Office Use Only	
Project Code	
Project Type	

FINAL REPORT 2024

Final reports must be submitted using the online application form at www.sagit.com.au with this Word document attached ***within two months*** after the completion of the Project Term.

PROJECT CODE	AGC 06724
PROJECT TITLE	
Lead Agriculture Teacher	

PROJECT DURATION *These dates **must** be the same as those stated in the Funding Agreement.*						
Project start date	**1/07/2024**					
Project end date	**30/09/2025**					
SAGIT Funding					(year)	$

PRINCIPAL INVESTIGATOR *(responsible for the overall project and reporting)*		
Title:	**First Name: Sue**	**Surname: Pratt**
Organisation:	**AgCommunicators**	
Mailing address:		
Telephone:		
Mobile:		

ADMINISTRATION CONTACT DETAILS *(responsible for all administrative matters relating to project)*		
Title:	**First Name: Cara**	**Surname: Heney**
Organisation:	**AgCommunicators**	
Mailing address:		
Telephone:		
Mobile:		

PROJECT REPORT: *Please provide a clear description for each of the following:*

Executive Summary (200 words maximum)

A few paragraphs covering what was discovered, written in a manner that is easily understood and relevant to SA growers. A number of key dot points should be included which can be used in SAGIT communications.

Sue Pratt's work as Lead Agriculture Teacher has become a cornerstone of food and fibre education in South Australia. Evidence shows strong improvements in teaching quality and teacher confidence, alongside rising interest in senior agriculture subjects. Stage Two SACE Agriculture enrolments have grown from 314 (2023) to 362 (2025), with subject excellence lifting to seven Merits in 2024.
Since starting in the role, Sue has helped 26 schools introduce agriculture programs, giving more students access to industry-rich learning. She has directly supported 59 new agriculture teachers through visits, online support and professional learning, with 100% of surveyed teachers reporting increased confidence and that their needs were met or exceeded.
Her close partnership with ATASA has contributed to membership growth (115 to 156) and record conference attendance in 2025. She also supports the broader workforce pipeline, attending ten careers events reaching over 2000 students, and working with the University of Adelaide to strengthen understanding of Agricultural Science pathways, including arranging a Waite campus tour for the ATASA Executive.

Project objectives

A concise statement of the aims of the project in outcome terms should be provided.

The Lead Ag Teacher Sue Pratt works directly with schools with the following objectives:

- To support and mentor teachers in South Australian schools to deliver high quality food and fibre curriculum in both specialist ag programs and within general science and technologies subjects.
- To build teacher's confidence and industry networks so they are supported to deliver best practice content.
- To reinvigorate school ag curriculum so it has strong industry relevance; for example plant science, genetics, animal science, nutrition, innovation, ag tech, water use efficiency, sustainability.
- To help teachers develop strategic plans for school farm infrastructure and equipment.
- To design and deliver targeted curriculum resources.
- To support SACE agriculture teachers and students.
- To promote agricultural career opportunities to students and teachers.

Overall Performance

A concise statement indicating the extent to which the project objectives were achieved, a list of personnel who participated in the Research Project including co-operators, and any difficulties encountered and the reasons for these difficulties.

The Lead Agriculture Teacher program was co-funded with the Sheep Industry Fund and Sue works in close partnership with the Agriculture Teachers Association of SA (ATASA).

Key personnel were:

- Sue Pratt Lead Agriculture Teacher, AgCommunicators
- Belinda Cay, Director, AgCommunicators
- Cara Heney, Business Manager, AgCommunicators

Deliverable #1 Mentoring for 30 teachers, focusing on curriculum review and embedding rigour.

