



**Australian Government**

---

**Department of Education,  
Science and Training**

**Submission to  
The House of Representatives  
Standing Committee on  
Agriculture, Fisheries and Forestry**

**Inquiry into Rural Skills Training  
and Research**

**Additional Information**

**September 2006**



HOUSE OF REPRESENTATIVES  
STANDING COMMITTEE ON AGRICULTURE, FISHERIES AND FORESTRY

Parliament House  
Canberra ACT 2600  
Tel: 02 6277 4500 Fax: 02 6277 4424  
E-mail: Aff.Reps@aph.gov.au  
Web site: [www.aph.gov.au/house/committee/primind](http://www.aph.gov.au/house/committee/primind)  
ABN no 18526287740

### **Additional information required following Public Hearing on 16 August 2006**

#### **1. What has been the feedback from industry on the removal of the women in non-traditional trades and rural, and regional skills shortage incentives under the Australian Apprenticeships scheme?**

As the removal of the special Women in Non-Traditional Trades incentive does not impact on entitlements to standard incentives nor broader entitlements which may apply, there has been very little adverse reaction from major employers. Similarly, the impact of removing this incentive on small business has been minimal, as only 11% of claims for this special incentive in the last financial year were from a small business.

Most employers understand that this incentive was removed because it was not achieving its purpose; i.e. of enabling careers for more women in vocationally skilled, non-traditional occupations.

To illustrate this point, Departmental records show that during the 2004 and 2005 calendar years, only 9.2% of Australian Apprenticeship commencements in a wool production qualification were by females. Over this period only two out of the 305 Australian Apprentices commencing a Certificate III in Shearing were women.

The major users of this incentive were in light industry and in abattoirs, that employ large numbers of women in lower skills occupations, with relatively little room for career advancement.

As the special Rural and Regional Skill Shortage incentive has not been removed, there has been no widespread concern expressed by industry.

From 1 July 2006, this incentive has been re-targeted at those rural and regional employers who create employment-based training opportunities for Australian Apprentices seeking either a trade or another qualification currently in national skills need.

This reform provides a clear message that the Australian Government is focusing its support on training effort to trade and related occupations and brings this incentive into line with other elements of Australian Apprenticeships policy addressing national skill needs, including the Tools for Your Trade Initiative and the Commonwealth Trade Learning Scholarship.

Any trade identified as being in national skills need will continue to attract this special incentive for rural and regional employers. The department currently uses the Migration Occupations in Demand List (MODL) list, prepared by the Department of Employment and Workplace Relations (DEWR) for the Department of Immigration and Multicultural Affairs (DIMA) to identify those occupations which are in national skills need and for which incentives continue to apply. In the recent change to the special Rural and Regional Skill Shortage incentive, a number of qualifications were removed from the list, including agriculture and horticulture as they were not in national skill shortage. Also in this recent change, employers in child care, aged care and enrolled nursing, also areas in national skills need, will now be able to attract this incentive.

The changes to the Rural and Regional incentive and the withdrawal of the Women in Non-Traditional Trades incentive have allowed for some savings to be directed to higher priority areas under the Australian Apprenticeships Incentives Programme, such as employer incentives for selected Diploma and Advanced Diploma Australian Apprenticeships.

Extending incentives to Diploma and Advanced Diplomas which started from 1 July 2006 will have a positive impact on women's careers in these highly skilled para-professional occupations. Qualifications in areas such as health and community service offer individuals a sustainable career path with potentially greater financial reward and employment security.

The new incentives for Diploma and Advanced Diploma for selected para-professionals, will also contribute in a positive way to skills development in regional centres in Australia where there are skills needs.

## **2. Under the Australian Apprenticeship service delivery framework that commenced at 1 July:**

- **How will employers experience the “particular focus on servicing the needs of rural and regional Australia”?**

Australian Apprenticeships Support Services must be provided across the entire region and these services are provided through full-time and part-time sites as well as through field officers.

Under the new Australian Apprenticeships Support Services contracts, which commenced on 1 July 2006, Australian Apprenticeships Centres provide more streamlined services than ever before, including facilitating job placements, to offer a genuine one-stop-shop for employers and Australian Apprentices.

One of the key principles that underpin Australian Apprenticeships is ensuring regional and community involvement in Australian Apprenticeships. Australian Apprenticeship Centres will be required to achieve this by strengthening partnerships with industry at the regional level, building linkages with community organisations, schools, and training organisations.

There are twenty seven (27) Australian Apprenticeships Support Services (AASS) regions across Australia. Australian Apprenticeship Centres (AAC) are required to have separate business plan for each AASS region in which they deliver services. The AASS

Contract, which came into effect on 1 July 2006, stipulates that AACs are contractually obliged to deliver strategies against the following three Business Plans:

- the Marketing and Promotion of Australian Apprenticeships Business Plan (which covers their strategies for marketing and promotion of Australian Apprenticeships);
- the Servicing Key Priority Groups Business Plan (which covers their strategies for servicing Key Priority Groups including Indigenous Australians, people with a disability, Australian School-based Apprentices and mature aged workers); and
- the Skills Need Occupations Business Plan (which covers their strategies for increasing participation in skills needs occupations).

The Australian Government is delivering a range of initiatives during 2006 to 2009 designed to attract and retain young Australians in the trades and provide incentives to encourage Australian business to take on these people and help develop their skills.

- **What is the funding allocation for Australian Apprenticeship Centres in rural and regional Australia, and the funding for those in metropolitan areas?**

The Department contracts with Australian Apprenticeships Centres (AAC) on a regional basis which is not broken down into Metropolitan, Rural and Regional categories. There are 22 Regions nationally which are outlined in Appendix 1.

The regions have been grouped to provide some indication of the break up of metropolitan and regional and rural however, some regions cover all three of these areas. The total indicative contract value for Adelaide, Brisbane, Perth, Melbourne, ACT and Sydney regions is \$309.85m and for the remaining regions, \$197.5m.

### **3 Are there specific incentives for Australian Apprenticeship Centres to assist small and medium sized agricultural businesses, as opposed to large businesses?**

No, there are no specific incentives for small or medium sized agricultural businesses.

### **4. What skills were identified by the Agri-Food Industry Skills Council as current and future skills needs in rural and regional Australia?**

The Agri-Food Industry Skills Council (ISC) completed a national skills report in early 2005 following Australia-wide consultations with industry, enterprises, DEST and other Commonwealth and State government agencies. The broad findings were as follows:

- Attracting and retaining a skilled workforce in rural and regional Australia is a function of addressing concurrently skills and workforce development, development of regions, industry image, business management and business compliance;
- Specific skills shortages identified were farm-ready farm hands across *rural sectors*; general labour and seasonal workers, machine operators, business management and leadership skills;

- *Meat processing*; skills shortages in entry level trainees, boners, slicers and slaughterers, retail butchers, quality assurance and management skills, environmental management, and supply management;
- *Seafood*; skills shortages in environmental management, food safety, seafood processing, product and industry promotion, OH&S, leadership and mentoring, quality assurance, business management, deckhands, skippers and engine drivers;
- *Food processing*; shortages in nutrition, food safety, quality assurance, business management, traditional trades, innovation, engineers, marketing and promotion, environment and waste management; and
- *Racing*; skills shortages in apprentice jockeys, track riders, trainers, farriers, stable hands, harness trainers and drivers, OH&S, business management and skills development.

Recently, the Council completed its second annual national consultations which validated the broad findings of the previous year, but additionally noted:

- Skills and workforce shortages were further highlighted as businesses were experiencing stronger production following an easing of drought conditions in a number of areas, and buoyant demand for beef in a growing export market;
- Higher level technical skills were in short supply;
- Farm, seasonal and peak-time workers were very difficult to attract and retain;
- Access to quality training and development, particularly for short and specialist courses;
- Regional development, access to family services, poor image of the industry, and no understanding of the opportunities and careers available in the regions by city dwellers were key impediments to attracting new workers and their families;
- Competition for available workers was strong in the context of general shortages of skilled workers and the growth and superior rewards offered by the mining and resources industry – which is also experiencing major shortages.

**5. The DEST submission states that, “Since 1995, nearly two hundred training facilities have been established or redeveloped by the Australian Government in rural and regional areas.” How many education and training facilities have closed in rural and regional areas since 1995?**

DEST does not currently hold information on the number of rural and region training facilities that have closed since 1995. Management of training facilities is currently a state responsibility.

**6. What is the Department doing to ensure that the education and training needs of women in agriculture are being met?**

The Agri-Food ISC completed a business skills report in 2005 which includes a major focus on women in the agri-food industry. The report identifies recognised strategies, such as targeted training and the use of existing networks for the delivery and promotion of training. It also identifies business skills as the prime training needs for women in agriculture in terms of their critical role in the running of the farm as a business.

The report also gives examples of innovative services by training providers such as Business Enterprise Centres working with women's groups such as Rural Women in Business to deliver programs.

In addition, the Small Business Field Officers program (previously known as the Small Business Answers program), which has had great success in sponsoring women's groups to allow networking and mentoring to take place, is described as an example of organisations funded by different Australian Government areas working together to achieve mutual benefits from training.

## 7. The DEST submission states that:

- *The Australian Government is undertaking a major reform of the VET system, to ensure it can address areas of emerging skills needs. The Government is also working towards better quality training and outcomes for clients, through more flexible and accelerated pathways, and simplification and streamlining processes.*

### **What progress has been made with the review of the VET system?**

#### **Does it include an emphasis on the needs of agriculture?**

On 22 October 2004, the Prime Minister announced that the Australian National Training Authority would be abolished from 1 July 2005 and that those functions would be moved to the Department of Education, Science and Training (DEST).

