



# *in* **Form**

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

*December 2007*



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

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## President's Message

It is fitting in this last newsletter of the year to reflect on the year that has passed, whether we achieved what we set out to achieve, and what we might do differently in the future.

A major commitment for HEIA(Q) in 2007 was to contribute positively to attending to public health concerns related to overweight and obesity. Clearly our strengths are in the education arena, and there is probably no other professional teaching group that is better placed to lead the way in nutrition education. So *eduNation* was born. We set an ambitious and daring agenda, with many 'firsts' for 2007. It was the first time we had run a 2-day conference; the first time we had put the focus so squarely in one area—nutrition education; it was the first time that we had run one-day workshops across the state.

So, in the area of *eduNation*, did we achieve what we set out to achieve? Well, the jury is still out on that one. From a short-term perspective, I think the year has been a resounding success. The last issue of the newsletter brought glowing reports on the 2-day conference, attended by over 360 delegates, and in this issue we bring you a summary of the evaluations of the workshops. Yes, the events have been fabulous and very well received, but we have yet to find out the impact of 2007 on our long-term practices.

Apart from being successful events, there were other spin-offs from *eduNation* for HEIA(Q) and for home economics. We became a lot more visible—with governments (remember our \$47,100 grant), with health professionals, with leading speakers and with companies with whom we have formed partnerships.

Our partnerships may well be needed as the Queensland Studies Authority (QSA) moves forward in its deliberations about the Senior phase of learning. The strength of our association was vital in campaigning to QSA for home economics, and thanks go to all those individuals and school groups that made their own submission. It remains to be seen as to whether our campaigning was successful—QSA has deferred the matter until February 2008.

A final reflection must go to the Committee of Management. The Annual General Meeting in March saw a change as many experienced teachers farewelled the committee and we welcomed 'fresh, young faces' to the committee. Of our 12-strong committee, five are either students or first-year teachers, and a sixth member is also a 'youngster'. It has been great to watch the growth of the committee, as the newer members learnt from the more experienced, and the more experienced learnt from the new ones.

In conclusion, if I had to identify one thing that we should consider doing differently, it is to actively encourage more members to be involved in the running of events so that we do not overburden the committee. The Professional Development regional coordinators are a great example of team work for HEIA(Q).

**Janet Reynolds, Editor**

For HEIA(Q) President Helen Johnston who is currently ill.

## Graduate Function

This year the Graduate Function for graduating 4th year QUT students (home economics teaching) was held on Friday the 16th November at Vil'aggio's Italian Restaurant at New Farm. As with previous years the function was hosted by the Home Economics Institute of Australia (Queensland) [HEIA(Q)] to celebrate the students' achievements and pending graduation. This year's function provided a wonderful opportunity for students to engage with other home economics professionals and with each other prior to commencing their new teaching positions.

The evening's atmosphere was extremely positive and supportive with the new graduates exhibiting excitement regarding their future careers and employment opportunities. The number of potential graduates was small this year, which allowed for a very personal and intimate function with wonderfully candid, open speeches and valuable information offered by the committee members who attended.

Helen Johnston, President of HEIA(Q), formally welcomed the students and provided a heartfelt speech which gave insight into her experiences within the classroom and the impact that both teachers and students may have on the lives and futures of each other. Aileen Lockhart discussed the possible pitfalls of beginning, and in some cases experienced, teachers providing a wonderfully humorous account of a teacher's seven deadly sins. Kylie King, Julianna Kneebone and Debbie Cain spoke of their experiences as

first-year teachers, providing invaluable insight and advice for the new graduands. As beginning teachers they spoke of the many opportunities offered to them through HEIA(Q) membership, including the support and advice provided by other members. They encouraged the graduating students to make connections with other teachers in order to create essential support networks for each other.

Each graduating student was given a sample bag of products to assist them with their preparation for next year. The Committee of Management provided a stainless steel HEIA(Q) coffee mug as a lucky door prize, with the winning graduand being Jemma Birch. The evening provided an opportunity for the students to celebrate the completion of their studies, while being formally acknowledged and congratulated by the Home Economics Institute of Australia (Queensland). The genuine care and welcome provided by the members was a tribute to the supportive nature of the home economic profession.

### **Jo Spotswood**

Student representative

HEIA(Q) Committee of Management



2007 graduands with members of the HEIA(Q) Committee of Management

# Professional Development — A review of 2007

## What happened

The focus of the workshops in 2007 was nutrition education. The one-day workshops were designed to complement the 2-day *eduNation* conference and support teachers in the development of units of work and assessment tasks that support effective nutrition education. All workshops were facilitated by Dr Janet Reynolds.

Seven workshops were run across the state, plus a special workshop for curriculum leaders in the Torres Strait, attracting 140 delegates across all workshops. That is, an average of approximately 20 delegates per workshop, which was a suitable number given the hands-on nature of the workshops. However, three workshops (Roma, Mackay and Sunshine Coast) had to be cancelled due to insufficient numbers. HEIA(Q) can only run the workshops if the numbers are viable from a financial point of view.

However we do take into account that some regions have relatively small numbers of teachers and will not attract big numbers. 140 delegates represents approximately 20% members, given that some non-members also attended. It may be that the 2-day conference impacted on the workshop numbers.

7 workshops  
140 delegates  
3 cancelled workshops

## Evaluation of the workshops

The tables overleaf show that the workshops were very well received.

### Coordinator's response to qualitative comments:

#### ***The positives—The workshops were a hit (see evaluations)!***

For that, I have to thank Jan Reynolds, the PD sub-committee and the regional coordinators. Delegates clearly appreciated Jan's knowledge, but importantly her ability to relate to the home economics profession, her enthusiasm and passion. The sub-committee and regional coordinators were also responsible for the successful management of the workshops. Having a local coordinator is great for management issues, as well as building local networks.

#### ***How things could have been improved***

Evaluations identified two main areas where delegates thought the workshops could have improved:

- **Running this year's workshop over two days as it was so jam-packed**

It was great that so many teachers wanted to work on for another day. It really does show our commitment to professionalism. However, it is not always possible for presenters to facilitate on two days, especially if we only have one facilitator for the workshop. That would mean a huge commitment for one person to be out and about for up to 20 days, plus travelling time. Plus of course, a 2-day workshop would add to the costs. Further, our networks tell us that teachers would have difficulty in attending for 2-days, even though they would like

to. Lack of TRS continues to be a problem. In retrospect, we could have made the day longer—although that is often not a popular option (many commented on the 4.30pm close of the conference).

- **Running workshops on a school day**

Another frequent comment in the evaluations is that the workshops should be held on a work day. There is no argument with this. However, again if it is thought about further, it can be seen that other than on a student-free day, it is impractical to hold a workshop on a weekday. Schools are reluctant to release one teacher let alone a whole department's staff to attend workshops run by a professional organisation. They do not even do it for QSA workshops. Unfortunately there is only one student-free day in the year that is really suitable. A day at the weekend gives every person in a department the opportunity to get the benefit of the workshop. Also it is a chance for departments to get together and collaborate outside of the school setting and socialise for a change. There is little enough time in the working week. Workshops run in an afternoon after the school day are also impractical. It is costly to send a presenter to the regions for 2 hours. They charge for the whole day plus travel and the participant costs would be huge to cover these.

HEIA(Q) tries to keep members up to date and give teachers every chance to remain on top of current issues to make sure Home Economics provides quality teaching and learning. Personally I think that one Saturday in the year is a small price to pay to ensure one's teaching continues to be high quality and to keep up to date. The organisation by the regional coordinator usually ensures that it is a relaxed day in a nice environment with good food, and helps to take the sting out of "working" on a Saturday. Many schools really took advantage this year of bringing their whole department together for a day of planning in a supported environment.



Planning for 2008(L-R): Jo Spotswood, Kylie King, Denise McManus, Yve Rutch

## Professional Development – A review of 2007

### 2007 WORKSHOPS EVALUATION SUMMARIES

WORKSHOP - *eduNation – Nutrition education for a new generation* Presenter: *Dr Janet Reynolds*

#### OVERALL RATING OF WORKSHOP

		No. who attended	No. evaluations	1 (POOR)	2	3	4	5 (VERY GOOD)
SATURDAY 26 MAY	RYDGES TRADEWINDS, CAIRNS	16	13				5	8
SATURDAY 2 JUNE	OUR LADY'S COLLEGE, ANNERLEY	23	12				2	10
MONDAY 9 JULY	ROCKHAMPTON PLAZA HOTEL	32	24			2	9	13
SATURDAY 25 AUGUST	MERCURE INN, TOWNSVILLE	23	18				7	11
SATURDAY 8 SEPTEMBER	CATHEDRAL CENTRE, TOOWOOMBA	10	7				1	6
SATURDAY 27 OCTOBER	VIRGINIA PALMS INTERNATIONAL, BRISBANE	19	16			1	5	10
SATURDAY 24 NOVEMBER	TRINITY LUTHERAN COLLEGE, GOLD COAST	19	15			2	7	6
<b>TOTALS</b>		142	105	0	0	5	36	64

#### CONTENT

		No. who attended	No. evaluations	1 (POOR)	2	3	4	5 (VERY GOOD)
SATURDAY 26 MAY	RYDGES TRADEWINDS, CAIRNS	16	13				4	9
SATURDAY 2 JUNE	OUR LADY'S COLLEGE, ANNERLEY	23	12				3	9
MONDAY 9 JULY	ROCKHAMPTON PLAZA HOTEL	32	24			1	10	14
<b>TOTALS</b>		71	49	0	0	1	17	32

#### PRESENTATION

		No. who attended	No. evaluations	1 (POOR)	2	3	4	5 (VERY GOOD)
SATURDAY 26 MAY	RYDGES TRADEWINDS, CAIRNS	16	13				3	10
SATURDAY 2 JUNE	OUR LADY'S COLLEGE, ANNERLEY	23	12				3	9
MONDAY 9 JULY	ROCKHAMPTON PLAZA HOTEL	32	24			1	8	16
<b>TOTALS</b>		71	49	0	0	1	14	35

NB The evaluation form was changed after July so less detailed data were collected than for the first three workshops.

