#

# Queensland Agriculture in

# Years 1 to 10

# Studies of Society and Environment

Key Learning Area

### Occasional paper prepared for the

##### Queensland School Curriculum Council

by

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**1. Agriculture in Queensland**

The most precious resources of Queensland’s agricultural industries are the land and its people. *Agriculture* is the generic name for activities aimed at producing food, fibre and plant and animal derivatives to meet the demands of society. Modern agricultural industries encompass a broad range of interconnected activities including land use planning, crop and animal production, environmental monitoring and management, value adding, promotion and marketing. This interrelated chain is referred to as *agribusiness.*

Agriculture is a highly interdependent field: farming techniques, production and management of resources and the environment, domestic and export markets, marketing, research and development, and employment and interrelated services operate across state borders, and therefore must be considered in the context of the Australian scene as well as its presence in the increasingly interdependent global environment.

Primary industries are vital to Queensland’s economy and prosperity, contributing $6 billion annually to the state’s economy. They produce $5 billion of this in exports, which represent 37% of Queensland’s total exports and 20% of Australia’s rural exports. Primary industries cover 87% of Queensland’s 1 727 200 square kilometres, directly employ 102 000 people and provide a further 200 000 jobs in the processing, retailing and service sectors.

Australia produces food and fibre for 55 million people worldwide, equivalent to 300 people being fed from each Australian farm. Farm production is 38 per cent greater than in 1970 and 15 per cent more effective than in 1980. Over the coming 30 years, we must grow more food than in the whole of human history so far. That extra food must be produced from less land, using less water and with less input (Cribb 1998).

Currently, approximately 90 per cent of farms in Australia are family owned and operated. There is generally a very strong commitment from those landholders to hand that property over to the next generation in a condition that is equal to or better than that in which it was received. Implicitly, there is a strong commitment by farmers to sustainable farming practices.

* 1. **Learning about agriculture through Studies of Society and Environment**

Society has a responsibility to ensure that agriculture and agribusiness are sustained and properly developed. The key learning area of Studies of Society and Environment (SOSE) provides an important context for agricultural studies. It is important that primary, secondary and tertiary students are able to apply the SOSE processes of investigating, creating, participating, communicating and reflecting, to:

1. recognise the social, cultural and economic importance of agriculture to Australia;
2. explore the complex nature of agriculture;
3. demonstrate the interdependence of agriculture with society and the environment;
4. view the diverse nature and scope of agricultural perspectives;
5. place value on the role of agriculture; and
6. explore our agricultural heritage.

Agricultural studies aim to equip future industry participants, not only farmers, with the appropriate skills to meet the requirements of growing and culturally diverse markets, particularly Asian markets. While a good understanding of farming techniques remains important, those in agriculture-related occupations in the coming decade will need a broad range of management and interpersonal skills and an ability to implement sound principles and adapt to change.

**1.2 Key messages**

Intrinsic to providing the above learning experiences are the following key messages:

* Agriculture produces food and fibre products that are not only essential to our daily lives but are important to our health and lifestyle.
* Agricultural producers strive to be environmentally friendly because their products are natural and can be produced by clean and green production methods.
* Different types of agricultural production depend on special climatic conditions. Their ability to be economically productive and remain ecologically sustainable is affected by variations in seasonal conditions.
* Sustainable management of natural resources (soil, water, vegetation and wildlife) is an integral part of modern agriculture and is vital for both ecological and production outcomes.
* People working in agriculture need many specialised manual and technological skills to produce food and fibre products, and to manage our natural and built environments.
* Different types of agricultural production depend on special climatic conditions. Their ability to be economically productive and remain ecologically sustainable is affected by variations in seasonal conditions.
* The unique and changing characteristics of rural communities determine particular social, cultural, environmental and economic issues, which need to be considered by the whole of society.

Particular issues exist for agricultural industries:

* Ability to adapt to and manage change: As we enter the twenty-first century, the place of agriculture in the national and international economy will continue to evolve. The strongest challenge the industry and its many and diverse stakeholders face is the ability to adapt to and manage change. As some predict, during the next 25 years the world economy will produce as much in the way of goods and services as has ever been produced. The career opportunities appear endless.
* Increasing world population: “Between now and 2030 human numbers will swell from 5.5 billion to 8.5 billion. By the mid-part of the twenty-first century they will reach 10.5 billion, quadrupling within the space of a single person's lifetime. Virtually all that growth will occur in the world's poorest nations. World consumption of water is rising twice as fast as population. The stress on already depleted resources of land, water, food, timber and energy will be inconceivable. Australia has the capacity to become the world leader in sustainable food, land, water and ecological systems” (Cribb 1998).
* Status of farmers: The identity of farmers is very important. However, “… in the United States, anybody living on the land is no longer counted in the official census. They produce most of the food for those who are counted but there are too few of them to matter” (Rolls 1997).
* Ecological, agricultural and economic sustainability: As part of the Queensland and hence the Australian community, we must realise that ecological and agricultural sustainability will not occur and cannot endure without equal consideration for economic sustainability. All sectors of the community must accept responsibility and share the cost of achieving this need and ensuring that Australia has a strong and viable agricultural sector to continue in the next millennium. "The world community must acknowledge now that sustainable agricultural development is the vital key to the global problems of population, poverty, hunger and the environment" (Tribe 1994).

**1.3 Bibliography**

Cribb, J. 1998, *A Sustainable Future - Can Australia Save the World?,* Australian Broadcasting Corporation (www.abc.net.au).

Hirsch, H. R. 1998, *A Perspective for Agriculture*, Queensland Farmers’ Federation, Brisbane, Queensland (www.qff.org.au).

Queensland Farmers’ Federation. 1997, *Economics and Ecologically Sustainable Land Management*, Queensland Farmers’ Federation, Brisbane, Queensland (www.qff.org.au).

Rolls, E. 1997, *Sustaining Life,* The 5th national Beef Improvement Association Conference, Armidale, NSW.

Tribe, D. 1994, *Feeding and Greening the World*, CAB International, Oxon, UK.

**1.4 Reference**

Queensland Farmers’ Federation website: www.qff.org.au (further information)

# 2. Agriculture education resources

### 2.1 Guidelines for resources

The format for the following listing of the agricultural resources has been arranged alphabetically in tabulated form. An explicit annotation has been given in an attempt to make the teacher’s decision in identifying the most appropriate resource for the intended purpose as clear as possible. This includes reference to appropriate outcome levels.

