



TOOLKIT SERIES

Local Needs Analysis

Revised template and supplementary pack

Embedding local needs considerations to drive place-based social value benefit realisation for First Nations and local communities.

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ASL acknowledges the Traditional Custodians of the land on which we live and work. We pay our respects to Elders, past and present.

Artwork credit: The 'Journey of unity: AEMO's Reconciliation Path' was created by Wiradjuri artist Lani Balzan.



The ASL Social Value Toolkit tools and guidance are structured across three levels to support the gradual development of social value capability and maturity.



INTRODUCTORY

Builds foundational understanding and capability in social value practice.



INTERMEDIATE

Builds on foundational capability to support more developed social value practice.



ADVANCED

Supports established capability and more mature social value practice.

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Purpose

A Local Needs Analysis (LNA) is a structured process for building a comprehensive, evidence-based profile of a community and its current needs. It examines economic, social, and environmental factors to identify community priorities, social risks, and opportunities, ensuring that a project's social value commitments are grounded in evidence and directly aligned with the real needs of the communities they are intended to benefit.

This template provides a standardised approach for conducting an LNA. It should be tailored to the specific context, scale, and objectives of each project, and is structured around a clear three-step process:

Table 1. Outline of key steps within LNA

Step	What You Are Doing	What It Produces
1	Understand Local Needs	A structured record of key stakeholder groups, their priorities, and concerns, drawn from engagement activities.
2	Analyse and Verify Local Needs	An evidence-based analysis of local needs, verified through data, baseline statistics, SEIFA analysis, and a community SWOT.
3	Define Social Value Commitments	A set of targeted, measurable commitments that directly respond to identified local needs, structured using a Theory of Change model.

The three-step LNA is supported by a policy considerations review, a community baseline analysis, a partnerships and collaboration assessment, and an accountability and governance framework.

Examples in templates are shown in *italics*. Replace all placeholder text with your own content.



How to use this template

This template integrates the core LNA framework with supplementary analytical tools into a single document.

It is designed to be worked through sequentially, with each section building on the one before. Signpost boxes at the end of each section explain what it feeds into and what it may be helpful to have in place before continuing.

The table below summarises each section, its purpose, and how it connects to the three-step LNA process.

Table 2. Steps to complete a LNA

Category	Section	LNA Step	What it feeds into
Context & constraints	Policy considerations	Steps 1–2	Shapes what commitments are required, expected, or constrained
Evidence inputs	Community Baseline Analysis	Step 2	Verifies and prioritises local needs
	SEIFA Comparative Analysis	Step 2	Strengthens evidence base for disadvantage led commitments
Synthesis & interpretation	Community SWOT Analysis	Step 2	Converts data into needs, opportunities, and risks
Engagement inputs	Step 1 — Stakeholder Groups and Priorities	Step 1	Provides community driven priorities to be verified
Needs verification	Step 2 — Analyse and Verify Local Needs	Step 2	Creates the definitive list of local needs
Primary outputs	Step 3 — Social Value Commitments	Step 3	Defines what the project will deliver
Delivery enablers	Partnerships and Collaboration	Step 3	Tests whether commitments are realistic to deliver
Supporting references	Appendix A — Baseline Indicators	Step 2	Supports evidence quality
	Appendix B — Local Supply Chain Register	Step 3	Supports supply chain commitments
	Appendix C — Indicative Examples	Steps 2–3	Improves consistency and quality

IMPORTANT NOTE

Not all sections are mandatory for every project.

Consider which sections are most relevant to the project's context and required depth of analysis. At a minimum, covering the Policy Considerations and Steps 1 to 3 of the Local Needs Analysis (Section 3) will generally support a credible, evidence-based LNA.

How to begin: Complete the Project Overview table on the next page before starting any section. It provides the project context that all subsequent sections depend on.

Project overview

Complete the table below to provide a project summary. This information provides context for all subsequent sections of the LNA.

Table 3. Project overview

Field	Detail
<i>Enter the relevant project detail below. Complete all rows before beginning the LNA steps.</i>	
Project Name	[Enter detail]
Proponent Organisation	[Enter detail]
Project Location and Region	[Enter detail]
Local Government Area(s)	[Enter detail]
Project Scope	[Enter detail]
Anticipated Project Timeline	[Enter detail]
Key Social Value Contact — Name	[Enter detail]
Key Social Value Contact — Email	[Enter detail]
Key Social Value Contact — Phone	[Enter detail]
Date LNA Completed	[Enter detail]

Once the project overview is complete, proceed through the document in the following order:

- Section 1 — Policy Considerations (read before beginning Steps 1–3)
- Section 2 — Community Baseline Analysis (complete before beginning Steps 1–3)
- Section 3 — Local Needs Analysis: Steps 1, 2 and 3 (in sequence)
- Section 4 — Partnerships and Collaboration (complete alongside Step 3)
- Social Value Purpose Statement (complete last, after Steps 1–3 is finalised)



1. Policy considerations

Before developing social value commitments, it can be helpful to consider the policy environment in which the project operates. Reviewing relevant policies may help ensure that project commitments are informed by broader social value priorities and any applicable regulatory requirements or government targets.

