



## **Strategic Plan: 2010-2013**

*'Community revitalization through education'*

**Morawa District High School  
Western Australian College of Agriculture – Morawa  
Durack Institute of Technology  
Morawa Shire Council**



*An Agriculture Development Partnership Project*

**MEA STRATEGIC PLAN: 2010-2013**  
**Background notes**

These notes should be read in conjunction with the MEA Strategic Plan: 2010-2013. They provide background information on the format of the Plan and the process by which it was constructed.

1. The Goals and strategies are a synthesis of those established at the two previous meetings held in September and October 2009. They are embedded in four Key Areas in the MEA Strategic Plan: 2010-2013.
2. The Goals and strategies to achieve those Goals, link back to the Mission Statement, 'Community Revitalisation through Education', Vision, Core Values and the Overarching Strategies for each partner, as documented in the 2006 Strategic Plan.
3. There are many links across the Goals and strategies of the four Key Areas.
4. There are many links to the Mid-West Training Plan (MWTP) are these are noted.
5. Timelines are provisional and assume that mining will commence within the next eighteen months and that a TTC will be built and operating in much the same time. Both of these factors will influence greatly the on-going implementation of the Strategic Plan. It would be most strategic to re-intensify efforts in relation to implementing strategies that are most directly involved with these two factors.
6. An asterisk indicates links to the Mid West Training Plan
7. Abbreviations used:
  - MEA=Morawa Education Alliance
  - MDHS=Morawa District High School
  - WACOAM= Western Australia College of Agriculture-Morawa
  - CWT= Central West TAFE [now known as Durack Institute of Technology]
  - MWTP=Mid West Training Plan
  - TTC=Trade Training Centre
  - DHS=District High School

## MEA STRATEGIC PLAN; 2010-2013 Procedural Recommendations

1. *Peter Browne be invited to take on the role as an interim Chair of Morawa Education Alliance with a review date of 30 July 2011.* This is considered of the highest priority so that decision-making processes remain transparent and balanced especially in the light of recent developments involving a TTC and the amalgamation of the surrounding Shires. It is an expectation that partners share resourcing for the 'good of the MEA initiatives' and that they are guaranteed equitable access to facilities. This is going to prove challenging given the increasingly complexity of partnership arrangements that are evolving.
2. Appoint a Project Coordinator with Executive and PR/Marketing roles, jointly resourced by sourced funding by MOU with DOE.
3. The MEA Strategic Plan: 2010-2013 should be reflected in the planning processes and documentation of each partner.
4. The MEA operational plan is to be developed from the Strategic Plan and consider questions such as who is going to do what, how they are going to do it, what resources are needed and by when are they going to do it (the whom, what when and how questions). The 2006 Strategic Plan and documentation from the September 2009 meetings contain many useful ideas for the operational plan.
5. A professional company should be employed to develop an integrated communications package, one that is flexible enough to cater for the specific needs of all partners and promotes Morawa as a 'one-stop' shop for educational and training needs for the surrounding region.
6. The idea of establishing Flagships Projects has great merit e.g. A TTC should be considered as a 'Flagship Project' for the 2010-2013 Strategic Plan because it
  - o is imaginative and forward thinking (strategic)
  - o addresses all four key areas stated in the Strategic Plan
  - o is attractive to industry and government buy-in because it provides for an effective way to address their needs given the future developments in the region. Industry and government buy-in facilitates the formation of partnerships and joint funding exercises with education and training service providers
  - o is an exciting concept to market and promote as an opportunity to
    - i. provide an integrated education and training services model for the region
    - ii. to gain industry and government buy-in
    - iii. support employers;
    - iv. increase employment opportunities in Morawa
7. Perhaps consideration be given to the MDHS establishing a Flagship Project in the near future that has the potential to increase student numbers in the Senior Schooling years such as by becoming a Specialist School: Mining for the same reasons as outlined in point 6 above. (Accommodation would need to become available for boarders at MDHS.)
8. Perhaps consideration be given to the WACOAM establishing a Flagship Project that has the potential to increase student numbers in Years 11 and 12 e.g. becoming the preferred place of Training for Machinery Dealers in the Mid-West for the same reasons as outlined in point 6 above.
9. It is necessary to collect data throughout 2010 so that Key Performance Indicators (KPIs) can be examined at the end of the year, and adjustments to strategies made as necessary. The KPIs listed in the Strategic Plan are suggestions only and there is much system data available as well as data generated by activities throughout the year to support collection of data for KPIs. Decisions about data collection need to be decided by MEA partners and mindful of the fact that KPIs are about measuring how effective the strategies/actions have been in achieving the Mission Statement '*Community revitalization through education*'.
10. KPIs for actions in the MWTP may also apply to those in the Strategic Plan.

