SCHOOL COMMUNITY VITALISATION

RESOURCE KIT

Quairading Monday 24 May 1999
Moora Monday 24 May 1999
Leeman Tuesday 25 May 1999

This project is part of Progress Rural Western Australia, an initiative of Monty House, Minister for Primary Industry, Fisheries.
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This event was coordinated by the
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SPONSORS

Never doubt that a small group of thoughtful, committed citizens can change the world, indeed, it’s the only thing that ever has.” Margaret Mead
WORKSHOP OVERVIEW

The Community Builders Initiative provides support for people to expand the capacity of their rural community to powerfully manage their own social and economic change.

One of the elements of the Initiative is to bring Community Builders and people from their communities together to focus on particular issues that are impacting their communities. One of those topics is HOW DO WE CREATE POWERFUL WORKING RELATIONSHIPS BETWEEN OUR SCHOOLS, YOUNG PEOPLE AND COMMUNITY.

Everyone in all of our communities acknowledges that we are working on building a positive future for OUR YOUNG PEOPLE for the generations that will follow us. It is the undeniable answer to 'WHY ARE WE DOING THIS?' The involvement of our younger generation and the schools which educate them for their future life is VITAL. As our guest speaker for the Community School Vitalisation Workshops, Dr Ed says "the survival and prosperity of rural America depends upon the attitudes of today's youth. Young people can more fully appreciate the quality of life in their home communities when they can become involved in developing and implementing action plans for a thriving future." The rural communities of Australia can mirror this challenge.

IN InvOLVING YOUNG PEOPLE IN DEVELOPING AND IMPLEMENTING ACTION PLANS FOR A THRIVING FUTURE.

The goal of the three workshops held in Moora, Leeman and Quairading was to pull together rural communities from across Western Australia to discuss the possibility! It was a great opportunity for teachers, school administrators, community leaders and most importantly, young people to plan together to enhance the future of their community and their schools.

Each workshop was coordinated by local community members, who called together teams from across each region. The outcomes from the workshops were inspirational. This document summarises the idea and action plans of each team which contributed to the overall thinking on each day. It is a valuable record of not only the dreams and aspirations of the 39 communities that attended, but it is a testimony to the enthusiasm and desire of these communities to fully involve young people in the planning and creation of vibrant sustainable futures of their communities.
In summary, the workshops were powerful and inspirational events. As Dr Ed says "no town has to die", and we were once again reminded that we have the power to choose our future, our community, our culture, and the place that our children will have in our communities.

As we all know, workshop days like these do not occur all by themselves. They take committed and dedicated focus, planning and action by a large team of people.

Our heartfelt thanks and gratitude is extended to:

Quairading District High School
Quairading Parents and Citizens Association
Quairading and Districts Telecentre
Quairading Community Builders Team
Central Midlands Senior High School
Active Citizenship Class of the Central Midlands Senior High School
Leeman Telecentre Management Committee and Melinda Hayes for her great work in collating these notes.

Thank you for making it happen.

Special acknowledgements also go to several “champions” who really were the commitment that made the job so easy for the project staff of the Community Builders Initiative. They are; Benita Coakley, Michelle Freeman and Deborah Lowden, three of the most amazing Community Builder facilitators who constantly give so much to their communities and regions. We are privileged and proud to work with them.

Final thanks goes to Angela Kelsall and her merry troupe of Doing More With Agriculture Study Tour participants who convinced Dr Ed Nelson to come to Australia and to IDEAS for actually coordinating Dr Ed and Jerry’s trip. Thankyou!

We would also like to acknowledge the following sponsors who helped to make the event possible:

Progress Rural Western Australia and the commitment of Monty House, Minister for Primary Industry; Fisheries, IDEAS, Australian-American Educational Foundation

Sue Middleton
Community Builders State Coordinator

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WE BELIEVE

- Schools and communities must be strong partners in assisting young people to appreciate the characteristics, trends and challenges in rural Australia.

- Rural economic development begins with rural community development.

- Rural community vitalisation depends on visionary leaders of all ages who are empowered, united and committed to local initiative and investments.

- The heart of the rural community is its school which appreciates its critical role in building "social capital" for the youth and adults.

- The School Curriculum can include units and projects in various subjects and at various levels to help students learn about their communities history, resources, needs and entrepreneurial opportunities.

- Youth can be powerful and enthusiastic in promoting community vitalisation when they become partners in contributing their ideas, energy and their caring attitudes in planning for the future.
EDWIN C. NELSON
BIO-DATA SUMMARY

Ed Nelson is a retired college president who has an invigorating second career in working as a consultant and seminar leader in community development and economic development programs, and in promoting the active involvement of youth in community-based activities. He is the founder and director of Leadership Seminars based at Chadron, Nebraska.

Dr. Ed earned his degrees from Kearney State College, Kearney, Nebraska; West Texas State University, Canyon, Texas; and University of Nebraska, Lincoln, Nebraska. Also the University of Nebraska Kearney at Kearney, Nebraska, has awarded him an Honorary Doctorate of Humane Letters.

Previous professional positions:

- High school teacher and coach
- Superintendent of schools in three systems
- College Professor of Education
- College Dean and Director of Graduate Studies
- President of Chadron State College for 18 years
- Executive Officer for Nebraska State College System
- President of Nebraska State Education Association
- City Councilman
- Chairman of the Economic Development Committee of the Chadron, Nebraska Area Chamber of Commerce

Current positions:

- President of Leadership Seminars
- Project Director for Community/School Revitalization in 24 communities
- Coordinator for Western Nebraska Networks of School at the Center
- Seminar Leader for West Central Nebraska Development District
- Instructor of Leadership Tomorrow Courses at Chadron State College
- Facilitator of Visioning Workshops for Chambers of Commerce
- Trainer of Kellogg's Project, "Management Information in Rural America (MIRA) for South Texas, Southwest Nebraska, and Big Island RC&D in Hawaii

Dr. Nelson has conducted his seminar, "Strengthening the Rural Community," in more than 100 communities in five states in the U.S.A. These communities have ranged in populations of 90 to 20,000. Most of them have populations of less than 2,500. Ed is convinced that no town has to die if its citizens of all ages will become involved in the development of a compelling vision of its future, and volunteer to implement its action plans. He believes in the partnership efforts of the youth. His Community/School Revitalization Project promotes the active involvement of school personnel and students and the use of the community as the learning laboratory.
Strengthening The Rural Community With Local Leadership

by Ed Nelson
Little Towns

I love the look of little towns
Where one will always find
The neighbors up and down each street:
   The friendly, helpful kind.

I love the sweetness of small towns
With fragrance in the air,
Where flowers bloom in every yard,
   With beauty everywhere.

I love the wealth of little towns
Where the folks are able
To grow their gardens fresh and green
   For the family table.

I love the hope of little towns
Where everyone, it seems,
Can work so well together there
   To realize fond dreams.

Virginia Katherine Oliver
Communities are a lot like people.

Some do better than others.

Some are happy while others live in doom and gloom.

Some are optimists while others are pessimists.

Some are friendly while others are distant.

Some are filled with pride while others are apologetic.

Some have positive visions while others are uncertain.

Some can welcome change while others resist change.
The Keys of Leadership

Vision
Communication
Planning
Commitment

Leadership is helping people get what they want.
Successful Communities Have The Characteristics of Children

1. Positive
2. Excited
3. Optimistic
4. Energetic
5. Confident
6. Creative
7. Persistent
8. Impatience
The rural community includes the population residing on the farms and ranches, as well as the residents of the village. It includes all who participate in the schools, churches, and social and business activities of the community.
The future of the community depends upon its leadership. Leaders develop support groups to stir the excitement in moving toward the goals and the visions. They involve citizens of all ages in planning and acting for the community's future.
Economic development is usually the result of community development. Successful communities have good schools, churches, homes, main streets, and optimistic entrepreneurial attitudes.
There are positive relationships between the schools and the communities. The teachers, administrators, and students participate in community promotional activities and the communities support the educational endeavors. Fourth graders plant trees, middle school students are involved in clean-up and beautification, while high school students are conducting surveys and interviews, studying the history of the communities, and helping to plan the future. Students are becoming leaders.
Women are a driving force in community revitalization. They are entrepreneurs, developers of ideas, and organizers of community efforts. The Small Business Administration projects that within the decade one half of America's small businesses will be owned by women. Women naturally possess many of the most important characteristics of successful leaders.
In Community Development

Learn To...

1. Involve the whole community:
   • youth
   • elderly
   • middle-aged
   • ranchers and farmers
   • professionals
   • business leaders
   • local government leaders

2. Develop a Compelling Vision of the Future
In Community Development Learn To...

3. Organize Volunteer Committees
4. Structure Plans of Action
5. Promote Excitement, Celebration and Optimism
6. DO IT NOW!
7. Enjoy the Process with a Touch of Humor
The successful rural community celebrates its successes. There are regular social events, recognitions, festivals, and happy times for all age groups. Pride is commonplace.

Community leaders meet regularly to brainstorm, create and promote new ideas. Some are meeting weekly for wild idea sessions which are fun and productive.
A Good Community Generally Has:

Infrastructure
School
Churches
Banker
Cheerleading
Media
If It Is
To Be
It Is Up
To Me

ATTITUDES
---
SELF-FULFILLING PROPHECY
---
FORTUNE-TELLING
---
OPTIMISM
---

"NO TOWN HAS TO DIE"
If you feel like this, do an about-face!
On one of the Disneyland productions, Danny Kay sang, "Don't Be Anything Less Than Everything You Can Be."

Don't be a leaf if you can be a tree.
Don't be a drop of water if you can be a sea.
Don't be a blade if grass if you can be a lawn.
Don’t be a cloud if you can be the sky.
Don’t be the sail if you can be the boat.
Don’t be the lining if you can be the coat.
Don’t be the string if you can be the kite.
Don’t be the darkness if you can be the light.

Let's lead our community so it will be nothing less than everything it can be.
THRIVING COMMUNITIES ARE:

1. Creating their future
2. Involving the youth, the school, and the elderly
3. Recognizing emerging leaders
4. Celebrating successes
5. Having early morning meetings
6. Displaying optimism and enthusiasm
7. Utilizing resource people
8. Constructing their vision of the future
9. Setting goals
10. Developing action plans
11. Forming lots of committees
12. Being creative and innovative
13. Taking risks
14. Promoting technology
15. Using the information superhighway
16. Showing pride
17. Enjoying rural life and small schools
18. Working with neighbors
19. Appreciating people and things
20. Showing positive attitudes
21. Shopping at home
22. Attracting new businesses
23. Beautifying the area
24. Retaining their population
25. Staying focused
26. Being persistent
27. Utilizing the keys of leadership
   Vision--Communication--Planning--Commitment
28. Boasting about their achievements
29. Encouraging projects
30. Marketing their community
31. Having festivals and activities
32. Building and maintaining parks
33. Providing recreation programs
34. Renovating and maintaining homes
35. Applying venture capital
36. Inviting people to be involved
37. Encouraging attendance at functions
38. Providing incentives
39. Looking for opportunities
40. Maintaining infrastructure
41. Developing grant proposals
42. Forming partnerships
43. Believing in themselves
44. Knowing that no town has to die
“No child can escape his community. He may not like his parents, or the neighbors or the ways of the world. He may groan under the processes of living, and wish he were dead. But he goes on living, and he goes on living in the community. The life of the community flows about him, foul or pure: he swims in it, drinks it, goes to sleep in it, and wakes to the new day to find it still about him. He belongs to it: it nourishes him, or starves him, or poisons him: it gives him the substance of his life. And in the long run it takes its toll of him, and all he is.”

“The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so.”

By Joseph K. Hart
Found in “Vital Speeches”, Feb 1, 1970
Jerry Hoffmann is presently the director of the School at the Center Project. The Project is looking at helping communities help themselves renew a sense of place -- its culture, economy, and ecology -- through a system of community-based education in rural Nebraska. This is achieved through teacher and administrator education and training, curriculum development, joint community-school strategic planning, and youth leadership opportunities.

Jerry Hoffmann is also the director of the Nebraska Alliance for Rural Education. The Alliance is a partnership of community-based advocacy organizations focused on rural education policy research, public engagement, and grassroots organizing. The Alliance also conducts workshops targeted at rural school board members and community activists for the purpose of engaging rural citizens in understanding education and community development policy, crafting policy solutions that better meet their local needs, and organizing coalitions for political mobilization.

Jerry has worked in the field of rural development since 1991. He served a four-year appointment as the research economist to the Nebraska Governor's Rural Development Commission from 1991 to 1995, with a particular emphasis on rural health care. In 1995, Jerry served a one-year appointment with Nebraska's Lieutenant Governor Kim Robak to conduct the study that is now being used to reorganize five state health and social service agencies with an annual budget of $3.0 billion.

Jerry graduated with a BA in International Economics and Philosophy in 1989 from the University of Nebraska. He has an MA in Institutional Economics and Political Science, also at the University. And, he is presently working on a PhD program in the area of social movement theory and educational philosophy.

Jerry conducts workshops for teachers in rural Nebraska school districts focused on developing curricula and learning experiences that are take into account real-life community development issues, and where children and youth are active participants in the cultural, economic, and democratic life of their community.

Jerry also conducts workshops for rural school board members and community activists in the area of education and community development policy advocacy and coalition building.

Jerry's heritage is German's from Russia. His great-grandparents were part of the second wave of German-Russian immigrants into Nebraska, where they settled in the Panhandle communities of Bayard and Scottsbluff in 1912. Jerry's family was peasant farmers who raised sugar beets and beans up to the early 1970s. Jerry is the first generation not to be raised on a farm or in an agriculturally-based community.

Today, Jerry and his wife Kelly and their two children -- Chloe, age 5, and Eli, age 3 -- are developing a sense of place and home in Lincoln, Nebraska.