Working through this section before beginning Steps 1 to 3 is generally advisable. Policy analysis provides useful context for understanding the obligations and opportunities that may shape the project's social value approach.

Key considerations

1. Identify relevant policies

- Review relevant local, state, and national policies that may apply to the project, including policies relating to employment and economic development, First Nations participation, social inclusion, procurement, and industry participation.
- For each policy, consider whether it establishes requirements, targets, or commitments that the project should address.

2. Analyse policy objectives and key commitments

- For each relevant policy, identify its key objectives and intended outcomes, and consider who the target groups are — for example, First Nations communities, local businesses, or priority employment cohorts.
- Consider how the policy's priorities could be reflected in, or aligned with, the project's social value commitments.

3. Assess policy implications for project delivery

- Consider whether any policies create obligations or targets that the project may need to address.
- Identify opportunities to integrate policy-aligned initiatives into the project's social value approach.

Policy analysis table

Complete the table below. The three example rows are indicative only and should be replaced or supplemented with policies applicable to the specific project and location.

Table 4. Policy analysis overview

Policy	Overview	Implications for project delivery
<i>Name the policy, strategy, or regulatory framework.</i>	<i>Briefly describe what the policy is and what it is designed to achieve.</i>	<i>Describe how this policy creates obligations, targets, or opportunities for the project's social value approach.</i>
EXAMPLE - For guidance only.		
 Australian Skills Guarantee	A Commonwealth initiative requiring large infrastructure projects to identify and meet apprenticeship and traineeship targets, supporting workforce development and skills growth.	Ensure workforce planning incorporates apprenticeships, traineeships, and pathways for underrepresented groups to meet any mandated targets.
 Local Community Strategic Plan	A long-term vision document developed by local councils to outline community priorities, including economic development, sustainability, and social wellbeing.	Ensure project commitments align with local community goals, particularly in areas such as job creation, environmental stewardship, and social infrastructure.
 First Nations Clean Energy Strategy	A federal strategy aimed at increasing First Nations participation in the clean energy transition through economic opportunities, community partnerships, and self-determination.	Incorporate First Nations engagement, partnership, and benefit-sharing models to support economic participation and energy equity for Indigenous communities.
[Add relevant policy]		
[Add relevant policy]		
[Add relevant policy]		
[Add relevant policy]		

2. Community Baseline Analysis



This section feeds into: Steps 1 and 2 of the Local Needs Analysis (Section 3). Policy requirements shape what commitments are expected or constrained and may create additional needs or priority themes to address in Step 2.

Before you begin: ensure all relevant policies have been identified and the implications for project delivery have been recorded. Then continue to Section 2.

A community baseline analysis establishes a factual picture of the community's socio-economic conditions. It is used to verify and prioritise local needs in Step 2 of the LNA process, and to inform the scale and focus of social value commitments in Step 3.

Complete Sections 2.1 to 2.3 before beginning the LNA steps. Key findings should be referenced when completing Step 2 of the Local Needs Analysis (Section 3).

2.1 Community baseline data

Key considerations

Define the geographical scope

- Determine the local, regional, and broader area relevant to the project. Consider the catchment area for any social or economic impact.

Identify relevant data sources

- Key sources include: the Australian Bureau of Statistics (ABS) Census of Population and Housing; ABS Labour Force Survey data; SEIFA indexes; Aboriginal and Torres Strait Islander statistics; and state and local government reports and industry data.
- Refer to Appendix A for a comprehensive list of suggested baseline indicators.

Compare with benchmarks

- Compare local data against state and national averages to identify relative strengths and challenges, and to highlight disparities such as elevated unemployment or below-average educational attainment.

Translate data into actionable insights

- Use the analysis to identify priority local needs to be addressed through social value commitments. Document findings clearly so they can be referenced in Steps 2 and 3.

Community Baseline Analysis table

Table 5. Example community baseline analysis table

Data set	Project LGA	State/Territory	National
Data category and specific indicators. Refer to Appendix A for a full example indicator list.	<i>Enter the figure for the project LGA. Include source and year, e.g. (ABS Census 2021).</i>	<i>Enter the state/territory benchmark figure.</i>	<i>Enter the national benchmark figure.</i>
 Population e.g. demographics, age, gender, ethnicity, migration	[Enter figure]	[Enter figure]	[Enter figure]
 Labour Force e.g. employment rates, unemployment, underemployment, participation rates, industry sectors	[Enter figure]	[Enter figure]	[Enter figure]
 Social Statistics e.g. education levels, income, housing affordability	[Enter figure]	[Enter figure]	[Enter figure]
 Industry Statistics e.g. employment by industry, local business activity, local economy	[Enter figure]	[Enter figure]	[Enter figure]
 Health Statistics e.g. life expectancy, mortality rates	[Enter figure]	[Enter figure]	[Enter figure]
 Index of Relative Socio-economic Advantage and Disadvantage (IRSAD)	[Enter figure]	[Enter figure]	[Enter figure]
 First Nations Population and Economic Participation	[Enter figure]	[Enter figure]	[Enter figure]
[Add additional data set as relevant]	[Enter figure]	[Enter figure]	[Enter figure]
[Add additional data set as relevant]	[Enter figure]	[Enter figure]	[Enter figure]
[Add additional data set as relevant]	[Enter figure]	[Enter figure]	[Enter figure]
[Add additional data set as relevant]	[Enter figure]	[Enter figure]	[Enter figure]