ANTA was established in 1992 to coordinate State, Territory and Commonwealth governments in establishing a national vocational education and training system.

On 18 February 2005, the Australian Government released its Directions Paper – *Skilling Australia – New Directions for Vocational Education and Training*, including proposed models for ensuring ongoing national collaboration and industry leadership. DEST subsequently consulted widely with a broad range of key stakeholders in February and March. In April 2005, DEST released the resulting paper, *Summary of Consultation Outcomes*, which outlined the feedback received on the directions paper and proposed new national training arrangements.

In late 2005 all States and Territories accepted the Australian Government's funding offer for the 2005-08 Commonwealth-State Agreement for Skilling Australia's Workforce (the Agreement) and agreed to support the new national training arrangements.

The new national training arrangements build on the successful reforms of the past ten years. Today, Australia has a collaborative training system built on nationally-recognised qualifications, industry engagement and a national approach to quality assurance. The new arrangements will provide for a high quality, flexible and responsive training system that has the capacity to provide industry and business with the skilled workforce needed to sustain Australia's economic growth. Industry leadership and engagement will be injected into all aspects of the new training system.

The national training system is built around:

- a **National Governance and Accountability Framework**, which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements to guide the operation and growth of the training system; and

- a **National Skills Framework**, which sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training.

It is important to note that many of the advisory bodies in the national training system involve participation by key industry stakeholders. The National Industry Skills Committee (NISC), for example, has a member nominated by the National Farmers Federation. The NISC is required to bring broad based advice to the Ministerial Council for Vocational and Technical Education and to engage formally with all relevant stakeholders, particularly those from outside of the government.

Detail regarding arrangements for particular industries such as agriculture are contained within the documents that support the Agreement. The Agreement requires that some jurisdiction-specific elements of the Agreement be described in greater detail in Bilateral Agreements. The bilateral agreements provide an avenue for addressing local diversity within the framework of national consistency. They provide flexibility to implement National Priorities and establish performance levels that are relevant to each jurisdiction.

The Agreement is also supported by Vocational Education and Training (VET) Plans, which provide detail on how each State and Territory plan to meet the requirements of the Skilling Australia's Workforce legislation and the multilateral and bilateral agreements.

The Agreement and State and Territory bilateral and VET Plans are available at: [http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/agreement/default.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/agreement/default.htm).

## **8. How will the proposed Australian Technical Colleges meet the needs of agricultural industries?**

The Australian Government is funding 25 Australian Technical Colleges across Australia in areas where there are skills needs, a high youth population and a strong industry base. These Colleges cater for Years 11 and 12 students who wish to study for their Year 12 certificate and start an apprenticeship whilst still at school (Australian School-based Apprenticeship).

The Colleges will support students through both academic and trade training; with mentoring, career advice and business and employability skills. These courses are all developed with industry input to ensure that the training offered will be relevant for local needs.

To ensure that Australia's pressing trade skill needs are widely addressed, the Government's broad expectation is that each Australian Technical College will offer a trade or trades from one of the five priority industries including:

- metal and engineering (e.g. machinists, fabricators, toolmakers, welders, sheet metal workers);
- automotive (mechanics, auto electricians, panel beaters, vehicle painters);

- building and construction (bricklayers, plumbers, carpenters);
- electro-technology (including refrigeration, air-conditioning and electricians); and
- commercial cookery.

### **9. Does the Department support the Agri-Food Industry Skills Council continuous improvement model for Training Packages?**

- **What financial savings would be made under this model?**

Following the completion of the current three year major reviews of Agri-Food's nine Training Packages by mid 2007, the Council intends to move immediately to a continuous improvement process for the regular updating of training products. This is essential to ensure a much greater responsiveness to industry's changing needs, thus allowing continual alignment of training with job requirements.

Agri-Food's planned approach aligns with DEST's policy that Industry Skills Councils move to a continuous improvement model after ensuring that their Training Packages are current.

- What financial savings would be made under this model?

Under continuous improvement, Agri-Food will take a proactive approach to ensuring that industry's needs are catered for in improving Training Packages in a timely manner.

A full review of a Training Package will not be scheduled to be undertaken every few years, but will only be initiated if indications are that it is required. Instead, Agri-Food's processes for continual monitoring of industry requirements and incorporating these into Training Packages as needed is likely to avoid the need for a full Training Package review to be undertaken as frequently, if at all.

The savings from this approach are likely to be significant, as full Training Package reviews are resource-intensive, while continuous improvement may allow for the development of more cost-effective and quality-assured processes.

### **10. What factors inhibit the uptake of recognition of prior learning in agricultural industries?**

Data from the National Centre for Vocational Educational Research (NCVER) suggests that, in 2005, overall, reported RPL accounted for 3.5% and 2.9% of subject completions and subject results. The RPL rates among students doing rural production (2.2% and 2.0%) or agriculture courses (2.3% and 2.0%) were considerably lower than the overall rates. However, there are other areas of study where this is also the case.

NCVER research shows that there are a number of factors that act as deterrents to the uptake of RPL (Bateman and Knight 2002; Bowman et al 2003; Smith 2004). However, these factors are not specific to agricultural industries. They can equally be applicable to other industry sectors.

Examples of factors that impede the uptake of RPL include:

- complexity of the RPL process;
- individuals' lack of awareness and understanding of RPL;



- costs related to administration of RPL by providers and gathering and documenting evidence by the individual; and
- concerns about the outcomes gained through RPL due to the quality and validity of the assessment process.

In order to improve the practice and uptake of RPL, the Council of Australian Governments (COAG) agreed that all RTOs and assessment centres which receive public funding will have a contractual obligation to offer all workers entering training a quick and simple process to recognise their existing skills. This contractual obligation, which makes transparent the existing requirements under the Australian Quality Training Framework (AQTF) Standards, will be introduced by 1 January 2007.

COAG also agreed to establish a joint three year Australian Government, State and Territory RPL programme from 1 July 2006 to build the training system's capacity to deliver quality RPL and drive good practice. The programme will assist RTOs and assessment centres to provide streamlined skills assessment and recognition processes and assist individuals and employers to access better information about RPL.

DEST is coordinating the implementation of the RPL programme. Further information on progress with the programme is provided in the response to question 11.

**11. What would be the strengths and weaknesses of DEST funding a group of dedicated assessors for the specific purpose of recognising prior learning?**

DEST is not proposing to fund a group of assessors for the specific purpose of recognising prior learning, although some projects funded under the National Skills Shortages Strategy have covered this purpose.

As part of the February 2006 Council of Australian Governments (COAG) decision, DEST is currently working on a three year RPL programme with the States and Territories to support the delivery of quality RPL and promote good practice. This programme will support new initiatives and build upon existing initiatives in RPL arrangements in the States and Territories.

The Australian Government, through DEST, will provide funding to the States and Territories for the RPL programme over three years. Funding to the States and Territories will be based on their percentage of Australia's working age population. States and Territories will provide matched funding for projects under the RPL programme.

DEST has received proposals from the States and Territories for projects to be funded under the RPL programme. One of the key projects identified in the proposals is ongoing professional development of assessors which is seen as vital to improving the practice and/or uptake of RPL and to ensuring the confidence of employers and individuals in the RPL process. Examples of strategies for this project area include the development of holistic assessment and mapping of RPL skills for assessors and establishment of assessor networks to share resources and good practice approaches to RPL delivery.

It is expected that projects will be assessed, negotiated and agreed between DEST and the States and Territories by 30 September 2006.

**12. Transcript, 9 March 2006, Cotton Catchment Communities Cooperative Research Centre:**

*Prof. Gregg—DEST has apparently made a decision that certificate courses—that is, four-unit courses at undergraduate level—are not to be considered approved higher education awards and, therefore, will not attract HECS funding. We in the cotton CRC have our cotton certificate. It is based on four units, and so it is now under that regulation and no longer attracting HECS funding... On the other hand, we are getting quite a lot of people doing both the cotton certificate and the grain certificate, which is modelled on the cotton certificate, and coming out with qualifications relevant to both those industries. But, on the other hand, I think we are losing a lot of people.*

**What was the rationale behind the decision that four unit courses at undergraduate level not be considered approved higher education awards?**

Funding for Commonwealth supported places (previously known as HECS places) is provided through the Commonwealth Grant Scheme (CGS) under the *Higher Education Support Act 2003* (HESA). Under HESA, an eligible course of study is a course leading to a higher education award or an enabling course. A higher education award is any award specified as a higher education award under the Australian Qualifications Framework (AQF).

Certificate level courses are accredited as vocational education and training sector awards under the AQF and are therefore not eligible for CGS funding under HESA.

**13. The DEST submission states that:**

*To support the provision of quality education and training in rural areas, affordable and adequate bandwidth needs to be available at least to education institutions and preferably to the student's home desktop. The Australian Government has to date invested some \$80 million in high bandwidth capacity, both nationally and internationally, for Australian universities and research institutions.*

**What further developments have there been with the provision of high bandwidth capacity, under the Australian Research and Education Network, to education institutions and student home desktops.**

All metropolitan and most regional campuses are now directly connected to the Australian Research and Education Network (AREN). Where gaps exist in connectivity, such as for WA regional campuses in Bunbury, Geraldton and Kalgoorlie, discussions between AARNet (the manager and operator of AREN), state governments, universities and/or DEST are underway in an attempt to resolve these.

DEST is discussing with the Department of Communications, Information Technology and the Arts potential funding under the Connect Australia program to enable adequate bandwidth to homes, and hence to students. There may also be some scope to fund joint projects which will provide better connectivity to a number of regional campuses.

