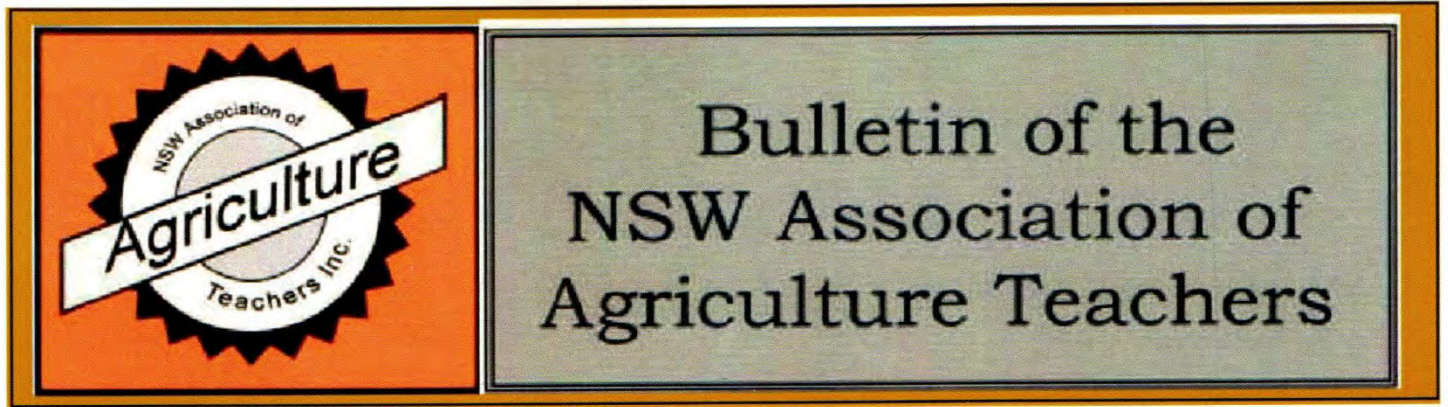




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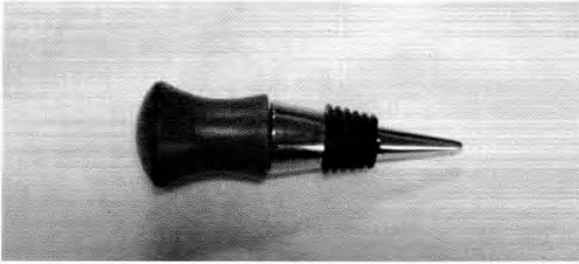


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As New. Used very few times since
new. Purchased in 2004.

Thommo

2008 Conference Memorabilia

2008 Conference Memorabilia



N.S.W.



AGRICULTURE TEACHERS



N.S.W.



AGRICULTURE TEACHERS





N.S.W. Association of Agriculture Teachers Inc



www.nswaat.org.au

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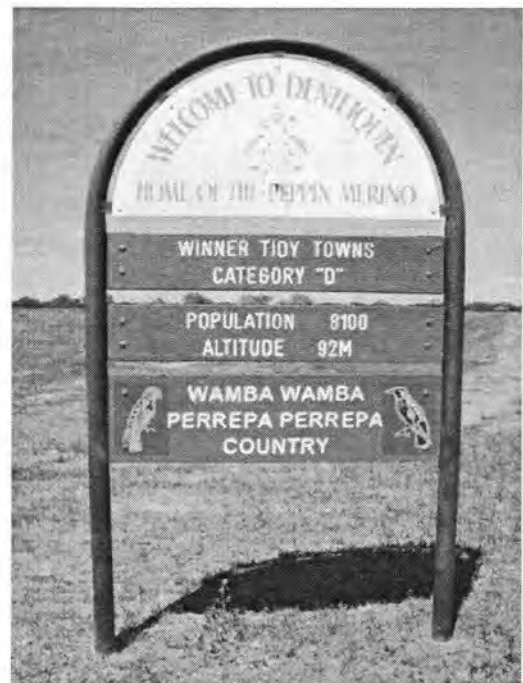
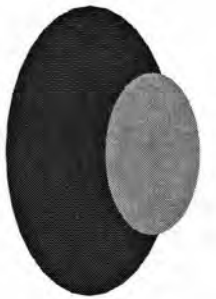
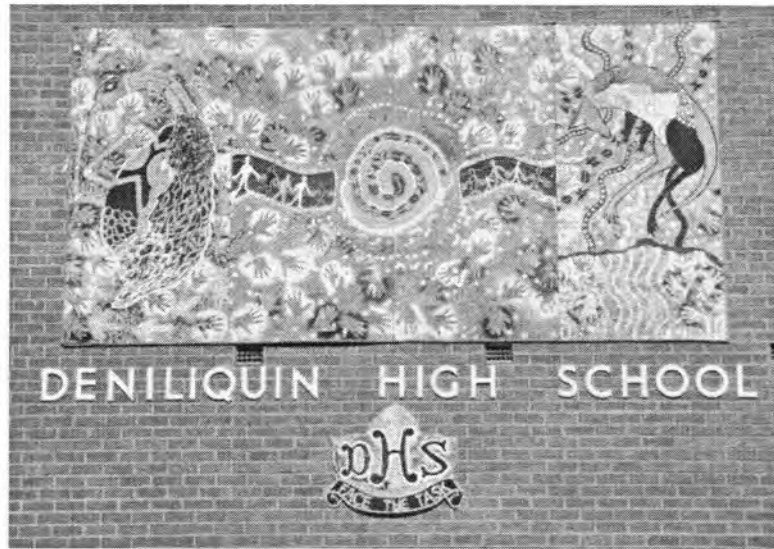
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www.nswaat.org.au

CONTENTS

1. FROM THE PRESIDENTS DESK & VIEW POINT.
2. INTRODUCING THE NEW NSWAAAT EXECUTIVE.
3. NSWAAAT IS A MEMBER OF CAL.
4. NSWAAAT AWARDS.
5. MURRUMBIDGEE RURAL STUDIES CENTRE: MRSC YANCO AG CAMPS.
6. 2008 NSW PREMIER'S AGRICULTURE SCHOLARSHIP RECIPIENT.
7. NSW PREMIER'S AGRICULTURE SCHOLARSHIP INFORMATION.
8. 2007 NSW PREMIER'S AGRICULTURE SCHOLARSHIP: IAN CHAPMAN'S REPORT.
9. NSW AGRICULTURE TEACHERS CONFERENCE.
10. BOARD OF STUDIES PROPOSED CHANGES TO HSC AG & PI.
11. STATE AGRICULTURE ADVISORY GROUP.
12. NSWAAAT CONSTITUTION.
13. WHAT'S HAPP'NING IN MY Paddock?
14. 2008 PROFESSIONAL DEVELOPMENT WORKSHOPS
15. AGRICULTURE RESOURCES.
16. WORLD SKILLS COMPETITION: VSTIS P.I.
17. MEMBERSHIP.



From the Presidents Desk....



NSW PREMIERS AGRICULTURE TEACHERS SCHOLARSHIP:



Fred Duncan(right) with Mulwaree High School Principal Tom Coll at the Premiers Scholarship award ceremony held at Governors House

This scholarship is for a teacher proposing a research study or investigation into aspects of teaching and learning relevant to the teaching of agriculture in a school or TAFE NSW Institute.

The recipient for the second NSW Premiers Agriculture Teacher Scholarship has been announced. Congratulations are extended to Mr. Fred Duncan, Mulwaree High School, Goulburn. Fred's study is; 'Sustainable Agriculture in Schools.' Part of the study will involve attendance at two world conferences in California, visitation to several schools and two universities investigating the implementation of sustainable Agriculture practices in Agriculture teaching.

The Premiers scholarship is valued at \$15000 and anyone interested in furthering their study professionally in the area of sustainable Agriculture should keep posted to the DET and NSWAAAT web site in early 2009.

AGRICULTURE STUDENT CAMPS:

Since 1993, the Sydney branch of the Association have conducted very successful Agriculture camps in Sydney with the aim of developing an array of Agriculture skills to students who are interested in learning or fine tuning skills with perhaps an ambition of pursuing Agriculture as a career. These camps attracted schools from across the state and were known for the agricultural 'Mini Olympics' which put to the test the students' teamwork and skills in events such as fencing, wool classing and loading, a chemical safety gear relay, horse management and securing bales of hay. Other activities at the camps have been equine reproduction, cattle and deer husbandry, cattle crush operation, farm machinery safety and maintenance and shearing shed management. The main purposes behind these camps were to practice the science of agriculture in a fun, hands-on environment. Unfortunately these camps will no longer be held at Western Sydney University, but the Association in conjunction with Mr Cameron Archer, Principal at Tocal Agricultural College, is investigating the possibility of conducting these camps at Tocal in future. This alternative arrangement is possible and will mean that these camps can continue to provide the practicing of the science of agriculture in a fun, hands-on environment.



NSW DEPARTMENT OF
PRIMARY INDUSTRIES



PROfarm

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RURAL STUDIES CENTRE
A CAMPUS OF TOCAL COLLEGE

TRAINING • CONFERENCES • ACCOMMODATION
1800 628 422
www.mrsc.nsw.edu.au

The Association has worked with the Murrumbidgee Rural Studies Centre(MRSC) at Yanco in the Riverina; to develop excursions of four days duration with the intention to encourage a higher level appreciation of elements of the school curriculum. Four Agriculture camps have been developed; these camps include:

- Junior Agriculture Camp
- Preliminary Agriculture Camp
- Higher School Certificate Agriculture Camp



Jan Young Murrumburrah High

The Murrumbidgee Rural Studies Centre will make available its staff and facilities to school groups. It is anticipated that the excursions will be of particular interest to metropolitan based schools but will be made available to all secondary schools

wishing to take advantage of them. More information on these excursions has been published in this BAAT and from direct contact with the MRSC and NSWAAAT web site. There is a possibility that these Agriculture camps will be held at Tocal College, Trangie and Camden DPI centres in the foreseeable future.



Carl Chirgwin Griffith High

The Association is grateful to Jan Young Murrumburrah High School and Carl Chirgwin Griffith High School for representing the Association in the development of these Agriculture camps with MRSC.

MEMBERSHIP TO YOUR ASSOCIATION:

Membership lists of the Association are regularly published in BAAT, if you are a current in your membership, then the Association thanks you for your financial support but if you are not a current member then I encourage you to support your profession and the teaching of Agriculture by completing the membership form located on the Associations web site and send your payment to the Treasurer.

BOARD OF STUDIES PROPOSED CHANGES TO THE HSC AGRICULTURE ASSESSMENT & EXAMINATION STRUCTURE:

In early September the Board of Studies published its proposed changes to the assessment and examination structure for Agriculture and Primary Industries. The BOS required feedback on these proposed changes by a revised date of 28th October. The Association sent the proposed changes to schools via an email notification and also placed these proposed changes on the web site. Agriculture and Primary Industries teachers were encouraged to send their own feedback to the BOS while the Association compiled a response from delegates who attended the Agriculture teachers' conference in Deniliquin in early October. The Associations response has been included in this BAAT and can be found on the Association web site.

The Associations response to the changes for Agriculture and Primary Industries and conference delegate responses were presented to the BOS on the 15th October. These proposed changes were significant for the both the teaching of Agriculture and in particular to the students undertaking the Agriculture and Primary Industries examination.

Ensure that you are informed on the decisions that the BOS make on these proposed changes as they will affect you and your students. *Tony Butler President 2004-08*

Presidents Final View Point.....



'Flowing towards the future'

In this, my final President's report for the NSW Agriculture Teachers' Association, I thought it would be timely to reflect on the last four years and on the challenges ahead. Firstly, I would like to point out that any achievement over the last four years has been the result of a team effort and can be credited to a group of volunteers throughout the Riverina who have worked for the betterment of the Association and all Agriculture teachers throughout the state.

I am indebted to those many volunteers who have represented the NSWAAAT at BOS and DET meetings; committees and working parties throughout the past two years. To the executive members Robyn O'Leary, Johana McCarthy, Ian Baird, Peter Humphries, David Crick and Ian Thomson who have fronted up to committee meetings or attended videoconferencing meetings to assist in the organization of the Riverina conference, discuss Association matters and make important decisions, I thank you sincerely for your persistence, professional input and encouragement. A special mention to Robyn and Peter who have been the main organizers of this conference, a job well done and an appreciation from all members on their outstanding effort and detail to the planning.

In the time I have been involved with NSWAAAT, the teams of volunteers have built on the work of their predecessors by continuing to increase the quality of service provision to members and by moving the agenda forward in a number of areas for Agriculture teachers.

The position of President has been a challenge in many areas but a position I have enjoyed and learnt from both professionally and personally over the time. I recall my earlier ambitions for the Association as a base to commence the future challenges.

The Association has moved forward with TAFE/DET with the development of models that has allowed for our students to undertake certificate 111 in chemical application; Agriculture/Primary Industries teachers, farm assistants/general assistants undertaking courses in tractor operation & accreditation. This is a very important area which involves all of us and the safety of our students.

The development of the Primary Industry Education Forum (PIEF) in conjunction with the National Agriculture Teachers Association, industry and government will have far reaching ramifications for us as educators and our students in lifting the profile of Agriculture as a subject in our schools and the wider community while making Agriculture a potential career choice for our students.

The State Agriculture Advisory Group (SAAG) is significant to the assets and delivery of Agriculture in our schools. This group comprises members of the Association and a school principal, all work extremely hard to maintain the grants which we have come accustomed to receive over many years. These grants assist in the maintenance of our machinery and the purchase of vital items like seed and fertilizer. Continue to support this group and rally hard to maintain this advisory group for the teaching of Agriculture in our schools.

The further development and accessibility of the Associations web site to our members under the expert direction of Ian Baird, our technology & communication officer, who has managed the site to the Associations needs. This has been reflected in the current resource, professional material and links which are currently available from the site. I am indebted to Ian for his time and expertise over the last four years and I'm sure every user of the site would like to echo their appreciation.

The continuation and further development of BAAT over the past four years has continued the great professional tradition which has provided our members with a variety of materials to stimulate our teaching profession. This publication produced biennially is the key to a successful Association by imparting valuable resources, highlighting outstanding Agriculture/Primary Industries students in the HSC and recognizing outstanding Agriculture teachers, through the Premiers Agriculture Teachers Scholarship, Professional Teachers Council, the J. A. Sutherland and the Association life member's awards. NSW is currently the only state which produces a bulletin regularly for its members. Over the past four years BAAT has highlighted many Riverina schools in the section 'what's hap'ning in your paddock?' recognizing the dynamics of teaching Agriculture in the Riverina and highlighting Agriculture enterprises which are enriched with resources and specialized interests by the hard working Aggie. The bulletin is an ideal vehicle for disseminating resources, DET workshops, syllabus happenings, industry developments, conference information, professional reading, to name a few. So please continue to support the bulletin as it doesn't take much to contribute that great resource you have developed or photos of some workshop activity you have run with your students.

A word to our younger members of the Agriculture profession; ensure you support your fellow Agriculture teachers, build up networks and ensure that you have a say in the Association. Give something to your subject by attending the state conferences and if possible the national Agriculture teachers conference; as I have found them to be professional valuable but more importantly a great time to rekindle that Aggie connection. Let's face it; the Association is only as good as their members and the contribution they make.

Many issues continue to involve the Association and will in years to come, the viability of the advisory group, Agriculture class sizes, development of agriculture and primary industries curriculum, involvement in the decision making in PIEF and the national agriculture association, membership to the association, recognition of the value and contribution Agriculture has to students and its importance in the school curriculum and the wider community.

I am confident that the next executive will build on the work of the current executive both to increase the profile of NSWAAAT in the community as a voice for teachers of Agriculture and to increase the array of services for members.

Finally a big thanks to my family particularly Fran, who, as the saying goes 'behind every man is one fabulous lady' this is so true; as without her support and encouragement over the past four years I would have found the position enduring and at times unmanageable.



Introducing

the

NEW

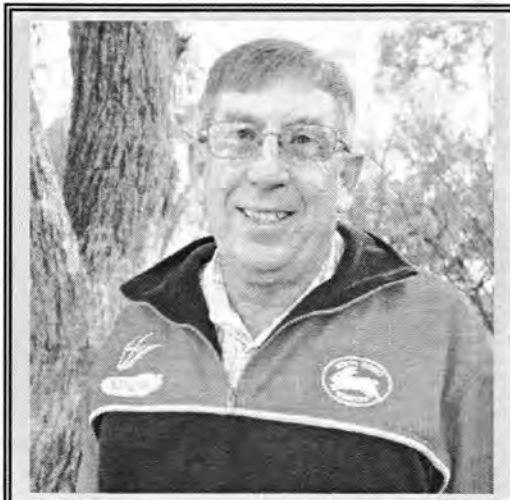
NSWAAT

Executive

2008-10



congratulations



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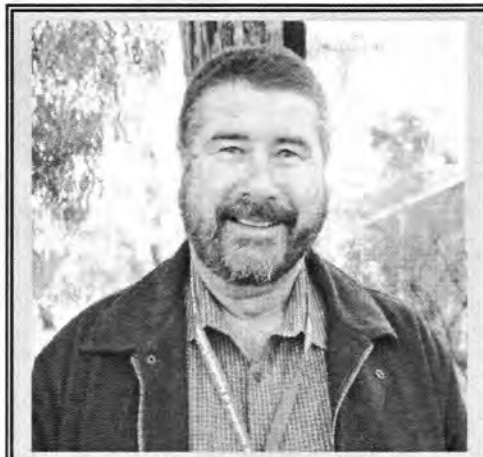
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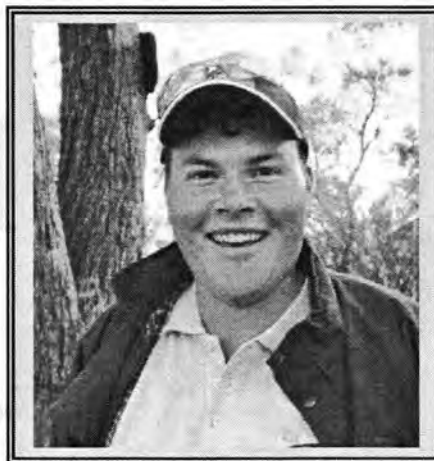


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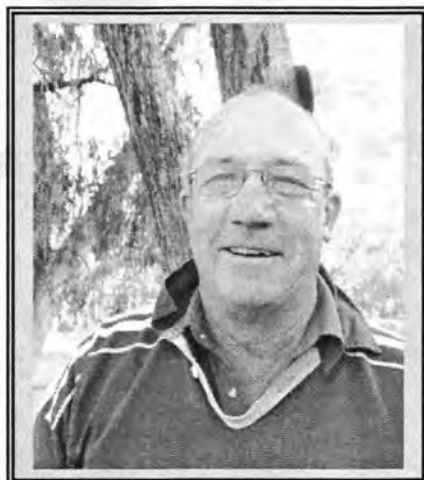


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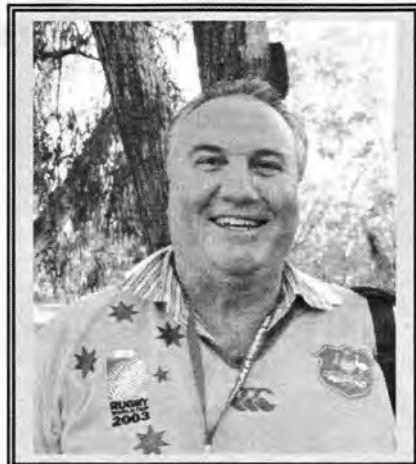


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Congratulations

Incoming Executive 2008-10



Outgoing Executive 2006-08





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CAL

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27 June 2008

Mr Tony Butler
NSW Association Of Agriculture Teachers
Po Box 70
TUMUT NSW 2720

Dear Mr Butler

Welcome, as a member, to Copyright Agency Limited (CAL).

Your Certificate of Membership is enclosed, together with a copy of your Membership Agreement. To download a copy of CAL's Constitution, please visit www.copyright.com.au/corporate/Constitution_1107.pdf. Alternatively, you may request a copy to be mailed to you.

Our role

CAL now acts as your non-exclusive agent to license and collect payment for the reproduction and communication of your copyright works by users in Australia and overseas.

These users may include educational institutions, government departments and agencies, the business sector and the general community.

CAL membership gives you access to information about copyright and your rights, and CAL endeavours to represent your interests in related copyright law reform in Australia and overseas. CAL also aims to provide you with up-to-date information on, and developments in, copyright through our website, www.copyright.com.au, and our quarterly newsletter, *Calendar*.

Code of Conduct

CAL is a signatory to the Code of Conduct for Copyright Collecting Societies (the Code).

The Code is a clear statement of your rights, and is designed to ensure our operations are transparent and accessible. It also offers complaint handling and dispute resolution procedures.

For further information on the Code, visit www.copyright.com.au/code_of_conduct.htm.

Your details

Please let us know if any of your details change including any change of address and contact details, and the publication of any new material.

To do this, please contact us via email at members@copyright.com.au or through our Membership team on telephone (02) 9394 7600.

Once again, welcome to CAL. We look forward to providing you with our ongoing support.

Yours sincerely


Laura Callaghan
Assistant Account Manager



01 July 2008

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MR TONY BUTLER
PRESIDENT
NSW ASSOCIATION OF AGRICULTURE TEACHERS
PO BOX 70
TUMUT NSW 2720

You may have to share your payment with other people.
Please read the letter below, the attached Claim Form
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The amount shown on the Notification may be for hardcopies, electronic copies or for communication of the works listed. Any amounts allocated for electronic copying or communication are clearly identified. If you control the relevant rights to any of the works listed on your Notification, you are entitled to claim the money allocated to those works. Also attached is a Claim Form that you must complete before CAL can distribute this money to you.

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2. After reviewing the Notification, please complete the enclosed Claim Form by filling in the amount you are entitled to claim.
3. Check that your name, address, ABN and GST/PAYG status (if shown) are correct. Any amendments to this information must be initialed.
4. Sign and date the Claim Form. You may wish to make a copy of the Claim Form for your records.
5. Return the Claim Form to CAL for processing.
6. If you have changed the Notification (by crossing out any of the entries) please return the Notification with the Claim Form. If you have not made any changes to the Notification, you do not need to return the Notification to CAL.

If you need assistance, please contact CAL's distribution staff. They will be pleased to answer any questions you have. You can contact us by phone on (02) 9394 7600, by fax on (02) 9394 7601, or email us at distrib@copyright.com.au.

Processing Claims

CAL will process your claim and contact you again if there are any queries. Once your claim is processed, CAL will send you a cheque for the Total Amount Claimed including any GST added or PAYG deducted.

Thank you for your continued support of CAL. Please let me know if I can be of further assistance.

Yours sincerely,

Michael Whalan
Distribution Manager

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Certificate of Membership

NSW ASSOCIATION OF AGRICULTURE TEACHERS

has been admitted as a

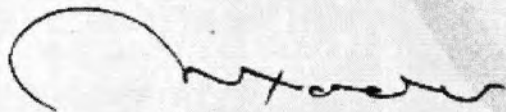
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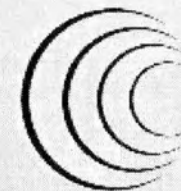
Copyright Agency Limited

ABN 53 001 228 799

Dated this Twenty Seventh day of June 2008



Jim Alexander
Chief Executive



ENCOURAGING CREATIVITY

Subject: Money you may be able to claim with Copyright Agency Limited - Publisher membership

From: "James Johnston" <jjohnston@copyright.com.au>

Date: Thu, February 7, 2008 1:47 pm

To: vineyard@wirefree.nct.au

Priority: Normal

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Dear Tony Butler

I am writing this email to you to let you know that we have copyright funds available for you to collect.

This email outlines some important information about Copyright Agency Limited (CAL), giving you some background information about the organisation and how we work, you can also check out our website at www.copyright.com.au

<BLOCKED::BLOCKED::blocked::http://www.copyright.com.au/> to get further information about how CAL operates.

Money you may be able to claim

I invite your organisation NSW Association of Agriculture Teachers to join Copyright Agency Ltd (CAL).

CAL manages a number of licence schemes, including a number of licences granted by the Copyright Act 1968, that permit users in education, government, business and the general community to legally copy from, and pay for their copying of, works represented by CAL.

CAL was established in 1974 as a not for profit, member-based organisation and members include authors, journalists, visual artists and publishers.

To date, CAL has made available over \$500 million to members for copying of their works.

All money collected by CAL, excluding our expenses, is available for distribution to members.

How CAL works -

CAL conducts regular surveys throughout Australia in statutory institutes, such as universities and schools to work out what is being copied.

These surveys are conducted during a 12 week period where staff record information about the works they photocopy.

We research these copying records to determine who owns the rights to the works that have been copied.

Once this is worked out we calculate the money owed and allocate it to the rights holder.

Our research indicates that your organisation may control the copyright in some articles,

BULLETIN OF ASSOCIATION OF AGRICULTURE TEACHERS -

ACTIVITY AUTUMN-WINTER; BAAT - NO 17 AUTUMN 2001/P34-37/FARM SAFETY AND YOU ON THE SCHOOL FARM;

and

BAAT - NO 18 WINTER 2001/P62,64/TASK 4-5

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However, in order to claim this money, \$1572.99 you must be a CAL member.

Copyright Agency Ltd (CAL)
Information about the Agency

Membership of CAL is free.

Membership benefits you because:

* CAL acts as your agent to licence and collect payment for the use of your copyright works by many different users in Australia and overseas;

* You will have access to information about copyright and your rights; and

* CAL will represent your interests in law reform.

Membership of CAL does not affect ownership of your rights.

Since the licence granted to CAL is non-exclusive, you can continue to licence the use of your work as you have before.

Once you are a member, we will notify you if your works appear in copying records kept for CAL and advise you of the money you are entitled to claim.

To become a member of CAL, simply complete the online Publisher Membership Application form on our website at http://www.copyright.com.au/membership/online_member_application.htm
<BLOCKED::http://www.copyright.com.au/membership/online_member_applicati on.htm> print it off and mail or fax it back to CAL.

If you have any further questions about becoming a member of CAL, please contact me by phone on 02 9394 7676, by fax on 02 9394 7601 or email me on jjohnston@copyright.com.au
<BLOCKED::BLOCKED::mailto:jjohnston@copyright.com.au> .

Regards

James Johnston

Assistant Accounts Manager

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Level 15, 233 Castlereagh Street
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- ENSURE THAT YOU RECOGNISE THE AUTHOR/ SELF & DATE WHEN ARTICLES OR RESOURCES ARE FORWARDED TO THE BAAT EDITOR FOR PUBLICATION IN THE BULLETIN.
- RESOURCES FOR THE NSWAAAT WEB PAGE ACKNOWLEDGE THE ORIGIN OF THE MATERIAL AND PERHAPS ITS AUDIENCE AND DATE.

NSWAAT



Awards

1. Special Award:

Gail Roberts

2. Life Membership Awards:

Phil Hurst

Tony Butler

3. J.A.Sutherland Award:

Lisle Brown

CONGRATULATIONS

Gail Roberts

JAMES RUSE AGRICULTURAL HIGH SCHOOL



Lisle Brown presents Gail Roberts with her award at the conference dinner in Deniliquin.



Gail addresses the conference delegates after receiving her award.

Special Association Award

COMMENDATION TO GAIL ROBERTS:

Gail Roberts is an Agriculture teacher at James Ruse Agricultural High School at Carlingford in Sydney. The Association recognizes Gail's continued efforts in teaching Agriculture, as Gail is the first teacher in NSW to have taught the top student at the HSC in any subject for five consecutive years. A result that is outstanding in the education profession in NSW. The Association and all Agriculture teachers commend Gail Roberts for her outstanding result and this



Gail Roberts and Lisle Brown presenting Margaret Wing Yan Li with the Charles Mullavey Memorial Award for the top student in the 2004 HSC Agriculture.

certainly has placed Agriculture in that special place in NSW HSC educational history.

Below is a brief report compiled by Lisle Brown former Head Teacher Agriculture James Ruse Agricultural High School about Gail Roberts and her excellence in teaching Agriculture at the HSC.

Gail Roberts studied B.Sc. Agr (Education) at Sydney University and so was trained by John Peerman. Gail was a prac teacher at Windsor High in 1976 under the guidance of Lisle Brown. She was appointed to Windsor High in 1977 and taught Agriculture and Science there until the end of 1982 when her children started

to arrive. Lisle had two years with her at Windsor before he went to Ruse. Gail Roberts was a very competent teacher.

In 1990 Lisle was looking for an Agriculture teacher for Ruse so he contacted Gail and she came back to teaching and has been at Ruse ever since.

Over the last five years or so she has been the farm manager responsible for the general running of the farm including supervising the two farm hands. The farm has never looked in better shape which is a tribute to her organising and management ability.

In her teaching she manages to get the very best out of the very best. Students allotted to

her classes know they are going to work hard and get the very best results - they never make requests to be in some one else's class.

A general comment from Lisle regarding Gail:

"I used to think it was just the luck of the draw who got the best student at Ruse in their HSC class and who ended up topping the state. I now think Gail Roberts has something the rest of us don't. To have so many students first in the state must mean she is doing something very well."



James Sin receiving his NSWAAAT trophy from Agriculture teacher Gail Roberts.

2007
HSC



Gail Roberts & Lap-Pui Cheng receiving his award for being the top Agriculture student in the 2005 HSC.



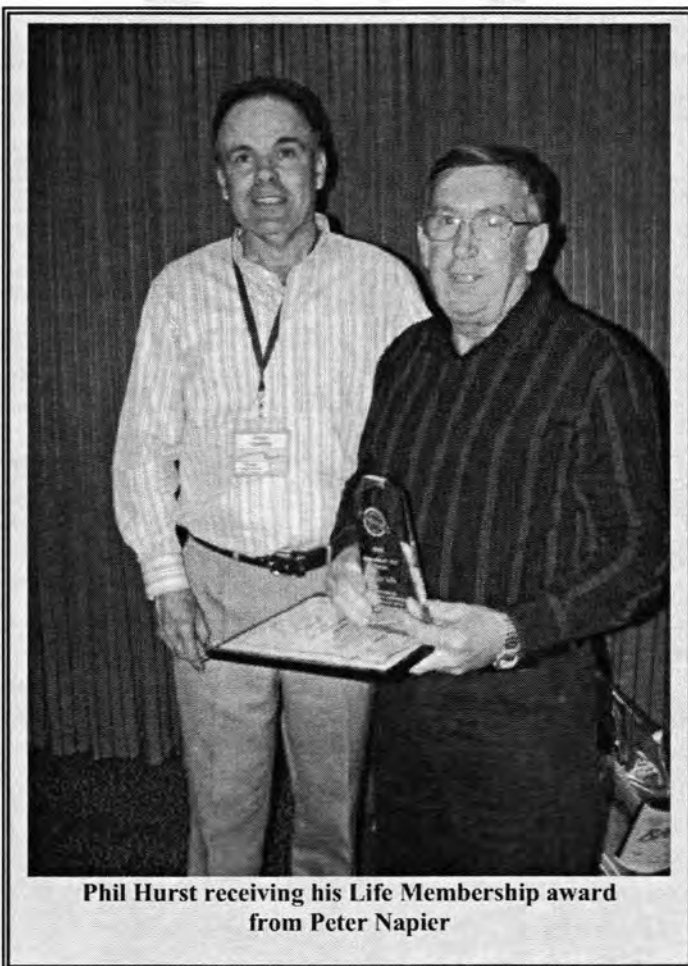
Roslyn Go with her Agriculture teacher Gail Roberts

2006
HSC

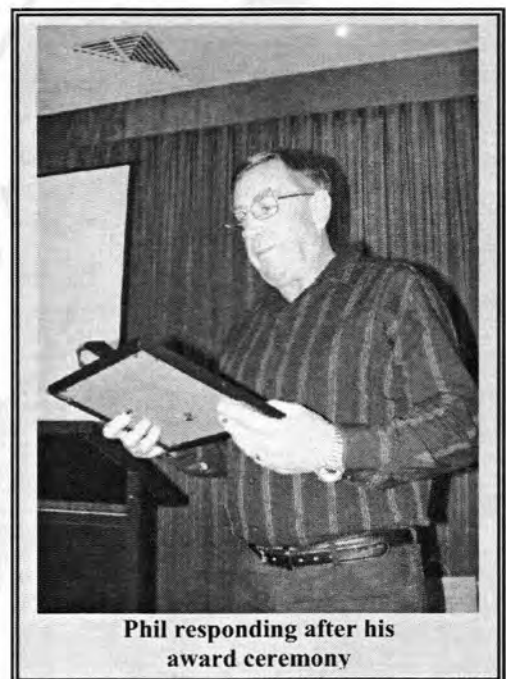
CONGRATULATIONS

Phil Hurst

HAWKESBURY HIGH SCHOOL



Phil Hurst receiving his Life Membership award
from Peter Napier



Phil responding after his
award ceremony

Life Membership



Citation
Life Membership
Phil Hurst



Hawkesbury High School

AGRICULTURAL EDUCATION:

- Hawkesbury Agricultural College
- Diploma Applied Science (Agriculture) 1971-73
- Armidale College of Advanced Education
Diploma of Education 1974

TEACHING EXPERIENCE:

- Wellington High School 1975-80
- St. Mary's High School 1981-87
- Hawkesbury High School 1988-Present

AGRICULTURE EXPERIENCE:

- Agriculture, Science & Primary Industries Teacher
- Member of NSWAAT since January 1975
- Secretary of Sydney Branch NSWAAT 1983-1988
- Chairperson Metropolitan West Agricultural Curriculum Committee 1989-1995
- Member of writing team for the Masters of Agricultural Education UNE (Orange Campus)
- Member of Organising Committee for the NAAE Conference (Katoomba) 1994
- HSC Agriculture marker 1986-88
- HSC Senior marker 1989-2005
- Member of the organising committee NSWAAT Biennial Conference (Hawkesbury) 2000
- Co-founder and permanent member of the State Agricultural Advisory Group 1997-present
- NSWAAT representative and Executive Officer – Schools Animal Care and Ethics Committee 1995-1998
- NSWAAT representative – Schools Animal Care and Ethics Committee 1995-1998
- Life Member: NSW Association Agriculture Teachers 2008

Nominated by:

Peter Napier: Orange High School

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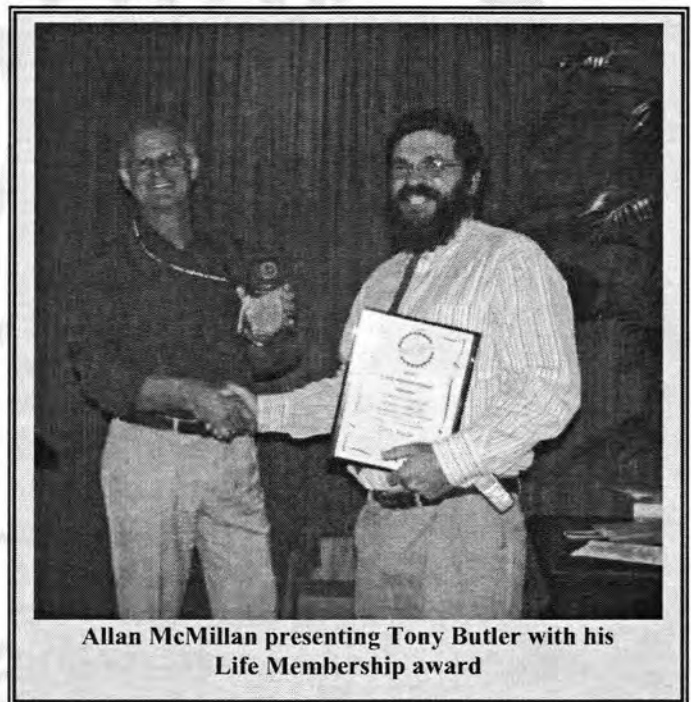
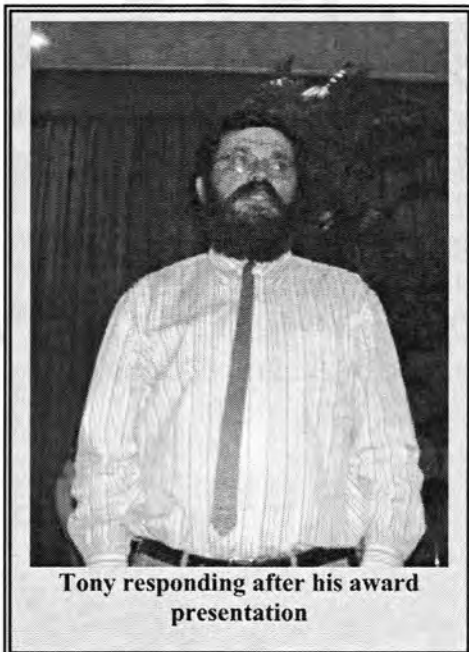
Craig O'Brien: Moss Vale High School



CONGRATULATIONS

Tony Butler

TUMUT HIGH SCHOOL



Life Membership



CITATION
LIFE MEMBER
Tony Butler



TUMUT
HIGH SCHOOL

AGRICULTURAL EDUCATION

- Riverina College of Advanced Education: Wagga Wagga
 - Diploma Applied Science (Agriculture) 1976-78
 - Diploma of Education (Agriculture) 1979

TEACHING EXPERIENCE

- Yanco Agricultural High School 1980
- Broken Hill High School 1980-84
- Tumut High School 1985-Present

AGRICULTURE EXPERIENCE

- Agriculture, Science, Primary Industries & Forestry Industries Teacher.
- HSC 3 unit Agriculture Marker 1990-98.
- 1995-present: Co-developed & Co-ordinated the introduction of Beef Cattle Show competition in the Riverina Highlands between three local school at four local Agricultural shows.
- 1999-2005: Forestry Industries Certificate 1 teacher.
- 2004: As a member of the Visy Consultative Committee (VCCC) at Tumut; Tony was the driving force in establishing the 'Agriculture Visy Scholarship' for senior Agriculture students who wished to pursue the study Agriculture at university.
- A Primary Industries student of Tony's from Tumut High School was awarded first in the National WorldSkills Primary Industries champion in VETiS 2008 competition.
- Tony has co-organised teacher & student T&D days in the Riverina for Primary Industries & Agriculture over recent years.
- 2000-2003 Presenter: Primary Industries Orientation Days in Sydney:

ASSOCIATION EXPERIENCE

- Member of NSWAAAT since January 1987.
- Tony was President of NSWAAAT 2004-2008.
- Life Member: NSW Association of Agriculture Teachers 2008.
- 2004: Tony revamped the BAAT format adding a number of innovative sections including:
 - 'What's Hap'ning in Your Paddock!'
 - What's the Go!
- Tony feels it is important to recognise the achievers in Agriculture & insisted on ensuring that each year there were articles about the top students in the HSC for Agriculture/Research Projects & Primary Industries. Agriculture Teachers awarded life membership & who were recipients of the J. A. Sutherland award need to have exposure & recognition through the Associations bulletin & web site.
- 2004: BAAT for the first time saw colour on its covers & the 2006 & 2008 conference booklet was in full colour.
- BAAT is an ideal vehicle to share resources & Tony has included many resources to assist people in their Agriculture/PI teaching.

