



Public Skills Australia

Tasmania Report 2025-2026

Local Government Skills Audit and Review
of the Uptake and Utility of the LGA Local
Government Training Package

June 2026



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Introduction

1.1 Background

Public Skills Australia is one of ten Jobs and Skills Councils (JSCs) that work with our industry-sectors to identify current workforce challenges and potential skills shortages. Public Skills Australia is the JSC that works with the Public Safety and Government industry-sectors. JSCs are responsible for:

- › supporting the current Vocational Education and Training (VET) reforms under the National Skills Agreement (NSA)
- › working with the Department of Employment and Workplace Relations (DEWR) to aid workforce planning, industry stewardship and training package development as well as promoting, implementing and monitoring the use of training packages.

1.2 Local Government Project

The Local Government Skills Audit and Review of the Uptake and Utility of the LGA Local Government Training Package (the Project) emanated from Public Skills Australia's 2024 Federal, State/Territory, and Local Government Workforce Plan. The Project seeks to understand workforce trends, occupational shortages, skills gaps, training needs, and future challenges faced by local councils across Australia.

1.3 Partners

Public Skills Australia acknowledge ALGA, LGAT and local councils who generously shared their expertise, time and effort.

The Project was supported by the Australian Local Government Association (ALGA) as a member of Public Skills Australia and the national peak body for Local Government and the Local Government Association of Tasmania (LGAT) as the peak industry association and representative body for all local councils¹ across Tasmania. Both ALGA and LGAT provided input into the jurisdictional workshop findings, survey questionnaire, supported survey-related communications, facilitated workshop participation and survey responses follow-up. ALGA further contributed to the longitudinal data provided through provision of the *2018 and 2022 Local Government Workforce Skills and Capability Surveys* that have informed this report.

¹ For the purpose of this report, Local Governments will be referred to as local councils.

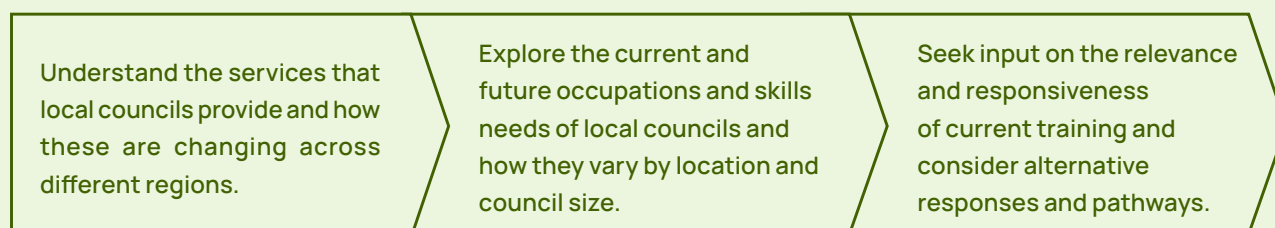
1.4 Local Government Workforce Skills and Capacity Survey

In support of the combined project, Public Skills Australia and ALGA collaborated on the *2025-26 Local Government Workforce Skills and Capacity Survey (the survey)*.

The survey forms part of a longitudinal series, with previous iterations conducted in 2018 and 2022, and minor updates made over time. The survey was hosted on 'Qualtrics,' an online survey platform, through which local councils had the opportunity to participate. Respondents were typically employees responsible for people and culture and learning and development, with input from other local council employees where relevant. Survey responses then underwent a data-cleaning process prior to analysis.²

1.5 Workshops

The workshops aimed to provide in-depth qualitative evidence and involved participation from employees responsible for people and culture as well as learning and development within their local councils. The workshop objectives were to:



1.6 Tasmania Report 2025-2026

The Tasmania Report 2025-2026 (the report) is one of seven jurisdictional reports and offers the outcomes from both the survey and workshops. The analysis provided in this report is based only on the data provided by those local councils who responded to the survey and/or participated in the workshops. References to local councils should be understood to refer to those responding local councils that either completed the survey or participated in workshops – unless otherwise specified.

² This includes interpretation of results being guided by several methodological considerations which can be found at Appendix A.

1.7 Structure

This report is structured into two primary sections:

Section 1: Quantitative Data
› Based on the 2025-26 Local Government Workforce Skills and Capacity Survey › Based on nine responding Tasmanian local councils
Section 2: Qualitative Results
› Based on in-person and online workshops › Based on consultations in these workshops with five Tasmanian local councils

1.8 Key Findings

Key findings taken from Tasmanian local councils are summarised below.

Section	Key Findings
Service Delivery Context	Local councils are taking on greater responsibility for social services such as child and aged care, public health and community wellbeing, while playing a stronger role in environmental sustainability, emergency management and community participation.
Skills Audit and Assessment	Increasing complexities in service delivery has training requirements in supervisory and management capabilities. This may be due to a gap in interpersonal skills. Interpersonal skills such as stakeholder engagement, emotional intelligence, communication, and conflict resolution are now seen as fundamental to service delivery and as important as occupation-specific and transferable professional skills.

Section	Key Findings
Training Needs and Challenges	Local Councils prefer VET over non-accredited and higher education programs in preparing employees for priority occupations and skills. However, challenges were identified limiting greater uptake of VET including the availability of Registered Training Organisations, alignment between VET training and skill requirements and mixed perceptions of the value of VET outcomes.
Future Workforce Outlook	The same occupations that are hardest to fill currently are expected to remain critical in the future. However, three other occupational fields have also been identified as increasingly critical in the future - technology, digital and AI; governance, compliance and regulation; and community engagement and social services.

Quantitative Data

2.1 Service Delivery Context

Key Findings:

Local councils are taking on greater responsibility for social services such as child and aged care, public health and community wellbeing, while playing a stronger role in environmental sustainability, emergency management and community participation.

Service delivery contexts are driven by the workforces within local councils. To be able to test and validate these contexts, it is critical to first understand the current workforce profile.³

2.1.1 Employment numbers

Key data

The Tasmanian Local Government sector employed 4,800 people as of June 2025, representing an average annual growth rate of 3.7 per cent per year between 2020 and 2025, as shown in Figure 1.

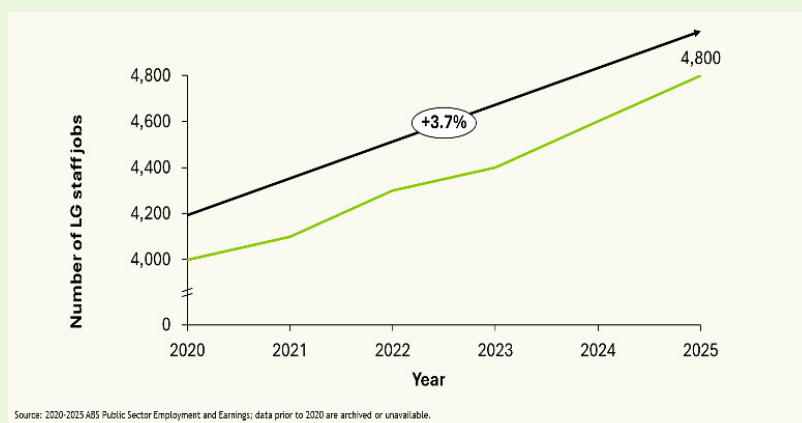


Figure 1:

Tasmanian Local Government employment data, 2020-2025

Based on the survey, 56 per cent (n=5) anticipated that by June 2026 the size of their workforce would increase and 44 per cent (n=4) expected it to remain the same.

The Tasmanian Local Government sector is primarily made up of smaller organisations, with all responding councils employing 500 or fewer employees.

³ Survey responses were received from regional and rural/remote local councils.

Key data

Employment size varies across responding councils, ranging from 57 employees at the smallest council (George Town Council) to 423 employees at the largest (Clarence City Council).