#### SUMMARY OF COMMENTS:

- The content was very appropriate, the venue was excellent and the catering superb.
- Very relevant information with lots of examples and handouts for us to refer to later.
- The workshop was engaging and ran at a suitable pace. The powerpoint presentation was informative and complemented the materials provided.
- Excellent presentation – Jan is very familiar with her topic and her enthusiasm for education passes on through her work.
- It was very helpful for our planning. Clear examples were presented with the opportunity to incorporate our ideas on how students can take more 'action'.
- One topic developed in 3 sessions over a full day with an individual unit focus made this day meaningful, enduring and encouraging. Thank you for a very stimulating and informative and stress free day.
- This makes my role stronger and has empowered me to transform the education of Home Economics in our school.
- Very professional. Well explained new concepts as well as making me think about what I am teaching and my outcomes for learning with students.
- As a first year teacher I have found it extremely 'educational'. I learnt a great deal and have identified areas that I need to work on.
- Excellent opportunity to be brought up to date with the latest standards and expectations of assessment and actions! Very motivating and thought provoking. I wish I could have at least a 2-day workshop on program writing and criteria guidelines.
- More time! Not that any of us would be able to find any more....

## Professional Development – A review of 2007

### Issues

#### 1. Timing

As discussed previously, it is an ongoing issue to find a date that suits the needs of all members. We continue to take advice from the regional coordinators so please contact your coordinator if you have ideas.

On equity grounds, HEIA(Q) keeps workshop costs the same across the state

#### 2. Costs

HEIA(Q) has a responsibility to be fiscally responsible to its members. The Committee of Management works on the basis that the professional development should not run at a huge loss. However, some loss is accounted for in that members' fees are used to subsidise the Divisional events—\$30 of membership fees are returned to the Division for Divisional activity. Nevertheless the costs of running regional professional development are quite high due to airfares and in some cases, accommodation for presenters. On equity grounds, HEIA(Q) keeps workshop costs the same across the state, but it means prudence in not running workshops with low numbers. The greater the number of delegates, the more viable it is.

#### 3. Attendance

Attendance is variable, and both for the success of the workshop and financial viability, a certain cut-off number of delegates is required. We continue to monitor this. If low attendance

indicates that face-to-face workshops do not meet our members' needs, then we will take note of that and cease workshops and look at alternative ways of supporting members. Another option is for regions to organise their own professional development using local presenters, when the financial implications of low attendance would not be so great.

Another option is for regions to organise their own professional development using local presenters

#### 4. Registering on time

It is a concern that a number of members "miss" a workshop and really had wanted to go. Emailing reminders to members is having some success but we ask you to maybe suggest ideas that schools could use as their own reminders. So when you receive notification of the workshops for 2008 please do not hesitate to commit immediately. I am sure you will not regret it.

### Conclusion

In conclusion, I urge you to support your professional body so that it can continue its valuable work on your behalf. You are lucky to have one that is so dedicated. Ask other faculties what their professional body does for them!

**Denise McManus,**

Professional Development Coordinator

## Senior Syllabus Review and Year 10

As HEIA(Q) members would be aware, the Queensland Studies Authority is reviewing its model for future syllabus design, with implementation of the new syllabuses anticipated 2011–2012. The proposed model is one that centres around 11–12 broad domains. HEIA(Q), along with individual members and home economics departments have campaigned for the retention of Home Economics in this proposed model. There has been much speculation about the future of Senior Home Economics in the model.

Contact in recent weeks with Dr Doune McDonald, Chair of the Health and Physical Education Subject Advisory Committee, and with Paul Herschell and Jeff Thompson of QSA, identified the following:

- There is a demand for subject offerings that meet the broad needs of young people staying at school until the end of Year 12. The current model for syllabus design and the syllabuses offered within it, do not reflect the needs of all young people, nor the current and future workplace—for example, consider design, web technologies, creative design industries.
- The review has been on hold for 4–5 months as there were other things that had either greater priority or would impact on the model for Senior syllabuses—for example, Queensland Curriculum, Assessment and Reporting Framework (Essentials and Standards), national agenda, federal election and expectations.
- The voice of home economics has been well represented at the Subject Advisory Committee and in the consultations.
- Future Senior syllabuses will describe learning in Years 10–12. One option might be to have a broad introductory first year (Core) in Year 10 followed by specialisation electives in the following two

years. So, for example, there could be a Core area such as *Health and Wellbeing*, with *Home Economics* being a specialisation.

- It is understood that the Subject Advisory Committee recommended three options for the name of the Core: *Health and Physical Education*; *Health and Physical Activity*; or *Health and Physical and Personal Development*, with electives that fit under the strands of *Health Education*, *Physical Education*, *Recreation* and *Home Economics*.
- In its submission the SAC supported a *Home Economics* strand in the electives program. There was apparently some debate as to whether the strand should have the title 'Home Economics', but after much discussion *Home Economics* was put forward as a place holder.
- No final decisions have been made about domains or core and electives related to the domains.
- The final report will be ready by the end of 2007 with a set of proposals for moving forward. It will go to the first meeting of the QSA governing body in 2008 and then go out for 3–4 months of consultation.

Related to the review of the model for syllabuses in Years 11–12, is the future of Year 10. At the QSA governing body meeting on 28 November 2007 it was confirmed that

- the re-released Key Learning Area syllabuses will describe learning in Years 1–9 (expected in 2009)
- future senior syllabuses will describe learning in Years 10–12
- in the interim, a design brief and project plan will be developed to provide advice to schools on their year 10 programs.

## SCHOOL PROFILE: North Lakes State College

### *An interview with Melita Watts*

#### About North Lakes State College

The school is a 6-year-old Education Queensland school that is located in a rapidly developing urban setting on the northern outskirts of Brisbane, North Lakes. The school accommodates approximately 2500 students across Prep to Year 11, with approximately 960 in the Middle and Senior School. It will take Year 12 students in 2008. The school is characterised by a range of cultures, including 20% students from England and Ireland.



*Above: Peninsula Principals' Breakfast function*

*Right: Food technology class in action*

#### Home Economics staff

The school currently has two Home Economics teachers and a teacher aide, with a third full-time teacher joining the department in 2008. The current staff members are:

- Alison Hobson, who works full-time and has been at the school for one year
- Melita Watts, who is part-time with a 0.6 teaching load and has been at the school for two years
- Karen Townsend, teacher aide who works in the Home Economics department for 10 hours per week.

#### Subject offerings

Food Technology Years 7–10

Hospitality Year 11, with the intention of offering Certificate I and II in Hospitality (Operations) in 2008

Our development plan includes expansion of these offerings into Textiles and Early Childhood Studies.



*Above: Melita Watts and Alison Hobson*

### **How do you promote Home Economics in your school?**

We work collaboratively with other departments to run functions such as a Children's party, Healthy lunchboxes, High Tea for Drama students, "Prince/Princess" for a day, Arts and Culture Evening (Music, Art, Dance and Drama), and the Mocktail Party for Platinum class tickets. We are also involved in fundraising ventures within the school for charities. We display students' work to others at functions such as the Cultural Foods Expo, Aussie BBQ and functions held at our coffee shop. These kinds of events make our department very visible in the school community.

### **Is Home Economics well supported in terms of professional development and what do you do to make sure your staff go to appropriate PD?**

A member of staff attends the HEIA(Q) State Conference annually, and staff are also involved in professional development related to the delivery of VET in Hospitality. This year both Home Economics teachers attended the state conference for both days as the school was very supportive of the conference theme of nutrition education.

### **What is fabulous about Home Economics at your school?**

There are three things that immediately come to mind:

1. Lots of students take our subject as we have a practical-oriented curriculum.
2. The opportunity to introduce Food Technology into Year 7 and younger grades is excellent in a P-12 school.
3. Our hospitality facilities are State of the Art—with a fully equipped industrial kitchen and an adjoining restaurant/classroom that we have called *UrbaNosh*—as it is at our Urban Learning Centre (Senior Campus).



*Above: Northlakes State College kitchen facilities*



*Above: Kitchen fire safety demonstration*

## Lorraine Hooper celebrates her retirement with her home economics colleagues

On Saturday 10th November, twenty-two people attended a retirement luncheon at the Key Bar and Restaurant, Maleny to celebrate the end of Lorraine Hooper's (Head of Department Home Economics, Caloundra State High School) successful career as a Home Economics teacher. A great time was had by all, excellent food, great ambiance and fabulous company. It was a fabulous day fittingly reflecting the contribution that Lorraine has made to Home Economics throughout her teaching career.

A number of people made brief speeches, along with messages from well-wishers who could not be there on the day. The following captures some of what was said.

**Deanne Deans** (a past student of Lorraine's and newly graduated Home Economics teacher) spoke of her desire to become a Home Economics teacher because of Lorraine's excellent role modelling during her senior years. She thanked Lorraine for being a wonderful mentor and friend during her years of study.

**Janet Reynolds**, Fellow and Past President HEIA, spoke of the wonderful qualities that Lorraine brought to the profession throughout her career. She particularly commented on Lorraine's communication skills, her commitment, her leadership skills, and her willingness to be a critical friend for any policies or decisions that were impacting on Home Economics in Queensland.

**Joanne Jayne**, Past President HEIA (Q), could not be at the function but as part of her message to Lorraine she wrote:

*'... the quality of your work and your contribution to Home Economics is legendary. ...I have had the pleasure of working with people who have been honoured to be called your colleague. I have also known many pre-service teachers who are either your ex-student and were inspired to follow in your footsteps or have been delighted to be a prac student in your department. To hear and see their enthusiasm is refreshing and all speak so highly of you. They know they have been privileged to have been educated and guided by you. I also know that you have contributed enormously to the development of Home Economics over the years, and your wisdom, insight and professionalism have been called upon on many occasions. So we can be sad at the loss to our profession as you leave this phase of your life but equally we are grateful, not only for what you have done for the Home Economics profession, but more importantly, the way you have done it and why you have done it.'*



Lorraine responding to the speeches - I think I am going to cry



Lorraine (L) listening as HEIA(Q) President Helen Johnston reads out the well wishes



The party enjoying the occasion



Lorraine with HEIA(Q) Fellows Audrey Lawrie (L) and Jan Reynolds (R)

In her speech, **Helen Johnston**, President HEIA (Q), Former HOD Home Economics, Burnside State High School said *'Throughout your long teaching career you have been a passionate advocate of Home Economics at a regional and state level. You have set very high professional standards for the practice of Home Economics in your faculty and worked very hard to promote the professional standing of Home Economics within your school. You were awarded an Excellence in Teaching Award and this award is only given to true professionals, who are respected by their peers, and by their students. Your professional practice has truly embodied the mission of Home Economics.'*

The guests were in unison as Helen wished Lorraine well in the next stage of her life's journey and presented her with flowers as a token of admiration for a long and successful career. Whilst Lorraine's expertise will be missed in the profession, as with all great professionals, she has been gracious in sharing that expertise with others so we will, in part, have some of it to keep forever.



