Royal Agricultural Society of NSW

Teacher's Manual

Sydney Royal School Produce Competition

2 - 13 April 2026
Sydney Showground
Sydney Olympic Park
www.rasnsw.com.au

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INVITATION

The Flower & Garden Committee of the Royal Agricultural Society of NSW is pleased to invite all NSW schools to participate in the 2026 Sydney Royal School Produce Competition.

The Competition is open to all schools with an interest in gardening and is intended to give students engagement within the horticulture industry, plus the opportunity to compete in the pursuit of agricultural excellence.

WHAT THE COMPETITION ACHIEVES

This competition will initially take place at your school in the lead up to the 2026 Sydney Royal Easter Show and will:

- Give students an insight into horticulture, cultivation and growing produce.
- Assist in giving students a practical, hands-on insight to future employment opportunities within the industry.
- Provide students with the opportunity to compete at the Sydney Royal Easter Show and, engage in gardening and horticultural production.
- Support schools to meet curriculum requirements in agriculture and horticulture.
- Facilitate interaction between schools and local Agricultural Societies Council of NSW Ltd (ASC) deemed agricultural shows.

The Competition is **FREE** to enter. Should you have any questions regarding the Competition, please contact the Flower & Garden Section on **(02) 9704 1168** or email flowergarden@rasnsw.com.au

Please Note:

- We acknowledge that the new Science and Technology K–6 syllabus (2024) has been released; however, it is not scheduled for implementation until 2027. Until then, our competitions will continue to use the current syllabus outcomes, as advised. These will be updated in line with the new syllabus once implementation begins in 2027.
- This approach also applies to the Science Years 7–10 Syllabus (2018). It remains the official syllabus for NSW secondary schools and will continue to be used until the new secondary syllabus is implemented in 2027.

THE COMPETITION SCHEDULE

The 2026 Sydney Royal School Produce Competition will take place at your school before the 2026 Sydney Royal Easter Show and culminate at the Show by exhibiting your produce.

Each entry must supply 1 x laminated A5 (max) card with school name.

CLASS 150 – Any Garden Types – PRIMARY SCHOOL

Multiple entries are permitted per school (i.e. class groups). Which comprise of two (2) Components:

1. Grown component: Box or basket (not exceeding 500mm square) of produce from a **Primary** school garden, comprising of five different types of fruit, vegetables or herbs. Judging: quality of produce (40%), presentation of box or basket (20%).

2. Project component: PowerPoint Presentation (min. 5 – max. 10 slides) detailing how students prepare, grow and maintain the garden, to prepare for harvest of produce with emphasis on sustainability. Judging: quality of PowerPoint – refer to rubric (40%).

   Prizes 1st, 2nd, 3rd ribbons

CLASS 151 – Any Garden Types – SECONDARY SCHOOL

Multiple entries permitted per school (i.e. class groups). Two components:

1. Grown component: Box or basket (not exceeding 500mm square) of produce from a **Secondary** school garden, comprising of five different types of fruit, vegetables or herbs. Judging: quality of produce (40%), presentation of box or basket (20%).

3. Project component: PowerPoint Presentation (min. 15 - max. 20 slides) detailing how students prepare, grow and maintain the garden, to prepare for harvest of produce with emphasis on sustainability. Judging: quality of PowerPoint – refer to rubric (40).
2.

   Prizes 1st, 2nd, 3rd ribbons

Forward PowerPoint presentations to Sydney Royal Flower & Garden Show
flowergarden@rasnsw.com.au

THE COMPETITION JUDGING TIMETABLE

Competition Component	Due Date	Judging Date
Project Component (PowerPoint emailed)	Monday 23 March 2026	Monday 23 March
Produce Component (Delivery to Show)	**Delivery** between 10.30pm on 1 April and 7.30am 2 April 202.	Thursday 2 April 2026

THE COMPETITION AWARDS

The results of the Sydney Royal Produce Competition will be announced Thursday 2 April 2026

1. Class 150

Prize Cards awarded to 1st, 2nd and 3rd.
Prize Ribbons awarded for 1st, 2nd and 3rd.
All Competitors will receive a Certificate of Participation.

2. Class 151

Prize Cards awarded to 1st, 2nd and 3rd.
Prize Ribbons awarded for 1st, 2nd and 3rd.
All Competitors will receive a Certificate of Participation.

USING THE COMPETITION FOR LEARNING

The 2026 Sydney Royal School Produce Competition has been developed as a scientific trial investigating the management of gardens for production and sustainability. Completing the trial with your students can cover several curriculum areas supporting a produce unit of work.

NSW Syllabus for the Australian Curriculum – Science K-10 Syllabus	
Early Stage 1	
Skills	STe-4WS A student explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.
Knowledge and Understanding	STe-8NE A student identifies the basic needs of living things.
Stage 1	
Skills	ST1-4WS A student investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.
Knowledge and Understanding	ST1-10LW A student describes external features, changes in and growth of living things.
Stage 2	
Skills	ST2-4WS A student investigates their questions and predictions by analysing collected data suggesting explanations for their findings, and communicating and reflecting on the processes undertaken.
Knowledge and Understanding	ST2-10LW A student describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
Stage 3	
Skills	ST3-4WS A student investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanation.
Knowledge and Understanding	ST3-11LW A student describes some physical conditions of the environment and how these affect the growth and survival of living things.

Stage 4	
Skills	SC4-6WS A students follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually. SC4-7WS A student processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions. SC4-9WS A student presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
Knowledge and Understanding	SC4-14LW A student relates the structure and function of living things to their classification, survival and reproduction.