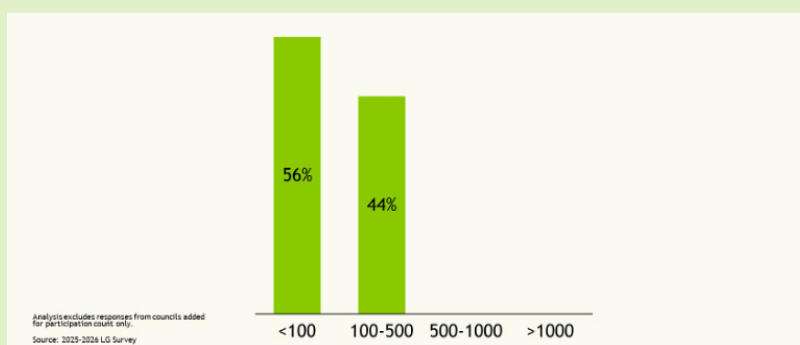


Figure 2:

Tasmanian responding local councils, distribution of employment size, 2025-2026 Survey

Employment size also varied by Australian Classification of Local Government (ACLG)⁴ categories:

- > Rural/remote councils were predominantly small, with 66 per cent employing fewer than 100 employees. The remaining 33 per cent employed between 100-500 employees.
- > Regional councils were limited to small- and mid-sized organisations, with 67 per cent employing between 100-500 employees and 33 per cent employing fewer than 100 employees.

2.1.2 Employment categories

Key data

Since 2018, full-time employment has declined, while part-time employment has increased. Across Tasmania, 58 per cent of the workforce were full-time employees, 26 per cent were part-time, 14 per cent were casual and 2 per cent were apprentices or trainees.

- > Rural/remote councils have a higher proportion of part-time employees (32 per cent), suggesting these councils supplement smaller permanent workforces with part-time arrangements.
- > Regional councils have a higher proportion of full-time employees (61 per cent) and casual employees (16 per cent).

Responding Tasmanian local councils employed 37 apprentices and trainees, representing 2.4 per cent of the Tasmanian local council workforce and higher than the national average of 1.8 per cent.

⁴ Multiple systems exist to classify whether a local council is rural/remote, regional or metropolitan. In most instances this classification is self-evident, however there are examples whereby, due to shifting populations a local council could be referred to as metropolitan or regional. Full definition of the Australian Classification of Local Governments categories can be accessed at Appendix B.

Key data

Employment patterns varied by ACLG categorisation.

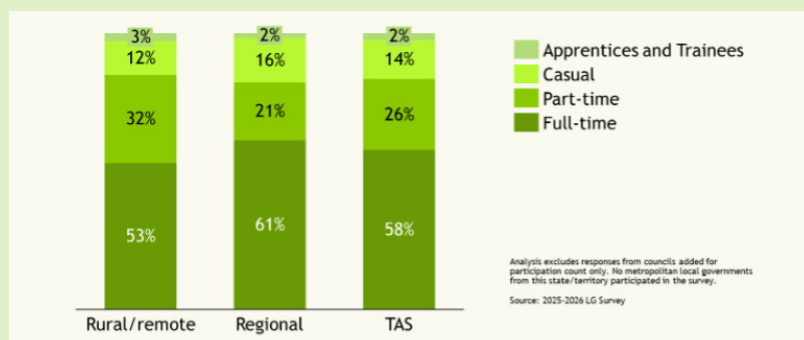


Figure 3:

Tasmanian responding local councils, employment type by ACLG categorisation, 2025-2026 Survey

2.1.3 Employment gender profile

Key data

Despite improvement since 2018, Tasmania continues to exhibit the largest gap in full-time gender parity relative to other jurisdictions, with men accounting for two-thirds of full-time roles. Simultaneously, women's concentration in casual employment has grown.⁵

The trainee and apprentice cohort stands at 58 per cent female, indicating the incoming workforce pipeline is more gender-balanced than the existing workforce it is entering.

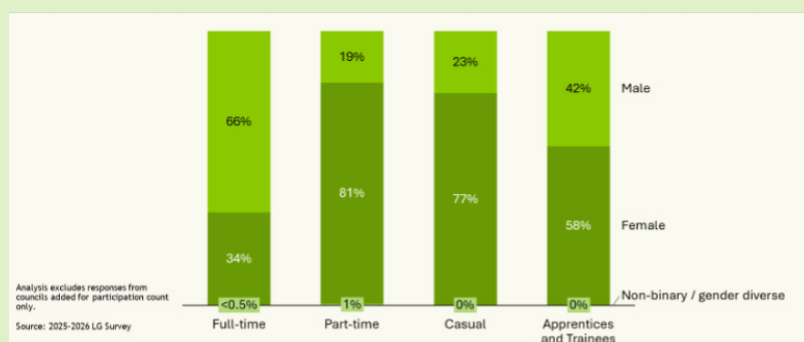


Figure 4:

Tasmanian responding local councils, employment category by gender, 2025-2026 Survey

⁵ While this indicates greater access to ongoing occupations for women, it may not result in increased senior representation as the survey did not measure progression or tenure.

2.1.4 Workplace diversity⁶

Key data
Twenty-two per cent of local councils (n=2) reported employing CALD employees. Among these two local councils, CALD employees represented an average of 3.0 per cent of the workforce.
Only one local council, Waratah-Wynyard Council, reported having one employee with disability, representing 0.8 per cent of its workforce.
Thirty-three per cent of local councils (n=3) reported having First Nations employees.

2.1.5 Workforce age profile

Key data

Since 2017, the Tasmanian age profile has shifted noticeably younger, with growth in both the early- and mid-career cohorts and a decline in the concentration of employees approaching retirement age. Rural/remote local councils face the most acute ageing and succession risks while also having the thinnest early-career pipelines.

Age distribution varied by ACLG classification:

- › Rural/remote councils have the oldest workforce overall, with 29 per cent of employees aged 55 and over and lower representation of younger employees aged under 30 at 16 per cent.
- › Regional councils show a comparatively younger profile, with 20 per cent of employees aged under 30 and a stronger concentration in the 30-54 mid-career cohort at 57 per cent.

ACLG Classification	15-19 years	20-29 years	30-44 years	45-54 years	55-64 years	65+ years
Rural/remote	2%	14%	30%	25%	25%	4%
Regional	2%	17%	37%	20%	20%	3%
TAS	2%	16%	34%	22%	22%	3%

Analysis excludes responses from councils added for participation count only. No metropolitan local governments from this state/territory participated in the survey. Age profile derived from Professional & Administrative and Operational & Trade age distributions, representing the closest available proxy for a whole-of-workforce split.