Lorraine Hooper (L) with HEIA(Q) President, Helen Johnston



Lorraine Hooper with her staff from Caloundra State High School

## A FAREWELL SPEECH

*By home economics teacher Marlene Manning, delivered at the Caloundra SHS farewell function for Lorraine Hooper*

*Anyone who has seen Lorraine recently will notice how relaxed she looks. She has been on leave and has enjoyed being 'at leisure' on the coast. After 26 years at Caloundra State High School and a career spanning over 43 years teaching, it was a surprise for us all when she told us of her plan to retire.*

*Lorraine has touched many lives – whether they be staff or students, during her teaching career. At Caloundra SHS she has been a teacher, Head of Department, Acting Deputy, parent and mentor to many.*

*Her passion for teaching is obvious. She plans to do volunteer teaching work in India next year. She has revelled in new experiences (usually travelling overseas with her husband Jay) and has always been at the cutting edge of change. She has inspired many with her creative thinking and ability to think 'outside the square' to solve problems. She is also a very caring person and passionate advocate for human rights. Several years ago, she gave up her Christmas holiday time to be part of a group that visited a range of Indian villages. Their focus was to work with Indian women and to help empower their lives. It also proved to be a rewarding learning experience for Lorraine, who was invited to a traditional Indian wedding. She also learnt to practice her assertiveness skills in crowds with her 'don't mess with me' use of her whistle.*

*As Lorraine starts this new chapter in her life and accepts new challenges, who knows what directions she will travel in? I know she will enjoy spending time with her family and perhaps taking her grandchildren to a Lion's game. I know she will travel the world with Jay, having adventures . (I hear trekking in South America is planned for next year...) I know she will walk the beaches in the morning, catch the latest movies and read a good book.*

*Lorraine has always appreciated the 'fine things' in life and has a particular interest in hospitality, health and nutrition and trying new foods. On a recent visit to China she tried some 'exotic' different foods and entertained us with the stories about them. So here is a little something to assist you with those anti-oxidants found in red wine and chocolate and it's in the one food. (Home Economics staff presented Lorraine with a gift of red wine flavoured dark chocolates, a bottle of vintage sparkling wine and a bouquet of oriental orchids)*

*On Sunday evening on the 7<sup>th</sup> October have a drink and think of us ! Remember all those happy memories of having worked at Caloundra High.*

**TO GOOD FOOD, GOOD WINE , GOOD COMPANY & HAPPY TRAVELS ! (and GO the Lions !)**

# Home delivery—From survival to reflection

## A story from a beginning teacher

Desperation to engage a group of students, a large amount of frustration resulting from my own lack of teaching experience, and a lack of funding for excursions and TRS drove me to bring guest speakers and experts in the field into my classrooms in a bid to help lift learning outcomes and bring a sharp dose of reality for my students who were not engaging very well with what I was offering. That was my survival technique. But probably the best part was when fellow HEIA(Q) colleagues encouraged me to reflect on what I did and what I really learnt.

Now many experienced teachers will probably be thinking to themselves, *'this is not very innovative for a first-year teacher, we have been using this practice for years'*. However, as a beginning teacher covering five strands within our broad subject domain, I was frustrated with the time it was taking me to do my preparation for more innovative learning experiences, and frustrated at my own lack of experience. My freshness and enthusiasm saw me designing and running excursions to complement my classroom activities but eventually I found these were expensive and TRS funding was extremely limited to enable me to be out of school for a half day or full day. I scaled down my grand visions and we visited venues closer to school or on public transport routes, but I found this very rushed, quite stressful and the students were not always responsive. DVDs and videos were my next backup option, but many seemed to be American, outdated, dreary and frequently failed to arrive on time via the borrowing system. I was floundering and getting frantic as I struggled to engage my students in a meaningful way. In desperation I enlisted the help of an industry expert.

I sought the services of a Brisbane-based catering company to complement my program. The presenter arrived with a van load of fascinating equipment, fresh exotic ingredients and a huge portable wok more than a metre in diameter and a tailor-made lesson designed specifically to fit with my current unit. My students were captivated as the enormous wok was fired up and they started to discuss the realities of the catering industry, giving them first-hand knowledge of modern Asian cuisine, small

business management and menu design. Seated outdoors, our portable classroom was the envy of the school that day as staff and students alike peered out of windows, made excuses to walk past, and casually stopped for an inquisitive look and to smell the intense aromas.

This 'captivating' experience was the turning point for me with this class. It cemented the foundational teaching I had initiated in the classroom, and underpinned learning experiences for my students for the rest of the term. They frequently referred to it, built upon it and extended their knowledge beyond this experience to a point where they too became experts within their school community, carrying out a variety of small business ventures. This guest expert brought skills and perspectives that I could not at this point in my career. It was a huge success.

But my colleagues have forced me to reflect on why it was successful. Did I just get lucky (I was certainly due for a break), or was it my planning and preparation that made sure the guest speaker would connect with my students, encourage learning and help the students to learn what they were supposed to be learning according to the syllabus? In all honesty, it was a bit of both. I recognise that guest experts bring updated knowledge, new ways of thinking and practical applications that we as teachers don't always have, and with the financial pressures on schools and the ever-increasing behaviour difficulties we encounter, home delivery to school can be a great way to spice up student learning experiences. I had checked out the company with another school that had used them, I had reviewed and modified what they planned to present so that it aligned with our curriculum and was not just a sales pitch, and I had set clear objectives for the session (some of them being affective objectives). Where I got lucky was when the whole session connected with the students and provided the 'hook' that I had been struggling to find. In future, finding the right 'hook' to connect with my students will be a priority. It may not be a guest speaker, but it will be something!

**Kylie King**  
Macgregor State High School



# Essential Learnings

The Queensland Studies Authority released on 4 December the “Essential Learnings” for Years 1–9 in Queensland schools. It is intended that the Essential Learnings provide:

- teachers with clarity about what to teach
- teachers with assurance that the essential elements of each key learning area are being addressed, and that their students are learning what the wider community values
- parents and carers with confidence that a core curriculum will be offered in all Queensland schools.

While the Essential Learnings are the part of the curriculum that is to be common across all schools, schools continue to have the flexibility to organise their curriculum in ways that meet the needs of their students.

Education Queensland schools will begin using these Essential Learnings in 2008.

This article reproduces those elements that are considered of interest to the home economics profession—the assessable elements and descriptors for A–E (for all Year levels) and the Essential Learnings at Year 9 for Health and Physical Education, and for Technology. For comparison purposes the Year 7 Essential Learnings are provided for HPE.

The Essential Learnings can be downloaded from the QSA website <http://www.qsa.qld.edu.au/qcar/el.html>

<h2>Health and Physical Education</h2>		 <b>Queensland Curriculum, Assessment and Reporting Framework</b>				
<b>Assessable elements and descriptors of quality for A–E</b>						
Assessable elements and descriptors support teacher judgments about the standard a student has achieved.						
Assessable elements: <ul style="list-style-type: none"> <li>• identify the valued features of the key learning area to be assessed</li> <li>• draw from the two dimensions of the Essential Learnings: <b>Ways of working</b> and <b>Knowledge and understanding</b></li> <li>• can be used together or independently when designing assessment.</li> </ul>						
Descriptors: <ul style="list-style-type: none"> <li>• indicate the qualities evident in student work</li> <li>• use an A–E scale.</li> </ul>						
Assessable elements	Descriptors					
	A	B	C	D	E	
	The student work demonstrates evidence of:					
<b>Knowledge and understanding</b>	Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Satisfactory knowledge and understanding of concepts, facts and procedures	Variable knowledge and understanding of concepts, facts and procedures	Rudimentary knowledge and understanding of concepts, facts and procedures	
<b>Investigating</b>	Insightful identification of questions and issues to plan and conduct investigations	Effective identification of questions and issues to plan and conduct investigations	Competent identification of questions and issues to plan and conduct investigations	Variable identification of questions and issues to plan and conduct investigations	Minimal identification of questions and issues to plan and conduct investigations	
	Insightful analysis and evaluation of information and evidence to communicate well-reasoned conclusions and decisions	Logical analysis and evaluation of information and evidence to communicate reasoned conclusions and decisions	Relevant analysis and evaluation of information and evidence to communicate credible conclusions and decisions	Variable analysis and evaluation of information and evidence to communicate obvious conclusions and decisions	Cursory analysis and evaluation of information and evidence to communicate conclusions and decisions	
<b>Planning</b>	Significant and well-justified proposals that promote movement capacities, health and wellbeing and personal development	Pertinent and justified proposals that promote movement capacities, health and wellbeing and personal development	Relevant and justified proposals that promote movement capacities, health and wellbeing and personal development	Relevant suggestions that promote movement capacities, health and wellbeing and personal development	Cursory suggestions that promote movement capacities, health and wellbeing and personal development	
<b>Implementing and applying</b>	Insightful implementation of proposals	Effective implementation of proposals	Appropriate implementation of proposals	Variable implementation of proposals	Minimal implementation of proposals	
	Skilful application of concepts and skills	Proficient application of concepts and skills	Competent application of concepts and skills	Variable application of concepts and skills	Minimal application of concepts and skills	
<b>Reflecting</b>	Perceptive reflection on influencing factors, actions and learning	Informed reflection on influencing factors, actions and learning	Relevant reflection on influencing factors, actions and learning	Superficial reflection on influencing factors, actions and learning	Cursory reflection on influencing factors, actions and learning	



Queensland  
Curriculum, Assessment  
and Reporting Framework

## Health & Physical Education (HPE) Essential Learnings by the end of Year 9

### Learning and assessment focus

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.