Stage 5	
Skills	SC5-6WS A student undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. SC5-7WS A student processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. SC5-9WS A student present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
Knowledge and Understanding	SC5-14LW A student analyses interactions between components and processes within biological systems.

NSW Education Standards Authority (Board of Studies) Agricultural Technology Years 7-10 Syllabus
Stage 4
4.3.1 A student identifies and explains interactions between the agricultural sector and Australia's economy, culture and society. 4.4.3 A student implements and appreciates the application of animal welfare guidelines to agricultural practices. 4.5.1 A student performs controlled experiments in agricultural contexts. 4.5.2 A student communicates experimental data using a range of information and communication technologies. 4.6.2 A student performs plant and animal management practices safely in cooperation with others. Progression: 4.3.4 A student identifies and uses skills to manage the interactions within animal production enterprises
Stage 5
5.3.1 A student investigates and implements responsible production systems for plant and animal enterprises. 5.4.3 A student implements and justifies the application of animal welfare guidelines to agricultural practices. 5.5.2 A student collects and analyses agricultural data and communicates results using a range of technologies. 5.6.2 A student performs plant and animal management practices safely and in cooperation with others Progression: 5.3.4 A student explains and evaluates the impact of management decisions on animal production enterprises

NSW Education Standards Authority Technology Mandatory Years 7-8 DRAFT Syllabus Agriculture and Food Technologies	
Identifying and Defining	Students analyse how food and fibre production is managed in environments as a system and how sustainability can be improved, for example: - Features of natural and managed environments - Boundaries, inputs, outputs, processes and feedback occurring in a managed environment. - Plants and/or animal species grown in managed environments
Researching and Planning	Students investigate ideal conditions for growth and development of an agricultural plant or animal

PRODUCE JUDGING CRITERIA

Produce Judging Criteria			
Criteria	**Score**	**Guidelines /10**	**Guidelines /20**
Conformation and Disease Status	/20	**Low** Performing Score 0-4 **Average** Performing Score 5-7 **High** Performing Score 8-10	**Low** Performing Score 0-10 **Average** Performing Score 10-15 **High** Performing Score 16-20
Maturity	/10		
Variety of Produce	/10		
Presentation	/20		
Total	**/60**		

CONFORMATION

Produce is judged on how well they are formed, their colouring and their cleanliness. There should be no malformations of the produce, as well as no areas of discolouration. Produce will also be assessed to ensure there is no incidence of disease or pests.

MATURITY

Produce will be assessed to ensure they have reached maximum growth and have been harvested at optimal maturity.

VARIETY OF PRODUCE

Produce display should include AT LEAST 5 different species/varieties. This can include fruits, vegetables, and herbs.

PRESENTATION

The produce display must allow visual comparison between each produce type, be themed, well-structured, and attractive for judges and spectators.

COMPETITION PROJECT MARKING RUBRIC

	Criteria				Score
Category	**Beginning**	**Developing**	**Proficient**	**Excellent**	
Score: /5 /10 /15	1 1-2 1-3	2 3-5 6-10	3-4 6-8 11-13	5 9-10 14-15	
Content – School Garden 30%	The content demonstrates little summary of the produce growing phase. This includes: - Garden Preparation - Produce Maintenance - Produce Growth - Sustainability	The content demonstrates a basic summary of the produce growing phase. This includes: - Garden Preparation - Produce Maintenance - Produce Growth - Sustainability	The content includes good summarisation of the produce growing phase. This includes: - Garden Preparation - Produce Maintenance - Produce Growth - Sustainability	The content includes an excellent summary of the produce growing phase. This includes: - Garden Preparation - Produce Maintenance - Produce Growth - Sustainability	/10
Content – Industry 20%	The content shows little inclusion of Australian Produce research and discussion. Including: - Production in Australia - Production Types	The content shows a basic attempt to include Australian Produce research and discussion. Including: - Production in Australia - Production Types	The content shows good inclusion of Australian Produce research and discussion. Including: - Production in Australia - Production Types	The content shows excellent inclusion of Australian Produce research and discussion. Including: - Production in Australia - Production Types	/10
Organisation of Growth Data 30%	Data is not included.	Data collection has been attempted and included in the project.	Good use of collected data, includes a table.	Excellent data collection and organisation such as tables, graphs and /or charts.	/10
Media 15%	Incorrect media (eg: Microsoft Word). No/little use of images and/or multimedia.	Basic use of media (eg: Microsoft PowerPoint, Keynote). No/little use of images and/or multimedia.	Good use of appropriate media (eg: Microsoft PowerPoint, Keynote). Includes some images and/or multimedia.	Advanced use of appropriate media (eg: Microsoft PowerPoint, Keynote). Includes supporting images and/or multimedia.	/5
Formatting 5%	The overall project has limited structure and is poorly formatted.	The overall project has basic structure, with some formatting mistakes.	The overall project is mostly structured, with minimal formatting mistakes.	The overall project is well structured, with appropriate formatting.	/5
				Total	**/40**

COMPETITION SAMPLE DATA COLLECTION

Planting Data and Details	
Date of Planting:	
No. of seeds/seedling planted:	
Growing mediums used:	
Fertilisers or additives used:	
Chemicals Used:	

Trial Data and Details			
Date	Seeds Sprouting/ Growth Details	Management Details (i.e.: watering, pesticides applied etc.)	Climate Conditions (rainfall, temperature, humidity, wind, etc.)
Week 1: / /20_ _			
Week 2: / /20_ _			
Week 3: / /20_ _			
Week 4: / /20_ _			
Week 5: / /20_ _			
Week 6: / /20_ _			
Week 7: / /20_ _			