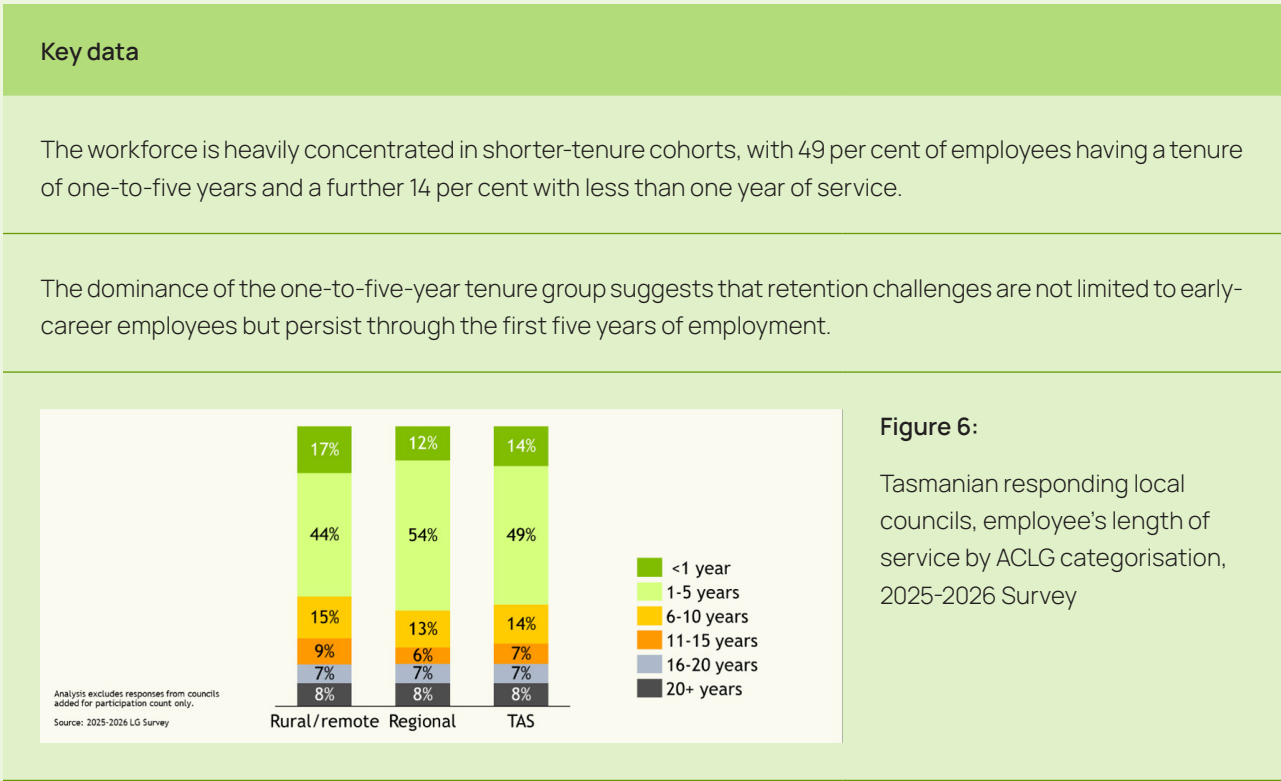
Source: 2025-2026 LG Survey

Figure 5:

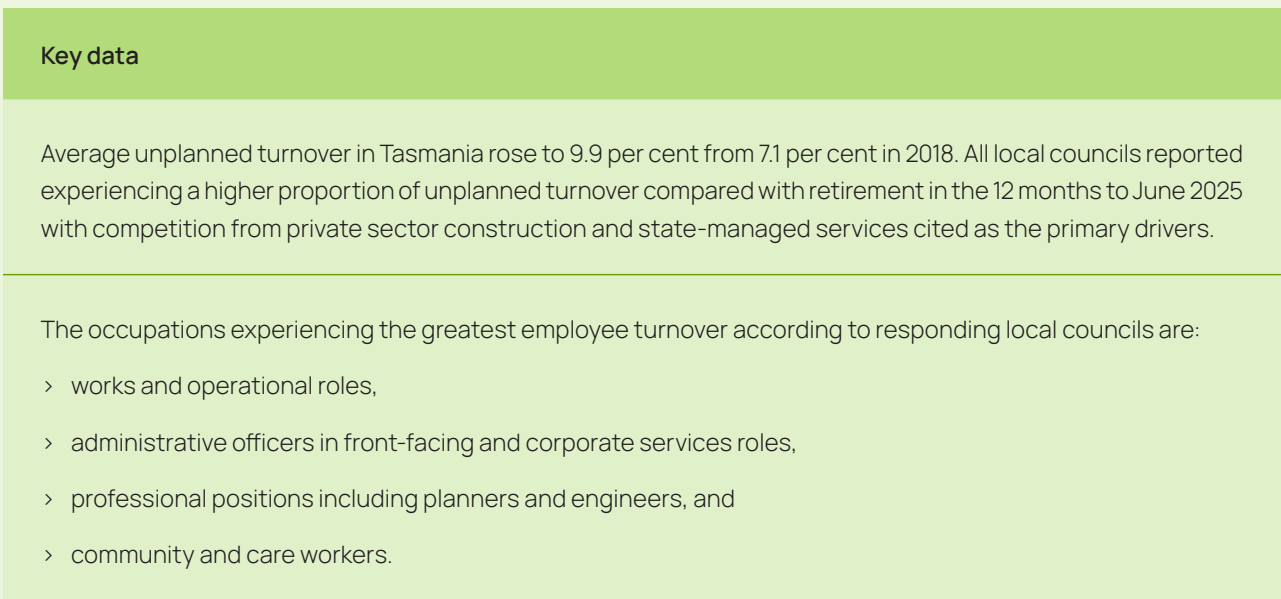
Tasmanian responding local councils, age profile by ACLG categorisation 2025-2026 Survey

6 The data captured for First Nations, people from non-English speaking background and people with a disability has limitations as it required self-identification.

2.1.6 Employee length of service



2.1.7 Employment turnover



2.2 Skills Audit and Assessment

Key Findings:

Increasing complexities in service delivery has training requirements in supervisory and management capabilities. This may be due to a gap in interpersonal skills. Interpersonal skills such as stakeholder engagement, emotional intelligence, communication, and conflict resolution are now seen as fundamental to service delivery and as important as occupation-specific and transferable professional skills.

2.2.1 Skills landscape

The current skills landscape identifies the breadth of skills utilised within Local Government based on a thematic analysis of data collection from the critical occupations and skills workshops in each State and Territory. Workshop participants consistently described local council workforce skills as three broad tiers, as shown below:

Interpersonal skills	Transferable professional skills	Occupation-specific skills
These skills enhance interaction, collaboration and relationship-building, focusing on communication and social dynamics. These skills are crucial for teamwork, stakeholder engagement, people management and customer service.	Broad, role-independent capabilities that enable effective work across different functions, departments or industries. These skills are practical and task-oriented, focusing on how work gets done.	Technical or specialised abilities required to perform tasks unique to a specific job or profession. These skills are role-dependent and often linked to formal training, certifications or regulatory requirements.

This thematic analysis identifies the consistent skills clusters that were repeated regardless of different occupations and local contexts and aligns these to the three broad tiers identified above:

Tier	Skills Theme	Specific skill types	
Interpersonal Skills	Communication	› Professional communication (written and verbal) › Stakeholder engagement, management and consultation	› Social media
	Customer and community focus	› Community consultation and education	
	Leadership, people management and mentoring	› People leadership and management › Capability and capacity management	› Mentoring and coaching › Team leadership
Transferrable Professional Skills	Organisation and workflow	› Digital literacy › Time management	› Prioritisation and planning
	Project planning and time management	› Planning and scheduling	
	Problem Solving, critical thinking and analysis	› Critical thinking › Process mapping	› Research and data analysis › Ethical reasoning
	Conflict management and enforcement	› Conflict resolution › De-escalation	› Investigation and reporting

Tier	Skills Theme	Specific skill types	
Occupation Specific Skills	Risk and safety	› Risk assessment and analysis	› Traffic management
	Legislation, regulation and governance	› Legislation and regulation interpretation › Audit and compliance	› Policy analysis and development
	Technical skills	› First aid › Animal management / husbandry	› Horticulture

2.2.2 Occupational shortages

Eighty-nine per cent of councils (n=8) reported experiencing occupational shortages in 2024-2025, indicating that they represent a systemic workforce challenge. Urban and town planners, building surveyors and engineers have remained the most prevalent professional shortages since 2018, with an increase in the proportion of local councils experiencing shortages in these occupations.

