

Increasing student and teacher engagement and understanding of the Australian meat processing sector and career opportunities

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1.0 Abstract

This Primary Industries Education Foundation Australia (PIEFA) membership with the Australian Meat Processor Corporation (AMPC) was undertaken to provide ongoing curriculum advice, strategic education support, marketing and engagement, while increasing student and teacher understanding of the Australian meat processing sector and associated career opportunities. The membership aligned with the PIEFA-AMPC education project, building on investment by aligning, extending, and embedding approved resources to reflect current Australian Curriculum requirements and contemporary classroom practice.

The membership was delivered over the 2023–2025 period through curriculum advice, alignment of resources to the Australian Curriculum Version 9.0, targeted development of supporting materials, consolidation of approved resources into classroom-ready formats, production of hands-on, engaging resources, scalable digital delivery through Primezone Academy, and the delivery of recorded teacher professional development webinars.

Key results included consolidating project-funded resources, producing interactive card games, digital courses, and professional learning resources. A membership-funded data processing and analysis resource was also developed. All deliverables were completed and approved.

AMPC's membership was supported by a coordinated program of marketing, promotion and engagement activities delivered throughout the year. These activities leveraged PIEFA's national education networks, cross-industry initiatives and targeted digital communications to promote the meat processing industry to a highly engaged educator audience. Twice yearly impact reporting ensured transparency, while sustained visibility across professional learning and outreach channels supported strong awareness and uptake of resources.

The membership delivers clear benefits to industry by maximising the return on AMPC's education investment, improving teacher confidence, supporting consistent and up-to-date messaging about Australian meat processing, and strengthening long-term student awareness of careers, sustainability and innovation within the sector.

2.0 Executive summary

The AMPC-PIEFA membership from 2023 to 2025 was established to provide ongoing curriculum advice, strategic education support, marketing and engagement, and sector advocacy, while increasing student and teacher engagement with, and understanding of, the Australian meat processing sector and associated career opportunities. The membership intentionally operated alongside an AMPC education project, building on investment by aligning, extending and embedding approved resources within contemporary classroom practice.

A key challenge addressed through the membership was the risk that education resources developed through an individual project would be fragmented or inconsistently adopted without coordinated curriculum alignment, promotion and teacher support. The membership provided a structured framework to strengthen adoption, consistency and long-term impact across Australian schools.

The main target audience for the membership was Australian primary and secondary teachers and students, particularly across Years 5–10. This demographic was prioritised due to strong alignment with the Australian Curriculum learning areas of Design and Technologies, Science, Mathematics and career education, where authentic industry contexts support student engagement, skills development and career awareness. For levy payers and industry stakeholders, the membership

approach maximises the value of existing project investment by extending reach, usability and longevity.

Objectives

The objectives of the membership were to:

- Provide ongoing advice, communication and collaboration to AMPC about the Australian Curriculum and how to engage students in learning about the red meat processing industry
- Building the profile of the red meat processing sector within the school context
- Raising the profile of red meat processing careers among students, career advisors, parents and teachers
- Continual advocacy to the government and industry sectors for greater financial and strategic support for food and fibre education, including that related to the red meat processing sector

All objectives were achieved during the membership period.

Methodology

The membership was delivered through a staged approach that included curriculum review and alignment, identification and consolidation of project outputs, development of supporting teacher and student resources, creation of scalable Primezone Academy courses, delivery of recorded teacher professional development webinars, and coordinated marketing and promotion through PIEFA education networks.

As part of the membership, PIEFA provided ongoing curriculum advice, communication, and collaboration to AMPC, supporting AMPC's understanding of Australian Curriculum requirements and effective approaches to engaging students in learning about the red meat processing industry.

Marketing, promotion and engagement activities were embedded throughout the membership period to support sustained uptake and visibility of AMPC resources. These activities included six-monthly impact reports provided to AMPC to support transparent evaluation; promotion of AMPC resources through PIEFA newsletters, social media channels and targeted electronic direct mail (EDM) campaigns; and the presentation and discussion of resources within teacher workshops, professional learning sessions and conferences, including PIEFA Conference 2025.

Results/key findings

The membership resulted in the successful consolidation of AMPC project outputs into a suite of curriculum-aligned resources, including teacher guides, student worksheets, interactive classroom resources, digital courses and professional learning materials. Additional learning areas and content were targeted, and resources such as [Data processing and analysis in the Australian meat processing industry](#) (Year 7-10) were developed.

