

inform

Newsletter of the Home Economics
Institute of Australia (Qld) Inc.
December 2018



Once again this edition of *InForm* brings to the fore all the exciting things happening in the home economics profession in Queensland and in its classrooms. In addition to regular features like a member profile and a school profile, this issue highlights the winners of the McCormick/HEIA Recipe Challenge and encourages members to get involved in the Wool4School competition. The issue also includes reports from two schools on what is happening in their textiles classrooms, as well as a report on the recent Food and Nutrition Day held at The University of Queensland. Plus we have some date claimers not to be missed! Please enjoy.

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From the President

As 2018 draws to an end I would like to acknowledge all those who have assisted HEIA(Q) to achieve so much this year. Thanks to all the conference-committee members and helpers, to the regional professional-development coordinators and finally to the members of the Committee of Management (COM): Sarah Brook, Nicole Hiskins, Aileen Lockhart (Secretary), Kirsty Mills, Janet Reynolds, Rosie Sciacca (Treasurer) and Kay York. Special thanks to Janet for not only serving on the COM but also for heading the professional-development subcommittee and producing our professional printed newsletters again this year.

The Committee of Management has streamlined its processes this year with the adoption of Google docs and web conferencing so that we can more readily include regional members who would like to serve on the COM in 2019. Also, please keep an eye out for our new school 'Special day celebrations' initiative where you can place student photos on our Facebook page: HEIA Q.

It would be great to see you at HEIA(Q)'s state World Home Economics Day celebration on Friday 15 March 2019. It will start with a guided tour of the Easton Pearson Design Exhibition at the Museum of Brisbane, followed by a champagne celebration and the presentation of the King & Amy O'Malley Trust scholarships for 2019 including, of course, our celebration of World Home Economics Day.

Finally, I would like to wish everyone a very merry Christmas and say that I hope that 2019 brings good health to you and your families.

Kirsten McCahon

President, HEIA(Q)



2019

HEIA(Q) Annual General Meeting

Date: **Tuesday 12 March**

Venue: **Airport International Motel,
528 Kingsford Smith Drive, Hamilton**

HEIA(Q)'s celebration of World Home Economics Day

Guided tour of the Easton Pearson Design Exhibition at the Museum of Brisbane

Date: **Friday 15 March**

HEIA(Q) state conference

Date: **Saturday 10 August**

Venue: **Brisbane Convention & Exhibition Centre**

2020

HEIA national conference

Date: **Monday 28 September to
Wednesday 30 September**

Venue: **Brisbane Convention & Exhibition Centre**

McCormick/HEIA 2018 Flavour Forecast Recipe Challenge

Redbank Plains State High School takes out the national prize and the Queensland state prize with *IncrEDIBLE Flavours!*

McCormick Food Australia and the Home Economics Institute of Australia (HEIA) designed the Flavour Forecast Recipe Challenge for Year 9 and 10 home economics students in Australian schools. It provides a wonderful opportunity for participants to innovate and use their higher-order thinking skills to design and create unique recipes within prescribed timeframes, budgets and culinary themes.

Redbank Plains State High School entry, *IncrEDIBLE Flavours*, won the **national prize as well as the Queensland state prize**. The winning entry was the culmination of many hours of trials and practice for the students, who learnt new techniques and refined their culinary skills to be able to prepare their dishes within the 100-minute timeframe.

I was very excited when I saw the brief for the challenge. Nearing the end of the first semester, I held a discussion with my Year 10 home economics students to canvass their thoughts on entering the McCormick/HEIA Flavour Forecast Challenge for 2018. To motivate them, I introduced each flavour trend in a presentation, sharing with them some interesting facts and

information about the key ingredients and allowing the students to conduct sensory evaluations of the compulsory ingredients. These interactive sessions generated a lot of curiosity and interest in the students. Their responses were very positive and, inspired, the students decided to work in teams to undertake the challenge.

The challenge that lay in front of them was clearly chalked out in the competition brief. McCormick and HEIA had laid it out in a very professional and user-friendly format to help the students understand what was required.

The submission had to include three dishes, each focussing on a different flavour trend as outlined in the brief. The class was divided into three teams, with each taking ownership of one flavour trend. Each team was subdivided into two small groups to give students more opportunity to brainstorm their ideas, research the design elements, and decide how best to access the ingredients for their chosen trend.

While the students were clarifying the design challenge, I started to do demonstrations of the

recipes and techniques that were provided in the support material. On a weekly basis we cooked, deconstructed, tasted, analysed, critiqued and evaluated the recipes included in the McCormick/HEIA competition pack. Throughout this process the students had the opportunity to taste new flavour combinations and to address any concerns they had about pairing particular ingredients and flavours.

In order for the students to focus completely on the challenge, it was made the stand-alone assessment piece for Term 3. It was made quite clear to the students that they had to provide evidence to meet the judging criteria. They did a fabulous job and were highly engaged throughout the process.

We named our school entry *IncrEDIBLE Flavours* for the unique and incredible flavour combinations we were exploring based on the 2018 *Taste Tomorrow's Favourite Flavours* theme. The students created their wonderful recipes to meet the demands of the competition brief and to demonstrate their mastery of combining the flavours of the three trends they had selected to work with.

Redbank Plains State High School winning students with L-R: teacher Firoza Jeevaji, McCormick Marketing Manager Megan Brabant, Kay York, HEIA President (Centre) and Tom Beck, Principal, Redbank Plains State High School



McCormick/HEIA 2018 Flavour Forecast Recipe Challenge (cont.)

Redbank Plains State High School takes and the Queensland state prize with



A Bite of East Africa



Japanese Izakaya Eats

The flavour trends and matching designed recipes

The challenge was for students, individually or in teams, to develop three original recipes to support the McCormick® Flavour Forecast® 2018. The recipe challenge provided four flavour trends from which each team had to choose three on which to base their recipes. Teams were required to submit:

- three original recipes inspired by the Flavour Forecast 2018 report
- two or three supporting images of each dish
- a breakdown of costs for each recipe
- a justification of and reflection on the resolution to the recipe challenge for each recipe.