2.2 SEIFA Comparative Analysis

The Socio-Economic Indexes for Areas (SEIFA) are four indexes published by the Australian Bureau of Statistics (ABS) that rank geographic areas according to their relative socio-economic advantage and disadvantage. They are the most widely used and credible source of community disadvantage data available for social value planning.

Completing the Index of Relative Socio-economic Disadvantage (IRSD) and Index of Education and Occupation (IEO) is generally advisable as a starting point. Together they tend to provide a strong evidence base for employment, training, and other priority commitments.

Complete the full table and review each index where a deeper analysis is warranted.

The four SEIFA indexes

Table 6. Outline of the four SEIFA Indexes

Index	Full name	What it measures	Key social value use
IRSD	Index of Relative Socio-economic Disadvantage	Relative disadvantage only - indicators of low income, low educational attainment, high unemployment, and unskilled occupations. Does not measure advantage.	The primary indicator for identifying communities most in need of targeted employment, training, and priority cohort programs. The single most important SEIFA index for most social value planners.
IRSAD	Index of Relative Socio-economic Advantage and Disadvantage	Both advantage and disadvantage - includes indicators of high income, high educational attainment, and skilled occupations, as well as disadvantage indicators.	Useful for understanding the full socio-economic spectrum of a community. A low IRSAD score indicates more disadvantage and less advantage simultaneously.
IER	Index of Economic Resources	Economic resources available to households - income, housing costs, rent and mortgage as a proportion of income, and internet access.	Identifies communities with limited economic capacity. Low IER areas justify funded barrier removal. Residents in low-IER areas may struggle to absorb upfront employment costs.
IEO	Index of Education and Occupation	Educational attainment levels and occupation types - proportion of high-skill and low-skill occupations, and university and vocational qualification attainment.	Identifies skills gaps and workforce development needs. Low IEO scores provide strong evidence for apprenticeship programs, pre-employment programs, and training investment.

How to find SEIFA data

Table 7. Steps to find SEIFA data

Step	What to Do
1	Navigate to the ABS SEIFA page: abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia
2	Under the most recent SEIFA release, download the Excel data cube for Local Government Areas (LGAs). This contains all four index scores and decile rankings for every LGA in Australia.
3	Search the spreadsheet for the project LGA name. Note the score and decile for each of the four indexes.
4	Locate the state average decile for comparison. The ABS publishes state-level summaries, or filter the spreadsheet to your state/territory.
5	Enter the data in the SEIFA Comparative Analysis table below and complete the interpretation column.

How to interpret SEIFA deciles

Table 8. How to interpret SEIFA deciles

Decile	What it means	Social value implication
1 (lowest)	Most disadvantaged 10% of areas in Australia	Highest level of social value ambition required. Significant pre-employment infrastructure is needed. Priority cohort programs are essential, not optional. Provides the strongest possible evidence base for ambitious targets.
2 – 3	Bottom 20–30% of Australian areas	Elevated disadvantage warranting targeted social value programs. Clear evidence base for priority cohort employment, pre-employment investment, and local business development support.
4 – 5	Below to around the national median	Moderate disadvantage. Standard social value commitments are appropriate. Some targeted programs may be warranted depending on specific cohort data.
6 – 7	Above the national median	Below-average disadvantage. Social value commitments should focus on specific disadvantaged cohorts rather than broad-based programs.
8 – 10 (highest)	Least disadvantaged 20–30% of Australian areas	Low overall disadvantage. Social value focus should target specific groups, such as First Nations people or people with disability, who may be disadvantaged within an otherwise advantaged community.

SEIFA Comparative Analysis table

Table 9. Example comparative analysis table template

SEIFA Index	Why it matters for social value	Project LGA score	LGA decile (1–10)	State avg decile	Interpretation and implications for this project
One of four SEIFA indexes. See table above for full descriptions	Brief note on what this index means for social value planning.	Enter the score for the project LGA from the ABS data cube.	Enter the decile ranking 1–10. 1 = most disadvantaged.	Enter the average decile for the state/territory.	Describe what this data means for the scale, focus, and design of social value commitments.
IRSD (Index of Relative Socio-economic Disadvantage)	Lower score = greater disadvantage. Most important SEIFA index for social value planning.	[Enter score]	[Enter decile]	[Enter avg]	[Enter interpretation and implications]
IRSAD (Index of Relative Socio-economic Advantage and Disadvantage)	Balanced index. Low score = more disadvantage and less advantage simultaneously.	[Enter score]	[Enter decile]	[Enter avg]	[Enter interpretation and implications]
IER (Index of Economic Resources)	Identifies communities with limited economic capacity. Low scores indicate residents may struggle to absorb upfront employment costs.	[Enter score]	[Enter decile]	[Enter avg]	[Enter interpretation and implications]
IEO (Index of Education and Occupation)	Identifies skills gaps and workforce development needs. Low scores signal greater need for training and apprenticeship investment.	[Enter score]	[Enter decile]	[Enter avg]	[Enter interpretation and implications]

SEIFA summary and social value implications

Following completion of the comparative analysis of project SEIFA data to support social value planning, consider how these insights may influence the project's social value approach.

