

# From farm, factory and sea: Goods and services in the community

## Strands

Place and Space

Systems, Resources and Power

## Core learning outcomes

|                                     |                |   |
|-------------------------------------|----------------|---|
| <i>Place and Space</i>              | <b>PS 2.1</b>  | Students identify how environments affect lifestyles around Australia.  |
| <i>Systems, Resources and Power</i> | <b>SRP 2.2</b> | Students create a representation of various people and resources involved in the production and consumption of familiar goods and services. |
|                                     | <b>SRP 2.5</b> | Students devise possible solutions to problems people may have in accessing resources.  |

## Purpose and overview

Activities assist students to develop an awareness of the people and resources involved in the production and consumption of familiar goods and services, particularly in their local area. Students identify resources that are involved in the production of goods.

Students explore maps that display information about natural, built and social environments and identify how environments, natural resources and industries affect their lifestyles and those of others in Australia.

Students consider the problems some people may have in accessing goods and services, both locally and in other locations. Students devise possible solutions to these problems and share with others in the school and/or community.



| Phases   | Activities  | Core learning outcomes       | Assessment opportunities   |
|--|---|------------------------------|--|
| <b>1. Define the topic:</b><br>Resources, goods and services   | Students identify the people and resources that are involved in the production and consumption of familiar goods and services.  | SRP 2.2                      | Concept maps and tables that display resources, goods and services may provide evidence of students' demonstrations of SRP 2.2.  |
| <b>2. Investigate the topic:</b><br>Production chains          | Students investigate the provision of goods and services in their local community. They locate elements of environments on maps of Australia and Queensland to help them understand where and why goods and services can be found.  | PS 2.1<br>SRP 2.2<br>SRP 2.5 | Recorded observations and reflective discussions about production and provision of goods and services may provide evidence of students' demonstrations of SRP 2.2 and/or SRP 2.5.<br>Concept maps and interviews with supermarket/service centre workers may provide evidence of students' demonstrations of SRP 2.2.<br>Annotated floor plans of a shopping centre, supermarket or service centre may provide evidence of students' demonstrations of SRP 2.2.<br>Representations of production of familiar goods and how these goods are consumed may provide further evidence of students' demonstrations of SRP 2.2.<br>Mapping investigations and related discussions may provide evidence of students' demonstrations of PS 2.1. |
| <b>3. Analyse information:</b><br>My environment, my lifestyle | Students create maps of their local area that show the location of resources, goods and services. Students analyse their own locality and another locality and compare how elements of these environments affect lifestyles.  | PS 2.1<br>SRP 2.5            | Maps and discussions of the local area may provide evidence of students' demonstrations of PS 2.1.<br>Email discussions with students from another locality and reflections on these discussions may provide some evidence of students' demonstrations of SRP 2.5.   |
| <b>4. Synthesise information:</b><br>Solving problems          | With assistance, students devise possible solutions to problems people may have in accessing resources. Students investigate a group's limited access to resources in the local area. Consequences of their solutions are considered and findings may be shared with others in the school or community. | SRP 2.2<br>SRP 2.5           | Discussions and representations of problems and solutions may provide evidence of students' demonstrations of SRP 2.5<br>Concept maps that detail resources, goods and services may provide evidence of students' demonstrations of SRP 2.2.   |

## 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.

**Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 2 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before and/or after this level.

## Using this module

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This module is linked with the Level 2 module *The many faces of work: Work interdependence*. The synthesising activity in *The many faces of work: Work interdependence*, which involves designing and creating a class shop, would provide an appropriate initial stimulus for this module. Exploration of familiar work contexts in the school community may assist students to understand the processes involved in the production of familiar goods and provision of services.

