# National Biosecurity Forum

Day 3 Session 1

11 November 2020

## Introduction

This is the transcript the National Biosecurity Forum, presented by the Department of Agriculture, Water and the Environment.

## Transcript

[Webinar begins]

Nick Housego: My name's Nick Housego, I'll be facilitating this session today for the National Biosecurity Forum. It's day three for us that we've been going through the week, and it's NAIDOC Week, and it's also Remembrance Day. But, by way of getting started, I'd like to begin by acknowledging the traditional custodians on the land on which we're meeting, the Ngunnawal people of the Canberra region, and pay my respects to their elders, past, present and emerging. And for any Aboriginal and Torres Strait Islander people who are with us today, you're most welcome and it's great to have you on board. So, let's get underway with this, the day three, session one.

Nick Housego: Okay, today's first session we're going to hear from a range of speakers on community and industry engagement in the biosecurity space. Our first speaker is John Tracey, the Deputy Director-General of Biosecurity and Food Safety at the New South Wales Department of Primary Industries. John will be launching mission biosecurity, an exciting initiative that aims to encourage biosecurity champions across the country. Today it's his launch day, so it's great to have John on board for that.

Nick Housego: We're also joined by Joanna Embry and from Melons Australia and Dianne Fullelove from Dianne Fullelove & Associates, who will be talking about their work to educate travelling holidaymakers to be aware of their role in supporting strong on-farm biosecurity. We're then going to be hearing about the STEM Professionals in the Schools Programme, spreading the message of biosecurity with school kids. Julie McClements is with the STEM Professionals in the Schools Programme, and she will be joined by Carol Quashie-Williams, a Department of Agriculture water and environment staff member, and volunteer with this programme, as well as Kate Elliot, a partner teacher, with the programme. So, by way of getting started, John Tracey, I'm going to hand over to yourself to get us underway.

John Tracey: So, hi everyone. Welcome to launch day for Mission Biosecurity, it's great to be here, it's a real pleasure to be here to launch this. Biosecurity is so important and we've seen from the Commonwealth yesterday, just the size of the benefit our national biosecurity system is over 300 billion, and it's more than the economic impacts here, it's about the food we eat, the clothes we wear, it's about the environment, it's about protecting our communities, which is why it's so important to involve everyone in the solution, and that's really what mission biosecurity is all about. So on behalf of all states, territories, nationally, New South Wales DPI is proud to launch Mission Biosecurity today.

John Tracey: This project is an interactive digital campaign, which has been produced to bolster a national understanding of biosecurity through a nationally coordinated suite of communication materials, so it's a very exciting day for the team. This is a result of many months spent researching, filming, recording, editing, producing. We would like to acknowledge all of the participating states and territories, we couldn't have done without your help. For the invaluable contributions, your input, your insights, from which this exciting important collaboration has been enabled.

John Tracey: So, I'd like to also specially thank Costa, he's a fantastic advocate for biosecurity, he's been core for this programme. His enthusiasm, his passion for biosecurity really flows, and that's been a great input from him. So, what we have is a broad suite of engaging relevant digital resources, independent web page which is set up, as well as a series of videos, podcasts, online quizzes, and Costa's been part of those.

John Tracey: So, as background, we've really kicked this off to get national ownership through the National Biosecurity Communication and Education Network, which was commissioned by National Biosecurity Committee, so that subcommittee is led by Malcolm Lex in Queensland, but that is really driven a national process here, that's enabled a national approach to kick off. So, this programme will present a series of audio visual materials promoting biosecurity that's being developed, and there'll be a 12 month campaign kicked off today. So, that will include materials that will bolster our digital engagement, help promote the benefits of biosecurity, and the need for strong biosecurity across Australia, it will encourage reporting, and it's all about involving all sectors of the community in biosecurity, it will showcase the vital work that our staff and research has undertake in the national biosecurity space as well.

John Tracey: It's been built on Human Centred Design testing, testing the format, it's a tailored programme, it's really stood tailored into stakeholder groups, and with specific stakeholders in mind through that development. So, that involves targeted sessions with the general public, primary producers, beekeepers, gardeners, scientists, children, you can see the diversity of groups that's been involved in this programme, so that's been a really key feature of why we think that this is going to be really successful, and it aims to highlight the biosecurity priorities within each state, and provide some national consistency on the messages out there, so it's a good day to be in biosecurity.

John Tracey: So, the web page, if everyone can see that slide that I've shared there. So, the web page, basically the website, basically, is set up with six tabs, so we look at biosecurity at home and in our backyard, we look at protecting our environment, we look at biosecurity invaders, we look at biosecurity on our farms, we have a section on the future of biosecurity, so let me go through to give you a feel for what this is going to look like. So, here's the backyard cover page here, so that biosecurity at home in your backyard will include information and awareness about potential paths, biosecurity risks through shopping online, it'll include beekeeping and benefits of bees, and other good bugs, it'll look at chook care, it'll look at garden biosecurity, so it's really relevant for the backyard of there.

