# TEM[PLATE 1 DUE DILIGENCE REPORT

#

Introductory interview

Case Study Rationale

## EXECUTIVE SUMMARY

 (ONE PAGE SYNTHESIS OF DUE DILIGENCE )

## SITUATION

 Describe the situation

## COMPLEXITY OF THE CONTEXT

 Identify the complication (trigger for the question)

## OUR APPROACH

Develop the Answer (/solution, the over-riding point)

From the implications and facts

### APPENDIX A

#### DEMOGRAPHIC PROFILE

FACTS[( Demographic data sources )](#demographicdata)

*We are keen to put this in a map with layered data sets*

### IMPLICATIONS FOR THIS FOCUS AREA

### BUSINESS& INDUSTRY

Who are the core connectors?

NETWORK MAP ( Pajek )

 (CEO or equivalent who authorizes partnership contribution )

KEY CONTACT

FROM EACH MEMBER OF

PARTNERSHIP

The KEY CONTACT person who has delegated authority to act

#### FACTS [( Business & Industry data sources )](#businessindustry)

What are the regional Business & Industry workforce needs

* *Current employment needs/opportunities ( Information source links )*
* *Future employment needs locally/regionally*

#### IMPLICATIONS FOR THIS FOCUS AREA

### EDUCATION & TRAINING

Who are the core connectors?

* *Involve the people with the authority responsibility and capability to make complementary contributions.*

NETWORK MAP ( Pajek )

 (CEO or equivalent who authorizes partnership contribution )

KEY CONTACT

FROM EACH MEMBER OF

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The KEY CONTACT person who has delegated authority to act

#### FACTS [( Education & Training data sources )](#educationtraining)

What are the performance profiles of education and trainings establishments with mandated accountabilities (schools, TAFE; private RTO’s ,Universities ) aligned to this specific focus area ?

#### IMPLICATIONS FOR THIS FOCUS AREA

### COMMUNITY

Who are the core connectors?

* *Involve the people with the authority responsibility and capability to make complementary contributions.*

NETWORK MAP ( Pajek )

 (CEO or equivalent who authorizes partnership contribution )

KEY CONTACT

FROM EACH MEMBER OF

PARTNERSHIP

The KEY CONTACT person who has delegated authority to act

#### FACTS  [( Community data sources )](#communitydata)

What are the community groups with values and strategic intent congruent with this focus area?

( I would be keen for this to be an asset map !

#### IMPLICATIONS FOR THIS FOCUS AREA

### PARENTS / CARERS /STUDENTS

Who are the core connectors?

* *Involve the people with the authority responsibility and capability to make complementary contributions.*

NETWORK MAP ( Pajek )

 (CEO or equivalent who authorizes partnership contribution )

KEY CONTACT

FROM EACH MEMBER OF

PARTNERSHIP

The KEY CONTACT person who has delegated authority to act

#### FACTS [( Data Sources for Parent/Carer/Students )](#parentcarerdata)

What are the parent groups with values and strategic intent congruent with this focus area?

#### IMPLICATIONS FOR THIS FOCUS AREA

### RESEARCH EVIDENCE WHAT WORKS IN THIS FOCUS AREA

#### EVIDENCE BASED ACTIONS

#### (The systems,tools and procedures that are supported in the literature )

#### SEMINAL ARTICLES & WEB CONNECTIONS

## ( DEMOGRAPHIC DATA SOURCES )

Environmental scan data relevant to this project

What are the relevant Socio-Economic Indexes for Areas (SEIFA) for the defined area ?

[*http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Seifa\_entry\_page*](http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Seifa_entry_page) *( NB Migration patterns in some localities mean that significant numbers of students are attending schools in the locality BUT live outside the SEIFA geographic footprint.)*

OESR

* SEIFA profile
* Transport
* Cultural profile
* Age profile

## ( BUSINESS & INDUSTRY DATA SOURCES )

* + *Global skills for future (LINK )*
	+ *National skills*
	+ *Local opportunities*

## ( EDUCATION & TRAINING DATA SOURCES )

* Current program offerings in relation to workforce needs
* Student destinations ( work;TAFE ; University etc )
* Literacy/numeracy performance Year 9 cohort for 2008 & 2009
* Attendance ;exclusions; retentions
* Enrolment trends ; in catchment market share

* *Next steps data* [*http://education.qld.gov.au/nextstep/2009survey.html*](http://education.qld.gov.au/nextstep/2009survey.html) *( NB data limitations in that this refers to only 8o=% of the total cohort* )
* *NAPLAN data* [*http://www.myschool.edu.au/*](http://www.myschool.edu.au/) *(NB Tracking Year 5 2005/ Year 7 2007/ Year 9 2009 data trends refer more accurately to a specific cohort of students rather than comparing Year 9 2009 data with year 9 2008 !!!)*
* *School website analysis*
	+ *Annual report and school specific data on performance*
	+ *School offerings in relation to the current and future workforce needs*

## ( COMMUNITY DATA SOURCES )

## ( DATA SOURCES FOR PARENT/CARER/STUDENTS )