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SCHOOL COMMUNITY VITALISATION

JERRY L HOFFMAN – DIRECTOR SCHOOL AT THE CENTER

- Similarities between schools in Australia & in Nebraska – not only because economies are related to agricultural base but because the school is the expression of the local community, there is a desire for people to maintain the school – for the school to become more fully linked with the community.

- Purpose of School at the Centre - look at role and redefine purpose of school to be aimed at community development, developing sense of belonging among youth in rural community – opening up opportunities for youth.

- Curriculum is vehicle for grounding kids into sense of place, School at Centre means “Being in Place”.

- Rural counties in Nebraska are losing 50-75% of their young population (15-24 year olds) to bigger centres – children are being educated out of the community and not as part of the community, they are learning to survive in an urban community not a small community.

- School at the Centre tries to identify characteristics and virtues of smallness; we need to express these in our systems of education, both in the curriculum & in social activity. Looks at community as a laboratory of study, students in school study towns history, economic downsides i.e.;

  * Studying what has happened to environment due to tilling in farms – what is the quality of soil like today compared with the past,
  * Studying what we can do to apply science to profitability of farming and to the enhancement of the environmental quality surrounding the community.

- School at the Centre works at ways the community can become involved; community members & school teachers work together to develop a curriculum that’s relevant to the community - citizens become advocates for the inequalities in the education system at the state level.

Section 3
Our Vision for Rural Education

- Students are present-day:
  - Stewards of their community’s culture
  - Preservers of their community’s history
  - Builders of the community’s future.
Our Purpose

- To place the school at the center of the community to contribute to rural renewal, culturally and economically.

- To place the community into the school in areas curriculum reform, organization, joint planning, administrator/teacher education, and public policy.
Some Examples

- Silver Creek: Lake Restoration
- Palmer: Heritage Mural
- Albion: Historical Museum
- Big Springs: Phelps Hotel
- Morrill: Housing Needs
ECONOMIC DEVELOPMENT EXAMPLES

School at the Centre Institute
• Six month program which takes the community improvement plan (which identifies development opportunities, goals & visions for the town) and the school improvement plan (which identifies the academic goals of school) & creates a community based curriculum - learning which uses community improvement plan as focus of study.
• Identifies how students will be assessed.
• Involves administrators, teachers & the community.

Silver Creek – Lake Restoration
• Problem was a dirty dam at the town recreation area.
• School & community wanted to clean it up & restore it and make it a recreational area for the community.
• Involve Dredging the dirt in dam & water quality testing.
• Looked at biodiversity of fish stock, variety of flowers that needed to be planted – this was part of science & mathematics class.
• School was used as a public space for community and this meant maintaining only one area instead of two.

Morrill Housing Project
• Project involved working on an issue that was identified as part of the community planning process – need to build affordable housing.
• Children responded to the community need.
• Project involved;
  * Council donating land for the first house to be built on
  * Banker loaned to school as part of a business enterprise a 4% loan
  * Teacher worked with the contractors in the community that would be mentoring the students in the building of the home
  * The first house was completed in 1995 and the third house in 1998 and the school are now constructing a duplex.
• The project has increased property valuations by $3 million, which has meant an additional $250 000 has been made available to the School.
• School has reinvested money into software programs to develop blueprints for the housing plans.
• Profit from sale of homes goes back to school and reinvested in students by way of scholarships so students can go away and learn more about a particular trade and come back to Morrill and provide a service that was previously lacking.
• One student who was involved in this program now works in Denver as a design architect with a starting salary of $60 000. Despite the fact that this student earns a good salary they believe that in this day and age of technology they can do this job while still living in Morrill and telecommuting.
CULTURAL DEVELOPMENT EXAMPLE

Albion Historical Museum
- Redeveloped a museum that was in a state of disrepair.
- Project involved both history classes at the primary school & business management at the high school.
- Students collected trinkets that had cultural value to Albion, inventoried them and developed a public display.
- The students are now the present day curators of their own museum.
- Not studying history for sake of history, but in way that allows the students to be the best curators possible.
- Project is an example of the way in which the community gets involved in the education of the students and the way this is expressed through the curriculum.
Our Context
Industrialization of Schools

% of Pop in Non-metro counties

# of School Districts

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%


0 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000
Nebraska and the USA
Purpose of Education

We have seen that a community sustains itself through continuous self-renewal, and that this renewal takes place by means of the educational growth of the immature members of the group. A society transforms uninitiated and seemingly alien beings into robust trustees of its own resources and schools.” (Democracy & Education, John Dewey 1916)
What is community?

• “Community means small town to many Americans – a link to place, a sense of belonging, a network of personal, primary ties to others, shared values, a collective belief in each individual’s worth.” (Small Town America, Richard Lingeman, 1980)
The Community School as an Institution of the Total Community

(Burton Kreitlow, Univ. of Wisconsin, 1954)

Core of Community Leaders

- The teachers are part of community life
- The school is recognized by other agencies
- School leadership is concerned with community activities
- The community uses school space
- The school is democratic
- The school is of service
- The classroom is the community

The teachers are part of community life

The school is recognized by other agencies

School leadership is concerned with community activities

The community uses school space

The school is democratic

The school is of service

The classroom is the community
FIVE BUILDING BLOCKS to Retain Young People in Rural Communities.

BUILD RURAL LEADERS
Start young.
Start now.

BUILD THE QUALITY OF LIFE.
Holistically.

POSITIVE PERCEPTIONS.
POSITIVE ATTITUDE.

MAXIMISE THEIR OPPORTUNITIES.

INCLUDE YOUNG PEOPLE IN CREATING OUR FUTURE.
Train, support and nurture.

~ STRONG COMMUNITY FOUNDATIONS ~
Reclaiming Youth At-Risk Survey
Four Essential needs of Children & Tradition
Native American Child-rearing Practices

- **Belonging** Traditionally the family included extended family and children felt they were part of this larger group.

- **Mastery** The foundation of self-esteem, which instills motivation. Traditionally children were taught by elders and were given responsibilities according to their skill level.

- **Independence** To make decisions about their actions, and being aware of how their behavior affects their environment. Traditionally, adults provided models but allowed children to explore and learn for themselves. Obedience to adult demands not emphasized.

- **Generosity** Every member of the community bears some responsibility for the welfare of the whole community. Traditionally, the children were taught the virtue of altruism, giving to others, and giving to those in need.
LEARNING THE PUBLIC VALUE

- In thinking about school being at centre of community we need to rethink what education is for – need to insert into the definition of education the word "community."
- Need to recognise that the learning that takes place in the school is of consequential value to the community.
- From this process children become engaged in community and the older generations recognise that these children are part of the community.
- Being part of a community means a sense of place and a sense of belonging.

GETTING CHILDREN INVOLVED IN THE COMMUNITY

- Invite children to Chamber of Commerce meetings & other group meetings.
- Give them responsibility in those groups – i.e. responsibility for research and reporting back findings to Chamber.
- It’s more than inviting them to attend – it’s giving them responsibility to the group to which they attend.
1. Dreaming session – Close your eyes for two minutes and imagine what you would like your community to be like in ten years time.

2. List the good things about your community.

3. List the shortcomings, issues and weaknesses in your community.

4. Make a list of the things you see in your community in ten years time.

5. Create a vision statement for your community.

6. Develop an action plan for your community consisting of:

<table>
<thead>
<tr>
<th>Issues to work on</th>
<th>How to do it &amp; who will do it</th>
<th>What resources will we need &amp; who should we network with</th>
<th>What action do we take now &amp; who will do what</th>
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</table>

7. Celebrate your achievements and successes.

**HAVE FUN!**
EXERCISES ON
SCHOOL COMMUNITY VITALISATION

A Sense of Our Place: A Grounding Exercise
✓ Reflect on the place where you live. Describe in as much detail as you can (the people, environment, food, traditions, art, music, architecture, economy, religions, cultures and ethnic groups, the heritage etc.)
✓ What do you value about it? Why?
✓ What kind of place is it for you? Why?
✓ What has been a significant experience that made you feel closer to your place?
✓ How has your experience called you to your work as a teacher, school administrator, community developer etc.? Why?
Share your reflections in groups of 8 to 10 persons.

Rural Community-based Education & Community Development
✓ What are the qualities of your community that you would like future generations to inherit?
✓ What needs improvement in your community to move towards that vision
Work in groups of 8 to 10 persons.

Local Resources
✓ Who are the people in your community that can get the work done in each “development” area?
✓ What kind of government structure do you need to ensure that this work gets done?

The School Curriculum
✓ How can the school curriculum be created to respond to each area of community development? (For example, how can science and maths be used to study local environment preservation? Can Social Studies be used to conduct community survey’s regarding spending patterns of local people and connect the findings to small business creation?)
VISION WITHOUT ACTION IS MERELY A DREAM.

ACTION WITHOUT VISION IS JUST PASSING TIME.

VISION WITH ACTION CAN CHANGE THE WORLD.

If you want one year of prosperity...
  grow grain.

If you want ten years of prosperity...
  grow trees.

If you want a lifetime of prosperity...
  grow people.

_Anon_

_My interest is in the future,
  because I am going to spend
  the rest of my life there._

_Charles Kettering_
WORKSHOP OUTCOMES
FROM EACH COMMUNITY TEAM

Including attendees list

Moora
Quairading
Leeman
<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>COMMUNITY</th>
<th>POSITION</th>
</tr>
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<tbody>
<tr>
<td>May</td>
<td>Wilkinson</td>
<td>Badgingarra Primary School</td>
<td>Principal</td>
</tr>
<tr>
<td>Andrew</td>
<td>Martin</td>
<td>Badgingarra Primary School</td>
<td>Student</td>
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<tr>
<td>Peter</td>
<td>Brockman</td>
<td>Badgingarra Primary School</td>
<td>Student</td>
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<tr>
<td>Anna</td>
<td>Wilson</td>
<td>Badgingarra Primary School</td>
<td>Student</td>
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<td>Harry</td>
<td>Burgess</td>
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<td>Cody</td>
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<td>Brodie</td>
<td>White</td>
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<td>Student</td>
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<tr>
<td>Robin</td>
<td>Martin</td>
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<td>Parent</td>
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<tr>
<td>Sandra</td>
<td>White</td>
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<td>Parent</td>
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<tr>
<td>Garry</td>
<td>Panizza</td>
<td>Badgingarra Primary School</td>
<td>Student</td>
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<tr>
<td>Kay</td>
<td>Schoener</td>
<td>Badgingarra Primary School</td>
<td>Teacher, Aide, Community Association member</td>
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<td>Steve</td>
<td>Hovitch</td>
<td>Beacon Primary School</td>
<td>Principal</td>
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<td>Carol</td>
<td>Crane</td>
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<td>Whyte</td>
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<td>Parent</td>
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<td>Roz</td>
<td>Hegarty</td>
<td>Beacon Primary School</td>
<td>Shire Councillor</td>
</tr>
<tr>
<td>Marlene</td>
<td>Jones</td>
<td>Beacon Primary School</td>
<td>Silver Chain Nurse &amp; Parent</td>
</tr>
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Yerecoin Primary School

COMMUNITY BUILDERS & LEADERS

Our Community Vision Statement
(See large sheet in file)
Do we need to add something about the uniqueness of our community (ie drawing from three separate communities for our student population) and expand our vision further?

Our Action Plan For Our Community

Remembering that this includes Yerecoin, Piawaning, New Norcia & Mogumber?

1. Community Leaders' Meeting @ Yerecoin Primary School, Tuesday afternoon 3:30 ish after school assembly and afternoon tea 1/6/99

   Agenda:
   A. Elect a Chairperson
   B. Redefine Our Mission Statement as a group
   C. Focus on ONE Activity for our group to develop: COMMUNITY NEWSLETTER
      • Community based not school based
      • Community run/planned/printed/copied/distributed with helpers
      • Delivered to every mailbox in Yerecoin, Piawaning, New Norcia & Mogumber
      • Children's page - editor
      • School page - editor
      • Community page - editor
      • Swap mart, help page - editor
      • List of groups for advertising/articles eg CWA, Quilt group
   D. Community Picnic, Games, Swap Meet Day - Who, What, Where, When, Why, How
   E. Brainstorm a list of Community Groups to contact re (see below)

2. Community Meeting (also Agenda item for today's meeting)
   "Building Our Community For the Future"
   with breakfast on July 4th, 1999.
   At Yerecoin Hall, Tennis Club?
   With a facilitator (Sue Middleton, Michelle Freeman)
   To walk all who attend through:
   What is Good/Bad about our community, What is Our Vision of Our Community for the Future, What are Our Goals, Plans for Our Community?

* We may need another one or two meetings to get the newsletter and this last one organised.
ACTION PLAN FOR STUDENTS AT YPS

In groups of 3s

1. Brainstorm and list all the positive things about our communities (Yerecoin, Piawaning, new Norcia, Mogumber) - place in school newsletter & shop windows in those communities

2. Brainstorm and list all the negative things about our communities (Yerecoin, Piawaning, new Norcia, Mogumber)

3. Prioritise 1 BEST, 1 WORST for each group about our communities and compile a list if each groups is different

4. Vision Statement of what is wanted in the community in 10 years time

5. Develop an action plan - delegate the responsibilities/duties to ensure that they get done.

Item for inclusion in the newsletter May 31, 1999

Vitalisation Workshop

Nine people, representing our school and feeder communities, attended a vitalisation workshop in Moora last Monday. The workshop was organised and run by some Year 10 students from Central Midland Senior High School, including former Yerecoin Student Arthur Hall. The main guest speaker was Dr Ed Nelson from Nebraska, USA. The main thrust of the day's proceedings was to find ways of bringing the school and community together in order that small towns could survive.