The four flavour trends were:

- *A Bite of East Africa*
- *Japanese Izakaya Eats*
- *Handheld Flavour Fusion*
- *Drink to Your Wellness.*

The Redbank Plains State High School students chose the first three of these trends.

A Bite of East Africa

Students were to develop a savoury dish that included:

- a berbere spice blend as a hero ingredient in one component of the dish
- grilling or barbecuing as a cooking technique in one component of the dish
- a flatbread (made from scratch) and/or a grain as a side dish.

For this trend the students' recipe creation was *Ethiopian berbere spiced chicken with grilled vegetables; quinoa pilaf; and East African chapatti crisps.*

The inspiration behind this dish was to honour East African spices and to promote them in a modern menu. The dish celebrates the intensity of Ethiopian berbere-spice seasoning, while balancing that with the subtle flavours and textures of quinoa used in the grilled vegetable pilaf and with East African chapatti crisps.

Japanese Izakaya Eats

Students were to prepare three different types of savoury Japanese bite-sized snacks or appetisers that could be served as part of a tasting plate. The tasting plate had to present:

- at least one dish served hot or warm
- at least one dish served cold
- at least one vegetarian dish
- at least one dish with a dipping sauce.

Note, this sauce was considered to be part of the dish, not as a separate menu item.

Sushi could not be included.

The hero ingredient was furikake seasoning, which had to be included in at least one of the dishes.

For this trend the students' recipe creation was *Kimchi, mushroom and beef moneybags; salmon, umeboshi and bonito stuffed onigiri with chilli furikake seasoning; pickled carrots and daikon topped with grilled miso eggplant, edamame and fried ginger; and garlic and soy dipping sauce.*

The *Japanese Izakaya Eats* theme was achieved through preparing bite-sized dishes inspired by the enticing blend of flavours and textures intrinsic to Japanese izakaya cuisine.

out the national prize *IncrEDIBLE Flavours!*



Handheld Fusion



HEIA President Kay York presenting Firoza Jeevaji with the school prizes for the winning entry

Handheld Flavour Fusion

Students were to develop a handheld food item—a crepe, bun or bread—to hold the filling. The dish had to:

- be eaten in one's hands (i.e., not require the use of cutlery or other utensils to be consumed)
- reflect a fusion of the cuisines from two of the following continents: Asia, Africa, Europe and America. The students chose Europe and Asia.

For this trend the students' recipe creation was *Charcoal-marbled brioche burger with Mughlai shami kabab; Indian mayonnaise; cucumber-mango chutney raita; and beetroot-turmeric pickled onion slices.*

Our inspiration was to be able to take two very different cuisines and develop a delicious fusion by incorporating unique components from each. To symbolise our selected cultures from two different continents—Europe and the Indian subcontinent—artefacts such as an Eiffel Tower candle stand, models of the Taj Mahal and elephants, and incense sticks were placed around the burger to create the setting.

The journey

Personally, I thoroughly enjoyed watching the challenge progress, from the trials—the flops and the hits—to the students' expressions of amazement when they really experienced the uniqueness of the flavour combinations that they had not thought they would enjoy.

I believe that the Flavour Forecast Challenge is a great curriculum model for the students at Redbank Plains State High School. The challenge is demanding and encourages the students to be creative, innovative and to think analytically in order to synthesise, evaluate and produce a unique outcome.

According to Megan Brabant, Marketing Manager, McCormick, Australia, 'Redbank Plains State High School has been a great supporter of our challenge and each year we have been wowed with the entries from your school. And this year, of course, was no exception. Overall, we saw an amazing effort from Redbank Plains State [High School] with a great use of flavours and techniques in all of the recipes developed. Your students are worthy winners and have continued the reputation of past national winning schools by blowing us all away by their presentation and food styling skills. The 2018 Flavour Forecast themes were tricky and all judges were impressed with the flavour pairing of the unusual ingredients sourced and used by the students of Redbank Plains State High School'.

How did the students react when they found out they had won the national prize as well as the Queensland state prize? When I told them, initially they could not believe it in just the same way as I could not believe the amazing news when I was told. I could see the sense of achievement, pride and happiness in them that their hard work had yielded this great success.

I am looking forward to taking up this challenge again in 2019 with my Redbank Plains State High School students to give them another fantastic opportunity to design and create some delicious recipes.

Thank you to McCormick and HEIA for recognising the need to nurture and support young people whilst they are still at school.

Firoza Jeevaji

Teacher, Redbank Plains State High School



HEIA/McCormick
2018 Flavour
Forecast Recipe
Challenge winners
announced.

After rigorous judging, in early November the winning entries of the 2018 Recipe Challenge were announced. Sincere congratulations to all students who entered, including, of course, the national and state/territory winners as shown here.

National and Queensland state winner

Redbank Plains State High School

Please see pages 3-5 for details of this winning entry.

State &

South Australia/ Northern Territory state winner

Sacred Heart College (Team C), South Australia



Sacred Heart College (Team C), South Australia
Handheld Flavour Fusion: Mongolian lamb in egg crepe



Sacred Heart College (Team C), South Australia
A Bite of East Africa: East African Berbere rub steak with Pilau Rice and Berbere fries



Sacred Heart College (Team C), South Australia
Japanese Izakaya Eats: Yakitori with prawn, chicken and beef, Vegetable Gyozas, Onigiri Rice Balls

territory winners

Australian Capital Territory/ New South Wales state winner

Riverside Girls High School,
New South Wales

Victoria/ Tasmania state winner

Glenvale School
(Melbourne Campus),
Victoria

Western Australia

Unfortunately, no valid entries
were received from Western
Australia this year so no prize
was awarded.



