

**TEN YEAR
EDUCATION AND TRAINING PLAN
for
THE MORAWA SHIRE
and
THE WIDER NORTH MIDLANDS REGION**

Peter Browne Consulting

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August 2016

**The information contained in this document accurately reflects
research undertaken and information provided and is presented here in
good faith and without prejudice**

Letter of Transmittal

Cr Karen Chappel
President
Morawa Shire Council
Morawa

Dear Madam President

We are pleased to forward to you this Plan which primarily represents a Ten Year Education and Training Plan for the Morawa Shire but also the Wider North Midlands. It was necessary for the Plan to also consider the towns of Perenjori, Mingenew and Three Springs surrounding Morawa because of the environment that affects education in this area and also because of the cooperation and collaboration that is essential to the sustainability of the areas schools.

Whilst the Shires of Coorow and Carnamah are geographically further removed, it was considered prudent to also entertain future plans for Eneabba, Coorow and Leeman Primary Schools and Carnamah District High School. In doing so the Plan covers all of the North Midlands Region of Western Australia and can now be entertained by the Mid West Development Commission for inclusion in their Blueprint 2050.

Despite the best efforts of the North Midlands schools the education statistics included in the Plan reflect the educational disadvantage suffered by students in regional Western Australia. The recent policy changes placing Year 7 students into secondary schools has created even greater challenges for rural education.

Key Recommendations in the Plan relate to the Morawa Independent School Cluster of Morawa District High School and the Western Australian College of Agriculture-Morawa, positioning itself by all means possible to become the 'school-of-choice' for secondary education in the upper part of the North Midlands; that Morawa District High School be recognised as a K-12 Regional College for the North Midlands region with appropriate resourcing, bus routes and expanded residential facilities; that the governance of such a Regional College should in part be shared by contributing communities; that Carnamah be recognised for the capacity to cater for Years 7-10 in the lower North Midlands; and that Primary Schools throughout the North Midlands, where practicable, should form clusters with shared governance.

In the course of the development of the Plan some 95 people were consulted. Included were school governing bodies, Principals and staff, Shire Councillors and Chief Executive Officers, community members, senior officers of the Department of Education, Agriculture and allied industry experts, members of the Morawa Education Industry and Training Alliance, Geraldton University Centre, Central Regional TAFE in Geraldton, the Mid West Development Commission and aboriginal education experts.

We wish to acknowledge the assistance of those who were interviewed during the consultation process. That so many people were willing to give time to be interviewed was much appreciated. In answering questions and volunteering knowledge they were honest, thoughtful and helpful in explaining issues that confront education in the North Midlands.

We would also like to acknowledge the support and cooperation of the Morawa Shire and in particular the President and the Chief Executive Officer. Similarly the support of the Mid West Development Commission is acknowledged.

We commend this Ten Year Education and Training Plan for Morawa and the Wider North Midlands to you.

Yours sincerely

A handwritten signature in black ink that reads "Peter Browne". The signature is written in a cursive style with a large, stylized 'P' and 'B'.

Peter Browne JP

A handwritten signature in black ink that reads "Barbara Browne". The signature is written in a cursive style with a large, stylized 'B' and 'B'.

Barbara Browne

August 2016

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Executive Summary

Schools in the North Midlands are at a tipping point in their quest for sustainability. Without a concerted effort and affirmative action a number of schools will face the prospect of closure. Along with general economic conditions and the consolidation of farming land, the Government decision to move Year 7 students to high school has severely impacted school numbers and the viability of towns. Many parents believe their children are too young to board at that age and so move the whole family to either Perth or a large regional centre. The towns with secondary students have fared better but if the primary schools that surround them fall away, so in time will the District High Schools.

It is very apparent that the schools will only survive if formalised education clusters are established with a school-of-choice District High School as a hub. To transform the current North Midlands District High Schools into schools that can compete with metropolitan or larger regional schools, is going to require major changes, including a quantum shift in resourcing and staffing, and a cultural shift in the thinking of many community members.

Whilst Carnamah is the demographically logical hub in the lower North Midlands for students up to Year 10, Morawa and the WACOA-M have a critical and vital role to play as the Regional College catering for students up to Year 12.

Issues have been identified, each representing a major challenge to be addressed by all levels of Government and local communities to ensure the viability of the schools and quality education for all children in the North Midlands.

The Issues facing Morawa and the wider North Midlands schools were identified as:

1. Early Childhood Education
2. Declining School Populations
3. Limited Residential Accommodation
4. Student Welfare
5. Disengaged students
6. Aboriginal Education
7. Attraction and Retention of Staff
8. Breadth and Depth of Learning Opportunities
9. Infrastructure and Facilities
10. Career Pathways and Post School Options
11. Digital Infrastructure and IT
12. Reputational Management

A comprehensive series of Recommendations has been made to address each of these Issues

Further to discussions between the Morawa Shire and the Mid West Development Commission, it was considered prudent to extend the *Scope for the Ten Year Education and Training Plan* commissioned by the Morawa Shire, so as to include the Shires of Carnamah and Coorow. Many of the Issues that emerged were similar to those of the upper North Midlands Shires of Morawa, Perenjori, Mingenew and Three Springs. A further set of Recommendations has been made to address the educational issues in the lower North Midlands.

Recommendations

Recommendations- Morawa, Perenjori, Mingenew and Three Springs

Early Childhood Education

- 1.1 That MDHS lobby for a Child and Parent Centre (Family Centre) to be built on the school site as soon as possible;*
- 1.2 That MDHS be proactive in forming an Early Childhood Cluster/Hub with Perenjori, Mingenew and Three Springs;*
- 1.3 That MDHS continues implementing of early intervention initiatives to decrease the number of developmentally vulnerable children entering Kindergarten;*
- 1.4 That MDHS establish a partnership with the Child and Parent Centre-Rangeway attached to Rangeway PS in Geraldton;*
- 1.5 That MDHS continue with implementing the Bright Stars Family Day Care model; and*
- 1.6 That MDHS visit the Bid-Bidi Centre in Mt Magnet*

Declining School Populations

This section overlaps with the section on Limited Residential Accommodation

- 2.1 That MDHS be recognised as the North Midlands Community/Regional College (NMCC/NMRC);*
- 2.2 That the proposed NMCC/NMRC be the hub of a North Midlands Education and Training Cluster (NMETC), with the WACOA-M being an Associate Campus;*
- 2.3 That the title of NMCC/NMRC recognises a synergistic relationship between Morawa schools and schools in the surrounding towns;*
- 2.4 That a model of Governance for the North Midlands Community/Regional College (NMCC/NMRC) be established, such that the communities of the surrounding towns have a significant say in policy establishment and strategic direction; and*
- 2.5 That Yalgoo secondary students attend either Mt Magnet or Mullewa DHS.*

Limited Residential Facilities

This section overlaps with the section on Declining School Populations

- 3.1 That the residential campus at the WACOA-M be extended to cater for 100 WACOA-M students and a minimum of 20 beds for students attending MDHS;*
- 3.2 That the policies relating to enrolment of MDHS at the Residential campus be the same as for WACOA-M students;*
- 3.3 That current bus routes be reviewed with the intention of establishing 'express runs' to Morawa for Year 11-12 secondary students from towns in the wider North Midlands.*

Student Welfare

This section overlaps with the sections on Aboriginal Education and Disengaged Students.

- 4. 1. That MDHS seek funding for a building to house the Middle School cohort of Years 7-9 or alternatively, for the refurbishment of current buildings;*
- 4. 2. That MDHS continues to implement specialised Year 6/7 transition programs;*
- 4.3. That MDHS continues to works towards appointing a Middle School Head of Student Welfare;*
- 4.4. That MDHS continues to recruit teachers who are specialists in pastoral care and managing student behaviour programs;*
- 4.5. That MDHS develop, in consultation with feeder primary schools, common pastoral care and behaviour management policies and practices;*
- 4.6. That MDHS continues to strengthen current transition programs for students and their parents;*
- 4.7 That MDHS continues restructuring the Home Room/Tutor system to give stability across Years 7-9; and*
- 4.8. That MDHS implement peer support and mentoring programs in conjunction with the WACOA-M.*

Disengaged students

This section overlaps with the sections on Aboriginal Education and Student Welfare

- 5.1 That MDHS seek funding to build a Child and Parent (Family Centre) on the school site;*
- 5.2 That MDHS continues to develop alternative learning pathways with specific engagement programs and practices, beginning in the early childhood years to the senior schooling years;*
- 5.3. That MDHS continues to seek additional resourcing and specialist staff to mount alternative learning programs for disengaged students;*
- 5.4 That MDHS seeks funding to continue implementing the SHINE program for girls;*
- 5.5 That MDHS visit other centres running programs for disengaged students;*
- 5.6 That MDHS seek funding to build the North Midlands component of a Mid West Centre of Excellence: Alternative Learning (CEAL) on-site in Morawa; and*
- 5.7 That MDHS continues to develop pathways to MEEDAC programs operating at the Karara Geoff Wedlock Innovation Park.*

Aboriginal Education

This section overlaps with the section on Student Welfare and Disengaged students

6.1 That MDHS play a lead role in the establishment of a North Midlands component of a Mid West Centre of Excellence: Alternative Learning (CEAL) either on-site in Morawa or off-site such as a Residential College at Tardun or similar;

6.2 That MDHS continues to strengthen alternative learning pathways with specific engagement programs and practices, for aboriginal students who are disengaged from the learning process, starting in the early childhood years through to the senior schooling years;

6.3 That MDHS use technology to develop self-paced learning programs for aboriginal students;

6.4 That MDHS implement the Indigenous Rangers program;

6.5 That MDHS implement the SHINE program for girls;

6.6 That MDHS introduce specialist aboriginal engagement programs such as those offered through the Polly Farmer Foundation, Follow The Dream and other Clontarf programs, and other programs such as those offered at Sevenoaks Senior College;

6.7 That MDHS visit centres where alternative models of learning are achieving improved student outcomes;

6.8 That MDHS visit CAPS (Christian Aboriginal Parent Directed Boarding Schools) in Coolgardie, Esperance and Meekatharra;

6.9 That MDHS continues to develop pathways to MEEDAC programs especially those based at the Karara Geoff Wedlock Innovation Park, and other work based training programs available through GUC and the Geraldton Campus of the Central Regional TAFE; and.

6.10 That MDHS establish partnerships with Not-for-Profit and other charitable organisation/agencies involved with aboriginal education and training.

Attraction and Retention of Staff

7.1 That the WACOA-M and MDHS strengthens Teacher Training partnerships with the Geraldton University Centre and practicum teachers and the Geraldton Campus of the Central Regional TAFE and to host students doing their teacher training;

7.2 That the Morawa community and DOE provide accommodation and partially compensate visiting practicum teachers whose income may suffer because they work either part time or full time in their home community;

7.3 That the Morawa community offer a form of teaching bursary conditional upon the recipient returning to teach in the town for a minimum of three years;

7.4 That the proposed governing body of the North Midlands Education and Training Cluster (NMETC) develop a Career Incentive Package (CIP) for graduates considering teaching in the proposed cluster;

7.5 That the NMETC collaborate to 'staff' the cluster with professionals (teaching and non-teaching) who best can address the needs of their students;

7.6 That the NMETC investigate recruiting teachers through 'Teach for Australia';

7.7 That MDHS and WACOA-M lobby for asset upgrades that provide purpose built, attractive and modern school buildings and are commensurate with the role that the NMCC/NMRC will play in the Mid West;

7.8 That succession planning be embedded in School Policy; and

7.9 That the Morawa Shire lobby for improved housing and rental subsidies that will help to attract teachers to Morawa.

Breadth and Depth of Learning Opportunities

8.1 That MDHS should be supported and resourced to deliver more face-to-face senior secondary courses, as soon as possible;

8.2 That Senior secondary students at Morawa be further supported through on-line means such as 'Your Tutor' and/or visiting subject specialists;

8.3 That MDHS and the WACOA-M further develop VET pathways offered through the TAFE system; ;

8.4 That MDHS introduce alternative learning and re-engagement programs such as those offered through the Polly Farmer and Wirrapunda Foundations, Clontarf and at Sevenoaks Senior College;

8.5 That the WACOA-M purchase more arable land so as to offer relevant and innovative learning programs not offered at the other Agricultural Colleges;

8.6 That the WACOA-M either purchase or lease sufficient pastoral property so as to deliver a full range of contemporary pastoral studies;

8.7 That MDHS and the WACOA-M jointly introduce courses in IT Applications in Agriculture in areas such as Autonomous Vehicles and Drones;

8.8 That MDHS and the WACOA-M maintain courses of study related to the mining industry;

8.9 That MDHS and the WACOA-M develop further sister-school partnerships with metropolitan schools; and

8.10 That MDHS and the WACOA-M be resourced with the digital infrastructure necessary to become an electronic learning hub for the North Midlands and beyond.

Infrastructure and Facilities

9.1 That the facilities for both teachers and students at MDHS and WACOA-M be upgraded; and

9.2 That an audit be undertaken of buildings in Morawa, particularly the Brookfield mixed accommodation Village that could be used for additional accommodation.

