

*in* **Form**

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

**December 2012**

## The 2012 Committee Of Management

### PRESIDENT

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**Position vacant**

Tel: 1800 446 841 (HEIA)  
Email: heiaq@heia.com.au (HEIA(Q))

### VICE-PRESIDENT

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**Position vacant**

### SECRETARY

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**Rosie Sciacca**

Tel: 07 3348 8490 (H)  
0418 775 142 (M)  
Email: heiaq@heia.com.au (HEIA(Q))  
r\_sciacca@hotmail.com (H)

### TREASURER

---

**Jennifer Bray**

Tel: 07 3359 4035 (H)  
0421 317 793 (M)  
Email: j.bray@stpauls.qld.edu.au (W)

### PROFESSIONAL DEVELOPMENT COORDINATOR

---

**Denise McManus**

Tel/Fax: 07 3865 1401 (H)  
Email: zzdmcman@westnet.com.au (H)

### NEWSLETTER EDITOR

---

**Janet Reynolds**

Tel: 07 3393 0575 (H)  
Email: janetrey@ozemail.com.au (H)

### NATIONAL DELEGATE

---

**Aileen Lockhart**

Tel: 07 3820 5888 (W)  
07 3369 1130 (H)  
Fax: 07 3820 5800 (W)  
Email: ablockhart01@optusnet.com.au (H)

### OTHER MEMBERS OF THE COMMITTEE OF MANAGEMENT

---

**Kaitlyn Follett**

Tel: 07 3893 5333 (W)  
Email: kfol18@eq.edu.au (W)

**Megan Goss**

Tel: 0417 649 569 (M)  
Email: mandjsharman@y7mail.com (H)

**Yvonne (Yve) Rutch**

Tel: 07 3353 7345 (W)  
0422 398 565 (M)  
Email: rutchy@northside.org.au (W)

**Leanne Warner**

Tel: 07 3802 6222 (W)  
Email: lwarn2@eq.edu.au (W)

**Kay York**

Tel: 07 3380 4117 (W)  
Email: kayyork@optusnet.com.au (H)

## Regional coordinators

### BRISBANE NORTH

---

**Yve Rutch**

Northside Christian College  
Tel: 07 3353 1266 (W)  
Fax: 07 3353 4628 (W)  
Email: rutchy@northside.org.au

### BRISBANE SOUTH

---

**Sue Smith**

Clairvaux MacKillop College  
Tel: 07 3347 9200 (W)  
07 3276 1986 (H)  
0411 541 264 (M)  
Fax: 07 3347 9211 (W)  
Email: sues@cvxmck.edu.au

### BRISBANE WEST

---

**Sue Booth**

Ipswich State High School  
Tel: 07 3813 4488 (W)  
Fax: 07 3813 4400 (W)  
Email: sboot12@eq.edu.au

### CAIRNS

---

**Jenny Walker**

Mareeba State High School  
Tel: 07 4086 2777 (W)  
Fax: 07 4092 3915 (W)  
Email: jwalk118@eq.edu.au

### DARLING DOWNS

---

**Karen Vorpapel**

Centenary Heights State High School  
Tel: 07 4636 7500 (W)  
Fax: 07 4636 7501 (W)  
Email: kvorp1@eq.edu.au

### GOLD COAST

---

**Belinda Ingram**

Trinity Lutheran College  
Tel: 07 5556 8200 (W)  
Fax: 07 5556 8210 (W)  
Email: Belinda.ingram@tlc.qld.edu.au

### MACKAY

---

**Romana Wallace / Karen Cridland**

Mackay North SHS  
Tel: 07 4963 1666 (W)  
Fax: 07 4963 1600 (W)  
Email: rwall113@eq.edu.au  
kcrid2@eq.edu.au

### ROCKHAMPTON

---

**Derryn Acutt**

The Cathedral College  
Tel: 07 4999 1300 (W)  
Fax: 07 4927 8694 (W)  
Email: Derryn.acutt@tccr.com.au

### ROMA

---

**Elyce Canning**

St John's School  
Tel: 07 4622 1842 (W)  
Fax: 07 4622 3736 (W)  
Email: Elyce.canning@twb.catholic.edu.au

### SOUTH BURNETT

---

**Cassandra Smilas**

Keppnock SHS  
Tel: 07 4131 1888 Ext 899 (W)  
Fax: 07 4131 1800 (W)  
Email: csmil4@eq.edu.au

### SUNSHINE COAST

---

**June Robertson**

St Teresa's Catholic College, Noosaville  
Tel: 07 5474 0022 (W)  
Fax: 07 5474 0266 (W)  
Email: jrobertson@bne.catholic.edu.au

### TOWNSVILLE

---

**Helen Willmet**

St Margaret Mary's College  
Tel: 07 4726 4900 (W)  
Fax: 07 4726 4989 (W)  
Email: hwillmett@smmc.catholic.edu.au

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# World Food

World Food Day is marked each year on 16 October, the day on which the Food and Agriculture Organization of the United Nations was founded in 1945.



The aim of the day is to heighten public awareness of the problem of hunger in the world. Additional objectives of World Food Day are to:

- encourage attention to agricultural food production and to stimulate national, bilateral, multilateral and non-governmental efforts to this end
- encourage economic and technical cooperation among developing countries
- encourage the participation of rural people, particularly women and the least privileged categories, in decisions and activities influencing their living conditions
- promote the transfer of technologies to the developing world
- strengthen international and national solidarity in the struggle against hunger, malnutrition and poverty and draw attention to achievements in food and agricultural development.

many times we took the temperature of either the water bath or the cheese. And how can 30 adults be given the same instructions and all end up with something different? But we had a most enjoyable afternoon, gathering insight into cheese making procedures and techniques.

Cheese making could be considered as a blend of science and art, with careful attention to the addition of different microbial cultures, rennet and other ingredients to promote reactions in the pasteurised milk, while monitoring precise temperatures throughout the processes. The art of cheese making involves observing changes and reactions in the textures of curds and whey, and knowing exactly when to begin the next steps of the processes. Yes, we were busy, with each pair making four cheeses. Graham was wonderful, a wealth of knowledge and an expert, friendly manager of 30 talkative 'students'.



This year HEIA(Q) celebrated World Food Day with a cheese making workshop, kindly hosted by St James College at Spring Hill, Brisbane. On a beautiful spring afternoon, 30 HEIA members and friends (it was a sell-out event) were greeted with a light lunch while they donned their colourful aprons and kitchen-friendly shoes. A green ribbon was tied to each apron to remind us all that it was World Food Day. Student Megan Goss welcomed the group and gave an outline of the background and purpose of World Food Day.

Finally, we stopped! So pleased with ourselves, with our baskets of cheese to take home! But not so fast—what's going on outside in the courtyard? As the afternoon came to a close, with the sun going down but still a balmy afternoon, the courtyard was awaiting us with a delightful spread of (bought) cheeses, pâté and other nibbles, all to be savoured with some delicious wines. Thank you to Jen Bray for organising this.

Then it was over to Graham.

