

Trade Training Centres Marketing kit

Kit Handbook



Created by the Secondary Reform, Transitions and Priority Cohorts Division of the Department of Education and Training

Melbourne
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About this kit

This Marketing Kit was commissioned by the Department of Education and Training and is designed to help you create marketing materials to promote your Trade Training Centre (TTC). The contents of this kit will provide you with ideas, examples and editable templates of materials you can create to promote your centre to students, parents, industry partners, businesses and the wider community. It is important that your marketing materials not only attempt to maintain the current business of your centre, but also work towards growth and future sustainability.

What's in this kit?

This kit includes:

- Kit Handbook
- Sample Brochure
- Sample Flyer
- Sample Script
- Digital Brochure template
- Digital Flyer template
- Digital Script template
- Digital photos library



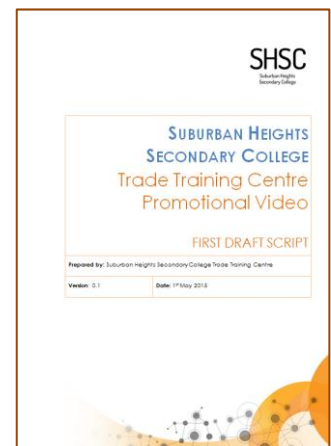
Kit Handbook



Sample Brochure



Sample Flyer



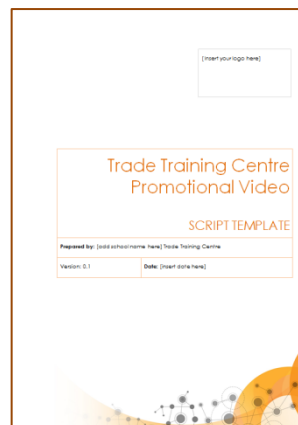
Sample Script



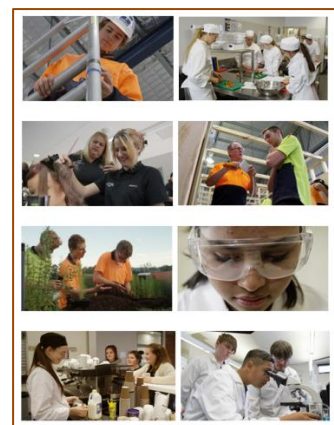
Digital Brochure template



Digital Flyer template



Digital Script template



Digital photos library

Creating a Marketing Plan

Whilst this kit contains lots of ideas about brochures, videos and products that you may produce to market your centre, the first task is to develop a Marketing Plan. Here are some of the features of a good Marketing Plan to get you started.

| | |
|-----------------------------|--|
| Summary | Write an introduction that summarises your centre's current situation and how you see it developing in the future. |
| Goals | Create goals for your Marketing Plan that identify your marketing strategies and how you plan to implement them. Don't forget your goals should be achievable and measurable! |
| Target markets | <p>Identify your target markets for your marketing campaigns – these may include existing 'customers', trade partners and new opportunities. This is one of the most critical areas of your marketing campaign. Think carefully about your target audiences and the best ways to interact with them.</p> <p>When attracting new students, is it more likely to be parents who find out about your TTC, or students who learn about your TTC and then tell their parents?</p> <p>Think about your first points of contact, what is the best way for them to get this information across to them? It is important to understand your target markets, their online behaviours and how best to reach them.</p> |
| Marketing strategies | <p>Develop a list of strategies you will use to meet your marketing goals. Think about what you want to promote about your centre, how and where you can promote it, the types of promotional materials you will develop and the cost of developing materials.</p> <p>Think about how you marketed your centre last year and ways you can make improvements. Consider what your existing and new 'customers' and partners will need to know and make sure your marketing strategies support all of your target markets.</p> |
| Outputs | <p>Decide on the materials or products for your marketing strategy. Think about where and how you will distribute them.</p> <p>Your outputs may include: promotional videos, print advertising including brochures and flyers, online advertising, mail-outs, print or email newsletters, media releases, promotional events, website and blog/social media campaigns. Remember, the most effective output products and distribution methods may vary for different target markets.</p> |
| Team | Identify all of the people on your Marketing Team and their specific roles as well as strategies they are responsible for implementing. |
| Review | Don't forget to review your marketing strategies and outputs frequently and adjust your marketing plan as needed. |

Exploring marketing opportunities

Form your 'Marketing Team' and develop your Marketing Plan as described above. Once you have created your plan and have buy in from your stakeholders, i.e. teachers, Principal, course directors etc. then meet regularly with your team to discuss your marketing campaigns; print, video, online and face-to-face.

Print marketing

Your brochures and flyers should attract potential customers and partners and promote your centre within the community. You may decide to create different brochures and flyers for different marketing strategies and target audiences. Consider the specific value of brochures in comparison to flyers.

The aim of the flyer is to produce a cheap leaflet that will be given out to lots of people to get your information out there – some will be interested in knowing more, others may not. You might for example want to provide information about the courses and qualifications you offer to parents at an education exhibition or vocational workshop. In comparison, a brochure will usually be given to people you know are interested in your centre e.g. at an Open Day, and are more costly to produce.

