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

December 2008



Home Economics Institute of Australia (Qld) Inc.

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*If you have information, news or comments,
InForm would like to hear from you.*

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2 Graduate function



5 HEIA(Q) Cairns regional workshop



8 Member Profile



10 Year 11 Hospitality excursion School profile

QUT Home Economics Graduate Function 2008



On Sunday 2nd November at the Diana Plaza Hotel, Woolloongabba, HEIA(Q) congratulated the QUT Home Economics graduates for 2008 and officially welcomed them into the Home Economics profession—approximately 25 graduates will join our ranks in 2009.

The afternoon was informal, light hearted and entertaining with an assortment of ice breaker games interspersed between a variety of guest speakers who covered with great passion and enthusiasm a broad range of topics. Di Polson from Holland Park State High School provided a delightful trip down memory lane with some very humorous demonstrations of kitchen and textiles equipment issued to schools throughout her extensive teaching career, demonstrating visually that change is very much an integral part of Home Economics teaching. Margaret Duncan from Loreto College spoke of the increasing professional demands that Home Economics educators face whilst Aileen Lockhart from Everton Park SHS offered some valuable and witty advice on how to cope during the challenging but exciting times as a beginning teacher.

Cheryl Conroy from Dakabin State High School outlined the various ways that HEIA has assisted her in her teaching and provided her with professional development opportunities throughout her career, and Robyn Gooley from Loganlea State High School demonstrated the power that collaborating with HEIA had in her classroom as she shared stories from her 2008 conference 'Satchel project'. Vicki Potter from Robina State High School outlined the upcoming mentoring/support program currently being established by the HEIA(Q) Committee of Management. Debbie Cain from Canterbury College shared her experiences in joining the HEIA(Q) Committee of Management, encouraging the graduates to become involved and offering valuable advice on how to go about joining any of the various HEIA(Q) sub-committees.

The highlight for the graduates was hearing the amusing first year tales of Liza Bingham from Caboolture State High School and

Kerry McLean from Clontarf State High School who generously shared the ups and downs of their entry into the teaching profession. Jo Andrews from Moranbah State High School, Joanne Strother from Gladstone State High School and Frances Murphy from Rockhampton State High School provided brief insights into the achievements and challenges faced by rural and regional graduates.

At the conclusion of the event the graduates sought guidance and advice as they spoke at length with past and present HEIA(Q) committee members about various issues concerning them. The discussions highlighted that the graduates were very supportive of the proposed HEIA(Q) mentor/support program. Many also expressed a keen interest in becoming involved with HEIA(Q) at a variety of levels in the near future—they appreciated learning about the association's professional role and the obvious camaraderie that existed between members.

Satchels filled with HEIA information, journals and useful classroom tools were provided to the graduates to support their upcoming transition into teaching, and the ice-breaker games and strategies were modelled and shared in order to offer practical ideas and tangible tools as they embark on their first day of teaching.

A special gift of appreciation was presented to Jo Spotswood for her dedicated service to the HEIA(Q) Committee of Management during the past 2 years as the QUT student representative. Jo has been an integral part of the team and her continued support during the busy and often stressful periods of study, practical teaching and internship have been very much appreciated and we wish her all the best in her new position.

HEIA(Q) congratulates all of the 2008 QUT graduates on their enormous achievement in completing four long years of study and wishes each and every one great success in their upcoming roles as future Home Economics educators.

Kylie King

HEIA(Q)'s mentoring project

Investing in the future: supporting beginning teachers

We are in the exciting position of having approximately 25 graduates join our profession in 2009. HEIA(Q) extended a warm welcome to these graduates at a function held at Diane Plaza, Woolloongabba on Sunday 2 November. It was invigorating to see the enthusiasm and eagerness that this group of graduates displayed, and in turn will bring to their classrooms next year.

In support of these beginning teachers, HEIA(Q) is establishing a support network whose goal is to aid them in their transition into their role as Home Economics teachers.

Graduating students were contacted to gauge their interest in being part of a support network. The feedback for this initiative was overwhelmingly positive, with many indicating the support that they thought they might need.

Our next goal is to establish a bank of teachers who are willing to take part in this initiative. Involvement could take place as a

participant in an online forum or more directly as a 'mentor' to a beginning teacher. Professional development will be provided for 'mentors'.

We are seeking expression of interest from experienced classroom teachers who have a passion for teaching, have ready access to a computer and are willing to volunteer their time to provide online support as required. The most important pre-requisite is commitment to the project—that is, you are willing to offer support even in busy times.

As this is a new initiative we are still at the developing stage and expect that the support network will evolve in response to the needs of the beginner teachers.

If you are interested in becoming part of this network please email Vicki Potter at vpott3@eq.edu.au to register your interest.

Vicki Potter

Masterclass weekend attracts HEIA(Q) members

A number of HEIA(Q) members had the gastronomic pleasure of attending the Masterclass in July this year. The day was filled with mouth-watering recipes and high quality demonstrations. Our first session was moderated by the engaging Alastair McLeod from Brett's Wharf and 'Ready Steady Cook'. We were transported to the Red Lantern Restaurant by Head Chef Luke Nguyen who entertained and inspired us with the fresh flavours of his famous Vietnamese restaurant. His wonderful creations were complemented with wines by Montana, New Zealand.

We were in for a serious treat when we joined the Lindt Chocolate and Merlo Coffee demonstrations. The favourite was the *Flourless Lindt Crunchy Caramel, Date and Hazelnut Cake*—it was heaven on earth. Dean Merlo, owner of Brisbane-based Merlo Coffee, educated us with an informative demonstration on how to make coffee and gave us all some good tips on using an espresso machine. We felt very privileged to be instructed by a real expert.

Following this 'death by chocolate' experience we met with the Great Greek:



At Masterclass, L-R: Lyn Albin (Runcorn SHS), Alistair McLeod, Debbie Cain (Canterbury College), George Calombaris, Kerrie Hurford (Canterbury College)

George Calombaris from The Press Club in Melbourne for some cutting edge, modern Greek Cuisine. George's passion for food was contagious, with all participants eagerly awaiting the tasting plates of *Yogurt and Mastic Braised Neck of Lamb with Olive Oil Potato Puree* and *Olive Oil Chocolate Mousse*.

We felt very spoilt and very full of high quality foods, good ideas and inspiration, with something from each session that we could take back and use in our Hospitality classrooms. It was hard work, but someone had to do it!

**Debbie Cain and Kerrie Hurford,
Canterbury College**

HEIA(Q) 2008 Professional Development workshops—The statistics

In 2008 HEIA(Q) ran nine one-day regional workshops on the Essential Learnings in locations in the south-east corner of the state, and as far north as Cairns and as far west as Roma. The workshops, facilitated by Dr Janet Reynolds, were hands-on, full-day workshops to enable teachers to engage critically in the development of units of work and related assessment that reflects the Essential Learnings and related Standards. The workshops built on the 2007 workshops, when delegates indicated that they wanted to explore the topic further. The difference was that this year the workshops focussed on the newly released Essential Learnings and looked at how they can be interpreted in the Home Economics classroom. Delegates planned a unit of work and assessment task with the focus on aligning curriculum, pedagogy and assessment suited to delegates' own programs. Whilst the workshops were based on fundamental principles so that they can be applied to any topic, the modelling was on sustainable futures.