As we relaxed over the wine and cheese, a cent auction (well, a dollar auction) was held to raise money for World Food Day. Jan Reynolds had returned from Sri Lanka with some bundles of beautiful braids, sequins etc.—all green, of course. Some fun was had as the happy (and sometimes very strategic) bidders tried to secure their favourite braid, and at the same time \$150 was raised for CARE Australia.

Mr Graham Redhead of [www.cheesemaking.com.au](http://www.cheesemaking.com.au) facilitated the processes of making a range of different cheeses, including haloumi, feta, whey ricotta and milk ricotta. We were so busy! We couldn't count how many times we had our hands in the iodine bath, or how



The budding cheese makers getting their four cheeses under way — lots of concentration needed!

# Day celebration for HEIA(Q)



HEIA(Q) committee member, Jen Bray, organising the refreshments for the day

The end products of the afternoon's labours were delicious, with Graham Redhead providing recipe ideas and tips on cheese making and cheese consumption. I particularly liked the whey ricotta. I have marinated my feta in macadamia oil, roasted garlic, peppercorns and rosemary as Graham suggested. Haven't tried it yet, but I am looking forward to opening the jar soon!

Further details of Graham's other workshops and cheese making information can be found at [www.cheesemaking.com.au](http://www.cheesemaking.com.au)

## Glenn Amezdroz

Head of Department,  
Health, Physical Education and Home Economics  
All Hallows' School, Brisbane



Cheese maker Graham Redhead (R) lending some expert guidance



# Retirees' *High Tea*



What do people do when they retire from teaching Home Economics? They do many interesting things that they couldn't do while working full-time, but a favourite is going to lunches with friends or catching up with acquaintances!

This is just what 18 ex-home economics teachers did on Wednesday 31 October 2012. The grapevine was in operation and from the few invitations sent to those whose details were known, the word got around and 18 were able to attend, with 3 apologies. This exceeded expectations, considering we had no idea how much interest there would be.



HEIA Life members Val Cocksedge (L) and Margo Miller



The venue was the elegant Queensland Club, thanks to HEIA(Q) member Jennifer Bray. For those who aren't aware, this is an exclusive club situated in a beautiful old Queenslander in Alice Street, Brisbane City. This lovely historic building was much admired and appreciated by those present. The table, on the expansive verandah overlooking the luscious Botanic Gardens, was beautifully set with elegant tea sets.

The Queensland Club didn't know what had hit it as many connections were made and memories shared! There was only pause to eat the delicacies and drink the exotic teas. Among those who attended and shared memories and current happenings were life members Margo Miller and Val Cocksedge. These ladies had been lecturers at Teachers' College when most of the others did their training. It was great to see them so fit and well.

Others who attended were Claire Cobine, Di Polson, Leah Leckie, Judith Byrne, Elizabeth Blow, Pam Walters, Erin Black, Sandra Crawford, Val Portley, Jeanette Johnson, Doreen Bengsten, Sally McClintock, Hyacinth Smith, and Lindy Lamprecht together with committee members Denise McManus and Jennifer Bray. As the afternoon wore on, those present could think of many others who could have been contacted for this event. From the affirmations, there is no doubt that there will be future events of this type with many more wishing to attend. The suggested contact list is now up to 50!

The HEIA(Q) Committee of Management was congratulated for this initiative, obviously enjoyed by all. It will certainly be added to the calendar for 2013.

If you know of any retired HEIA members who might like to be part of this event, please email a member of the committee and their names will be added to 'the list'.

**Denise McManus**

HEIA(Q) Committee of Management



# Diabetes Queensland cooks up a storm with

# NEED FOR FEED

*Need For Feed* is a fun and interactive, healthy cooking and nutrition program tailored to students in Years 7 to 10 in Queensland schools. The program, funded by Queensland Health and managed by Diabetes Queensland, teaches students basic cooking skills and gives them the confidence to prepare and eat a variety of nutritious foods at home. HEIA(Q) is represented on the *Need for Feed* Steering Committee.

*Need for Feed* is now in its third year and is only getting stronger. To date, Diabetes Queensland has run 44 *Need for Feed* programs across the state and has many more planned for the coming years. Schools are lining up to sign up for this exciting program and many schools have already registered their interest to run the program for a second time.

*Need for Feed* is available to all Queensland schools and a program can commence at any time throughout the year. Each program must be run outside school hours for a total of 20 hours and consist of 15 to 20 participants. Financial support and resources are provided by Diabetes Queensland to ensure the program is a success and run with minimal burden to the school — including wages for one facilitator and one assistant.

Students participating in *Need for Feed* programs across Queensland last financial year, saw a 64 per cent increase in their ability to independently prepare and cook healthy food. Great outcomes were also seen in students' knowledge, attitudes and behaviours towards healthy cooking and eating, with a 43 per cent increase in the number of students who had cooked a healthy meal or snack in the previous week, compared to pre-program measures. The number of students meeting the recommended daily serving of vegetables was also notable, with an increase of a near 65 per cent post program.

Diabetes Queensland is rolling out the program to 120 schools across Queensland from 2011 to 2015. The project officer, Rachel Latimore of Diabetes Queensland, says the program is a vital initiative that will influence the long-term health habits of young Queenslanders. 'Around 23 per cent of 12-15-year-olds in Queensland are already overweight or obese, and we recognise something more needs to be done to curb the rise of this chronic condition,' says Ms Latimore. She added: '*Need For Feed* teaches students how to work their way around the kitchen and gives them the skills to be able to make healthier food choices. We'll need to build a culture of Queenslanders who love good food and find healthy choices fun—for the long-term.'

Diabetes Queensland would like to have your school on board with this wonderful program, so please register your interest and secure your school's place today.

### Rachel Latimore

Project Officer, Diabetes Queensland

Tel: (07) 3506 0948 • Email: [needforfeed@diabetesqld.org.au](mailto:needforfeed@diabetesqld.org.au)

Website: [www.needforfeed.org.au](http://www.needforfeed.org.au)



# Noodlebox

Serves: 2

Preparation time: 25 mins

Cooking time: 15 mins

1

## Collect ingredients

- Spray oil
- 4 tablespoons (80 mL) stock or ½ stock cube and 80 mL water
- 2 cm piece ginger
- 1 clove garlic
- 150 g meat of your choice (no bone), e.g. chicken thigh fillet, rump steak, pork fillet (or ½ can chickpeas, drained)
- 160 g rice noodles
- ½ cup Asian sauce of your choice, e.g. plum, sweet chilli, oyster, hoisin, teriyaki

- 5–6 vegetables of your choice (choose assorted colours)
  - ½ green or red capsicum
  - 8–10 snow peas
  - 4 florets broccoli or cauliflower
  - 1 small bunch bok choy
  - 1 celery stalk
  - 8–10 green beans
  - 2 small carrots
  - 3–4 baby corn spears
  - ½ small onion
  - ½ cup bean sprouts
  - ½ cup mushrooms
- Garnish:
  - ½ chilli or 2 spring onion stalks

2

## Collect utensils

- Chopping board
- Cook's knife
- Measuring spoons
- Measuring jug
- Small bowl or cup
- Plate
- Large bowl
- Kettle
- Colander or strainer
- Fork
- Non-stick wok or frypan
- Tongs
- Large plate
- Wooden spoon

### To serve:

- Noodle box
- Chopsticks or fork

3

## Preparation

- Prepare garnish: Remove seeds and finely dice chilli or diagonally slice spring onion and set aside.
- Peel and finely chop ginger and garlic.