"What can you do to make your town a better, more vibrant place to live?", was one of the questions Dr Nelson put to the audience. Dr Nelson, aged in his seventies and a retired educator, went on to espouse his philosophy that "small towns are good towns", and which he has been sharing all over the USA and Australia. One point he emphasised was to get our youth, in fact all age groups, together to find ways of building better communities, through developing a collective vision for the future within each community. He challenged us all to take back to our communities the visions we shared that day and to come up with a vision statement for our community, but more than that, to develop plans through which we can work towards bettering our local community.

Our group came away enthused and keen to develop some projects back in our community. To this end our group of nine, students Sabrina Sudholz, Tamara King and Kirsten Smith and adults Mrs Bev Duggan, Mrs Kerry Duggan, Mrs Shona McDonald, Mrs Delores Marshall, Mrs Kim Manning and Mrs Marilyn King will be meeting after school this Tuesday to further develop our vision. Once we have achieved that we will be calling on our feeder communities at Piawaning, New Norcia and Yerecoin to join us in a further meeting to share our information.

A very big thank you to those nine people who made valuable contributions to a most enjoyable and worthwhile day.
A List of Great Things in the Community

- Telecentre
- Major regional centre
- Police Station
- Variety of businesses
- Late night shopping
- Moora show
- Hospital
- Elderly homes
- Pool
- High school
- Primary Schools
- Hostel
- Shire president
- Sporting clubs
- Quality shops
- Community builders
- Repertory club productions
- Farming community
- Library
- Shire council
- Cohesiveness
- Community spirit
- TAFE
- Youth group
- Hotel
- Town Hall
Action Plan

1. Community awareness:- Local paper
   - Meetings
   - School notices

2. Survey the community, send out personal newsletters, given back to certain place.

3. Collate survey results.

4. Form action comities to carry out goals, invite community members, form groups

5. Fund raising:- Approach private enterprise.
   - Local business.
   - State and federal government.

6. Start action:- Each community fulfill their goals

7. Complete goals, finish

Jobs

1. Martin, Scott and Mark
2. Kristy, Natasha and Archie
3. Kara and Craig M
4. All of us
5. Kellie and Jesse
6. All of us
7. All of us
GOOD THINGS ABOUT CALINGIRI

It's small  Good farming  Nice community
Convenient location  Emergency services  Kind people
Good park  6 TV channels  Arts society
CWA  Social groups  Cemetery
CBH  Good landcare  Good sports facilities
Good country side  Good school  no crime
Freedom of life style  Get to drive cars  it's safe
People's work ethic  golf course  Library
Shire depot  always busy  churches
Bushland
CALINGIRI COULD BE BETTER IN...

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<td>Improved appearance of town</td>
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CALINGIRI IN 10 YEARS...

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<td>New caravan park</td>
<td>More people</td>
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ACTION PLAN

1. Meet again soon
2. Organise SOW (School Opportunity Workshop)
SAINT JOSEPH’S PRIMARY SCHOOL
MOORA

ACTION PLAN

1. Look at safety within the school grounds.

2. Address the Assembly about today.

3. Draw up a poster or story map about today.

4. Write a letter to the Year 10 students at the High School to thank them for the day.

5. Work out how we can help to improve the environment.

* Plant trees
* Green House
* Recycle Materials
* Make & Sell Paper Bricks 5–7
* Nature Walk
MANY SMALL MOORA PRIMARY SCHOOL COMMUNITIES WORKING IN ISOLATION TOO MANY STOP SIGNS

POWERS TOWN CLOCK DOESN'T WORK

NOT A LOT OF ENTERTAINMENT MOSQUITOES

SCHOOLS ARE TOO INDEPENDENT

POOL NOT HEATED LACK OF RESTAURANT

LOW JOB OPPORTUNITIES LACK OF ATTRACTIONS

AC LOW OVERNIGHT

GOVT BODIES MOVING AWAY

DIVIDED TOWN

NO PHOTO LAB

PLAIN

LACK OF HOUSING

FLIES

ROADHOUSE
GROWING, SUSTAINABLE AND CARING COMMUNITY,

WORKING TOGETHER TO ACHIEVE OUR GOALS.
TO ACHIEVE OUR GOALS

MAKE A COMMITTEE

SET GOALS WE CAN ACHIEVE

BRAINSTORM

SET PRIORITIES

PLAN FOR ACTION

ACCUMULATE RESOURCES

JUST DO IT!

HAVE A PARTY!

- GOALS -

- PRIDE NIGHT to recognize community volunteers.
- COMMUNITY GARDEN, adopt a tree/plant/shrub.
- NATURE TRAIL AND TREE NURSERY.
- MORE TOWN PARKING NEAR SHOPS.
- MUSEUM.
- SWINGING BRIDGE ACROSS RIVER.
- POND.
- ADVENTURE PLAYGROUND.
- ALL YEAR-ROUND POOL.
- MOORA WALL MURAL.
- ROADHOUSE

MOORA PRIMARY TEAM
Di Richards, Prue Richards, Sue Stubbs, Rachael Stubbs, Julie Walsh, Jessamy Walsh, Sally Lang, Leteisha Gray, Michelle Roden, Mark Nixon, Marty and Karen Van Beek.
Beacon has many positives about its community:

- Good community spirit,
- Variety of sports activities,
- Good social opportunities,
- Beautiful school,
- Maintained basic service operators,
- Community owned store,
- Weekly published newspaper,
- Community meeting place,
- Self funded community.

With so many things going for us we decided on the theme:

**"HOW TO MAKE OUR GREAT COMMUNITY EVEN BETTER!"**

**MINOR SLOGAN : "IF IT'S TO BE, IT'S UP TO ME"**

Our vision is to make our youth more involved and included in decisions on our future.

**Action Plan**

1. Steve will speak to school staff about our goals.
2. Contact Sue Middleton to organise a community opportunity workshop.
3. Involve the children — they are our target group. Maybe integrating into their school work a community study—
   - Interviewing older members of the community (history) and writing these stories up.
   - Drawing a map of the community as it is now — and a map of the future (ideas the children have for change).
   - The children drawing up a survey (P & C could be involved) —
     > Compile the questions
     > Format the survey
     > Research names and addresses of all community members
     > Be responsible for collecting.

Then armed with this information the children can personally invite all the members of the community to the COW/shop.

My thoughts are to try and make the seed for thought come from the children — we are less likely to offend or get people off-side this way.
MOORA SCHOOL COMMUNITY VITALISATION WORKSHOP 

MONDAY, 24th MAY 

with 

DR ED NELSON 

our fantastic 

TEAM MEMBERS: 

Chris Boulton: school principal  
Ian Sinclair: parent and local business owner  
Andrea Cousins: parent and Education Council member  
Debbie Metcalf: parent and Education Council member  
Liz van der Meulen: parent and Education Council member  
Loren Hempel: Student Council representative
GREAT THINGS ABOUT OUR COMMUNITY:

- Safe
- Close knit
- Motivated
- Well resourced: sport; housing; commercial
- Strives to improve and provide resources
- Geographically convenient
- Great school
- Community involvement days: community fun day; late night shopping; Australia Day breakfast
- Accommodating
- Large volunteer base
- Great people
- Tidy town

NEGATIVE THINGS ABOUT OUR COMMUNITY:

- Apathetic to change
- Conservative
- Too tolerant
- No hang out place for young people
- No Senior High School
- Lack of responsible parenting
- No panel beater
VISION STATEMENT for OUR COMMUNITY:

TO CREATE GROWTH OF THE ECONOMIC BASE AND SOCIAL STRUCTURE OF OUR COMMUNITY THAT WILL PROVIDE A SAFE AND SUPPORTIVE ENVIRONMENT FOR ALL COMMUNITY MEMBERS THAT IS CONSISTENTLY SUSTAINABLE.

PROCESS of IMPLEMENTATION of our VISION STATEMENT:

- Identify a group of optimists to attend a meeting about the future of our community
- Choose a task to work on
- Set a timeframe
- Delegate various jobs
- Organise a celebration of achievements
- Repeat the process from step 2
Dalwallinu District High School Team

Lucy Bynes, Faye Wallis, Meryka Falls, Christie Andrews, Katrina Zuzic, Peter Griffiths, Jude Barnes, Wilma Barnes, Jamie Falls, Rhonda Phillips.

encompassing the towns of Dalwallinu, Buntine, Wubin, Kalannie and Pithara.

Advantages of the Dalwallinu District:

- Green nice parks
- Town of Dalwallinu is clean and tidy
- Older generation live in the town and have good facilities
- Good medical services and hospital
- Good sporting facilities
- Wealthy agricultural community
- Lots of strong church groups
- Lots of shops (a variety)
- Active community
- Location on the Great Northern Highway
- Gateway to the Wildflowers
- Scenic views and picnic areas
- Great birdlife (feathered variety)
- Active community groups with willing workers
- New motel and restaurant
- Local papers - Totally Locally, newsletters
- Manufacturing industries
- Numerous sporting bodies and teams - ballet, bootscooting, gym, netball, squash, hockey, golf, tennis, football, badminton, pony club, basketball, indoor hockey
- Friendly people
- We have a doctor
- Playgrounds
- Competitions
- Mining
- Pro active Shire
- Agriculture
- Enthusiastic youth
- New pool
- Eco tourism
- Great young people
- Community arts building
- Ag show
- Arts festival
- Wattle week
- Telecentres
- Employment facilities

Disadvantages of the Dalwallinu District:

- Committees stuck in a rut
- Committees not welcoming to new people and ideas
- Dangerous main street with no bypass
- Cutting back of funding facilities and services
- Lack of diverse employment opportunities
- Complacency of community
- Lack of understanding and decision processes
- Things don't always happen
- Lack of convenient take away places
- Unwillingness to accept change
- Complacent understanding of youth

- Isolated groups
- Negativity
- Lack of housing
- Lack of youth activities
- More vision (bigger picture)
- Dog on a nail
- Lack of a youth house
- Losing the youth
- White cockatoos
Dalwallinu District High School Team

Lucy Byrnes, Faye Wallis, Meryka Falls, Christie Andrews, Katrina Zuzic, Peter Griffiths, Jude Barnes, Wilma Barnes, Jamie Falls, Rhonda Phillips.

encompassing the towns of Dalwallinu, Burtine, Wubin, Kalennie and Pithara.

Vision
“A community where people can live together in harmony and achieve their goals with continued commitment to health, happiness and sustainability.”

This will come from:
MacDonalds
youth house (12-25)
2,500 population in Shire
large bakery
facilities for young adults
empower the community
youth involvement during school in community
Bypass

Action Plan

2 delegates to report to the Dalwallinu Development Team and other community organisation
and report to them about this workshop (Rhonda and Katrina)
Further develop vision statement
Empower the community, workshop these issues in the community (COW)
Talk it up
Be positive
Feedback in local paper
Development of issue orientated teams
Ongoing commitment and support
Development of short and long term goals
Time lines
Celebrate achievements
Ensure youth are involved in everything
Use the 6 hat thinking process to develop ideas
Be creative thinkers
Have fun
DO IT
# ATTENDANCE AT QUAIRADING WORKSHOP 24TH MAY 1999

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<td>McNamara</td>
<td>Tammin</td>
<td>Community</td>
</tr>
<tr>
<td>Steven</td>
<td>Rushforth</td>
<td>Wyalkatchem District High School</td>
<td>Principal</td>
</tr>
<tr>
<td>Richard</td>
<td>Lowe</td>
<td>Wyalkatchem District High School</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Susan</td>
<td>Bruse</td>
<td>Wyalkatchem District High School</td>
<td>Teacher</td>
</tr>
<tr>
<td>Anneliese</td>
<td>Fugge</td>
<td>Wyalkatchem District High School</td>
<td>Teacher</td>
</tr>
<tr>
<td>Robin</td>
<td>Tilbrook</td>
<td>Wyalkatchem District High School</td>
<td>Teacher/Community Representative</td>
</tr>
<tr>
<td>Trish</td>
<td>Dugand</td>
<td>Wyalkatchem District High School</td>
<td>Student Leader</td>
</tr>
<tr>
<td>Christina</td>
<td>Pettigrew</td>
<td>Wyalkatchem District High School</td>
<td>Student Leader</td>
</tr>
<tr>
<td>Jude</td>
<td>Norris</td>
<td>Wyalkatchem</td>
<td>Community/P&amp;C</td>
</tr>
<tr>
<td>Vicki</td>
<td>Jack</td>
<td>Midland Education Office</td>
<td></td>
</tr>
<tr>
<td>Shantelle</td>
<td>Edmonds</td>
<td>Wheatbelt Development Commission</td>
<td>Research Officer</td>
</tr>
<tr>
<td>Benita</td>
<td>Oakley</td>
<td>Avon Valley Community Builders</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Sue</td>
<td>Middleton</td>
<td>Community Builders</td>
<td>State Coordinator</td>
</tr>
</tbody>
</table>
"We’ve all come here to vitalise.
But listening makes us realise
that the only way to energise
is to settle on a compromise
of the dream that we can finalise
and that we must Revitalise’’

Participant Quairading workshop
24 May 1999
Brainstorming: OUR TOWN OUR FUTURE

Education

1. Upgrade/Improve facilities/Library at School
   eg. 1 Computers (join Telecentre)
        2 Books
        3 Information Resources

2. Meet the needs of our youth who are unable to access an Urban Centre for Trade etc. Year 11/12, Jobs.

3. Improve after hour activities for our youth.
   (a) Drop In Centre - open to all ages with structured times.
       - vacant building - now
       - Supervisors/Mentors/Trustworthy People to work with
         - Rec. Centre - Long Term
         - Meet with Sports Committee
         - Youth help design
         - Youth have a say who managers centre
   (b) Pool - water slide
   (c) Social Events - Dances
       - Pool Socials
       - Movies - Town Cinema/Room
       - Concerts - Youth Bands
   (d) Increase type of sport - Roller Blading, Skate Boarding

   i.e. Kevills Lake/Lake Mears Project.

5. Increase interaction with other Schools, Youth for Networking ideas/grants - Debating/Science Projects/School Swapping.