Sue has visited 35 school sites and directly supported 51 individual teachers. Critically, 23 of these teachers are new to agriculture. These are now part of Sue's LAT network which includes nearly 280 teachers in 100 different schools. Sue has created twelve new curriculum resources ranging from detailed guides on including pigs, protected cropping, farm safety and carbon farming in the curriculum through to agricultural ideas for SACE Physics, Biology and Chemistry. Sue's LAT resources are distributed via her network and are freely available to all. They are housed on the AgCommunicators website, within the Education page. Sue is connected to industry organisations including the Ag Institute of Australia – SA division, Landscapes Board and PIRSA. Sue sits on the Skills Insight steering committee for the proposed ag trade qualification, the Department for Education Industry Pathways Reference Group and the National Food and Fibre Education Strategy advisory group. Strong relationships have continued with Teach for Australia, the SACE Board,

Primary Industries Education Foundation (PIEFA), Adelaide University Ag Students Association (AUASA) and Primary Producers SA.

Deliverable #2 Four PD workshops

Sue has facilitated eight professional development activities, engaging with 354 teachers. These have included sessions at the PIEFA Conference in Canberra, Science Teachers and Agriculture Teachers Associations State Conference and the "Getting into Ag Teaching" workshop with 26 teachers new to ag. Sue collaborated with the Northern and Yorke Landscape Board for a customised "carbon farming for teachers" session. She also facilitated a SACE Agriculture workshop, with the following feedback: 98% found value in every session; 95% had their needs met. "*The opportunity to talk with other Ag teachers and hear from experienced experts has been very valuable and worth the time and effort to get here"*. "*I was looking to gain a greater understanding of Stage 1+2 curriculum design and assessment, which I certainly got*". "*Exactly what I was looking for*". Sue also hosted twelve teachers from Banksia Park International High School on their annual Industry Immersion Day, with a customised visit to AGT Roseworthy. The aim of the visit was to expose teachers in a range of subject specialisations to the opportunities that can be found for their students within agriculture and the school acknowledged the success of this visit on their Facebook page by featuring a photo of Stuart Milde from AGT and Sue with their teachers with the comment "*A special shout-out to the wonderful Sue Pratt for her expert guidance and support. We're energised, inspired and ready to connect classroom learning with the world beyond school*".

Deliverable #3 Four newsletters

Each school term, Sue distributes a newsletter which includes links to new resources, professional development opportunities and industry developments. She has produced four for this funding cycle distributing them to her contacts list of 288 educators and industry subscribers. Click rates average 45%, with a peak of 52.4%. The newsletters are housed on the AgCommunicators Education page for future reference. Sue also issues regular updates to the list alerting teachers to new resources and events which will enhance their teaching, providing ongoing support throughout the term.

Deliverable #4 Four new schools

Sue has added eight new schools that are now featuring agriculture. These include regional schools at Murray Bridge and Strathalbyn as well as six metropolitan sites. Three are public schools. Their ag programs range from specialist agriculture subjects, to immersive student activities and formal careers experiences. Sue has supported these new schools with site visits, links to resources, industry connections, curriculum mapping and strategic planning. Across these eight schools, there are just over 7000 more students who are now being exposed to production systems, food and fibre concepts and career opportunities within agricultural industries.

Deliverable #5 Four career expos

Sue has attended ten careers events across the state, reaching over 2000 young people from 31 different schools, as well as the Sheep Expo delegates. She invites discussion through engaging activities and provides information on career pathways and opportunities. Sue showcases vocational, agribusiness and academic options and actively promotes use of the Ag Institute's Student Compendium, AgCareerStart gap year program and PIEFA's Career Harvest website. At the 2025 Yorke Peninsula Field Days, Sue introduced a Careers Corner in the Ag Learning Centre, with a range of resources and information available across all industry sectors.

One deliverable that has been modified is that the proposed regional SACE workshops have not occurred due to feedback from SACE Agriculture teachers and changes in SACE enrolment patterns for key schools on the Eyre Peninsula and Mid North particularly. Because some sites have elected to use Integrated Learning to deliver SACE agriculture programs when they have small numbers, the workshops addressing specific SACE assessment skills were no longer relevant. A greater need was identified in supporting SACE Agricultural Production and SACE Agricultural Systems classes directly for their External Investigations. During Term One 2025, Sue visited ten sites, meeting with Year 12 classes and discussing investigation topics and logistics with 89 individual students and ten teachers. In addition, Sue hosted a special school's program at the Hart Field Day, engaging with two schools and a further 85 students for sessions on careers, wheat varieties and trial design. The in-school SACE workshops and Hart sessions exceeded the much lower numbers who engaged with the regional workshops in the previous year and provided individualised, targeted support for many more students.

