
Certificate IV in Aeroskills (Mechanical)	1	1		1	1
Certificate IV in Aged Care	5	5		5	5
Certificate IV in Agriculture	4	4	4	8	8
Certificate IV in Alcohol and Other Drugs Work	1	1	1	2	2
Certificate IV in Allied Health Assistance	1	1	3	4	4
Certificate IV in Aromatherapy	1	1		1	1
Certificate IV in Asset Maintenance (Waste Management)	4	4	1	5	5
Certificate IV in Automotive Technology	1	1		1	1
Certificate IV in Beauty Therapy	2	2		2	2
Certificate IV in Bookkeeping	4	4	1	5	5
Certificate IV in Building and Construction (Building)	2	2	1	3	3
Certificate IV in Business	10	10	1	11	11
Certificate IV in Business Administration	12	12	1	13	13
Certificate IV in Children's Services (Outside school hours care)	1	1		1	1
Certificate IV in Civil Construction Supervision			1	1	1
Certificate IV in Community Services Work	1	1		1	1
Certificate IV in Competitive Manufacturing	4	4	1	5	5
Certificate IV in Conservation and Land Management	1	1		1	1
Certificate IV in Customer Contact	4	4		4	4
Certificate IV in Digital Media Technologies	1	1		1	1
Certificate IV in Disability	3	3		3	3
Certificate IV in Education Support	5	5		5	5
Certificate IV in Engineering	3	3		3	3
Certificate IV in Financial Services (Accounting)	1	1		1	1
Certificate IV in Financial Services (Bookkeeping)	2	2		2	2
Certificate IV in Fitness	4	4	1	5	5
Certificate IV in Frontline Management	3	3	1	4	4
Certificate IV in Hairdressing	1	1		1	1
Certificate IV in Health Care (Ambulance)			1	1	1
Certificate IV in Hospitality	11	11		11	11
Certificate IV in Hospitality (Commercial Cookery)	8	8	1	9	9
Certificate IV in Hospitality (Patisserie)	2	2		2	2
Certificate IV in Human Resources	1	1		1	1
Certificate IV in Information Technology (Programming)	1	1		1	1
Certificate IV in Laboratory Techniques	1	1		1	1
Certificate IV in Leisure and Health	1	1		1	1
Certificate IV in Massage Therapy Practice	2	2		2	2
Certificate IV in Mental Health	1	1		1	1
Certificate IV in Nursing (Enrolled/Division 2 nursing)	1	1		1	1
Certificate IV in Occupational Health and Safety	3	3	1	4	4
Certificate IV in Outdoor Recreation	4	4		4	4
Certificate IV in Photoimaging	1	1		1	1
Certificate IV in Plumbing and Services			2	2	2
Certificate IV in Programming	1	1		1	1
Certificate IV in Project Management			1	1	1
Certificate IV in Property Services (Real Estate)	6	6	1	7	7
Certificate IV in Racing (Racehorse Trainer)	1	1		1	1
CERTIFICATE IV IN RENEWABLE ENERGY	4	4		4	4
Certificate IV in Retail Management	4	4	1	5	5

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students
	Course Enrolments	Students	Course Enrolments		
Certificate IV in Small Business Management			1	1	1
Certificate IV in Sport (Development)	1	1		1	1
Certificate IV in Sport and Recreation	1	1		1	1
Certificate IV in Surface Extraction Operations	5	5	4	4	9
Certificate IV in Tourism	2	2		2	2
CERTIFICATE IV IN TRAINING AND ASSESSMENT	4	4	26	26	30
Certificate IV in Transport and Logistics (Mobile Cranes Operations)	2	2		2	2
Certificate IV in Transport and Logistics (Rail Operations)			1	1	1
Certificate IV in Transport and Logistics (Warehousing and Storage)	1	1		1	1
Certificate IV in Veterinary Nursing	4	3		4	3
Certificate IV in Warehousing Operations	2	2		2	2
Certificate IV in Web-Based Technologies	1	1		1	1
Certificate IV in Wool Classing	1	1		1	1
Certificate IV in Youth Work	1	1		1	1
514 - Certificate III	326	314	111	108	437
Certificate III in Aged Care	9	9	1	1	10
Certificate III in Agriculture	28	28	19	19	47
Certificate III in Agriculture (Poultry Production)	1	1			1
Certificate III in Animal Studies			1	1	1
Certificate III in Asset Maintenance (Cleaning Operations)	1	1			1
Certificate III in Asset Maintenance (Waste Management)	4	4			4
Certificate III in Automotive Mechanical Technology	11	11			11
Certificate III in Automotive Specialist	1	1			1
Certificate III in Automotive Vehicle Body	2	2			2
Certificate III in Basic Health Care			3	3	3
Certificate III in Beauty Services	1	1			1
Certificate III in Bricklaying/Blocklaying	4	4			4
CERTIFICATE III IN BUSINESS	12	12			12
Certificate III in Business Administration	4	4			4
Certificate III in Business Administration (Education)	2	2			2
Certificate III in Cabinet Making	3	3			3
Certificate III in Carpentry	15	15	6	6	21
Certificate III in Carpentry and Joinery	1	1			1
CERTIFICATE III IN CHILDREN'S SERVICES	8	8			8
Certificate III in Civil Construction	9	9	6	6	15
Certificate III in Civil Construction Plant Operations	14	14	2	2	16
Certificate III in Community Pharmacy	2	2			2
Certificate III in Community Services Work	1	1			1
Certificate III in Companion Animal Services	1	1			1
Certificate III in Customer Contact	1	1	2	2	3
Certificate III in Dogging	3	3			3
Certificate III in Driving Operations	17	17	7	7	24
Certificate III in Education Support	1	1			1
Certificate III in Electrotechnology Electrician	11	11			11
Certificate III in Electrotechnology Systems Electrician	1	1			1
Certificate III in Engineering - Fabrication Trade	6	6			6
Certificate III in Engineering - Mechanical Trade	1	1			1
Certificate III in ESI - Cable Jointing			1	1	1
Certificate III in ESI - Distribution	3	3	2	2	5
Certificate III in Financial Services (Accounts Clerical)	1	1			1
CERTIFICATE III IN FITNESS	6	6			6
Certificate III in Food Processing (Retail Baking - Combined)	1	1			1
Certificate III in Food Processing (Wine)			1	1	1
Certificate III in Frontline Management	1	1			1