Riverside Girls High School, New South Wales
Handheld Fusion: Green Tea Crepes



Glenvale School (Melbourne Campus), Victoria
Drink to your wellness: The Rejuvenator



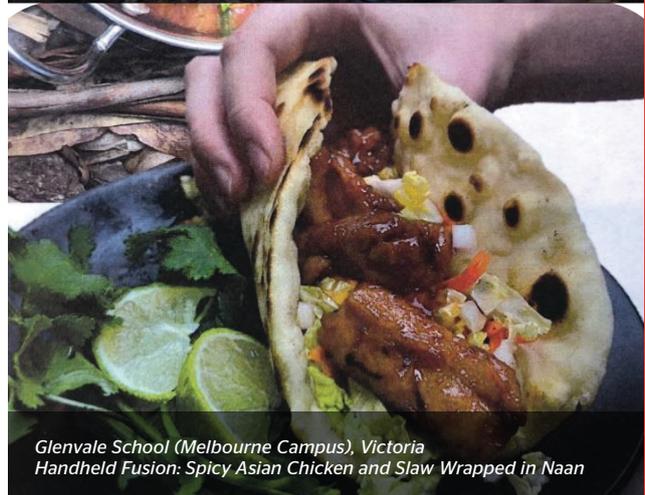
Riverside Girls High School,
New South Wales
Drink To Your Wellness:
Glowing Skin Smoothie



Glenvale School (Melbourne Campus), Victoria
A Bite of East Africa



Riverside Girls High
School, New South Wales
Japanese Izakaya Eats:
Vegetable Gyozas,
Teriyaki Chicken and
Edamame Hummus with
lotus chips
Glowing Skin
Smoothie



Glenvale School (Melbourne Campus), Victoria
Handheld Fusion: Spicy Asian Chicken and Slaw Wrapped in Naan

Member profile

Julie Nash

Home Economics was instilled in me by my grandmother when I was a child. When I was about six years old, we would sew together on her brand-new electric Singer sewing machine. At first I made outfits for my Barbie doll and then I began making clothes for myself. Grandma would sit me on a stool in her kitchen so that I could watch her making biscuits, cakes and pastries. Many years earlier my grandparents had owned a pub out west, and I loved listening to their stories and hearing about the recipes of the German lady they had employed as a cook. After finishing school, I studied at Kelvin Grove College of Advanced Education (CAE) to become a home economics and science teacher. I graduated—let's just say—a long time ago!

I have taught at Nashville State High School, Barcardine State School, Hendra State High School, St Rita's College, Mt Alvernia College and I currently teach at Hillbrook Anglican School.

I found teaching in 'Barcy' challenging because of the distance and isolation, but it was probably one of my most rewarding experiences in terms of my learning as a beginning teacher.

St Rita's College was a new adventure as this was the first time I had taught in an all-girls' school. I will always have special memories of this school, not only of the good times, great students and wonderful facilities, but also of four of my students who became home economics teachers. At St Rita's I began my journey of teaching Hospitality, which I found to be a lot of hard work, but also a lot of fun. I was privileged to work with Alison Lee at St Rita's, who shared her vast knowledge and experience in this subject.

My passions are textiles and design. I love to sew and to create patterns, so feel very sad that Home Economics will no longer be offered in schools within a few years. Luckily, I also love food science and I look forward to using that knowledge again in the classroom for the new Senior *Food & Nutrition* subject.

To say that one person in particular has inspired me is too difficult. I have worked with many people over the years and have found that some have made significant contributions to my career. I was fortunate to work with the lovely Del Scott at Barcardine State School. I was rather surprised that this gentle lady who was nearing retirement could be so innovative. She asked me many questions as a new graduate and she taught me

a great deal on the finer points of teaching, such as classroom management and how to enjoy and engage each class. At Hendra State High School I worked with the fun-loving and very talented Leanne Fisher, who was completing her masters degree. She shared so many wonderful ideas and techniques. It was an exciting time for me, as we would often arrive in the morning to 'show and tell' of the work we had prepared the night before. I learnt how to be creative in the classroom and that there were many ways to meet the learning needs of different students.

A few years later, I worked as a panel member with the delightful and clever Denise McManus. Denise inspired me to begin taking on new roles in my career, working towards future leadership roles. She also encouraged me to join the HEIA(Q) Committee of Management, which I did. This has allowed me to meet many more of my colleagues and to make many new friends. In the early 2000s I became a district panel chair for the Queensland Board of Senior Secondary School Studies, which became the Queensland Studies Authority (QSA) and later the Queensland Curriculum and Assessment Authority (QCAA). I clearly remember attending my first Moderation Conference at the Bardon Professional Development Centre and meeting Margaret Duncan, another new panel chair. Since then, Margaret and I have enjoyed many conversations and lots of laughs as we meet each year at the 'Mod Con' meetings. Margaret is an inspirational teacher who often shared her valuable knowledge and creative ideas. In my early days as a panel chair, Carole Hardy was also working for the QSA. Carole was one of a kind, supporting the panel chairs in all aspects of our roles and making our jobs easier. She explained the politics involved in dealing with other schools as well as sharing her significant knowledge of the syllabus and how it should be interpreted. When I am dealing with tricky situations I still think back to some of the phrases Carole implanted in my mind.

When I moved to Mt Alvernia College, I was fortunate to be able to work with Jeni Barlow and Lea Cooke. We each brought different skills to this team, with Jeni making sure we followed the guidelines and interpreted the requirements successfully. Lea kept us on task, diplomatically playing devil's advocate and ensuring that our decisions moved us towards completion of our projects. Both ladies offered collegiality and a strong sense of teamwork, making the experience very enjoyable.



While I find there are many other people from whom I have gained inspiration during my career, I must acknowledge my close friend Sue Smith, whom I met when we were both studying at Kelvin Grove (CAE). I have known Sue for all of my career and through the milestones of our lives, such as marriage, having children, buying and selling houses and much more. She has provided a sounding board for my crazy proposals and we have shared many ideas over lunches and cups of coffee. I think one of her best ideas has been a 'Hunger Games' unit, which I have used many times and is always well received by students.