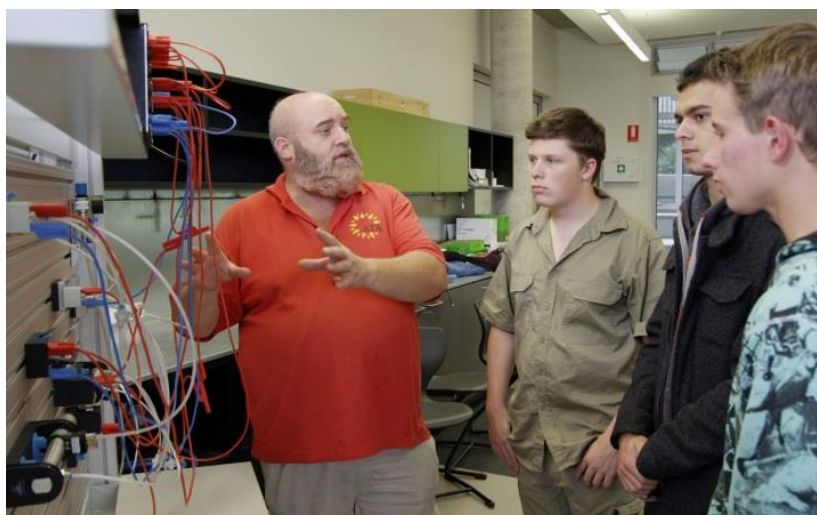
Plan the production of the proposed print materials; how you will create them, who will produce them and then most importantly, how you will distribute these materials. Don't forget to leave brochures at the front reception desk.



Face-to-face marketing

Consider the face-to-face opportunities you could have with your target audiences. An enthusiastic interaction coupled with some concise written information is still one of the best ways to communicate and engage potential students, parents and other partners.

How can you make these face-to-face events happen? Opportunities may include school Open Days, a stall or booth at a conference or exhibition or perhaps a classroom that's dedicated to promote your Technical Training Course. Provide opportunities to speak with students already attending your TTC as well as a couple of staff or trainers. Present flyers and brochures.



Video marketing

Create a video to promote your TTC. If you don't have the resources to produce your own video, consider using the generic video that was produced by the Department of Education & Training. Ideally having your own video will be more effective.

Team up with other local cluster schools to attract students. Arrange a visit with the Principal and prospective students and take along a copy of your video, brochures and flyers as well as a TTC trainer and some enthusiastic TTC students.

Social media marketing

Expand your social media campaigns. Set up TTC social media pages and feeds with images of students at your TTC and invite comments and student stories. Ensure someone is responsible for maintaining all social media tools to keep them fresh and relevant. If you don't have the resources to do this, then it might be better to look at other marketing options. Always check to see if there are any specific social media policies from the Department of Education and Training or within your TTC that you need to consider.

Marketing tips

- Market your TTC in your school's newsletter, either electronic or print and include photos and case studies. This can be a very effective method of reaching your audience.
- Always review your marketing campaign and make improvements where necessary. Your marketing plan should be a dynamic document that changes frequently.
- Keep your message simple, positive and straightforward and the results will follow.



Creating a brochure or flyer

This Kit includes a sample four page brochure and a sample flyer, as well as templates for both so that you can customise your own.



Your **brochure** may include:

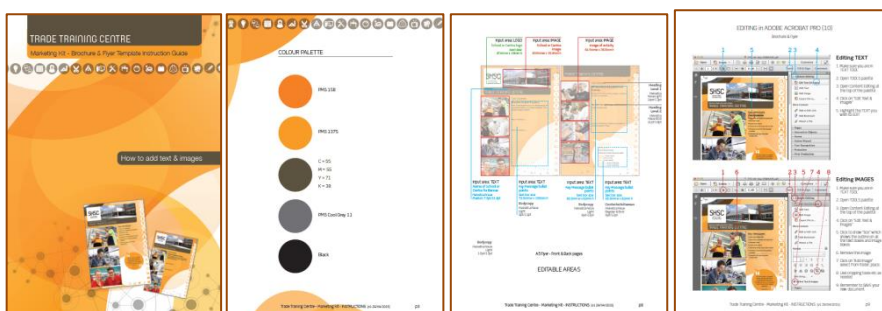
- Your centre name and logo
- Key messages about your TTC and what you offer
- Information about your TTC
- Benefits of choosing your TTC including job pathways
- A quote or testimonial from a student, staff member or trade partner
- A case study of a success story of a student from your TTC
- Information about local employers and/or industry partners
- Highlights, awards and achievements of your centre, students and staff
- Images of your students and staff in action representing various genders, cultures etc.
- Your contact details

Your **flyer** may include;

- Your centre name and logo
- Overview of your TTC and courses you offer
- Images of your students and staff in action representing various genders, cultures etc.
- Your contact details

Using the brochure and flyer templates

You will find a detailed outline of how you can edit the brochure and flyer templates in **Appendix B** at the end of this Handbook. Insert your logo, photos and text to create your own.



Capturing images for marketing



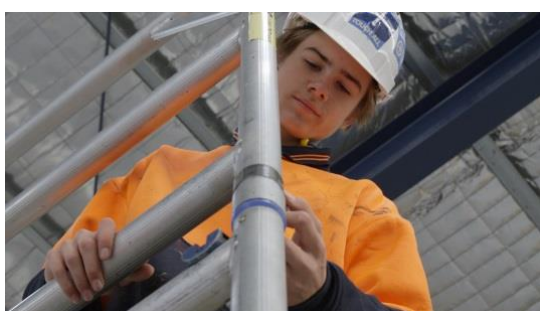
It is important that you capture a range of still images for your brochure, flyers and other marketing materials and website that best reflect your Trade Training Centre's key activities, people and features.

Ask all on-camera participants to sign a consent form. The Department of Education and Training provides guidelines on their website for obtaining consent from adults and students for photo appearances,

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/lolconsent.aspx>

Consider if you need to put the names of people appearing in the photos.

Your kit includes a range of sample photos that you can also use in your marketing materials. Here are some examples. Remember to include a range of genders, cultures and activities to represent your centre.



Creating a promotional video

You may wish to create a promotional video to support your overall marketing plan. This video may be viewable on your centre's website, presented at your centre and used during Open Days etc., displayed at conferences and forums or provided to your industry partners for them to use in their promotions. Have a look at the videos produced as part of this marketing kit or other centres and decide what you like and what you don't. Remember, whilst a good video will promote your centre well, a bad video may do more harm than good, so take the time to plan it properly!

Create a Project Brief

The first step in creating a video is to develop a **Project Brief** that describes the purpose of the video and its role in promoting your centre. This document ensures everyone is clear about the video project requirements.

