



# STRATEGIC PLAN 2021 – 2026



# EXECUTIVE SUMMARY: OUR STRATEGIC DIRECTION TO 2026



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PIEFA STRATEGIC PLAN 2021 – 2026

**Welcome to the Primary Industries Education Foundation Australia's (PIEFA) Strategic Plan 2021–2026, which details our strategic priorities and how we intend to invest operational funds derived through memberships and grants from the government, industry and education sectors to deliver value to our stakeholders in the coming five years.**

We are delivery focused with a desire to strengthen our domestic and international partnerships to ensure PIEFA is the go-to organisation for food and fibre education in schools.

PIEFA was established in 2007 with bipartisan government support following an extensive series of roundtables and working party meetings supported by the federal Minister of Agriculture.

PIEFA became operational in April 2010 with initial seed funding provided by the federal Department of Agriculture, Meat and Livestock Australia and the National Farmers Federation.

PIEFA operates as a national not-for-profit company, with minimal overheads, governed by a skills-based board of directors with membership from the government, industry and education sectors.

The majority of PIEFA's operational funding comes from the Rural Research and Development Corporations, supplemented by project work from a range of organisations.

PIEFA has historically operated in the following domains: maintenance of a national tripartite network; Federal and State Policy; ease of access to resources for teachers; teacher professional learning; and career information for teachers and students.

The PIEFA strategic plan 2021–2026 represents a refinement of our intention to grow on our work to date and to take advantage of the rise in the profile of food and fibre education as a result of our work and that of many other organisations.

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## PERFORMANCE AGAINST OUR 2006 TO 2019 KPIS

This plan builds on the improved teaching and learning of primary industries in Australian schools over the past four years. This is demonstrated by increased focus on food and fibre in the Australian curriculum and state-based curriculums and an increased interest amongst teachers towards accessing our resources.

In preparing this plan, we have reflected on the achievements delivered under our 2006 to 2019 strategic plan and embraced new opportunities.

- Service to schools.
- Policy leadership.
- Stakeholder engagement.
- Governance and business development.

The key highlights included:

- Enhancement of online delivery through improved Primezone, Primezone Academy, Farmer Time and Career Harvest websites.
- Increased number of teacher professional development programs such as Knowing and Growing and state-based workshops.
- Further engagement of a larger number of industry stakeholders as members.
- Increased number of teachers accessing PIEFA resources and workshops.

## FEEDBACK FROM STAKEHOLDERS

This plan is for our government, industry and education stakeholders. You told us that we should focus on:

- Working with schools as influencers.
- Building links with education departments.
- Being the one-stop-shop for all quality teaching and learning resources, and making face to face contact with Australian teachers at conferences, professional learning and more.
- Deliver streamlined outcomes for industry members to save replication.
- Promoting accurate food and fibre resources to schools.

We continue to contribute to changes in the education curriculum and teaching materials to highlight food and fibre and its importance to human life.



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## EDUCATIONAL OPERATING ENVIRONMENT — CONTEMPORARY CHANGES TO EDUCATION AND SOCIETAL NEEDS IN RELATION TO FOOD AND FIBRE

The educational and societal landscapes are moving faster and becoming more complex now than ever before. Increasingly, food and fibre education is gaining higher momentum and priority across a range of national and international policies. The connections between food, fibre, health and technology is now stronger than ever and in an increasingly technologically advanced world – embracing STEM as a high priority has never been more important. A number of policies and frameworks guide these ideals, which are outlined below.

The Early Years Learning Framework for Australia (Australian Government, Department of Education, 2009) states that children are to become socially responsible and show respect for the environment. This framework also outlines a desire/need for children to take increasing responsibility for their own health and physical wellbeing. Integral to this is the importance of educating children about food and fibre in early school years.

The United Nations Sustainable Development Goals 2030 also states a number of goals that includes more food and fibre based issues such as responsible production and consumption and climate action. These goals reinforce the need for education to target these goals.

Alice Springs Declaration of Education (2014), stated that “The STEM learning areas are a key national focus for school education in Australia and are critical to equip students to engage productively in a world of rapidly changing technology”. Interdisciplinary connections between the technologies, humanities and sciences is seen as an important part of progressing forward with increasing student engagement in STEM.