- Prepare vegetables:
  - Wash vegetables and remove inedible parts.
  - Capsicum and mushrooms—slice thinly,
  - Snow peas, celery, carrot, green beans—slice diagonally,
- Cut meat into strips and put on a separate plate.

4

## Method

1. Place noodles in large bowl. Cover with boiling water and stand for 5–10 min.
2. Drain and rinse with cold water. Set aside.
3. Spray wok or frypan with oil, and heat.
4. Cook the meat over high heat for 2–3 min or until browned. Set the meat aside on a clean plate.
5. Reheat the wok, add the ginger, garlic and the onion. Stir-fry until soft (about 2 min).
6. Add the remaining vegetables. Stir-fry until tender but still crisp (about 3 min).
7. Add the sauce and stock and bring to the boil.
8. Add the noodles and warm through.
9. Add the cooked meat and reheat.
10. Serve immediately and garnish with chilli or spring onion.



# Cookin' up a healthy treat

## The Kirwan State High School *Need For Feed* experience



Kirwan State High School students had the opportunity to participate in the *Need For Feed* program in Term 2 of this year. Our fabulous home economics teacher Renee Austin and I held the program over five consecutive Saturday mornings from 9 am to 1 pm, with the assistance of two very competent senior hospitality students.

Students from the disadvantaged, at-risk student group were chosen to participate in the program. A number of factors impact on these students' ability to make healthy food choices and they have limited opportunity to learn new skills related to food preparation and cooking. We believed they would benefit significantly from participating in the program. As a result, we also had to provide transport for a small number of participants who, otherwise, would not have been able to attend.

In total, ten students attended the five week program. Throughout the program we had five action-packed Saturday mornings consisting of cooking a variety of healthy foods under the guidance of Renee and the two senior hospitality students. The participating students tasted foods that they had never or rarely seen or tried before and they actually enjoyed them! Fast food became healthy, with fantastic recipes such as the pizza and pasta recipes. The students could not believe that what they were eating not only tasted good, but was also healthy. Renee even showed them how to make their own pasta—that was fun!

Throughout the program the students' confidence and cooking skills improved greatly. Although at times the theory components were difficult to get through due to a number of participants' low literacy levels, we persisted and got there in the end. The flexibility of the program enabled us to think of other ways to present the information in the theory components such as group activities and games to ensure that the students gained both the knowledge as well as the cooking skills.

The participants' ability to prepare a meal improved so much throughout the program that we decided to hold a graduation buffet luncheon for the final program session. The students invited their families to attend. This was a fantastic experience as the students got to show off all the different cooking techniques they had learned to their families. I certainly will never forget how proud they were of their achievements and how thrilled they were to be able to show off the food they had prepared. It certainly was a grand spread with Moroccan pizzas, chili con carne, pasta and meat sauce, paprika chicken with pumpkin and beans as well as fruit salad and muffins. It was so yummy and tasty and it went so quickly that the only photographs we managed to take were of the leftovers!

We were very happy with the program. The at-risk students who participated added some challenges for us; however, the flexibility and design of the program enabled us to overcome these challenges and still complete the program within its framework. The variety of foods and cooking techniques kept the students interested throughout the five weeks and they increased their food preparation and cooking skills dramatically. We loved the program and are putting our hands up to be involved again next year. I would recommend other schools get involved, as it truly is a fantastic opportunity!

### **Debbie Downie**

School Based Youth Health Nurse  
Kirwan State High School

# Lockhart River kids



## HAVE A NEED FOR FEED

Lockhart State School is a very remote Indigenous school situated in the community of Lockhart River on the Eastern Coast of Cape York Peninsula, approximately 2000 km north of Brisbane. The population is approximately 600 people, and the school has 120 enrolments from pre-prep to secondary. The community comprises five coastal and inland diverse language groups. Lockhart students are fluent speakers of Lockhart Language, which is the traditional language. English is a second language.

During Term 2, 2012, the secondary students of Lockhart State School had the wonderful opportunity to participate in Diabetes Queensland's *Need For Feed* cooking and nutrition program. We were lucky to have community nutritionist, Cara Polson, from Apunipima Cape York Health Council fly in each week to assist me with teaching the students how to cook healthy, affordable meals with food that is accessible in the Lockhart region.

The program was a wonderful experience for everyone involved, from the students coming along each week and their parents, to community elders and community health workers, to the whole of the school environment. The program was very popular, with some students only attending school on the days the program was run, and other students attending who had not attended school for quite some time.

In order to run *Need For Feed* at Lockhart State School, a number of amendments had to be made to the program. Diabetes Queensland was very supportive and helpful in assisting us with the necessary changes. One of the problems was making sure all the ingredients could be purchased in the community and that they were affordable. Adaptations were also needed to suit the limited cooking equipment available at Lockhart State School. The other major hurdle was modifying the program content to suit the literacy levels of the participating students—and this often proved very challenging!

Each week we drove around and picked up the students and brought them along to the school tuckshop, which we used as our base. There were different visitors throughout the program, including school staff and local community elders. Every person who came into the kitchen could see the value of the program and recognised the importance of these life skills being passed down to the next generation of Lockhart young people.



At the beginning of the program, most if not all, students arrived with a 1.5 L bottle of soft drink for breakfast. During the program the sugar content of various foods was discussed and healthier alternatives offered for breakfast. It became a ritual to have a Milo™ together before each session began, rather than a bottle of soft drink!

Student engagement and school attendance were increased as a result of the program. Plus there were always primary students who wanted to join us or try our food.

The culminating activity was an excursion to Chili Beach, where the students caught their own fish to cook in the Thai curry. The students had a great time sharing their fishing tips and expertise and couldn't wait to get back to have a cook-up.

Despite the challenges we faced, I am very pleased with how the *Need For Feed* program went and how well it was received by the students. As a result of this program, Apunipima has negotiated with Diabetes Queensland to run ten more programs in the Cape this financial year and work on making the program more appropriate and specific for Aboriginal and Torres Strait Islander students. The program was truly invaluable for all of the students involved and I would encourage everyone to give it a go!

### Julia Scarfo

Secondary Teacher  
Lockhart State School



HEIA(Q) 2013

# State Conference

Focus: Food and nutrition education

## Confirmed keynote speaker: Catherine Saxelby



### Catherine's passions ...

- food and nutrition
- making healthy eating EASY so it's not a chore
- helping people who haven't got a lot of spare time eat healthily
- promoting healthy weight loss without a set diet
- testing food products, reviewing new diet books
- teaching nutrition
- cooking healthy food without a lot of fuss
- eating delicious meals and tasting new foods (yep, I'm a foodie too)
- my Foodwatch website
- sharing what I've learned as a nutritionist, freelancer and busy mum of two.