As a minimum, your Brief should include:

- Your target audience
- The purpose of the video
- How the video is going to be used in your marketing campaign
- Outcomes and how the audience is affected by watching your video, e.g. increased awareness or knowledge

Usually your marketing team will identify the general requirements of the video and then engage a production team. Your production team may be a group of students at your centre or a commercial production company. After initial discussions between your marketing team and the production team, your brief should be updated and finalised.

Managing your video project

It is important to plan what happens at each step, who is assigned to complete the work and who needs to approve the content. Before we explore each stage, let's look at some key project management considerations.

Project development

Project development is a collaborative process where the production team works closely with the Centre's marketing team and other key people identified by the Centre as experts and stakeholders. Key milestones and deliverables are identified and tracked enabling the marketing team to check that progress is satisfactory from one stage to the next.

Timelines

The more time that can be assigned to a project, the better. Always allow more time than you think is needed for the Pre-production and for Post-production stages.

Feedback and Approvals

It is best if the production team seeks feedback and approval on a stage-by-stage basis. This gives all parties the confidence to proceed from one stage to the next.

Feedback and approval stages may include:

- Concept
- Script
- Interview comments selected from camera tapes
- On-screen text
- Graphics
- Rough Cut
- Fine Cut

TIP

Make sure there is one person who provides feedback to the production team on behalf of all stakeholders.

Managing change

Changes, edits and improvements are part of any good design project, however it is important to consider the most effective and efficient time for when changes can be made. Changes made in the Pre-Production stage to the video script, storyboard and design are relatively easy and cheap. In comparison, changes made during Post-Production are more time-consuming and costly.

The objective is to produce a great video while minimising the amount of change needed during the process. Here are three important mechanisms to consider:

- Ensure the marketing team and other stakeholders have a common set of expectations
- Put in place a clear system for tracking change. This will ensure efficient processing of any required changes, therefore avoiding incorrect or missed edits.
- Make changes in 'rounds' that are made at the one time then checked, rather than a series of individual changes being made at different times over a period. This includes script development and editing. Include when these rounds might occur in your project timeline

Copyright and third-party content

There are two key copyright considerations when making your video.

1. Who owns the copyright to your final video?

You may wish to include a copyright statement on your video to indicate the copyright rests with your Trade Training Centre or other organisation as appropriate.

2. Who owns the copyright for assets within your video?

You may wish to use images, video, designs, animations or music that has not been created by you or someone at your centre. There are legal requirements which govern the use of this content.

TIP

Don't get caught out using music without permission. YouTube, for example, detects copyrighted music and contacts the person who uploaded the video containing the music.

Generally you will need to request permission to use another person's material. Many copyright owners offer free licences to use their material however usually require an acknowledgement and may have other usage terms e.g. used in non-commercial products only. Always contact the copyright owner to find out about their particular terms of use. Never assume that because a song, image, video etc. is on the internet it is free.

The Australian Copyright Council provides lots of information relating to copyright and the law. See their website at <http://www.copyright.org.au/find-an-answer/>.

Pre-Production

Stage 1: Project scoping

Your marketing team will meet with the production team to discuss the Brief and video style options. Although you may already have a clear idea of what style of video you would like, the production team may be able to suggest options based on their understanding of video. At the end of this stage your Project Brief should be approved.

Stage 2: Concept and storyboard development

A full video concept will then be developed including graphics and animation where appropriate. The production team may include a storyboard to give you an idea of the scenes and approximate length the video. These will be discussed and refined with you and once agreement is reached, the project plan will be finalised and detailed video design and scripting will commence.

As much time as possible should be allocated to the Pre-production phase. It is so important to get the video design and a development plan right before proceeding into Production.

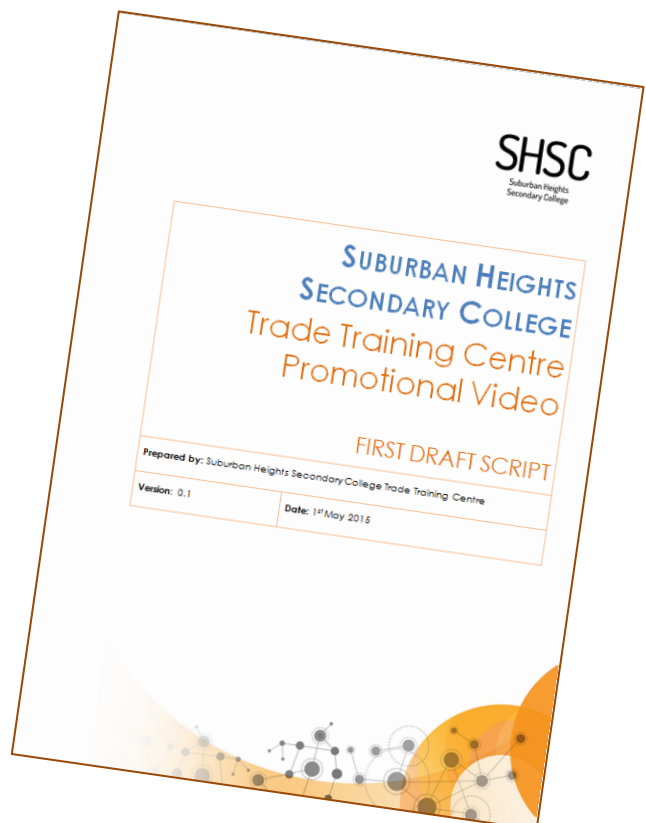
Stage 3: Script development

The script is the blueprint for the video and will be used by the production team in much the same way as a builder follows an architect's plan for a house. Scripting takes place in stages so that the script-development process can be managed effectively by the marketing and production teams.