John Tracey: Our section on protecting our environment. It will include a section, or does include a section on aquatic biosecurity, and the ways in which we can protect our waterways, it includes protecting our great outdoors, including how we stop the spread of pest, diseases and weeds, and includes a section on weeds and how they threaten our native plants and animals. We have a section on a biosecurity invaders tab, which explores the negative consequences that introduce to non-native species can have on our environment, economy, community, and human health. So, that broad vision of what we're trying to achieve is a really key one here, it's much greater than just economics, it's really inclusive in a broad region for biosecurity. That includes digital resources to reinforce how reporting will take place, where to report.

John Tracey: We've got a targeted section on biosecurity on our farms, exploring the different biosecurity risks that individual properties manage, an overview of the biosecurity plan, which is so important for our farming sector, the property owners and land managers my have, and the important roles that land holders, managers, visitors play in biosecurity, and how to stop and protect from biosecurity risks. It has, for example, information regarding peak biosecurity, fruit biosecurity, and visiting and working on the land is also covered in these sections as well.

John Tracey: We've got a focus on future of biosecurity, which advocates being aware of technology advancements and the key role they'll play, the future in not only protecting everything that we love but also improving our current practises. So, this section here looks at the way technology helps protect, enhance our environment, communities and our farms through smarter more efficient ways to conduct surveillance and monitoring whole communities, really essential for that activity to capture data and analytics, to undertake research and development, to track our food and traceability and importance of that, to communicate and report.

John Tracey: So, it's a strong focus also on reporting. And that links to our national outbreak page, and websites of each state and territory for more information about how to do that in an easy way for the community. It's got sections also about watching about playing, online quizzes, there's 11 quizzes and games on the play section. We have 11 podcasts on the listen section, for example, a Honey Bee Special.

Nick Housego: Hey, John, I'm just letting you know you've got a minute to go.

John Tracey: Okay, thank you. I'm getting close now, just running through some social media tiles also available. And I might wrap it up there, thanks Nick. So, I'd just like to end with, thanks again for everyone's involvement in this exciting collaboration, if you've got any questions let me know. I encourage you all to go on the website which is being launched today, so that's www.missionbiosecurity.com.au. Thank you.

Nick Housego: All the best for that launch, and thank you very much for sharing it with us today, very important to have a look at.

John Tracey: Thank you.

Nick Housego: Okay, now we're going to look at educating holidaymakers and how to support on-farm biosecurity in Australia. Dianne, you first. You're the first speaker, correct?

Dianne Fullelove: I am. I wanted to introduce myself, Dianne Fullelove, I'm presenting with Joanna Embry. Until recently I was the biosecurity officer for the Mellon industry, and now Joanna has taken on that role. As one of the projects that I completed the main work of before I finished that role, there was a programme from Biosecurity Champions Programme and we did a project on educating holidaymakers on how to support on-farm biosecurity in Australia, and Jo has taken that over with the promotion and social media programme for that.

Dianne Fullelove: So, we identified a couple of years ago that farmers, melon growers, in the northern part of Australia were finding that they had lots of holidaymakers just wandering onto their farms. They thought they were nice places to visit, watermelons particularly look really nice. Sometimes they harvested fruits which is not such a big problem because there's a lot of it, but we just don't want various people wandering around the farm, and they identified that two groups has being travelling holidaymakers with caravans, grey nomads as they're known, and backpackers who are actually going there to work most of the time. But, they were two groups that they found were difficult to convince not to go on to farms, because the farms aren't fenced in the main.

Dianne Fullelove: So, we looked at just doing a social media campaign with them, but we wanted to have something that might grasp their attention, and so in this project we developed three videos, podcasts, that they could look at and see the reasons why it was really important that they did not go on to farms, and why we need to maintain farm biosecurity. The farms are often in remote areas, they're also areas of natural beauty, so if you're looking at the Kimberley or some of the areas around Katherine Gorge in the Northern Territory, it does attract people who want to go on holidays there.

Dianne Fullelove: So, we developed three YouTube videos, very short ones, with the theme of stop at the shop, so that they would go to the shop and buy Melon and not wander onto the farms. Three episodes, stop at the shop, second one, don't fence me in, and the third one, a sign of the times. The first one was very much about just not going on to farms, the second one was about respecting farm boundaries, and the third one was looking at what do we mean by quarantine signs, what do we mean by some of the things you might see on the farm, like insect traps and why they were important, and why they needed to respect those things.