### Catherine's peeves ...

- all the nonsense and confusion that surrounds food, eating and diets these days
- stupid fad diets that promise fast weight loss and suck you in
- unhealthy fast food dripping with grease and overloaded with salt or sugar
- tourist food that's cheap and junky, not a vegetable in sight!
- fine dining restaurants that make you pay for the vegetables or salad. They should be part of the dinner price.

### Catherine's website ...

Foodwatch is a blend of art and science—the art of cooking quick healthy meals plus the science of food and food theories. It covers, for example, super foods, how to judge a new diet (and there are always new ones around), eating out without going overboard, additives and things to watch for on food labels and eating for energy, which all busy women are after these days.

### Catherine's philosophy ...

Catherine believes healthy food should be quick and easy. It shouldn't cost a bomb. Nor should it need special ingredients or pills. Just those basic staples like fresh vegetables, whole grains, lean meat, fish, nuts, beans and legumes.



DATE  
CLAIMER

Friday 2  
Saturday 3  
August 2013

**BRISBANE**  
convention  
& exhibition  
**CENTRE**

### Catherine's background ...

- Worked in nutrition for over 25 years—in a hospital, a clinic, a research centre as well as for food companies, government departments and magazines
- Taught nutrition and science to high school students as well as TAFE and adult education
- Advised growers and manufacturers how to market their products with nutrition in mind
- Nutrition editor and freelance journalist for the last 12 years
- Written over 2000 articles on just about every aspect of healthy eating
- Published ten books on eating and special diets. *Nutrition for Life* is one of the best-selling books on nutrition, with sales almost tipping half a million over 20 years
- Researched and analysed hundreds of foods and products
- Critiqued nutrition assessment programs for healthy foods
- Created dozens of facts sheets and resources that are used by doctors, dietitians and teachers
- Acted as media spokesperson for radio and television.

Hope to see  
you there!

**More keynote  
speakers to be  
announced soon!**



HEIA(Q)'s 2012

# professional development program comes to a successful end

'Home Economics: A focus on 2012 curriculum priorities' was the theme for 2012. The priorities that were the focus of the regional workshops program were thought to be beneficial by all who attended. There were four workshops from which the regions could choose:

- The differentiated classroom
- The creative classroom
- Getting organised with OneNote
- *FoodChoices* curriculum resource—So what's new?

There were 28 workshops planned for the year, but unfortunately five were cancelled due to insufficient numbers. This was a pity, especially when, in some cases, there would have been enough participants, but they had not registered by the due date. (We have to stick to the due dates for decision making as very often flights and accommodation are involved and need to be cancelled.) However, we did add an extra one by request. This means that approximately 280 teachers across the state are now benefitting from new knowledge to implement in their classrooms.

Four regions chose to host three of the four workshops. That is no mean feat for the coordinator, as she has to organise everything for the presenter as well as provide the venue and refreshments. Thank you to those dedicated people in the Brisbane regions and the Gold Coast.

Six regions chose to run a full day of workshops. These are mostly held on a Saturday and those who attend give up their leisure time once a year to ensure they are keeping up with current trends and to make their classroom more interesting for students. Some regions run a full-day program mid-week, and attendance has been fantastic; one region attracts good numbers by running a full day program during the first week of December, when student numbers are low and teachers are planning for the following year.

Of course none of this would be possible without the generous support of the presenters. Although they do get paid a small fee and all expenses are covered, it still means rearranging their plans and upsetting their normal schedule to fit into workshop times to suit participants. It is not an easy task to present to your peers who have a variety of experience, expertise and knowledge. The presenters this year managed this exceptionally well. Evaluations showed that 95% of respondents rated the workshops as Good or Very Good.

Kay York presented a total of 14 workshops, both *The differentiated classroom* and *Getting organised with OneNote*. What a major effort when it entails travelling to various parts of the state! We can't thank Kay enough for her time and generous support of home economics teachers. The evaluations from her workshops showed how much the participants appreciated the opportunity to become more IT-savvy with OneNote. *The differentiated classroom* workshop reinforced what many teachers were already doing in the classroom, but also gave some great ideas for other ways of catering for all students.

Alice Nelson travelled from Gladstone to deliver eight workshops from Brisbane to Roma to Mackay. *The creative classroom* workshop was full of ideas, fun and creativity! Alice's enthusiasm was infectious and participants left with lots of inspiration.

Only one region chose to experience the *FoodChoices* curriculum resource workshop as most had already attended it in previous years. I am sure Jan Reynolds appreciated a lighter program this year as she also balanced her commitments in Sri Lanka. However, she is now back from Sri Lanka and happy to run the workshop wherever there is a demand.

Thanks must go to the regional coordinators, without whom the workshops would not be possible. Although not a huge task, it adds to their normal workload, and is critical to the running of the workshops. Put simply, without them, there would be no regional workshops. They are often supported by other staff members, making it a team effort. The presenters always comment on how organised and welcoming the coordinators are.

HEIA(Q) is committed to providing quality professional development for all teachers across the state. This ensures that home economics remains current and relevant to students. However, costs continue to increase and it is difficult to keep workshop fees low unless registration numbers are sufficient. You can help your professional organisation by attending workshops, conferences and events.

## Denise McManus

HEIA(Q) Professional development coordinator

## Checking in from Brisbane West

### *Getting organised with OneNote* comes to Ipswich SHS

On 1 November 2012, Kay York came to The Ipswich State High School to enlighten us with her knowledge on OneNote.

OneNote is a program that can be used in any environment by students and teachers. The technology in OneNote can support learning in many ways and, when used in the classroom, can be motivational. Kay showed us how to make it all happen.

I have found that using this program captures and holds students' attention. It can provide many unique, effective and powerful opportunities for teaching and learning. By using OneNote in my class, I have provided opportunities for skill-building practice, real-world problem solving, interactive learning, research learning and linking learners to instructional resources.

OneNote also supports communications beyond the classroom, enabling schools and communities to provide an environment for cooperative learning, for development of higher order thinking skills and for solving complex problems.

Thank you, Kay, for sharing your expertise with us and opening the doors for unique, effective and powerful opportunities for many different types of instruction and learning.

## Kate Mason

Ipswich SHS

From the presenter

# Alice Nelson



Alice presenting at the Ipswich 'Creative classroom' workshop

Over the last six months I have had the privilege of talking to and working with other home economics teachers throughout the state on the topic of creativity in a home economics context. It was great to meet so many teachers who were all equally enthused about sharing creativity experiences that are relevant and of interest to Generation Y.

Being a presenter for HEIA(Q) in 2012 meant that I travelled to a number of exciting locations such as Toowoomba, Brisbane, Gold Coast and Roma, just to name a few. Travelling to these towns from my current home of Gladstone was always an eye-opening experience—walking into a sea of people at the airport who were wearing colours other than high vis (high visibility) was a breath of fresh air.