- Tony has co-organised teacher & student T&D days in the Riverina for Primary Industries & Agriculture.
- As President of the Association Tony worked with TAFE to develop the following important models for Agriculture teachers & students:

i. Training of Teachers in Tractor Instruction:

- ^ Co-ordinator with TAFE personnel to establish a model to retrain Farm Assistants/ General Assistants / Agriculture & Primary Industries teachers in tractor instruction & accreditation.

ii. AQG Certificate 3 for students:

- ^ Co-ordinator with TAFE to establish a model for Primary Industries & Agriculture students to access TAFE to obtain AQF Certificate 3 in Chemical Management.
- Co-ordinator & Member of Organising Committee for the 2006 NSWAAAT Biennial Conference at Charles Sturt University (Wagga Wagga).
- Tony was successful in obtaining sponsorship of \$16000 for 2006 NSWAAAT biennial conference.
- 2006 & 2008: Panel member for the Accelerated Teacher Training Program in Agriculture.
- Tony represented the NSWAAAT at the National Association of Agricultural Educators (NAAE) Conference in Canberra 2006 & Geelong 2008.
- Tony was involved in the NSW Premiers Scholarship for Agriculture Teachers:
 - 2007: A member of selection panel for the Inaugural Agriculture Scholarship.
 - This scholarship was sponsored by Visy Industries to the value of \$15000.
 - 2008: A member of selection panel for Premiers Scholarship. This scholarship was sponsored by the Premiers Department to the value of \$15000.
- 2007-2008: Member of the National Association of Agricultural Educators (NAAE) executive in developing the Primary Industries Education Foundation (PIEF) with industry/government & educational bodies.
- Tony has provided a number of Agriculture & Primary Industries teaching resources to:
 - ^ 1999: GOVET web site: - Primary Industries 'Core' unit programs.
 - ^ 2005: Assessment Resource Centre web site: - Stage 5 Agriculture assessment tasks.
 - ^ 2008: Animal Ethics in School web site: - School Agriculture Farm records
- 2008: A presenter at Yanco HSC Agriculture study day.
- 2008: In conjunction with Murrumbidgee Rural Study Centre developed a model for the use of the Centre for future Agriculture camps for students. This model will be established in a number of DPI centres across the state including Tocal Agricultural College.
- Co-ordinator & member of organising committee NSWAAAT Biennial Conference (Deniliquin) 2008.

Nominated by:

Stephen Trickett: Billabong High School

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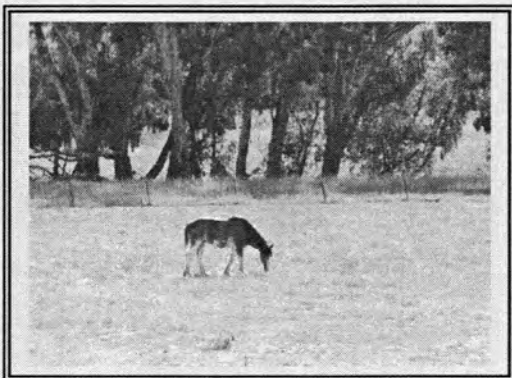
Allan McMillan: Wagga Wagga High School



Life Membership

-- Award. --

- LIFE MEMBERSHIP OF THE NEW SOUTH WALES ASSOCIATION OF AGRICULTURE TEACHERS IS OPEN TO ANY MEMBER OF THE ASSOCIATION.
- THE AWARD OF LIFE MEMBER IS TO BE MADE TO A MEMBER OF THE ASSOCIATION WHO HAS PROVIDED OUTSTANDING AND LONG SERVING CONTRIBUTION TO THE ASSOCIATION AND TO THE TEACHING OF AGRICULTURE.
- THE RECIPIENTS OF LIFE MEMBERSHIP ARE:-

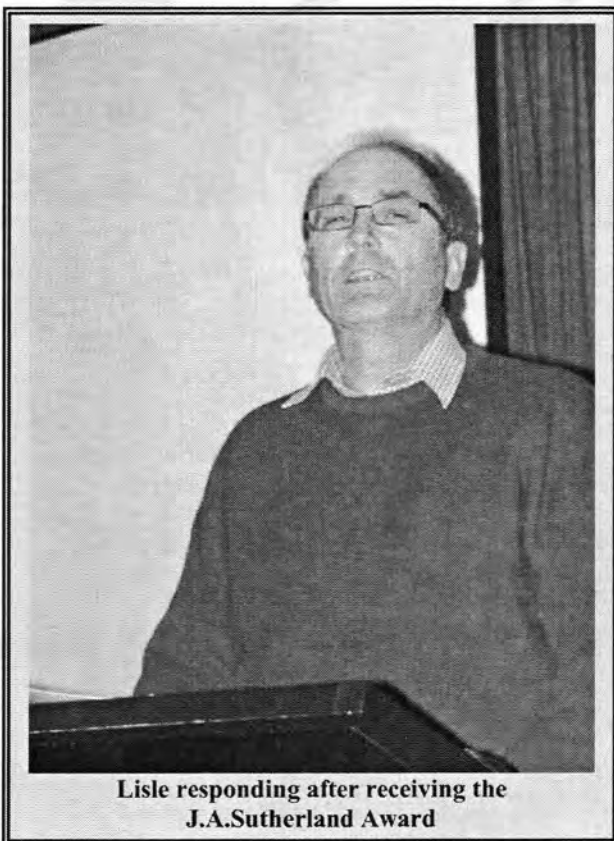


- Mr. Norm Robinson
 - Mr. Don Bartholomew
 - Mr. John Lee
 - Mr Phil Hurst
 - Mr Tony Butler
-

CONGRATULATIONS

Lisle Brown

JAMES RUSE AGRICULTURAL HIGH SCHOOL



Lisle responding after receiving the
J.A.Sutherland Award

J. A. Sutherland Award



GESTA NON VERBA

Citation Lisle Hector Bown J.A.Sutherland Award 2008

- Lisle attended Yanco Agricultural High, obtaining his Leaving Certificate in 1965.



- He undertook his Tertiary Agriculture studies at the University of Sydney and was awarded his B.Sc.Agr in 1970 and Dip.Ed. in 1971. He returned to academic studies in 1979 to gain his M.Ed and again in 1995 for his Dip.Tech.Ed.

- Lisle's first teaching appointment was to Windsor High School in January 1972 as Agriculture and Science Assistant Teacher. Initially he was the only Agriculture Teacher at Windsor High but was later joined by Stuart Hawkins in 1973. Together they developed Agriculture, including the plot from scratch. Lisle also taught HSC Physics, Biology and some Chemistry. He obtained List Two in 1975 (qualification needed to be able to do a Science Head Teachers job - Dave Rowland was the Inspector)



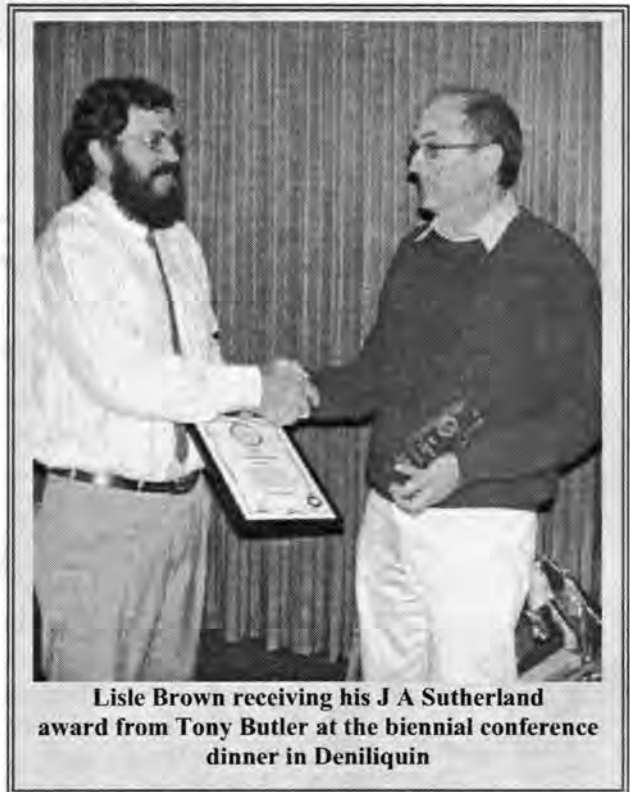
• From 1979 to 2007 Lisle served as Head Teacher Agriculture at James Ruse Agricultural High. He taught Agriculture to all years and only missed teaching a HSC class twice in 29 years. Very occasionally one of his students topped the state in HSC Agriculture. Lisle oversaw the continued development of the subject and the farm at Ruse. He skilfully led his faculty through a period of major change at the school which had significant impacts on Agriculture and all future students at James Ruse.

- Lisle's most pleasing personal achievement as a Head Teacher was to have James Ruse students top HSC Agriculture and win the Charles Mularvy Award every year except three since 1980.



- Apart from his responsibilities as a Head Teacher at Ruse he was actively involved in ISCF and sport coaching - rugby, touch rugby, baseball and soccer.

- Lisle has had a significant influence on how Agriculture (and related subjects) has been taught in NSW for the past 30 years. Lisle has served on Board of Studies Syllabus Committees representing variously the Department of Education and the Teachers Federation. Committees including;
 - HSC Agriculture
 - 7 to 10 Agriculture
 - Sheep Husbandry & Wool Science
 - Design and Technology.
- He acted as Chairperson of the HSC Agriculture Syllabus for several years until syllabus committees were disbanded with the advent of the latest version of the HSC.
- He has served as an Examiner and Senior Assistant Examiner for HSC Agriculture for 19 years from 1973 and then occasionally after that.
- Lisle has been a Member of the NSW Association of Agriculture Teachers since 1973 and President of the Sydney Branch 2005 – 2007.
- He is a co-author of the Dynamic Agriculture text books with Bob Hindmarsh and Ross McGregor. These texts have been invaluable to probably every Agriculture teacher in NSW and beyond. Since 1989 these texts have been used by a countless number of Agriculture students. They have undergone several revisions to ensure their relevance to current Agriculture practices and teaching.
- Lisle has also been Editor of the Independent Trial Examination papers for Agriculture for several years.
- Lisle has been an outstanding Teacher and Head Teacher of Agriculture. He has had a positive influence on an immense number of students and teachers throughout his career. He is a man of the highest principles and is respected by all who have had the honour to work with him. Lisle is a selfless and generous man who is always willing to give his time to help others, without ever seeking reward or recognition.
- After a distinguished 38 year teaching career, Lisle is now taking a well earned retirement.



Lisle Brown receiving his J A Sutherland award from Tony Butler at the biennial conference dinner in Deniliquin

Lisle has dedicated his entire working life to the teaching of Agriculture and in various ways has had a positive influence on the education and lives of countless Agriculture students and teachers.

Nominated by:

John Killeen (HT Science/Agriculture – Bossley Park High School)

Nomination supported by:

Gail Roberts (Agriculture Teacher – James Ruse HS)

Ross McGregor (HT Agriculture (Hurlstone Agricultural HS))

The J.A. Sutherland Award

**FOR EXCELLENCE / CONTRIBUTION TO AGRICULTURAL EDUCATION IN NSW
SECONDARY SCHOOLS**

✓ **THE MOST PRESTIGIOUS AWARD THAT CAN BE AWARDED TO ANY
TEACHER OF AGRICULTURE IN NSW IS THE:**

▪ **J. A. SUTHERLAND AWARD.**

✓ **THE J.A SUTHERLAND AWARD IS NAMED AFTER ALLAN SUTHERLAND.**

✓ **THE RECIPIENTS OF THE J. A SUTHERLAND AWARD ARE:-**

AAAAAAAAAAAA

1997	Mr. Peter Jones (Windsor High School)
1999	Dr Rod Francis. (Prof. at C.S.U.)
2001	Jenni Wilkins (Birrong Girls High School)
2003	Trevor Sewell (retired)
2004	Tony Barnett (retired)
2006	Robyn O'Leary (Finley High School)
2008	Lisle Brown (retired)

AAAAAAAAAAAA

A TRIBUTE TO ALAN SUTHERLAND

(From BAAT No 1 1983)

Dear Colleagues,

On the 21st of December last year, we were informed of the passing of our patron - Alan Sutherland. He had, until a few weeks prior, been actively working at the University of New England. His demise has left a large gap in the ranks of Agricultural Educationalists in both Australia and the pacific region. Such men as Alan are irreplaceable. He was an educator, artist and author. His publications have been of immense value to all schools and colleges. Alan's activities are so extensive that a special section is devoted to them. All people who were privileged to meet him remember his lively and spectacular presentation of ideas. Those who were seated near him at functions often souvenired his humorous illustrations of some aspect of the proceedings.

Condolences to Alan's wife, Sheila, son Hamish and daughter Isabel have been expressed on behalf of the Association.

Regards, N.R. Thomas

OVERSEAS WORK OF J. A. SUTHERLAND

Mr. Sutherland made his first contribution to agricultural education in the Pacific in 1967. In that year, he was invited by the South Pacific Commission in Noumea to make a survey of agricultural education in the Pacific and to write a report. This report was published in 1968.

Subsequently he has been employed several times as consultant by the South Pacific Commission.

In 1972, he made an important contribution by writing a textbook called Introduction to Tropical Agriculture which is used in schools and colleges throughout the whole pacific region.

He made his greatest contribution between the years 1973 and 1976 when he was employed by the Australian Development Assistance Bureau (ADAB) of the Department of Foreign Affairs as a consultant in agricultural education to the Ministry of Education in Fiji. The agricultural projects he wrote and illustrated were very successful and attracted a great deal of attention by the other countries of the South Pacific. After his Fiji contract was extended on two occasions, he returned to Australia for family reasons.

However, he was then invited by both the University of New England and ADAB to continue writing agricultural projects for the various Pacific Islands. He has now completed 38 such projects for use in schools of Vanuatu, Solomons, Tonga, Cook Islands, Tuvalu, Kiribati. Since all these Countries have included the teaching of agriculture in school curricula, the written project notes have made a major contribution. He has also conducted In-Service courses for teachers in the different islands. Sutherland's work in the Pacific Islands has been described by ADAB as an important contribution to education in the region.

J.A SUTHERLAND

<u>EDUCATION:</u>	Wagga Wagga High School, Sydney University, and University of New England
<u>DEGREES:</u>	Bachelor Science Agriculture. Bachelor of Arts (Honors Degree)
<u>AWARDS:</u>	1970 - Fellow Australian Institute of Agricultural Science 1971 - Fellow of Australian College of Education.

APPOINTMENTS:

1935	Teacher of Agriculture, Kyogle Intermediate High School
1936	Junior Lecturer in Agriculture, Armidale Teachers College
1940-45	War service. RAAF Squadron Leader
1946	Teacher of agriculture, Lismore High School
1947	Lecturer in Agriculture, Armidale Teachers' College
1950	Senior Lecturer in Agriculture and Head of Science Dept., Armidale Teachers College
1962	Member of N.S.W. Agricultural Colleges Advisory Board. Member, Agriculture Syllabus committee, Secondary Schools Board
1963	Member, Agriculture Syllabus Committee, Board of Senior School Studies
1967	Consultant in agricultural education to South Pacific Commission
1969	Acting Vice Principal, Armidale Teachers' College
1970	Leader of Australian delegation to First World Conference on Agricultural Education, Copenhagen. Acting Vice Principal, Armidale Teachers College for 2 nd Term.
1972	Acting Vice Principal, Armidale Teachers' College for 3rd Term. Australian Consultant on Agricultural Education to Conference at South Pacific Commission, Noumea.
1973	Australian Consultant in Science Education to U.N.D.P. Conference at University of South Pacific, Suva, Fiji. Appointed by Dept. Foreign Affairs (ADAB) as Adviser in Agricultural education to Ministry of Education Suva, Fiji
1977	Appointed University Fellow, university of New England
1978	Consultant in Agricultural Education at Conference of Teachers' Colleges Lecturers in Agriculture at Lae, PNG, 1-5 May. Consultant in agricultural education at International Training Course in Poultry Husbandry sponsored by ADAB and held at University of New England 20 April 1978.
1981	Consultant in agricultural education to the Vanuatu Department of Education

BOOKS PUBLISHED:

1962	<u>Introduction to Agriculture</u> , Angus & Robertson 1964 - The Rocks, Wentworth Press, Sydney
1968	<u>Understanding Farm Animals</u> , McGraw-Hill
1971	<u>Introduction to Tropical Agriculture</u> , McGraw- Hill
1974	<u>Rural Life</u> , Angus and Robertson
1976	<u>Vegetable Growing</u> , Ure Smith
1980	<u>Introduction to Agriculture</u> , 6th edition, McGraw - Hill.

MONOGRAPHS:

1968

Agricultural Education in the South Pacific. South Pacific Commission

PAPERS PUBLISHED:

- 1964 Practical Work in Agricultural Education. Journal of Australian Institute of Agricultural Science, 30, 2.
- 1965 Agricultural Education in Secondary Schools.
Annual Conference of Australian Institute of Agricultural Science.
- 1966 Agricultural Education. In N.S.W. Education Gazette, 1st April, -1966.
Agricultural Education in Secondary Schools. Journal of South Australian Science Teachers Association.
- 1968 Careers in Agricultural Science. Published by Australian Institute of Agricultural Science.
- 1970 With J.L. Dillon, co-author of The Situation, Problems and New Trends in Agricultural Education in Australia and New Zealand.
Background paper to First World Conference on Agricultural Education and Training, Copenhagen
- 1971 Training Teachers of Agriculture in Australian Education and Training. - Annual Review of Selected Developments. F.A.O. Rome, 1971.
World Conference on Agricultural Education and Training. Journal of Australian Institute of Agricultural Science, March, 1971.
- 1974 The Place of Agriculture in the School Curriculum. in "Educational Perspective in Papua New Guinea". Australian College of Education.
- 1978 Education in Agriculture: The Role of the Teacher in Overseas Agricultural Development, in Proceedings, Conference of Australian Association of Agricultural Faculties, UNE., February 1978.
- 1979 Utilisation of Resources for Agricultural Education in Agritalk (Journal of Victorian Agricultural Teachers Assoc.) 1980:2.
- 1971 Present and Future Demand for Agricultural Graduates. Read at Conference of Australian Association of Agricultural Faculties at Sydney University.
- 1972 General Principles of Agricultural Curriculum Development. Read at Conference at South Pacific Commission, Noumea.
- 1973 Principles of Curriculum Construction in Science. Read at UNDP Seminar, University South Pacific.
- 1977 Modern Studies - A New Approach to School Agriculture in Fiji. Resources in Agricultural Development Programs. University of New England.
Changing Patterns-of Secondary Education in the Pacific Islands. Paper read at meeting of N.S.W. Chamber of Australian College of Education, Sydney, 20th October, 1977.
- 1978 Papers read at International Training Course in Poultry Husbandry, University of New England, April/May 1978:
a. Education for Change
b. Use of local materials for Poultry Housing
Curriculum Development in Papua New Guinea - some Suggested Guidelines. Paper read at Conference of Teachers' College Lecturers in Agriculture, Lae, May 1-5, 1978.
- 1979 Utilization of Resources for Agricultural Education. Paper read at O.E.C.D. Conference on Rural Education, Perth, Nov. 1979.

REVIEWS

- 1968 Review of Agricultural Education in Australia by R.N. Farquhar, A.C.E.R. in Journal of Australian Institute of Agricultural Science.
- 1977 Review of Organizational Genesis and Development: A Study of Australian Agricultural Colleges by A.W. Black, University of Queensland Press, published in Journal of Educational Administration, XV-1.



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- PRELIMINARY AGRICULTURE STUDENTS
- H.S.C AGRICULTURE STUDENTS

2. ACCOMODATION **&** **CONFERENCE FACILITIES:**

3. MRSC – SHORT COURSES:

4. EXPRESSION OF INTEREST: **UPSKILLING**

^ AGRICULTURE TEACHERS
& STUDENTS



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Dear Ag Teacher,

Please find enclosed with this card an Expression of Interest form outlining Professional Development Opportunities available to you and your students through NSW DPI's Murrumbidgee Rural Studies Centre.

You will also find a prospectus outlining Accommodation and Conference facilities available on site at Yanco. We invite you to inspect our facilities with a view to their use for training, an Ag camp, a conference, staff meeting or even a personal interest activity.

An outline of our NEW Ag camp program is enclosed for your consideration when planning extra curricular activities for 2009 and beyond. Programs are flexible and can be tailored to suit your students' requirements and budget. This program has been developed by teachers for teachers with the assistance of members of NSWAAAT.

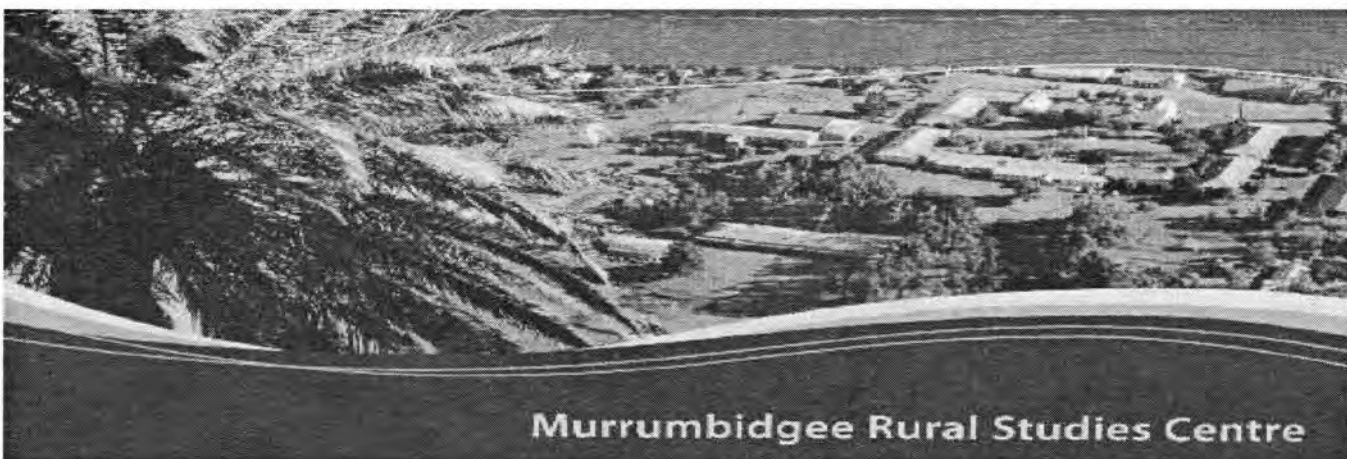
I look forward to talking with you about the services we have on offer at MRSC.

Regards

Simone Fuller

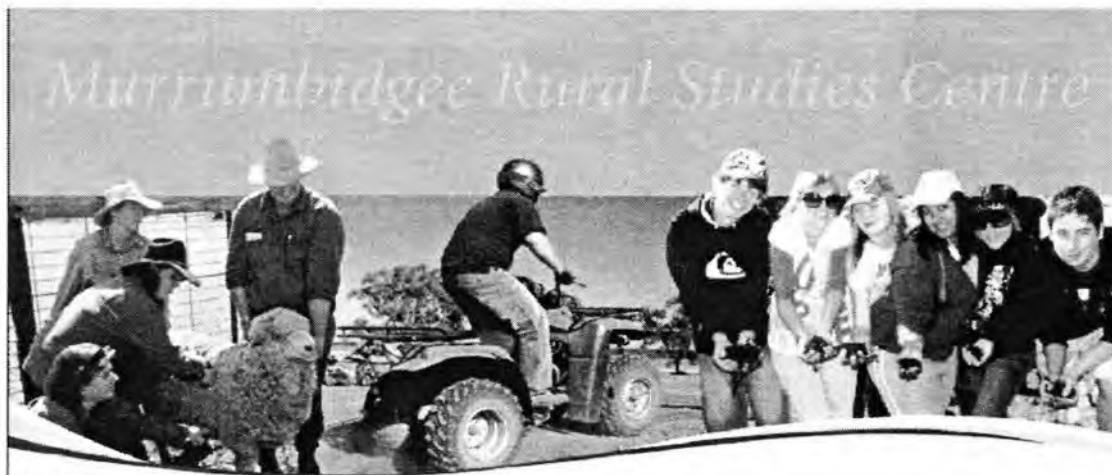
Coordinator - Business and Professional services

Visit us on www.mrsc.nsw.edu.au to see what we can offer you.



Murrumbidgee Rural Studies Centre

Agriculture Camps



2009 Agriculture camp program

The following itineraries have been suggested by members of the NSWAAAT as meeting Syllabus outcomes.

They are not fixed and can be changed to include or exclude activities where requested.

All activities have been mapped to syllabus outcomes and can be supplied to you when applying for approval to school management.

Camp duration of 4 days is suggested only. Camps may be extended with extra site visits or integrated with skills training or shortened if required to fit in with school timetables as necessary.

Catering is included, although a self catering option is also available.

Agriculture Camp information packs include Risk assessments for each site and activity included in the itinerary.

Some activities will also include student assessment tools and written activities to enhance student learning.

A 22 seater bus and Tour guide/driver is part of the Ag camp package. Local pick up for schools within a 100km radius of the Centre is also included.

Prices vary depending on activities chosen, group size and length of stay, a quote can be provided upon application. Starting price for 4 day Camp, 20 students, 2 teachers, with pick up and drop off by Centre Bus, Tour guide/driver, shared accommodation, catering (breakfast and dinner) and entry fees is \$330/head.

Please refer to our Accommodation and Conference facility brochure or our website www.mrsc.nsw.edu.au for information on Bunk house accommodation available on site suited to school groups.

Visit us on www.mrsc.nsw.edu.au to see what we can offer you



Junior Agriculture Camp

Four Day Itinerary

Day 1 – Leeton Day

Centre Bus to pick up students (if school is within 100km radius of Yanco)

Morning – Sunrice Tour, (Check in at Centre)

Lunch (Provided by Centre)

Afternoon – Lillypilly Winery, Ricefarm Visit, Webster's Walnuts Tour,

Optional – Introductory skills workshops – ATV (must be over 16), Tractor operation, small motors etc

Free time at the Centre

Dinner at the Centre

After dinner extension activity – Sheep Feed Calculator Computer Simulation

Day 2 – Narrandera

Morning – Rockdale Feedlot, Wyreema Kelpie Stud

Lunch – Tour at Narrandera Bakery and then lunch purchased by students

Afternoon – NSW State Forestry Horticulture Workshop

Optional – Lavender Farm

Dinner at the Centre

After dinner entertainment – Movie night

Day 3 – MRSC

Morning – Beef Cattle/Sheep Handling, Soils Lab/Soil Pit

Lunch at the Centre

Afternoon – Salinity Workshop, Plant Trial & Cultural Walk, Silage Pit/Haymaking processes

Optional – Agroforestry, Irrigation demonstration, Integrated Pest Management talk

Dinner at the Centre or in Leeton as an option to be purchased by students

After dinner entertainment – Disco/Dinner at Leeton

Day 4 – MRSC/Leeton

Early Morning – Check-out

Morning – Reading a Chemical label/MSDS, Visit to Pacific Fresh

Lunch to be purchased by students in Leeton

Afternoon – Leave for home on Centre buses

J u n i o r A g c a m p

P r e l i m i n a r y A g C a m p



Preliminary Agriculture Camp

Four Day Itinerary

Day 1.- MRSC Day

Centre Bus to pick up students (is school within a 100km radius of Yanco)

Morning – Check in at MRSC, Introductory session – Blackbox Model

Soils Workshop – Hands-on practical – pH testing, soil structure, texture, soil profile cores

Morning Tea

Salinity Workshop – Hands on practical – testing for salt, EC levels, salt tolerant plant species, water quality

Lunch at the Centre

Afternoon – Weather station workshop – Centre generated workshop

Either Soil Pit visit – Soil profiles or Plant Trial Walk & Talk

Free time at the Centre – tennis, volleyball, swimming (depends on the weather)

Dinner provided by the Centre

After dinner extension workshop – Drought simulator workshop (other options include – sheep feed calculator, farm simulation game)

Day 2 – Off site

Morning - Sunrice visit

Morning tea at Micks Bakehouse/Mountford Park

Lilypilly Winery/Websters's Walnuts

Lunch to be purchased by students in Leeton

Cotton/Hemp farm visit

Citrus orchard farm visit

Taste testing (afternoon tea) at the orchard

Pacific Fresh



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Return to Centre for leisure activities (sport, swimming, football etc)

Dinner at the Centre

After dinner entertainment – Movie night

Day 3 – Off site

Morning – Rockdale Feedlot (Morning tea packed by the Centre)

Lunch to be purchased by students at Narrandera Bakery

Afternoon – Lavender Farm or Rice Farm Visit

Return to Centre

Option – Dinner at the Centre or dinner to be purchased in Leeton by students

Day 4 – MRSC

Morning – Check-out procedures

Cultural Coordinators for Aboriginal landuse

Integrated Weed Management, Integrated Pest Management session at MRSC plant trial

Late morning tea provided by the Centre

Depart on Centre buses for home

P r e l i m i n a r y A g C a m p

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Higher School Certificate Agriculture Camp
Four Day Itinerary

Day 1 – MRSC Day

Centre Bus to pick up students

Morning – Check in at MRSC

Rice breeding genotypes Workshop – Hands-on practical – genetic engineering

Morning Tea

Soil Workshop – Hands on practical – soil texture, profiles, grades, soil cores, compaction testing, paddock mapping, GIS

Lunch at the Centre

Afternoon – Weather station workshop – Centre generated workshop

Soil Pit visit – Soil profiles

Plant Trial Walk & Talk or Animal Trial Walk & Talk

Free time at the Centre – tennis, volleyball, swimming (depends on the weather)

Dinner provided by the Centre

After dinner extension workshop – Agribusiness consultant power-point presentation

Day 2 – Off site

Morning - Sunrice visit

Morning tea at Mick Bakehouse/Mountford Park

Lillypilly Winery/Websters's Walnuts

Lunch to be purchased by students in Leeton

Cotton/Hemp/Citrus (depending on product/farm case study learnt) farm visit

Pacific Fresh

Afternoon tea at Centre



NSW DEPARTMENT OF
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Tillage equipment field demonstration (school video recording)

Free time if available

Dinner at the Centre

After dinner entertainment – Movie night

Day 3 – Off site

Morning - Rockdale Feedlot (Morning tea packed by the Centre)

Lunch to be purchased by students at Narrandera Bakery

Afternoon – Lavender Farm or Rice Farm Visit

Return to Centre

Option – Dinner at the Centre or dinner to be purchased in Leeton by students

Day 4 – MRSC

Morning – Check-out procedures

Library farm journals workshop

Integrated Weed Management, Integrated Pest Management session at MRSC plant trial

Late morning tea provided by the Centre

Depart on Centre buses for home

If you are interested in booking a Camp at MRSC or just finding out more please feel free to contact me to discuss your needs.

Yours sincerely

Simone Fuller

Coordinator- Business and Professional services

Murrumbidgee Rural Studies Centre

PMB Yanco

NSW 2703

0269 512 544 or 1800 628 422 or 0419 610 117

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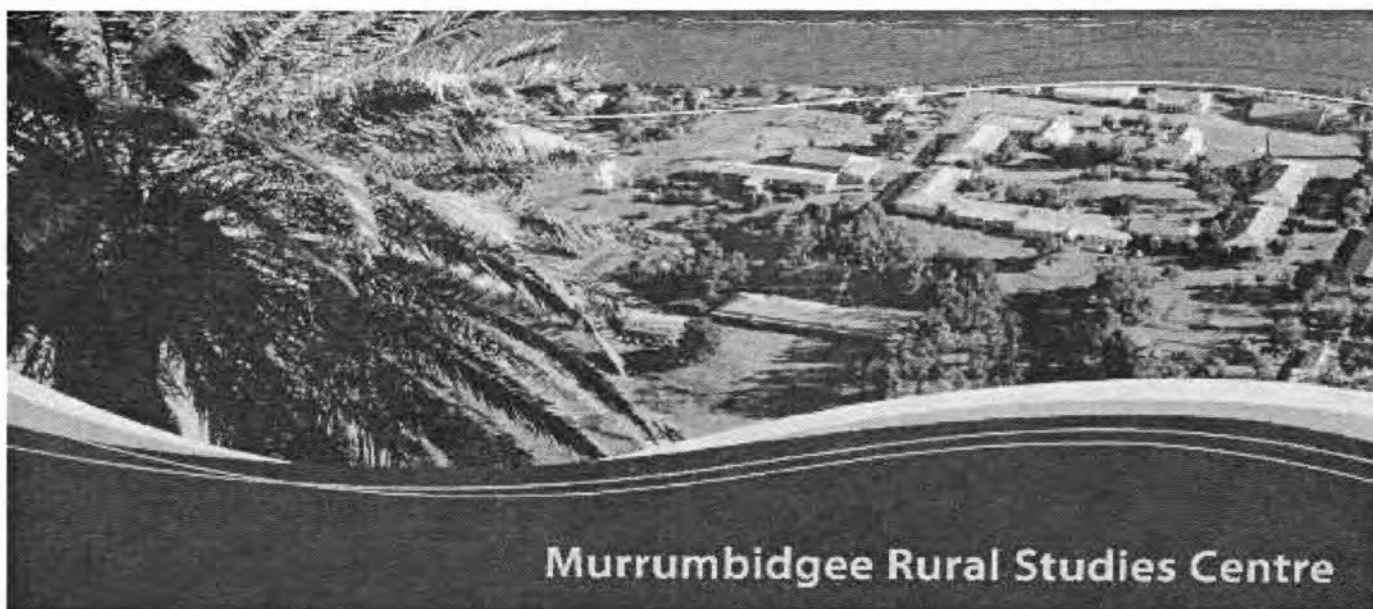


Telephone us on **1800 628 422** or email mrsc@dpi.nsw.gov.au
to discuss your training needs.

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Murrumbidgee Rural Studies Centre Accommodation & Conference Facilities



Murrumbidgee Rural Studies Centre



Location

Yanco is located in the heart of the Murrumbidgee Irrigation Area (MIA). It is approximately 590km from Sydney, 460km from Melbourne and 360km from Canberra. There is an airport approximately 15 minutes drive from the facility, rail 10 minutes and the junction of Newell and Hume Highways is approximately 20 minutes away.



Call 1800 628 422
or email
mrsc@dpi.nsw.gov.au
to make a booking or
for further enquiries.

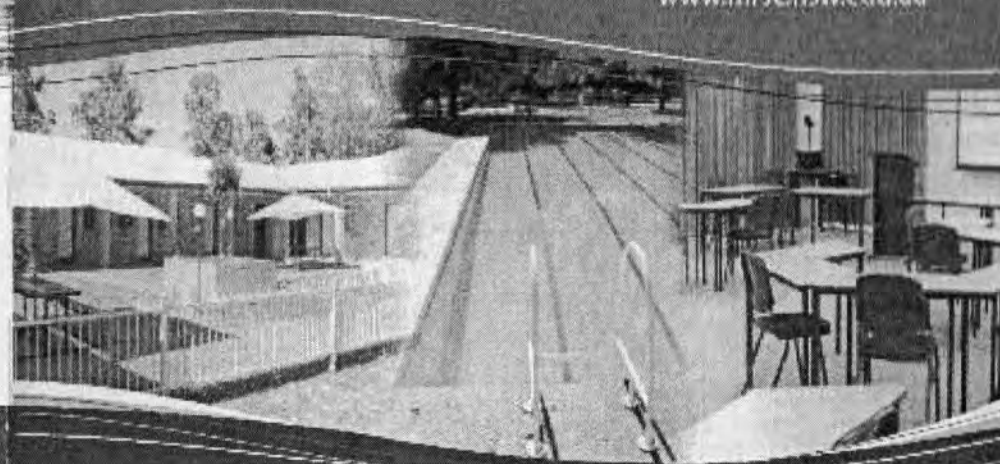
Check out our website
www.mrsc.nsw.edu.au

MURRUMBIDGEE
RURAL STUDIES CENTRE
A CAMPUS OF TOLAL COLLEGE

TRAINING • CONFERENCES • ACCOMMODATION

1800 628 422

www.mrsc.nsw.edu.au



Accommodation and Conference Facilities



NSW DEPARTMENT OF
PRIMARY INDUSTRIES



Murrumbidgee Rural Studies Centre, situated in the quiet rural surrounds of Yass, is pleased to introduce to you our accommodation and conference facilities.

This spacious campus is on a beautiful 825 hectare setting in the heart of the Bivanna district.

The Centre is a perfect location for a convention, retreat, family reunion, sporting, church or hobby group.

There are two styles of accommodation available for hire depending on the individual or group needs: Motel-style and bunk house.

Amaroo, 'a quiet place' features 15 bed and breakfast (continental) motel-style rooms. Each room has queen and single bed, ensuite, TV, toaster, tea and coffee making facilities, bar fridge, heating and cooling.

The Amaroo complex contains a large conference room for meetings, seminars and gatherings seating up to 60 people, with its own kitchenette. Motel rooms are organised around a central courtyard connected to the conference facility.



Inga and Calrose bunk house accommodation is self catered. Rooms have a double bunk, wardrobe and desk. Linen and towels are provided. Inga has 11 double rooms and one single room. Calrose has 15 double rooms and three single rooms.

Each bunk house has a kitchen with microwave, toaster, kettle and fridge. BBQ facilities are available on site by request. A laundry, amenities room and single sex bathroom facilities are also featured in each bunk house.

Inga and Calrose offer excellent facilities for school, church, sporting or general interest groups.

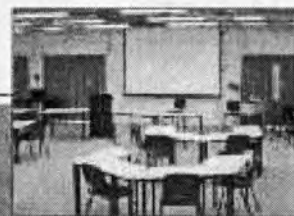
'Doongara Cottage' accommodation is self catered. Rooms have a long single bed, wardrobe and desk. There are 10 single rooms with shared kitchen, lounge, laundry and bathroom facilities suitable for a small communal group.

With its park like setting, the centre swimming pool is a delightful place to cool off at the end of the day and the nearby BBQ and picnic facilities are perfect for outdoor get togethers. Tennis and basketball courts and a football oval are also part of the extensive outdoor facilities.

In addition to the modern Amaroo conference centre, the Centre has a number of other conference, seminar, lecture, teaching workshop, computer and break out spaces with capacities ranging from eight to 100. Total seating capacity in classrooms and laboratories exceeds 500. Centre staff can organise catering for you as you wish and room configuration can be determined when your booking is taken.

Murrumbidgee Rural Studies Centre conference facilities include access to data projectors, laptops, computers, whiteboards, screens and over-head projectors upon request.

So if you are planning an event, business conference, growers meeting, sporting competition or even a family reunion, call the Centre and add yourself to the list of happy customers who have enjoyed their stay in the oasis that is Murrumbidgee Rural Studies Centre.



