

B.A.A.T

Spring Edition – No: 48



2015

CONGRATULATIONS 10CC!!

Commonwealth Vocational Education Scholarship 2015.

I was awarded with the Premier Teaching Scholarship in Vocational Education and Training for 2015. The purpose of this study tour is to analyse and compare the Vocational Education and Training (Agriculture/Horticulture/Primary Industries) programs offered to school students in the USA in comparison to Australia and how these articulate or prepare students for post school vocational education and training.

I will be travelling to the USA in January 2016 for five weeks. While there, I will visit schools, farms and also attend the Colorado Agriculture Teachers Conference on 29-30th January 2016. I am happy to send a detailed report of my experiences and share what I gained during this study tour with all Agriculture teachers out there.

On the 29th of August I went to Sydney Parliament house where I was presented with an award by the Minister of Education Adrian Piccoli.

Thanks

Charlie James

**N.S.W. Association
of Agriculture Teachers Inc**



www.nswaat.org.au

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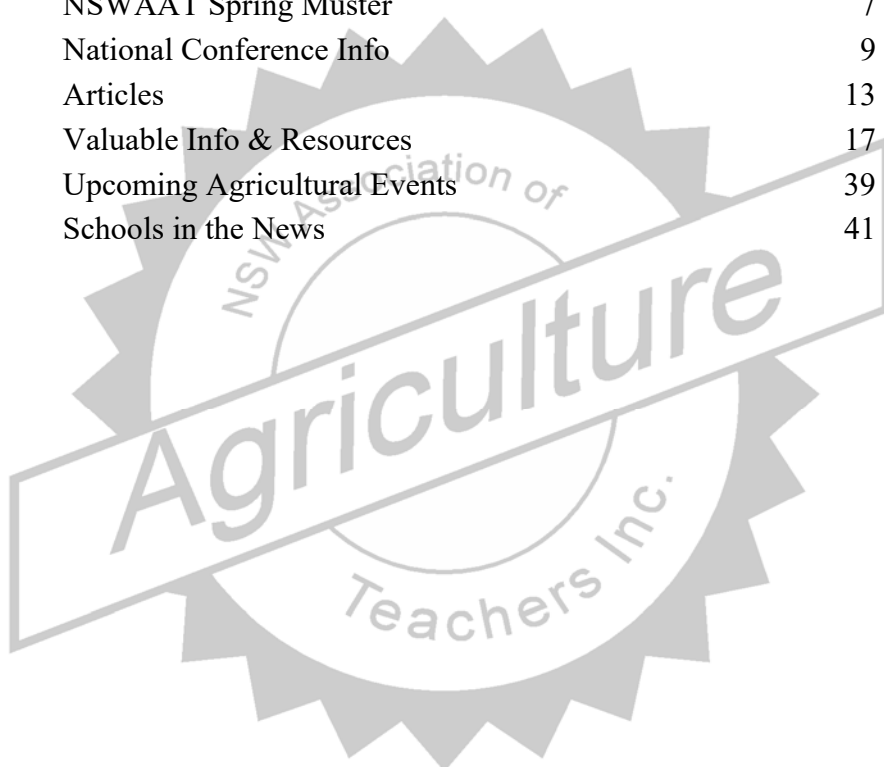
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Membership Current Association Membership List

September 2015

	Title	First Name	Surname	School
1		Teacher of Agriculture		Dapto High School
2		Teacher of Agriculture		Moss Vale High School
3		Teacher of Agriculture		Mudgee High School
4		Teacher of Agriculture		Pennant Hills High School
5		Teacher of Agriculture		Wingham High School
6		Teacher of Agriculture		Woodenbong Central School
7		Teacher of Agriculture		Wee Waa High School
8		Teacher of Agriculture		Kingswood High School
9	Mrs	Susan	ADAM	Northern Beaches Christian School
10	Mr	Bryon	ADAMSON	Corowa High School
11	Mrs	Cassie	ANDERSON	St Paul's College
12	Mr	Philip	ARMOUR	Yass High School
13	Ms	Robbie	ASHHURST	Crestwood High School
14	Ms	Megan	ATKINSON	Elderslie High School
15	Ms	Sunrae	BAILLIE	Great Lakes College, Forster Campus
16	Mr	David	BAKER	Macarthur Anglican College
17	Mrs	Dianna	BEALE	Tumut High School
18	Mrs	Susan	BEHAN	Denison College-Kelso High Campus
19	Miss	Louise	BIANCHI	Prairiewood High School
20	Miss	Erin	BLAKE	Hurststone Agricultural High School
22	Mr	David	BLOWES	Molong Central School
23	Mr	Ben	BOWMAN	Scone High School
24	Mr	Graham	BRAMLEY	St Paul's College
25	Mr	Eddie	BUCKINGHAM	Mullumbimby High School
26	Mrs	Natalie	BURKE	(University Student
27	Ms	Jennifer	CAINES	Mount Annan Christian College
28	Mr	Scott	CALLAGHAN	Mount Austin High
29	Mr	Carl	CHIRGWIN	Griffith High School
30	Ms	Tamara	COLE	Model Farms High School
31	Ms	Stephanie	COLGAN	Red Bend Catholic College
32	Mr	Justin	CONNORS	Manilla Central School
33	Mrs	Elena	DAGHER	Bossley Park High School
34	Mrs	Anita	DE LA MOTTE	Bomaderry High School
35	Miss	Erin	DENNIS	Lake Cargelligo Central School
36	Miss	Alice	DORMAN	Trangie Central School
37	Mrs	Nicole	DWYER	Gunnedah High School
38	Mrs	Susan	EARL	Red Bend Catholic College
39	Mr	Cameron	ELLISON	McAuley Catholic School Tumut
40	Mr	Guy	FAHEY	Albury High School
41	Miss	Ann	FRIZELL	Charles Sturt University
42	Mrs	Sarah	FOSTER	Dubbo Senior College Campus
43	Mrs	Leanne	FERGUSON	Orange Anglican Grammar School
44	Mrs	Melissa	GAMBLE	Farrer Memorial Agricultural High School
45		Verity	GETT	Wee Waa High School
46	Mr	David	GILLARD	Wagga Wagga High School
47	Mr	Milton	GOWER	Macarthur Anglican School
48	Mr	Richard	GRANT	James Ruse Agricultural High School
49	Dr	Lara	GRIFFIN	Pittwater High School

50	Mrs	Claire	HARDY	Menai High School
51	Mr	Graeme	HARRIS	Farrer Memorial Agricultural High School
52	Mrs	Leonie	HARRIS	Frensham
53	Mrs	Lois	HARRISON	Merriwa Central School
54	Mr	Bill	HASZARD	Retired
55	Mr	John	HAWKINS	Wingham High School
56	Mr	Colin	HAWTHORN	Red Bend Catholic College
57	Mr	Stuart	HEMMINGS	Dotedu Consulting Services
58	Mr	David	HENRY	Karabar Distance Education Centre
59	Mr	Michael	HOLLAND	Scone Grammer School
60	Mr	Ben	HOLMES	Alstonville High School
61	Ms	Callie	HEATH	Mulwaree High School
62	Mrs	Kristina	HOTSON	Camden High School
63	Mr	Peter	HUMPHRIES	Deniliquin High School
64	Mr	Grant	JACKSON	Gosford High School
65	Mr	Charlie	JAMES	Singleton High School
66	Ms	Jacquie	JOHNSON	Pre-Service Trainee Teacher
67	Mrs	Karen	JOHNSTON	Hurststone Agricultural High School
68	Mr	Jarrod	KELLY	Kyogle High School
69	Mrs	Kerry	KETE	Bowraville Central School
70	Mrs	Prue	KESBY	St Mary's College
71	Mr	John	KILLEEN	Bossley Park High School
72	Mr	Mykel	KOLLER	Nagle College
73	Mrs	Jillian	KUCHEL	Coolah Central School
74	Mr	Shayne	LAWRENCE	Dungog High School
75	Mr	John	LEHMAN	Yolla District High School
76	Miss	Renae	LIDGARD	Molong Central School
77	Mr	Scott	MACKENZIE	GRC Penshurst Campus
78	Mr	Steve	MAGINNITY	Alstonville High School
79	Miss	Hayley	MAHONEY	Picton High School
80	Mr	Bruce	MANKTELOW	Bomaderry High School
81	Ms	Sofia	MARITA	Kingswood High School
82	Miss	Melissa	MARSHALL	Moruya High School
83	Ms	Diana	MARTIN	Murwillumbah High School
84	Mr	Peter	MATUS	Denison College, Bathurst High Campus
85	Mr	Greg	McALPIN	Hurlstone Agriculture High School
86	Mr	James	McDONALD	Yass High School
87	Mrs	Jacqueline	McINTOSH	Crookwell High School
88	Mrs	Leigh	McLEAN	Portland Central School
89	Mr	Allan	McMILLAN	Wagga Wagga High School
90	Mrs	Maree	McNEIL	Shoal Haven High School
91	Mr	Mick	MELINO	St Johns College
92	Mr	Luciano	MESITI	Colo High School
93	Mr	Tim	MINEHAN	Young High School
94	Ms	Elizabeth	MUDFORD	St Francis de Sales Regional College
95	Mr	David	MULLER	St John Evangelist Catholic High School
96	Mrs	Rochelle	MUTTON	MacKillop College
97	Mrs	Bronwyn	NIELSEN	Calrossy Anglican School
98	Mr	Steven	NOAKES	Kadina High School