With the creativity workshop taken up by several regions, I was given the opportunity to meet people from regional areas where very few professional development opportunities are available. On the other hand, I was able to meet teachers in the larger cities like Brisbane where teachers and students have opportunities to view fashion at GOMA and eat at amazing restaurants on regular occasions. However, regardless of where I travelled, the excitement and interest of teachers to keep their knowledge as up to date as possible was refreshing.

In speaking with teachers, it soon became very clear that we are all very passionate about our subject area and are keen to promote Home Economics within our schools. As I travelled around the State my creativity toolbox grew heavier by the moment. Showing resources and books that I have collected and created over the years gave participants an opportunity to ask questions about the utilisation of solvy, fusing of plastic bags and Harajuku Street Fashion in their teaching.

The brainstorming opportunities in each area provided participants with a never-ending list of ICTs and a barrage of ideas for incorporating creativity into our everyday planning. The suggestions provided by participants were all vastly different and it was amazing to see the ways in which creativity was being incorporated in different contexts throughout the state.

Being able to share my resources with other teachers and being given such amazing feedback has most certainly validated what I have been doing within my classroom.

At times it was both challenging and quite nerve-racking, travelling not only to locations to which I'd never been, but introducing myself and my sometimes 'wacky' ideas to other education professionals. Travelling to Rockhampton, where I grew up, made my stomach churn with nervous anticipation as I would be presenting in front of people who had taught me, people I had worked with, went to university with or whose daughters and sons I had taught.

The welcoming nature of all HEIA(Q) members has reassured me that home economics teachers are the most caring and nurturing within a school community. Each location, no matter how diverse, had teachers who were all experts in their own right. Yet they were looking for an experience that would enable them to create a department that is valued, and a subject and learning experiences that are sought after by students. As a result of meeting with so many regional members, it became apparent that HEIA(Q) has provided its members with the opportunity to form valued networks and I feel extremely proud to be part of this organisation.

## Alice Nelson

Chanel College, Gladstone



Alice enjoying the workshop as much as the participants

## Presenter's viewpoint

# Kay York



Kay presenting at the Toowoomba OneNote workshop

I feel very privileged to have been able to travel throughout Queensland to deliver professional development on differentiation and OneNote during 2012. It was certainly a relatively new experience for me to facilitate workshops with my peers. I was always nervous that there would be a member with more knowledge and expertise than I have!

I started off nervously after spending a lot of time organising what I thought would be useful and informative for classroom teachers. Being a practising teacher, I was able to bring a practical perspective on the topic of differentiation and give practical ideas on how it could be implemented in the classroom. During the workshops I gave examples and posed questions for the participants to examine and extend their practice. The response from the workshops on differentiation has been very positive. It seems that we had all been told to differentiate but had no real direction. The fact that I presented home economics content and ideas was well received.

I was also happy to share with participants my experiences with OneNote and give them an insight into its practical uses in the classroom as a teaching and learning tool. Many participants expressed their thanks for providing a new set of teaching tools and giving them both practical examples and ideas to put into practice in their classrooms. Again, the content was grounded in home economics.

When time permitted, I also shared other ICT tools that I use. Participants loved glogster, pixton and tagxedo. Sharing how I use pixton to help students write persuasively gave teachers many ideas to explore in the future.

The workshops also gave me an opportunity to share the website that I have created for home economics teachers, [www.homeec.info](http://www.homeec.info) so that we can build a virtual professional community across the world that is of benefit to all teachers.

It was awesome to meet up again with so many people I have met during my time teaching in various locations across Queensland. I managed to catch up and share experiences with so many people across the state and we chatted about family, life and all that has happened since we last saw each other.



Kay providing insights on the differentiated classroom at the Ipswich workshop

I hope that the participants at the workshops got as much out of the workshops as I did by presenting them. It has been very rewarding for me to do this. I would recommend the experience to other members who have the expertise to share. There is a huge amount of expertise out there just waiting to be tapped.

**Kay York**

Head of Department, Home Economics  
Park Ridge State High School

# Days under the TUSCAN SUN and over the sea to TO SICILY

HEIA(Q) tour 14 May–7 June



The contrast of the magical Tuscan sun and the Sicilian island lifestyle was the treat that Helen Keith (Mana Tours) organised for us. After landing in Rome, we joined our non English-speaking driver and headed north across the plains to begin our tour. Many of you have probably already been wooed by the Italian people but for me it was a first, and not high on my 'to do' list. However, knowing what Helen weaves into her tours, this was an opportunity I couldn't miss.

Helen had not only prepared a comprehensive land tour of two diverse regions of Italy, but also planned a culinary adventure, with the menus and restaurants offering simple yet complex menus in refined, traditional or rustic settings, accompanied by an array of local wines.

Our days began with breakfasts of juices, stewed and fresh fruits, cereals, croissants, sliced cold meats, cheeses, eggs, a variety of cakes and tarts and a good espresso shot to finish. Then it was off in the bus for the day, stopping in a variety of towns and cities, being tourists, visiting unique food and wine establishments and partaking in cooking schools. We had long lunches—what else can you do in the siesta time—and dined either at the hotel or another restaurant in the evening.



## Umbria

Our first stop was Orvieto in Umbria, where we were introduced to the first of many Duomos—churches. The facade told the story of salvation from creation to the last judgement, while inside we were mesmerised by the vivid frescos and stained glass windows.

We visited many more hilltop towns over the next couple of days—Spoleto, where a ruined Roman amphitheatre was found buried under a medieval castle; Perugia, the home of Baci chocolates; Spello, quaint and loveable with its flower carpet festival; Assisi, the City of Peace remembered for Saint Francis; and Saint Clare.

## Tuscany

Although we fell in love with each of the towns in Umbria, it was time to travel further north and cross into Tuscany. Arezzo—the setting for the movie *Life is Beautiful*—was bought by Florence in 1098 for 40 florins and, for us, it was the setting for a beautiful lunch. It was delicious—there was tagliatelle with mushroom, gnocchi with boar, sausages with beans and mixed salad, all topped off with homemade sweets.

After lunch, we travelled up into the hills to begin our week at Adine. Adine is a medieval village in the heart of the Chianti region and home to Simonetta, one of the renowned Mammàs of Tutti a Tavola. It turned cold and wet but, between our cooking classes, we enjoyed exploring the region. We tasted wild boar sausages and sheep cheese with truffle at the butchers in Grieve, felt the roar of the crowd at the horse race in Sienna's town square, sampled the famous Panforte, waited patiently with our 'take a ticket' to be allowed into a Prada store, searched out bargains in the markets in Montevarchi, roamed the streets and little alleys of Radda, Gaiole and Monteriggioni, and much more besides. The weather did clear and, eventually, we knew what it was to be under the Tuscan sun. The late afternoon sun made the vines glow and the hills and valleys take on a lazy haze—if only it would go on forever ...

Florence was very different—vibrant, alive and full of reminders of the great artisans of the past. Make time when you're next there to visit Salvatore Ferragamo's shoe museum and the costume, silver and china displays in the old palace. As I moved through the displays, I was in awe of the magnificence before me, as were those who viewed Michelangelo's *David*.