6. Intensify the Transfer of people resources i.e. Excursions, Parliament.

7. Interschool Debates - relive these with Rural Youth.


9. Work Experience/placement programmes within Quairading and Local Towns.

10. Increase confidence. Leadership skills. Self esteem.
<table>
<thead>
<tr>
<th>HOW WOULD YOU MAKE THAT HAPPEN</th>
<th>WHO WOULD BE INVOLVED</th>
<th>WHAT RESOURCES WOULD YOU NEED</th>
<th>WHAT NEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with - Sports Committee</td>
<td>Students</td>
<td>LOCAL</td>
<td>Elect/Seek Volunteers to go committee.</td>
</tr>
<tr>
<td>- Youth Committee</td>
<td>Tradespeople - builders</td>
<td>Funding</td>
<td>Students to go onto Sports Committee</td>
</tr>
<tr>
<td>- Education Committee</td>
<td>Townspeople - teachers</td>
<td>Funding/Grants</td>
<td></td>
</tr>
<tr>
<td>- Shire</td>
<td>Parents</td>
<td>Site-Sport Rec Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports Reps</td>
<td>Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shire</td>
<td>Quotes from Trades: people</td>
<td></td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td></td>
<td>C.S.G.</td>
<td></td>
</tr>
<tr>
<td>Survey for what facilities there</td>
<td></td>
<td>Town Planning</td>
<td></td>
</tr>
<tr>
<td>Curriculum - Vocational Ed.</td>
<td></td>
<td>Architect</td>
<td></td>
</tr>
<tr>
<td>- Design &amp; Tech</td>
<td></td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>- Tech Drawing</td>
<td></td>
<td>Professional Advice</td>
<td></td>
</tr>
<tr>
<td>- Maths</td>
<td></td>
<td>Quotes from Trades: Other Towns-York</td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td></td>
<td>People</td>
<td></td>
</tr>
<tr>
<td>- Manual Arts</td>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maths</td>
<td></td>
<td>P &amp; C</td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td></td>
<td>School Council</td>
<td></td>
</tr>
<tr>
<td>- Manual Arts</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### IDEA: KEVILLS MEARS LAKE SYSTEM REDEVELOPMENT

#### QUAIRADING COMMUNITY NATURE RESERVE

<table>
<thead>
<tr>
<th><strong>HOW WOULD YOU MAKE THAT HAPPEN</strong></th>
<th><strong>WHO WOULD BE INVOLVED</strong></th>
<th><strong>WHAT RESOURCES WOULD YOU NEED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with Education Committee</td>
<td>Calmment Groups</td>
<td>LOCAL</td>
</tr>
<tr>
<td>- Youth Committee</td>
<td>Management Group</td>
<td>Funding</td>
</tr>
<tr>
<td>- Shire Committee</td>
<td>Teachers</td>
<td>Specialized Gov. Bodies</td>
</tr>
<tr>
<td>South Caroling Social Club</td>
<td>Parents</td>
<td>South Caroling</td>
</tr>
<tr>
<td>Mills Family (Aussis Camps)</td>
<td>Shire</td>
<td>Rural Youth</td>
</tr>
<tr>
<td>Odg. Ski Club</td>
<td>Education-Curriculum Council</td>
<td>Zoo</td>
</tr>
<tr>
<td>Brookton Shire</td>
<td>Water Corporation</td>
<td>Museum of W.A.</td>
</tr>
<tr>
<td>General Public in affected Shires</td>
<td>Wildlife Groups</td>
<td>Aqua Culture</td>
</tr>
<tr>
<td>Johnsons</td>
<td>Other Schools</td>
<td>Landcare</td>
</tr>
<tr>
<td>Curriculum - Vocational Ed.</td>
<td></td>
<td>CALM</td>
</tr>
<tr>
<td>- Science</td>
<td></td>
<td>Grants</td>
</tr>
<tr>
<td>- Environmental Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tree Growing etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Salt Degredation</td>
<td></td>
<td></td>
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</tbody>
</table>
### Meckering Primary School

#### Action Planning

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educating community</td>
<td>Local community</td>
<td>Leadership course</td>
<td>Structure specific strategies</td>
</tr>
<tr>
<td>Adults &amp; student mentoring</td>
<td>Outside community</td>
<td></td>
<td>Adopt a buddy</td>
</tr>
<tr>
<td>Adult to student</td>
<td>CWA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student to student</td>
<td>MERIKA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sporting Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red Cross</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alex Kiddle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grass Oval</td>
<td>P&amp;C</td>
<td>Local farmers for materials</td>
<td>Feasibility study</td>
</tr>
<tr>
<td></td>
<td>School community</td>
<td>Water pump</td>
<td>Dam installation</td>
</tr>
<tr>
<td></td>
<td>Donors</td>
<td></td>
<td>Community projects</td>
</tr>
<tr>
<td>3. Organic gardening - establish a year-groups round growing area</td>
<td>Students/community staff</td>
<td>Seedlings/flowers Vegetables/fodder</td>
<td>Approach staff</td>
</tr>
<tr>
<td></td>
<td>Landcare</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ag West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Donna Canci</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andrew West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kevin Hill 9622 2721</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan Kuipers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Cohesive community
   Seniors Involvement
   Youth Input
   Mentor

2. Environmental Issues

3. Refocus P&C—*what we can influence now*
   School Development—*what we can influence now*
WHAT ACHIEVEMENTS

Landscaping/town
Kids involved
Teacher - curriculum
Youth (& Students)
Mentors
Community members with skills
Seniors - retired
School Teachers
Continuance of Initiatives - town & school
Commitment
History
Seniors
P & Community
Refocus
Change instigation
Agendas
Initiate change - teachers
Flexibility - teachers & parents
Cohesive community
Housing
Communication
TALEC

VALUES

Future
Harmony
Togetherness
Belonging
Self-awareness
Self-esteem
Direction
Value all people

HOW

COMMUNICATION
KEY
Adopt a street etc.
Seniors students
Adopt a
Help parents
Two-way

WHERE

SCHOOL
AS
HUB
OF
COMMUNITY
<table>
<thead>
<tr>
<th>ACTION PLANNING</th>
<th>SCHOOL/COMMUNITY DEVELOPMENT</th>
<th>PROCESS OF CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOW</strong></td>
<td><strong>WHO</strong></td>
<td><strong>LOCAL</strong></td>
</tr>
<tr>
<td>Refocus P&amp;C</td>
<td>Current parent support</td>
<td>P&amp;C</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>Interestd others</td>
</tr>
<tr>
<td>More student/student involvement</td>
<td>School Council</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Parent/student involvement</td>
<td>Student councillors</td>
<td>District office</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>Peers/mentors</td>
</tr>
<tr>
<td></td>
<td>Mentors</td>
<td>TALEC</td>
</tr>
<tr>
<td>Create Telecentre at School</td>
<td>Community</td>
<td>Inservicing</td>
</tr>
<tr>
<td></td>
<td>School-staff/students</td>
<td>Implementing</td>
</tr>
<tr>
<td>Innovative Programs</td>
<td>Community</td>
<td>change</td>
</tr>
<tr>
<td>(via staff)</td>
<td>Volunteers</td>
<td>workshop</td>
</tr>
<tr>
<td></td>
<td>In service opportunities</td>
<td>TALEC</td>
</tr>
<tr>
<td>Mentors – seniors, business, youth</td>
<td>Senior secretary as link</td>
<td>TALEC</td>
</tr>
<tr>
<td></td>
<td>Committee, BEC</td>
<td>external</td>
</tr>
<tr>
<td></td>
<td>Previous students (linked)</td>
<td>Excursions</td>
</tr>
<tr>
<td>Effective &amp; positive communication</td>
<td>P&amp;C/staff/community/Avon</td>
<td>other schools</td>
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<tr>
<td></td>
<td>advocate</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Mercury/Tabloid</td>
<td>Mentors</td>
</tr>
<tr>
<td></td>
<td>Community noticeboard</td>
<td>Internet</td>
</tr>
</tbody>
</table>

**OUTSIDE** |

| |
| |
| |

**WHATS NEXT** |

| SUGGESTIONS |
| Go to other groups for Next P&C meeting Suggest community school project |

**ACTUAL** |

| |
| Continue to be +ve "invitations" to P&C |
| Janet - Update Principal & staff Pat Update Council Maud - update Seniors |

<p>| |
| |
| Access all media minutes of P&amp;C on school/community noticeboard |</p>
<table>
<thead>
<tr>
<th>HOW</th>
<th>WHO</th>
<th>LOCAL</th>
<th>OUTSIDE</th>
<th>WHATS NEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School development plan – input from parents/students</td>
<td>Communication P&amp;C and Principal info. Tabloid etc.</td>
<td>Volunteers / Seniors</td>
<td>Develop user friendly info. on plan. &quot;Real&quot; opportunity (creche) to input to plan.</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
<td>Other suggestions for participation</td>
</tr>
<tr>
<td>Local area planning</td>
<td></td>
<td></td>
<td></td>
<td>Branching out Grant Herbarium Sister School Cybercafe Involve kids in problem solving</td>
</tr>
</tbody>
</table>
ENJANDING PRIMARY SCHOOL

Action Planning: Idea Description:
Ejanding Magic Happy Bags - for strains pains
(eucalyptus leaves in wheat bags)

How would you make that happen?
- Involve all of the community
- Investigate - Materials (kids)
  - Markets (kids)
  - Costs (kids)
  - Production (time?)
- Who? Sewers, Printers, Designers
  - Aromatherapy - healing

Who would be involved & who would you network with?
- Network - Design field
  - Daycare
  - Outlet shop
- Street credibility
- Pomp and Sales
  - Warning must be on packaging

What resources would you need?
- LOCAL
  - MARKETING
  - Educational

What's next?
- Design Competition
- Market launch
- Educational

OICOMEL: Foyssed Community Involvement

Enjoys Community Involvement
### Dowerin District High School

**What's Next? Idea Description Planning**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>PLANNING</th>
<th>IDEA DESCRIPTION</th>
<th>WHAT'S NEXT?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entertainment Centre</strong></td>
<td><strong>Local Community</strong></td>
<td><strong>Outside</strong></td>
<td></td>
</tr>
<tr>
<td>Make a Plan – include what we want – budget.</td>
<td>Community</td>
<td>Venue</td>
<td>Committed individuals – Raine, Alyssa, John, Sam and Leigh.</td>
</tr>
<tr>
<td></td>
<td>Kids</td>
<td>Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shire</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sponsorship</td>
<td>Kids Involved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other towns</td>
<td>Fundraising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success stories</td>
<td>Shire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Days</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td><strong>Cyberspace Café</strong></td>
<td><strong>Local Community</strong></td>
<td><strong>Outside</strong></td>
<td></td>
</tr>
<tr>
<td>Incorporate in Curriculum, Obtain permission, Students familiar, Catering requirements, Venue, Display Boards, involve EYanding, Staff Meeting, Assembly, Student Leaders.</td>
<td>Students</td>
<td>Budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Coffee maker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Church Groups</td>
<td></td>
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<td></td>
<td>Advertising</td>
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<td>Arts Group</td>
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<td>Technical Experts</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>Signs</td>
<td></td>
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<td></td>
<td>Blackboard special</td>
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<tr>
<td></td>
<td>Canteen?</td>
<td></td>
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<td></td>
<td>Health Regulations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Developing a Community Vision**

Bring all policyholders together, Make/develop a shared plan, Find records of previous meeting, Revisit, Who is the Dowerin 2000 Committee? (Brett to investigate) All interested parties + (ensure at least one rep from each committee)
<table>
<thead>
<tr>
<th>IDEAS</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/community support - allocation in budget (NSHS) P&amp;C &amp; Council</td>
<td>P&amp;C</td>
</tr>
<tr>
<td>Involvement in school</td>
<td></td>
</tr>
<tr>
<td>Stronger links between schools &amp; community</td>
<td>Being part of the whole</td>
</tr>
<tr>
<td>Encourage towns image &amp; worth</td>
<td>Community belief, self-esteem</td>
</tr>
<tr>
<td>Involve school etc. in blood donation etc. health support</td>
<td>Sense of belonging</td>
</tr>
<tr>
<td>Networking - dissemination of information - museum</td>
<td>Open communication, trust</td>
</tr>
<tr>
<td>Community forum</td>
<td>Honesty &amp; commitment</td>
</tr>
<tr>
<td>United council - representatives from all bodies on one council</td>
<td>Self values &amp; ownership</td>
</tr>
<tr>
<td>Student self survey</td>
<td></td>
</tr>
<tr>
<td>Landcare - environmental project school involvement</td>
<td></td>
</tr>
<tr>
<td>Art aboriginal culture</td>
<td></td>
</tr>
<tr>
<td>Adoption of areas</td>
<td></td>
</tr>
<tr>
<td>NSHS supplying accommodation for events e.g. Avon descent</td>
<td>Niche</td>
</tr>
<tr>
<td>Community press positive support with student input &amp; accreditation</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY NETWORK
Dissemination - school newsletters - saturation - submissions
Mailing list
Community forum
Personalised approach
Focused agenda

EMPOWERING COMMUNITY/YOUTH
(SCHOOL COUNCIL, ADVISORY COUNCIL)
(Direction) funding for student council - operational budget
Information on external funding for specific projects
Mentor & future student Councillors/DH primaries & others
In house support & communication (teacher-student & student-student,
P&C, School council)
Pigeon hole
Actual town councillor on YAC (better than just rep.)