Queensland Government  
Department of Education, Training and the Arts

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HPE

Essential Learnings by the end of Year 9

### Physical activity

Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities  
*e.g. developing controlled, coordinated and efficient movement specific to aerobics or swimming enables more active participation and increases health benefits.*
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities  
*e.g. encouraging, communicating and coordinating with a partner or team in orienteering or rock-climbing can make participation more enjoyable.*
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing  
*e.g. choosing physical activities that are personally enjoyable sustains motivation to be active; the frequency, intensity, duration and type of physical activity or work-out influence health and wellbeing outcomes.*

### Personal development

Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors  
*e.g. the interaction between social experiences and the way a person perceives their place in the world can influence emotional and physical wellbeing.*
- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships  
*e.g. when composing an email, careful consideration of the impact on all recipients may prevent misinterpretation of the tone or intent causing offence.*
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations  
*e.g. negotiation strategies are used in the classroom to establish guidelines for smooth functioning and to facilitate discussion.*



HPE

Essential Learnings by the end of Year 9

### 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, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.

### Knowledge and understanding

#### Health

Health is multidimensional and dynamic, and influenced by actions and environments. Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent

- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent  
*e.g. social experiences can trigger emotional and cognitive responses that impact on physical health; an individual's health and wellbeing status can fluctuate.*
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices  
*e.g. the media, marketing and social trends can influence adolescent choices when selecting where to eat and what to do when socialising with friends; historical, social and cultural influences have impacted on the health of Aboriginal people and Torres Strait Islander people.*
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety  
*e.g. strategies advocated in drug, anti-violence and sexual health campaigns, and access to resources and support, can help people manage health risks.*
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines  
*e.g. adolescents should select foods that deliver the essential nutrients needed for bone formation and density, skin growth and repair, normal body function, metabolism and growth; saturated fats, total fats and sugar intake should be limited.*

(Authority) 2007

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## Health & Physical Education (HPE)

### Essential Learnings by the end of Year 7

### Learning and assessment focus

Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals, groups and communities. They reflect on their learning and ways to capitalise on the benefits of positive influences on their health and wellbeing.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

### Ways of working

Students are able to:

- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
- apply movement concepts and make purposeful refinements to movement skills
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts
- identify risks and justify and apply safe practices
- select and demonstrate appropriate personal development skills and strategies in team and group situations
- reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences
- reflect on learning, apply new understandings and identify future applications.

### Knowledge and understanding

#### Health

Health is multidimensional and influenced by individual, group and community actions, and environments.

- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated  
e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.
- Family, peers and the media influence health behaviours  
e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sports program.
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks  
e.g. individuals using assertive refusal skills if offered drugs; communities advocating for and implementing smoking bans; provision of "kids help" lines.
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence  
e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.

### Physical activity

Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.

- Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities  
e.g. transferring weight appropriately when batting enables the batter to hit the ball with greater force.
- Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity  
e.g. coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable.
- Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing  
e.g. surfing or skateboarding for an hour a day can improve skill performance, increase energy to undertake everyday tasks and provide an opportunity to relax and have fun with friends.

### Personal development

Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture  
e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations.
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem  
e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self.
- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources  
e.g. family and friends can help students manage the transition from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.

## Technology



Queensland Curriculum, Assessment and Reporting Framework

### Assessable elements and descriptors of quality for A–E

Assessable elements and descriptors support teacher judgments about the standard a student has achieved.

- Assessable elements:**
- identify the valued features of the key learning area to be assessed
  - draw from the two dimensions of the Essential Learnings: **Ways of working** and **Knowledge and understanding**
  - can be used together or independently when designing assessment.
- Descriptors:**
- indicate the qualities evident in student work
  - use an A–E scale.

Assessable elements	Descriptors				
	A	B	C	D	E
	The student work demonstrates evidence of:				
<b>Knowledge and understanding</b>	Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Satisfactory knowledge and understanding of concepts, facts and procedures	Variable knowledge and understanding of concepts, facts and procedures	Rudimentary knowledge and understanding of concepts, facts and procedures
<b>Investigating and designing</b>	Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas	Logical interpretation and analysis of information and evidence to generate convincing design ideas	Relevant interpretation and analysis of information and evidence to generate credible design ideas	Variable interpretation and analysis of information and evidence to generate design ideas	Rudimentary interpretation and analysis of information and evidence to generate design ideas
<b>Producing</b>	Controlled and skilful implementation of production processes to make products	Purposeful and effective implementation of production processes to make products	Appropriate and credible implementation of production processes to make products	Variable implementation of production processes to make products	Minimal implementation of production processes to make products
<b>Evaluating</b>	Perceptive evaluation of products and processes	Informed evaluation of products and processes	Relevant evaluation of products and processes	Narrow evaluation of products and processes	Cursory evaluation of products and processes
<b>Reflecting</b>	Perceptive reflection on the impact of technology and on their learning	Informed reflection on the impact of technology and on their learning	Relevant reflection on the impact of technology and on their learning	Superficial reflection on the impact of technology and on their learning	Cursory reflection on the impact of technology and on their learning



## Technology

Essential Learnings by the end of Year 9

### Learning and assessment focus

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. They understand the importance of matching characteristics of resources to detailed specifications and standards. They investigate the contributions, past and present, of technological processes and products within local, national and global markets. They recognise that technology has a rich history and has developed into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. When thinking and working technologically, they individually and collaboratively select tools and implement techniques to manipulate and process, and control and manage, information, materials and/or systems components. They make products to detailed specifications and standards. They analyse the role of technology and its impacts and consequences for people, their environments and their communities in local and global contexts. They reflect on their learning and evaluate the suitability of their own and others' products and processes and recommend improvements.

Students select and use a range of tools and technologies, including information communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within technology contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.

## Technology

Essential Learnings by the end of Year 9

### Ways of working

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

### Knowledge and understanding

#### Technology as a human endeavour

Technology influences and impacts on people, their communities and environments in local and global contexts.

- New products and technologies are designed and developed to meet changing needs and wants of intended audiences, and include artefacts, systems, environments, services and processes  
e.g. *mobile phones and email meet the need for improved efficiency of communication methods.*
- Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production  
e.g. *globalisation and cultural, social and political factors influence the design and development of products, as in designing canteen menus to meet the requirements of the Smart Choices strategy; accurately machining a product component to match specifications.*
- People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels  
e.g. *the design and development of energy-efficient light globes to help reduce greenhouse gases and global warming; recognising the impact that technology (mass production, high-speed sewing), culture (Indigenous perspectives, popular culture) and history (tradition, fashion trends) have had on fashion design.*

#### Information, materials and systems (resources)

Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products.

- Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user  
e.g. *materials can be compared to determine those most appropriate to the task, such as selecting from a variety of timbers taking account of size, strength, finish and durability; choosing from natural resources to produce a product.*
- Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production  
e.g. *an outdoor shelter can be designed accurately using CAD software.*

# HEIA GORGEOUS IMAGES POSTER SERIES

## Totally Gorgeous Textiles

HEIA has developed a set of posters called *Totally Gorgeous Textiles*. These complement the first in the series *Simply Gorgeous* that showed twelve gorgeous food images. The *Totally Gorgeous Textiles* posters are designed to create an environment that is modern, professional and just plain "gorgeous". Whilst designed primarily for use in school and TAFE classrooms, no doubt the posters will find their way into many settings where beautiful images of textiles and dress are appropriate. There are six posters in each collection.

Collection One, **'The colours of culture'** is a set of six posters of traditional dress in six different cultures that capture the totally gorgeous richness and vibrancy of cultural dress. Whilst chosen to illustrate the diversity and beauty of global textiles, they equally tell many stories about our cultural diversity.

Collection Two, **'Touching Textiles'** is so called because the images inspire the love of textiles for their tactile beauty. The collection of six posters shows fabrics of different colours and textures at close range so that you can almost feel their sumptuous gorgeousness.

The two collections can be purchased separately, but they are designed to complement each other with their beautiful colours and shapes. The sturdy 300gsm posters are 840mm x 297mm (yes, long, skinny and modern), are cellglazed for protection, and packaged in a mailing tube.

**Watch out in the journal for the SPECIAL LAUNCH OFFER FOR HEIA MEMBERS ONLY**

(or check the HEIA website [www.heia.com.au](http://www.heia.com.au) for an order form)

HEIA is offering the *Totally Gorgeous Textiles* posters to members at a special launch price of:

\$25 for one collection (normally \$35)  
\$45 for both collections (normally \$55)

New Zealand and Hong Kong:  
\$30 for one collection,  
\$50 for both collections (launch price only)

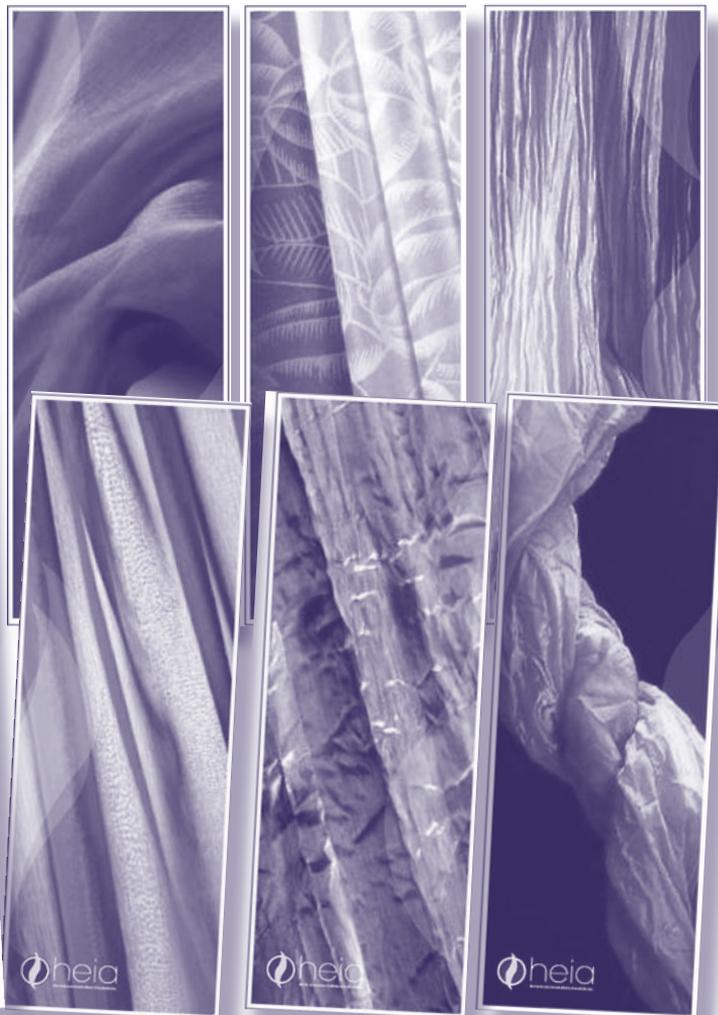
HEIA members may order as many as they require at this special price.