Dates, venues and number of participants

Region	Date	Venue	Number of members	Number of non-members	Total participants
Rockhampton	Monday 14 July	Rockhampton Plaza Hotel	20	9	29
Brisbane South	Saturday 19 July	Diana Plaza Hotel	34	0	34
Gold Coast	Saturday 25 July	Trinity Lutheran College	16	0	16
Wide Bay	Saturday 2 August	Urangan State High School	9	3	12
Cairns	Saturday 6 September	Rydges Tradewinds	13	9	22
Roma	Saturday 11 October	Roma State College	5	5	10
Mackay	Monday 20 October	Mackay North SHS	14	1	15
Brisbane North	Saturday 25 October	Virginia Palms	18	2	20
Townsville	Saturday 1 November	Mercure Inn	10	8	18
Sunshine Coast	Saturday 9 November	Cancelled due to lack of numbers	0	0	0
			139	37	176

Average number of delegates per workshop = 19.6

Financial statistics

Necessarily some workshops are more expensive to run than others and expenses such as travelling costs for the presenter due to the viability of workshops in regions that have fewer schools so the number of participants will be fewer. HEIA(Q) costs the workshops so that all participants pay the same registration costs regardless of the location in the state. The aim is for the workshops to be cost neutral when expenses for all workshops are taken into account. Costs associated with the production and distribution of flyers and other promotional material are met by an allocation from members' fees. Members' fees go to the national organisation and the Queensland Division receives a capitation payment dependent upon the number of members in Queensland. The HEIA(Q) Committee of Management decides how it will allocate that money to support, for example, the workshops, conference, newsletter and other events and services.

Clearly large numbers make the workshops more viable. When deciding whether or not a workshop is viable, HEIA(Q) takes into account the number of teachers in the region—for example, 10 participants in Roma was considered a high percentage of the District's teachers and as such the workshop went ahead.

Region	Profit or Loss
Rockhampton	+ \$709.56
Brisbane South	+ \$948.54
Gold Coast	+ \$130.14
Wide Bay	- \$224.66
Cairns	- \$32.95
Roma	- \$304.82
Mackay	- \$113.35
Brisbane North	To be finalised
Townsville	To be finalised
Sunshine Coast	0
Overall	+ \$675.78 as at end November 2008



**Workshopping at
Virginia Palms,
North Brisbane**



**Regional HEIA In-service,
Cairns**



Seventeen people gathered in Cairns to have the opportunity to work with Jan Reynolds on the junior curriculum and the Essential Learnings. The enthusiasm and interest for the topic was excellent and, as usual, the day was just too short. Much great learning did occur, and the buzz for how to change and develop a more enriched and relevant subject for students, given the individual school constraints, was evident in the room.

An interesting aside was the changing face of rural Home Economics teachers at the inservice. Most of our schools in north Queensland have a shortage of traditionally trained Home Economics teachers and so there is a growing group of 'on the job' trained teachers joining our ranks. These women were evident at the Cairns in-service and we were thrilled that they registered for the day. Enhancing the professionalism of all our teachers will ensure that our subject can continue. Many of these teachers were not originally trained in Home Economics and begin a new career when they offer to take a class that cannot be staffed by someone in the Home Economics department. Then, with an interest in the subject and a willingness to learn, the number of Home Economics classes grows for that interested person.

At the meeting was another newcomer who we haven't seen before—a pre-service teacher from James Cook University. She is a trained nurse and had a Textiles business before deciding to become a teacher. She is training in the P-10 curriculum and when asked where she would like to take up her placement, she requested Home Economics. Interestingly, the university told her that there are no jobs but placed her as she persisted with her request. She has been doing her practical placement at Cairns State High School and will complete her studies at the end of this year. To date she has been offered several schools on the Atherton Tableland and Innisfail area but is hoping for a placement in Cairns. She is able to pick and choose her spot! So much for the lack of prospects in Home Economics. We wish her well.

We hope that next year brings the same standard of excellent presentation that we had this year with Jan. Thank you for the opportunity to enable those of us in the north to access the same quality professional development as our colleagues in the south east corner. It is much appreciated.

**Jenny Walker
Mareeba SHS,
Regional Coordinator,
Cairns**



Creative Fashion Design @ CQU

A week of intensive workshops

In 2008, two years after graduating from QUT, I was happily employed as a Home Economics teacher at Rockhampton SHS when I was approached by Central Queensland University (CQU) and asked to design and deliver a one-week intensive workshop in Creative Fashion Design for undergraduate and postgraduate students from all over Queensland. Staff at CQU were alerted to my work with and love of textiles by a school associate and felt that I was just the right candidate to take the task on. I was extremely excited as I began to seek advice, collaborate and begin constructing this awesome journey.

The workshops were conducted during the September school holidays in the Art block at Rockhampton SHS. Immersed and inspired by the school students' weird and wonderful art work, we were able to fracture and release the bondage that inhibited creativity within the group, giving rise to our truly creative spirits—but this did not come without a certain level of artistic pain and persistence!

The small cohort of students came from many areas of Queensland, some undergraduates from the region and some experienced teachers who, after years of teaching in various other faculties and administration positions, were being drawn back to the core they loved intently, Home Economics. Each and every learner wanted to be there and the diverse backgrounds brought many shared learning experiences.

The course began by exploring and unpacking the theoretical notion of why we should teach fashion design in high school. After much discussion, we could see very clearly the linkages to social inquiry, technology practice and empowerment practice in the *Home Economics Education Subject Area Syllabus and Guidelines* (Queensland Studies Authority, 2005) for students in Years 8–10, and the direct relationship to the core and a variety of elective units on offer within the *Senior Home Economics* syllabus.

We were then ready to move on to some more tactile activities.

The Technology Process lends itself beautifully as the perfect platform to allow students to unleash their creativity so we spent a good deal of time deconstructing what this was really all about and how it worked in the classroom. We reached the conclusion that it can be seen as a licence to take students on a wonderful journey, discovering their hidden talents whilst testing and breaking creative boundaries.

We used De Bono's six thinking hats to move along the levels of critical thinking, starting with the 'blue hat' to manage the thinking process as participants built a folio of collected knowledge as a resource for planning and delivery. This saw participants explore the elements and principles of design, look at local and global trends in textiles, prepare an assortment of presentation techniques including story boards, mood boards and live fashion illustration, and undertake a variety of scientific experiments on textiles to better understand their properties and characteristics. They practised an array of fabric manipulation techniques including spray painting, silk painting and stencil work as well as learning how use and incorporate into classrooms various websites and digital imagery or ICT programs like Photoshop.

Having investigated as much as we could in the limited time, we were ready to ideate, so put on the delightful green hat for creativity and new ideas, and the yellow hat for brightness, optimism and benefits.

Our theme for the design brief was *'Sustainable Textiles'*. Students noted that ideas can come thick and fast and learned the



Realising their hidden talent



Sharing the week's journey

Junk food advertising on children's television

Have your say—Yes, HEIA(Q) had its say

importance of recording these ideas when and where they strike (in a café, in bed, on the bus) and to use whatever medium is available to record the ideas (napkins, scrap paper etc.) at the time the ideas arrive.

All of these initial and often crazy ideas need to be included in the student's process journal and as this is not a scrapbooking course, we explored why presentation is almost irrelevant in a creative process journal. I compared this style of process journal to the *Nurnberg Funnel* only it operates in reverse; instead of opening the head and pouring in content we empty every creative thought into a tactile, tangible format that visualises the ideas.

