

BAAT

Summer Edition – No: 53
2016



N.S.W. Association of Agriculture Teachers Inc



www.nswaat.org.au

ABN Number: 81 639 285 642



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President's Report

Firstly, I hope everyone has now finished for the year and looking forward to a Merry and safe Christmas break with family and friends. Hopefully you can set your ag plots to some form of a dormant stage (I've sold all the chickens, set the automatic watering systems and moving sheep and cows to my place so I don't have to go in each day).

Another busy term/semester. With HSC preparation then marking for some of us, reports, excursions and various courses around the state. And for me busting fingers whilst attempting to replace windmill pipes.... When in doubt, pay a professional. Well worth it.

Thinking back to HSC marking, I would like to share a story with you, or more of a learning opportunity perhaps... Whilst marking, a group of us decided to descend onto another colleague's farm to learn how to make salami.... Wow, Value adding at its best. What a sensational way to spend a Sunday afternoon..... I'll skim through the steps to give you an idea of how easy it was....

- Kill or buy a piece of pork. (medium fat content or it will dry out too much, eg. a bit of belly etc.)
- Slice in long lengths and feed into mincer
- Mix in specific herbs and spices for the flavour and preserving aspect (you can research this on various websites, but be sure to follow specific measurements)
- Mince through a second time to make a fine mince.
- Add to sausage filler (or you could go straight from mincer)
- Using sausage casings, (not the collagen ones), drive the mincer or sausage filler and create your own home/class made salami.
- Hang in a drying rack (possibly a cool room, or perhaps you have a commercial kitchen at school that would have something suitable) for a few weeks.
- Vacuum seal in cryovac bags and send home.
- To really push the value adding component, do the sums to show profits etc. A great fun, hands on lesson that will really engage your kids....



From all accounts, the ECT seminars in Cessnock and Tumut were a great success; linking knowledge, understanding and professionals together. This will hopefully allow those news teachers to meet new people and network with like-minded Ag teachers. The workshops were coordinated by Sally Bannerman and Dan Rytmeister, but much hard work was put in by the Aggies at the Lighthouse schools - Paul Anderson (June HS), Paul Cannings (Pittwater HS), Di Beale and Tony Butler (Tumut HS) Craig and Samantha Jarrett (Mount View HS), Gavin Saul (Kempsey HS), Luciano Mesiti (Colo HS) and Jan Young (Murrumburrah HS).

Finally, I am looking forward to seeing those of you who are coming to the Sydney Conference in January. It is certainly shaping up to be a fantastic conference. The organisers have worked tirelessly throughout the year to make things fall into place, which is a credit to them. The program, venues, and menus look fantastic.

Have a great Christmas, and a safe and happy holiday.

All the best,
Justin Connors



Due to an unprecedented response from Aggies, we have had to close Conference registrations prior to the advertised closing date. We were getting close to comfortable capacity with our accommodation, some of our venues were approaching capacity and we had reached the limit of our bus carrying ability.

We have 82 delegates and they should have signed onto our Facebook pages to keep abreast of developments.

NSWAAT Facebook page: <https://www.facebook.com/groups/169094449907365/>

NSWAAT Conference page: <https://www.facebook.com/farmingfringe/>



Membership

• Current Association Membership List

*as at
19 December 2016*

Financial to end of	First Name	Surname	Location
2016	Susan	ADAM	Northern Beaches Christian School
2019	Bryon	ADAMSON	Corowa High School
2017	Asifo	AJUYAH	Picton High School
2017	Danielle	ALEXANDER	Xavier College, Llandilo
2017	Lauren	AMOR	St John's College
2016	Cassie	ANDERSON	St Paul's College
2016	Philip	ARMOUR	Yass High School
2016	Robbie	ASHHURST	James Ruse Agricultural High School
2017	Catherine	ATKINS	Northmead Creative & Performing Arts HS
2017	Megan	ATKINSON	Elderslie High School
2016	Sunrae	BAILLIE	Great Lakes College, Forster Campus
2017	Dianna	BEALE	Tumut High School
2016	Susan	BEHAN	Denison College-Kelso High Campus
2017	Romy	BENNETT	St Paul's College
2016	Louise	BIANCHI	St Gregory's College, Campbelltown
2017	Erin	BLAKE	Hurlstone Agricultural High School
2017	(William) David	BLOWES	Molong Central School
2016	Craig	BOURNE	Singleton High School
2017	Ben	BOWMAN	Peel High School
2017	Graham	BRAMLEY	St Paul's College
2017	Cathy	BREENE	Oakhill College
2016	Ali	BRIGGS	AgForce Queensland
2017	Deborah	BUNN	Galston High School
2017	Lynda	BUTTSWORTH	Jamison High School
2016	Jennifer	CAINES	Mount Annan Christian College
2018	Brianna	CALLUM	Barker College
2016	Paul	CANNINGS	Pittwater High School
2017	James	CAUGHEY	Hay War Memorial High School
2017	Dale	CHADWICK	Gundagai High School
2016	Gary	CHERRY	Tweed Valley Adventist College
2018	Carl	CHIRGWIN	Griffith High School
2016	Geoffrey	CLERKE	Caroline Chisholm College
2016	Stephanie	COLGAN	Red Bend Catholic College
2017	Luke	COLLINS	Yanco Agricultural High School
2018	Justin	CONNORS	Manilla Central School
2017	Ben	COOMBES	Peel High School
2017	Elena	DAGHER	Bossley Park High School
2016	Alison	DAHLENBERG	St Francis de Sales Regional College
2017	Eric	DATE	Crestwood High School
2016	Sophie	DAVIDSON	Cotton Australia
2018	Erika	DAYAGANON	Hurlstone Agricultural High School
2016	Anita	DE LA MOTTE	Bomaderry High School
2017	Donna	DEAN	Vincentia High School
2017	Kathy	DOMAN	Kyogle High School
2016	Alice	DORMAN	Trangie Central School
2017	Christine	DUVER	Woolgoola High School
2018	Nicole	DWYER	Gunnedah High School
2016	Susan	EARL	Red Bend Catholic College
2017	Anne	EARNEY	Condobolin High School
2016	Nicole	EVANS	Arndell Anglican College
2017	Guy	FAHEY	Albury High School

Financial to end of	First Name	Surname	Location
2016	Leanne	FERGUSON	Orange Anglican Grammar
2016	Michelle	FIFIELD	NSW Department of Primary Industries
2017	Rob	FORSBERG	St Joseph's College
2017	Sarah	FOSTER	Dubbo Senior College Campus
2016	Ann	FRIZELL	CSU Student
2016	Teacher of Agriculture	GETT, Verity	Wee Waa High School
2016	David	GIBLIN	Chifley College, Bidwill Campus
2016	Andrew	GILL	Medowie Christian School
2016	David	GILLARD	Wagga Wagga High School
2016	Milton	GOWER	Macarthur Anglican School
2017	Scott	GRAHAM	Barker College
2016	Sian	GRAY	Richmond High School
2016	Justine	GREEN	CSU Student
2017	Amy	GREENWOOD	Henry Kendall High School
2016	Lara	GRIFFIN	Pittwater High School
2017	Susan	GROTH	Galston High School
2017	Belinda	HAIGH	Dubbo School of Distance Education
2017	Leonie	HARRIS	Frensham
2016	Adrian	HARRISON	St Gregory's College
2017	Teacher of Agriculture	HAWKINS, John	Wingham High School
2016	Colin	HAWTHORN	Red Bend Catholic College
2016	Callie	HEATH	Mulwaree High School
2016	Stuart	HEMMINGS	dotEdu Consulting
2016	David	HENRY	Karabar Distance Education Centre
2017	Tanya	HENRY	Irrawang High School
2017	Teacher of Agriculture	HERWIG Kate	Lisarow High School
2016	Briony	HODGES	Nepean CAPA High School
2017	Michael	HOLLAND	Scone Grammer School
2016	Teacher of Agriculture	HORLEY, Ken	Yeoval Central School
2016	Kristina	HOTSON	Camden High School
2019	Peter	HUMPHRIES	Deniliquin High School
2017	Jane	HUNTER	Camden High School
2017	Maqsood	IQBAL	St Johns Park High School
2017	Tara-Jane	IRELAND	Lake Cargelligo Central School
2016	Grant	JACKSON	Gosford High School
2017	Tara	JANE	CSU Student
2016	Samantha	JARRETT	Mount View High School
2016	Jacque	JOHNSON	Pre-Service Trainee Teacher
2016	Jarrold	KELLY	Denison College-Kelso High Campus
2017	Paul	KENDAL	Lisarow High School
2017	John	KILLEEN	Bossley Park High School
2017	Adela	KING	Gawler and District College
2017	Ilka	KLEPPER	Cootamundra High School
2016	Mykel	KOLLER	Nagle College
2016	Eliza	LANGFORD	Leumeah High School
2018	Stephan	LEHMAN	South Grafton High School
2017	Veronica	LONGRIDGE	Chifley College, Dunheved Campus
2016	Hayley	MAHONEY	Chevalier College
2016	Teacher of Agriculture	MARITA, Sofia	Kingswood High School
2017	Melissa	MARSHALL	Moruya High School
2016	Diana	MARTIN	Murwillumbah High School