99	Mr	Graham	QUADE	Tullamore Central School
100	Mr	Graham	QUINTAL	Treasurer NSWAAAT
101	Mr	Renato	RAMSAY	Sydney Distance Education High School
102	Mr	David	RANDALL	Richmond High School
103	Ms	Tiffany	ROBERTSON	Coonamble High School
104	Mr	Warwick	ROLFE	Hunter River High School
105	Mrs	Katie	ROWE	Gulgambone Central School
106	Mr	Peter	RYAN	Nowra High School
107	Mr	David	SAUNDERS	Orana/Coffs Harbour
108	Mr	Warwick	SHAW	Woodenbong Central School
109	Miss	Nicole	SIMMONS	Warialda High School
110	Mr	Brent	SMITH	Bulahdelah Central School
111	Mr	Paul	SMITH	Cowra High School
112	Mr	Jade	SMITH	Dunedoo Central School
113	Mr	Geoff	SMITH	Oakhill College
114	Mrs	Deb	SNAITH	Macintyre High School
115	Mr	Stuart	STOUT	Leeton High School
116	Mr	Leigh	THATCHER	Pittwater High School
117	Mr	Brian	TRENCH	Camden Park Environmental Education Centre
118	Mrs	Katie	TWOMEY	James Ruse Agricultural High School
119	Ms	Caroline	UNTERRHEINER	Tumbarumba High School
120	Miss	Skye	VAN DEN BERGE	Marion College
121	Mr	Ron	VICTOR	Morisset High School
122	Ms	Jane	WALKER	Chatham High School
123	Mrs	Nikia	WATERS	Hillston Central School
124	Mr.	Gary	WEBB	Finley High School
125	Miss	Nicolet	WESTERHOF	Elizabeth Macarthur High School
126	Mr	Nigel	WHITE	Dubbo College Senior Campus
127	Mr	Mark	WHITFELD	All Saints College Bathurst
128	Mrs	Melissa	WILLCOCKS	Ashford Central School
129	Mr	Maurice	WOODMAN	Murray High School
130	Mrs	Jennifer	WOODWARD	Byron Bay High School
131	Mr	Luke	WOODWARD	Richmond River High School
132	Ms	Beth	WORTHY	Sapphire Coast Anglican College
133	Mrs	Jan	YOUNG	Murrumburrah High School

Life Members

Ian	BAIRD
Tony	BARNETT
Don	BARTHOLOMEW
Lisle	BROWN
Tony	BUTLER
Peter	CRICK
Rod	FRANCIS
Ivan	GANT

Graeme	HARRIS
Phil	HURST
Peter	JONES
John	LEE
Robyn	O'LEARY
Gail	ROBERTS
Norm	ROBINSON
Trevor	SEWELL

Bob	GUEST
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Jenni	WILKINS
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Associate Membership

Sally	BANNERMAN	SACEC
Arthur	KELLY	NSW BOSTES
NSW	RAS	Sydney Olympic Park
Cameron	ARCHER	Tocal College (NSW)
Ben	STOCKWIN	PIEF (ACT)
Jade	HAUSER	UNE (NSW)

Affiliate Membership – (NAAE)

Alysia	KEPERT	Agriculture Curriculum Consultant (WA)
Andrew	COSBY	Elisabeth Murdoch College (VIC)
Andrew	JOKANTAS	Nhill College (VIC)

GREAT PLANT RESOURCES

Plants in Agriculture - Learn@DEC

www.learning.schools.nsw.edu.au/plants/

HAY DAY

There is an ipad/smart phone app called Hay Day that has huge potential as a learning resource for agriculture students.

Basically, it involves setting up a virtual farm and managing it to maximise output from the plant and animal enterprises that you have chosen to operate with. You begin with some land, a house, a barn, some crops and a few chooks and progress from there. You move up through various levels of complexity as your farm develops. The consequences of decisions that you make (or don't make) soon become obvious. Some of the concepts that are embedded in the game include:

- sustainability
- agribusiness interactions
- decision making
- value adding
- community interactions
- marketing
- animal management
- biodiversity

Worth a look for the animations

alone!! <https://play.google.com/store/apps/details?id=com.supercell.hayday&hl=en>



NSWAAT Spring Muster

Membership of the Association

^ Membership fees to the NSW Association of Agriculture Teachers are now due:

If you are:

- *not financial or*
- *a new graduate or*
- *your membership status has lapsed*

& you require

- *Resources.*
- *Aggie contacts.*
- *Information/subsidies of Agriculture Teachers conferences.*
- *Assistance in your professional duties.*

...then you need to join the Association to assist in maintaining:

- *the Association's strength & support across the state,*
- *the place of your subject in the school curriculum,*
- *networking throughout the state,*
- *delivery of a BAAT, once a term via email,*
(Bulletin Association of Agriculture Teachers)
- *your say in Agriculture & PI teaching issues,*
- *access to professional readings.*

ASSOCIATION'S
TREASURER WITH
YOUR PAYMENT.

NSWAAT WEBSITE

www.nswaat.org.au

Please visit the website and catch up on what has been happening.

There are lots of photos from the Biennial Conference and many resource links to assist your teaching of Agriculture and Primary Industries.

TREASURER
Graham Quintal

16 Finlay Ave
Beecroft NSW 2119
treasurer.nswaat@gmail.com

Membership Application



ABN: 81 639 285 642

TITLE		NAME			
SCHOOL					
POSTAL ADDRESS					
				Postcode	
EMAIL					
PHONE				FAX	
MOBILE				DATE	
MEMBERSHIP	School		Individual		Payment Method

Email this Membership form to: treasurer.nswaat@gmail.com

Post cheque to:

OR

Pay via Direct Deposit:

Graham Quintal
16 Finlay Ave
BEECROFT
NSW 2119

Account Name: NSW Association of Agriculture Teachers
BSB: 082 939
Account Number: 639 757 522
Reference: Your Initial, Surname and "Memb".

MEMBERSHIP FEES: \$60 / annum

MEMBERSHIP REQUESTED	No of Years	
PAYMENT \$		

* Membership is based on a calendar year.

Office Use Only

Date Received		Receipt #		Receipt Sent	
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NATIONAL ASSOCIATION OF AGRICULTURAL EDUCATORS CONFERENCE 2016



Excellence and Innovation in Agricultural Education

The biennial NAAE Conference is fast approaching and will be held in Western Australia in January 2016. Delegates will be accommodated at the Harvey and Denmark campuses of the WA College of Agriculture. The presentations and tours will showcase the state's diverse agricultural industries, and its innovative approach to agricultural education.

LOCK IN THE DATES!