Common stages are:

- **Treatment** – this is an outline comprising statements of audience, purpose, content, style and structure. This is a broad statement of the video design.
- **First Draft Script** – this is a full detailed description of all vision and audio
- **Second Draft Script** - the revised script with agreed changes incorporated
- **Final Draft Script** – final script ready for approval before Production and shooting commences.

And remember, don't shoot first and ask questions later – that's like building a house without a design. Use your scripting stage to make sure all ideas and interactions are captured and agreed to.



Production

Stage 4: Video shoot

Production is usually a relatively short part of the project. Shooting is carried out at locations as agreed. This may include student, staff and industry partner interviews as well as footage of your centre's facilities.

Good pictures can be undermined by poor audio. Plan how to record your audio. Will the camera mic be enough?

As with taking photos, it is wise to ask all on-camera participants to sign a consent form. The Department of Education and Training provides guidelines on their website for obtaining consent from adults and students for video appearances,

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/loiconsent.aspx>

An Occupational Health & Safety representative may need to be present during filming to ensure that any activities being videotaped are in accordance with OH&S requirements.

TIP

Keep the length of interview comments under control! Eight people talking for 30 seconds each, plus breathing space between them, will make a 5 to 6 minute video.

Post production

Stage 5: First assembly

All video content is reviewed by the producer/director and editor. Once footage selections are made, music, sound effects and graphics elements can be discussed with your team. These elements may be obtained from commercial stock libraries, commissioned or developed by students at your centre.

Stage 6: Rough Cut

The Rough Cut of the video is constructed and scenes are edited and placed in order. Rough music, special effects etc. are placed in to give an idea of how the video will flow. Your marketing team will be required to provide feedback of the Rough Cut.

Stage 7: Fine Cut

Once feedback has been applied, transitions will be added and the sequence is generally fixed.

Stage 8: Final cut and approval

When a Fine Cut has been approved a master file is prepared. Final sound effects, voice-overs, music and titles are applied to the video and presented for final approval.

Stage 9: Video preparation

Finally, the video is prepared in its delivery format(s) that meet the technical requirements for where they video will be shown e.g. on DVD, YouTube, Trade Training Centre's website, etc.

DVD labels are designed for the final videos.

Stage 10: Review and evaluation

If possible, once a video is in use, carry out an evaluation of the effectiveness of the video in terms of its desired outcomes as stated in the Project Brief. Evaluation can provide valuable feedback for the production team as well as the marketing team.

Writing your video script

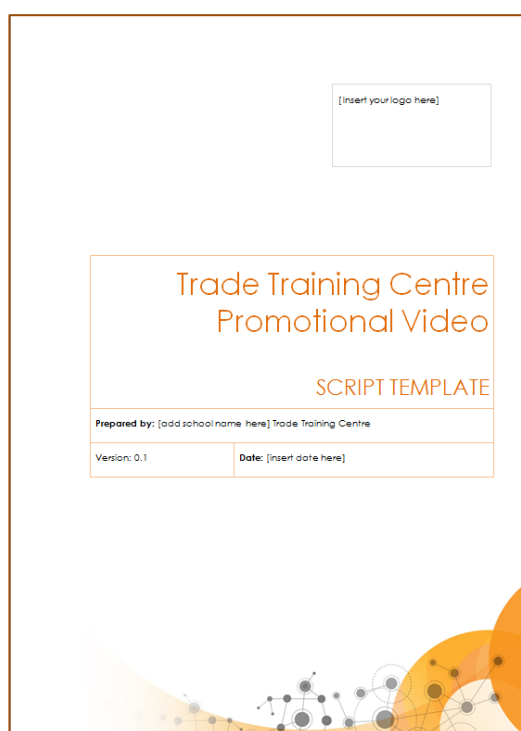
The script writing phase of video development is extremely important. It provides your marketing team and other stakeholders with a clear overview of the contents of the video. This is the best time to make changes and edits to the content.

When writing your script, think about how you can use video to do what other media can't do as well; showing feelings, showing people interacting, communicating directly with the audience, showing how to do things and animating.

On the next page you will find sample pages from a video script. A template has been provided for you if you are creating your own video. As you move through stage 3 of pre-production, you can use this template to create several versions of the script before getting approval prior to production.

How to use the script template

A blank digital template has been provided in this kit as well as the full script sample. Add your logo and other details to the template and use this to capture all of the script details. Further information is provided in the script. A sample script is included below to give you an idea of the contents and flow of a video script.



[Insert your logo here]

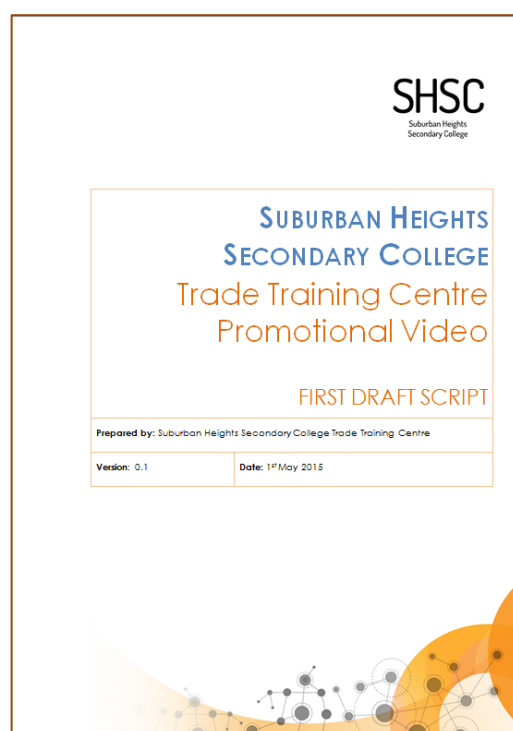
Trade Training Centre
Promotional Video

SCRIPT TEMPLATE

Prepared by: [add school name here] Trade Training Centre

Version: 0.1 Date: [insert date here]