Complete the table below to identify and map the social value implications for the project.

Table 10. SEIFA social value implications

Summary area	Response
Summary area — read each prompt and complete the adjacent cell.	Complete each row after entering data in the SEIFA Comparative Analysis table above.
Overall SEIFA picture	[In 3–4 sentences, describe the overall picture the SEIFA data paints of this community.]
Most significant index for this project	[Which SEIFA index or decile is most significant for this project's social value approach, and why?]
Social value implications	[What does the combined SEIFA picture mean for the scale, focus, and design of social value commitments on this project?]
Implications for LNA commitments	[Does the SEIFA analysis change or strengthen any commitments identified in Step 3? Be specific.]

2.3 Community SWOT Analysis

A community SWOT analysis translates socio-economic data into strategic insight. While the community baseline table and SEIFA analysis capture what the data says, the SWOT converts those findings into clear strengths to build on, weaknesses to address, opportunities the project can create, and threats that could undermine delivery.

Where possible, each entry in the SWOT should trace back to a specific data finding from the baseline analysis or intelligence from community engagement, rather than unverified assumptions.

How the SWOT connects to the LNA

Table 11. Link between LNA and community SWOT analysis

Quadrant	What it tells you	How to use it in your LNA
 Strengths	What existing assets, infrastructure, and capabilities can the project build on?	Use Strengths to identify the most viable delivery pathways. For example, if a local training provider is a Strength, an apprenticeship program is realistic and achievable.
 Weaknesses	Where are the most significant unmet needs, structural disadvantages, and gaps the project should address?	Weaknesses directly generate the 'Local Needs and Issues' column in Step 2. Each Weakness should produce at least one corresponding commitment in Step 3.
 Opportunities	What specific opportunities does this project create to address Weaknesses or build on Strengths?	Opportunities generate the Social Value Commitments in Step 3, answering: given this community's profile, what is this project uniquely positioned to deliver?
 Threats	What external factors or project risks could undermine community benefit or prevent commitments from being delivered?	Threats should feed directly into the project's social value risk register. Each Threat should have a corresponding risk entry. If it does not, there is an unmanaged risk.

Community SWOT template

Use this table to document a high level Community SWOT analysis based on baseline data and engagement findings.

The analysis should reflect the local context and inform project social value planning. Strengths and Weaknesses are most useful when evidence based and reference a clear data source or engagement insight. Opportunities and Threats should be directly linked to the project and used to inform social value initiatives and risk management.

Table 12. Community SWOT analysis template

 Strengths – what assets and capabilities does this community have?	 Weaknesses – what gaps, disadvantages, and unmet needs exist?
List strengths identified in the baseline data. Where possible, each entry may reference a specific data source or engagement finding. Examples: active industry network, strong First Nations business community, established employment services, growing population.	List structural disadvantages, gaps, and deficits from the baseline data. Referencing a source for each entry can strengthen the analysis. Examples: high youth unemployment, below-average Year 12 attainment, limited local supply chain capacity, elevated SEIFA disadvantage.
<i>[Enter strengths with data sources]</i>	<i>[Enter weaknesses with data sources]</i>

 Opportunities – what can this project create or enable?	 Threats – what could undermine community benefit or delivery?
Describe project-related opportunities that address the Weaknesses listed above or build on the Strengths. Grounding each entry in the baseline data and community context can help with credibility.	Describe external factors or project-specific risks that could undermine community benefit. Each Threat should have a corresponding entry in the project social value risk register.
<i>[Enter opportunities]</i>	<i>[Enter threats]</i>

Stop and check:

Before progressing to Section 3, confirm that:

- ☐ Community baseline data (Section 2.1) is complete and benchmarked
- ☐ SEIFA analysis (Section 2.2) is complete and interpreted
- ☐ All SWOT entries (Section 2.3) are evidence-based and traceable to data or engagement

If any of the above are incomplete, it may be worth pausing to finalise them before continuing.



This section feeds into: Step 2 of the Local Needs Analysis (Section 3 — Local Needs). The community baseline data, SEIFA analysis, and SWOT findings are the primary evidence inputs to Step 2.

Before proceeding to Section 3, confirm that:

- Community baseline data (Section 2.1) is complete and benchmarked against state and national averages
- SEIFA analysis (Section 2.2) is complete and interpreted for social value implications
- SWOT analysis (Section 2.3) is complete, with all entries referenced to a data source or engagement finding

Once confirmed, proceed to Section 3 — Local Needs Analysis.