From my colleagues I have learnt that you are never too old to learn. The younger teachers at our network meetings have inspired me with their energy, enthusiasm and ideas about new ways to teach our current students.

Julie Nash

Home Economics Subject Co-ordinator
Hillbrook Anglican School



Wool4School 2019

Don't miss the chance to be part of Australia's number one student-design competition. Registrations are now open for the 2019 edition of Wool4School.

Why not enter your whole class? Lesson plans have been created in line with your state's curriculum, and by downloading the Wool4school **Teacher Booklet** or **Modified Booklet** you can easily adapt the lessons for your students. The first 350 teachers who register their classes will also receive free resource packs, filled with fabric samples, additional information to help them and their students, and more.

Registered teachers have the chance to win for their school: \$1000 in prize money, a Bernina sewing machine and a workshop for their students with a wool expert. We are once again proud to announce the **Whitehouse Institute of Design** as a returning partner, with the Year 12 Wool4School winner to be awarded a scholarship at this prestigious design school.

2018-19 Key Dates

Monday 3 December
Registrations/submission open

Thursday 30 May
Registrations close

Thursday 25 July
Submissions close

Thursday 22 August
Winners announced

To find out more go to
wool4school.com



WOOL4SCHOOL
DESIGN COMPETITION



Trinity Bay State High School student with Deb Hudson, Pregnancy Loss Co-Ordinator, Cairns Base Hospital



Trinity Bay State High School students with L-R MP, Mr Warren Entsch, Yvonne Pattinson (Uniforms 4 Kids), teacher Ruth Robinson, and Alaina Badham and Mandy Sinclair from Border Force at the afternoon tea in the students' honour

Bonus outcomes from a Senior process- journal task

When I was asked for a one-line comment about a Performance and Products task recently given to my Year 12 Home Economics students, I thought, 'Only *one* line? But it went so well!'

After some thought, I summed up my feelings by acknowledging the sense of satisfaction I had gained from offering the students such a worthwhile and real-life experience—one where they could learn not only about sustainability but also about making a difference in the lives of others, yet still meet the syllabus expectations of an assessment item—a great combination!

I teach in a large inner-city school in Cairns and I would like to share this experience with other home economics teachers in an effort to create awareness of the organisations that supported me and what they and similar organisations can offer to our classroom practice.

For their process journals, I asked my students to: *Be an eco-fashion consumer—who considers environmental responsibility important!*

To help provide alternatives for the class to consider, I first contacted Jeananne Orfanos of Angel Babies Up North in FNQ. Jeananne is the founder of this Cairns-based non-profit organisation, which helps local parents and families in Cairns who have lost a 'baby angel' by creating beautiful gowns, and making hug toys for children in trauma. These items are usually produced from recycled wedding gowns and other formal outfits and fabrics that have been donated.

Next I contacted Yvonne Pattinson, founder of Uniforms 4 Kids (U4K). This world-first program recycles Queensland Police Service uniforms, as well as those from Australia Zoo, Border Force Australia and the Australian Federal Police, and turns them into unique clothing for disadvantaged children around Australia. Since its inception, many garments have been made for children in indigenous and migrant communities. U4K aims to bridge the communication gap and to build legitimacy and trust between local communities and policing organisations, in an effort to prevent and reduce criminal offences.

Both Angel Babies Up North in FNQ and Uniforms 4 Kids offer valuable opportunities for retirees and other community members (in our case, high school students) to engage in vital community programs—to be part of something meaningful and important. This can help our students to develop a social conscience, and to be aware of the needs of others and how they can play a part in helping to meet those needs.

The support I received from both of these organisations was amazing, in terms of ideas, examples of articles already created, patterns and fabric/dresses/uniforms that the students could use. It was such a win-win situation. Kim Eaton from Border Force Australia in Cairns visited the class early in Term 3, not only to deliver uniforms for us to use, but also to show the students some of the clothing that had already been made from surplus uniforms. The next day, some Queensland Police Service uniforms were magically delivered to the school for us to use as well!



Two of the dresses made, one from a police shirt and the other from a Border Force shirt

Jeananne from Angel Babies Up North in FNQ provided many varieties of beautiful fabrics that we could utilise, as well as offering many embellishments the students could access.

Consequently, the class had a ready-made supply of ideas and resources from which they could produce distinctive articles suitable for recipients of both programs. This class created garments that included an Angel Baby gown and pillow as well as four dresses, a pair of shorts and an outfit of long pants and a crop-top outfit for Uniforms 4 Kids.

In Week 5 of Term 4, Yvonne Pattinson from Uniforms 4 Kids came up from Cooroy to personally thank our school for supporting this organisation. This was when we discovered that we were the first school in Queensland—and Australia—to do so. We were amazed! Yvonne's visit grew into an afternoon tea attended by Warren Entsch (our Federal Member for Leichhardt), Border Force Australia representatives Mandy Sinclair and Alaina Badham, and school personnel, including our Principal, two deputy principals and our Head of Senior Schooling. Yvonne presented the students with certificates and thanked them for their efforts in supporting U4K. She noted how very impressed she was with the high quality of the students' sewing, which was music to my ears!

The final phase of this task was visiting the Cairns Base Hospital to present the Angel Baby outfit that the students had made to the Pregnancy Loss co-ordinator. This was another feel-good moment, when I watched my students realise just how important and special the outfit would be to a family in their time of need. For me, this is such an amazing and important by-product of this whole process. The students have been left feeling so very proud of their efforts and the difference they have been able to make in giving back to the community of which they are a part. They have learnt about the act of thinking of others and that they can choose to use their skills and interests to make a difference not only within their community, but also to the environment.

Our Home Economics department is definitely going to build on the relationships that we have established with these two organisations. Even though we can no longer utilise their assistance with the new senior syllabus, they will be valuable resources in our Year 9 and 10 textiles programmes. This way, future students can learn the value of environmentally sustainable actions that can also support individuals in need within our community.

