



# 2018

**ANNUAL SCHOOL REPORT**

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## Rosary Park Catholic School, BRANXTON

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## About the Annual School Report

Rosary Park Catholic School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

Rosary Park Catholic School Branxton continues to grow and evolve as a K-6 educational setting. It has a number of growing estates surrounding it, which is leading to continual growth in enrolments, with the school now double stream from K-2 in 2018, and growing by a class each year (11 classes in total in 2018). Throughout 2018, preparations were made for stage 3 building works to begin in 2019, to accommodate 12 classes. These indeed are exciting times for our school.

### Parent Body

We are privileged to have such a hard working group of parents who form our Rosary Park Parents and Friends group. They are continually striving to raise funds to maximise outcomes for our students. Fundraising efforts throughout 2018 enabled us to lay marine carpet in our outdoor library learning space and work towards our large project in 2019 which will be to air condition our new classrooms.

Our Annual General Meeting in November saw a new president and secretary voted in, following the end of the tenure of our previous executive members.

### Student Body

We have been very fortunate to have been elected leaders at this wonderful school. As leaders, we were given responsibilities to carry out throughout the year including; being a role model for all the students to follow, teaching new children the way things are done at their new school, giving up lunch to carry out jobs, putting other people's needs before our own, supporting the teachers, helping children when they are hurt, representing the school at external functions, wearing the uniform and badge with pride, organise, set up and run the weekly assembly and giving out playground awards. The senior leaders also helped and supported the junior leaders, encouraging them to challenge themselves and assisting them build their confidence. Thinking about the year is easy as there were many highlights and everyone at Rosary Park will have special memories of the year. We thank the student body for electing us, the teachers for their encouragement and opportunity to build as people through the opportunity to be the leaders at a school that gives all children a chance to shine across a whole range of fields.

## SCHOOL FEATURES

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### History of the school

In response to the needs of the Catholic community of the Branxton, Greta and the surrounding districts, the Sisters of Mercy, Singleton Congregation, established the first Catholic school in 1886. The school was built upon the spirit and charity of The Mercy Nuns with assistance from the parishioners. We took this spirit with us at Rosary Park.

A new school was built on the St Brigid's site and it was decided that the Infants would be accommodated at St Mary's Greta. St Brigid's was the Primary School (years 3 to 6) and St Mary's Greta, the Infants (Kindergarten to year 2). After 125 years a new school has been built at 36 Station Street, Branxton.

The K to 6 school in Branxton began construction in August, 2010, and was ready to be occupied on Monday 10 October, 2011. It was built on land kindly donated by the Parish. The community voted on the name of the new school, the new emblem, the new motto and the new uniform. The school has now grown to 310 in number with significant number increases anticipated in the near future. With new housing developments being constructed, Rosary Park is now double stream K-2 and growing by a class each year.

### Location/Drawing Area

Rosary Park Catholic School is located at 36 Station Street, Branxton. Turn left off the New England Highway on the Singleton side of town and the school is found around 100 metres on the right hand side of the road.

The establishment of the large Huntlee Housing Estate and associated amenities behind the school is seeing enrolment numbers continue to grow. Several other smaller housing estates in Greta are also increasing our enrolment numbers and in 2019 we will again have two Kindergarten classes.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

We believe Rosary Park Catholic School is a truly Christian Community which strives to provide an environment based on the values of justice, happiness, security, respect, responsibility and creativity. Rosary Park values the relationship between home and school, and encourages teachers, children and parents to work, care and worship together. We model our daily lives on Rosary Park's motto of "Built on Faith, Knowledge and Respect."

### Family, Parish and Diocesan evangelising and catechesis

We have a close and productive relationship with the Parish Community, where we work together to promote the Parish/School partnership. We work with each other to engage the community in the core belief that the climate and culture of Rosary Park must reflect the mission of the church. As a school we attend Parish Celebrations and all Parishioners are most welcome at our community events. Parish events and news are published in our fortnightly newsletter. We are part of the Diocese of Maitland- Newcastle and various Diocesan events during the course of the year.

### Christian Discipleship

The staff took part in a Spiritual retreat at Lake Macquarie on the Gospel of John facilitated by the Catholic Schools Office Education Officer while the Principal was involved in a Diocesan pilgrimage to Ireland, following in the footsteps of Catherine McAuley, founder of the sisters of Mercy.

Three staff members participated in a beginning Teachers' retreat organised by the diocese. Executive members also participated in Diocesan-run retreats with their colleagues from other schools. Staff are encouraged to access retreats, both those organised by the diocese or external ones to further develop their faith.

### Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus. Each class has a structured 30 minute lesson each day that develops the knowledge and understandings of the Catholic Faith. As part of the school's School Improvement Plan (SIP) a number of staff participated in diocesan led Professional Development in assessment and contemporary pedagogy in the teaching of Religion. This will be an ongoing goal in 2019 with CSO Religion Education Officers continuing to work with staff.

### Initiatives Promoting Respect and Responsibility

The school raised money for various charities in 2018. The Mini Vinnies team worked hard to raise money for the less fortunate in our community. The generosity of our school community saw the following donations made:

- \$550 to Caritas Australia for Project Compassion
- Food donations to Saint Vincent de Paul for their annual winter appeal, along with \$1000.
- \$500 towards Buck\$4Ben appeal. Money going towards one of the teachers who has brain cancer and requires assistance for medical treatment overseas.
- \$1500 to Catholic Mission
- \$1222 was given to fundraising for farmers struggling through our drought
- The Annual Christmas Appeal was run in Term 4 for St Vincent de Paul which saw \$639 raised and food and toy donations.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
0	23	14

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	53
Year 1	48
Year 2	49
Year 3	28
Year 4	38
Year 5	40
Year 6	29
Total	285

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	96	96	95	96	96	92	95

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).



## Pastoral Care and Wellbeing

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### Student Welfare Policy

Copies of the school's Student Welfare Policy are available from the school office and one is also available on the School Portal (MN Connect). There was a review of this policy in 2016 due to the introducing of the Positive Behaviour Scheme model across the school.

In 2018 we revised our Positive Behaviour Support approach. This involved a series of staff meetings with CSO personnel, before a staff development day was held for us as a staff to establish some common beliefs and understandings to move PBS forward at Rosary Park. With the introduction of Compass, student behaviours are better able to be tracked and monitored. As per the philosophies of PBS, the school continues to use a positive approach to behaviour management, using the 'gotcha' tokens as playground rewards for individuals being one example of this. The student welfare policy will again be revised in 2019, following on from the PBS review.

### Discipline Policy

The School's Behaviour Management Policy outlines the discipline procedures for both classroom and playground behaviour. The parents are given a brief outline of expectations at the beginning of the year and it ties in closely with the above mentioned Student Welfare Policy. Rewards for positive behaviour are given on a daily basis. Policies are available from the school office and are also available on the school MN Connect. These policies have information regarding procedures that are fair and just to the individuals at our school. The policy was reviewed before we merged onto one site in 2011 and was reviewed again in 2016.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Rosary Park Catholic School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

### School Improvement Plan

In 2018 the School Improvement Plan focused on the teaching of Mathematics and working to achieve improvements in problem solving & for our higher achieving students. Staff participated in Professional Development to build these skills.

Creative and Critical Thinking was also a focus with a number of staff (Year 2- year 6) receiving Professional development and working on embedding these thinking routines into their HSIE & Science programs.

Kinder and year 1 staff worked with th CSO Early Learning Education Officer to embed the philosophies of the Early Learning Policy into their classrooms and HSIE & Science programs.