Financial to end of	First Name	Surname	Location
2017	Clare	MATHIASON	RuralBiz Training
2016	James	McDONALD	Yass High School
2017	Alison	McGEARY	Evans River K-12 School
2016	Jo	McHUGH	McCarthy Catholic College
2016	Jacqueline	McINTOSH	Crookwell High School
2017	Leigh	McLEAN	Portland Central School
2017	Simone	McNEILL	Mossvale High School
2016	Mick	MELINO	St Johns College
2017	Luciano	MESITI	Colo High School
2017	Beth	MIDDLETON	Richmond High School
2017	Christina	MIKAN	St Ignatius' College, Riverview
2016	Heidi	MITCHELL	Tamworth High School
2017	Amanda	MOORE	McCarthy Catholic College
2017	Sarah	MOSLEY	RuralBiz Training
2016	Megan	MROWKA	Dubbo College South Campus
2016	Bal	MUDLIAR	Hoxton Park High School
2016	Rochelle	MUTTON	Mackillop College
2016	Simone	NEVILLE	Tuggerah Lakes Sec College - Berkeley Vale
2016	Steven	NOAKES	Kadina High School
2016	Steve	NOTT	Carinya Christian School
2016	Eugenia	O'BRIEN	University of Sydney
2016	Erin	O'NEILL	Lake Cargelligo Central School
2017	Evan	PAUL	Hawkesbury High School
2017	Trish	PEARCE	Trinity Anglican College
2017	Justine	PHILLIPS	Xavier College, Llandilo
2016	Lucy	PITKIN	Elderslie High School
2016	Kathleen	PLATTS	Jindabyne Central School
2016	Claire	POLOSAK	Pittwater High School
2017	Georgina	PRICE	Parkes High School
2016	Janet	PRICE	O'Connor Catholic College
2017	Graham	QUINTAL	
2017	David	RANDALL	Retired
2017	Melissa	READY	Menai High School
2016	Warwick	ROLFE	Hunter River High School
2017	Elizabeth	RUIS	Windsor High School
2016	Peter	RYAN	Nowra High School
2016	Letisha	SALZKE	Braidwood Central School
2017	Dani	SAXON	Cranebrook High School
2017	Natasha	SHANKELTON	Tullamore Central School
2016	Warwick	SHAW	Woodenbong Central School
2016	Kara	SHERWOOD	"The Islands"
2017	Nadine	SIBBALD	McCarthy Catholic College
2017	Nicole	SIMMONS	Warialda High School
2016	Kathy	SIMS	RuralBiz Training
2016	Leanne	SJOLLEMA	WA College of Agriculture
2017	Nicholas	SKEVINGTON	Muirfield High School
2017	Sue	SMEDLEY	Wagga Wagga Christian College
2016	Brent	SMITH	Bulahdelah Central School
2016	Geoff	SMITH	Oakhill College
2017	Jade	SMITH	Dunedoo Central School
2016	Paul	SMITH	Cowra High School

Financial to end of	First Name	Surname	Location
2017	Rachel	SMITH	Trinity Catholic College
2018	Emma	SOALL	James Fallon High School
2016	Laura	SOUTHWELL	Karabar High School
2017	Teacher of Agriculture	STANFORD, Cassandra	Mudgee High School
2017	James	STANTON-COOKE	Pennant Hills High School
2017	Amanda	STATHAM	West Wyalong High School
2016	Edward	STEFANSKI	St Gregory's College
2017	Stuart	STOUT	Leeton High School
2016	Sarah	STREETER	Charles Sturt University (Student)
2016	Katrina	THOMAS	Condobolin High School
2016	Laura	TOLLEY	Farrer Memorial Agricultural High School
2016	Brian	TRENCH	Camden Park Env Ed Centre
2016	Katie	TWOMEY	James Ruse Agricultural High School
2016	Caroline	UNTERRHEINER	Tumbarumba High School
2016	Skye	VAN DEN BERGE	Marion College
2016	Jane	WALKER	Chatham High School
2016	Teacher of Agriculture	WALTERS, Bruce	Pennant Hills High School
2017	Gary	WEBB	Finley High School
2016	Nicolet	WESTERHOF	Elizabeth Macarthur High School
2016	Sarah	WESTERWAY	Ulladulla High School
2017	Wayne	WHALE	St Paul's College
2016	Nigel	WHITE	Dubbo College Senior Campus
2018	Melissa	WILLCOCKS	Inverell High School
2016	Paul	WITHERS	Batlow Technology School
2018	Maurice	WOODMAN	Murray High School
2017	Jennifer	WOODWARD	Byron Bay High School
2018	Beth	WORTHY	Sapphire Coast Anglican College
2017	Jan	YOUNG	Murrumburrah High School
2017	Nathan	ZINGA	Kinross Wolaroi School

182 members @ 20 December 2016

E&OE (please advise the Treasurer)

Renewal of Memberships

Just a friendly reminder to examine the above list and see the status of your membership. Memberships are for calendar years and you are encouraged to renew early if yours is about to expire, to avoid missing out on BAAT, and other alerts.

Life Members

Ian	BAIRD
Tony	BARNETT
Don	BARTHOLOMEW
Lisle	BROWN
Tony	BUTLER
Peter	CRICK

Rod	FRANCIS
Ivan	GANT
Bob	GUEST
Graeme	HARRIS
Phil	HURST
Peter	JONES

John	LEE
Robyn	O'LEARY
Gail	ROBERTS
Norm	ROBINSON
Trevor	SEWELL
Jenni	WILKINS

Associate Membership

Sally	BANNERMAN	SACEC, STEM Leader, Secondary Curriculum - DoE
Dan	RYTMEISTER	TAS Advisor - Secondary Education - DoE
Mark	TYLER	TAS Inspector - BOSTES
Arthur	KELLY	NSW BOSTES
NSW	RAS	Sydney Olympic Park
Cameron	ARCHER	Chairperson PIEFA
Ben	STOCKWIN	CEO PIEFA
Kelly	SPENCE	Education Officer PIEFA

Affiliate Membership – (NAAE)

Alysia	KEPERT	Agriculture Curriculum Consultant (WA)
John	LEHMAN	Yolla District High School (TAS)
Sue	PRATT	Balaklava High School (SA)
Ku	LACEY	Rockhampton Girls Grammar School (Qld)

2018 NAAE National Conference

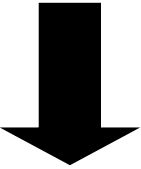
The 2018 NAAE National Conference is to be held in Tasmania! So watch the [NAAE](http://www.naae.org.au) website for all the exciting details as they come to hand.