## Background information

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### Terminology

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

|             |             |                 |
|-------------|-------------|-----------------|
| access      | flow chart  | production      |
| area        | goods       | recycle         |
| barrier     | investigate | reflect         |
| built       | label       | remote          |
| catalogue   | local       | resources       |
| community   | map         | services        |
| concept map | market      | shopping centre |
| create      | model       | social          |
| delivery    | natural     | solution        |
| design      | packaging   | stereotype      |
| diagram     | paid        | transport       |
| email       | people      | unpaid          |
| enterprise  | place       | waste disposal  |
| environment | problem     | work            |
| farm        | product     | worker          |

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relating to:

- parents/carers and visitors working with students during school activities and events
- workplace health and safety regulations in relation to setting up a class shop
- students' equitable participation in class excursions.

### 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:

- use cooperative and collaborative skills when working and playing with others
- begin to understand the roles, rights and responsibilities of themselves and others in the context of a range of work settings
- develop awareness of what factors and obstacles prevent equitable access to resources, goods and services and how these obstacles may be overcome
- develop awareness of stereotypes related to work and gender, age and disability.

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.

## 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: *Whistle while you work: Working together*
- Level 2: *Read all about it: Participating*
- Level 2: *The many faces of work: Work interdependence*
- Level 2: *Eco-consumerism: Conserving the environment*
- Level 2: *Our places: Local area and global environments*
- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 4: *Resources rich and rare: Australian resource management*
- Level 4: *Where do my sneakers come from? Industry links the world.*

### **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.

Possible links to *Technology*:

- TP2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.
- TP2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.
- TP2.3 Students identify, sequence and follow production procedures to make products of their own design.
- TP2.4 Students compare initial design ideas with final products and give reasons for similarities and differences.
- I2.2 Students use simple techniques for accessing and presenting information for themselves and others.
- M2.2 Students select and use suitable equipment and techniques for manipulating and processing materials.
- S2.1 Students identify and describe the order of components in familiar systems.

Possible links to *Science*:

- SS 2.3 Students explain some of the ways that applications of science affect their community.
- NPM 2.1 Students group materials on the basis of properties (including solubility, texture and hardness).
- NPM 2.3 Students explain why common materials are used in particular situations.

## **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 students' 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.

## Activities

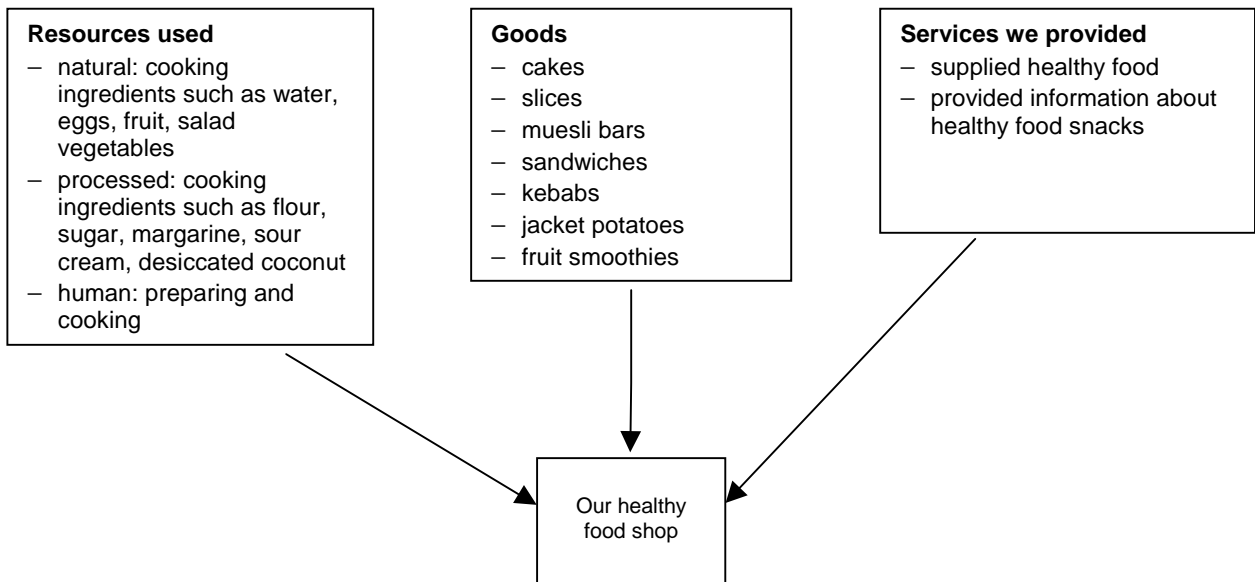
### Phase 1 — Define the topic: Resources, goods and services