This is by no means a complete list but provides a variety of resources from diverse agricultural industries. During the last decade, there has been an increasing concern and awareness within agricultural industry about the lack of suitable agricultural resources for education purposes and the need to reinforce the relevance of the primary sector to the everyday lives of urban people. It is evident from this research that agricultural industry organisations are striving to address this problem. There appears to be a need for a more coordinated approach between and among agricultural industries to facilitate this need and address financial limitations.

Development of new resources is in progress in a number of the agricultural industries. A central system of coordinating and maintaining an update of resources for curriculum purposes is under review. The website is forthcoming.

The resources in this section are listed by title with some reference details provided.

**2.2 Agriculture in Queensland resource list**

|  |  |
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| Title & Description | **Core Learning Outcome Levels** |
| ***About wool*,** International Wool Secretariat, <http://www.wool.com.au>World Wide web page “About Wool” contains: project material with information about wool and the wool industry. This section also includes work from students covering interviews with farmers, women in wool, the role of the sheep dog and colloquial sheep and wool terms.Also video clips covering various aspects of the industry, sounds relating to shearing sheds, rounding up the sheep etc. and pictures from fibre to fabric, feedback comments section. |  Levels:3, 4-5 |
| ***Adventures with Rice,*** Ricegrowers’ Association of Australia (RGA)An individual student package containing an informative 22 b/w page (A4) classroom colouring-in activity booklet with text about the story of rice. Provides a fun learning adventure using cartoon characters to support the text. Foundation Level and Level 1 would need teacher assistance with reading of text. Also includes 4 stickers. | Levels:Foundation1, 2 |
| ***Agribusiness and Inequality: Changes in the Bush, Chapter 4,*** Lawrence, G. in O’Leary, J and Sharp, R. Eds. ***Inequality and Australia: Slicing the Cake/The Social Justice Collective,*** 1991***,*** Heineman, AustraliaIn this chapter, Lawrence asserts that it is only in recent years that social scientists have begun to investigate the social implications of structural changes occurring on ‘family farms’ resulting in increasing ‘economic polarization’ between the corporate agribusiness and the family farm. It refers to the consequential impact of a reduction in services to rural areas creating growing inequities between urban and rural Australians. Involves all four strands.  | Teacher ReferenceLevel 6 |
| ***Australian Agriculture - The Complete Reference on Rural Industry,*** 6th edition. 1997/98, Shoham, M., Morescope Publishing, Camberwell, Victoria A complete reference on Australia’s rural industries from paddock to gate. The most thorough reference of its kind for farmer, teacher and student alike, it deals with each of the numerous primary industries and issues pertaining to those industries. For example: marketing and export, fertilisers, soils, water, agriculture in the economy and quality assurance. It also includes a comprehensive statistics section and a rural directory. It contains well-illustrated colour plates, charts, diagrams and maps. Colourful advertisements may be a little distracting to students however these could be used to advantage. Part 6 comprises: 1. The most comprehensive Directory of Rural Industries available, each with full contact details p. 417: (a) listings according to sector eg. goat dept., industry or farmer associations etc. and (b) listings in alphabetical order, and 2. Statistics of Australian agriculture - 17 tables of invaluable information for use across the curriculum. eg; value and volume of Australian farm production, number of agricultural establishments and farm employment in Australia, to persons employed in agriculture, forestry, fishing and hunting, and apparent consumption per person of fresh and processed fruit and vegetables etc. | Levels:4, 5, 6 |
| ***Australian Beef Improvement News,*** 1999, Livestock PublicationsSpecific commodity magazine containing up to date scientific innovations, industry information and issues covering Animal Health, Production, Management, Lotfeeding, Marketing, Environment, Research, Information Technology and Meteorology as well as News, Opinion and Culinary Delights. Contains some useful articles on current issues specifically on the beef industry, which are relevant to a number of Core learning outcomes. | Levels:5 - 6 |
| ***Australian Bureau of Statistics (ABS)***1. ***Farming in Brief 1998* -** Cat.No. 7106.0
2. Table: *Industry Profit Margins 1994-1997.*
3. Table: *Average Gross Indebtedness of Selected Industries 1996-97.*
4. Table: *Farm Businesses by size of Turnover 1991 - 1995.*

2. ***ABS Year Book 1997: 371*** 1. *Australian Farm Businesses - Aggregate and Average Gross* Indebtedness 1990 - 1995.
2. ***ABS Agricultural Industries Financial Statistics* -** Cat. No: 7507.0 1995 - 1996.
3. Table: *Average Farm Business Asset Value. 1995 - 1996.*
 | Levels: 6and above |
| ***Bureau of Agricultural Economics***1. ***Quality Review of the Rural Economy***
2. Table: *Average Debt per Indebted Property - Nominal Values 1962-1987*
 |  |
| 1. ***Farm Surveys Report***, AGPS, 1987
2. Statistical Table shows the distribution of Farm Income on Family Farms in Selected Industries. 1984 - 1987 These industries include: Wheat and other crops, Mixed livestock-crops, Sheep, Beef, Rice, Dairy, Sugar specialists, as well as ‘all surveyed industries’.