#### **14. What progress has been made with the Skills Passport project?**

In 2004 DEST funded a national strategic project with the former Australian National Training Authority (ANTA) titled 'Development of a Strategy to support the Universal Recognition of Employability Skills', which found that a skills portfolio model should be applied to the schools, higher education, VTE and community sectors.

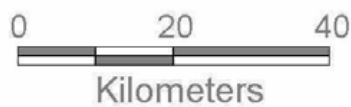
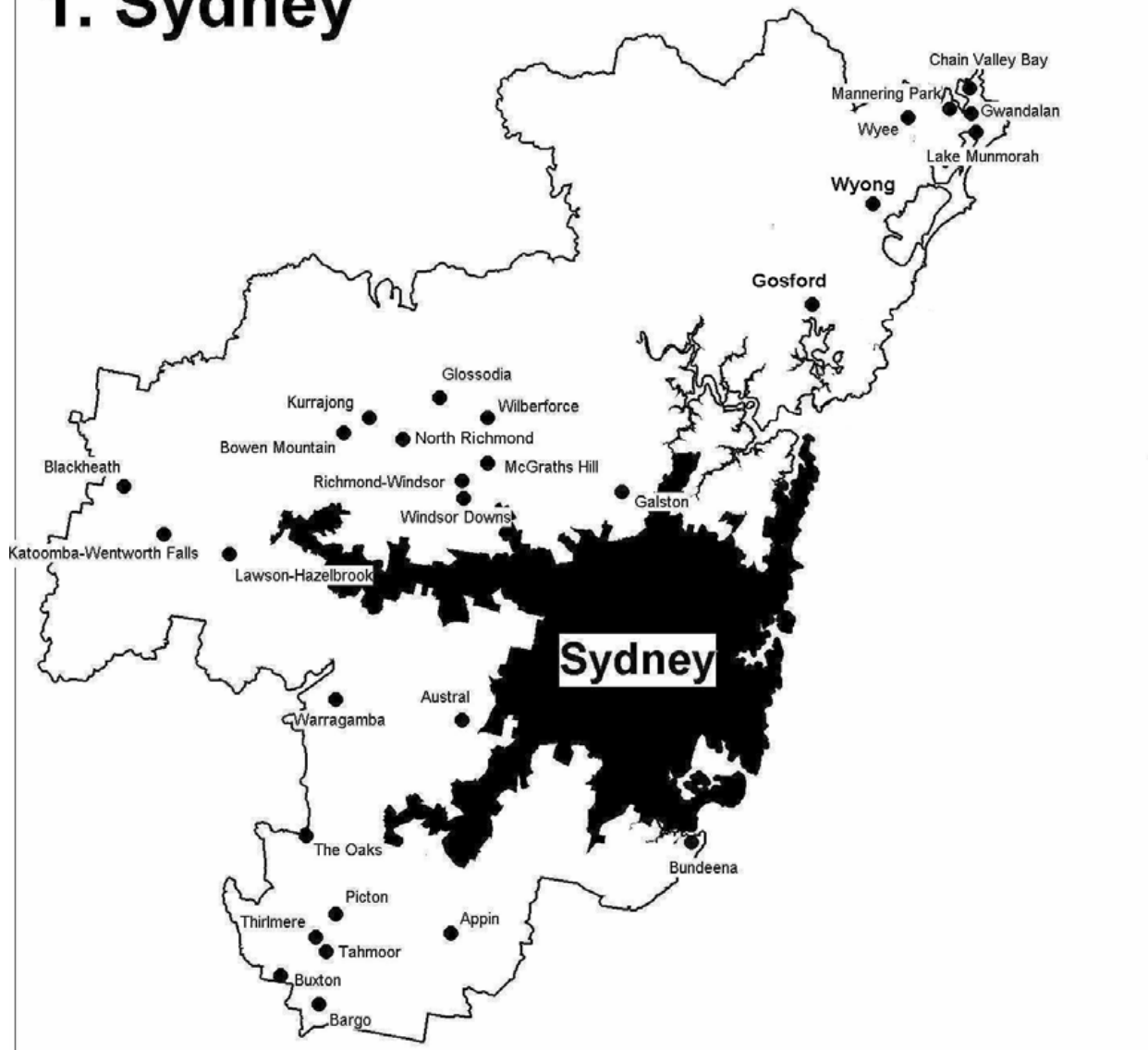
DEST subsequently funded Education.au to develop and trial an employability skills e-portfolio prototype designed to match the look of the my future website during 2005. The Australian Government provided funding of \$200,000 for the development of this e-portfolio trial.

The trial e-portfolio enabled each student to record his or her employability skills and create a tool to collate skills and achievements. The e-portfolio website was trialed in SA and the ACT with adjustments made in response to trial outcomes.

Implementation options are being considered alongside other significant employability skills activities including the embedding of the Employability Skills Framework into training packages and issues raised about how to recognise employability skills in school students in the consultation on the possible introduction of an Australian Certificate of Education.

**APPENDIX 1.**

# 1. Sydney

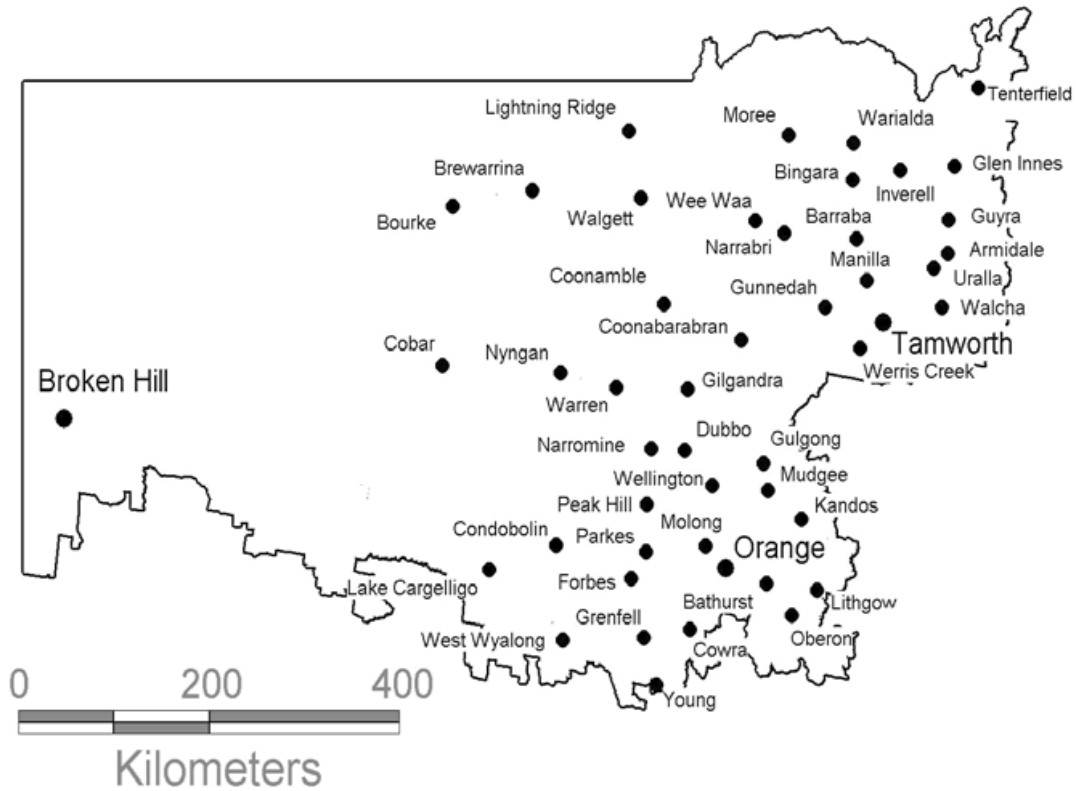


**Postcodes**

2000	2170 - 2171	2563 - 2574
2006 - 2011	2173 - 2174	2745
2015 - 2050	2176 - 2177	2747 - 2750
2060 - 2077	2190 - 2200	2752 - 2754
2079 - 2097	2203 - 2214	2756 - 2763
2099 - 2122	2216 - 2234	2765 - 2768
2125 - 2128	2250 - 2251	2770
2130 - 2148	2256 - 2263	2773 - 2780
2150 - 2168	2558 - 2560	2782 - 2786



## 2. Western New South Wales



### Postcodes

2339 - 2347	2408 - 2411	2803 - 2810
2350	2475	2820 - 2821
2352 - 2361	2594	2823 - 2825
2365	2668 - 2669	2827 - 2836
2369 - 2372	2671 - 2672	2839 - 2840
2379 - 2382	2721	2842 - 2850
2386 - 2388	2787	2852
2390	2790 - 2795	2864 - 2871
2395 - 2406	2797 - 2800	2873 - 2880

