There was a surprising consensus from this meeting and when the results were presented to the Board there was also a strong alignment. That augurs well for the future operation of PIEFA.

There is unity of purpose that is so important. This makes it easier to undertake the planning process and it leaves more time to do the actual work and implementation.

The involvement of members and supporters is extremely important in addressing future challenges, as is the feedback from the 3,000 plus people who currently receive the PIEFA newsletter and access PIEFA’s products and services. My fellow Directors and I are grateful for this support, and it confirms our resolve to implement the Strategic Plan 2016-2019.

I commend it to you, and look forward to your involvement.

Dr Cameron Archer AM, Chairman
Purpose
The main purpose of the PIEFA’s Strategic Plan is to provide a blueprint for improved teaching and learning about primary industries in Australian schools in 2016-2019.

Corporate Profile
The Foundation is a private, not-for-profit company limited by guarantee with tripartite membership engaging the primary industries, government and education sectors. A skills-based board, chosen by a selection committee representing the three categories of membership, leads PIEFA. The Company operates with minimal overheads to ensure that member contributions are focused on ‘adding value’ and giving real outcomes.

Operating Environment
Primary industries are a diverse and vital part of the Australian economy (12% GDP and 15% national workforce), and the projected growth in demand for ‘clean and green’ food and fibre products (estimated to double by 2030) suggests a bright future for these industries and businesses associated with the supply of high quality food and fibre products. Yet, the capacity to realize these opportunities, and address the challenges that will inevitably arise, is limited by an ageing workforce and an inadequate number of students enrolling and completing agriculture and related courses at both vocational and higher education levels. Reasons for declining enrolments include an ill-informed image of primary industries and perceptions of career opportunities, and the disconnection with primary industries and poor understanding of the sources of food and fibre among our increasingly urban society.

PIEFA has worked with the Australian Curriculum Assessment and Reporting Authority (ACARA) to increase the references to food and fibre in the Australian Curriculum. The Australian Government has funded PIEFA through the Ag in Education Program to develop teaching and learning resources to support teachers in teaching about food and fibre and these are now available on PIEFA’s website (www.primezone.edu.com.au). This means that the operating environment is now much different than it was when the last Strategic Plan was prepared. PIEFA must now build on that work to promote the resources and support teachers to implement them. The focus will move from curriculum development and resources to delivery, however, the need to inform policy and prepare targeted resources will continue.

Through PIEFA’s efforts and those of others the awareness of the challenges facing primary industries and the school education system are now better understood. There is more unity in the focus of how the issues need to be addressed and alignment between organisations.
Our Mission

To engage and inform students, teachers and the broader community about the role and importance of primary industries in the Australian economy, environment and wider community, and the career opportunities available through the primary industries and along the chain of supply of food and fibre products.

The Constitution

The objectives in the PIEFA Constitution are:

1. Provide national leadership and coordination of initiatives to encourage Primary Industries education in schools through a partnership between industry, government and educators.

2. Commission, co-ordinate, facilitate and manage national projects to encourage Primary Industries education in schools.

3. Provide a source of credible, objective and educational resources for Schools to maintain and improve community confidence in Australia’s Primary Industries.

4. Communicate Primary Industries research and development outcomes in a format accessible for Schools and encourage interest within Schools in Primary Industries related careers.

Vision

An Australian community that understands and values its primary industries.
Our Values

Integrity: We consistently demonstrate to the highest standards of fairness, honesty, transparency and ethics.

Respect: We appreciate diversity, seek to learn, listen attentively and communicate often and openly.

Excellence: We seek to be innovative, relevant, and set ourselves high standards to ensure quality in everything we do.

Professionalism: We focus on the collective needs of our stakeholders, ensure we apply best evidence and practices, access experts and specialised knowledge, have pride in our work, and recognise and celebrate achievements.

Our Distinctive Contribution

PIEFA has highlighted serious misunderstandings and gaps in our children’s knowledge of the origins of food and fibre, collated and reviewed the multitude of initiatives to raise awareness of primary industries, and influenced the Australian Curriculum to the point that it now includes primary industry-based content in several key learning areas.