Digital Script template



SHSC
Suburban Heights
Secondary College

SUBURBAN HEIGHTS
SECONDARY COLLEGE
Trade Training Centre
Promotional Video

FIRST DRAFT SCRIPT

Prepared by: Suburban Heights Secondary College Trade Training Centre

Version: 0.1 Date: 1st May 2015

Sample Script template

Appendix A - Video script sample

Script Overview

| | |
|----------|--|
| 1 | <p>LENGTH:</p> <p>5-6 minutes</p> |
| 2 | <p>COMPOSITION/STRUCTURE:</p> <p>The video will comprise:</p> <ul style="list-style-type: none"> • opening sequence • comments from: <ul style="list-style-type: none"> ○ students ○ Centre Manager / School Principal ○ Pathways Manager ○ trainers and staff ○ parents ○ local industry partner • footage of facilities and students in action • closing sequence |
| 3 | <p>STYLE</p> <ul style="list-style-type: none"> • The style of the opening and closing sequences is described in the script below. • Comments from all people will be documentary style*. <p>*'Documentary style' means comments made to an unseen/unheard interviewer (i.e. not direct-to-camera). Comments will not be scripted. They will be conversational in nature but made with enthusiasm and commitment.</p> <p>Comments will be short (10 to 30 seconds approx.) – a little more where appropriate.</p> |
| 4 | <p>NARRATION</p> <p>It would be good if all verbal comment could come from the people who appear in the video (i.e. straight from the horse's mouth).</p> <p>However, if some linking narration is required, this can be written during the editing stage.</p> |
| 5 | <p>TONE</p> <p>The tone will be one of engagement, enthusiasm, relevance, commitment, practical value and competence. We will get the impression that people are excited about everything that the Centre and its partners contribute to students' learning and skills development.</p> |
| 6 | <p>PARTNERSHIPS AND CONNECTIONS</p> <p>There are three locations at which people provide comments in the video: the Centre, a partner school and an industry workplace.</p> <p>The fact that these locations are among the partners will be communicated by:</p> <ul style="list-style-type: none"> • creating a transition between each location and the next to provide a visual 'connection' (one way to do this would be to briefly have the image at the end of one location sequence on screen together with the image at the start of the next location sequence) • having one or more people mention this community of partnerships and connections. |

Video Script

| VISION | AUDIO |
|---|--|
| <p>OPENING SEQUENCE (8 seconds approx.)</p> <p>composed of images of:</p> <ul style="list-style-type: none"> students active in workshops, laboratories and relevant industries trainers interacting positively with students happy faces of appreciative students <p>TITLE APPEARS:</p> <p>“(title)”</p> | <p>OPENING MUSIC BURST (punchy & fun)</p> <p>SOUND EFFECTS (the sounds associated with workshops, laboratories and relevant industries)</p> <p>SOUNDS OF STUDENTS (the voices of happy students talking together about their activities)</p> <p>STUDENTS' COMMENTS (Snippets of students saying something that reflects their positive experience of learning, skills development and growing awareness of opportunities.)</p> <p>OTHER VOICES (Perhaps the voice of a parent could be added – expressing their pleasure and satisfaction at what their son or daughter is gaining from the Centre.)</p> <p>CONTINUING MUSIC (It may be appropriate to have low-level music throughout this sequence. The appropriateness of this can be decided when the sequence is being created.)</p> <p>CLOSING MUSIC (An appropriate musical sound can accompany the appearance of the title.)</p> |
| <p>STUDENTS (30 seconds approx. in total)</p> <p>the same students engaged in activities at the Centre or related locations</p> | <p>STUDENTS (30 seconds)</p> <p>(In their own words, the students say things that reflect their positive experiences of learning, skills development and their growing awareness of career opportunities.)</p> |
| <p>INDUSTRY PARTNER (30 seconds approx.)</p> <p>the Industry Partner makes comments for some of the time and then we hear her/his voice as we see video of students in industry situations:</p> <ul style="list-style-type: none"> structured workplace learning, and/or industry placements, and/or cadetships, and/or traineeships. | <p>INDUSTRY PARTNER (30 seconds)</p> <p>(in her/his own words, the person comments enthusiastically on:)</p> <ul style="list-style-type: none"> the value of the Centre to his/her industry the relevance and extent of the skills the students are acquiring how his/her industry contributes to the partnership how happy s/he is with the partnership. |

| VISION | AUDIO |
|---|--|
| <p>PARENT (20 seconds approx.)</p> <p>Parent and her/his student in an informal situation (at home? at a BBQ? at the Centre? talking with a local businessperson?)</p> | <p>PARENT (20 seconds)</p> <p>(in her/his own words, the parent comments enthusiastically on:)</p> <ul style="list-style-type: none"> • how pleased her/his son/daughter is with what they are learning and acquiring • the parent's own appreciation of what the Centre provides. |
| <p>CENTRE MANAGER (30 seconds approx.)</p> <p>Students, trainers and partners – giving us a feeling for:</p> <ul style="list-style-type: none"> • the breadth of people and organisations involved • the range of courses, programs, resources and events | <p>CENTRE MANAGER (30 seconds)</p> <p>(In her/his own words, the Centre Manager sums up what is great about the Centre.)</p> <p>Her/his talking points include:</p> <ul style="list-style-type: none"> • importance of partnerships • relevance of training and skills development • the shared vision of all the partners. |
| <p>SCHOOL TEACHER OR PRINCIPAL (30 seconds approx.)</p> <p>The teacher/Principal at the Centre:</p> <ul style="list-style-type: none"> • watching his/her students in their activities • speaking with the Centre Manager and a trainer | <p>SCHOOL TEACHER OR PRINCIPAL (30 seconds)</p> <p>(in her/his own words)</p> <ul style="list-style-type: none"> • the value of the Centre to the students and the school • how the school partners with the Centre • how happy s/he is with the partnership |
| <p>TRAINER(S) (30 seconds approx.)</p> <p>The trainer interacting with students</p> | <p>TRAINER(S) (30 seconds)</p> <p>(in her/his own words)</p> <ul style="list-style-type: none"> • what s/he does • how the students react to their experiences • her/his satisfaction at making a difference to students' lives and helping to set them off on their pathways to success |
| <p>PATHWAYS MANAGER (30 seconds approx.)</p> <p>A sequence of video images that lead from home, to school, to centre and to workplace – showing students in all those contexts</p> | <p>PATHWAYS MANAGER (30 seconds)</p> <p>(in her/his own words)</p> <ul style="list-style-type: none"> • how courses etc. lead to certificates, apprenticeships and other entrees into careers • his/her role in the Centre and its partnership networks • how much s/he enjoys his job |