BLOOD DONATION
Publicity - leaflet - personal story
Liaise -key personnel
Personal thankyou card
Information
Marketing strategies - sponsorship, prizes
Numbers required for updating equipment

COMMUNITY SUPPORT FOR TEACHERS
Incentives from businesses - info. bags, fuel rebates, welcome baskets
Adopt a teacher - settling in, support
Housing - rental/caretaking/gardening/setting up (input by various school
departments, Home Ec - curtains, Designer Technology - BBQ, paving)
Information portfolio (made up by Voe, Ed, Business)
Uni visits/speaking to 3/4 year
Promotions Officer NSHS

COMMUNITY SCHOOL PROJECT
Development of an area - Eco, cultural, utilising existing
facilities/upgrading etc.
BROOMEHILL PRIMARY SCHOOL

CALENDAR
NEWSLETTER -
ACKNOWLEDGE - PEOPLE/KIDS/ARTICLE EACH MONTH -
BROOMEHILL LIAISON COMMITTEE - MEETINGS AT SCHOOL

QUESTIONS FROM CHILDREN - FOR ORAL HISTORY

COUNCIL REPRESENTATION - P&C & STUDENT
COUNCIL VISIT SCHOOL

VISITING BUSINESSES & TRADES PEOPLE

WELCOME LANDCARE PERSON (K)
WELCOME NEW FAMILIES (INFO SHEET & LETTER)

MENTOR PROGRAM

JUNIOR SPORT (AFTER SCHOOL)

GARDEN PROJECT

GAMES/QUIZ NIGHT

A/Hrs INTERNET ACCESS – COMPUTER COURSES

************** **************

RESOURCES
SHIRE COUNCIL
COMMUNITY LEADERS
BUSINESS
GROUPS
KIDS
TEACHERS
NETWORKING - NEIGHBOURING COMMUNITIES
OTHER SCHOOLS
CUNDERDIN AGRICULTURAL COLLEGE

Issues

- There is no where the community meets to discuss issues, problems.
  Develop a drop in centre, Cybercafe - meeting place for all ages to mix & talk

- Attract more girls to CAC - what can they do?
- Attract more females to Cunderdin community
  Equestrian Centre - ideal location
  These things will encourage people to stay in town, not many girls stay, industry is not female orientated.

- Expands Aeronautics possibilities - take advantage of facilities already there.

- More employment opportunities - recognition of skills obtained not same as metro areas.

- Set up active participation to develop school policy - policies are made years before and are not relevant now.

- Invite town to participate in competitions i.e. Basketball, indoor soccer (currently little interaction between CAC and Cunderdin community, town would like to utilise College resources)
  Develop projects that encourage students & community members to work together.

- School is to work orientated not enough social interaction - more cultural activities needed.

- Develop a work experience program.

- Town projects that College can complete.

- Little opportunity for rural access to arts - why - not enough people willing to take on responsibility of running projects, lack of funding - Provide entertainment opportunities i.e. Theatres etc.

- Combine with town school to utilise facilities (limited interaction with town school)
- Factions, school carnivals - mentor of younger students.

- Self-awareness is not self-importance.

- Resources at CAC need to be utilise more than currently i.e. D&T Facility could be used for workshops for adult learning.
### ACTION PLANNING
### IDEA – DROP IN CENTRE (CYBERCAFE)

<table>
<thead>
<tr>
<th>HOW WOULD YOU MAKE IT HAPPEN</th>
<th>WHO WOULD BE INVOLVED – WHO WOULD YOU NETWORK WITH</th>
<th>WHAT RESOURCES WOULD YOU NEED</th>
<th>WHAT'S NEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find a location</td>
<td>• Owner of building (co-op has empty café) or build</td>
<td>*Management</td>
<td>• Contact co-op</td>
</tr>
<tr>
<td>• Shire approval (permit?)</td>
<td>• Youth Advisory Council re-funding</td>
<td>- Decided by Community</td>
<td>• Mrs Williams develop survey with class</td>
</tr>
<tr>
<td>• Funding/sponsorship – youth initiative, youth affairs</td>
<td>• Cunderdin DHS</td>
<td>- Volunteers</td>
<td>• Meet with Shire Council</td>
</tr>
<tr>
<td>• Development Plan (3 years)</td>
<td>• Local businesses</td>
<td>- Michael Canici</td>
<td>• Students to hand out survey on Sat or during week, football, netball, social activities</td>
</tr>
<tr>
<td>• Meetings/farm committees – students, staff, community</td>
<td>• PCYC</td>
<td>- Technology</td>
<td>• Randbot – introduce issue; doorknock &amp; ask residents first</td>
</tr>
<tr>
<td>• Survey community to find support</td>
<td>• Police &amp; Youth Affairs re-funding</td>
<td>*manpower</td>
<td>• RSVP to co-op receipt of surveys</td>
</tr>
<tr>
<td>• Find what we would like from it</td>
<td>• Shire network for maintenance</td>
<td>*businesses</td>
<td>• Street stall sell heat packs to promote YACA &amp; survey</td>
</tr>
<tr>
<td>• Who is available</td>
<td>• Service groups i.e., Lions, Rotary</td>
<td>- art class CDHS</td>
<td>• When survey back approach co-op about cafe</td>
</tr>
<tr>
<td></td>
<td>• Local sports clubs – sponsorship</td>
<td>- furniture school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lotteries Commission re-funding</td>
<td>&amp; college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Westamners – Ploughback funds</td>
<td>*people interested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monty House</td>
<td>from survey</td>
<td></td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
CUNDERDIN COMMUNITY

Issues
• Rec Centre at School oval – retic oval
• Keeping students until Year 10
• Making CDHS parents first choice
• Museum in old sports pavilion
• Progress & projects committee – coordinating youth, seniors, community groups
• School involvement in Bulgin Bush Races
• Cadets – any types
• Using local expertise within school
• Landcare issues
• School Chaplain – pastoral care
• Develop a community information resource centre
  Telecentre
• Interaction with seniors & school community
• Mentor groups
• Community nature reserve
• Trade Certificate program
• Community history – Chinese tunnels, local small school sites, immigration camp, WW2 airfield
• Community assistance – school grounds, streetscape
• Adult learning institute

Are we missing a sense of community? Bulgin races gave us this
How do we draw everyone together to gain a sense of place?
NAREMBEEN COMMUNITY

Community Project:
To help, plan, design, run, build the community farm with 'Farm Stay' Tourism.

- Youth Involvement in the planning then building – improving student initiative and independent thinking.
- Opportunities for youth employment within the community – stay longer!
- Improve curriculum opportunities & therefore encourage students to stay in Years 8-10 (i.e. Business Management)
- Encourage youth to be proactive in the community
- Improve awareness in the community of the skills youth have to offer
- To encourage the groups in the community to work as one team not separate identities pulling apart.
- Improve motivation for the students in their studies.
### ACTION PLANNING

**IDEA - SHIRE/SCHOOL FARM INCORPORATING FARM STAYS & PRODUCTS/SOUVENIR SHOP**

<table>
<thead>
<tr>
<th>HOW WOULD YOU MAKE IT HAPPEN</th>
<th>WHO WOULD BE INVOLVED &amp; WHO WOULD YOU NETWORK WITH</th>
<th>WHAT RESOURCES WOULD YOU NEED</th>
<th>WHAT’S NEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meetings</td>
<td>• Shire Council</td>
<td>• Money (sponsors, fundraising)</td>
<td>1. Farm School Committee Meeting – discuss &amp; draft letter to Shire</td>
</tr>
<tr>
<td>Shire &amp; Farm Advisory Committee, Logistics of shifting School farm equipment/sheds to Shire land what needs to go? Money – costings * Design of farm – Where does everything go? Can the students design layout, with help from experts – Feasibility Study – What do farm stays look like? Design – Where does the $ come from? How much can we get from EDWA, Shire grants, Landcare, community members etc.</td>
<td>• CEO &amp; Councillors</td>
<td>• Telcentre</td>
<td>2. Shire/Committee meeting to discuss plan &amp; get OK Perhaps pick internal committee to be in charge of strategic planning</td>
</tr>
<tr>
<td></td>
<td>• School Farm Committee</td>
<td>• Builders for expert help &amp; consultation</td>
<td>3. Letters to: Relevant contractors, School design Tech teachers School &amp; student councils Relevant businesses Tourism Strategy Group Youth Strategy Group Go Narembeen - Set up meeting from letters Elect committee Tourist farm Committee</td>
</tr>
<tr>
<td></td>
<td>• P&amp;C</td>
<td>• Electrician</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students</td>
<td>• Local products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ag teacher &amp; other staff</td>
<td>• School facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ag Training Officer</td>
<td>• School staff &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tourism Strategy Group (Committee)</td>
<td>• Shire machinery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local businesses relevant to enterprise e.g. Honey, farm yard hens</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Landcare Agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Go Narembeen community</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HOW WOULD YOU MAKE IT HAPPEN</td>
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<td>--------------------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>• Strategic Plan</td>
<td>• Shire employees</td>
<td>* WA Tourist Centre &amp; advisors</td>
<td>4. Feasibility Study</td>
</tr>
<tr>
<td>• Timeline</td>
<td>• volunteers, P&amp;C</td>
<td>* Plumber</td>
<td>Apply for funding</td>
</tr>
<tr>
<td>• Costings &amp; resources</td>
<td>• building materials</td>
<td></td>
<td>Strategic Plan?</td>
</tr>
<tr>
<td>Who (when, where, what is doing) include advertising</td>
<td>i.e. weatherboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Start the process</td>
<td>• farm animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular meetings of stakeholders to assess project</td>
<td>(donated emus, ostrich camels, buffaloes)</td>
<td></td>
<td></td>
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<tr>
<td>• Major “Opening”</td>
<td>• basic equipment for farm</td>
<td></td>
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<tr>
<td>Well advertised to allow for fundraising</td>
<td>• Farmstay furnishings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Overseeing</td>
<td>(made by School)</td>
<td></td>
<td></td>
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<tr>
<td>Committee to oversee project</td>
<td></td>
<td></td>
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<tr>
<td>&amp; employ any persons required &amp; to liaise with school, shire, landcare etc.</td>
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</tr>
<tr>
<td>FIRST NAME</td>
<td>LAST NAME</td>
<td>COMMUNITY</td>
<td>POSITION</td>
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</tr>
<tr>
<td>Jenny</td>
<td>Harris</td>
<td>Binnu</td>
<td>CWA member, LCDC member</td>
</tr>
<tr>
<td>Lyn</td>
<td>Diepeveen</td>
<td>Binnu</td>
<td>CWA member, LCDC member</td>
</tr>
<tr>
<td>Brenda</td>
<td>Heinrich</td>
<td>Carnanah</td>
<td>Shire President</td>
</tr>
<tr>
<td>Val</td>
<td>Style</td>
<td>Carnanah</td>
<td>Shire Councillor</td>
</tr>
<tr>
<td>Gavin</td>
<td>Kerr</td>
<td>Carnanah</td>
<td>Student &amp; School Councillor</td>
</tr>
<tr>
<td>Chad</td>
<td>Little</td>
<td>Carnanah</td>
<td>Student &amp; School Councillor</td>
</tr>
<tr>
<td>Tammi</td>
<td>Heitman</td>
<td>Carnanah</td>
<td>Teacher</td>
</tr>
<tr>
<td>Kylie</td>
<td>Fowler</td>
<td>Carnanah</td>
<td>Student &amp; School Councillor</td>
</tr>
<tr>
<td>Christine</td>
<td>Rayner</td>
<td>Carnamah</td>
<td>Student &amp; School Councillor</td>
</tr>
<tr>
<td>Sandie</td>
<td>Wallace</td>
<td>Carnanah</td>
<td>Business Proprietor</td>
</tr>
<tr>
<td>Deanne</td>
<td>Palm</td>
<td>Dongara</td>
<td>P&amp;C</td>
</tr>
<tr>
<td>Jenny</td>
<td>Zalmstra</td>
<td>Dongara</td>
<td>P&amp;C</td>
</tr>
<tr>
<td>Josh</td>
<td>Boyd</td>
<td>Dongara</td>
<td>Head Boy</td>
</tr>
<tr>
<td>Stacey</td>
<td>Thompson</td>
<td>Dongara</td>
<td>Head Girl</td>
</tr>
<tr>
<td>Janetie</td>
<td>Bishop</td>
<td>Dongara</td>
<td>Student Councillor</td>
</tr>
<tr>
<td>Kristy</td>
<td>Pyke</td>
<td>Dongara</td>
<td>Vice-Captain</td>
</tr>
<tr>
<td>Michelle</td>
<td>Hobbs</td>
<td>Dongara</td>
<td>Vice-Captain</td>
</tr>
<tr>
<td>Guy</td>
<td>Bird</td>
<td>Dongara</td>
<td>Principal</td>
</tr>
<tr>
<td>Tony</td>
<td>Sappelli</td>
<td>Dongara</td>
<td>Shire of Irwin Assistant Chief Executive Officer</td>
</tr>
<tr>
<td>Kylie</td>
<td>McAllife</td>
<td>Eneabba</td>
<td>Personal Assistant RGC</td>
</tr>
<tr>
<td>Lee-Ann</td>
<td>Ort</td>
<td>Eneabba</td>
<td>P&amp;C President/Teacher</td>
</tr>
<tr>
<td>Jan</td>
<td>Blow</td>
<td>Eneabba</td>
<td>Shire Councillor</td>
</tr>
<tr>
<td>John</td>
<td>Lathan</td>
<td>Jurien</td>
<td>Principal</td>
</tr>
<tr>
<td>Ryan</td>
<td>Linch</td>
<td>Jurien</td>
<td>Head Boy</td>
</tr>
<tr>
<td>Hailee</td>
<td>McElliery</td>
<td>Jurien</td>
<td>Head Girl</td>
</tr>
<tr>
<td>Denise</td>
<td>Richardson</td>
<td>Jurien</td>
<td>Youth Officer</td>
</tr>
<tr>
<td>Lyn</td>
<td>Richards</td>
<td>Jurien</td>
<td>President Jurien Youth Group</td>
</tr>
<tr>
<td>Ian</td>
<td>Stiles</td>
<td>Leeman</td>
<td>Shire Councillor</td>
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<tr>
<td>Dixie</td>
<td>Giberson</td>
<td>Leeman</td>
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</tr>
<tr>
<td>Kelly</td>
<td>Beisel</td>
<td>Leeman</td>
<td>Community member</td>
</tr>
<tr>
<td>Will</td>
<td>Tracey</td>
<td>Leeman</td>
<td>Union Official</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>LAST NAME</td>
<td>COMMUNITY</td>
<td>POSITION</td>
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<tr>
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</tr>
<tr>
<td>Roy</td>
<td>Bell</td>
<td>Leeman</td>
<td>Chairman Leeman Telecentre</td>
</tr>
<tr>
<td>Roslyn</td>
<td>McKay</td>
<td>Leeman</td>
<td>Teacher</td>
</tr>
<tr>
<td>Wayne</td>
<td>McKay</td>
<td>Leeman</td>
<td>Principal</td>
</tr>
<tr>
<td>Vanessa</td>
<td>Parker</td>
<td>Leeman</td>
<td>Community member</td>
</tr>
<tr>
<td>Jesse</td>
<td>Reid</td>
<td>Morowa Agricultural College</td>
<td>Student Councillor</td>
</tr>
<tr>
<td>Sue</td>
<td>Alderman</td>
<td>Morowa District High School</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Daniel</td>
<td>Ferguson</td>
<td>Morowa Agricultural College</td>
<td>Student Councillor</td>
</tr>
<tr>
<td>Ben</td>
<td>Smith</td>
<td>Morowa Agricultural College</td>
<td>Student</td>
</tr>
<tr>
<td>Shauna</td>
<td>Maggi</td>
<td>Morowa District High School</td>
<td>Student Councillor</td>
</tr>
<tr>
<td>Leonie</td>
<td>McNaught</td>
<td>Nabawa</td>
<td>P&amp;C Secretary</td>
</tr>
<tr>
<td>Alice</td>
<td>McNaught</td>
<td>Nabawa</td>
<td>President School Council</td>
</tr>
<tr>
<td>Julie</td>
<td>Newton</td>
<td>Nabawa</td>
<td>Chairperson School Based Decision Making Group</td>
</tr>
<tr>
<td>Brett</td>
<td>Newton</td>
<td>Nabawa</td>
<td>Student Councillor</td>
</tr>
<tr>
<td>Jan</td>
<td>McCaugh</td>
<td>Nabawa</td>
<td>Teachers Assistant</td>
</tr>
<tr>
<td>Marg</td>
<td>Stokes</td>
<td>Tardun/Mullewa</td>
<td>Board Chair at CBAS Tardun</td>
</tr>
<tr>
<td>Judy</td>
<td>Critch</td>
<td>Tenindewa</td>
<td>Community member</td>
</tr>
<tr>
<td>Elsie</td>
<td>Park</td>
<td>Tardun/Mullewa</td>
<td>Board member Tardun/School Librarian</td>
</tr>
<tr>
<td>Jeremy</td>
<td>Brooks</td>
<td>Yuna</td>
<td>Head Boy</td>
</tr>
<tr>
<td>John</td>
<td>Reynolds</td>
<td>Yuna</td>
<td>Student</td>
</tr>
<tr>
<td>Christopher</td>
<td>Gould</td>
<td>Yuna</td>
<td>Student</td>
</tr>
<tr>
<td>Nicole</td>
<td>Batten</td>
<td>Yuna</td>
<td>Community member</td>
</tr>
<tr>
<td>Brendin</td>
<td>Flanigan</td>
<td>Yuna/Nabawa</td>
<td>Community Builders Facilitator/Electorate Officer</td>
</tr>
<tr>
<td>Grant</td>
<td>Woodhams</td>
<td>Geraldton</td>
<td>ABC Regional Radio Announcer</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Hewitson</td>
<td>Geraldton</td>
<td>Journalist Geraldton Guardian</td>
</tr>
<tr>
<td>Jamie</td>
<td>Chadwick</td>
<td>Geraldton</td>
<td>Reporter GWN Television</td>
</tr>
<tr>
<td>Dr Ed</td>
<td>Nelson</td>
<td>Nebraska, USA</td>
<td>Community Development Consultant</td>
</tr>
<tr>
<td>Jerry L</td>
<td>Hoffman</td>
<td>Nebraska, USA</td>
<td>Director School at the Centre Program</td>
</tr>
<tr>
<td>Debrah</td>
<td>Lawden</td>
<td>Leeman</td>
<td>Community Builders Facilitator</td>
</tr>
<tr>
<td>Angela</td>
<td>Kelsall</td>
<td>Three Springs</td>
<td>Agriculture WA Rural Community Development Officer</td>
</tr>
<tr>
<td>Sue</td>
<td>Middleton</td>
<td>Wongan Hills</td>
<td>Community Builders State Coordinator</td>
</tr>
<tr>
<td>Claire</td>
<td>Humphry</td>
<td>Three Springs</td>
<td>Coordinator New Rural Generation Agriculture WA</td>
</tr>
<tr>
<td>Melinda</td>
<td>Hayes</td>
<td>Dandaragan</td>
<td>Community member/self employed</td>
</tr>
</tbody>
</table>
SUCCESS STORIES FROM THE FLOOR
Leeman Workshop – 15 May 1999