Dianne Fullelove: The process that we took to do this, and this was my role in it, is to work with professionals to develop the videos. We decided to do animated videos, main reason is we felt that might appeal to the public more than just a video of a grower in a paddock talking, which is all lovely but it's done quite a lot. So, we decided to do an animated series of videos, so that meant that we had to work with someone who could produce animation. We ended up, after putting out a tender literally worldwide, and I know we have got many of these companies in Australia that can do this work, but we could access the professionals that we needed at a much reduced rate overseas. And with internet it was a perfectly smooth process to do that.

Dianne Fullelove: So, the way that we did it, we developed the message, what do we want to tell, what do we want to say, what do we want them to understand as the audience? The script was written by myself and a colleague, so the actual, what are you going to say in these videos. We selected the images, how do we want it to look, and then we started working with the animator who produced the actual YouTube videos. And he was an English guy-

Nick Housego: Two minutes, Dianne.

Dianne Fullelove: Sorry?

Nick Housego: Two minutes.

Dianne Fullelove: Okay, he was an English guy based in Spain, so we had the challenge of him understanding what we required, but we worked through that. He produced the animation, we then engaged someone in Australia with an Australian accent to do the voiceover, because we wanted an Australian farming accent, and we included subtitles for people who may not have had English as a first language. To give you an idea of the images that were used, this was the grower that the animated character was based on, would guide the animator lots of images of melons and farms and so forth. There were some barriers, the top picture, top left, shows his original picture of the biosecurity sign with pine trees in the back. There are not a lot of pine trees like that up in Kununnurra, so we had to actually alter that type of thing to get a realistic image. So, there were challenges along the way but it was so interesting process to do.

Tom: A sign of the times. Hi, I'm Tom and I grow melons in Northern Australia. The Australian Government and melon growers like me, work hard to keep unwanted pests and diseases out of Australia and off our melon farms. Travelling rural Australia can be great fun, and you'll see all sorts of unusual things on melon farms. You may see some small insect traps on poles around the paddock. These traps help me know which bugs are trying to eat my melon crops. They're like a early warning system for me to stay one jump ahead of these pesky invaders. Some of the traps have attractive smells in them. Well, they're attractive to insects anyway. And some just rely on colours to trap insects. Hopefully, I only find bugs that I already see around from time to time, not ones that may be new, as they are ones that can turn into biosecurity nightmares.

Tom: The other thing you'll see on my front gate is a farm biosecurity sign. It looks like this, it tells everyone who is entering my farm the proper way, through the front gate, what they need to do and who they need to contact before proceeding through my front gate. We are all making a big effort to keep Australia and my melon farm safe from biosecurity threats. You can be a part of that effort as well, simply stop at the shop not the farm. Thanks for watching, and keep eating the best melons in the world, Aussie melons of course.

Nick Housego: Dianne, thank you very much, we're going to move on now to Joanna to take us through the next section.

Joanna Embry: I'm Jo Embry, I'm the new biosecurity officer for Melons Australia, as Dianne mentioned. What you watched was just one of the three videos, that one was the stop at the shop video, the others are all available on our website but I'll give you that address later. As you can see, once these videos were produced, we developed up a communications plan to roll out that material to our target audience. Dianne mentioned that target audience was seasonal workers and retired travellers, and it also includes family travellers. Initially, the plan was to roll out material over a four week period in September 2020, but we quickly realised that with COVID-19 travel and specifically Interstate and international travel had reduced dramatically. However, having said that, it so happened that Northern, Western Australia in North Queensland seasons were in full production, and that just happened to be the states where actually there was interstate travel still happening. So, it was still relevant to roll out at the time we'd specified, but we just decided that we would actually rollout the programme over a longer period than had been initially anticipated.

Joanna Embry: So, our communication plan focused on a social media campaign and creating the videos, plus messaging around those videos, and primarily our strategy focused on posting those videos and messages on our own Melons' Facebook pages, we've got an industry page and we've also got a consumer page, and also speaking with industry organisations who have access to the target audiences, and having them re-share our messages and videos on these sites as well.

Joanna Embry :So, the organisation that we worked with, but not limited to, were Harvest trial, work about Australia, Caravanning with kids, Travelling Australia, Grey Nomads, camps Australia wide, and also the regional visitor centres in all of the growing centres throughout, and in the centres where melons are growing throughout Australia. We also spoke with our industry collaborators, such as plant help Australia, Growcorn, National Farmers Federation, and Hort Innovation, to get them to push it out through their websites, their newsletters and their Facebook pages as well.