**Core learning outcomes emphasis: SRP 2.2**

Students identify the people and resources that are involved in the production and consumption of familiar goods and services.

| Activities   | Assessment opportunities   |
|--|--|
| <ul style="list-style-type: none"> <li>• Introduce or review the terms resources, goods and services.</li> <li>• Using drawings or illustrations of familiar goods and services, brainstorm and list the people and resources that may be involved in producing the goods and providing the services. Collate this information on a concept map or table.</li> <li>• If appropriate, assist students to reflect on their class shop (see the Level 2 module <i>The many faces of work: Work interdependence</i>). Questions to assist reflective discussion may include:                         <ul style="list-style-type: none"> <li>– What goods are sold in the class shop?</li> <li>– What resources are used to produce the goods?</li> <li>– How would you describe the service/s that may be provided to our school/community?</li> </ul> </li> <li>• Assist students to record this information on a concept map.</li> </ul> | <p>Concept maps and tables that display resources, goods and services may provide evidence of students' demonstrations of SRP 2.2.</p> |

### Sample concept map: Resources, goods and services



## Phase 2 — Investigate the topic: Production chains

**Core learning outcomes emphasis: PS 2.1, SRP 2.2, SRP 2.5**

Students investigate the provision of goods and services in their local community. They locate elements of environments on maps of Australia and Queensland to help them understand where and why goods and services can be found.

|   | <b>Activities</b>   | <b>Assessment opportunities</b>   |
|---|---|---|
| <b>Support materials and references</b> | <ul style="list-style-type: none"> <li>• If possible, organise an excursion to a local shopping area, factory, service centre or farm. Ask students to observe and note the goods and services that are produced or provided. Processes involved in the production and provision of the goods and services could be explored. Ask students to record their observations on a concept map similar to that in Phase 1. This may occur during the excursion or after it, as part of reflective discussions. In some locations in Queensland, this activity may involve visiting the one or two local stores.</li> <li>• If appropriate, students interview workers about the resources used, goods produced and services provided in this setting. Assist students to create interview questionnaires.</li> <li>• Simple maps that depict the organisation and layout of the location visited may assist students to collect information.</li> <li>• Students participate in small group discussion about the excursion and interviews. They share their observations and notes in a whole class discussion. Encourage students to share one thing they learned from the small group discussions.</li> <li>• Assist students to investigate the production of a good such as wheat, paper, honey, wool, cotton or oil. Remind them to consider the people and resources involved in the production process. (The 'Workboot Series' provides teacher and student materials about Australia's major primary industries — see 'Support materials and references'.)</li> <li>• Model how to record the information they have gathered as a 'production chain'. Draw and/or label each stage or process in the production of the good on strips of paper and join them together as a chain.</li> <li>• Discuss the consumption of the goods investigated.</li> <li>• Discuss what is meant by consumers. Consider the different ways consumers shop — for example, in stores, via the telephone/Internet. Consider which groups of people may need to access goods and services via mail order — for example, those who do shift work or have limited mobility due to age, illness or injury. Discuss how students access goods and services.</li> <li>• In pairs or small groups, students read about or listen to a recount of the processes of production and consumption of a familiar product such as milk (see <a href="http://www.pauls.com.au">www.pauls.com.au</a>). Assist students to consider other ways they could represent this production and consumption — for example, as a wall collage or using manipulative materials such as blocks, toys and figures.</li> </ul> | <p>Recorded observations and reflective discussions about production and provision of goods and services may provide evidence of students' demonstrations of SRP 2.2 and/or SRP 2.5.</p> <p>Concept maps and interviews with supermarket/service centre workers may provide evidence of students' demonstrations of SRP 2.2.</p> <p>Annotated floor plans of a shopping centre, supermarket or service centre may provide evidence of students' demonstrations of SRP 2.2.</p> <p>Representations of production of familiar goods and how these goods are consumed may provide further evidence of students' demonstrations of SRP 2.2.</p> <p>Mapping investigations and related discussions may provide evidence of students' demonstrations of PS 2.1.</p> |