SUNDAY 10th January 2016
To
FRIDAY 15th January 2016

Cost: \$650

Date	Itinerary
10 January 2016	Depart Perth CBD 10am headed for WA College of Agriculture- Harvey , stopping in Mandurah for lunch .
11-12 January 2016	Various presentations and local field trips at Harvey Agricultural College and surrounds. Visits and speakers to be advised.
12 January 2016	Depart Harvey and travel to Denmark via two alternative routes visiting agricultural enterprises along the way.
13-14 January 2016	Various presentations, field trips and tourist attractions in the Denmark area
14 January 2016	Conference dinner at Southern End winery, Denmark
15 January 2016	Return to Perth by coach (or by air out of Albany), or begin self-managed south-west tour

Please register an EOI to attend the conference to Alysia Kepert alysia.kepert@education.wa.edu.au. You will be notified when registration is open. Registration fee includes all meals, accommodation and travel between Perth on the 10th, and returning to Perth on the 15th (or by arrangement to Albany (airport/car hire)

****Airlines and other travel outside these dates are the responsibility of participants.****





NATIONAL ASSOCIATION OF AGRICULTURAL EDUCATORS CONFERENCE 2016

“Excellence and Innovation in Agricultural Education”

In 2016 the NAAE Conference is heading West. Over five days delegates will be shown some of the highlights that Agricultural Education in Western Australia has to offer, as well as taking part in a range of agricultural tours, industry presentations, workshops and networking opportunities. Places are strictly limited so hurry up and register to make sure you don't miss out!

Dates: 10:00am Sunday 10th January - 9:00am Friday 15th January 2016

Venue: 10th - 11th January, WA College of Agriculture - Harvey

12th January, Travel day

13th - 15th January, WA College of Agriculture - Denmark

Accommodation: All accommodation during your visit will be provided on-site at WACOA Harvey and Denmark. Accommodation will consist of single rooms with linen and towels provided.

Transport: All transport between pick up and drop off will be provided.

Registration Fee: **\$650** (inclusive of all meals, accommodation and transport during the conference dates)

Does not include: any prior or post conference accommodation, transport, tours etc

Registration Opens: Monday 8th June 2015

Registration Closes: Friday 30th October 2015

Registration and Refund Policy

1. Registration will only be complete on receipt of full payment
2. No refunds will be given after Friday 13th November 2015
3. Conference committee reserves the right to alter conference programs and events without notice





NAAE CONFERENCE 2016

REGISTRATION FORM

"Excellence and Innovation in Agricultural Education"

Please complete the following form and return to **Neale Armstrong**
 Email: neale.armstrong@education.wa.edu.au Fax: (08) 9782 2110
 Mail: PO Box 496 Harvey, 6220

Surname: _____ Given Name: _____

Preferred name: _____

Address: _____

State: _____ Postcode: _____

Phone: _____ Mobile: _____

Email: _____

School: _____

Shirt Size: ☐ Small ☐ Medium ☐ Large ☐ X Large ☐ Other _____

Any special considerations (e.g. diet) _____

Pick up: 10th January, 2016

10:00am WA Department of Education, 151 Royal St East Perth

Drop off: 15th January, 2016

☐ 5:00pm Perth Airport ☐ 6:30pm Perth CBD ☐ 10:00am Albany CBD ☐ 10:30am Albany Airport

Payment Methods (please tick)

☐ Cheque Please make any cheques payable to: **Agricultural Educators Association of WA**
 and post with registration form to AEAWA Treasurer, Peter Gelmi
 PO Box 496 Harvey Western Australia 6220

☐ Direct Deposit (Please include your name in the reference details and email registration form)

Agricultural Educators Association of WA Date Funds Deposited: _____
 Bank West **BSB**: 306-107 **Acc**: 415028-1

All enquiries to Alysia Kepert: alysia.kepert@education.wa.edu.au

National Association of Agricultural Educators

Biennial conference, Western Australia, January 2016

*“Excellence and Innovation in Agricultural Education”*

SUN JAN 10	MON JAN 11	TUE JAN 12	WED JAN 13	THU JAN 14	FRI JAN 15
10am pick up Perth CBD	Conference opening	<u>Travelling day</u> Harvey to Denmark		NAAE BGM	9am farewell and transfer to Albany/Perth
Travel to Harvey via Mandurah visiting points of interest along the way • Thrombolites at Lake Clifton, • Pinjarra heritage sites	<u>Morning speakers</u> • Opportunities for Australian Agriculture • The Agricultural Education landscape in WA • Panel discussion: Attracting students to our industry	Choice of 2 routes. <u>Route 1:</u> “Steak and eggs tour” (Travelling through Boyup Brook, Kojonup and Mt Barker viewing organic beef production, free range eggs, rolled oats, indigenous food crops)	Combination of presentations, panel discussions and field trips related to agriculture and agricultural education	Combination of presentations, panel discussions and field trips related to agriculture and agricultural education Great Southern showcase-choice of 2 tours: <u>Tour 1:</u> Valley of the Giants Treetop walk <u>Tour 2:</u> Albany Anzac Centre and Albany Port	
Arrive WACOA Harvey Check-in to accommodation	<u>Afternoon tours</u> Choice of field tours to local Harvey businesses	<u>Route 2:</u> “Fruit and veg tour” (Travelling through Bridgetown, Manjimup and Mt Barker viewing trufferie, apple and avocado farm, and Planfarm presentation)			
Tour of WACOA Harvey campus			Tour of WACOA Denmark campus		
Evening Welcome BBQ	Dinner at WACOA Harvey and evening entertainment	Dinner at WACOA Denmark and evening entertainment	Dinner: Ocean Beach surf club	Conference dinner and entertainment at Southern End winery	

Chirgwin writes for HSC study guide

By Ben Jaffrey

June 19, 2015



SHAKE ON IT: Adrian Piccoli and Carl Chirgwin discuss the HSC study guide at Griffith High School.

Picture: Anthony Stipo.

They say practice makes perfect and for keen students looking to get a head-start in their Higher School Certificate they need to look no further.

The Board of Studies, Teaching and Educational Standards (BOSTES) in conjunction with *Fairfax Media* have published the 2015 HSC study guide.

Griffith High School's Carl Chirgwin has written for the Agriculture section of the guide.

The NSW Association of Agriculture Teachers were asked to submit to the guide and, as secretary, Mr Chirgwin and president Justin Connors submitted a piece each to the guide.

Mr Chirgwin said the guide not only benefited students but teachers as well.

"It's how to excel in the Ag exam, basically what you need to do," he said.

"It helps teachers right across the board, beginning teachers of Ag right up to teachers who have been teaching for 35 years, so everyone's on the same page as to how to do the test."

Mr Chirgwin was been a HSC marker for four years, he said this had benefited him as a teacher and where he learned a lot of his tips and tricks.

"You're more professional developing than actually marking," Mr Chirgwin says.

"You're marking but you're actually talking about things and finding out what other teachers do. We incorporated that into our 150 word submission.

"If there's a few first year teachers who are struggling, it gives them a general indication as to what they need to do and for people who have been teaching a long time, some tips that they might pick up."

The guide contains summaries of the HSC subjects.

Each subject contains a brief overview of the subject along with handy hints and tips to help with study and the exams themselves.

Minister for Education Adrian Piccoli said with technology becoming more accessible, more regional teachers were able to take part in initiatives such as the study guide.

"I just think it's good that we've actually got teachers from regional NSW contributing to it (HSC study guide), especially in a subject like agriculture," Mr Piccoli said.

"You want subject experts teaching subjects like Agriculture.

"We are going to get a lot more teachers from country NSW marking the HSC because now you can do it online.

"We're expanding it because the best way for year 12 teachers to know what the standard is that's required of their students is to mark multiple exams around the state."

Head to <http://www.smh.com.au/national/education/hsc-study-guide> for all the tips.



FUNDING GRANTS FOR WOMEN IN THE AGRICULTURE SECTOR

In 2015 Women & Leadership Australia is administering a national initiative to support the development of female leaders across all sectors.

From July 1 2015 the initiative will provide women in the agriculture sector with grants for leadership development. More specifically, grant applications are open to women employed in the agriculture sector at two levels. Please click on the preferred program link for details.