Table 1: Tasmanian responding councils, top occupational shortages, 2025-2026 Survey

Category	Occupation	# Responding local governments	% Responding local governments (n=9)
Professional and Technical	Urban/Town Planners	5	55.6%
	Building Surveyors	5	55.6%
	Engineers	4	44.4%
	Accountants	3	33.3%
	Environmental Health Officers	3	33.3%
	Governance/Risk Managers	3	33.3%
	ICT Professionals	3	33.3%
	Project Managers	2	22.2%
	HR Professionals	2	22.2%
	Asset/Facilities Managers	2	22.2%
Operational and Trade	Plumbing Inspector	4	44.4%
	Accounts/Payroll Clerk	3	33.3%
	Labourers	2	22.2%
	Trades - Mechanical	2	22.2%
	Trades - Plumber	2	22.2%

Category	Occupation	# Responding local governments	% Responding local governments (n=9)
Local Councils	IT/ICT Technicians	1	11.1%
	Supervisors/Team Leaders	1	11.1%
	Trades - Horticultural	1	11.1%
	Trades - Construction	1	11.1%
	Customer Service	1	11.1%

Shortage profiles varied by ACLG category:

Rural and remote local councils identified Building Surveyors, Urban/Town Planners as the occupations most in shortage, followed by ICT Professionals/Technicians, Accountants, Engineers and Environmental Health Officers.

Regional local councils cited the most common occupations in shortage as Building Surveyors, urban/town planners, Plumbers and Governance/Risk Managers, with Engineers also in high demand.

Local councils reported recruiting less qualified applicants in urban and town planners, building surveyors and project managers as a mitigating strategy against occupational shortage. As a strategy to address occupational gaps, some local councils are recruiting for trainability rather than seeking fully qualified candidates.

2.2.3 Drivers of occupational shortages

Uncompetitive salaries and remuneration and regional, rural and remote location were identified as the joint leading drivers of occupational shortages, each cited by 44 per cent of responding local councils (n=4). See Table 2 below for the full list of significant drivers.

Table 2: Tasmanian responding councils, drivers of occupational shortages, 2025-2026 Survey

Driver of skills shortages	% local governments responding (n=9)
Uncompetitive salaries/remuneration	44%
Regional/rural/remote location	44%
Insufficient qualifications/training/experience	33%
Competition from other sectors/employers	22%
Industry-wide skill shortages	22%
Limited local talent pool	11%

Based on ACLG classification, the following themes emerged:

Rural/remote local councils:

Uncompetitive salaries and remote location were the joint primary barriers, followed by industry-wide skill shortage and competition from other sectors.

Regional local councils:

Uncompetitive salaries were the dominant barrier, with insufficient qualifications, limited training pipelines and competition from other sectors also cited.

2.2.4 Vacancies

Across the sector, 49.5 per cent (n=3) were not fully staffed, with average vacancy rates of 2.3 per cent among the three local councils reporting vacancy figures. Regional local councils had lower vacancy rates, while rural and remote local councils faced more severe shortages.



2.2.5 Strategies to address occupational shortages and skills gaps

Forty-four per cent of local councils (n=4) reported experiencing skills gaps across ten occupations. Engineering and civil works and planning and development were the most cited skill gaps, each identified by three local councils. Other gaps noted included environmental health, finance and accounting, information technology, human resources and management capability. Local councils noted the following as successful strategies to fill occupational gaps:

Reskilled or upskilled existing employees (78 per cent (n=7))
Sought candidates through graduate pathways (67 per cent (n=6))
Used advertising and social media platforms (56 per cent (n=5))
Engaged external recruitment agencies (33 per cent (n=3))
Reported using contingent employees (22 per cent (n=2))

To address skills gaps, local councils identified the following:

Provided employees with opportunities to temporarily 'act' in higher positions or to gain cross-functional skills to develop internal capability (22 per cent (n=2))
Offered informal on-the-occupation training (22 per cent (n=2))
Provided targeted training courses (22 per cent (n=2))
Offered coaching and mentoring (11 per cent (n=1))
Facilitated secondments or exchanges to other workplaces (11 per cent (n=1))
Used shared service agreements (11 per cent (n=1))

2.2.6 Service and resource sharing

All responding local councils reported using service or resource sharing arrangements, the highest participation rate nationally. These arrangements increasingly operate through formalised models, including service-level agreements and on-demand access to neighbouring local council expertise, indicating a shift from ad hoc sharing toward more systematic and embedded collaboration across the sector.

Statutory and specialist functions, including environmental health, building and plumbing surveying and planning and ranger services.

Corporate and enabling functions, including payroll, IT, tourism and communication, emergency and policy and process sharing.

2.3 Training Needs and Challenges

Key Findings:

Local Councils prefer VET over non-accredited and higher education programs in preparing employees for priority occupations and skills. However, challenges were identified limiting greater uptake of VET including the availability of Registered Training Organisations, alignment between VET training and skill requirements and mixed perceptions of the value of VET outcomes.

2.3.1 Training needs

In 2025-26, supervisor training was reported as the dominant unmet training need, cited by 44 per cent of local councils (n=4), followed by change management, business process improvement and specific software training, each at 22 per cent. This represents a broader capability agenda than reported in 2018, which centred on specific qualification gaps in planning, environmental health and statutory compliance. See Figure 7 below for unmet training needs in descending order.

Figure 7: Tasmanian responding councils, unmet training needs, 2025-2026 Survey



Unmet training needs are primarily driven by supply-side constraints with 44 per cent of local councils unable to source training programs with relevant content and 22 per cent unable to source quality programs or trainers that can be delivered locally, as detailed in Table 3 below. Internal capacity constraints have grown in prominence relative to 2018, with 33 per cent of local councils reporting limited employee time and 22 per cent noting that mandatory training consumes their entire training budget.

Table 3: Tasmanian responding councils, Drivers of unmet training needs, 2025-2026 Survey

Driver of unmet training need	% local governments responding (n=9)
Unable to source training programs with relevant content	44%
Employees haven't had time to attend training	33%
Mandatory training consuming the entire training budget	22%
Unable to source quality training programs and/or trainers that can be delivered locally	22%
Council budget is insufficient for this training	11%
Travel cost of sending staff away to attend training is too high	11%

2.3.2 Training expenditure

Most local councils maintained or increased training investment, with 56 per cent (n=5) raising training expenditure in 2024-25, three maintaining the same level and one regional local council recording a decrease attributed to a policy review. A detailed breakdown is provided in Table 4 below.

Pressures
Leadership and artificial intelligence (AI) capability development, with one local council specifically citing AI as a forward-looking investment
Employee engagement surveys, seeking compliance training needs and translating employees feedback into structured program investment
Generational workforce transition requiring ongoing investment
Operational and governance demand, including additional training for infrastructure employees and elected members

Pressures			
Table 4: Tasmanian responding local councils, change in training expenditure by ACLG, 2025-2026 Survey			
Change in training expenditure	Rural	Regional	TAS
Decreased	0 (0%)	1 (33%)	1 (11%)
Increased	3 (50%)	2 (67%)	5 (56%)
Remained the same	3 (50%)	0 (0%)	3 (33%)
Total	6	3	9

2.3.3 Preferred delivery mode

Blended learning is the preferred delivery mode for training, which was selected by 78 per cent of local councils (n=7). Table 5 below provides the detailed breakdown by ACLG classification.

Table 5: Tasmanian responding councils, preferred training delivery mode by ACLG, 2025-2026 Survey

Preferred training delivery mode	Rural	Regional	TAS
Blended learning (in person, self-paced and virtual)	4 (67%)	3 (100%)	7 (78%)
In person, face-to-face delivery	2 (33%)	0	2 (22%)
Total	6	3	9

2.3.4 Training delivery challenges

Seven of nine responding local councils identified challenges affecting training delivery, with constraints spanning budget, workforce logistics and delivery mode.