NSWAAT Summer Muster

**A
g**



TREASURER

Graham Quintal

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

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*

*Complete the
"Application for
Membership"*

*Form on the next page,
or download it from the
[NSWAAT Website](http://www.nswaat.org.au)
&
send to the 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 many resource links to assist your teaching of
Agriculture and Primary Industries.*

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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 and make cheques payable to:
NSW Association of Agriculture Teachers (not NSWAAT)

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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2017 NSWAAAT Annual General Meeting

9.00 – 10.30am - Thursday 12th January

Sydney Olympic Park Lodge, 1 Jamieson St, Silverwater NSW 2128

- Please advise of any agenda items that are needed for discussion
- All executive positions will be declared vacant
- Any agenda items should be emailed to: secretary.nswaat1@gmail.com



Community Futures Grant - 2017 Applications Now Open



Do you live in rural or regional NSW and have an idea for a community-based project that needs funding?

The Royal Agricultural Society of NSW Foundation helps develop local leaders through its Community Futures Grant Program and is looking for people who have an idea or project they'd like to bring to life in their local community.

Grants of up to \$25,000 are available for local projects that result in enhanced economic or social outcomes. Successful grant projects will foster community collaboration and deliver broad and sustainable community benefits.

To find out more click [here](#), or contact Cecilia Logan, Program Manager

Phone: (02) 9704 1226
Fax: (02) 9704 1122
Email: <mailto:mclogan@rasnsw.com.au>
Internet www.rasnsw.com.au/foundation

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Teaching and Learning (T&L) Tractors in DoE Schools

I recently attended a Lighthouse Schools workshop in Tumut and one of the sessions dealt with T&L Tractors. The following information was provided in a PowerPoint presentation by:

Dan Rytmeister

TAS Advisor - Secondary Education

Learning and Teaching Directorate

NSW Department of Education

T: (02) 9266 8514

Email: dan.rytmeister@det.nsw.edu.au

The following information and policies may only be relevant to NSW Public Schools. The information listed below is extracted from the department's policies for equipment use in schools. Teachers should become familiar with the policies prior to using equipment in schools and not rely solely on the information below.

Equipment Safety in Schools (ESIS)

The Equipment Safety in Schools (ESIS) database can be accessed through the Staff Portal and contains mandatory policies on equipment use that applies to all areas of the school. This includes the general assistants, farm assistant, students and staff in TAS, Visual Arts, Science, etc. In the **Staff Portal** click on **My Applications** and scroll down to select **Equipment Safety in Schools**. Use the Search Engine to find specific pieces of equipment.

ESIS provides very clear controls for the use of tractors and implements.

Equipment on Contract

The department has contracts for the purchase of some equipment. These items are exempt from Local Schools Local Decisions so schools must only purchase the contract items. It is strongly recommended that you consult with Asset Management Directorate for advice and approval prior to purchasing tractors and implements as well as other large equipment.

Alan Smith

Manager Compliance and Safety

Ph. 9561 8956

alan.l.smith@det.nsw.edu.au

Do not buy off contract without advice.

Asset Management Directorate does not publish Safe Operation Procedures (SOPs) for student use of equipment. The advice in ESIS is sufficient.

TAFE SOPs are not designed for use by school students.

Tractors

All the DoE protocols referred to in ESIS must be adhered to and all tractors used for teaching and learning purposes must be purchased from the DoE supply contract DETPD0904.

1. Safety features

- Colour coding of various controls in accordance with the European Standard. This will assist students to readily identify those controls associated with driving the tractor as opposed to those which operate various items of equipment.
- Neutral interlock to prevent a tractor from starting whilst a drive gear is engaged
- Mushroom type stop button located on the rear left hand mudguard
- Remote cut-out that must be checked to operate from a distance of at least 10 meters from the tractor
- Agriculture tyres
- Roll over protection
- Seat cut-out switch to prevent the engine from starting or to stop the engine if no-one is seated. This may need adjustment for small students
- An audible alarm to alert the operator that the three point linkage has not been lowered to the ground when the tractor is turned off.
- Warning lights and audible devices which have been fitted to allow students and staff to keep clear of the tractor when it is reversing
- A sun canopy
- A rear view mirror
- Seat Belt
- An offside entry prevention bar. This will help reinforce the training message that operators either mount or dismount from the left hand side only
- A safety step to prevent a student's foot slipping through the opening at the back of the normal step
- The higher gear ranges have been manually locked out by mechanical devices and this will enable students to be trained without fear of them operating the tractor at anything above walking pace. This manual lockout can be removed using a teacher controlled key but this is only to occur when a teacher or farm assistant needs to use the tractor to prepare an area for teaching purposes

2. Maintenance

- 3 year maintenance contract on new tractors
- Daily check should be carried out prior to use
- Service required every 50 hours
- Check levels
- Clean regularly

3. Daily Check

- DoE Safety features (including test remote shutoff)
- Radiator Screen
- Oil levels
- Coolant level
- Seat belts
- ROPS
- Evacuator valve (Air cleaner)
- Brake pedal free play
- Remove rubbish and debris
- Controls
- PPE

4. Services

Keep service records

Major repairs

Minor service every 50 hrs

- Grease as per manual
- Check start system
- Check wheel nuts.

Service should be carried out by competent humans.

- Preferred authorised service agent
- School staff with appropriate knowledge and skills
- It is considered reasonable that 2% of the tractors value be invested in maintenance each year.
(Add it to your budget).

5. Staff Use

T&L tractors have been provided to schools for the purpose of teaching agriculture.

- Avoid excessive administrative tasks that will prematurely wear the tractor, eg. Mowing playing fields.
- Avoid staff using the tractors for personal tasks.

6. Student Use

The minimum age for a DoE student to operate a tractor is 12 years. Students in Years 7 & 8 are not permitted to operate tractors over 28kW and are not permitted to operate any tractor with an implement attached.

“The instruction of students in the safe use of tractors is not to be regarded as a training course and must only be undertaken by qualified teaching staff, who have TAFE training or similar industry experience.” (ESIS – Tractor, Teaching and Learning – Generic Assessment Advice - Appendix A).

Student introduction to the tractor must be staged, by:

- static instruction of controls,
- switching the engine on/off,
- eventually leading to tractor motion.
- Students are to operate tractors on level surfaces only and in low range.

Use of implements attached to the tractor is limited to Years 9, 10, 11 & 12 and only then, by fully trained, competent students able to independently operate the T&L tractor (no attachments) without direct teacher supervision.

Implements may only be attached to the tractor by students in Years 11 & 12 and only when fully trained and competent.

Prior to each lesson, operation of emergency engine immobilisers must be checked.

Approved personal protective equipment (PPE) must be worn including enclosed footwear as well as dust masks, high visibility vests, hearing, eye and sun protection where appropriate.

7. Implements

- Check ESIS to determine which students can use particular implements
- Any implements that are not commercially manufactured are not to be used by students
- Ensure the PTO cover is tethered to prevent rotation.
- If in doubt, get advice.

Drones/UAVs

In November 2016 The Health and Safety Directorate issued [Safety Alert 62](#) - Safe Use of Drones by Schools. The department has a draft advice for drones in Equipment Safety in Schools. Teachers should consider gaining part of full qualifications for drone use.

There are two sets of rules and regulations covering the use of drones in schools.

- CASA regulations
- Department rules

Main rules

- 30m from people or buildings
- 5.5km from airports
- 120m maximum height
- Line of sight
- Guards around blades and PPE indoors.
- 2kg limit

Please see ESIS and Safety Alert 62 for full regulation.

Calling all schools leavers.

Looking for a gap year experience in rural Australia?

‘Cotton Gap’ an initiative of Cotton Australia to provide opportunities for school leavers looking to undertake work between school and further study or permanent work.