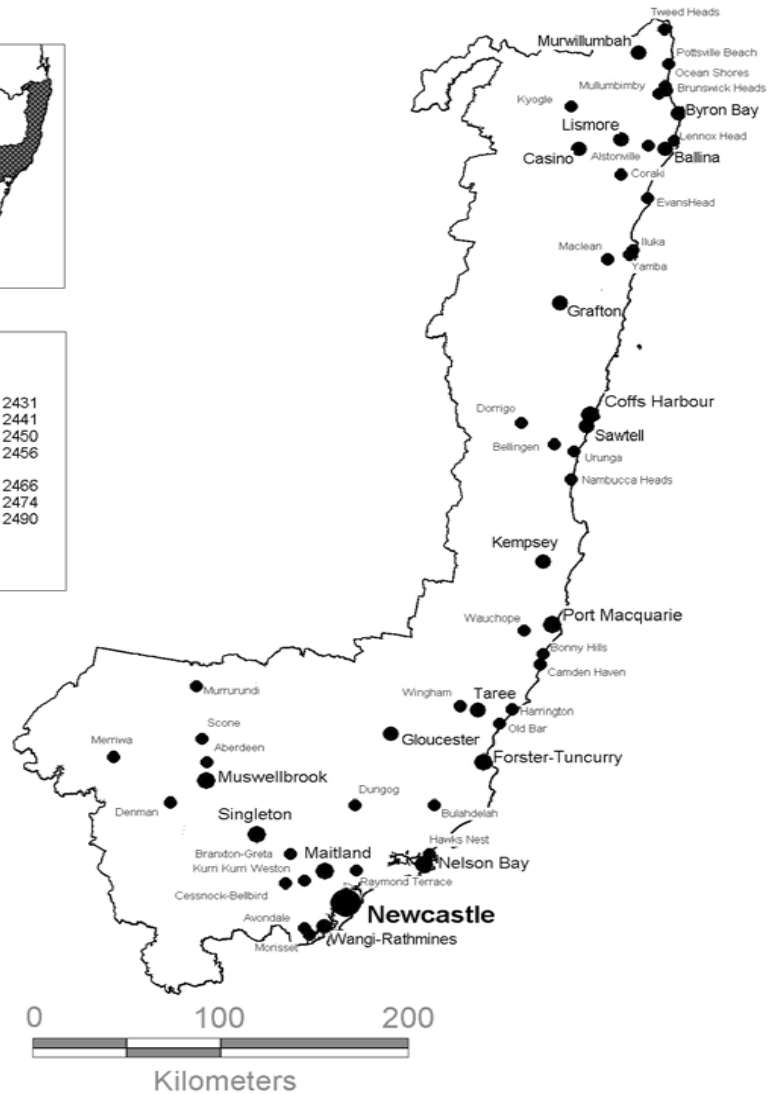


### 3. Hunter and North Coast



**Postcodes**

2264 - 2265	2420 - 2431
2267	2439 - 2441
2278	2443 - 2450
2280 - 2287	2452 - 2456
2289 - 2300	2460
2302 - 2309	2462 - 2466
2311 - 2312	2469 - 2474
2314 - 2330	2476 - 2490
2333 - 2338	2898
2415	



# 4. Illawarra and South East New South Wales



## Postcodes

2500	2545 - 2546
2502	2548 - 2551
2505 - 2506	2575 - 2588
2508	2619 - 2628
2515 - 2519	2630 - 2633
2525 - 2530	2726
2533 - 2541	

## 5. Australian Capital Territory

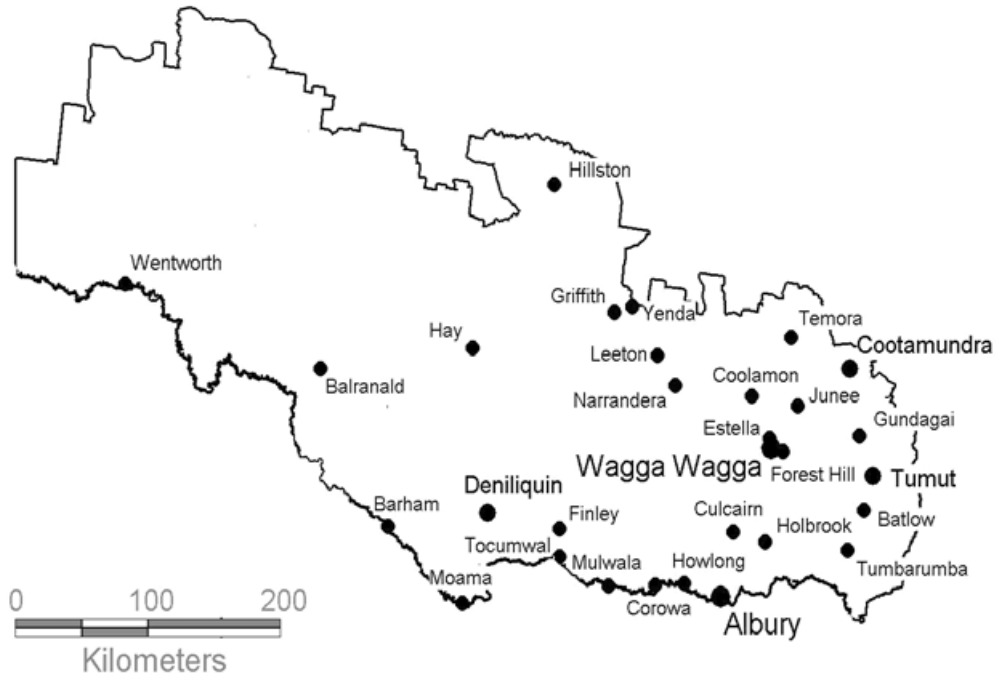


### Postcodes

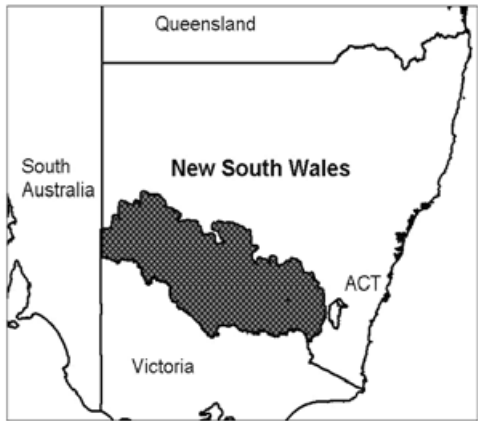
2600 - 2607	2620
2609	2900
2611 - 2612	2902 - 2906
2614 - 2615	2911 - 2914
2617 - 2618	



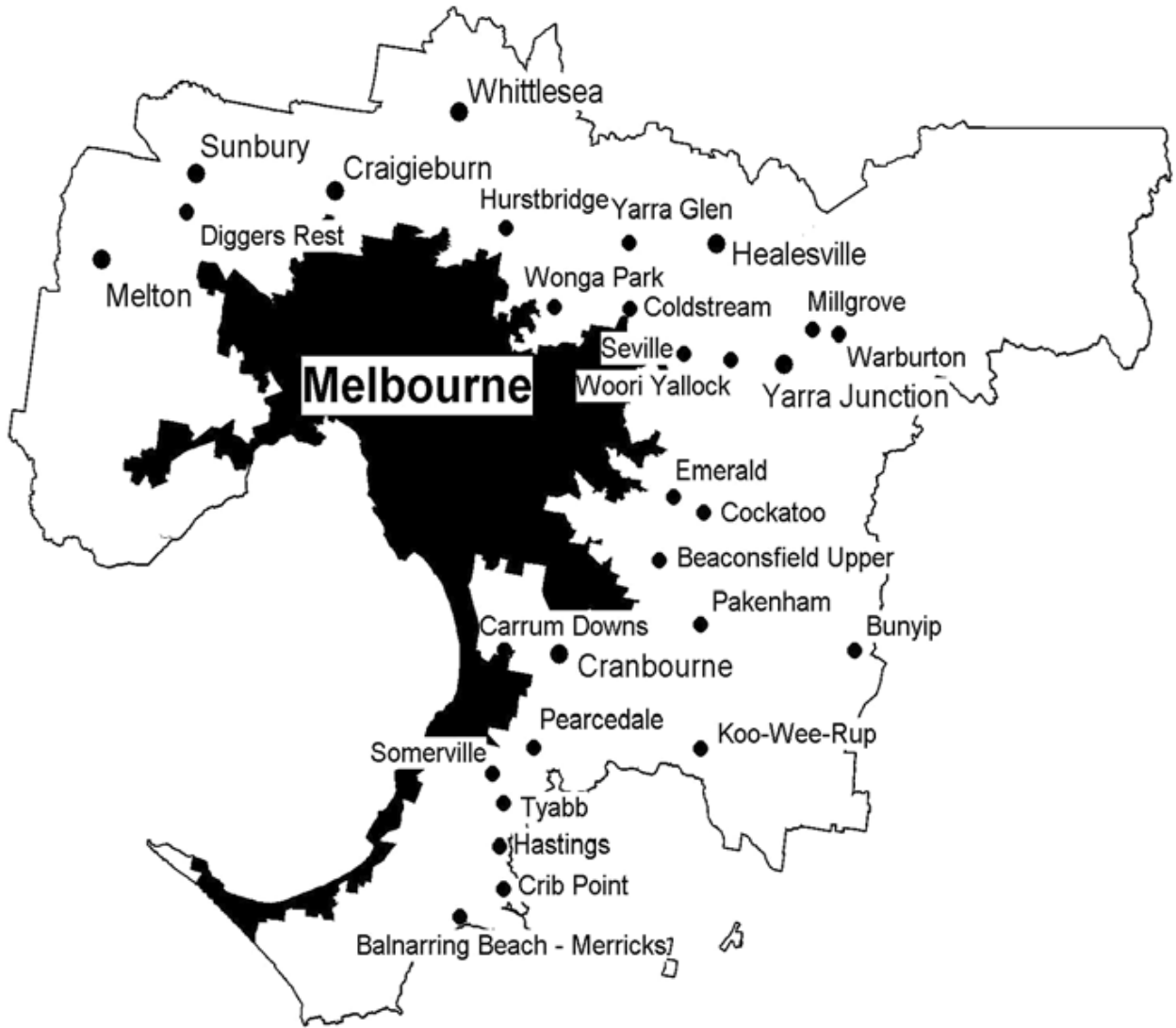
# 6. Riverina



Postcodes	
2590	2705 - 2707
2640 - 2650	2710 - 2717
2652 - 2653	2720
2655 - 2656	2722
2658 - 2661	2725
2663	2727
2665 - 2666	2729 - 2739
2675	3500
2680 - 2681	3644
2700 - 2703	