Appendix 3 continued

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students	
	Course Enrolments	Students	Course Enrolments			Students
Certificate III in General Construction (Carpentry - Framework/Formwork/Finishing)	1	1		1	1	
Certificate III in General Construction (Wall and Ceiling Lining)	1	1		1	1	
Certificate III in Hairdressing	10	9	2	12	11	
Certificate III in Harvesting and Haulage	9	9		9	9	
Certificate III in Health Services Assistance	2	2	8	10	10	
Certificate III in Home and Community Care	3	3	2	5	5	
Certificate III in Horticulture	2	2		2	2	
Certificate III in Horticulture (Arboriculture)	1	1		1	1	
Certificate III in Horticulture (Landscape)	16	16		16	16	
Certificate III in Horticulture (Parks and Gardens)			2	2	2	
Certificate III in Horticulture (Turf)	2	2		2	2	
Certificate III in Horticulture (Wholesale Nursery)	1	1		1	1	
Certificate III in Hospitality	8	8	1	9	9	
Certificate III in Hospitality (Commercial Cookery)	15	15		15	15	
Certificate III in Hospitality (Patisserie)	2	2		2	2	
Certificate III in Information, Digital Media and Technology	2	2		2	2	
Certificate III in Marine	3	3		3	3	
Certificate III in Meat Processing (Meat Retailing)	3	3		3	3	
Certificate III in Meat Processing (Retail Butcher)	1	1		1	1	
Certificate III in Media	1	1	18	18	19	19
Certificate III in Micro Business Operations			1	1	1	1
Certificate III in Music	1	1		1	1	
Certificate III in Non-Emergency Client Transport	1	1		1	1	
Certificate III in Outdoor Power Equipment	1	1		1	1	
Certificate III in Outdoor Recreation (Multiple activities)	3	3		3	3	
Certificate III in Painting and Decorating	1	1		1	1	
CERTIFICATE III IN PATHOLOGY			1	1	1	1
Certificate III in Pipe Laying	2	2		2	2	
Certificate III in Plumbing	15	15		15	15	
Certificate III in Pork Production	2	2		2	2	
Certificate III in Process Manufacturing	1	1	1	1	2	2
Certificate III in Public Safety (Community Safety)			1	1	1	1
Certificate III in Public Safety (Firefighting and Emergency Operations)			1	1	1	1
Certificate III in Public Safety (SES Operations)	1	1		1	1	1
Certificate III in Retail	7	7		7	7	
Certificate III in Retail Baking (Combined)	1	1		1	1	
Certificate III in Sport (Coaching)	1	1		1	1	
Certificate III in Sport and Recreation	1	1	18	18	19	19
Certificate III in Timber Merchandising	1	1		1	1	
Certificate III in Tourism	1	1		1	1	
Certificate III in Tourism (Visitor Information Services)	2	2		2	2	
Certificate III in Transport and Logistics (Road Transport)	1	1		1	1	
Certificate III in Transport and Logistics (Warehousing and Storage)	7	7	2	2	9	9
Certificate III in Wall and Ceiling Lining	3	3		3	3	
Certificate III in Warehousing Operations	3	3	1	1	4	4
Certificate III in Water Operations			1	1	1	1
521 - Certificate II	56	55	142	140	198	191
Certificate II in Agriculture	8	8	3	3	11	10
Certificate II in Animal Studies	2	2	7	7	9	9
Certificate II in Asset Maintenance (Cleaning Operations)			1	1	1	1
Certificate II in Automotive Vehicle Servicing	2	2			2	2
Certificate II in Bicycles	1	1			1	1
Certificate II in Business	2	2	3	3	5	5
CERTIFICATE II IN COMMUNITY PHARMACY			2	2	2	2

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students
	Course Enrolments	Students	Course Enrolments		
Certificate II in Community Recreation			11	11	11
Certificate II in Community Services	1	1	2	2	3
Certificate II in Conservation and Land Management			2	2	2
Certificate II in Data and Voice Communications	1	1			1
Certificate II in Emergency Medical Service First Response	7	7	46	46	53
Certificate II in Engineering - Production Technology	1	1			1
Certificate II in Food Processing	1	1			1
Certificate II in Forest Growing and Management	2	2	2	2	4
Certificate II in Hairdressing	6	6	12	12	18
Certificate II in Harvesting and Haulage	1	1	1	1	2
Certificate II in Horticulture	1	1	5	4	6
Certificate II in Hospitality			26	26	26
CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)	2	2	3	3	5
Certificate II in Music			2	2	2
Certificate II in Nail Technology	2	2			2
Certificate II in Rail Infrastructure			2	2	2
Certificate II in Retail	13	13			13
Certificate II in Retail Make-up and Skin Care	1	1			1
Certificate II in Sawmilling and Processing			1	1	1
Certificate II in Sport and Recreation			2	2	2
Certificate II in Timber Merchandising	1	1			1
Certificate II in Warehousing Operations	1	1	1	1	2
Certificate II in Water Operations			8	8	8
524 - Certificate I	26	26	6	6	32
Certificate I in Construction			5	5	5
Certificate I in Food Processing	2	2			2
Certificate I in Hospitality	24	24			24
Certificate I in Information, Digital Media and Technology			1	1	1
12 - Nationally Recognised Course	111	94	64	56	175
221 - Graduate Certificate	1	1			1
Vocational Graduate Certificate in Food Industry Management	1	1			1
411 - Advanced Diploma	7	6			7
Advanced Diploma of Building Design (Architectural)	2	2			2
Advanced Diploma of Community Leadership and Development	2	2			2
Advanced Diploma of Engineering Technology	2	2			2
Advanced Diploma of Engineering Technology (Principal Technical Officer)	1	1			1
421 - Diploma	10	10	2	2	12
Diploma of Engineering Drafting	1	1			1
Diploma of Engineering Technology	1	1			1
Diploma of Graphic Design	2	2			2
Diploma of Horse Breeding (Stud Management)	1	1	1	1	2
Diploma of Illustration	1	1			1
Diploma of Professional Writing and Editing	1	1			1
Diploma of Sustainability	1	1			1
Diploma of Textile Arts	1	1			1
Diploma of Visual Art	1	1			1
Diploma of Vocational Education and Training Practice			1	1	1
511 - Certificate IV	3	3	2	2	5
Certificate IV in Aboriginal Cultural Heritage Management	1	1			1
Certificate IV in Applied Design (Landscape)	1	1			1
Certificate IV in Dance and Performance	1	1			1
Certificate IV in Electrical			2	2	2
514 - Certificate III	8	8			8
Certificate III in Dance	1	1			1