The following conditions apply:  
Orders must be received by 31 March 2008.  
Payment must accompany the order.

**'The colours of culture'** posters



**'Touching Textiles'** posters



# Nutrient Reference Values (NRVs)

## replace the Recommended Dietary Intakes (RDIs)

The 'Recommended Dietary Intakes' (RDIs) have been replaced by a set of values for each nutrient, the Nutrient Reference Values (NRVs), released by the National Health and Medical Research Council (NHMRC) in 2006. This short article summarises the intent of the NRVs. The Executive Summary of the paper related to the NRVs was published in the Journal of HEIA in 2006.

The Australian and New Zealand Governments have been providing nutrition advice to the public for more than 75 years. This advice has included information on 'Recommended Dietary Intakes' (RDIs), which are the amounts of specific nutrients required on average on a daily basis for good health. *The Recommended Dietary Intakes for use in Australia* was published in 1991 by the National Health and Medical and Research Council (NHMRC).

Since that time, our scientific knowledge about nutrition has expanded greatly. Hence, the review of the 1991 RDIs built on new knowledge and resulted in the *Nutrient Reference Values* (NHMRC, 2006). These recommendations:

- cover a much wider range of nutrients than earlier recommendations (e.g. long chain omega 3 fats, dietary fibre, water, vitamin K, fluoride)
- include a set of values for each nutrient (instead of a single value), addressing the daily needs of individuals or groups
- include additional recommendations about intakes of certain nutrients that may reduce the risk of chronic disease such as heart disease, certain cancers or high blood pressure.

The Nutrient Reference Values outline the levels of intake of essential nutrients to meet the known nutritional needs of practically all healthy people. They may not meet the specific requirements of people with various diseases or conditions, or pre-term infants. For each nutrient, values are set for:

- **Estimated Average Requirement (EAR)**  
EAR is the daily nutrient level estimated to meet the nutrient requirements of half the healthy individuals in different age and gender groups

- **Recommended Dietary Intake (RDI)**  
RDI is the average daily dietary intake level that is sufficient to meet the nutrient requirements of nearly all (97–98 per cent) healthy individuals in different age and gender groups. The RDI for some nutrients has substantially increased from that in the previous edition due to the availability of new knowledge. These requirements should be met from the consumption of different types of foods, not the consumption of more food.
- **Adequate Intake (AI)**  
AI is used when an EAR or RDI cannot be determined, and is the average daily nutrient intake level based on experimental data or estimates that are assumed to be adequate.
- **Estimated Energy Requirement (EER)**  
EER is the average dietary energy intake to maintain energy balance according to age, gender, weight, height and level of physical activity.
- **Upper Level of Intake (UL)**  
UL is the highest average daily nutrient intake level likely to pose no adverse health effects. As intake increases above the UL, the potential risk of adverse effects increases.

The full set of tables is available in the NHMRC document *Nutrient Reference Values for Australia and New Zealand—Executive Summary*, NHMRC, 2006), available online at [http://www.nhmrc.gov.au/publications/synopses/\\_files/n36.pdf](http://www.nhmrc.gov.au/publications/synopses/_files/n36.pdf)

### Using NRVs

The NRVs are used:

- by nutrition and health professionals to assess the likelihood of adequate intake by individuals or groups
- for meal planning or large-scale catering in places such as hospitals and the armed services
- by the food industry in developing and labelling food products
- by the government, for example in the development of food choice guides or food labelling to help the public make informed choices.

The uses of the various NRVs are summarised in the table below.

Nutrient Reference Value	For individuals:	For groups:
Estimated Average Requirement (EAR)	Use to examine the probability that usual intake is inadequate	Use to estimate the prevalence of inadequate intakes within a group
Recommended Dietary Intake (RDI)	Usual intake at or above this level has a low probability of inadequacy	Should not be used to assess intakes of groups
Adequate Intake (AI)	Usual intake at or above this level has a low probability of inadequacy.	Mean usual intake at or above this level implies a low prevalence of inadequate intakes within a group
Upper Level of Intake (UL)	Usual intake above this level may place an individual at risk of adverse effects from excessive nutrient intake	Used to estimate the percentage of the population at potential risk of adverse effects from excessive nutrient intake

## Reference values for chronic disease prevention

Recommendations have been made about intakes of certain nutrients that may reduce the risk of chronic disease such as heart disease, certain cancers or high blood pressure. As most of the research on chronic diseases is from adult populations, these values apply only to adults and adolescents of 14 years and over.

- **AMDR: Acceptable Macronutrient Distribution Range**  
The AMDR is an estimate of the range of intake for each macronutrient (expressed as per cent contribution to energy), which would maximise health outcome.

Nutrient	Recommended range
Protein	15–25% of energy
Fat	20–35% of energy, with no more than 10% from saturated fat and trans fats
Linoleic acid (n-6 fat)	4–10% of energy
α linolenic acid (n-3 fat)	0.4–1% energy
Carbohydrate	45–65% energy

### Katrine Baghurst responding to a query

Katrine was the Chair of the working party that developed the NRVs. Below is a question put to her about the percentage energy from fats, and her response.

**Q:** Katrine, why is there such a high range for % energy from fat? The recommendations seem to have gone up from 30% max to 35% — is that right? In 1995, in Australia, on average, 32% energy was derived from fat, so it looks like we are OK. Is it that 32% is OK, but it is likely that a high percentage of it (12%) was saturated?

**A:** *In setting the Acceptable Macronutrient Distribution Ranges (as opposed to a single target figure) we followed the same general principles as the US/Canadians in their DRIs by setting the range as the extreme levels which were consistent with healthy diets. They too had an upper limit of 35% fat. The arguments are set out in the fat section of the AMDR book but we did end by saying that, whilst for some people an upper level of 30% might bring additional benefits (e.g. some high risk groups) the data showing a difference in health outcome in the general population between 30 and 35% fat diets were very limited. However, above 35% total fat, in diets with traditional western foods, the saturated fat intake starts to become excessive with effects on health outcomes. We set the limit for saturated plus trans at no more than 10% energy. If this limit is adhered to, there would be no problem for most people in having a total fat up to 30% energy. The main problem in obesity is not that people have too high a % fat but too much food and kilojoules all round (and not enough exercise). There is however some discussion in the literature re the advantages in terms of satiety of having a higher % energy from protein in weight loss diets, which would mean lowering % carbohydrate and/or fat somewhat to accommodate this.*

*The problem with many 35% fat diets is, as you mention, that they are also high saturated fat diets.*

*Hope this helps*

**Katrine**

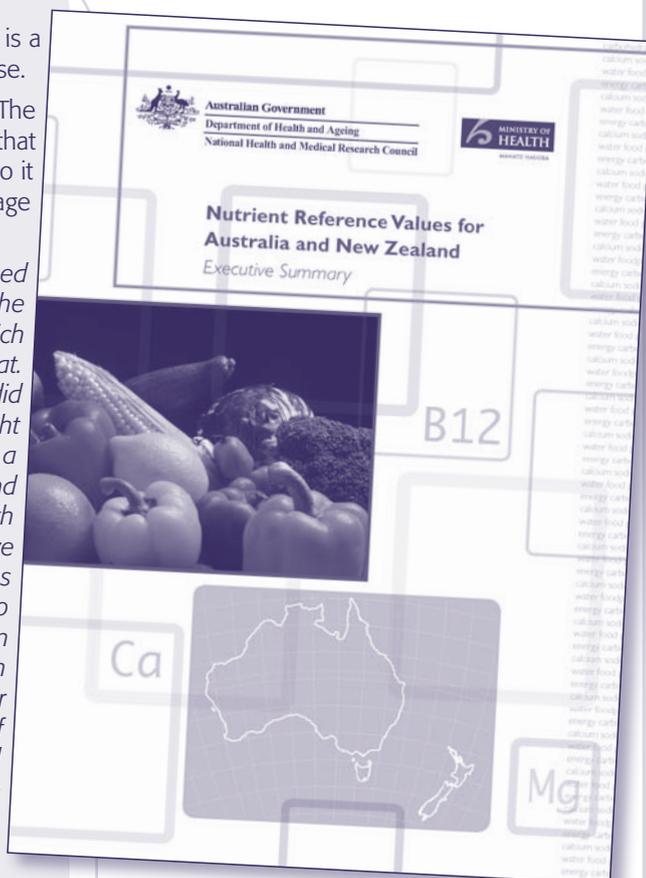
- **Suggested Dietary Target (SDT)**

SDT is the daily average intake for certain nutrients that that may help in the prevention of chronic disease.

Nutrient	SDT for Men	SDT for Women
Vitamin A	1,500 µg	1,220 µg
Carotene	5,800 µg	5,000 µg
Vitamin C	220mg	190mg
Vitamin E	19mg	14mg
Folate		300–600 µg dietary folate equivalent
Sodium	1600mg	1600mg
Potassium	4700mg	4700mg
Dietary fibre	38g	28g
LCn-3 fats	610mg	430mg

### Reference

National Health and Medical Research Council (2006). *Nutrient Reference Values for Australia and New Zealand—Executive Summary*. Canberra: NHMRC. Available at [http://www.nhmrc.gov.au/publications/synopses/\\_files/n36.pdf](http://www.nhmrc.gov.au/publications/synopses/_files/n36.pdf)



# Queenslanders paying a lot more for healthy food

Report on and extracts from the 2006 Healthy Food Access Basket Survey  
 Accessible from <http://www.health.qld.gov.au/ph/documents/hpu/33125.pdf>

Queensland families are paying on average \$149 more for the same basket of food they purchased in 2000, Health Minister Stephen Robertson said in a media release on 10 October 2007. Mr Robertson said a Queensland Health survey shows the same basket of food purchased for \$304 in 2000 now costs Queensland families an average \$453. 'It also shows families living in very remote areas of Queensland are paying up to \$113 more than families in Brisbane for the same basket of food,' he said. The survey also revealed food prices have risen by up to 54% in some regional communities since 2000.

Seventy-eight stores across Queensland were surveyed during May 2006, along with an additional 11 stores to enhance comparison with the results of previous HFAB surveys. The range and types of foods included in the HFAB represent commonly available and popular foods consistent with the *Australian Guide to Healthy Eating*. The foods selected provide 70% of the nutritional requirements and 95% of the estimated energy requirements of a hypothetical family of six people for a two-week period. For cost comparison purposes, a number of less nutritious food items and tobacco items were also surveyed.