Career Pathways and Post School Options

10.1 That staff from MDHS and WACOA-M continues to assist parents in the smaller towns surrounding Morawa, to plan school and career pathways for their child through to post school education and training options;

10.2 That MDHS and the WACOA-M develop awareness and orientation programs with Geraldton University Centre, Geraldton Campus of the Central Regional TAFE and where applicable the Westralian Australian Centre for Rural Health;

10.3 That MDHS and the WACOA-M develop partnerships with and other Universities that offer courses relevant to rural communities;

10.4 That MDHS and the WACOA-M develop a 'careers and courses' pathways package for the North Midlands showing pathways to courses of study that develop skills and knowledge identified as being most in demand by employers;

10.5 That 'Future Moves' program be introduced across the proposed NMETC;

10.6 That the GUC to be represented on MEITA;

10.7 That the WACOA-M Trade Training Centre facilities be heavily promoted for training purposes;

10.8 Building an Industry Training Centre in Morawa appears to be a low priority for the foreseeable future;

10.9 That the WACOA - M implement the Trade Trailer initiative forthwith; and

10.10 That the Schools and Shires collectively lobby for reliable internet capacity and up-to-date digital infrastructure in each North Midlands town, to support the delivery of online courses such as those offered though the Geraldton University Centre and Geraldton Campus of the Central Regional TAFE.

Digital Infrastructure and IT

11.1 That the Shires and schools in the North Midlands should lobby forcefully State and Federal government agencies and make representations to politicians, for reliable internet of sufficient broadband width to deliver online teaching and learning programs for primary, secondary and tertiary students;

11.2 That the WACOA-M and MDHS introduce studies in the Application of IT in Agriculture and Agribusiness;

11.3 That MDHS and WACOA-M strengthens strategies to ensure that socio-economically disadvantaged students have access to a range of electronic learning opportunities; and

11.4 That MDHS and WACOA-M investigate web-conferencing as a means of delivering and receiving teaching and learning programs throughout the proposed NMETC.

Reputational Management

- 12.1 That a professional advertising agency be engaged to promote the Morawa IPS Cluster of WACOA-M and MDHS as being a school-of-choice for secondary education in the North Midlands;*
- 12.2 That parents from the surrounding feeder primary schools be involved in setting policy and practices in the proposed NMETC, through a governance structure that sits separately to those decision making bodies such as the P and Cs, IPS Boards and School Councils already in place;*
- 12.3 That Open Days for MDHS and the WACOA-M be coordinated to reinforce the opportunity for a continuous pathway through secondary school to Year 12;*
- 12.4 That the educational and training opportunities available through the Morawa IPS Cluster, be promoted at all levels of the media including social media;*
- 12.5 That lunches/morning teas be held for parents of Year 5/6 students whose children are soon to enter secondary school; and*
- 12.6 That the name of Morawa Education, Industry and Training Alliance (MEITA) be changed to The North Midlands Education, Industry and Training Alliance (NMEITA).*

Recommendations-Carnamah and Coorow Shires

Many of the Recommendations made in relation to the northern section of the North Midlands are relevant for the lower North Midlands Shires of Carnamah and Coorow. The converse is also true.

- 1. That the magnitude of the declining school population crisis in the lower North Midlands should be recognised by all stakeholders as having the potential to close schools in the next ten years and severely damage the economic and social fabric of associated towns;*
- 2. That the Regional Education Office should play a leadership role in establishing formal structures to maximise collaboration and cooperation between primary schools and establishing clusters based around the secondary hubs of Carnamah DHS and Jurien DHS. Further that formal cluster governance structures should be established;*
- 3. That Carnamah DHS and Jurien Bay DHS be appropriately resourced and staffed as 'secondary hubs' so they become a school-of-choice for secondary schooling for students living in the lower North Midlands;*
- 4. That Carnamah DHS establish a clearly identifiable Middle School with a strong emphasis on pastoral care, behaviour management and student outcomes;*
- 5. That Carnamah DHS School Council and the Shire Council forcefully lobby their local members and the DOE to ensure that Carnamah DHS has appropriately qualified secondary specialist teachers;*
- 6. That the non-IPS schools in the lower North Midlands strive for IPS status;*

7. That the considerable capacity of Local Governments to improve teacher attraction and retention, teacher housing, school resourcing and school services, should be harnessed;

8. That all Shire and school stakeholders should work together to address the inadequacies of the current and proposed broadband provision that is and will, continue to limit education and training opportunities in the North Midlands;

9. That the value and use of electronic delivery should be embraced by schools in the lower North Midlands;

10. That Carnamah DHS collaborate with MDHS to share lessons through electronic delivery. Further that the two schools should share secondary specialist teachers where possible;

11. That the towns without Family Centres should endeavour to establish such a Centre or similar;

12. That all schools should maximise the implementation of early childhood programs that would lead to a decrease in the number of developmentally vulnerable children entering schools;

13. That all schools in a 'hub and spokes' cluster arrangement should share the same behaviour management and pastoral care policies;

14. That schools in the lower North Midlands should collectively form a Teacher Training Partnership with the Geraldton University Centre;

15. That relevant individuals and organisations should work to ensure that their communities improve participation in TAFE and Higher Education. Further that the Geraldton Campus of the Central Regional TAFE and GUC should be invited to community awareness raising' forums;

16. That towns without Community Resource Centres, should establish community study centres with adequate broadband;

16. That schools with increased numbers of aboriginal students be staffed and resourced appropriately;

17. That facilities be made available for disengaged students. Further that towns of the lower North Midlands should work with other Mid West towns to establish a Regional re-engagement centre in an appropriate location such as at Tardun; and

18. That the Carnamah community embark on a professionally based marketing campaign to promote Carnamah DHS as a secondary school-of-choice.

Overview

Schools in rural and remote Western Australia are under increasing pressure to retain a sustainable number of students. Primary schools have been severely affected through the transfer of Year 7s to high schools. At the same time schools are being asked to do more with less and are receiving less support from Regional and Central Office. Further it is increasingly difficult to attract and retain quality teachers to country areas. The demand upon schools' resources has been further exacerbated by the change in the demographics of rural Western Australia because there has been a take up of cheaper housing by families of lower socio-economic status. The towns and schools of the North Midlands are no exception.

Although the Western Australian College of Agriculture-Morawa (WACOA-M), and Morawa and Carnamah District High Schools (DHS), are somewhat protected from the Year 7 transfer, by having secondary students, the other Primary Schools in the region are being significantly impacted. There is a common view that students are too young to be sent away to board at the end of Year 6, the result being that whole families are leaving the towns for Perth or a larger regional centre. From 2012 to 2016 there has been a decline of over 20% in Primary numbers in the North Midlands (Schools on Line).

It is more apparent now than ever that the only way that smaller rural Primary Schools, and in turn their towns, are going to survive is through cooperation and collaboration with and between surrounding towns and schools. In the North Midlands it is equally important that an educationally viable regional secondary institution, be established at Morawa District High School (MDHS), with adequate facilities, resourcing, appropriate bus routes and residential accommodation such that Year 7s stay in the District and so do their families. This is consistent with the aspirations of the Mid West Development Commission (MWDC) as spelt out in its 2050 Blue Print

‘To build strong viable schools with a hub and spoke model that combines boarding away from home and transport options to ensure sustainable student populations at all schools’

Such a model would build on and complement educational and training opportunities offered through Western Australian College of Agriculture-Morawa (WACOA-M).

However it has to be recognised that the demography of the North Midlands means that Carnamah DHS is a logical secondary hub for the lower North Midlands. This suggestion is explored further in the section on The Wider North Midlands in the section on Further Considerations.

Students educated in rural and remote Western Australia enjoy many lifestyle benefits and opportunities that are not readily accessible to metropolitan students. However this does not extend to educational and training opportunities. Strong, innovative and affirmative measures are

required to overcome rural educational disadvantage as evident in the following statistics from the Mid West Development Commission of Western Australia (MWDC).

The Mid West has almost 30% more than the state average of the number of educationally vulnerable students, absenteeism is three times the state average and NAPLAN results confirm that Mid West Public School students are up to twice as likely not to meet National Minimum Standards (NMS) across the categories of numeracy, reading and writing. Secondary attainment rate is 15% below the rest of the state and only 12% of aboriginal students complete Year 12' (Mid West Development Commission Blueprint 2050). It needs to be noted that although these figures are somewhat skewed by the Murchison socio-economics, they remain significant.

The purpose of this Ten Year Education and Training Plan for the Shire of Morawa and the wider North Midlands, that identifies realistic and achievable education and training initiatives. These, when implemented, will not only help students in the area have access to a wide range of educational and training opportunities but also help stabilise the populations in Morawa and other towns in the North Midlands. Further the Plan makes Recommendations for ways in which the MDHS-WACOA-M IPS cluster can expand in numbers and gain greater standing and status through specialisation and differentiation.

Background

There are several important initiatives that provided important background information when developing the Ten Year Education and Training Plan for Morawa Shire and the wider North Midlands. These are outlined as follows.

Morawa was identified as a Super Town in 2012 as part of the State Government's plans for Regional Development. This status afforded Morawa the opportunity, and indeed the responsibility, to collaborate with other education and training providers in the surrounding North Midlands. The following excerpt from the *Super Town Growth and Implementation Plan 2012* paints a useful background to this paper:

'As a Super Town, Morawa has the opportunity to increase its amenity and services that will not only benefit the Morawa community, but will also benefit surrounding towns in the region. Morawa will play a vital role in being part of a network of towns that benefits from not only strengthening Morawa, but sees mutually beneficial services across the towns of Perenjori, Three Springs, Mingenew, Mullewa, Carnamah, Coorow and Yalgoo. Morawa will continue to develop the range and quality of its education and training services and will develop into a Centre of Excellence associated with education, training and employment'

In other sections of the document it states:

'Morawa will also develop into a recognised 'Centre of Excellence' for education, training and innovation, providing Trade Training courses associated with the WA College of Agriculture as well as establishing an Industry Training Centre to provide training opportunities for young people seeking a career in the mining industry. The Morawa District High School will continue to develop its curriculum, and will provide competitive schooling within the region, which will assist in attracting and retaining young families in town. The Morawa Education and Industry Training Alliance will continue to play an important role in governing education and training projects for the region. Morawa, having being selected as a SuperTown for the North Midlands sub region, will play an important role in leadership and service delivery for the region well into the future. The communities of the North Midlands sub region have the opportunity to partner together to develop and cohesive and integrated governance framework to build upon the clear vision offered by this Growth and Implementation Plan and to continue to progress key projects and capitalise on the significant opportunities that the region offers. The key message arising from this Growth and Implementation Plan is that the North Midlands region has a significant opportunity to increase the level of services, infrastructure and social amenity now, and it is only through a strong and committed partnership approach between the communities, government, industry and stakeholders, that this opportunity can be harnessed to deliver the level of services and amenity required of the region'

In reference to Morawa becoming a Centre for Excellence for Education and Training for the North Midlands, *The Super Towns Growth and Implementation Plan* goes on to state: *Morawa will continue to develop into a 'Centre of Excellence' providing high quality education, training and research and development services to the North Midlands sub-region and beyond. In this role, Morawa's District High School will continue to be improved so that it is competitively placed alongside Perth and Geraldton schools. Morawa will also continue to develop and provide trade training and industry training courses as well as the potential to incorporate an electronic training hub providing 'real time' interactive tertiary courses at a facility based in Morawa. With this leadership already in place, Morawa seeks to become the recognised 'Centre of Excellence' for education, training and innovation of the North Midlands region'*

The Morawa Super Town Growth and Implementation Plan also proposes that an Industry Training Centre (ITC) be established at Morawa as it *'will play a critical role attracting business growth and will position Morawa as a prominent education and training hub in the Mid West region'* by enabling:

- *facilitation of a sub-regional Workforce Development Hubs across the Mid West region.*
- *access to information on career and training opportunities, well as opportunities to continue education and professional development within Morawa.*
- *development of a variety of accommodation to meet needs of key groups such as service workers, Aboriginal and non-Aboriginal students.*
- *development of a regional workforce to support the forecast growth in the mining infrastructure sectors.*
- *further development and promotion of an integrated education and training services model for the region.*
- *industry and government buy-in to the education sector within Morawa.*
- *creation of employment opportunities in Morawa.*

Complementing the Morawa Super Town Growth and Implementation Plan is a Key Action from the *North Midlands Economic and Development Strategy (NMEDS)* released in 2013 which states: *'Explore how industry and training/ education sector partnership models, such as Morawa Education and Industry Training Alliance (MEITA), can best be utilised to satisfy future sub-regional training and employment needs. This will require ongoing consideration of opportunities for training local and non-local workers in skills relevant to local industry. This initiative should also explore the opportunities to strengthen links between training and local industry, focussing on providing direct pathways for graduates to be employed locally'.*

The Morawa Shire Council as a member of the Morawa Education Industry and Training Alliance (MEITA), and as a further demonstration of its commitment to ensuring quality education in the area, commissioned the Ten Year Education and Training Plan.

Initiatives over the past ten years at both MDHS and the WACOA-M also provide important background information. In 2005 WACOA-M and the MDHS decided to mesh timetables and become an integrated learning community for Years 10, 11 and 12. In 2011 MDHS and WACOA-M applied to form an Independent Public School Cluster (IPS) and in 2013 they became officially known as the Morawa IPS. Year 10, 11 and 12 students are now able to study an extensive range of subjects, both ATAR and VET across the two schools in a peaceful, farm and school setting.