Joanna Embry: So, we ended up with a reach of approximately 1,600 hits to each post so far. As I mentioned earlier, we've modified our communication strategy to roll out over a much longer period, and as travel restrictions ease and travellers hit the roads, potentially, in higher numbers than ever before, given the amount of people who are now travelling throughout Australia. We will continue to push the messages and videos through our social media pages, and make contacts again and push the message, especially, through those regional visitors centres in growing regions as those regions come into production. Thank you very much.

Nick Housego: Thank you, thank you both for the presentation, good to see. And the questions are starting to roll in particularly on your stuff, John, you've got a few as well, so I'll keep moving along. This is now the STEMs Professionals in Schools Programme, bringing biosecurity to schools. Julie McClements, we're going to start with yourself, taking us through as the industry relationship manager with the STEM Professionals in schools. You've got the TV, away you go.

Julie McClements: Thanks everyone. So, I'm just going to let a little bit about STEM Professionals in Schools Programme. So, CSIRO, the CSIRO programme brings together a really passionate group of STEM Professionals or professionals in science, technology, engineering and math, to share their skills and their knowledge with our classroom teachers to really upbring real world STEM into the school and to students, and to teachers. We began in 2007, so I've been going for quite a while now, and over that period we've created over 8,000 partnerships between our teachers and STEM Professionals. We're currently sitting at about 1,400 active partnerships across schools.

Julie McClements: We work across schools all across all school levels, all school years, all departments. We have support, thankfully, of our great group of principals and school leaders and education organisations as well. Our STEM Professionals actually come from a huge variation of backgrounds, we've got over 300 organisations at the moment, and individual professionals involved in the programme, and they come from industry, from government, and from the university sector as well. Really the benefits of the programme, I'm not sure what screen you can see because my... There we go-

Nick Housego: We've got the one with the three big diagrams.

Julie McClements: The benefits, excellent. So, the benefits of the programme are really for teachers, STEM Professionals and, of course, ultimately for students as well. What we're really aiming to do is to bring that real world STEM practise into the classroom to build confidence of teachers to be able to deliver that, especially for teachers that maybe don't have that and any STEM experience of their own, or don't have any knowledge of that. So, it's about building their skills and their confidence. It's also, obviously, to inspire students hopefully to continue to study STEM subjects and to go into STEM related careers, but I have to say also really benefits our STEM Professionals, they love what they do and they get a lot of engagement out of what they do. Breaking down barriers of what STEM Professionals and what scientists actually look like and what they do, what their job really involves is a huge part of what we do as well, and it's a really important part of the programme.

Julie McClements: It also helps STEM Professionals, I would say, with their communication skills, because quite often they're very good at talking about what they do to their peers, but it's a different thing altogether when we're looking at trying to relate that to students and tell students what to do, so they get out a lot of benefit from that as well.

Julie McClements: What the programme actually does is it facilitates a partnership between a teacher and a STEM Professional, and that one partnership is very individual, and they can work together collaboratively to decide what they want to do and what they want to get the most of from that partnership. It's because of its individual nature, it's really difficult to see what a typical partnership looks like, but thankfully we've got, Carol, one of her teachers to talk about their partnership and what they do, so you'll hear more about them.

Julie McClements: The individual nature is what makes it so special, or teachers can really work with a STEM Professional to develop something that suits their students. It's really important to say that we do obviously have child safe policies and practises in place as well, and that's a big important of what we do, but we know there's barriers to that so we help our STEM Professionals achieve those police checks and cover all the courses we have so there's no cost to anybody, teachers, STEM Professionals, schools or organisations could be involved in the programme.

Nick Housego: One minute to go.

Julie McClements: Just to give you a very quick idea of some of the things that our partnerships do. We've got some of our STEM Professionals who take the students on tour, and they can visit our labs, or the school or their workplace which is great, you go on field trips, do career talks, hand-on demonstrations, a big component that we're working on at the moment is working with schools in regional and remote areas. Which is really important but that's generally been done virtually and online, so we've got a whole range of online activities at the moment we were working together with our teachers and our STEM Professionals to do that. Everything's all curriculum aligned as well, which is really important because teachers need to make sure that what they're doing is similar to the curriculum.

Julie McClements: We're always looking for more STEM Professionals, we always need more people to do that, so if anyone in the biosecurity wants to get involved, please get in touch we'd love to hear from you. Thank you.

Nick Housego: Thank you. Well done. Okay, the next one is educating and engaging school kids on biosecurity. And that's Carol Quashie-Williams, the Technical Capacity Building for the Biosecurity Plant Division at our Department of Agricultural Water and the environment. And she also works in the schools as a STEMS Professional volunteer. Carol, over to yourself.