The above collection of statistical reference data from a range of sources provides some of the necessary background for students to use as a basis to further investigate former and current data which have positioned agriculture and its related industries in Australian society today. It provides students with reference information for reflection and subsequently to formulate conclusions and make future forecasts in relation to the changing face of agriculture - its past and present status, and its future direction and positioning in the global economy. |  |
| ***Australian Dairy,*** 1996, Morescope Publishing, Camberwell, VictoriaDesigned as a complete reference manual for those within the industry, it provides detailed aspects of Australia’s largest food export industry - milk processing and dairy product manufacturing. It includes fundamental issues as herd improvement and cow nutrition, pasture management and herd health, as well as value adding aspects including quality assurance, research and development, marketing and promotion, and a section profiling manufactured products. | Levels:5 and 6Teacher Reference |
| ***Australian Farm Journal,*** 1999, Agricultural Publishers, MelbourneInformative and easy to read monthly magazine. The nation’s most up to date farm business magazine covering the latest innovative techniques being used in farm management and marketing. Includes regular sections as Farm Business, Finance, Marketing and Computers, Commodity Outlook, Agribusiness, Women in Agriculture, Alternatives, Landcare, Property and National Weather Forecast. Also focuses on one agricultural industry as well as a section on farm family and a special ‘feature’ (eg organic farming) in each monthly issue. Worthwhile addition to the library ‘news’ shelves about current farming issues and practices. | Levels: 5 and 6Teacher Reference |
| ***Australian Food,*** 1995, Prettley, C. (Ed), Morescope Publishing, Camberwell, Victoria‘Australian Food’ explains what happens to primary produce between the farm gate and the consumer’s plate. It describes what is produced, imported, exported, by whom and how, within an industry worth $10 billion per year. The text covers all the major food groups including essential topics as food legislation, industry regulation and quality standards. It is well illustrated with colour photographs, charts and maps. A revised publication is due to be released in mid 1999. | Levels: 4, 5 and 6Teacher Reference |
| ***Australian Grains,*** 1994,Morescope Publishing, Camberwell, VictoriaA comprehensive and informative industry publication covering detailed chapters on every cereal crop from wheat to oilseeds to grain legumes. Also includes latest information on environmental factors, farm machinery, chemicals and fertilisers, grain handling and marketing systems, market quality requirements and future trends for the grain industry. A useful reference book for detail and an insight into the functioning of these industries. Offers opportunity for use in key learning area integration.  | Levels: 5 and 6Teacher Reference |
| ***The Australian Sugar Industry,*** Queensland Sugar Corporation, BrisbaneLarge colourful Poster: map of Queensland and map of Australia (inset) showing location of sugar mills, sugar refineries, major towns and cities involved in the sugar industry, bulk terminal ports for Sugar shipments, cane growing areas and dams. Also has a world map (inset) identifying export customers. Statistics on production, rainfall and distance between major centres.*Star Rating****:*** *Information:* **\* \* \* \*** *Presentation:* **\* \* \* \* \*** *Graphics:* **\* \* \*\* \*** *User friendly:* **\* \* \* \* \*** | Levels:3, 4, 5, 6 |
|  ***Behind Every Queenslander,*** 1998, Department of Primary Industries and  Forestry & Seven Nightly NewsVideo of the story of Queensland’s forest and timber industry. It introduces you to the people who work in the forests and how the industry is now the most modern in the world. A tour of an historic timber mill and some of Queensland’s most stately and oldest timber buildings presents an interesting contrast. An aerial view of the native forests and Queensland’s billion dollar forest plantations. |  |
| ***Capitalism and the Countryside: the Rural Crises in Australia,*** Lawrence, G.,1987, Pluto Press, Sydney, AustraliaSpecific reference to the section ‘Down on the Farm: The Crises of Australian Agriculture’provides the economic and social contrasts between the smaller family farm and the larger enterprises and the resulting trends precipitated by policy-makers. Lawrence outlines the declining importance of agriculture in the 1980’s and 1990’s from its prominent position in the 1950s as a consequence of international competition, changing global markets and changing political agendas and priorities of the Federal Government. It highlights the interrelationship and effects of technology and labour, seasonal conditions, government policy, downturns in commodity prices and market instability with major social implications and structural change. Well supported interpretation of data. Involves all four strands. | Teacher Referencefor Level 6 |
| ***Catalogue 1999 DPI Queensland,*** Department of Primary Industries, Brisbane, QueenslandA very useful catalogue of Books; Reports, Reviews and Conference Proceedings; Software and Videos containing an annotation designed primarily for current or prospective producers in agricultural industry. Also suitable as a reference guide for anyone interested in this vast range of topics with recommendations for students (all levels) and teachers where relevant. Provides ISBN identity, purchase price and Index. Produced biannually. | Teacher Reference |
| ***DPI Forestry Pocket Facts 96-97,*** Queensland Department of Primary Industries, Brisbane, QueenslandContains statistical information in tabulated or graphical form. Used in conjunction with ‘Forests Today Fact Sheets’, very useful for cross-curricular integration especially Maths, Business Management, Geography, Agricultural Science. | Levels4 - 6 |
| ***Discovering Queensland’s Food & Fibre,*** Queensland Farmers’ Federation (QFF), Brisbane, Queensland Provides the most up-to-date information direct from farmers and industry organisations about the major primary industries in Queensland. Each industry section covers the history, types, distribution, what happens on the farm and why, stages of development, product and by-products, research and development, economic importance of the industry, and ‘A Day in the Life of….’ told by a real farmer or child living on a farm. Contains maps, diagrams, charts, b/w illustrations including photographs. Reviewed annuallyas an accompaniment to the Queensland Farmer’s Federation ‘Food & Fibre Trail’ for Year 5 at the Royal Queensland Show in Brisbane. This information is now available under ‘Education’ from the QFF website: www.qff.org.au.*Star Rating:**Information*: **\* \* \* \* \*** *Presentation:* **\* \* \*****\****Graphics:* **\* \* \*** *User friendly:* **\* \* \* \* \*** | Levels3 - 45 (inpe)6 (inpe)[[1]](#footnote-1) |
| ***Eat it. Drink it. Wear it. Australian Farmers Produce It,*** 1998, National Farmers’ Federation, Kingston, ACTPoster, information sheet and large sticker. General information on Australian farms with statistical data along with some very clear messages about where our food and fibre comes from and how farming products affect us every day in every way. | Level: 3 |
| ***Farming Ahead,*** Kondinin Group, Cloverdale, WAA monthly magazine, it rates very highly among farmers as an excellent practical and research informative publication. Contains information on the latest developments in agriculture from specialist researchers, state agriculture departments and private consultants in a reader friendly language. Predominantly broadacre issues, evaluations and solutions are addressed but also includes relevance for livestock. | Level:6Teacher Reference |
| ***Feeding and Greening the World - The Role of International Agricultural Research,*** Tribe, D., 1995, CAB International, Wallingford, Oxon OX10 8DE, UKAgriculture - its origins, its interrelatedness with the rise and fall of civilisations, some of the obscurities and ambiguities associated with various theorists, its interdependence within and between the systems of social, economic, political and environmental (both built and natural) are all discussed with supportive arguments and statistical data. It makes essential reading for teachers, politicians and farmers alike. It provides a wealth of information and data for student research and reflection. It portrays a sense of urgency in appealing to mankind and politicians in particular, to the importance of agriculture in a sustainable environment. Hence the dire need for international recognition and acknowledgment for sufficient and continuous funding for an effective global network of agricultural research. | Levels:5 - 6Teacher Reference |
| ***Fight for a Just Cause - A Chronicle of the First Hundred Years of the Maranoa Graziers’ Association,*** Scott, J. F., and Hirsch, H R., Downhaven, Brisbane, Queensland As the title suggests an historical account and anecdotal record of the reasons for the establishment of an organisation, the trials and tribulations of individuals as they attempted to etch a livelihood from the hardships and contrasts of a pioneering culture to that of a modern day business. It contains copies of archival documents and photos, a timeline of events leading up to the Great Shearers Strike of 1891 and Freedom of Contract, effects of government policies from pre-federation, leading up to and the aftermath of WW1, the depression years and the instability and challenges of political decisions and the forces of nature. It provides a valuable insight into the problems encountered, be they predators, pests and diseases, political or social, as an important part of our history. Useful for some cross-curricular areas of history, geography, science. Also contains some original poetry, newspaper extracts and handwritten telegrams, wage and commodity comparisons.  | Levels:5 - 6 |
| ***Forests Today - Fact Sheets,*** Queensland Timber Board, Brisbane QueenslandFolder containing 14 (A4) fact sheets each with source references, some graphs and tables. Covers old growth forests, plantations, types, greenhouse effect, biodiversity, environmental factors, economical, global perspective, political implications. No set activities however contains much factual information for research and further investigation, and discussion initiated ecological and economic sustainability, as well as concepts from the other key values. | Levels:4 - 5 |
| ***Giddy Goanna Series,*** Brown, P., Giddy Goanna Ltd1. ***Farm Safety with Giddy Goanna,*** 1995
2. ***Giddy Goanna - Fun on the Farm,*** 1997