Looking ahead, over the next three years PIEFA will continue to make significant and distinctive contributions.

For industry:
An effective and efficient channel into the education sector for factual information on the importance, roles and practices of the primary industry sector.

For educators:
A valued one-stop shop for all primary industries’ educational and resource needs.

The benefit for educators is access to high quality, low cost, current and practical resources that are engaging and aligned to the Australian Curriculum.

For government:
Supporting the delivery of the Australian Curriculum and its derivatives in every state and territory.

A community that understands the importance of food and fibre production which then supports a productive food and fibre sector.
### Service to Schools

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<tr>
<th>Goals</th>
<th>Key Strategic Initiatives</th>
<th>How will success look in 2019?</th>
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</table>
| Teachers knowledgeable about Food and Fibre production and confident to include in their teaching | • PIEFA is represented at key educator conferences nationally and internationally  
• Workshops for teachers are delivered and efficacy measured  
• PIEFA accreditation for professional learning by state and territory authorities | • 2018 PIEFA Conference attracts at least 150 attendees and generates a surplus  
• PIEFA presented at 5-targeted national conferences annually and has an abstract accepted to present at one international conference  
• 16 workshops per annum were presented to teachers nationally (across a minimum of 4 states and territories)  
• PIEFA has been accredited as an endorsed provider of registered professional development in all states and territories |
| Primezone is the ‘go-to’ place for Food and Fibre production resources | • Discoverability and expanded use of Primezone is actively driven | • PIEFA ranks as the first listing on Google for key Food and Fibre education search terms  
• Primezone audience growth has increased by an average of 40 users each month. (Base year 2016 Primezone average is 480 unique users per month)  
• Primezone Quality Assurance Policy has been developed, implemented by the CEO and is operating effectively |
| **PIEFA developed resources have a reputation as the benchmark for Food and Fibre production resources** | | • Resources are marketed and promoted to key stakeholder groups, and usage is measured  
• Primezone Partner Schools program to be maintained and enhanced  
• New resources are being developed to meet an identified need |
| | | • PIEFA resources are promoted through third party websites identified by CEO and approved by Board  
• Social Media (Facebook and Twitter) presence has been benchmarked and has grown annually  
• Primezone functionality includes a user rating system for PIEFA resources  
• Primezone Partner Schools have continued to trial and implement PIEFA resources and have hosted PIEFA workshops  
• A revised model for new Primezone Partner schools has been developed with appropriately matched funding levels  
• 6 new vodcasts relating to Food and Fibre education exist on Primezone  
• New resources have been proposed to potential funders and have been developed |
### Policy Leadership

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| Food and Fibre production is addressed in the F-12 Australian Curriculum | • Food and Fibre production and its relationship to STEM education F-12 is highlighted in Primezone resources  
• Support for ACARA to develop a national curriculum for Senior Secondary focused on Food and Fibre production. | PIEFA has actively engaged with state and territory education departments to develop Food and Fibre education policies  
• Food and Fibre contexts are represented in government STEM initiatives  
• Food and Fibre production featured in Senior Secondary Australian Curriculum |

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| PIEFA is recognised by industry and government as the lead organisation for Primary Industries Education | • Timely and quality advice is provided to a range of stakeholders  
• Educators/researchers share information via Primezone using a common template  
• An active and easily accessed research tab is a feature of PIEFA and Primezone websites | PIEFA is recognised as the leading organisation whose core business is Food and Fibre education in Australian Schools F-12  
• Key Food and Fibre Education research articles are available through both the PIEFA and Primezone websites including a search filter  
• 20 projects have been shared on Primezone by a range of individuals/organisations |
### Stakeholder Engagement