As the week progressed the students' progress was very rewarding and my enthusiasm grew markedly as we literally saw the chains of artistic bondage break, with students who had always said that they could not draw or be creative, amazed at what they produced once they found the medium that worked for them. Each student produced a creative process journal and a reference manuscript to take back to their classrooms, but more importantly they took with them a desire to approach working and teaching far more creatively in the future.

I thoroughly enjoyed the experience of challenging myself to leap outside my comfort zone, working with other passionate Home Economics educators. The pilot program was such a great success, that CQU and I are looking forward to continuing our association and repeating it all over again next year. Other colleagues whom I would like to thank for contributing and assisting me in making this course a success include Joanne Jayne, Joanne Strother, Alice Walsh, Joanne Andrews and Kylie King, all of whom collaborated with me by sharing their time, wisdom, ideas and resources.

Frances Murphy



Sharing achievements

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In September 2008 the Queensland government invited Queenslanders to 'have our say' about junk food advertising aimed at children through the medium of television. The government called for submissions in response to the fact that currently in Queensland one in five children aged between five and 17 are overweight or obese. Overweight children are 78 per cent more likely to become overweight adults, with the possibility that this generation of children is likely to be the first to die younger than their parents.

The government recognised that whilst parents have the most influence over what their children eat, television advertising, particularly in its influence on our children is also very powerful and is thus considering, with the community, whether to ban or regulate junk food and drink advertising during peak viewing times for children.

A discussion paper *Have your say: junk food advertising on children's television* was placed on the government website and the community was invited to 'have our say' by completing an online survey.

HEIA(Q)'s response

HEIA(Q) submitted an online response to the survey and strongly supported banning junk food advertising, even in the hours outside what is typically considered children's viewing time. This was based on research that is showing that even for young children, the 7–8pm time slot is a very popular viewing time.

In addition to the online survey, HEIA(Q) submitted HEIA's position paper on the issue. The development of this national position paper was prompted by HEIA(Q)'s decision to make a submission, and suggested that HEIA work collaboratively to develop a position paper that all Divisions and members can use if called upon to respond to the issue. The position paper is published on the News page of the national HEIA website www.heia.com.au and in the *Journal of the Home Economics Institute of Australia*, Volume 15, number 3.

The position paper states:

Children's energy intakes have increased over the past two decades, concurrent with rising obesity rates. This, to a large extent, appears to have been fuelled by increased consumption of energy-dense foods and beverages, as opposed to increased sedentary behaviours of children. HEIA acknowledges that there are many factors related to family and individual culture, economics, food preferences and lifestyle that impact on food choices. Television advertising is an important factor to consider. HEIA concerns regarding the current television advertising relate to two key areas:

- *The impact on both child and family wellbeing*
- *The undermining of school-based education programs related to health and nutrition.*

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The paper then goes on to elaborate on these two points and provides a background paper that explores:

- Weight range and energy intake of Australia's children
- Children's television viewing habits
- Nature of food advertising to children
- Extent of advertising
- Children's cognitive development and advertising
- Influence of advertising
- Community viewpoints
- Regulations.



Profiling HEIA(Q) member Alice Nelson

Alice Nelson, Home Economics teacher at Emmaus College, Rockhampton, has had a long standing passion for fashion design and all creative avenues. Beginning her teaching career in 2005, she has continued to partake in professional development and inspire others to recognise the worth of different textile mediums. *"As a teacher, I believe in the importance of fostering our students' recognition that textile usage isn't limitless, but rather an awe inspiring journey from a piece of fabric to a functional and original garment."* A teacher of Year 10 Fabrics and Years 8, 11 and 12 Home Economics, she shares this passion in encouraging her students to realise the exciting prospects of textiles.

Qualified not only as a secondary school educator, Alice has also completed professional development in Fashion Design and Drawing at Whitehouse College Sydney, and with renowned Australian Milliner Waltraud Reiner. This year she began lecturing 'Teaching Textiles Technology' at Central Queensland University, with the hope of inspiring other teachers, and creating a love for textiles as deeply seeded as hers. The university course covers diverse skills including Home Economics Syllabus requirements, the production of junior school sewing pieces and creating with solvy and spray paint for fabric designs.

Alice attended high school locally at The Cathedral College. Alice recalls *"An excellent recycled and student design competition was held at the school every year, and this inspired students to get involved in fashion and show their creative flair."* Winning the Design section in 2001, with her 'Anarchy in the UK' collection, Alice believes this helped develop her confidence and future aspirations.

Alice's interest in fashion design came about when she was six years old, and her mother gave her free reign of the sewing machine and her scrap fabric. *"Since this point in time, I haven't been able to walk past a piece of clothing or fabric without feeling its texture, and imagining the possibilities linked to its design."* This interest is sustained through working with local designers and artists and continuous sourcing of supplies from across Australia and internationally. *"The range of textile mediums which can be utilised to create garments is incredible. They continuously give you a reason to dream up new creations, and draw designs, which although may never be utilised, keep your mind and creativity alive."*

Alice recently entered the CQ 'Little Black Dress Competition'. Coming runner up in the competition she hopes that this will lead to other design opportunities. Gardams, Brisbane, was a major sponsor of the event, with all material provided from this establishment, which is well known for its extravagant and luxurious fabrics. Alice's 'little black dress' is a combination of these exquisite fabrics, namely raw silk, organza and chiffon. The neckline is inspired by Audrey Hepburn's gown in 'Breakfast at Tiffany's'. A wide neckline with a stand up collar, finished with a gathering of soft chiffon creates a visual feature of the dress. The right side of the neckline spans wider than the left and crosses over to form an asymmetric line, and fabulous starting point for the individually covered raw silk buttons. A large flower complements this neckline and is made out of a combination of raw silk, organza and chiffon, finished with hand sewn glass and pearl beads and highlighted with silk paint. The distinctive



“ As a teacher, I believe in the importance of fostering our students’ recognition that **textile usage isn’t limitless, but rather an awe inspiring journey** from a piece of fabric to a functional and original garment. ”

A-line skirt compliments any figure, and is enhanced further by the utilisation of the structural feature of soft pleats. It is an elegant dress which enhances the classic beauty of women and is a classic addition to any wardrobe.

The inspiration for Alice’s label, Pink Milk, comes from her cherished childhood memories. These memories include drinking pink milk out of a small red jug, with her mother at tea parties. The scents, colours and feelings of this moment continue to inspire a soft, tender and romanticised version of couture wear, encouraging the wearer to continue ‘dreaming’.

In addition to teaching, Alice creates bespoke fascinators and race-day hats that are one-off, hand sewn pieces that have been purchased for many events from race meetings to weddings. They are stocked locally at Sweet and Shabby in Denham Street and she has numerous international customers preferring to place internet orders.

“Belonging to HEIA, has given me so many opportunities to reflect upon my teaching and the ways in which I consider the world of home economics. This year’s conference on our Ecological Footprint has encouraged the utilisation of recycled fabrics, knitting with plastic scraps and innovative ways of using everyday waste materials.”

Each course undertaken is an inspiration, with Alice believing strongly in the importance of updating industry and skill-based knowledge consistently. *“There is nothing more inspiring for your students than going into a classroom which has dye pots, spray paint cans, a variety of fun fabrics and fabulous threads. There are a huge number of courses available; however, you can’t wait for them to come to you.”*

“Being Home Economics teachers, we have the ability to shape our students in more ways than one. It is a privilege to impact their world in relation to their passion for textiles and food.”