Stop and check:



Policy analysis (Section 1), community baseline data (Section 2.1), SEIFA analysis (Section 2.2), and community SWOT (Section 2.3) are all inputs to Step 2 and should be finalised before beginning.

The 'Before You Begin' checklist at the start of Step 2 confirms what must be in place.

3. Local Needs Analysis



The Local Needs Analysis is the core of this template. It follows a three-step process:



Step 1

Understanding who is affected and what they need



Step 2

Verifying and organising those needs with data and evidence



Step 3

Defining what the project will do in response

Steps 1, 2, and 3 are designed to be worked through in sequence.

Step 1 – Understand local needs: stakeholder groups and priorities

Purpose: Identify what matters most to the communities and stakeholders affected by the project.

Before you begin

- Gather any existing outputs from stakeholder engagement activities conducted for this project, such as consultation reports, workshop summaries, survey results, or interview notes.
- If formal engagement has not yet been conducted, identify which stakeholder groups will be engaged and what engagement is planned. Table 1 can be updated as engagement progresses.

Note: the purpose of this step is not to duplicate engagement efforts, but to consolidate and structure existing insights into a clear picture of local need.

How to complete Table 13

- **Stakeholder group/type:** List the stakeholder group or organisation, e.g. local residents, First Nations organisations, local council, youth groups, small businesses.
- **Engagement objective:** Describe what you aimed to understand through engagement with this group.
- **Engagement method:** Note how the group was engaged, e.g. workshop, survey, interview, community meeting, previous consultation report.
- **Summary of priorities, aspirations, and needs:** Summarise the key themes raised, particularly those relating to social and economic needs, concerns, or aspirations.

Table 13. Summary of key stakeholder group priorities

#	Stakeholder group/ type	Engagement objective	Engagement method	Summary of priorities, concerns, and needs
#	e.g. local residents, First Nations organisations, local council, youth groups, small businesses	What did you aim to understand from this group?	e.g. workshop, survey, interview, community meeting, previous consultation	Summarise the key themes raised, particularly relating to social and economic needs, concerns, or aspirations.
EXAMPLE - For guidance only. Do not copy this row directly into your LNA.				
E.g.	Local young people (ages 16–24)	Understand barriers to employment and training opportunities for local young people.	Youth workshop and focus group - 3 hours	Concerns about lack of meaningful employment opportunities. Strong interest in vocational training. Limited awareness of available pathways into the workforce.
1	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
2	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
3	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
4	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
5	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
6	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
7	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
8	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
9	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
10	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
11	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]
12	[Stakeholder group or organisation]	[What did you aim to understand?]	[How was engagement conducted?]	[Summarise key priorities, concerns, and needs]

Stop and check:

At this point you should have:

- ☐ A consolidated list of stakeholder priorities
- ☐ No commitments or solutions defined yet

If you have started proposing actions, stop - commitments are defined in Step 3.



Step 2 – Analyse and verify local needs

Purpose: Use data and evidence to verify and prioritise what is true and most significant for the local community.

Before you begin

- Step 1 (Table 14) is worth completing before beginning this step.
- Ensure the Community Baseline Analysis (Section 2.1), SEIFA analysis (Section 2.2), and Community SWOT (Section 2.3) are complete - their findings are the primary inputs to this table.
- Have the Policy Analysis (Section 1) available for reference - policy requirements may create additional needs or priority themes.

How to complete Table 14

- **Key local need theme:** Review Table 14 and identify recurring or related priorities. Group these into clear themes, e.g. employment and skills, economic development, First Nations participation, community health.
- **Supporting insights, data, and evidence:** For each theme, identify specific statistics or data sources that confirm the need. Use the structure: [Statistic], which is [higher/lower] than [benchmark], indicating [implication]. (Source, Year).
- **Project considerations:** Summarise how the data and insights will inform the project's approach to addressing the identified need. This column directly informs the commitments developed in Step 3.

Useful data sources: ABS Census of Population and Housing; ABS Labour Force Survey; SEIFA data (Section 2.2); local council plans; previous engagement reports; First Nations-led research; community health, education, or employment statistics; Social Impact Assessments; Community Strategic Plans.

Table 14. Local needs and project considerations

#	Key local need theme	Supporting insights, data and evidence	Project considerations
#	Name the theme that groups related needs together, e.g. Employment and Skills, First Nations Participation, Economic Development.	Reference specific data that confirms this is a genuine need. Use the format: [Statistic], which is [higher/lower] than [benchmark], indicating [implication]. (Source, Year).	Describe how the data and insights will shape the project's approach to addressing this need. This directly informs the commitments in Step 3.
EXAMPLE - For guidance only. Do not copy this row directly into your LNA.			
E.g.	Supply chain resilience and capacity building	65% of local businesses have not bid on recent infrastructure tenders due to lack of early market engagement (Local Business Capability Survey, [Year]). Local council economic policy identifies limited supply chain opportunities for local suppliers, with capacity building as a key priority (Regional Council Economic Development Plan, [Year]).	Ensure early and clear communication of upcoming procurement opportunities. Consider practical tendering support and capacity-building workshops. Explore a 'meet the buyer' briefing session to build supplier relationships.
1	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
2	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
3	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
4	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
5	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
6	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
7	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
8	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
9	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
10	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
11	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]
12	[Theme name]	[Data and evidence — reference specific statistics with source and year]	[How will this inform the project's social value approach?]