NSW DPI

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MURRUMBIDGEE RURAL STUDIES CENTRE **2008**
SHORT COURSE PROGRAM

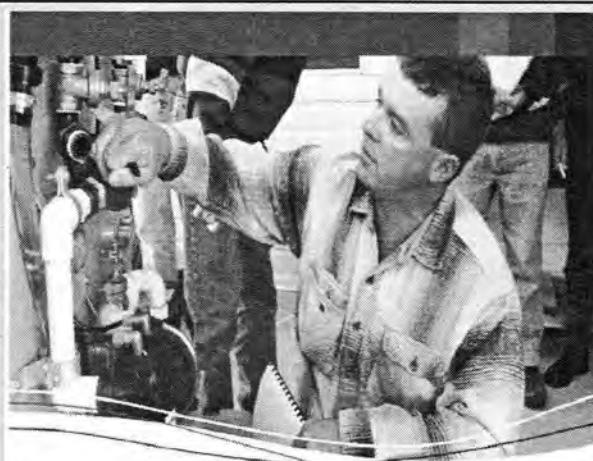


YANCO EXPERIMENT FARM CENTENARY
1908~2008

*Recognising 100 years
of advancing agriculture*



PROfarm



MURRUMBIDGEE RURAL STUDIES CENTRE
SHORT COURSE, ACCOMMODATION AND
CONFERENCE FACILITIES ENQUIRIES:

Free call 1800 628 422 or 02 6951 2775

Facsimile: 02 6951 2620

Email: mrsc@dpi.nsw.gov.au

www.mrsc.nsw.edu.au



NSW DEPARTMENT OF
PRIMARY INDUSTRIES

For scheduled training dates and venues
consult the NSW Department of Primary
Industries calendar of events
www.dpi.nsw.gov.au/agriculture/profarm



NSW DEPARTMENT OF
PRIMARY INDUSTRIES



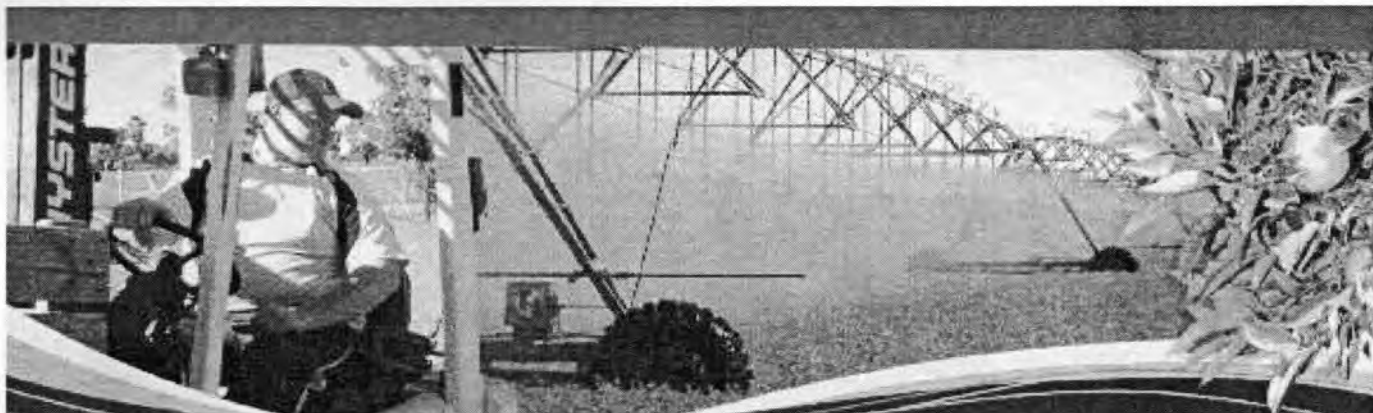
PROfarm

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1800 628 422

www.mrsc.nsw.edu.au



Telephone us on **1800 628 422** or email mrsc@dpi.nsw.gov.au
to discuss your training needs.

MURRUMBIDGEE
RURAL STUDIES CENTRE
4 CAMPUS OF TOTAL COLLEGE

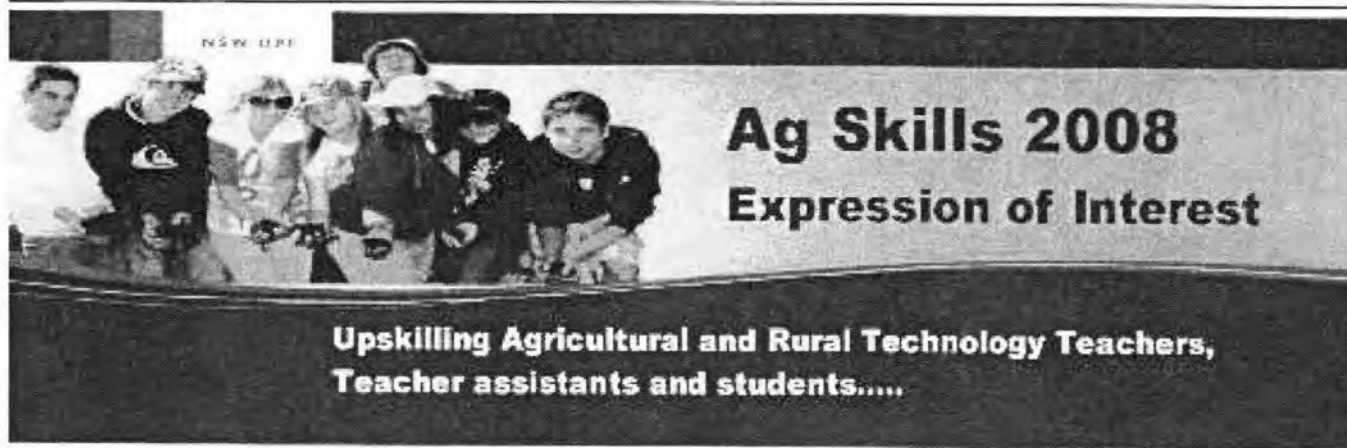
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AG SKILLS - EXPRESSION OF INTEREST

**Agriculture Teachers,
Farm Assistants
& Students**



Murrumbidgee Rural Studies Centre



Dear Ag Teacher

Murrumbidgee Rural Studies Centre/NSW DPI in consultation with NSWAAAT would like to address one of the key issues identified by members at the National Agriculture Teachers Conference in January 2008.

▪ **Skills shortages/up skilling of existing staff**

The Centre will identify through this Expression of Interest, key skill areas which require addressing and preferred format and scheduling considerations.

All training on offer is mapped to units of competency, which contribute to nationally recognised qualifications.

MRSC offers Skills Recognition for qualifications at Certificate IV, Diploma and Advanced Diploma in:

- Conservation and Land Management
- Agriculture including Irrigation
- Horticulture and Production Horticulture
- Training and Assessment
- Business Services

This Professional development opportunity is suitable for staff with extensive skills and knowledge, who have not received formal qualifications. Also suitable for staff who have attended a number of accredited and non accredited training opportunities and wish to build them into a formal qualification.

If you would like more information on the Skills Recognition process please indicate below:

☐ YES ☐ NO

Please fill in your contact details:

Contact details

Surname (family name)..... Given names

Postal address:

.....

Telephone no (W) (Mobile) Email address:

Position held on staff: circle most appropriate response

- | | |
|--|--|
| ☐ Ag Teacher | |
| ☐ TAS teacher (teaching Ag) | ☐ Lab assistant |
| ☐ Agriculture assistant..... | Other please specify |
| ☐ Farm hand | |

Name:

Please tick the skills training you would be interested in attending.

All Terrain Vehicle (ATV) operation	Securing Agricultural loads	
Safe Tractor operation	Setting up a rural office	
Agricultural load shifting machinery operation	Maintaining records for a rural business	
Basic farm machinery maintenance	Basic use of hand held GPS	
Basic farm tool maintenance and repair	StockPlan – developing flexible drought plans for sheep and beef producers	
Basic Windmill and bore pump service and repair	Stock handling and preparation/skills for show competitions-cattle & sheep	
Install and maintain irrigation systems	Crutching &/or shearing techniques	
Basic fencing design and installation	Beef cattle care and assess	
Electric fencing design and installation	Poultry care for the home flock	
Faecal egg counts for worms	Defensive driving	
Chemical application AQF3	Chemical risk management AQF4	
Basic Fire fighting	Pruning techniques	
Basic rural welding	Other	

Training can be delivered at a number of venues across NSW.

Please indicate the venue locations (more than one if applicable) you would be willing to travel to for training:

- | | |
|---|---|
| ☐ Yanco (onsite accommodation) | ☐ Trangie (on site accommodation) |
| ☐ Orange | ☐ Paterson (on site accommodation) |
| ☐ Tamworth | Other: please specify..... |
| ☐ Camden | |

Training schedule considerations. Please indicate the best options for you.

- | | | | | |
|---|---|-----------|-----------|-----------|
| ☐ One week block training during School holidays | | | | |
| ☐ One week block training during term | Feb/March | April/May | June/July | Aug/Sep |
| | Oct/Nov (circle best month combination/s) | | | |
| ☐ One/two days of training | Mon/Tues | Tues/Wed | Wed/Thurs | Thurs/Fri |
| | (circle best option/s) | | | |

Who needs training in your workplace?

Please copy and distribute to other staff who may be interested in this Professional Development Opportunity.

Training opportunities for school aged students.

Please indicate the number of and year level of students you are responsible for eg 20/Yr9:

Please indicate next to appropriate training options the suitable Year level.

All Terrain Vehicle (ATV) operation (must be 16 years or older)	Securing Agricultural loads	
Safe Tractor operation (must be 16 years or older)	Setting up a rural office	
Agricultural load shifting machinery operation (must be 16 years or older)	Maintaining records for a rural business	
Basic farm machinery maintenance	Basic use of hand held GPS	
Basic farm tool maintenance and repair	StockPlan – developing flexible drought plans for sheep and beef producers	
Basic Windmill and bore pump service and repair	Stock handling and preparation/skills for show competitions-cattle & sheep	
Install and maintain irrigation systems	Crutching &/or shearing techniques	
Basic fencing design and installation	Beef cattle care and assess	
Electric fencing design and installation	Poultry care for the home flock	
Faecal egg counts for worms	Defensive driving (must have Provisional or Full Drivers license)	
Chemical application AQF3	Pruning techniques	
Basic Fire fighting	Other:	
Basic rural welding	Other:	

Thankyou for your time. This information will be used to develop training opportunities for you and your students.

Please **FAX** your response to 0269 512 620 or mail to:

Simone Fuller
Murrumbidgee Rural Studies Centre
PMB Yanco NSW 2703

For further information call:
Simone Fuller
Coordinator- Business and Professional services
0269 512 544 or 1800 628 422.



NSW DEPARTMENT OF
PRIMARY INDUSTRIES



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**2008
NSW
PREMIER'S
AGRICULTURE
TEACHER
SCHOLARSHIP**

**FRED DUNCAN
MULWAREE HIGH
SCHOOL
GOULBURN**

*'SUSTAINABLE AGRICULTURE
IN SCHOOLS'*

NSW Premier's Teacher Scholarships 2008



A NSW Government Initiative

Fred Duncan has been teaching Agriculture since 1982.

The NSWAAAT congratulates Fred Duncan on being selected for the 2008 Premier's Agriculture Scholarship and wish him all the best for his study tour to the USA.

We look forward to Fred's report and the development of an Agriculture resource on his return.

**NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING**



**Tom Coll; Principal Mulwaree High School; Nicola Duncan:
Fred Duncan Premier's Agriculture Scholarship Recipient;
Tony Butler President NSWAAAT.**

The 2008 Premier's Agriculture Scholarship recipient is Fred Duncan from Mulwaree High School in the Southern Highlands.

Fred's study tour titled "Sustainable Agriculture in Schools" will centre on a trip to the USA in early 2009. On his tour Fred will attend two world class conferences in California, visit six schools and two universities to investigate strategies which can be incorporated in maintaining and improving the sustainability of Agriculture in schools.

Fred hopes to produce a resource containing practical applications of Agriculture sustainability in schools. This will give all Agriculture teachers throughout NSW specific examples and applications to their own local situation.



**Nicola & Fred Duncan at the presentation for the Premier's
Agriculture Teacher Scholarship**

**PREMIER'S
AGRICULTURE
SCHOLARSHIP
INFORMATION**

**THE 2009 PREMIER'S
AGRICULTURE SCHOLARSHIP
INFORMATION WILL BE AVAILABLE
EARLY IN 2009.**

VISIT www.det.nsw.edu.au/awards

OR www.nswaat.org.au

SECTION 1: Premier's Agriculture Scholarship

As a result of the generous support of the Premier applications are invited for the *Premier's Agriculture Scholarship*.

All teachers currently teaching Agriculture in schools or TAFE NSW Institutes are eligible to apply. The award is for a study in any aspect of Agricultural studies with special emphasis on Sustainable Agriculture

It is anticipated that the successful applicant would spend up to five weeks involved in a study program. Eligible teachers from government schools and TAFE NSW Institutes will be entitled to leave and the school/institute will be entitled to relief. Teachers from non-government schools will need to negotiate with their employing authority. The recipient's itinerary must be organised to complete travel by 30 June 2009.

Time need not be spent in formal study, but may involve a program of visits to schools and institutions to conduct interviews, observe exemplary practices and collect resources for the preparation of teaching materials related to environmental education.

One scholarship of \$15,000 will be awarded in 2008.

Criteria

Applicants must provide information on their qualifications and teaching experience. Allocation of the scholarship will be determined by an evaluation of an applicant's written proposal (of no more than 1,000 words) addressing:

- the aspect or aspects of Agriculture which will be the subject of the study;
- how the study relates to the learning and teaching of Agriculture with reference to current syllabuses;
- information on how the study will be undertaken, including:
 - evidence of preliminary preparation eg reference to the literature, relevant research, contact with experts in the field, key institutions, conference/course opportunities,
 - draft budget,
 - study tour itinerary;
- how the study will:
 - improve learning outcomes for students,
 - impact beyond the individual school/campus,
 - enrich the body of professional knowledge and
 - have its findings disseminated through appropriate avenues.

Applicants should include the name and contact details of at least two referees who may be contacted by the panel, as well as the endorsement of their Principal or Institute Director.

Within 90 days of the completion of the study, the successful applicant will submit a report of approximately 3,000 words on their study tour to the Premier through the Premier's Scholarships Secretariat. This report will include strategies which demonstrate the best practices learnt through the study and how these practices could be used in schools in NSW and/or TAFE NSW Institutes.

Applications for this Scholarship will close on Friday 2 May 2008.

All applications will be acknowledged in writing. Please contact the Premier's Scholarships Secretariat on (02)9244 5096 or (02)9266 8920 for further information.

It is anticipated that scholarship holders will be notified in Term 3, 2008.

SECTION 2: 2008 Premier's Agriculture Scholarship criteria

Please read the following criteria as this is what the selection panel will assess your application with.

1. Rationale

Does the proposed study have:

- a clearly identified focus?
- an obvious connection to the learning and teaching of Agriculture?
- an obvious connection to Sustainable Agriculture?
- recognition of work already conducted/familiarity with existing resources in the area at a state and national level?

Mark : /10

2. Syllabus/Course relationship

Does the proposed study detail and have :

- relevance to quality teaching and learning, and/or an innovative proposal beyond the current scope of the Agricultural Technology syllabus or agriculture related TAFE NSW Institute courses with an emphasis on Sustainable Agriculture?

Mark : /5

3. Scope and feasibility

Does the proposed study have :

- evidence of preliminary preparation eg reference to the literature, relevant research, contact with experts in the field, key institutions, conference/course opportunities?
- draft budget including realistic estimates of costs associated with travel, accommodation and forum or conference registration?
- study tour itinerary details including details of forums, conferences, meetings and visits?

Mark : /10

4. Outcomes and benefits of the proposed study to the learning and teaching of Agriculture in NSW schools and TAFE NSW Institutes

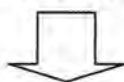
How does the proposed study :

- contribute to the successful learning outcomes of students?
- enhance leadership capacity within agriculture as a discipline?
- impact on learning and teaching beyond the individual school/campus?
- enrich the body of professional knowledge?
- contribute to their own professional learning?
- intend to be disseminated through appropriate avenues? eg education system, professional association publications, conferences and learning networks.

Mark : /15

TOTAL MARKS : /40

Please continue to sections 3, 4 and 5.



SECTION 3: How to apply for a scholarship

To apply for a NSW Premier's Teacher Scholarship you must:

1. Complete the Application Form, (see section 4) and attach a copy of your Study Proposal with appropriate supporting documentation.
2. Submit one (1) copy of your completed Application Form and Study Proposal to the NSW Premier's Teacher Scholarships Secretariat by the closing date together with your **signed copy of the Terms and Conditions**, (see section 5).

Please do not bind or fax your application.

Closing date

The closing date is advertised at:

<http://www.det.nsw.edu.au/awards>.

LATE APPLICATIONS WILL NOT BE ACCEPTED.

How to prepare your study proposal:

A suggested guide to support the writing of your proposal is on the website:

www.det.nsw.edu.au/awards

Study proposals must not be longer than 1,000 words.

The following information and headings must be included in your study proposal.

Your proposal will be assessed and marks will be awarded by the panel in accordance with the following criteria:

CRITERIA:

Part 1 Rationale

- The focus of your proposed study.
- Connection to the learning and teaching of the subject matter of the study.
- Recognition of existing work / resources already available.

Part 2 Syllabus/Course Relationship

- How the study:
 - i. relates to the learning and teaching of syllabuses and courses in schools/ TAFE NSW Institutes.
 - ii. is a means to introduce innovative or better practice.

Part 3 Scope and Feasibility

- Evidence of preliminary preparation including reference to the literature, relevant research, contact with experts in the field, key institutions, conference/course opportunities.
- Draft budget including realistic estimates of costs associated with travel, accommodation and conference registration.
- Study tour itinerary including dates and details of conferences, meetings and visits.

Part 4 Outcomes and benefits of the proposed study

- How the study:
 - i. contributes to the learning outcomes of students.
 - ii. enriches the body of professional knowledge.
 - iii. impacts on learning and teaching beyond the individual school/campus.
- How you intend to disseminate your findings e.g. through the appropriate education sector, professional association publications, conferences and learning networks.

Send your application to:

NSW Premier's Teacher Scholarships
Secretariat
Level 1, 1 Oxford Street, DARLINGHURST
NSW 2010

How to contact the Secretariat:

If you have any questions please contact the NSW Premier's Teacher Scholarships Secretariat on:

Telephone: 02 9266 8920
02 9244 5096

Facsimile: 02 9244 5646

Email: awards@det.nsw.edu.au

Website: www.det.nsw.edu.au/awards

SECTION 4: Application Form



NSW PREMIER'S TEACHER SCHOLARSHIPS

APPLICATION FORM

Premier's Agriculture Scholarship

PART 1: APPLICANT INFORMATION

Name: Title:	First Name:	Surname:
Home Address:	Suburb:	State: Postcode:
Telephone:	Work:	Home: Mobile:
Email Work:		
Email Home:		

PART 2: SCHOOL OR INSTITUTE DETAILS

Please tick appropriate box:

Primary ☐ Secondary ☐ Central ☐ Special ☐ TAFE NSW Institute ☐

Name of school /TAFE NSW Institute:

Diocese/School/TAFE NSW Institute address:

Telephone:

Facsimile:

Email:

PART 3: QUALIFICATIONS AND EXPERIENCE

Tertiary Qualifications (if applicable):

Summary of Teaching Experience:

Previous Scholarship / Fellowships / Awards (Title and year awarded):

Professional Associations / Activities / Community participation:

PART 4: STUDY PROPOSAL

The purpose of the Premier's Teacher Scholarships Program is to promote teaching excellence in NSW by providing travel scholarships to NSW teachers to undertake a study tour overseas or in Australia.

Please attach a detailed study proposal of 1,000 words or less setting out how your proposed study will promote teaching excellence in NSW. The proposal must contain the information specified on the instructions page at the end of this form.

Title of proposed study:	
Country (or countries of destination):	
Subject area:	
Proposed commencement date:	
Proposed completion date:	

PART 5: REFEREES

Referee 1: A person other than your Principal / Line Manager or Authorised Representative

Name:	Title	First Name	Surname
Position:			
School / Institute			
Telephone:	Work:		
Email:			

Referee 2: A person other than your Principal / Line Manager or Authorised Representative

Name:	Title	First Name	Surname
Position:			
School / Institute			
Telephone:	Work:		
Email:			

PART 6: ENDORSEMENT

The following endorsement must be signed by your school principal, line manager or authorised representative.

I have read the Terms and Conditions which apply to this application and the award of a scholarship.

I hereby confirm that the applicant named on this application form is a teacher at the school or TAFE NSW Institute specified.

I endorse and support the applicant's application and suitability for the award of a NSW Premier's Teacher Scholarship.

I endorse and support the applicant as a suitable ambassador for the Premier of NSW.

Signature:	
Print Name:	
Position:	
School / Institute:	
Contact Telephone:	
Date:	

PART 7: DECLARATION

I declare that the information supplied is complete and correct in every particular. I authorise the NSW Department of Education and the NSW Premier's Department ("the Departments") to obtain from other education institutions and relevant authorities, at any time, details of my work experience and qualifications. I consent for these details and any information contained in the application form to be made available to the Departments, scholarship sponsors and the Scholarship Selection Panel. I have read and signed the *Application* document. **I confirm that I have read and will comply with the Terms and Conditions of the NSW Premier's Teacher Scholarships. I have attached a signed copy of these terms and conditions as part requirement of my application.** Both the Application Form and Scholarship Terms and Conditions documents are available at: <http://www.det.nsw.edu.au/awards>.

Signature:	
Print name:	
School / Institute:	
Date:	

PRIVACY NOTICE

The personal information collected on this application form may be used for assessing and verifying the details provided in the application, conducting reference checks, probity checks and publicising and administering the NSW Premier's Teacher Scholarships program. The information may be accessed and used by various NSW Government Departments, sponsors and others that provide financial or technical assistance to the program. The applicant consents to all such use by signing this application form.

SECTION 5: Please read and sign the Terms and Conditions and forward with your application.

NSW PREMIER'S TEACHER SCHOLARSHIPS

SCHOLARSHIP TERMS AND CONDITIONS

Premier's Scholarships Secretariat
NSW Department of Education and Training
Level 1, 1 Oxford Street
Darlinghurst NSW 2010

Tel: 02 9266 8920 or 02 9244 5096

Fax: 02 9244 5646

Email: awards@det.nsw.edu.au

Web: www.det.nsw.edu.au/awards

All references to:

"Scholarship Conditions" means these conditions of nomination for the applicable Premier's Teacher Scholarship;

"the Departments" in these terms and conditions mean both the NSW Premier's Department and the NSW Department of Education and Training;

"the Designated Authority" means the provider of the Scholarship funds (generally, the Australian College of Educators or the Premier's Department);

"the Program" means the Premier's Teacher Scholarships program;

"the Scholarship" means the applicable Premier's Teacher Scholarship;

"the Secretariat" means the Premier's Scholarships Secretariat, NSW Department of Education and Training, Level 1, 1 Oxford St, Darlinghurst NSW 2010;

"the Panel" means the Scholarship selection panel;

"the State" means the Crown in right of the State of New South Wales, whether acting through the Premier's Department, the Department of Education and Training or otherwise;

"You" means the applicant for the Scholarship; and

"Your Proposal" means the study proposal You have submitted with your application for the Scholarship.

-
1. **Applications.** You must submit a completed Scholarship Application Form, signed copy of the Scholarship Conditions and all supporting documentation by the advertised closing date (or any later closing date subsequently advised to applicants by the Secretariat).
 2. **Individual Applications.** Applications submitted jointly by more than one person will not be considered. Scholarships are awarded to an individual and cannot be shared.
 3. **Refused applications.** If Your Application is received after the closing date or does not meet the requirements set out in these conditions it will not be considered.
 4. **Applications not returned.** Your Application will not be returned and will become the property of the Departments.
 5. **Application costs.** You must meet all Your costs associated with applying for the Scholarship.
 6. **Scholarships on offer.** The Departments may cancel any of the Scholarships on offer, whether or not advertised, or reduce their advertised value, or reduce the period of the study tour. You will be advised of any cancellation or variation and where the advertised value or other aspect of a Scholarship has been varied will be asked if You wish to continue with Your application.
 7. *Eligibility criteria. To be eligible for a Scholarship You must be an Australian citizen or permanent resident. You must be employed in a NSW school or TAFE NSW Institute.*
 8. *Minimum years. You must have a minimum of 2 years of teaching experience and You must be qualified to teach or have particular experience in the category applicable to the Scholarship.*
 9. *No age restriction. There is no age restriction applicable to the Scholarships.*
 10. *Multiple applications. You are only eligible for one Scholarship per year, however You may apply for more than one Scholarship provided the applications are submitted for different categories. Each application must be on a separate form.*
 11. *Other Scholarships. If You currently hold any scholarship, grant or bursary You are not eligible for the award of a Scholarship.*
 12. *Past Recipients. Unless a Scholarship has been forfeited in accordance with clause 18 or clause 42, past Scholarship recipients are ineligible for Scholarships in any category.*
 13. *Non-metropolitan schools and Institutes. Where stated, a proportion of the Scholarships will be designated for applicants from non-metropolitan schools and TAFE NSW Institutes. The Departments at their sole discretion will determine the eligible schools and TAFE NSW Institutes and the number of designated Scholarships.*
 14. *Place and Duration of Study. The Scholarships are for overseas study (or studies within Australia where designated) for up to five (5) weeks. The proposed study must be completed within this five week period. In special cases, extensions of time may be granted upon written request to the Secretariat.*
 15. *Government sector relief. Scholarship recipients from government schools and TAFE NSW Institutes will be eligible for relief. A maximum of up to 25 days of relief for special leave will be provided to the recipient's school or TAFE NSW Institute. The number of days relief provided will be calculated by multiplying the number of school days per week worked by the applicant (maximum five (5) days) with the proposed number of weeks of study (maximum five (5) weeks).*
 16. *Leave. You must apply for leave through Your school principal or TAFE NSW Institute line manager, or employing authority for the duration of the Scholarship. Applicants from Government schools and TAFE NSW Institutes require approval from the Minister of Education and Training to travel overseas.*

Ministerial approval to travel will be requested on behalf of applicants by the Secretariat. DET cannot give assurance that Ministerial approval will be granted. You must agree to be bound by any conditions attached to Ministerial approval. If approval is not granted You will not be eligible for the award of a scholarship.

-
17. *Proposed study.* Subject to the specific requirements of an advertised Scholarship, You must undertake study, which may include a formal study tour, visiting people and institutions or consulting with leading experts in a particular subject area. Where applicable, a component of the study may be conducted in Australia.
 18. *Overseas study.* You must be eligible to travel to the country or countries specified in Your application and to complete the study. Applications for study in any country or countries in relation to which the Department of Foreign Affairs and Trade ("DFAT") has advised against all travel or non-essential travel may be considered at the absolute discretion of the Panel. However, no Scholarship must be undertaken while any such travel warning is current. If after 12 months from the date of notification of the Scholarship being awarded DFAT travel warnings have prevented the Scholarships from being undertaken, the Scholarship will be forfeited.
 19. *Budgets.* Your application must include a budget estimating the cost of the study and the proposed use of the Scholarship funds. Only reasonable costs associated with the study should be budgeted for, including the cost of one return economy airfare, or one round the world economy fare or specified economy air travel within Australia. Scholarship funds must not be used for the purchase of equipment, such as computers, cameras, video or DVD equipment, tape recorders, mobile telephones, materials, supplies and costs associated with a spouse or family member.
 20. *Referees.* You must provide the name and contact details of two referees. Your current school principal, TAFE NSW Institute line manager or authorised representative must sign the Application Form supporting and endorsing Your suitability for the Scholarship, and affirming that You would be a good ambassador for the Premier of NSW.
 21. *Reference checks.* You hereby consent for reference, security and probity checks to be conducted and for the personal information provided in Your Application Form to be used and disclosed to third parties to check the accuracy of the information provided and to determine Your suitability for the Scholarship.
 22. *Nomination for award of Scholarships.* The Departments are responsible for the selection of the Panel. The Panel may change from time to time with no notice to applicants. You may be required to attend an interview before the Panel. The Panel will assess the applications on their merits according to a set of criteria specified in the Instructions to the Application Form and then make a recommendation to the Premier for the award of the Scholarships. The Premier will make the final decision regarding the nomination of a preferred candidate for the Scholarship.

Award of Scholarship

23. *Payment of Scholarships.* Payment of the Scholarships is at the discretion of the Designated Authority. If the Designated Authority is not a State body, it may require You to sign a letter of agreement as a condition of providing the funds.

The Scholarship funds are paid as a lump sum directly into Your nominated bank account before the commencement date of Your study. Payment may be withheld until confirmation is received that You have finalised Your itinerary, and have secured any necessary consents and approvals to conduct the proposed study.
24. *Scholarship amount.* The Scholarship value at the time of payment may be less than the amount advertised. You will be given prior notice of any variation and the opportunity to consider if You wish to accept the varied amount. You must confirm Your acceptance of the varied Scholarship amount before payment. All Scholarships are in Australian dollars.
25. *Expenditure of Scholarship funds.* The Scholarship funds must only be used for the purposes outlined and budgeted for in Your Proposal. You are responsible for all expenses additional to the Scholarship funds provided.
26. *Summary of expenses and receipts.* You must keep receipts for all expenses in excess of (AUD)\$50.00. A copy of the receipts together with a summary of expenses must be provided to the Designated Authority within fourteen (14) days of Your return to Australia.

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27. *Tax. The Departments cannot give You advice on any tax consequences of receipt of Scholarship funds. You may wish to seek Your own advice.*
28. *No deferral. Unless otherwise approved by the Secretariat, You must commence Your study by the date specified in Your final Proposal forwarded to the Secretariat following notification of the award of a Scholarship. A later commencement date will only be granted in exceptional circumstances.*
29. *No transfer. The Scholarship and Scholarship funds are not transferable.*
30. *Itinerary. You must provide the Secretariat with a final itinerary eight (8) weeks before the anticipated departure date. The itinerary must include all information and supporting documentation specified by the Secretariat. Changes to the itinerary must be approved by the Secretariat.*
31. *Information requests. You must comply with reasonable requests by the Secretariat for additional information and documentation and provide any required information together with documentation by the dates requested.*
32. **Travel and health advice.** Before departing, You are expected to keep up to date with travel and health advice for Your destination issued by the Australian Department of Foreign Affairs and Trade ("DFAT") at www.dfat.gov.au. Further travel and health information may also be made available at www.smarttraveller.gov.au and www.health.nsw.gov.au.
- You must obtain the approval of the Secretariat for any proposed cancellation of travel in light of advice issued for Your destination. If You cancel Your travel You must refund the Scholarship funds to the Designated Authority as required by these conditions.
33. *Air Travel arrangements. The Scholarship must not be used to purchase business or first class fares, beyond contributing to the cost of a business class fare to the value of an equivalent economy class ticket in accordance with item 19 of these Scholarship Conditions. You are responsible for making Your own travel arrangements.*
34. *Passports and visas. You are responsible for obtaining all necessary passports, visas and other travel documentation.*
35. *Travel at own risk. You accept that:*
- (a) You travel at Your own risk and in Your own time;
 - (b) The State and Your employer are in no way responsible for You or Your conduct whilst You are overseas; and
 - (c) You are solely responsible for Your own health, safety and well-being while overseas. This includes (but is not limited to) taking account of DFAT travel and health advice and arranging for any recommended inoculations and medication for Your proposed travel destination.
36. *Insurance. You must take out comprehensive travel and medical insurance recommended for overseas travel to the country or countries of destination. The Scholarship funds may be applied towards the cost of insurance.*
37. *Conduct whilst on Scholarship. Whilst a beneficiary of the Program You will make every reasonable endeavour to:*
- (a) *at all times be a good ambassador for the teaching profession and the Premier of NSW;*
 - (b) *avoid any act (including making any oral or written communication) that could damage the State's or any sponsor's reputation, be misleading or deceptive, result in victimisation or harassment, lead to criminal or civil liability, or be reasonably found to be offensive, obscene, threatening, abusive or defamatory; and*
 - (c) *comply with all laws, rules, regulations, policies and standards applicable to the teaching profession in Australia and the overseas country or countries and institutions which will be visited by You as a beneficiary of the Program.*

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38. *Final report. You must submit to the Secretariat a detailed final report in the format specified by the Secretariat within ninety (90) days of the completion of the study tour.*

The final report should initially be submitted to the Secretariat, who may require revisions to be made to delete any material considered defamatory or insufficiently attributed. The copy of the final report submitted will not be returned.

You must ensure that the final report:

- (a) does not infringe any other person's intellectual property rights;*
 - (b) does not contain material that is defamatory of others;*
 - (c) is original or, to the extent that it incorporates others' copyright works, that You do so with their permission. You must ensure that this permission extends to the State exercising its rights under the copyright licence granted to it below. All copyright works of other persons included in Your final report must be expressly acknowledged and attributed.*
39. *Copyright licence. You hereby grant a non-exclusive, royalty-free copyright licence to the State to exercise and sub-licence all rights of copyright (including rights to reproduce the work and communicate it to the public) in the final report and any other material produced by You that is funded by the Scholarship (with or without amendment) for any non-commercial purpose. This licence includes, without limiting its generality, permission to post the final report or parts of it on the Departments' websites or make the report available to professional associations for dissemination for non-commercial purposes.*
40. *Promotion of the Program. You are expected to provide reasonable support to the Departments in publicising and promoting the Program, including participation in media interviews. You may, for example, be requested to write articles and make presentations in relation to Your experiences. The Departments may request a copy of any material that You wish to release referring to the Program, for their prior approval. You must comply with any such request and comply with any conditions of approval.*

You hereby consent to the publication and/or use in any form of media of Your name and/or any material that You have produced that has been funded by the Scholarship for the purpose of publicising the Program without payment or compensation.

Any public lectures, media releases, films, publications and/or other work resulting from the Scholarship must contain the following acknowledgment: "This work was produced by [insert recipient's name], a recipient of a [insert full name of the Scholarship and year], awarded by The Premier of NSW".

41. *Return to the profession after completion of Scholarship. You are expected to return to the teaching profession in NSW for at least twelve (12) months on completion of Your study.*
42. *Withdrawal from Scholarship. You must immediately notify the Secretariat of any decision to withdraw from the Program.*

It is expected that You would not seek to withdraw from the Program after You have accepted Your award of a Scholarship on these conditions, other than in exceptional circumstances, such as:

- (a) You are no longer teaching or eligible to teach in NSW;*
- (b) You wish to cancel Your travel due to DFAT warnings following submission of Your application in relation to Your proposed destination;*
- (c) other circumstances beyond Your control that prevent You from pursuing Your Proposal.*

43. Repayment of Scholarship funds. You must repay unspent Scholarship funds to the Designated Authority:

- (a) within fourteen (14) days of Your return to Australia upon completion of Your study; or
- (b) within seven (7) days of Your notice to the Secretariat that You have withdrawn from the Program.

You may also be required to immediately repay Scholarship funds (including, if requested, the value of any forfeited deposits and other payments of Scholarship funds) to the Designated Authority if:

- (c) You leave the teaching profession or become ineligible to teach before departure on Your Scholarship-funded travel.
- (d) You have not spent the Scholarship for the purpose of Your Proposal;
- (e) there has been a failure on Your part to comply with any of these conditions; or
- (f) You have provided incorrect information or withheld relevant information in Your application.

It is anticipated that repayment of the value of spent Scholarship funds would not be required where You have withdrawn from the Program in circumstances that are essentially beyond Your control. However, You should be aware that the final decision as regards repayment in all cases rests with the Designated Authority.

- 44. Liability for withdrawal from Scholarship. The State will not be liable for any loss or damages (including consequential loss, loss of opportunity or loss of income and even if the State has been advised of the possibility of such loss or damages) suffered by You which is caused by or arises from a required repayment of all or part of the Scholarship funds in accordance with these conditions.**
- 45. Privacy. You consent to the Departments and associated third parties using the information, including personal information, provided in Your application and final report, for the purposes of assessing Your compliance with these conditions and of publicising the Program.**
- 46. Access to records. You agree to give the Departments and their appointed auditors access to all financial records (including bank and credit card statements) to verify payment of the Scholarship funds and to assess compliance with these conditions.**

General

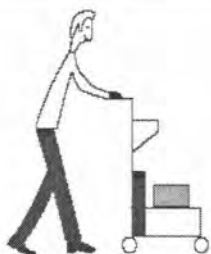
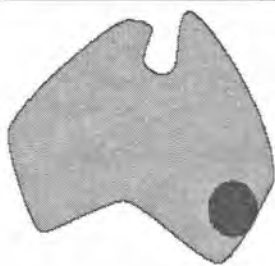
- 47. Non-award of Scholarships. The Departments may upon recommendation of the panel not award any or all of the Scholarships in a given year if they decide (in their absolute discretion) either that there are no suitable applicants for the Scholarships or that there are insufficient applications.**
- 48. Feedback. Successful applicants will be informed by their school principal or TAFE NSW Institute line manager. Unsuccessful applicants will be informed by letter and may request feedback on their application from the NSW Premier's Scholarships Secretariat.**
- 49. Exceptions. These Scholarship Conditions are standard for all applicants. However, exceptions may be granted to applicants based on their individual needs and circumstances.**
- 50. Subject to change. These Scholarship Conditions are subject to change at any time without prior notice.**

I, _____ confirm that I have read, understood and accept these conditions.

Date:

Signature:

NSW Premier's Teacher Scholarship



NSW Premier's Teacher Scholarship:

^ Teachers in schools and TAFE NSW Institutes across New South Wales had the opportunity to apply for the NSW Premier's Teachers Scholarships.

Background:

^ The NSW Premier's Teacher Scholarships were introduced in 1999. In the first year five American History Scholarships were offered.

^ In 2008, thanks to the generous support of corporate partners, 35 scholarships in 16 curriculum areas were offered to all teachers in NSW government and non government schools and TAFE NSW Institutes.

^ The scholarships are designed to enhance and enrich the learning experiences of students in the classroom whilst presenting a unique opportunity for teachers to develop skills and knowledge in their chosen field of expertise.

^ Since 1999, over 230 teachers across NSW have received NSW Premier's Teacher Scholarships.

The Agriculture Scholarship Award:

The award supports a five week study tour in Australia or overseas to research teaching methods which promote Agricultural Studies especially in the areas of sustainable Agriculture.

Agricultural Scholarship:

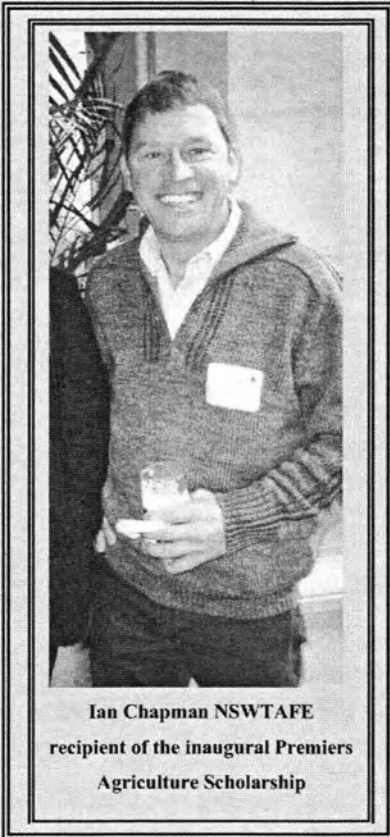
There was one scholarship of \$15,000 on offer and the successful recipient will be able to travel to overseas later this year or early next year.

The scholarship provides a wonderful professional development opportunity for teachers to strengthen their teaching and make a positive contribution to schools and TAFE NSW Campuses.

Ian Chapman from TAFE NSW – Western Institute visited the USA

Words from the 2007 Inaugural Premier's Agriculture Teachers Scholarship Recipient:

"It was a wonderful experience and the hospitality I received was fantastic"



2007

NSW

Premier's

Agriculture

Scholarship

Recipient

Mr Ian Chapman

**Agribusiness, Shearing & Wool Handling
Primary Industries & Natural Resources
TAFE NSW - Western Institute**

*NSWAAT congratulates Ian on being the recipient
of the inaugural Premier's Agriculture Scholarship.*

The Application of Holistic Management to promote economically, socially and ecologically so agricultural production systems.

Aim of the tour

My main aim was to build on my knowledge and understanding of holistic management concepts that I had been beginning to learn and apply over the past few years.