SCHOOL PROFILE: Dakabin State High School

Background

Dakabin State High School is situated at Kallangur in the Pine Shire, approximately forty kilometres north of Brisbane. The school opened in 1978 in what was then a rural environment and which is now a fully developed residential community. Dakabin is a co-educational school of approximately 1200 students, set amongst leafy gum trees which are home to a treasured koala colony.

Right: Students across all year levels access both food and nutrition and textile studies



Staff

Cheryl Conroy (Head of Department)

Laura Ball

Fay Buchanan

Sharon Kane

Sharon Kirakov

Kathleen Prass



Above: Staff at professional development with Matt Moran at Black Pearl



Above: Year 11 Hospitality excursion to Restaurant II with Ainsley Harriot in attendance!!



Above: Dakabin SHS students and Mrs Conroy (right) with winning trophy from the Coffee Club Strathpine Pine Rivers High Schools Competition

Home Economics courses offered

Year 8

- 4 classes Home Economics

Year 9

- 5 classes Home Economics
- 1 class Extension: Junior Hospitality
- 1 class Extension: Creative textiles and fashion

Year 10

- 2 classes Home Economics

Years 11 and 12 each have

- 1 class in Year 11 and 1 class Year 12 Senior Home Economics (tertiary entrance subject)
- 1 class in Year 11 and 1 class Year 12 Hospitality Studies (tertiary entrance subject), including Certificate 1 in Hospitality (Kitchen operations)
- 2 classes in Year 11 and 1 class Year 12 Early Childhood (Authority registered subject)
- 1 class in Year 11 and 1 class Year 12 Hospitality as a stand-alone VET subject that includes Certificate I in Hospitality (Kitchen operations), Certificate I in Hospitality (Operations) and Certificate II in Hospitality (Kitchen operations)
- 1 class in Year 11 and 1 class Year 12 Certificate III in Children's Services as a stand-alone VET Subject (CS3)

Right: Year 12 Hospitality students plating up for Criterion 3 Practical Task function



Above: Year 9 Junior Hospitality Cake Decoration and Packaging assessment item



Above: Year 9 Home Economics – "How Green Is My Christmas" end of year unit



Above: Year 9 Recycled Garment task – From Jeans to Handbags



Above: Senior Hospitality students' work – interpretation of Chicken Diane

What makes Home Economics at Dakabin SHS great

- Our fantastic HOD. She is very supportive of each individual staff member's needs.
- Keeping up to date with change both within education and what is going on in the world around us.
- Lots of exciting inservice e.g. Masterclass, industry visits etc.
- Taking the students on some wonderful excursions.
- Making sure the assessment items are relevant, innovative and enjoyable for our students

Queensland Curriculum Assessment and Reporting Framework (QCARF) Essential Learnings and Standards—Expectations for 2009

From 2009 all units and work programs implemented in Years 1–9 classrooms in government schools should be based on the Essential Learnings (*Ways of working* and *Knowledge and understanding*) and Standards. For further information go to the Queensland Studies Authority website www.qsa.qld.edu.au and follow the link to QCAR (on the right hand side of the Home page as at time of writing).

About the Essential Learnings

(available on the QSA website at <http://www.qsa.qld.edu.au/assessment/3160.html>)

The Essential Learnings are one element of the QCAR Framework released by the Queensland Studies Authority for Queensland students in Years 1–9 and identify what should be taught across eight key learning areas. They are part of the curriculum that is to be common across all schools but schools will continue to have the flexibility to organise their curriculum to meet the needs of students according to local contexts. They:

- are organised in eight key learning areas, two of which are *Health and Physical Education* and *Technology*
- are written for key junctures at the end of Years 3, 5, 7 and 9
- consist of ‘ways of working’ and ‘knowledge and understanding’.

What do the Essential Learnings look like?

‘Ways of working’

The ‘ways of working’ specify the range of skills that students need to acquire to be successful learners—that is, they represent the pedagogy that underpins the learning area. The ‘ways of working’ are similar across the years of schooling but become increasingly complex, for example, in HPE:

- Year 3: Students draw conclusions and make decisions
- Year 5: Students draw conclusions and make decisions by identifying connections
- Year 7: Students draw conclusions and make decisions supported by information and evidence
- Year 9: Students draw conclusions and make decisions to construct arguments

Knowledge and understanding

Knowledge and understanding in HPE is organised under:

- Health
- Physical Activity
- Personal Development

Knowledge and Understanding in Technology is organized under:

- Technology as a human endeavour
- Information, materials and systems (Resources).

Each organiser has 2–4 specific concepts. These concepts remain consistent across Years 3, 5, 7 and 9 but become conceptually more complex. For example, the concept of ‘Nutrition’ in the Health organiser develops as follows:

- Year 3: A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing
- Year 5: Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.
- Year 7: Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence
- Year 9: Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines

What are the Assessable Elements and Standards Descriptors?

The Assessable Elements identify the valued features of the KLA about which evidence of student learning is collected and judged.

In HPE these are:

- Knowledge and understanding
- Investigating
- Planning
- Implementing and applying
- Reflecting

In Technology, they are:

- Knowledge and understanding
- Investigating and designing
- Producing
- Evaluating
- Reflecting.

The Standards Descriptors identify the qualities associated with each assessable element for each A–E grade. The Assessable Elements and Standards Descriptors are used as the foundation for developing task-specific criteria and standards descriptors.

Food footprint challenge

Unit overview

We eat every day, and in Australia we have a wide range of foods available to us. For a long time the issue has been the impact of our food choices on our health. But there are other issues. One issue is that the vast array of food that is so readily available in supermarkets is often there at a cost to the environment. Our food footprint makes up almost 35 per cent of Australia's ecological footprint. Another issue is an equity issue in that some of our food choices impact negatively on other people, especially people in developing countries. In this unit students explore the relationships between their food choices, their food footprint and their health. They develop a proposal for ensuring their food choices support their health, their values related to sustainability issues, and other influential lifestyle factors.

Curriculum intent from the HPE Year 9 Essential Learnings (QSA, 2007)

Ways of Working

Students are able to:

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, plans or actions to achieve goals, address inequities and promote health and wellbeing
- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.

Assessable elements

- Knowledge and understanding
- Investigating
- Planning
- Reflecting

Knowledge and Understanding

- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition.
- Individual, group and community action that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing.
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.

Notes:

1. There are other HPE Essential Learnings that are not listed above as they are not addressed in this unit.
2. Those aspects of an Essential Learning statement that are not addressed in this unit are indicated by the strike-through of the text.



Non assessable curriculum: Taking action to realise their proposals; food preparation related to sustainable practices; values clarification; different perspectives on food choices

Deep understandings

The desired result is that learners understand that:

- Everyone can make a difference to the environment even if only in a small way.
- Ethical food choices include consideration of impacts on the environment as well as on other people, both locally and globally.
- Food choices can simultaneously support specific nutritional needs as reflected in the dietary guidelines for health, sustainable futures, and fair treatment of local and global food producers.
- Viewpoints and decision making related to food choices vary because of, for example, personal values, and economic, environmental, social and cultural influences.
- Investigating the impact of food-related behaviours on the sustainability of the environment and on other people, both locally and globally, can influence justifiable food choices.
- An investigation will be more effective if it is thoroughly pre-planned.
- Reflecting on conscious decision making related to food choices helps clarify values..