This is a farm safety awareness program characterised by a cartoonised goanna who takes students around the many types of farming activities highlighting dangerous situations and an awareness of how and where it is safe to be whether living on or visiting a farm. At the same time it is also exposing students to many of the farming activities and the equipment and jobs involved on a farm. It is a fun adventure story in a very colourfully illustrated glossy publication. Both have a board game in the centre. Ideal to use as a thematic focus for integration across other key learning areas. A new publication due for release in September 1999, ‘Many Farms to Visit’has Giddy Goanna taking the reader around the different types of farms (eg sugar, cotton, pigs etc.) and looking at the differing aspects of farm safety in different industries.*Star Rating:**Information:* **\* \* \* \* \*** *Presentation:* **\* \* \*****\* \*** *Graphics:* **\* \* \* \* \*** *User friendly:* **\* \* \* \* \*** | Levels1 - 3 |
| ***Growing Pigs,*** McGregor, P., 1993,Australian Pork CorporationAn informative overview about growing and working with this special animal – their feeding and housing requirements, breeding and production, historical references, its idiosyncrasies as a species, distribution, animal husbandry and changes in farming practices, environmental features, marketing, research and development. Contains graphs and statistical data throughout the text, coloured photographs, glossary and references for further information. Although this soft cover booklet is only 12 pages (A4) in length it contains a wealth of interesting facts and insight into the animal and the pig farming industry. It does not have any prepared student activities but offers an ideal source for designing classroom activities to integrate across many learning areas. It provides a useful resource for an integrated approach covering the conceptual strands of Time Continuity and Change, Place and Space, Systems, Resources and Power. The information presented provides a substantial basis for the design of activities to incorporate the processes of investigation, reflection, communication and participation.*Star Rating:**Information:* **\* \* \* \* \*** *Presentation:* **\* \* \*****\*** *Graphics:* **\* \* \* \* \*** *User friendly:* **\* \* \* \*** | Levels:4 - 6Teacher Reference |
| ***Horticulture Australia,*** 1995,Morescope Publishing, Camberwell, Victoria‘Horticulture Australia’ represents this huge sector of the economy worth $3.5 billion at the farm gate.Designed asa reference for growers, processors and marketers of produce it serves as a valuable research and reference guide for teachers and students. | Transition Level 4 - 5Levels: 5 - 6 |
| ***Land Facts,*** Department Natural Resources,1998, Brisbane, Queensland***Land Facts Order Sheet,*** Resource Sciences Centre.DNRQ980023Especially recommended for cross-curricular integration. Approximately 50 (A4) separate fact sheets covering topics from the areas of: 1. Management of State Land [eg Aboriginal Land Act 1991]
2. Soils
3. Broad acre Crops Management
4. Specialist Crops Management
5. Erosion Control
6. Grazing Management
7. Soil Acidification
8. Salinity
9. Landcare - Finance
10. Landcare Groups
11. Land Use Planning
12. Mapping