Cotton Gap has generated a big buzz in the cotton industry. Growers have embraced the idea and the program has grown to include:

- 6 impressive farming enterprises offering positions for gap year students
- 17 positions available for school leavers
- Work opportunities available in Hillston, Moree, Wee Waa, Warren, Goondiwindi, Talwood and Mungindi
- Positions available on both family and corporate farms
- Opportunities available in some of the cotton industry’s most reputable and impressive farming enterprises
- Support and networking opportunities being developed for participants
- Multiple opportunities available on single farms affording the option for groups of students to embark on an adventure together
- Accommodation, in many cases, provided

With exams over, please communicate this opportunity to any students who might be interested and to any other teachers who may know likely students. Students can contact Claudia Vicary at claudiav@cotton.org.au to request full details of the positions available.

More information about Cotton Gap is available here:

<http://cottonaustralia.com.au/work-in-cotton/cotton-gap>



HSC Marking 2016



The Sydney Crew



The Wagga Wagga Crew (L to R)

Back Row: Tracey Lee, Michael Weier, Ilka Klepper, Peter Humphries (SM), Stephan Lehman, Stephen Trickett, Luke Collins, Carl Chirgwin, Jan Young, June Colman (COIC), John Colman, Justin Connors
Middle Row: Deb Snaith (SM) Lisa O'Brien, Ellie Quinn
Front: Graeme Harris (SOM)

My year away from teaching, and why I'm growing weeds.



2016 is my deferred salary year (better known as 4 for 5), and I have taken the opportunity to do something different to classroom teaching. During this year I have been spending 2 to 3 days a week in a laboratory at Western Sydney University where the responses of plants to various environmental stresses are investigated.

Almost 3 years ago the opportunity arose through the Primary Industry Centre for Science Education (PICSE) to spend a week looking at research at UWS. It was an interesting and worthwhile experience as we saw first-hand the work being done by scientists at the Hawkesbury campus. Through that program I met Dr. Zhonghua Chen, and approached him with the idea of spending the year working with his research team.

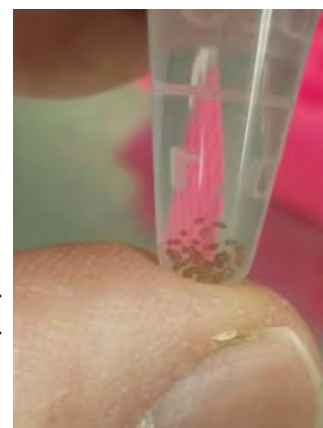
The environmental stresses studied by Dr Chen are very familiar faced by Australian farmers (salinity, acid soils, mobilised soil toxins, such as Aluminium, drought, high temperature and high light intensity). The methods used to study the effects of these stresses, however, are very different to the crop and pasture production research so well known to agronomists. Most of the investigations centre around the genes which are activated by the plant in key cells (root, stomata, mesophyll) when the stress occurs and then how those genes control the flow of ions across membranes in the cell by ion pumps, ion pores and channels.



When people ask me what I do at Western Sydney University my first response is usually "I get in the way". That was certainly the case when I first arrived. I had a few useful skills but the techniques used in plant cell research were quite new to me. I was keen to learn everything and often my enthusiasm just made me a nuisance. Over the past few months I have learned new things every day, but in the more technical research skills I still have a lot more to learn.

One area where I have been able to assist is in proof reading of Ph.D. submissions and research papers. My lack of familiarity with all the technical jargon means I'm a great test for the readability of the documents. Some of the team are overseas students and my other skill is being the "native speaker" editor. I'm amazed that these people can write so well in a second language and so it is a privilege to help them produce polished documents.

Being an Agriculture teacher means I can grow plants, and a simple job that I have been able to do is producing seed of a wide range of mutants (varieties) of the research model plant *Arabidopsis thaliana*. This little weed is used for research and could be considered to be the "lab rat" of plants. It has proven to be a useful plant for research and the results of research on it can be easily applied to economically important plants such as crops.



The features which make it useful are;

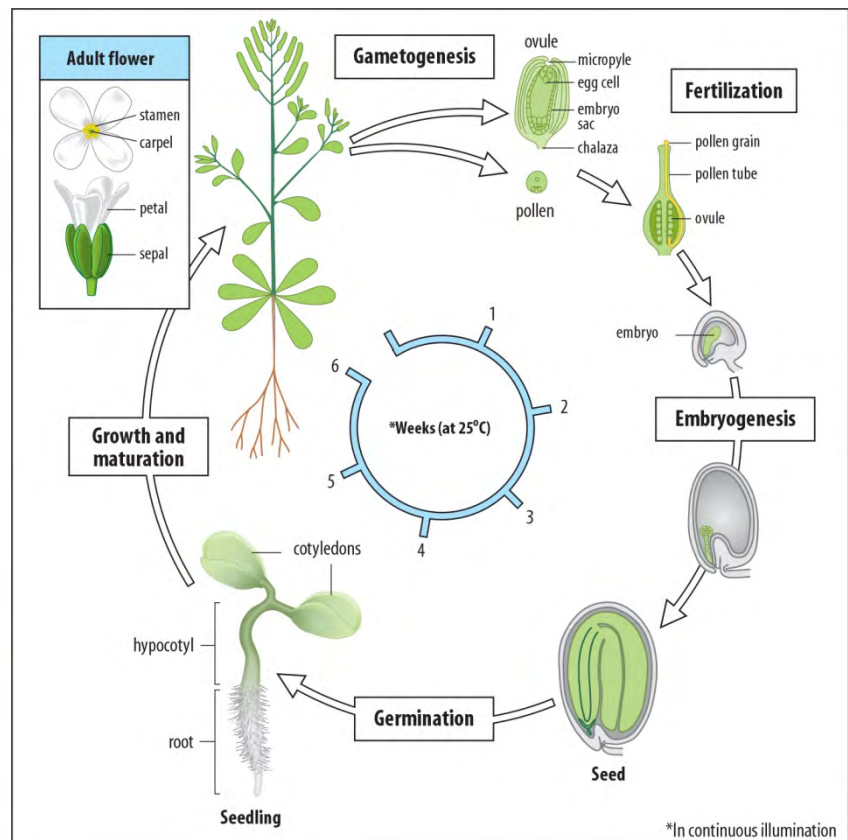
- It is small, so it can be grown in large numbers in the limited space of growth cabinets.
- It has a small diploid genome, making genetic investigations easier.
- It is self-pollinating, so true breeding types are easy to maintain.
- It has a short lifecycle, down to 6 weeks from seed to seed.
- It is relatively easy to genetically transform using *Agrobacterium*.
- Thousands of genetic mutants are available with genes knocked out.

Apart from new laboratory skills, I have gained an understanding of the role of basic scientific research in gaining an understanding of the mechanisms of plant responses to environmental stress. Without these insights plant breeders would lack the direction and selection criteria for the development of resistant or tolerant varieties of crops. Advances in technology will allow plant breeders to identify the genes responsible for stress tolerance, and these can be engineered into crops, or even silenced to improve crop production.



Working in an environment where everybody is self-motivated, very intelligent and polite is a contrast to the reality in school, and this has highlighted the stresses involved in classroom teaching. I have also avoided the everyday pressures on an agriculture teacher with animal welfare, watering and weekend Ag plot visits.