Evidence required to reflect the curriculum intent in the context of the Food footprint challenge

You need evidence of the student's ability to:

Know how food choices impact on our ecological footprint and on other people, especially in developing countries

Investigate the impact of food choices on the environment and on people in other countries

Analyse information, **draw conclusions** and make well-justified **decisions** about food choices that minimise negative impacts on the environment and on other people

Analyse and **evaluate** their current food choices and suggest changes so that they both meet the dietary guidelines for adolescents, reduce their food footprint and are fair to food producers, locally and globally

Develop a proposal to reduce their ecological footprint and minimise impacts on other people whilst still meeting the dietary guidelines for adolescents.

Reflect on what they learnt and how they learned.



Assessment task outline

Food footprint challenge

Students are challenged to consider reducing the size of their food footprint. They develop a proposal for ensuring their personal food choices simultaneously support their nutritional needs as reflected in the dietary guidelines for adolescents, their values related to sustainability and equity issues, and other influential lifestyle factors.

They submit a proposal that includes:

Part 1 Initial research

- Their research into the impact of food choices on our ecological food footprint and on other people, including those in developing countries
- Their analyses, conclusions and justified decisions about changes they could make to their food choices to support a small food footprint and minimise negative impacts on other people.

Part 2 Testing out their decisions

- A list of one day's intake of foods and drinks that they would be happy to eat and drink that are nutritionally sound for their needs (as reflected in the dietary guidelines) as well as supporting their values with respect to sustainability and other lifestyle influences
- Their dietary analyses and evaluations that show that their decisions support the dietary guidelines for adolescents.

Part 3 Their reflections

Part 4 A proposal for action

- Their proposal and justification for what they are prepared to do (their goals), including strategies that address the barriers and enablers to their goals.

Possible assessment criteria

- Knowledge & Understanding
- Use of investigation procedures
- Analysis and evaluation
- Planning
- Reflection



Literacy demands for the assessment task

- Procedural report—questions, method, results of investigation (for **research**)
- Causal explanation (for explaining **impact of food choices**)
- Analytical exposition (for **analyses, evaluations, conclusions, decisions**)
- Persuasive exposition (for **justification**)
- Personal response (for **reflections**)

Explicit teaching required, for example:

- How to research
- How to make justifiable decisions
- How to conduct dietary analyses and evaluations
- How to communicate what they know and do using appropriate genres
- Conceptual understandings such as 'food footprint', 'dietary guidelines', 'fairtrade' etc



FoodChoices® new edition

An ICT-based curriculum resource for secondary schools

FoodChoices is the successor to the popular *Food choices the IT way* used in secondary schools for more than 5 years. Fully revised and updated, this new edition has been developed in collaboration with HEIA and inspired by feedback from practitioners confirming *Food choices the IT way* as an excellent resource for the **home economics**, **food technology**, **health** and **science** curricula.

About FoodChoices

FoodChoices is designed to encourage students to make healthy food choices. It is a practical tool for students of many aspects of food and nutrition education—for example, dietary analysis, meal planning, food technology and consumer education.

FoodChoices comprises:

- **FoodChoices**® dietary analysis software
- teacher resources
- student resources

The resource includes 16 units of work and approximately 70 supporting resource sheets.

New in the FoodChoices software

FoodChoices has updated software, new ideas for teachers, new resources for students, and a new website for online delivery.

Students can now:

- Compare their nutrient results to the new Nutrient Reference Values released in 2006.
- Use the latest Australian food data (AUSNUT 2007).
- Search for foods high or low in a specified nutrient.
- Work with the Nutrition Information Panel feature (previously purchased separately) as an integrated part of the resource.

New online delivery

FoodChoices has a new website with an area for students (to download the software for home use) and a secure area for teachers (with all the curriculum resources).

FoodChoices has the advantages of an online resource—for example, hyperlinking to different resource sheets and procedures.

Student resource sheets are available as PDF fillable forms so students can fill them in electronically. The resource sheets are also suitable for printing in colour or black and white.

New curriculum resources

FoodChoices has five new curriculum units, in addition to a revision of the existing 11 units and their resource sheets. The new units, with new supporting resource sheets, are:

- Contributing to the fast food debate
- Sustainable food futures
- Fast and fabulous
- Signature cookies
- Recipes for success

The FoodChoices package

The usual **FoodChoices** price is \$290 for a school annual subscription. The subscription comprises:

- Site licence allowing your school to download and install the **FoodChoices software** on as many computers as required.
- Access for teachers to the secure curriculum resource area of the **FoodChoices** website.
- Free access for students to download the **FoodChoices software** for home use from the student area of the **FoodChoices** website.

Go to the HEIA website at www.heia.com.au and follow the links to see special offer available until 24 December 2008.

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NEWS FROM OTHER ORGANISATIONS

Revision of the NHMRC Dietary Guidelines

The National Health and Medical Research Council (NHMRC) is revising the NHMRC Dietary Guidelines. This important work program will provide Australians with up-to-date advice on healthy eating to improve the health and wellbeing of the community and reduce the risk of diet-related disease.

The Dietary Guidelines Working Committee, which contains many of Australia's eminent nutrition experts, has been established to oversee the Dietary Guidelines work program. The Dietary Guidelines will be revised following NHMRC standards for evidence-based guideline development. The revised Dietary Guidelines are expected to be published in 2010.

Currently under review

NHMRC is reviewing the following:

- *Core Food Groups: The scientific basis for developing nutrition education tools* (1994)
- *Dietary Guidelines for Australian Adults* (2003)
- *Dietary Guidelines for Children and Adolescents incorporating the Infant Feeding Guidelines for Health Workers* (2003)
- *Dietary Guidelines for Older Australians* (1999)
- *The Australian Guide to Healthy Eating* (1998)

In addition, NHMRC is developing new dietary guidelines for pregnant and breastfeeding women.

Project milestones

<i>Core Food Groups</i> public consultation	February 2009
Release of the <i>Core Food Groups</i>	May 2009
<i>Dietary Guidelines</i> public consultation	April 2010
Launch of the <i>Dietary Guidelines</i>	September 2010

Members of the working party include three Queenslanders:

- **Dr Amanda Lee (Chair), PhD, BSc(Nutr), PostGrad Dip Diet, Cert Bus Mgmt, APD** Dr Lee is currently Manager of Nutrition and Physical Activity with Queensland Health and Associate Professor (Nutrition) at the University of Queensland.
- **Professor Sandra Capra, AM, BSc(Hons), DipNutr&Diet, MSocSc, PhD, FDAA** who is Professor of Nutrition at the University of Queensland. She is a Fellow and Life Member of the Dietitians Association of Australia and is the current President of the International Confederation of Dietetic Associations, (2004–2008).
- **A/Professor Peter Davies, BSc(Hons), MPhil, PhD** who is Director of Research at the School of Medicine, University of Queensland and Director of the Children's Nutrition Research Centre (CNRC) Discipline of Paediatrics and Child Health, University of Queensland, Royal Children's Hospital, Brisbane.