Appendix 3 continued

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students
	Course Enrolments	Students	Course Enrolments		
Certificate III in General Education for Adults	7	7		7	7
521 - Certificate II	26	25	45	71	62
Certificate II in Automotive Studies (Pre-vocational)	1	1	22	23	23
Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling and Solid Plastering) -	2	2	18	20	20
Certificate II in Electrotechnology Studies (Pre-vocational)	1	1		1	1
Certificate II in Engineering Studies	1	1	3	4	4
Certificate II in Equine Industry	1	1	1	2	2
Certificate II in General Education for Adults	20	20	1	21	21
524 - Certificate I	46	45	1	47	46
CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS	7	7		7	7
Certificate I in General Education for Adults (Introductory)	34	34		34	34
Certificate I in Spoken and Written English			1	1	1
CERTIFICATE I IN VOCATIONAL PREPARATION	5	5		5	5
611 - Year 12	2	2		2	2
VCAL - Victorian Certificate of Applied Learning (Senior)	1	1		1	1
VCE - Victorian Certificate of Education	1	1		1	1
991 - Statement of Attainment Not Identifiable by Level	7	7	13	20	20
Course in Assessment of Informal Learning			1	1	1
Course in Basic Earthmoving	3	3		3	3
Course in Education Integration Support	1	1		1	1
Course in First Aid Management of Anaphylaxis			1	1	1
Course in Health (HIV and Hepatitis C Test Advisor)			1	1	1
Course In Initial General Education For Adults	2	2		2	2
Course in Liquor Licensing - Licensees' First Step			1	1	1
Course in Minimising the Risks in the Use of 1080 Pest Animal Bait Products for Vertebrate Pest Control			9	9	9
Course in Recognised Informal Learning	1	1		1	1
992 - Bridging and Enabling Courses Not Identifiable by Level	1	1		1	1
Course in Tertiary Transition Skills	1	1		1	1
999 - Education not elsewhere classified			1	1	1
Course in Construction (OH&S Induction)			1	1	1
14 - Other Courses	17	14	93	110	91
912 - Other Non-award Courses			32	32	32
ADVANCED PROJECT MANAGEMENT			1	1	1
COMPUTER SKILLS FOR THE WORKPLACE			1	1	1
CONSTRUCTION INDUCTION CARD			1	1	1
CONSTRUCTION INDUCTION TRAINING (FORMERLY RED CARD)			1	1	1
Initial 5 Day OH&S For Health and Safety Representatives, Managers and Supervisors			1	1	1
LEA - LICENSED ELECTRICAL THEORY (LET) TUTORIAL			1	1	1
LEARNING HOW TO WELD USING ARC WELDING, MIG WELDING AND OXY ACETYLENE WELDING PROCESS			1	1	1
O H & S REFRESHER COURSE			1	1	1
PLUMBING PRACTICE			1	1	1
RESPONSIBLE SERVICE OF ALCOHOL			3	3	3
TIG WELDING - INTRODUCTION			1	1	1
TIMBER - PLANT OPERATIONS			1	1	1
TIMBER TRAINING UNIT			2	2	2
TTU SHORT COURSE - DSE			14	14	14
VERMIN CONTROL			1	1	1
WORK SAFELY AT HEIGHTS			1	1	1
991 - Statement of Attainment Not Identifiable by Level	1	1	14	15	13
ESTABLISHING AN ELECTRICAL CONTRACTING BUSINESS			2	2	2
GRID CONNECT DESIGN			1	1	1
GRID CONNECT INSTALL			1	1	1
HEALTH, SAFETY & ENVIRONMENT LEAD AUDITOR			1	1	1
HYGIENE FOR FOOD HANDLERS			1	1	1

	Government Subsidised	Fee-for-service		Total Course Enrolments	Total Students
	Course Enrolments	Students	Course Enrolments		
Implement Food Safety Systems			1	1	1
LICENSED ELECTRICAL ASSESSMENT (LEA)			1	1	1
Monitoring and operating a gated spillway	1	1	3	3	4
PROVIDE SUPPORT TO MEET PERSONAL CARE NEEDS			1	1	1
Real Estate for Agents' Representative			1	1	1
RESPONSIBLE SERVICE OF GAMING			1	1	1
992 - Bridging and Enabling Courses Not Identifiable by Level			5	5	5
CPCCOHS1001A- Work safely in the construction industry			1	1	1
Initial Level OHS Course For Health & Safety Representatives, Supervisors & Mgrs			1	1	1
Licence Coaching for Electrical Mechanics			2	2	2
Owner Builder			1	1	1
999 - Education not elsewhere classified	1	1	35	26	36
APPLY FIRST AID			2	2	2
ASBESTOS AWARENESS			2	2	2
BAR ATTENDING PACKAGE			2	2	2
DESIGN AND INSPECT TRAFFIC CONTROL PLANS			2	2	2
Follow Defined OHS Procedures & Regulatory Requirements	1	1	1	1	2
HEALTH & SAFETY REPRESENTATIVES REFRESHER COURSE - IDENTIFICATION AND CONTROL OF HAZARDS			2	2	2
HEARING CONSERVATION			2	2	2
LIVE LINE SKILLS ENHANCEMENT			2	2	2
Perform CPR			7	7	7
Responsible Serving Of Alcohol (RSA)			1	1	1
SELECT AND MODIFY TRAFFIC CONTROL PLANS			2	2	2
TRAFFIC CONTROLLER			1	1	1
UPGRADING TO WINDOWS 2007 & MS OFFICE 2010			1	1	1
VESI REFRESHER TRAINING			2	2	2
VIC SES MANAGING TRAFFIC AT OPERATIONS			2	2	2
Victoria Police Education Entrance Examination			2	2	2
VSAB-101 VEHICLE STRUCTURAL AWARENESS-1 DAY COURSE			2	2	2
Module Only Enrolments	15	13	7	5	22
Module Only Enrolment - VET	15	13	7	5	22
15 - Higher Level Qualification			1	1	1
221 - Graduate Certificate			1	1	1
GRADUATE CERTIFICATE OF BUSINESS (PROJECT MANAGEMENT)			1	1	1
GRAND TOTAL	823	677	497	441	1,320

Appendix 4

Training Matrix on current courses being delivered within Murrindindi Shire

Reporting Year	2012
Overseas Enrolment	Onshore - Domestic
Course VET Flag	VET Course
Delivery Location LGA	562 Murrindindi (S)
Student LGA	562 Murrindindi (S)