This would also form the first stage of a Certified Educator program allowing me to independently teach the recently TAFE NSW accredited course in Holistic Management, and enabling me to meet key practitioners and educators, and accumulate practical and relevant teaching strategies and resources.

Itinerary

My US study tour started in Albuquerque, New Mexico where I completed a three day introductory course in Holistic Management, just prior to the grand Holistic Management International Gathering, held over four days and the first of its kind for a number of years.

This event attracted some 600 attendees from many countries, including 30 people from Australia. Keynote speakers were Alan Savory, Joel Salatin, Thom Hartmann, and Temple Grandin. There were six other sessions each with seven options so the only disappointment was having to forgo many that I would have liked to have attended. Audio recordings purchased after tempered the disappointment somewhat.

The final session for a select few was an ecological walk through the New Mexico Bosque with scientist, ecologist and Holistic Management founder Alan Savory.

On my way to the next formal course of study in Montana I stayed with rancher George Whitten and his wife Julie Sullivan (Ecologist with Lesley University) in San Luis Valley, Colorado.

I chose then to take a greyhound bus to Montana rather than fly as, apart from some logistical issues, I would be able to see some of the agriculture and as it turns out a good look at a very degrading landscape.

Zac Jones and his family hosted two courses on their 12,000 acre ranch at Harlowton, in central Montana. These courses covering holistic goal setting, decision making, financial planning, grazing planning and management, biological monitoring and land planning were delivered by Ian Mitchell-Innes. Ian and his family are cattle producers from Elandslaagt, South Africa. He had the US ranchers captivated as he explained how his operation increased cow numbers from 1800 to 6000 head while at the same time leasing out half of his land.

Between courses I had time to drive around the western parts of Montana to see the infamous Montana scenery which can only be described as spectacularly beautiful. The same could not be said about the agricultural practices where I witnessed the obsession of making and storing hay to feed out over a winter period extended by the grazing management, the reduced standing pasture, and a seeming reluctance to change.

After the Montana experience I flew to San Luis Obispo, in California where I spent time with Professor Robert Rutherford and his agricultural classes studying the application of Holistic Management at California Polytechnic University. Between these sessions I headed north to spend time with Holistic Management practitioners Joe Morris at San Juan Bautista, Kelly Mulville at Healdsburg, Richard & Cynthia King at Petaluma, and George Work at San Miguel.

My last journey before flying home was a train trip down the west coast of California to Los Angeles, allowing me to see more spectacular scenery and more examples of a degrading landscape almost absent of large herbivores.

Learning highlights

The need for grazing animals in a brittle environment

Like many people, the entry point to Holistic Management for me was the very different way to manage grazing livestock. The offer of increasing productivity and better managing the land and the ecology was too good to resist. Likewise ranchers from across the mid-west were attracted to the courses I attended on my study tour.

“Brittle” environments are those where moisture and humidity is not evenly distributed throughout the year. The vegetation in these areas has evolved over millions of years to co-exist and even depend on grazing animals to digest, breakdown and return minerals to the soil while ensuring the plant growing points are not shaded from old growth. The herbivores also provide a reseeding service (soil disturbance, planting, causing seed soil contact, mulching with trampled plant material) to ensure the spread and survival of the forage species.

The grazing animals moved as large herds for protection from predator animals, and consequently had to move regularly from the areas fouled by their own dung & urine, only returning after the area had freshened and hence minerals had been recycled and plant growth had recovered.

The number of animals supported by a given area is more a factor of time for plants to recover from grazing, not the actual stocking rate. Higher stock densities are more beneficial to the ecosystem processes through the action of grazing, fouling, trampling and then moving on, rather than low stock densities where by they tend to spend much longer in a given area, overgraze the sweeter regrowing plants and avoid the maturing and older oxidising plants. Continually overgrazed plants will die as they exhaust their root or base reserves, and older plants die off because their basal growth points are shaded from the sun preventing photosynthesis.

Grazing management by humans around the world has evolved to a very different situation. Areas grazed by individual mobs have been greatly reduced due to land ownership and a belief that they had to be split into different classes to be better managed. This was coupled with the perception that the land was being evermore degraded by the gradual shrinking mob sizes and overall numbers of animals rather than how they were forced to graze.

People wanting to prevent this degradation jumped to the conclusion that animals had to be removed from land for it to recover, however, the resulting lack of disturbance (as explained above) in the medium to longer term just made things worse.

Cropping strategies have evolved now almost to the point where animals are totally excluded and the areas of land allocated to crops are increasing, while the land allocated for grazing animals is shrinking, exacerbating the situation.

Grazing strategies

Holistic Management practitioners like Joe Morris and George Whitten are cashing in on the consumer demand for grass-fed beef. Their cattle are produced on healthy living soils providing an even plane of high quality nutrition. They achieve this by planning the grazing to provide recovery time for plants, to maintain a constant ground cover (growing plants, mulch and decaying material), minimise grazing of plants when they are growing from root reserves, maximising growth by leaving sufficient “solar panels”, and enhancing moisture retention and mineral cycling.

Assessing available pasture and planning stock movements to effectively utilise that pasture enables them to match animal numbers for months in advance, and this includes an allowance for a drought contingency.

George Whitten has developed a very cost effective and unique haymaking process whereby he cuts the pasture and immediately rakes it into heaps where it “makes” and stays until rationed out to livestock by the use of an electric fence wire during snow covering winter. The haymaking process may not be applicable to Australian conditions as George’s ranch in the San Luis Valley of Colorado is at 8000 feet (2400 metres) above sea level where the air is cold and dry. Annual rainfall is approximately 10 inches (250 millimetres). What we can take notice of though is how George hasn’t just gone along with the high cost conventional methods but come up with a very effective and cheap way of feeding his cattle through the freezing winters.

High density mob grazing

Ranchers have seen huge improvement when implementing Holistic Management planned grazing strategies. What some are now seeing is that they can take that improvement to another level through animal impact where very high densities (usually with large numbers) are maintained.

Greg Judy, from Missouri, explained in his seminar how he is running cattle on leased land at ultra high densities (500,000 pounds of cattle per acre or approx 500,000 kg per hectare – or 1000 head of grown cattle per hectare) and getting such rapid improvement in plant density and diversity that some land owners have given him long term free leases so he can continue to manage and improve their land. At the same time he is making a premium income from stock owners as they pay him agistment on a weight gain basis.

There is potential for farms and travelling stock reserves here in NSW to be managed in a similar way so that comparable increases in biodiversity can be achieved at the same time as growing feed, reducing bare ground, increasing mulch layers, and improving water and mineral cycle effectiveness for the next dry time.

Zac Jones from Harlowton, Montana has been managing his ranch holistically for a number of years with a large breeding cow herd together with agisted yearlings. He and his family has seen the actual and potential feed production increase from their ranch and is now planning to combine land and resources with his Uncle’s adjoining ranch to increase the enterprise to 10,000 head of yearling cattle grazed in one mob.

We don’t have to replicate his practice in one step but it illustrates what is possible. Ian Mitchell-Innes increased his herd in South Africa from 2100 head to 4000 head on half his original land while enjoying more time for himself and his family. He recommends increasing your *stock density* but to maintain your current *stocking rate* until you become accustomed to the different concepts and strategies required.

Wildlife

Ranchers in the US don't own the wildlife that comes on to their place, unlike in South Africa according to Ian Mitchell-Innes, but they are able to sell hunting leases to a high paying customer base. The more grass and the better the habitat the more game, and the better the returns from paying hunters.

Better grass farmers are encouraged to encourage wildlife by growing more feed for all their animals.

Here in Australia farmers who plan their grazing based on plant recovery times are producing more feed for their livestock, but this also attracts large numbers of native animals without financial compensation. They will have to be creative to be able to turn that situation around.

Hazard reduction

Another example of managing animals differently to achieve good financial, social and environmental outcomes was shown to me by Rob Rutherford in San Luis Obispo where there was a large build up of vegetation along the local creek diversion. In times of high rainfall, flow down the channel was greatly reduced causing water to backup and flow over the adjacent flood plain where high value horticulture crops are grown.

Rob introduced me to Bob Blanchard who used his goats to intensively graze the channel, section by section. This solved the problem elegantly without the use of any biocide and many of the local residents took time to acquaint themselves with the goats and an alternative to the usual engineering solutions. It was more economical too than another option tried by the local government where brush-cutters operated by free labour from the local correctional centre were used.

Bob and his goats are also employed to produce fire breaks in National Parks and I saw where he was rehabilitating coastal land very successfully which was otherwise returning to woody weed after years of animal exclusion.

Solar based viticulture using grazing animals

Kelly Mulville designs and manages vineyards around Healdsburg in California to take advantage of income producing sheep and alpacas to control weeds and mow grass between the rows, and simultaneously fertilize the vines. Not only is this cost effective but it provides additional income from the vineyard and the grapes are producing a high quality, high demand "organic" wine.

Although using livestock in vineyards is not new, Kelly has designed modifications to trellises to enable stock to graze after bud burst without damage to the vines. Holistic Management planned grazing enables the timing and stock numbers to be well managed.

What is Holistic Management?

Probably the simplest definition is that it is a means to make decisions which lead to what you want in the way of financial, social and ecological outcomes, in both the short and long term.

People are generally good at doing what's perceived to be good for them. They act in a self interested way, and that's fine. We aren't generally very good however, at defining what we really want. The process of determining a holistic goal, for your whole (yourself, your family, your business, your organisation, etc)

elicits real desires, what we need to achieve them, and how we want our environment (land, water, air) to be in the future. Once we have a holistic goal (at least a temporary holistic goal), we can use testing guidelines to help make the decisions that will lead us towards our defined goal or target.

We need to know what we are managing for. Instead of making decisions simply for an objective, eg, to maximise profit, save a particular endangered species, save the Murray River, reduce unemployment, or whatever, we aim to make decisions that are financially, socially and ecologically sound.

Decisions are based on a three-part holistic goal NOT just objectives.

How did Holistic Management evolve from a way to manage grazing animals to a decision-making framework?

Alan Savory when living and working in Zimbabwe and Zambia (or Southern and Northern Rhodesia as they were known then) in the 1950s, had trained in botany and ecology at university and worked, among other things, as a game ranger/biologist, was dismayed at the degree of land degradation in the game parks under his charge despite large reductions in animal numbers. He worked continuously at working out why the land which once supported huge numbers of wildlife now could not support the much reduced numbers and continued to degrade. Bit by bit the pieces fell into place.

A number of key insights helped solve the mystery (Savory and Butterfield 1999). They are as follows:

1. A holistic perspective is essential in management.
2. Environments can be classified on a continuum from non-brittle to very brittle according to how well humidity is distributed throughout the year and how quickly dead vegetation breaks down.
3. In brittle environments, relatively high numbers of large, herding animals, concentrated and moving as they do naturally do in the presence of pack-hunting predators, are vital to maintaining the health of the lands we thought they destroyed.
4. In any environment, overgrazing and damage from trampling bear little relationship to the numbers of animals, but rather the amount of *time* plants and soils are exposed to the animals.

Alan Savory and his colleagues developed triple bottom line planning processes for grazing (for the coming growing and/or non-growing seasons), financial planning and land planning. As with all good planning procedures these processes also include monitoring and control and then replanning as required. Holistic Management planning in dealing with complex biological systems and human relationships assumes we could wrong and so requires the determination of monitoring criteria that will provide the earliest possible feedback, not waiting until valuable time has passed before an undesirable result is realised.

Biological monitoring processes enable land managers to monitor the ecological processes (water cycling, mineral cycling, energy flow, and community dynamics) to ensure that progress is made towards the type of environment described in their holistic goal.

Savory realised that solving the riddle of land degradation was not enough. Every farm, every business, or every whole under management is unique. Farmers could not rely on consultants to make decisions for them, in their best interests. Making money is not good enough in the long term if the resource base (environment or biological capital) is being degraded, or if family or community support disappears.

He also realised that land is being degraded and social problems escalating in countries across the world, not just developing countries lacking in money and education. Despite being well off, well educated, and with lots of resources allocated to solving these problems, countries like USA continue to degrade. The common denominator globally is the way that decisions were being made, and that is essentially towards a mission or an objective, instead of towards a genuinely owned, three part holistic goal.

There is no recipe. Managers need to understand how the ecosystem functions, what it is that they and their partners want (what they are managing for), and be able to manage their finances accordingly, not just to meet taxation and legal obligations.

What evolved is a relatively simple decision making process based on a holistic goal in which all decision makers have genuine ownership. Decisions are far more likely to be financially, environmentally and socially sound, in both the short and long term.

How does this relate to sustainable agriculture in Australia?

Grazing animal production has in the past been heavily focused on the animal, to the detriment of pastures. My own experience at managing livestock seemed to be very similar to others in that we saw plants solely as a meal for the animals, and gave little if no regard to what the effect could be to the growth, regeneration and decay of the plants, the effect on soil life and structure, the effect on rainfall infiltration and evaporation, mineral cycling and so on.

Managing for these factors, especially plant recovery, can produce amazingly different results. Holistic Management Planned Grazing focuses on maximising growth of pasture during the growing season and optimising the utilization of that growth during the non-growth season (accounting for animal nutrition, plant recovery, mineral cycling, maintaining a cover to the ground, providing a drought reserve, etc.)

What makes this really exciting for me is that sheep & cattle producers in Australia can greatly improve their profits while at the same time be increasing biodiversity, reducing bare ground, and increasing the effectiveness of the water and mineral cycles.

Many of our floods and droughts are induced through the way we manage the land. These can be eliminated by developing an effective water cycle.

Instead of livestock being the villains in landscape degradation they have to play the lead role.

These strategies are becoming increasingly main-stream across Australia, to the point now where catchment management authorities are providing funding to farmers for fencing and water infrastructure which allow more paddocks to recover from grazing while maintaining or even increasing animal numbers. Training funding is also provided for improved adoption and success.

Early in my agricultural career I learned that sustainable agriculture was not just about the environment, but very much needed to include the social aspects of living in rural and regional Australia, as well as (of course) being economically viable.

The catch phrase "it's hard to be green if you're in the red" was the excuse or reason used to justify the relative lack of concern for the ecology we operated in.

Farmers /land managers want to earn a reasonable living and improve the condition of the land, water and air. The search for sustainable agriculture has been on for years and many books have written on the subject. Increasingly now we are seeing that conventional agriculture has major problems with all three aspects.

Global warming too tells us that we need to seriously re-think the current practices of grass and forest burning, ploughing, land clearing, and fossil fuel burning to reduce carbon emissions. On the other hand prominent scientists like Dr Christine Jones and Tim Flannery are telling us that soil carbon sequestration by plant's natural photosynthetic process and storing carbon in the form of soil organic matter is the only practical way to reduce the legacy load of carbon in the atmosphere.

A carbon credit cheque of for each hectare of land each year would be an amazing enticement for farmers in Australia to change their grazing and cropping practices so bare ground is reduced or eliminated, rain infiltrates instead of running off causing erosion and polluting streams, evaporation is reduced, and ruminants play their critical role in cycling minerals.

Imagine the improvement to our creeks and rivers as an effective water cycle is developed. Man induced droughts and floods would be largely eliminated.

Scholarship Outcomes

Apart from a fantastic experience travelling through five states in the USA and meeting many wonderful people, the scholarship has resulted in a number of key tangible outcomes.

I am well on my way to becoming qualified to teach the newly accredited TAFE NSW Course in Holistic Management, as well as related units from the Rural Production National Training Package. The network of Holistic Management practitioners and certified educators in Australia and overseas is invaluable for teaching from a perspective of international experience and a wealth of practical and applicable examples.

The now building relationship between myself and Holistic Management International (HMI) and now Holistic Management International – Australia (HMLA) will also help provide considerable materials and support.

I have been privileged to witness a range of teaching strategies and techniques in "classrooms" of different kinds with experienced educators from different countries. The experience too of learning with people from many different walks of life should not be under estimated.

Bibliography and useful resources

Savory, A. and Butterfield, J; 1999 – *Holistic Management A New Framework for Decision Making*, Island Press, Covelo, California.

Savory, A; 1988 – *Holistic Resource Management*, Island Press, Covelo, California.

Butterfield, J., Bingham, S., and Savory, A.; 2006 – *Holistic Management Handbook, Healthy Land Healthy Profits*, Island Press, Covelo, California

Tim Flannery and Australia's sustainable future - (Australia Talks – Radio National 30/9/08). Tim Flannery spoke about the role of Holistic Management planned grazing in carbon capture.

Ian Chapman

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**NSW AGRICULTURE
TEACHERS**

**BIENNIAL
CONFERENCE**

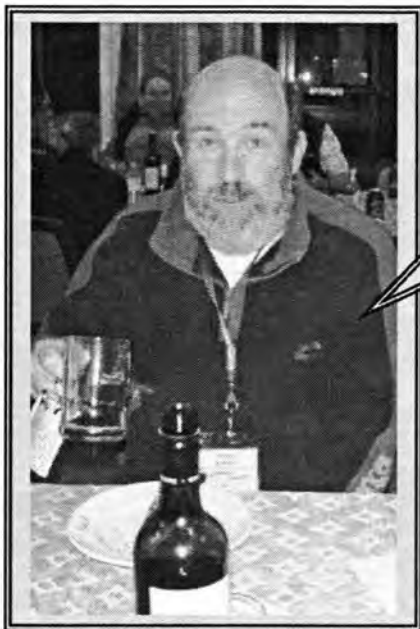
6th – 10th October 2008

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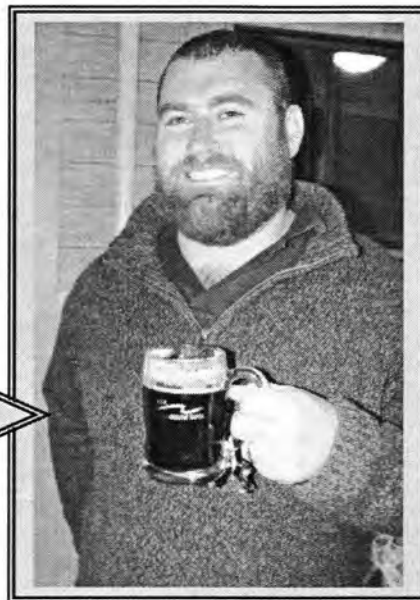


'Flowing towards the future'

What they said about the Deni Conference..



A great beer mug, bag & cheers to a great conference. Fabulous presenters & Deni is a great part of the country. Here's to future conferences!!
Peter Jones: Windsor High



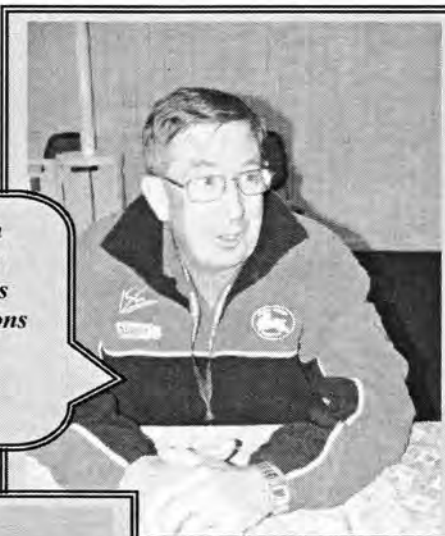
Justin Connors
Bundarra Central

A great wealth of knowledge a bit like Dave! Ha ha. Very good no complaints. "Peracutta" (I learnt something).



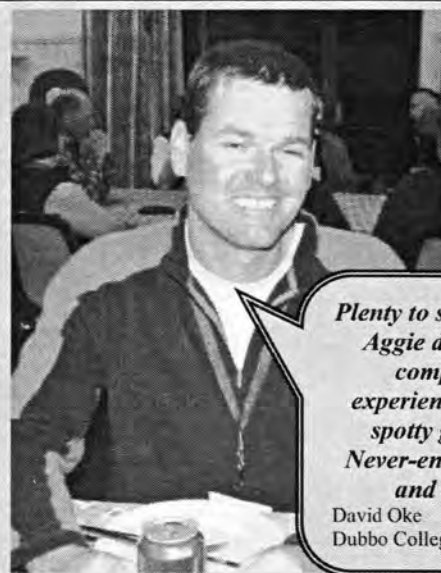
*Nicky's vegetarian quiche (with ham)
Farm Safety Videos
Excellent presentations*

Phil Hurst
New President NSWAAAT
Hawkesbury High



Plenty of food for thought & interesting stuff. Need to go to the next conference....

Sue Hope
Goulburn High



*Plenty to smile at these Aggie dos... Good company & experience. Emily's spotty gumboots
Never-ending laughs and lessons*

David Oke
Dubbo College Sth Campus



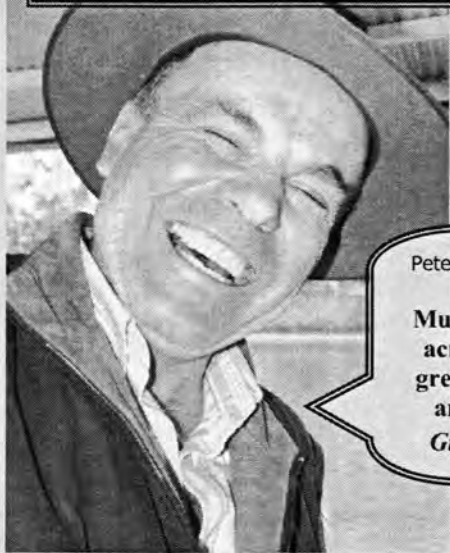
Nickia Collins
Parkes High

Look at my shoes (towels). Knowledge makes the world go around. 8 women, 1 shower, poor decision. Hail to the bus driver (Ian Bishop). It is great to see so many people loving what they are doing and willingly embracing and supporting new members and ideas.

I just hope everyone had as much fun and learning as I did.



What they said about the Deni Conference..



David Crick
Barham High
*Fantastic jokes told by
an incredibly talented
gifted etc person.*



Peter Napier Orange High
*What a contrast to see areas of the
Murray after 3 years of drought! However
across the border, wonderful to see some
green fields feeding dairy herds. Australia
and Agriculture – who can work it out?
Great to see our association continue on.*



*'These Ag teachers really
had a wow of a time'*
'Russel' Faulkner yard dog



Max Eden: Taree High
*Loved the bed?
How did they get
such a new bus to
suck in so much
dust at the back?
Who is Carl?*



*Top Ag farm at Deni.
Great conference mixed
with plenty of good food,
wine & exciting Aggie
things to see & do at Deni*
Peter Humphries
Deniliquin High



Cathy Stimson
Mt Druitt
*Loved the dairy and milk
activities, sheep research
and the positive
approach of the rice
farmers and researchers.
Well organised and
enjoyable conference*

*Great research Aggie stuff
from the rice research station
& sheep genomics*

David Gillard
Wagga Wagga High



What they said about the Deni Conference..



Hi,
Just a note to all - a BIG thank you for an awesome four days of action packed, agricultural excitement. I really have re found my love for teaching Agriculture over the past 6 months and the last four days was a just another macro element to my crop of passion. Hope to keep in touch with everyone.
Carl (Vicks) Chirgwin
Griffith High School

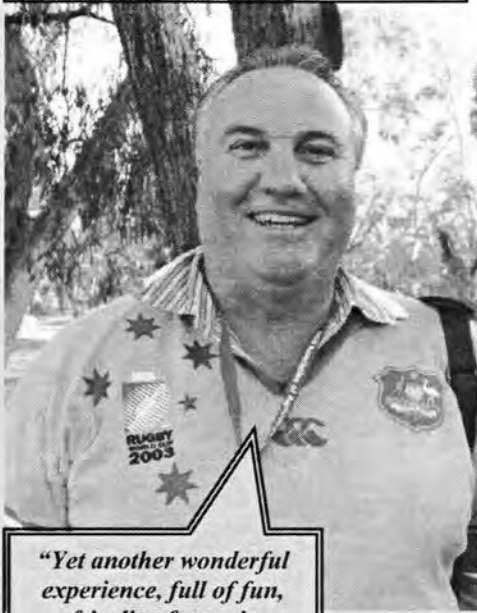
Carl (Vicks) Chirgwin
Griffith High School
This is the calm before the storm in Agricultural Education. Safety is everybody's responsibility, even if for only 21 minutes.



Gary Webb
Finley High

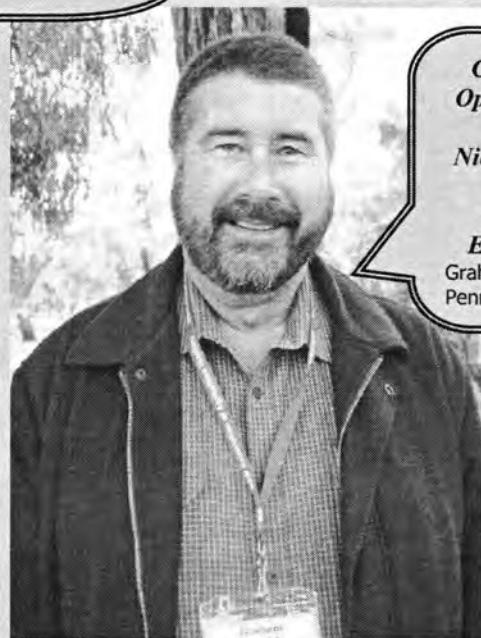
Fantastic time catching up with teachers from all over the state. A must for all Ag teachers in the 21st century. I bet everyone can't wait to get their worksheet!

*HI again folks,
Thanks again to all the conference organisers...a great event!*
Stuart Hemmings
Professional Support Officer
to the Regional Director, New England
TAMWORTH NSW



"Yet another wonderful experience, full of fun, frivolity, fantastic company and professional fulfillment!!"

*Enough, enough!!
Seriously, a must for all Ag teachers to attend, you all should (better!) be there for the next one in Tamworth!! Be there or be square!*



*Camera-mad president
Opportunity to meet other Ag teachers
Nick's vegetarian quiche (with ham)
Farm Safety Videos
Excellent presentations*
Graham Quintal
Pennant Hills High

Tony & Maree Barnett
Walcha Central

You guys are great! What an effort. Thanks



All a new experience for me - a great experience, wonderful people, interesting activities and great food.
Marcee Barnett



What they said about the Deni Conference..

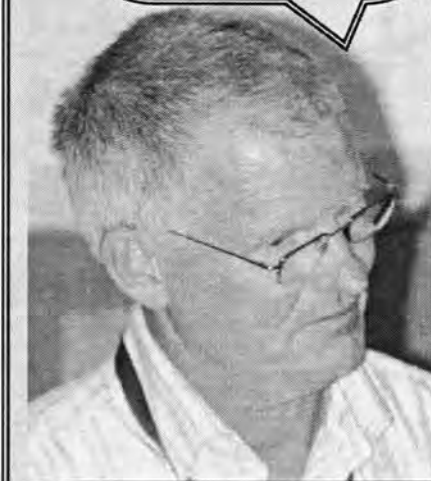


Never-ending laughs and lessons
Current news and information
Exhausted!! (But well worth it)
 Nicolet Westerhof
 Elizabeth Macarthur



The conference was a great time to catch up with many people & it had a great feel with plenty of stimulating visits. Well done to the organisers
 Sally Bannerman
 Animal Ethics & Welfare Officer

Allan McMillan
 Wagga Wagga High
Great to catch up with young and old in a great location.



Colin Barker
 St Catherine's College Singleton
Very interesting and illuminating speakers – a lot of help for beginners like me.

Renee Langard
 Xavier College South Penrith
We waited with trepidation for David's Conference Dinner joke: what would it be??? Oh, yes, have you got another one David?
And how good was that dust storm on the coach?
A must for every Ag teacher. Ask me if I'm an apple.
Conference theme – the whole 21 minutes!!

Lorna & Ian Baird
 Murrumburrah High

Plenty of fabulous workshops & good company with plenty of wine/cheese & the 'Pride of the Murray'



What they said about the Deni Conference..

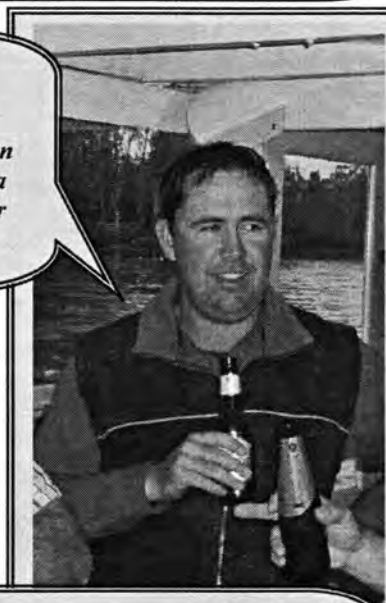


Alison Dahlenburg
St Francis College Leeton

A very good networking opportunity with great company. Presenters provided current, relevant and interesting information. A fantastic experience. Thank you to the organising committee. Looking forward to the next conference!

Tim McNee
NSWDPI Nyngan

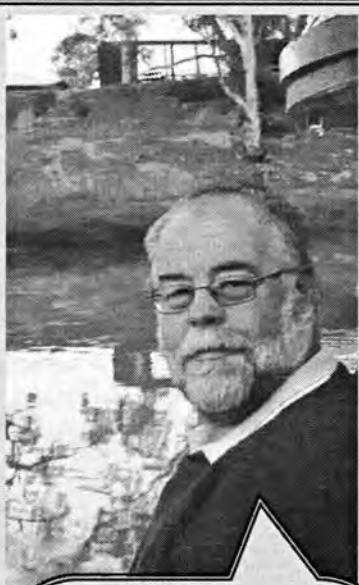
Good opportunity to network (as a student). The conference was very full on which was good. A lot was achieved in a short amount of time. The cold however for the first two days sucked.



Johana McCarthy
Hillston Central

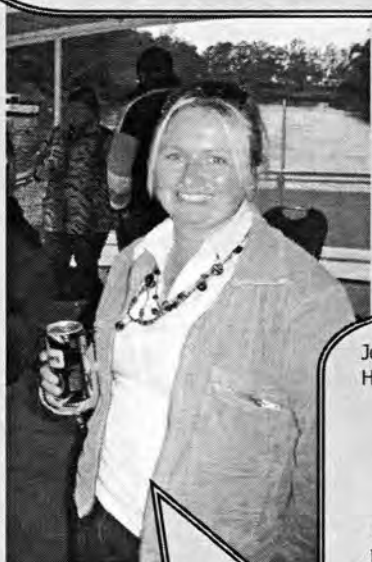
There were three sausages in a pan, sizzling away...but then they saw the muffins! And said...

A very enjoyable conference with a particularly relaxing last day. What did you do in your holidays? I spent my time with some old friends, made some new ones and cruised on the Murray!



Ian Thompson
Yanco Agricultural High School

*The drought was broken
Now I have to diet.
Great food
Great people
Great ideas
Well done!!*



Emily Pearn
Deniliquin High

*A great experience.
Would highly recommend others to attend. Looking forward to the next one!*



Thanks Tony, it was a great week I gained a lot from it.
Very inspiring!!
Nicky Gunning
June High

*"There's no
HAHN
LIGHT
Dave!!"*





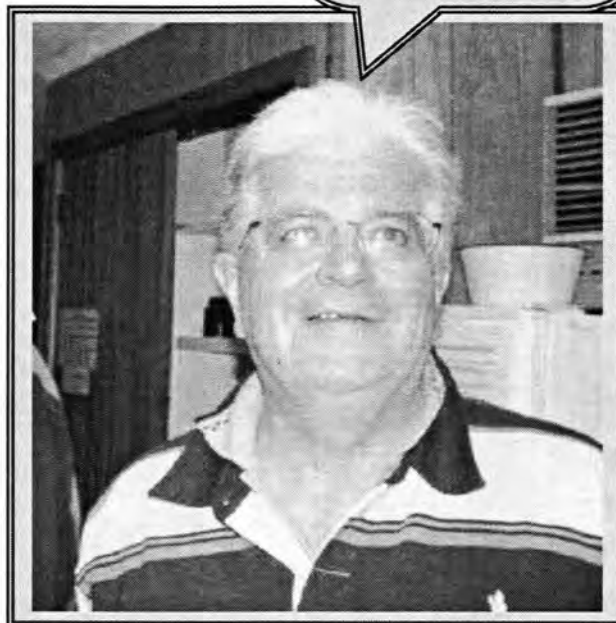
Unreal few days with fine people & plenty to see & do at the Deni conference. A great part of the state & well worth the visit.

Tony Butler
Tumut High



Ian Bishop
The Scots College
Albury

Didn't know it was possible to have so much fun, learn so much and eat such good food in Deni, the ute capital



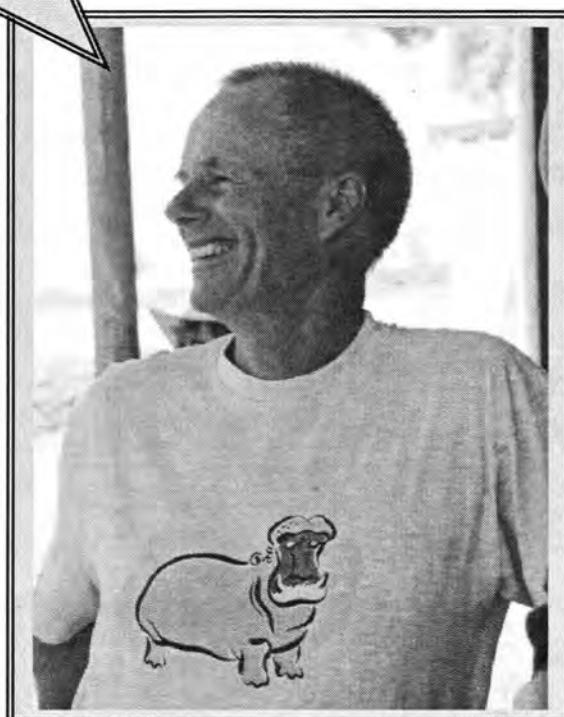
Ivan Gant
Central Coast Region

Great programme Robyn. The venue at Deni offered me an insight into ag that I had not previously experienced. The resilience and positive nature of the farmers was great to see. Thanks for great conference.



Robyn O'Leary
Finley High

The canteen ladies did a fabulous job providing food for us all. The presenters were fabulous. We learnt heaps.



Deniliquin

Where did the Conference Aggies come from?

Number	NAME	SCHOOL	LOCATION
1	Allan McMillan	Wagga Wagga High	Wagga Wagga
2	Dave Gillard	Wagga Wagga High	Wagga Wagga
3	David Crick	Barham High School	Barham
4	Tony Barnett	Walcha Central School	Walcha
5	Cathy Stimson	Chiefly College	Mt. Druitt
6	Peter Napier	Orange High School	Orange
7	Graham Quintal	Pennant Hills High School	Pennant Hills
8	Nicolet Westwehof	Elizabeth Macarthur High School	Narellan
9	Ian Baird	Murrumburrah High	Murrumburrah
10	Stuart Hemmings	Prof Support Officer to Regional Director	Tamworth
11	Carl Chirgwin	Griffith High School	Griffith
12	Nikia Collins	Parkes High School	Parkes
13	Tony Butler	Tumut High School	Tumut
14	Gary Webb	Finley High School	Finley
15	Ivan Gant	DET	Hunter/Central Coast
16	Colin Barker	St Catherine's College	Singleton
17	Peter Jones	Windsor High School	Windsor
18	Alison Dahlenburg	St Francis College	Leeton
19	Robyn O'Leary	Finley High School	Finley
20	Phil Hurst	Hawkesbury High School	Hawkesbury
21	Sue Hope	Goulburn High School	Goulburn
22	Sally Bannerman	Curriculum Support Unit	Sydney
23	Nicky Gunning	Junee High School	Junee
24	Renee Lidgard	Xavier College	South Penrith
25	Justin Connors	Bundarra Central School	Bundarra
26	Tim McNee	NSW DPI	Nyngan
27	Ian Bishop	The Scots School	Albury
28	Ian Thompson	Yanco Agricultural High School	Yanco
29	David Oke	Dubbo College South Campus	Dubbo
30	Peter Humphries	Deniliquin High School	Deniliquin
31	Johana McCarthy	Hillston Central School	Hillston
32	Emily Pearn	Deniliquin High School	Deniliquin
33	Max Eden	Taree High School	Taree

2008 Biennial Ag Conference

2008 Deniliquin Conference Report

N.S.W.



During the second week of the October school holidays, Deniliquin played host to 35 Agriculture teachers from around NSW. The biennial conference attracted delegates from places as far afield as Bundarra, Walcha, Tamworth,

Sydney, Orange, Dubbo, Parkes and Nyngan as well as from across the Riverina and was organised by local teachers Robyn O'Leary (Finley High School) and Peter Humphries (Deniliquin High School) who were keen to showcase the area and highlight the difficulties being overcome.

With a theme of "Flowing Towards the Future" the conference hoped to highlight to the teachers the positive aspects of the irrigation industry and the importance of our region as a food bowl. Norm McAllister, Chairman Rice Research Australia and Russell Ford Manager of the McCaughey Institute conducted a tour of the facilities at Jerilderie demonstrating the progress being made in the production of rice, development of new varieties and water efficiencies.



The group then travelled to Falkiner Memorial Field Station to look at the important role it plays in sheep and wool research and development. Delegates were fascinated by advances in the Sheep Genome project and the latest on mulesing. Lu Hogan gave an introduction on Australian Wool Innovation & the important roles that it plays and she also provided us with information about FMFS. John Owens gave us a lot of information about the research that has been conducted into the

sheep genome; it was both fascinating and mind blowing. We observed mid-side sampling which is part of the genomic research; everything gets bar coded & uploaded straight onto the computer so that nothing goes astray. Ian Evans updated us on the mulesing and the work that is going on to allow us to meet compliance and maintain our markets in 2010.

Alistair Donaldson showed us the automated sheep drafting machine. Just program it as to what the criteria for drafting is, eg sire or weight, and it will happily draft the sheep into at least six different mobs. Alistair also showed us the recent tree/shrub plantings that have been undertaken; a grazing/recovery trial is to be conducted at this site.



Wednesday saw the teacher's going back to school for hands on experiences in fencing, beef cattle preparation, steer evaluation and



handling along with the use of smartboards and other technologies in the classroom.

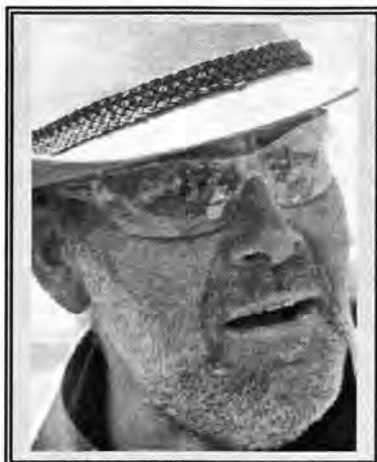
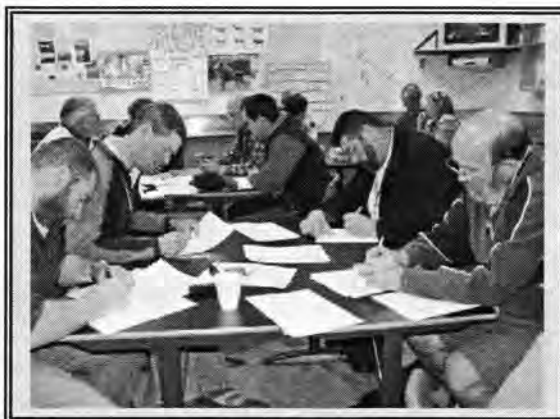
Anthony Couroupis, General Manager of Murray Irrigation officially opened the conference with a keynote address on Irrigation in the Region. As most of the delegates came from non irrigation districts, this proved to be a real eye opener to them.