Carol Quashie-Williams: Yep, so I'm just going to give an example of what I do as a volunteer with my partner teachers. So, I've been partnered with, I've got two main teachers, Catherine, I've been partnered with her over 12 years, and I've also got Kate, who's going to talk later, who I've been partnered with for over five years. A bit about me, I am a STEM Professional, I'm an Agri and Environmental Scientist, so it's like sustainable agriculture, also an entomologist specialising in crop protection within my department, the work I do at the department, I'm a technical capacity building but I also do training as well.

Carol Quashie-Williams: So, the STEM Professionals in schools has been included in DAFF science strategy, thanks to the late Dr. Kim Ritman. The new science strategy action plan also endorses the STEM Professionals in school programme as well. My main schools... Oops, let me just see if I can get rid of... Yeah, okay. So, my main schools are Farrer and Namadgi school where Kate and Catherine work, also Arawang where I'm visiting once a year to give a talk on butterflies and moths, and also I have a remote partnership with Tagai State School in the Torres Strait Islands.

Carol Quashie-Williams: As Judy said, I align the work I do with the Australian Curriculum which includes a agricultural type of work, entomology, environmental, as well as biosecurity activities. I include doing things like getting agricultural and pest advice, diagnostics, presentations, and also judging science fair projects. Last week I had a question and answer session on bees, and one of the children said they are never going to eat honey again, after we finished demonstrating how to make honey.

Carol Quashie-Williams: So, we put biosecurity resources to raise awareness, number one thing is uniform, so once I explain it that my name isn't actually biosecurity, we talk about biosecurity. I often ask them, have they watched border security, and a lot of them are aware of border security, so we raise that and discuss that. I should say that I work in the environment centres at the schools, both inside and outside, and we use a lot of the biosecurity resources that are available. So, there's number of biosecurity videos which are really good, they're nice and short, so there's the biosecurity warrior which is a New South Wales DPI initiative, and the department has their biosecurity bites which now it's your turn is an excellent resource, we talk about detector dogs and also don't be a Jeff.

Carol Quashie-Williams: The dogs come in useful because children have watched biosecurity's border security, so they know what the dogs do. I had a big bag of biosecurity warrior bandannas from New South Wales, so whenever I give a talk when we talk about biosecurity, at the end of the talks the children are really good, I like using facilitated learning to get out of them what they already know, they're all awarded their bandanas, so I have to often tell them, "You're biosecurity warriors, you're biosecurity ninjas."

Carol Quashie-Williams: New South Wales DPI also produced the biosecurity pack for Science Week, which we distributed to two of my schools, and that's me there holding the pack over at Namadgi. There's also a warrior training manual that children can go online, download, and learn all about biosecurity awareness, and then they become certified biosecurity warriors. Now, in 2018, a friend of mine showed me a pack of cards from New Zealand that had pictures of pests on, they had the same 13 pests on all four suits, and I was an entomologist going through being Australia's natural party plant pests and updating the plant pests.

Carol Quashie-Williams: My students last year, I had 52 year sixes at Farrer, and I thought, "Actually, based on those cards I'd seen, we could produce cards and I could get my children to do a STEM project where they all got a pest or disease each." And my students researched the pests and diseases and already had the ratings, but they looked at the number of countries, they looked at the number of hosts, little bit about biology of pests and disease, and we produced a PDF which is now up on the department's website, the department also because this year is International Year of Plant Health, they provided funding for some promotional card packs which you can see down in the right hand corner. So these card packs -

Nick Housego: Carol, you've got one minute.

Carol Quashie-Williams: Okay, yeah.

Nick Housego: You've got one more minute.

Carol Quashie-Williams: Really good. Here's Poppy, she helped with the cards, here's my Tagai students up in Torres Straits. We use it as an outreach tool, so we recently had a Khapra beetle incident and we used the cards to introduce that to the students. It takes a village to do everything, and here's my village who helped in the collaboration and distribution of the cards. I also should say, another initiative was plate it don't plant it, because a lot of teachers like to use seeds and beans in the pantry, and we've told them that that's a no no, and a lot of them have been made aware of this through the plate it don't plant it, which we also highlight.

Carol Quashie-Williams: I also tied all in, we've got to protect our plants, protect life, and biosecurity it means that the produce we've got at the schools, we can enter it into the Canberra show and continue winning first and second prizes. None of this can be done, it's a big thing, I need a lot of support and inspiration, and thanks. So, here are a number of the individuals who helped me across the way, along the way. And, including the teachers, and I'll pass on to Kate now.

Nick Housego: Kate along with her colleague Miss Kathryn Glanville of Namadgi Primary School was a winner of the Biosecurity Commendation Certificates in this year's Australian Biosecurity Awards, for their development of a card game about Australia's natural plant pests and engaging toward an increased biosecurity education awareness. Kate, I hope that's good enough to introduce you, away we go.