The release of the MWDC Blueprint 2050 in 2015 provided further important background information. The Executive Summary of the MWDC Blueprint 2050 states the following Education and Training Challenges:

1. *Challenge: Ongoing and expanded investment is needed to support facilities and programs that deliver successful early education and parenting outcomes across the region.*
2. *Challenge: Build strong viable schools with a hub and spoke model that combines boarding away from home and transport options to ensure sustainable student populations at all district high schools.*
3. *Challenge: To build strong, viable and seamless primary to secondary education opportunities that meet the needs of every Mid West student.*
4. *Challenge: The region's educational attainment rates are poor across most primary and secondary education cohorts.*
5. *Challenge: Continued planning and investment in priority education infrastructure is necessary to meet future regional education, training and workforce development needs throughout the Mid West.*
6. *Challenge: Despite having excellent higher education and training providers the region's tertiary attainment rates are well below the broader norms. (there are opportunities to leverage off the region's state of the art higher learning providers to improve higher education and training outcomes).*
7. *Challenge: The potential of technology and virtual learning is not being fully utilised (or available!!) to optimise education delivery throughout the region. (there are opportunities to utilise technology and virtual learning platforms to link education and training delivery with a range of innovative Mid West projects in areas such things as radio-astronomy, renewable energy and remote services.*
8. *Challenge: Attendance, attainment and retention levels of Aboriginal students are low in comparison with non-Aboriginal students in the Mid West.*

9. *Challenge: Regional and remote schools face particular challenges with teacher recruitment and retention, which can significantly impede the standard of education received by students.*
10. *Challenge: To enhance Mid West student aspirations and awareness of educational pathways.*

The release of the Super Town Growth and Implementation Plan in 2012, the North Midlands Economic and Development Strategy (NMEDS) in 2013, the establishment of the forerunner of MEITA in 2006, the 2013 Morawa IPS Cluster initiative, and the release of the MWDC Blueprint 2050 in 2015, all provided the context, and informed the context for developing the Ten Year Education and Training for Morawa Shire and the wider North Midlands.

Scope: Ten Year Education and Training Plan

In recognition of the interdependence of rural towns as being essential for sustainability, the notional boundary for the Education and Training Plan included the Shires of Morawa, Perenjori, Mingenew and Three Springs. It was made clear to the writers that the inclusion of other Shires in no way suggested any predatory intent by Morawa. The genuine desire expressed was that all schools benefit by their inclusion and to formalise collaboration and cooperation between those schools. Of particular concern was the sustainability of the secondary section of Carnamah District High School (DHS).

Overview

'To develop an Education and Training Master Plan/Blue Print for the Shire of Morawa. This Plan would be used by Morawa Shire, MEITA, and other relevant agencies to seek funding for education, training and employment initiatives that contribute to a sustainable economic future for the inland Mid-West and Murchison regions.'

The scope for the Ten Year Education and Training Plan, as commissioned by the Morawa Shire Council is as follows:

Details

The Plan will focus on Morawa becoming the educational hub for the inland Mid-West and Murchison, as well as Morawa being the Regional Centre in the State Government Super Towns Initiative. This includes furthering current initiatives and projected projects such as:

- Rebranding and positioning Morawa DHS as a K-12 Community College and the associated infrastructure needed;
- Developing further the Residential Campus to cater for 100 WACOA-M students and 20 MDHS students;
- Increasing the WACOA-M arable land holding by 1500 hectares;
- Investigating the purchase of a Pastoral Station and the re-introduction of a Pastoral Industries Course at WACOA-M;
- Establishing an Industry Training Centre in Morawa; and
- Developing further University and TAFE pathways.

Documentation and data to be considered when drawing up the Master Plan would include but is not limited to:

- The Morawa Super Towns Growth Plan;
- The Mid West 2050 Blue Print;
- The North Midlands Economic Strategy;
- MEITA Strategic and Operational Plans;
- The WACOA-M and MDHS IPS Review Reports; and

- Consultation with relevant parties/partners such as Shire and Community of Morawa, Mid West Development Commission, surrounding Mid West Shires (Mingenew, Perenjori, Three Springs, Yalgoo), surrounding school communities including their P and C's and IPS Boards, Morawa Education Cluster (MDHS and WACOA-M), Durack Institute, Geraldton University Centre, MEITA and industry.

Note:

For historical reasons the initial Scope included Yalgoo. After considerable investigation and consultation it became clear that Yalgoo should be considered in the context of the Murchison sub region. For demographic, social and cultural reasons, it is more logical for Yalgoo students to attend either Mount Magnet DHS or Mullewa Schools DHS.

Further to discussions between the Morawa Shire and the Mid West Development Commission (MWDC), it was resolved that the Shires of Carnamah and Coorow should be included in the Scope. This then aligns boundaries for the Scope of the Ten Year Education and Training Plan commissioned by the Morawa Shire, with the North Midlands regional boundary, as defined by the MWDC. The focus however remains clearly on Morawa and on the relationship between Morawa and its surrounding towns in the wider North Midlands

Process

The views expressed in this Plan, the conclusions reached and the Recommendations made have been informed by a comprehensive consultation and interview process and extensive research of documents and websites. The process was community-driven.

Many of the interviews were face-to-face while others were conducted by teleconference. There was also a combination of one on one interviews and community forums. Amongst those consulted were School Principals and staff members, School Board Members, Shire Executives, Shire Councillors, community representatives, Research Experts, Members of Rural Associations, the Mid West Development Commission, The Morawa Education and Industry Training Alliance and others as listed in the Appendix.

Whilst it was not specific in the Terms of Reference, a section has been included that refers to the surrounding towns. In particular, reference is made to the Shires of Coorow and Carnamah that were not in the original brief but are part of the North Midlands. The Reviewers remained very cognisant of the Carnamah Shire's desire to retain its secondary schooling. Many of the education initiatives recommended are equally applicable to all schools. The approach taken by the writers inevitably has led to some repetition.

Listed and elaborated upon, in the next section are the education and training Issues that became apparent during the consultation process. Interestingly, these Issues and Challenges overlap considerably with those identified by the MWDC as Challenges.

The Issues facing Morawa and the wider North Midlands schools were identified as:

1. Early Childhood Education
2. Declining School Populations
3. Limited Residential Accommodation
4. Student Welfare
5. Disengaged students
6. Aboriginal Education
7. Attraction and Retention of Staff
8. Breadth and Depth of Learning Opportunities
9. Infrastructure and Facilities
10. Career Pathways and Post School Options
11. Digital Infrastructure and IT
12. Reputational Management

Issues: Related Comments and Recommendations

Issue 1: Early Childhood Education

The early years are a vital time in children's development. Research shows that how children develop and learn during this time can influence their success at school and in later life. To this end Child and Parent Centres (Family Centres) are being set up at Public Schools to support parents of young children. Morawa currently does not have such as Centre and operates in buildings of an unsatisfactory standard. This is the case in most other towns in the North Midlands with the exception of Perenjori where the Family Centre is based on the school site; it is considered to be the bench mark for the region. Three Springs Shire is currently negotiating with the Department of Education (DOE) to obtain a suitable piece of school land to build a Child and Parent Centre (Family Centre).

The Australian Early Development Census (AEDC) showed that 31 % of children in the Mid West region are considered to be developmentally vulnerable compared to 23% of children in WA and 22% nationally' (MWDC Blueprint 2050). Early Childhood Education is acknowledge by the MWDC as a Challenge facing the Mid West as a whole and it is committed to *"an ongoing and expanded investment to support facilities and programs that deliver successful early education and parenting outcomes"*. (Mid West Blueprint 2050).

For Morawa this challenge could be best addressed by building a Child and Parent Centre on the school site where combined services could be offered in a 'one-stop-shop' for Day Care, the successful 0-4 Playgroup and access to Allied Child Health services. Engaging parents and their children in a child friendly environment is important in establishing sound relationships and good communication between families and the school. MDHS believe that it is critical to build such relationships early on the educational journey particularly for families from low socio-economic and aboriginal backgrounds. At present many of the children from these families are developmentally vulnerable on entering Kindergarten.

There are also challenges in training enough Early Childhood teachers and other Allied professionals in the area of Child Health to support programs already being offered in Morawa and other North Midlands towns. The Mid West Childrens Services Plan (MWCSP): Implementation Report (2015) acknowledges this and also the need to develop Early Childhood Learning hubs through which professional development and support can be delivered either face-to-face or online, if reliable digital infrastructure is available.

Recommendations: Early Childhood Education

1.1 That MDHS lobby for a Child and Parent Centre (Family Centre) to be built as soon as possible on the school site;

1.2 That MDHS be proactive in forming an Early Childhood Cluster/Hub with Perenjori, Mingenew and Three Springs;

1.3 That MDHS continues implementing of early intervention initiatives to decrease the number of developmentally vulnerable children entering Kindergarten;
;

1.4 That MDHS establish a partnership with the Child and Parent Centre-Rangeway attached to Rangeway PS in Geraldton;

1.5 That MDHS continue with implementing the Bright Stars Family Day Care model; and

1.6 That MDHS visit the Bid-Bidi Centre in Mt Magnet.

Issue 2: Declining School Populations

All schools in the North Midlands; Morawa, Perenjori, Three Springs, Mingenew, Carnamah, Leeman, Eneabba and Coorow, recognise that the only way they are going to ‘survive’ and arrest the decline in student numbers and subsequent staff reduction, is to share resources and specialist teachers across a cluster. Course offerings could then be expanded and students could access areas of study such as Languages, Music, Art and Dance that would otherwise not be possible. This requires a cultural shift that sets aside the very natural and healthy inter-town rivalry.

The need for cooperation and collaboration has been heightened by the transfer of Year 7s to high school resulting in some families moving rather than boarding their child at such a young age. The implementation of the Western Australian K-10 Curriculum over the next 8 years beginning in 2017, will place additional pressure on the capacity of small schools to deliver the required curriculum. They will need to co-operate and share specialist teachers in areas such as LOTE, The Arts and Technologies.

Sharing of resources between clusters of schools in the North Midlands exists already to a small extent but the sharing of specialist teachers between the schools has been limited. Past efforts at electronic delivery of programs have been frustrated by inadequate broadband, incompatible software platforms and ageing infrastructure.

The proposal for cluster arrangements of North Midlands schools would help all schools to maximise the quality of education at their school as well as other schools in the region. The MWDC in their Mid West Blueprint 2050 suggests that a cluster of schools could be formed based on a 'hub and spoke model'. In such a model the Morawa IPS Cluster of MDHS and the WACOA-M, would be considered as the 'hub' and the surrounding schools considered as 'spokes'. The situation of Coorow and Carnamah have to be considered separately and such comment has been made elsewhere in this Plan.

The 2015 IPS Review suggested that Morawa has outgrown the classification of a DHS. It is anachronistic to keep using the name and a better one needs to be chosen. MDHS could become known as the North Midland Community College (NMCC) or North Midlands Regional College (NMRC). This name suggests that MDHS be recognised as a K-12 College for the community of schools in the region. It aligns with the concept of creating a cluster of schools in the region, based on a 'hub and spoke' model, one which is 'innovative and has the potential to be transformational' (MWDC Blueprint 2050). It is proposed that such a cluster be called the North Midlands Education and Training Cluster (NMETC). The place of the WACOA-M is discussed elsewhere in this Plan but sufficient to say at this point, its' role would be critical.

Essential to the establishment of a NMCC/NMRC would be the establishment of an overarching model of governance that ensures all 'spoke' schools have a formalised role in policy establishment and strategic direction of the 'hub' College. This would ensure that all schools in the 'hub and spoke' model would be sustained and supported, at least in part, by each other. It needs to be agreed that each partner in such a model would have responsibility for their role in making the 'cluster work'. Schools involved would be beneficiaries of the model leading to improved student outcomes of all students

Although some Yalgoo students currently attend MDHS as previously mentioned, it was discussed and subsequently resolved that Yalgoo not be considered as part of the proposed NMETC. This decision was arrived at because Yalgoo is located in the Murchison rather than the North Midlands Region of the MWDC. Mt Magnet and Mullewa DHSs are also located in the Murchison and both offer secondary schooling to Year 10. Both towns are the same distance from Yalgoo as Morawa and both high schools are better resourced to support indigenous students compared with Morawa. Finally Mullewa and Mt Magnet are culturally and socially more compatible with Yalgoo than Morawa. It was further resolved that students who currently attend MDHS, should attend either Mt Magnet or Mullewa DHSs, post 2016.