Each fact sheet within each area has its own specific identification number and author as well as DNRQ and ISSN identification. Contain information both scientific (graphs, tables, diagrams, maps) and implications across all four of the ‘key values’; democratic process, social justice, ecological and economic sustainability, peace. All contain references for further information. Also available on “Prime Notes” CD rom produced by Department of Primary Industries or the Department of Natural Resources website, “ResourceNet” at: [www.dnr.qld.gov.au](http://www.dnr.qld.gov.au)*Star Rating:**Information*: **\* \* \* \* \*** *Presentation:* **\* \* \*****\****Graphics:* **\* \* \*** *User friendly:* **\* \* \* \*** | Levels:  5 - 6 |
| ***Investigating Cotton,*** Ryebuck Media,The Australian Cotton Foundation, Waterloo, NSW [now Cotton Australia, Surry Hills, NSW]This is a very useful student’s guide covering cotton growing and farm management in Australia. It outlines the information and exercises that students will expect to carry out for their investigations. In tabulated form, it covers each aspect of study with key questions, aspects to explore and possible activities. Sources of information sheets also from Cotton Australia include: 1. *Cotton – Historical Perspective 1788 – 1998*
2. *Cotton and the Environment – Questions and Answers*
3. *Cotton’s Best Management Practices Program*
4. *Fact Sheet – Best Management Practices*
5. *The Good Neighbours’ Program*
6. *Australian Crops Water usage*
7. *Website:* www.cottonaustralia.com.au
 | Levels:4 - 6 |
| ***Natural Resource Management Education Catalogue,*** 1999**,** Department of Natural Resources, QueenslandContains listing of relevant curriculum publications related to Land Management information, Landcare and catchment issues, projects in school grounds, soils, trees and forests, climate, pests, suggested information sources, and an annotated list of videos for loan. Also details of the Waterwatch, Saltwatch, Pasture watch and Waterwise programs including other resources and contacts. Order form and some web sites included. | Teacher Reference |
| ***Our Forests - Discovering Australia’s Amazing Backyard,*** National Association of Forest Industries Publications, ACT <http://www.nafi.com>Join the cartoon characters of the Woodrow Family and find out about native and planted forests, forest management and harvesting, sustainability, environmental factors as the greenhouse effect and bushfires, and the forest industries of woodchips, pulp and paper manufacturing. Contains 31 pages of great information interspersed with short informative comic strip discussions. Students should find this format combination and colourful layout attractive. Also contains a few simple facts and figures and a useful glossary. Great opportunity for integration with English and Science.*Star Rating:**Information*: **\* \* \* \* \*** *Presentation:* **\* \* \*****\* \****Graphics:* **\* \* \*** *User friendly:* **\* \* \* \*** | Levels:3 - 4 |
| ***Pest facts,*** 1997, Land Protection Sub Program,Department of Natural Resources, Queensland www.dnr.qld.gov.au/fact\_sheetsEspecially recommended for cross-curricular integration. Numerous fact sheets (A4, including 57 - plants, 24 - animals), posters and warning brochures. Topics include description; habitat and distribution; history; management strategies – biological, chemical and mechanical control. Each fact sheet within each area has its own specific identification number and author as well as Agdex and ISSN identification. Contain information both scientific (graphs, tables, diagrams, maps, b/w photographs - some coloured) and environmental implications for ecological and economic sustainability. All contain references for further information. Order form for Pest Facts (free) available from ‘Lands Protection’ via DNR.*Star Rating:**Information*: **\* \* \* \* \*** *Presentation:* **\* \* \*****\* \****Graphics:* **\* \* \* \*** *User friendly:* **\* \* \* \*** | Levels: 4 - 6 |
| ***Pig Stats 97 – Australian Pig Industry Handbook,*** 1998, Pig Research and Development Corporation, Australian Pork Corporation, SydneyThis publication has a power of data covering the industry structure, breed, herd and financial performance and trends analysis, production, processing and market performance, imports and exports. It also contains a comparative meat industries’ analysis of National and world consumption per capita. A useful source for developing student investigation, interpretation and analytical skills and referencing this to the current state of the industry in relation to current issues.  | Levels:5 - 6Teacher reference |
| ***Protecting Australia - The Quarantine Story* (Kit),** 1991,Australian Quarantine Inspection Service, Department of Primary Industries and Energy, Australian Government Publishing Service, CanberraDeveloped in conjunction with state education authorities, these activities can be integrated across many curriculum areas in particular English, HPE, geography, and science. This program highlights the benefits and importance of quarantine to Australia in terms of human health and well being, our agricultural industries and the environment. It also provides details of the social and economic consequences of an exotic disease outbreak. Humorous cartoon illustrations (colour) give an attractive and intelligent interpretation of the text. The teachers resource sets out in tabulated form focus questions, concepts, what you need, activities and the anticipated quarantine specific learning outcomes for each Quarantine message.All in a protective case, eachkit contains:1 Teachers Resource Book32 Activity Cards16 Fact Cards11 Science cards15 Case Studies1 Quarantine Dictionary1 Poster1 Video 1 Pack of ‘Quarantine Alert Game” Cards1 Pack of “Panel Game” Cards*Star Rating:**Information*: **\* \* \* \* \***  *Presentation:* **\* \* \*****\* \****Graphics:* **\* \* \*** *User friendly:* **\* \* \* \* \*** | Levels:4 - 5 |
| ***Queensland Dairy Authority Kits,*** Australian Dairy Corporation, Melbourne, VictoriaEach of the following kits contains an ‘M-Team’ back-to-back poster:***1. Milk the legend*** - colourful poster introducing the M-Team characters and giving an insight into an historical context through their adventures***2. Journey to the centre of the cow: From cow to fridge*** *-* an intriguing way of discovering the functioning of the cow’s four stomachs and following the process from cow to the milk we drink using cartoon illustrations***3. How to identify a dairy cow*** - poster describing eight important dairy breeds and their originsAlso:1. ***The Story of Milk -*** consists of six fact sheets (12 pages b/w) with easy to read text and presentation about the distribution, types of feed and breeds used including some historical aspects, the cow’s life and how green grass is turned into white milk, what happens in the dairy shed, and the factory to the fridge, as well as nutritional and environmental aspects.
2. ***How now Aussi cow - The Inside Story on the Australian Dairy Industry****, 1995.*From their arrival on the first fleet, the dairy cow on the farm and how milk is obtained from the cow to the end products on the shelf, this booklet presents its message in simple steps with attractive cartoon illustrations. Includes a set of 10 comprehension questions at the end.
3. ***The value of Australian dairy foods - Advanced Students’ Supplement.***