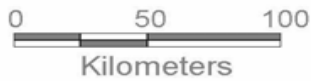
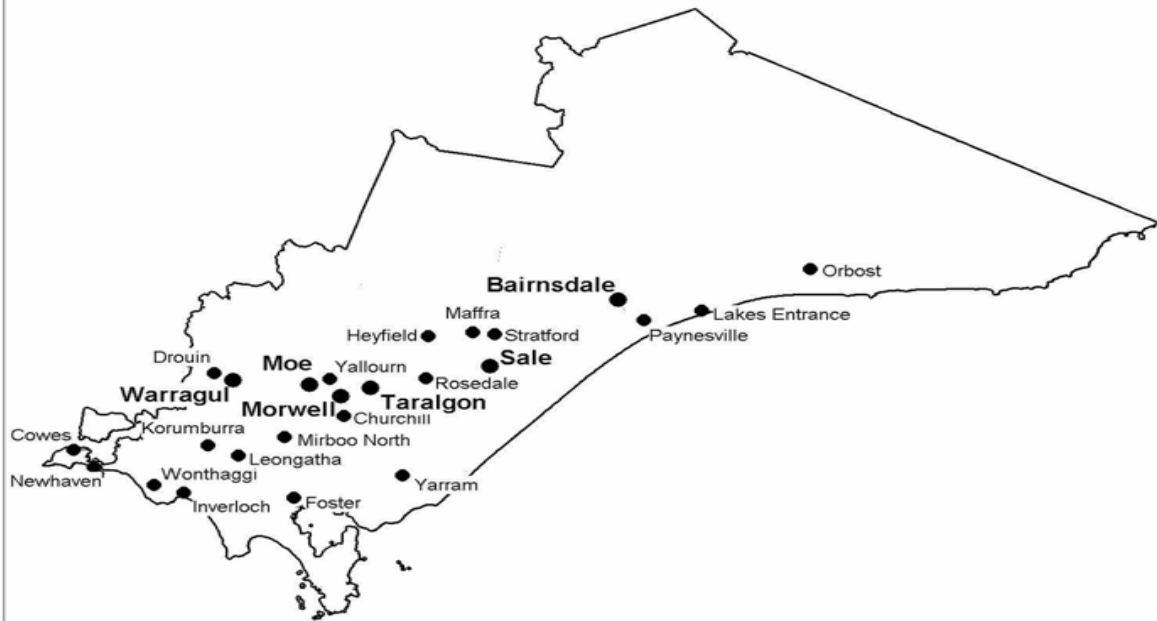
# 7. Melbourne



Postcodes		
3000	3113 - 3116	3781 - 3783
3002 - 3004	3121 - 3156	3785 - 3789
3006	3158 - 3163	3791 - 3793
3008	3165 - 3175	3795 - 3797
3011 - 3013	3177 - 3202	3799
3015 - 3016	3204 - 3207	3802 - 3810
3018 - 3034	3335	3812 - 3815
3036 - 3049	3337 - 3338	3910 - 3913
3051 - 3068	3427 - 3429	3915 - 3916
3070 - 3076	3752	3918 - 3920
3078 - 3079	3754 - 3755	3926 - 3931
3081 - 3085	3757	3933 - 3934
3087 - 3091	3759 - 3761	3936 - 3944
3093 - 3097	3765 - 3767	3975 - 3978
3099	3770	3980 - 3981
3101 - 3109	3775	3984
3111	3777	



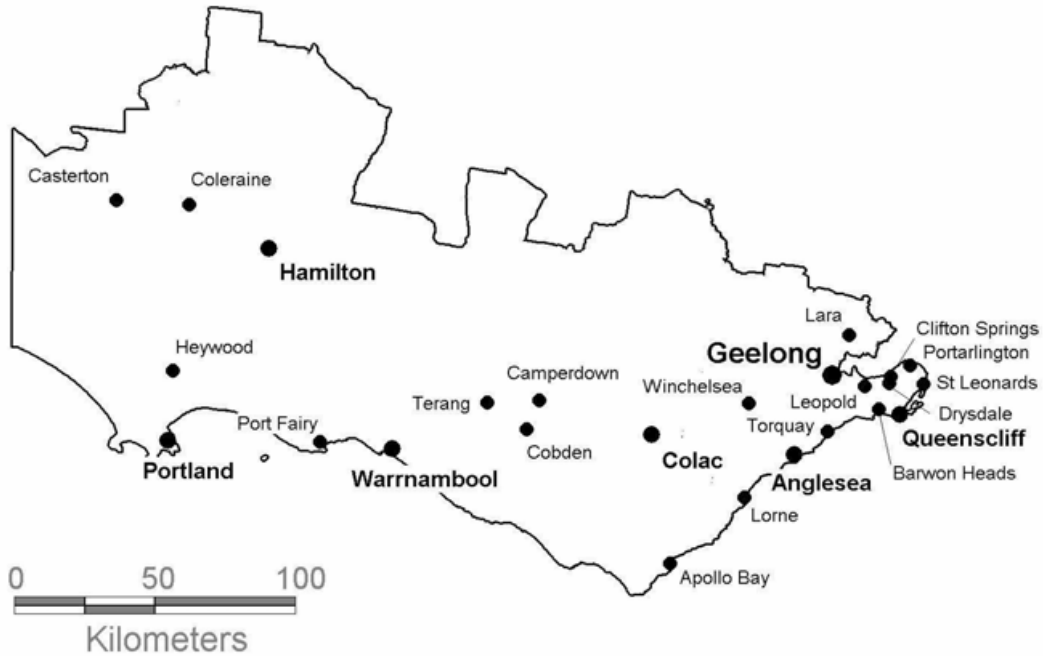
# 8. Gippsland



Postcodes		
3816	3862	3921 - 3923
3818	3864 - 3865	3925
3820 - 3825	3869 - 3871	3945 - 3946
3831	3873 - 3875	3950 - 3951
3833	3878	3953 - 3954
3835	3880	3956 - 3960
3840	3882	3962
3842	3885 - 3893	3964 - 3967
3844	3895 - 3896	3971
3847	3898	3979
3850 - 3852	3900	3987 - 3992
3854	3902 - 3904	3995 - 3996
3856 - 3860	3909	



# 9. Geelong

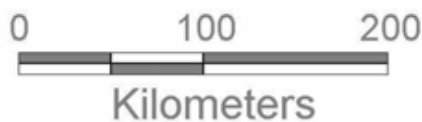


## Postcodes

3211 - 3212	3260	3314 - 3315
3214 - 3216	3264 - 3287	3321 - 3325
3218 - 3228	3289	3329 - 3333
3230 - 3233	3292 - 3294	3351
3235 - 3243	3300	3360 - 3361
3249 - 3251	3302 - 3305	3407
3254	3309 - 3311	



# 10. Victorian Central Highlands



Postcodes			
3312	3430 - 3435	3509	3594 - 3597
3317 - 3319	3437 - 3438	3512	3599
3334	3440 - 3442	3515 - 3518	3607 - 3608
3340 - 3342	3444	3520 - 3523	3610
3345	3446 - 3448	3525	3612
3350	3450 - 3451	3527	3614
3352	3453	3529 - 3531	3616 - 3618
3355 - 3357	3455	3533	3620 - 3624
3363 - 3364	3460 - 3465	3537	3629 - 3631
3370 - 3371	3467 - 3469	3540	3633 - 3641
3373	3472	3542	3644
3375	3475	3544	3646
3377 - 3381	3478	3546	3649
3384 - 3385	3480	3549 - 3551	3658 - 3660
3387 - 3388	3482 - 3483	3555 - 3559	3662 - 3666
3390 - 3393	3485	3561 - 3568	3669 - 3670
3395 - 3396	3487 - 3491	3570 - 3573	3672 - 3673
3399 - 3401	3494	3575 - 3576	3675
3409	3496	3579 - 3581	3677 - 3678
3412 - 3415	3499	3583 - 3586	3682 - 3683
3418 - 3420	3500 - 3501	3588 - 3591	3685
3422 - 3424	3505 - 3507		3687 - 3688