Benefits to industry

The membership improves teacher confidence, ensures consistent and accurate industry messaging, increases student exposure to red meat processing careers, and strengthens long-term

workforce awareness. It also maximises return on levy investment by extending the lifespan, reach and impact of education resources.

Future research/extension/adoption and recommendations

Future activity should focus on adoption, extension and prioritisation of opportunities aligned to AMPC strategy, including continued professional learning, targeted classroom resources and scalable digital delivery.

3.0 Introduction

AMPC has invested in developing education resources to raise awareness of Australian meat processing, sustainability, and career pathways. This membership project specifically sought to increase student and teacher engagement with, and understanding of, the Australian meat processing sector, including awareness of the diverse career opportunities available across the industry. However, without structured consolidation, project outputs risk limited adoption or inconsistent classroom use. This membership addressed that challenge by embedding project-funded lessons into a coordinated education framework.

The membership focused on curriculum alignment, teacher usability and scalable delivery, ensuring resources could be implemented confidently across classroom, digital and blended learning environments. The primary audience for the membership was Australian teachers, predominantly supporting classroom delivery in Years 5–10, with scope for extension into senior secondary contexts (Years 11–12) where relevant. Outcomes were designed to support industry awareness, understanding of sustainability, and career exploration for students.

To support engagement and long-term classroom adoption, the membership also incorporated a structured program of marketing, promotion, analytics reporting, and professional engagement activities, ensuring that consolidated resources were visible, accessible, and actively used by teachers nationwide.

4.0 Project objectives

The objectives of the membership were to:

- To provide ongoing advice, communication and collaboration to AMPC about the Australian Curriculum and how to engage students in learning about the red meat processing industry.
- Building the profile of the red meat processing sector within the school context.
- Raising the profile of red meat processing careers among students, career advisors, parents and teachers.
- Continual advocacy to the government and industry sectors for greater financial and strategic support for food and fibre education, including that related to the red meat processing sector.

5.0 Methodology

The membership was delivered through a staged consolidation approach:

- Curriculum review and alignment with teacher consultation
- Identification of project outputs suitable for consolidation with AMPC approval
- Development of teacher guides, student worksheets and interactive activities

- Creation of Primezone Academy courses using approved project lessons
- Delivery of recorded teacher professional development webinars

The methodology also included a structured marketing, promotion and evaluation approach delivered across each year of the membership. This comprised six-monthly reporting on resource usage and engagement, evaluation through analytics, search performance and teacher feedback, targeted promotion through PIEFA communication channels, and presentation of AMPC resources through professional learning events, conferences and workshops.

An approved variation enabled consolidation into Primezone Academy courses rather than Farmer Time activities.

6.0 Results

2023

During 2023, foundational membership activities were delivered to establish curriculum alignment, sector engagement and early consolidation of AMPC education resources. Key deliverables included providing curriculum advice and strategic education support to AMPC, aligning project-funded resources with Australian Curriculum Version 8.4 and early Version 9.0, and promoting AMPC resources through PIEFA education networks and national teacher conferences. Six-monthly analytics reporting on resource usage and engagement was also delivered. A comprehensive curriculum audit was undertaken as part of the AMPC–PIEFA membership to review the alignment, currency and classroom applicability of existing AMPC education and other meat processing resources Appendix 11.1). A Resource Development Proposal was then completed and submitted. As a result, the classroom resource, Data processing and analysis in the Australian meat processing industry (Years 7–10), was produced for approval.

2024

In 2024, membership delivery focused on complete curriculum alignment and transition to scalable digital delivery. All relevant AMPC education resources were fully aligned to the Australian Curriculum Version 9.0. The Data processing and analysis in the Australian meat processing Industry resource was finalised, uploaded and promoted. An approved variation enabled a shift away from single-event Farmer Time activities to scalable delivery through Primezone Academy. The Meat Matters Primezone Academy course (Years 7–8) was built and submitted during this period. Promotion, marketing, and reporting deliverables for AMPC resources were also completed.

2025

In 2025, the membership delivered complete consolidation of approved resources into scalable digital and professional learning formats. Three additional Primezone Academy courses were built and submitted, pending formal review: Australian Meat Processing – Networked, Ethical, Sustainable and Intelligent (Years 9–10), Red Meat Processing | From Paddock to Plate (Years 5–6), and Where might a career in red meat processing take you? (Years 7–10). Four teacher professional development webinars were recorded, approved and published on 25 March 2025, supporting national teacher access and adoption. Throughout the membership period, PIEFA also provided ongoing strategic education advice and collaboration to AMPC, supporting curriculum decision-making, engagement approaches, and the positioning of red meat processing education within Australian school contexts. AMPC resources were promoted, displayed and used during workshops at the 2025 PIEFA conference.