1. **Senior Management** and Executive level Women Leaders can apply for \$12,000 Individual Grants to undertake the [Advanced Leadership Program](#).
2. **Women Managers** can apply for \$4,500 Individual Grants to undertake the [Accelerated Leadership Performance Program](#).

Expressions of Interest

To request a Scholarship Grant Application Form or additional information [click here](#).

Should you wish to discuss the initiative in more detail please contact Ian Johnson at the office of the National Industry Scholarship Program, Australian School of Applied Management on 03 9270 9000 or via ijohnson@asam.edu.au

South West Sydney VET awards 2015

Melissa Lee from Picton High school came equal first, with a student from Camden high, to win the South West Sydney Primary Industries Student of the Year.



Below: Kristina Hotson from Camden High won VET delivery teacher of the year for South West Sydney. CONGRATULATIONS KRISTINA!!!



VALUABLE INFORMATION

Typical duties required to be completed by a School Farm Assistant

“Responsible to the Principal, under the direction of the teacher of Agriculture, for crop production and disposal, machinery operation and maintenance: livestock supervision; receipt and storage of supplies and general farm maintenance.”

1. Establishes and cultivates crops.

- Digging using tractor implements, spades, hoes and trowels, weeding, irrigating, spraying for pests, pruning using secateurs, staking vines and trailing crops, harvesting manually or by machine.

2. Maintenance of crops including peat and weed control, fertilisation, watering and drainage.

- Weeding by hand or by use of hoes, irrigating, spraying for pests, pruning using secateurs, applying mulch, staking vines and trailing crops, applying fertilisers and mowing and trimming edges of gardens.
- Watering any pots or seedlings.

3. Harvests mature crops and assists in the disposal of produce.

- Picking, digging, cutting or machine harvesting the produce from any crop grown.
- Washing, packing, carting and storing the produce.
- Ploughing in, raking up, moving or burning any crop debris.
- Developing and maintaining a compost heap by moving suitable materials, turning and watering regularly.

4. Operates and maintains farm machinery and equipment.

- Safely operating the school tractor and any attached implements, including power take off implements.
- Safely operating lawn mower, brush cutter and chemical sprayer.
- Maintaining all farm machinery including tractor, associated implements, mower, brush cutter, shearing handpiece, gardening tools, sprayers, drenching equipment, meteorological equipment and wheelbarrows.
- Documenting all maintenance in a farm machinery log.

5. Receives and stores farm supplies.

- Managing the storage of all farm supplies, e.g. fertiliser, livestock feed, seed, wood shavings or rice hulls, chemicals, from place of delivery to storage area. This includes putting all supplies into labelled storage bins.

6. General farm maintenance of property including storehouse and fencing.

- Sweeping and cleaning all shed floors.
- Storing all feed, chemicals, fertilisers and seed in vermin proof, labelled, weather proof containers.
- Maintaining all fencing as required to ensure safe enclosures for the animals. This may include digging post holes, ramming posts, straining wire and hanging gates.
- Turning the compost heap, barrowing compost to required areas and gathering materials for inclusion in the compost heap.
- Maintaining all farm equipment as required, including washing gardening equipment prior to storage, sharpening hoes, spades and secateurs, winding up hoses and storing, storing sprinkler heads, watering cans.
- Repairing any leaks to hoses, irrigation or taps.
- Carrying out a stock take of equipment when required.
- Maintaining any benches or tables in the school Agriculture plot.
- Storing potting equipment in an orderly fashion.

7. Mowing and care of grassed areas associated with the school Agriculture plot.

- Routine mowing and edge cutting of grassed areas in the school Agriculture plot.
- Spraying edges and weed areas as required.
- Maintaining walkways and paths within the school Agriculture plot.
- Maintaining any irrigation or watering systems.

8. Care of livestock and poultry, which entails the supervision of associated duties.

- Checking and attending to water and feed requirements of all school livestock and poultry.
- Cleaning feed and water containers routinely.
- Observation and documentation of animal behaviour and health.
- Applying any chemicals or treatments for animal health, e.g. drenches, vaccines, lice treatments.
- Moving animals into paddocks, yards or enclosures as needed for animal health or teaching needs.
- Catching animals for examination and for performance of husbandry operations.
- Cleaning paddocks, pens or cages as required.
- Preparing animals for class activities.
- Assisting in the preparation of animals for shows, including transportation, grooming, handling, leading, clipping, washing and packing equipment for the show.
- Collecting eggs, cleaning and storing.
- Securing animals at the end of the day as required.

9. Other related duties as required by the principal from time to time

REPORT COMMENT IDEAS

.....deserves the highest of praise for his efforts throughout the semester. The quality of his work is always to a high standard and his examination mark was outstanding. His knowledge of wheat production is highly developed and his practical skills are excellent. Continued application should see continue to achieve in Agriculture.

.....has enthusiastically participated in all areas of Agriculture this year. He works well in class and has developed a sound understanding of wheat production. His efforts this year are to be commended and his increased level of concentration should see him improve even further as the year goes on.

.....is a highly motivated student who displays a sound understanding of the key concepts of wheat production. He is an enthusiastic student who has shown a strong commitment to learning both theoretical knowledge and practical skills. Continued application and increased revision should see further improve throughout the year.

.....is an enthusiastic student who always works well in class. He is cooperative in all areas and he has developed a sound display of wheat production. He is becoming more confident in answering examination style questions and his practical skills and efforts at the Agriculture farm have developed well. Continued application in class and increased revision should see improve further.

.....is a competent student who generally displays enthusiasm in all areas of Agriculture. The results indicate that he has a sound understanding of the key principles of wheat production and his practical skills are continuing to develop. His examination mark could have been better and this should improve if increases his study and revision at home.

.....enthusiastically participates in all practical aspects of Agriculture and has a natural appreciation for animals which is a wonderful quality. The results indicate that overall he has a sound understanding of the principles of wheat production however his examination mark could be greatly improved with increased revision. Further application should seeachieve a higher result next semester.

.....deserves the highest of praise for her efforts throughout the semester. The quality of her work is always to a high standard and her examination mark was very pleasing. Her knowledge of wheat production is quickly developing and her enthusiasm and practical skills are excellent. Continued application should see continue to achieve in Agriculture.

.....has enthusiastically participated in all areas of Agriculture this year. She always works well in class and has developed a sound understanding of wheat production. Her efforts this year are to be commended as she has displayed some great practical skills. However,s examination mark could still be substantially improved with increased revision.

.....is a highly motivated student who displays a sound understanding of the key concepts of wheat production. He is an enthusiastic student who has shown a strong commitment to developing his practical skills at the Agriculture farm. However his examination mark could be substantially improved next semester if he was to undertake regular revision.

.....is an enthusiastic student who always works well in class. She is cooperative in all areas and has developed a sound display of wheat production. She is becoming more confident in answering examination style questions and her practical skills and efforts at the Agriculture farm have developed very well. Continued application in class and increased revision should see improve further next semester.

.....is a competent student who generally displays enthusiasm in all areas of Agriculture. The results indicate that she has a sound understanding of the key principles of wheat production and her practical skills are continuing to develop at a good pace. Her examination mark could have been better though and this should improve if increases her study and revision at home.

.....has enthusiastically participated in all areas of Agriculture this year. He always works well in class and has developed a sound understanding of wheat production. His efforts this year are to be commended as he has displayed some great practical skills at the farm. However, examination mark could still be substantially improved with increased revision at home.

.....deserves the highest of praise for her efforts throughout the semester. The quality of her work is always to above what is asked and her examination mark was very pleasing. Her knowledge of wheat production is quickly developing to a high standard and her enthusiasm and practical skills are coming along nicely. Continued application should see continue to achieve in Agriculture.

.....is a capable student who obviously possesses a sound background knowledge of wheat production. He does though have the ability to achieve to a higher level in this course. Billy needs to fully apply himself in class and not be so easily distracted by other students in order to improve his result. His examination mark could be greatly improved if were to undertake regular study.