This is a very informative science based booklet on the food structureof the milk products and the effects of temperature, light and acid etc in homogenising, cheesemaking etc. Mentions some aspects of historical, technological and economic importance. This kit also includes a number of nutritional and food fact sheets as well as an analysis and tabulation of the composition of the products and some by-products of Australian dairy foods. | Levels: 3 - 4Levels:3 - 4Levels:2 - 3Level: 6 |
| ***Rural Welfare - The Human Face of Australia’s Countryside,*** Rolley, F. and Humphreys, J., in *Prospects and Policies for Rural Australia*, Sorenson, T. and Epps, R. (Eds), 1993, Longman Cheshire, MelbourneThis chapter in particular looks at rural industry in relation to the level of priority it has had with various governments since WW2, and the changes needed by governments in the future. It details the historical, economic and social implications of government policy for rural Australia. It makes the point that rural people’s resilience is ‘taken for granted’ where economic policy ignores the social implications. Rolley and Humphreys express the opinion that “rural needs warrant investigation in their own right’ because there is a fundamental physical distinction between the rural and urban population. Reflection on the above may lead to the question, ‘Is Australia witnessing, unknowingly, to the disappearance of a unique cultural identity as part of our cultural heritage?’. Particularly useful for the contexts of civics and citizenship and history.  | Teacher Referencefor Level 6 |
|  ***Studies of Society and Environment,*** Ryebuck Media, VictoriaThis is a student magazine featuring current ideas and issues. Has a curriculum page showing a cross-reference table of Learning Outcomes with strands and units of work according to the National Curriculum Profiles. Units useful for cross-curricular integration or as separate case studies. Sequential discussion topics/questions helpful to achieve outcomes. Published three times per year.*Star Rating:**Information*: **\* \* \* \* \***  *Presentation:* **\* \* \*****\****Graphics:* **\* \* \*** *User friendly:* **\* \* \* \*** |  Designed  for level 5 and 6Covers a vast range of learning outcomes across all strands - varies with each unit. |
| ***Sugar: A Primary Story*,** van Norden, P. and Webster, J., Queensland Sugar Corporation, BrisbaneAn integrated teaching package, the focus of this material is to explore how a primary product such as sugar is grown, harvested, milled and refined before it appears in a familiar form on the supermarket shelf. The kit contains teachers notes; activity cards – including master cards for photocopying, cross-curricular – in particular, science, maths and English; 30 student booklets in colour containing information and activities; two colour posters; video and student worksheet. | Levels:3 - 4 |
| ***Sugar: A Growing Industry,*** Queensland Sugar Corporation, BrisbaneAn integrated resource kit especially for the key learning area of SOSE and subjects of geography, history, science and agricultural science. Comprises 10 self-contained units (photocopying for classroom use) plus a video on a general overview of Australia’s sugar industry, with accompanying student worksheet. Provides a very good insight into the sugar industry from the farm to the end product for either export or domestic consumption including extension activities, tables, graphical and map interpretation, environmental issues, research and management, social implications and historical aspects, and the science of sugar. | Levels:4 - 6 |
| ***Sugar: On Top Down Under,*** Queensland Sugar Corporation, BrisbaneAlthough designed by industry for Year 11 and 12 students with the main focus being economics, it provides some excellent material for teachers to apply to some level 5 and 6 core level outcomes. It provides a useful integrated approach covering all four conceptual strands with activities and extension activities, which require the processes of investigation, reflection, communication and participation. The focus of the topics highlight the importance of the sugar industry in the settlement and development of the north-east Queensland, and range from historical, cultural, social, and environmental contexts to its economic contribution to domestic and global markets. Topic 1 gives a perspective for the sugar industry and is recommended as an introduction in conjunction with the video: ‘Backstage with Sugar’.The program contains a poem, historical extracts, flow diagrams, newspaper extracts, graphs and tables. | Teacher ReferenceSome application use for Levels 5 and 6 |
| ***Textiles and Apparel,*** 1996, Morescope Publishing, Camberwell, VictoriaProvides a unique insight into all facets of the sector from fibre processing to the finished products. Contains current information on the manufacture of textiles, clothing and footwear including fashion design, weaving and knitting, dyeing and finishing, computerised technology, carpet and footwear manufacture, retailing, and export opportunities. Also includes a complete set of directories with direct links to contacts and suppliers within the industry. | Levels:5 - 6Teacher Reference |
| ***The Australian Cotton Story,*** Australian Cotton Foundation, Waterloo, NSW (Now Cotton Australia, Surry Hills, NSW)An interesting aspect of this publication is that the latest versions of this booklet are printed on Terra Firma – a 100% Australian Cotton paper. An informative account of the cotton Industry in Australia giving a world historical account and in- depth information from paddock to plate. | Levels:5 - 6 |
| ***The Farm Behind the Beach,*** 1987, Queensland Department of Primary Industries, BrisbaneVideo - This is a well presented, colourful film capturing the audience’s attention as it relates how and where our food and fibre comes from and showing the importance of farming to the lifestyles of Queenslanders. However the time lapse since the making of this video, notable changes have been made to the methods and extent of some environmental aspects as portrayed here. | Levels: 4 - 6 |
| ***The Workboot Series*,** Kondinin Group, Cloverdale, WAThe Workboot Series books (as identified below) provide an interesting and fun way to learn about modern farming in Australia. Farming is explained so people of all ages and walks of life can discover where our food and fibre comes from and why agriculture is so important to our daily lives. A cheeky cartoon character: ‘Blunnie the Boot’ with his jokes together with the lively text and snippets of information featured in ‘Fact’ and ‘Did You Know’ boxes entice even the reluctant readers. It features maps, flowcharts, diagrams and colourful real life photographs of Australian farming to the supermarket shelf. A very useful glossary and index is included. The story revolves around the five areas of farming: the source, the farmer, the product, the consumer and the environment. (Publication of resource books about other major industries and accompanying teacher resource kits to follow.**)***Star Rating****:*** *Information:* **\* \* \* \* \***  *Presentation:* **\* \* \* \* \****Graphics:* **\* \* \*\* \*** *User friendly:* **\* \* \* \* \***1. ***The Workboot Series: Wool,*** Hamilton, F.,1993

A complete reference about wool for Levels 3 and 4, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics is very engaging for students at these levels.1. ***The Workboot Series: Wheat*,** Hamilton, F., 1995