*This table is continued on the next page.*

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| Activities                              | Assessment opportunities  |
|---|---|
| <b>Support materials and references</b> | <ul style="list-style-type: none"><li>• Using a simple atlas such as the <i>Jacaranda Primary Atlas Studies of Society and Environment</i> (2nd edn), assist students to investigate what natural resources are found in and around their local area. Focus on the resources that are used to produce the goods that have been investigated.</li><li>• Explore what natural resources are found in Australia. Use a map that displays how people in Australia use the land. Identify and discuss the symbols used on the map to represent the resources.</li><li>• Discuss what may be grown or produced in the local area. Ask students to suggest why such things are grown or produced.</li><li>• Assist students to understand and consider how the natural, built and social environments influence the production and consumption of goods and services in certain areas. Consider rainfall, temperature, main roads, ports and railways.</li></ul> |

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## Phase 3 — Analyse information: My environment, my lifestyle

**Core learning outcomes emphasis: PS 2.1, SRP 2.5**

Students create maps of their local area that show the location of resources, goods and services. Students analyse their own locality and another locality and compare how elements of these environments affect lifestyles.

| Activities   | Assessment opportunities  |
|--|---|
| <ul style="list-style-type: none"> <li>• Assist students to create a local area map with a key. Maps should include mountains, rivers, lakes, natural resources, towns, cities and places such as rural properties. Ask students to add goods and services that are produced and provided in the local area.</li> <li>• Use the map to discuss the concepts of natural, built and social environments. Discuss how elements of these environments affect lifestyle — for example, consider how they impact on housing, work, leisure, clothing, food, community events, medical services and sport. Encourage students to add information to the map during the discussions.</li> <li>• Assist students to gather information about how environments affect the lifestyles of students in different Australian settings. 'Buddies' from other classes may assist students to use email to communicate with such students. Questions that may assist exchange of information include:               <ul style="list-style-type: none"> <li>– How would you describe the weather where you live? Does it affect what you do?</li> <li>– What are some natural features in your local area?</li> <li>– What natural resources are found in your local area?</li> <li>– What goods are produced and what services are provided in your local area? Why do you think this is?</li> <li>– How easy is it to obtain goods and services in your local area? Why?</li> <li>– How far is it to the nearest shop?</li> <li>– What are some built features in your local area? How do they help/hinder the way you obtain goods like food items and use services such as mechanical repairs, medical and dental care and schooling?</li> <li>– What do you do for entertainment?</li> <li>– What sports do you play?</li> </ul> </li> <li>• Assist students to read emails and discuss and share their thoughts and ideas. Model using a table to record this information and assist students to compare this information with information about their own location (see Resource 1).</li> </ul> | <p>Maps and discussions of the local area may provide evidence of students' demonstrations of PS 2.1.</p> <p>Email discussions with students from another locality and reflections on these discussions may provide some evidence of students' demonstrations of SRP 2.5.</p> |

### Resource 1



## Phase 4 — Synthesise information: Solving problems

**Core learning outcomes emphasis: SRP 2.2, SRP 2.5.**

With assistance, students devise possible solutions to problems people may have in accessing resources. Students investigate a group’s limited access to resources in the local area. Consequences of their solutions are considered and findings may be shared with others in the school or community.