In Religion developing teachers' pedagogy in teaching the new RE units was the focus, as well to continue to develop our staff in their own adult faith journey.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>During 2018, Rosary Park completed their External Review as part of the six year COSI system cycle, The school was affirmed by the visiting panel on its commitment to its students and their families and the nurturing community environment the school has fostered.</p> <p>One of the National School Improvement Tool (NSIT) domains chosen by the school team to focus on was domain 3, <i>A Culture that Promotes Learning</i>. Throughout the year, we have worked to make learning at the forefront of our professional discussions as colleagues and communication with parents. This has included starting a weekly assembly with parents invited where a class shares its learning and students' efforts are acknowledged. The fortnightly newsletter contains curriculum information especially in Maths and students were encouraged to solve Maths problems promoted in the newsletter (Maths problem solving was a SIP focus). Parent workshops were held to demonstrate Maths strategies to assist them in helping their children with homework.</p>	<p>In 2019 Rosary Park our School Improvement Plan (SIP) will focus on:</p> <p>The teaching of spelling and phonics. This is in response to NAPLAN data which has shown disappointing results in spelling in recent years. Our K-1 students will continue to work in Initial Lit which is a explicit, strategic approach to the teaching of phonemic awareness and phonics. For students in year 2-6 spelling mastery will be used daily. This is an explicit, direct instruction approach where students will be placed in levelled groupings across the school.</p> <p>Collaborative planning time has been allocated from the school SIP budget to give teachers the time (twice/term) to meet to analyse student data in the above areas and use a tiered intervention approach to meeting student needs.</p>
<p>We focused on the teaching of Mathematics in 2018, especially in establishing effective problem solving strategies across stages. Staff worked with Catholic Schools Office Curriculum Officer to ascertain what this would look like in each stage. Release was given from SIP budget for staff to work together in integrating appropriate vocabulary and problem solving strategies into units of work in Maths.</p>	<p>Building Creative and Critical Thinking skills will continue as a focus in 2019. Most staff received PD in this area in 2018 with several more to participate in 2019.</p> <p>Staff are allocated time (from SIP budget) to work together to integrate Creative and Critical Thinking Skills into their HSIE &amp; Science programs, assessments and pedagogical practices. As part of this focus, our stage 3 students will begin a Bring Your Own Device (BYOD) program next year.</p>

In 2018 Rosary Park was accepted as a Gifted Education Lead School (GELS). A GE team was formed and a Gifted Education Mentor (GEM) appointed to work on a school initiative. The team received Professional Development from the diocese and worked to raise the profile of Gifted Education in our school.

As it was already a SIP goal, Mathematics was the basis of our GE initiative where we focused on how a tiering model affected the level of engagement for students in this KLA.

This has seen all students undergo testing to ascertain their level of ability in three main areas. The school will continue to be part of this diocesan project in 2019, as we work to better cater for our gifted and high achieving students.

In Religion, new programs and initiatives that will assist in the formation of the staff to be spiritually nurtured while contributions as participants in Catholic Education is affirmed.

High quality teaching of Religion and the implementation of contemporary pedagogy in this KLA is another goal with staff receiving PD in this area from Catholic Schools Office Religious Education Officer.

## Academic Achievements

Rosary Park values and encourages Academic Achievement. All individual and group achievements are acknowledged with weekly merit and Principal Awards. Any achievements are published in the fortnightly newsletter. We have made a particular focus this year on Mathematics and problem solving in this area with newsletters giving students opportunities to solve the problems. These students' efforts are then acknowledged at the weekly school assembly with an award.

A number of students (year 2-6) participated in the University of NSW tests throughout the year with some achieving Distinctions in certain tests. Similarly, all stage 3 (and some stage 2) students participated in the Newcastle Permanent Maths test, with one achieving a Distinction.

We also had a student in stage 3 accepted into the Gifted Education Diocesan Virtual Academy for 2019.

## Cultural achievements

Rosary Park children participated in the Anzac School Ceremony and Community March. The whole school performed in various acts at the Annual Presentation night in November. Various children took part in internal and external public speaking competitions, with three progressing to the Diocesan competition. The school also entered a team in the cluster Debating competition. Before this date, a number of stage 3 students participated in debating workshops.

The Upper Hunter Conservatorium of Music provided many of our students with tuition in piano, drums and guitar during the course of the year, with these students performing for the school at the end of the year in a showcase of talent. In 2018, we also introduced lessons for students in Year 3-6 in wind instruments (saxophone, clarinet and flute) and this is continuing to grow in popularity.

Students in stage 3 attended the *Diosounds* performance this year. This showcases the musical talent of students in our Diocesan high schools.

## Sporting achievements

The range of sporting opportunities offered to the students at Rosary Park (and to the 8 year olds in the Infants section of the school in Swimming and Athletics) are many and varied. Rosary Park had students take part in the Singleton and Cessnock Netball Gala Days this year. The school Rugby League teams competed in The Steve Simpson Shield and Independent Schools Cup. The school cricket team had a friendly match against a neighbouring school. As part of our Physical Education this year students participated in a tennis program in Term 3. Students progressed through to Diocesan level for swimming and athletics. Some of our students were regular competitors at Horse Sports at different venues through the Valley.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	79.30%	75.70%	13.80%	8.70%
	Writing	72.40%	71.70%	0.00%	0.00%
	Spelling	82.80%	69.60%	13.80%	12.50%
	Grammar	79.30%	73.10%	3.40%	11.30%
	Numeracy	79.30%	66.80%	3.40%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63.20%	65.50%	13.20%	12.80%
	Writing	36.80%	43.70%	15.80%	23.40%
	Spelling	55.30%	63.90%	13.20%	13.50%
	Grammar	68.40%	64.40%	10.50%	14.30%
	Numeracy	65.80%	57.50%	5.30%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	19
II. Teachers at Highly Accomplished/Lead	