## Sicily—It isn't Tuscany!

We left behind the sunflowers of Umbria and the roses, lilies, red poppies and geraniums of Tuscany, and flew into Sicily, where we were met by the drabness of the city of Catania. The oak forests were replaced by waving palms, cactus, oleanders, bougainvillea and prickly pear. The summer storm cleared as we drove to Acitrezza, a small fishing village on the Ionian Sea and, suddenly, we began our love affair with the idyllic charm of Sicily.

Millions live at the base of Mount Etna even though she erupts every ten days or so. While the resulting lava is harmful to people and buildings, it helps grow fantastic almonds, pistachios, citrus fruits and capers. We experienced the hot moist steam of the craters lower down, and then the bracing cold of the fresh snow at 6000 feet (nearly 2000 metres). On our way down, lunch was at a little rustic family-run trattoria. Another memorable lunch—a variety of marinated vegetables for antipasto, pasta (spaccatelle) with fresh tomato, eggplant, bacon and mushroom sauce, hand-twisted ravioli with creamy pistachio sauce, veal and lemon sauce, new potatoes and tiramisu followed by the obligatory limoncello.

Exploring the towns, villages and ruins revealed the influences that have moulded the present day Sicilians, who proudly tell you they are not Italian. The Greeks invaded and imposed their culture only to be overthrown by the Romans. Over time, the Normans, Spanish, Austrians, Arabians, Egyptians and North Africans brought their added cultures and cuisines.





The cathedrals and state buildings show the Byzantine, Baroque, Gothic, Medieval, Jewish, Muslim and Arabian styles, but the beauty of marble in all the shades of the rainbow was incorporated everywhere.

During the morning of our day trip to the volcanic Aeolian Islands, we saw the now heritage-listed pumice factory and cliff faces of the solid lava rock, obsidian. Later we watched as tourists lay in the mud pools, relaxed in the hot sulphur springs in the foreshore and roasted on the black sand beach. If only our Year 8's doing C2C Science could experience all this first hand as I did!

The chef accompanied us to the local fish shop (pescheria) in Taormina to select the fish for lunch and then back to the restaurant, Nettuno to cook our own lunch. Under the chefs' watchful eyes, we prepared the eggplant and vegetables for the caponata, hand-rolled the dough on separate umbrella spokes for the maccheroni course, de-headed, cleaned and de-boned the anchovies for the main course and mixed, rolled and shaped the cannoli for dessert. Brilliant blue skies, aqua seas and just enough shade from the sun made a perfect setting to savour the infused flavours of the menu.

Village life meant fishermen sitting patiently baiting the many tiny hooks with maggots, unravelling matted nets, gathering around a barrel to play cards, or just congregating in the square after dusk. This was left behind to travel through a kaleidoscope of agriculture—cattle, sheep, goats, citrus orchards, olive groves, paddocks of solar panels, grain crops and cash crops—to the capital Palermo. The next morning we were woken at about 3 a.m. by the noise from the markets next to the hotel so we were all on time for the 'get what you can' breakfast in this large tourist hotel.

As in most towns, we had an English-speaking guide for the day. The guides each had their passion, but left us with no doubt as to their

patriotism. Our first stop was the catacombs. Although the dehydrated bodies were a bit morbid, the immaculately whitewashed walls and lighting represented that period in time well. The scene was a perfect setting for a study of costume, as the families dressed the bodies in their best clothes.

Following the trip to the catacombs, lunch was our own choice. Some chose from the variety of al fresco dining in the streets off the square, while others tried ordering what the Italians call street food such as aranchini, pizza, spinach and ham rolls. It was difficult to make a choice for dessert. Would it be a Sicilian sandwich—a brioche filled with a couple of scoops of gelato, maybe pistachio and cappuccino, or a dome cake, decorated with two red cherries to represent St Agatha's cut off breasts. Or perhaps a couple of the eye-catching marzipan fruits first made in the 12th century by Eloisa Martorana to fill in her days in the monastery. Or just indulge in some Modica chocolate, introduced by the Spanish, which has no cocoa butter so the sugar remains grainy but it won't melt in the sun.

After lunch we stepped into another world when we toured the third largest opera house in the world. It was easy to visualise how the costumes on display would have looked on stage.

Then it was off to Marsala, passing through flat countryside studded with olive groves and vineyards. The olives are pruned every two years to keep them to 10-12 feet (3-3.5 metres) high so they can be easily shaken and the olives collected. It's not just the grapes that make the Marsala wine, but the link between the black soil, the climate, and the winegrowers' experience and technology, which all come together in the glass. Close your eyes while tasting and you'll never forget the flavour.

Many of the houses in Marsala that surround the wineries were rebuilt after the Second World War and display an Arab influence of the square, two-story box structures with flat roofs. We toured one of the oldest cellars in the city, Florio. It used to be family owned but was recently sold to Aldi. Florio produces mainly dry and semi dry but no sweet Marsala. It is aged from 5-10 years in French oak barrels with cork stoppers to allow the oxygen to penetrate.

There are usually about five million litres on hand, and they still have a couple of barrels of what was left after being bombed in 1943.

A day trip took us to several towns along the coast but, in typical Italian style, they were built high on the cliffs. Erice was steeped in the history of invasion and the resultant influences of that culture. In one of the many food produce shops I tried dried tuna eggs, bottarga, which when sprinkled on pasta add an intense seafood salty flavour. Another day saw us putting over a seagrass channel to Mortza Island in the lagoon of Marsala. Established originally by a Byzantine order, it was bought in 1904 by Joseph Whittaker who, through his archaeological interest, established an extensive museum. From the island we could see many windmills on the shore of the mainland. Using Archimedes's principle, these windmills pump salt water into salt basins for evaporation by the wind. A desalination plant is located on one of the other islands, which provides water for the Trapani region. None of us will forget our afternoon at the cooking school with the Fontana family. Tuna featured in each course, which was a change from swordfish. We've schooled our students with 'good chef/bad chef'. Well, this was the classic! We were entertained for the afternoon and evening as the chefs chatted on in Italian and we waited for the translation.

Back for a day in Palermo and the population had surely doubled with tourists. The next morning we were up early and off to the airport to fly to Rome before breakfast. Helen headed back to Tuscany with tour B; some of us flew home. I stayed a couple of days in Rome doing the hop on-hop off bus and lots of walking, but it can all be summed up by 'Rome is Eternal'.

Thank you, Helen, for the hours you spent behind the scenes that enabled me to experience two diverse cultures with such rich heritage.

## Kay Hosking



# Grace Lutheran College

## About Grace College and the curriculum

Grace Lutheran College is an independent college owned and operated by the Lutheran Church of Australia—Queensland District. The College has two campuses on Brisbane's north side—one located at Rothwell on the Redcliffe Peninsula, and the other at Caboolture. The school caters for students in Years 7–12 and has a student enrolment of just over 1800—1470 students at Rothwell and 340 students at Caboolture.