The other members are:

- **Professor Colin Binns, (Deputy Chair)**, who is based at Curtin University of Technology
- **Dr Sharon Friel, MSc, PhD** who is currently a Fellow at the National Centre for Epidemiology and Population Health, Australian National University, Canberra.
- **Ms Clare Hughes, BSc (Nutrition), MPH** who is currently the Senior Food Policy Officer at CHOICE magazine.
- **A/Professor Mark Lawrence, BSc(Hons), GradDip Nutr&Diet, GradDip Epidem&Biostats, MSc, PhD, APD, RPHNut** Mark is an Associate Professor in Public Health Nutrition at Deakin University.
- **Dr Dorothy Mackerras, PhD** Dr Mackerras is the Chief Public Health Nutrition Advisor at Food Standards Australia New Zealand.
- **Dr David C.K Roberts, BSc(Hons), PhD** a Food and Nutrition Consultant who was Deputy CEO and Scientific and Technical Director of the Australian Food and Grocery Council for 5 years until October 2007.
- **Dr Rosemary Stanton, OAM, BSc, C Nutr/Diet, G Dip Admin, PhD (Hon), APD** whose services to community health through education in nutrition were acknowledged with an Order of Australia Medal in 1998 and she has also been awarded an honorary doctorate for her accumulated scientific papers and work in public health nutrition.
- **Professor Linda Tapsell, PhD, FDAA** who is Professor in Nutrition and the Director of the Smart Foods Centre at the University of Wollongong.
- **Dr Karen Webb** a Senior Lecturer at the School of Public Health and the Human Nutrition Unit at the University of Sydney.

NEWS FROM OTHER ORGANISATIONS

Healthy Kids Queensland 2006 Survey

This article provides extracts from the summary report of the *Healthy Kids Queensland 2006 Survey*, found on the Queensland Health website at <http://www.health.qld.gov.au/ph/documents/hpu/32848.pdf> and published in 2007. A full report was published in 2008. <http://www.health.qld.gov.au/ph/documents/hpu/healthykidsqld2006.pdf>

It is recommended that readers also read the report on the *2007 Australian National Children's Nutrition and Physical Activity Survey* available on the Commonwealth Department of Health and Ageing website. The key findings are reproduced in the *Journal of the Home Economics Institute of Australia*, Volume 15, number 3.

Introduction

The *Healthy Kids Queensland Survey* was commissioned by Queensland Health as part of the Queensland Government's ongoing commitment to promoting healthy weight, nutrition and physical activity for Queensland's children and young people. The survey was conducted by a project team from the University of Queensland.

Data were collected throughout Queensland from April to September 2006. A total of 3691 children aged 5–17 undertaking years 1, 5 or 10 at school participated in the survey. Government and non-government schools ($n = 112$) were selected to participate using a random cluster design and the data were weighted to ensure the equal probability of inclusion of all children in the target population.

Information was collected about:

- Height, weight (to determine Body Mass Index) and waist circumference
- Eating patterns and nutrient intake by food-frequency and 24-hour dietary record
- Physical activity behaviours and exercise patterns.

Key Findings

Weight and waist circumference

- 77% of Queensland children aged 5–17 were of healthy weight.
- 19.5% of boys and 22.7% of girls aged 5–17 were overweight or obese.
- Overall, 21% of Queensland children aged 5–17 were overweight or obese.
- The prevalence of overweight and obesity generally increased with age, although the prevalence was highest in Year 5 girls.
- Overall, and within most age groups, the prevalence of overweight and obesity was slightly lower in Queensland children compared with children of similar ages in NSW and WA in recent surveys.
- Comparison with national data from 1985 and 1995 shows that the prevalence of overweight and obesity for Queensland 5–17-year olds has continued to increase; within most age groups the prevalence is twofold greater than national rates of 1985, but results suggest that the rate of increase has slowed in Queensland since 1995.
- Waist circumference has also increased from 1985 to 2006 in Queensland children aged 9–11 and 14–16 (no comparative data were available for children of Year 1 age in the 1985 data set). The largest increases have occurred at the upper end of the waist circumference distribution. The data suggest

that over time there has been a relative increase in abdominal obesity at the upper end of the distribution.

- In the older age groups the BMI distribution is stretched towards the upper end, i.e. as the age group increases, the proportion of children or young people who are obese or very obese increases.
- No consistent differences in the prevalence of overweight or obesity were observed between children in urban centres and children in rural areas.

Diet

On the day of survey:

- The mean daily energy intake was within the recommended levels for boys and girls in years 1 and 5, and boys in Year 10. Year 10 girls' intake was about 15% lower than expected, which may reflect greater under-reporting in this age group.
- On average, Queensland children aged 5–17 consumed diets in which 50% of the energy intake was derived from carbohydrate. Nearly half of this (22–25% of energy) was derived from sugars.
- On average, Queensland children aged 5–17, consumed diets in which 32.5% of the energy intake was derived from fat, and 14.5% was derived from saturated fat. This compares to current NHMRC dietary guidelines recommending approximately 30% of energy intake as fat and no more than 10% coming from saturated fat.
- One in ten Year 10 girls had diets inadequate in iron.
- One in twenty Year 1 boys and girls, half of all children in Years 5 and half of Year 10 boys and six in seven Year 10 girls had diets inadequate in calcium. Diets low in calcium, were more common in girls than in boys at all ages. This is matched by lower intakes of milk and other dairy foods amongst girls.
- In contrast to the recommendation that children aged over 2 years should choose low fat milk, most children drank whole milk. Only one in five of Year 1 children reported drinking low fat milk, and this increased to one in three amongst Year 10 girls.
- Approximately two-thirds of Year 1 and just over half of Year 5 boys and girls met recommendations for fruit consumption, but Year 10 children fell significantly short.
- The average Year 1, Year 5 and Year 10 child failed to meet recommendations for serves of vegetables and legumes: with half of the sample consuming less than one serve on the day of the survey.
- Approximately 1 in 5 of Queensland 5–17-year-olds had take-away food on the day of the survey.

NEWS FROM OTHER ORGANISATIONS

- Soft drink consumption (diet and non-diet) increased with age. On the day of the survey, a third of Year 10 boys and a quarter of Year 10 girls consumed soft drink. Approximately 1 in 5 of Queensland 5–17-year-olds had take-away food on the day of the survey.
- Soft drink consumption (diet and non-diet) increased with age. On the day of the survey, a third of Year 10 boys and a quarter of Year 10 girls consumed soft drink.

Over the past year:

- On average, three in five Year 1 and Year 5 children reported consuming two pieces of fruit or more per day, exceeding their minimum daily recommendations for fruit consumption, but only one in six Year 10 children met the recommendations for daily fruit intake.
- On average one-half of Year 1 children, one-third of Year 5 children and just over one-fifth of Year 10 children reported consuming the recommended amount of vegetables, for their age, per day.
- Over 90% of children in years 1 and 5 ate breakfast every day, however this dropped to three quarters of Year 10 boys and just over half of Year 10 girls.
- Three in ten Year 1 children reported drinking soft drink once a week or more and this rose to seven in ten of Year 10 boys and just under half of Year 10 girls.
- No consistent differences in dietary intakes or behaviours were observed between children in urban areas and children in rural areas.

Physical activity behaviours

The proportion of children who were meeting national physical recommendations varied according to the measure used:

- Using suggested international targets for daily steps, three in ten Year 1 boys and four in ten Year 1 girls met physical activity targets. This increased to four in ten of Year 5 boys and just over half of Year 5 girls.
- For self-reported time spent in sports and physical activities, just under two thirds of Year 10 boys were reaching daily physical activity targets of 60 minutes per day, compared to two fifths of Year 10 girls.

On direct questioning of whether national activity recommendations were being met, only one in six Year 1 boys self reported being moderately active for 60 minutes seven days per week and this dropped to one in eight by Year 10. Only one in 15 Year 1 girls self reported meeting the physical activity recommendations and this decreased to one in 20 by Year 10.