All membership deliverables were completed. Of note, PIEFA continued to actively engage with approximately 2,900 schools and 11,000 teachers annually through its national education networks, school membership campaigns, digital platforms and professional learning activities and events, which all supported broad awareness of food and fibre education and related industry career pathways.

7.0 Discussion

The membership demonstrates the strategic value of consolidating AMPC project-funded education content within a unified and coordinated education ecosystem. Rather than generating new standalone only outputs, the membership embedded approved project lessons into multiple delivery formats, strengthening classroom adoption and maximising return on investment.

Teacher guides, student worksheets, interactive card games, Primezone Academy courses and professional learning resources were deliberately aligned to reinforce consistent and accurate messaging about meat processing systems, sustainability, technology, workplace safety and career pathways. The approved variation to the development of Primezone Academy courses significantly improved scalability, national access and the long-term usability of resources across diverse school settings.

The membership also contributed to raising the profile of red meat processing careers beyond the classroom, reaching teachers, students, career advisors and parents through curriculum-aligned resources, professional learning, conference engagement and digital dissemination. This broader audience reach supports informed career conversations and strengthens awareness of the diversity of pathways available within the sector.

A structured and ongoing approach to promotion, engagement and performance monitoring underpinned the effective uptake of AMPC resources throughout the membership period. Regular data review and educator feedback informed an understanding of how materials were being discovered, interpreted and applied in classroom and professional learning contexts. In parallel, sustained presence across conferences, workshops and tailored communication channels maintained momentum and relevance over time. This integrated approach reinforced meaningful connections between education and industry, amplified the reach of AMPC's investment, and strengthened AMPC's standing as a credible, curriculum-informed contributor to food and fibre education.

8.0 Conclusions

The 2023–2025 AMPC–PIEFA membership successfully delivered its objectives by strengthening curriculum alignment, sector engagement and education adoption, while consolidating AMPC project investments into a cohesive, curriculum-aligned and scalable education offering. All deliverables were met, progressing from foundational curriculum alignment to full digital and professional learning delivery. The deliberate integration of marketing, engagement and performance monitoring across the full three-year membership period ensured that education resources progressed beyond development to meaningful and sustained classroom use. This embedded approach supported transparent oversight, enabled informed, evidence-based refinement of activities, and strengthened the overall value and return on AMPC's education investment for levy payers.

As a result of the membership, AMPC now holds quality education assets that support an accurate and contemporary understanding of Australian meat processing, sustainability, innovation and career pathways. The consolidated and scalable approach ensures long-term classroom adoption and contributes to sustained workforce awareness across Australian schools.

Through ongoing collaboration with education stakeholders, curriculum leadership and active participation in national and state-based forums, the membership also played a broader advocacy role for food and fibre education, including red meat processing. This work contributed to a more informed and supportive policy and education landscape, reinforcing the relevance of industry education and complementing resource delivery with long-term strategic influence.

9.0 Recommendations

Building on the consolidated education resources developed through the AMPC–PIEFA membership, several opportunities are recommended for consideration in future education planning. These opportunities are intended to extend classroom impact, strengthen teacher capability and support long-term workforce awareness, while maximising the value of existing AMPC education investment. All suggestions are indicative only, with the scope, timing and prioritisation of any future deliverables to be determined through membership renewal and strategic planning discussions with AMPC.

One priority opportunity is developing additional classroom resources that deepen students' understanding of red meat processing systems. This could include structured lessons that explore key stages of processing, such as primals, subprimals and trim, using hands-on learning approaches. Such resources would support systems, design thinking, and practical learning within Design and Technologies and Agriculture contexts.

Another recommended opportunity is creating printable classroom posters for both primary and secondary settings. These resources could highlight key themes such as technology, innovation, sustainability and career opportunities in the Australian red meat processing industry. Posters would provide low-barrier, highly visible entry points for schools and reinforce consistent industry messaging alongside existing lesson-based resources. Short linked lessons could be generated to align with each poster.

There is also potential to develop teacher professional development resources further to support confident and consistent classroom delivery. This may include pre-recorded professional learning webinars that explore the practical application of meat processing education in STEM contexts, including connections to initiatives such as Meat-Tech Futures. These webinars could be supported by a dedicated Primezone Academy professional learning course that consolidates existing AMPC resources and provides clear guidance on curriculum alignment and classroom implementation.