Recommendations: Declining School Populations

This section overlaps with the section on Limited Residential Accommodation

2.1 That MDHS be recognised as the North Midlands Community/Regional College (NMCC/NMRC);

2.2 That the proposed NMCC/NMRC be the hub of a North Midlands Education and Training Cluster (NMETC), with the WACOA-M being an Associate Campus;

2.3 That the title of NMCC/NMRC recognises a synergistic relationship between Morawa schools and schools in the surrounding towns;

2.4 That a model of Governance for the North Midlands Community/Regional College (NMCC/NMRC) be established, such that the communities of the surrounding towns have a significant say in policy establishment and strategic direction; and

2.5 That Yalgoo secondary students attend either Mt Magnet or Mullewa DHS.

Issue 3: Limited Residential Accommodation

This Ten Year Education and Training Plan highlights the need for students to have the option to board at Morawa from Years 7-12. The issue of boarding is even more significant now that Year 7 students have been transferred to high school. Currently parents either leave the district to live in Geraldton or Perth or send their children away to board. Either way it is destroying the social fabric of towns in the North Midlands communities. Families are being fractured and school numbers are declining to such an extent that the schools may not be considered viable in the not too distant future. Sadly, history shows, that when the school dies, the town dies.

Being able to board in Morawa addresses many issues. Families would not have to leave the district and, with week day boarding, children can return home on the weekends and participate in family and community activities. Interestingly parents confirmed they would be willing to consider seriously, the option of secondary schooling and boarding in Morawa. They did however stipulate that the social and educational environments provided need to be similar to those available at schools in Perth or Geraldton with boarding facilities. It must be acknowledged and respected that there will always be parents who send their children away to board in either the metropolitan area or a larger regional centre.

Boarding is already available at the WACOA-M for students attending the WACOA-M but there are now no beds available for students attending MDHS. The cost of boarding at the WACOA-M

is approximately \$10 000 per year for boarding and tuition. If a boarding facility was built for students attending MDHS the cost would be much the same. There is also the availability of Government assistance for students who live more than 65km from MDHS. This makes the net cost of boarding extremely competitive when compared with boarding in either Perth or Geraldton, especially in the Independent and Catholic sectors. The cost of boarding at some Perth private schools is approaching \$50 000 per annum.

The provision of expanded boarding facilities being made available in the Mid West is an aspiration outlined in the Mid West Blueprint 2050 which states the Challenge is to;

'build strong viable communities with a hub and spoke model that combines boarding away from home and transport options to ensure sustainable student populations at all district high schools'.

The availability of residential accommodation also partially address another "Challenge" stated in the Mid West Blueprint 2050: *'to build strong, viable and seamless primary to secondary education opportunities that meet the needs of every Mid West student'*. It is apparent that providing additional residential accommodation for students attending MDHS would give many more students from the wider North Midlands the opportunity to have a continuous learning pathway from Years 7-12 near their home town. A short term solution to enable this to happen would be to relocate some of the mixed accommodation units from the Brookfield Village over to residential wing of the WACOA-M. Similar accommodation units have been utilised successfully for a short term solution at WACOA-M and other Agricultural Colleges.

Redrawn direct bus routes to Morawa for secondary students living in Mingenew, Three Springs and Perenjori was an option discussed as an alternative to boarding. This could also apply to senior secondary students from Carnamah and Coorow, if that was the wish of parents from those Shires. This may be particularly suited to those students from farms that are on the 'Morawa' or northern side of Carnamah and Coorow. Another option discussed was establishing 'express' bus runs into Morawa reducing the time students spent travelling on the bus.

Recommendations: Limited Residential Facilities

This section overlaps with the section on Declining School Populations

3.1 That the residential campus at the WACOA-M be extended to cater for 100 WACOA-M students and a minimum of 20 beds for students attending MDHS;

3.2 That the policies relating to enrolment of MDHS at the Residential campus be the same as for WACOA-M students;

3.3 That current bus routes be reviewed with the intention of establishing 'express runs' to Morawa for Year 11-12 secondary students from towns in the wider North Midlands.

Issue 4: Student Welfare

Student welfare at both Morawa schools is of a good standard although this was not always recognised during meetings with the surrounding schools and communities. This appeared largely to be due to perceptions rather than real issues, and revolve primarily around student welfare and 'safety', and the management of disengaged and disruptive students. Currently this perception means parents from the surrounding towns do not always consider MDHS as a 'school-of-choice' for secondary schooling. Reversing this perception and preventing the resulting loss of potential students, is considered a priority if the MDHS is to attract and retain more students into Years 7-12 over the next 10 years. It will also help directly to address the decline in student numbers in the smaller schools around Morawa. Reasons for this are further explained in other sections of the Ten Year Education and Training Plan, especially the section on Limited Residential Accommodation.

Both Morawa schools acknowledge that disengaged students present behaviour management challenges, disrupt the learning environment and compromise student welfare. They recognised the importance of addressing student welfare concerns in the 2016-2018 Business Plans where they have detailed how they intend strengthening the Positive Behaviour Support (PBS) programs currently in place, and implementing additional programs focusing on pastoral care and behaviour management.

The 2015 MDHS (IPS) Report recommended alternative learning programs need to be developed for disengaged students. Planning to implement this Recommendation has already begun and is outlined in the 2016-2018 Business Plan.

It is recommended that a Middle School for Years 7-9/10 should be created at MDHS, as a sub-school within the overall K-12 school structure. This is seen as an exciting way forward for the school to focus on student well-being and welfare, to strengthen pastoral care practices, to introduce new extended transition programs such as "Katitjin" as used at Wesley College and to provide a more supportive environment for Year 7s entering secondary school. The Middle School should be headed by a Head of Student Welfare, staffed by experienced teachers and in a Tutor/Home Room system with a low student/teacher ratio and Tutors who remain with their group students from Year 7-9. There are many such Tutor/Home Room structures and systems in existence that could be modified easily to fit the needs of students at MDHS. Creating the Middle School is considered to be of strategic importance and it is essential that it be supported and resourced accordingly.

Recommendations: Student Welfare

This section overlaps with the sections on Aboriginal Education and Disengaged Students.

- 4. 1. That MDHS seek funding for a building to house the Middle School cohort of Years 7-9 or alternatively, for the refurbishment of current buildings;*
- 4. 2. That MDHS continues to implement specialised Year 6/7 transition programs;*
- 4.3. That MDHS continues to work towards appointing a Middle School Head of Student Welfare;*
- 4.4. That MDHS continues to recruit teachers who are specialists in pastoral care and managing student behaviour programs;*
- 4.5. That MDHS develop, in consultation with feeder primary schools, common pastoral care and behaviour management policies and practices;*
- 4.6. That MDHS continues to strengthen current transition programs for students and their parents;*
- 4.7 That MDHS continues restructuring the Home Room/Tutor system to give stability across Years 7-9; and*
- 4.8. That MDHS implement peer support and mentoring programs in conjunction with the WACOA-M.*

Issue 5: Disengaged students

Staff at MDHS acknowledged there has been an increase in the number of students particularly in upper primary and secondary who are disengaged from their education and whose needs are becoming increasingly difficult to meet. It is a common story across the North Midlands and Murchison sub-regions of the Mid West.

The majority of students who are disengaged are generally from low socio-economic and aboriginal families whose children are often absent from school either due to truancy or transiency. MDHS attendance record for primary is 84.5% versus the State average of 92.7% and secondary is 80.2% versus the State average of 87.9%. This is despite continual attempts to improve attendance through programs beginning in the early childhood years such as the 0-4 year old Playgroup initiative. MDHS does endeavour to engage parents early on in the education

of their children believing this is more likely to increase success at school but it has yet to be seen in improved attendance rates in the early years of schooling.

A factor in MDHS not being able to engage families early is due to not having a suitable Child and Parent (Family) Centre facility such as at Perenjori. At this Family Centre, Day Care facilities, Playgroup activities and Allied Child Health Services are located in one building on the school site. Being able to deliver child health services and early childhood education in such a 'one-stop shop' facility provides children with a continuous learning pathway into the early childhood years of schooling and allows parents many of whom did not have a pleasant time at school, to engage positively with the school environment. MDHS needs such a Centre if they are to deliver improved educational outcomes in the early years of schooling and to decrease the number of developmentally vulnerable children entering Kindergarten.

The Independent Public School (IPS) Review of MDHS conducted in 2015 recommended that: *'Consideration be given to development of an alternative learning pathway that focuses strongly on the needs of students who may become disaffected from schooling and require specific programs that engage them in the education process and cater for their learning needs'*. The IPS Reviewers reasoned that students are more likely to come to school and become engaged, if they are doing programs they consider relevant and interesting. Planning to implement the IPS Review Recommendation is outlined in the 2016-2018 MDHS Business Plan. There are also longer term plans to establish a purpose built Centre of Excellence: Alternative Learning CEAL) either onsite or in a dedicated refurbished part of the school. Consideration should also be given, in the short term, to using facilities at the Brookfield Mixed Accommodation Village. If the initiative proves successful it could be expanded to cater for the needs of disengaged students from throughout the Mid West, in a larger separate off-site residential facility such as at Tardun.

Recommendations: Disengaged students

This section overlaps with the sections on Aboriginal Education and Student Welfare

5.1 That MDHS seek funding to build a Child and Parent (Family Centre) on the school site;

5.2 That MDHS continues to develop alternative learning pathways with specific engagement programs and practices, beginning in the early childhood years to the senior schooling years;

5.3. That MDHS continues to seek additional resourcing and specialist staff to mount alternative learning programs for disengaged students;

5.4 That MDHS seeks funding to continue implementing the SHINE program for girls;

5.5 That MDHS visit other centres running programs for disengaged students;

5.6 That MDHS seek funding to build the North Midlands component of a Mid West Centre of Excellence: Alternative Learning (CEAL) on-site in Morawa; and

5.7 That MDHS continues to develop pathways to MEEDAC programs operating at the Karara Geoff Wedlock Innovation Park.

Issue 6: Aboriginal Education

All communities are trying to adjust to the changing demographics of their towns. This is in part driven by what has been called the 'aboriginalisation' of Wheatbelt towns'. Aboriginals represent 12% of the Mid West population but 20% of the student population. At MDHS, 40% of students are aboriginals. The Mid West Blueprint 2050 recognises the Challenge being faced by schools in the Mid West in trying to improve the '*attendance, attainment and retention rates of Aboriginal students which are low compared with non-Aboriginal students in the Mid West*'. NAPLAN results of aboriginal students are markedly lower than those of non-aboriginal students. Only 17% of Mid West aboriginals completed Year 12 compared with 38% of non-aboriginal students. However between 2004 and 2013 the percentage of aboriginal students staying at school from Year 8 to Year 12 has improved from 18% to 54% but this is still below the increase from 51% to 69% for non-aboriginal students over the same period.

Research shows that the academic performance of students is affected dramatically by absenteeism either through truancy or transiency, both of which are often characteristic of students from aboriginal families. MDHS tries to address absenteeism at every available opportunity and to emphasise the importance of students attending school regularly. This however has met with limited success. Lack of parent involvement is a major factor and hence the need to establish early on, interest in their children's educational journey, as previously quoted. The attendance record at MDHS for all students is 84.5% for primary compared with the State average of 92.7% and 80.2% for secondary when compared with the State average of 87.9%. These attendance rates, however, mask the much lower rate of attendance for non-aboriginal students as reported upon each year in their Annual Report.

Students whose learning is continually interrupted by absenteeism are more likely to become disengaged from schooling. They behave in a disruptive and unacceptable manner that affects the learning of others and the safety of staff and students. Statistically the majority of such students in this category are coming from aboriginal families. They require alternative models and programs by which they can complete their education and need teachers specially trained in

delivering culturally appropriate educational programs. As previously mentioned, it would be of great advantage if a Centre of Excellence: Alternative Learning could be established in the near future, staffed by specialist teachers and offering specialist culturally appropriate programs. Such a Centre should have explicit pathways to employment and further education and training opportunities. Partnerships between such a Centre and many Not-for-Profit and other charitable organisations involved in aboriginal education, should be fostered and developed.

There are numerous models and examples of 'Alternative Learning' Centres and programs in WA and Australia as listed in the Appendix. These need to be explored and initiatives implemented as soon as possible over the next 10 years to address an already emerging and pressing need.

There is much action-based research on Aboriginal Education being done by organisations such as the Polly Farmer Foundation (PFF). Research being done in Narrogin and Moora by the PFF have highlighted strategies that 'actually do improve attendance and engagement. It would be valuable for MDHS to make use of such research findings hopefully leading to improved attendance rates and retention from Year 8 and 12, then into further training and the workforce.

A limited number of aboriginal students who attend MDHS go on to gainful employment or further training/higher education. There is a desperate need for aboriginal students to have role models and mentors who show that 'it can be done'. This is a Challenge facing aboriginals living in towns throughout the Mid West not just those living in Morawa, as stated in the MWDC Blueprint 2050: *'there is an under-representation of aboriginal people in terms of labour market participation compared with non-aboriginal people'*. The Morawa Shire and schools should explore the possibility of selecting and sponsoring, an aboriginal youth and/or adult who may be interested in doing the Aboriginal Management and Leadership courses offered by the Geraldton Campus of Central Regional TAFE. This program is proving highly successful in helping aboriginals access gainful employment in the region as well as then becoming role models for younger ones in their communities.