Ruth Robinson

Senior Home Economics Teacher
Trinity Bay State High School

For more information about either of these programs, please contact:

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Uniforms 4 Kids

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Trinity Bay State High School students receiving their Certificates of Appreciation from Yvonne Pattinson from Uniforms 4 Kids



The University of Queensland

Food and Nutrition Day

Home economics teachers had an opportunity to further prepare ourselves for the new Senior *Food & Nutrition* syllabus in 2019 by attending a professional-development day held recently at The University of Queensland (UQ). The day, which was comprised of lectures, workshops, a forum and ample opportunity for networking, was full to capacity with close to 100 teachers in attendance.

The program commenced with Associate Professor Mark Turner from UQ's School of Agriculture and Food Sciences speaking on the topic of Food Safety. Mark's lecture was informative, engaging and at times alarming as we learnt about how unsafe everyday foods can be. Who can forget the recent cases of *Listeria* found in contaminated rockmelons or the Hepatitis A virus found in frozen berries? Statistics show that, despite Australia having large numbers of people affected by foodborne illnesses, compared to other countries we have fewer deaths overall from such illnesses. His lecture covered the topics of foodborne illness and safety, Microbiology 101, and food spoilage and preservation—all very relevant to teaching the new syllabus.

Colin Slater from the Australian Institute of Food Science and Technology followed with a brief talk on careers. Colin highlighted specific areas within this field: innovation, packaging, scientific, quality, technical and hygiene, with each of these having a number of job types requiring differing training and qualifications.

Our large group was split for the next session to allow a more hand-on approach. The session included sensory profiling and lab experience; interpreting sensory profiling data; and participating in a Queensland Curriculum and Assessment Authority (QCAA) Forum. Sensory profiling is a major part of the new syllabus, so we were fortunate to experience this first hand. Certainly no one complained about engaging in the activity of sampling Tim Tams for a

paired preference test! We also did a ranking test for viscosity using three coded samples of custards. We had learnt in our earlier session about interpreting sensory data using the triangle test, paired comparison, ranking test, and acceptability or hedonic tests. Both these sessions were very worthwhile and advanced our knowledge of this topic greatly.

The forum provided us all with an opportunity to hear from experts, Kay York and Penny Braithwaite. From the discussion we gained clarity on issues arising from the new syllabus, including reporting using A-E standards, and we were reminded of our access to the QCAA portal for not just the syllabus documents but also as the noticeboard for information on cognitive verbs.

Finally, we went back to the lecture theatre for a Food and Health session with Dr Sushil Dhital. Whilst we are all aware that diet and good health go hand in hand, Dr Dhital had an interesting way of delivering his message, which very much centred around the benefits of consuming whole foods as opposed to processed or formulated foods and highlighted the importance of fibre in our diets.

We appreciate the support of UQ and its very experienced lecturers who provided us with important background knowledge and skills required for our teaching of the *Food & Nutrition* syllabus for 2019 and beyond.

Maria Learmonth

The Cathedral College, Rockhampton

HOME ECONOMICS

Mindful and Planetary PRACTICE HEALTH



2018 PROFESSIONAL DEVELOPMENT

Brisbane South HEIA(Q) Workshop 3:

Developing excellence in teaching and learning for Years 7-10

On Thursday 25 October, Clairvaux Mackillop College hosted a workshop run by the very talented Margaret Duncan. With over 30 years teaching experience, 15 of those as a curriculum leader, Marg has a wealth of knowledge that she generously and willingly shared. With more than 20 in attendance, the workshop focused on the junior Home Economics curriculum and Marg shared her insight and great ideas for developing our own excellence in teaching. We looked at the eight strategies that Robert Marzano and John Hattie agree will make a difference to how well students engage and achieve in the classroom. Then Marg explained the brilliant sample-

assessment pieces she had supplied and everyone agreed how useful these would be to model our own assessment instruments on. Clearly set out with explicit alignment between syllabus, the assessment design and the marking rubric, it is fair to say that we all went away from the workshop with some ideas for improving our own units of work.

Thank you Marg for a fantastic afternoon of shared learning.

Sue Smith

Clairvaux Mackillop College
HEIA(Q) Brisbane South Regional Coordinator

A touch of history

This photo of a cooking class at Mossman State School in Far North Queensland was taken in 1911. It was submitted by HEIA(Q) member Helen Keith, whose husband used the photo as part of his historical work in Mossman. The photograph, reproduced here with permission, belongs to Joan Leonardi of Mossman—her mother, Hessie Johnston, is the smallest child (the fair one) in the photo.



School profile

The Cathedral College, Rockhampton



The Cathedral College is a Catholic, co-educational, secondary boarding college in Rockhampton, Queensland.

The college mission statement invites students to, 'Come, live life in all its fullness'. The college seeks to help students to develop their spiritual, academic, sporting and cultural dimensions as they spend time there.

At the college we have boarding accommodation for boys and girls. We have 1200 students, of which 180 are boarders. The college is an inclusive community enriched by a broad mix of students from diverse backgrounds.

Through the delivery of our curriculum, the college provides students with opportunities to develop their academic potential to become reflective and self-directed learners with a willingness to engage in life-long and life-wide learning. The delivery of the curriculum allows students to select academic pathways that lead to entry to university, traineeships, apprenticeships or the workforce.

The college has identified three important values that reflect the charisms of its founders, Catherine McAuley and Edmund Rice. These values are gratitude, respect and compassion.