Kate Elliot: Thank you, I hope you can hear me I'm not great with technology.

Nick Housego: We can hear you fine.

Kate Elliot: Okay. First of all, thanks to Carol for nominating Kathryn and myself, she's a really easy person to work with, we're really lucky to have Carol with us. She won the Volunteer of the Year for the work that she's done in schools, I think it was last year. She's been partnered with our school here since before most of the year sixes were born, she's done huge amount of work in our gardens and in our science promotion with our school. She works with potentially every child in our school, usually she works with our year sixes doing gifted and talented work, and she would've mention that plate it don't plant it, she did that experiment with our students last year to see out of a soup mix, what would grow. Really interesting experiment, because we had quite a few things out of that soup mix grow, and then Carol's able to explain why that has a different level of biosecurity to the plant seeds that we grow, really good learning for the kids because it's real life.

Kate Elliot: She's also done some amazing work with fruit flies, and she's done some work with basically teaching us what is a pest. So, as Carol mentioned, she helped us to make these biosecurity plant pest cards, she has put them online so that we can get them for free and just print them out as paper form, as this one is done. She has kept me in the loop with all the things that we need to know about, for example, just information about the International Year Biosecurity, and when that was happening she invited me along to the initial presentation at the start of this year, but here we are at the International Year Plant health Launch.

Kate Elliot: Carol is really inspirational for our students, it's really great that the questions that they have can go to a real scientist. So, having a scientist in our school has really upped the level of science we can expose our students to, and it certainly improved my understanding of science across the board, but particularly with biosecurity. We're very, very lucky that Carol was so involved in helping us to make these Priority Plant Pest cards, and the kids will be really excited that they've actually been so successful, and gone so far.

Kate Elliot: And the actual research the students did was something that I probably wouldn't have done with them independently, outside Carroll helping me. It really was a lot of interesting knowledge the kids hadn't encountered before about the damaging aspects of pest, and why biosecurity is so important. Going forward with that knowledge is really important in primary school, because the kids are starting to make decisions in high school and further on, and this knowledge here is a really good foundation for future decisions in life.

Kate Elliot: So, obviously Xylella is one that is the killer, it's the winner of the pest card, and the kids all know now know, Xylella is the bad one. The knowledge that you get off these plant pest cards that Carol helped us to create, it's brilliant because it's a fun engaging way for kids to start to understand and name the plant pests that Australia really needs to try to avoid. And it's been an inspiring way for me as a teacher to find a new way to engage kids in learning, because obviously we're always trying to produce hands-on experiences for the kids, and these cards are just a really simple hands-on way that kids can be involved in understanding biosecurity.

Nick Housego: So, just to recap, we had conversations around Mission Biosecurity, it's its launch day, so that's John Tracey out of the New South Wales DPI. He's steering it, but it's a national programme, so we're looking forward to some questions from there. Educating holidaymakers on how to support on-farm biosecurity, in Australia that's both Joanna and Dianne Fullelove going through that process, getting the videos, getting awareness, so some good questions there. Then the education process going through there, we've got Julie, we had Carol, Kathryn, being able to go through that process and see the importance of getting education in to the student level, to make sure biosecurity is broader than just at the agricultural base. It's got a broader footprint.

Nick Housego: Okay, the first of the questions that's come in, it's for you John. To start off with, it's from Francoise Tovar, a number of industry led communication campaigns are being produced and should be encouraged, but how do we widen the message? So, this first one goes to John and then there's instructions for me to hand that to Jo and Dianne. John.

John Tracey: Thanks, Nick. Look, that's a fantastic question. Look, I agree, it's great to see the industry lead communication campaigns, and I agree that we should be encouraging as many of those as we can. So, in terms of widening the message, I'd actually recommend a linkage to the Mission Biosecurity initiative, in some of the key messages there, there are resources there, we should be moving to a situation where there's a lot of key consistent messages that have been picked up in a lot of campaigns. So, the way I see Mission Biosecurity is a source of info, a tool kit with a lot of resources that are able to be picked up in industry led campaigns, and I think the industry led campaigns often will have more direct impact meaning for those directly affected in those industries.

John Tracey: So, it's about getting consistency of message in the national level, and encouraging what does that mean on the ground for farmers, melon growers, through to children in schools. So, I think that's the answer in terms of wanting the message, from my perspective. Lots of opportunity for some fantastic work to kick off.

Nick Housego: Yeah. Okay, thank you. Dianne.