Recommendations: Aboriginal Education

This section overlaps with the section on Student Welfare and Disengaged students

6.1 That MDHS play a lead role in the establishment of a North Midlands component of a Mid West Centre of Excellence: Alternative Learning (CEAL) either on-site in Morawa or off-site such as a Residential College at Tardun or similar;

6.2 That MDHS continues to develop alternative learning pathways with specific engagement programs and practices, for aboriginal students who are disengaged from the learning process, starting in the early childhood years through to the senior schooling years;

6.3 That MDHS use technology to develop self-paced learning programs for aboriginal students;

6.4 That MDHS implement the Indigenous Rangers program;

6.5 That MDHS implement the SHINE program for girls;

6.6 That MDHS introduce specialist aboriginal engagement programs such as those offered through the Polly Farmer Foundation, Follow The Dream and other Clontarf programs, and other programs such as those offered at Sevenoaks Senior College;

6.7 That MDHS visit centres where alternative models of learning are achieving improved student outcomes;

6.8 That MDHS visit CAPS (Christian Aboriginal Parent Directed Boarding Schools) in Coolgardie, Esperance and Meekatharra;

6.9 That MDHS continues to develop pathways to MEEDAC programs especially those based at the Karara Geoff Wedlock Innovation Park, and other work based training programs available through GUC and the Geraldton Campus of the Central Regional TAFE; and.

6.10 That MDHS establish partnerships with Not-for-Profit and other charitable organisation/agencies involved with aboriginal education and training.

Issue 7: Attraction and Retention of Staff

There is clear evidence from amongst the North Midland communities that attraction and retention of staff is a major concern. MDHS has achieved some degree of success through hosting UWA students during their teacher training and often these students returning to teach in Morawa. History shows that teachers who do their practicums in rural schools are more likely to be attracted to, and stay for longer, in rural schools.

The Geraldton University Centre is very keen to develop relationships with Morawa and other North Midlands schools as potentially viable placement centres for their students training to become teachers. The Morawa schools need to expand their already successful partnership with UWA to include the GUC and other rural based universities.

The Morawa Shire, should follow the example of some other Mid West Shires, by donating to The Hollonby Foundation at the Geraldton University Centre (GUC). This Foundation in turn offers scholarships for local students who wish to do a teaching degree, many of whom on graduation are returning to the rural schools where they were educated.

‘Teach for Australia’ is an organisation dedicated to breaking the cycle of disadvantage through teaching and leadership in education’. It may well be a valuable source from which North Midlands IPS schools are able to recruit teachers who are specially trained in making a difference to students disadvantaged in their educational journey such as some of those from low socio-economic and aboriginal families.

Morawa, Perenjori and Three Springs schools have a greater ability to attract quality staff because they have IPS status. Interestingly, however once attracted by the status of teaching at an IPS, there are no conditions on staying in that school for a minimum time. Perhaps this issue of retaining staff is something that could be addressed by individual IPS schools when employing their staff. It is strongly suggested that if other schools in the wider North Midlands such as Mingenew and Carnamah aspired to IPS status, it may prove an advantage in attracting higher quality teachers to the North Midlands region as a whole. This would make for a stronger base of expertise available for schools to share within the proposed NMETC. Better teachers means better student outcomes, improved academic results and enhanced reputation of the school.

There is also evidence to suggest that teachers are more likely to be attracted to a school with K-12 College status than one with District High School status. Teachers perceive ‘College’ status to be better for their CV and career path. MDHS, with its increased numbers in Years 11 and 12, is in reality already a ‘K-12 school’ rather than a ‘DHS with a few senior school students’. If only for reasons of attraction and retention of teachers, it is imperative that MDHS implements the Recommendation in the 2015 IPS Report to change its name and become known as a K-12 College. A suggested name for MDHS proffered during the community consultations, is the NMCC/NMRC.

High academic results is a critical factor parents consider when deciding where to send their child, for secondary schooling. The attainment of such results is directly related to securing well qualified and competent teachers, particularly in specialist areas. It is difficult for rural schools to develop a reputation for achieving such results when so often quality teachers are not attracted to teaching in the country. This is recognised in the Mid West Blueprint 2050 that states: *‘The region’s educational attainment rates are poor in most primary and secondary cohorts’*. The Mid West Blueprint 2050 also recognises that:

‘Regional and remote schools face particular challenges with teacher recruitment and retention, which can significantly impede the standard of education received by students’.

The demographics of the North Midlands towns is changing. There are now more students from low socio-economic and aboriginal families attending schools in the North Midlands. It has always been difficult to attract specialist staff to cater for the needs of these students but the need has now become pressing with aboriginals making up 40% of the student population at MDHS. The school is unable to employ enough specialist staff to deliver culturally appropriate programs as well as to manage the behaviour of those whose learning needs are challenging.

There is a huge demand throughout schools in the Mid West for the services of aboriginals who have trained to become teachers and/or teachers trained in the delivery of culturally appropriate programs. This is recognised as a Challenge in the Mid West Blueprint 2050: *'to provide pathways in teaching careers for Aboriginal people'*. It would be beneficial in the long term if MDHS participated in aboriginal teacher training programs in much the same way they currently do with UWA.

Both MDHS and WACOA-M are concerned about Online Literacy and Numeracy Assessment (OLNA) on their Year 12 graduation rates and hence their reputation. Students who are at risk of not passing their OLNA need specialist literacy and numeracy intervention programs but accessing teachers specialising in such strategies is difficult. Upskilling current staff is an option that should be considered to address immediate concerns.

There are teachers in the cluster of North Midlands schools who are trained in specialist areas such as Science, Technology, Engineering and Maths (STEM), Languages other than English (LOTE), Music, Dance, Gifted and Talented Education (GATE) and early intervention programs. The challenge over the next ten years is to retain this expertise within the proposed NMETC and to share this expertise across the cluster. Establishing and formalising a NMETC will enable this to happen. A similar approach to sharing expertise across the cluster should be taken with the appointment of Student Service support staff such as psychologists, school nurse, Career Guidance Officers and Chaplains. The goal would be for schools in the North Midlands Education and Training Cluster to work together and to 'staff' the cluster with professionals who best can address the needs of their students and be mentors to other teachers especially graduates. It is vital such locally based clusters/networks are strengthened as teachers increasingly have to rely on each other than upon centrally/regional support located staff.

There are quite a few teachers and administrators at North Midlands schools, who live in the district and who have taught for many years at their local school. Indeed this situation is a huge asset for any rural school. It results in a relatively stable 'base' of key staff but this may not necessarily be the situation over an extended length of time. Consideration needs to be given to

succession planning especially of administrative staff at a number of schools in the North Midlands including both MDHS and the WACOA-M. Sound succession planning will ensure the schools continue to benefit from a stable and competent staff and to build upon the schools' progress.

School buildings, grounds and facilities that are attractive, modern and conducive to creating a positive learning environment are attractive to teachers when considering where they will teach. Infrastructure at MDHS and some at the WACOA-M are old and tired. Notwithstanding this, there have been some recent very welcome recent additions to the buildings at the WACOA-M and the Residential wing. The 2016-2018 Business Plans for the Morawa IPS cluster lists in detail those facilities deemed necessary for their future growth and for the planned provision of a wider range of educational and training programs.

The Shire of Morawa has been proactive in providing a good range of amenities in the town although there is still a demand for more Government housing for teachers. Housing and town facilities such as access to shopping, banking and medical services are all important factors when teachers are deciding where they will teach.

Recommendations: Attraction and Retention of Staff

7.1 That the WACOA-M and MDHS strengthens Teacher Training partnerships with the Geraldton University Centre and practicum teachers and the Geraldton Campus of the Central Regional TAFE and to host students doing their teacher training;

7.2 That the Morawa community and DOE provide accommodation and partially compensate visiting practicum teachers whose income may suffer because they work either part time or full time in their home community;

7.3 That the Morawa community offer a form of teaching bursary conditional upon the recipient returning to teach in the town for a minimum of three years;

7.4 That the proposed governing body of the North Midlands Education and Training Cluster (NMETC) develop a Career Incentive Package (CIP) for graduates considering teaching in the proposed cluster;

7.5 That the NMETC collaborate to 'staff' the cluster with professionals (teaching and non-teaching) who best can address the needs of their students;

7.6 That the NMETC Investigate recruiting teachers through 'Teach for Australia';

7.7 That MDHS and WACOA-M lobby for asset upgrades that provide purpose built, attractive and modern school buildings and are commensurate with the role that the NMCC/NMRC will play in the Mid West;

7.8 That succession planning be embedded in School Policy; and

7.9 That the Morawa Shire lobby for improved housing and rental subsidies that will help to attract teachers to Morawa.

Issue 8: Breadth and Depth of Learning Opportunities

Contrary to most DHS schools the number of students attending MDHS in years 11 and 12 has increased over the years. Currently students are able to study a range of ATAR and VET courses in Years 11 and 12 although not all are delivered face-to-face. The goal is to increase the breadth and depth of courses offered to students in their final two years, and for the majority of these subjects to be delivered face-to-face. This will only be possible if student numbers continue to increase and the need for more staff is demonstrated. It will be more readily possible to achieve this goal if MDHS is seen as a school-of-choice for senior secondary schooling in the North Midlands. Increased numbers are somewhat predicated on residential accommodation becoming available for students attending MDHS, and appropriate bus routes designed for Year 11 and 12 students either to be day students or become five day boarders.

A few years ago MDHS and the WACOA-M decided to mesh their timetables so that students could access a broader curriculum than would otherwise be possible. Year 11 and 12 students are able to mix-match ATAR and VET courses some being offered by MDHS and others at the WACOA-M. It is an option seldom available elsewhere and both schools are always investigating ways to offer more joint programs. One such opportunity appears to be emerging in the field of IT Applications in Agriculture which could be offered at both schools. It is an exciting opportunity to equip students with skills much in demand by employers in the agricultural industry. However it does have implications for upskilling teachers. Ready access to local farmers who are experts in using IT in their farming practices and in conjunction with DAFWA, should make it possible.

There is increasing recognition that VET-in-Schools forms an integral pathway between secondary and tertiary education, and research indicates that more students will follow this path into higher education options. This has been the experience at MDHS and the WACOA-M where the VET pathways offered by the Geraldton campus of the Central Regional TAFE are proving to be successful in meeting the needs of non-ATAR students. There is, however, still a core of students, predominantly aboriginal, whose learning needs are not being

met through traditional VET courses and who require alternative learning pathways to be developed.

A goal of WACOA-M is to become an Agricultural College-of-choice, other than for the more traditional livestock and cereal studies. The purchase of additional arable land would enable the College to expand existing programs, establish a 'feed lot' site for the cattle and sheep export market, conduct Research and Development programs in partnership with groups such as DAFWA, the Grains Research Development Council, the Royal Agricultural Society (RAS), the North East Farming Futures (NEFF) and the Mingenew Irwin Group (MIG). The College is also planning to purchase or lease a pastoral station for the re-introduction of Pastoral Studies offering courses in sustainable land care practices, carbon sinking practices and tree planting programs, research into systems of renewable energy, "off the grid or end of grid" power generation utilising solar and wind, fencing and feral animal control.

Serious thought should also be given to introducing equine and aviation courses. Special mention should be made of introducing IT Applications in Agricultural such as in autonomous vehicles and the use of drone technology for farm mapping, identification of frost areas, monitoring weed growth and checking for nitrogen deficiency. All of these initiatives, if implemented, would differentiate the WACOA-M from other Agricultural Colleges in the State.

Pathways offered by the MDHS and WACOA-M that position students for employment in the mining industry should be maintained. There are still mines operating at Mt Gibson, Karara, Golden Grove and Doray despite the recent downturn in the resource industry.

'Teach, Learn and Grow' has proved to be a very successful early intervention program improving NAPLAN results of identified at-risk students in the lower primary years. It would be beneficial if this program could be extended beyond the lower primary years to the secondary years at Morawa. This would address concerns of students who will not graduate because they have not passed their OLNA by the end of Year 12. It would also be beneficial if the 'Teach, Learn and Grow' initiative was extended to the surrounding North Midlands schools.

It is recognised that students from low socio-economic homes tend to be less computer literate than their counterparts. Measures are needed to address the 'digital-divide' before it becomes a serious impediment to learning. Parents also need to be involved in the development of the concept of e-learning.

The challenge over the next ten years is to retain enough teaching expertise in the North Midlands and particularly in specialist areas such as STEM, LOTE, Music, Dance, Gifted and

Talented (GATE) and early intervention, to work across the cluster of schools. The goal is for schools in the proposed North Midlands Education and Training Cluster to collaborate and share professionals who can best address the needs of their students. This will be very important if schools are to cope with the demands of implementing the Westralian Curriculum for all students from K-10 over the next 8 years, particularly in Languages, The Arts and Technologies.

Sister-schooling partnerships with larger metropolitan schools is another option that could be explored by MDHS and the WACOA-M to enrich curriculum offerings and experiences for their students. There have been instances where the metropolitan schools have delivered on-line ATAR tutorials to their country counterparts and cultural exchanges always add value for both groups of students. WACOA-M currently promotes agricultural education to students at Ocean Reef; this partnership has the potential to be broadened.

Electronic delivery of learning programs is the way of the future. However it is heavily dependent on access to reliable internet of suitable broadband width and compatible digital infrastructure and learning platforms. All North Midlands schools could extend and enrich their learning programs through greater use of electronic delivery. This is particularly relevant for the proven self-paced electronic learning programs for some aboriginal students. The potential to develop an electronic cluster within the North Midlands Education and Training Cluster should be of the utmost priority.