Home economics staff

There are seven home economics teachers at the college:

- Mrs Derryn Acutt, who has been at the college for over 20 years—Derryn teaches all year levels and is the Dean of Food and Textiles Technology
- Ms Patricia Cumming, who has been at the college for over ten years—Patricia teaches all year levels and also has a pastoral role as Dean of Glover House
- Mrs Karen Copping, who has been at the college for over ten years—Karen teaches all year levels and also has a role as Careers Co-ordinator
- Mrs Maria Learmonth, who has been at the college for one year—Maria has taught for over 35 years and teaches all year levels
- Mrs Annie Metcalf, who has been at the college for three years, teaches mainly in the Middle School
- Mr Allan Wilson, who has been at the college for two years, was previously in the hospitality industry
- Mrs Helen Harmsworth, who has been at the college for over five years, also teaches science and mathematics
- Mrs Leanne Miller, who is the teacher aide, has been at the college for over five years.



Home Economics subjects

Home Economics education at the college is offered from Year 7 to Year 12.

- Year 7 students complete a term of Food Production and a term of Textile Production.
- Year 8 students can undertake year-long electives in the areas of Food Production or Textile Production.
- Year 9 and Year 10 students can undertake one of three year-long electives offered in Food and Nutrition, Hospitality or Fashion.
- Senior subjects include Home Economics, Hospitality Practices SAS and Early Childhood Studies SAS, and in 2019 Food & Nutrition will be introduced.

Home Economics is perceived as playing a vital role in the curriculum at the college and is a popular subject choice amongst the students. Students enjoy the practical aspects, the challenge of solving problems and working in teams.

The college is involved in the wider community through its Stewardship Program by participating in events such as the CQUniversity cooking competition, Beef Australia's Beef for Kids program, the Boomerang Bags initiative, and catering events.

The teaching staff of the college are looking forward to implementing the new Senior *Food & Nutrition* syllabus, for which it will have two Year 11 classes in 2019.

Derryn Acutt

Dean of Food and Textiles Technology
The Cathedral College, Rockhampton



Pizza masterclass 2018

L-R Mrs Derryn Acutt, Mrs Helen Harmsworth, Mrs Karen Copping, Mrs Annie Metcalf, Mr Allan Wilson, Ms Patricia Cumming, Mrs Maria Learmonth and Mrs Leanne Miller

Ferny Grove State High School Year 10 students' community textiles project

Mastectomy bags

Home Economics includes not only the practical aspects of food and textiles, but also the physical and psychological wellbeing of individuals within families and communities. With this philosophy in mind, over the past 13 years, Fran Higgins' Year 10 home economics students have designed and made mastectomy bags as part of their textiles unit.

In 2018 it was no different, with students completing their bags in their unit in Term 3.

Mastectomy bags are made for patients who have had a mastectomy (the surgical removal of a breast). After a mastectomy, a patient will more than likely leave hospital with tubes protruding to drain her incision. Each tube ends in a small plastic bag that holds the drained liquid. She could have one to three drains and need to wear them for as long as two or three weeks. The purpose of the mastectomy bag is to hold the drains to allow the woman to go out in public.

Fran worked with Nadja Ibrahim from Breastscreen Queensland, North Lakes to educate students and increase their awareness about breast health. Students were encouraged to pass on to their families and friends their learning about the importance of breast checks and screening, and the importance of maintaining healthy lifestyles. Nadja's intention was to display and discuss the bags at a Brisbane conference for general practitioners. Following this the bags were to be given to patients at the Royal Brisbane Women's Hospital.

Why mastectomy bags? Easy, for three reasons:

1. Most of us have women who are special to us—mothers, wives, sisters, aunts, grandmothers and friends. It was good to educate the students about breast cancer, so in turn they could educate their families. However, not all sufferers are women. It was predicted that in 2018, 18 087 women (one in eight) and 148 men (1%) would be diagnosed with breast cancer. That is a staggering 50 people per day. Sadly, due to our aging population that number is on the increase because the risk increases as we age. Major risk factors are being female and having a family history. Lifestyle factors, such as alcohol consumption, smoking, poor diet and sedentary habits are also factors.
2. Making the bags was a community project, providing a product that would be used and appreciated by women who had had surgery to treat breast cancer.
3. The project enabled students to develop and practise design strategies.

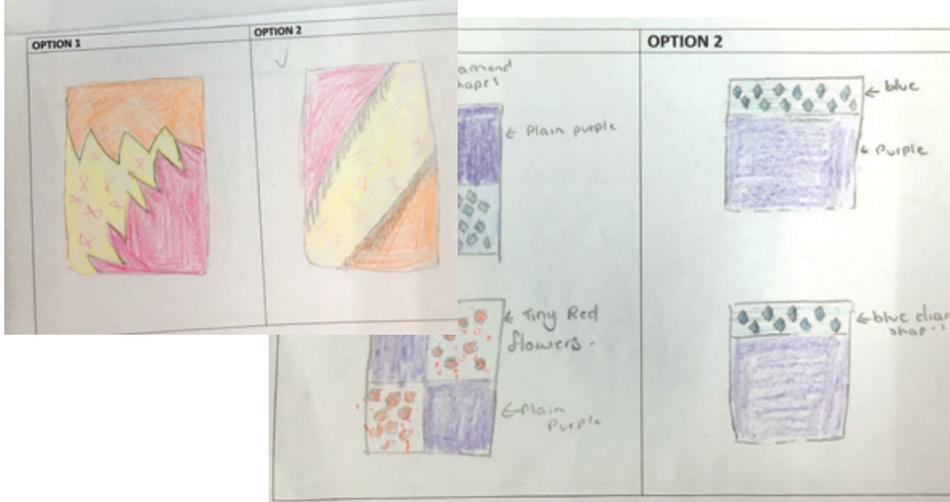
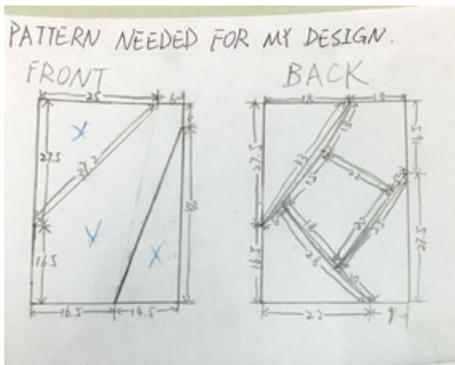
Throughout the unit, students used the design process, which they had used previously in their textiles semester. They were given a brief to be filled within constraints and had to undertake research. The fun part was designing the bags (which are a specialised size) and manufacturing them. As a result, a range of unique bags has been produced once again by our ta

lented Ferny Grove State High School students. Well done!