A complete reference about wheat for Levels 3 and 4, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics are very engaging for students at these levels.**3. *The Workboot Series: Dairy*,** Taylor, N., 1995A complete reference about dairy for Levels 3 and 4, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics is very engaging for students at these levels.**4. *The Workboot Series: Cotton*,** Taylor, N., 1997 A comprehensive reference about cotton for Levels 3 to 5, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics is very engaging for students at these levels.**5. *The Workboot Series: Honey*,** Nicholls, C., 1998A comprehensive reference about honey for Levels 3 to 5, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics is very engaging for students at these levels.**6. *The Workboot Series: Timber*,** 1998A comprehensive reference about timber for Levels 4 and 5, incorporating all four strands. The information, coloured photographs, graphics and presentation are exceptional. Covers historical, geographical, social, environmental contexts and involve students in all of the processes of thinking and understanding at differing points throughout the book. The style, presentation and flow of the text and graphics are very engaging for students at these levels. |  Varying Levelsfrom 3 - 5All StrandsLevels: 3 - 4Levels: 3 - 5Levels:3 - 4Levels:3 - 5Levels: 3 - 5Levels:4 - 5 |
| ***The Workboot Series Resource Kits,*** Kondinin Group, WAEach of these kits is a complete class resource and is used in conjunction with the relevant industry ‘Workboot Series’ student book, each telling the story about a different type of farming industry in Australia. Each kit includes one student resource book (industry specific), lessons across learning areas giving a broad integrated approach, activity pages of illustrated blackline masters to copy (including answers where necessary) and timesavers - useful contacts including specific industry internet addresses; and an overview for planning showing the key learning areas, Strands, and substrands; and samples pertaining to that industry eg. wool, wheat, dairy, cotton, etc. Written by teachers, each lesson is linked to the National Outcome Profiles. Each kit is divided into sections according to the key learning area. The most appropriate level - middle primary/upper primary and lower secondary/ or both - is indicated in the teachers’ notes for each lesson/activity. These kits could also be a useful resource base for the transition between level 4 and 5. [Publications of kits about other major agricultural industries are to follow.] Each kit is a quality resource and an asset for any Level 3 and 4 classroom. Highly recommended. Copyright conditions apply to some of the material. Gives freecall and freefax contact numbers as well as the internet site for Kondinin, which also provides direct links to other agricultural organisations.*Star Rating: Information: \* \* \* \* \* Presentation: \* \* \* \* \** *Graphics: \* \* \* \* User friendly: \* \* \* \* \**1. ***The Workboot Series, Wool resource kit*,** Wilson, B, 1996

Includes one student resource book called ‘Wool - The Story of Wool on Australian Farms’. Excellent opportunity to totally integrate across SOSE, English, Technology, Science, Maths and the Arts using the theme ‘wool’ or to use wool as the focus to develop a specific ‘language’ program. A boardgame, which follows wool from farm to fabric, tells the story about what happens at each stage of wool production and processing. It reinforces students’ exposure to use a range of skills such as understanding, thinking, participating, communicating and reflecting about how each area of farming relies on the other. 1. ***The Workboot Series, Wheat resource kit*,** Field, K. andWilson, B., 1997

Includes one student resource book called ‘Wheat - The Story of Wheat on Australian Farms’. Some lessons/activities makes specific reference to certain aspects of the student book, “Wheat”. Offers an excellent opportunity to totally integrate across SOSE, English, Technology, Science, Health, Maths and the Arts. Contains a cross -reference overview of the relevant key learning areas for each lesson topic. A ‘Wheat Price Game’ involving 4 or more players is a real-life simulation that allows students to roleplay farmers using a range of skills including decision-making skills about wheat prices and trading on the world market.**3. *The Workboot Series, Dairy resource kit***, Field, K. and Wilson, B., 1998Includes one student resource book called ‘Dairy - The Story of Dairy Farming in Australia’. Some lessons/activities makes specific reference to certain aspects of the student book, “Dairy”. Contains a cross-reference overview of the relevant key learning areas for each lesson topic. Offers an excellent opportunity to integrate across SOSE, English, Mathematics, Science, Health, Technology and the Arts. | Levels: 3 - 4.Transition - Levels 4 - 5. All StrandsLevels:3 - 4 |
|  ***TimberTrek,*** National Association of Forest Industries Publications, ACTThe cool club for kids. More adventures with the ‘Woodrow gang’. Students can receive regular magazines with stories, problems to solve, prizes, things to make, build and grow. Contact *TimberTrek*, PO Box 5103, Kingston, ACT 2604http://www.anfi.com.au/timbertrek/ | Levels: 3 - 4 |
| ***Understanding Australia’s Climate,*** Hauenschild, P., 1998, Community Education and Extension Support, Resource Sciences Centre, Department of Natural Resources, Queensland An Internet Activity. Firstly a series of activity sheets are required, available either from DNR or may be printed from the website. To complete activities choose either information on The Long Paddock web site: www.dnr.qld.gov.au/longpdk or use the Poster: *“Twelve month Australian rainfall relative to historical records”* showing a series of colourful maps which provide a record of El Nino cycles in Australia in the 20th century. Cross-curricular integration, incorporating historical, geographical, mathematical investigation, reflection and interpretation skills. Research activities need to be extended to show the significant effects and controls of climate on agricultural production and environmental ramifications as well as the social effects encountered. Potential for these activities to provide the basis for extensive opportunities to show the economic, ecological and social implications and the interrelatedness from local, regional, Australian and global perspectives.*Star Rating:**Information*: **\* \* \* \* \*** *Presentation:* **\* \* \*****\****Graphics:* **\* \* \* \*** *User friendly:* **\* \* \* \***  | Levels: 5 - 6 |

* 1. **Agriculture in Queensland event list**

|  |  |
| --- | --- |
| Events |  |
| ***Farmers In The Classroom,*** Queensland Farmers’ Federation, Brisbane, Queensland The inception of this program began in 1997 where selected farmers (often with a teaching background) were made available to schools to visit, by arrangement, to interact with students and present an overview of agriculture and how it affects them in their everyday life. The focus of the topics and activities used will vary according to the commodity specialisation of the farmer involved. Cross-curricular activities of real- life examples, commodity samples, posters and relevant resources are used. Classes are invited to participate in special presentations of Farmers in the Classroom given in the Queen Street mall in Brisbane during Queensland Primary Industries Week each year. Queensland Farmers’ Federation aims to develop a database of ‘presenters’ and their contact details for teachers to access from their website: www.qff.org.au  | Levels:1 - 5 |
| ***Food & Fibre Trail,*** Queensland Farmers’ Federation, Brisbane, Queensland Bringing the paddock environment to the city is designed to educate students about agricultural industry, the people involved in it and the environment in which farmers need to operate to produce the food we eat, the clothes we wear and the jobs and services that agriculture provides. Designed primarily for metropolitan students, the program involves at least twelve member commodities and other agriculturally associated industries each providing eight interactive presentations (approx. 30 min) of practical ‘hands on’ activities for students each day over a three to four day period. To date this has occurred in conjunction with the Royal Queensland Show, but has the ability to operate at other locations. Each class follows a trail with the assistance of a Trail Guide and participates in either four or five different agricultural industry presentations on a selected day. Every year each student has received a resource book: “Discovering Queensland’s Food and Fibre”, a passport, a sample bag of informative activities and a product or by-product. Each class teacher receives a resource kit. This program complements core learning outcomes for an integrated module about the environmental, economic and social aspects of where our food and fibre comes from - suitable for Level 3. The Food & Fibre Trail won the Queensland Primary Industries 1999 Achievement Award for Communication. | Level:3 |
| ***Giddy Goanna - Farm Safety Demonstration Days for Children,*** Giddy Goanna Ltd., Farm Safety QueenslandAlthough this ‘on farm’ excursion has been developed to educate students from preschool to year 7 about safety issues on farms at a designated local farm with the focus on HPE, it lends itself extremely well to an integrated module about what happens on a farm. A Demo Day divided into two sessions (morning and afternoon) involves up to 350 children being transported to a nearby farm where local experts - farmers, doctors, ambulance officers, police, electricity officers and workplace health and safety officers - talk to students about a variety of issues relevant to their community (such as tractors, electricity, horses, motor bikes, drowning and silos). Students rotate past 6-8 sites (approx. 10 min). Each presentation covers essential components adjusted to suit the age bracket of each group. Giddy Goanna makes a guest appearance to greet and farewell the students, giving each one a sample bag with materials to reinforce the safety message. Prior to the Demo Day, teachers are provided with farm safety education material to utilise in the classroom. The program has been designed so that communities can organise and control the implementation of this program on a local basis. Kits have been developed for this purpose - available from Farmsafe, Queensland.  | Levels:Foundation Level to Level 4 |