Leeman Primary School
- Held a Community Day due to loss of numbers of children in school, redundancies at RGC.
- Day was held to encourage community participation and build community spirit with all the community involved.
- Day was a huge success and evoked a strong sense of community pride.

Yuna Primary School
- School of only 17 children.
- Teachers decided that they needed to do something new for technology – the kids needed to do something on weekends when parents were playing tennis – so they created a mini putt putt course - 47 people came along to help create the course.
- Key to success – if everyone is asked to be involved the response is 300% better.
- We need to involve everyone in our communities.
- We do need to blow our own horns – we need to pump people up and commend them.

Jurien District High School
- Police Rangers Program funded by Office of Youth Affairs and its purpose is to develop leadership skills and citizenship qualities – helped with the Moora Flood Appeal.
- The JDHS also gets involved with the community through the Home and Community Care Program – helping the older people in the community.

Jurien Youth Group
- Funded by Family & Children's Services.
- Community based committee.
- Operate out of the Jurien Community Centre and have an office in the Silver Chain.
- Recently did up the skateboard ramp.
- The youth ran a youth forum, which was a great success.
- Need to work with the youth, as they are our future.

Morawa Agricultural College
- Helped out with the Moora Flood appeal – helped farmers with fencing.
- Run an emergency service cadets program in the community.
- Have a basketball side in the local competition.
- Many students play football in town teams.
- College is working in conjunction with the town school by building a performing arts centre.
- Students go away for work experience.
- Trying to attract more girls to attend the College.
- Seeing a change in rural community – the link up with technology, people are telecommuting from home.
Morawa District High School
- Commitment to technology – purchased lap top computers.
- Raise funds through a cropping program.

Chapman Valley Primary School
- Outside influences – boundary changes, close to Geraldton, no fuel outlets.
- Get up and take a chance – we need to encourage children to become involved.
- Have a peaceful quiet place and we need to sell all the positives.

Dongara District High School
- Community has wonderful set of environmental factors that we under utilise - curriculm didn't seem to be making use of the surroundings.
- Embarked on school program - a marine focus & rejuvenated the local Yacht Club.
- Introduced a number of science units which incorporate local environment – community assists in these programs.
- We also need to spread our success stories.
- Chamber of Commerce worked with staff to develop program where students spent time with businesses and developed business plans.

Christian Brothers Agricultural School Tardun
- Unique agricultural School - total boarding school – community in itself.
- Centre of landcare in district.
- Helped Moora Flood Appeal with clearing fences.
- Football Team which plays in Geraldton.

Mullewa
- Proximity to Geraldton disadvantages community- if services are not available in Mullewa they are in Geraldton.
- Want to retain youth in community- create opportunities for youth.

Carnamah District High School
- Vision for school – number one choice for parents to send kids to school.
- School has attracted a number of new teachers – Japanese, Phys Ed, Special Needs.
- Raised funds for Moora flood appeal.
- Raise funds for St Johns Ambulance.

Enaabba
- School dream – keep the school going.
- Lost 3 teachers & 40% of school budget in last 12 months – are making the best of what they have.
- Role of President of P&C is to motivate others.
- Support from RGC for the P&C – without this support the P&C wouldn't survive.
- Change although unsettling can be very positive.
- Mothers Day luncheon organised by P&C a great success – gained donations from local businesses.
"OUR VISION"

Leeman, Greenhead & Eneabba

A clean, vibrant community of motivated community groups. Provide a high level of education & medical facilities, with established town infrastructure, including roads, footpaths, parks, shops etc. An environmentally friendly industry that will retain and attract youth and young families. Infrastructure that will allow older people to remain in their communities ie. Housing and medical services.

POSITIVE ASPECTS OF OUR COMMUNITIES

- Safe for children
- Beaches
- Jetties
- Friendly Communities
- Casual
- Supportive
- Low Crime Rate
- Good teacher child ratio
- Good sporting networks
- Close to large regional centres
- Secondary Education looking positive
- Clean Air
- Lots of recreational activities
- Young developing communities
- Diversity of towns
- Willing to accept change
- Flexible
- Environmentally aware
- Attractive to tourism
- Encourage tourism
- Young vibrant people in town
- New industries beginning
- Attracting businesses
- Location
- Offshore islands
- Weather
- Tourist Attractions - sealions, caves, Lake Indoon, Mt Ledevr
- Aqua culture
- Farm Stays
NEGATIVES THAT COULD BE OVERCOME

- Medical Facilities
- Transiency
- Lack of some youth facilities
- Aged care & housing
- Sense of insecurity/uncertainty
- Job security
- Banking facilities lacking
- Declining population
- Lack of shopping facilities
- No Doctors
- Fear of change by older community
- No Child Care
- Same people doing everything
- Small town politics

THINGS WE NEED TO DO TO ATTRACT PEOPLE TO OUR COMMUNITY

- Museum - farming, mining, fishing
- History of the district
- Progress Association (Leeman to establish. Greenhead & Eneabba already running)
- Tourist Industry
- Retaining Schools
- Town Entrance Statement
- Tourist Information Bays
- Resort - Marina
- Swimming Pool
- Short Term Accommodation
- More Playgrounds
- Aged Accommodation
- Permanent Small Business Base
- Medical facilities - Doctor
VISION STATEMENT:

Leeman, Greenhead & Eneabba

A clean, vibrant community of motivated community groups. Provide a high level of education & medical facilities, with established town infrastructure, including roads, footpaths, parks, shops etc. An environmentally friendly industry that will retain and attract youth and young families. Infrastructure that will allow older people to remain in their communities i.e. Housing and medical services.

<table>
<thead>
<tr>
<th>WHAT TO WORK ON</th>
<th>HOW &amp; WHO?</th>
<th>RESOURCES</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Association -</td>
<td>1. Advertise for Public Meeting. (Roslyn &amp; Deb)</td>
<td>Letters, Venue &amp; Time. Letters to: Tourism Committee Town Scape Sporting Clubs Club Sea Search Ambulance Coastal Districts SES Fire Brigade P &amp; C Assoc SIN Telecentre Snag Islands Coastal Kids Fisherman’s Assoc Community Builders etc.</td>
<td>1. Organise for Trades &amp; Commerce to attend and facilitate meeting. 2. Letters to each town group &amp; shire inviting them to the meeting. 3. Advertise where, when &amp; why.</td>
</tr>
<tr>
<td>Leeman only</td>
<td>2. Have meeting facilitated by Trades &amp; Commerce.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT TO WORK ON</td>
<td>HOW &amp; WHO ?</td>
<td>RESOURCES</td>
<td>ACTION</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>DOCTOR for all Leeman, Greenhead &amp; Eneabba</td>
<td>Working with Shire, the Progress Assn's of Eneabba, Greenhead &amp; Leeman. (2 members from each assn &amp; a Shire Rep.)</td>
<td>1. Community Petition arranged by Prog Assn 2. Investigate Shore Financial &amp; other support towards a resident doctor. 3. Accommodation, consulting rooms. Costing &amp; Time frame.</td>
<td>1. Progress Assn's organise petitions for the acquisition of a Resident Doctor. 2. Prog Assn's deputation attend Shire Meeting with petition. 3. Prog Assn's deputation to Minister of Health with petition. 4. Media coverage through GWN, Geraldton Guardian, West Australian.</td>
</tr>
</tbody>
</table>
Our community has recently elected a committee for a Progress Association. We are currently all voting for an innovative name for the association, and the constitution will be formed at our next meeting.

From this workshop we now have an idea of a vision, projects to work on and how to go about it. We all felt that to start we would need to promote Yuna and bring people together to revitalise community spirit. This was one idea: 'Putting Yuna on the Map'
  - Stall at the Chapman Valley Show
  - Volunteers from whole community including school
  - Distribute Yuna Tavern stubby holders and T-shirts
  - Order hats with a humorous caption 'The Thing about Yuna is it's all up here!'
  - Show student art using the technology available from the school e.g. Scanner to make postcards
  - Display enlarged photo's of landscape, people, flora and fauna
  - C.W.A art and craft e.g. dried wildflowers from the area
  - Hang a sign reading Yuna, only 25 minutes from here!

We decided the next step is to call a community meeting to discuss the idea further and to incorporate other ideas and volunteers.

After this event, other ideas for fundraising and to spark the community to come together followed:
  - Community Car Rally
  - Fete/Community Fun Day
  - Multi Sport Day using all the facilities we have, such as; mini golf, tennis, badminton, darts, cricket, football, golf and basketball
  - Bikathon between Chapman Valley and Yuna

Some of these events could be free of charge; others will be to fundraise to help the Progress Association produce more facilities for Yuna.

A Community meeting has already taken place to discuss how we can make Yuna a better place. Projects such as: more signs, information bay, BBQ area, tree and shrub planting to beautify Yuna, obtain a fuel bowser and EFTPOS facilities at the tavern/store.