Fran Higgins

Ferny Grove State High School





Making a basic mastectomy bag

(Inserted by the Editor of InForm; adapted from bosombuddies.org.au/bb/wp-content/uploads/DRAINAGE-BAG-pattern-January-2017.pdf)

Fabrics

Sturdy cotton, calico or canvas fabrics, including curtain and upholstery fabrics are suitable. It's a great way to use up remnants! Curtain shops may also provide old sample books or off-cuts.

Decoration

Decorate your bags with machine stitching, appliqué, quilters' squares, piecing together several fabrics, contrasting handles and so forth. Use your imagination and have fun. Plain bags made from printed fabrics are also great.

Cutting

(for a finished bag 25 cm wide x 42 cm high, using 1.5 cm seams and a double 2 cm folded hem at the top of the bag)

You will need:

- one piece of fabric 28 cm x 92 cm (so there is no bottom seam); or
- two separate pieces, each 28 cm x 47.5 cm
The size may vary by 2.5 cm in any direction.
- a strip 125 cm x 10-12 cm wide for the shoulder strap.

Assembly

1. Sew the side seams (and bottom seam if using separate front and back pieces).
2. Fold a double 2 cm hem around the top and stitch.
3. For the strap, fold 1.5 cm along the long edges and press. Fold in half lengthwise and pin. Top stitch along each edge. (For thicker fabrics this is much easier than sewing one seam and then turning right side out.)
4. Attach the handle at either side seam. If the fabric is thick, stitch to one side of the seam, with one end at the front of the bag and one end at the back of the bag. A full square of stitching is suggested for strength.



Development of a new Food Safety Matters resource: Feedback on draft materials

In 2017, Queensland Health funded the Queensland Division of HEIA, HEIA(Q), to review the original *Food Safety Matters* (2004) resource. Following that review, HEIA(Q) submitted a proposal to Queensland Health to develop a new suite of materials to support school-based food safety education for students in Years 7-10. The proposal was accepted. In the period March-September 2018, draft materials were developed in collaboration with Queensland Health. The materials comprised fact sheets, PowerPoint presentations, student activity sheets and quick quizzes. In September-October 2018, these draft resources were reviewed by a small group of practising teachers who were members of HEIA.

Materials for review

62 draft resources were developed. Whilst each component was developed as a stand-alone resource, the resources were also categorised into three broad groups (A, B and C) and within each group, the materials were further categorised into sets as follows:

GROUP A: Food poisoning, food contamination

- Set 1. Food poisoning
- Set 2. Food contamination
- Set 3. A deeper look at microbes

GROUP B: Core four for food safety

- Set 4. Core four for food safety
- Set 5. Clean!!!
- Set 6. Cooking food thoroughly
- Set 7. Keeping food at safe temperatures
- Set 8. Separate, don't contaminate

Group C. Food groups

- Set 9. Meat, chicken and seafood
- Set 10. Egg safety
- Set 11. Rice and pasta
- Set 12. Dairy products
- Set 13. Fresh fruits and vegetables

Review of the materials

Six members of HEIA(Q) were invited to review the resources. The reviewers were all practising teachers and included teachers in the SE corner of Queensland as well as regional teachers.

A number of digital survey instruments were set up, one for each set, and one for each of Group A materials and Group B materials, so 15 in total. Surveys were set up using Survey Monkey. Typically, for each single resource, reviewers were asked to comment on:

- Relevance of content
- Length/volume of content
- Language
- Interest
- The Year levels for which the materials would be suitable (Yrs 7/8, Yrs 9/10 and/or Yrs 11/12)

They were also asked:

- The year level at which the topic would typically be taught
- Whether there were adequate materials from which teachers could select for this topic with students in Years 7-10.

Reviewers could also add comments after each question throughout the survey.

The process took place in the September-October 2018 Queensland school holidays.

Results and actions taken

The reviews were very thorough and provided insightful feedback on what was perceived to be really useful and engage students, where modifications were needed, and where extra materials were required. The reviewers also commented on how resources should be presented, for example, as downloadable PDFs, digital resources etc. They noted that although the target audience was students in Years 7-10 and their teachers, many of the resources would also be very suitable for Year 11/12 students.

As a result of the reviews, the draft materials were revised and submitted to Queensland Health.

Where to now?

HEIA(Q) is working with Queensland Health to further refine the materials. Following that, Queensland Health will engage a design company to develop a new design concept for the materials, and develop the materials into a web-based resource. It is envisaged that the website will be appropriate for the public as well as teachers and students. The web pages will be supported by a host of fact sheets, PowerPoint presentations, student activity sheets, digital quizzes and teacher notes showing the links of the resource to the Australian Curriculum, all of which will be available as downloadable PDFs. Queensland Health plans to have the new resource available by the end of June 2019.

Last Professional Experience

My last year of university had started and it was time to start thinking about my Professional Experiences and whether I would like to go to a rural/remote setting for my last Professional Experience and Internship. At this stage I was loving the idea of going to a rural setting, as next year I was hoping to gain a job in a rural setting but didn't really have any particular areas in mind.

My first prac of the year was at Albany Creek State High School, where one of the Home Economics teachers had just moved back to Brisbane from Roma. She had been out in Roma for 13 years and strongly encouraged me to apply to go to Roma for my last Professional Experience and Internship as she believed it would be a great experience. So, I put my application in for a Rural/Remote Professional Experience with my first choice of Roma. A few days later I found out that I had been granted a rural placement in Roma at Roma State College—Senior Campus! I was so happy to receive this placement and could not wait to get out there.