David Randall
Agriculture Teacher
ex Richmond High School



Upcoming Agricultural Events

Field Days

Tocal - 5 to 7 May at Tocal Agriculture Centre

www.tocalfielddays.com

For details of Field Days in other states go to <http://www.aafda.com.au/events.html>

Agricultural Shows

Jan - 2017

[Pambula Show - 14th](#)
[Bowral Show - 14th to 15th](#)
[Candelo Show - 15th](#)
[Eurobodalla District Show - 21st to 22nd](#)
[Albion Park Show - 21st to 22nd](#)
[Kiama Show - 27th to 28th](#)
[Bundarra Show and Rodeo - 27th to 29th](#)
[Bungendore Show - 29th](#)

Feb - 2017

[Berry Show - 3rd to 4th](#)
[Uralla Show - 4th](#)
[Rydal Show - 4th](#)
[Nimmitabel Show - 4th](#)
[Crookwell Show - 4th to 5th](#)
[Tenterfield Show - 10th to 11th](#)
[Nowra Show - 10th to 11th](#)
[Morisset-Lake Macquarie Show - 10th to 12th](#)
[Dunedoo Show - 10th to 11th](#)
[Henty Show - 11th](#)
[Cobargo Show - 11th to 12th](#)
[Maitland Show - 17th to 19th](#)
[Kangaroo Valley Show - 17th to 18th](#)
[Gulgong Show - 17th to 18th](#)
[Glen Innes Show - 17th to 19th](#)
[Bega Show - 17th to 19th](#)
[Gundagai Show - 17th to 18th](#)
[Luddenham Show - 18th to 19th](#)
[Oberon Show - 18th](#)
[Gunning Show - 19th](#)
[Rylstone-Kandos Show - 24th to 25th](#)
[Guyra Show - 24th to 26th](#)
[Cessnock Show - 24th to 25th](#)
[Canberra Royal Show - 24th to 26th](#)
[Ashford Show - 25th to 26th](#)
[Binnaway Show - 25th](#)
[Sofala Show - 26th](#)

Mar - 2017

[Inverell Show - 2nd to 4th](#)
[Newcastle Show - 3rd to 5th](#)
[Mudgee Show - 3rd to 5th](#)
[Boorowa Show - 3rd to 4th](#)
[Deniliquin Show - 3rd to 4th](#)
[Milton Show - 3rd to 4th](#)
[Goulburn Show - 4th to 5th](#)
[Delegate Show - 4th](#)
[Braidwood Show - 4th](#)
[Tumut Show - 4th](#)
[Tarago Show - 5th](#)
[Dalgety Show - 5th](#)
[Koorawatha Show - 5th](#)
[Coonabarabran Show - 9th to 11th](#)
[Robertson Show - 10th to 11th](#)
[Gresford Show - 10th to 11th](#)
[Barraba PA & Assn Inc. - 10th to 12th](#)
[Armidale & New England Show - 10th to 11th](#)
[Wakool Show - 11th](#)
[Taralga Show - 11th to 12th](#)
[Neville Show - 11th](#)
[Cooma Show - 11th](#)
[Comboyne Show - 11th to 12th](#)
[Bemboka Show - 12th](#)
[Adelong Show - 12th](#)
[Baradine Show - 17th to 18th](#)
[Walcha Show - 17th to 18th](#)
[Lithgow Show - 17th to 18th](#)
[Moss Vale Show - 17th to 19th](#)
[Tumbarumba Show - 18th](#)
[Bombala Exhibition Soc Inc. - 18th](#)
[Blayney Show - 18th](#)
[Blacktown City Show - 18th to 19th](#)
[Wallamba Show - 18th](#)
[Manilla Show - 18th to 19th](#)
[Wingham Show - 24th to 26th](#)
[Tamworth Show - 24th to 25th](#)
[Mendooran Show - 24th to 25th](#)

[Castle Hill Show - 24th to 26th](#)

[Yass Show - 25th to 26th](#)

[Cumnock Show - 25th](#)

[Jingellic Show - 25th to 26th](#)

[Upper Hunter Show - 31st March to 1st April](#)

[Gloucester Show - 31st March to 1st April](#)

[Camden Show - 31st March to 1st April](#)

Apr - 2017

[Batlow Show - 1st](#)

[Jerrawa Show - 17th](#)

[Wauchope Show - 21st to 22nd](#)

[Stroud Show - 21st to 22nd](#)

[Gunnedah Show - 21st to 23rd](#)

[Kempsey Show - 25th to 26th](#)

[Moree Show - 28th to 29th](#)

[Macksville Show - 28th to 29th](#)

[Bonalbo Show - 28th to 29th](#)

[Bathurst Royal Show - 28th to 30th](#)

[Cent. Coast Reg. Show \(Gosford\) - 29th to 30th](#)

[Woodenbong Show - 30th](#)

<http://www.agshowsnsw.org.au/>

Yanco Agricultural Institute Open Day

NSW Department of Primary Industries' Yanco Agricultural Institute is where all rice varieties grown in Australia have been bred, it is where temperate adapted soybean varieties are selected, it is where researchers worked for past century on irrigated broad-acre and horticultural cropping to design improved crop protection and agronomic management practices. It is also the site of the southern node of Tocal College for a range of agriculturally related training.

They are planning an open day for Feb-Mar 2017 so keep an eye out for that next year





The Castle Hill Show 2017

Youth in Agriculture EXPO
24-26th March

YOUNG
FARMER
CHALLENGE

HORSES

SCHOOL
CRAFT

CATTLE

SHEEP

POULTRY



Brought to you by
The Castle Hill & Hills District Agricultural Society Inc.

Schools in the News



Chevalier College

DAFF Hermitage Competition

Term 1 this year I signed up for the DAFF Hermitage Competition, this year it was “My Pulse Rules” as it is the Year of the Pulse.

I aimed this project at my Yr 10 Agriculture students. The unit was Pastures, so it fitted in with soil science and plant growth. The kit arrived with seeds, inoculant, growth bags and instructions.

The students had to grow the chickpeas, comparing inoculant to non-inoculated seeds. The students had to write a scientific report, create a board game OR grocery aisle plot OR cook a pulse dish and film it and create a pulse poster.



I made the students individually do all three tasks as part of their assessment task and then selected the two best posters, scientific reports etc., to submit to the competition.

Off the kids work went to QLD.

The students came third in Australia! I took the four students Term 3 to QLD for the presentation day. We did a DNA practical and toured the facility. On the awards day, the students attended the presentation, took a tour of the facility and walked down science show ally.

The students really enjoyed doing the task and the awards day was great.

I have signed them up for next year!!



Hayley Mahoney
Agriculture Teacher

2016 WorldSkills Australia National Competition Results

Vocational Education & Training in Schools (Vetis)

VETiS Primary Industries

Gold	Sam Carty	Red Bend Catholic College
Silver	Jake Cracknell	MacIntyre High School
Bronze	Sarah Targett	Yass High School

HSC Results

Congratulations to **Jessica Chen** from **Hurlstone Agricultural High School** on her achievement of first in the state in **HSC Agriculture**. Similarly, to **Vanessa Angel** who studied at the **Riverina Institute - Wagga Wagga Campus** on her achievement of first place in the state for **Primary Industries**.

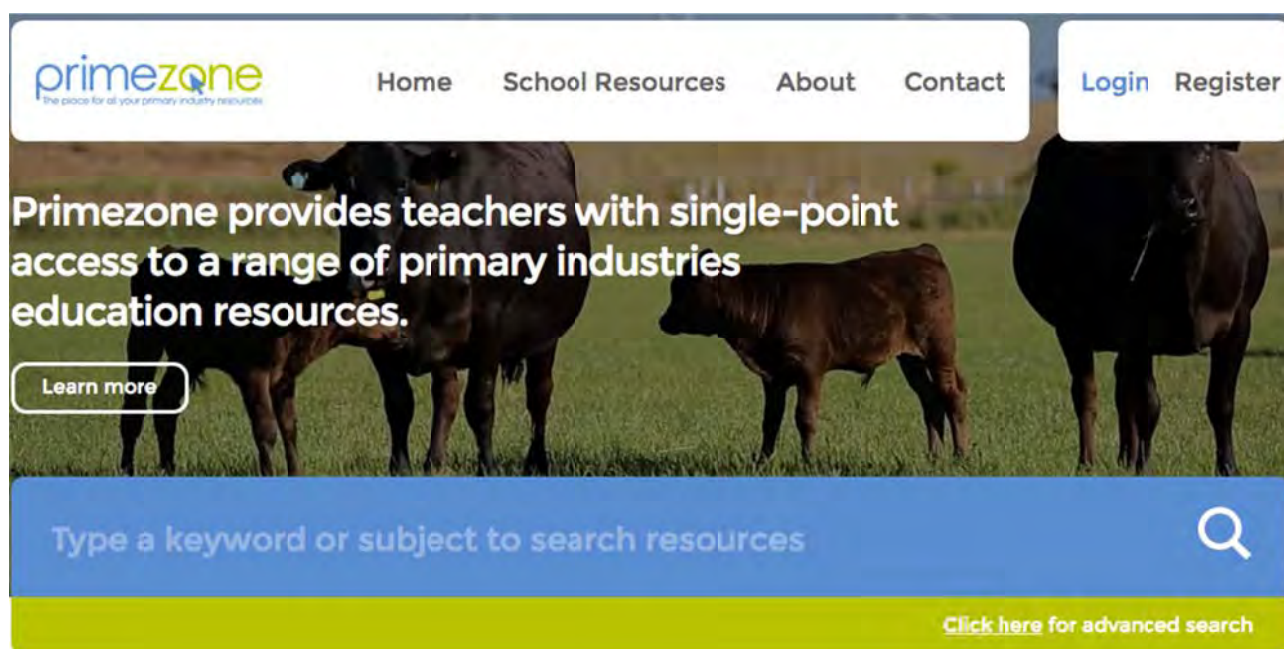


Selected snippets from the October, November and December 2016 PIEFA Newsletters.