Cross-cutting challenges:	
Cost and workforce capacity	Travel costs, employee release costs and the operational disruption of taking employees off-site were the most pervasive barriers.
Employee time and scheduling	Employee availability and service continuity were consistent themes, including the complexity of making training accessible for a predominantly part-time workforce and the diversity of occupations and delivery preferences.
Challenges specific to in-person delivery:	
Geographic distance	Physical distance as primary barrier to face-to-face attendance, with travel to regional training venues or the state capital making in-person programs costly and time-consuming.
Limited local supply	Challenge of sourcing quality trainers willing to deliver face-to-face sessions in regional, rural and remote areas.
Challenges specific to virtual delivery:	
Misalignment with preferred mode	Operational and casual employees, for whom travel to in-person programs is the most disruptive, are often those for whom virtual delivery is the least effective due to limited technology access exacerbated in some instance by lower digital literacy.
Connectivity limitations	Internet connectivity in remote locations adds a further constraint for rural and remote local councils.

2.3.5 Uptake of Local Government Training Package

The Local Government Training Package (LGATP) superseded the LGA04 in February 2021. This reduced the Local Government Training Package from 37 qualifications to five. The five qualifications are as follows:

- › Certificate II in Local Government
- › Certificate III in Local Government
- › Certificate IV in Local Government
- › Diploma of Local Government
- › Diploma of Local Government - Elected Member

Of these qualifications, only two are being utilised with enrolment and completion data provided in Figures 8 and 9 below.

Figure 8: LGATP Certificate IV, Enrolments and Completions, 2019-2024

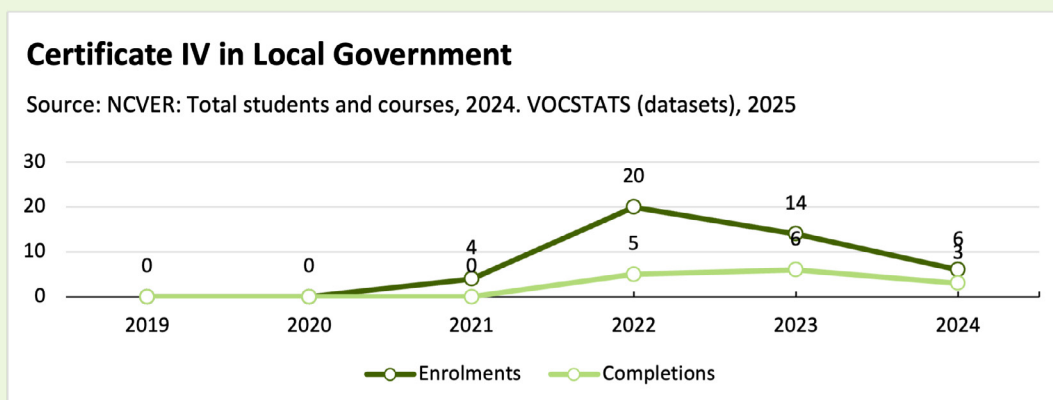
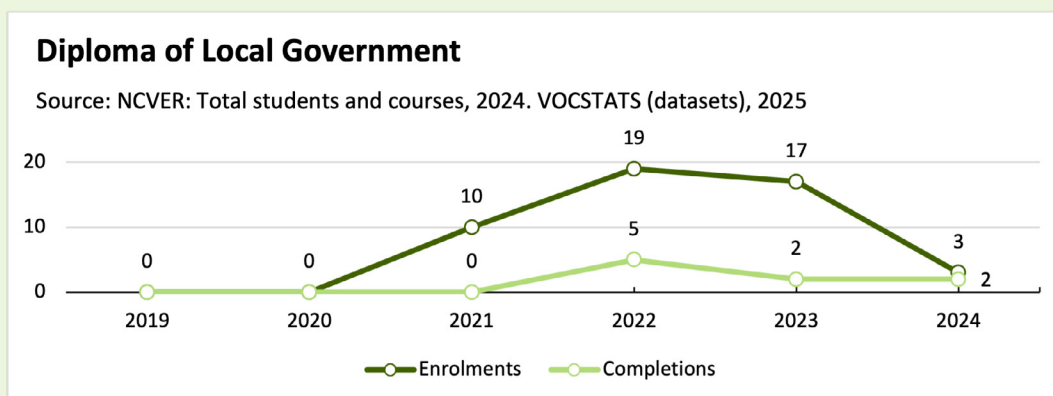


Figure 9: LGATP Diploma of Local Government, Enrolments and Completions, 2019-2024



A further breakdown by Units of Competency (UoC) is provided at Table 6 below. UoCs are focused on core Local Government functions, such as working in Local Government, rates administration and community consultation and engagement. Overall, the training package is intended to support work-related training, rather than act primarily as a recruitment pathway into the approximately 400 occupations within Local Government.

In the three years post the review of the LGATP, enrolments across the UoC have steadily decreased with only enrolments in 2024 across five UoC.

Table 6: LGATP Enrolment data by Unit of Competency, 2022-2024

Units of Competency	Enrolments		
	2022	2023	2024
LGAPLA002 - Perform minor development assessments	4	5	3
LGAREG002 - Provide evidence in court	2	4	3
LGACOR009 - Manage grants	0	1	3
LGAPLA004 - Identify native title issues relevant to local government	0	1	2
LGAOPS004 - Evaluate works maintenance needs and priorities	0	0	2
LGACOR001 - Work in local government	23	12	0
LGACOR005 - Represent council in the community	8	3	0
LGACOR007 - Conduct community consultations	1	3	0
LGACOR008 - Provide advice to council	5	0	0

Units of Competency		Enrolments	
LGAOPS001 - Prepare for operational works	0	2	0
LGAPLA001 - Interpret and apply development planning legislation, schemes and instruments	4	10	0
LGAPLA003 - Assess development applications and implement planning scheme	0	3	0
LGAPLA005 - Protect heritage and cultural assets	3	0	0
LGAREG003 - Manage conflict situations in a regulatory environment	9	2	0
LGAREG001 - Implement parking controls	2	0	0
TOTALS	61	46	13

2.3.6 Intake of apprentices/trainees

More than half of the local councils reported inadequate trainee and/or apprentice intake. Fifty-six per cent (n=5) reported that they do not believe they are taking on enough trainees to meet future skilling needs, while 67 per cent (n=6) reported their current apprentice intake is insufficient. Key barriers include:

Limited supervision and mentoring capacity	Lack of qualified trade and professional employees able to supervise apprentices and trainees, as well as limited capacity among those who technically meet supervision requirements.
Budget and resource constraints	Direct costs such as salaries, on-costs and program administration, alongside other material costs including managing non-attendance, sourcing short-term alternatives when trainees are unavailable and maintaining program continuity when employee capacity fluctuates.

2.3.7 Engagement with State and Federal initiatives

Sixty-seven per cent of local councils (six councils) had engaged with state or federal education, training or other initiatives to support workforce development over recent years. Programs accessed included traineeship in landscape, civil construction and general administration; early childhood education retention grants; certificate and diploma funding; and apprenticeship and university degree support.

2.4 Future Workforce Outlook

Key Findings:

The same occupations that are hardest to fill currently are expected to remain critical in the future. However, three other occupational fields have also been identified as increasingly critical in the future - technology, digital and AI; governance, compliance and regulation; and community engagement and social services.

2.4.1 Emerging occupational shortages

The same occupations that are hardest to fill now are expected to remain critical in the future. Urban and town planners (67 per cent) and environmental health officers (56 per cent) ranked as the top critical future shortages in 2025, unchanged from 2018. Table 7 details the full range of critical future shortages.