Another important aspect of changes in education and society relates to the OECD Future of Education Skills 2030, which states that students’ digital skills need to evolve with technological developments and digital literacy is the way forward to 2030. Digital skills are quickly being ingrained into national curriculums and use of food and fibre examples to drive this knowledge is increasing in focus.

Combining these important outcomes assists teachers and students towards developing enterprise skills and innovation. More so than ever, problem solving and project-based learning in the context of many future visions for a sustainable future means the skills of the future generations of students are evolving rapidly. It is in this context that food and fibre education is well placed to be part of an exciting vision for school education in the future and where PIEFA is also well placed to support this pathway.

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## STRATEGIC PILLARS

We have three clear strategic pillars of success:

1.



**Building the profile of food and fibre education**

2.



**Raising the profile of food and fibre careers**

3.



**Advocating to government and industry to increase focus on food and fibre education in schools**

## KEY ELEMENTS

In summary, as key elements of our new strategic direction we will:

- Continue to strive to build the profile of food and fibre education and careers.
- Extend the scope of offerings through the Primezone and Career Harvest websites.
- Pursue new domestic and international opportunities to bridge the gap between agricultural and education sectors via innovative strategies including Farmer Time.
- Work closely with our stakeholders in government, industry and education to listen and respond to emerging challenges and opportunities.
- Pursue new partnerships with existing and emerging customers and change agents.
- Collaborate with multi-disciplinary teams to leverage the value of funding opportunities.

## KEY PERFORMANCE INDICATORS

We are accountable to our member organisations and have clear measures of success for each of our strategic pillars, so that stakeholders can judge whether we've been successful or not. We look forward to working with you to deliver this vision.



# BUILDING BLOCKS TO 2026



**WHO WE ARE** PIEFA operates as a national not for profit company, with minimal overheads, governed by a skills-based board of directors with membership from the government, industry and education sectors.



## OUR PURPOSE

PIEFA is the lead body for primary industries education in Australia. We strategically facilitate, coordinate and promote food and fibre education initiatives to teachers, schools and the broader community.



## OUR VISION

The value of Australian food and fibre production and primary industries education is embedded in the national psyche.



## OUR MISSION

Engage Australian schools through education of food and fibre production and primary industries careers.

**OUTCOME STATEMENT:** PIEFA is the go-to organisation for food and fibre education in schools.

**WE STRIVE TO:**

- Provide national leadership and coordination of initiatives to encourage primary industries education in schools through a partnership between industry, government and educators;
- Commission, coordinate, facilitate and manage national projects to encourage primary industries education in schools;
- Provide a source of credible, objective and educational resources for schools to maintain and improve community confidence in Australia's primary industries; and
- Communicate primary industries research and development outcomes in a format accessible for schools and encourage interest from schools in primary industries related careers.

*National and international partnerships*

Collaboration underpins our investment strategy; from regional activities, to national cross-sectoral partnerships and international relationships. We partner with funding organisations and educators to identify food and fibre education and career opportunities.

*PIEFA Services*

- Primezone [www.primezone.edu.au](http://www.primezone.edu.au)
- Career Harvest [www.careerharvest.com.au](http://www.careerharvest.com.au)
- Farmer Time [www.farmertime.com.au](http://www.farmertime.com.au)
- Primezone Academy [www.primezoneacademy.edu.au](http://www.primezoneacademy.edu.au)
- PIEFA Forums [www.piefa.edu.au/forums](http://www.piefa.edu.au/forums)
- Knowing and Growing [www.knowingandgrowing.edu.au](http://www.knowingandgrowing.edu.au)
- Teacher professional development
- Teaching resource development





# WHO WORKS WITH PIEFA?



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## OUR 2020–21 PARTNERS



## OUR ASSOCIATE MEMBERS

### Platinum Membership



### Gold Membership



### Silver Membership



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# OUR OPERATING ENVIRONMENT



**Food and fibre production is the heart of our primary industries and through these value chains, industry is equipped to address basic needs of a society. Our know-how and ingenuity can be packaged into tools and services to be exported and sold around the world.**

Having undertaken the shared goal of growing the value of [Australian agricultural production](#) to AUD\$100 billion by 2030 in 2017, the sector needs to grow on average 4% per annum to achieve this growth target. As of March 2020, Australia's agricultural sector was valued at AUD\$59 billion. An average growth rate of 4% per annum is required (between 2017 and 2030) to reach the [growth target](#).

The next generation will be part of this solution as the current crop of school students who are engaged in food and fibre education will start to embark on careers over the next decade.