All other deliverables have been met and exceeded within the project timeline. This has allowed Sue to reach more students, more teachers and more industry connections than anticipated, extending and deepening the impact of the Lead Ag Teacher role in South Australia. Sue's work is appreciated by the hardworking ag

educators she supports and can be summarised in this comment from Urrbrae Agricultural High School Assistant Principal Brenton Borchardt*: "I just wanted to say a huge thanks to you for all that you do in your space as Lead Ag Teacher. All of the resources and advertisement and promotion that you do of agricultural education here in SA is amazing. The support that you provide to those of us who are on the ground in schools is much appreciated. We're very fortunate that 1. your position exists; and 2. that you are in the position. Thanks – Brenton".*
Sue has a successful ongoing relationship with key agricultural media outlets the ABC Country Hour and the Stock Journal. They have provided positive coverage of the LAT program as demonstrated in the summary following. Much of Sue's work occurs in schools and to ensure child protection policies are upheld at all times, AgCommunicators has a clear policy that Sue does not take photos or initiate social media posts that include school students. Schools sometimes post content related to Sue's work which we are happy to share as they retain the duty of care and have ensured all child protection requirements and parent consents have been obtained.

KEY PERFORMANCE INDICATORS (KPI)

*Please indicate whether KPIs were achieved. The KPIs **must** be the same as those stated in the Application for Funding and a brief explanation provided as to how they were achieved or why they were not achieved.*

KPI	**Achieved**	**If not achieved, please state reason.**
Mentoring for 30 teachers, focusing on curriculum review and embedding rigour.	Yes ☒ No ☐	
Four Professional Development workshops for teachers	Yes ☒ No ☐	
Four newsletters	Yes ☒ No ☐	
Four new schools	Yes ☒ No ☐	
Four career expos	Yes ☒ No ☐	
	Yes ☐ No ☐	
	Yes ☐ No ☐	
	Yes ☐ No ☐	

TECHNICAL INFORMATION (Not to exceed **three** pages)
Provide sufficient data and short clear statements of outcomes.

Since commencing as the Lead Ag Teacher, Sue has visited 77 different school sites, directly supporting 156 teachers across SA, from Miltaburra in the west to the Yorke Peninsula, Riverland, Mid North and down to Mount Gambier in the South East. This has included visiting 14 new sites and 51 teachers in the 24/25 project period. Metropolitan schools have also been a focus to ensure that schools that do not have a traditional connection to agriculture are developing food and fibre content and awareness of career pathways, including Banksia Park International High School, Alberton Primary School and Aberfoyle Park High School.

Survey responses support the clear focus on connections to industry and the diverse range of benefits to agriculture teachers, for many students the first and most influential contact they have with primary production: *"Sue is fantastic, and an amazing resource for Ag teachers. She is a tireless proponent of linking Ag industry to schools, and supporting staff in developing meaningful site-based outcomes*" and benefits of the LAT include "*Collaboration- Shared ideas - Consistency across the state - Motivation- Quality assurance in SA Ag curriculum - Promotion of Ag careers- Promotion of rigour/high standards in Ag curriculum- Saving teachers time in accessing resources - Co-ordination of high quality PD events - Support for teachers - retention and promotion of Ag teaching".*

By volunteering on the Ag Institute of Australia (SA division) committee, Sue has focused the attention of industry professionals on the challenges and opportunities within the education sector. It has been pleasing to see the AIA(SA) committee support the Lead Ag Teacher goals by become actively involved in supporting career promotion, attending 18 career events this year and demonstrating the value of collaboration by reaching thousands more students.