Registered Training Organisation	Course Area of Training	Priority Based on Industry Needs	
Country Fire Authority	Diploma Level		
	Diploma of Outdoor Recreation	HIGH	
	Certificate IV Level	HIGH	
	Certificate IV in Disability	HIGH	
	Certificate IV in Outdoor Recreation	HIGH	
	Certificate IV in Training and Assessment	HIGH	
	Certificate III Level		
	Certificate III in Aged Care	HIGH	
	Certificate III in Children's Services	HIGH	
	Certificate III in Education Support	HIGH	
	Certificate III in Outdoor Recreation	MEDIUM	
	Certificate II Level		
	Certificate II in Information, Digital Media and Technology	MEDIUM	
	Certificate I Level		
	Certificate I in Vocational Preparation	HIGH	
	Short Courses		
	Boat Licensing	MEDIUM	
	Computers Made Easy	LOW	
	Construction Induction Card – Work Safely in the Construction Industry	LOW	
	First Aid	HIGH	
	Food Handlers – Follow Workplace Hygiene Procedures	HIGH	
	Food Safety Supervisors – Implement Food Safety Procedures	HIGH	
	iPad Training	MEDIUM	
	Language, Literacy and Numeracy	MEDIUM	
	Country Fire Authority	Responsible Serving of Alcohol	MEDIUM
	Country Fire Authority	Diploma Level	
Diploma of Public Safety (Community Safety)		LOW	
Diploma of Public Safety (Firefighting Management)		LOW	
Certificate IV Level			
Certificate IV in Public Safety (Community Safety)		LOW	
Certificate IV in Public Safety (Firefighting Supervision)		LOW	
Certificate III Level			
Certificate III in Public Safety (Firefighting and Emergency Operations)		HIGH	
Certificate III in Public Safety (Community Safety)		HIGH	
Certificate II			
Certificate II in Public Safety (Firefighting and Emergency Operations)	HIGH		
Certificate II in Public Safety (Firefighting Operations)	HIGH		
Flowerdale Community House	Short Courses		
	Chainsaw Operation	LOW	
Go TAFE	Short Courses		
	Food Handlers – Follow Workplace Hygiene Procedures	HIGH	



Registered Training Organisation	Course Area of Training	Priority Based on Industry Needs
Continuing Education and Arts Centre, Alexandra	Diploma Level	
	Responsible Serving of Alcohol	MEDIUM
Holmesglen Rural Learning Centre	Certificate IV Level Courses	
	Certificate IV in Outdoor Recreation	HIGH
Kinglake Ranges Neighbourhood House	Short Courses	
	Anaphylaxis Training	LOW
	Asthma Management	LOW
	Basic Computer Course	LOW
	CPR	MEDIUM
	First Aid Level II	HIGH
	Intermediate Computer Course	LOW
Toolangi and Castella Community House	Short Courses	
	Basic Computers	LOW
Swinburne University of Technology	Advanced Diploma Level	
	Advanced Diploma of Accounting	MEDIUM
	Advanced Diploma of Legal Practice	MEDIUM
	Advanced Diploma of Marketing	MEDIUM
	Diploma Level	
	Diploma of Accounting	MEDIUM
	Diploma of Business	MEDIUM
	Diploma of Human Resources Management	MEDIUM
	Diploma of Management	MEDIUM
	Diploma of Marketing	MEDIUM
	Diploma of Project Management	MEDIUM
	Diploma of Retail Management	MEDIUM
	Diploma of Sustainability	HIGH
	Certificate IV Level	
	Certificate IV in Accounting	MEDIUM
	Certificate IV in Business	MEDIUM
	Certificate IV in Frontline Management	HIGH
	Certificate IV in Marketing	MEDIUM
	Certificate IV in Property Services (Real Estate)	MEDIUM
	Certificate IV in Retail Management	HIGH
	Certificate IV in Small Business Management	MEDIUM
	Certificate III Level	
	Certificate III in Accounting	MEDIUM
	Certificate III in Business	MEDIUM
	Certificate III in Business Administration (Medical)	MEDIUM
	Certificate III in Retail Management	HIGH
TAFE'S (Other)	Diploma Level	
	Diploma of Business Administration	MEDIUM
	Diploma of Children's Services	HIGH

Appendix 4 continued

Registered Training Organisation	Course Area of Training	Priority Based on Industry Needs	
Continuing Education and Arts Centre, Alexandra	Diploma Level		
	Diploma of Community Services	HIGH	
	Diploma of Management	HIGH	
	Certificate IV Level		
	Certificate IV in Aged Care	HIGH	
	Certificate IV in Business Administration	MEDIUM	
	Certificate IV in Disability	HIGH	
	Certificate IV in Hospitality	HIGH	
	Certificate IV in Hospitality (Commercial Cookery)	HIGH	
	Certificate III Level		
	Certificate III in Civil Construction Plant Operations	HIGH	
	Certificate III in Home and Community Care	HIGH	
	Certificate III in Hospitality	HIGH	
	Certificate III in Hospitality (Commercial Cookery)	HIGH	
	Certificate III in Tourism	HIGH	
	Certificate II Level		
	Certificate II in Hospitality	MEDIUM	
	Certificate II in Hospitality (Kitchen Operations)	MEDIUM	
	Yea Community House	Short Courses	
		Basic Computers	LOW
CPR		MEDIUM	
First Aid Level I		HIGH	
First Aid Level II		HIGH	

Appendix 5

Training Needs and Skill Requirements of Employers Within Murrindindi Shire (information taken from survey questionnaire – see Appendix 9)

Business/Organisation	Type of industry within which the business/organisation operates	Number of Full Time Staff	Number of Part Time Staff	If yes, what type of training would your staff benefit from?
Valley Seeds Pty Ltd.	Agriculture	10-14	1-4	Communication, Conflict Resolution, Leadership, Negotiation, People Management, Problem Solving, Time Management
Ross Park Angus	Agriculture	1-4	0	Industry Specific
Little River Wines	Agriculture	1-4	5-9	Communication, Customer Service, Environmental, Industry Specific, Leadership, Occupational Health and Safety, Sustainability, Technical
Kinross Farms	Agriculture	20+	20+	Industry Specific, Leadership, Occupational Health and Safety
Koala Country Orchard	Agriculture	15-19	20+	Communication, Compliance, Conflict Resolution, Environmental, Financial Management, Governance, Industry Specific, Leadership, Management, Occupational Health and Safety, People Management, Sales, Sustainability, Technical, Time Management
Goulburn River Trout	Aquaculture	20+	5-9	Occupational Health and Safety, Technical, Other
Snobs Creek Hatchery	Aquaculture	5-9	1-4	Compliance, Environmental, Occupational Health and Safety, Other
Northern Kitchens	Forestry & Wood Products		1-4	Communication, Conflict Resolution, Goal Setting, Industry Specific, Leadership, Time Management
Johnston Loggins	Forestry & Wood Products	10-14	0	Financial Management, Technical, Other
Alexandra District Hospital	Health & Community Services	10-14	20+	Conflict Resolution, Customer Service, Environmental, Occupational Health and Safety
Alexandra Physiotherapy	Health & Community Services	0	1-4	Customer Service, Occupational Health and Safety, People Management
Alexandra District Hospital	Health & Community Services	10-14	20+	Communication, Conflict Resolution, Industry Specific, Occupational Health and Safety, People Management
Alexandra District Hospital	Health & Community Services	10-14	20+	Conflict Resolution, Occupational Health and Safety, People Management
Berry Street	Health & Community Services	5-9	10-14	Leadership, Time Management
Kellock Lodge Alexandra inc	Health & Community Services	1-4	20+	Communication, Industry Specific, Leadership, Management
Darlingford Upper Goulburn Nursing Home	Health & Community Services	20+	20+	Communication, Compliance, People Management, Sustainability
Kinglake Ranges Neighbourhood House	Health & Community Services	0	20+	Compliance, Financial Management, Goal Setting, Governance, Succession Planning
Yea Community House	Health & Community Services	0	10-14	Compliance, Customer Service, Financial Management, Goal Setting, Governance, Leadership, Sustainability
Kinglake Chinese Medicine	Health & Community Services	0	1-4	Conflict Resolution, Environmental, Management, Negotiation, Problem Solving, Time Management
Flowerdale Community House	Health & Community Services	1-4	1-4	Communication, Conflict Resolution, Customer Service, People Management, Problem Solving
Dame Pattie Menzies Centre Inc	Health & Community Services	1-4	15-19	Industry Specific
LASK PL trading as Perry Logging and Perry Certified Strawberry Runner Growers	Other	10-14	1-4	Communication, Industry Specific, Leadership, Management, Occupational Health and Safety, Problem Solving, Technical, Time Management
Ticks	Other	1-4	0	Communication, Customer Service, Goal Setting, Negotiation, Occupational Health and Safety, People Management, Time Management
Hume and Hovell Cricket Ground	Other	1-4	0	Other
Newsworthy Pty Ltd T/A Surcare Australia	Other	1-4	1-4	Communication, Goal Setting, Industry Specific, Problem Solving, Technical, Time Management
Eildon Real Estate	Other	1-4	1-4	Asset Management, Management