- Time spent on screen-based electronic media for entertainment increased with age; more than two in five Year 10 boys and one in four Year 10 girls exceeded the current daily recommendations.
- School-based sports and physical education were consistently ranked in the top two of reported forms of physical activities.
- Participation in active transport increased with age; more than one-third of Year 10 children participated in active transport at least once a week and one in ten either cycled or walked to and from school daily.
- Use of public transport to get to school increased with age with more than one in three Year 10 children using some form of public transport on the route to or from school.
- Boys on average took more steps than girls at all ages, and this difference was greatest (by more than 2,000 steps) in Year 10.
- Year 1 children were more active on weekends than during the week; this pattern was reversed in years 5 and 10.
- No consistent differences in physical activity behaviours were observed between children in urban areas and children in rural areas.

Recommendations

Recommendation 1:

The Queensland Government's investment in promotion of nutrition, physical activity and healthy weight must be sustained in order to capitalise on this improvement and to make further gains to achieve better health for our children and young people throughout their lives.

Recommendation 2:

Interventions to promote nutrition, physical activity and healthy weight must begin early in life to assist parents and carers to raise healthy children and young people.

Recommendation 3:

More services are required to treat obesity and its health consequences in children and young people, and greater efforts need to be made to prevent overweight children gaining more weight.

Recommendation 4:

Efforts to increase children's physical activity should continue to be a high priority. Increasing participation in active transport to school, active recreation and sports, provide potential opportunities to increase children's physical activity, particularly at weekends for older children.

Recommendation 5:

Interventions to decrease use of electronic media for entertainment should be encouraged, especially for boys and young people, to reduce sedentary behaviour.

Recommendation 6:

Initiatives to promote improved nutrition, including provision of accurate, consistent nutrition information and environmental interventions promoting availability of and access to healthy foods for all children must be a high priority for the Queensland Government and all organisations involved with children. Current efforts to promote fruit and vegetable consumption should be continued. Greater efforts should be made to promote the consumption of iron rich foods, and low fat milk products for children aged over two years.

Recommendation 7:

The Queensland Government should invest in a targeted survey to assess nutrition, physical activity and body measurement in Aboriginal and Torres Strait Islander children. If feasible, consideration should be given to including other children of culturally and linguistically diverse backgrounds.

Recommendation 8:

The Healthy Kids Queensland survey should be repeated in 2009–2010 to help assess the impact of Queensland Government initiatives to promote nutrition, physical activity and healthy weight.

NEWS FROM OTHER ORGANISATIONS

National men's health policy

Media releases in June 2008 and November 2008 have noted that the Australian Government will develop Australia's first ever National Men's Health Policy in recognition of the fact that men often have poorer health than women, are likely to die earlier, and are at greater risk of suicide. In November 2008 the government released a detailed information paper and a summary of the major health issues facing Australian men along with a ready-made PowerPoint presentation that can be downloaded and used by people interested in holding their own local community discussion on men's health. Copies of these materials and the paper on the development of a National Men's Health Policy can be found at www.health.gov.au/menshealthpolicy. An additional resource kit, developed by Andrology Australia, called *'What every man needs to know'*, is also available by emailing National.Mens.Health.Policy@health.gov.au.

Men's health is too often overlooked. We know that:

- Men are expected to live 4.8 years less than women—78.7 years for men, compared with 83.5 years for women.
- Men are three times more likely to commit suicide.
- Men experience 70 per cent of disease related to injury and 73 per cent related to road accidents.
- Men are over-represented in deaths related to HIV/AIDS.
- Prostate cancer is now the most commonly diagnosed internal cancer in Australia, with more than 15,000 cases diagnosed each year. Prostate cancer is also the second leading cause of cancer death in Australian men, with almost 3,000 dying of prostate cancer in 2005. The Government has committed \$15 million to set up two dedicated prostate cancer research centres.
- Australian men have the second highest rate of bowel cancer in the world, after New Zealand. Bowel cancer is the second most common cancer in Australian men, after prostate cancer. And yet, it is one of the most preventable cancers. The Government has responded by expanding the National Bowel Cancer Screening Program.
- Men under 75 years are almost three times more likely to die from coronary heart disease, stroke and vascular disease than women, and men are also over represented in deaths related to HIV/AIDS, lung cancer, emphysema and liver disease.

A National Men's Health Policy is also needed to address the specific health needs of communities of men who have the poorest health outcomes, in particular Aboriginal and Torres Strait Islander men, and men living in rural and remote areas. The health of Indigenous men is also significantly worse than for any other group in Australia, with an average life expectancy of only 59 years—some 20 years less than non-Indigenous Australian males.

Despite these and other concerns, many men are still reluctant to seek medical help or even talk to someone about their health.

The Government will invest:

- Approximately \$460,000 to help prevent suicide in men, through the National Suicide Prevention Strategy, including:
 - \$122,000 for the Men's Health Information and Resource Centre Men's Shed, University of Western Sydney;
 - \$80,000 for the Toowoomba Older Men's Network (TOMNet);
 - \$150,000 for OZHelp Tasmania, a workplace program; and
 - \$117,000 for INCOLink in Victoria to undertake suicide prevention with apprentices in the building and construction industry.
 - \$95,000 to the Royal Australian College of General Practitioners to help establish the 'Would you pass a Roadworthy?' campaign to encourage men to see their GP for preventive health checks.

The Australian Government wants Aussie men to start talking in order to help it develop Australia's first ever National Men's Health Policy. Whether young or old, single or married, in the city or the bush, the Government wants the views of Australian men to help make the policy strong, robust and effective. A number of men's health ambassadors will be appointed to help engage the men of Australia in this important task. Formal consultations on the development of the National Men's Health Policy will begin in early 2009, with discussions to be held in all states and territories. Community groups will also be encouraged to hold their own local discussions about men's health.

NEWS FROM OTHER ORGANISATIONS

FSANZ considers approving voluntary addition of fluoride to bottled water

Media release 11 November 2008 from Food Standards Australia New Zealand website <http://www.foodstandards.gov.au/newsroom/mediareleases/>
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Food Standards Australia New Zealand (FSANZ) today released a report for public comment that proposes amending the *Australia New Zealand Food Standards Code* to allow manufacturers to voluntarily add fluoride to bottled water. The addition of certain substances, such as fluoride, must undergo a pre-market safety evaluation by FSANZ before they are approved for use at specified levels. If FSANZ approves the sale of bottled water containing added fluoride, it will be a voluntary permission. Manufacturers will be able to add fluoride or not, under the conditions of the food standard. FSANZ welcomes submissions from interested parties, which should be in FSANZ's hands by **Tuesday 23 December 2008**.

(Application A588—Draft Assessment)—Voluntary addition of fluoride to packaged water

The Australian Beverages Council Ltd has applied for approval for the voluntary addition of fluoride, at a level of 0.6–1.0 milligrams per litre

(total of naturally occurring and added fluoride), to packaged (bottled) water. This level equates to fluoride levels in fluoridated reticulated water supplies. The applicant claims approval would enable bottlers to offer fluoridated packaged water to consumers as an alternative to fluoridated reticulated water, or as a source of fluoride for those who do not have access to fluoridated reticulated water. FSANZ has concluded that there are no public health and safety concerns. We propose to approve the application, with the condition that the presence of added fluoride must be stated on the package label. We seek public comment on our proposed course of action.

Submissions: FSANZ welcomes public comment from industry, public health professionals, government agencies and consumers. Details of the applications above can be found on www.foodstandards.gov.au.