Following Sue's engagement with University of Adelaide programs in the Schools of Education and Ag, Food and Wine, an extremely positive development announced this year is the introduction of agriculture as a specialisation within the new Adelaide University's Bachelor of Education. This is a first for South Australia and makes it one of only a very small number of universities in Australia that offer this direct pathway into agricultural teaching. It is anticipated that this will help address the acute shortage of qualified agriculture teachers. The current pathway is longer and more likely to see candidates tempted into other job opportunities within ag, requiring students to complete the Bachelor of Ag Science followed by a two year Master of Teaching.

PIRSA have clearly acknowledged the influence and potential of the LAT role by identifying it as one of their five "Next Steps" in their workforce strategy. Consequently, Sue has been invited to join the PIRSA Agribusiness, Food & Wine Workforce Strategy Project Reference Group. With a particular focus on Recommendation 2 "Establish stronger partnerships with education providers to co-design and deliver initiatives that inspire and equip students to pursue careers in agribusiness", this new work has the potential to positively impact all sectors of agriculture in South Australia.

Key connections to other projects:

Project	Link
Department for Education Industry Reference Group	Sue is one of the IRG for the Industry Pathways team, providing feedback about DfE programs including the new Agri-Tech course at the Limestone Coast Technical College, set to launch in 2026. Through this role, Sue has also connected with both the Regional and Metropolitan Pathways Advisors, providing presentations on career opportunities, industry facts and resources that will be shared with all public secondary schools.
AUASA Mentoring	Sue has mentored Jordan Norman, a third year Animal Science student who has a clear ambition to become an agriculture teacher. He has attended school visits and career events with Sue, including the recent YP Field Days. This mentoring role will continue with future candidates as well as Jordan as he progresses through his Masters program.
Skills Insight	Sue is on the Steering Committee for the Ag Career Mapping project with Skills Insight. This has included providing feedback on the proposed ag trade qualification at a National level.
National Schools Food and Fibre Education Strategy	The recently released draft National Schools Food and Fibre Education Strategy had significant input from Sue through her role on the Advisory Group. The draft strategy acknowledges the unique nature and value of the LAT role in SA, with research conducted across all states identifying it as a key strategy for success. The 1:1 support the LAT provides has been included as one of the objectives for the new strategy.
ATASA Professional Development program	Sue's on-going relationship with ATASA ensures that she collaborates with this existing network, affiliated with the National Association of Ag Educators (NAAE), to deliver targeted professional development. In 2025, Sue led the *Getting into Ag Teaching* and *SACE Curriculum* workshops and has plans for these to be repeated in 2026 with the addition of a two day *Cattle Handling for Schools* workshop and new *Shows 101* program.
Royal Agricultural and Horticultural Society (RAHS)	Sue has helped develop the curriculum links and structure for the School's Egg laying competition and Sow and Grow wheat competition. "*The Lead Teacher is also providing an extremely valuable link between schools and industry. Sue helped enormously in the development of the RAHS Schools "Sow & Grow" competition, and wrote the curriculum links and assessment plan for the competition. This was very successful with over 15 schools getting involved in the competition meaning over 200 students were more directly involved in the course work linked to the agronomy industry. An amazing outcome in the inaugural year. Peter Smith, Chair Grains and Fodder Committee RAHS*"

CONCLUSIONS REACHED &/OR DISCOVERIES MADE (Not to exceed **one** page)

Please provide concise statement of any conclusions reached &/or discoveries made.

The funding partnership between the SA Sheep Industry Fund and the SA Grain Industry Trust has been absolutely vital in embedding industry connection and rigorous standards for the agriculture education sector through the role of the Lead Agriculture Teacher. This is extremely important to all agriculture teachers, and crucially, to their students, the future of primary production in the state. It's impact has been summarised in a LAT survey response as follows:

"The Lead Ag Teacher service is vital in being able to deliver the Agriculture curriculum. Having a go to person for all questions and concerns provides the support necessary to ensure quality engagement & deliver occurs for students to connect with the sector. Coming from an Agriculture background I knew the content however having Sue has ensured I am able to deliver at the correct level & guide pathways into the sector. I have needed quite a bit of content & learning material to deliver each year level appropriately. The time saved has ensured I can exert my energies into creating fantastic learning opportunities rather than being stuck at my desk. I cannot speak highly enough of the support this position has provided".