Stop and check:

For each local need theme, confirm:

- ☐ It is supported by at least one data source or engagement insight
- ☐ The significance of the need is explained (relative to benchmarks where possible)
- ☐ Project considerations are clearly articulated

If a need cannot be evidenced, it should not progress to Step 3.



Step 3 – Define social value commitments

Purpose: Define what the project will do to address identified local needs, and how it will deliver measurable, lasting outcomes.

Before you begin

- Having Steps 1 and 2 complete before beginning Step 3 is advisable. Each row in Table 3 would typically correspond to a theme and need identified in Table 2.
- Review the Partnerships and Collaboration section (Section 4) - strong partnerships are often required to deliver commitments, and the maturity of those partnerships affects what is realistic.
- Be concise, practical, and evidence based. Only include commitments the project can realistically deliver and measure.
- For indicative examples of commitments, indicators, and outcomes by common LNA theme, refer to Appendix C.
- For additional guidance on applying the Theory of Change model, refer to the ASL Theory of Change template.

Theory of Change model

Table 3 uses a Theory of Change model to structure each commitment. The model shows how inputs and activities lead to outputs, which produce outcomes, which contribute to long-term impact.

Each row in Table 15 traces this logic for a single commitment.

Identified need	Project commitment	Inputs	Activities	Outputs	Outcomes	Impact
What is happening in the community that requires a response?	What specific action or program will the project deliver?	What resources and enablers are required?	What will actually be done?	What is immediately produced or delivered?	What changes in the short to medium term?	What long-term change does this contribute to?

How to complete Table 15

- **Local need theme:** Select the theme this commitment addresses, from Table 2.
- **Social value category:** Identify the primary category, e.g. First Nations Participation; Employment and Workforce Development; Local Supply Chain Development; Community Benefits.
- **Project commitment:** Provide a clear, brief description of the social value commitment that will be delivered in response to the identified need.
- **Inputs:** List the resources and enablers required, e.g. funding, staff, partnerships, data.
- **Activities:** Describe the specific actions the project will take, e.g. training programs, meet the buyer events, workshops.
- **Outputs:** Describe the immediate, tangible results of the activities — what is delivered and who it reaches.
- **Outcomes:** Explain the short- to medium-term changes resulting from the outputs, e.g. people gaining employment, suppliers accessing contracts, improved local skills.
- **Impact:** Describe the long-term change the commitment contributes to, e.g. reduced unemployment, increased local economic participation.

Table 15. Overview of social value commitments

#	Local need theme	Social value category	Project commitment	Inputs	Activities	Outputs	Outcomes (short- to medium- term)	Impact (long-term)
#	Theme from Table 2	e.g. Employment and workforce development; First Nations participation; Local supply chain development	What will the project deliver?	Resources and enablers required	Specific actions to be taken	Immediate and tangible results	Changes in the short to medium term	Long-term change contributed to
EXAMPLE - For guidance only. Do not copy this row directly into your LNA.								
E.g.	Employment	Employment and Workforce Development	Apprenticeship Program	Partnerships with employment and training organisations. Targeted local recruitment.	Co-design training with employers. Establish mentoring program. Monitor apprentice progress.	Number of apprentices enrolled. Hours of training delivered.	Increased employability and workforce readiness. Greater employer capacity to support apprentices.	Sustainable employment and a strengthened local labour market.
1	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
2	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
3	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
4	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
5	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
6	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
7	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
8	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
9	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
10	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
11	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]
12	[Theme]	[Category]	[Commitment]	[Inputs]	[Activities]	[Outputs]	[Outcomes]	[Impact]

Social Value Purpose Statement

The social value purpose statement defines what the project intends to achieve for the community. It should be clear, concise, forward-looking, aspirational, and place based.

It should be developed using the findings from stakeholder engagement (Step 1), community data and baseline analysis (Step 2), and the project’s social value commitments (Step 3). This section appears here because it should be completed last — after all three steps have been finalised.

Table 16. Overview of projects social value purpose

Project Social Value Purpose Statement
Describe the intended outcomes and goals of this project's social value approach. The statement should be specific to this project and location. Aim for 2–3 sentences.

[Enter purpose statement here]

EXAMPLE — For guidance only. Do not copy this row directly into your LNA.
--

To create lasting employment, skills, and economic participation pathways for local and First Nations community members by embedding targeted, community-led social value initiatives throughout all phases of project delivery.



A man and a woman are standing in a field of tall green grass, looking at a laptop screen. The man is on the left, wearing a blue shirt and a cap, and the woman is on the right, wearing a light blue shirt and jeans. They are both looking at the laptop screen, which is held by the man. The background shows a bright, hazy sky.