Appendix 5 continued

Business/Organisation	Type of industry within which the business/organisation operates	Number of Full Time Staff	Number of Part Time Staff	If yes, what type of training would your staff benefit from?
Murrindindi Shire council	Other	20+	20+	Asset Management, Building Maintenance, Communication, Compliance, Customer Service, Environmental, Financial Management, Goal Setting, Governance, Industry Specific, Leadership, Management, Occupational Health and Safety, People Management, Problem Solving, Sustainability, Technical, Time Management
Crystal Pines Getaway /Black Range Silhouettes	Other	1-4		Other
Department of Sustainability and Environment	Other	20+	0	Occupational Health and Safety
Glynne Cousins-Pietzsch	Other	0	0	Other
Central Ranges LLEN	Other	1-4	1-4	Communication, People Management, Other
Sargeants Murrindindi	Other	0	1-4	Communication, Industry Specific, Time Management
Hedger Constructions Pty Ltd	Other	15-19	1-4	Customer Service, Leadership, Occupational Health and Safety, People Management, Time Management
Murrindindi Training Institute	Other	1-4	5-9	Communication, Conflict Resolution, Customer Service, Environmental, Goal Setting, Industry Specific, Leadership, Negotiation, Problem Solving, Sustainability, Technical, Time Management
CEACA Inc	Other	1-4	5-9	Compliance, Industry Specific
Alexandra Design	Other	0	0	Sales
Murrindindi Climate Network Inc.	Other	0	0	Communication, Financial Management, Goal Setting, Governance, Leadership, Succession Planning
SheCommerce	Other	5-9	1-4	Leadership, People Management, Sales
Stantons Accounting & Tax Solutions	Other	1-4	1-4	Industry Specific, Other
Alexandra Taxis	Other	1-4	1-4	Communication, Compliance, Customer Service, Occupational Health and Safety
Marysville Triangle Real Estate	Other	1-4	1-4	Industry Specific, Other
LJ Hooker Alexandra	Other	1-4	1-4	Cash Flow Management, Conflict Resolution, Goal Setting, Negotiation, Occupational Health and Safety, People Management, Problem Solving, Sales, Succession Planning, Time Management
ANZ	Other	1-4	1-4	Financial Management, Industry Specific, Occupational Health and Safety, Sales
Little River Wines	Other	1-4	1-4	Industry Specific, Sales
Department of Sustainability & Environment	Other	20+	1-4	Communication, Compliance, Industry Specific, Leadership, Occupational Health and Safety, People Management, Technical
The Outdoor Education Group	Recreation	20+	20+	Communication, Industry Specific, Leadership, Management, People Management, Technical



Business/Organisation	Type of industry within which the business/organisation operates	Number of Full Time Staff	Number of Part Time Staff	If yes, what type of training would your staff benefit from?
Alexandra Golf Club Inc	Recreation	1-4	0	Occupational Health and Safety
Lake Mountain Alpine Resort	Recreation	5-9	20+	Environmental, Other
Eildon Boat Club	Recreation	20+	15-19	Cash Flow Management, Conflict Resolution, Financial Management, Leadership, Occupational Health and Safety, Technical
Anchorage Houseboats	Recreation	5-9	5-9	Building Maintenance, Leadership, Management, Time Management
Buxton Nursery	Retail	1-4	1-4	Conflict Resolution, Customer Service, Negotiation, Problem Solving, Sales
Snow Leopard Animation	Retail	0	0	Goal Setting, Industry Specific, Succession Planning, Time Management
Alexandra FoodWorks	Retail	15-19	15-19	Communication, Compliance, Customer Service, Industry Specific, Leadership, Management, Negotiation, Occupational Health and Safety, People Management, Problem Solving, Sales, Time Management
Marysville FoodWorks	Retail	1-4	1-4	Communication, Customer Service, Industry Specific, Leadership, Management, Negotiation, Occupational Health and Safety, People Management, Problem Solving, Sales, Time Management
A&S Refrigeration & Air Conditioning Pty Ltd	Retail	1-4	1-4	Compliance, Customer Service, Financial Management
Eildon Servo Centre	Retail	1-4	0	Industry Specific
Heatherly Design Bedheads	Retail	1-4	1-4	Communication, Customer Service, Problem Solving, Sales, Other
Alexandra Traders Pty Ltd	Retail	5-9	5-9	Goal Setting, Leadership, Management, Problem Solving, Sales, Time Management
Pirene Retail Operations t/as Golden Spur Service Station	Retail	1-4	5-9	Customer Service, Industry Specific
Alexandra Quality Meats	Retail	1-4	0	Customer Service, Leadership, People Management, Sales
Buxton Nursery	Retail	1-4	1-4	Customer Service, Goal Setting, Sales
Bowman Wines	Tourism/Hospitality	1-4	0	Cash Flow Management, Financial Management, Industry Specific, Management
Waverley Guesthouse	Tourism/Hospitality	1-4	1-4	Asset Management, Building Maintenance, Cash Flow Management, Communication, Compliance, Customer Service, Environmental, Financial Management, Goal Setting, Governance, Industry Specific, Leadership, Management, Occupational Health and Safety, People Management, Problem Solving, Sales, Sustainability, Technical, Time Management
Rail Trail Bike Tours	Tourism/Hospitality	1-4	0	Customer Service
Karma kinglake bed & breakfast	Tourism/Hospitality	1-4	1-4	Other
Karma Kinglake	Tourism/Hospitality	1-4	1-4	Occupational Health and Safety, Problem Solving, Sales, Time Management