INTELLECTUAL PROPERTY

Please provide concise statement of any intellectual property generated and potential for commercialisation.

The Lead Agriculture Teacher database now includes 294 teachers and industry connections. Sue has created 43 new education resources, twelve during this funding cycle, all of which are housed on the AgCommunicators Education page, freely available to be used in schools.

APPLICATION / COMMUNICATION OF RESULTS

A concise statement describing activities undertaken to communicate the results of the project to the grains industry. This should include:

- *Main findings of the project in a dot point form suitable for use in communications to farmers;*
- *A statement of potential industry impact*
- *Publications and extension articles delivered as part of the project; and,*
- *Suggested path to market for the results including barriers to adoption.*

Note that SAGIT may directly extend information from Final reports to growers. If applicable, attach a list of published material.

Main Findings

- Significant strengthening of teacher capability, with 51 teachers mentored (23 new to agriculture) and 12 new curriculum resources developed, including materials on pigs, protected cropping, farm safety and carbon farming.
- Increased industry alignment in school agriculture programs through strong partnerships with PIRSA, Landscapes Boards, Ag Institute of Australia, industry bodies and universities.
- High engagement in professional development, with eight workshops delivered to 354 teachers, including carbon farming and SACE Agriculture sessions with outstanding feedback.
- Expansion of agriculture programs into eight new schools, giving more than 7000 students exposure to production systems, food and fibre concepts and ag careers.
- Direct engagement with the future workforce through ten careers events and the new Careers Corner at Yorke Peninsula Field Days, reaching over 2000 students.
- Tailored SACE student support delivered through school-based workshops, boosting Year 12 engagement with grain-related investigations and field day experiences.

Potential Industry Impact

The project significantly expands the pool of young people with practical understanding of primary production, lifting teacher capability, strengthening curriculum rigour and embedding industry-relevant content in schools. This work directly contributes to the grains sector's long-term goal of attracting skilled, informed entrants into the workforce, improving agricultural literacy across metropolitan and regional communities, and enhancing the visibility of pathways into research, agronomy, technical roles and farm-based careers.

POSSIBLE FUTURE WORK

Provide possible future directions for the research arising from the project including potential for further work and partnerships.

Moving into the fourth year of the LAT project, Sue will continue with existing connections with the SACE Board, Department for Education, Ag Institute of Australia, ATASA, PIEFA, Skills Insight, National Schools Food and Fibre strategy, AUASA, Landscapes Boards, Adelaide University, Primary Producers SA, Hart Field Site, RAHS and YP Field Days.

Specifically, Sue is planning the school engagement program with Meat and Livestock Australia for their MLA Updates event in November 2025. This will see teachers participate in the industry tours, spotlight sessions and speaker program as well as a tailored teacher PD session on the MLA education resources. In addition, a student Showcase Hubs tour will be hosted by Sue on Day 2 of the event.

Sue is communicating regularly with the taskforce organising LambEx 2026 aiming to build on the success from LambEx 2024. With the particular challenge of being held during school holidays, Sue is aiming for the 2026 event to have a focus on teacher participation more than student participation.

Sue’s contribution to the PIRSA Agribusiness, Food & Wine Workforce Strategy Project Reference Group will begin the exciting work of building capacity within South Australian agriculture with the education sector’s crucial role to be highlighted and strengthened.

During 2025, Sue began discussions with the Royal Agricultural and Horticultural Society about their goal to further develop their ag education and outreach outside of Show week. This has potential to deliver for schools and young people in the Metropolitan area particularly and the LAT will be a vital stakeholder in this new and positive development.