Dianne Fullelove: Well, I can see that there is a need for a broad message. I think the more messages we have that are aimed at different levels, different people, different groups, the better, because we want to be able to reach as many people as possible. So, what would reach, perhaps, a grey Nomad in our case may not be reached with the playing cards that the ladies were talking about. So, having this broader ideas, and there's a number of things as possible, I think it's really useful, and I love the idea of this presentation because it then gives other groups ideas of what they might be able to do as well, and how they can adapt, what's already been done, and you're not starting from scratch. So, you can then talk to those people and say, "Well, how did you do this and what could we do?" And that's a great synergy. So, I think perhaps the first presenter's idea of actually having a repository for these things would be really good. We can put them into that website, and so they're accessed in one place.

Nick Housego: Okay, Joanna.

Joanna Embry: Yeah. Well, so I agree, obviously, with Dianne. And, also, I did notice on one other question that came up that you may be going to mention anyway, though, but it sparked my interest about the idea of putting some of these videos and things on aeroplanes as they come into the country, that given when that happens, once again, or movements around, but there's so many areas that we try to expand our target audience even as we started doing the communications for this. So, we're open to suggestions even now, as to how we can get our message out further and wider to our target audience.

Nick Housego: Okay, thank you. Question that's come in for Julie McClements around the scope of the programme that you deliver. How do you keep this programme moving at a pace, so that in the next five years you're going to get much wider penetration across all levels of school, as she say, all schools? What's the process for doing that?

Julie McClements: Thanks. Thanks. Yeah, we started off as a really small pilot programme and have grown over the years. Thankfully, now with my role, I'm the industry Engagement Manager, so my role is to connect to industry, specifically, with a view to looking at those students that are in senior school now and the subject choices that they're going to make, but really also, and equally important as, the younger students because students, and especially girls, by year four, five, some of them have already decided whether or not they're good at science and whether they can do science, and it's these barriers that we need to break down.

Julie McClements: So, we workacross all year levels, and all your levels are equally important, I think that's one thing right from in reception here in South Australia, so the first year at school right through to year 12. And our STEM Professionals have, the requirement from them across the year levels is slightly different, but with my role it's that industry engagement that is really important because not only are we looking at future jobs for future generations, but it's also confined to their community awareness and their ongoing outreach that they're doing, so we can hope they're laying things together. So, I'd say it's a big important part of what we do.

Nick Housego: Okay, thank you. Another question in, is the STEM teacher linkage programme aimed at a particular age group, or is it dependent on the relationship between the teacher and the scientist? Eg, years six and seven or years nine and 10. Who'd like to take that on for an answer, Carol?

Carol Quashie-Williams: Yeah, so far in the past I've had like Carol's group, which was a group, as Kate said, talented, gifted children. Now, this year I've think we've got year fives, over at Namadgi I have year twos. So, I just deal with whichever year I have, I did a talk, the one offered for Charles Weston to five kindy classes so five classes, so it varies for me, and I also do career talks to high school students. So, it keeps me on my toes, and being able to adapt the language is a really good communication tool.

Julie McClements: Can I just follow on from that as well, because I think-

Nick Housego: Please.

Julie McClements:... some STEM Professionals feel more comfortable with different ages of students. So, some are very happy dealing with younger students, and others are very happy with slightly older students, so we work with the STEM Professionals and the teachers to make sure that they're going to be placed in a partnership that suits both equally, so they're the both going to get the most they possibly can out of that as well.

Nick Housego: Okay, if I could an observation around melons. With COVID, and the closure of all the meetings that were happening, face to face and people were travelling to meetings, and always being there. I heard an interesting fact that the melon industry were very much impacted by that, because at every meeting and every get together, face to face, there's always a cut melon, or a melon or two being shared on the plates. And what was happening was that with this area of people just not meeting nor going face to face, we're all going on these virtuals, no melons are getting cut up and shared. And they said that that was quite an impactful space.

Dianne Fullelove: Yeah, that was probably me saying that. Yeah, the melon is a big thing in food service. So, if you're not flying somewhere, or you're not having conventions, conferences, meetings, there's always melon on the platter that you get, or on a plane in that little square white dish, there's always a couple of types of melons. So, it's had a big impact on our export and domestic industry.

Nick Housego: Yeah, very interesting getting a very sideways impact, but it was very directly COVID impacted.

Dianne Fullelove: Absolutely.

Nick Housego: Okay. Julie, how is the STEM programme being extended... Now, we've actually tackled that, for schools. Kate, what are some of the interesting and funny things we've seen when kids are learning about biosecurity? How do they take that message home, rather than just learning at the school, how is it transported back to the home and maybe impacting there?