| VISION | AUDIO |
|--|---|
| <p>CLOSING SEQUENCE (10 seconds approx.)</p> <p>Brief video images of people and places that we have seen during the video – the whole spectrum.</p> <p>If appropriate, also have one or two brief comments from a student and/or a parent and/or a trainer that round off the video nicely. Whether such really brief comments exist won't be known until filming is complete.</p> <p>END WITH:</p> <ul style="list-style-type: none"> • faces of students • the Centre name and/or logo. | <p>OTHER VOICES (10 seconds) (if appropriate)</p> <p>(something that will cap the story off nicely ... perhaps: the life-long benefits – expressed by a student or trainer or industry person the pleasure of learning and developing skills – from a student)</p> <p>CLOSING MUSIC (an appropriate musical sound which reminds us of the opening sequence)</p> |

TRADE TRAINING CENTRE

Marketing Kit - Brochure & Flyer Template Instruction Guide



How to add text & images





TYPE STYLING - Brochure *(Flyer - see p8)*

Typeface: HELVETICA NEUE

If you don't have Helvetica Neue use the Helvetica you have on your system.

Heading (Level 1): Helvetica Neue LIGHT or Helvetica Regular

fontsize: 20 pt leading: 18 pt
paragraph spacing before: 0mm

Heading (Level 2): Helvetica Neue BOLD or Helvetica Bold

fontsize: 13 pt leading: 16 pt
paragraph spacing before: 2mm

Bold First Par: Helvetica Neue BOLD or Helvetica Bold

fontsize: 13 pt leading: 16 pt
paragraph spacing before: 2mm

Bodycopy: Helvetica Neue REGULAR or Helvetica Regular

fontsize: 10 pt leading: 16 pt
paragraph spacing before: 2mm

Testimonial Quote: Helvetica Neue LIGHT or Helvetica Regular

fontsize: 10 pt leading: 14 pt
paragraph spacing before: 1.2mm

Quote Name: Helvetica Neue LIGHT or Helvetica Regular

fontsize: 5 pt leading: 5 pt
paragraph spacing before: 0.6mm

Captions: Helvetica Neue REGULAR or Helvetica Regular

fontsize: 8.5 pt leading: 14 pt
paragraph spacing before: 2mm

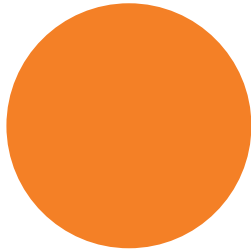
Contacts/Addresses: 1. Helvetica Neue (Title: BOLD & ORANGE) or Helvetica Bold

1. Helvetica Neue (Name: LIGHT & BLACK) or Helvetica Reg

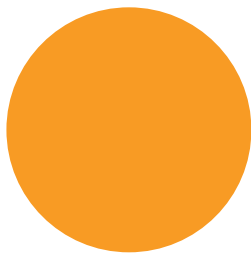
fontsize: 10 pt leading: 16 pt
paragraph spacing before: 2mm



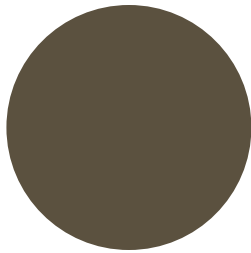
COLOUR PALETTE



PMS 158



PMS 1375

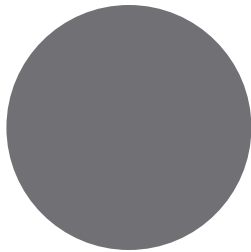


C = 55

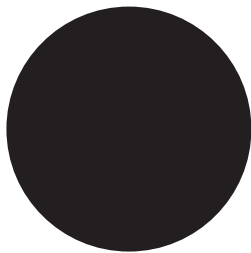
M = 55

Y = 71

K = 38



PMS Cool Grey 11



Black

Input area: LOGO
School or Centre logo
best size:
36mm w x 24mm h

Input area: IMAGE
School or Centre image
123mmw x 48.5mm h

Input area: TEXT
Name of School or
Centre for Banner
*Helvetica Neue
Medium 10pt/16pt*

Input area: IMAGE
image of activity
109mm w x 67mm h

Input area: IMAGE
image of activity
109mm w x 67mm h

Input area: IMAGE
image of activity
109mm w x 67mm h



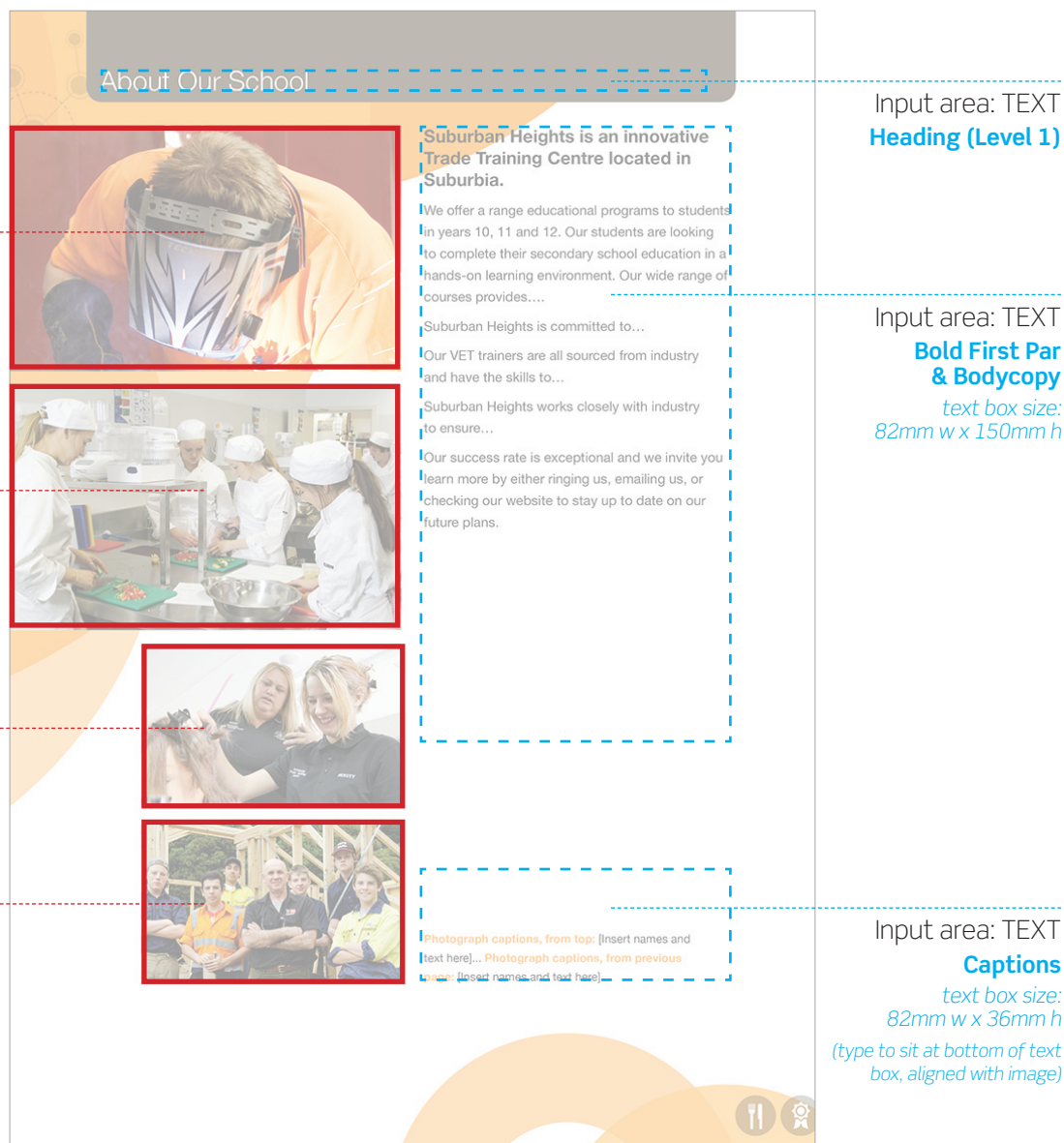
Heading Level 1
*Helvetica Neue
Medium 20pt/18pt*

Input area: TEXT
Key Message bullet
points
text box size:
66.5mm w x 82mm h

Input area: TEXT
Testimonial and name
quote text box size:
53.25mm w x 30mm h
name text box size:
53.25mm w x 6mm h

A4 Brochure - FRONT - page 1

EDITABLE AREAS



A4 Brochure - page 2

EDITABLE AREAS



Input area: TEXT
Heading (Level 1)

Input area: IMAGE
image of activity
102mm w x 64mm h

Input area: TEXT
Sub-Head (level3) & Bodycopy
text box size:
82mm w x 80mm h

Input area: TEXT
Sub-Head (level3) & Bodycopy
text box size:
82mm w x 56mm h

Heading Level 2
Helvetica Neue
Bold 13pt/16pt

Input area: TEXT
Sub-Head (level3) & Bodycopy
text box size:
82mm w x 114mm h

Input area: TEXT
Contacts/Addresses
text box size:
82mm w x 100mm h

Input area: LOGO
School or Centre logo
best size:
36mm w x 24mm h

A4 Brochure - BACK - page 4

EDITABLE AREAS

Input area: LOGO
School or Centre logo
best size:
27mm w x 18mm h

Input area: IMAGE
School or Centre
image
90.8mmw x 35.8mm h

Input area: IMAGE
image of activity
54.5mmw x 36.5mm h



Heading Level 1

Helvetica
Neue Light
14pt/12pt

Heading Level 2

Helvetica
Neue Bold
11pt/16pt

Input area: TEXT
Name of School or
Centre for Banner
Helvetica Neue
Medium 7.3pt/11.8pt

Input area: TEXT
Key Message bullet
points
text box size:
72.5mm w x 150mm h

Bodycopy
Helvetica Neue
Light
9pt/12pt

Input area: TEXT
Key Message bullet
points
text box size:
66.5mm w x 82mm h

Bodycopy
Helvetica Neue
Light
9pt/12pt

Input area: TEXT
Key Message bullet
points
text box size:
66.5mm w x 82mm h

Contacts/Addresses
Helvetica Neue
Regular & Bold
9pt/12pt

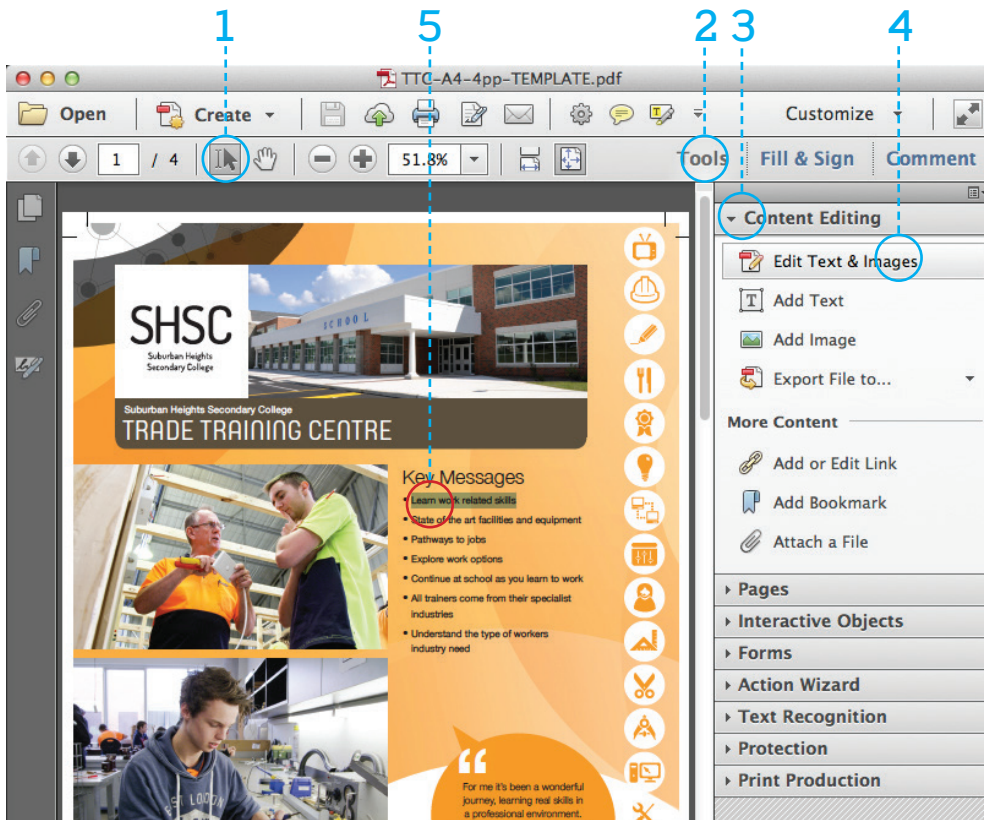
Bodycopy
Helvetica Neue
Light
10pt/12pt

A5 Flyer - Front & Back pages

EDITABLE AREAS

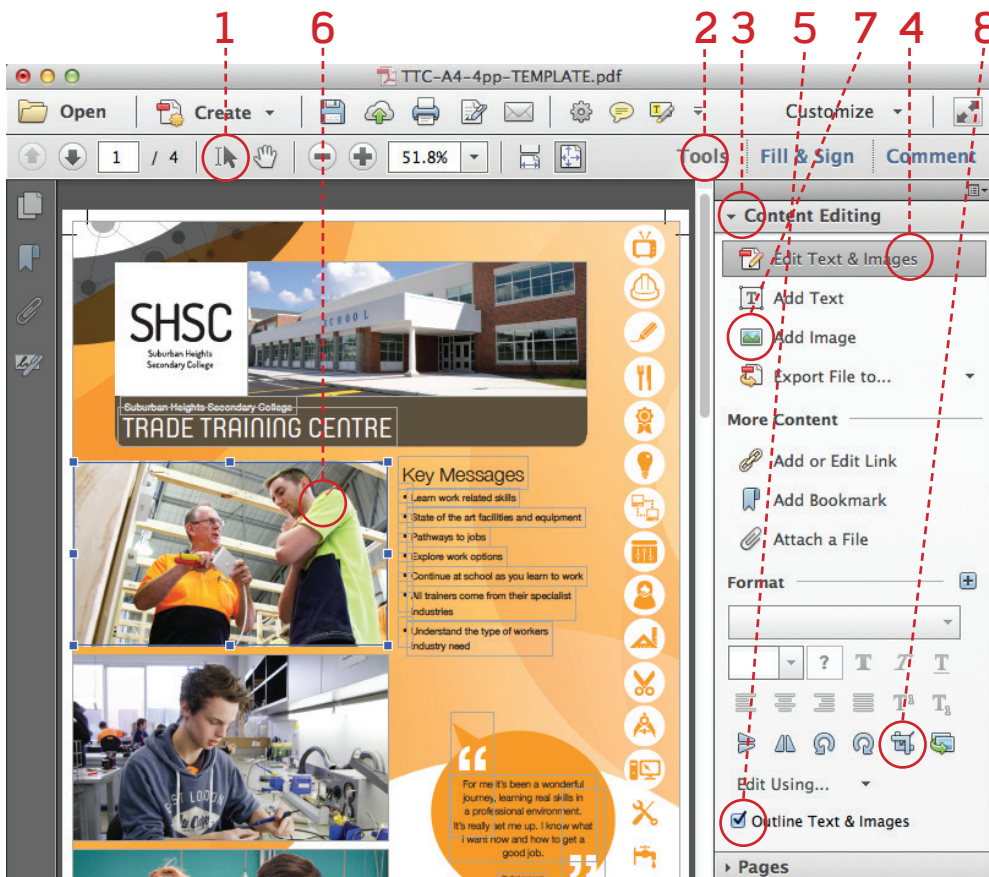
EDITING in ADOBE ACROBAT PRO (10)

Brochure & Flyer



Editing TEXT

1. Make sure you are in TEXT TOOL
2. Open TOOLS palette
3. Open Content Editing at the top of the palette
4. Click on "Edit Text & Images"
5. Highlight the TEXT you wish to EDIT



Editing IMAGES

1. Make sure you are in TEXT TOOL
2. Open TOOLS palette
3. Open Content Editing at the top of the palette
4. Click on "Edit Text & Images"
5. Click to show "tick" which shows the outline on all the text boxes and image boxes
6. Remove this image
7. Click on "Add Image" select from folder, place.
8. Use cropping tools etc as needed
9. Remember to SAVE your new document

Secondary Reform, Transitions and Priority Cohorts Division

Department of Education and Training
Level 2, 33 St Andrews Place
East Melbourne VIC 3002

Email: youth.transitions@edumail.vic.gov.au

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