Appendix 5 continued

Business/Organisation	Type of industry within which the business/organisation operates	Number of Full Time Staff	Number of Part Time Staff	If yes, what type of training would your staff benefit from?
Saladin Lodge	Tourism/Hospitality		1-4	Industry Specific, Sales
Marysville Caravan and Holiday Park	Tourism/Hospitality	1-4	1-4	Building Maintenance, Customer Service, Occupational Health and Safety
Marysville Triangel Real Estate	Tourism/Hospitality	1-4	5-9	Industry Specific, Other
Fairweather Farmgate	Tourism/Hospitality	1-4	1-4	Financial Management, Goal Setting, Time Management
Kinglake Homestead P/L	Tourism/Hospitality	1-4	1-4	Customer Service
Golden Trout Hotel Motel	Tourism/Hospitality	1-4	10-14	Customer Service, People Management, Problem Solving, Sales, Time Management
Stonlea Country Estate	Tourism/Hospitality			Conflict Resolution, Financial Management, Occupational Health and Safety, Sales
Holmesglen Rural Learning Centre	Tourism/Hospitality	1-4	5-9	Time Management
Marysville Patisserie	Tourism/Hospitality	1-4	1-4	Customer Service, Goal Setting, Leadership, Problem Solving, Sales
Cafe Alex	Tourism/Hospitality	0	15-19	Communication, Customer Service, Goal Setting, Leadership, People Management, Problem Solving, Sales, Time Management
Alexandra Visitor Information Centre	Tourism/Hospitality	0	1-4	Communication, Customer Service
Alexandra Cinema	Tourism/Hospitality		1-4	Communication, Compliance, Customer Service, Industry Specific, Occupational Health and Safety, Problem Solving, Sales
Two Pickled	Tourism/Hospitality	1-4	0	Cash Flow Management, Compliance, Goal Setting, Succession Planning
Rosewood Cottage	Tourism/Hospitality	1-4	1-4	Customer Service
The Dairy Cafe	Tourism/Hospitality	0	1-4	Customer Service, Occupational Health and Safety, Problem Solving
The Tea Rooms of Yarck	Tourism/Hospitality	5-9	1-4	Industry Specific
Maybole Cottage	Tourism/Hospitality	0	1-4	Building Maintenance, Customer Service, Financial Management, Governance, Industry Specific, Management, Other
South Cathedral Farm	Tourism/Hospitality	0	1-4	Other

Appendix 6

Representatives of the following organizations interviewed during the consultation process

	Organisation	Date	ANZSIC Code
1	Central Victorian Group Training	21.11.12	M - Government Administration and Defence
2	Continuing Education and Arts Centre of Alexandra Inc	21.11.12	N - Education
3	Murrindindi Shire Council	21.11.12	M - Government Administration and Defence
4	Outdoor Education Group	21.11.12	P - Cultural and Recreational Services
5	Kelloch Lodge	04.12.12	H - Accommodation Cafes and Restaurants
6	Murrindindi Training Institute	04.12.12	N - Education
7	North East Publishing	04.12.12	Q - Personal and Other Services
8	Landmark	05.12.12	L - Property and Business Services
9	Alexandra Secondary College	05.12.12	N - Education
10	Murrindindi Shire Council	05.12.12	M - Government Administration and Defence
11	High Country Management Enterprises (Anchorage Houseboats)	05.12.12	G - Retail Trade
12	Yea Secondary College	11.12.12	N - Education
13	Reddrop Management Company	11.12.12	L - Property and Business Services
14	Department of Sustainability and Environment	11.12.12	M - Government Administration and Defence
15	Central Victorian Group Training	11.12.12	M - Government Administration and Defence
16	Holmesglen Rural Learning Centre	11.12.12	N - Education
17	Rail Trail Bike Tours	11.12.12	P - Cultural and Recreation Services
18	YMCA	12.12.12	O - Health and Community Services
19	Marysville Trout and Salmon Ponds	12.12.12	A - Agriculture Forestry and Fishing
20	Yea Brand Cheese	16.01.13	C - Food, Beverage and Tobacco Manufacturing
21	Simpson Fuels	16.01.13	G - Retail Trade

Appendix 6 continued

	Organisation	Date	ANZIC Code
22	Goulburn River Trout	16.01.13	A - Agriculture Forestry and Fishing
23	HG Turf	16.01.13	G - Retail Trade
24	Darlingford Nursing Home	17.01.13	O - Health and Community Services
25	Eildon Boat Club	17.01.13	P - Cultural and Recreational Services
26	Lake Mountain Alpine Resort	17.01.13	H - Accommodation Cafes and Restaurants
27	Marysville Caravan Park	17.01.13	H - Accommodation Cafes and Restaurants
28	Rochford Wines	18.01.13	C - Food, Beverage and Tobacco Manufacturing
29	Kinross Farm	18.01.13	A - Agriculture Forestry and Fishing
30	Yenckens Hardware (Alexandra)	23.01.13	G - Retail Trade
31	Yarra Valley Caviar	23.01.13	A - Agriculture Forestry and Fishing
32	Taggerty Timber	23.01.13	G - Retail Trade
33	Kinglake Community House	24.01.13	O - Health and Community Services
34	Yea Community House	24.01.13	O - Health and Community Services
35	Castella Quarries	24.01.13	F - Wholesale Trade
36	Koala Country Orchards	30.01.13	C - Food, Beverage and Tobacco Manufacturing
37	Country Fire Authority - Hume Region	07.02.13	Q - Personal and Other Services

ANZIC CODE	NUMBER OF EMPLOYERS CONSULTED
A - Agriculture Forestry and Fishing	4
C - Food, Beverage and Tobacco Manufacturing	3
F - Wholesale Trade	1
G - Retail Trade	5
H - Accommodation Cafes and Restaurants	3
L - Property and Business Services	2
M - Government Administration and Defence	5
N - Education	5
O - Health and Community Services	4
P - Cultural and Recreational Services	3
Q - Personal and Other Services	2