4. Partnerships and Collaboration

Effective partnerships are a critical enabler of social value delivery. The maturity of a partnership, not simply its existence, determines whether commitments will be achieved. A partnership that exists only in name, with no formal agreement and no shared accountability, cannot reliably deliver meaningful outcomes.

Complete the Partnership Maturity Register before finalising Table 3 (Step 3). The maturity of key partnerships should inform what commitments are realistic to include.

4.1 Key considerations

Map existing partnerships and initiatives

- Identify local organisations, businesses, government programs, and community groups already working within the project area. Review existing social, economic, and environmental initiatives that align with identified local needs.

Assess existing funding and investment opportunities

- Explore local, state, and national government grant funds and industry investment programs. Identify co-funding opportunities that could support the project's social value objectives.

Engage key stakeholders

- Establish relationships with local councils, First Nations organisations, training providers, business chambers, and social enterprises that can support or enhance project commitments.

Align partnerships with social value objectives

- Ensure partnerships contribute to building local capacity, employment pathways, and community outcomes. Prioritise partnerships that strengthen community trust and deliver long-term benefit.

4.2 Partnership Maturity Framework

The four-level framework below may help assess the maturity of each partnership. Ratings are most useful when based on current evidence rather than aspiration. Level 3 and Level 4 partnerships tend to provide a more reliable foundation for delivering the commitments documented in Step 3.

Table 17. Partnership Maturity Framework

Level	Name	What it looks like	What it can deliver	What you need to do
1	Aware	You have identified the organisation and had initial conversations. No formal agreement. No shared activity.	Name recognition only. Cannot reliably deliver any social value outcomes.	Deepen engagement. Do not cite this organisation as a delivery partner in LNA commitments until you reach Level 2.
2	Engaged	Regular meetings are occurring. Roles are being explored. Genuine mutual interest has been confirmed. No formal agreement yet.	Referrals and introductions. Some informal collaboration. Cannot guarantee delivery of outcomes.	Formalise the relationship. Define shared goals and roles. Move to Level 3 before project mobilisation.
3	Formalised	A Memorandum of Understanding, contract, or letter of agreement has been signed. Roles and responsibilities are clearly defined. Shared reporting obligations are in place.	Reliable delivery of specific, defined activities. Can be cited as a genuine delivery partner in project documents.	Deliver on shared commitments. Review and renew annually. Report outcomes jointly where possible.
4	Integrated	The partnership is deeply embedded in delivery. Programs are co-funded. The partner is embedded in project activities. Joint reporting and communications are in place.	Co-designed programs with shared accountability. The strongest evidence of genuine partnership. Outcomes are measurable and verifiable by both parties.	Maintain and invest in the relationship. Share learnings across the organisation. Extend to future projects.

Stop and check:

- ☐ Are any high-priority commitments reliant on Level 1 or Level 2 partnerships?
- ☐ If so, are actions clearly defined to lift maturity before delivery begins?



4.3 Partnership Maturity Register

Complete one row per partnership referenced in the LNA.

Ratings are most useful when they reflect current, accurate status rather than intended or aspirational status. This register can help identify partnerships that may benefit from further development, particularly where lower-level relationships are associated with high-priority commitments.

Table 18. Partnership maturity register template

#	Partner organisation	LNA theme supported	Key delivery role	Maturity level (1–4)	Honest assessment of current status	Agreement in place?	Co-investment opportunity	Priority action to lift maturity
#	Name of partner organisation	Which LNA theme does this partnership support?	What will this partner do?	Enter 1, 2, 3, or 4. Be honest.	Describe the current state of the relationship in plain language.	Yes / No / In progress — specify agreement type.	Is there a co-funding or co-investment opportunity?	What is the single most important next action to deepen this partnership?
EXAMPLE - For guidance only. Do not copy this row directly into your LNA.								
E.g.	[Employment services organisation]	Employment, Skills and Workforce	Priority cohort referral pipeline; pre-employment program co-design	Level 3 — Formalised	MOU signed [date]. Monthly meetings in place. Referral process agreed. Outcome data collected jointly.	Yes — MOU	Co-fund pre-employment program	Maintain Level 3. Move toward Level 4 by co-designing the pre-employment curriculum.
1	[Aboriginal Corporation / Land Council]	First Nations Participation	Cultural Safety Plan; First Nations employment referral; cultural heritage advisory	Level 2 — Engaged	Three meetings held. CEO supportive. MOU in development but not signed. Cultural Safety Plan not yet started.	In progress	Co-fund cultural awareness training	MOU to be progressed before mobilisation. A Cultural Safety Plan is advisable before the first First Nations worker commences.
2	[Partner organisation]	[LNA theme]	[Delivery role]	[Level 1–4]	[Current status]	[Yes/No/In progress]	[Co-investment opportunity]	[Priority action]
3	[Partner organisation]	[LNA theme]	[Delivery role]	[Level 1–4]	[Current status]	[Yes/No/In progress]	[Co-investment opportunity]	[Priority action]
4	[Partner organisation]	[LNA theme]	[Delivery role]	[Level 1–4]	[Current status]	[Yes/No/In progress]	[Co-investment opportunity]	[Priority action]
5	[Partner organisation]	[LNA theme]	[Delivery role]	[Level 1–4]	[Current status]	[Yes/No/In progress]	[Co-investment opportunity]	[Priority action]

Appendix A – Example baseline indicator reference tables

The following tables list example baseline indicators for community and First Nations analysis.