Table 7: Tasmanian responding councils, occupational shortages in the future, 2025-2026 Survey

Category	Occupation	# Responding local governments	% Responding local governments (n=9)
Professional and Technical	Urban/Town Planners	6	66.7%
	Environmental Health Officers	5	55.6%
	Accountants	4	44.4%
	Building Surveyors	4	44.4%
	Engineers	4	44.4%
	Governance/Risk Managers	4	44.4%
	ICT Professionals	4	44.4%

Category	Occupation	# Responding local governments	% Responding local governments (n=9)
Professional and Technical	Project Managers	4	44.4%
	WHS Professionals	2	22.2%
	ICT Technicians	2	22.2%
Operational and Trade	Accounts/Payroll Clerk	3	33.3%
	IT/ICT Technicians	2	22.2%
	Supervisors/Team Leaders	2	22.2%
	Trades - Plumber	2	22.2%
	Plumbing Inspector	2	22.2%
	Labourers	1	11.1%
	Truck Drivers	1	11.1%
	Customer Service	1	11.1%
	Draftsperson	1	11.1%

2.4.2 Factors impacting future skilling needs

Compared with 2018, generational workforce change has intensified from a concern about an ageing workforce to the unanimous top factor in 2025. Simultaneously, technological change has broadened in scope to explicitly encompass AI. Governance and compliance obligations and local area growth have emerged as new priorities not featured in 2018.

Table 8: Tasmanian responding councils, factors impacting future skilling needs, 2025-2026 Survey

Factor	# Responding local governments	% Responding local governments (n=9)
Generational workforce changes	9	100%
Technological change including AI	8	89%
Major council or external infrastructure projects	6	67%
Growth in local government area	6	67%
Increasing levels of governance and compliance	6	67%
Increasing community needs and expectations	5	56%
Climate change	4	44%
Changes in government funding levels	2	22%

2.4.3 Future occupational analysis

In 2025-26, 22 per cent of responding local councils reported undertaking analysis of future occupations and requirements, increasing from 15 per cent in 2018. This suggests that overall uptake remains limited, indicating that many local councils continue to face capacity constraints in conducting formal workforce analysis despite recognising the importance of workforce planning.

2.4.4 New occupations expected to emerge

Fifty-seven per cent of local councils identified technology, digital and AI occupations as dominating future workforce requirements. Major themes outlined by local councils were:

Technology, digital and AI occupations	Encompasses AI governance officers, AI support technicians, digital transformation occupations, information technology security, data analytics and smart city infrastructure planners as emerging occupations.
Governance, compliance and regulatory occupations	Increasing legislative complexity and public transparency expectations are driving anticipated demand for compliance and regulatory specialists.
Community engagement and social services	Evolving community expectations around trust, inclusion and co-design, combined with ageing population demographics, are driving anticipated demand for engagement and community support occupations.

2.4.5 External pressures on workforce attraction and retention

Local councils noted the following external pressures ranked by significant impact:

Housing pressures Are the most significant impact, reflecting broader housing affordability challenges across the state.	Mental health Reflecting growing recognition of workforce wellbeing challenges.	Changing local economy Reflecting economic transitions pressures and competition for skilled workers from sectors offering higher wages.
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2.4.6 Addressing future skills needs and strategies

The following were cited by responding local councils as needed to address future skill needs:

Resource and employee sharing	Stronger regional shared services arrangements or service hubs, building on the sharing models already practised across the sector but with greater structure and coordination, as well as the ability to access larger councils' resources.
Funding partnerships	Funding opportunities and partnerships with local education providers.
Workforce planning and succession investment	Targeted workforce planning aligned to future service demands and investment in succession planning and leadership development.

To address these themes, the following strategies were identified by local councils:

78 per cent (n=7)	56 per cent (n=5)	44 per cent (n=4)	11 per cent (n=1)	11 per cent (n=1)
Flexible training and development approaches.	Sharing resource arrangements.	Targeted training and development programs.	Building industry partnerships.	Workforce development plan.

Qualitative Results

3.1 Workshop Introduction

Across September to November 2025, a series of Local Government Skills Audit workshops were undertaken involving representatives from five of the 29 local councils in Tasmania. This section provides an overview of the insights from these workshops, capturing both the shared and unique experiences of local councils in different settings. In Tasmania, workshops were held in:

Workshop Location	Date	Participating Local councils
Hobart	8 September 2025	1. Brighton Council 2. City of Hobart 3. Southern Midlands Council
Online	4 December 2025	4. Circular Head Council 5. Central Coast Council

Workshops involved four sessions, exploring the themes identified (giving rise to findings and insights):

**Service Delivery
Context**

**Skills Audit and
Assessment**

**Training Needs
and Challenges**

**Future Workforce
Outlook**

3.2 Service Delivery Context

The first activity focused on identifying workforce challenges and service delivery shifts across councils. Participants worked in small groups to explore how these challenges vary by location and size. Through focused discussions, local council employees examined which services are most impacted by occupations and skills gaps, how these services are evolving and what skills and knowledge are becoming more important. This section summarises the key insights that emerged from those conversations. Local Governments' mission-critical services focus on emergency management, core infrastructure, community development and seasonal parks management.

These services are outlined below:

Emergency management	Local councils act as the central coordination point for planning, access management and inter-agency response, with effort varying significantly by risk exposure and resourcing.
Infrastructure and waste management	Core operational services, alongside community development, which is growing in importance as local councils respond to social needs and community wellbeing.
Parks, gardens and natural assets	Critical seasonal services that also play a key role in bushfire preparedness.
Planning, urban development and compliance	Increasingly complex as growth corridors expand, requiring local councils to support new communities with childcare, transport and services while enforcing regulatory requirements.

Local councils highlighted that while state governments set policy direction, local councils carry responsibility for implementation and managing community expectations and impacts.

Themes identified by participants included:

Heightened bushfire and emergency risks around Kunanyi / Mount Wellington have highlighted that recovery now requires different, more people-centred skills than in the past.	Local councils are taking on greater responsibility in areas such as childcare, aged care, public health, vaccinations and regulation, while moving away from traditional infrastructure services like sewage. Simultaneously, local councils are playing a stronger role in environmental sustainability and community development, with increased focus on inclusive citizenship, multicultural engagement, youth and older people and placemaking initiatives that support greater community participation.
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3.3 Skills Audit and Assessment

This activity focused on identifying the occupations most critical for delivering council services both now and in the future. Through small-group discussions, participants identified and debated up to ten priority occupations, drawing on shared experiences of service delivery, workforce pressures and future readiness. These conversations revealed common challenges, emerging occupation types and the diversity of occupation needs across council types and regions.

Local councils identified several specific roles that are challenging to staff, inconsistently resourced or increasingly critical due to service complexity and regulatory change. The priority occupations identified by workshop participants can be classified into two categories: community-focused occupations and infrastructure and trades occupations.

Community-focused occupations: Social recovery worker, Childcare workforce, Youth development and community engagement.	Infrastructure and trades occupations: Emergency Management (Municipal Emergency Management Coordinator), Environmental health, Building and plumbing compliance officers, Arborists, Capital project managers.
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The following challenges were identified in filling these occupations:

Increasing climate risk is expected to heighten the need for dedicated emergency-management roles	In some cases, councils are directly responsible for service delivery, intensifying workforce demand
Increasing legislative compliance	Increasing expectations that councils support social connection and wellbeing

3.4 Training Needs and Challenges

The fourth session explored how well current training pathways support priority occupations and skills. Using a workshop survey tool and group discussions, participants assessed the relevance of Vocational Education and Training (VET), higher education and non-accredited training.⁷ They identified barriers to VET participation and shared perspectives on accessibility, efficiency and quality.

VET is the preferred training pathway but identified some challenges.

Participants identified the following themes in relation to VET training:

Participants indicated a preference for VET over non-accredited and higher education programs in preparing employees for priority occupations and skills.
Challenges such as a lack of RTOs in Tasmania and funding issues compared to mainland Australia impact its effectiveness.
Improvement of VET support by expanding the availability of RTOs, ensuring better alignment with skill requirements and enhancing the reputation of VET outcomes. Additionally, there is interest in using 'TasTAFE' more if relevant courses were offered.

⁷ This report refers to Vocational Education and Training (VET), non-accredited training, and higher education (HE). Where these terms are used, they are to be understood to refer to the following: VET - units of competencies and qualifications contained in Training Packages used within the VET sector delivered through Registered Training Organisations and TAFEs (Technical and Further Education); Non-accredited training - training that is not aligned to VET units of competencies or qualifications; and HE - education delivered by universities and other similar institutions.