## Key findings

The key findings were:

- The cost of the Healthy Food Access Basket (HFAB), which feeds a family of six for two weeks, has increased throughout Queensland since 2004. This difference was significant in all of the remoteness categories except *major cities*.
- In 2006 the mean cost of the HFAB statewide was \$457.46. From 2004 to 2006 the cost of the HFAB has increased statewide by almost \$51 (12.6%).
- The cost of the HFAB continues to be considerably higher in *very remote* stores throughout Queensland, especially in those towns more than 2000 kilometres from Brisbane. In 2006 the mean cost of the HFAB was \$107.81 (24.2%) higher in *very remote* stores in Queensland but \$145.57 (32.6%) higher in *very remote* stores more than 2000 kilometres from Brisbane compared with the same basket in *major cities*.
- The cost of healthy food has increased more than the cost of less nutritious alternatives.

The 2006 Healthy Food Access Basket Survey also compared food price movements at 47 stores throughout Queensland between 2000 and 2006. The survey found the average cost of the healthy food basket rose from:

- \$299 to \$443 (48% increase) in major cities including Brisbane, Toowoomba, Ipswich and the Gold and Sunshine Coasts

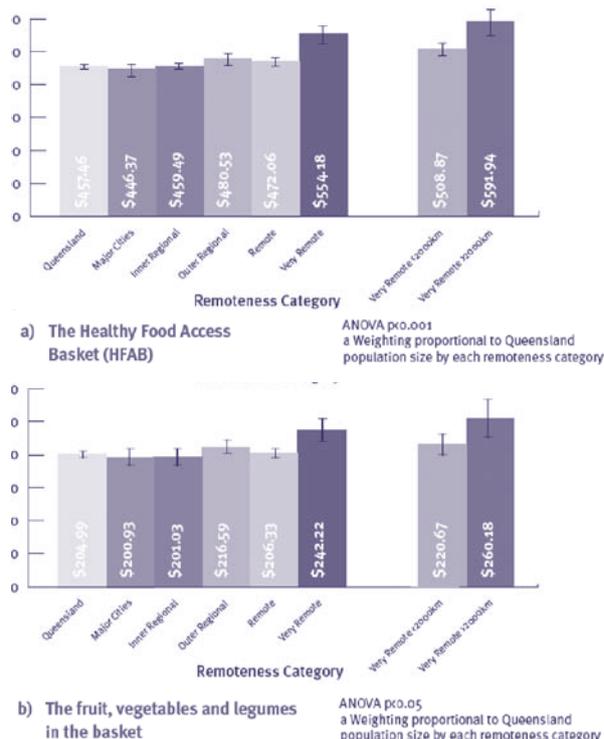
- \$310 to \$463 (49% increase) in inner regional areas including Rockhampton, Mackay, Maryborough, Dalby and Bundaberg
- \$309 to \$478 (54% increase) in outer regional areas including Cairns, Townsville, Bowen, Emerald and Goondiwindi
- \$347 to \$481 (38% increase) in remote areas including Charleville, Cooktown, Mount Isa, St George and Roma
- \$405 to \$556 (37% increase) in very remote areas including Weipa, Aurukun, Mornington Island, Thursday Island, Doomadgee, Longreach, Winton and Cunnamulla.

The average price of the Healthy Food Basket in Queensland had risen 49% in six years compared with a 32.5% increase in the Consumer Price Index for food over the same period.

## Costs in 2006

The 2006 HFAB survey results highlight the extra expenditure needed to purchase basic healthy food by families living in *outer regional*, *remote* and *very remote* areas compared to those living in major cities and inner regional centers (See Figure 3). In the very remote category the cost of the HFAB was 24.2% (\$107.81) higher and the cost of fruit, vegetables and legumes in the basket was 20.6% (\$41.29) higher compared with the *major cities* category (Table 1 and Figures 3a & 3b).

Figure 3: Mean cost (95% CI) of baskets in the 78 stores surveyed in 2006 by remoteness category<sup>a</sup>



For *very remote* stores greater than 2000 km from Brisbane (n=12), the cost of the HFAB was 32.6% (\$145.57) higher and the cost of fruit, vegetables and legumes in the basket was 29.5% (\$59.25) higher compared with the *major cities* category. For *very remote* stores less than 2000 km from Brisbane (n=10) the cost of the HFAB was 14.0% (\$62.50) higher and the cost of fruit, vegetables and legumes in the basket was 9.8% (\$19.74) higher compared with the *major cities* category (Figures 3a & 3b).

The cost disparity across remoteness categories for the 'unhealthy' items surveyed was slightly less than for the total HFAB, with the costs of the 'unhealthy' items in the *very remote* category being 22.8% higher than in the *major cities* category (Table 2).

The 2005-2006 Brisbane food price increases are within the basic healthy food groups, driven mainly by the surge in fruit and vegetable prices according to the ABS (Table 4).

## Availability

Less variety of fruit and vegetables was available in the *very remote* compared to the *major cities* category, despite a modest (non-significant) improvement in the availability of vegetables in the *remote* and *very remote* categories. Overall there was a wider variety of vegetables available compared to fruit, with a drop (non-significant) in the availability of fruit recorded in all remoteness categories. Availability of 'better nutrition choices' declined with remoteness, although slight (non-significant) improvements were registered for the *remote* stores since 2004 and for *very remote* stores since 2001.

**Table 1: Mean cost (95% CI) of baskets and the basic healthy food groups in the 78 stores surveyed in 2006 by remoteness category<sup>a</sup>**

	QLD (\$) (CI) n=78	Major cities (\$) (CI) n=10	Inner regional (\$) (CI) n=10	Outer regional (\$) (CI) n=18	Remote (\$) (CI) n=18	Very remote (\$) (CI) n=22	% (\$) increase in mean cost from Major cities to Very remote	Kendall's Tau p value
Cost of the Healthy Food Access Basket in 2006	457.46 (450.49-464.44)	446.37 (427.57-465.16)	459.49 (452.10-466.87)	480.53 (464.29-496.77)	472.06 (457.78-486.34)	554.18 (526.22-582.14)	24.2% (\$107.81)	<0.001
Cost of fruit, vegetables and legumes in 2006	204.99 (200.62-209.35)	200.93 (188.00-213.86)	201.03 (188.58-213.47)	216.59 (206.79-226.40)	206.33 (199.12-213.53)	242.22 (223.72-260.73)	20.6% (\$41.29)	<0.001
Cost of bread and cereals in 2006	101.52 (99.14-103.90)	96.43 (90.88-101.99)	105.85 (99.99-111.71)	110.44 (105.82-115.06)	110.29 (103.41-117.18)	128.45 (123.94-132.96)	33.2% (\$32.02)	<0.001
Cost of dairy in 2006	57.91 (57.01-58.80)	56.98 (55.80-58.15)	60.06 (56.91-63.21)	58.19 (55.42-60.97)	61.10 (58.00-64.20)	73.43 (68.41-78.46)	28.9% (\$16.45)	<0.001
Cost of meat and alternatives in 2006	79.88 (78.68-81.08)	79.48 (77.16-81.79)	78.39 (73.94-82.85)	81.41 (77.30-85.53)	80.33 (77.53-83.13)	89.93 (86.37-93.48)	13.2% (\$10.45)	<0.001
Cost of fruit in 2006	122.79 (119.90-125.69)	121.77 (112.39-131.16)	119.59 (109.64-129.53)	127.10 (121.20-132.99)	119.16 (114.09-124.23)	143.02 (133.26-152.77)	17.5% (\$21.25)	<0.001
Cost of vegetables and legumes in 2006	82.20 (79.90-84.49)	79.16 (72.95-85.37)	81.44 (74.26-88.62)	89.50 (84.33-94.66)	87.17 (83.38-90.95)	99.21 (88.82-109.59)	25.3% (\$20.05)	<0.001

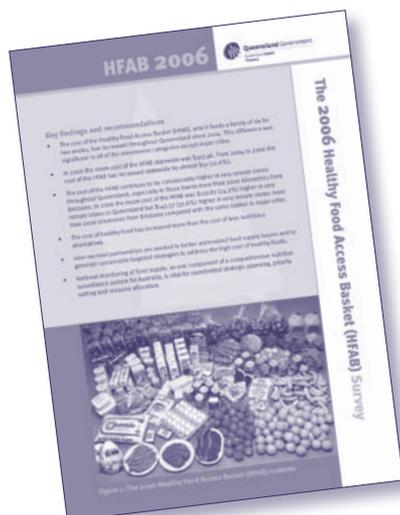
<sup>a</sup> Weighting proportional to Queensland population size by each remoteness category

**Table 2: Mean cost (95% CI) of the HFAB and the "unhealthy" items in the 78 stores surveyed in 2006 by remoteness category<sup>a</sup>**

	QLD (\$) (CI) n=78	Major cities (\$) (CI) n=10	Inner regional (\$) (CI) n=10	Outer regional (\$) (CI) n=18	Remote (\$) (CI) n=18	Very remote (\$) (CI) n=22	% (\$) increase in mean cost from Major cities to Very remote	Kendall's Tau p value
Cost of the Healthy Food Access Basket in 2006	457.46 (450.49-464.44)	446.37 (427.57-465.16)	459.49 (452.10-466.87)	480.53 (464.29-496.77)	472.06 (457.78-486.34)	554.18 (526.22-582.14)	24.2% (\$107.81)	<0.001
Cost of "unhealthy" items in 2006	44.77 (43.99-45.55)	43.57 (41.58-45.56)	45.38 (42.02-48.73)	46.74 (45.54-47.94)	49.12 (46.93-51.30)	53.48 (51.01-55.95)	22.8% (\$9.91)	<0.001

<sup>a</sup> Weighting proportional to Queensland population size by each remoteness category

CI = Confidence Interval



**Table 4: Annual percentage price change for selected food items (June Quarter 1997 to June Quarter 2006) in Brisbane<sup>a</sup>**