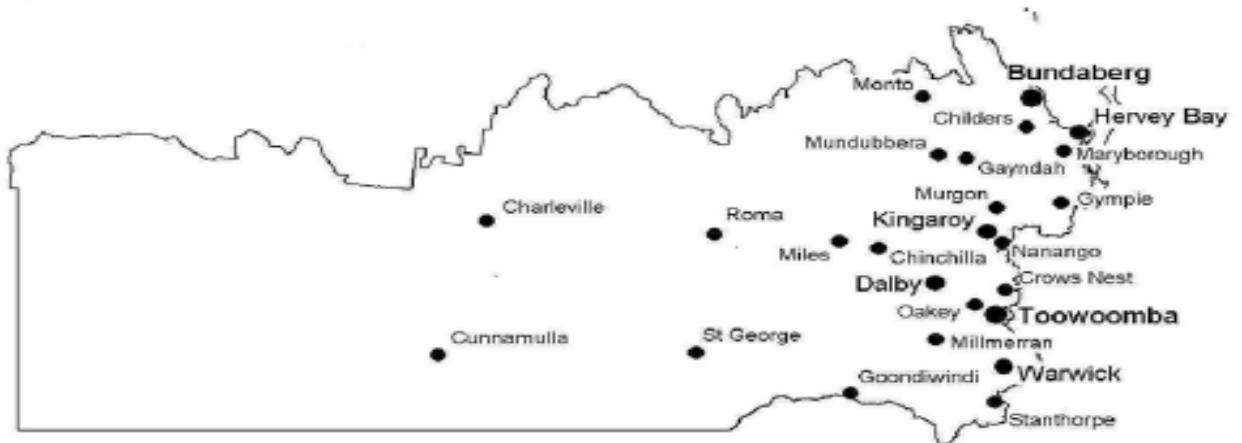
# 11. Brisbane



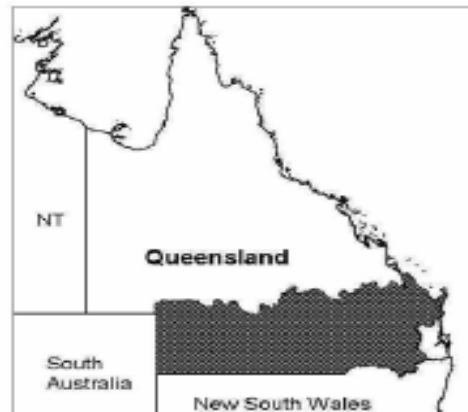
## Postcodes

4000	4205
4005 - 4014	4207 - 4221
4017 - 4022	4223 - 4228
4025	4230
4030 - 4032	4270 - 4272
4034 - 4037	4275
4051	4280
4053 - 4055	4285
4059 - 4061	4287
4064 - 4070	4300 - 4301
4073 - 4078	4303 - 4307
4101 - 4125	4309 - 4313
4127 - 4133	4340 - 4344
4151 - 4161	4346 - 4347
4163 - 4165	4500 - 4512
4169 - 4174	4514 - 4521
4178 - 4179	4550 - 4569
4183 - 4184	4571 - 4575

## 12. South Queensland



Postcodes		
4350	4467-4468	4620-4621
4352-4363	4470-4471	4625-4627
4365	4475	4630
4370-4378	4477	4650
4380-4385	4479-4480	4655
4387-4388	4486-4494	4659-4660
4390	4496-4498	4662
4400-4408	4570	4670-4671
4410-4413	4580-4581	4673-4674
4415-4428	4600-4601	4676
4454-4455	4605-4606	4719
4461-4462	4608	
4465	4610-4615	



# 13. Central Queensland



**Postcodes**

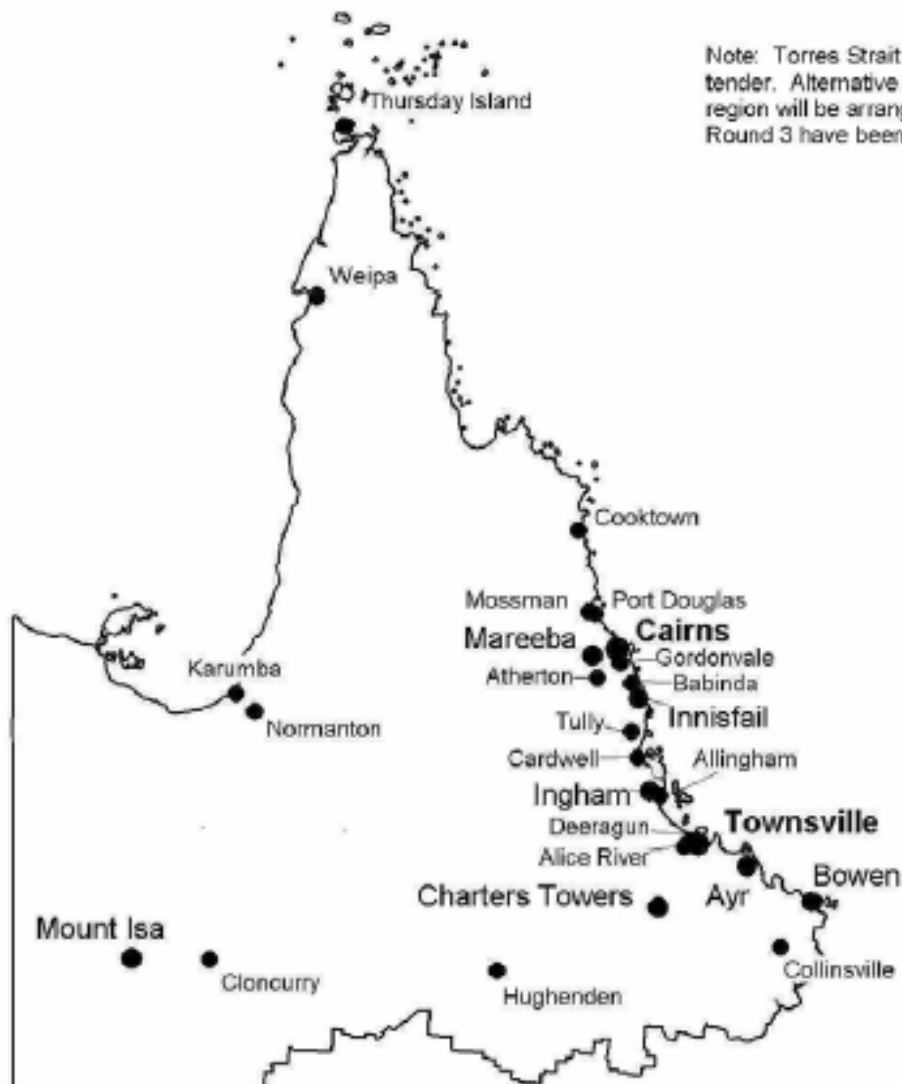
4472	4709 - 4710
4474	4713 - 4718
4478	4720 - 4728
4481 - 4482	4730 - 4733
4677 - 4678	4735 - 4746
4680	4750 - 4751
4694 - 4695	4753 - 4754
4697	4756 - 4757
4699 - 4707	4798 - 4803





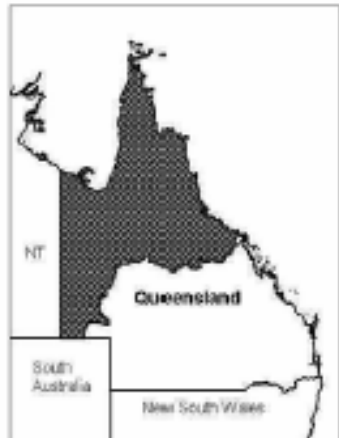
# 14. Northern Queensland

Note: Torres Strait has been excluded from this tender. Alternative arrangements to service this region will be arranged after contracts for Round 3 have been issued.



**Postcodes**

4804 - 4825	4868 - 4878
4828 - 4830	4878 - 4880
4849 - 4850	4882 - 4883
4852	4885 - 4886
4854 - 4861	4890 - 4891
4865	



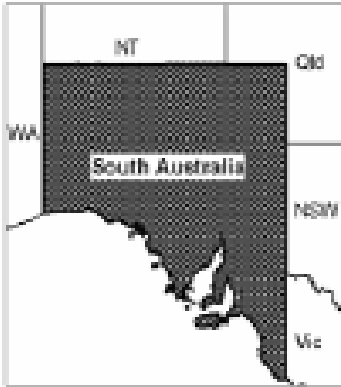
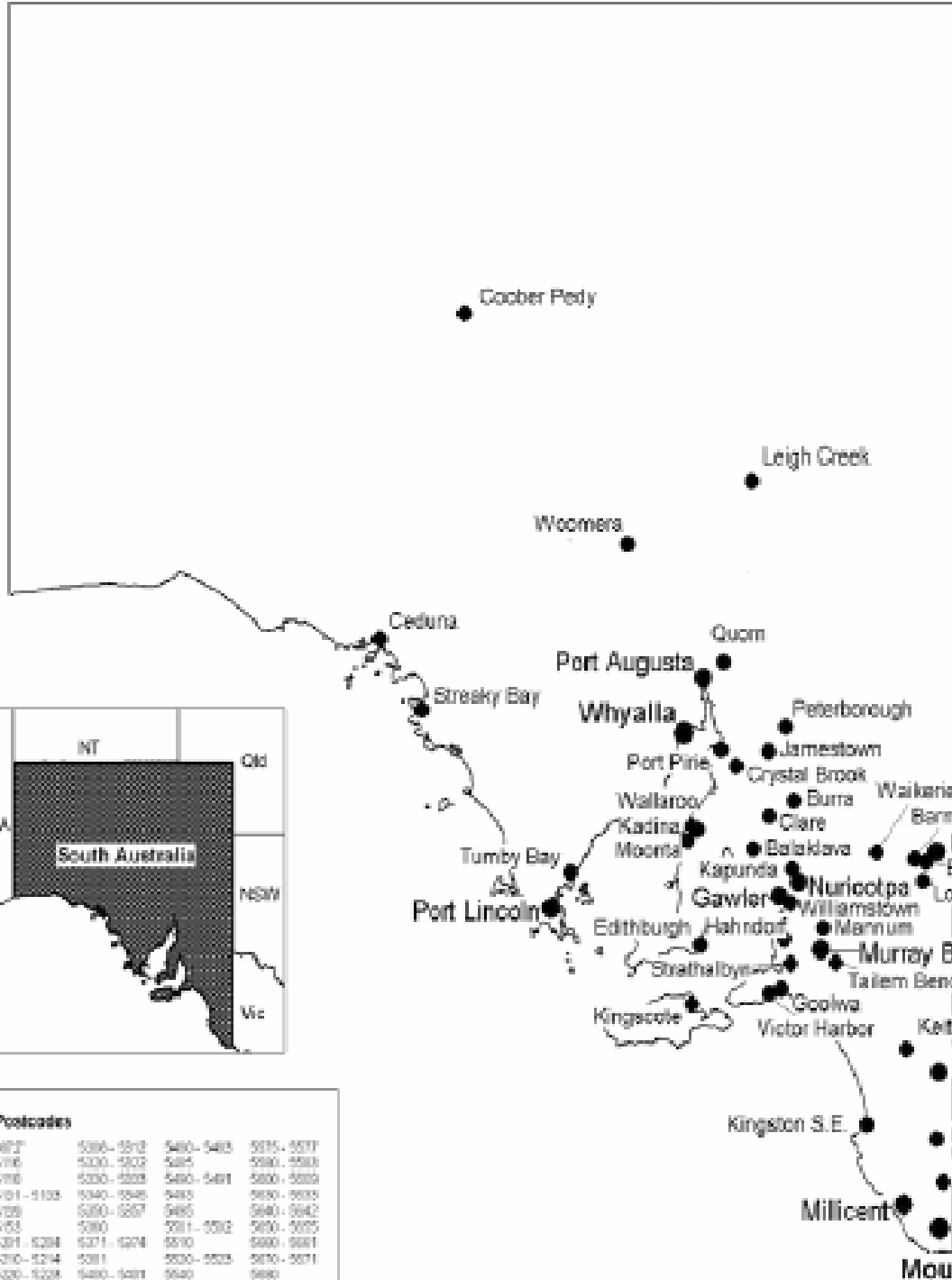
# 15. Adelaide