The fundraising that the Progress Association, school and whole community participates in, all our projects will be accomplished.

On behalf of our community I would like to thank those who organised the workshop and gave us the opportunity to participate. If any information is to follow please forward it to Nicole Batten, RMB 670, Yuna 6532.

Kind Regards, Nicole Batten
COMMUNITY PROJECT FOR CBAS TARDUN

Perceived Need.
In the Mullewa District there is a distinct lack of semi skilled and skilled labour for seasonal work, particularly seeding and harvest. Currently these positions are being held by New Zealand, English and European workers.

Aim.
To keep more locals employed in the district.

How.
Develop a curriculum at CBAS to include more farm experience, particularly for those students not intending to continue onto yr 12 or follow the Tafe path.
IDEA: To provide Mullewa and surrounding districts with a greater number of skilled and semi skilled farm labour.

HOW TO DO IT:
1. Canvas Farmers to develop a list of skills required.
2. Liaise with school to incorporate these areas into the formal curriculum.
3. Workshops to handle:
   a) Practical Maths  # seeding rates, Variables including type of seed, amount, depth, speed travelled, etc
   b) Computer Calculations.
   c) Communication Skills. Particularly in use of the two-way also to ensure correct identification of machinery parts so in the case of a breakdown a clear accurate and concise message can be relayed.

RESOURCES WE WILL NEED.
1. Skilled Trainers.
2. Farmers in the local area willing to assist with the training on weekends and also prepared to offer holiday and weekend work.
   As well as the skills identified through the survey the students also have a range of skills including, Shed Handing, sheep management, lamb marking, drenching, fly control techniques, fencing, basic welding, Bush Fires Certificate and Basic First Aid.
3. Curriculum Changes.

ACTION REQUIRED AND BY WHOM?
1. Present idea to the School Board.
2. Principal to delegate responsibility in following areas.
   a) Student Body ~ gauge interest.
   b) Develop a Questionnaire (Parents/ Farmers )
   c) Survey surrounding Farmers. Students to assist with the surveys.
   d) Curriculum changes required.
   e) Investigate TAFE links.
   f) Investigate Internet and further education links.
   g) Identify Farmers willing to participate and at what level.
   h) Identify Machinery Dealers who are prepared to run workshops or students could be included in pre seeding and pre harvest workshops run in Geraldton.
<table>
<thead>
<tr>
<th>What To Work On</th>
<th>How To Do It</th>
<th>What Resources Will We Need &amp; Who Should We Network With</th>
<th>What Action Do We Take Now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location</td>
<td>1. Approach Land Owners</td>
<td>1. Land/From Land Owner</td>
<td>1. Form a committee</td>
</tr>
<tr>
<td>2. Zoning Approval</td>
<td>2. Town Planner</td>
<td>2. Shire</td>
<td>2. Delegate to approach; Council</td>
</tr>
<tr>
<td>5. Costing</td>
<td>5. Quotes</td>
<td>5. Active people from other communities</td>
<td>Advertising</td>
</tr>
<tr>
<td>7. Committee</td>
<td>7. Approach Positive Community members</td>
<td>7. Local businesses</td>
<td>O.H &amp; Safety Officer</td>
</tr>
<tr>
<td>10. Insurance</td>
<td>10. Bond Broker</td>
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</tr>
</tbody>
</table>
JURIEN DISTRICT HIGH SCHOOL

AIM: To hold a "Community Cultural Day" at the School and involve as many members of the wider school community as possible and break down the barriers to create a mutual awareness...

For adults to see what our students can do and are doing
For our students to see what older members of the community can do.

Who
Students
Shire
Community groups
Community members

How
By conducting a Literacy fair and Cultural Day

Where
At the School

When
Term 3 1999-06-03

What
• Student displays of writing and art work
• Writing workshops
• Display of student work
• Open classrooms (people to visit and observe teaching and learning in action)
• Cyber café for community members (students teaching older community members about information technology)
• Choir performance
• Busking (students and community members)
• Red faces competition
• Drama display
• Bush band and bush dancing
• Community members to be involved in
  - Writing
  - Poetry
  - Craft
  - Pottery

One of our Schools priorities is writing. This activity enhances our priority and showcases our work to the community. At the same time, it involves the community in the school and the school in the community.
CARNAMAH

VISIONS
THEATRE (IN THE OLDHALL)
GYMNASIUM - FITNESS CENTRE - AEROBICS

LIST OF GREAT THINGS IN OUR COMMUNITY
CLEAN & TIDY WITH LOTS OF RUBBISH BINS
SAFE
FRIENDLY
GOOD SPORTING FACILITIES AND GOOD SUPPORT OF THOSE DISTRICT HIGH SCHOOL AND TEACHERS
CLIMATE
TOWN HAS A BANK
SHOPS & BUSINESSES
VIDEO SHOP
FUELS CAN BE PURCHASED
FAMILIARITY
TRANSPORT
RELATIVELY CRIME FREE
POLICE STATIONS AND POLICE OFFICER
GIRL GUIDES
CHURCHES
HAIRDRESSER
BEAUTICIAN
DAYCARE
COMMUNITY ORGANIZATIONS, COMMITTEES
CARAVAN PARK
HOTEL
CLUB
AGRICULTURAL SOCIETY
PROPOSED FACTORY UNITS
FREE LAND OFFER
SINGLE PERSON UNITS
ABORIGINAL COMMUNITY CENTRE
ABORIGINAL CORPORATION
INTERNET PROVIDER
2 TV STATIONS
PARK
PLAYGROUND
GOOD ROADS & FOOTPATHS IN TOWN
ALL THE STREETS ARE BITUMEN AND CURBED
CBH FACILITY
GARDENS
COMMUNITY ROADHOUSE
SWIMMING POOL
GOOD HOUSING STANDARD
WEEKLY COMMUNITY NEWSPAPER
NEW FACILITIES
ANNUAL SHOW AND RODEO
MUSEUM
H.A.C.C.
GENTLE GYM
LOTTO
DAILY COURIER SERVICES NORTH AND SOUTH
LIQUOR STORE
POST OFFICE AGENCY
BANKWESTSUPERAGENT
RECREATION CENTRE
GOLF COURSE
ACCOUNTANTS
HARDWARE STORE

SHORTCOMINGS IN CARNAMAH

NO DENTIST
NO DOCTOR
NO CHEMIST
NO VET
NO YOUTH GROUP
MORE INDIVIDUAL SPORTS
NO ACCESS TO AM/FM RADIO
NO WIN TV
NO LEADERS
NO TOURISM GROUP
NO COUNCIL ELECTIONS - NO INTEREST
LACK OF COMMUNITY INVOLVEMENT
NO SURF CLOTHING SHOP
NO BAKERY
NO ELECTRICIAN
NO REFRIGERATION MECHANIC
NOT ENOUGH BUILDER/HANDYMAN
NO BRICKLAYER
NO ELDERLY PERSONS ACCOMMODATION
NO OPTICIAN
NO GARDEN CENTRE
NO LAUNDROMAT
NO SKATE BOARD RINK/RAMP
NO LOCAL MADE CRAFTS
NO SHOPPING MALL
NO VIDEO GAME ARCADE
CARNAMAH ACTION PLAN

PROJECT 1.
RESTORATION OF OLD POLICE STATION

RESOURCES.
CONSULTANTS & LEADERS NEEDED
RESEARCH ON HISTORY AND PHOTOGRAPHIC RECORD
TRADESMEN AND WOMEN

ACTION REQUIRED.
SHIRE OF CARNAMAH APPROVAL AND SUPPORT.
SCHOOL SUPPORT.
COMMUNITY SUPPORT AND INVOLVEMENT.
MANUAL ARTS TEACHER GUIDANCE AND TO PLAN PROJECT INTO PROGRAM.
SHIRE MAINTENANCE PERSON GUIDANCE AND SUPPORT.
SIGNAGE TO PROMOTE PROJECT.

PROJECT 2.
YOUTH GROUP

RESOURCES.
LEADERS

ACTION REQUIRED.
EMPLOY OUTSIDE LEADER OR CO-ORDINATOR TO PLAN ACTIVITIES.

PROJECT 3.
SCHOOL BUSINESS VENTURE

RESOURCES.
OLD SHIRE LESSER HALL

ACTION REQUIRED.
SCHOOL TO HAVE A MEETING TO DECIDE WHAT VENTURE THEY WISH TO CONDUCT.
CARNAMAH 10 YEAR DREAM/VISION

OUR COMMUNITY WILL STILL THRIVE AND WILL HAVE MORE HOUSING AND INDUSTRIES CREATING MORE EMPLOYEMENT, MORE POPULATION, WHICH WILL REQUIRE A SENIOR HIGH SCHOOL.

TOURISM WILL PLAY A VITAL ROLL UTILIZING PROJECTS LIKE THE PAINTED ROAD CONCEPT, WILDFLOWER TOURS, HERITAGE TOURS AND LOCALLY MADE CRAFTS AND SOUVENIRS.

CARNAMAH BRAINSTORMS

SCHOOL INVOLVEMENT IN RESTORATION OF OLD POLICE STATION.

YOUTH GROUP.

BETTER RESEARCH LIBRARY.

THEATRE GROUP.

BAND.
COMMUNITY BUILDING INITIATIVE

MORAWA - THE POSITIVE ASPECTS

• Sense of belonging.
• Sports groups, teams, clubs, competition,
• Sporting Facilities,
  Variety of sports available:
  Recreation centre,
  Basketball, Football, Golf, Hockey, Tennis, Badminton, Lawn Bowls,
  Yoga, Squash, Netball, Judo, Aqua-aerobics, Swimming pool.
• Willing Helpers: lots of volunteers.
• Hotel/Motel.
• Educational Choice:
  Agriculture,
  TEE,
  VET.
• No In-fighting/No factions.
• Banks: Challenge and Bankwest.
• Good Location:
  Wildflowers,
  Scenery,
  History,
  Not too far from the beach.
• Access to regional Support Services.
• Hospital/Doctor.
• SES, St Johns Ambulance.
• Friendly people, good sports,
• No racism,
• Not much vandalism,
• Not much crime,
• Good Public facilities,
• Frequent bus services,
• Variety of skills: Sports,
  Business,
  Farmers,
  Teachers,
  Artists,
  Trades etc.
• One town/One Shire,
• Helpful support groups/backing
• Morawa movies (once per fortnight.)
COMMUNITY BUILDING INITIATIVE

MORAWA – THE INADEQUACIES

- No beach,
- Not enough girls in Agriculture,
- Cost of living
- Unemployment,
- Isolated
- Distance to services, (eg: chemist)
- Distance from city,
- No ATM
- Shopping hours,
- No variety in shopping,
- Limited entertainment - eg: videos,
- Housing – tidyness,
- No privacy,
- Limited youth activities – other than sport.
- Availability of stock – eg: chemicals etc,
- Library,
## COMMUNITY BUILDING INITIATIVE

### IMPROVING YOUTH

<table>
<thead>
<tr>
<th>WHAT TO WORK ON</th>
<th>WHO TO DO IT &amp; WHAT &amp; HOW</th>
<th>RESOURCES &amp; NETWORKS</th>
<th>WHAT ACTION NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Youth facilities/activities</td>
<td>• Ask youth and community what they want&lt;br&gt;• Get together on organising committee or group.&lt;br&gt;• Market Idea.</td>
<td>• Police&lt;br&gt;• Shire&lt;br&gt;• Emergency Services&lt;br&gt;• Ministry of sport and Recreation&lt;br&gt;• P.C.&lt;br&gt;• Other shires&lt;br&gt;• Money&lt;br&gt;• Sporting facilities&lt;br&gt;• Head-quarters</td>
<td>• Ag &amp; town together&lt;br&gt;• Advertise for interested persons to organise a youth group or committee&lt;br&gt;• Research funding&lt;br&gt;• Apply for grants&lt;br&gt;• Get people together&lt;br&gt;• Kick off function</td>
</tr>
<tr>
<td>Water slide at mine</td>
<td>• Generate vision.&lt;br&gt;• Get interested parties together&lt;br&gt;• Feasibility study.</td>
<td>• Money – lots of it.&lt;br&gt;• Plans – blue print&lt;br&gt;• Backing&lt;br&gt;• Friends of the slide&lt;br&gt;• Technology&lt;br&gt;• Tradesmen&lt;br&gt;• Knowhow&lt;br&gt;• Local businesses&lt;br&gt;• Transportation to the mine.</td>
<td>• Survey&lt;br&gt;• Feasibility study&lt;br&gt;• Market research&lt;br&gt;• Committee of interested people&lt;br&gt;• Council permission&lt;br&gt;• Insurance</td>
</tr>
</tbody>
</table>
GOOD THINGS ABOUT OUR COMMUNITY

Beach  Race Course  Bluelight Association  Festivals
River  Youthful Council  Jetty  Farming
Lifestyle  Sporting Facilities  Library  Tokos Restaurant
Climate  Community groups  Tourist Centre  Restaurants
Facilities  Medical Centre  History  Reef
People  Golf Course  Parties  Lobster Rock
Not over developed  School  Moto Cross  Fete
Waves  Involvement  Diverse community  Blessing of the Fleet
Shops  Minimal crime  Dunes–sandboarding  SES
Drive-in  Crayfishing  Obeisk  Sea Rescue
Parks/gardens  Industry mixes  Fishing  Fisherman's Hall
Taxis  Pub  Priory Lodge  Yacht Club
Market days  Music studio  Foreshore  Day Care
Sailing  Shire  Shire chairs  Amphitheatre
Marina  Teachers  Wildflowers  Canoeing
Close to major centre

BAD THINGS ABOUT OUR COMMUNITY

Pollution  Lack of toilets  No public transport  No community centre
No recycling  Picnic areas  Flag (roundabout)  No library printer
Council  Town  No low cost housing  Hoons
Prickles  Footy prices  Shelters  Weeds
Youth facilities  Bus shelters  Vandalism  Too spread out
School size  Computers  Upper school facilities  School size
School eating areas  School entrance  Tourist facilities  No swimming pool
No skate park  No where to go when wet  No community gardens

VISION STATEMENT FOR OUR COMMUNITY

In ten years time we would like Dongara to be a prosperous community with a wide range of economic, cultural and social activities which maintains a high standard of living for its residents.