Foundation News

Primezone www.primezone.edu.au

As Term 4 comes to an end and you start planning for 2017 have a look at [Primezone](http://www.primezone.edu.au), the one stop web-portal for all your food and fibre education needs. Get in touch with PIEFA if you want to include food and fibre content into your classroom next year ceo@piefa.edu.au



Resources on Primezone

NEW! Pulses: can growing pulses feed more people?

Science, Year 7

This is a unit developed with a learning sequence about the biodiversity and health benefit claims concerning greater use of humanity's most ancient crops, the pulses.

[VIEW RESOURCE](#)

NEW! Video: Using water sustainably through science

Science, Year 7

This resource is a video, which has accompanying worksheets and experiments which consider issues relating to the use and management of water within a community and recognise that water management plays a role in areas such as farming, land management and gardening.

[VIEW RESOURCE](#)

NEW! The importance of soil for growing great grain**Geography, Year 9/10**

Using exploration of the environment and ICT, this resource engages students in soils, geological data and the importance of soil health and monitoring to Australian crop production. Students use methodologies such as soil profiling and mapping, which are representative of those used within the grains industry. Students will assess past and present soil data and conduct a comparative study to strengthen their understanding of numeracy in farming. Practicals emulate in-field tests for soil, with inquiry and reporting skills utilised.

[VIEW RESOURCE](#)

NEW! Breeding a sustainable future**Science, Year 10**

This unit's learning sequence looks at two connected streams of science. First looking at the development of practices in agriculture to improve yields and sustainability, and second, to understand the connections of science through disciplines, including the role of reproductive technologies in the primary industries. There is a focus on biotechnologies.

[VIEW RESOURCE](#)

Discovering past methods of food and fibre production**Geography and History, Year 5**

This unit has five inquiry teaching sequences about past food and fibre production. It includes sections on Aboriginal and Torres Strait Islander peoples' ways of living with country; food and fibre produced by Aboriginal and Torres Strait Islander peoples; early European peoples' ways of producing food and fibre; and ways some food and fibre are produced today.

[VIEW RESOURCE](#)

Industry News

Design a bright future with The Archibull Prize

A riot of colourful cows will stampede into schools in 2017 with expressions of interest now open for primary and secondary schools to participate in [The Archibull Prize](#). The Archibull Prize is an initiative of Art4Agriculture, designed to give young people the skills to connect farmers and the community and to co-create a bright future for Australia. Armed with a fibreglass cow (or calf) and a paint kit, students will have the opportunity to research a specific agricultural industry and present their findings in art form. Multiple cash prizes, up to \$1,000, are up for grabs as well as the coveted title of *Grand Champion Archibull*. Along with their creative cows and calves students will develop multi-media presentations and explore issues such as biodiversity, climate change, water use and renewable energy. For more information email Art4Agriculture National Program Director [Lynne Strong](#).

Soils in Schools

Launched by Soil Science Australia in 2015, Soils in Schools is making solid progress teaching Australian school children the relevance and importance of soils in everyday life. The Soils in Schools program uses topics within the national curriculum and encourages a wider interest in our soil resources. The program has successfully developed four teacher guides based on the national curriculum and are available on the program website

[MORE INFORMATION](#)

New resource hones in on Farming for the 21st Century (NSW)

The NSW DPI Schools Program has developed a [Farming for the 21st Century](#) Supporting Document which guides teachers and students through each component of the NSW Stage 6 Agriculture elective and includes numerous links to research and resources, as well as a series of learning activities. Farming for the 21st Century has been developed in consultation with current and former Agriculture teachers to become your go to guide for this elective.

Climate Challenge for NSW teachers

This online course has also been developed to address the outcomes of the NSW Stage 6 Agriculture elective, The Climate Challenge. However it will also assist teachers of Agriculture and Primary Industries subjects to deliver up to date information related to weather and climate change. The course provides general information in relation to the main drivers of weather patterns in Australia, impacts of climate change to our agricultural systems and risk management techniques. The cost for the course is \$150. Completing The Climate Challenge for NSW teachers will contribute 5 hours of QTC Registered PD addressing 6.2.2 and 6.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

[VIEW COURSES](#)

AgPatch - Garden Connections

This online course consists of five modules and guides teachers through planning for the integration of a school garden into classroom practice and connecting it to local primary industries. This is a free course. AgPatch – Garden Connections will contribute 5 hours of QTC Registered PD addressing 2.1.2, 3.4.2 and 3.7.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

[VIEW COURSES](#)

The **DPI's Farming for the 21st Century** teaching resource has been amended so that the links in it are now active. Previously they were not. Get the [RESOURCE](#).

This could be useful watching for your year 9 - **Floods**

<http://www.abc.net.au/btn/topic/riverkids.htm>

Australian Pork Limited has developed three Food Production Education Resources aligned to the new Australian curriculum in Technologies, Science and Geography.

The units contain activities aiming to educate students and the wider school community on the following:

- Systems of care used by farmers for pigs that are grown, raised and processed for food and how farmers manage these systems;
- Sustainable resource management practices in food and fibre production; and
- Food production (pork) in managed systems and how these systems are becoming more sustainable.

The Resources have been successfully trialled in over 20 schools across Australia and are already starting to have a real impact.

You can find them here on the [Australian Pork](#) website

HSC Online was taken down off the CSU website some time back, and for the benefit of the new members it can be found archived at:

<https://web.archive.org/web/20140126065901/http://hsc.csu.edu.au/>

While some of the links are dead, you can still find many on the internet by conducting a web search using your favourite search engine.

Please be aware that many of resources may not be aligned directly to the outcomes of the current syllabus.

RuralBiz Training



RuralBiz Training is all about agriculture – it’s a registered training organisation offering nationally recognised qualifications from Certificate III to Advanced Diploma level. We have courses in:

- Agriculture
- Agribusiness Management
- Horticulture & Production Nursery Management
- Viticulture
- Organic Farming
- Conservation and Land Management
- Community Coordination and Facilitation

Our training is fully online and flexible because most of our students are farmers. This means they can study with us without leaving the farm, and can fit their study periods around their farm commitments (also suits busy teachers!). Our trainers are farmers themselves, so our courses are practical and up to date.

We are a partner in the UNE Bachelor of Agrifood Systems - the perfect degree for anyone interested in farm management, or being involved with farmers (eg consultants, advisors, agronomists, bankers). This degree is the first integrated agriculture degree in Australia where students complete an embedded Diploma of Agriculture, Advanced Diploma of Agribusiness Management plus the Bachelor of Agrifood Systems. Students can complete the VET units through us, benefiting from our flexible delivery to manage their workload.

Gap year students can do a Diploma of Agriculture with us while working on farm, and go on to complete the Bachelor of Agrifood Systems or obtain advanced standing in many other degrees.

We welcome any agriculture or primary industries teachers who want to update/upgrade their skills, or want to talk to us about opportunities for their students (or just chat about agriculture!)