## Postcodes

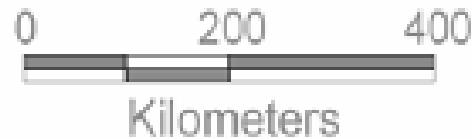
5000	5125 - 5127
5006 - 5025	5134
5031 - 5035	5136 - 5138
5037 - 5052	5140 - 5142
5061 - 5076	5144
5081 - 5098	5150 - 5152
5106 - 5117	5154 - 5174
5120 - 5121	

# 16. South Australian Country

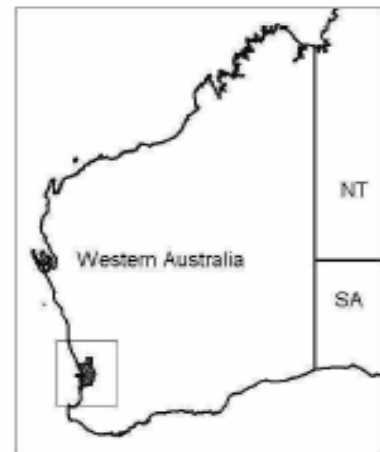
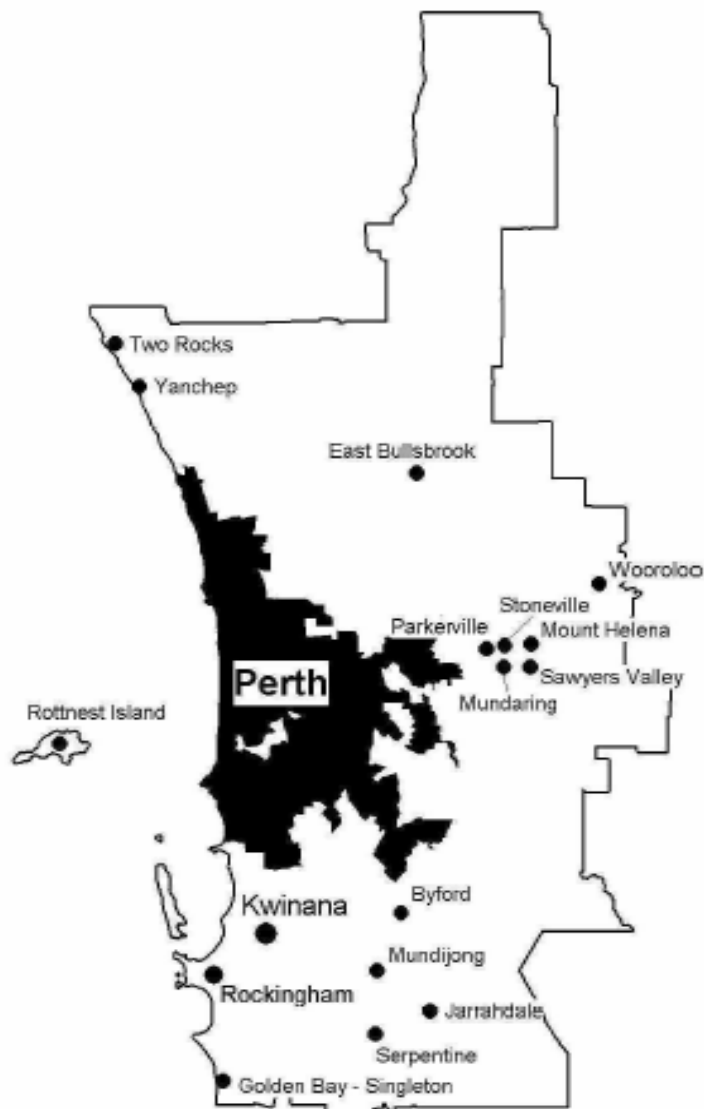


**Postcodes**

0802	5086-5092	5480-5485	5575-5577
5198	5200-5202	5485	5580-5583
5198	5200-5203	5490-5491	5600-5605
5101-5103	5240-5248	5485	5620-5623
5108	5260-5267	5485	5640-5642
5103	5280	5511-5512	5620-5625
5201-5204	5271-5274	5570	5680-5681
5210-5214	5281	5520-5523	5670-5671
5220-5228	5480-5481	5540	5690
5251-5258	5411-5422	5550	5690
5280-5285	5401-5404	5552	5700
5290-5295	5440	5554-5555	5710
5298-5275	5451-5455	5555	5720
5278-5280	5480-5482	5560	5722-5725
5280-5281	5484	5570-5573	5730-5734
5281-5284	5470-5475		



# 17. Perth



## Postcodes

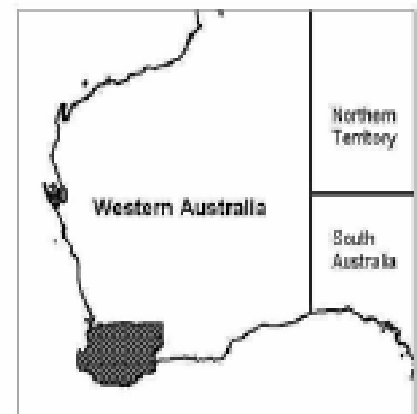
6000 - 6001	6100 - 6112
6003 - 6012	6121 - 6126
6014 - 6038	6147 - 6176
6050 - 6074	6202
6076	6556
6081 - 6084	6558
6090	

## 18. South Western Australia

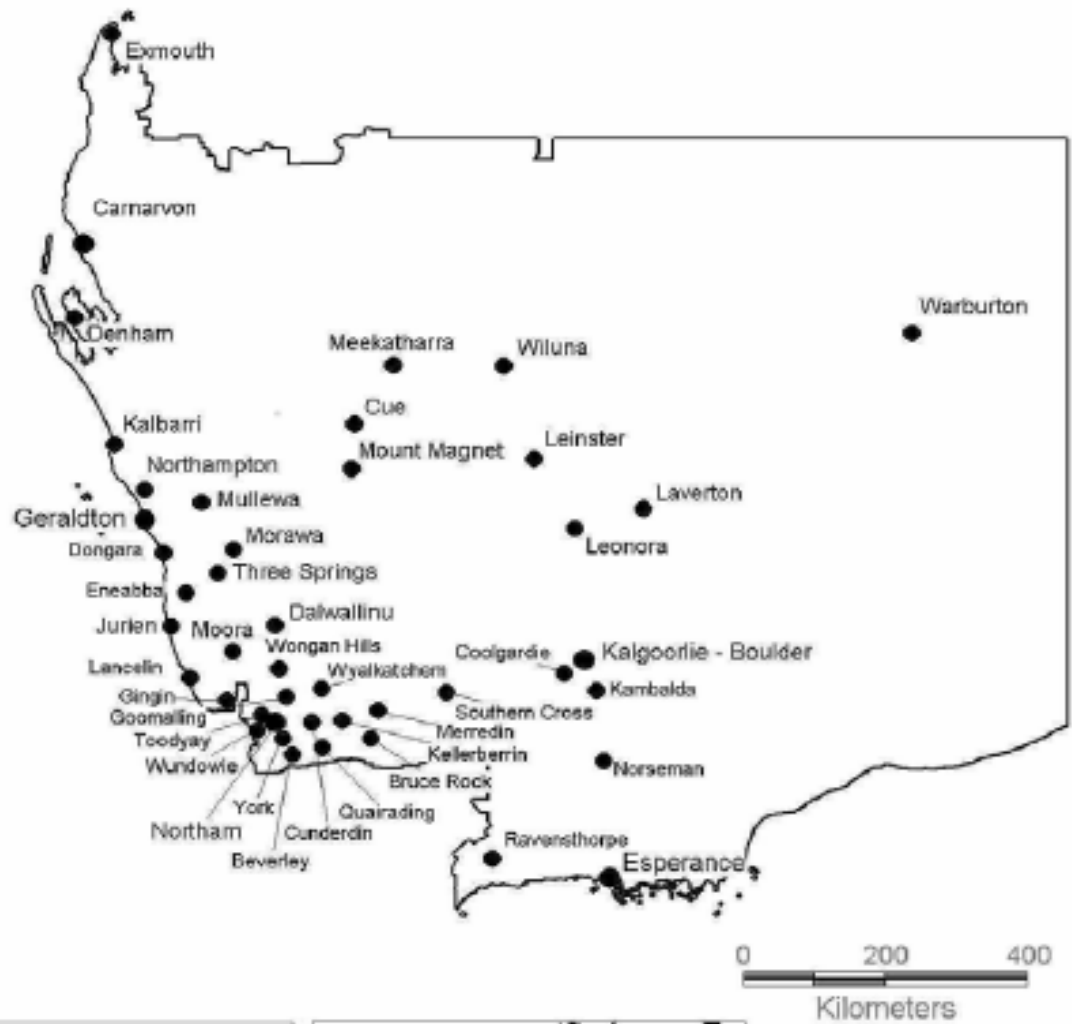


### Postcodes

6207 - 6208	6271	6336 - 6338
6210	6275	6341
6213 - 6215	6280 - 6282	6343
6218	6284 - 6286	6350 - 6353
6220 - 6221	6288	6355 - 6359
6223 - 6223	6290	6361
6226 - 6227	6305	6363
6239 - 6240	6308 - 6309	6365
6243 - 6244	6311 - 6313	6367
6251 - 6256	6315 - 6318	6370
6258	6320 - 6324	6372 - 6373
6260	6326 - 6328	6375 - 6377
6262	6330 - 6333	6380 - 6388