The College holds as paramount the welfare of its students and therefore has the pastoral care of each individual at the core of its ethos and operation.

The academic focus of Grace Lutheran College is to provide a place of learning and growth for the young people in its care. With a strong tradition and reputation for academic excellence, students are offered a smorgasbord of opportunities that includes involvement in service learning projects. The learning environment at Grace aims to encourage young people to become adults who are versatile, flexible, willing to learn, and caring citizens of the communities in which they live. The College openly acknowledges and supports Christian Gospel values and the Lutheran ethos, while striving to assist students in the development of their academic potential.

## Middle school subjects

To allow students to experience different learning pathways in Year 7, 8 and 9, a wide range of subjects is offered in a time-limited way, accompanying the core subjects.

## Senior school subjects

With the Australian Curriculum now defining our curriculum, Year 10 students study the required core subjects as well as three electives selected from over 30 offerings. The compulsory areas of study for Year 11 and 12 students are English, Mathematics, Core Physical Education, and Religion and Ethics. The students then choose four additional subjects from the wide range of subjects on offer, with three of them from Lifestyle Technology.

Alternative learning pathways are also very well supported at Grace, including Vocational Education, School Based Traineeships and Apprenticeships and Educational Support. Many Overall Position (OP) bound students also choose VET pathways to complement their OP subjects.

## Lifestyle Technology staff at Grace Lutheran College

- **Catherine Stickland (HOD)** teaches Lifestyle Technology, Creative Textiles, Home Economics and Early Childhood. She trained at QUT and has taught for 16 years, 4½ years being at Grace.
- **Sue Turner** teaches Food Studies and Hospitality. Sue trained at BCAE and has been teaching for 32 years, with 10 years at Grace.
- **Kylie Duyzer** teaches Lifestyle Technology, Food Studies and Early Childhood. She trained at QUT and has been teaching for 16 years, with 14 years at Grace.
- **Sondra Broughton** teaches Lifestyle Technology, Food Studies, Hospitality and Early Childhood. Sondra trained at QUT and has taught for 19 years, with 3 years at Grace.
- **Toni McKenzie** teaches Creative Textiles, Food Studies and Hospitality. Toni trained at QUT, has taught for 13 years in TAFE and 12 years in schools, with 7 years at Grace.
- **Melita Watts** (part-time) teaches Lifestyle Technology, Creative Textiles and Home Economics. Melita trained at QUT and CQU, and has taught for 16 years, with 2 years at Grace.
- **Judith Barnes** teaches Home Economics and Hospitality. She trained at BCAE and has taught for 30 years, with 3 years at Grace.

### Additional part-time relief staff:

Barbra Jones, Cathy Brown and Sue Hunter

### Support staff:

Judy Thomas, Julie O'Halloran, Kaylene White and Sharon Gordon



## Home Economics at Grace Lutheran College

Home Economics is taught in the Lifestyle Technology Faculty. It is very well perceived throughout the College, and all members of the College community look forward to opportunities where they can enjoy the culinary efforts of the department. We participate in many state and national competitions and display student work at the local community shows, all of which has resulted in students being rewarded with a variety of achievements, and the whole school community supporting these students and celebrating their successes.

We are well resourced, with four kitchens (1 semi-commercial; 3 standard), a restaurant (The Green Tree Frog), a mobile catering service (The Harvester's Table), three textile rooms and access to other teaching spaces across both campuses.



Staff at the Rothwell campus (L) and the Caboolture campus



**Curriculum offerings take the following format:**

- **Year 7 Lifestyle Technology** (12 classes)  
All students study this for one semester as part of the Technology component of the Australian Curriculum. Students complete a food unit, Ready, Steady, Cook, in which they explore their own health and nutritional requirements, and learn basic food preparation skills. This unit is partnered with a sewing unit, Fun with Fabrics, in which students learn about basic fabric characteristics and uses and how to use the machine. They display their creative talents by creating a pencil case or tablet/laptop cover.
- **Year 8 and 9 Creative Textiles** (4 classes)  
Students can choose this subject as an elective and study it for four semesters. Throughout the two-year course, students learn about fibres, their properties and recommended uses. They explore issues related to textiles such as sustainability and sun-safe fashion. Students investigate current trends and then design and produce articles to reflect this. Basic construction techniques and decorative skills are taught developmentally over the course. During the Year 8 course, students complete a unit called Skills for Me, Textiles for You, in which they participate in a service learning project and make toys to send to disadvantaged children. This year the toys went to the Grace Centre Orphanage and Baby Day Care in Bahir Dah in Ethiopia. Other units include Wear It!, Bright and Beady, Sustainable Textiles and Fashion for the Sun.

- **Year 8 and 9 Food Studies** (12 classes)  
This is also chosen by students as an elective subject and studied for four semesters. During this two-year course students investigate food and nutrition and the impact decisions about food and nutrition have on their health. Students learn where food comes from and how to make sustainable food choices. They design and create meals for themselves and their families that encourage healthy and sustainable food choices. Units studied include Steaking Your Life On It, Going International, Googa Gourmet, and From Seed to Table. Year 9 students have developed and grown their own vegetable patch and used the produce during their practical assessment. Herbs, giant red mustard, pak choy, muizuna and wong bok are grown alongside capsicums, tomatoes, corn, beetroot and a couple of fruit trees.
- **Year 8 and 9 Home Economics** (4 classes)  
At our Caboolture campus a combination of units can be studied within Creative Textiles and Food Studies over four semesters.
- **Home Economics** (4 classes)  
Students can choose this subject as an elective from Year 10 where they are introduced to the concepts and language associated with the Senior syllabus. Year 10 students explore Nutrition through the Lifecycle followed in Semester 2 by Fashion for Design and Textile Science. Year 11 and 12 students follow syllabus requirements. One unit that students particularly enjoy is Transforming Lives Through Textiles,

where they are involved in a service learning project. Students learn about homelessness and work on a make-over of a local youth shelter using textiles. This project has been well received by both the local community and the students as it produces a 'win win' situation.

We often have students studying Fashion Design Courses at TAFE through the VET Department alongside their QSA subjects.

- **Early Childhood** (6 classes)  
Students begin in Year 10 with an introduction to child development and age-appropriate activities. They enroll in TAFE during Semester 2 in Year 10 to begin the Certificate III in Children's Services. Many students finish the course during Year 11 and move on to a Diploma in Children's Services, which gives them direct entry into university courses.
- **Hospitality** (8 classes)  
After an introduction to the hospitality industry and learning some foundation skills during Semester 1, students then enroll with TAFE to begin Certificate I in Hospitality. They work towards this and the Certificate II in Hospitality over the next three semesters. This allows students to explore specialist cookery in Semester 2 of Year 12.

Students complete many services for the school at a variety of functions. Rothwell students complete many of these in our own restaurant. Caboolture students offer a mobile service for the functions.