Recommendations: Breadth and Depth of Learning Opportunities

8.1 That MDHS should be supported and resourced to deliver more face-to-face senior secondary courses, as soon as possible;

8.2 That Senior secondary students at Morawa be further supported through on-line means such as 'Your Tutor' and/or visiting subject specialists;

8.3 That MDHS and the WACOA-M further develop VET pathways offered through the TAFE system; ;

8.4 That MDHS introduce alternative learning and re-engagement programs such as those offered through the Polly Farmer and Wirrapunda Foundations, Clontarf and at Sevenoaks Senior College;

8.5 That the WACOA-M purchase more arable land so as to offer relevant and innovative learning programs not offered at the other Agricultural Colleges;

8.6 That the WACOA-M either purchase or lease sufficient pastoral property so as to deliver a full range of contemporary pastoral studies;

8.7 That MDHS and the WACOA-M jointly introduce courses in IT Applications in Agriculture in areas such as Autonomous Vehicles and Drones;

8.8 That MDHS and the WACOA-M maintain courses of study related to the mining industry;

8.9 That MDHS and the WACOA-M develop further sister-school partnerships with metropolitan schools; and

8.10 That MDHS and the WACOA-M be resourced with the digital infrastructure necessary to become an electronic learning hub for the North Midlands and beyond.

Issue 9: Infrastructure and Facilities

Attractive and modern facilities are important factors in attracting and retaining students and teachers. It is very apparent that much of the infrastructure at the Morawa DHS is ageing and in need of a major upgrades or replacement. The WACOA-M had some recent building additions but also is similarly in need of building replacements and, or upgrades. The Residential wing of the WACOA-M is a contemporary building that sets the standard for school infrastructure. It is however in need of expansion to provide more beds for the projected increase in growth of students wishing to study at the WACOA-M and MDHS.

The upgrade of facilities for both staff and students is necessary so as to provide modern, bright, spacious environments conducive to delivering effective teaching and learning programs. The 'look' of schools is important in creating positive first impressions when parents and their children visit with perhaps the intention of enrolling their children at the school.

The Business Plans of both MDHS and the WACOA-M list in detail, facilities they deem necessary to enhance the delivery of teaching and learning programs as well as provide for increased student well-being. MDHS lists a Student Services Centre, an Early Childhood Learning Centre, Boarding Facilities, a Re-engagement Centre and a Family Centre. The WACOA-M Business Plan includes a purpose built area for Furniture and Woodwork and improved facilities at the Residential wing. Both schools list upgrading classrooms and staff accommodation. It has been proposed in this Ten Year Education and Training Plan, that MDHS become the hub for education and training in the North Midlands region. This creates the opportunity for MDHS and the surrounding schools to form a 'digital cluster'. This, however is not currently possible and

would require a considerable upgrade of facilities and digital infrastructure not only at MDHS but also in the surrounding schools. Electronic delivery is the way of the future to address the gap between opportunities offered to city students compared with their rural counterparts and this 'dream' should be vigorously pursued.

The Mid West Blueprint 2050 recognises the lack of infrastructure as a Challenge for the Mid West generally:

"continued planning and investment in priority education infrastructure is necessary to meet the future regional educational, training and workforce development needs throughout the Mid West".

Recommendations: Infrastructure and Facilities

9.1 That the facilities for both teachers and students at MDHS and WACOA-M be upgraded; and

9.2 That an audit be undertaken of buildings in Morawa, particularly the Brookfield mixed accommodation Village that could be used for additional accommodation.

Issue 10: Career Pathways and Post School Options

Career pathways through school to University and/or TAFE were discussed only briefly during the community meetings. Parents felt unsure about options and resources available and how best to plan early on for their children's education at each of the transition points: primary to secondary, and secondary to tertiary. The Morawa schools could be of great assistance in helping parents in the smaller surrounding towns become aware of the importance of school path and career planning from an early age.

The North Midlands cluster of schools should develop a Pathways document that explicitly helps parents to 'see' the way through school and forward to University and/or school based or TAFE programs. Parents need this knowledge if they are to encourage their children to aspire to graduating in Year 12 and then go on to University and/or TAFE. They also need to 'see' that the pathways will lead to meaningful employment. It is important that post school options selected align with the knowledge and skill set required by students for their chosen career.

Carnamah DHS offers the 'Future Moves' program to their students through the Job Link Centre in Geraldton. It comes highly recommended and is in modules for Years 5-12. Such a program could well be offered by all schools in the proposed NMETC.

The Ten Year Education and Training Plan pays due recognition to the need for an improvement in access to and participation in Training and Higher Education in the North Midlands. The

MWDC Blueprint 2050 believes there is a need *‘to enhance Mid West students aspirations and awareness of educational pathways’* and that; *‘despite having excellent higher education and training providers, the region’s tertiary attainment rates are well below the broader norm and that this presents an opportunity to ‘leverage off the region’s state of the art higher learning providers to improve higher education and training’.*

Currently students living in the Mid West have a lower than State average percentage of students going on to tertiary studies after Year 12. While the percentage of Mid West residents with Certificate level and Diploma level qualifications closely reflect regional Australia, the Bachelor level of Mid West residents is 7.5%, half the national average and lower than Regional Australia at 9.5%. Postgraduates make up 1% of the population in the Mid West, compared with 2% across Regional Australia and 4% at a National level.

The Geraldton University Centre (GUC) expressed a desire to be involved in raising ‘awareness’ about higher education options available through the Centre. It has offered to host ‘orientation’ visits to the Campus, and to visit communities to discuss the range of bridging and degree courses available through either face-to-face and/or in web-based modes. Such orientation and promotional programs would be best done in conjunction with the Geraldton Campus of the Central Regional TAFE and co-ordinated through the proposed North Midlands Education and Training Cluster. The two institutions work closely together so students have a continuous learning pathway between TAFE and GUC, and are able to use their TAFE qualifications towards their Degree qualifications. The Geraldton Campus of the Central Regional TAFE has 6 500 students, 40% of whom are doing Certificate IV. Of those attending TAFE, 17% are aboriginal.

The West Australian Centre for Rural Health (WACRH) has a Centre in Geraldton and is another institution that could be involved in career guidance for those students seeking careers Health and Medical services. The Centre should be included in Career Orientation Programs together with those offered through the GUC and the Geraldton Campus of the Central Regional TAFE.

The GUC is also keen to increase the participation rate of mature age people. To this end they have developed intensive on-site sessions combined with user friendly web based sessions using a dedicated platform that can be done wherever there is reliable internet. This is proving to be a successful initiative in upskilling and retraining local youth and adults.

The Workforce Development strand of the Knowledge and Learning Pillar in the MWDC Blueprint 2050 re-enforces that higher education courses at both TAFE and University need to provide courses that match the skill sets needed in the predominant industries of the region. The North Midlands is predominantly an agricultural region with fringe industries of forestry and fishing. MDHS and the WACOA-M need to provide explicit learning pathways so their graduating

students can best enter courses being offered to support these industries. Such a vision would mean that people are more likely to get jobs in the Mid West and contribute to the long term economic and social fabric of the region.

The possibility of building an Industry Training Centre (ITC) in Morawa remains a low priority. This is even more so now there has been a downturn in the mining industry and such a Centre, with residential facilities, has now been built as part of the Geraldton Campus of the Central Regional TAFE. Morawa however does have the Trade Training Centre (TTC) at the WACOA-M that could be used more by businesses for training by others such as machinery dealers and RTO's during out-of-school time. The Trade Trailer initiative designed to take 'trades' to surrounding towns is still to be implemented. Once done so it could be a useful resource for youth and adults who are otherwise able to access training opportunities. Other spaces such as the Incubator Units built by the Morawa Shire a few years ago could be used for trade training programs should the need arise.

Recommendations: Career Pathways and Post School Options

10.1 That staff from MDHS and WACOA-M continues to assist parents in the smaller towns surrounding Morawa, to plan school and career pathways for their child through to post school education and training options;

10.2 That MDHS and the WACOA-M develop awareness and orientation programs with GUC, Geraldton Campus of the Central Regional TAFE and where applicable the WACRH;

10.3 That MDHS and the WACOA-M develop partnerships with GUC and other Universities that offer courses relevant to rural communities;

10.4 That MDHS and the WACOA-M develop a 'careers and courses' pathways package for the North Midlands showing pathways to courses of study that develop skills and knowledge identified as being most in demand by employers;

10.5 That 'Future Moves' program be introduced across the proposed NMETC;

10.6 That the GUC to be represented on MEITA;

10.7 That the WACOA-M Trade Training Centre facilities be heavily promoted for training purposes; 10.8 Building an Industry Training Centre in Morawa appears to be a low priority for the foreseeable future;

10.8 That the WACOA - M implement the Trade Trailer initiative forthwith; and

10.9 That the Schools and Shires collectively lobby for reliable internet capacity and up-to-date digital infrastructure in each North Midlands town, to support the delivery of online courses such as those offered though the Geraldton University Centre and Geraldton Campus of the Central Regional TAFE.

Issue 11: Digital Infrastructure and IT

The online delivery of teaching and learning programs for primary, secondary and tertiary studies is vital if students in rural areas are to have access to the same educational and training opportunities as their peers in Perth and major regional centres. This is recognised by the MWDC Blueprint 2050 which states: *‘Technology creates the opportunity for more equitable outcomes for students’*. It is very evident there is a willingness by schools and Shires of the North Midlands to be more involved in the digital age and all the advantages that it brings for education and training. Currently, however, inadequate broadband capacity, outdated digital infrastructure and incompatible software systems make it time consuming, frustrating and often impractical.

Within country areas particular concern is being expressed regarding the increasing gap between the access to computers and other technologies by children from some low socio-economic and aboriginal families compared to their peers. Aboriginal students are often the most affected and commence schooling significantly behind other students because of their lack of exposure to incidental electronic learning. The digital divide widens as students move through their schooling. This issue is a considerable challenge and needs to be addressed.

Students from WACOA-M and to a lesser extent those at MDHS, should be able to leave school with a sound working knowledge of a wide range of IT Applications in Agriculture and Agribusiness in particular. Introducing such courses of study at one or both schools would be a point of differentiation and a ‘selling point’ when trying to attract and retain students and teachers. Employers in the agricultural industry are already ‘head hunting’ potential employees with knowledge and skills in the application of IT in Agriculture.

Geraldton University Centre (GUC) makes much use of web-conferencing to deliver many of their courses online to centres away from Geraldton. This is dependent on access to reliable internet of significant broadband capacity that is not always available in small towns and on farms. Unfortunately many areas in the North Midlands do not have the bandwidth capacity required, meaning access to such study options is not available. The promised improvement through National Broad Band is yet to be proven and enjoyed.

The Mid West Blueprint 2050 under the section on Higher Education and Training notes that *'despite having excellent higher education and training providers the region's tertiary attainment rates are well below the broader norm' and that this presents the opportunity to 'leverage off the region's state of the art higher learning providers to improve higher education and training'*. There is no doubt that if digital infrastructure and internet capacity can be improved, the GUC and Geraldton Campus Central Regional TAFE can play a significant role in realising this aspiration.

Assuming that towns and schools of the North Midland accept that their sustainability turns on their willingness to cooperate and collaborate with surrounding schools, then it equally needs to be assumed that they recognise IT as one of the vehicles of that cooperation and collaboration. Every effort at all levels should be made as soon as possible to develop reliable digital infrastructure and internet capacity for Morawa schools and schools in the proposed NMETC. This should be considered a priority area in the early years of implementing the Ten Year Education and Training Plan. This is in line with The Mid West Blueprint 2050 which states that: *'the potential of technology and virtual learning platforms is not being fully utilised (or available) to optimise education delivery throughout the region and that there is the opportunity to address this challenge by utilising technology and virtual learning platforms to link education and training delivery with a range of innovative Mid West projects in areas such as radio-astronomy, renewable energy and remote services'*.

Recommendations: Digital Infrastructure and IT

11.1 That the Shires and schools in the North Midlands should lobby forcefully State and Federal government agencies and make representations to politicians, for reliable internet of sufficient broadband width to deliver online teaching and learning programs for primary, secondary and tertiary students;

11.2 That the WACOA-M and MDHS introduce studies in the Application of IT in Agriculture and Agribusiness;

11.3 That MDHS and WACOA-M continue to introduce strategies to ensure that socio-economically disadvantaged students have access to a range of electronic learning opportunities; and

11.4 That MDHS and WACOA-M investigate web-conferencing as a means of delivering and receiving teaching and learning programs throughout the proposed NMETC.

Issue 12: Reputational Management

The WACOA-M is recognised as an agricultural school-of-choice many in the surrounding towns. The 'message', however, of MDHS being a safe, viable school-of-choice for Years 7-12, has not 'got through' sufficiently to parents in surrounding communities. It was evident from consultations with surrounding towns that many opinions formed were based on folk law or rumour emanating from isolated incidents promulgated through social media. There is always fertile ground for such opinions where there is understandable and normal inter-town rivalry. This situation, however needs to be addressed as quickly as possible if the concept of Morawa being the hub of a North Midlands Education and Training Cluster is to be successfully implemented. MDHS has to become known as a 'school-of-choice' for secondary schooling in the North Midlands region. It has to grow beyond a 'critical mass' and retain more students through to Year 12 so more face-to face courses of study can be offered in Years 11 and 12.