**MEA STRATEGIC PLAN; 2010-2013**  
**Other comments**

1. *'Consider expanding the purpose of education for Senior Schooling students in Years 11 and 12 at MDHS to include training pathways (especially if a TTC is established). This would better preserve the Senior Schooling program of MDHS remembering that it is this section that makes MDHS unique compared to other surrounding shires. It may have boarding opportunities.'*
2. The possibility of becoming an Independent Public School is revisited before 2013.
3. There is an urgent need for a quality accommodation/bistro to be established so that visiting professionals such as group-training people can stay overnight. This would help 'address the tyranny of distance'. This is a general observation and is not included in the MEA Strategic Plan because it is not linked to the Mission Statement.



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**MEA STRATEGIC PLAN: 2010-2013  
(Endorsed on December 15<sup>th</sup> 2009)**

**OVERVIEW**

**KEY AREA    PROVISION OF AN INTEGRATED MODEL OF EDUCATION AND TRAINING SERVICES**

Goal One    Establish a shared Trade Training Centre \*

Goal Two    Access to a broader range of educational and training opportunities for all students\*

**KEY AREA    INDUSTRY PARTNERSHIPS**

Goal    Industry buy-in into education and training\*

**KEY AREA    EMPLOYMENT OPPORTUNITIES**

Goal    Build the capacity of local people, including current employers and employees \*

**KEY AREA    COMMUNICATIONS: PUBLIC RELATIONS, MARKETING and RECRUITMENT**

Goal One    Market Morawa's capacity to meet the educational and training needs of the surrounding communities and associated industries

Goal Two    Redefine the Morawa Education Alliance to reflect membership of all four Shires involved in the local government amalgamation process, and the schools within those Shires

\*indicates links to the Mid-West Training Plan

## **KEY AREA Provision of an Integrated Model of Education and Training Services**

### **GOAL ONE Establish a shared Trade Training Centre**

#### **Strategies**

- a. Should the 'Trade Training Centre in Schools' (see MWTP) application be successful that the funding be used as leverage for industry buy-in to jointly fund a Trade Training Centre (TTC) in Morawa. The MEA seek funding to establish an Industry Training Centre/TCC in Morawa. Continue the application process for the TCC in Schools process as well; seek other funding to establish an Industry Training Centre/TTC in Morawa.
- b. Establish a Code of Practice/Business Plan when a TTC is established (see MWTP)
- c. Develop a partnership with Meekatharra and Mt Magnet DHS's to create pathways for Murchison students to be supported and trained at a TTC in Morawa
- d. Investigate accommodation options for students who wish to attend MDHS and the TTC.
- e. Market/profile the Morawa TTC concept as a Regional Flagship Project for the newly created Department of Training and Workforce Development

#### **Key Performance Indicators**

The following are suggestions only and details of data collected need to be decided:

- A TTC is built and operates according to targets established in the Business Plan
- Resourcing and access is shared e.g. who has put in what?
- Student number targets reached
- Students achieve training qualifications
- AQF levels delivered
- Revenue generation
- Successful placement in employment of graduates
- Industry support and engagement
- The extent to which students' subject selections and pathways reflect integration of course offerings at the TTC, MDHS and WACOAM
- Job creation/generation
- Population statistics

### **GOAL TWO: Access to a broader range of educational and training opportunities for all students**

#### **Strategies**

- a. Seek additional resourcing, initially through the DOE MOU, for appointment of a VET/Career Advisor to be equally resourced/shared between MDHS and the WACOAM
- b. Investigate other avenues for student and community members to gain career advice in Morawa.
- c. Map course offerings at the MDHS and the WACOAM to broaden student access to the available educational resources
- d. Broaden the scope for the RTO status of the WACOAM so that additional training opportunities are available for adults and non-WACOAM students
- e. Explore the possibility of MDHS offering a specialist mining program.
- f. Establish early childhood (and parent) school-readiness education courses
- g. Appoint a specialist staff member who can deliver appropriate re-engagement programs such as those available through the Senior Schooling Engagement Program (Participation Directorate of DET)
- h. Influence the indigenous education, training and employment strategy through the GIOA and the CWT MOU with Gindalbie

- i. Develop consultative public relations processes with key indigenous leaders, government departments (State and Federal) and groups to support their education and training needs and the formation of new business enterprises through MEEDAC and other agencies

### **Key Performance Indicators**

The following are suggestions only and details of data collected need to be decided:

- Shared resourcing of a VET/Career Advisor between MDHS and WACOAM
- The extent to which students' subject selections and pathways reflect integration of course offerings at the MDHS and WACOAM and through other training providers
- Levels of participation
- Attendance records
- Rate of serious discipline incidents
- Access to a broader range of courses/training
- Graduation rates
- Results from AEDI and other system wide measurement
- Participation of adults in opportunities for further education and training
- WACOAM to provide resource sharing for more courses.
- 'Student Contract' in place
- Participation in specialist indigenous programs
- Access to specialist programs
- Participation of parents and their very young children in opportunities for early childhood school-readiness education
- Activities of MEEDAC
- Indigenous membership of schools and community governing bodies
- Provision for indigenous employment and training embedded in mining agreements

## KEY AREA INDUSTRY PARTNERSHIPS

### GOAL Industry buy-in into education and training

#### Strategies

- a. Begin a public relations exercise with key industry stakeholders to promote Morawa as the preferred supplier of training needs
- b. Seek sponsorship/partnership such as from Mid-West Machinery dealerships to establish a Centre of Excellence at the WACOAM as the preferred supplier of training needs in the Mid-West region
- c. Establish education partnerships through mining companies principally through the GIOA focusing on Gindalbie and Sino Steel

#### Key Performance Indicators

The following are suggestions only and details of data collected need to be decided:

- Targets reached for investment in training, jobs for locals, industry involvement in training
- Diversity of industries involved i.e. more than mining
- Industry representation on the MEA
- Partnerships with industry established
- Job creation/generation
- Population statistics

## KEY AREA EMPLOYMENT OPPORTUNITIES

### GOAL Build the capacity of local people, including current employers and employees

#### Strategies

- a. Implement the findings of the MWTP to develop targeted training programs aligned with needs to up skill adults
- b. Support and up-skill current and future employers in businesses such as the Telecentre, WACOAM, and the Enterprise Centre group so they can
  - offer apprenticeships/traineeships
  - offer SWL placements; and
  - become part of group-training schemes
- c. Establish a database of skills and qualifications of people in the district

#### Key Performance Indicators

The following are suggestions only and details of data collected need to be decided:

- Local employers taking on apprenticeships/traineeships
- The extent to which training provision is able to match identified needs
- WACOAM is auspicing more courses
- Employment levels in the town
- Job creation/generation
- Population statistics
- The extent to which the database has been useful in providing employment
- Quality training centre operating
- Training courses conducted
- Visits by Job Services Australia and Group Training Organisations

## KEY AREA COMMUNICATIONS: PUBLIC RELATIONS, MARKETING and RECRUITMENT

### **GOAL ONE Market Morawa's capacity to meet the educational and training needs of the surrounding communities and associated industries**

#### **Strategies**

- a. Sponsor the development an MEA website and an integrated package of PR and marketing materials that highlights the seamlessness of the educational and training services available in Morawa at the MDHS, WACOAM and CWT: promote the concept of a 'one-stop shop'
- b. Deliver the integrated package of PR and marketing materials 'far and wide' through jointly resourced and coordinated programs such as visits and displays at regional events

#### **Key Performance Indicators**

The following are suggestions only and details of data collected need to be decided:

- Web-site 'hits'
- Feedback and interest generated from presentations
- Baseline data on 'image/reputation' used to focus marketing campaigns to improved reputation/image
- A comprehensive and flexible marketing and promotions package developed and able to be delivered in a number of different forms such as electronic and hard copies
- 'Satisfaction' surveys of stakeholders and community
- Student enrolment statistics
- Increased interest/participation of 'fringe groups'
- Transition rates from feeder primary schools and into Years 11 and 12
- Exit satisfaction surveys of students, parents and teachers
- Increased parent involvement and involvement of parents of students from feeder schools
- Broad-based P/C membership reflecting feeder schools and indigenous groups
- Job creation/generation
- Population statistics

### **GOAL TWO Redefine the Morawa Education Alliance to reflect membership of all four Shires involved in the local government amalgamation process, and the schools within those Shires**

#### **Strategies**

- a. Begin a public relations exercise with surrounding towns to promote the Vision, Mission Statement, Core Values and advantages/success of an Education Alliance
- b. Change the name of the MEA to reflect the Local Authority amalgamation process and the broadening of its activities

#### **Key Performance Indicators**

The following are suggestions only and details of data collected need to be decided:

- Achievements of the MEA after the Local Authority amalgamation
- Change of name of MEA to reflect its wider area of responsibilities
- Attendance at, and participation in, Regional meetings
- Stakeholders represented on the MEA
- Web-site 'hits'
- Feedback and interest generated from presentations