The VET system can equip paraprofessionals with essential skills, addressing technical role shortages, but requires emphasis on foundational people skills and supportive training resources:

Paraprofessionals are workers who support qualified professionals without holding full professional accreditation, such as town planners.
While building paraprofessional experience is essential, core people skills such as stakeholder engagement, emotional intelligence, communication, critical thinking and resilience are fundamental, alongside conflict resolution, risk assessment and specialised training like animal management.
Paraprofessionals may need the support of resources and time from other employees for effective training.

3.5 Future Workforce Outlook

This activity focused on determining the skills required both now and in the future. Participants worked in groups to discuss evolving skill requirements and to build shared understanding across LGAs. These conversations highlighted shifts in capability needs, emerging skill gaps and regional variations in workforce priorities. The following sections summarise the key insights and implications that emerged from these discussions.

Skills demand occurs across three ‘tiers’.

Workshop participants consistently described council workforce skills falling into three broad tiers, as shown below (while noting that some overlap exists between these categories):

Occupation-specific skills: Technical or specialised abilities required to perform tasks unique to a specific occupation or profession. <i>These skills are occupation-dependent and often linked to formal training, certifications, or regulatory requirements.</i>	Transferable professional skills: Broad, occupation-independent capabilities that enable effective work across different functions, departments, or industries. <i>These skills are practical and task-oriented, focusing on how work gets done.</i>	Interpersonal skills: These skills enhance interaction, collaboration, and relationship-building, focusing on communication and social dynamics. <i>These skills are crucial for teamwork, stakeholder engagement, people management, and customer service.</i>
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Based on this thematic analysis, the following broad capabilities were identified as important in the future:

Leadership Capability	There is a growing need for capable leaders across local councils, including general team leaders and more specialist leadership roles. Councils noted that existing leadership programs are not adequately supporting transitions from blue-collar or technical roles into office-based leadership positions. More targeted, practical leadership development is required to support effective people management and organisational leadership.
Change Management and Transformation Capability	Change management capability is a significant gap. While some local councils previously had dedicated transformation teams, these roles have often been removed through restructures. Councils highlighted a lack of skills in leading people through change, particularly in maintaining culture and employee wellbeing. Where leadership development programs have been implemented, councils have seen improved culture, greater confidence in issue escalation and reduced employee turnover.
AI and Automation Capability	AI and automation are emerging as important organisational capabilities, though few local councils have dedicated roles. Instead, responsibility often sits informally with IT or digital employees or is distributed across the workforce through tools such as Microsoft Copilot and supporting policies. Councils recognise the strategic importance of AI but are still building capability and governance maturity.
Human Resource Capability	Responding local councils lack dedicated HR teams, with recruitment and onboarding managed as an additional responsibility. This has resulted in gaps in recruitment quality, workforce planning and onboarding, particularly during periods of high hiring activity or organisational change.
Technical and Regulatory Skills	Across multiple functions, councils highlighted a growing gap between regulatory requirements and available training pathways. Employees often hold compliance qualifications but lack the technical depth required to operate confidently in specialised regulatory environments.
Mental Health	Addressing employee mental health, both in terms of the organisation providing a safe environment and in responding to individual employee concerns is a growing skills gap. One workshop participant who has been a HR professional for 25 years stated they had never felt less confident due to the growing complexity of this issue and the requisite obligations of local councils.

Appendices

Appendix A: Detailed Methodology

The project was delivered over four phases:

Jurisdictional workshops: in every state and territory from September to November 2025.	Workshop response analysis and reporting: from October to December 2025.	Survey collection: from 24 November 2025 to 30 January 2026.	Survey response analysis and national report: from February to March 2026.
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This Report features a comprehensive qualitative component due to the inclusion of workshop data alongside surveys conducted in prior years. Both the survey data and insights from the workshops were critical to develop a deeper understanding of workforce challenges.

The workshops aimed to provide in-depth qualitative evidence and involved participation from employees responsible for people and culture, as well as learning and development, within their local councils. The workshops had three key objectives:

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3
To understand the services that local councils provide and how these are changing across different regions and sectors.	To explore the current and future occupations, jobs and skills needs of LGAs and how they vary by location and LGA size.	To seek input on the relevance and responsiveness of current training to these needs and consider alternative responses and pathways.

The 2025–2026 survey forms part of a longitudinal series, with previous iterations conducted in 2018 and 2022, with minor updates made over time. In August 2025, Public Skills Australia and ALGA agreed to jointly support the design, delivery and promotion of the Local Government Workforce Skills and Capability Survey (the survey). The survey was hosted on 'Qualtrics', an online survey platform, through which all local councils had the opportunity to participate. Respondents were typically employees responsible for people and culture and learning and development, with input from other local council employees where relevant.

Survey responses underwent a thorough data-cleaning process prior to analysis. Interpretation of results is guided by the following methodological considerations:

- › The survey data is subject to limitations, particularly for inclusion-related questions, as most questions were optional and responses relied on self-identification, meaning not all local councils provided data for these measures.
- › Percentages are calculated based on responding local councils for each specific question, not total survey participants, unless otherwise stated.
- › Changes since previous years (2018 and 2022) are reported in graphs and tables in percentage points (pp), reflecting absolute shifts in the proportion of local councils and supporting comparison across survey years with different response counts.
- › For most comparisons, 2018 data is used to reflect longitudinal changes and account for COVID-related impacts, while 2022 data is used when 2018 data is unavailable. In some cases, new questions introduced this year prevent immediate comparisons.
- › Workforce statistics are reported as employee headcount (Q3) unless otherwise specified.
- › Vacancy rates are calculated as a percentage of total employees and council-level percentages are rounded to whole numbers.
- › The survey was conducted between November 2025 and February 2026, capturing workforce data as of June 2025 (FY2024-25) alongside forward-looking assessments for 2025-2026. This timing enables local councils to reflect on completed recruitment and training cycles while planning for the year ahead.

Appendix B: Terms

For consistency and clarity in interpreting the survey results, the following definitions have been adopted in this report:

Term	Description		
Geographical classification	Multiple systems exist to classify whether a Local Government Area (LGA) is rural/remote, regional or metropolitan, and councils often span multiple boundaries. The Australian Council of Local Government (ACLG) categorises local councils into 22 groups based on socioeconomic characteristics and their capacity to deliver diverse services to the community. We have adopted three categories from these ACLG groups:		
	<table><tr><td>Rural/remote: Local councils servicing populations across very small to large population categories, including councils classified as remote.</td><td>Regional: Non-metropolitan local councils with primary urban centres located in regional areas.</td><td>Metropolitan: Local councils located within capital city metropolitan areas, including inner city, established suburban and outer-metropolitan or urban-fringe local government areas.</td></tr></table>	Rural/remote: Local councils servicing populations across very small to large population categories, including councils classified as remote.	Regional: Non-metropolitan local councils with primary urban centres located in regional areas.
Rural/remote: Local councils servicing populations across very small to large population categories, including councils classified as remote.	Regional: Non-metropolitan local councils with primary urban centres located in regional areas.	Metropolitan: Local councils located within capital city metropolitan areas, including inner city, established suburban and outer-metropolitan or urban-fringe local government areas.	
ACLG classifications	ACLG classifications are likely to have shifted slightly since the 2018 and 2022 survey.		
'Local councils' versus 'Local Government'	In the Australian context, the term ' <i>local council</i> ' refers to the elected arm of council, whereas the term ' <i>Local Government</i> ' refers to the administrative and management arm of council.		