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<tbody>
<tr>
<td><strong>Strong and effective relationships with Government</strong></td>
<td>• Continue to liaise with government and state/territory agencies to support implementation of food and fibre production education</td>
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<td></td>
<td>• Food and Fibre education is reflected in activities of the National Innovation and Science Agenda</td>
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<td></td>
<td>• PIEFA activities and Primezone resources are aligned to the National STEM education strategy</td>
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<td><strong>Educational stakeholders aware of PIEFA and Primezone resources</strong></td>
<td>• Enhance and develop relationships with other peak education associations</td>
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<tr>
<td></td>
<td>• Develop relationships with educational training institutions</td>
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<td>• Educational association membership of PIEFA has increased</td>
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<td>• PIEFA has developed partnerships with three university education faculties, to allow PIEFA resources to be presented to, and implemented by pre-service teachers</td>
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<td><strong>Engaged and growing industry recognition</strong></td>
<td>• Increase awareness of PIEFA activities across the member organisations</td>
<td>• Existing 2016 members retained and at least 4 new members have joined PIEFA</td>
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<td>• Enhance communication with industry members</td>
<td>• Industry stakeholders are informed of relevant developments in education policy as a result of targeted PIEFA briefings</td>
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<td><strong>PIEFA’s effectiveness is accurately and transparently measured</strong></td>
<td>• PIEFA measures its long-term effectiveness</td>
<td>• A fully funded survey of schools has been conducted providing additional data on food and fibre education and has assisted and increased the awareness of PIEFA</td>
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<td>• Some PIEFA programs have been independently evaluated to determine their effectiveness</td>
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<td>• Stakeholder feedback that has been collected and analysed, acknowledges PIEFA’s strategic direction and outcomes</td>
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## Governance and Business Development

### Building capacity to deliver outcomes

- Identification of opportunities for new funding partnerships
- Development of suite of project proposals

- One or more costed projects that have been developed by PIEFA and aligned to PIEFA’s strategic direction have been implemented
- A portfolio of engaged funders have been identified and with some having sponsored one or more projects
- Additional funding sources (other than memberships and government grants) have been identified

### Communication with stakeholders

- Development and implementation of a PIEFA communication plan

- PIEFA and/or Primezone are referenced in key Food and Fibre education discussions, policy debates and in the mass media more broadly
- A communication strategy and associated communication plans have been developed and implemented effectively

### How will success look in 2019?

- Recognised good governance
  - Ongoing evaluation of strategic outcomes
  - Ongoing evaluation of strategic direction and risk profile

- The PIEFA Strategic Plan has been reviewed on a 6 monthly basis by the CEO and Board and revised as necessary
- The Board has been provided with a monthly review of the Annual Operating Plan and risk profile by the CEO
- Internal Board review undertaken in 2016 and 2017 and an external review in 2018 reveal high level governance is in place within the company
Governance Operations

The constitution provides for a tripartite not for profit company limited by guarantee with governance through a skills-based board. The tripartite governance is embedded through equal representation of industry, government and education sectors on a selection panel with an independent chair to appoint the board.

The first board was appointed in 2009 and led the PIEFA through its critical establishment phase, including the appointment of the company’s first Chief Executive Officer in April 2010. As per the Foundation’s constitution, in 2012 all board positions were declared vacant and the second selection committee was appointed to select the Foundation’s next board of directors. The second board sat for the first time in October 2012 and the third in October 2015.

The Board meets as may be required, approximately four to five times per annum, mainly in person but at times by teleconference. Board meetings are held in capital cities around Australia. This allows the Board to meet key stakeholders and members.

The Board elects the Chair annually. The Board has an Audit and Risk Committee and a Remuneration Committee, each comprising three board members which meet on a regular basis.

PIEFA meets formally with its members at least twice a year to identify emerging issues, report on performance and review the Foundation’s priorities. A report of the Chair and CEO meeting with members is tabled at the next scheduled Board meeting. PIEFA and members are in contact informally much more frequently during the course of a year. The Chair at the Annual General Meeting will also report performance against indicators to members and other stakeholders annually in the Annual Report. The Board conducts an annual review of the strategic plan, with outputs and outcomes communicated to members.

Since 2011, Board and individual director performance have been assessed through an annual performance evaluation process modelled on industry ‘best practice’.