ACTION PLAN

- To provide a forum for young people to contribute to community decision making thus allowing them to find a voice.
- The forum allows all ideas to be presented and decision-making based on democratic process.
- By pooling of information in a youth community newsletter individuals at all levels can be more informed about issues affecting them.

Further discussion identified a gap in services for youth. Students felt either a Youth Council or Youth Centre would allow them to accept responsibility for projecting themselves positively to the community. Through commitment to the main objectives they could appoint spokespersons, devise strategies, seek funding and develop programs to meet identified areas of need.

Adults explained to the youth about the need to be organised and co-ordinated in their approach to project and how research has to be done so information could be presented in a useful way.

Everyone left with a feel of excitement and anticipation for what was to come about as a result of people working together.
CHARACTERISTICS OF SUCCESSFUL COMMUNITIES

1. Acceptance of Controversy
   Successful communities are willing to "agree to disagree" and bring problems into the open for discussion.

2. Ability to Depersonalize Politics
   In small communities, where people know each other, people sometimes have difficulty separating personal and professional matters. To be successful, a community must focus on policies, not people, and must stick to the matter at hand.

3. Surplus Income to Invest
   A successful community will set aside some funds for progress and not use everything on basic necessities.

4. Willingness to Take Risks
   Communities must be willing to take risks in investing money. A willingness to invest private capital locally can strengthen community efforts.

5. Ability to Define Community More Broadly
   A successful community will reach outside itself to the surrounding communities, the region, the state, and even the world. Communities must realize they are part of the global community and that partnership within the region and the state can provide benefits locally.

6. Network Ability
   Because small communities lack resources for all they need to do, they must reach out to surrounding communities and to other levels of government for cooperative ventures.

7. Emphasis on Academics
   Academic excellence and the support of outstanding teachers and educational programs is critical for rural areas.

8. Flexible, Dispersed Leadership
   Leaders must think of the future and include all parts of the community in their deliberations. They must welcome new people and ideas, even if the ideas are not used. To be truly successful, many people in the community must participate in governing.

Source: Comelia Flora and Jan Flora, (Virginia Tech, Blacksburg, Virginia, 1994)
SUCCESSFUL COMMUNITIES

WHAT DO SUCCESSFUL COMMUNITIES HAVE IN COMMON?

1. Evidence of community pride
2. Emphasis on quality in business and community life
3. Willingness to invest in the future
4. Participatory approach to community decision-making
5. Cooperative community spirit
6. Realistic appraisal of future opportunities
7. Awareness of competitive positioning
8. Knowledge of the physical environment
9. Active economic development program
10. Deliberate transition of power to a younger generation of leaders
11. Acceptance of women in leadership roles
12. Strong belief in and support for education
13. Problem-solving approach to providing health care
14. Strong multi-generational family orientation
15. Strong presence of traditional institutions that are integral to community life
16. Attention to sound and well-maintained infrastructure
17. Careful use of fiscal resources
18. Sophisticated use of information resources
19. Willingness to seek help from the outside
20. Conviction that, in the long run, you have to do it yourself

Other Network Agencies and Resources
you may find useful

Curriculum Corporation
Website www.curriculum.edu.au/enterprise
Kate Hamilton Ph: 039 207 9600

Office of Youth Affairs
Email: youthwa@highwayl.com.au
Ph: 9264 8444

Leadership Western Australia
Website www.leadershipwa.com.au
Ph: 9476 2000
Fax: 9322 6544

New Rural Generation
Website www.progressrural.wa.gov.au
Claire Humphrey
Ph: 9954 1004

Media Action Manual for Young People
Qld Department of Families, Youth and Community Care
Ph: (07) 3224 8451

Operation Livewire
A program which encourages young people to start their own business
Ph: 1800 241 041

Celebration WA
Community Based Development Program
Margaret Andrews
Ph: (08) 9220 1808
Fax: (08) 9220 1809

The Volunteer Centre of WA
Ph: (08) 9220 0676
Fax: (08) 9220 0617

Community Skills Training Centre
Ellen-May Eaton
Ph: (08) 9222 6061
Fax: (08) 9222 6001

Living with Business
Training program teaching women about entrepreneurship and financial independence.
Ph: 1300 363 045

Regional Offices of the Ministry of Sport & Recreation
Has programs targeted at young people.

Great Southern Community Youth Community
Forum for youth promoting youth affairs.
Ph: 9842 5800
Fax: 9842 5811

Appendix I
The success and future of small country towns is in good hands if the enthusiasm and excitement displayed at a community vitalisation workshop held Moora last week was anything to go by.

Students from Central Midlands Senior High School were hosts to students, teachers and parents from seven other schools in the region.

They took the opportunity to travel to Moora to listen to Dr Ed Nelson, a consultant and seminar leader in community and economic development programs.

Dr Nelson is a retired college president from Nebraska, USA.

He is so convinced that no town has to die if its citizens of all ages will become involved in the development of compelling vision of its future, and volunteer to implement its action plans.

Dr Nelson has conducted his seminar in more than 100 communities in five states in the USA and since arriving in Australia has travelled extensively.

He believes in the partnership efforts of the youth.

"I believe young people are leaders now," he said.

"We must get them excited about their own community so that after they have completed their education they want to return to their towns to create jobs and businesses," Dr Nelson said.

Students were sorted into groups and asked to list the things they believed were great in their town.

St Joseph's School won with their list of 72 good things about Moora.

Some were the people, swimming pool, ovals, schools, service groups, agricultural agencies, the nursery and the river.

Wongan Hills students presented a vision statement for their town.

"To create growth of our economic base and social structure within our community that provides a safe and supportive environment that is sustainable."

Principal Wongan Hills District High School Chris Boulton said the day was enlightening and useful.

Getting some wise words from Ed Nelson were L-R Katherine Trevitt, Pia Humphry, Tracey Humphry, Will Waters and Ashleigh Michael of Bindi Bindi.
Children a vital cog
says visiting expert

By REBECCA HEWITSON

CHILDREN are the lifeline of small rural
towns, according to School Community
Vitalisation guru Doctor Ed Nelson.
Dr Nelson, from Nebraska USA, held a
workshop in Leeman last week to advise
others on how to maintain growth and a
steady economy in small rural towns.
Director of the School at the Centre
Project in Nebraska Lee Hoffman also
attended the workshop.
Dr Nelson said it was important that
community members were enthusiastic and
supportive of their town.
And children, he says, are the best
motivators.
There should be at least two high
school students on each of the town’s
committees to get others excited about
different projects happening in that area.
Dr Nelson said.

"Many characteristics which the youth
have are what some people need or some
old people have lost. Kids are persistent."
Dr Nelson praised those who turned up
to the workshop.
The workshops were aimed at introduc­
ing rural community development in school
ethos, recognising the importance youth
play in community planning, and to encour­
age the community to be involved in
building ‘committed rural community citi­
enes’.
He said at the workshop school students,
teachers and community representatives
shared ideas on how they could improve
community support in their town.
“If I feel like I will be leaving with more
ideas than I brought here,” he said.

"I think a lot of those who attended the
meetings really just wanted some new ideas
on projects they could hold within their
schools and community which would in­
volve all ages and community members.
A lot of rural communities can be out
from lack of support.
“If everyone pulls together a lot can be
achieved.”
The conference in Leeman was attended
by schools from Carnamah, Jurien,
Morawa, Chapman Valley, Dongara, Yuna
and Koombana.
Each school had a chance to
introduce themselves and talk about different
projects they had completed or were still working
on.
In an effort to gain community spirit
some schools had arranged community
events, youth groups or other projects.
The schools picked up lots of ideas
from each other,” he said.
Dr Nelson has worked in more than
100 communities within five American states.
The problems rural communities face in
WA are similar to those in Nebraska,
according to Dr Nelson.
“We share the same problems where
production is up but prices are down,” he
said.
Farms are getting larger when we used
to have lots of farms closer together.

“Now they are more spread out and kids
are attending different schools.”
He said he had seen the strength of small
communities within a number of the towns,
thanks to the enthusiasm of students.
In one of the towns local students are
building a theatre.

“Students in the sixth grade are re­
searching and interviewing their grandpar­
tens on the history of theatres and the six
students are trying to reproduce old films,”
Dr Nelson said.

“The whole school and community is
involved.
“We have to find a way to get people to
be more involved and excited enough to
support their community.
In order to do that goals and objectives
have to be made. This little group of people
can now go back to their community get a
big bunch of people together and go
through a process of things.”
Dr Nelson said one of the exercises
during the meeting was to get people to
create a vision statement and describe how
their community would be in another 10
years.
I want them to be looking through
rose-coloured glasses — to be dreamy,” he
said.
One problem he found in Australia was
that students and teachers were not in­
volved in many communities.
He said teachers were a vital part of
processes within communities and often had
the knowledge on how to act on ideas.
Visiting octogenarian says ‘make it happen’

Dr Ed Nelson and Central Midlands Senior High School students Kiera Jorissen, Gemma Thomson, Chanelle Mitchell, Tim Minter and Joanne Matley.

Students help communities

In the Central Midlands region, like many other areas across WA, rural primary and high schools are working together in a number of ways to strengthen their community and see their vision of a thriving small town become a reality.

Moore Primary School, central to this small rural town, has been involved in many community development initiatives. In the past six years, the school has been involved in a number of projects that have helped to strengthen the local community and the environment.

The school has been involved in establishing a community garden, which provides fresh produce for the community and helps to promote healthy eating. The garden is maintained by students and community members, and has become a popular attraction for visitors and locals alike.

The school has also been involved in a number of other projects, including a community library and a community hall, which are used by local residents for a variety of activities. The school has also been involved in a number of fundraising activities, which have helped to raise funds for local projects and initiatives.

In addition to these activities, the school has also been involved in a number of educational initiatives, including a program to promote environmental awareness and sustainability. The school has been involved in a number of programs to promote renewable energy, and has been involved in establishing a community solar panel project.

The school has also been involved in a number of projects to promote the arts and culture in the community. The school has been involved in establishing a community theater, which has been used for a variety of performances and events.

The school has also been involved in a number of projects to promote health and wellbeing in the community. The school has been involved in establishing a community health center, which provides a range of services to local residents, including health check-ups and counseling.

The school has also been involved in a number of projects to promote the economy in the community. The school has been involved in establishing a community market, which provides a platform for local businesses and entrepreneurs to showcase their products and services.

The school has also been involved in a number of projects to promote the safety and security in the community. The school has been involved in establishing a community watch program, which provides a network of volunteers to keep an eye on the community and report any incidents.

In addition to these activities, the school has also been involved in a number of projects to promote the environment in the community. The school has been involved in establishing a community recycling program, which helps to reduce waste and promote a cleaner environment.

In conclusion, the school has been involved in a number of projects to promote a range of initiatives, including community development, education, health and wellbeing, the economy, safety and security, and the environment. The school has been involved in establishing a number of programs and initiatives that have helped to strengthen the local community and promote a thriving small town.
No small town has to die

A LEADING US professor committed to the survival of rural communities will be visiting the Mid West next week to present community revitalisation workshops. CHRIS JOHNSON reports on the style of Dr Ed Nelson who took a group of WA farmers across Nebraska recently to show them just what could be achieved in small agricultural towns.

"No community has to die unless its citizens permit it to do so."

These were the words of conviction from Professor Ed Nelson to a small group of Mid West farmers visiting Nebraska, USA recently.

The 14-strong group was visiting America as part of the Doing More With Agriculture international study tour designed to foster innovation in agriculture and development in small town economies.

And it was on the subject of the development of small towns that Dr Nelson had an army of information and examples to share, and with which he sent the Aussies home to look at their own communities with renewed vigour.

A successful, vibrant town revolves around an active school, well used town hall, positive bank, cheerful newspaper and supported church and service groups, according to Dr Nelson who, at 78 years of age and as a retired college president spends his time and energy travelling rural America to help inspire small towns.

Quoting C F Keating, Dr Nelson said his favourite attitude was: "My interest is in the future, because I'm going to spend the rest of my life there."

In Nebraska, Dr Nelson travelled in the bus with the team from WA and, lecturing them along the way, stopped to point out some impressive communities and achievements.

The tiny town of Cody, with a population of just 150 people, was awarded the town with the best community development in the whole State of Nebraska in 1997.

Determined to keep their town relevant, the citizens of Cody established a delicatessen in the main street and converted it into a community centre with adjoining theatre. The centre now serves as a venue for entertainment and activity for all ages and stands as the pride of Cody.

Hay Springs was another progressive community where the school and bank were the lifeline to the town. School students wanted a theatre and with switched on teachers they too converted a disused building (that once was the town's theatre) into their own venue, which entertains the whole district.

They needed money for school projects and instead of the usual cake stalls, the senior students decided to build and sell a house.

"It's a real life situation and these kids are learning about the real world," said teacher Janice Olson.

"And what is happening is they are gaining a great pride in their own community."

Real life lessons are what the junior students at the school learnt when they decided to raise some funds. Year 3 students at Hay Springs chose to create a small shop to sell goods at school and community fairs, but were at a loss as to where to get money to build the store.

"That's where the bank came in."

The local bank manager met with the young children and said his bank could loan them the money, but they needed to come up with some collateral. After receiving a definition of collateral, the children made lists of toys (and even brothers and sisters) they could put up as security for a small loan.

The bank accepted the security, but the children still had to come up with some collateral. The children made lists of toys (and even brothers and sisters) they could put up as security for a small loan.

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