Kate Elliot: I think obviously different students take it on differently. It's interesting, some of the conversations I have with the year sixes, because by that stage you're at the stage where you say to the students, "Here's the black and white year one issue." For example, biosecurity, we obviously don't want these pests in but then you need to start talking about reality of finances, and the reality of money, the expenditure. And then I've asked them to go home and ask their families what they think, and I've just actually done that today, did that local here.

Kate Elliot: So, I'll say to them, "There's a circle on your hands now, and that's to remind you when you get home and your parents asked you about your day, and why but pin on your hand, ask them their opinion and tell them what you've been doing." So, it's trying to disseminate and ask opinions, because science isn't just a one way street, there's so many different opinions that impact on what people want to study and what they want to fund. So, as far as it's going outside the school, sometimes it's difficult for me to see, but I do have really good relationships with lots of parents at the School, and they drop by our gardens, we have amazing gardens here. So, I do have these ongoing discussions with parents, and hopefully the students are coming home with some really good questions and comments and learnings to share with their families, and hopefully that's ongoing through those communities.

Nick Housego: Okay, thank you. Carol?

Carol Quashie-Williams: Yeah, when it comes to biosecurity, when we talk about travel because a lot of my schools, especially Namadgi, they're quite multicultural with children being first generation. So, they go travelling, when it's not COVID, travel back to visit the grandparents, etc, and will often discuss, "We don't want to bring fruit back, or seeds, and plant products." And we just let them know, let your parents know because that's also a really good way, especially for parents, maybe English isn't their first language, for the children need to make sure when they're packing to come back to us, they don't bring the wrong things back.

Nick Housego: So, good ambassadors at the house, being able to do that, that's fantastic. John, question for you. It's around, New South Wales are taking the lead on this, but this is someone's ask, is it a national programme or it was a New South Wales driven?

John Tracey: Absolutely national programme, I mean, we're just at kick off, but it's a national programme that we want everyone involved in. And there's been good buy-in, we've had every state contributing, it has been good discussion and setup through the National biosecurity Committee, it's certainly a national programme that we want to see go national.

Nick Housego: Okay, fantastic because they also said congratulations for taking the lead on it. So, that's particularly good.

John Tracey: Thank you.

Nick Housego: All right, I've got one final question, and it's to anyone on the panel. Biosecurity awareness and communication over the next five years, how do we boost it?

John Tracey: So, I can start if you like.

Nick Housego: Please go.

John Tracey: So, look, I think it's about getting the consistent messages out, it's getting everyone involved, it's thinking broader than just a government problem or an industry problem, everyone's responsible, everyone's part of the system, it's our eyes and ears out there in terms of really encouraging the community to get on board, and there's a whole heap of things that I think we can do to advocate that, there's been really good examples here today on that. Getting landholders involved, getting kids at schools and involved in it, rewarding them for that as well like calling out the wins, there's been some really amazing important detections right now of khapra beetle and other things, by the community. Members of the community, they're actually reporting these things in.

John Tracey: So, for us, one way of actually advocating for that is to give the biosecurity awards, awareness awards of people that do pick things up that are unusual, and that are reporting them, is one way. But, I think it's, to me, it's got to be done collectively, there's got to be, and I think now's a good time to be pushing a really collective collaborative approach to getting those messages out.

Nick Housego: The Melon Industry, do you want to respond? Just on the breadth of broadening that communication, the next five years around biosecurity. You guys are focused on your sector, but how is that expanding and how do you coordinate that with others?

Joanna Embry: I would agree with John, and I think there's real opportunity to work, both with other industries, so that we can get a collective message out, and also, as you said, what's important is to make the community aware that it is an issue for everyone, it's not just an issue for growers it actually impacts on everybody's lives. So, I think collectively we need to do it and we need to get it, as Dianne said, out in as many forms as we possibly can because people learn things differently. So, from students through to travellers, so we need to get as many messages out and have a consistent message in general, but we need to target different audiences slightly differently, to get that message across to the whole community as well as growers in the industry.

Nick Housego: Good pickup.

Dianne Fullelove: If I could just make a comment. Don't, let's presume that we're not doing a good job, that question came a little bit more from, I'm not sure, but perhaps from, how do we make this bigger? Yeah, we should, and we should be sharing it as we've said, but maybe what we need to be doing better at the moment is measuring the impact we are having, because I don't think we're particularly good at that, with knowing how well we're doing and where the gaps might be we're just flinging it out there.

Nick Housego: I want to thank you all as presenters, you did a fantastic job, and the time limits were tight, you've got a lot of passion about all the material you want to talk about. Just love seeing it, it's really colourful, full of information, and you're working very hard at distilling the messages so they're easily understood. Good luck with the mission launch today John, may it go very, very well. And to all of you, thank you very much for your willing participation. Bye for now, we're going to sign off here in Canberra.

[Webinar ends]