There is an opportunity to bring a younger workforce to agricultural businesses and encourage them to return to regional centres as primary producers. It is important to find ways to encourage school leavers to pursue food and fibre qualifications as a viable career options. The number of students studying agricultural degrees has virtually halved in the [past decade](#). The reality of this means there are now vastly more agribusiness jobs than qualified graduates – an unwanted imbalance. There is an opportunity for the sector to work closely with secondary and tertiary educational institutions to market agricultural work as a realistic career pathway.

PIEFA works closely with ACARA to assist in influencing and improve food and fibre curriculum across Australia. It engages in the national technology curriculum review and consults with ACARA on initiatives at a national level. By promoting food and fibre education across many of PIEFAs stakeholder networks, PIEFA provides greater opportunities for teachers to be exposed to teaching resources and programs on offer.

Community expectations and their views and experiences drive trust about food and fibre industries in Australia. Building community trust is therefore important for rural industries to maintain and grow [community acceptance in Australia](#). These measures of trust help to highlight opportunities for perception change in the future.

Australian food and fibre, as with all of agriculture, will be impacted on by significant change at global, national and local levels over the coming decades. This will create opportunities as well as challenges for producers.

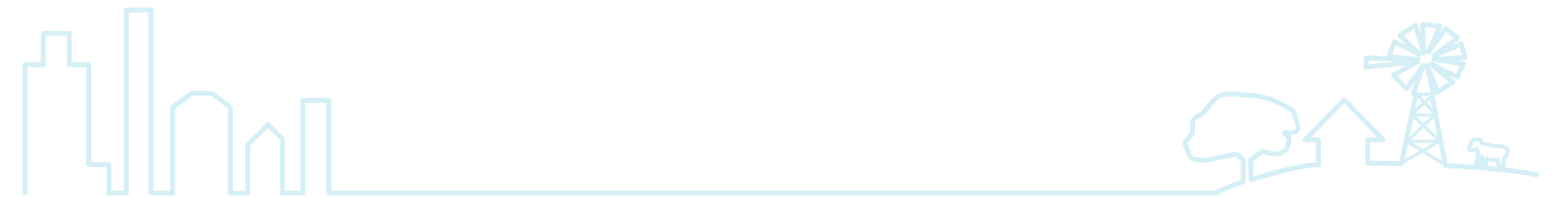




## MEGATRENDS

Five megatrends were identified by [RIRDC](#) in 2015 including:

- 1. A hungrier world** – with an increase in world population will be more mouths to feed set against a backdrop of shrinking agricultural land area, water scarcity and an increasing energy demand.
- 2. A wealthier world** – rising wealth is having an impact on commodity markets, people are increasing their average daily kilojoule intake, increasing per person food demand.
- 3. Choosy customers** – will be increasingly motivated to choose products with specialised characteristics such as organic certification and health benefits.
- 4. Transformative technologies** – advances in technology within the fields of digital, genetic and material sciences will change the way food products are created and transported.
- 5. A bumpier ride** – changes in global climate, environmental systems and the world economy will create new and stronger risks for growers, and as we have recently experienced a global pandemic can have far reaching and unanticipated consequences.





# SITUATIONAL ANALYSIS



## EXTERNAL



### OPPORTUNITIES

- The promotion of environmental responsibility – farmers, fishers and foresters acting as stewards of the land and sea, operating sustainably.
- Forward thinking industry responsiveness – the extent to which industries listen to and change their practices in response to community concerns.
- Demonstrating the value of rural industry products to the lives of Australians – the extent to which industry products contribute real value to the lives of community members.
- Australians see their rural industries as stewards of the land and sea, with 56% of participants indicating agreement that [rural industries manage this role responsibly](#).
- Australians strongly believe that environmental management is a shared [responsibility across all Australian rural industries](#) (86% agreement).
- Australians feel strongly that food produced in Australia adheres to strict food safety standards (84%) and that it is necessary to maintain strict biosecurity controls to protect our rural industries (89% agreement).
- There is a need for greater coordination and integration of food and fibre education material and career paths in the school curriculum.
- There is a need for greater collaboration and sharing of knowledge between agricultural sectors and also, between students and industry.
- There is a growing demand for gender diverse and skilled careers in food and fibre in agricultural sectors.