| Activities  | Assessment opportunities   |  |  |  |             |              |                    |   |                 |  |
|---|--|--|--|--|-------------|--------------|--------------------|---|-----------------|--|
| <ul style="list-style-type: none"> <li>Review Phase 3 and discuss how goods and services were accessed. Ask students to list problems they have accessing goods or services and to suggest solutions. Compare and discuss the problems and suggested solutions.</li> <li>Assist students to consider groups of people in their community who may have problems accessing goods and services — for example, new students, parents with prams, people with a disability, people who are geographically isolated and those with financial limitations.</li> <li>With students’ assistance, select one of these groups of people and consider the barriers that prevent them from accessing a good or service in a familiar place — for example, the stairs that prevent parents with prams accessing areas within the school environment. Brainstorm issues related to the problem.</li> <li>Ask students to collect and analyse information about the problem and to make recommendations — for example, ‘We surveyed students in Year 2 classes and there are 28 parents who bring toddlers or babies in their prams when they visit the school. These parents have said that it is difficult to carry the prams up the steps to the Year 2 classrooms. Our group thinks that we need a ramp so that all school community members have equal access to our classroom.’</li> <li>Assist students to design and represent solutions to identified barriers that prevent access to a good or service — for example, a ramp to their classroom. Representations could include diagrams, models including dioramas or constructions using recycled materials.</li> <li>Ask students in pairs/small groups to discuss and record on a concept map what goods and services would be needed to develop their solution — for example:<br/> <i>Goods:</i> wooden planks, scaffolding, cement, nails, nuts, bolts<br/> <i>Services of a:</i> builder, painter, draftsman.</li> <li>Encourage students to suggest the positive and negative consequences of their solutions. A ‘plus, minus and interesting chart’ could be used to record information from the discussion.</li> </ul> | <p>Discussions and representations of problems and solutions may provide evidence of students’ demonstrations of SRP 2.5.</p> <p>Concept maps that detail resources, goods and services may provide evidence of students’ demonstrations of SRP 2.2.</p> |  |  |  |             |              |                    |   |                 |  |
| <table border="1"> <tr> <td colspan="3" data-bbox="485 1749 1031 1805">Consequences of having a ramp leading to our classroom</td> </tr> <tr> <td data-bbox="485 1809 660 1839"><b>Plus</b></td> <td data-bbox="676 1809 820 1839"><b>Minus</b></td> <td data-bbox="836 1809 1031 1839"><b>Interesting</b></td> </tr> <tr> <td data-bbox="485 1843 660 1973">– quicker way to get to the classroom in an emergency</td> <td data-bbox="676 1843 820 1973">– may be costly</td> <td data-bbox="836 1843 1031 1973">– may also assist people with a disability in our school and community</td> </tr> </table>  |  | Consequences of having a ramp leading to our classroom                 |  |  | <b>Plus</b> | <b>Minus</b> | <b>Interesting</b> | – quicker way to get to the classroom in an emergency | – may be costly | – may also assist people with a disability in our school and community |
| Consequences of having a ramp leading to our classroom  |  |  |  |  |             |              |                    |   |                 |  |
| <b>Plus</b>   | <b>Minus</b>   | <b>Interesting</b>   |  |  |             |              |                    |   |                 |  |
| – quicker way to get to the classroom in an emergency   | – may be costly  | – may also assist people with a disability in our school and community |  |  |             |              |                    |   |                 |  |
| <ul style="list-style-type: none"> <li>Brainstorm and list how this solution could be shared with others in the school and/or community.</li> </ul>   |  |  |  |  |             |              |                    |   |                 |  |