.....is a capable student who obviously possesses a sound background knowledge of wheat production. He does though have the ability to achieve to a higher level in this course. needs to fully apply himself in class and not be so easily distracted by other students in order to improve his result. His examination mark could be greatly improved if Ramon were to undertake regular study.

.....is a capable student who has at times displayed a keen enthusiasm to learn and has shown that he can grasp the key concepts of wheat production. Unfortunately can be easily distracted at times which directly affects his learning. He needs to fully apply himself in class and revise his work at home in order to improve his examination mark and achieve to his potential.

.....is a capable student who has at times displayed a keen enthusiasm to learn and has shown that he can grasp the key concepts of wheat production. Unfortunately Wyatt can be easily distracted at times which directly affects his learning. He needs to fully apply himself in class and revise his work at home in order to improve his very disappointing examination mark. also needs to ensure that he attempts all questions in the examination, not just the multiple choice.

.....has shown herself to be an enthusiastic and attentive student in the short time that she has been back. Her examination mark was very impressive considering the large amount of work she has missed throughout the year. If continues to apply herself next semester in the same way as she has in the previous few weeks, she should be able to gain a fantastic result in Agriculture this year.

GREAT STUFF



Proudly releasing two new Products!

The SMARTtrain National Support Centre has recently developed two great learning resources for those working in primary production and land management fields.

The first is part of the SMARTtrain online suite of products aimed at people needing to renew their existing Level 3 certification. The second is focused on entry level participants learning the basics of safety with pesticides.

SMARTtrain Online Level 3 Chemical Application Reaccreditation

The Level 3 Chemical Application Re-accreditation online course has been piloted and is ready for all RTO's throughout Australia to commence enrolments now. If you are interested in using the online course as part of your RTO's offerings contact the SMARTtrain National Support Centre.

If you need to renew your Level 3 Chemical Application certification and would like to take advantage of the low 2015 prices you only have four months left! For only \$165 you can get up to date now by emailing or calling Annette Conroy on 02 69512775 or annette.conroy@dpi.nsw.gov.au

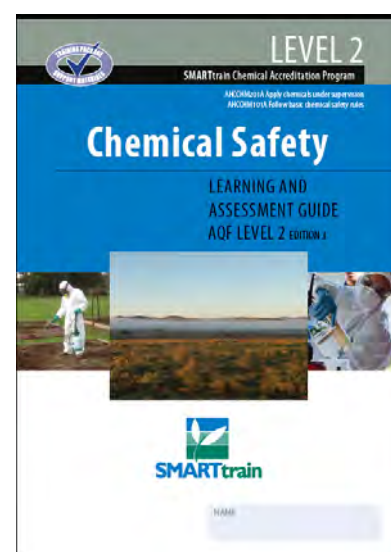


New editions of resources ready for distribution.

Level 2 Chemical Safety Package

Level 2 Chemical Safety Package is targeted at individuals working under close supervision and schools students undertaking relevant VET programs. It is a great resource to use with your existing curriculum and can be purchased directly from the SMARTtrain National Support Centre for \$48 each.

Major changes include the resource now having Labels, SDS and Assessment questions to the back and having the printer perforate these pages for ease of keeping assessment records. Such a format also means participant's can pull out the label and SDS making it much easier to work through the activities in the book. For further information Call or email Kellie Goring on 0269512532 or at kellie.goring@dpi.nsw.gov.au.



Have you got the MLA Meat App?

Great images for teaching cuts of Beef, Lamb, Pork and Goat plus cooking advice and description of cut characteristics.



A short video that can fit in with a vegetable production unit.

<https://www.facebook.com/DRINKEATFILM/videos/480247488793031/>



03:06

DRINK EAT FILM

How did this broccoli get on my plate? Thanks heaps Wayne - <http://www.peninsulafresh.com/>

Key Words used in HSC Primary Industries and Agriculture – ALARM Scaffold

NAME AND DEFINE		
<ul style="list-style-type: none"> Give the components/ elements/ steps/stages of the topic process Give a name and definition of EACH of these areas 	<i>List</i>	A series of names, words, components
	<i>Name</i>	Specify parts or components
	<i>Identify</i>	Recognise and name
	<i>State</i>	Express something definitely or clearly
DESCRIBE		
<ul style="list-style-type: none"> What are the features/characteristics/ properties? Use examples 	<i>Outline</i>	Sketch in general terms; indicate the main features of
	<i>What</i>	Asking for information specifying something, e.g. What is.....
	<i>Describe</i>	Provide characteristics and features
	<i>Provide</i>	Supply information
	<i>Distinguish</i>	Recognise or note/indicate as being distinct or different from; to note differences between
EXPLAIN SIGNIFICANCE		
<ul style="list-style-type: none"> What is the purpose/function of each component/step/stage/ strategy? Why is it important? Why would it be done? Use examples 	The Importance e.g. Explain the importance of...	The state or fact of being of great significance or value
	Why e.g. Describe why... The reason why...	For what reason or purpose
	<i>Explain</i> Explain why...	Relate cause and effect, make the relationships between things evident; provide why and/or how
ANALYSE		
<ul style="list-style-type: none"> Explain how and/or why the intentions are carried out and the impacts How did it achieve its purpose or intent and/or impact/effect? What is the relationship between the various components 	<i>Analyse</i>	Identify components and the relationship between them; draw out and relate implications
	How e.g. Outline how... Explain how...	In what way, by what manner, by what means E.g. How does it work?
	The implications, e.g. Explain the implications of...	The effect that an action or decision will have on something else in the future
	The consequences e.g. Explain the consequences of...	A result or effect, typically one that is unwelcome or unpleasant. Importance or relevance.
	<i>Compare</i>	Show how things are similar or different

CRITICALLY ANALYSE		
<ul style="list-style-type: none"> Explains the how and the why of the positives/advantages and negatives/disadvantages of the component/effect/strategy How and why is it beneficial or harmful? 	<i>Discuss</i>	Identify issues and provide points for and/or against
	<i>Recommend</i>	Provide reasons in favour
EVALUATE		
<ul style="list-style-type: none"> To what extent is each component/strategy successful/useful and achieve it's purpose? To what extent is the impact/effect effective or valuable? To what extent has it carried out its function or purpose? 	<i>Evaluate</i>	Examine and judge the merit or significance of something Make a judgement based on criteria; determine the value of
	The effectiveness	The degree to which something is successful in producing a desired result; success
	<i>Propose</i>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
	<i>Assess</i>	Make a judgement of value, quality, outcomes, results or size
CRITICALLY EVALUATE		
<ul style="list-style-type: none"> Come to a final judgement on each component& overall extent To what extent is one more effective than another Were all the features/effects, the whole process successful? 	<i>Justify</i>	Support an argument or conclusion

Common double-barrelled questions

Name and describe

Name and explain

Name and identify

Name and outline

Outline and explain

How would you..... Justify your response.

Identify and analyse

Synthesizing Verbs (that don't fit)

Design

Illustrate

Construct

Develop

ALARM Responding Scaffold

QUESTION:

CONTENT

YOUR VIEWS

Verbs in the question will tell you how far along this scaffold to go →

Question Level	BASIC Small Marks	SOUND Medium Marks	THOROUGH Lots of Marks
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Introduction – this should be the simple answer to the question that includes the relevant area of the syllabus and states what you are going to talk about in the order you will talk about it.