Waratah/Onesteel ran a fencing workshop at the Deniliquin High School farm where the delegates were shown just how easy fencing can be. The knots etc were performed as though the wire

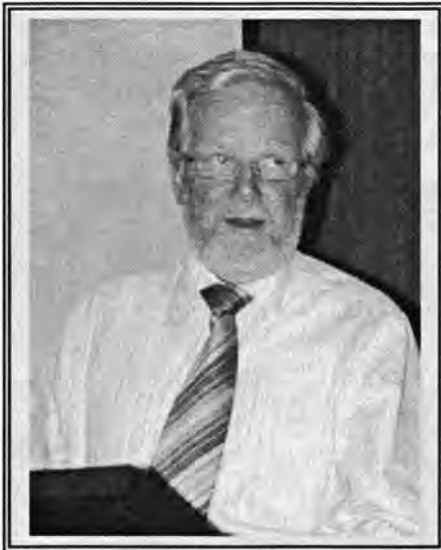
was rubber and Neville Prince's running commentary

kept them all entertained. Thank you to the company for their excellent support and donations.

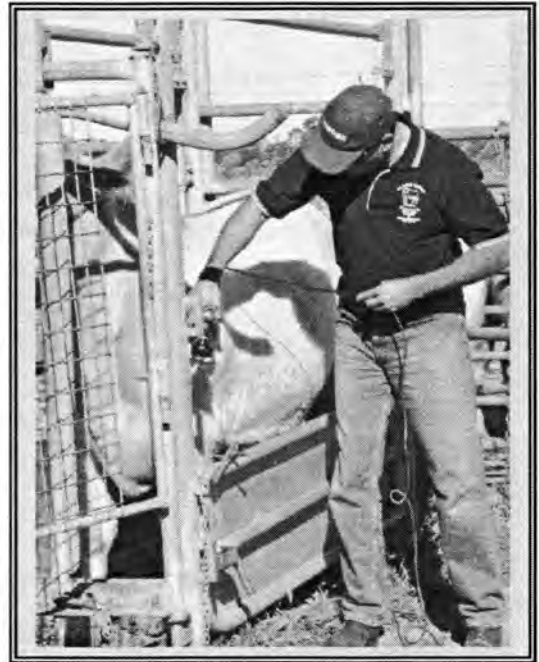


Ben Toll of St John's Dubbo was on hand in the afternoon with a presentation of ideas how to get cattle teams operating smoothly. He enjoys great community and parental support which enables the school to show at numerous shows in several states.

He then took on the cattle at the school farm, trimming them up and going over grooming and presentation details.



The annual conference dinner was held that evening with a magnificent meal at the restaurant at Deniliquin RSL where Mr Les Gordon, President of Ricegrowers, gave the after dinner address on Rice Production and its Future.

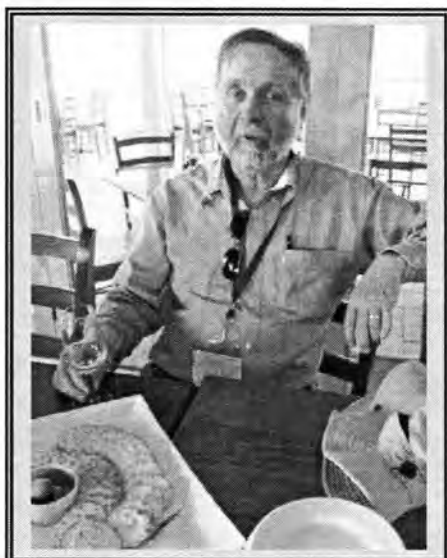


Life memberships were awarded to Tony Butler and Phil Hurst while Lisle Brown (Retired Head Teacher of Agriculture, James Ruse Agricultural High School) received the J.A.Sutherland Award. Mrs Gail Roberts received a special award from the Association for her outstanding effort for having taught the top HSC student of Agriculture for 5 consecutive years (also James Ruse). The fine achievements of these people are to be admired and we congratulate them on their wonderful contribution to Agriculture teaching in NSW.

The final day saw the conference travel South to Rochester to find out more about dairying. A tour of the Murray Goulburn factory and a rotary dairy proved very popular. The evening allowed the teachers to relax a little with a wine tasting at Morrison's winery in Moama before they experienced the pleasures of a dinner cruise on the Murray.



Delegates to the conference also received resources provided by our sponsors and other groups with an interest in Ag teaching, along with a number of momentos of their time together. These included some items of Redgum sourced locally at the Gulpa Sawmill. They were also provided with a great opportunity to network with others from around the state and to build teaching resources.



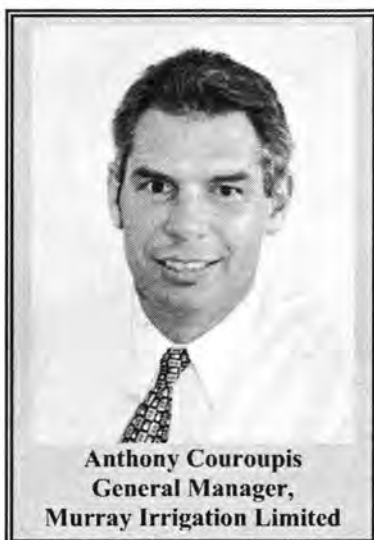
The association was very fortunate in attracting great support and sponsorship for the conference and we would like to particularly thank Murray Irrigation, Sunrice, AWI, NSW Farmers, Murray Dairy, Sub Tropical Dairy, DIDCO Browns Rural Supplies, Waratah/One Steel and Deniliquin High School.



This opportunity to see first hand the effects of the continuing drought and lack of water, along with the importance of this region to agricultural production has been invaluable. It is hoped that the teacher's are now able to go back to their classes and schools with accurate and relevant information.



Robyn O'Leary & Peter Humphries



Anthony Couroupis is the General Manager of Murray Irrigation Limited, which is the largest privately owned irrigation company in Australia. MIL's area of operations covers 748,000ha in southern New South Wales. Shareholders in the company are member-customers who own the 2,394 landholdings within the Company's area of operations. Food and livestock are the focus of their agricultural

production, including rice, wheat and other cereal crops, fruit, milk, livestock, canola, maize, tomatoes, potatoes and onions.

Anthony has also been General Manager of the NSW Murray Catchment Management Authority, and prior to that General Manager of Western Murray Irrigation Limited.

He believes that irrigated agriculture has an enormous future in Australia's Murray-Darling Basin. This is in a context of increased climate variability and the recovery of water for environmental uses. Australian farmers have adapted and thrived to challenge historically – they shall continue to do so well into the foreseeable future.

Anthony was born and raised in Mildura, and now lives in Deniliquin with his wife, Sonja, and their four children.





Murray Irrigation Limited

A.B.N. 23 067 197 933

Registered Office: 443 Charlotte St (PO Box 528) Deniliquin NSW 2710
Telephone (03) 5898 3300 Fax (03) 5898 3301 Website: www.murrayirrigation.com.au



Friday 10th October 2008

Ms Robyn O'Leary
Conference Organiser
NSW Association of Agriculture Teachers Inc.
7 Tocumwal Street
FINLEY NSW 2713

Dear Robyn,

I write to thank you for both the opportunity given to me to speak to your members at the NSW Association of Agriculture Teachers Association Biennial Conference in Deniliquin on 8th October 2008 and for the Association's hospitality on the day.

I particularly enjoyed sharing my knowledge with Agriculture teachers from across NSW on the tremendous future that irrigated agriculture has in the NSW Murray Valley, and particularly within Murray Irrigation Limited's Area of Operations.

I also want to reiterate my statement that the Association's members can seek further information from Murray Irrigation regarding the topics we discussed at any time in the future.

Thank you again for the opportunity and your hospitality. Congratulations too on what was obviously a well run and highly successful conference.

Yours sincerely,

Anthony Couroupis
General Manager

**FAX TRANSMISSION****JAMES RUSE AGRICULTURAL HIGH SCHOOL**

Email: jamesruse.admin@bigpond.com

Felton Road
Carlingford 2118Phone: (02) 9871 7126
Fax: (02) 9871 3874

To: Tumut High School

Attention: Tony Butler

Fax No: 6947 2497

Date: 14.10.08

From: Gail Roberts

Pages: 1
(including cover sheet)

Subject: NSW AAT Biennial Conference Dinner

Please advise if you do not receive all pages

Hi Tony,

Thank you for inviting me to attend the dinner and read the citation for Lisle's award. I am sure he was very pleased to receive this great honour.

Thank you also for the organisation of the NSW AAT Special Award that I received - the day is lovely and it was very thoughtful of the Association Executive to acknowledge me this way.

Best Regards, Gail Roberts

Rising watertables

By the 1970s high water tables were becoming more widespread, particularly in the Wakool Irrigation District where the groundwater was very salty.

Land clearing, the introduction of irrigation, the major flood of 1956, followed by another major flood in 1974 all contributed to the problem.

By 1981 19,200 hectares of the Wakool District had water tables within 1.5 metres of the surface. High water tables dramatically reduced the productivity of these areas and threatened regional biodiversity. More than 2,000 hectares of farmland was completely barren.

The Government was already taking action, developing the Wakool Tullakool Sub Surface Drainage Scheme. At the same time landholders in the east were lobbying for additional surface drainage to alleviate water logging, but construction of the evaporation basins was given priority.

The scheme was established on a 2,100 hectare site near Wakool and was built in two stages between 1978 and 1988. Saline groundwater is pumped through a network of underground pipes into evaporation basins.

The scheme now successfully protects more than 50,000 hectares of land in the Wakool area from high water tables and salinity.



Inland aquaculture

Research is underway into the possible use of saline groundwater, which is similar to sea water, for the commercial production of fish.

Trials are being conducted at the NSW Inland Aquaculture Research Centre which has been established at the Wakool evaporation basins.

In October 2004 Rainbow Trout produced at the research centre (pictured above) were sold at butcher shops throughout the region.

Tiger Prawns from the research centre have also been sold into Melbourne and Sydney fish markets.

The evaporation basins are only one of a number of strategies developed to combat rising water tables across the region. Others include improved farm layouts, surface drainage, water reuse and revegetation.

Groundwater is pumped into evaporation basins where salt crystallises once the water has evaporated. Productive farmland can be seen adjacent the basins.



Self determination

Water prices have been a constant cause of concern for irrigators. In 1975 mass meetings were held to protest the latest price rises, with irrigators suggesting that perhaps they should take on the running of the irrigation system themselves.

Dissatisfaction with irrigation operations continued to escalate in the following years. When irrigators in the region were faced with another major price rise in 1987 they united in a "no pay" stance.

One of their key complaints was that not enough of the money collected through water sales was being returned to maintain and improve local infrastructure.

The NSW Government responded by setting up Irrigation Advisory Management Boards and giving irrigators greater involvement in the operation and management of their regions.

In 1989, following a detailed inquiry, the Government separated its state-based water regulation operations from its regional water distribution operations. This created a "State" and "Commercial" arm within what was then, the Department of Water Resources.

Irrigators now began lobbying in earnest for autonomous control and ownership of their regional irrigation networks. It took more than five years of negotiations to reach an agreement.

In early 1995 more than 700 irrigators at a meeting in Deniliquin voted to support a fully irrigator-owned water supply company in the Southern Riverina. The NSW Government then enacted the final legislation which allowed the hand-over of its irrigation network in the region, and in other parts of the state, to irrigators.

This brochure was a key document in discussions about irrigator autonomy. It outlined the case for a fully irrigator owned water supply company.



A new company

On March 3, 1995, Murray Irrigation Limited was formed. It is a fully irrigator owned corporation responsible for the operation and management of what was previously known as the Murray Irrigation Area and Districts.

All landholders connected to the irrigation system were issued with shares in the company and its assets when it was formed.

To ensure that Murray Irrigation operated in a responsible way the NSW Government issued it with a number of licences. These include a Water Management Works Licence and an Environment Protection Licence.

The company was also issued with a bulk water licence on behalf of all landholders, which represented 1.2 million megalitres. Landholders, in turn, have been issued with entitlements to a share of the company's water licence.

Landholders elect eight of the company's 10 directors, while two specialist directors provide expertise in engineering and finance. Directors are elected for four year terms.

Upgrading and improving the irrigation infrastructure has been a priority for Murray Irrigation. Radio telemetry and automation of many regulators has improved control and reduced water wastage. This has resulted in savings of more than five per cent a year, to date.



Infrastructure

As part of the privatisation of the irrigation supply system ownership for most of the related infrastructure was handed over to irrigators. However, river infrastructure such as Stevens Weir on the Edward River (pictured above) remains in the control of the State Government. There are more than 20,000 structures in the irrigation supply and stormwater system with a replacement value of \$500 million.

The seasons since the company was formed have been highly variable. The period from 2001 to the present has had the lowest ever recorded Murray River inflows. The seasonal difficulties have highlighted the continuing importance of irrigation to the viability and vitality of the region.

Murray Irrigation Limited's Board of Directors, 2004/05

Back, from left: Daniel Liphurzen, Ian Gillert, Gordon Ball, Alex Anthony, Michael O'Callaghan, Barry Ireland. Front, from left: Kevin Baxter, Bill Hetherington (chairman), Stewart Ellis (deputy chairman), Max Goudie.



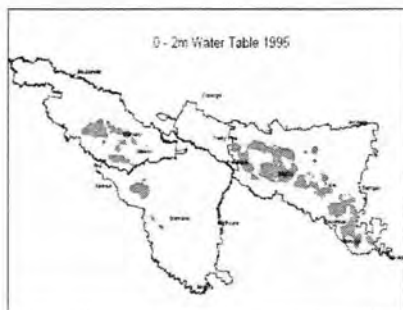
Environmental stewardship

In seeking autonomy and self-determination, irrigators have also taken on responsibility for the environmental management of the region.

In the late 1980s irrigators put forward proposals for a major expansion of surface drainage network to address both water logging and rising water tables. But before it would commit funding, the NSW Government wanted a regional strategy which considered a range of different actions.

Over the next five years the Murray Land and Water Management Plans (LWMPs) were developed, with extensive input from local landholders. They are a 30 year, natural resource management program that aims to achieve a sustainable irrigation landscape.

Murray Irrigation is responsible for implementing the plans, and this began in 1995. The plan area actually extends beyond the company's operations, to include private irrigation schemes along the NSW-Victorian border ~ a total area of 950,000 hectares and 3,075 farms.



Farm plans

Blighty landholder Don Henderson, above, is one of the many farmers in the region who has developed a farm plan to improve the layout and water efficiency of his property.

Farm storages like Mr Henderson's capture rainfall run-off and irrigation tail water which can be re-used for irrigation.

The LWMP program has 15 years of Federal, State and Local Government funding, ending in 2010. Landholders contribute through levies on their water as well as cash and in-kind contributions to works on their properties.

Government investment to date totals \$68 million; and landholder contributions amount to \$347 million.

LWMP initiatives include:

- ▶ Best practice water management through whole farm plans, irrigation recycling systems, district stormwater drainage programs, channel seepage control.
- ▶ Biodiversity preservation through revegetation and conservation of remnant vegetation.

0 - 2m Water Table 2003

Managing water tables is an important part of the Murray LWMPS. These maps contrast the area affected by high water tables in the LWMPS area after almost eight years of implementation. Improved farm water management and low rainfall have contributed to a significant improvement in regional water tables.

Challenges

Water availability will be one of the greatest challenges facing the future of Murray Irrigation and its irrigators. In addition to climatic factors, there is growing competition for the available water resources from a range of players.

An allocation for the Barmah Millewa Forest in 1993 indicated that the environment would be recognised as a legitimate user of water, effectively competing with irrigators for a share.

In 1995 the Murray Darling Basin Commission introduced a cap to limit the amount of water which could be extracted from the basin's water resources.

A further environmental commitment was made in 2000 with an intergovernmental agreement to restore 20 per cent of average natural flows to the Snowy River and provide another 70,000 megalitres for the Murray River.

This was followed by the Murray Darling Basin Commission's Living Murray Initiative with 500,000 megalitres of water to be provided for environmental flows in the Murray River, by 2010.

Water savings are the current focus of efforts to provide environmental flows, however additional water may well be needed to meet the current commitments.

Irrigators have received some security over their water entitlements through the 2004 NSW Murray Water Sharing Plan and the Federal Government's National Water Initiative.



A healthier landscape

Murray Irrigation Limited and local landholders are involved in a number of initiatives to improve the health of the region's landscape.

These include a project with the NSW Murray Wetlands Working Group to water stranded farm wetlands.

This project began in 2001 and has resulted in significant improvements in the health of more than 100 wetlands. The biodiversity of these areas has increased and there is a growing community appreciation of wetlands and their lifecycles.

However with water trading accelerating and new players in the market the emphasis will be on efficient, more profitable water use and increased environmental responsibility.

The Gulpa Creek and surrounding Millewa Forest benefit from environmental allocations.



Where the water flows



Murray Irrigation Limited

welcomes you to this exhibition about the history of
irrigation in the Southern Riverina.

Many organisations and individuals have
contributed to the preparation of this display and the celebration of
irrigation industry milestones
in the region this year.

Contributors include:

Deniliquin Council
Berrigan Shire Council
Murray Shire Council
Conargo Shire Council
Wakool Shire Council
State Water Archives Collection
Department of Infrastructure Planning
and Natural Resources
Deniliquin Historical Society
Deniliquin Family History Group
Berriquin Heritage Museum
Finley Heritage Museum

The many individuals who have shared
their memories and the interviewers
who have recorded them

The many individuals who have contributed their time
or items for inclusion in this display

THANK YOU



Conference Sponsors



• **australian wool**
innovation
• **limited**



'Flowing towards the future'



Murray River



The Rice Food Experts

Murray
DAIRY
region



MURRAY IRRIGATION LIMITED

"Where water flows, our food grows"

The NSWAAAT is grateful to the above sponsors for assisting towards the success of the 2008 biennial conference.



**BOARD
OF
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PROPOSED CHANGES

TO THE

**EXAMINATION
&
ASSESSMENT STRUCTURE
IN**

**HSC
AGRICULTURE**

&

**PRIMARY
INDUSTRIES**



BOS Proposed Changes to Ag & PI

The following facsimile was sent to all schools throughout NSW in early September; to alert people to the proposed changes to the HSC Agriculture & Primary Industries assessment & examination structure.

At the Biennial conference in Deniliquin, delegates had the opportunity to discuss the proposed changes and document their own individual response to the BOS proposed changes.

The NSWAAAT compiled a collective response from the delegates' feedback on behalf of the Association to the proposed changes in Agriculture & Primary Industries.

The Associations feedback & individual responses were forwarded to Howard Kennedy; Inspector; Technology Education at the Board of Studies. To date there has been no response to the Associations comments.

You will find the Associations response to both HSC Agriculture & Primary Industries changes in this section and also on the web site at www.nswaat.org.au

[illegible]

HSC AGRICULTURE & PRIMARY INDUSTRIES REVIEW

Attention: Agriculture Teacher/s

The attached documents are from the Board of Studies and relate to the current review of HSC Agriculture course structure and assessment.

Please read the documents and you are invited to send your comments on the proposals to the Board of Studies by **17th October 2008**.

The documents are:

1. **Review Paper:** (pdf) The BOS has compiled a paper on the review process undertaken for HSC subjects
2. **Agriculture Proposals:** (pdf) Agriculture has some proposals suggested in assessment and in particular the structure for the subject
3. **Primary Industries Proposals:** (pdf) Primary Industries has some proposals suggested in assessment and in particular the structure for the subject
4. **Feed Back Response:** (doc) This is for providing feedback to the Board of Studies consultation paper on HSC examination specifications and assessment requirements.

These documents can be located on the Board of Studies web site.

A meeting has been organised at the BOS on Tuesday 30th September 2008 for 3 or 4 people from the Association to attend & give feedback on the proposals. If you wish to be a member of this group please contact me at Tumut High School ph: 02 69471077

Regards
Tony Butler
President
NSW Association Agriculture Teachers

Facsimile



N.S.W. Association of Agriculture Teachers Inc



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Mr Howard Kennedy
Inspector, Technology Education
Office of the Board of Studies
GPO Box 5300, Sydney NSW 2001

Dear Howard,

13th October 2008

Pleased find attached the relevant comments for Agriculture and Primary Industries from our members of the Association who attended the biennial agriculture teachers' conference held at Deniliquin recently.

The main discussions on the proposed changes to the HSC Agriculture examination and assessment focused around;

- i. The agriculture research project and the implications for the removal of this for agriculture students and the fact that the BOS, without consultation indicated that 'The option of completing an externally marked project has been removed.'
- ii. The inadequacies of the current agriculture syllabus for the proposed introduction of objective response questions to the agriculture HSC examination.
- iii. The removal of choice questions for the candidates in the agriculture HSC examination.
- iv. The Association strongly suggests that the BOS be required to complete a renewal or rewrite of the current agriculture syllabus before any proposed changes are implemented.
- v. The implementation timetable for the proposed changes is premature and that the consultation period for the proposed changes was poorly timed. Feedback being required by the BOS throughout the senior school examination and report writing in schools also the staff holiday period.

The main discussions on the proposed changes to the HSC Primary Industries examination and assessment focused around;

- i. The Association members strongly suggest that the BOS maintain a structure for section 3 and 4 which contains choice for students and that this structure contains framework to the questions.
- ii. The length of the responses suggested in section 3 and 4 will disadvantage some students who select to undertake Primary Industries. There is concern that students will not sit for the examination paper as the emphasis is focused on high level literacy skills and interpretation of examination questions.

Regards

Tony Butler
President
NSWAAT

NSW Association of Agriculture Teachers
Feedback on the BOS Consultation Paper

Agriculture

on
Proposed Changes in the
Agriculture Curriculum & Assessment
8th October 2008



OBJECTIVE RESPONSE QUESTIONS:

The current agriculture stage 6 syllabus does not provide enough specific content to allow for 20 objective response questions. By nature and design, the course is enterprise-based and regionalized and specific to products/content.

The BOS needs to undertake a thorough review and rewrite of the current Agriculture syllabus. This rewrite would be required to allow the inclusion of specific content to draw objective response questions from. The Production Study area of the current syllabus does not allow for objective response questions.

The current syllabus structure does not lend itself to objective response questions due to the local component of the syllabus and the Association feels that these questions would become predictable and limited in their depth within a very short time of subsequent HSC examinations.

SECTION TWO:

The proposed examination paper changes are appropriate and have been requested previously by the Agriculture Teachers Association in May 2006. However the opportunity to examine 10 marks in a comment question over a number of years would require a revision of content of each of the electives, in relation to common areas of research, experimentation and/or any research project study conducted internally.

RESEARCH PROJECT

The Association members appreciate the project is an excellent agriculture research experience and is highly valued by students and tertiary institutions. The research project has been a significant part of the previous 3 unit and current 2 unit syllabus for many years and the Association has seen the value of such a learning strategy and assessment tool for students. It is interesting to note that many other current syllabus including Science have now incorporated this mechanism of assessment into its syllabus.

The value of such a research project has been reflected as a beneficial assessment strategy for gifted and talented students, many of whom have continued in agriculture as a career choice and completing tertiary courses to the PhD level.

The project should continue to be offered in its current form as a research project because it provides higher order thinking and quality learning for students. Its removal from the syllabus will not encourage high end students to take up this option.

CHANGE STRUCTURE:

The Association has very strong concerns regarding the current syllabus format if any of the proposed structural changes are to be implemented. As indicated there is limited depth in the content areas of the '*learn to*' and '*learn about*' of the syllabus. This will have limitations, particularly for the objective response questions as the course is enterprise-based and regionalized. Students investigate specific products/content and therefore the Association highlights these style of questioning as being unsuitable of the current syllabus and thus there must be renewed/rewritten immediately and definitely prior to any changes in examination specifications.

OBJECTIVE RESPONSE QUESTIONS:

As mentioned the current syllabus structure does not lend itself to multiple choice questions due to the local component of the syllabus and the Association feels that these questions would become predictable and limited in their depth within a very short time of subsequent HSC examinations.

SYLLABUS:

Currently there are many overlaps between '*learn to*' and '*learn about*' in the electives and plant and animal sections. These overlaps were enforced upon the previous syllabus committee by assessment branch officers to ensure adequate measurement between the core electives and project and to reflect changes in modern agriculture and agribusiness technology.

EXAM LENGTH:

The Association recognizes that the three hour time frame for the HSC examination is necessary to provide higher end students with adequate time.

The reduction in time for the examination will increase rather than decrease stress on candidates.

The Association suggests that the reading and planning time should be additional to the three hours examination time not included.

EXAM FORMAT:

The Association strongly indicates that there is a need to include options: '*and*' / '*or*' for extended response questions. Students require more choice in the extended response questions.

There is also a need to structure the extended response questions with some framework to enable all students to give some response to demonstrate knowledge.

Members feel that there is a too high a literacy component in the proposed examination format. However four assess tasks would be adequate for candidates.

The 10 minutes reading time within the 3 hours is suitable but the suggestion of allowing students to make notes in that time period.

The existing number of response lines and pages offered to candidates was adequate, with no reduction.



**NSW Association of Agriculture Teachers
Feedback on the BOS Consultation Paper
on**



**Proposed Changes in the
VET Primary Industries Curriculum & Assessment
8th October 2008**

EXTENDED RESPONSE QUESTIONS:

In the current examination structure for Primary Industries there is a choice for students in the extended response questions of the HSC examination in Section 3. Students select two of the three questions.

The Association members strongly recommend maintaining this structure of choice in this part of the examination.

The examination for Primary Industries needs to have options in the extended response questions of the HSC examination.

The extended response questions need to be structured with some framework to enable students to give some response to demonstrate knowledge of the course.

Alternatively the structure of section 3 should provide an either / or option in each section.

This structure would assist those students with a lower level of literacy skills and the examination needs to cater for all the needs of the students.

LITERACY COMPONENT:

Many members of the Association advocate that there is already a high focus on the literacy component of the syllabus. The suggested proposed changes only add to high level of literacy required by students' of this course. This in turn adds stress to students which the BOS is suggesting the proposed changes are in fact aimed at reducing the stress experienced by students.

Members suggest that there will be many students who will be disadvantaged if they have to write long responses for section 3 and 4.

Members are concerned that many students will choose not to sit the examination because of the longer unstructured written questions and higher expectations.

Many students have excellent knowledge and practical skills of the core units but find it difficult to transcribe this onto paper. There is a greater variation in literacy standards of students across the Primary Industries candidature.

One purpose of the VET courses is to assist the lower ability students access a quality course while also obtaining various industry competencies. These proposed response questions are in fact more difficult than the agriculture course.

Primary Industries:

Section 3: 600 words: 15marks

Section 4: 600 words: 15marks

|| No question choice to students

The 600 word response questions are excessive for students who undertake a VET course.

Agriculture:

2 x 400 words

2 x 10 marks:

Choice given to students.

Notes About Slides:

The following sets of slides were presented as a Power point presentation to the conference delegates to outline the:

- Current examination & assessment situation with HSC Ag & PI
- Proposed changes by BOS to the assessment & examination structure for HSC Ag & PI

Information presented in these slides was sourced from the BOS documents on the current proposed changes.

AGRICULTURE & PRIMARY INDUSTRIES

Board of Studies

"Proposed Changes to Examination Specifications & Assessment Requirements"

□ Comments to BOS by 17th October 2008

BOS Proposed Changes:

□ Why:

Concerns about:

- * excessive examination & assessment workload (overload) for students leading to increased in stress levels.

BOS Proposed Changes:

□ Proposed:

- specific number of tasks for each course
eg: 240hr: 4 assessment tasks
- tasks & questions: don't require long responses
eg: research project: excessive time
- emphasis on quality responses to a question/task
eg: incorporate reading/planning time:
3hr: includes 10minutes read & plan
- provide advice to students on examination responses
eg: suggested number of pgs for extended written responses

In a nutshell:

- 2 unit courses: 4 assessment tasks
- 1 unit courses: 3 assessment tasks
- Increasing or introducing multiple choice questions
- Reading & planning time is 10min:
- within a 3 hour examination
- Allow schools to set more in-school tests/exams to reduce take home assessments.

Issues:

- More facts & figure type teaching
- Reduce strategies for higher order thinking (*research project*)
- Major projects to be assessed by schools
- This replaces external assessment
- Proposals: \$ saving exercise

BOS Proposed Changes:

□ AGRICULTURE

Agriculture: What it is now?

- 2 papers OR 1 paper + Research Project

Paper 1: 2 hours + 5minutes reading
- short & extended responses

Paper 2: 1hour + 5minutes reading
- x2 extended response Q.
- 1-6 elective choice

- 4-5 Assessment tasks

Agriculture: What's Proposed?

- ☐ Examination:
 - 3 hours including 10 minutes
- ☐ NO Research Project
- ☐ All students study 2 electives
- ☐ 4 Assessment tasks

Agriculture: What's Proposed?

☐ Section 1: (ALL compulsory)

Plant/Animal Production & Farm/Product Study

- ☐ Part A: Objective responses:
 - 20 multiple choice 20 marks
- ☐ Part B: Short answer questions 50 marks
- Total: 70 marks

Agriculture: What's Proposed?

☐ Section 11: (ALL compulsory)

- ☐ Part A:
 - Short answer questions common to all electives 10 marks
- ☐ Part B:
 - six questions 10 marks
 - answer 2 questions on electives 10 marks
 - each response:
 - around x3 examination writing booklets
 - (~400 words: NO PENALTY FOR EXCESS)
- Total: 30 marks

Agriculture: INTERNAL ASSESSMENT

☐ NOW

Plant/Animal prod.:

45%

Farm/product study:

25%

Research Project

OR

Electives (2)

30%

☐ PROPOSED: 4 TASKS

Knowledge & Understanding:

Ag systems/innovation/ethics/current issues. 40%

Knowledge & Understanding & Skills:

Manage Ag prod./decisions/Evaluation of Technology & management techniques 40%

Skills:

Effective research/experiments/communication 20%

Total: 100%

Total: 100%

BOS Proposed Changes:

☐ PRIMARY INDUSTRIES

PRIMARY INDUSTRIES

☐ NOW

- ☐ Examination Time: 2 hours
(5 minutes reading time)
- ☐ Section 1: 15 Multiple Choice 15 marks
- ☐ Section 2: Students attempt ALL 5 questions 35 marks
- ☐ Section 3:
 - ^ 3 extended response questions 30 marks
 - ^ Students select 2 of the 3 questions
- Total: 80 marks

PRIMARY INDUSTRIES

☐ Proposed

- Section 1: 15 multiple choice 15 marks
- Section 2: Short answer questions 35 marks
- Section 3: One extended response question 15 marks
 - 4 pages of a booklet (600 words)
- Section 4: One structured extended response question 15 marks
 - 4 pages of a booklet (600 words)
- No choice given
- Total: 80 marks

Feedback to BOS: By Friday 17th October 2008

☐ In groups:

- ☐ Comment on:
 - ^ General issues:
 - * Effect on syllabus (Ag. written for multiple choice) /teaching/student learning/appropriateness of proposals.
 - ^ Proposed Actions:
 - * Of changes to assessment & examination eg 4 tasks/3hrs(include10mins)
 - ^ Specific Course:
 - * General summary of assessment & examination proposals

State

Agricultural

Advisory

Group

(SAAG)

State Agricultural Advisory Group

(BAAT No 25 summer 2004)

^ We have been very fortunate to retain the Agricultural Advisory Group. It is the only advisory group left in the State with formal recognition and an ongoing function.

IMPORTANCE OF THE AGRICULTURE SURVEY:

^ Each year the School Financial Support Unit sends out a survey (Agriculture Grants for 2008 School Survey) to:

1. Ensure an equitable distribution of the State Agricultural Grants based on the number of students studying agriculture; and
2. Ensure the on-going replacement program for school tractors (used specifically for teaching and learning).

WHAT DOES STATE AGRICULTURAL ADVISORY GROUP DO:

^ This group meets in Sydney once a year and is responsible for assisting Finance and Properties directorates with analyzing the information from the survey.

^ The group maintains records on the tractor replacement program and on determining school needs on a priority basis.

^ From time to time its members are contacts for agriculture teachers and school principals in regard to agriculture in schools.

WHO IS ON THE STATE AGRICULTURAL ADVISORY GROUP?

^ The group has four agriculture teacher representatives and a nominated delegate from the Secondary Principals Council.

Craig O'Brien	Head Teacher Science Moss Vale High School	Ph: (02) 4868 1717
Phil Hurst	Ag teacher Hawkesbury High School	Ph: (02) 45796800
Phil Armour	Ag teacher Yass High School	Ph: (02) 6226 1711
Peter Jones	Head Teacher Science Windsor High School	Ph: (02) 4587 7122
Peter Crick:	Principal Muswellbrook High School	Ph: (02) 6543 1033

TEMPORARY MEMBERS ON SAAG:

Phil Armour and Craig O'Brien:

- * These members are voted on the State Advisory Group from the NSW Ag Teachers Assoc.**
- * Two members are voted at each Biennial Conference.**
- * In 2008 at the Biennial conference, Phil Armour and Craig O'Brien were re-voted to the State Agriculture Advisory Group.**

ADVANTAGES OF THIS ADVISORY GROUP:

- ^ The advantage of this group is that the members have knowledge of schools teaching agriculture across the state.**
- ^ They also maintain an extensive database of student numbers and keep records of the age and condition of school tractors.**
- ^ They can also offer advice to the representatives of both properties and finance on issues specific to agriculture including school farms.**
- ^ Schools also access the group for advice on agricultural related problems.**
- # # Can I urge all agriculture teachers to complete the survey each year and return it as soon as possible. The group needs accurate information to support your school.**

(BAAT No 27 summer 2005)



**Important
Information**

AGRICULTURAL GRANTS SURVEY FOR 2009

The School Financial Unit has been in contact with the SAAG, to confirm the format of the survey to ensure the equitable distribution of the State Agricultural Grant to Schools in 2009.

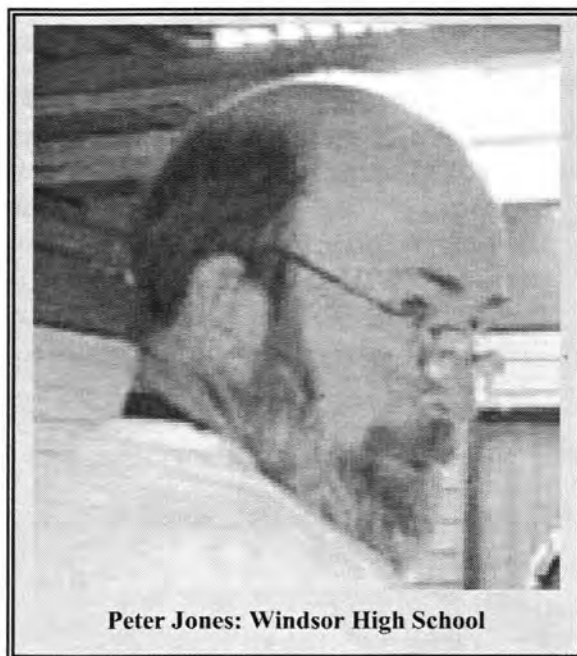
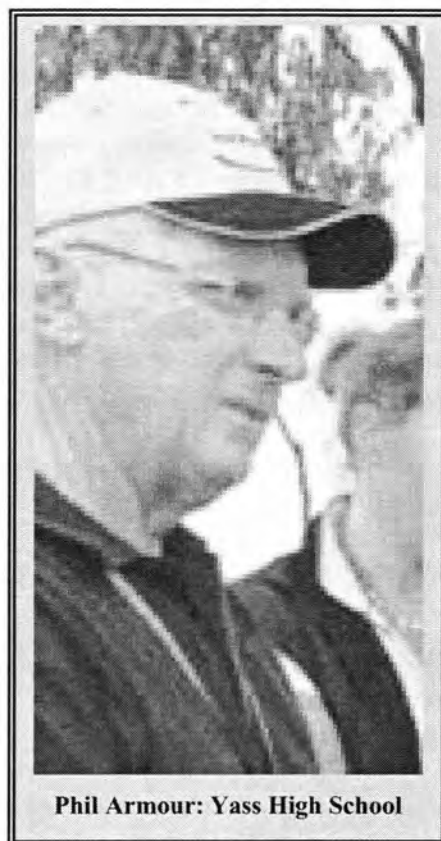
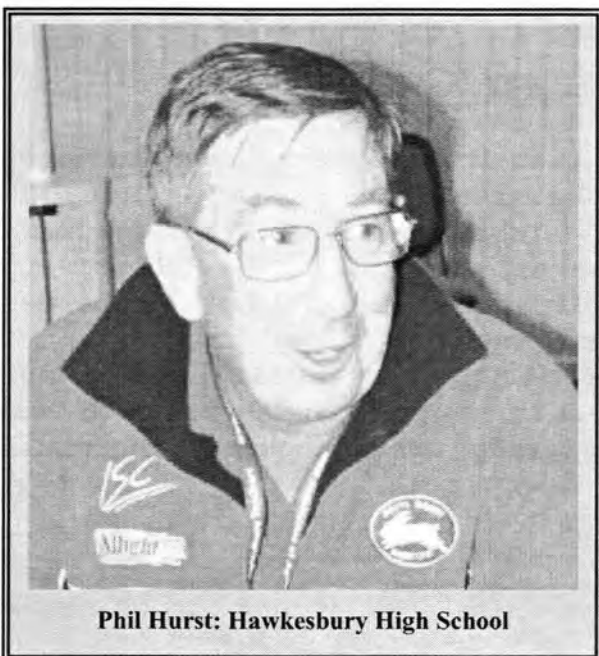
Shortly schools should receive their survey on student number etc. You are encouraged to fill the survey and return it to the Directorate. By the time you read this article, all surveys should have been returned and members of the SAAG will be assisting the Financial Unit to help set the priorities for funding schools in 2009.

One common enquiry I have had from Teachers of Agriculture is how do you know what your allocation is each year? At the beginning of each semester your Principal receives a document entitled "Semester 1 / 2 Payment Summary" for your school. Schedule A on the document has the school's Global Funding Entitlement and Schedule B is titled "Specific Purpose Grants". Within that section will be an amount allocated as "2009 Ag Grant" for Utilities Related Items. This document should be obtainable from your Principal early in each semester.



**Peter Crick
Chairperson
State Agricultural Advisory Group
Muswellbrook High School
Ph: (02) 6543 1033**

State Agricultural Advisory Group



NSW Association of Agriculture Teachers Inc. Constitution

1. NAME:

The name of the Association is the:
NSW Association of Agriculture Teachers (here in called the
Association.)

2. OBJECTS:

The objects from which the Association is established are:

- a. to encourage an interest and excellence in Agriculture.
 - b. to foster the teaching of Agriculture and associated activities.
 - c. to arrange and assist in arranging, meetings, conferences, and other activities in keeping with the objects of the Association.
 - d. to co-operate with other bodies, within NSW and elsewhere, which share an interest in Agriculture.
 - e. to publish a Journal and other such material as a consonant with the objects of the Association.
-

3. MEMBERSHIP:

a. Ordinary:

The Association is open to anyone with an interest in Agriculture.

Applications for membership shall be made in writing.

All subscriptions shall become due and payable on the thirty first day of December for the following biennium.

b. Affiliate:

The Executive may arrange affiliate membership with other Associations which share objects to those of the Association and which engage in activities that do not conflict with those of the Association.

In arranging the affiliate membership fee the executive is to set the rate to cover the entire cost of the printed material for the current year and the postage involved. Affiliate members enjoy all the rights of the ordinary members when they attend meetings of the Association.

c. Student.

The Executive may accept student members at 50% of full fee.

d. Life.

i. Nomination by present financial members of the Association will be required on the nomination form enclosed in BAAT.

ii. Support materials must be provided together with referees, to enable a full resume to be developed and presented in BAAT.

iii. A summary of the resume is to be posted prior to the AGM at the biennial conference.

iv. Voting will be decided on a 2/3 majority of the members voting.

v. Successful members will become life members as of the date of the meeting and be invited to receive their life membership at the following Biennial Conference.

e. In all cases of membership; ordinary, affiliate, and student, any rejection of an application for membership must be considered by the Executive.

f. The membership year will run from January to December. Any membership payments made after 1st November will carry onto the next years membership.

4. CESSATION OF MEMBERSHIP:

If a member does not pay the biennial subscription when it falls due, or does not pay within sixty days any other sum falling due to the Association, such membership shall thereupon cease

and no rights of membership may be exercised until default in payment has been remedied.

5. GENERAL MEETING:

- a. General meetings have the power to determine the policy of the Association.
- b. The Association may, where possible, hold a general meeting once every two years.
- c. Special meetings may be called in term time by the President of the Association at the written request of any ten members.
- d. The Quorum at a general meeting shall be Four (4) members and no business shall be transacted at any general meeting unless a quorum of members is present. Thirty minutes is to be allowed from the notified time of the commencement of the meeting for a quorum to be present.
- e. Section (c) does not preclude any general meeting passing a recommendation for the Executive's consideration either by vote or acclamation. Executive is bound to consider such motions but not to accept them.
- f. The constitution of the Association may be amended by a special resolution of half or more of the members of the Association who are present at a general meeting of which at least 21 days written notice has been given.
- g. Any changes to the subscription rate of the Association are to be made by vote at the general meeting of the Association.

6. BIENNIAL GENERAL MEETING:

- a. The biennial general meeting shall receive the executive report of the activities of the Association for the previous term. On adoption, this report becomes the Biennial Report of the Association.
 - b. The biennial general meeting shall receive the Treasurer's audited statement from the previous financial term. On adoption this report becomes the Biennial Financial Report.
 - c. The newly appointed executive will select an appropriate auditor at the earliest convenience for the next 2 years.
 - d. The biennial General Meeting shall elect the following honorary officers of the Association.
 - The President.
 - The Secretary.
 - The Treasurer.
 - The Publications Officer.
 - Two Biennial Conference Organisers.
 - Technology and Communication Officer.
-

e. Returning Officer and Elections:

The Biennial General Meeting shall elect a returning officer for the conduct of the elections at the next ensuing Biennial General Meeting. Nominations of members for the various positions shall be called for in the notice convening the biennial General Meeting. If no or sufficient nominations have been received for a position prior to the general meeting, nominations may be accepted from the floor of the meeting.

All nominations, whether prior to the meeting, or from the floor, must be seconded. Only financial members may nominate or second. Voting shall be by secret ballot and in person at the meeting.

Where there is single position to be filled, votes shall be cast and counted with the preferential system; where there is more than one position to be filled, each member voting may cast as many votes as there are positions to be filled and votes shall be counted in accordance with the first-past-the-post system. In all cases the conduct of the elections shall be in the hand of the Returning Officer whose decisions shall be final.

7. THE EXECUTIVE:

shall consist of:

- a. Four elected members of the association.
- b. The elected editors (up to 3 in number) of the Bulletin of the NSW Association of Agriculture Teachers (BAAT).

8. THE ADVISORY COUNCIL AND BRANCHES OF THE ASSOCIATION:

- a. The Executive may call a meeting of an Advisory Council. The advisory council shall be free to advise the Association about any matter connected with Agriculture, or the future development of the Association, but it has no power to make binding resolutions.

- b. Ten or more members of the Association may apply to the Executive for permission to form a branch of the Association. If the Executive grants such permission it may do so on such terms as it sees fit and it may at any time in absolute discretion vary those terms or suspend recognition until the next biennial meeting.

In exercising these powers the Executive shall have regard to the interests of the Association at large, and of its members generally, and the need to both encourage and co-ordinate the activities of the Association, its members and all branches.

Branches shall finance their own activities; but may not commit the Association to any expenditure without prior specific approval of the Executive or the Treasurer.

The Executive may make grants, either general or specific to Branches to assist in their activities. Branches shall keep the executive full informed of their plans, activities

and financial position by regular communication, and in a report which the Branch should submit to the Biennial General Meeting.

9. POWERS AND DUTIES OF THE EXECUTIVE:

- a. The business of the Association shall be managed by the Executive which may authorise all payments on behalf of the Association, which are not prerogative of a general meeting, in conformity with the objects of the Association.
 - b. The Executive may require an officer of the Association to report to it about activities which he has conducted on behalf of the Association and may request him to cease these
 - c. activities until the next general meeting, when any matter under dispute may be referred to the members.
 - d. The Executive shall cause minutes to be made:
 - of all payments of officers of the Association
 - of the names of all members of the Executive present at all meetings of the Association and of the executive, and,
 - of all regular motions at all meetings of the Association and the executive.
 - e. The Executive may invite members to assist in all or part of its deliberations. Such co-opted members may vote on formal motions.
 - f. The executive shall have the power to fill any vacate office. Offices may be declared vacant if no nomination is accepted by the Biennial General meeting or if an officer resigns or fails to accept the Presidents invitation to be present at three successive meetings of which due notice has been given.
 - g. The Executive may empower an assistant treasurer to take some or all of the duties of the Treasurer if the treasurer requests assistance or, if, owing to any cause, the Treasurer is unable to do fulfil part or whole of his duties.
 - h. The Executive may nominate a past president to act in place of the president if by chance; the President is unable to fulfil his duties.
 - i. The Executive may request the Secretariat to implement decisions or it may grant discretionary powers to deal with certain matters.
-

10. FUNCTION OF THE SECRETARIAT:

The secretariat may meet in the months between meetings of the Executive to review:

- correspondence
- accounts
- progress of officers in fulfilling the motions of the Executive
- to resolve matters delegated to it by the Executive, and in general, to provide for continuity of action.

11. THE PUBLICATIONS EDITOR/S:

The Publications Editor/s shall be responsible of the handling of all routine matters connected with the issue of publications which have been established by the Executive.

12. SUB-COMMITTEES:

- a. It is the policy of the Association to foster active work of voluntary sub-committees and to see that this work receives authorised support and due notice in the publications of the Association.
- b. The Executive may set up sub-committees to prepare business for the Executive meeting or to carry out worthwhile activities for the Association.
- c. Convenors of such sub-committees must report all meetings of their committees to the next meeting of the Executive.
- d. No proposals involving the expenditure of the moneys of the Association shall be effected without the approval of the executive.
- e. The name of the Association must not be used by sub-committees for any public action except with the approval of the Executive.
- f. The President, the Secretary and the Treasurer of the Association have the right, ex officio, to attend any sub-committee meeting, and the Executive may nominate on behalf of its members to attend meetings.

13. DUTIES OF OFFICE BEARERS:

a. The President:

- Shall represent and stand for the Association during his/her term of office.
 - Shall preside over public and general meetings of the Association, the meetings of the Executive, and of the Advisory Council.
 - Shall be in charge of the business of the Association, and the other officers of the Association shall
-

provide him with material necessary to direct the course of the meetings and to represent the Association.

b. The Secretary:

The Secretary shall be responsible for:

- Receiving, filing and preserving all correspondence of the Association.
- Notifying the President of its contents in time for general meetings and Executive and Secretariat meetings as authorised by the President.
- Sending out notices and agenda for general meetings and Executive and Secretariat meetings as authorised by the President.
- Acknowledging or answering all correspondence as required by the Executive.
- Gathering and preparing materials for reports including the Executive's report of the activities of the Association.

c. The Treasurer:

The Treasurer shall be responsible for:

- The receipt and expenditure of all monies of the Association and maintaining the balance of the same.
- The financial records of the Association.
- Preparing a balance sheet for audit prior to the biennial General Meeting.
- Maintaining a list of financial members.
- Notifying personnel responsible for mailing re new members.
- Preparing budget estimates for income and expenditure at about October of the Biennium.
- Supervising the financial arrangements for all publications and the issue of complimentary copies of Journals and other publications.

d. Technology & Communication:

- Development, maintenance and up keep of an Associations web site.
- Maintenance and up keep of the Associations Master Data base.

e. The Editor/s:

- The Editor/s shall be responsible as part of the executive for maintaining the standard of the Associations Journal in accordance with the objects of the Association and in consultation with the executive.
-

15. THE J.A.SUTHERLANS AWARD:

The criteria for awarding the J.A Sutherland Award are as follows:

- i. The J.A. (Alan) Sutherland Memorial Award is to be presented to an Agriculture teacher judged to have made a significant contribution to the teaching of Agriculture.
- ii. The recipient is a secondary school teacher who is a member of the NSW Association of Agriculture Teachers.
- iii. The award is judged by a committee comprising the Executive of four and two members nominated by the committee.
- iv. Nominations for the award be made by any member or group of members in writing at least three months prior to the Biennial Conference.
- v. Nominations or a summary of nominations to be included in the Associations Newsletter prior to the Biennial Conference.
- vi. The judging committee reserves the right not to make an award in any Biennial, the award takes the form of:
 - a perpetual trophy inscribed with the name and year of the recipient
 - a personal award to the recipient.
- vii. In the event of the Biennial Conference not being funded, the award be made and members advised in the next edition of BAAT.

A significant contribution should include:

- a work or event from which many benefit.

OR

- an outstanding worker

OR

- an innovation

16. CHARLES MULLAVEY AWARD:

- a. The Charles Mullavey Award is sponsored by the NSW Association of Agriculture Teachers.
- b. This Award is named after the First inspector of Agriculture in NSW schools. Mr Mullavey did much to promote Agriculture and excellence in NSW.
- c. This award is presented annually to a student who:
 - ^ Achieves first place in Agriculture in the HSC.
 - ^ Achieves the highest mark in the HSC Project component.
 - ^ Achieves the highest mark in VET Primary Industries at the HSC.



Hillston Central School

A BIT ABOUT HILLSTON:

Hillston is situated 110 km North-West of Griffith, on the Lachlan River has a population of about 1500. Hillston began in 1863 and grew as a result of the wool industry in the late 1800s.

The South West Closer Settlement Scheme came into being after the First World War and the scheme placed returned soldiers and their families onto blocks of undeveloped scrub. These blocks were too small to be economical and were heavily covered in scrub. Many families left these blocks and the township was in decline.

In the 1950s the wool boom resurrected the viability of the town and in the late 1990s saw a boom in cotton but this was short lived due to the severe drought period of the 2002-05.

Hillston is a small rural township. The area has varied agriculture enterprises; including sheep, cattle, cotton, grain and citrus and vegetables.

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AGRICULTURE & PRIMARY INDUSTRIES AT HILLSTON CENTRAL SCHOOL

Hillston is a small town in central NSW, population around 1200. Our nearest large town is Griffith, 110km away. We are a K-12 school, so you get to deal with all sorts of issues in the playground! We belong to the Riverina Region.



Hillston has grown a lot over the past 10-15 years due to access to irrigation water from the Lachlan River and bore water. The drought has caused growth to stop, and many people have not planted crops. Hillston grows oranges, wine grapes, cherries, potatoes, tomatoes, vegetable seeds, pumpkins, melons, carrots, olives, almonds, lucerne hay, sheep, cattle, goats, cotton, winter crops, chickpeas, coriander, maize, honey.

The students study various local enterprises at school in Stage 5 Agriculture, and the units are rotated on a two year cycle (Wine, Wool, Wheat; Cattle, Cotton, Citrus), with whatever changes or additions that interest us in the year. The students have access to a small Ag Plot where they can grow vegies in a shade house and in garden beds and manage sheep and chickens, citrus and grapevines. Sometimes we hatch eggs or raise poddy lambs. We also have access to local farms to see real farming. We have a John Deere 4210, which the students can't wait to learn to operate.



The senior students belong to the Riverina Access Partnership, which also involves Ardlethan Central, Aria Park Central and Barellan Central. This year, I am coordinating Preliminary Agriculture and have one student at Hillston, two at Ardlethan and one at Aria Park. I send them weekly work via email, which they complete some of with their in-school teacher, and some they are expected to complete by themselves. I see them for three 53min periods a fortnight over the video-conferencing facilities we have. This means that I can see them and we can have class discussions in almost the same way that you would in a normal classroom. Organising field trips is a bit trickier, however!



The students were impressed with the mulesing clips that I brought back from the conference, since we had investigated mulesing in the Prelim course.

VET Primary Industries also runs, generally with small numbers, because our Principal values VET subjects and the potential future career paths of the students. We sometimes access TAFE for various courses and/or assessment.

I try to have an agriculture-based Technology (Mandatory) unit run for Year 7&8 at least once every two years. We have looked at hydroponics, worms, vegies, honey, herbs.

The lack of water has always affected production on the Ag Plot. We have access to town water, which is somewhat costly. The sheep are often hand fed.



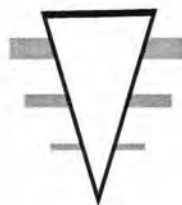
NSWAAT thanks Johana McCarthy for her contribution to BAAT

Professional Development

- **Ag. teachers**
Animals &
Agriculture teaching 7-12
- **Possibility for some funding..**
- **Ag students**
Year 12 Ag study day at Yanco



HSC Study Day at Yanco Ag incorporated a tour around the farm.



PROFESSIONAL DEVELOPMENT WORKSHOPS 2008 - SEMESTER 2

Curriculum K-12 Directorate will be running a series of workshops throughout NSW during semester 2 for Technology teachers. Three different workshops will be presented at various locations.

ANIMALS AND AGRICULTURE TEACHING 7-12

A workshop to review teaching and animal management practices in agriculture 7-12. Explore new resources and strategies to enhance practices and achieve compliance requirements.

29 July 2008	Gosford	For more information contact: Sally Bannerman 9886 7426 or email sally.bannerman@det.nsw.edu.au Available to all schools
7 August 2008	Orange	
12 August 2008	Coffs Harbour	
20 August 2008	Yanco	
26 August 2008	Coonabarabran	
10 September 2008	Windsor	

Hopefully you managed to get to one of the above Professional Development Workshops which was held in your area.

BRIEF SUMMARY

Sally Bannerman The Schools Animal Welfare Officer reiterated the importance of the Curriculum Support website located at:

<http://www.curriculumsupport.education.nsw.gov.au/>

Sally highlighted the valuable resources available to Agriculture teachers delivering all stages of Agriculture at their schools.

By following the links through the web site to Technology 7-10 & 11-12 Technology and selecting Agriculture you will find 'Teaching Ideas'.

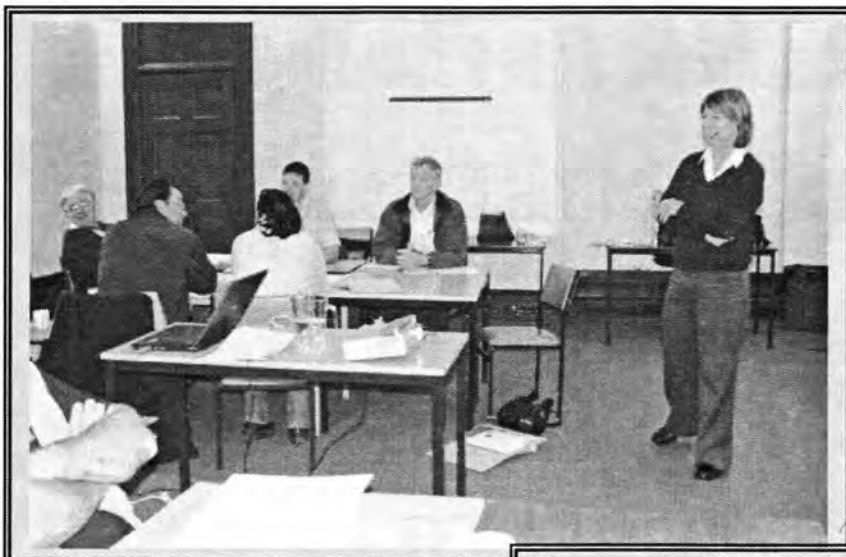
The workshop highlighted the resources available under the sections:
'Animals in Schools'

Such resources as:

- Compliance Process
- Species Information
- Advice
 - Managing the Ag Plot
 - ^ Record Keeping
 - ^ Raising Pigs
 - Keeping Native Animals
- Application Forms
 - Categories of activities
 - Application forms 1/2/3/4/5
- Resources
 - Guidelines
 - CD-ROM
 - Useful Sites
 - Animals in Schools Poster
 - Teaching Ideas
- Legislation

Contact Details:

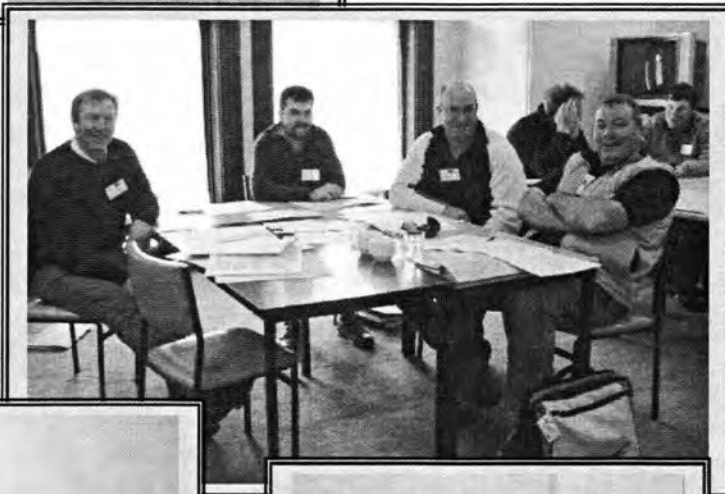
Schools Animal Welfare Officer
Sally Bannerman
3A Smalls Rd (Private Bag 3)
RYDE NSW 2112
Tel: (02) 9886 7426
sally.bannerman@det.nsw.edu.au



**YANCO
AGRICULTURAL
HIGH
SCHOOL**

**ANIMALS AND
AGRICULTURE
TEACHING
7-12**

AUGUST 2008



Agriculture teachers from Hay, Walla Walla, Batlow, Tumut, Leeton, Narrandera, Griffith, Grenfell & Albury all participated in a very productive and worthwhile professional development day. Thanks to Sally for her expertise & professionalism in making the day a great success.

Perhaps there could be some funding for this concept in Central Schools?

Nicola Roxon MP
Shadow Minister for Health
MEDIA RELEASE

Federal Labor tackles childhood obesity by bringing the kitchen to the classroom

A Rudd Labor Government will provide \$12.8m over four years to fund a Kitchen Garden Pilot Program in 190 primary schools across Australia.

Based on the successful Stephanie Alexander Kitchen Garden Program in Victoria, the program tackles the rising trend of childhood obesity by giving children hands on experience in healthy eating.

The program teaches children in years 3 to 6 how to grow, harvest and cook produce as part of the school curriculum.

By introducing children to the pleasures of growing and preparing fresh food and sitting around a table to share a meal, the Kitchen Garden Program provides an opportunity to develop positive behaviour in children's early years.

This curriculum-based health initiative gets children interested in healthy eating, not because it's "healthy" but because it is fun and the food tastes great.

A Rudd Labor Government will:

- Fund the Stephanie Alexander Kitchen Garden Foundation to establish the Kitchen Garden Pilot Program, train teachers and staff and oversee the administration of the program.
- Establish an infrastructure fund to provide grants of up to \$60,000 to 190 schools to fit out kitchen and garden facilities.
- Establish a central demonstration school for the Kitchen Garden Program in each State and Territory.
- Work collaboratively with the States to integrate the program into their curriculum.

"We have seen in the Victorian program that getting the kitchen infrastructure in place is the part of the program that schools struggle with most," said culinary legend and program founder Stephanie Alexander.

"The current pilot schools have transformed the way that students think about food - before the kitchen garden, one of the students said to me '*I thought tomatoes came from the shops*'."

The original program was established by Stephanie Alexander at Collingwood College in Victoria.

The Stephanie Alexander Kitchen Garden Foundation has been highly successful in its projects in Victoria, reaching not just the children but a whole range of volunteers and teaching staff.

Obesity is a leading cause of chronic disease in Australia and we need fresh ideas to combat this growing epidemic. We know that one in four Australian children is overweight or obese.

This initiative is a new way of looking at health education and obesity prevention that goes beyond the strategies of the past.

For further information contact Angela Pratt 0419 253 411

Received: September 2008





2008 Agriculture HSC Study Day Riverina

The HSC Agriculture Study Days were held throughout the state at various centres for some time. These valuable study days were conducted by Bob Anderson & the Riverina branch of the Association saw a need to re introduce the concept this year at Yanco Ag High School.

Carl Chirgwin from Griffith High School developed the concept and rallied the local Agriculture teachers to present various sections of the Stage 6 HSC Agriculture Course to the students.

Carl ensured that students were exposed to a range of study skills from examination techniques through to the more specific outcomes of the electives offered in the course.

The Association appreciates Carl's time & effort for making the study day a huge success. With over 75 students from across the Riverina attending it reflects on the value of such a day for our students.

It is envisaged that the study day will be an annual event.

Following is the plan for the study day & it can be adopted elsewhere across the state if desired.

HSC Agriculture Study Day

*The Agriculture HSC Study Day for 2008 is in the flowering stage as part of the NSW Ag Teachers Association.

Friday September 5th, 2008 (Week 7, Term 3).

*To be held at: **Yanco Agriculture High School from 9am to 2pm**

*Cost - \$5 - for BBQ lunch and resources

*Students **will have to pay \$5 cash on the day per head** as money can be distributed to YAHS for food etc on the spot.

*Please take note of this in your permission notes.

*Ian Thompson/Simone Wilson (YAHS) - Putting out spot fires on the day from the YAHS end.

*Students will receive a HSC Study Day Booklet which contains various resources and information. There will be space for students to write notes as required.

Items to be discussed on the day include:

***9.15am - 10.50am**

Paper 1

- Examination questions and answering techniques (Section I, II & III)
- What the examiners are looking for in answers
- How marks are allocated

Presenter: M Duncan (WHS) (30 MINUTE PRESENTATION)

Question time - 10-15 minutes (All present teachers will be required to assist here)

-----Stand and stretch-----

- Approach methods (Section I, II & III)
- How to prepare for the Ag paper (Section I, II & III)
- Using past papers to assist with studying

Presenter: Stephen Trickett (Billabong High) (30 minute presentation)

Question time - 10-15 minutes (All present teachers will be required to assist here)

Primary Industries' Presentation - **15-20 minutes** - Richard Said (North Wagga TAFE)

11am - 11.45am (BBQ brunch and drinks provided by YAHS students)

***12pm - 1pm (Elective one choice) (Students will be given the chance to attend both their elective presentations)**



HSC Agriculture Study Day

Paper 2

Electives:

Agribusiness - Tony Butler (Tumut)

Animal Management - Ian Thompson (YAHS)

Plant Management - Alison Darlingburg (St Francis)

Sustainable Land & Management - Carl Chirgwin (GHS)

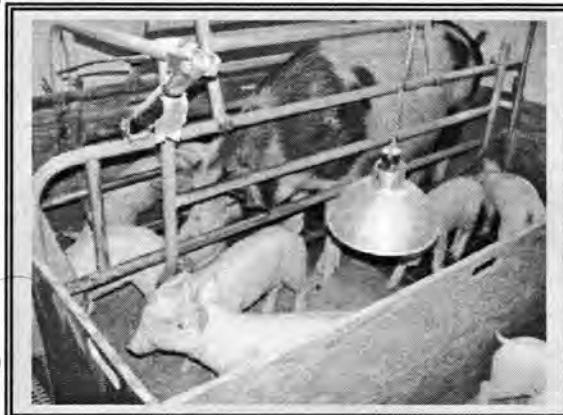
1pm - 2pm (Elective two choice)

Agribusiness - Tony Butler (Tumut)

Animal Management - Ian Thompson (YAHS)

Plant Management - Alison Darlingburg (St Francis)

Sustainable Land & Management - Carl Chirgwin (GHS)



2pm is Depart for Home

***Evaluation to be completed back on school and emailed to your's truly**

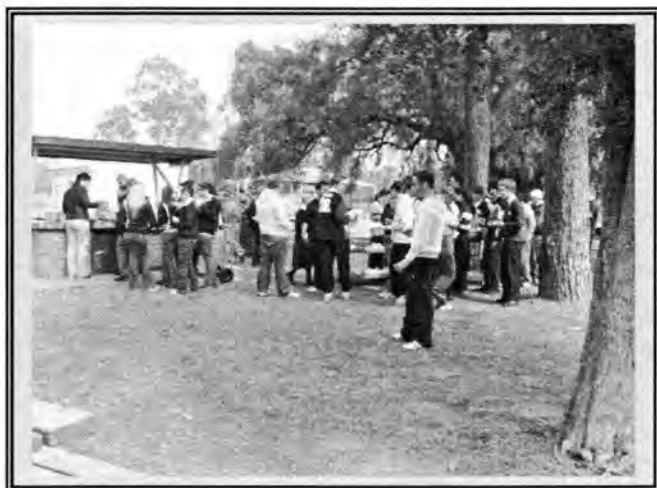
*At least 75 students are in attendance at this stage

* Attached is a list of each student elective by elective.

Thanks

Carl Chirgwin...

Griffith High School



Agriculture



Resources

^ NLIS

^ Primary Industries: Finley High School

- many thanks to Robyn O'Leary & Gary Webb for their extensive resources

^ Stage 6 Agriculture: Hillston Central School

- many thanks to Johana McCarthy for sharing your resources

^ Farm Safety Video: 19 minutes



National Livestock
Identification System

LIFETIME TRACEABILITY FOR CATTLE

‘NLIS Protecting our Beef and Dairy Industries’

**TO BE LIFETIME TRACEABLE ALL CATTLE
MOVEMENTS MUST BE NOTIFIED TO THE NLIS
DATABASE.**

***CATTLE IDENTIFICATION AND MOVEMENT
RECORDING IS ENFORCEABLE BY LAW.***

*THE NATIONAL LIVESTOCK IDENTIFICATION
SYSTEM OPERATES THROUGHOUT AUSTRALIA TO
ENSURE ALL CATTLE MAY BE TRACED IN THE
EVENT OF A DISEASE OUTBREAK. IT PROVIDES
VALUABLE INFORMATION FOR FOOD INTEGRITY
PROGRAMS AND MANAGING CHEMICAL RESIDUE
RISKS.*

GET INVOLVED!

- Get a PIC (Property Identification Code)
- Get an NLIS Database Account
- Ensure movements are notified to the database.

HELP:

MLA HELPLINE 1800 654 743

DPI NLIS HELPLINE 1300 720 405

NLIS DATABASE www.nlis.mla.com.au

NSW DPI WEBSITE www.dpi.nsw.gov.au/nlis



NLIS Cattle: Frequently Asked Questions for Improving Herd Management

The National Livestock Identification System (NLIS) is designed to protect and grow Australia's reputation as a producer of quality beef by providing lifetime traceability for every animal.

At the same time, NLIS also gives livestock producers other advantages. NLIS can be used by producers seeking to collect on-farm performance and management data, to boost productivity and efficiency in their enterprise.

What are the benefits of using NLIS as an on-farm management tool?

- Easy recording in the yard or paddock,
- Improves accuracy and saves on double handling information, and
- you can make decisions based on accurate data.

Using Individual animal identification (NLIS tags) and the right software (NLIS scanners, weigh scales and farm software programs), producers can work with the NLIS database to create accurate records that help make on-farm decisions.

How is NLIS used to identify and manage stock?

- Ear or rumen devices used for NLIS cattle can become your on-farm identification system.
- Using panel or hand held readers, producers can track weights and performance of stock without additional paperwork and calculations.

All cattle are uniquely identified with an NLIS approved device, an ear device or rumen bolus/ear tag combination. Each ear device is printed on the outside with a unique NLIS number and internally contains a microchip with an electronic radio frequency number. This number can be used for on-farm record keeping and stock identification purposes.

Producers can attach NLIS devices to cattle they breed at any time before they leave their property of birth. The most convenient time to attach an NLIS device on-farm is at calf marking or weaning. Producers who identify their calves correctly at a young age get the benefit of the NLIS device as an on-farm management tool until the cattle are sold.

Can NLIS be used to monitor herd progress?

- Yes, use NLIS in conjunction with panel or hand held readers to record weights, and integrate it with pedigree, health treatments, pregnancy testing results and pasture performance.

The unique number on the NLIS device can be linked to a computer-based or manual record-keeping system. Use the information to monitor herd progress against fertility, disease and growth targets and to set up automated drafting systems for target weights or preferential feeding.

Can NLIS provide labour efficiencies and quality assurance in your stock yards?

- Yes, use hand held or panel readers to save time and improve accuracy of record keeping for both compliance and management of livestock.

NLIS information can be linked to stockyard equipment such as weigh scales and automatic drafting gates, providing labour efficiencies and quality assurance through eliminating errors in recording. Animals can be drafted by NLIS identification, live weight, age, sex, breed, sire, treatments, or any combination of these.

When information is recorded during yard operations, or even in the paddock, the data can be transferred for herd recording and used to complete farm records. This may have flow on benefits to other compliance requirements, such as Livestock Production Assurance (LPA) and quality assurance schemes, as it allows them to be completed quickly and correctly.



National Livestock
Identification System



Australian Government
Department of Agriculture,
Fisheries and Forestry



For further information contact:

NSW Department of Primary Industries 1300 720 405

or visit: www.dpi.nsw.gov.au/nlis



NLIS - working for you

Can NLIS provide carcass feedback?

Producers can access the NLIS database via a 'Producer account' to obtain carcass feedback on cattle slaughtered in NSW. In fact, carcass feedback is a major benefit of adopting NLIS as a management tool for producers using this information for on-farm decisions. This may help cattle producers supply livestock that better meet customer specifications.

Previously, carcass feedback may have been difficult to obtain or limited to whole cattle lot reports. NLIS offers producers the ability to identify individual animals to carcass feedback through the carcass report.

Carcass feedback information is available to the original breeder of cattle and consignor. Processors may provide different levels of information to clients and this can be discussed with your processor.

How can I use NLIS to its full potential for livestock management?

NLIS offers the ability to monitor individual animal performance data from on-farm, through the production chain to carcass feedback. Using NLIS at this level may require co-operation with processors and others in the beef supply chain. It can assist by maintaining a common identification for the animals through the NLIS device. Various electronic systems are being implemented on farms, at saleyards, feedlots and abattoirs that can identify the animal by its NLIS device and record transactions or production data. This can help producers fine-tune their management for improved compliance with customer specifications, which can ultimately increase returns.

In order to use NLIS to its full potential, an NLIS management system can be developed. This involves a three-step approach:

1. identifying cattle with an NLIS device,
2. selecting and using appropriate equipment, and
3. interacting with the NLIS database.

A variety of commercial products, such as NLIS scanners, weigh scales and farm software programs provide the tools for electronically recording animal performance information as part of an NLIS management system.

A NLIS management system has both economic and management benefits, including gains from more timely sales, improved animal weight gains through better pastures, better feed rationing, and the ability to market your beef armed with things such as greater weight or yield knowledge. Management benefits include time savings through faster animal handling in yards or improved knowledge of genetic traits, which can assist when making breeding decisions.

If I use NLIS as a management tool, do I still need to record stock movements?

- Yes, all movements from a PIC to another PIC, need to be recorded to the NLIS database, go to www.nlis.mla.com.au to register all movements.

The primary function of NLIS is the identification and tracing of livestock. For cattle it is a permanent whole-of-life identification system that enables individual animals to be tracked from property of birth right through to slaughter for food safety, product integrity and market access purposes. It is mandatory for cattle producers to report all stock movements to the NLIS database.

Want further information?

For further information on the benefits of NLIS or creating an NLIS management system, visit www.dpi.nsw.gov.au/nlis or contact NSW DPI on 1300 720 405.



For further information contact:

NSW Department of Primary Industries 1300 720 405

or visit: www.dpi.nsw.gov.au/nlis





Student Name: _____

Robyn O'Leary
Gary Webb

RTE2128 - Provide Feed for Livestock Assessment Task

Finley High School

*NSWAAT thank Robyn & Gary
for their valuable resources.*

PREAMBLE	This competency standard covers the process of preparing and providing feed for livestock in an extensive agricultural environment. It requires the application of knowledge and skills to check livestock condition, assess feed availability and provide supplementary feeding where required, and report and maintain records. In addition, it requires an awareness of animal welfare and behaviour, and safe workplace and sustainable environmental practices associated with livestock production. The work is likely to be carried out under close supervision with regular checking within enterprise guidelines.
TASK	☺ Set up electronic scales & weigh feedlot cattle ☺ Determine grain requirements of feedlot cattle ☺ Feed cattle as per enterprise guidelines ☺ Monitor water quality
WHO	Groups of 3 to move & work with the animals. Individual questioning.
STEPS TO BE ASSESSED	☺ Electronic scales are set up in preparation for the weighing of livestock. ☺ Yards are inspected for hazards. ☺ Animals to be weighed are identified & moved into the crush for weighing. ☺ Weight is checked & then recorded in the diary. Weights are to be transferred to the spreadsheet after weighing is complete. ☺ Animal is released from the crush. ☺ Feed requirements are calculated & recorded. ☺ Animals are checked to see if all of the previous feed has been consumed. Health of the animals is monitored; any problems are reported to the teacher or ag assistant. ☺ Any left over feed is weighed & recorded on the feed sheet. ☺ Animals are fed according to the feed plan. ☺ Water troughs are cleaned & the salt level of water is monitored.
WHEN	This assessment will be progressive:- ☺ the assessment of weighing out, checking animal health, left over feed & feeding of stock will occur when you are rostered on to feed the livestock, ☺ calculation of the feed requirements of carcase animals will occur in your half & yearly exams, ☺ setting up of scales, yard inspections, weighing of stock & recording of weights will occur during lessons in weeks 7 & 8 in term 3 ☺ monitoring of water quality will occur during week 6 in term 3
WHAT YOU WILL BE ASSESSED ON	Safe conduct of tasks. Setting up of the scales. Calculating feed requirements. Weighing out the appropriate feed. Cleaning of water troughs. Measuring salt levels of stock drinking water.

SYLLABUS REFERENCES	
RTE2128 - Provide Feed for Livestock Element 1 Prepare for feeding	1.1 Condition and health status of livestock is checked and recorded in line with enterprise requirements. 1.2 Feed and feed supplements are confirmed and prepared in line with feeding plan. 1.3 Water supply, quality and quantity is checked and maintained to meet livestock requirements and enterprise requirements. 1.4 Existing and potential OHS hazards in the workplace are identified and reported to the supervisor.
Element 2 Feed livestock	2.1 Suitable personal protective clothing and equipment is selected, used and maintained in accordance with OHS requirements. 2.2 Feed and feed supplements are provided in accordance with feeding plan and enterprise requirements. 2.3 Feeding process is monitored to ensure livestock are feeding effectively in accordance with feeding plan. 2.4 Procedures to minimise feed wastage and spillage, and dispose and recycle feed waste are followed in line with enterprise requirements. 2.5 Variations to individual eating and drinking patterns are noted and reported.
Element 3 Complete the feeding process	3.1 Feeding process is evaluated and recorded in accordance with workplace procedures. 3.2 Feeding abnormalities are recorded and reported to the supervisor in line with enterprise requirements. 3.3 A clean and safe area is maintained during and on completion of feeding in accordance with OHS and enterprise requirements.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

0 = not required 1 = perform the process 2 = perform and administer the process 3 = perform, administer and design the process

1. How can communication of ideas and information (1) be applied?	Information and ideas about the feeding plan can be communicated to feed suppliers and other people in the workplace.
2. How can information be collected, analysed and organised (2) ?	Information regarding the observation and monitoring of feeding is gathered and analysed, and organised by records and reports.
3. How are activities planned and organised (2) ?	Activities can be planned and co-ordinated with feeding and monitoring routines.
4. How can team work (2) be applied?	Teamwork could be involved in implementing and monitoring procedures to achieve feeding requirements.
5. How can the use of mathematical ideas and techniques (1) be applied?	Mathematics could be applied in the measurement and calculation of feed, and feed frequency requirements.
6. How can problem-solving skills (1) be applied?	Problems of supply and demand will need to be anticipated and addressed quickly to ensure the adequate provision of feed and water requirements.
7. How can the use of technology (1) be applied?	The use of technology can be applied to assist in the calculation and development of a feeding plan, in the recording of information, and to communicate and inform on the feeding process.

RTE2128 Provide Feed for Livestock Assessment Task Record

Candidate name:	
Assessor name:	
Units of competency:	RTE2128 Provide Feed for Livestock
Name of workplace	Finley High School

Date of assessment:	This assessment will be progressive:- ☺ the assessment of weighing out, checking animal health, left over feed & feeding of stock will occur when you are rostered on to feed the livestock, ☺ calculation of the feed requirements of carcase animals will occur in your half & yearly exams, ☺ setting up of scales, yard inspections, weighing of stock & recording of weights will occur during lessons in weeks 7 & 8 in term 3 monitoring of water quality will occur during week 6 in term 3		
Procedure:			
During the demonstration of skills, did the candidate:	Y e s	N o	Comments
Safely conducted the tasks.	☐		
Correctly set up of the scale.	☐		
Correctly calculate feed requirements of the animals.	☐		
Weigh out the appropriate feed.	☐		
Cleaning of water troughs.	☐		
Measuring salt levels of stock drinking water.	☐		
The candidate's performance was:	Not Satisfactory ☐		Satisfactory ☐
Feedback to candidate: ----- ----- ----- ----- Feedback from candidate: - - - - - ----- ----- ----- -----			
Candidate signature:			
Assessor signature:			

Observation Guide for RTE2128 - Provide Feed for Livestock.

Name_____

Expected Performance	Assessment Criteria	Observed Y/N	Oral Questions/Expected Answers	Correct Answers Y/N
1.1 Condition and health status of livestock is checked and recorded in line with enterprise requirements.	☺ Electronic scales are set up in preparation for the weighing of livestock.		☺ What OH&S issues do you need to be aware of when working with livestock? A - Yards & laneway are free from sharp objects that could injure the animal or the operator.	
1.2 Feed and feed supplements are confirmed and prepared in line with feeding plan.	☺ Yards are checked for hazards. Any hazards found are reported.		A - You need to be aware of animal behaviour so that you can get the animal to do what you want it to do.	
1.4 Existing and potential OHS hazards in the workplace are identified and reported to the supervisor.	☺ Animals to be weighed are identified & moved into the crush for weighing. ☺ Weight is checked & then recorded in the diary. Weights are to be transferred to the spreadsheet after weighing is complete. ☺ Animal is released from the crush. ☺ Calculate the amount of (a) grain & (b) roughage that the stock you have weighed can be given.		☺ How do you know that the scales are weighing correctly? A - You need to put a known weight onto the weighing platform & check that that is the reading that the scales give. ☺ Why do you record the weights of the stock? A - So that you can be sure that the animal is maintaining or gaining weight, not losing it. It allows you to monitor animal health & condition. It also allows us to adjust the amount of grain & roughage that the animal receives each week.	

		☺ How often are they weighed? A - These animals are weighed on a weekly basis. We try & weigh them on the same day each week at roughly the same time. ☺ Why does the animal require both grain/concentrate & roughage/straw in its diet? A - The animal needs the grain to provide the energy & protein that it needs for growth & development. The roughage stimulates the rumen so that it functions properly, it provides bulk so that the animal feels full & slows down the digestive process so that all of the valuable nutrients in the grain can be fully digested & absorbed. ☺ Where do you record the amount of grain that each animal is to receive every time it is fed? A - It is written on the blackboard in the shed next to the animals name/pen number & it is also recorded on the feed sheet	
--	--	--	--

2.3	Feeding process is monitored to ensure livestock are feeding effectively in accordance with feeding plan.	☺ Cattle are checked prior to feeding to see that feed has been eaten & that animals are well. Any problems are recorded &/or reported to the teacher or ag assistant.	☺ What signs might alert you to an animal that was unwell? A - head down, not feeding, kicking/biting at the stomach, bloated left hand side, eyes not clear, rapid breathing.	
2.2	Feed and feed supplements are provided in accordance with feeding plan and enterprise requirements.	☺ Cattle are fed the required feed twice daily.	☺ What is the most common cause of sloppy, smelly manure when cattle are being feed grain? How can you avoid this? A - Acidosis or grain poisoning. You need to introduce grain into the diet slowly & provide plenty of straw for roughage.	
2.1	Suitable personal protective clothing and equipment is selected, used and maintained in accordance with OHS requirements.		☺ The hay that is being fed to the stock is extremely dusty & you suffer from hayfever & asthma. What PPE might you select to use to reduce the risk of suffering an attack? A - A face/dust mask and safety glasses/goggles.	
2.4	Procedures to minimise feed wastage and spillage, and dispose and recycle feed waste are followed in line with enterprise requirements.	☺ Feed that isn't eaten is removed from the feed bin; it is weighed & put in the excess bucket. The amount of feed left is recorded on the feed sheet & reported to the teacher or ag assistant.	☺ Why is it important to remove any feed that hasn't been eaten and to record the amount that has not been eaten? A - it is good to remove the feed so that you know exactly what the animal is eating and to avoid over feeding & upsetting of rumen function.	
2.5	Variations to individual eating and drinking patterns are noted and reported.			

3.1	Feeding process is evaluated and recorded in accordance with workplace procedures.			
3.2	Feeding abnormalities are recorded and reported to the supervisor in line with enterprise requirements.			
3.3	A clean and safe area is maintained during and on completion of feeding in accordance with OHS and enterprise requirements.	☺ Sweep up any spilt grain from the feed shed floor.	☺ Give two reasons as to why spills of feed are cleaned up. A - 1. to prevent slips caused by grain being on the feed shed floor & 2. to avoid encouraging rodents into the feed shed as they spoil feed if they get into it.	
1.3	Water supply, quality and quantity is checked and maintained to meet livestock requirements and enterprise requirements.	☺ Water troughs are scrubbed at least once per week or more often if required. ☺ Use the EC meter to measure the salt level of the water that the stock have access to.	☺ At school we have town water & so would expect it to be of good quality. On a property what aspect of water quality might you monitor? A - Salt levels	

Student Self Assessment Checklist for RTE2128 - Provide Feed for Livestock.

Name: _____

Instructions to the Student.

Do you have any special needs that may affect the outcome of this assessment? Y/N

If yes, please explain:

Indicate in the right hand column if you think that you can (Y) cannot (N) meet the performance criteria listed. If you are unsure put NS.

Expected Performance	Assessment Criteria	I can do this Y/N
1.1 Condition and health status of livestock is checked and recorded in line with enterprise requirements. 1.2 Feed and feed supplements are confirmed and prepared in line with feeding plan. 1.4 Existing and potential OHS hazards in the workplace are identified and reported to the supervisor.	☺ Electronic scales are set up in preparation for the weighing of livestock. ☺ Yards are checked for hazards. Any hazards found are reported. ☺ Animals to be weighed are identified & moved into the crush for weighing. ☺ Weight is checked & then recorded in the diary. Weights are to be transferred to the spreadsheet after weighing is complete. ☺ Animal is released from the crush. ☺ Calculate the amount of (a) grain & (b) roughage that the stock you have weighed can be given.	

2.4	Procedures to minimise feed wastage and spillage, and dispose and recycle feed waste are followed in line with enterprise requirements.	☺ Feed that isn't eaten is removed from the feed bin; it is weighed & put in the excess bucket. The amount of feed left is recorded on the feed sheet & reported to the teacher or ag assistant.	
2.5	Variations to individual eating and drinking patterns are noted and reported.		
3.1	Feeding process is evaluated and recorded in accordance with workplace procedures.		
3.2	Feeding abnormalities are recorded and reported to the supervisor in line with enterprise requirements.		
3.3	A clean and safe area is maintained during and on completion of feeding in accordance with OHS and enterprise requirements.	☺ Sweep up any spilt grain from the feed shed floor.	
1.3	Water supply, quality and quantity is checked and maintained to meet livestock requirements and enterprise requirements.	☺ Water troughs are scrubbed at least once per week or more often if required. ☺ Use the EC meter to measure the salt level of the water that the stock have access to.	

Candidate Name:- _____

Candidate Signature:- _____

Date: / /

RTC2701A Follow OHS Procedures Assessment Task

PREAMBLE	This competency standard covers the process of following enterprise Occupational Health and Safety (OHS) policies and procedures. It requires the ability to comply with workplace procedures in hazard identification and risk control, observe safe practices during work operations, and participate in arrangements for maintaining health and safety of all people in the workplace. Following OHS policies and procedures requires knowledge of employee and employer responsibilities under the OHS Act, enterprise procedures relating to hazards, fires, emergencies, accidents and risk control, and OHS signs and symbols relevant to area of work.
TASKS	☺ Identify hazards in the cattle feedlot ☺ Demonstrate risk assessment & risk control strategies ☺ Show correct manual handling techniques ☺ Identify necessary PPE for chemical use from a label ☺ Participate in the running of a fire drill ☺ Written OHS test
WHO	Individual completion of tasks and individual questioning
STEPS TO BE ASSESSED	☺ Yards are inspected for hazards. ☺ Risk assessment process is followed for one of the hazards identified. ☺ The hierarchy of controls is used to control risks involved when using PTO driven machinery. ☺ Identify PPE required from a chemical label ☺ Potential noise hazards are identified ☺ Demonstrate safe manual handling techniques when lifting heavy objects ☺ Participate in the running of a fire drill within the school. Have an active role in the monitoring and feedback of the effectiveness of the drill.
WHEN	Written assessment to take place in Week 8 of Term 1 Observation and oral questioning to take place from Week 8 to 10 in Term 1

SYLLABUS REFERENCES	
RTC2701A Follow OHS Procedures Element 1 Follow workplace procedures for hazard identification and risk control	1.1 Hazards in the workplace are recognised and reported to designated personnel according to enterprise procedures. 1.2 Assessment of risk associated with identified hazards is made in accordance with enterprise procedures. 1.3 Workplace procedures and work instructions for controlling risks are followed accurately. 1.4 Workplace procedures for dealing with accidents, fire and emergencies are followed whenever necessary within the scope of responsibilities and competencies. 1.5 Risks to fellow workers, other people and animals are recognised, and action is taken to eliminate or reduce them. 1.6 Employee responsibilities prescribed in OHS legislation are recognised and carried out. 1.7 Safety training is undertaken as directed.
Element 2 Observe safe practices during work operations	2.1 Work for which protective clothing or equipment is required is identified and personal protection equipment is used, maintained and stored in accordance with enterprise procedures. 2.2 Basic safety checks on all machinery and equipment are undertaken before operation according to enterprise procedures. 2.3 Hazards associated with handling of hazardous substances are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements. 2.4 Noise hazards are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements. 2.5 Manual handling job risks are assessed prior to activity and work carried out according to currently recommended safe practice. 2.6 Information on OHS is accessed as required.
Element 3 Participate in arrangements for maintaining health and safety of all people in the workplace	3.1 Individuals have input into on going monitoring and reporting on all aspects of workplace safety. 3.2 OHS issues are raised with designated personnel in accordance with enterprise procedures and relevant OHS legislation. 3.3 Contributions to participative arrangements in the workplace are made within organisational procedures and scope of responsibilities and competencies. 3.4 Contributions are provided towards the development of effective solutions to control the level of risk associated with enterprise activities.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

0 = not required

1 = perform the process

2 = perform and administer the process

3 = perform, administer and design the process

1. How can communication of ideas and information (1) be applied?	By raising OHS issues verbally with supervisor and others.
2. How can information be collected, analysed and organised (1) ?	By recognising hazards, keeping maintenance records and reporting accidents and dangerous occurrences.
3. How are activities planned and organised (1) ?	Following OHS procedures requires limited planning and organising.
4. How can team work (1) be applied?	Following OHS procedures will require participation with others in a team.
5. How can the use of mathematical ideas and techniques (1) be applied?	To determine liquids and weights used in the workplace.
6. How can problem-solving skills (1) be applied?	To determine appropriate action in emergency.
7. How can the use of technology (1) be applied?	By the use of communication equipment to raise OHS issues.

RTC2701A Follow OHS Procedures Assessment Task Record

Candidate name:			
Assessor name:			
Units of competency:	RTC2701A Follow OHS Procedures		
Name of workplace	Finley High School		
Date of assessment:	Written assessment to take place in Week 8 of Term 1 Observation and oral questioning to take place from Week 8 to 10 in Term 1		
Procedure:	Individual completion of tasks and individual questioning		
During the demonstration of skills, did the candidate:	Y e s	N o	Comments
Identify hazards in the cattle feedlot	☐		
Demonstrate risk assessment & risk control strategies	☐		
Show correct manual handling techniques	☐		
Identify necessary PPE for chemical use from a label	☐		
Participate in the running of a fire drill	☐		
Written OHS test	☐		
The candidate's performance was:	Not Satisfactory ☐		Satisfactory ☐
Feedback to candidate: ----- ----- ----- ----- Feedback from candidate: - - - - - ----- ----- ----- -----			
Candidate signature:			
Assessor signature:			

Expected Performance	Assessment Criteria	Observed Y/N	Oral Questions/Expected Answers	Correct Answers Y/N
1.1 Hazards in the workplace are recognised and reported to designated personnel according to enterprise procedures.	☺ Yards are checked for hazards. Any hazards found are reported.		☺ What OH&S issues do you need to be aware of when working with livestock? <i>A - Yards & laneway are free from sharp objects that could injure the animal or the operator.</i> <i>A - You need to be aware of animal behaviour so that you can get the animal to do what you want it to do.</i>	
1.2 Assessment of risk associated with identified hazards is made in accordance with enterprise procedures.	☺ Risk assessment process is followed for one of the hazards identified.		☺ Give a risk assessment of one of the hazards identified. <i>A - The answer should be based upon the likelihood of exposure to the hazard and the severity of the consequences as a result of the hazardous event taking place.</i>	
1.3 Workplace procedures and work instructions for controlling risks are followed accurately.				
1.4 Workplace procedures for dealing with accidents, fire and emergencies are followed whenever necessary within the scope of responsibilities and competencies.	☺ The hierarchy of controls is used to control risks involved when using PTO driven machinery.		☺ Using the hierarchy of controls explain the process to control risks involved when using PTO driven machinery. <i>A - Eliminate- don't use the machinery</i> <i>Substitute- use tractor with a master guard</i> <i>Engineering- fit guards to tractor & master guard</i> <i>Administrative - do not go near PTO when running, always disengage PTO before going near PTO</i> <i>PPE- wear neat fitting clothes that are tucked in, but in conjunction with other controls.</i>	
1.5 Risks to fellow workers, other people and animals are recognised, and action is taken to eliminate or reduce them.				

2.1	Work for which protective clothing or equipment is required is identified and personal protection equipment is used, maintained and stored in accordance with enterprise procedures.	☺ Identify PPE required to use a chemical from a chemical label		
2.3	Hazards associated with handling of hazardous substances are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements.			
2.4	Noise hazards are identified and notified, and risk assessed in accordance with enterprise procedures and OHS requirements.	☺ Potential noise hazards are identified on a farm		☺ Name some potential noise hazards in the agplot. <i>A - Tractor operation, post driving, angle grinders, chainsaw etc.</i>
2.5	Manual handling job risks are assessed prior to activity and work carried out according to currently recommended safe practice.	☺ Demonstrate safe manual handling techniques when lifting heavy objects		☺ What types of techniques/ movements may increase the chance of injury? <i>A - Twisting, lifting too much weight, awkward shaped items</i>
2.6	Information on OHS is accessed as required.			

3.1	Individuals have input into on going monitoring and reporting on all aspects of workplace safety.	☺ Participate in the running of a fire drill within the school. Have an active role in the monitoring and feedback of the effectiveness of the drill.	☺ What control measures can be put into place to prepare for the possibility of a fire in school? A - Dependent on the drill, but some solutions may include clearer signs, regular revision of school policy	
3.2	OHS issues are raised with designated personnel in accordance with enterprise procedures and relevant OHS legislation.			
3.3	Contributions to participative arrangements in the workplace are made within organisational procedures and scope of responsibilities and competencies.		☺ If you discovered a hazard while operating your workplace tractor, what steps would you follow? <i>A - Stop tractor operation, if problem can not be repaired then use lock out tags, remove keys, report to supervisor. Take all steps to prevent others from using the tractor.</i>	
3.4	Contributions are provided towards the development of effective solutions to control the level of risk associated with enterprise activities.			

Student Self Assessment Checklist for RTC2701A

Follow OHS Procedures.

Name: _____

Instructions to the Student.

Do you have any special needs that may affect the outcome of this assessment?

Y/N

If yes, please explain:

Indicate in the right hand column if you think that you can (Y) cannot (N) meet the performance criteria listed. If you are unsure put NS.

Assessment Criteria	I can do this Y/N	
☺ Yards are inspected for hazards.		
☺ Risk assessment process is followed for one of the hazards identified.		
☺ The hierarchy of controls is used to control risks involved when using PTO driven machinery		
☺ Identify PPE required from a chemical label		
☺ Potential noise hazards are identified		
☺ Demonstrate safe manual handling techniques when heavy lifting objects		
☺ Participate in the running of a fire drill within the school. Have an active role in the monitoring and feedback of the effectiveness of the drill.		
Candidate to answer <i>[tick the correct answer]</i>	Yes	No
• Have the purpose and outcomes of the assessment been explained?	☐	☐
• Have you received information about the unit of competency?	☐	☐
• Do you understand what evidence is to be collected?	☐	☐
• Has the appeal system been explained to you?	☐	☐

Candidate Signature: - _____ Date: / /

Written assessment for RTC2701A Follow OHS Procedures.

Written assessment

Instructions:

- You have 30 minutes to complete this assessment.
- Circle the most accurate answer and full sentence answers

Section 1 Multiple choice

1. Appropriate personal protective equipment to work with cattle:
 - A. May frighten young cattle
 - B. Will help protect you from being injured
 - C. Will cost your employer too much money
 - D. Should be kept in a safe place in case of an injury
 2. A hazard
 - A. Is anything that has the potential to harm life
 - B. Is a substance that animals have trouble digesting
 - C. Usually occurs when more than 2 people are in the workplace
 - D. Usually occurs on Friday afternoons
 3. OH&S inspectors can enter the workplace
 - A. Only after the last employee has left the workplace
 - B. At anytime during working hours without a warrant
 - C. Only after being issued a warrant to enter the workplace
 - D. At any time except on weekends
 4. The Occupational Health & Safety Acts provides minimum standards to protect the health and safety of workers. This legislation's aim is to:-
 - A. Make health and safety issues a part of enterprise agreements.
 - B. Eliminate occupational health hazards at the source.
 - C. Govern the registration, sale, use and application of pesticides to minimize hazards
 - D. Set minimal accommodation standards for rural workers.
 5. The act and Regulation that aims to prevent injury in the workforce is the:
 - A. Pastoral Industry Award
 - B. Anti Injury to Workers Act and Regulation 2002
 - C. Smart rain Chemical Act and Regulation
 - D. Occupational Health and Safety Act and Regulation.
 6. The term SOP, in relation to conducting farm processes, stands for:
 - A. Simple Operating People
 - B. Standard Operating Procedure
 - C. Safe Organisational Process
 - D. Standard Organisational Process
 7. As the result of a safety audit you are asked to put in place a risk minimisation program using the hierarchy of control methods, such as:
Method 1: Elimination of the hazard.
Method 2: Personal Protective Equipment.
Method 3: Safe Work Practices (Administrative controls).
Method 4: Engineering controls.
In what order would you normally apply these controls?
 - A. 1, 2, 3, 4
 - B. 1, 4, 3, 2,
 - C. 3, 2, 4, 1
 - D. 4, 3, 2, 1
-

8. Who has primary responsibility for maintaining a safe workplace, under the NSW Occupational Health and Safety Act (2000)?

- A. Workcover.
- B. The employee.
- C. The union.
- D. The employer.

9. Whilst you are preparing the stockyards for use the next day you find that the brakes on the farm utility don't work. Nearly every employee uses this vehicle. Who is responsible for making the ute safe?

- A. the local council.
- B. Workcover.
- C. the employee.
- D. the employer.

10. Which of the following is the correct order of response when finding an unconscious person?

- A. Danger, response, airway, breathing, circulation.
- B. Danger, airway, breathing, response, circulation.
- C. Danger, airway, breathing, circulation, response.
- D. Response, airway, breathing, circulation, danger.

/15

Section 2 Free Response

11. What are the 4 P's that describe a noise injury?

- _____
- _____
- _____
- _____

4

12. List 3 risk control measures that can be used to reduce the noise emission of a task.

- _____
- _____
- _____

3

13. List 3 ways that manual handling demands can be reduced.

- _____
- _____
- _____

3

14. List TWO ways that electrocution can occur on the farm.

- _____
- _____

2

15. List the appropriate PPE to shield the following body parts from pesticides.

- a. Face _____
- b. Feet _____
- c. Torso _____
- d. Lungs _____
- e. Hands _____

5

16. List three ways that chemicals can enter our body

- a. _____
- b. _____
- c. _____

4

TOTAL

/36

Suggested answers for Written Assessment RTC2701A Follow OHS Procedures.

Section 1 Multiple choice

1. Appropriate personal protective equipment to work with cattle:
B. Will help protect you from being injured
 2. A hazard
A. Is anything that has the potential to harm life
 3. OH&S inspectors can enter the workplace
B. At anytime during working hours without a warrant
 4. The Occupational Health & Safety Acts provides minimum standards to protect the health and safety of workers. This legislation's aim is to:-
B. Eliminate occupational health hazards at the source.
 5. The act and Regulation that aims to prevent injury in the workforce is the:
D. Occupational Health and Safety Act and Regulation.
 6. The term SOP, in relation to conducting farm processes, stands for:
B. Standard Operating Procedure
 7. As the result of a safety audit you are asked to put in place a risk minimisation program using the hierarchy of control methods, such as:
In what order would you normally apply these controls?
B. 1, 4, 3, 2,
 8. Who has primary responsibility for maintaining a safe workplace, under the NSW Occupational Health and Safety Act (2000)?
D. The employer.
 9. Whilst you are preparing the stockyards for use the next day you find that the brakes on the farm utility don't work. Nearly every employee uses this vehicle. Who is responsible for making the ute safe?
D. the employer.
 10. Which of the following is the correct order of response when finding an unconscious person?
A. Danger, response, airway, breathing, circulation.
-

Section 2 Free Response

11. What are the 4 P's that describe a noise injury?
- Permanent*
 - Painless*
 - Progressive*
 - Preventable*
12. List 3 risk control measures that can be used to reduce the noise emission of a task.
- Use quieter machinery*
 - Do regular maintenance of machinery*
 - Place loud tools outside of the workshop or into an open area*
13. List 3 ways that manual handling demands can be reduced.
- Lighten the load*
 - Use assistive technology*
 - Rearrange the work layout*
 - Use safe manual handling techniques eg. bend your knees*
14. List TWO ways that electrocution can occur on the farm.
- Machinery power line contact*
 - Unsafe use of workshop tools*
15. List the appropriate PPE to shield the following body parts from pesticides.
- Face - Goggles*
 - Feet- Rubber gumboots*
 - Torso - Overalls, PVC apron*
 - Lungs - Respirator*
 - Hands- Waterproof gloves*
16. List three ways that chemicals can enter our body
- Breathing*
 - Ingestion*
 - Absorption*
 - Injection*
-

Life Skills

Safety Gear

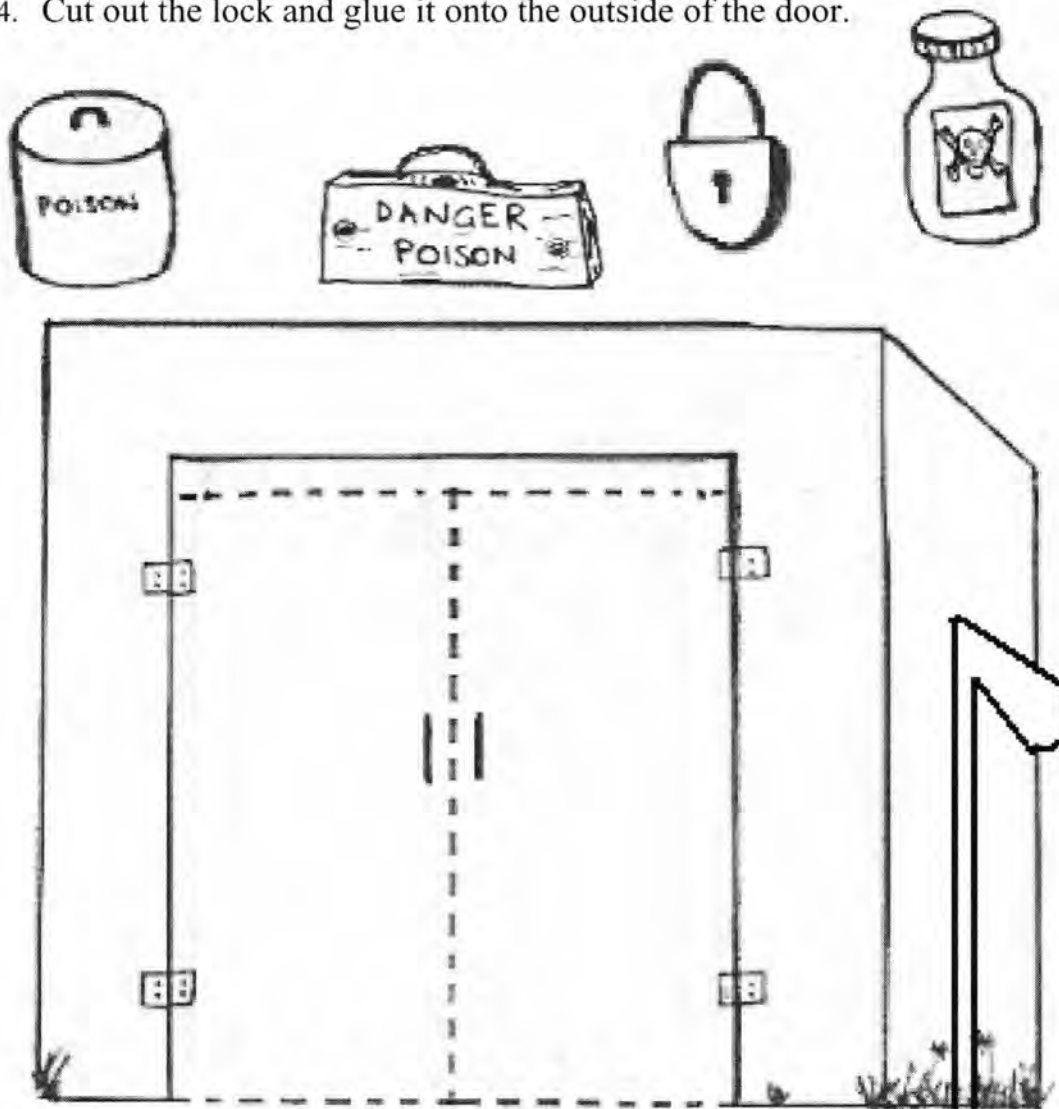
1. Cut out the pieces of safety gear and glue them into the right spot in the table.
2. Fill in the table by writing down what you need to do to maintain each piece of safety gear.

Name of the piece of safety gear	Picture of safety gear	How to maintain the safety gear.
Goggles		
Waterproof gloves		
Waterproof boots		
Waterproof overalls		
Ear muffs		
Hat		



Storing Chemicals.

1. Colour the shed in so that it is light brown/beige colour
2. Cut around the dotted line for the doors of the shed and paste the shed onto an A4 sheet of cardboard. Cut out the bottles of poison and paste them inside the shed.
3. Cut out the DANGER POISON sign and paste it on the outside of the shed.
4. Cut out the lock and glue it onto the outside of the door.



Complete the sentences that follow using the word bank below.

sign	dump	danger	locked
------	------	--------	--------

The law states that a chemical shed must:-

- ☺ be _____ at all times.
 - ☺ have a warning _____ on it that tells people that there is _____.
 - ☺ Have a _____ shower for people to wash under if they get chemicals on themselves.
-



Chemical Safety



S A F E T Y J X G S N G S K R
N P P C H E M I C A L L F C E
K D S H E D W S O M C O F O W
S L P M U D A L I X A V U L O
R E P L L Q T J I G M E M T H
S I T J V L E T R H N S R N S
B H K J T O R J I D X M A R B
G S C A A W P B O O T S E O H
P E H F Y J R O V E R A L L S
Y C M E W D O F A C E M A S K
B A E U S R O M A I N T A I N
X F E D Z J F S E L G G O G T
S O Z C I S U O N O S I O P Y
S U O R E G N A D B U N D E D
E G A R O T S W A R N I N G E

BOOTS

BUNDED

CHEMICAL

DANGEROUS

DUMP

EARMUFFS

FACEMASK

FACESHIELD

GLOVES

GOGGLES

HAT

LOCK

MAINTAIN

OVERALLS

POISONOUS

SAFETY

SHED

SHOWER

SIGN

STORAGE

WARNING

WATERPROOF



Climbing on and off your tractor.

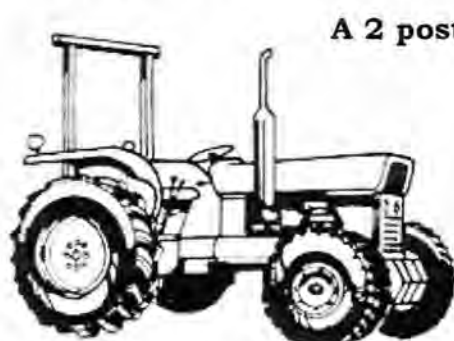
- A tractor must be stationary when being mounted or dismounted. Never dismount from a moving tractor.
- Get up and down from the left (clutch pedal) side, always facing towards the driving seat.

General Safety Precautions

- Wear close-fitting clothing.
- Always sit on the seat while riding on the tractor.
- Do not run the tractor engine in a closed space; the fumes can kill you.
- Rest when you are tired.
- Keep all guards in place.
- Stop the engine before greasing and refuelling.
- Regularly service your tractor, checking tyres, brakes and steering.
- Do not work under a tractor while the engine is running.

ROPS (Roll-Over Protective Structure)

- A ROPS or a cabin is the only way to prevent death or serious injury if a tractor rolls sideways or back-flips.
- The law says that all tractors made or sold new after 1 January 1981 must have a ROPS or cabin.
- For the ROPS or cab to keep you safe you must also wear a **seat-belt**.
- A ROPS must not be changed; it must not be welded, cut or drilled.



A 4 Post ROPS



An enclosed cabin.

Obstructions, ditches & bogging

- Drive carefully, especially on unfamiliar surfaces.
- Never drive close to the edge of a trench or ditch. If the bank is 2m in height you should stay at least 2m from the edge of the bank.

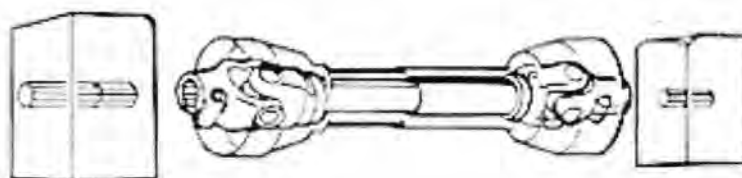


Steep slopes

- Always back up steep slopes.
- Always go down steep slopes carefully.
- Use low gear.
- Don't park on steep slopes.

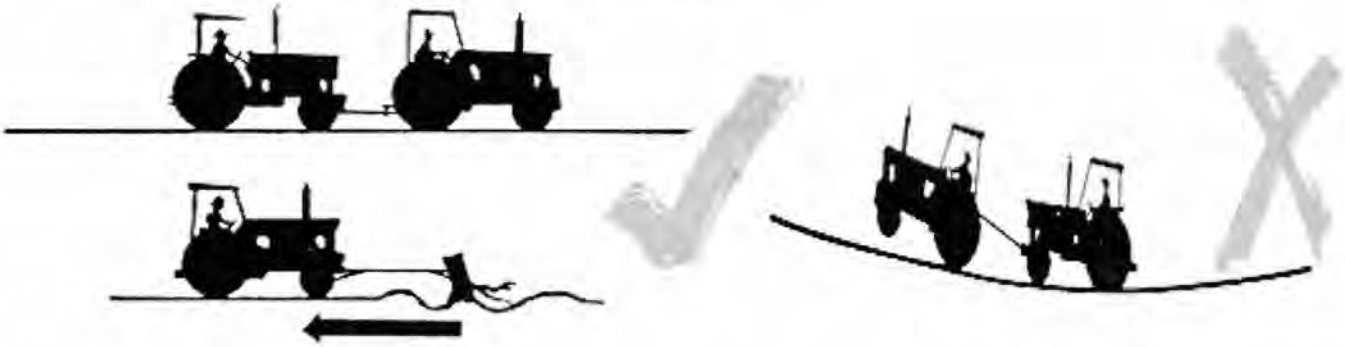
Guarding the power take-off (PTO)

- You need to take great care with PTO's as it is easy for loose clothing, hair or jewellery to get tangled in it. If this happens you can be seriously injured or even die.
- Always have proper guards on the machines.
- If you need to fix something, disengage the PTO and stop the engine.



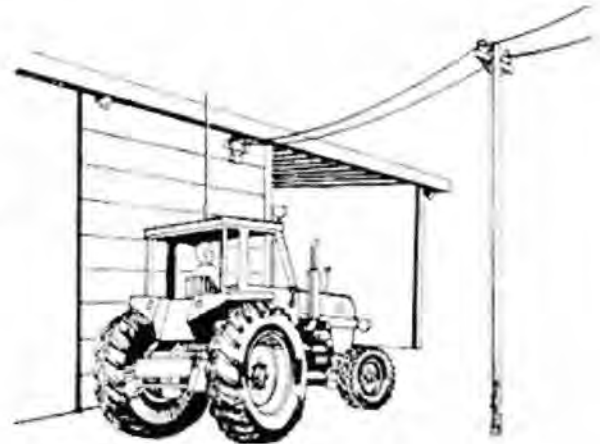
Hitching hazards

- Always hitch low for safety



Powerlines

- Tall farm machinery can become an instant killer if it touches powerlines. Sometimes if the weather is right the machinery doesn't have to touch the powerlines, the electricity jumps and causes a fatal "flash-over".



Noise protection



- Farmers are at high risk of hearing damage.
- Wear ear muffs or ear plugs to reduce the risk of deafness.

Skin cancer

- Farmers work outside most of the time and this means they could get skin cancer.
- To avoid skin cancer farmers should:-
 - * Wear long sleeve cotton shirts
 - * Have cabs on their tractors.
 - * Wear a wide-brimmed hat.
 - * Put on sunscreen.
 - * Avoid working out doors between 11am & 3pm.
 - * Wear sunglasses.



WORK SHEET:

CLIMBING ON AND OFF YOUR TRACTOR.

- A tractor must be _____ when being mounted or dismounted. Never _____ from a moving _____.
- Get _____ and _____ from the _____ (clutch pedal) side, always _____ towards the _____ seat.

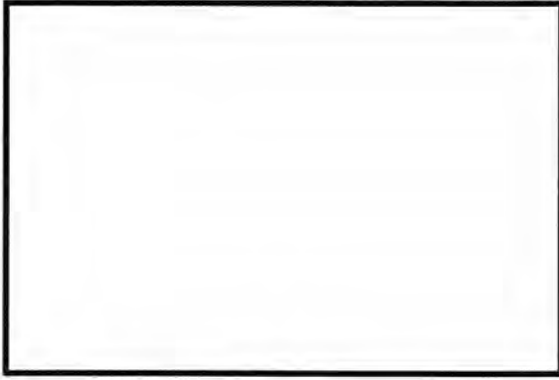


General Safety Precautions

- Wear _____-fitting clothing.
- Always _____ on the _____ while _____ on the tractor.
- Do not _____ the tractor in a _____ space; the _____ can _____ you.
- _____ when you are _____.
- _____ all _____ in _____.
- _____ the engine before _____ and _____.
- _____ service your tractor, checking _____, _____ and _____.
- Do not work _____ a tractor when the _____ is _____.

ROPS (_____)

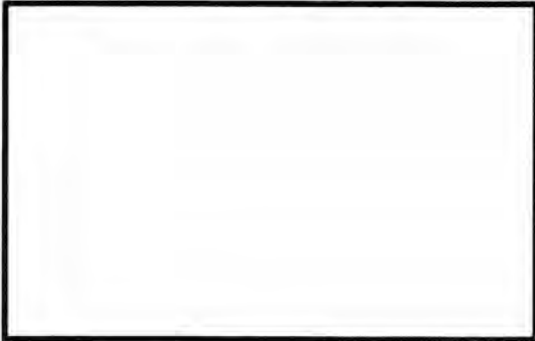
- A _____ or a cabin is the _____ way to _____ death or _____ injury if a tractor _____ sideways or _____-flips.
 - The law says that all tractors made or sold new after 1 January _____ must have a ROPS or cabin.
 - For the ROPS or cab to keep you safe you must also wear a _____ - _____.
 - A ROPS must not be _____; it must not be _____, cut or _____.
-



A 2 POST ROPS



A 4 POST ROPS



AN ENCLOSED CABIN.

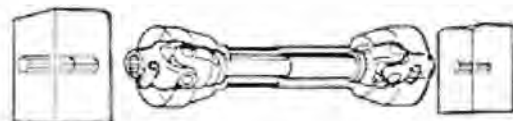
Obstructions, ditches and bogging

- Drive _____, especially on _____ surfaces.
- _____ drive _____ to the _____ of a _____ or _____. If the bank is _____m in high you should stay at least _____m from the edge of the bank.



Steep slopes

- Always _____ up steep slopes.
- Always go down steep slopes carefully.
- Use _____ gear.
- Don't _____ on _____ slopes.



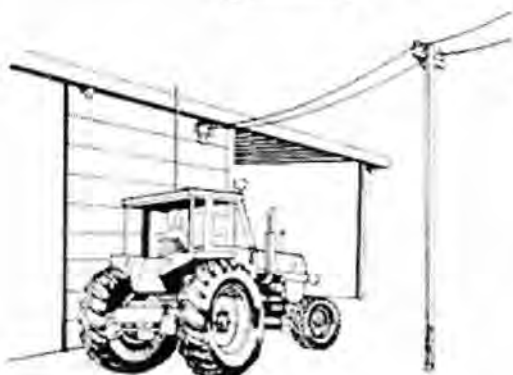
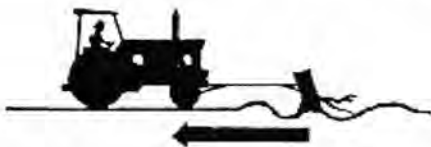
Guarding the power take-off ()

- You need to take great care with PTO's as it is easy for loose clothing, hair or jewellery to get _____ in it. If this happens you can be _____ injured or even _____.
- Always have proper _____ on the machines.
 - If you need to fix something, _____ the _____ and _____ the _____.

Hitching hazards

Put a ✓ next to the tractor(s) that has its load hitched in the correct manner and a X next to the tractor that is towing its load too high.

- _____ hitch _____ for _____



Powerlines

- Tall farm machinery can become an instant _____ if it _____ powerlines. Sometimes if the _____ is right the machinery doesn't have to touch the powerlines, the electricity _____ and

causes a fatal " _____ -over".

Noise protection



- _____ are at _____ risk of _____ damage.
- Wear _____ muffs or ear _____ to reduce the _____ of _____.

Skin cancer

- _____ work _____ most of the time and this means they could get _____ cancer.
- To avoid skin cancer farmers should:-

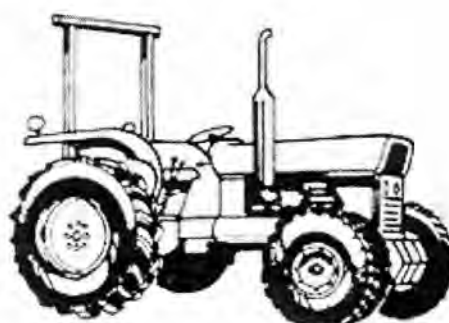
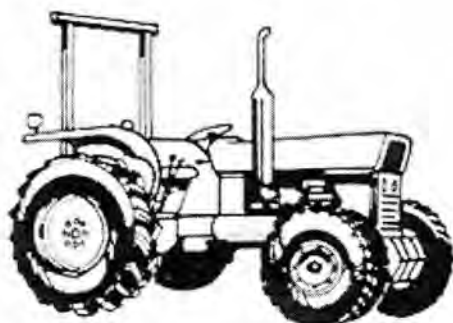


- * Wear _____ sleeve cotton shirts
- * Have _____ on their tractors.
- * Wear a _____ -brimmed hat.
- * Put on _____.



- * Avoid working out doors between _____ am & _____ pm.
- * Wear _____.

Cut out the pictures
below and glue them into
your the section on
ROPs in your workbook





IDENTIFYING HAZARDS & RISKS.

HAZARD =
the chance of an accident happening.

RISK =
the likelihood that the accident will occur.

RISK ASSESSMENT =
working out how likely it is that someone will get hurt & how serious the accident will be.

MECHANICAL HAZARDS.

These are accidents that might be caused by something to do with the tractor.
Eg the brakes don't work.



ENVIRONMENTAL HAZARDS.

These are accidents that might happen because of the weather or the ground that you are driving on.

Eg driving on a creek bank or in wet weather.

OPERATOR HAZARDS.

These are accidents that might be caused because of the person driving the machine.
Eg the driver can't concentrate because they are tired



WORKSHEET:



IDENTIFYING HAZARDS & RISKS.

HAZARD = the _____ of an
_____ happening.

_____ = the likelihood that the _____ accident
will occur.

RISK ASSESSMENT = working out _____ likely it
is that _____ will get _____ & how
_____ the _____ will be.

HAZARDS.

These are accidents that might be caused by
something to do with the _____.

Eg the _____ don't work.



HAZARDS.

These are accidents that might
happen because of the _____
or the _____ that you are
_____ on.



Eg driving on a creek _____ or in _____ weather.

HAZARDS.

These are accidents that might be caused
because of the _____ driving the
machine.



Eg the _____ can't concentrate because they are
_____.

TRACTOR DEATHS

Tractors and the machines they power are dangerous; they can injure & kill people.

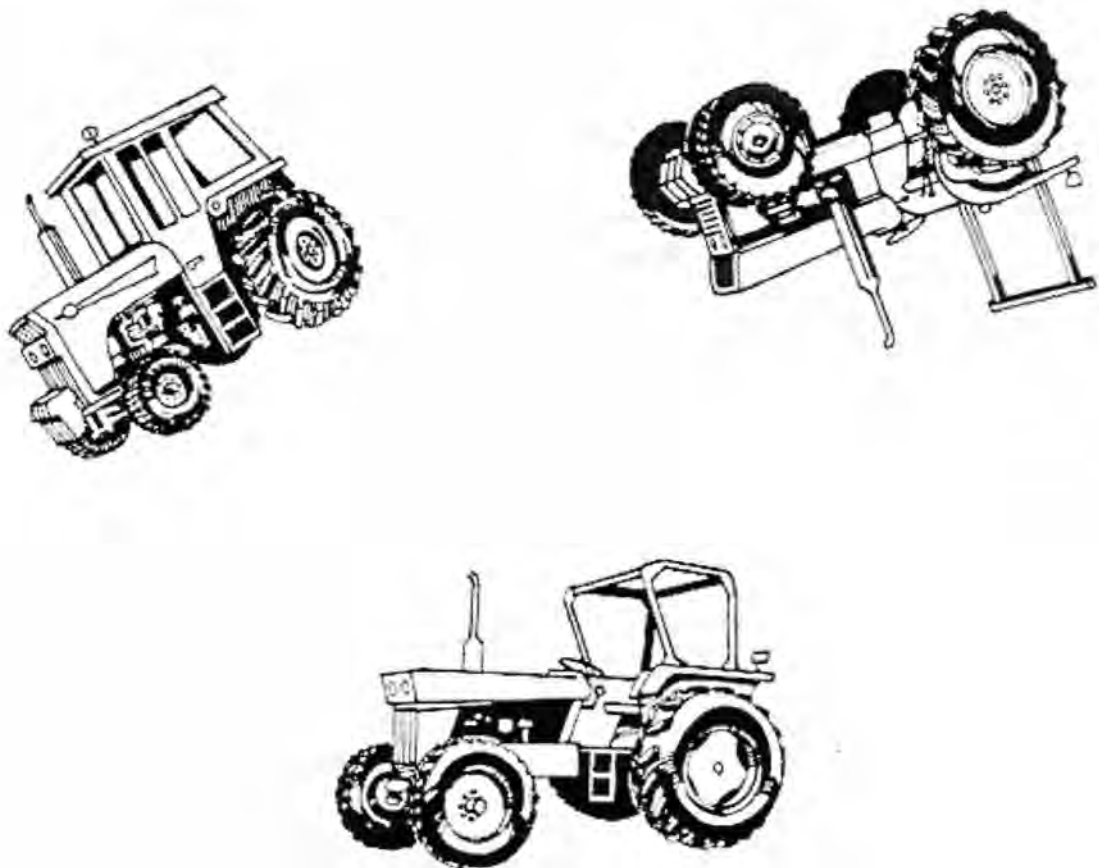
9 out of 10 people killed on farms die from accidents involving tractors.

1 in 4 people killed are less than 16 years old.

60% of accidents are on gentle slopes (< 5 degrees)

90% of accidents occur at < 8 km/hr.

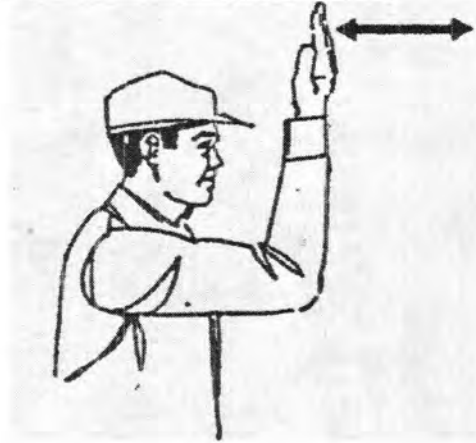
75% of accidents involve people who have been driving tractors for > 5 years.



TRACTOR HAND SIGNALS.



Turn off the engine



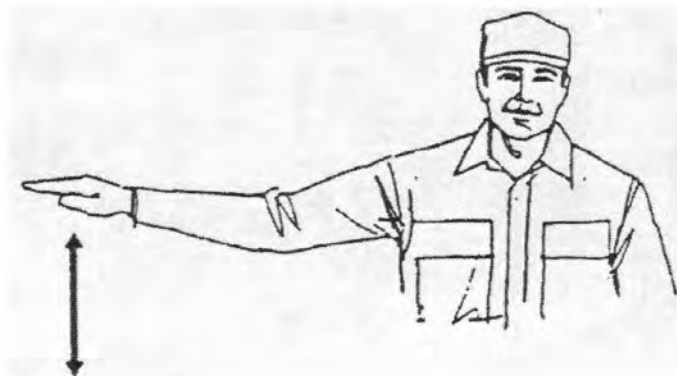
Come to me.



Speed up.

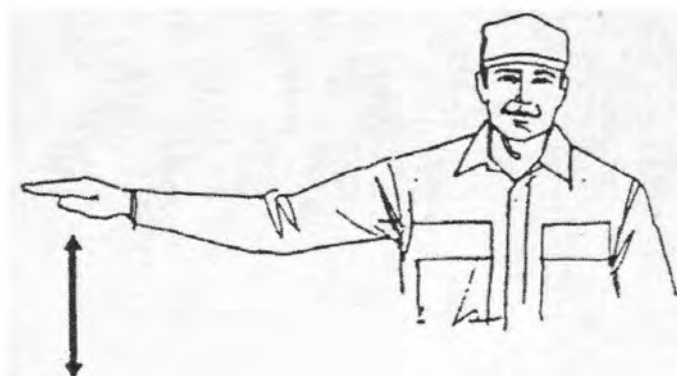
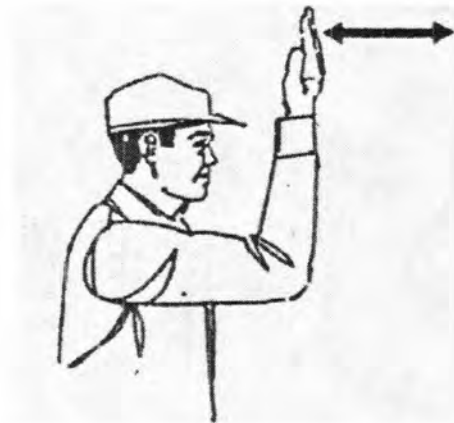


Stop

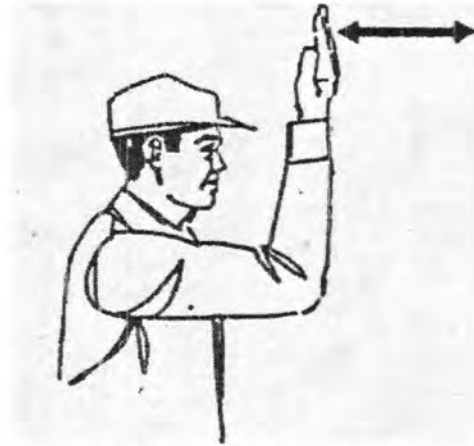


Slow down

WORKSHEET: TRACTOR HAND SIGNALS



TRACTOR HAND SIGNALS TEST.



Draw a line to match the instruction to the correct hand signal.



(a) Come to me

(b) Speed up

(c) Stop

(d) Slow down

(e) Stop the engine



TYPES OF TRACTORS.

Use the notes below to identify the different types of tractors shown on the other sheet. Cut out the pictures and glue them with their correct description.

Tracked Tractor

Metal or rubber tracks instead of tyres

2 Wheel Drive (2WD)

Very small front tyres./ Power to rear tyres.

Articulated Tractor

Have a flexible join in the middle.

4 Wheel Drive (4WD)

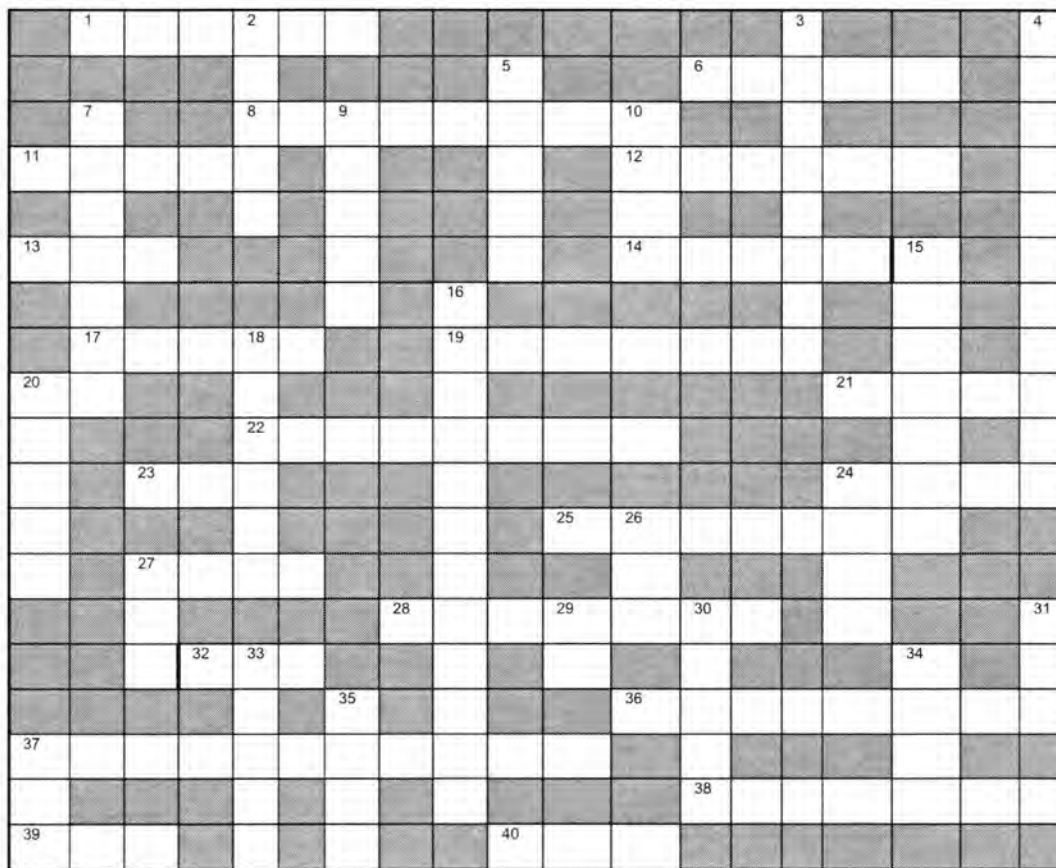
All of the tyres of equal size.

Front Wheel Assist Tractor

The front wheels are a bit smaller than the rear tyres.

Hillston Central Ag Resources

CITRUS PRODUCTION CROSSWORD CHALLENGE



ACROSS

1. The most common type of citrus fruit
6. Pruning ensures that fruit doesn't sit on the ground
8. A type of orange, smooth skin
11. One of the orchards around Hillston
12. Type of fruit with thick skin and are acidic
13. This is used to control scale insects
14. This is what we do with orange juice
17. The joining of scion and rootstock
19. Plant grown between rows
20. Initials for the hormone that controls ripening
21. A micronutrient that needs to be applied to the leaves
22. A nutrient needed in large amounts
23. Buy oranges in these mesh objects in the supermarket
24. If these type of nights occur, then the oranges turn orange
25. Small label on fruit to identify
27. An insect used to control scale
28. Any of these will cause a fruit to be downgraded
32. Crop water ___ efficiency is a management tool
36. Too much fertiliser
37. This hopefully happens at flowering
38. These insects can damage fruit when it is young
39. In order to increase production, ACG looks for ___ markets
40. The initials of the pest Hillston citrus growers don't want

DOWN

2. A type of orange with a dimple in the base
3. A commonly used rootstock
4. Citrus fruit are native to this climate
5. This pest may be found on fruit, leaves and trunk and is red
7. One of the orchards around Hillston
9. Yellow citrus fruit
10. Citrus have a low pH
15. All managers need to do this to know what's happening
16. Softening of skin from harvest damage
18. When oranges turn blue, they are affected by this organism
20. Process where fruit are sorted
24. These burst if an orange is frozen
26. The first three letters of a commonly used rootstock
27. This is applied to fruit to prevent desiccation
29. A micronutrient that needs to be applied to the leaves
30. The lower part of a graft
31. You can't pick after rain because the oranges need to be ___
33. The upper part of a graft
34. A climatic factor that can blemish fruit
35. Fruit are placed in cartons for export
37. To determine daily evaporation, an open ___ is used



Riverina Access Program

ASSESSMENT TASK –Preliminary Course

Subject: AGRICULTURE

Teacher: MISS MCCARTHY

Co-Teacher(s): (ACS), (APCS)

Send Task To: MISS MCCARTHY

Task No 1

Date Due : 04/04/08

Topic: FARM CASE STUDY

Marks: 115

Weighting: 15%

Outcomes to be assessed:

- P1.1 DESCRIBES THE COMPLEX, DYNAMIC AND INTERACTIVE NATURE OF AGRICULTURAL PRODUCTION SYSTEMS
- P1.2 describes the factors that influence agricultural systems
- P2.3 DESCRIBES THE FARM AS A BASIC UNIT OF PRODUCTION
- P3.1 DESCRIBES THE ROLE OF DECISION-MAKING IN THE MANAGEMENT AND MARKETING OF AGRICULTURAL PRODUCTS IN RESPONSE TO CONSUMER AND MARKET REQUIREMENTS
- P5.1 IDENTIFIES THE ROLE OF ASSOCIATED TECHNOLOGIES AND TECHNOLOGICAL INNOVATION IN PRODUCING AND MARKETING AGRICULTURAL PRODUCTS

Task Description:

Content Focus

This task involves the study of farm production systems by investigating and reporting on selected farms. The information from the farms forms the basis of Topic 8.2 Farm Case Study.

Specific Instructions

1. Students are provided with a field trip to gather information and interview relevant farm personnel.
2. All questions are to be attempted.
3. Students need to present an individual written report following the given format.

Assessment Criteria For Allocation Of Marks:

YOUR TASK WILL BE MARKED ACCORDING TO YOUR ABILITY TO :

- | | |
|---|----------|
| • Represent information in graphical form | (6/115) |
| • Represent information in tabular form | (46/115) |
| • Collect verbal information and present in a written and/or pictorial form | (23/115) |
| • Construct diagrams to convey information clearly | (6/115) |
| • Interpret information to draw conclusions | (34/115) |

Head Teacher: _____ Date: _____

Principal: _____ Date: _____

ASSESSMENT TASK -Preliminary Course

The report needs to be word processed and presented in the following format:

Title page

Introduction state what the purpose of the report/Case Study is, name of the property/business, where the farm is located, name and job title of the person(s) you interviewed

Body contains all the information in the questions below

Conclusion construct a paragraph to evaluate how your knowledge and/or skills and/or understanding has developed by completing this Farm Case Study.

MARKS

- | | | |
|----|---|----|
| 1. | Construct a systems diagram for the property. | 6 |
| 2. | Describe the following factors that influence the property: | |
| | a) Climate, including | 8 |
| | i) Rain | |
| | ii) Temperature | |
| | iii) Other | |
| | b) Soil characteristics | 18 |
| | c) Landform and vegetation | 4 |
| | d) Technology | 6 |
| | e) Safety issues | 5 |
| | f) Problems associated with production | 6 |
| 3. | Summarise the enterprises on the property. Include: | |
| | a) size of the enterprises | 2 |
| | b) description of each enterprise | 8 |
| | c) measures of performance | 2 |
| | d) market | 2 |
| | e) production calendar of the operations conducted throughout the year. | 10 |
| 4. | | |
| | a) Identify five (5) key factors that you feel most affect the decisions made by the farm manager and account for your choices. | 10 |
| | b) Evaluate the changes management has made to a specific aspect of the farm in response to consumer requirements. | 4 |
| | c) Evaluate a current management practice, with reference to sustainability. | 4 |
| 5. | | |
| | a) Outline the main technologies used for a named enterprise. | 8 |
| | b) Select one of the technologies and assess its role in the production of the product(s) of the enterprise. | 6 |
| | c) Select a different technology and assess its role in the marketing of the product(s) of the enterprise. | 6 |
-

MARKING SCALE FOR CASE STUDY FARM REPORT

	OUTCOME(S) ASSESSED	MARKING CRITERIA	MARKS
1.	P1.1	A student constructs a dynamic systems diagram for the property using the conventions and includes all enterprises, direct relationships and feedback. The diagrams give a complete and clear picture of the property.	6
		A student constructs a dynamic systems diagram for each property, showing some of the criteria above.	1-5
2. a)	P1.2	A student identifies the average annual rainfall and the annual pattern of distribution for the property. This may be presented in the form of a graph. The source of the information is identified.	3
		A student outlines the average monthly maximum and minimum temperatures for the property. This is best presented in the form of a graph. The source of the information is identified.	3
		A student comments on the likelihood of frosts, droughts, floods or any other climatic phenomena that will impact the production of each property. The source of the information is identified.	2
b)	P1.2	A student describes a range of soil characteristics for at least two soils on the property and relates the characteristics to the soils' suitability for the enterprises grown. The soil characteristics may be most easily presented in a table and should include colour, structure, texture, pH, salinity, water holding capacity and presence of organic matter.	18 14+4
		A student is able to describe some of the soils' characteristics and/or relate the characteristics to the soils' suitability for the enterprises grown.	1-17
c)	P1.2	A student outlines the shape of the land and the vegetation present on the property and relates these to the use of the land.	4
		A student outlines some of the above.	1-3
d)	P1.2	A student describes benefits and difficulties associated with using identified technologies on the property.	6
		A student describes some benefits or difficulties associated with using technology on the property.	1-5
e)	P1.2	A student makes a judgement of the relative importance of safety on the property and relates at least four examples of adequate and/or inadequate safety procedures for the property.	5
		A student is able to describe some of the above.	1-4
f)	P1.2	A student provides characteristics and features of two not previously discussed problems associated with production for each property. Land degradation problems would be most appropriate.	6
		A student provides characteristics and features of one or more not previously discussed problems associated with production for each property.	1-5



MARKING CRITERIA FOR CASE STUDY FARM REPORT

	OUTCOME(S) ASSESSED	MARKING CRITERIA	MARKS
3.	a)	P2.3 A student suitably summarises information about each of the enterprises on the property in a clear and appropriate format.	14
	b)		
	c)	A student suitably summarises some information about each of the enterprises on the property in a clear and appropriate format.	9-13
	d)	A student summarises some information about some of the enterprises on the property.	1-4
	e)	P2.3 A student constructs a complete calendar of operations for all enterprises, presented in a clear and appropriate format.	10
		A student constructs a calendar of operations for some enterprises, presented in a clear and appropriate format.	5-9
		A student constructs a calendar of operations for enterprises.	1-4
4.	a)	P3.1 A student identifies five appropriate factors influencing the decision-making of the manager and is able to state valid reasons to justify his/her factors.	10
		A student identifies less than five appropriate factors influencing the decision-making of the manager and is able to state valid reasons to justify his/her factors.	2-9
		A student identifies five or less appropriate factors influencing the decision-making of the manager.	1-5
	b)	P3.1 A student determines the value, or potential value, of change(s) made to a specific aspect of the farm in response to a specific consumer requirement.	4
		A student determines the value, or potential value, of change(s) made to a specific aspect of the farm but does not link it clearly to a change in consumer requirements.	1-3
	c)	P3.1 A student provides characteristics of a current management practice and makes a judgement about the sustainability of the practice using appropriate criteria.	4
		A student provides some characteristics of a current management practice and/or makes a judgement about the sustainability of the practice.	1-3
	a)	P5.1 A student identifies a specific enterprise from the property and then identifies the main technologies for that enterprise in an appropriate format. The student also identifies the role of each technology. It would be appropriate to distinguish between those technologies used for production and those used for marketing.	8
5.	b)		
		A student identifies some of the above.	1-7
	b)	P5.1 A student selects one of the technologies reported in 5.a) and makes a judgement about the value of the technology in production using appropriate criteria.	6
		A student selects one of the technologies reported in 5.a) and makes a generalised judgement about the value of the technology in production.	1-5
	c)	5.1 A student selects one of the technologies reported in 5.a) and makes a judgement about the value of the technology in marketing using appropriate criteria.	6
		A student selects one of the technologies reported in 5.a) and makes a generalised judgement about the value of the technology in marketing.	1-5



RIVERINA ACCESS PROGRAMME



PRELIMINARY AGRICULTURE

Topic: *Animal Production*

Date: *Week 2 Term 3 Mon 28/07/08*

Lesson	Activities to be Completed	Completed?
1	Identify a range of regionally significant farm animals Identify all the animals that are grown commercially on farms in your local area and identify the product(s) they produce. Identify 6 animals and their products that are grown in other areas. <u>Lamb</u> What is the definition of 'prime lamb'? Why is the term "fat lamb" no longer used? What sheep breeds would you use to produce a prime lamb? Differentiate between lamb, hogget, ewe, ram, wether, maiden ewe, mutton	
2	- Identify a range of regionally significant farm animals Go to the MLA website and click on the students link. Print the 'fast facts sheepmeat 2007' document, and use it (and other references) to answer the following: - Identify the difference between lamb and mutton? - Where are sheep mainly farmed in Australia? Why? - Statistics are given for the numbers of sheep and lambs in 2006. What do you think would have happened to the numbers since then? Justify. - Domestic consumption of lamb is reported to be among the highest in the world. Propose reasons for this. - Where is most of our sheepmeat sold? - How is our sheepmeat exported? - How does Australia rate with other countries in terms of production and export?	
Homework	Complete page 1 of the Animal Production notes	
3	Basic anatomy and physiology of reproductive systems Read and complete pages 2-4+ of the Animal Production notes	
Tuesday's link	- Collect and use meteorological data, eg temperature, rainfall, evaporation, effective rainfall - Explain effective rainfall and the concept of the growing season Review - Examine microbes and pests - Identify their nature and impact on plant production systems Review microbes and pests, disease triangle, effects on plant production, management, IPM (p192-198SAA) - Explain cultivation and/or grazing practices - Assess recent findings that contribute to sustainable plant production systems Cell grazing video (LL6)	

Boys, please send me your findings from your pest or disease of wheat (what you spent Week 10 doing). You could email, fax or snail mail it to me!

Don't forget that assessment task. Keep gnawing away at it.

Miss McCarthy

Health & Safety on the Farm

EVERYBODY'S RESPONSIBILITY

The health and safety of all people who live and work on our farm is the most important responsibility we all share.

As farm owners and managers, it is important that we communicate to workers our responsibilities and commitment to ensuring their health and safety, along with the health and safety of all others who enter this workplace.

It is important also that workers understand their responsibilities in occupational health and safety and the policy and procedures that have been established to involve workers in the management of safety on the farm.

This video has been produced to complement the Farmsafe Australia - Managing Farm Safety training course and provides a general overview of health and safety induction in rural workplaces.

We recommend that all farm workers and managers view this video together and that workers be encouraged to ask questions to confirm specific safety arrangements relevant to their work area.

To purchase a copy of this video, contact the Producer at the following address:

Australian Centre for Agricultural Health and Safety,
PO Box 256, Murrumbidgee NSW 2400. Phone (02) 6752 8210
email: jhoulahan@doh.health.nsw.gov.au

Technical writers:

Associate Professor Lyn Fragar & James Houlahan.

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THINK SAFE WORK SAFE FARM SAFE

Health & Safety On the Farm

EVERYBODY'S RESPONSIBILITY

A guide to health
& safety induction
of farm workers

Supported by



Wesfarmers
LANDMARK



Produced by



Australian Centre for Agricultural Health and Safety



Primary Industries

National WorldSkills Competition

Tumut Highs Year 12 Primary Industries student Richard Callaway has been awarded the gold medal in the national competition for WorldSkills held in Sydney in July.

Richards performance in the competition was the culmination of performing rural skills to a number of assessed tasks, application of knowledge and the use of technology to qualify to be Australia's very best in VETiS National competition (Vocational Education & Training in Schools)

Richard is the son of John and Tracey Callaway from a beef and sheep property 'Araluen' Gilmore.

The result was a reflection of Richards's perseverance, dedication and interest to have a go in the competition.

The WorldSkills Primary Industries competition was held at James Ruse Agricultural High School. The eighteen hour competition was held over three days and involved competitors from NSW and the Northern Territory. All competitors were assessed by national rural industry judges while competing in tasks which were varied and covered many rural industry standards.

The five competitors were assessed on various tasks aligned to Primary Industries based on the National Conservation and Land Management Training Package and the National Rural Production Training Package.

These tasks included elements involving; Operate tractors, Assisting in Agricultural Crop Establishment, Handling livestock using basic techniques, Observe and report on the weather, Carry out basic electric fencing operations, Install, maintain and repair fencing, Treat weeds, Apply Chemicals under Supervision, Work effectively in the industry and Participate in workplace communications.

VETiS WorldSkills Australia is a national, organisation (est. 1988) that provides young Australians aged 23 and under the opportunity to: gains new skills, compete against their peers in their chosen trade and fast track their skills and career development.

The purpose of the WorldSkills competition is to promote and celebrate skills excellence, inspiring young people and providing them with an opportunity to showcase their trade and skill talent.





Membership

▪ **Current Association
Membership**

▪ **Membership Application**

**November
2008**

07		Royal Ag Society NSW	07	Ivan	Gant
07		Orange Field Days Co-Op	08/09	Cliff	George
07	Teacher Ag	Colo High School	07/08/09	David	Gillard
07/08	Teacher Ag	Dapto High School	08	Helen	Glover
07		James Sheahan	07/08	Milton	Gower
07	Teacher Ag	James Ruse Ag High	07	Clinton	Gribble
07	Teacher Ag	John Paul College Coffs Harbour	07/08	Neil	Griffith
08	Teacher Ag	Camden High	08	Nicky	Gunning
07/08	Teacher Ag	Kingscliff High	07	Leonie	Harris
07	Teacher Ag	Mudgee High	07/08	Ian	Hatherly
07	Teacher Ag	Narooma High	08/09	Colin	Hawthorn
08/09	Teacher Ag	Riverina Anglican College	08/09	Ian	Heffernan
07	Teacher Ag	St Joseph's Aberdeen	08/09	Stuart	Hemmings
07	Teacher Ag	Toorima High	07	Belinda	Henderson
08/09	Teacher Ag	Young High School	07/08	Robert	Henderson
07	Brian	Adams	07/08	Jayne	Hoffman
07/08	Bryon	Adamson	07	Sue	Hope
07	Bob	Anderson	08/09/10	Peter	Humphries
07	Charles	Anderson	07/08	Stuart	Irwin
07	Graeme	Anderson	07	Kennedy	Jones
07/08/09	Phil	Armour	07/08	Ian	Judd
08/09	Belinda	Auld	08	Joan	Keiger
07	Attila	Babos	07	Howard	Kennedy
08/09	Fiona	Bailey	07	Pru	Kesby
07	Karlene	Bailey	07	John	Killeen
07/08/09	Ian	Baird	07/08	Terry	Kirby
07/08	Ian	Bishop	08/09	Ilka	Klepper
07	Karen	Brook	07/08	Owen	Knight
07	Craig	Bourne	07	Mykel	Koller
08/09	Graham	Bramley	08	Jillian	Kuchel
07/08	Cathy	Breene	07	Abdul	Lawal
07	Amanda	Brien	07	Lynne	Leotta
07	Melissa	Broughton	08	Renee	Lidgard
08	Tracey	Burton	07	Greg	McAlpin
07	Leeta	Craiger	07	Lynda	McCallum
07	Dale	Chadwick	08/09	Patrick	McCann
07/08	Megan	Chandler	07/08	Johana	McCarthy
08/09	Caroline	Coleman	07	Ross	McGregor
08/09/10	Helen	Colman	07/08	Jacqueline	McIntosh
08/09	Jack	Collins	07/08	Owen	McLaughlan
08/09	Nickia	Collins	07/08/09	Alan	McMillan
08/09	Justin	Connors	08	Tim	McNee
07	Ben	Coombes	07	Maryann	McRae
08/09	Nigel	Cox	07/08	Bruce	Manktelow
07/08/09	Ian	Crabb	07/08	Jennifer	Manna
07/08	David	Crick	07/08	Diana	Martin
07	David	Crofts	07	Peter	Matus
07/08	Elena	Dagher	07/08	Mike	Melino
08/09	Alison	Dahlenberg	07	Christina	Mikan
07/08	Gerard	Delany	07/08	Tim	Minchan
07/08	Anita	De La Motte	07/08	David	Muller
07/08	Erin	Dennis	07/08	Kevin	Muller
07	Michelle	Dowsett	08/09	Peter	Napier
07/08	Cameron	Dustine	08	Mufutau Afolabi	Nasiru
08/09	Susan	Earl	07	Simone	Neville
08/09	Max	Eden	07	Bronwyn	Neilsen
07	John	Eggleston	07	Trevor	Newman
08/09	Leanne	Ferguson	07	Craig	O'Brien
07	D	Ferris	07/08	Phillip	Oliver
07	Aaron	Flagg	07	Adrian	Palmer
07/08	Rob	Forsberg	07/08	Graham	Pagden

08/09	Georgina	Price	07	Vanessa	Taylor
08/09	Graham	Quintal	08	Leigh	Thatcher
07/08	Renato	Ramsay	07/08	Ian	Thompson
07/08	Ian	Richardson	07	Stephen	Trickett
07/08	Gail	Roberts	07/08	Gary	Webb
07	Peter	Robinson	08/09	Nicolet	Westerhof
07/08	Warwicke	Rolfe	07	Wayne	Whale
08/09	Paul	Ross-New	07	Rick	Wheaton
07	Warwick	Shaw	08/09/10	Doug	White
08	Beverley	Small	07	Richard	White
07/08	Jade	Smith	07	Paul	Withers
07/08	Paul	Smith	08/09	Maurice	Woodman
07	Peter	Smith	08	Jennifer Ann	Woodward
07/08	Geoff	Spence	07	Beth	Worthy
07/08	Maxwell	Stewart	07/08	Jan	Young
07	Cathy	Stimson			

^ WHY BECOME A MEMBER OF THE ASSOCIATION?

- MAINTAIN NETWORKING THROUGHOUT THE STATE.
- BE A MEMBER OF A PROFESSIONAL TEACHING ASSOCIATION.
- CURRENT INFORMATION ON:
 - ✓ NEXT STATE AGRICULTURE TEACHERS CONFERENCE.
 - ✓ SYLLABUS UPDATES/PROGRAMS & RESOURCES.
 - ✓ ISSUES THAT EFFECT YOUR AGRICULTURE TEACHING.
 - ✓ PROFESSIONAL RESOURCES & INTERNET LINKS.
 - ✓ ORGANISATIONS THAT CAN ASSIST IN DELIVERY OF AGRICULTURE TO YOUR STUDENTS.
 - ✓ HAVE AN INPUT INTO AGRICULTURE & P.I. TEACHING ISSUES.
- RECEIVE A BAAT TWICE A YEAR.

"BULLETIN ASSOCIATION OF AGRICULTURE TEACHERS"

**A
g**

APPLICATION FOR MEMBERSHIP

To: THE N.S.W. ASSOCIATION OF AGRICULTURE TEACHERS



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TITLE: _____	NAME: _____
SCHOOL: _____	
PHONE: _____	FAX: _____
EMAIL: _____	
POSTAL ADDRESS: _____	
POST CODE: _____	

MEMBERSHIP FEES:

* 1 YEAR: _____ \$60 (2009)

* 2 YEARS: _____ \$120 (2009-10)

N.B. Subscription applies for period from January 09 for either one or two year period.

Subscription Required: _____ Year(s)

Amount Enclosed: \$ _____

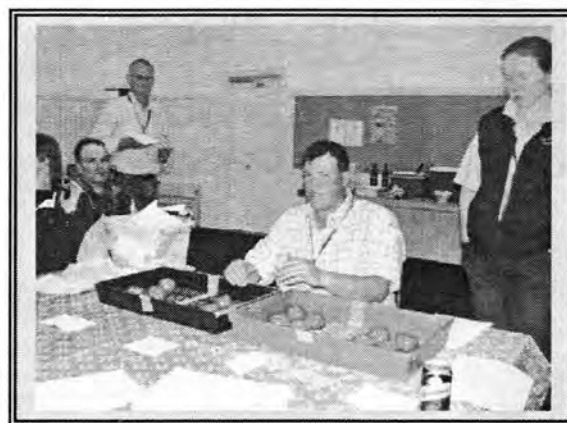
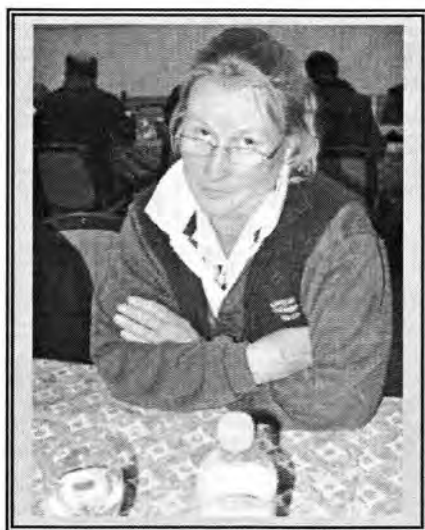
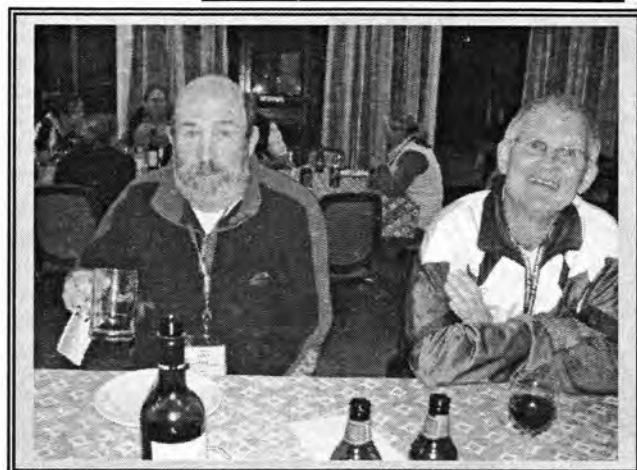
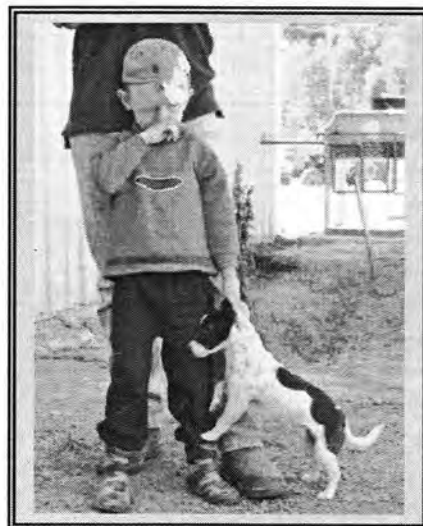
Please forward completed form with payment to:

Johana McCarthy
Hillston Central School
62 - 80 Moore Street
Hillston NSW 2675
treasurer.nswaat@gmail.com

Phone: 02 6967 2277

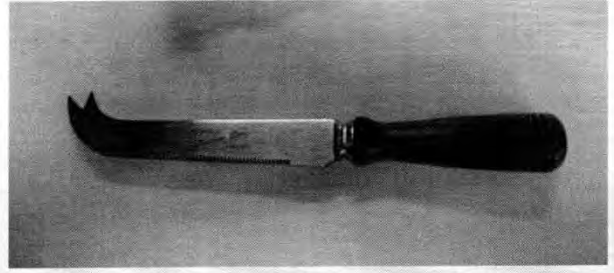
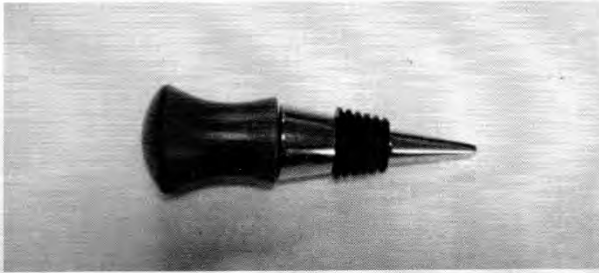
Fax: 02 6967 2385

Images from the 2008 Ag Conference



Australian Redgum

Eucalyptus camaldulensis



The Murray River is host to the world's largest river red gum forest.

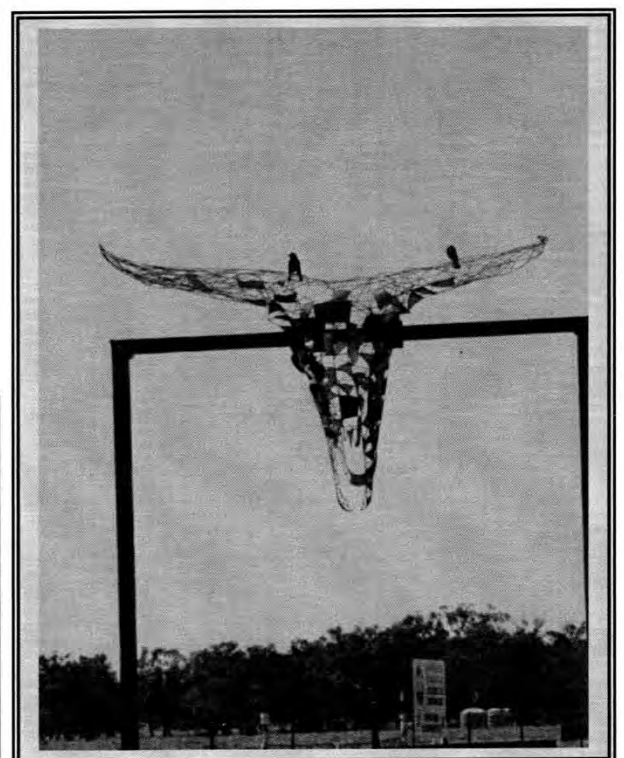
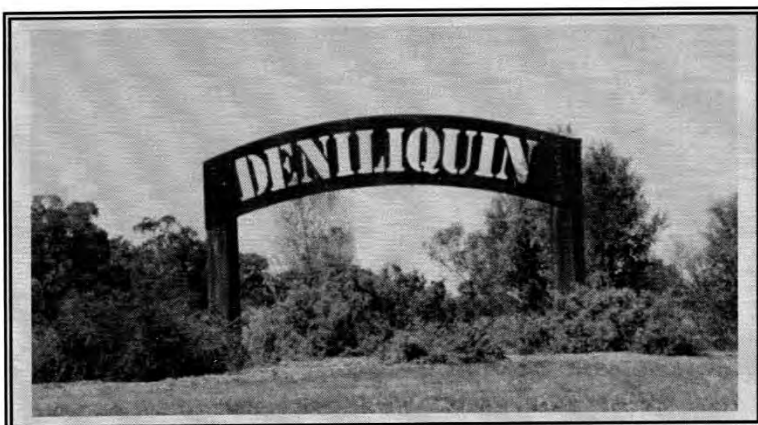
Straddling the New South Wales and Victorian sides of the Murray, the area could be called a wetland as much of it is frequently flooded.

The forests in the area are sustainably managed to provide timber for many uses. Properly managed redgum forests are a renewable, regenerating resource for generations to come.

In the past, common uses included railway sleepers, house stumps, piers and construction timber. In more recent years it has been recognised as a fine timber, used for furniture and art objects. Because of its varied colour, fiddleback grain and growth anomalies it is a hardwood that has Character with a capital C.

These objects were purchased for you at the Gulpa Sawmill in Deniliquin and are made from local timber.

The NSW Agriculture Teachers Association hope you enjoy them and remember your time in Deniliquin.





Bye from the old guard

**The question is....
Oh no, I have forgotten the
question!!!!
But then I do know the
answer!!!!?**



It's not goodbye, but fare-thee-well



Hello from the new