Term	Description
'Occupation' in the context of the survey	Using the Australian and New Zealand Standard Classification of Occupations (ANZSCO) for occupation classification despite the introduction of the Occupation Standard Classification for Australia (OSCA), as ANZSCO allows us to maintain consistency and compare results with previous years. Occupation, as defined by ANZSCO, refers to a set of jobs that share similar tasks and responsibilities, generally requiring comparable skills, knowledge and expertise. ANZSCO groups jobs into occupations based on the type of work performed and the skills required.
'Job' versus 'occupation'	'Job' is used in preference to 'occupation' for workshop reporting since it is more familiar and easier for people to relate to. A job refers to an individual position held by a person, involving specific roles, duties and responsibilities within an organisation. It relates to a person's current employment status. In contrast, an occupation is a broader classification, encompassing a variety of jobs that share similar core characteristics, independent of a particular employer or location.
FTEs	Full time equivalents.
Skills gap	The gap between the skill level of the employee and the skills needed to perform their role description, as intended by their employer.
Skills shortage	A labour shortage that requires the recruitment of more people into the workforce.

Appendix C: Workshop Critical Occupations and Skills Assessment

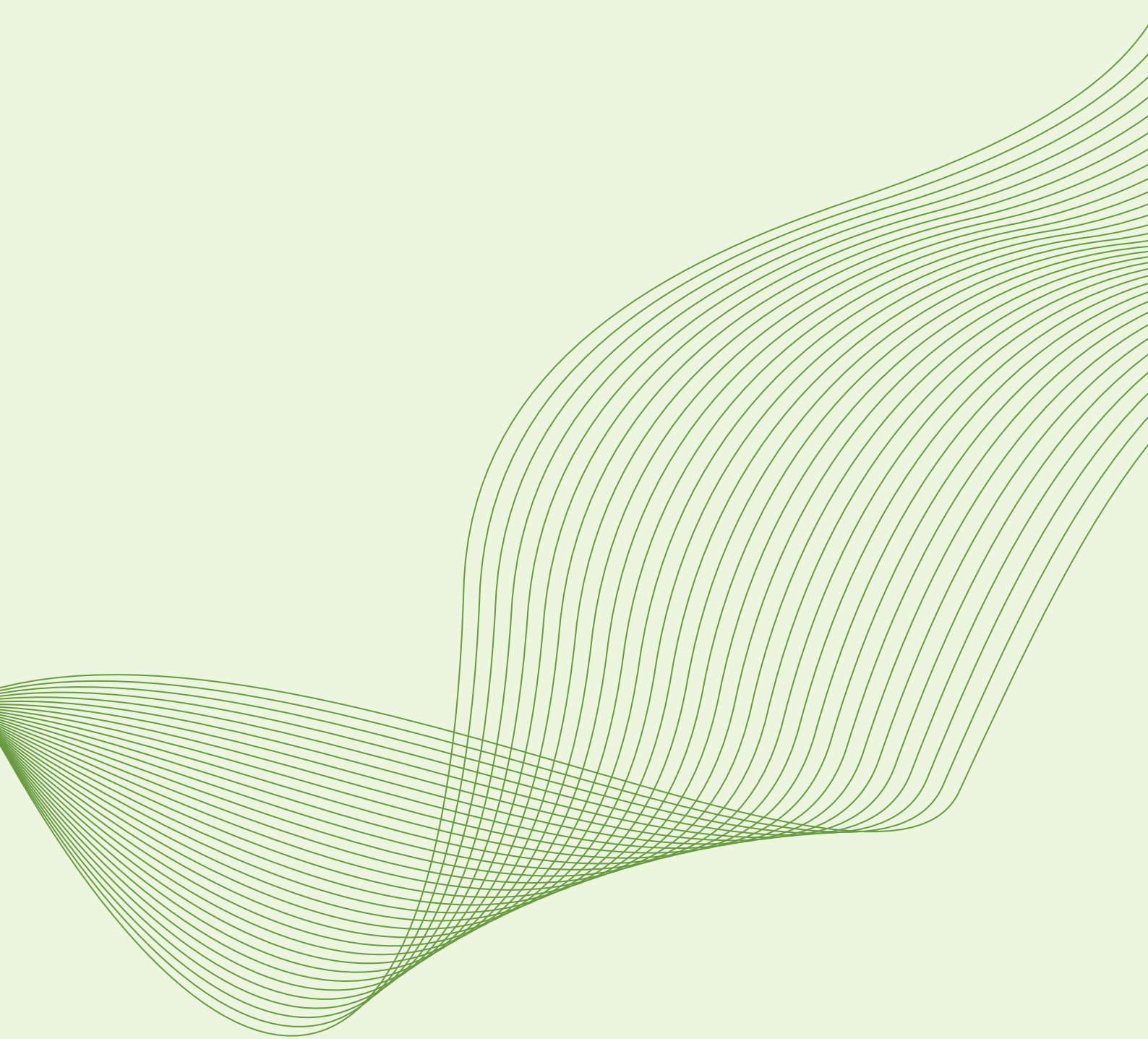
The table below summarises the comprehensive list of skills and occupations discussed in workshops with key stakeholders.

Skills in *italics* were identified as important for the future

Job	Skill
Emergency Management	
Municipal emergency management coordinator / Social recovery worker	<i>Risk analysis (including educating community about risks)</i>
	<i>Stakeholder engagement</i>
	<i>Communication / emotional intelligence</i>
	<i>Data-driven decision-making (qualitative and quantitative)</i>
	<i>Local geographic knowledge</i>
	<i>Leadership / organisational skills</i>
	<i>Resilience / adaptability</i>
Community Development	
Youth development / community engagement	<i>Community / social qualification or experience</i>
	<i>Stakeholder engagement (including knowledge of service landscape)</i>
	<i>First Aid / Mental Health skill set</i>
	<i>Positive role model / mentoring</i>
	<i>Conflict resolution and de-escalation</i>
	<i>People risk analysis</i>
	<i>Digital capability (including social media)</i>
	<i>Compliance and ethics</i>

Job	Skill
Town planner / development	N/A
Sustainability	
Environmental health	<i>Core people skills (e.g. stakeholder engagement, emotional intelligence, communication)</i>
	<i>Ability to fact-find / conduct investigations</i>
	<i>Resilience</i>
	<i>Conflict resolution</i>
	<i>Risk assessment</i>
	<i>Animal management / husbandry</i>
Arborist	<i>Horticultural experience (tree pruning / care, traffic management)</i>
	<i>Stakeholder management</i>
	<i>Conflict management / de-escalation</i>
	<i>Local council knowledge</i>
	<i>Risk assessment</i>
Management	
Team / program leader	<i>Communication (internal)</i>
	<i>People management</i>
	<i>Emotional intelligence (including mental health awareness)</i>
	<i>Mentoring</i>
	<i>Conflict resolution</i>
	<i>Time management / organisation</i>

Job	Skill
Change management / transformation	<i>Communicational (external)</i>
	<i>People strategy management</i>
	<i>Emotional intelligence (including mental health awareness)</i>
	<i>Critical thinking</i>
	<i>Adaptability / flexibility</i>
	<i>Digital literacy</i>
HR / recruitment	<i>Communication</i>
	<i>People strategy management</i>
	<i>Emotional intelligence (including mental health awareness)</i>
	<i>Critical thinking</i>
	<i>Adaptability / flexibility</i>
	<i>Digital literacy</i>
AI / automation	<i>People skills (change management, communication, emotional intelligence, education, stakeholder engagement / co-design)</i>
	<i>Trust and ethics</i>
	<i>Policy awareness / development</i>
	<i>Process mapping</i>
Specialist	
Building compliance (especially plumbing)	Required qualifications (Cert. IV in Government Investigations)
Engineers (stormwater / bridges)	N/A



PUBLIC SKILLS
AUSTRALIA
PUBLIC SAFETY SKILLS AUSTRALIA LTD

🌐 publicskillsaustralia.org.au
🌐 au.linkedin.com/company/publicskillsaustralia
📍 Level 5, 473 Bourke St Melbourne, Victoria 3000, AU