It is recommended that opportunities are taken to encourage parents to visit the schools and to communicate directly with staff. Parents from surrounding schools must also be given the opportunity to be part of an overarching governance structure of the Morawa Hub in the proposed North Midlands Education and Training Cluster. Hopefully by parents becoming more involved with the school, there will be a greater ownership and less misconceptions can be spread by word-of-mouth and social media.

As previously mentioned, Morawa District High School's name is an anachronism. Consistent with a Recommendation in the 2015 MDHS IPS Review consideration is being given to a new name. It is recommended that a name such as the NMCC/NMRC would recognise MDHS's position and aspiration to become the school-of-choice for the community of schools in the North Midlands region. This is exciting as are many of the other initiatives detailed in the 2016-2018 MDHS Business Plan such as the creation of a Middle School and offering residential accommodation for their students.

WACOA-M is also planning exciting new initiatives as detailed in their 2016-2018 Business Plan. It is an ideal time to launch a marketing and promotional campaign about the improved educational and training opportunities available within the Morawa IPS Cluster of MDHS and the WACOA-M.

This Plan recommends creating a North Midlands Education and Training Cluster to better deliver increased education and training opportunities to students and youth/adults in the North Midlands. It would be preferable if MEITA could reflect this Recommendation by becoming the North Midlands Education, Industry and Training Alliance (NMEITA). This Alliance would then be

the 'go to' body to lobby for improvements in education and training for the North Midlands as a whole not just Morawa, and would 'feed into' the proposed Alliance to be formed by the MWDC.

Recommendations: Reputational Management

12.1 That a professional advertising agency be engaged to promote the Morawa IPS Cluster of WACOA-M and MDHS as being a school-of-choice for secondary education in the North Midlands;

12.2 That parents from the surrounding feeder primary schools be involved in setting policy and practices in the proposed NMETC, through a governance structure that sits separately to those decision making bodies such as the P and Cs, IPS Boards and School Councils already in place;

12.3 That Open Days for MDHS and the WACOA-M be coordinated to reinforce the opportunity for a continuous pathway through secondary school to Year 12;

12.4 That the educational and training opportunities available through the Morawa IPS Cluster, be promoted at all levels of the media including social media;

12.5 That lunches/morning teas be held for parents of Year 5/6 students whose children are soon to enter secondary school; and

12.6 That the name of Morawa Education, Industry and Training Alliance (MEITA) be changed to The North Midlands Education, Industry and Training Alliance (NMEITA).

Other Considerations

The Western Australian College of Agriculture-Morawa

The history of the West Australian College of Agricultural-Morawa (WACOA-M) as it is now known, began in 1978 when the first residential students moved into the iron ore mine single men's quarters. Now with a 3244 hectare farm and 67 students, extensive facilities and a modern residential college it is justifiably the jewel in Morawa's crown. WACOA-M, together with the growth of Year 11 and 12 students at MDHS has been pivotal in Morawa becoming recognised as the hub for education and training in the North Midlands.

The WACOA-M became part of an Independent Public School (IPS) Cluster, together with Morawa District High School (MDHS), in 2013. This has given the College greater freedom to entertain initiatives that enable it to employ different staff, and to specialise in areas that differentiate it from other Agricultural Colleges in the State. The next ten years are going to be critical for the future of the College both as part of a new model of education in the North Midlands and in competing with other Agricultural Colleges.

The College needs to increase its boarding capacity to achieve a critical mass of quality students focussing only on year 11 and 12 students. Additional residential accommodation is needed for students attending MDHS, so it too has the capacity to increase numbers in Years 11 and 12. It is logical that students attending either institution are accommodated on the same site. The conditions of enrolment of MDHS students at the Residential College should be the same as those for the Agricultural students. Any extra accommodation not initially filled would prove invaluable in providing subsidised accommodation for trainee teachers at both schools and/or visiting guest speakers. The units from the mixed purpose Brookfield Accommodation Village should be considered to provide the extra residential beds in the medium term.

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To grow and become different to other Agricultural Colleges, WACOA-M needs to acquire another 1500 hectares of farming land as well as gaining access to a pastoral property either through purchase or lease. Extra nearby farming land would enable current courses to be expanded, establish a feed lot site and conduct more research and development programs in conjunction with groups such as DAFWA, the Grains Research and Development Council, RAS and MIG. Access to pastoral land would enable the College to offer studies in sustainable land care practices, tree planting, renewable energy, wild animal control and off-the-grid power generation.

Employers are now looking for Agricultural College graduates with a sound knowledge of IT Applications in Agriculture. Apart from students being able to manage the technological aspects of sophisticated farm machinery they should understand and know how to use drones for farm

mapping to identify such things as frost areas, weed growth and nitrogen deficiency. Students should have an understanding of, and a familiarisation, with autonomous vehicles. Each initiative is going to require the establishment of a partnership with outside bodies and the purchase of training equipment.

A benefit of developing a Ten Year Education and Training Plan, in conjunction with the Mid West Development Commission (MWDC), is to gain leverage for funding infrastructure and initiatives through Royalties for Regions(R for R) money. Over the life of the College much of the infrastructure has been cobbled together through the admirable efforts of the Morawa community and the Farm Trust. The College is now at a point where it should be significantly upgraded with a range of new buildings, The Trade Training Centre was much needed and welcomed but now the administration block and the classrooms badly need replacing as does the piggery and shearing shed. The Residential College requires more purpose built facilities in order to better cater for student needs.

Reference has been made elsewhere in this report to the establishment of a North Midlands Regional or Community College (NMCC/NMRC). Whilst the WACOA-M is formally part of the 'family' of West Australian Colleges of Agriculture it is also formally a partner of MDHS in an IPS Cluster. In that context it must be seen as part of a NMRC/NMRC and play a significant role as a member such as electronically delivering specialist courses to Carnamah, as well as offering mentoring and farm visits for the now many students living in rural towns and not from farms. It is feasible that WACOA-M become an Annex of the proposed NMCC/NMRC.

The WACOA-M farm facilities are more than suitable to be used in non-school time by TAFE and RTOs for industry training, agriculture related seminars/conferences and to host field and machinery days. Having access to accommodation at the residential wing of the College increases the appeal for organisers to run events across more than one day. Use of the accommodation facilities for tourism in non-school time, is another way of making a wider audience aware of the educational and training opportunities available in Morawa.

The Wider North Midlands-Carnamah and Coorow Shires

The main focus of this Ten Year Education and Training Plan is on the Morawa Shire and its surrounding communities, which is essentially the upper part of the North Midlands. Much of the discussion and subsequent recommendations relate therefore to Morawa and the Shires of Perenjori, Three Springs and Mingenew. At the request of the Mid West Development Commission some focus has also been placed on planning for education and training in the lower section of the North Midlands with special reference to Carnamah Shire, with Carnamah DHS and Eneabba PS, and Coorow Shire with Coorow PS and Leeman PS.

It bears repeating that the survival of many small North Midland schools depends on their capacity to interact with each other and in conjunction with a viable, attractive 'hub secondary school'. The way in which the demography has evolved over time has meant that Carnamah, Jurien (although not in the boundaries of the MWDC) and MDHS have become the 'secondary hubs' for the primary schools in the North Midlands. It should, however, be noted that, with the exception of Morawa it is currently unrealistic to think other 'secondary school hubs' will be able to fully offer viable Year 11 and 12 ATAR courses. This in no way suggests predatory behaviour on behalf of Morawa but rather facing facts and 'getting real' about being able to offer students a meaningful education.

The interaction and sharing of resources between schools in the North Midlands is already occurring but it needs to be formally recognised and embedded in policy to ensure longevity of such arrangements. Achieving this may require much diplomacy to overcome the natural and often healthy inter-town rivalry that has built up over the years.

The 'secondary hubs' for the lower North Midlands are Carnamah DHS and Jurien Bay DHS. They must be resourced appropriately and become the school-of-choice for parents, at least until their children complete Year 10, rather than sending them away to board at the end of Year 6. Without retention of a much larger number of Year 6 students going into Year 7-10 at their local 'secondary hub' the smaller North Midlands schools and hence towns, will be decimated. The Department of Education and the Regional Education Office should be proactive in brokering and formalising arrangements of cluster primary schools around their 'secondary hubs'. This will help communities to keep their local school and the social fabric of their towns.

MDHS is the logical and natural 'secondary hub' for Year 6s exiting Perenjori PS, Three Springs PS and Mingenew PS. The Ten Year Education and Training Plan recommends that MDHS build residential accommodation for students who wish to attend the school. If this is successful, it will enable MDHS to provide more students from a much wider area with the option of studying Years

11 and 12 ATAR and VET programs and to remain closer to their home town, than if they went to Perth or Geraldton.

Natural 'secondary hub clusters' in the lower North Midlands go outside the North Midlands boundary as defined by the MWDC. Jurien Bay DHS and Moora SHS tend to be options preferred by parents of Leeman and Coorow PSs. Carnamah parents who do send their children elsewhere for Years 7-10, tend to opt for Moora SHS or Perth rather than northwards to MDHS. These variations need to be accepted and fostered in the interests of students receiving the very best education that is possible. Cluster/hub arrangements will change shape over time due to many different circumstances, much like that of an amoeba.

It is an advantage in a "hub and spokes' cluster model if, as far as possible, there is a comfortable meshing of policies, procedures and timetables. This will assist students in their transition to secondary and help avoid behaviour and achievement slippage that so often occurs at this point. Meshing of timetables is not easy but is well worthwhile in the long term. It provides greater opportunity to share teachers and resources as well as providing broader and deeper learning opportunities for students. MDHS and WACOA-M are testimony to such an initiative.

The change in the demography of towns has meant a considerable drop in the Index of Community Socio-educational Advantage (ICSEA). There has been an increase in the number of low socio-economic and dysfunctional families, often with limited parenting skills, being moved into rural towns throughout the North Midlands. This is presenting challenges for the schools in many ways, the main one being behaviour management and disengagement with the learning process. It is impacting on the school's reputation and requires careful management especially at a time when many families are not seeing their local school as a school-of-choice.

Family Centres where child and family services are available under one roof do provide for early engagement of parents with their children, in the education journey. Small numbers make each town having their own Family Centre impractical. It is however, important that strategies be worked out so that towns without a Family Centre are able to network with those, such as Perenjori, who do. Early intervention is seen as the way forward to address the increasing numbers of developmentally vulnerable children who are entering the primary schools in the North Midlands.

It was apparent that the degree of access to higher educations and training options for youth and adult education is very dependent upon the proactivity of the Community Resource Centre (CRC). Coorow and Perenjori CRCs appear to be succeeding in 'hooking up' the educational and training needs of youth and adults in their local community with the appropriate providers.

Currently access to reliable internet and digital infrastructure is limiting the post-school options available for youth and adults living in the North Midlands. Not being able to access courses such as the degree programs in teaching and nursing offered through the GUC are but one example. The issue of electronic connectivity is of concern to all North Midland towns. Great concern has been expressed that the NBN Skymaster is not going to be anywhere near adequate for normal living let alone the conduct of business or the electronic delivery of education courses for either schools or communities.

The quality of the available teacher housing can have a profound affect upon the teachers applying for North Midland postings. It is well within the province of Shires to provide attractive housing.

The infrastructure in the North Midlands schools is generally well presented. It is however mostly dated and in urgent need of upgrading. Overcrowding appears not to be an issue mainly because of the declining student numbers especially in 2016 when Year 7 entered for high school for the first time.

Carnamah

Primary student numbers at Carnamah DHS have been very stable, changing from 51 to 53, over the last five years. The lower secondary now has 31 students down from 37 in 2012 but up from 24 in 2014. There are 3 Year 11 Vet students who are well supported by the town businesses. The Shire and the community as a whole are very proud and supportive of their school.

Given the numbers at Carnamah and the secondary intake from the lower of the North Midlands, it appears logical and necessary that cooperation between Morawa DHS and Carnamah be optimised. This is essential to ensure educational viability across the North Midlands region. It has been suggested that in the event of MDHS being recognised as a NMCC/NMRC, that Carnamah should be seen as an annex and become the NMCC/NMRC–Carnamah. The alignment of timetables, electronic sharing of lessons, sharing of specialist teachers and the possibility of students being able to access secondary schooling at all three institutions, represent exciting outcomes of collaboration.

Carnamah is very successful with its small cohort of VET students but it is unrealistic to establish Year 11 and 12 ATAR courses. It has to be respected that for social, academic, sporting and cultural reasons some families will send their children away to school. However it is becoming more and more challenging with some Perth Colleges charging near \$50 000 pa for boarding and tuition.

Carnamah DHS should, however, go to their community and seek support for their local school; to agree where possible, for their children to stay at Carnamah DHS until Year 10, and then to send them away for Years 11 and 12. There should be a major push to establish a very strong Middle Schooling practices with a focus on pastoral care and academic outcomes. Being small means all students know all teachers well. 'Smallness' could prove to be advantageous in developing strong pastoral care programs and addressing individual learning needs either through intervention or extension. In this way it not only reverses the small number syndrome but creates a critical mass that means more teachers, more specialists, more courses and generally leads to a strong learning community.