Items	97-98 %	98-99 %	99-00 %	00-01 %	01-02 %	02-03 %	03-04 %	04-05 %	05-06 %	00-06 %	98-06 %
CPI for food	2.8	2.4	2.2	7.3	4.8	4.1	1.5	2.7	8.7	32.5	38.8
Bread	3.4	6.5	2.2	8.4	3.4	2.9	-6.6	1.4	7.5	17.4	27.7
Bread and cereal products	1.9	2.3	1.8	5.7	3.9	5.4	-1.6	0.4	5.1	20.3	25.2
Dairy and related products	2.2	3.9	8.0	-1.2	7.3	3.8	0.8	4.5	3.9	20.5	35.3
Milk	2.2	3.4	11.5	-4.6	6.4	4.3	0.2	4.5	3.2	14.5	32.0
Fruit and vegetables	3.3	6.0	-0.8	11.4	0.7	9.0	2.6	-2.6	38.7	69.7	78.3
Fruit	-8.1	25.8	-17.7	18.2	13.3	-8.6	10.2	-4.9	65.5	112.3	119.6
Vegetables	12.6	-8.4	15.9	6.5	-9.4	26.9	-3.0	-0.7	15.9	36.6	45.1
Meat and seafood	0.7	-0.1	4.5	8.4	10.7	0.7	1.9	6.0	2.8	34.0	39.9
Soft drinks, water and juices	6.3	-1.5	-1.6	-1.3	1.4	0.2	0.6	4.9	3.0	8.9	5.6
Take-away and fast foods	3.0	3.1	3.6	11.1	3.7	3.7	3.0	3.2	3.8	31.8	40.8
Snacks and confectionery	4.2	5.0	1.8	5.5	5.7	4.9	2.0	3.7	6.2	31.4	40.5

<sup>a</sup> Source: Australian Bureau of Statistics<sup>8</sup>

## NEWS FROM OTHER ORGANISATIONS



### Food Standards Australia New Zealand

Reproduced with permission of Food Standards Australia New Zealand

#### New food labels kit

In September 2007, FSANZ launched a new education package on how to read food labels. FSANZ promotes the package as being suitable for consumers, schools, universities and health professionals. It includes a seminar on FSANZ's web site about how to read food labels, with the seminar available at any time from home computers. The kit also includes an interactive section on the FSANZ web site that explains what food labels mean, a pocket guide to take shopping and a full colour poster.

In launching the kit, Senator Mason said 'You can learn about the nutritional content of food by reading the nutrition information panel and also how to interpret that for healthier eating. You can also find out the difference between "best before" and "use by dates", how food recalls are carried out, and how to identify life saving allergen information from ingredients lists.'

The food labelling educational package is available on the FSANZ web site at [www.foodstandards.gov.au](http://www.foodstandards.gov.au). Hard copies of the posters and shopping pocket guide are available by e-mailing (preferably) [info@foodstandards.gov.au](mailto:info@foodstandards.gov.au) or telephoning 02 6271 2241 – the poster is shown opposite. This package complements the book *Choosing the Right Stuff—the official*

*shoppers' guide to food additives and labels, kilojoules and fat content*, which was launched in May 2007. The book is published by Murdoch books (ISBN 978-1-921208-40-9) and is available in bookshops at a recommended retail price of \$14.96.

#### Web Seminar 5 How FSANZ develops food labelling and how consumers use food labelling

Food Standards Australia New Zealand's latest Web Seminar 5 *How FSANZ develops food labelling and how consumers use food labelling* is now available at: <http://www.foodstandards.gov.au/newsroom/webseminars.cfm>. This seminar is 43 minutes long and explains in detail how we develop food labelling standards and it complements Web Seminar 3 *Choosing the Right Stuff—a consumer guide on how to read food labels*.



### Consumers' Federation of Australia

Reproduced from **Newsletter Issue No. 28, October 2007**

#### Organic Eggs—Federal Court Decision

In August 2007 the Federal Court Judge the Hon Justice Gray gave a largely unreported but important judgement, particularly to the organic food industry and consumers, concerning an alleged misleading or deceptive representation that eggs were 'organic'.

The Australian Competition and Consumer Commission (ACCC) and an egg producer and supplier, G O Drew Pty Ltd, had sought consent orders under the Trade Practices Act to prevent the company from labelling eggs as 'organic' which were not organic. Consent orders were also sought to prevent future claims that eggs supplied by the company are certified by NASSA (National Association for Sustainable Agriculture Australia) or produced by a NASSA certified producer when they are not so certified or produced.

The parties had supported their view that the eggs were not organic because 'eggs labelled as organic were different to eggs not so labelled, having regard to the chemicals, feed and other substances used in the production of eggs'. However, Justice Gray stated 'attempts to overcome the lack of clear criteria by

which it can be said eggs are, or are not, organic have been unsuccessful'. The judge found, in effect, that, at the present time, the meaning of the description 'organic' is imprecise and there is no general agreement on precisely what inputs may be regarded as artificial or chemical and to be avoided in the production of organic foods. Justice Gray agreed with the parties that the false claims of NASSA certification or production were misleading or deceptive.

This decision stresses the need for an Australian National Standard where the meaning of 'organic' may be clearly defined with supporting criteria and parameters.

The company voluntarily undertook remedial action, which included paying \$270,000 to assist in the development of a uniform industry code (a Standard) and otherwise support organic food producers. It has been agreed to pay the Organic Federation of Australia \$216,000 and NASSA \$54,000.

#### John Furbank

John Furbank is a member of Standards Australia FT-032 Organic and Biodynamic Products Committee and author of *Buying and Selling Organic Food*.

# NEWS FROM OTHER ORGANISATIONS

## Food Labels What do they mean?

### 1 Nutrition information panel.

Most packaged foods must have a nutrition information panel. The information must be presented in a standard format which shows the amount per serve and per 100g (or 100ml if liquid) of the food. Examples of a nutrition information panel and the nutrients that have to be listed in the nutrition information have been outlined below.

- There are a few exceptions to requiring a nutrition information panel such as:
- very small packages which are about the size of a larger chewing gum packet
  - foods with no significant nutritional value (such as a single herb or spice), tea, and coffee
  - foods sold unpackaged (unless a nutrition claim is made)
  - foods made and packaged at the point of sale, for example bread made in a local bakery.

NUTRITION INFORMATION		
Serving per package: 3		
Serving Size: 100g		
	Quantity per Serving	Quantity per 100g
Energy	888kJ	425J
Protein	4.2g	2.0g
Fat, total	7.8g	4.0g
- Saturated	4.5g	3.0g
Carbohydrate, total	18.6g	12.4g
- Sugar	18.6g	12.4g
Sodium	80mg	80mg
*Percentage of recommended daily intake		
Ingredients: Whole milk, concentrated skim milk, sugar, banana (8%), strawberry (8%), grape (4%), peach (2%), pineapple (2%), gelatine, culture, thickener (E415).		
All quantities above are averages		

### 2 Percentage labelling.

Packaged foods have to carry labels which show the percentage of the key or characterising ingredients or components in the food product. This will enable you to compare similar products. The characterising ingredient for this fruit salad yoghurt is fruit and you can see from the ingredient list that it is banana 8%, strawberry 8%, grape 4%, peach 2%, and pineapple 2%. An example of a percentage of a characterising component would be the amount of cocoa solids in chocolate. Some foods, such as 'white bread' or 'cheese', have no characterising ingredients.

### 3 Name or description of the food.

Foods must be labelled with an accurate name or description, for example fruit yoghurt must contain fruit, if it were to contain fruit flavouring rather than real fruit, the label would need to say 'fruit flavoured yoghurt'.

### 4 Food recall information.

Considering the number of foods available, recalls of unsafe or unsuitable foods are uncommon. Food labels must have the name and business address in Australia or New Zealand of the manufacturer or importer, as well as the identification of the food for date coding. This makes food recalls, on the rare occasion that they are necessary, more efficient and effective. In Australia each year there are about 70 food recalls, most of which are precautionary and due to the food manufacturer identifying a problem from their own testing. Details of Australian recalls are on the Food Standards Australia New Zealand website at [www.foodstandards.gov.au](http://www.foodstandards.gov.au). New Zealand recalls are on the New Zealand Food Safety Authority website [www.nzfsa.govt.nz](http://www.nzfsa.govt.nz).

### 5 Information for allergy sufferers.

Some foods, food ingredients or components of an ingredient can cause severe allergic reactions in some people - this is known as anaphylaxis. Foods such as peanuts, tree nuts (e.g. cashews, almonds, walnuts), shellfish, finned fish, milk, eggs, sesame and soybeans and their products, when present in food, may cause severe allergic reactions and must be declared on the label however small the amount. Gluten is also included in this list but the caution is more for those with Coeliac Disease rather than allergy. Those who are wheat allergic must stay away from all wheat including gluten. In addition, foods containing sulphate preservatives must be labelled as containing sulphites if they have 10 milligrams per kilogram or more of added sulphites. This is the level that may trigger asthma attacks in some asthmatics. For more information on food allergies see the Anaphylaxis Australia website [www.allergyfacts.org.au](http://www.allergyfacts.org.au) or Allergy New Zealand [www.allergy.org.nz](http://www.allergy.org.nz).



### 3 Name or description of the food

### 1 Nutrition information panel

### 7 Ingredient list

### 2 Percentage labelling

### 9 Food additives

### 12 Country of origin

### 4 Food recall information

### 6 Date marking

### 8 Labels must tell the truth

### 10 Legibility requirements

### 5 Information for allergy sufferers

### 6 Date marking.

Foods with a shelf life of less than two years must have a 'best before' date. It may still be safe to eat those foods after the best before date but they may have lost quality and some nutritional value. Those foods that should not be consumed after a certain date for health and safety reasons must have a 'use by' date. An exception is bread which can be labelled with a 'baked on' or 'baked for' date if its shelf life is less than seven days.

### 7 Ingredient list.

You will usually find the ingredient list on the back of the product. Ingredients must be listed in descending order (by ingoing weight). This means that when the food was manufactured the first ingredient listed contributed the largest amount and the last ingredient listed contributed the least, compared to the other ingredients. So, if fat, sugar or salt are listed near the start of the list the product contains a greater proportion of these ingredients.

### 8 Labels must tell the truth.

Suppliers must label food products with accurate weights and measures information. Weights and measures declarations are regulated by Australian State and Territory and New Zealand Government fair trading agencies. Fair trading laws and food laws in Australia and New Zealand require that labels do not misinform through false, misleading or deceptive representations. For example, a food with a picture of strawberries on the label must contain strawberries.