Verbs	Define	Describe	Explain	Analyse	Critically Analyse	Evaluate
	Verbs: Classify, Outline	Verbs: Recall, Recount	Verbs: Account, Apply (illustrate)	Verbs: Compare, Distinguish, Examine, Investigate, Predict, Propose	Verbs: Discuss	Verbs: Assess, Justify
Verbs is telling you to talk about...	The area of content	What it does OR How it works OR What it's for OR Properties OR Features/characteristics	The significance or importance	The outcome or what it leads to	Positives and negatives related to the content	Provide a judgement of the area based on the positives and negatives Only very short sentence
	Define, arrange in categories, sketch in general terms	Key words: consists of, relates to, includes, characterised	Key words: because, important, significant, notable	Key words: leads to, implications, impact, influence, effect	Key words: improve, inadequate, limited, better, ineffective	Key words: therefore, thus, yet, furthermore, as a result
	Sentence 1	Sentence 2	Sentence 3	Sentence 4	Sentence 5	Sentence 6

Do a new paragraph for every area of content you will talk about

Can be more than 1 sentence, as possibly from explanation onwards

If you see these verbs...	Name	Define	Describe/Explain	Analyse	Critically Analyse	Evaluate/ Conclude
	Verbs: identify, list, match, state	Verbs: outline, classify	Verbs: describe, explain, discuss, compare, predict	Verbs: examine, compare, investigate, analyse	Verbs: critically analyse, justify evaluate, assess	Verbs: Evaluate, Critically evaluate, assess
Identify: recognise the syllabus points and name them.		Outline: Sketch in general terms support with examples. Classify: Arrange or include in categories	Describe: provide characteristics and features support with examples Key words: consists of, includes, relates to, another factor, for example, specifically	Examine: inquire into points relating to the question, support discussion with examples Key words: such as, include, because, thus, important, effective	Critically analyse: identify components and the relationships between them; draw and relate implications adding depth – support with examples	Evaluate: make a judgement based on criteria, determine the value of, support with examples. Key words: important, valuable, improve, effectively, enhance, inadequate.
What do the verbs mean?	No key words or examples required		Explain: relate cause and effect, relationship between 2 things, provide why and/or how? Support with examples. Key words: due to, because, one reason, resulting in, consequently, therefore	Investigate: inquire into and draw conclusions, use detailed examples Key words: because, for instance, one example, important, therefore, beneficial, efficient.	The difference between analyse and critically analyse is the level of: • Detail • Number of examples • Conclusions made at the end of each paragraph. Key words: important, valuable, improve, judgements, effective, merits, faults, inadequate, approval, disapproval, appraise, evaluate.	Critically evaluate: The difference between evaluate and critically evaluate is the level of: • Detail • Number of examples • Conclusions made at the end of each paragraph. Key words: important, valuable, judgement, effective, merits, faults, in effective, to some extent, limited
Key words show your understanding of the verb.			Discuss: identify issues and provide points for and against support with examples. Key words: valuable, positive, enhance, negatives, different, suitable, opposite Compare: how are things similar and/or different, support your discussion with relevant examples	Propose: Put forward (a point of view, idea, argument, suggestion) for consideration or action.	Justify: Support an argument, opinion or conclusion give examples. Key words: beneficial, as a result of, recommended,	Assess: make a judgement of value, quality, outcomes, results or size support judgement with specific examples.

Primary Industries Independent HSC Trial Exam 2015 – Livestock Stream Question ALARM Sample Answer

Question 22: – Livestock Health and Welfare (15 marks)**a) Outline legislation that relates to animal health practices. Include an example for a named species (3 marks)**

Name and Define		Describe: features or characteristics	Explain significance: WHY
What legislation relates to animal health production?		What is the legislation about?	Why is the legislation in place?
Example:		Examples	Example:
<ul style="list-style-type: none"> Prevention of Cruelty to Animal Act 1979 		<ul style="list-style-type: none"> It details compliance requirements for providing food, water, shelter, protection from predators and freedom from pain, injury and disease. For example, cattle require adequate food, water and shelter, as well as treatment for any injuries and protection against preventable diseases such as Tetanus and Blackleg. 	<ul style="list-style-type: none"> It is designed to ensure that animal welfare requirements are met and animals are treated humanely.

b) Biosecurity is an area of concern for Australian Agriculture**i) Explain the term biosecurity and its importance (2 marks)**

Name and Define		Describe: features or characteristics	Explain significance:
What is biosecurity?		What does biosecurity involve?	Why is biosecurity important?
Example:		Examples	Examples
<ul style="list-style-type: none"> Biosecurity is the protection of the environment, economy and agricultural enterprises from the impacts of pests, diseases and weeds. 		<ul style="list-style-type: none"> It involves strategies implemented to prevent the entry of new pests, diseases and weeds into Australia an area or a property. 	<ul style="list-style-type: none"> At a farm level, it is important as certain diseases, weeds or pests can be very difficult and costly to control and have a negative impact on the farm's production and profit. At a national level, exotic pests, diseases and weeds entering Australia could have devastating impacts on the Agricultural industries.

i) With reference to an animal industry, explain how a hierarchy of control might be used to minimise risk associated with a biohazard (4 marks)			
Name and Define	Describe: features or characteristics	Explain significance:	Analyse: Explain HOW
<p>What is the hierarchy of control?</p> <p>What is a biohazard?</p> <p>Example:</p> <ul style="list-style-type: none"> A system used to minimise risk associated with a hazard. A biohazard is a risk to animal or human health from a disease or pest. 	<p>What are the parts of a hierarchy of control?</p> <p>Examples:</p> <ul style="list-style-type: none"> Elimination – remove the hazard Substitution – change the hazard Engineering – isolate the hazard Administration – change work practices PPE – personal protective equipment 	<p>Why is it important to use a hierarchy of control?</p> <p>Examples:</p> <ul style="list-style-type: none"> These are in order of effectiveness and act as a plan to avoid introduction to a biohazard to an enterprise 	<p>How does the hierarchy of control minimise the risk associated with a biohazard?</p> <p>Examples:</p> <ul style="list-style-type: none"> For example, a biohazard such as Ovine Brucellosis can be controlled through Elimination – euthanise infected rams or avoid buying in new rams Substitution – purchase rams only from Brucellosis accredited free studs Engineering – create a quarantine paddock for new stock to go into when they are purchased Administration – palpating the testicles of new rams purchased or requesting a Sheep Health statement PPE – having barriers set up where livestock mix, e.g. at shows

a) Discuss THREE important livestock treatments and describe how they are used in a management program (6 marks)

Name and Define	Describe: features or characteristics	Explain significance:	Analyse: Explain HOW	Critically Analyse: Explain + and -
<p>Drenching</p> <p>Example:</p> <ul style="list-style-type: none"> Drenches such as Cydectin, Zolvix 	<p>What is a drench?</p> <p>Example:</p> <ul style="list-style-type: none"> A drench is a chemical that controls internal parasites such as liver fluke, gastrointestinal nematodes. 	<p>Why is drenching important?</p> <p>Example:</p> <ul style="list-style-type: none"> It is the only way to effectively treat parasite infestations in livestock 	<p>How can drenching be used in a management program?</p> <p>Example:</p> <ul style="list-style-type: none"> It is used in a management program at specific times of the year to control parasite burdens on susceptible livestock, e.g. at weaning, prior to lambing/calving 	<p>What are the advantages and disadvantages of drenching?</p> <p>Example:</p> <ul style="list-style-type: none"> + Quick and easy to perform - Expensive - Not always 100% effective due to resistance
<p>Vaccine</p> <p>Example:</p> <ul style="list-style-type: none"> Vaccines such as Glavac 6 in 1, 7 in 1 	<p>What is a vaccine?</p> <p>Example:</p> <ul style="list-style-type: none"> A vaccine is injected to prevent a disease or reduce the likelihood of it occurring 	<p>Why is vaccinating important?</p> <p>Example:</p> <ul style="list-style-type: none"> Prevents many diseases that cause death or production loss or are able to be transmitted to humans, e.g. clostridial diseases, Ovine Johne's disease and Leptospirosis 	<p>How can vaccination be used in a management program?</p> <p>Example:</p> <ul style="list-style-type: none"> Given to young animals at marking, then a booster again 6 weeks later and an annual booster for lifetime protection When given to pregnant animals, the mother passes the protective antibodies down to the foetus 	<p>What are the advantages and disadvantages of vaccinating?</p> <p>Example:</p> <ul style="list-style-type: none"> + Quick and easy to perform + Relatively cost effective - Some vaccines can be dangerous, e.g. Gudair

HSC Agriculture ALARM Scaffold Template

2013 HSC Exam Original Question

Q27. Describe ways in which the farm product you have identified can be value added. (6 Marks)

Chirgwin's Idea – Why not work up and then beyond this question using the ALARM Scaffold (attached) with the marking criteria the students need to use to mark each other's responses?

i) Define Value Adding (1 Mark)

ii) Outline the ways to value add a product (2 Marks)

iii) Explain the reasons for value adding (4 Marks)

- iv) Describe ways in which the farm product you have identified can be value added (6 Marks)

- v) Analyse the value adding options for your chosen product (6 Marks)

vi) Justify the implications of value adding in product development. (8 Marks)

[illegible]

Chirgwin's Other Idea – I'm going to get students to use the ALARM Scaffold and HSC Key Terms to look at past papers and then create their own questions like above – maybe 4 questions max. for myself to create a mammoth set of questions from the one paper so they can use it as a study tool.