Appendix 7

Forum Participants were representative of the following organizations

ALEXANDRA
Organisation
Holmesglen Rural Learning Centre
Murrindindi Training Institute
Kellock Lodge
Alexandra District Hospital
Cafe Alex
Yea High School
Darlingford and Upper Goulburn Nursing Home
Ticks Coaching
I & M Simpson and Son Pty Ltd
Employed by I & M Simpson and Son Pty Ltd
L J Hooker – Alexandra
H G Turf
Murrindindi Shire Council
Murrindindi Shire Council
The Outdoor Education Group

KINGLAKE
Organisation
Kinglake Ranges Neighbourhood House
Stantons Accountants Pty Ltd
Kinglake Chinese Medicine
Salvation Army Pathways
North East Community Initiative
Central Ranges Local Learning and Employment Network
Flowerdale Community House
Karma Kinglake Bed and Breakfast
Kinglake Ranges Wilderness Camp
Holmesglen Rural Learning Centre
Murrindindi Shire Council

Appendix 8

Analysis of Industry Representation Based on Survey Responses

SURVEY RESULTS			MAIN DATABASE		
Industry	Total	% of Total	Industry	Total	% of Total
H - Accommodation, Cafes and Restaurants, Recreation	39	35.14%	H - Accommodation, Cafes and Restaurants, Recreation	67	16.34%
G - Retail Trade	25	22.52%	G - Retail Trade	117	28.54%
O - Health and Community Services	13	11.71%	O - Health and Community Services	27	6.59%
A - Agriculture, Forestry and Fishing	11	9.91%	A - Agriculture, Forestry and Fishing	48	11.71%
F - Wholesale Trade & Other	7	6.31%	F - Wholesale Trade & Other	63	15.37%
N - Education	6	5.41%	N - Education	14	3.41%
C - Manufacturing	5	4.50%	C - Manufacturing	31	7.56%
M - Government Administration and Defence	3	2.70%	M - Government Administration and Defence	1	0.24%
E - Construction	2	1.80%	E - Construction	42	10.24%
GRAND TOTAL	111	100.00%	GRAND TOTAL	410	100.00%

Appendix 8 provides analysis on the level of industry representation among the survey responses. As illustrated, the hospitality industry was over-represented in the survey responses, whereas, the agriculture industry was under-represented, given its size as a major employer within Murrindindi. The Outdoor Education Group was the only employer in the outdoor recreation sector to complete the survey, leading to this sector being under-represented in survey responses.

Appendix 9



Training Needs Analysis 2013

INTRODUCTION

The purpose of the 'Plan for Growth' project is to identify the high priority training needs for key industries within the Murrindindi Shire and provide important data on the development of training and tertiary education pathways, particularly given the significant changes wrought by the 2009 bushfires.

The 'Plan for Growth' project intends to build on the 2005 Murrindindi Training Needs Analysis report and look at an integrated approach to training and community development.

We appreciate the time you are investing in providing valuable information to assist the 'Plan for Growth' project, as it will provide critical information to assist in the upskilling of all people to contribute to the growth at all levels in the Murrindindi Shire.

If you would like any assistance filling out this survey please contact John Brewin on 0428 416 656.

GENERAL INFORMATION - Section 1 of 4

Q1 Name of Business/Organisation

Q2 Business/Organisation Postal Address

Q3 Website of Business/Organisation

Q4 Name of Person Completing this Survey

Q5 Contact Telephone Number

Q6 Email Address of Person Completing this Survey

Q7 Number of Full Time Staff

0 1-4 5-9 10-14 15-19 20+

Q8 Number of Part Time Staff

0 1-4 5-9 10-14 15-19 20+

Fill out the survey...help shape our future.



Training Needs Analysis 2013

WORKPLACE DEMOGRAPHICS - Section 2 of 4

Q1 In one sentence, describe what your business/organisation does

Q2 Type of industry within which the business/organisation operates

- | | | |
|--|---|---|
| <input type="checkbox"/> Tourism/Hospitality | <input type="checkbox"/> Forestry & Wood Products | <input type="checkbox"/> Health & Community Services |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Retail | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Aquaculture | <input type="checkbox"/> Wholesale | <input type="checkbox"/> Other <input style="width: 100px;" type="text"/> |

Q3 Estimated number of staff departures in the last 12 months

- 0
 1-4
 5-9
 10-14
 15-19
 20+

Q4 What are the current skills you would like your current staff to improve or learn?

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Asset Management | <input type="checkbox"/> Customer Service | <input type="checkbox"/> Leadership | <input type="checkbox"/> Sales |
| <input type="checkbox"/> Building Maintenance | <input type="checkbox"/> Environmental | <input type="checkbox"/> Management | <input type="checkbox"/> Succession Planning |
| <input type="checkbox"/> Cash Flow Management | <input type="checkbox"/> Financial Management | <input type="checkbox"/> Negotiation | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> OH&S | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Compliance | <input type="checkbox"/> Governance | <input type="checkbox"/> People Management | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Industry Specific | <input type="checkbox"/> Problem Solving | |
| <input type="checkbox"/> Other | <input style="width: 400px;" type="text"/> | | |

Q5 Do you feel that over the next 2 to 5 years your business/organisation is going to...

- Shrink
 Stay the same
 Grow

Complete the survey...help shape our future.



Training Needs Analysis 2013

RECRUITMENT - Section 3 of 4

Q1 Are you looking to employ new people in the business/organisation over the next 12 months?

Yes No (If no, go to question 8)

Q2 If yes, how many new staff?

0 1-4 5-9 10-14 15-19 20+

Q3 What are your reasons for employing new staff?

Grow the business Increased demand To be able to work on the business, not in the business
 Other

Q4 Are you looking to fill any key positions within your business/organisation over the next 12 months?

Yes No (If no, go to question 8)

Q5 If yes, please list the name of the key position/s you are trying to fill

Q6 Are you having difficulty filling any key positions within your business/organisation?

Yes No (If no, go to question 8)

Q7 What are the reasons for this difficulty?

Geographic location Lack of skills/qualified applicants Can't afford to pay appropriate wages
 Other

Q8 Are you planning to add/change the type of products/services that you deliver over the next 2 to 5 years?

Yes No

Q9 What new staff skills/training will be required as a result of this addition/change in the type of products/services that you deliver over the next 2 to 5 years? Please describe

Complete the survey...help shape our future.

Appendix 9 continued



Training Needs Analysis 2013

TRAINING NEEDS - Section 4 of 4

Q1 What type of training has your business/organisation undertaken in the past 12 months?

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Asset Management | <input type="checkbox"/> Customer Service | <input type="checkbox"/> Leadership | <input type="checkbox"/> Sales |
| <input type="checkbox"/> Building Maintenance | <input type="checkbox"/> Environmental | <input type="checkbox"/> Management | <input type="checkbox"/> Succession Planning |
| <input type="checkbox"/> Cash Flow Management | <input type="checkbox"/> Financial Management | <input type="checkbox"/> Negotiation | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> OH&S | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Compliance | <input type="checkbox"/> Governance | <input type="checkbox"/> People Management | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Industry Specific | <input type="checkbox"/> Problem Solving | |
| <input type="checkbox"/> No Training | <input type="checkbox"/> Other | <input type="text"/> | |

Q2 If your business/organisation undertook training, at what level was the training delivered?