**3. Agricultural Organisations**

* 1. **Organisation abbreviations**

ABARE Australian Bureau of Agricultural Resource Economics

ADC The Australian Dairy Corporation

ADFF Australian Dairy Farmers’ Federation

ADHIS Australian Dairy Herd Improvement Scheme

ADIC The Australian Dairy Industry Council

ADPF The Australian Dairy Products Federation

AgForce organisation representing agricultural associations

APFA Australian Prawn Farmers Association

AQIS Australian Quarantine Inspection Service

AVA Australian Veterinary Association

AWB Australian Wheat Board

CA Cotton Australia Limited

DRDC The Dairy Research and Development Corporation

MMFA Market Milk Federation of Australia

NFF National Farmers’ Federation

ORC Office of Rural Communities

QCHL Queensland Cotton Holdings Limited

QDO Queensland Dairyfarmers’ Organisation

QDPI Queensland Department of Primary Industries

QFF Queensland Farmers’ Federation

QFRA Queensland Fire and Rescue Authority

QFVG Queensland Fruit and Vegetable Growers

QRITC Queensland Rural Industry Training Council Inc

QSC Queensland Sugar Corporation

QTB Queensland Timber Board

RFS Rural Fire Service

 UGA United Grazier’s Association of Queensland Union of Employers

**3.2 Organisation contact details**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisation** | **Address** | Town | **State** | **E-mail / Website** |
| AgForce | PO Box 186 | BRISBANE ROMA ST | Q 4000 | AGFORCEQLD@bigpond.com www.agforceqld.org.au |
| ABARE | GPO Box 1563 | CANBERRA | ACT 2601 |  www.abare.gov.au |
| ADFF | 6th Floor, 84 William St | MELBOURNE | VIC 3000 | adff@dairy.com.au |
| APFA | PO Box 8007 | Mail Centre Coffs Harbour | NSW 2460 | apfa@midcoast.com.au |
| AQIS | Level 2443 Boundary St | SPRING HILL | Q 4000 |  www.aqis.gov.au |
| AVA | 70 Station Road | INDOOROOPILLY | Q 4068 | ava.qld@ava.com.au |
| CA | Level 2490 Crown St | SURRY HILLS | NSW 2010 | cottonaus@cottonaustralia.com.auwww.cottonaustralia.com.au |
| QRITC | PO Box 3128 | SOUTH BRISBANE | Q 4101 | qritc@powerup.com.au |
| QFRA  | GPO Box 1425 | BRISBANE | Q 4001 | rural@6022.Aone.net.aurural@b022.aone.net.au |
| RFS | GPO Box 1425 | BRISBANE | Q 4001 |  |
| MMFA | Level 684 William St | MELBOURNE | VIC 3000 | Contact same as for ADPF |
| ORC | PO Box 187 | BRISBANE ALBERT ST | Q 4000 | www.qld.gov.au/BushTel/html/top.cgi |
| QDO | Level 8183 North Quay | BRISBANE | Q 4000 | qdo@powerup.com.auwww.dairypage.com.au |
| QDPI | GPO Box 46 | BRISBANE | Q 4001 | books@dpi.qld.gov.auwww.dpi.qld.gov.au |
| QFF | PO Box 3128 | SOUTH BRISBANE | Q 4101 | qfarmers@qff.org.auqff.org.au |
| QFVG | PO Box 19 | BRISBANE MARKET | Q 4106 | qfvg@qfvg.com.auwww.qfvg.org.au |
| QSC | Level 20240 Queen St | BRISBANE | Q 4000 |  |
| ADPF | Level 684 William St | MELBOURNE | VIC 3000 | adpf@dairy.com.au |
| UGA | PO Box 167 | BRISBANE ROMA ST | Q 4003 | ugaqld@msn.comwww.ugaqld.com.au |
| QCHL | 55 Wyandra Street | NEWSTEAD  | Q 4006 | dhealy@qcotton.com.au |
| AWB | PO Box 3183 | TOOWOOMBA | Q 4350 | awb@ericwilliamson |
| ADIC | Level 684 William St | MELBOURNE | VIC 3000 | adic@dairy.com.au |
| ADC | Level 5 IBM Tower 60 City Road | SOUTHBANK | VIC 3006 | webenquiries@adc.aust.com.au |
| DRDC | PO Box 8000 | GLEN IRIS | VIC 3146 | drdcadmin@drdc.com.au |
| ADHIS | Level 684 William St | MELBOURNE | VIC 3000 |  |
| QTB | PO Box 2014 | FORTITUDE VALLEY | Q 4006 | qtb@uq.net.au www.forests.qld.gov.au/educat/activity/activity.htm |
| NFF | PO Box E10 | KINGSTON | ACT 2604 | nff@nff.org.auwww.nff.org.au |
| Farmwide | PO Box E10 | KINGSTON | ACT 2604 | www.farmwide.com.au |

1. Inpe - if no previous exposure [↑](#footnote-ref-1)