They are reference tables to support completion of the Community Baseline Analysis in Section 2.1.

Adjust the indicators to reflect the specific context and priorities of the project.

A1 – First Nations baseline indicators

Indicator	Project LGA	State/Territory	National
Aboriginal and/or Torres Strait Islander population total	[Enter]	[Enter]	[Enter]
Aboriginal (%)	[Enter]	[Enter]	[Enter]
Torres Strait Islander (%)	[Enter]	[Enter]	[Enter]
Both Aboriginal and Torres Strait Islander (%)	[Enter]	[Enter]	[Enter]
Median age	[Enter]	[Enter]	[Enter]
0–4 years (%)	[Enter]	[Enter]	[Enter]
5–14 years (%)	[Enter]	[Enter]	[Enter]
15–24 years (%)	[Enter]	[Enter]	[Enter]
25–34 years (%)	[Enter]	[Enter]	[Enter]
35–44 years (%)	[Enter]	[Enter]	[Enter]
45–54 years (%)	[Enter]	[Enter]	[Enter]
55–64 years (%)	[Enter]	[Enter]	[Enter]
65 years and over (%)	[Enter]	[Enter]	[Enter]
Year 10 — highest year of schooling (%)	[Enter]	[Enter]	[Enter]
Year 12 — highest year of schooling (%)	[Enter]	[Enter]	[Enter]
Bachelor degree (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force employed full-time (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force employed part-time (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force who are unemployed (%)	[Enter]	[Enter]	[Enter]

A2 – Community baseline indicators

Indicator	Project LGA	State/Territory	National
Population size	[Enter]	[Enter]	[Enter]
Proportion of Indigenous population (%)	[Enter]	[Enter]	[Enter]
Median age	[Enter]	[Enter]	[Enter]
Year 10 — highest year of schooling (%)	[Enter]	[Enter]	[Enter]
Year 12 — highest year of schooling (%)	[Enter]	[Enter]	[Enter]
Bachelor degree (%)	[Enter]	[Enter]	[Enter]
Certificate qualification (%)	[Enter]	[Enter]	[Enter]
Proportion of population with a different address 1 year ago (%)	[Enter]	[Enter]	[Enter]
Proportion of population with a different address 5 years ago (%)	[Enter]	[Enter]	[Enter]
Proportion of population aged 15+ who volunteer (%)	[Enter]	[Enter]	[Enter]
Proportion of population born overseas (%)	[Enter]	[Enter]	[Enter]
Proportion of single-parent families (%)	[Enter]	[Enter]	[Enter]
Proportion of family households (%)	[Enter]	[Enter]	[Enter]
Proportion of group households (%)	[Enter]	[Enter]	[Enter]
Proportion of lone-person households (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force employed full-time (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force employed part-time (%)	[Enter]	[Enter]	[Enter]
Proportion of labour force who are unemployed (%)	[Enter]	[Enter]	[Enter]
Median household income (\$/week)	[Enter]	[Enter]	[Enter]
Median mortgage repayment (\$/month)	[Enter]	[Enter]	[Enter]
Median rent (\$/week)	[Enter]	[Enter]	[Enter]
Proportion of occupied private dwellings fully owned (%)	[Enter]	[Enter]	[Enter]
Proportion of occupied private dwellings being purchased with a mortgage (%)	[Enter]	[Enter]	[Enter]
Proportion of occupied private dwellings being rented (%)	[Enter]	[Enter]	[Enter]
Proportion of households in mortgage stress (%)	[Enter]	[Enter]	[Enter]
Proportion of households in rental stress (%)	[Enter]	[Enter]	[Enter]

Appendix B – Local supply chain register

Complete table to map regional suppliers, track capabilities, and identify gaps in local supply chain capacity. Populate the register through engagement with regional Chambers of Commerce, industry networks, and other relevant supplier directories.

This register directly supports local supply chain development commitments in Step 3 (Table 3) and the partnership register in Section 4.3.

#	Supplier Name	Location (Town/LGA)	Industry/Service	Certifications	Capacity to support project (High / Medium / Low)
#	Full business name.	Town and Local Government Area.	Industry sector and type of goods or services provided.	Relevant certifications, e.g. ISO 9001, Supply Nation Certified, safety certifications.	Assess capacity based on size, capability, and available bandwidth to support the project.
EXAMPLE - For guidance only. Do not copy this row directly into your LNA.					
E.g.	[Business Name] Pty Ltd	[Town], [LGA]	Civil Engineering	ISO 9001, Supply Nation Certified	High
1	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
2	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
3	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
4	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
5	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
6	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
7	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
8	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
9	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
10	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
11	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]
12	[Business name]	[Town, LGA]	[Industry/service]	[Certifications]	[High / Medium / Low]