- | | | |
|--|--|--|
| <input type="checkbox"/> Senior Management | <input type="checkbox"/> Grass Roots Staff | <input type="checkbox"/> Middle Management |
| <input type="checkbox"/> No Training | <input type="checkbox"/> Other | <input type="text"/> |

Q3 Do you think your staff would benefit from any training?

- Yes No (If no, go to question 5)

Q4 If yes, what type of training would your staff benefit from?

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Asset Management | <input type="checkbox"/> Customer Service | <input type="checkbox"/> Leadership | <input type="checkbox"/> Sales |
| <input type="checkbox"/> Building Maintenance | <input type="checkbox"/> Environmental | <input type="checkbox"/> Management | <input type="checkbox"/> Succession Planning |
| <input type="checkbox"/> Cash Flow Management | <input type="checkbox"/> Financial Management | <input type="checkbox"/> Negotiation | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Goal Setting | <input type="checkbox"/> OH&S | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Compliance | <input type="checkbox"/> Governance | <input type="checkbox"/> People Management | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Industry Specific | <input type="checkbox"/> Problem Solving | |
| <input type="checkbox"/> No Training | <input type="checkbox"/> Other | <input type="text"/> | |

Complete the survey...help shape our future.



Training Needs Analysis 2013

TRAINING NEEDS - Section 4 of 4 (continued)

Q5 Do any of your staff need 'refresher training' to maintain current skills at the required level?

- Yes No (If no, go to question 7)

Q6 If yes, please list the type of 'refresher training' required by your staff

Q7 What outcomes would you expect for your business/organisation if you had appropriate learning, development and training programs available for staff? Please describe

Q8 What mode of delivery of training programs would most suit your organisation?

- Face-to-Face Night Distance/Correspondence
 On the Job Day Group Training
 Away from Work Online/E-Learning Individual Training
 Other

Q9 What style of training program would best suit your business/organisation?

- Short Course Accredited Long Course
 Non-Accredited Other

Q10 What are the barriers, obstacles and/or constraints that make it difficult for you to train your staff?

- High staff turnover Lack of money Staff not interested
 Lack of resources Lack of time
 Other

Q11 Does your business/organisation have a training budget?

- Yes No (If no, go to question 13)

Complete the survey...help shape our future.

Appendix 9 continued



Training Needs Analysis 2013

TRAINING NEEDS - Section 4 of 4 (continued)

Q12 If yes, how much?

- \$0-\$499
 \$500-\$999
 \$1000-\$1499
 \$1500-\$1999
 \$2000+

Q13 If no, would your business/organisation be willing to commit an amount to training in the next 12 months?

- Yes
 No (If no, go to question 15)

Q14 If yes, how much?

- \$0-\$499
 \$500-\$999
 \$1000-\$1499
 \$1500-\$1999
 \$2000+

Q15 If your business/organisation is not willing to commit an amount to training in the next 12 months, what are the reasons for this?

- High staff turnover
 Lack of money
 Staff not interested
 Lack of resources
 Lack of time
 Other

Q16 If your business/organisation was undertaking training in the next 12 months, would you know who to organise the training through?

- Yes
 No

Q17 If your business/organisation intended to undertake training, who would be the preferred user?

- TAFE
 A Private Provider
 The Local School
 University
 Continuing Education and Arts Centre of Alexandra
 Other (Please Specify)

Q18 Describe the reason for your preference?

Q19 Are there any other issues affecting the ongoing growth and sustainability of your business/organisation that you would like to raise? Please describe

Q20 Would you like a follow up phone call or like to be updated on our 'Plan for Growth' project?

- Yes
 No

Thank you for completing our survey.



Appendix 10

Reference Material

1. Murrindindi Shire Council Business Databases/Lists (which were consolidated into one).
2. Funding documentation from Regional Development Australia and Department of Planning and Community Development.
3. The Advancing Country Towns Program Project Plan (February 2012).
4. Advancing Country Towns Economic Round Table Workshop Outcomes Report (October 2012).
5. Murrindindi Training Needs Analysis Final Report (2005).
6. Murrindindi Shire Council Community Profile (February 2006).
7. Murrindindi Shire Council Strategic Resource Plan (2009 - 2013).
8. Murrindindi Shire Council Annual Report (2011 - 2012).
9. Murrindindi Shire Council Economic Development Strategy (2011 - 2016).
10. The Hume Workforce Development Plan (March 2012).
11. Regional Education, Skills and Jobs Plan: Victoria – Hume: 2012 – 2014 (July 2012).
12. Central Ranges Local Learning and Employment Network Environment Scan (2012).
13. Murrindindi Shire Council Youth Strategy (2012 – 2015).
14. Murrindindi Shire Council Youth Strategy Summary Document (2012 - 2015).
15. Skill Shortage List and Skill Shortages Summary (Victoria) obtained from the Department of Education, Employment and Workplace Relations (2011 – 2012).
16. Census Data obtained from the Australian Bureau of Statistics (2011).
17. Higher Education and Skills Group Data applicable to the Shire.
18. The On Track Survey (2012).
19. Various newsletters, brochures, pamphlets obtained from businesses, community houses, visitor information centres located within the Shire.

Glossary of Terms

2005 Report	Murrindindi High Priority Training Needs Study Final Report 2005
ACE	Adult Community Education
ACFE	Adult Community and Further Education
ADH	Alexandra and District Hospital
ASC	Alexandra Secondary College
AYCE	Access Yea Community Education
CEACA	Continuing Education and Arts Centre of Alexandra
Council	Murrindindi Shire Council
CRLLEN	Central Ranges Local Learning and Employment Network
HACCP	Hazard Analysis and Critical Control Points
Holmesglen	Holmesglen Institute of TAFE
IIE-SRT Program	Investing in Experience – Skills Recognition Training Program
LMAR	Lake Mountain Alpine Resort
MACE	Mansfield Adult Community Education
MTI	Murrindindi Training Institute
Murrindindi	Murrindindi Shire
NERDS	North East Regional Development Scheme
OEG	Outdoor Education Group
RLC	Rural Learning Centre
RMG	Reddrops Management Group
SBA's	School Based Apprenticeships
Stonelea	Stonelea Country Estate
TTU	Timber Training Unit
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VETis	Vocational Education and Training in Schools
VRQA	Victorian Registration and Qualification Authority
YHS	Yea High School

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