# 19. Central and South Eastern Western Australia

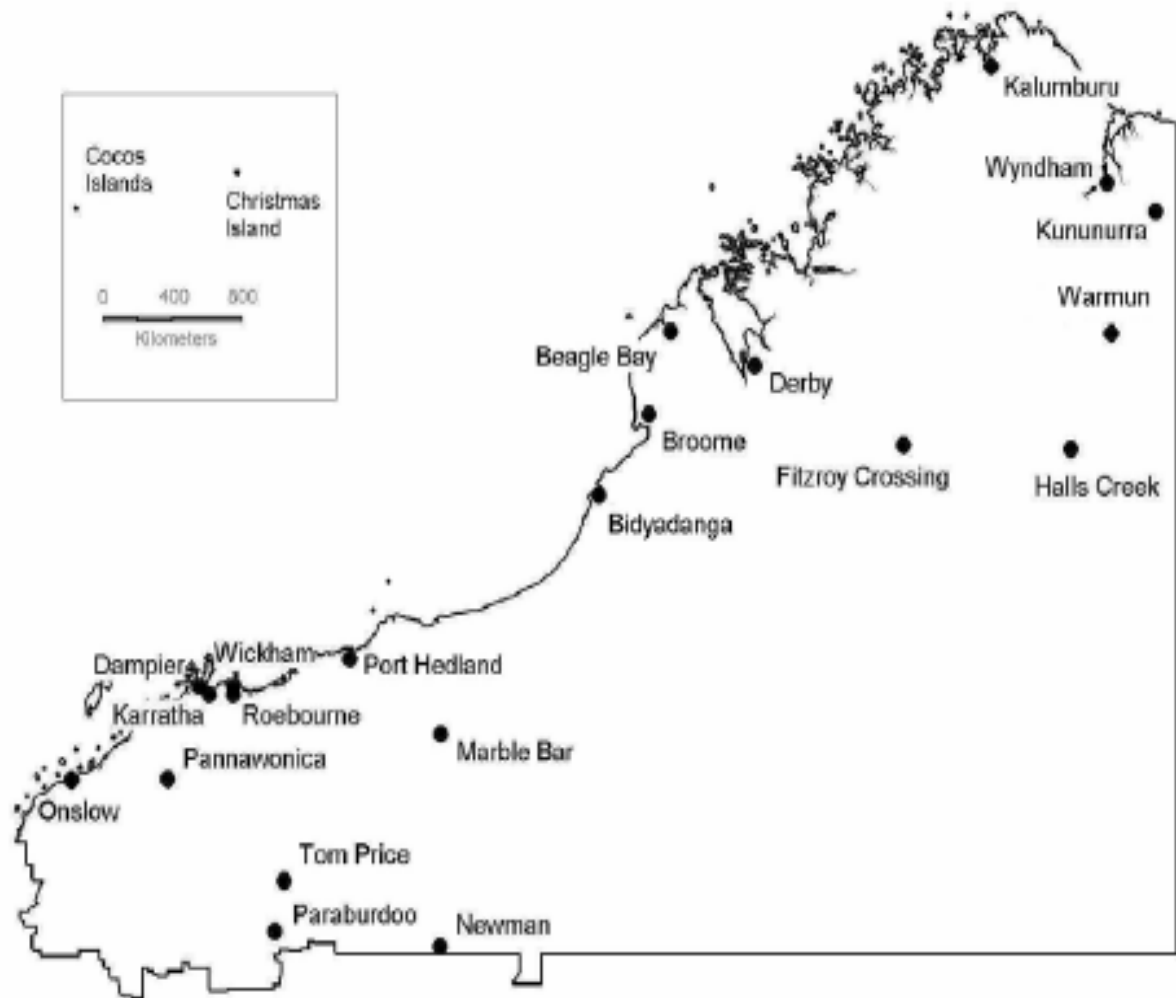


**Postcodes**

6073	6434 - 6448	6520	6616
6041 - 6044	6450	6520 - 6522	6620
6362	6460 - 6463	6525 - 6531	6623
6364	6465 - 6468	6580	6625
6346	6470	6582	6627 - 6630
6348	6472 - 6473	6594	6630 - 6632
6368 - 6369	6475 - 6477	6595 - 6598	6635
6363 - 6366	6478 - 6488	6571 - 6572	6638 - 6640
6461	6494 - 6495	6574 - 6575	6642
6463	6497 - 6498	6603	6646
6465	6501 - 6507	6605 - 6608	6701
6467	6508 - 6518	6609 - 6608	6705
6468 - 6475	6521 - 6522	6612 - 6614	6707
6417 - 6422	6526	6616	

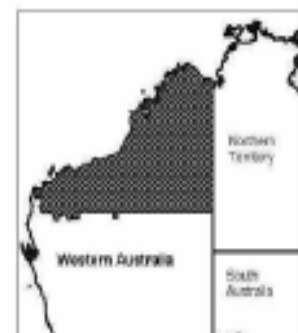


## 20. Northern Western Australia

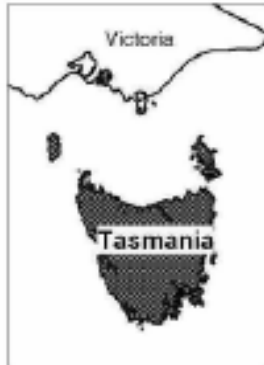
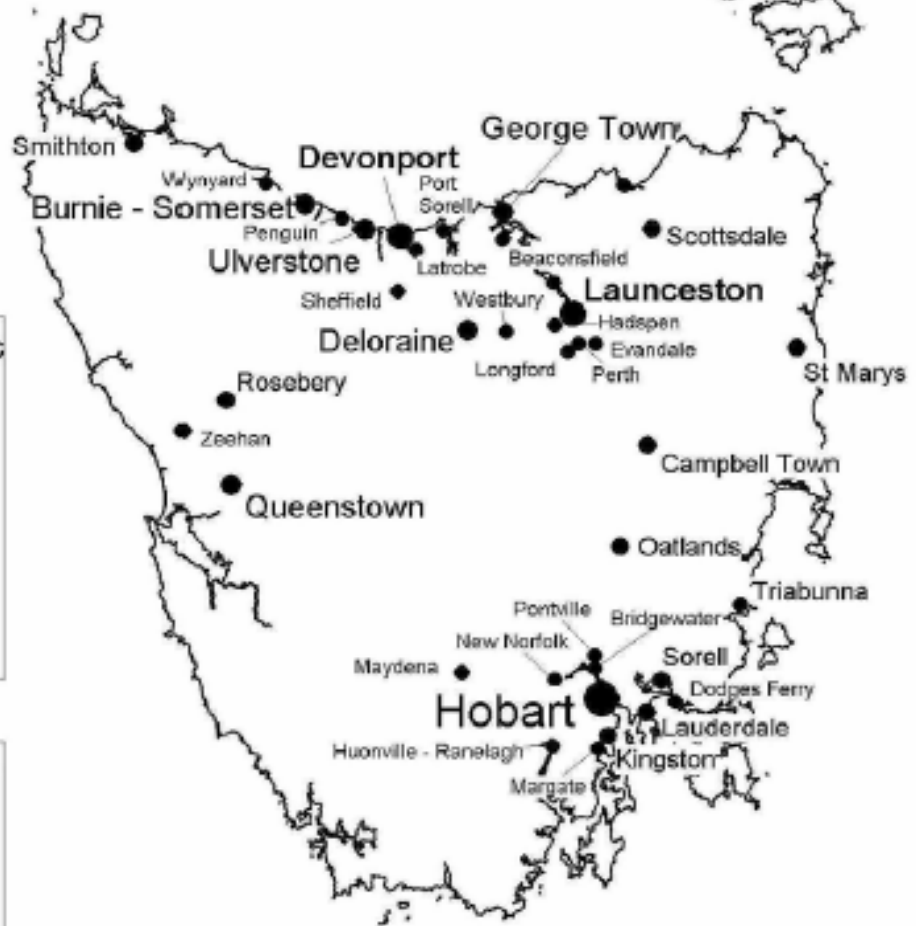


### Postcodes

6710-6716	6743
6718	6751
6720-6723	6753-6754
6725-6726	6758
6728	6760-6762
6731	6765
6733	6770
6740	6796-6799



# 21. Tasmania



Postcodes	
7000	7182 - 7187
7004 - 7005	7190
7007 - 7012	7209 - 7216
7015 - 7027	7248 - 7250
7030	7252 - 7265
7050	7267 - 7269
7052 - 7055	7270
7109	7275 - 7277
7112 - 7113	7290 - 7292
7116 - 7117	7300 - 7307
7119 - 7130	7310
7136 - 7140	7315 - 7316
7160	7320 - 7322
7165	7325
7182 - 7183	7330 - 7331
7170 - 7180	7466 - 7470