Iodine sensitivities and mandatory fortification

Fact Sheet November 2008 from Food Standards Australia New Zealand (FSANZ) website <http://www.foodstandards.gov.au/newsroom/factsheets/> Reproduced with permission

What is mandatory iodine fortification ?

From October 2009, most bread in Australia and New Zealand will contain added iodine (from iodised salt). This is the result of Food Standards Australia New Zealand (FSANZ) developing a mandatory iodine fortification regulation to help address the re-emergence of iodine deficiency in the population.

Iodine is an essential nutrient that we all need to produce thyroid hormones. The amount of additional iodine added to the food supply, as a result of mandatory fortification, is consistent with our body's requirements for iodine. This amount will not increase the risk of iodine sensitivity reactions occurring. Further information on iodine and mandatory fortification is available on the FSANZ website <http://www.foodstandards.gov.au/foodmatters/fortification/index.cfm>.

What if I am allergic/sensitive to iodine?

Various iodine-containing substances and iodine-rich foods can produce a range of adverse reactions in some people. These people can react, sometimes severely, to iodine-containing substances such as those used in X-ray procedures, iodine-based antiseptics, and/or seafood. Sometimes such reactions are referred to as 'iodine allergy'. Despite iodine being common to these substances and food, the reactions observed are almost certainly not to iodine itself, but to other components bound to the iodine. The forms of iodine used in iodised salt are too small by themselves to cause an allergic reaction.

Some individuals are more sensitive to adverse reactions from high iodine intakes compared to others. This has been referred to as 'iodine sensitivity', and is not a true allergic reaction. These reactions occur only at very high doses that far exceed the amount of iodine that people would receive from the normal diet, even with mandatory fortification. However, very high iodine foods and supplements, such as some seaweed and kelp products may affect sensitive individuals.

What if I have a thyroid condition?

For those people with a thyroid condition, the expected increase in

iodine intakes as a result of mandatory iodine fortification is modest and unlikely to cause harm. In addition, such people are likely to be under medical care and, in the unlikely event that a change in thyroid function did occur, this would be identified and treated as part of their regular medical check-ups.

People with hyperthyroidism (an overproduction of thyroid hormone), including Graves' disease, may be more sensitive to increases in iodine intake. As a result, they may be advised to avoid medications, supplements and foods high in iodine, some cough medicine, iodine containing contrast media, kelp supplements, seafood and kelp/seaweed. A single dose or serve of these products usually contains hundreds of micrograms to several milligrams of iodine. In contrast, mandatory iodine fortification will increase iodine intakes by approximately 45–66 micrograms per day; an amount comparable to the iodine content of a large glass of milk (300ml).

Will mandatory iodine fortification make my acne worse?

Very high doses of iodine, doses exceeding normal dietary intake, can lead to some forms of inflammatory acne in certain sensitive individuals. These forms of acne are different from the common form of acne. Mandatory iodine fortification will not cause inflammatory acne. It will only raise iodine intakes to desirable levels, in line with iodine requirements.

What should I do if I think I'm sensitive to iodine?

If you suspect you are reacting adversely to increases in your iodine intake, seek advice from your doctor and have this confirmed through an appropriate clinical assessment. Remember, foods are a complex mixture of ingredients. While you may suspect iodine, it may be some other ingredient causing the problem, in which case you could be unnecessarily avoiding iodine-containing foods. Proper assessment should help to confirm this one way or the other. If a suspected sensitivity to iodine is confirmed, the next step is to obtain appropriate dietary advice on how to avoid consuming large amounts of iodine-rich foods and substances.

Home Economics Institute of Australia (Queensland) Inc.

2009 ANNUAL GENERAL MEETING

Saturday 21 March 2009

1.00–1.30pm

Mu'ooz, Eritrian Restaurant, 21–23 Arcade Basement Level, 197–201 Beaudesert Road, Moorooka

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

- President
- 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., accept nomination for the position of

Signature of Nominee

Date

Sub-committees

Sub-committees include: newsletter, professional development, conference, webpage, student liaison. It is not necessary to be a member of the Committee of Management to participate in a sub-committee and there is no need to be nominated, just express your interest.

I,, being a financial member of the Home Economics Institute of Australia Inc., wish to express an interest in being a member of the Sub-committee and can be contacted by telephone on or by email at

Please return to:
Secretary HEIA(Q), PO Box 629, KALLANGUR 4503, or email heiaq@heia.com.au or fax 1800 446 841.

Crossing Boundaries— *from Africa to Moorooka*

The Home Economics Institute of Australia (QLD)
takes great pleasure in inviting you to:

Celebrate World Home Economics Day & enjoy a tasty & healthy lunch @ Mu'ooz Restaurant

Mu'ooz is a community based social enterprise— a self sufficient business established by the local Eritrean community to help create work opportunities and ensuring smooth assimilation into new cultures for refugee women fleeing war torn Eritrea.

- 11.00 a.m. – 11.20 a.m. Arrival & networking
- 11.20 a.m. – 11.30 a.m. Official welcome & toast
- 11.30 a.m. – 12.00 p.m. Presentation of O'Malley Scholars
- 12.00 p.m. – 12.15 p.m. Traditional Eritrean coffee roasting demonstration & guest speaker
- 12.15 p.m. – 1.00 p.m. Lunch – A selection of traditional Eritrean foods
- 1.00 p.m. – 1.30 p.m. Annual General Meeting

- When:** Saturday, 21st March 2009, 11.00 a.m.
- Where:** Mu'ooz Restaurant, Shop 21–23, Arcade Basement Level,
197–201 Beaudesert Road, Moorooka. Q 4105.
- Cost:** Member \$35.00 incl. GST Non-members \$40.00 incl. GST
- RSVP:** By 14th March to heiaq@heia.com.au or fax: (07) 3865 1401
- Payment:** By Mail: (cheque or money order)
HEIA(Q), PO Box 629, Kallangur, QLD 4503
- Enquiries:** heiaq@heia.com.au

RSVP: by 14th March 2009

Daring to dream

Preferred futures through Home Economics



HEIA

National Conference

Darwin 2009 July 8-11



About the conference

The 2009 HEIA conference *Daring to dream* will explore visions for preferred futures for all individuals and families, locally and globally, especially as they relate to a socially just society.

We are *Daring to dream* that, one day, everyday practices related to home and family living will spontaneously be actions that are supportive of preferred futures for socially just, local and global communities.

The conference will examine global issues concerning social justice as they pertain to home economics—that is, in the context of everyday living. As such it will explore family, relationships, housing, food and textiles through a lens of promoting ethical practices.

educate
socially just society
fairness for all
inform
equal opportunity
advocate
rejection of discrimination



2009 Diary Dates

MARCH 2009

- 19–20 **Senior Schooling Conference 2009
(Queensland Studies Authority)**
Brisbane Convention & Exhibition Centre,
South Bank, Brisbane
- 21 **World Home Economics Day**
- 21 11am–1pm
HEIA(Q) World Home Economics Day function
Mu'ooz Restaurant
197–201 Beaudesert Road, Moorooka
- 21 1pm–1.30pm
HEIA(Q) Annual General Meeting
Mu'ooz Restaurant
197–201 Beaudesert Road, Moorooka

JULY 2009

- 8–11 **HEIA National Conference**
Daring to Dream
Darwin, Northern Territory

AUGUST 2009

- 9 **HEIA(Q) State Conference**
Brisbane Convention & Exhibition Centre,
South Bank, Brisbane

HEIA(Q)

PO Box 629, Kallangur Qld 4503 Tel/Fax 1800 446 841
Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq