

# Let's get together: Families and needs

## Strand

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

## Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 1.1</b>	Students describe their past and their future using evidence from familiar settings.
<i>Culture and Identity</i>	<b>CI 1.2</b>	Students observe and record examples of different perceptions of gender roles in various settings.
	<b>CI 1.3</b>	Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.
	<b>CI 1.4</b>	Students gather and record information about familiar traditions, celebrations and cultural changes.
<i>Systems, Resources and Power</i>	<b>SRP 1.2</b>	Students create representations that identify and challenge stereotypes about work roles.

## Purpose and overview

Activities in this module assist students to explore the diversity of families, including how human needs are met and the different types of work, traditions, celebrations and cultural changes within families. These concepts are explored, discussed and reflected on within the familiar environments of home, school and community.

Students learn about the work roles of family members by investigating relationships within their own and others' family contexts and, with assistance, begin to challenge stereotypes about gender and work roles.

Reflective inquiry underpins the activities and provides a focus for discussions that encourage students to share their thoughts and ideas about their understandings of families.

**Note:** This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules at this level.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>1. Explore families and their needs</b></p> <p>Students explore the diversity of families and how human needs are met.</p> <p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>• What are families like?</li> <li>• How are families alike/different?</li> <li>• What are my needs?</li> <li>• How do families meet human needs of food, clothing, shelter and love?</li> </ul>	<ol style="list-style-type: none"> <li>1. Read and discuss simple texts which show how families are alike/different. Compare aspects such as family size, composition, cultural heritage, geographic location and activities.</li> <li>2. Assist students to share and discuss family photographs/memorabilia. Encourage students to discuss their family members and to create representations using processes such as modelling, painting, drawing, collage or printing.</li> <li>3. Discuss the concept of human needs such as food, clothing, shelter and love. Read and discuss <i>Where's Mum?</i> and/or <i>Miss Dirt the Dustman's Daughter</i> (see 'Support materials and references') to highlight family roles and how needs are managed and met by families. Ask students to consider how they help others in their family to meet their needs. Assist students to record in a mini book information about how their families meet their needs (Resource 1).</li> <li>4. Provide students with access to websites that feature information about the everyday lives of children from different cultures (e.g. 'Wake Up, World! — see 'Support materials and references'). Each student identifies the needs/wants of a child from a different country or culture and completes a comparison reflections worksheet (Resource 2).</li> </ol>	<p>CI 1.2 CI 1.3 CI 1.4</p>	<p><b>Representations</b> depicting participation of family members in familiar traditions, celebrations and cultural changes may provide evidence of students' demonstrations of CI 1.2 and/or CI 1.4.</p> <p><b>Discussions</b> about families' needs may provide evidence of students' demonstrations of CI 1.3.</p> <p><b>Creation of a mini book</b> that illustrates students' needs and how they are met in their family may provide evidence of students' demonstrations of CI 1.3.</p> <p><b>Discussions</b> while exploring relevant websites about family life around the world may provide further evidence of students' demonstrations of CI 1.2, CI 1.3 and/or CI 1.4.</p> <p><b>The reflections worksheet</b> showing the needs and wants of children from around the world may provide evidence of students' demonstrations of CI 1.3.</p>

*This table continues on the next page ...*

Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>2. Investigate family roles in work and play, now and in the past</b></p> <p>Students learn about the work roles of family members.</p> <p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>• How does my family work, play and celebrate together?</li> <li>• How do other families work, play and celebrate together?</li> <li>• What were the activities of my grandparents'/ elders' family like?</li> <li>• How was this family the same as/different from my family?</li> </ul>	<p>5. Use stimulus posters such as <i>Australian Families</i> (Peter Leyden Publishing — see 'Support materials and references') to stimulate discussion of how families spend their time — consider work roles, gender roles and how families play and celebrate together. Encourage discussion of the diverse gender roles illustrated in the posters. Students form pairs and play 'I Spy' to look for types of work and play in which family members are participating in the posters. Ask students to draw or collect and paste pictures of work and play in their mini book.</p> <p>6. Set up a home corner playspace and encourage students to roleplay their understandings of work roles within families. Assist students to challenge gender, race, age and disability stereotypes related to work roles.</p> <p>7. Invite grandparents/elders/ community members to share their experiences of being a member of a family. Read a book such as <i>Princess Smartypants</i>; <i>My Grandma</i>; <i>Grandfather and I</i> or <i>Wilfred McDonald Partridge</i> (see 'Support materials and references') and discuss what older people value from the past. Encourage students to reflect on the experiences described by the grandparents/elders and outlined in the book/s by painting or drawing. Students share their experiences of being a member of their family and describe their past and their future.</p>	<p>TCC 1.1                      CI 1.2                      CI 1.3                      CI 1.4                      SRP 1.2</p>	<p><b>'I Spy' and discussion</b> about gender roles in families may provide evidence of students' demonstrations of CI 1.2.</p> <p>Students' participation in the <b>roleplay</b> activity may provide evidence of demonstrations of CI 1.2, CI 1.3 and/or SRP 1.2.</p> <p><b>Discussions and drawings</b> of familiar traditions, celebrations and cultural changes in response to visits by older family/community members may provide evidence of students' demonstrations of TCC 1.1, CI 1.3 and CI 1.4.</p>

This table continues on the next page ...

Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>3. Take action and reflect on work roles</b></p> <p>Students reflect on their learning and plan a 'Family fun session' to celebrate aspects of their schoolwork with members of their families.</p> <p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>• How can families become involved in celebrations at school?</li> <li>• What do families celebrate and why?</li> <li>• What is needed for the 'Family fun session'?</li> <li>• What has this special sharing event meant to those involved?</li> </ul>	<p>8. With assistance, students plan and organise a 'Family fun session' (see Resource 3).</p> <p>9. Hold a 'Family fun session' with students and parents/carers/other family members/community members. Activities/sessions may include:</p> <ul style="list-style-type: none"> <li>– a 'literacy walk' or a 'numeracy walk' around the classroom, school or community</li> <li>– technology-sharing sessions</li> <li>– reading and sharing picture books and factual texts that depict family diversity</li> <li>– roleplaying family members' roles and jobs</li> <li>– painting/drawing/collaging visitors' thoughts on families.</li> </ul> <p>10. Students reflect on the 'Family fun session' (see Resource 4).</p>	<p>TCC 1.1 CI 1.2 SRP 1.2</p>	<p>Students' involvement in planning and organising the '<b>Family fun session</b>' and their reflections on it may provide evidence of demonstrations of TCC 1.1, CI 1.2 and SRP 1.2.</p>

<b>Examples of opportunities to gather evidence and make judgments</b>	
<b>TCC 1.1</b> Students describe their past and their future using evidence from familiar settings.	<p>Do students:</p> <ul style="list-style-type: none"> <li>• recount family experiences and events?</li> <li>• recount family stories?</li> <li>• explain photographs and memorabilia of themselves and their families?</li> <li>• compare aspects portrayed in literature with their own personal experiences?</li> </ul>
<b>CI 1.2</b> Students observe and record examples of different perceptions of gender roles in various settings.	<p>Do students:</p> <ul style="list-style-type: none"> <li>• represent gender roles observed in their own and others' families?</li> <li>• with guidance, challenge gendered stereotypes that arise in play and conversations?</li> <li>• enact roles they have observed through home corner play that represent non-gendered and gendered roles?</li> </ul>
<b>CI 1.3</b> Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.	<p>Do students:</p> <ul style="list-style-type: none"> <li>• orally compare how their own family and an unfamiliar family provide food, clothing, shelter and love?</li> <li>• record their understandings about how their family meets human needs?</li> <li>• discuss different ways of showing love to people of different ages — elderly, babies, teenagers?</li> <li>• discuss different ways of showing love — doing a favour, giving a gift, celebrating together?</li> </ul>
<b>CI 1.4</b> Students gather and record information about familiar traditions, celebrations and cultural changes.	<p>Do students:</p> <ul style="list-style-type: none"> <li>• gather, record and discuss information about diverse ways that families celebrate events such as birthdays, Christmas, Ramadan, Passover, bar/bat mitzvahs, Chinese New Year, naming celebrations, Australia Day, NAIDOC Week, weddings, school assemblies and class awards?</li> <li>• share a range of personal changes, such as new baby or moving home, and record how these may be celebrated?</li> </ul>
<b>SRP 1.2</b> Students create representations that identify and challenge stereotypes about work roles.	<p>Do students:</p> <ul style="list-style-type: none"> <li>• discuss, draw and/or collect pictures or familiar work roles in families?</li> <li>• begin to observe and talk about diversity of gender, cultural heritage, age, ability and disability?</li> <li>• enact non-stereotypical practices in home corner playspace and class 'Family fun session' event?</li> <li>• begin to consider gender and work roles in the home and represent them through self-selected media?</li> </ul>

## Assessment

---

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

The overview table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of the core learning outcomes. The suggested assessment opportunities and guidance on making judgments are neither exhaustive nor mandatory. For further information on making judgments about students' demonstrations of learning outcomes, refer to the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* and *Position and Guidelines on Assessment and Reporting for Years 1 to 10* on the Queensland School Curriculum Council website at [www.qscq.edu.au](http://www.qscq.edu.au).

### **Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 1 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes after this level.

When planning an integrated unit of work, consult key learning area syllabuses and associated curriculum materials for information.

## Using this module

---

This module provides an overview of activities, which allows for modification and substitution of activities within each phase. The phases need to be implemented in the order presented to ensure sequential development of inquiry processes.

Activities in this module assist students to take an active role in a small class enterprise — planning and organising a 'Family fun session'. This could be arranged as part of a traditional celebration such as Mother's Day, Easter, Ramadan or NAIDOC Week, or as part of a school event such as Under Eights' Week or Education Week.

### **Support materials and references**

Where possible, families and community members should be invited to share their family experiences and to participate in the 'Family fun session'. For further information, refer to the resource kit *Collaborating for Successful Learning: The Parent Factor* (Australian Parents Council 1995).

### **Work education**

Work education, as described by the Queensland School Curriculum Council, is an essential cross-curricular perspective with three interrelated components: learning for work, learning about work and understanding the nature of work. Activities in this module assist students to understand the nature of work in families and to begin to challenge stereotypes relating to work roles. Students use cooperative work skills to plan and organise the 'Family fun session'. Through independent roleplay in the home corner playspace, students enact their understandings about and experiences within families, including the roles of work and play. Informal discussions with parents/carers, grandparents/elders and elderly residents of the community assist students to begin to appreciate work and gender roles over time and their contribution to meeting human needs. Work education is also explored in the following modules: Level 1 — *Whistle while you work: Working together* and Level 2 — *The many faces of work: Work interdependence*.

## Background information

---

### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

activities	father	past
aunt	future	places
belonging	grandparents	plan
brother	home corner	reflection
celebration	job	sister
cousin	mother	uncle
Elders	needs	wants
family	nephew	work
family member	niece	world

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module.

For further information about gender equity and cultural diversity, refer to the relevant sections of the following websites:

- Education Queensland  
<http://www.education.qld.gov.au/tal/equity/gender/index.html>
- Queensland Catholic Education Commission.  
<http://www.qcec.qld.catholic.edu.au/www/index.cfm>

Other relevant Education Queensland *Department of Education Manual* (DOEM) policies and guidelines include:

- Principles of Inclusive Curriculum
- Anti-Racism
- Students at Educational Risk
- Family Law Matters Affecting State Educational Institutions  
(all accessible on the Education Queensland website at [www.education.qld.gov.au](http://www.education.qld.gov.au)).

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- appreciate aspects of family diversity such as composition, cultural heritage, work and gender roles, and leisure activities and celebrations
- consider and challenge stereotypes about families and work and gender roles
- work cooperatively while planning and organising a class event
- share their own thoughts, ideas and feelings about families and listen to others.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Ensure that any resources used reflect elements of family diversity such as size, composition, cultural heritage, home type and economic circumstances. Resources should also depict diverse roles, responsibilities and interactions among family members which challenge stereotypical views.

Encourage students to talk about their own families and how they are similar to/different from other families. Assist students to appreciate diversity and to respect and show tolerance for family arrangements that are different from their own. Refer to *Friendly*

*Kids, Friendly Classrooms* (McGrath & Francey 1991) and *Different Kids, Same Classrooms* (McGrath & Noble 1993) for further information about creating a warm, supportive and trusting classroom environment that fosters tolerance. Be sensitive to students' varied family situations, particularly to students who:

- are facing change such as separation or divorce
- are living with one parent
- may have restricted access to a parent
- have recently been bereaved
- are living with extended families
- have no siblings
- have same-sex parents
- have a parent or other family member with a disability
- live with grandparents or other relatives
- are adopted or live with a foster family
- may be facing financial hardship and/or living in poverty (with respect to provision of human needs and wants).

Use of questioning in a sensitive way will ensure that students' family situations are valued and acknowledged — for example, when discussing the human need of shelter, the following questions acknowledge the diversity of students' living arrangements:

- What type of home do you live in?
- Who has lived in more than one home?
- Who lives in more than one home?

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Growing and changing: Individual identity*
- Level 1: *Whistle while you work: Working together*
- Level 1: *A world full of stories: Stories of diverse cultures*
- Level 2: *Way to grow: Individual development*
- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *The many faces of work: Work interdependence*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 3: *New horizons: Immigration in Australia.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Depending on the context for the activities and available resources, opportunities may be provided to incorporate the following links:

Possible links to *English* (in development):

- Students speak about and listen to experiences about families and reflect on this information to consider other perspectives and ideas.
- Students read and view various texts and visual materials such as posters about diversity of families.

Possible links to *Health and Physical Education*:

- PHIC 1.3 Students decide which people and things make environments and activities safe.
- PHIC 1.5 Students explain how elements of different environments, in which people live, work and play, affect health.
- EPD 1.1 Students describe themselves in personal, family and community terms, including the activities and achievements that give them positive feelings.



- EPD 1.2 Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these.
  - skills to interact effectively with others.
- EPD 1.4 Students demonstrate basic speaking, listening, sharing and cooperation

Possible links to *The Arts*:

- DR 1.1 Students create and accept roles while participating in dramatic play.
- DR 1.2 Students share drama with others by participating, listening and watching.
- DR 1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play.

Possible links to *Technology*:

- TP 1.1 Students gather knowledge, ideas and data from familiar environments and consider how they will use this information to meet design challenges.
- I 1.1 Students identify and describe different forms of information.
- I 1.2 Students use simple techniques for presenting information for their own purposes.
- I 2.1 Students explain the purposes of different forms of information and describe how these are used in everyday life.
- I 2.2 Students use simple techniques for accessing and presenting information for themselves and others.

### **Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

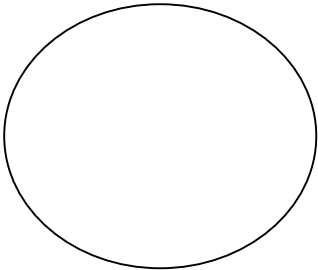
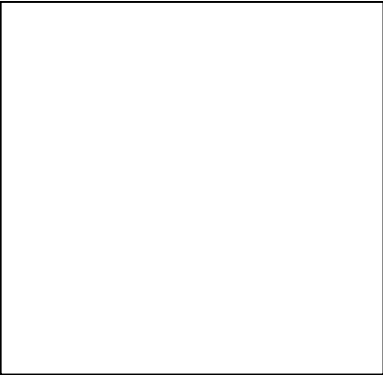

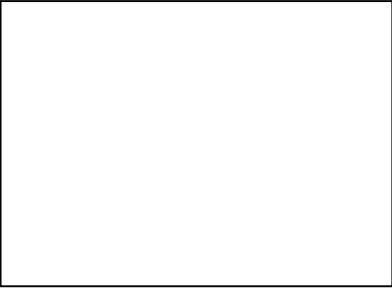

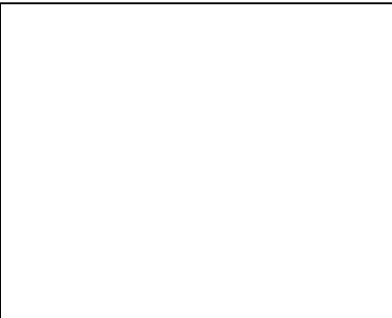


- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

**'My family's needs' mini book**

**Resource 1**

Use the following pages to make a mini book.

<p>What my family needs</p>  <p>By _____ Year _____</p> <p style="text-align: right;">1</p>	<p>This is my family.</p>  <p style="text-align: right;">2</p>	<p>My family takes care of my needs.</p> <p>Families need homes. This is my home.</p>  <p style="text-align: right;">3</p>	<p>Families need food and water. This is what my family eats and drinks.</p>  <p style="text-align: right;">4</p>		
<p>Families need clothes.</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="264 839 468 1177"> <p>This is what we wear when it is <b>hot</b>.</p> </td> <td data-bbox="468 839 654 1177"> <p>This is what we wear when it is <b>cold</b>.</p> </td> </tr> </table> <p style="text-align: right;">5</p>	<p>This is what we wear when it is <b>hot</b>.</p>	<p>This is what we wear when it is <b>cold</b>.</p>	<p>My family works and plays.</p>  <p style="text-align: right;">6</p>	<p>My family members care for and love each other.</p>  <p style="text-align: right;">7</p>	<p>My family learns.</p>  <p>My family celebrates.</p>  <p style="text-align: right;">8</p>
<p>This is what we wear when it is <b>hot</b>.</p>	<p>This is what we wear when it is <b>cold</b>.</p>				

**Comparing my needs with those of another**

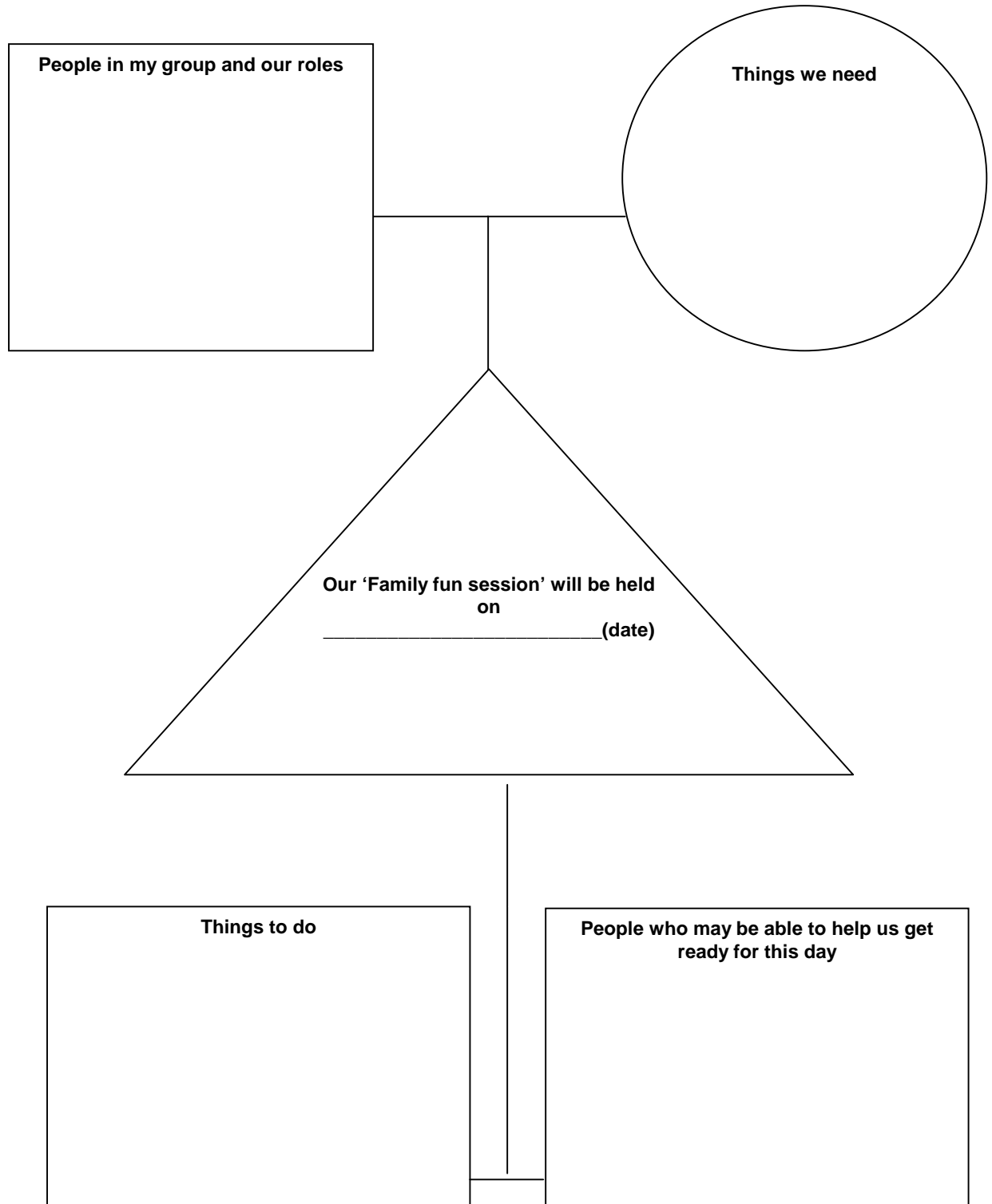
**Resource 2**

Where I live	Where _____ lives
How I learn	How _____ learns
What jobs I do in my family	What jobs _____ does
What games I play	What games _____ plays
What I eat and drink at meal time	What _____ eats and drinks at meal time

## Planning for the 'Family fun session'

## Resource 3





The following mind map may be used to represent negotiated discussions with students about the organisation of this event. This map will assist students to appreciate the range of work roles, rights and responsibilities in the context of this class activity. Record on this sheet during a small group discussion while planning for this event or ask students to complete it (with assistance if necessary).



**My reflections on the 'Family fun session'**

**Resource 4**

This reflections record may be completed in conference/interview with students or by students individually or in small groups (with peer or other assistance).

<p><b>This was my favourite activity at the 'Family fun session'.</b></p> 	<p><b>This was another thing I liked about the 'Family fun session'.</b></p> 
<p><b>I liked it when</b></p> 	<p><b>Next time I would like</b></p>
<p><b>I didn't like it when</b></p> 	

## Support materials and references

---

- Ahlberg, A. & Ross, T. 1996, *Miss Dirt the Dustman's Daughter*, Happy Families Series, Penguin Books Ltd, London.
- Buckley, H. 1994, *Grandfather and I*, Lothrop, Lee & Shepard Books, New York.
- Cole, B. 1986, *Princess Smartypants*, Hamish Hamilton Children's Books, London.
- Dupasquier, P. 1985, *Dear Daddy*, Penguin Books Ltd, London.
- Fox, M. & Viva, J. (ill.) 1989, *Wilfred McDonald Partridge*, Omnibus, Adelaide.
- Gilbert, R. (ed.) 2001, *Studying Society and Environment: A Guide for Teachers*, Social Science Press, Katoomba, NSW.
- Gleeson, L. & Smith, C. (ill.) 1992, *Where's Mum?*, Omnibus, Adelaide.
- Hamston, J. 1993, *Living with My Family*, Connections Series, Macmillan Education Australia, South Melbourne.
- Keane, S. & Gamble, K. (ill.) 1994, *My Grandma*, Mammoth Australia, Port Melbourne, Vic.
- McGrath, H. & Francey, S. 1991, *Friendly Kids, Friendly Classrooms: Teaching Social Skills and Confidence in the Classroom*, Longman Cheshire, Melbourne.
- McGrath, H. & Noble, T. 1993, *Different Kids, Same Classrooms: Making Mixed Ability Classes Really Work*, Longman Cheshire, Melbourne.
- Nayler, J. (ed.) 1997, *Gender Up Front: Strategies for a Gender Focus Across the Key Learning Areas*, Association of Women Educators, Caloundra, Qld.
- Newell, S., Stubbs, B. & Rushby, P. 1996, *Families*, Rigby English Insights, Rigby Heinemann, Port Melbourne, Vic.

### Posters

*Australian Families* 1996, Peter Leyden Publishing, Artarmon, NSW.  
Set of 14 small posters and teachers' notes/blackline masters. Although out of print, this resource is still widely available in schools.

### Kits

Australian Parents Council 1995, *Collaborating for Successful Learning: The Parent Factor*, Australian Parents Council Inc., North Sydney.  
Includes a manual, activity sheets, handouts and OHT masters.

### Computer software

*Just Grandma and Me*, CD-ROM Living Books.

*Microsoft Encarta World Atlas*.

Includes valuable information about family life from all over the world.

### Websites

(Website accessed in April 2002.)

Wake Up, World! [www.oxfam.org.uk/coolplanet/kidsweb/world/wakeup/index.htm](http://www.oxfam.org.uk/coolplanet/kidsweb/world/wakeup/index.htm)  
Features children from different countries and provides information about features of their everyday life such as schooling, home life, meals and family activities.



**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

ISBN [0 7345 2256 8]

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

*In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:*

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia  
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Email: [inquiries@qsa.qld.edu.au](mailto:inquiries@qsa.qld.edu.au)

---