HSC Key Terms

HSC Key Term	Mark Range
Account - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	4-5
Analyse - Identify components and the relationship between them; draw out and relate implications	6-8
Apply - Use, utilise, employ in a particular situation	3-4
Appreciate - Make a judgement about the value of	8-10
Assess - Make a judgement of value, quality, outcomes, results or size	6-8
Calculate - Ascertain/determine from given facts, figures or information	1-2
Clarify - Make clear or plain	3-4
Classify - Arrange or include in classes/categories	3-4
Compare - Show how things are similar or different	3-4
Construct - Make; build; put together items or arguments	4-5
Contrast - Show how things are different or opposite	4-5
Critically (analyse/evaluate) - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	8-10
Deduce - Draw conclusions	1-2
Define - State meaning and identify essential qualities	1-2
Demonstrate - Show by example	3-4
Describe - Provide characteristics and features	2-3
Discuss - Identify issues and provide points for and/or against	4-5
Distinguish - Recognise or note/indicate as being distinct or different from; to note differences between	6-8
Evaluate - Make a judgement based on criteria; determine the value of	6-8
Examine - Inquire into	2-3
Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how	3-4
Extract - Choose relevant and/or appropriate details	2-3
Extrapolate - Infer from what is known	2-3
Identify - Recognise and name	1
Interpret - Draw meaning from	1
Investigate - Plan, inquire into and draw conclusions about	2-3
Justify - Support an argument or conclusion	6-8
Outline - Sketch in general terms; indicate the main features of	2-3
Predict - Suggest what may happen based on available information	1-2
Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action	5-6
Recall - Present remembered ideas, facts or experiences	1
Recommend - Provide reasons in favour	8-10
Recount - Retell a series of events	1
Summarise - Express, concisely, the relevant details	8-10
Synthesise - Putting together various elements to make a whole	6-8


Let me know what you think

Cheers in Agriculture,

Carl Chirgwin
Griffith High School


Pasture Pests Red Legged Earth Mites

<http://www.depi.vic.gov.au/agriculture-and-food/dairy/pastures-management/red-legged-earth-mites>

<p>Picture:</p> 	<p>Signs:</p>
<p>Control:</p>	

Blue Oat Mite

<http://www.depi.vic.gov.au/agriculture-and-food/pests-diseases-and-weeds/pest-insects-and-mites/blue-oat-mite>

<p>Picture:</p> 	<p>Signs:</p>
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Control:

Lucerne Flea

<http://www.depi.vic.gov.au/agriculture-and-food/pests-diseases-and-weeds/pest-insects-and-mites/lucerne-flea>

Picture:




Signs:

Control:


Rust

<http://www.depi.vic.gov.au/agriculture-and-food/pests-diseases-and-weeds/plant-diseases/pastures-diseases/rusts-in-ryegrass>

<p>Picture:</p> 	<p>Signs/Symptoms:</p>
<p>Control:</p>	

Root Rot

<http://www.soilquality.org.au/factsheets/rhizoctonia>

<p>Picture:</p> 	<p>Signs/Symptoms:</p>
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Control:

Clover Scorch

http://archive.agric.wa.gov.au/objtwr/imported_assets/content/past/fn2006_cloverscorch_myou.pdf

Picture:



Signs/Symptoms:

Control:

Upcoming Agricultural Events

Shows

SEPTEMBER 2015

- Grenfell P A H & I Assn Inc: 4 September 2015 - 5 September 2015
- Narromine Agric Show Soc Inc: 4 September 2015 - 5 September 2015
- Narrandera Show Soc Inc: 5 September 2015
- Manildra P & A Assn Inc: 5 September 2015
- Lake Cargelligo Show Soc Inc: 5 September 2015
- Barmedman Show Soc Inc: 5 September 2015 - 6 September 2015
- Dapto A & H Soc Inc: 5 September 2015
- Finley Show Soc Inc: 6 September 2015
- Woodstock Memorial Show Inc: 6 September 2015
- Quirindi Show Soc Inc: 11 September 2015 - 13 September 2015
- Forbes P A & H Assn Inc: 11 September 2015 - 12 September 2015
- Murrumburrah Harden Show Soc Inc: 11 September 2015 - 12 September 2015
- Hay Show Soc Inc: 12 September 2015 - 13 September 2015
- Ungarie Show Society Inc: 12 September 2015
- Wyong Shire Agricultural Show: 13 September 2015
- Cudal A & P Soc Inc: 13 September 2015
- Arianah Park Show Soc Inc: 13 September 2015
- Cowra Show Soc Inc: 15 September 2015 - 16 September 2015
- Eugowra Show Soc Inc: 18 September 2015 - 19 September 2015
- Merriwa P A H & I Assn Inc: 18 September 2015 - 20 September 2015
- Ardlethan Show Soc Inc: 19 September 2015
- Molong Show Soc Inc: 20 September 2015
- Young P & A Assn Inc: 20 September 2015 - 22 September 2015
- Singleton.Northern Agric Assn Inc: 25 September 2015 - 27 September 2015
- Temora Show Society Inc: 26 September 2015
- Nimbin A & I Soc Inc: 26 September 2015 - 27 September 2015
- Hillston Show Soc Inc: 26 September 2015
- Canowindra PA & H Assn Inc: 26 September 2015 - 27 September 2015
- Lockhart A P & Show Soc Inc: 27 September 2015

OCTOBER 2015

- Wagga Wagga Show Soc Inc: 1 October 2015 - 2 October 2015
- Culcairn P A H & I Soc Inc: 3 October 2015
- Bribbaree Show Soc Inc: 3 October 2015
- Berrigan A & H Soc Inc: 4 October 2015
- Morongla Show Soc Inc: 5 October 2015
- Walbundrie Show Soc Inc: 5 October 2015
- Kyogle PA & H Soc Inc: 9 October 2015 - 10 October 2015
- Leeton Show Soc Inc: 9 October 2015 - 10 October 2015
- Illabo Show Soc Inc: 10 October 2015
- Picton A H & I Soc Inc: 10 October 2015 - 11 October 2015
- Taree.Manning River A & H Soc Taree Inc: 10 October 2015 - 11 October 2015
- Trunkey Creek Show Society: 10 October 2015

- Corowa PA & H Soc Inc: 11 October 2015
- Norfolk Island (Royal) A & H Soc: 12 October 2015
- Casino Show Soc Inc: 16 October 2015 - 17 October 2015
- Barham Koondrook: 16 October 2015 - 17 October 2015
- Cootamundra APH & I Soc Inc: 17 October 2015
- The Rock Show Society Inc: 17 October 2015
- Tooraweenah PA & H Assn Inc: 17 October 2015
- Lismore. Nth Coast Nat A & I Soc Inc: 22 October 2015 - 24 October 2015
- Junee Show Soc Inc: 24 October 2015
- Albury Show Soc Inc: 30 October 2015 - 1 November 2015
- Alstonville Agric Soc Inc: 30 October 2015 - 31 October 2015
- Carcoar PA & H Soc Inc: 31 October 2015
- French's Forest A & H Soc Inc: 31 October 2015 - 1 November 2015