**Catherine Stickland**

Head of Department  
Lifestyle Technology

# Domestic Science

Very few current home economics professionals would know that there was once a Domestic Science High School in Brisbane. It was situated at the end of George Street beside Parliament House, although the actual building is no longer there—QUT now occupies the space. There was also a Commercial High School for secretarial studies next door and the Industrial High School for boys was across from the Botanical Gardens in Alice Street (very handy). What a privilege it was to have the beautiful Botanical Gardens as the lunchtime area and the Gardens' kiosk instead of a tuckshop.



Teachers on 'break-up' day in the late 1950s

It is now 50 years since the school was closed and this was commemorated with a reunion on 27 October 2012. There were 220 in attendance, all over 65 years of age and, of course, all female. The oldest was Madge Bond (Bird) who is 95 years old and attended the school 1933–1936. Many of those present were former home economics teachers and lecturers and members of HEIA(Q). Some who attended the school as students, later returned as teachers.

The reunion magazine was full of fond memories from students of all ages. It was interesting to read of the changes over the years. Madge Bond wrote:

*Sewing machines! I remember one in the millinery room with a lever that projected from the machine at knee level so that sideways pressure from the knee, not a foot treadle, activated the machine. I was one of the few what had solved the mystery of how to use it so I didn't have to wait in line to use the few machines.*

The Domestic Science building had specifically designed specialist rooms such as very large kitchens, one with tiered seating for demonstrations, sewing rooms with huge cutting tables, millinery rooms, and a lecture theatre. Science laboratories and art rooms were accessed in other buildings at the nearby Technical College.

The Technical College catered for all types of study. The building next to the Domestic Science building and in the same style was the Wool Classing building. On the first floor the windows matched and were only a couple of metres away from the Domestic Science building. So the domestic science girls could (and did) converse with the male students in the Wool Classing building, with a few romances blossoming.

The only space for sport activities was at the Domain. It was the size of a netball court and the apprentice bricklayers built practice walls at the side.

It was a unique place to get an education and that is why there are so many unique memories, even for those who only attended for two years like myself.

**Denise McManus**



Cutting the celebration cake: Rosemary Holroyd in school uniform (L), 95 year-old Madge Bond (Bird) (C) and organiser Mary Jacobson

# High School reunion, 50 years since its closure

## The rise and demise of Domestic Science High School

1910 The first separate school for Domestic Sciences opened in Ann Street, founded as a section of Central Technical College. It provided an opportunity for girls to train as teachers in Domestic Science. It started with less than 100 students, with two teachers who were sisters, Misses Amy and M Schauer.

1914 The outbreak of war brought increased interest in the skills in making food items, breadmaking, repairing of clothing, needlework, knitting and budgeting. Adult classes were given in Home Nursing.

1915 Mrs Henrietta Young became Officer-in-Charge of the Domestic Science section which became known as 'Department of Women's Work' Central Technical College.

1916 The school was transferred to George Street opposite the Botanical Gardens.

1921 Domestic Science was included in the Junior examinations; four students sat the examination.

1930 With the economic depression, unemployed girls were offered Housecraft training at a centre at Wickham Terrace.

1932 By 1932, there were 134 students, with Miss Grace Jones BA as Headmistress—she was paid 26 pounds per fortnight.

1940 By 1940, there were 152 students. Five students sat the first Senior examination.

There were classes, three days per week, in cooking for national crises, for Women's National Volunteer Register.

1944 In 1944 there were 129 students. The Board of Adult Education was established and the Army Rehabilitation held classes for service women.

1948 Ruth Don, a subsequent Principal, was one of two women accepted to the Board of Post Primary and Secondary Studies.

1951 The Domestic Science High School became a separate entity from the Central Technical College. Ruth Don became the first woman President of Queensland Teachers' Union.

1958 By 1958, enrolments had increased to 281 pupils. The Head Mistress was Miss Ruth Don BA, a much loved and admired warrior for equal pay for equal work for women in the workplace. She was paid 62 pounds per fortnight (almost 10% less than the male rate).

1962 In a continuing effort to upgrade services, most High Schools now offered Domestic Science to Junior level. DSHS closed due to increase in suburban High Schools offering the same subjects.



Val Cocksedge, Head Girl in the war years, recounting memories of her school life



Front entrance to the school building



Fiona Norlander presenting an address about Home Economics in 1912



Some of the 220 attendees enjoying the event



Home Economics Institute of Australia (Queensland) Inc.

# 2013 ANNUAL GENERAL MEETING

The Annual General Meeting will be part of the celebratory **World Home Economics Day** function.

*Saturday  
16 March  
2013*

**9.00am**  
**'The Landing'**  
**at Dockside**  
  
44 Ferry Street,  
Kangaroo Point

## 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 AGM function and you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary at the address below. Proxies 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 Saturday 16 March 2013.

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 16 March 2013, and at any adjournment of that meeting.

.....  
Signature of member appointing proxy Date

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





# DIARY DATES

## JANUARY 2013

**20-27**  
AUSTRALIA'S HEALTHY WEIGHT WEEK  
[www.healthyweightweek.com.au/](http://www.healthyweightweek.com.au/)

## FEBRUARY 2013

**4**  
WORLD CANCER DAY  
[www.who.int/mediacentre/events/annual/world\\_cancer\\_day/en/index.html](http://www.who.int/mediacentre/events/annual/world_cancer_day/en/index.html)

## MARCH 2013

**16**  
WORLD HOME ECONOMICS DAY  
CELEBRATION  
9 a.m.–12.30 p.m.  
The Landing at Dockside,  
Kangaroo Point, Brisbane  
Email: [heiaq@heia.com.au](mailto:heiaq@heia.com.au)

**16**  
HEIA(Q) ANNUAL GENERAL MEETING  
The Landing at Dockside,  
Kangaroo Point, Brisbane  
Email: [heiaq@heia.com.au](mailto:heiaq@heia.com.au)

**21**  
WORLD HOME ECONOMICS DAY  
Theme: *Home Economics beyond  
one hundred years—  
Empowering for the digital world*

**21**  
HARMONY DAY  
[www.harmony.gov.au/](http://www.harmony.gov.au/)

## APRIL 2013

**7**  
WORLD HEALTH DAY  
[www.who.int/world-health-day/en/](http://www.who.int/world-health-day/en/)

## MAY 2013

**6**  
INTERNATIONAL NO DIET DAY  
[www.thebutterflyfoundation.org.au/](http://www.thebutterflyfoundation.org.au/)

**15-21**  
NATIONAL FAMILIES WEEK  
[www.familiesaustralia.org.au/  
familiesweek/index.htm](http://www.familiesaustralia.org.au/familiesweek/index.htm)

## AUGUST 2013

**2-3**  
HEIA(Q) STATE CONFERENCE  
Brisbane Convention and Exhibition  
Centre  
Email: [heiaq@heia.com.au](mailto:heiaq@heia.com.au)

## OCTOBER 2013

**16**  
WORLD FOOD DAY

**22-25**  
THE 14TH INTERNATIONAL MENTAL  
HEALTH CONFERENCE  
[workingwithmen.org.au/](http://workingwithmen.org.au/)