### THREATS

- Australians strongly endorse animal welfare as a key issue and obligation for those industries that involve animals, and that food safety is both an area of strength for rural industries and an area where some industry practices prompt concern (e.g. the use of genetic modification, fertilisers and other chemicals).
- Negative environmental from farming regarded as a threat that may cause damage e.g. to coastal, river and native vegetation.
- While Australians overall are supportive that rural industries use water responsibly, there is some complexity around the management of water for specific uses with some concern that rural industries use more water than then are entitled to.
- Climate change will make the lives of farmers, fishers and foresters harder in the future through longer droughts and more intense heatwaves, and less water available.
- Farms are not regarded as safe as workplaces in other industries (and working in rural industries is considered as a dangerous activity by some community members).
- Australian school system performance has declined in the last decade, both relative to other countries and in real terms, even as funding per student has grown. The decline is particularly acute in core STEM subjects, such as science and mathematics.
- Declining visibility of rural communities within society.
- Lack of succession planning within primary industries.





## EXTERNAL (CONT.)



### OPPORTUNITIES

- The next generation will need to be highly skilled concurrently in agroecology and agtech.
- Teaching of science, technology, engineering and mathematics and 21st-century skills can be improved through development for teachers and school leaders, and education inequality can be reduced through targeted interventions.
- Strengthen training for pre-service and in-service food and fibre teachers.
- Better prepare students for post-school food and fibre STEM occupations.
- Raise student ambition and achievement in food and fibre vocation subjects.
- Continue and strengthen reforms to the vocational education and training (VET) system.
- A higher level of engagement with food and fibre practitioners, government and related stakeholders.
- Higher rate of recognition from Australian school students about where food and fibre comes from.
- Showcase a diverse range of career paths that are not currently represented.
- Contribute to ongoing updates of food and fibre related curriculum.
- Work closely with industry to ensure the transition between VET training and career paths is seamless.



### THREATS



- The perceived lack of vocational education and training opportunities.
- Declining relationship between urban and rural communities.
- Declining number of STEM and technology teachers available to teach food and fibre.
- Decline in re-training opportunities for pre-service teachers in food and fibre.

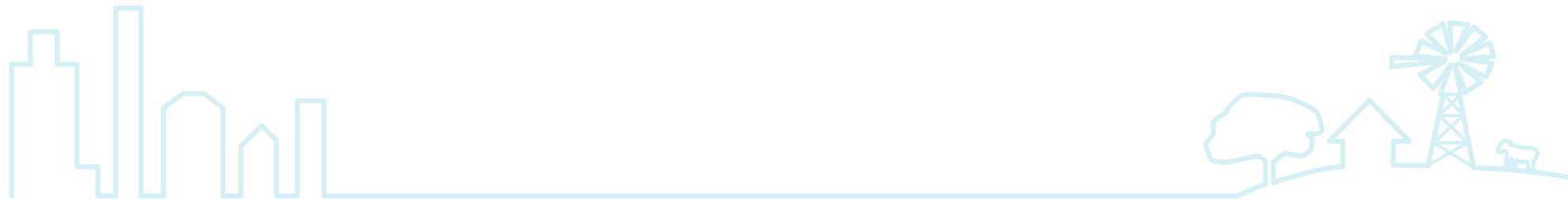
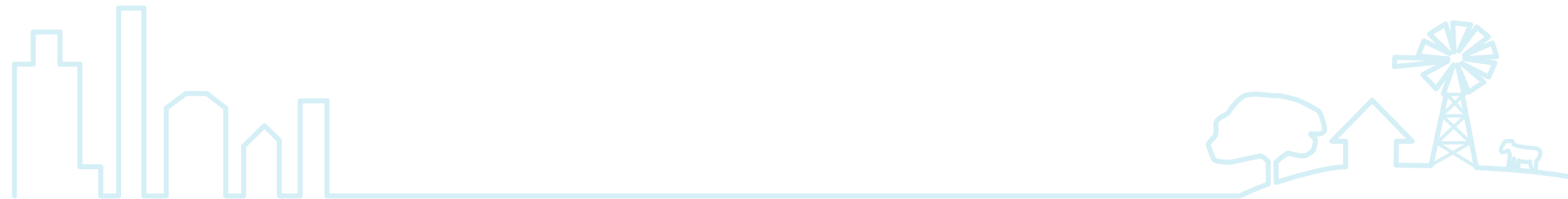


# ORGANISATIONAL

 STRENGTHS	 WEAKNESSES
<ul style="list-style-type: none"><li>• Uniquely placed to provide national leadership and raise awareness of food and fibre related education and careers both nationally and internationally.</li><li>• Provide leadership in directing change in food and fibre education and careers.</li><li>• Strong partnerships with industry stakeholders, associations and networks.</li><li>• Longstanding commitment to food and fibre education and careers with the rapid adoption of knowledge and technology.</li><li>• Educating the next generation of food and fibre specialists and starting early.</li></ul>	<ul style="list-style-type: none"><li>• The need for stronger on-ground programs with greater capacity and resourcing.</li><li>• Need to leverage existing resources more effectively rather than duplicating effort.</li><li>• Don't fully understand the needs of our stakeholders.</li><li>• Need to overcome the perception that industry doesn't have great confidence around schools delivering anything above Certificate 1 and 2.</li><li>• The need to forge closer ties with agricultural teachers and demonstrate value in day to day curriculum delivery options.</li><li>• Search engines miss search topics and social media platforms convoluted.</li></ul>

# ORGANISATIONAL (CONT.)

 STRENGTHS	 WEAKNESSES
<ul style="list-style-type: none"><li>• Providing leadership around managing the looming skills gap and ready to deploy solutions.</li><li>• Geographic diversity.</li><li>• Promotion of the diverse range of flexible career paths.</li><li>• Dedicated content delivery specialists.</li><li>• Influencing the next gen about emerging themes regarding ecosystem services, natural climate solutions and agroecology through Junior Landcare and related initiatives.</li><li>• Active promotion of links between pre-vocational training and linkages to trades to increase interest in food and fibre careers.</li><li>• Conduit to connect schools across Australia for a common food and fibre related purpose.</li></ul>	<ul style="list-style-type: none"><li>• Although food and fibre is now within the Australian Curriculum, we don't know if this will impact on student's food and fibre literacy/citizenship/capital.</li><li>• Food and fibre are not widely recognised as a context for delivering STEM education.</li></ul>





# CONSULTATION



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**PIEFA's Strategic Plan 2021 to 2026 was developed through extensive consultation in partnership with the following stakeholders:**

- Primezone School members (through a teacher survey).
- Government and Research and Development Corporations who are members of PIEFA (through a stakeholder survey).

## CONSULTATION OUTCOMES

- PIEFA continues to support creating, promoting and developing links between primary industries and educators.
- Providing an excellent, clearly navigable support for teachers and students to access to food and fibre resources relevant to their needs and stage of learning.
- PIEFA supports the development of teaching resources for Primezone website, provision of career pathway information on Career Harvest website. To also maintain these websites and design other online programs.
- Mapping resources to Australian and state-based syllabuses.



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# ALIGNMENT WITH AUSTRALIAN GOVERNMENT AND STAKEHOLDER PRIORITIES



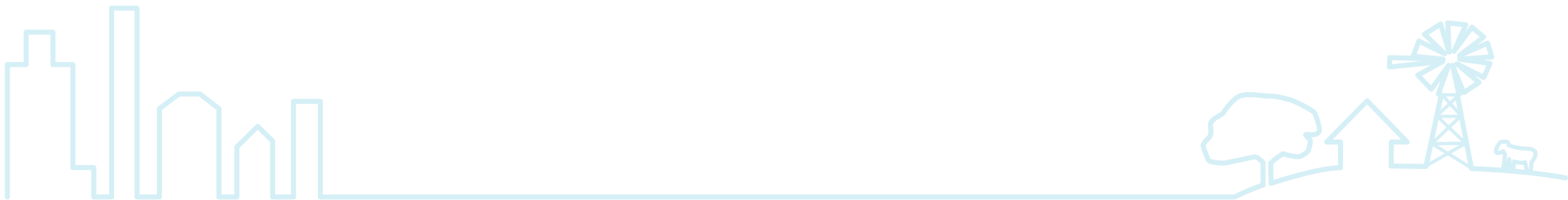
## Alignment of PIEFA's strategic pillars with the Australian Government and stakeholder strategic research priorities

PIEFA's strategic pillars	Australian Government	Rural Research, Development and Extension	Agricultural Innovation	National Farmers Federation	Innovation and Science Australia
	A student focused national career in education		A National Approach to Grow Australia's Future	2030 Roadmap: Australian Agriculture's Plan for a \$100 Billion Industry	Australia 2030: Prosperity through Innovation
	Objectives				
<b>1. Building the profile of food and fibre education</b>	<ul style="list-style-type: none"> <li>• Transferable skills</li> <li>• Meets the needs of all students</li> <li>• Partnerships</li> <li>• Communities</li> <li>• Informed and involved</li> <li>• Strong evidence base</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced technology</li> <li>• Biosecurity</li> <li>• Soil, water and managing natural resources</li> <li>• Adoption of R&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>• Position Australian agricultural innovation as a cohesive, coherent, fit for the future and globally recognised system.</li> <li>• Influence a culture that supports entrepreneurship and risk appetite towards transformational innovation.</li> <li>• Encourage diversity of capability and promote the future of the agriculture sector to improve innovation outcomes.</li> <li>• Strengthen the extension and adoption of innovation by enhancing farming systems groups.</li> <li>• Enhance data infrastructure and its use (data hub, new data standards, literacy programs, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Build the industry's capacity to take advantage of connectivity and digital farming practices.</li> <li>• Publicise the compelling rationale for a career in agriculture.</li> <li>• Apply an agriculture lens to school and tertiary education curricula.</li> <li>• Establish a nationally consistent, 'trade-equivalent' job brand for skilled farm workers.</li> <li>• Grow professional development, leadership and mentoring opportunities for employees and business owners.</li> <li>• A career in Australian agriculture is an accessible aspiration for all.</li> <li>• We live in strong regional communities that are home to: world class education and health facilities; culture and entertainment; and a diverse economy.</li> <li>• Continue to promote proactive succession planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Education: respond to the changing nature of work by equipping all Australians with skills relevant to 2030.</li> </ul> <p><b>ASSOCIATED RECOMMENDATIONS</b></p> <ul style="list-style-type: none"> <li>• Strengthen training for pre-service and in-service teachers.</li> <li>• Better prepare students for post-school science, technology, engineering and mathematics (STEM) occupations.</li> <li>• Raise student ambition and achievement in literacy and numeracy.</li> <li>• Review the Vocational Education and Training System.</li> <li>• Continue to strengthen reforms for the Vocational Educational and Training system.</li> </ul>
<b>2. Raising the profile of food and fibre careers</b>					



Alignment of PIEFA’s strategic pillars (cont.)

PIEFA’s strategic pillars	Australian Government	Rural Research, Development and Extension	Agricultural Innovation	National Farmers Federation	Innovation and Science Australia
	A student focused national career in education		A National Approach to Grow Australia’s Future	2030 Roadmap: Australian Agriculture’s Plan for a \$100 Billion Industry	Australia 2030: Prosperity through Innovation
	Objectives				
3. Advocating to government and industry			<ul style="list-style-type: none"><li>Establish ecosystem leadership.</li><li>Create an avenue for agricultural innovation system participants to contribute to national priority setting.</li><li>Build capability to better inform decision-making and increase the speed of innovation and adoption.</li></ul>	<ul style="list-style-type: none"><li>Champion provision of urban-equivalent infrastructure (great schools in rural and regional communities).</li><li>Invest in initiatives that improve physical health, reduce isolation and tackle depression and other mental health problems.</li></ul>	



REFERENCES

The [Australian Government: A student focused national career in education](#) objectives are:

- **Transferable skills:**
  - Engage with school systems and school leaders to support connections between classroom learning and applications to the world of work.
  - Support opportunities to link school with career management and navigation skills.
- **Meets the needs of all students:**
  - Create greater possibilities for career education for rural, regional and remote students, Aboriginal and Torres Strait Islander students, students with disability, cultural and linguistically diverse students, and those from priority cohorts.
- **Partnerships:**
  - Partnerships between schools and employers build upon good practice models.
  - Celebrate successful and sustainable partnerships.
  - Partnerships reflect the diversity of needs and the many pathways available to school students.
  - Partnerships with schools, training providers and universities; parents and carers; career practitioners; and youth sectors; respond to community needs.
- **Communities:**
  - Engage locally to ensure career education is flexible in design, content and delivery to meet the needs of local communities—exposing students to a variety of education, training and employment opportunities.
  - Career education experiences are genuine and applicable to students’ post-school life.
  - Actively engage to help provide quality, innovative career information, and education and training option.
- **Informed and involved:**
  - Support tailored and high quality career education.
  - Provide information and advice about labour market data, workforce requirements, trends and support schools to engage better with employers.
  - Improve accessibility to, and promote information about, education pathways and job opportunities.
- **Strong evidence base:**
  - Support ongoing efforts to expand and improve the evidence base.



The [Rural Research, Development and Extension](#) priorities are:

- Advanced technology, to enhance innovation of products, processes and practices across the food and fibre supply chains through technologies such as robotics, digitisation, big data, genetics and precision agriculture
- Biosecurity, to improve understanding and evidence of pest and disease pathways to help direct biosecurity resources to their best uses, minimising biosecurity threats and improving market access for primary producers
- Soil, water and managing natural resources, to manage soil health, improve water use efficiency and certainty of supply, sustainably develop new production areas and improve resilience to climate events and impacts, and
- Adoption of R&D, focusing on flexible delivery of extension services that meet primary producers' needs, and recognising the growing role of private service delivery.

The [Agricultural Innovation – A national approach to grow Australia's future](#) recommendations are:

- Strengthening leadership for strategic direction, but also for improving connections, collaboration, and culture.
- Balancing funding and investment to solve short-term challenges as well as targeting transformational and cross-commodity outcomes.
- Establishing world-class innovation practices including disruptive thinking, ambition and entrepreneurship to maximise opportunities from our investments.
- Strengthening the regions to maximise innovation uptake and provide regions with a greater role in national priority-setting.
- Establishing the next generation innovation platform for our data, physical infrastructure, and regulatory environment.

The [National Farmers' Federation 2030 Roadmap Australian Agriculture's Plan for a \\$100 Billion Industry](#) pillars are:

- **Pillar 1.** Customers and the Value Chain
- **Pillar 2.** Growing Sustainably
- **Pillar 3.** Unlocking Innovation
- **Pillar 4.** People and Communities
- **Pillar 5.** Capital and Risk Management

The [Australia 2030: Prosperity through Innovation](#) five strategic policy imperatives are:

- **Education:** respond to the changing nature of work by equipping all Australians with skills relevant to 2030.
- **Industry:** ensure Australia's ongoing prosperity by stimulating high-growth firms and raising productivity.
- **Government:** become a catalyst for innovation and be recognised as a global leader in innovative service delivery.
- **Research and development (R&D):** improve R&D effectiveness by increasing translation and commercialisation of research.
- **Culture and ambition:** enhance the national culture of innovation by launching ambitious National Missions.





# IMPLEMENTATION AND MEASUREMENT OF SUCCESS



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## STRATEGIC PILLAR 1.

Building the profile of food and fibre education



### TARGETS:

- Australian school student will engage in the context of food and fibre production each year of their school life
- Increased student knowledge and awareness of Australian food and fibre production
- PIEFA has formal engagement with each state/territory to support food and fibre education in schools.



### STRATEGIC DRIVERS

- PIEFA programs and resources used by an increasing number of educators and schools
- Updates continually applied to all PIEFA websites
- Facilitate linkages across silos
- New lessons, programs and resources developed by PIEFA Education Officers
- Primezone Academy representing members needs through course curriculum
- Redesign Career Harvest to allow better searchability – SEO increased
- Strengthening of virtual school programs such as Farmer Time
- Build PIEFA social media engagement across all platforms



### KEY INDICATORS OF SUCCESS

- Annual increased number of users of all websites, programs and social media platforms
- PIEFA website Metrics increasing by five percent per year, and reassessed at the end of each year
- Feedback around participation in the food and fibre sector.
- At least one new resource developed in each member industry area each year
- At least four new courses offered on Primezone Academy
- Increased target annual user numbers 2200 to > 3000
- A national Farmer Time program engaging at least 50 schools per year
- An increase across all platforms by five percent

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## STRATEGIC PILLAR 2.

### Raising the profile of food and fibre careers



#### TARGETS:

- There is an increase in food and fibre related undergraduate enrolments
- Career Harvest is recognised as the go-to for information related to food and fibre careers by the industry and education sectors
- Coordination of industry career pathway information to school students



#### STRATEGIC DRIVERS

- Fully developed business plan for Career Harvest – redesign website and have a curriculum focus, linked to [myfuture.edu.au](https://myfuture.edu.au)
- Increase awareness of food and fibre careers with careers advisors
- Career Harvest is recognised as the go-to place for career information for the food and fibre sector
- Increase awareness about primary industries and the careers available within it
- Facilitate the linkage between industry capacity building and schools
- State-based organisations integrate Career Harvest into projects



#### KEY INDICATORS OF SUCCESS

- Business plan developed and agreed by Board
- Increased Career Harvest revenue and use
- Career Industry Council of Australia becomes an associate member
- Careers Advisors Association of NSW and Vic membership
- Career Harvest operates as its own website with audience equal to Primezone within the life of this plan
- Redesign of Career Harvest to add careers curriculum resources for students and teachers
- Careers curriculum to be a future focus for Primary and Secondary teachers
- Career Harvest redesign to include Agriculture jobs information, gap year and up to date scholarship information
- Career Harvest promotion efforts align with industry targets/priorities
- Targeting Careers Advisor networks
- Primary Industry related enrolments increasing over the life of this plan





# STRATEGIC PILLAR 3.

## Advocating to industry and government



### TARGETS:

- PIEFA is providing national leadership and coordination to food and fibre education policy
- PIEFA coordinates and commissions essential research into the food and fibre education and career attraction landscape
- PIEFA is making continual, relevant submissions to industry and government with clear recommendations that support student understanding of production and career pathways



### STRATEGIC DRIVERS

- Direct engagement with key industry organisations across various levels
- Develop resources and programs to support the promotion of PIEFA
- Frequent feedback to members on investment
- Grow domestic and international collaborations
- Explore the opportunity for project cross collaboration with industry peak bodies to enhance community understanding
- Develop resources in line with the curriculum and industry/members needs



### KEY INDICATORS OF SUCCESS

- Five speaking slots per year at conferences, industry events/face to face or online meetings
- Resources developed for presentations and available online
- Annual member investor reports provided along with bi-annual reports and monthly meetings
- Two international speakers at the next PIEFA conference and/or Online Forums
- Continued relationships with international organisations
- Whole of industry community engagement strategy
- PIEFA to undertake curriculum gap analysis in each member industry
- Gap analysis priority areas fulfilled

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### STRATEGIC DRIVERS

- School membership broadened to be based upon teacher engagement with all PIEFA websites and programs, social media and Newsletter
- Enhance engagement with agriculture career advisors
- Drive impact on food and fibre careers
- Engage wider community (domestic and international) through PIEFA online forums
- Current industry memberships strengthened and new ones sought
- Increased professional engagement with industry bodies to support education project planning and operational plans



### KEY INDICATORS OF SUCCESS

- 50 schools identified as Primezone School Members within the life of this plan
- National and state associations maintained
- National Marine Studies Association link established
- At least two online forums per year
- At least two new industry organisation to join PIEFA
- New projects and engagements sought with industry bodies

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# PIEFA VALUES



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PIEFA STRATEGIC PLAN 2021 – 2026



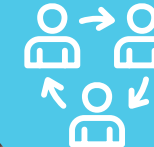
## INTEGRITY

We demonstrate high standards of fairness, honesty, transparency and ethics.



## RESPECT

We embrace diversity, actively listen and collaborate.



## PROFESSIONALISM

We focus on the collective needs of our stakeholders, using best evidence and practice.



## LEADERSHIP

We collaborate and innovate to promote educational excellence and champion food and fibre career opportunities.



## INDEPENDENCE

We think and act independently, adhering to the highest standards of governance and accountability.

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# RISK MANAGEMENT



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**We engage with risk in our operating environment to deliver programs that are innovative, efficient and dynamic. Our positive risk culture promotes an open and proactive approach to managing risks.**

We recognise that it is not possible, nor necessarily desirable, to eliminate all of the risks inherent in our work. Accepting some degree of risk in our business practices promotes efficiency and innovation.

We are willing to accept higher levels of risk when the potential benefits outweigh the negative consequences of the risks. In doing so, we must be able to demonstrate that we have made informed, evidence- and risk-based decisions.

We acknowledge that identifying opportunities and capitalising on those opportunities to improve the overall performance of PIEFA is a key component of meeting our corporate goals.

We have set risk tolerances across 14 risk categories to guide the ways in which we engage with risk. At an operational level, risk is managed through regular updates by the CEO at each meeting of the Audit and Risk Committee. The Audit Committee reports on risks to the Board annually or at the next scheduled Board meeting if new high-rated risks are identified.



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