NOVEMBER 2015

- Murwillumbah. Tweed River Agric Soc Ltd: 6 November 2015 - 7 November 2015
- Queanbeyan Show Soc Inc: 7 November 2015 - 8 November 2015
- Holbrook Show Soc Inc: 7 November 2015
- Minto Show Soc Inc: 8 November 2015
- Dungog Show: 13 November 2015 - 14 November 2015
- Mullumbimby Agric Society Inc: 14 November 2015 - 15 November 2015
- Neville Show Society Inc: 14 November 2015
- Bangalow A & I Soc Inc: 20 November 2015 - 21 November 2015
- Bulahdelah Show Soc Inc: 20 November 2015 - 21 November 2015
- Dorriggo & Guy Fawkes Agric Assn Inc: 28 November 2015 - 29 November 2015

Field Days

22-24 Sept 2015	Henty Machinery Field Days PO Box 107 Henty 2658	ph 02 69293305 admin@hmfd.com.au www.hmfd.com.au
25 Sept 2015	Kilfera Field Day Clive Linnett 'Kilera', Ivanhoe 2878	ph 02 69951315 fax 69951224 kilera1@bigpond.com
10 Oct 2015	Karraullen Field Day David Fennel John Della Franca Bruno Del Simone	dfennel@moraitis.com.au johnnydella@hotmail.com 08 9293 7132 ext 152
29 Sep - 1 Oct 2015 Bi-Annual	Yorke Peninsula Field Days Elaine Bussenschutt PO Box 1162, Kadina 5554	ph 08 88272040 ypfd@netyp.com.au www.ypfielddays.com.au
6 - 8 Oct 2015	Elmore & Dist Machinery Field Days Gerard McCormick PO Box 27, Elmore 3558	ph 03 54326176 info@elmorefielddays.com.au www.elmorefielddays.com.au
16 - 17 Oct 2015	Wandin Silvan Field Days Mrs Nan Clevin PO Box 209, Monbulk 3793	ph 0429-428537 info@wandinsilvanfielddays.com.au www.wandinsilvanfielddays.com.au
17 - 18 Oct 2015	Murrumbateman Field Days Mr Kim Williams 19 East Street, Murrumbateman 2582	ph 02 62275895 admin@mfdays.com www.mfdays.com
22 - 24 Oct 2015	Australian National Field Days PO Box 2150 Orange 2800	ph 02 6362 1588, fax 026362 5421 info@anfd.com.au www.anfd.com.au
TBA Nov 2015	Farming Small Areas Expo Guy Rowlison	

Schools in the News

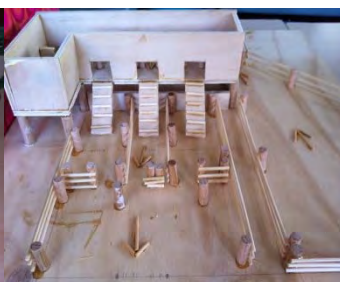
Miss McNeil's Year 9 Ag at Moss Vale High has shown just how creative; professional and hardworking they are!

How better to study the wool industry than from paddock to plate or in this case the Fashion runways of the world. As part of their assessment they were offered a choice of two extension activities. The choices allowed the class to work across faculties; in the specific fields of design, art and photography. It was a collaborative effort including Mrs Mumford (Visual Arts), Mrs Pepping (Ex- Design & Technology teacher now Support teacher) and Ms Norris (Design & Technology).

The extension work included:

The designing and building of a model shearing shed & yards. The 3-D designs were absolutely outstanding! The intricacy of the building designs, thoughtful application of design features and the handy work were superb to say the least. One in particular; made to scale (Nikki Vaughn's) was outstanding!

In order from left to right: Bree Harrison; Brittany Stone; Amelia Heindrich



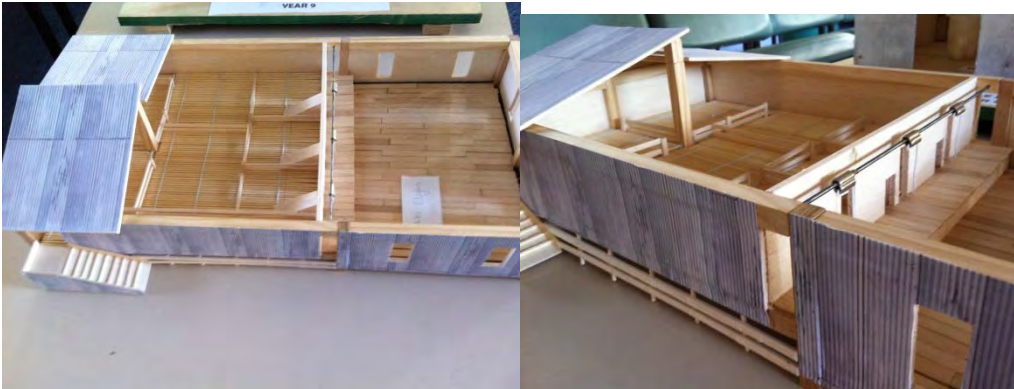
Luke Plumridge & Ethan Deleeuw



Kyle Lane's amazing effort!



Bowen Hickling's & Nikki Vaughn's below to scale!



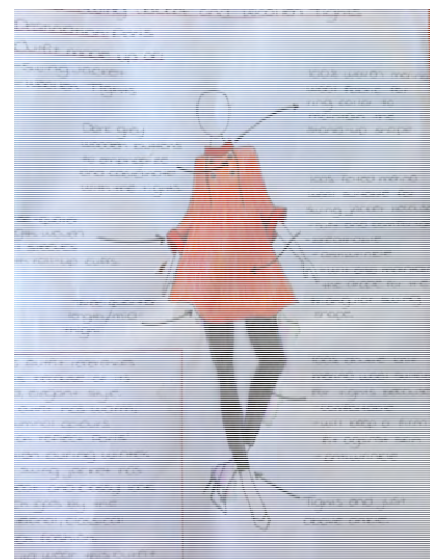
The second extension activity was to enter the National “Wool 4 Skools Competition”. This competition run by the Wool Corporation, attracts over 10,0000 entries per year from both Private & State schools. This is a first for Moss Vale High!

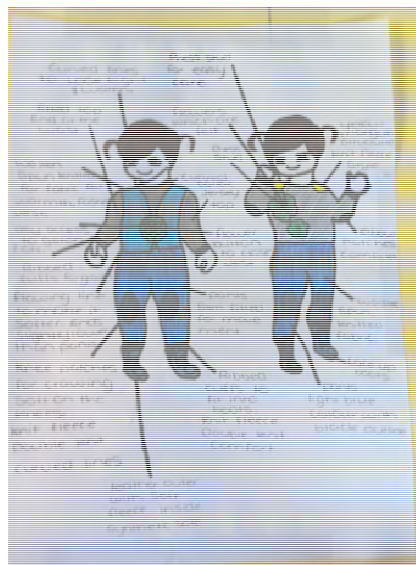
Entries had to have a Mood Board; garment's (up to four pieces made from 80% wool) presented using Photoshop; annotated (highlighting the design features in particular the features of the chosen wool fabric) and lastly a citation summarizing the students design process; and how they were inspired.

Their mood board and subsequent design had to depict a winter scene from one of the following cities; New Delhi; New York; Tokyo; or Moscow.

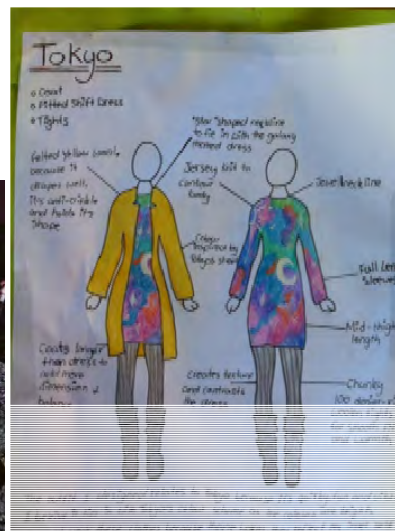
The talent of these students was truly fabulous. I was so proud of each and every piece of work.

Erin Olsen's





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Maddie-Rose Watson



Primary Industries
Education Foundation



Selected Snippets from the past 6 months

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Have you connected with PIEFA on social media yet? We have a Facebook page and we're on Twitter. We share news, events and information on food and fibre education from around Australia. Please connect with us, like and share!

HAVE A FABULOUS
HOLIDAY!!!