### 11 Directions for use and storage

### 9 Food additives.

Food additives have many different purposes, including making processed food easier to use or ensuring food is preserved safely. They may come from a synthetic or a natural source. For example, emulsifiers prevent salad dressings from separating into layers and preservatives help to keep food safe or fresh longer. All food additives must have a specific use, must have been assessed and approved by FSANZ for safety and must be used in the lowest possible quantity that will achieve their purpose. Food additives must be identified, usually by a number, and included in the ingredients list. This allows those people that may be sensitive to food additives to avoid them. A thickener has been used in this yoghurt - its additive number is 1412. A full list of numbers and additives can be obtained from the FSANZ website. Some additives are derived from food allergens which must be identified, for example lecithin (yol).

### 10 Legibility requirements.

Any labelling requirement legally required in the Food Standards Code must be legible, prominent, and distinct from the background and in English. The size of the type in warning statements must be at least 3mm high, except on very small packages.

### 11 Directions for use and storage.

Where specific storage conditions are required in order for a product to keep until its 'best before' or 'use by' date, manufacturers must include this information on the label. For example, 'This yoghurt should be kept refrigerated at or below 4°C'.

### 12 Country of origin.

Australia and New Zealand have different country of origin labelling requirements. In Australia, packaged, and some unpackaged, foods must state the country where the food was made or produced. This could just be identifying the country where the food was packaged for retail sale and, if any of the ingredients do not originate from that country, a statement that the food also lays down rules about 'Product of Australia', which means it must be made in Australia from Australian ingredients, and 'Made in Australia', which means it is made in Australia with significant imported ingredients. In New Zealand, country of origin requirements only apply to wines.



**FOOD STANDARDS**  
Australia New Zealand  
Te Mana Kounga Kai - Ahitereiria me Aotearoa

### For more information

There is more information about food labelling on the FSANZ website [www.foodstandards.gov.au](http://www.foodstandards.gov.au) or in the book *Choosing the Right Stuff*, the official shoppers' guide to food additives and labels. Recipes and fat content published by Murdoch Books and available at all good bookshops. For expert nutrition and dietary advice contact your family doctor or an accredited practising dietitian.

You can find a dietitian in a number of ways:

#### In Australia:

Contact Nutrition Australia at [www.nutritionaustralia.org](http://www.nutritionaustralia.org)

Visit the 'Find a dietitian' section of the Dietitians Association of Australia's website [www.daa.asn.au](http://www.daa.asn.au), check the Yellow Pages or call 1800 812 942 to find an Accredited Practising Dietitian near you.

#### In New Zealand:

Contact the New Zealand Nutrition Foundation on (06) 469 3417, email [nzfn@nutrition.org.nz](mailto:nzfn@nutrition.org.nz) or website [www.foodworks.co.nz/nutritionfoundation](http://www.foodworks.co.nz/nutritionfoundation)

Visit the 'Find a Dietitian' section of the New Zealand Dietetic Association's website at [www.nzdiets.org.nz](http://www.nzdiets.org.nz) or check the Yellow Pages.

Disclaimer: This poster has been produced as a guide to consumers only. Industry and enforcement agencies should refer to the Food Standards Code.

## 2008 ANNUAL GENERAL MEETING

Saturday 15 March 2008 • 12.00–12.30pm  
(following World Home Economics Day celebrations)  
Tisane Tea Room  
4/9 Doggett St, Fortitude Valley

### 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

NB: AGM will follow a celebratory function for World Home Economics Day, commencing 9.30 a.m.

#### RSVP:

Name: \_\_\_\_\_ Tel: \_\_\_\_\_  
Email: \_\_\_\_\_

I would like to indicate my attendance at the following:

World Home Economics Day celebration prior to the AGM

Yes  No

Annual General Meeting

Yes  No

or

I am nominating a proxy for the meeting

Yes  No

**PROXY:** Should you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary. Proxies must be in the hands of the Secretary before the meeting commences.

I, \_\_\_\_\_ of \_\_\_\_\_  
(print name in full) (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 15 March 2008. 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 15 March 2008, and at any adjournment of that meeting.

\_\_\_\_\_  
Signature of member appointing proxy

\_\_\_\_\_  
Date

Please return to:

Secretary HEIA(Q), PO Box 629, KALLANGUR 4503,

or download from the *News* page of the HEIA(Q) website [www.heia.com.au/heiaq](http://www.heia.com.au/heiaq) and email to [heiaq@heia.com.au](mailto:heiaq@heia.com.au) as an attachment.

# 2008 ANNUAL GENERAL MEETING

Saturday 15 March 2008 • 12.00–12.30pm  
(following World Home Economics Day celebrations)  
Tisane Tea Room  
4/9 Doggett St, Fortitude Valley

## 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. I can be contacted by telephone on \_\_\_\_\_  
or by email at \_\_\_\_\_

Please return to:  
Secretary HEIA(Q), PO Box 629, KALLANGUR 4503,  
or download from the *News* page of the HEIA(Q) website [www.heia.com.au/heiaq](http://www.heia.com.au/heiaq) and email to [heiaq@heia.com.au](mailto:heiaq@heia.com.au) as an attachment.



## From earl grey to ethical fashion for all

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

### World Home Economics Day @ Tisane Tea Room

The day will feature a presentation that includes how our everyday fashion decisions impact on others, modeling of ethical fashions and a DVD of students taking ethical textiles action, as well as presentation of the O'Malley scholars.

This will be followed by scrumptious Duchess of Bedford morning tea.

- |                    |  |
|--------------------|--|
| 9.30 – 9.45 a.m.   | Arrival  |
| 9.45 – 10.30 a.m.  | Ethical fashion – How can we really make a difference? |
| 10.30 – 11.30 a.m. | Duchess of Bedford Sparkling Morning Tea               |
| 11.30 – 12.00 p.m. | Presentation of O'Malley Scholars                      |
| 12.00 – 12.30 p.m. | Annual General Meeting                                 |
| From 12.30 p.m.    | Networking, James St Markets or the movies             |



**Saturday, 15th March 2008, 9.30a.m.**

**Tisane Tea Room, Shop 4 / 9 Doggett St, Fortitude Valley Q 4006**

Cost: Members \$40.00 incl. GST • Non-members \$45.00 incl. GST

Payment: By cheque or money order to HEIA(Q), PO Box 629, Kallangur, QLD 4503

RSVP: 7th March 2008 • Email to [heiaq@heia.com.au](mailto:heiaq@heia.com.au),

fax to 07 3865 1401 or mail to HEIA(Q), PO Box 629, Kallangur, QLD 4503

Enquiries: [heiaq@heia.com.au](mailto:heiaq@heia.com.au)

# 2008 Diary Dates

## MARCH 2008

### 15 March

#### HEIA(Q) World Home Economics Day celebration

Tisane Tea Rooms, Doggett Street,

Fortitude Valley

9.30am–12.00pm

Contact: Renae Stanton

Telephone: 07 3858 4928 (W)

Email: heiaq@heia.com.au

### 15 March

#### HEIA(Q) Annual General Meeting

Tisane Tea Rooms, Doggett Street,

Fortitude Valley

12.00pm–12.30pm

Contact: Renae Stanton

Telephone: 07 3858 4928 (BH)

Email: heiaq@heia.com.au

### 21 March

#### World Home Economics Day

## JULY 2008

### 12–25 July

#### HEIA Tuscan Delights Tour

Contact: Helen Keith

Email: khkeith@bigpond.net.au

### 26–31 July

#### International Federation for Home Economics

Centenary Congress,

Lucerne, Switzerland

## AUGUST 2008

### 16 August (tentative)

#### HEIA(Q) State Conference

Contact: Janet Reynolds

Telephone: 07 3235 9539 (W); 07 3393 0575 (H)

Email: janetrey@ozemail.com.au

## HEIA Tuscan Delights Tour 2008

Enjoy a culinary discovery tour of Italy on your way to the IFHE Centenary Congress, Lucerne 2008.

HEIA members are invited to be part of a wonderful food, wine, history and cultural experience from about 12–25 July 2008. Spend a week relaxing in a rural villa in Chianti, Tuscany, with daily bus tours to places such as Sienna and San Gimignano. Partake in cooking schools, wine tasting, olive oil and balsamic vinegar workshops and dine at some of the best regional restaurants.

After Tuscany, spend two days in Florence; visit the Cinque Terre on the Italian Riviera, with its world heritage listed villages; visit Milan, the fashion capital of the world; and then drive through the Italian lakes to Lucerne to begin the

Congress. Fly into Rome to join the tour. All tour travel through to Lucerne is by bus.

Cost: Estimated cost, depending on numbers, is in the rough vicinity of \$5000 (minus airfares). This includes all accommodation, meals, cooking schools, workshops and transport.

Contact Helen Keith, Manna Tours, by 31 October  
khkeith@bigpond.net.au or PO Box 8315,  
SUNNYBANK Q 4109

## Proposed future tours

### JULY 2008

Precongress Tour of Food,  
wine and culture of Italy

### SEPTEMBER 2009

China - Textiles, Culture and textiles  
(Tibetan folk) and Sustainability

### JANUARY 2010

India - Food and Textiles

### JUNE/JULY 2010

Japan - Food and Textiles

## The Rare Pear experience

*Past and present Committee of Management members meet up for lunch*

On Saturday, 13 October, 16 past and present members of the HEIA(Q) Committee of Management met for their annual 'catch up with friends' lunch. This get-together began when a special lunch was held in 2004 as part of the celebrations to acknowledge HEIA's first ten years. The positive attendance and pleasure experienced by colleagues who had worked closely together over that ten-year period launched this gathering into an annual event.

This year we met at 'The Rare Pear', a fine food café recently opened by two Home Economics teachers, Libby Davies and Colleen Gillespie. Libby and Colleen warmly welcomed us to taste their 'all made on the premises' great food. Much laughter, good conversation and delight in renewing friendships were mixed with the delicious food, drinks, cakes and coffee. The mix of attendees, from first-year graduates to retired folk, represented a wide range of talent and curriculum changes. The collegiality of home economics was alive and well.

### Helen Keith

HEIA(Q) Committee of Management



Former HEIA(Q) Secretaries:  
Sharyn Laidlaw(L)  
and Claire Cobine

HEIA Fellow  
Margo Miller (L) with HEIA(Q)  
Past-President Cheryl Conroy



**HEIA(Q)**

PO Box 629, Kallangur Qld 4503 Tel/Fax 1800 446 841  
Email: [heiaq@heia.com.au](mailto:heiaq@heia.com.au) Website: [www.heia.com.au/heiaq](http://www.heia.com.au/heiaq)