An annual operating plan is developed and monitored by the Board.
Directors

The Board for the PIEFA is as follows:

**Dr Cameron Archer AM (Chair)**
Dr Archer is a leading agricultural educator and former Principal of Tocal College (NSW Department of Primary Industries). Dr Archer is also Chair of Belgenny Farm Trust and Director of the Royal Agricultural Society Foundation. He is a Board Member of the Tom Farrell Institute at University of Newcastle and Regional Development Australia-Hunter. He is also a Trustee of the Australian Wool Education Trust. In 2014, Dr Archer was awarded a medal in the Order of Australia for services to agricultural education.

**Ms Julie King**
Ms King is an experienced teacher and has worked in various parts of the education system. She is currently Curriculum Specialist, Technologies at the Australian Curriculum Assessment and Reporting Authority. She has played a key role in the development of the Australian Curriculum for Technologies which includes food and fibre production. Ms King brings to the Board a range of educational experience and also a significant network of contacts to assist PIEFA in pursuing its various programs.

**Ms Sarah Thompson**
Ms Thompson has had 35 years’ experience as a partner in a beef and grain enterprise in Hunter Valley of NSW. She has a long record of representation within NSW Farmers Association as an Executive Councilor, and on its Rural Affairs Policy Committee. Mrs Thompson has been a strong supporter of the initiative to establish PIEFA, and been a key advocate of the need for primary industries based content within the curriculum. She brings to the Board a wide range of experience in farming and the agricultural industry.

**Ms Lynn Mason**
Ms Mason has a background in education, primary industries and local government with experience in fisheries, cropping, grazing and agricultural contracting. Ms Mason is Chair of the Tasmanian Community Fund, Chair of Metro Pty Ltd, a member of the Joint Commonwealth and Tasmanian Economic Council, and a board member of Crime Stoppers Tasmania. She was President of the Local Government Association of Tasmania and served a Mayor of Flinders Council for six years. Ms Mason was the Telstra Australian Business Owner of the Year in 2000.

**Mr Nick Gill**
Mr Gill is CEO of Belvino Investments and is Director Agriculture for Challenger Funds Management Real Estate. He has had senior executive experience with SunRice and Twynam Agricultural Group and also has worked as company secretary for Colly Cotton. Mr Gill brings agribusiness and a wide knowledge of rural production to the Board.

**Ms Julie King**
Ms King is an experienced teacher and has worked in various parts of the education system. She is currently Curriculum Specialist, Technologies at the Australian Curriculum Assessment and Reporting Authority. She has played a key role in the development of the Australian Curriculum for Technologies which includes food and fibre production. Ms King brings to the Board a range of educational experience and also a significant network of contacts to assist PIEFA in pursuing its various programs.

**Mr Stuart Hemmings**
Mr Hemmings is an education consultant, including an Associate with Cambridge Education and is a Community Member on the NSW State Parole Authority. Mr Hemmings was a secondary school teacher of agriculture and science prior to his appointment to a number of senior positions in the NSW Department of Education in both rural and metropolitan settings. He has also worked extensively for the NSW Board of Studies in a number of capacities and continues his long membership of the NSW Association of Agriculture Teachers.

**Mr John A Taylor**
Dr Taylor has wide experience as an agricultural scientist, research manager and educator. He is the Chair of the DAFF Industry Skills Advisory Group, President of the Australian Rangeland Society and a Director of Southern Gulf Catchments and the Regional NRM Groups Collective. He is the former Professor of Rangeland Management at the University of Queensland, a former Member of the Remote Enterprise Centre’s Ministerial Advisory Board and was a Non-Executive Director of the Desert Knowledge Cooperative Research Centre. He spent 30 years with CSIRO in a range of roles including Research Scientist, Deputy Chief and Division Chief. Dr Taylor has won national and international awards for demand-driven educational programs in higher education.
For more information
Chief Executive Officer: Mr Ben Stockwin
Phone: 02 6198 3230
Email: ceo@piefa.edu.au
Mail: Level 1, The Realm
18 National Circuit
Barton ACT 2600

www.piefa.edu.au
www.primezone.edu.au

Primary Industries Education Foundation Australia
ABN 133 151 229