The time finally came around when it was time to pack-up my belongings for 8 weeks and head out to Roma. For the 8 weeks that I would be in Roma I had been given accommodation with two female primary school teachers from the same school. Both of the girls were really lovely and definitely made my stay in Roma just that little bit better.

My first four weeks at the school were great. I was teaching nearly all of the classes that I was prescribed to and loving it. My two mentor teachers were amazing and very supportive of my teaching. I was teaching Year 8 and 10 Mathematics as well as Year 7 and 8 Food and Fashion. I was also observing and acting as a teacher-aid in Year 7 Mathematics and Year 12 Fashion. The majority of students warmed to my presence in the classroom and would respect me with the same respect that they showed their normal classroom teacher.

My final four weeks at the school was my Internship and I was finally in the classroom by myself acting as the students' full-time teacher. These final four weeks were definitely more challenging than the first four as the students sometimes thought that I would be more lenient on them than their normal classroom teacher, but this was not the case. Their normal teacher had standards that the students knew and would follow, and I planned to uphold these standards as well. I was told by some of the students that they didn't like me and wanted their normal teacher back but I still pushed through and tried just that little bit harder with those students to try and gain a working relationship with them so they would respect me more. By the end of my time at the school those students that didn't like me at the start were actually now sad that I was leaving and now wanted me to stay and also work at the school next year.

I can say that all my Professional Experiences leading up to Roma were perfect. Roma definitely challenged me as a pre-service teacher but for the better. I was able to really put my behaviour management skills into play and this therefore has made me a better teacher. I am very thankful that I got the opportunity to go to Roma for my final Professional Experience and Internship as it has renewed my love for teaching and has made me very excited for next year and to finally be a full-time teacher.

I was offered a job in Roma for next year but before my last Professional Experience had started, I was offered a permanent full-time position in Mount Isa which I accepted. So, I am off to Mount Isa next year and cannot wait! I will be teaching a Year 8 Home Economics class, a Year 7 Digital Technologies, two Year 8 Mathematics classes and two Year 9 Mathematics classes.

Sarah Brook,

(soon-to-be) Spinifex State College





2019 Annual

General Meeting

**Tuesday
12 March
2019**

5:00-5:30pm

AIRPORT
INTERNATIONAL
MOTEL

**528 Kingsford Smith Drive,
Hamilton, Brisbane**

The Annual General Meeting will precede the HEIA(Q) Committee of Management meeting

Agenda

1. Welcome and apologies
2. Correspondence
3. Confirmation of minutes of previous Annual General Meeting
4. Business arising from minutes
5. President's Report
6. Secretary's Report
7. Treasurer's Report
8. Auditor's Report
9. Appointment of Auditor
10. Reports from Committees
11. Appointment of Committee of Management

If you are not attending the World Home Economics Day and Annual General Meeting function and you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary at the address below. Proxy forms must be in the hands of the Secretary before the meeting commences.

Nomination of Proxy

I, _____ *(print name in full)*

of _____ *(print full address)*

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held on Tuesday 12 March 2019. I hereby appoint

_____ *(print full name)*

also a financial member of HEIA Inc. as my proxy to vote on my behalf at the Annual General Meeting to be held on Tuesday 12 March 2019, and at any adjournment of that meeting.

Signature of member appointing proxy

Date

Please return to

**Secretary, HEIA(Q),
PO Box 581 Hamilton Central 4007**



2019 Annual General Meeting

**Tuesday
12 March
2019**

5:00-5:30pm
AIRPORT
INTERNATIONAL
MOTEL
**528 Kingsford Smith Drive,
Hamilton, Brisbane**

The Annual General Meeting will precede the HEIA(Q) Committee of Management meeting

Nomination Form

Nominations for the following positions can be made on the form below. Nominations may be submitted before or at the Annual General Meeting.

Committee of Management

- Vice President
- Secretary
- Treasurer
- Delegate to National Council
- Member of the Committee of Management

I, _____ being a financial member of the Home Economics Institute of Australia Inc., wish to nominate _____ *(print full name of nominee)* for the position of _____ *(print position to be filled)*

Signature of Nominator Signature of Seconder

I, _____ being a financial member of the Home Economics Institute of Australia Inc., wish to accept nomination for the position of _____

Signature of Nominee Date

Subcommittees

Subcommittees include: Newsletter, Professional Development, Conference, Website and Student Liaison. It is not necessary to be a member of the Committee of Management to participate in a subcommittee and there is no need to be nominated, just express your interest.

I, _____ *(please print name)* being a financial member of the Home Economics Institute of Australia Inc., wish to express an interest in being a member of the _____

Subcommittee and can be contacted by telephone on _____

Email on _____

Please return to

**Secretary, HEIA(Q),
PO Box 581 Hamilton Central 4007**



heia(Q)

Diary Dates

2019

 12 MARCH 2019

HEIA(Q) ANNUAL GENERAL MEETING

 15 15 MARCH 2019

HEIA(Q)'S CELEBRATION OF WORLD HOME ECONOMICS DAY AND PRESENTATION OF THE QUEENSLAND KING AND AMY O'MALLEY TRUST SCHOLARS

Guided tour of Easton Pearson's Design Exhibition at the Museum of Brisbane

 20 MARCH 2019

WORLD HOME ECONOMICS DAY

 7 APRIL 2019

WORLD HEALTH DAY

 15 MAY 2019

INTERNATIONAL DAY OF FAMILIES

www.un.org/en/events/familyday/

 10 AUGUST 2019

HEIA(Q) STATE CONFERENCE:

Brisbane Convention & Exhibition Centre

 16 OCTOBER 2019

WORLD FOOD DAY

www.fao.org/world-food-day/home/en/

2020

 28 28-30 SEPTEMBER

HEIA NATIONAL CONFERENCE

Brisbane Convention & Exhibition Centre