Contact: PO Box 524
Dubbo NSW 2830
Phone: 02 6884 8812
Fax: 02 6884 8862
Email: admin@ruralbiztraining.com.au

Kathy Sims



AGCAP Certificate II in Agriculture Program 2017/18

The Agribusiness Careers and Professions (AGCAP) program was established to address the unsustainable loss of young people from rural areas. It was developed through a unique collaboration between the Make it Work Foundation (Narrabri Chamber of Commerce), Training Services NSW and the NSW Department of Education. A governance committee manages the AGCAP program and is responsible for maintaining its rigor and supporting the development of pathways for students.

Eligibility and Registration

Year 10 students who take up a [School Based Apprenticeship or Traineeship](#) (SBAT) in an agricultural related vocation are eligible to participate in the AGCAP program. Registration is administered at the school level by the Careers Advisor/SBAT Coordinator and is to be completed during Term 3 and 4, 2016. Please register for your preferred [AGCAP program via this link](#) and the [startmytrade](#) website (both registrations must be completed).

Pathway from School to Work

The AGCAP program is a series of linked stages starting with an SBAT in an agricultural related vocation at school, which includes at least 100 days on the job training. The pathway continues through post school Vocational Educational Training (VET) to university. Students may choose to exit and re-enter the program at any stage to suit their work commitments.

AGCAP in Partnership with Tocal College and the UNE – Certificate II in Agriculture.

The Certificate II in Agriculture AGCAP pathway consists of a school based traineeship in Certificate II in Agriculture delivered by the school, plus a 60 hour specialisation course delivered by the partner Registered Training Organisation (RTO 2), Tocal College. The partnership allows the traineeship to include identified industry-specific competencies which are delivered at Tocal in a block residential. ([Travel and accommodation funding is available](#)).

2016/7 Term 4, week 3	Competency training and assessment, industry enrichment at Tocal College
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Tocal College (Post School)

Students may enter Tocal at Certificate III or request direct entry into the Certificate IV program. Direct entry is based on recognition of prior learning (RPL) and the student's industry experience following Certificate II school studies. The Diploma is delivered fully online and can be commenced while completing the Certificate IV. After successfully completing their Diploma, students who wish to continue to study toward a degree may choose to enrol in an Advanced Diploma of Agriculture.

University of New England

Credit gained from studying the Diploma or the Advanced Diploma at Tocal may account for up to 50% of a Bachelor of Agrifood Systems at the University of New England (UNE). Articulation into a [Bachelor of Agrifood Systems](#), studied full time or part time, results in the graduate incurring a lower HECS debt than through conventional pathways. Progression from Tocal to UNE is outlined on the [Tocal website](#).

The AGCAP Advantage

A shortened pathway to university gives AGCAP students the opportunity to gain a high level qualification while spending a minimum amount of time away from their home town or work commitments. The AGCAP program addresses the skills shortage in rural areas and offers students an achievable pathway to a career in agriculture or related industries.



For further information contact Ivan Gant – ivan.gant@det.nsw.edu.au



AGCAP Certificate II in Agriculture Program 2017/18

Support Document

Background

The Agribusiness Careers and Professions (AGCAP) program aims to provide a practical and effective on-ground tool to address the unsustainable loss of quality young people from rural areas. AGCAP was developed through a unique collaboration between the Make it Work Foundation (Narrabri Chamber of Commerce), the Department of Education and State Training Services. A governance committee manages the AGCAP program and is responsible for maintaining its rigor and supporting the development of pathways for students.

The expectation is that most AGCAP students will start the program in year 10 as a School Based Apprentice or Trainee (SBAT) in a vocation that supports the agribusiness sector. SBAT registration is an online process assisted by the school careers teacher or SBAT coordinator.

The AGCAP Model for Learning – a Partnership

The unique element of the AGCAP program is the early exposure of students to higher education through enrichment tours.

The program partners with other Registered Training Organisations (RTO) who are responsible for delivering the competencies that cannot be offered by schools but are of high value to modern agricultural enterprises. Competencies are delivered in block release format called enrichment tours.

The learning and assessment of these industry-specific competencies are generally delivered by the partner RTO, identified as “RTO 2” on the training plan. For example, a common AGCAP delivery model includes the local school where possible as RTO 1, in partnered delivery with the RTO 2.

Only the competencies that are required to gain the HSC qualification appear on the training plan. Students may study additional competencies at school as part of their HSC in a 60 or 120 hour specialisation course, providing that the pattern of study meets the Board of Studies Teaching and Educational Standards NSW (BOSTES) requirements. Parents and students will need to discuss these requirements with their local school.

AGCAP provides an enhanced learning model that enables students in rural and remote communities to work towards a university qualification through the [Australian Quality Framework \(AQF\)](#). That is, a pathway through Vocational Education and Training (VET) from level 1 (Certificate I) to level 10 (doctoral degree).

The Benefits of AGCAP for school students

All AGCAP SBATs who study a qualification as part of their HSC have the opportunity to join a seamless pathway right through to a university degree (see details below for the mapped pathway to university).

Exposure to a second RTO on the AGCAP program allows students to form a network of training and career support before leaving school. Organised enrichment experiences are also part of the AGCAP program with the aim to strengthen relationships between students and employers. This is a unique way to support the student into regional employment.

In providing these extra opportunities it is expected that many of the AGCAP students will more likely pursue a meaningful, long term career in their local communities after they leave school.

The Benefits for Employers

Employing a school based trainee allows employers to train the young person in the ways of their business. When the student completes their HSC they have a fully trained employee ready to take on more responsibility and work full time.

Participating AGCAP students may continue their training by completing a post school Certificate III or Certificate IV traineeship with their existing employer.

Employers receive financial incentive for employing an SBAT and further incentives are available if employment and training is continued. Local State Training Services contacts can provide additional information about incentives.

AGCAP in Partnership with Tocal College and the University of New England

This agricultural focussed partnership offers learners a pathway from school to an AQF 3 to 6 (Advanced Diploma) with Tocal College. This leads to the AQF 7 Bachelor of Agrifood Systems offered by the University of New England (UNE).

Tocal offers block training in specific industry competencies during the SBAT ([travel and accommodation funding available](#)).

Year 10 Term 4, week 3	Competency training and assessment, industry enrichment at Tocal College
Prelim Term 4, week 3	Industry enrichment tours on location in the North West

Tocal College (Post School)

Students may enter Tocal at Certificate III level following Certificate II school studies. However, direct entry to Certificate IV level at Tocal is possible for students with significant farm experience and satisfactory performance in HSC Agriculture or Primary Industries.

Entry into the Certificate IV at Tocal is supported through the Direct Entry program offered in Orientation Week. This includes general assessment of basic skill level and experience in a number of areas of farm work. The [Diploma/Advanced Diploma, which is fully online](#), can be commenced while completing the Certificate IV.

University of New England

Credit gained from studying the Diploma/Advanced Diploma at Tocal may account for up to 50% of a Bachelor of Agrifood Systems at the University of New England (UNE). [Articulation](#) into a Bachelor of Agrifood Systems, studied full time or part time, results in the graduate incurring a lower HECS debt than through conventional pathways. Progression from Tocal to UNE is outlined on the [Tocal website](#).