Carnamah DHS should proceed to become an 'Independent Public School' such that it has greater flexibility in selecting staff and mounting learning programs that best fit the needs of their students. 'Teach for Australia' is an avenue that could be explored when they are recruiting staff particularly specialist secondary teachers.

The facilities at Carnamah are of a good standard but currently underutilised. There is the potential to increase the usage of facilities by training providers, businesses and community-based TAFE courses.

The social, educational and business orientation of Carnamah community is towards the south. This needs to be factored in when planning future provision of education and training.

Coorow

Coorow Primary School is an Independent Public School with 36 students up from 23 last year. However this increase is considered a one-off. Years 3, 4 and 5 have only 8 students across the three years, suggesting that in 2017 they will have approximately 30 students and many fewer in 2018. It is interesting that last year, of 7 students leaving Year 6 only 2 went to Carnamah DHS. This may be explained partly by the social, educational and business orientation of Coorow being towards the south.

When Coorow became an IPS it was in a cluster with Perenjori and Three Springs. This cluster has since collapsed and Coorow has strong academic networking/cluster relationships with Watheroo, Dandaragan and Badgingarra all of which are outside the North Midlands boundary, as defined by the MWDC. Saturday sports and inter-school sports operate around a different cluster of towns. Different clusters for different purposes are the way in which the Coorow community and school are surviving to hold the social fabric of their town together, and to make sure students receive the best education possible.

The increase in aboriginal student numbers has altered the dynamics of the school and the types of programs now needing to be offered. This is the same as other North Midlands towns. Understandably Coorow is keen to get a Family Centre. The Kindergarten and Pre-Primary Centre are under-utilised, and with Shire support, could be used as a Family Centre.

Coorow describes itself as being in 'no-man's land' geographically and feels that it receives diminished government services as a result. Coorow is a classic example where the Shire could be proactive and lead the community in a push for better teacher housing, to make teachers feel welcome and generally better support the school in many ways. It needs to be remembered that in many rural towns the school is the largest employer and is important for the sustainability of businesses and the town.

Leeman

Leeman naturally relates to Jurien and is in an informal cluster with Jurien DHS, Cervantes and Eneabba PS. The school this year has not been as badly affected by the Year 7 issue as other primary schools, with 80% of its secondary age students going to Jurien DHS. Parents and families are staying in the community rather than shifting when their eldest reaches high school. Over the last four years, however, there has been a decline in numbers from 48 to 32.

Leeman has issues with transiency and children from dysfunctional families. The number of cheaper houses available after the mine closed has caused an increase in the number of lower socio-economic families moving into town. Rents are also comparatively cheap compared with elsewhere along the coast. The appointment of a Youth Officer, who could facilitate out-of-school activities, is considered important. There is no dedicated Family Centre in Leeman although the existing Early Childhood Centre, is under-utilised. Leeman is not an IPS.

Eneabba

The profile of Eneabba PS is very similar to other North Midlands primary schools. It has declining numbers. It appears that in 2017 Eneabba will only have 21 students and less in the following year, which puts it at risk of closure. Eneabba is not an IPS which limits the ability of the school to quickly adjust programs and resourcing in response to the changing demographics of the community. The school employs 10 people with a full time equivalent of 6.1.

The greatest single factor in declining student numbers, other than the mine closing has been the transfer of Year 7 students to secondary. As with so many other towns the parents have deemed that their child is too young to go away to school at that age, and so they have moved as a family to a regional centre. Many families have chosen this option because they can't afford boarding fees, now upwards of \$50 000 at Perth Independent Schools. Parents appear to make the judgement that the secondary hub for their cluster does not provide a meaningful alternative for

secondary education. It is imperative therefore that everything is done by the Department of Education and the Local Shires to resource both Jurien Bay DHS and Carnamah DHS so they become a school-of-choice up to Year 10. Eneabba students would then have the option of attending Carnamah DHS or Jurien Bay DHS.

As with other schools discussed Eneabba would benefit from a Family Centre, however the current numbers do not warrant such a purpose built Centre. Almost all of the comments made about the other North Midland Primary Schools are applicable to Eneabba.

Recommendations

Many of the Recommendations made in relation to the northern section of the North Midlands are relevant for the lower North Midlands Shires of Carnamah and Coorow. The converse is also true.

- 1. That the magnitude of the declining school population crisis in the lower North Midlands should be recognised by all stakeholders as having the potential to close schools in the next ten years and severely damage the economic and social fabric of associated towns;*
- 2. That the Regional Education Office should play a leadership role in establishing formal structures to maximise collaboration and cooperation between primary schools and establishing clusters based around the secondary hubs of Carnamah DHS and Jurien DHS. Further that formal cluster governance structures should be established;*
- 3. That Carnamah DHS and Jurien Bay DHS be appropriately resourced and staffed as 'secondary hubs' so they become a school-of-choice for secondary schooling for students living in the lower North Midlands;*
- 4. That Carnamah DHS establish a clearly identifiable Middle School with a strong emphasis on pastoral care, behaviour management and student outcomes;*
- 5. That Carnamah DHS School Council and the Shire Council forcefully lobby their local members and the DOE to ensure that Carnamah DHS has appropriately qualified secondary specialist teachers;*
- 6. That the non-IPS schools in the lower North Midlands strive for IPS status;*
- 7. That the considerable capacity of Local Governments to improve teacher attraction and retention, teacher housing, school resourcing and school services, should be harnessed;*

8. That all Shire and school stakeholders should work together to address the inadequacies of the current and proposed broadband provision that is and will, continue to limit education and training opportunities in the North Midlands;
9. That the value and use of electronic delivery should be embraced by schools in the lower North Midlands;
10. That Carnamah DHS collaborate with MDHS to share lessons through electronic delivery. Further that the two schools should share secondary specialist teachers where possible;
11. That towns without Family Centres should endeavour to establish such a Centre or similar;
12. That all schools should maximise the implementation of early childhood programs that would lead to a decrease in the number of developmentally vulnerable children entering schools;
13. That all schools in a 'hub and spokes' cluster arrangement should share the same behaviour management and pastoral care policies;
14. That schools in the lower North Midlands should collectively form a Teacher Training Partnership with the Geraldton University Centre;
15. That the relevant individuals and organisations should work to ensure that their communities improve participation in TAFE and Higher Education. Further that the Geraldton Campus of the Central Regional TAFE and GUC should be invited to community awareness raising' forums;
16. That the towns without Community Resource Centres, should establish community study centres with adequate broadband;
16. That schools with increased numbers of aboriginal students be staffed and resourced appropriately;
17. That facilities be made available for disengaged students. Further that towns of the lower North Midlands should work with other Mid West towns to establish a Regional re-engagement centre in an appropriate location such as at Tardun; and
18. That the Carnamah community embark on a professionally based marketing campaign to promote Carnamah DHS as a secondary school-of-choice.

Appendix

School Statistics

Three Springs Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	71	81	90	74	68

Decrease in student numbers: 4.2%. Annual growth rate of Three Springs Shire: -0.8%

Perenjori Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	42	34	37	35	31

Decrease in student numbers: 26% Annual growth rate of Perenjori Shire: -0.1%

Mingenew Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	87	79	74	71	56

Decrease in student numbers: 36% Annual growth of rate Mingnew Shire: -0.8%

Yalgoo Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	28	18	21	21	26

Decrease in student numbers: 7% Annual growth of rate Yalgoo Shire: -4.7%

Coorow Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	35	36	30	23	32

Decrease in student numbers: 9% Annual growth of rate Coorow Shire: 0.1%

Leeman Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	48	52	46	43	32

Decrease in student numbers: 33% Annual growth of rate of Coorow Shire: 0.1%

Eneabba Primary School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	30	33	35	27	27

Decrease in student numbers: 10% Annual growth of rate of Carnamah Shire: -0.1%

Carnamah District High School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	51	53	61	52	53
Lower Secondary	37	36	24	33	31
Upper Secondary	11	10	9	3	3
Total	99	99	94	88	87

Decrease of 29% (secondary); increase of 4% (primary) Annual growth of rate Carnamah Shire: -0.1%

Morawa District High School

Semester 1	2012	2013	2014	2015	2016
Primary (Excluding Kin)	127	117	116	103	106
Lower Secondary	61	71	73	93	72
Upper Secondary	27	29	29	30	32
Total	215	217	218	226	210

Increase of 18% (secondary); decrease of 17% (primary) Annual growth of rate Morawa Shire: -0.9%

Note

The table include only full-time students. From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

Meetings

Schools Communities: Morawa, Perenjori, Mingenew, Three Springs, Yalgoo, Carnamah and Coorow

Shires and Communities: Morawa, Perenjori, Mingenew, Three Springs, Carnamah and Coorow. There was no meeting with the Yalgoo Shire although several attempts were made to set up a meeting

Regional Director of Education, Department of Education, Mr Greg Thorne

Statewide Director of Planning and Delivery, Department of Education, Mr Steven Baxter:

Mid West Development Commission Chief Executive Officer, Mr Gavin Treasure and Mr Trevor Price, Assistant Director-Communities and Learning

Polly Farmer Foundation, Mr Neil Jarvis

Mr Grant Woodhams, Chair of MEITA

North East Farming Futures (NEFF) Vice Chair, Jason Batten (DAFWA e-connect project and Yuna Farm Improvement Group

Precision Technology Solutions, Julian Coles

Interviews

Principal of Eneabba

Principal of Leeman

Geraldton University Centre, Director, Ms Natalie Nelms

Country Biz Chick, Innovation Manager, Ms Jenny Thomas

North East Farming Futures (NEFF) Vice Chair, Jason Batten (DAFWA e-connect project and Yuna Farm Improvement Group

Central Regional TAFE: Mr Bill Swetman, Managing Director and Mr S Cooper, Director of Organisational Services

Useful Contacts and Resources for Future Reference

Curriculum and Reengagement Schools (CARE)-AISWA

Community School-Fremantle

Sevenoaks Senior College

Sevenoaks Senior College, Client Services Manager for 'online program called YourTutor), Diane Guise

Midland Alternative Learning Centre

Sun City Church (Geraldton) and Father Ryan-Tardun

Batchelor College Northern Territory

Clontarf

Karalindi Aboriginal Education Centre, Meekatharra

Christian Aboriginal Parent Directed School (CAPS) Coolgardie

Wongutha Christian Aboriginal Parent Directed School (CAPS) Esperance

Wirrpanda Foundation

Fairbridge-Pinjarra

Brookfield

Central Regional TAFE (proposed Agricultural Course)

Geraldton Aviation, Wendy Mann

Geraldton Aero Club

Australian Grains Industry (AGI) Capacity Building Project, Jackie Jarvis

Grains Research Development Corporation (GRDC)-'In Grains-Investing in Young Scientists'

The Land Project: Maps grain sector's skill gap researched and written by Agknowledge)

Survey Dynamics, Chris Witt (drone contact with the Mingenew Irwin Group)

Western Aerial Mapping (drones contact), Jerome Leray

Carol Mc Manus: Apprenticeship Training Centre-Geraldton

Kate George-Lawyer and Aboriginal Activist

Maxine Simpson AEIO (MDHS)

References

Australian Bureau of Statistics: Estimated Resident Population-March 2016

Business Plan MDHS 2016-2018

Business Plan WACOA-M 2016-2018

IPS Review MDHS 2015

IPS Review WACOA-M 2015

MEITA Strategic and Operational Plans 2013

Mid West Regional Training Plan (Phase One) 2009

Mid West Development Commission Blueprint 2050 (MWDC) 2015

Morawa Super Town Growth and Implementation Plan (MWDC) 2012

Morawa Industry Training Centre: Business Case (Carpe Diem Strategic Solutions) 2011

North Midlands Economic Development Strategy (MWDC) August 2013

Resilient Families: Strong Communities A road map for regional and remote aboriginal communities. WA Government July 2016

Western Australian Curriculum and Assessment Kindergarten to Year 10

Glossary of Acronyms

Australian Early Developmental Index (AEDI)

Association of Independent Schools Western Australia (AISWA)

Australian Tertiary Admission Ranking (ATAR)

Christian Aboriginal Parent Directed School (CAPS)

Department of Education (DOE)

Department of Agricultural and Food Western Australia (DAFWA)

Centre for Excellence: Alternative Learning (CEAL)

Community Resource Centre (CRC)

District High School (DHS)

GUC (Geraldton University Centre)

Gifted and Talented (GATE)

Independent Public School (IPS)

Industry Training Centre (ITC)

Index of Community Socio-Educational Advantage (ICSEA)

Languages Other Than English (LOTE)

MDHS (Morawa District High School)

MWDC (Mid West Development Commission)

Mid West Childrens Services Plan (MWCSP)

WACOA-M (Western Australian College of Agriculture-Morawa)

NMCC/NMRC (North Midlands Community/Regional College)

North Midlands Education and Training Cluster (NMETC)

Morawa Education, Industry and Training Alliance (MEITA)

Mingenew Improvement Group (MIG)

North Midlands Education, Industry and Training Alliance (NMEITA)

North East Farming Futures (NEFF)

National Assessment Program: Literacy and Numeracy (NAPLAN)

Registered Training Organisation (RTO)

Royal Agricultural Society (RAS)

Senior High School (SHS)

Science, Technology, Engineering and Mathematics (STEM)

University of Western Australia (UWA)