### Workforce Composition

Number of Staff	
Total teaching staff	19
Total non-teaching staff	13
Grand total	32
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

100% One teacher continued leave for twelve months in 2018 as did another teacher continued on sick leave for 2018. Both were replaced by temporary teachers for twelve months. These temporary positions along with a permanent position for the extra class were all filled by existing staff.

### Professional Learning Undertaken

A number of primary staff participated in Professional Development in Creative and Critical Thinking at Masada College St Ives. Staff also received release from class to work together to implement these strategies into their HSIE & Science pedagogy. Teachers of Kinder and Year 1 worked with CSO Education Officer (Early Learning) on embedding early learning philosophies into their Science and HSIE programs and integrating play and provocations into their pedagogy.

Staff also completed mandated CPR training while some completed the mandatory Faith Story Witness and the staff's annual Spirituality day.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

Rosary Park has a clear identity as a Catholic School in the community and an atmosphere of care is a feature of school life. During 2018 Rosary Park completed an External Review as part of our system's COSI review cycle. Parental feedback was sought as part of this process. Most parents who responded to the survey agreed/strongly agreed that the school encourages parental involvement (73%). Parents felt that they are aware of their child's learning (84%) and that high expectations are held by the school for student achievement (69%). 84% of respondents feel that there is effective communication by the school about school events.

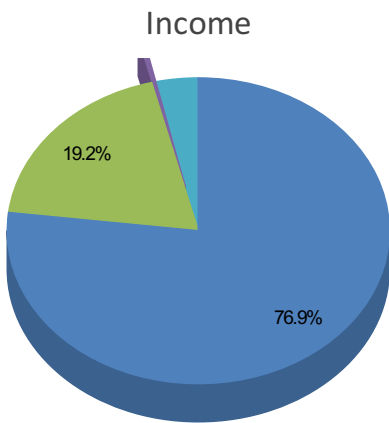
Members of the Parish and parent body have been heavily involved in the establishment of Rosary Park and take an active role in the daily operations of the school and the continued improvements that are happening.

### Student Satisfaction

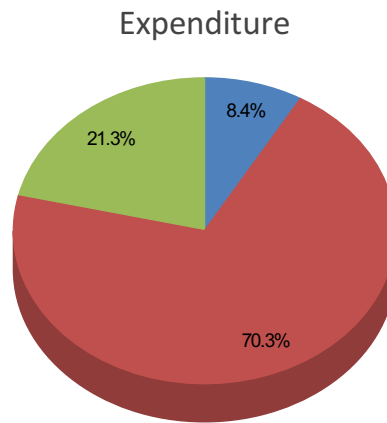
The students at Rosary Park enjoy the varied experiences the school offers and the learning structures that are in place. They have commented on sport opportunities as well as academic ones such as the STEM program in 2018, Inquisitive Minds, debating, public speaking and Chess competitions. Many students talk of the development of their faith and participation in parish and school liturgical celebrations, such as the sacramental program (year 3 students).

### Staff Satisfaction

Rosary Park has a staff dedicated to achieving the best possible outcomes for each child's learning and their welfare. They are respected by the parent body and the students. The learning opportunities and outcomes for the students are foremost in all that they do as a team. The staff also work hard to provide extra curricular opportunities for their students. I thank them for their continued support of their students, their families and each other.



- Commonwealth Recurrent Grants (76.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (0.4%)
- Other Capital Income (3.5%)



- Capital Expenditure (8.4%)
- Salaries and Related Expenses (70.3%)
- Non-Salary Expenses (21.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,855,369
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$711,444
Fees and Private Income <sup>4</sup>	\$15,730
Other Capital Income <sup>5</sup>	\$130,261
<b>Total Income</b>	<b>\$3,712,804</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$325,666
Salaries and Related Expenses <sup>7</sup>	\$2,729,183
Non-Salary Expenses <sup>8</sup>	\$829,164
<b>Total Expenditure</b>	<b>\$3,558,347</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.



## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Rosary Park Catholic School**

**BRANXTON**

**Phone: 4938 1541**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>