To strengthen the continuity between industry engagement activities and classroom learning, AMPC may also consider developing introductory and consolidating worksheets or short lesson sequences. These resources would support teachers in preparing students before engagement activities and consolidating learning outcomes afterwards, improving educational impact and retention. Short case studies/fact sheets focused on technology and innovation, research and development and sustainability goals would be assets to the classroom and could feature innovative careers and processing management.

An additional opportunity exists to develop primary STEM innovation lessons that introduce students to future-focused technologies used in red meat processing. For example, a hands-on lesson in which students create a model robotic hand could be used to explore how exoskeleton technology improves safety and efficiency in processing environments. This type of resource would support early workforce awareness and position the industry as modern, innovative and technology-enabled.

Finally, to support relevance and adoption across Australia, future resource development may include state and territory-aligned agriculture-based materials that complement nationally aligned curriculum resources. These materials could reflect local agricultural systems, case studies, and pathways while maintaining consistent national messaging on red meat processing and supporting integration with state-based agriculture and food and fibre initiatives.

Collectively, these recommendations provide a structured pathway for extending the impact of AMPC's education investment without duplicating or fragmenting content. Future education activities should continue to integrate resource development with structured marketing, promotion, analytics reporting, and teacher engagement to ensure sustained adoption, measurable impact, and ongoing value realisation for levy payers.

Project outputs

Marketing, promotion and engagement outputs

Marketing, promotion and engagement outputs delivered through the membership were grounded in PIEFA's role as a national conduit between Australia's primary industries and the education sector. Activities included six-monthly analytics reporting to AMPC; ongoing promotion of AMPC resources through PIEFA's educator-focused newsletters, social media and targeted EDMs; integration of resources into teacher workshops, conferences and state-based events; and national cross-industry annual campaigns. Strategic education advice and alignment with major education initiatives ensured AMPC's work remained visible, relevant and embedded within broader, cross-industry education conversations.

- PIEFA Monthly Newsletter: [December 2025 \(sample\)](#)
- PIEFA Social Media: [Example 1](#)
- PIEFA's [National Ag Day](#) program
- PIEFA's [National Science Week](#) program
- PIEFA's [National Careers Day](#) program

Teacher guides and student worksheets

- [Red Meat Processing | From Paddock to Plate](#) (Year 5-6)
- [Meat Matters](#) (Year 7-8)
- [Where might a career in red meat processing take you?](#) (Year 7-10)
- [Data processing and analysis in the Australian meat processing industry](#) (Year 7-10)
- [Australian Meat Processing](#) (Year 9-10)

Interactive resources

- [PIEFA Food & Fibre Card Game | The Australian Red Meat Processing Chain \(Year 5-6\)](#)
(*Scroll to the bottom of the Primezone landing page to access*)
- [PIEFA Food & Fibre Card Game | The Australian Red Meat Processing Chain \(Year 7-10\)](#)
(*Scroll to bottom of the Primezone landing page to access*)

Primezone Academy courses:

- [Meat Matters \(Year 7-8\)](#)
- [Australian Meat Processing - Networked, Ethical, Sustainable and Intelligent \(Year 9-10\)](#)
- [Year 5-6 Red Meat Processing | From Paddock to Plate \(Year 5-6\)](#)
- [Where might a career in red meat processing take you? \(Year 7-10\)](#)

Professional development

Four recorded, approved and published teacher webinars (25 March 2025)

- [From paddock to plate | Teacher Professional Development Webinar \(5:14\)](#)
- [Meat Matters | Teacher Professional Development Webinar \(6:08\)](#)
- [Where might a career in red meat processing take you? | Teacher Professional Development Webinar \(5:20\)](#)
- [Australian meat processing | Teacher Professional Development Webinar \(5:05\)](#)

(All recorded, approved and published on 25 March 2025)

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11.0 Appendices

11.1 Appendix 1 – Curriculum Audit

2023 Curriculum Audit submitted as a separate PDF

A comprehensive curriculum audit was undertaken as part of the AMPC–PIEFA membership to review the alignment, currency and classroom applicability of existing AMPC education resources and other accessible resources focused on meat processing.

11.2 Appendix 2 – Impact Report

2024/25 Impact Report submitted as a separate PDF

PIEFA impact reports provide a summary of engagement, reach and activity across the membership period, supporting transparency, accountability and evidence-based evaluation of outcomes.