## Access to goods and services

## Resource 1

| Questions   | How we access goods and services   | How our interviewees at _____ access goods and services |
|---|--|---|
| 1. Does the weather where you live affect how you access goods and services? How? | Sometimes in summer we have big floods and visitors to our area can't leave until the floods have gone down. At other times during the year it is very dry.  |   |
| 2. What resources and/or goods are produced in your local area?                   | Our area is known for its mining industry. Copper, iron, and lead are mined in outlying areas. Trains take the minerals to other cities for processing into pipes and steel for building construction.   |   |
| 3. How far do you need to travel to get goods such as food?                       | We need to travel for six hours by car to get to the nearest big shopping centre.  |   |
| 4. What buildings and services are close to where you live?                       | Our remote North Queensland town consists of a school, a bakery and a combined post office/groceries shop.   |   |
| 5. How do you get medical services where you live?                                | The Flying Doctor Service and a nurse travel in once a week to see people who have medical problems or need check-ups. If we have a small medical problem before the Flying Doctor is due to visit us, we can visit the local health clinic during the week. |   |
| 6. What do you do on weekends? What places do you go to?                          | We all live close to our school. On the weekend we have sport carnivals on our school oval and swim in our school pool. Recently, my friend and I travelled with my parents by aeroplane to the nearest city of Mt Isa for the weekend.                      |   |

## Support materials and references

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Field, K. 2000, *The Workboot Series — Rice*, Kondinin Group, Belmont, WA.

Grant, J. 2000, *Kids and Water Marine Reader Series — Everyone Likes the Sea*, The Moffat Group Australia, Ashmore, Australia.

Hamilton, F. 1997, *The Workboot Series — Wheat*, Kondinin Group, Belmont, WA.

Hamston, J. & Lacey, E. (ill.) 1993, *Living in Our Community*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.

Hamston, J. & Lacey, E. (ill.) 1993, *Living Together*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.

Moffat, B. 2000, *Kids and Water Marine Reader Series — Our Day on a Research Boat*, The Moffat Group Australia, Ashmore, Australia.

Moffat, B. 2000, *Kids and Water Marine Reader Series — Tourists and the Sea*, The Moffat Group Australia, Ashmore, Australia.

Nicholls, C. 1998, *The Workboot Series — Timber*, Kondinin Group, Belmont, WA.

Taylor, N. 1997, *The Workboot Series — Cotton*, Kondinin Group, Belmont, WA.

Winters, B. 2000, *Kids and Water Marine Reader Series — Be Safe at the Beach*, The Moffat Group Australia, Ashmore, Australia.

### **Kits (including audiovisual)**

*Jacaranda Primary Atlas Studies of Society and Environment* (2nd edn), 2001, John Wiley & Sons, Milton, Qld. (Available in print and on CD-ROM.)

Leyden, P. 2002, *Working at an Airport*, Peter Leyden Publishing, NSW. (Set of eight photo charts and a teachers' book, including students' worksheets.)

The AgAware Group: Learning through Agriculture 2000, *AgAware Audit and Sample Work Programs*, The AgAware Group, Toowoomba, Qld.

Woolworths Ltd 1997, *Woolworths Supermarket Safari Tours*, Archerfield, Qld. (A teachers' resource kit).

### **Websites**

(All websites listed were accessed in April 2002.)

Agriculture, Fisheries and Forestry in Australia. [www.dpie.gov.au/content/schools.cfm](http://www.dpie.gov.au/content/schools.cfm)  
Provides a schools' page with games and lesson plans about quarantine and agricultural issues.

Australian Dairy Committee. [www.dairy.com.au](http://www.dairy.com.au)

Australian Dairy Corporation. [www.dairycorp.com.au](http://www.dairycorp.com.au)  
Provides information about milk, butter and cheese production and consumption.

Australian Wheat Board. <http://www.awb.com.au>  
Click on Community Education for information about grain production, storage, handling and transportation; the flour milling and baking industries; and the history of bread.

Kondinin Group Australia. <http://www.kondinin.com.au>  
Click on Workboot Series for information about the books on Australia's major farming industries, including cotton, wool, timber, honey, beef, dairy, wheat and rice.

Kraft Foods. [www.kraft.com.au](http://www.kraft.com.au)  
An excellent user-friendly website for young students that provides an interactive explanation of the production of cheese and peanut paste.

Pauls. [www.pauls.com.au](http://www.pauls.com.au)  
Includes student fact sheets on various milk products, including cream, custard, cottage cheese and yoghurt.

**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 2266 5

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