AGCAP QUALIFICATION OUTCOMES												
Course commenced while at school				Post school years								
Qualification Level	Year 10	Year 11	Year 12	Delivery Post School	1st year out of school	2nd year out of school	3rd year out of school		4th year out of school		5th year out of school	6th year out of school
							First semester	Second semester	First semester	Second semester		
Certificate II				Full time	Certificate III	Diploma/Adv Diploma	Agrifood Degree					
Certificate II				Part time	Certificate III		Diploma		Advanced diploma		Agrifood Degree	
Certificate III				Full time	Diploma/Adv Diploma	Agrifood Degree						
Certificate III				Part time	Diploma/Advanced Diploma		Agrifood Degree					
	School				Post School Vocational Education					University		

This spreadsheet outlines the training pathways for the agricultural vocational qualifications through Tocal and the Bachelor of Agrifoods Systems Degree at University of New England. The student can choose to exit the pathway at any time to commence employment

Stage and Action – “The How and Why”		Time	Why
1	<p>Getting an SBAT</p> <p>Information can be found at http://www.sbatinnsw.info/</p> <p>Learn the basics about an SBAT first This information can be found on the SBAT website (link above) or your school SBAT coordinator can help. The basics include:</p> <ul style="list-style-type: none"> Find out the qualification Certificate II in Agriculture or Horticulture <ul style="list-style-type: none"> Know the Incentives – your employer (could be the family farm) will get \$1250 for employing you as an SBAT. Wages (between \$7.00 and \$10.00 per hour); can be negotiated above this figure. Work time – normally one day per week but can be more and most SBATs require 100 days. This work can be done in school holidays or weekends. <p><i>To find an employer, seek support from parents, friends, and your school SBAT coordinator; door knocking can be effective to find an SBAT employer.</i></p>	Start planning early; some schools introduce the concepts in year 7.	Need to communicate to an employer and or parent; advantages of becoming an AGCAP SBAT.
2	<p>Your school SBAT coordinator will help you complete the online registration at the AGCAP registration page and commence the SBAT application on the startmytrade website. This involves logging into the website and following the prompts:</p> <ul style="list-style-type: none"> You will need to download the “Details of my job” information form first, and ask your employer to complete their details. With the support of your SBAT coordinator enter the data from the “Details of my job” form onto the AGCAP registration page and the startmytrade website (two different sites) Teacher completes a “Duty of care form”. SBAT sign up; students start their on the job training at this time. <p>Processing of the AGCAP registration form takes 5-10 days; successful students who have been granted entry into the program will be notified by email.</p>	Before the end of term 4 in year 10.	This action starts the sign up; which leads to the development of a training plan and signing of the SBAT by an Australian Apprenticeship Centre (AAC).
3	<p>The block release at Tocal College, Patterson NSW program is one week, which includes competency training and assessment, industry enrichment. The week includes travel and accommodation funded through VTAS for all students that live 60 km or more from the college.</p> <p>On the job training commences, 100 days as outlined on the training plan. Work may be completed in school holidays, one day per week or a combination of both.</p>	Year 11 early term 4.	Study high risk competencies and attend presentations from industry leaders.
4	<p>Entry into the Certificate III at Tocal is supported through the Direct Entry program offered in Orientation Week. This includes general assessment of basic skill level and experience in a number of areas of farm work.</p> <p>Post school SBATs can be signed into a fulltime traineeship in Certificate III/IV in Agriculture. If the traineeship is spread over two years it allows students to concurrently study the diploma in year 1 and advanced diploma in year 2, as part of the pathway to a degree in the Bachelor of Agrifood Systems. This study provides 66 credit points towards the degree (approx. half the degree studies)</p> <p>Students are able to negotiate learning partnership that will meet their needs.</p>	Post school Approx. 2 years.	All AGCAP students will be on an AQF pathway to a Bachelor of Agrifood Systems (AQF 7 qualification), that leads to a masters and PHD. The pathway has multiple entry and exit points along the continuum of study.
5	<p>The University of New England offers the Bachelor of Agrifood Systems that enables all AGCAP students who meet entry requirements through their traineeships a transition pathway to tertiary studies.</p>	See matrix, above.	Lower costs, increased practical skills & knowledge.

Options for students who wish to continue in a post traineeship at Tocal. The traineeship is at the Certificate III and/or IV level post school. The employer (including parents as employers) receives additional incentives.

In the AGCAP information the opportunity for recognition of prior learning towards a Certificate III in Agriculture is outlined for students that have been part of the AGCAP program; but trainees should also take the opportunity to try to spread the Cert III/IV traineeship studies over 2 years to concurrently study the Diploma and Advanced Diploma if their learning plan involves further study at UNE to study the Bachelor Degree in Agrifood Systems .

Diploma costs and details for the Tocal courses are outlined at:
<http://www.tocal.nsw.edu.au/courses/diploma-of-agriculture-external> and

Advanced Diploma costs and details at:
<http://www.tocal.nsw.edu.au/courses/advanced-diploma-of-agriculture>.

In summary the advantages of doing the study towards a degree following the VET pathway through Tocal allows:

- Trainees to develop industry based skills on the job
- Employers are eligible for government incentives, which total \$5500 on completion of a Certificate III and/or IV traineeship, at this time.

Students moving from the AGCAP school based traineeship to a post school traineeship should discuss their pattern of study with Tocal. This is most important for students that wish to move onto UNE to study the Bachelor Degree in Agrifood Systems.

A good aim would be to spend two years in the post school Cert III/IV traineeship (have the traineeship signed over two years) so that there is time to work on the Diploma and Advanced Diploma.

The Cert III/IV traineeship supports travel, accommodation and tours that are part of the Cert III/IV studies. Students that are concurrently studying the Diploma and Advanced Diploma can take advantage of the on campus time to support their learning.

The following link shows the Tocal advanced standing (66 cps)
[https://my.une.edu.au/courses/2016/courses/BAGFS/tac-program-of-study-rule\(5\).html](https://my.une.edu.au/courses/2016/courses/BAGFS/tac-program-of-study-rule(5).html),
 (78 cps to complete).

Based on this information and the cost of study
<http://www.une.edu.au/study/fees/student-fees/2016-commonwealth-supported-places/2015-domestic-non-award> per 6 credit points priced at \$2602.00. Students that complete the full pattern of study at Tocal need to complete another 78 credit points ($78/6 * \$2602$), which would cost you \$33,826.00, without accommodation. There are of course HECs options and scholarships available, which could change the above figures.

The Bachelor Degree in Agrifood Systems has three main course streams animals, plants and horticulture. There are subject options, which can be selected on the way as students identify their career path.

Information required for online AGCAP Application form

<https://goo.gl/forms/glyU66hD7ztlqddg1>

Before starting the online AGCAP registration (Google Form link above), students will need to collect the following information, which will enable the completion of both the 'AGCAP' and 'Startmytrade' registration.

1. First Name – student
2. Last Name – student
3. Email Address – student
4. Phone number – student
5. Date of birth – student
6. Date of birth – student
7. Written statement – student - AGCAP student's written statement that supports any Recognised Prior Learning (RPL) or previous industry work experience. eg Time spent working in the agricultural industry. Please describe tasks or jobs undertaken - approx 5 to 10 lines.
8. Number and Street – student
9. Suburb/town – student
10. Postcode – student
11. School – student
12. School SBAT Teacher/Contact Name or other support teacher
13. Teacher/Contact email address
14. Teacher/contact phone - mobile or landline in international format (11 numerals, beginning with +61...)
15. Employer first name
16. Employer first name
17. Employer ABN
18. Employer Legal Name
19. Employer Trading Name
20. Employer Street number and name
21. Employer suburb or town
22. Employer state
23. Employer Postcode
24. Employer phone number - mobile or landline in international format (11 numerals, beginning with +61...)
25. Employer email
26. AGCAP SBATs preferred work day/s – select one or two workdays
27. Registered Training Organisation – select - 90162 Public Schools NSW, Tamworth
28. List your USI - Obtain your Unique student identifier from - www.usi.gov.au
29. Current competencies - Please identify any of the competencies already completed?
AHCMOM212A Operate quad bikes, AHCMOM201A Operate two wheel bikes,
AHCCHM304A Transport, handle and store chemicals, AHCCHM303A Prepare and apply chemicals
30. AGCAP program - Certificate II in Agriculture, Certificate II in Meat Processing, Certificate III in Agriculture
31. Certificate III in Agriculture – only
 - a. First Referee - Certificate III in Agriculture ONLY - AGCAP students Primary Industries Teacher
 - b. Phone number - First Referee
 - c. Second Referee - Certificate III in Agriculture ONLY - Preferably a farmer that can verify your previous farm experience
 - d. Phone number - Second Referee



Merry Xmas everyone

Have a well-earned and relaxing break from the classroom.

