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9. Teaching and Learning Policy
June 2021

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1. **INTRODUCTION**

    Teaching and learning are fundamental to the Benowa State High School vision and belief statements and are its principal activities. Research reveals that effective teaching is by far the most important source of variation in student achievement. We believe that teaching and learning are sustainable, lifelong, renewable processes for people and for the organisations that serve people. As such we have a responsibility to create, refine, enhance and maximize the quality and distinctive character of teaching and learning at Benowa State High School. We do this believing that it will contribute to the attainment of excellence in teaching and learning at our school.

    At Benowa State High School, we believe in lifelong learning and the notion that learning should be an accessible, rewarding and enjoyable experience for everyone. Benowa State High School is committed to ensuring that all of its students are provided with the opportunity to obtain a comprehensive, balanced and equitable education. Such an education promotes the holistic development of each individual and ensures that students are provided with opportunities to prepare them for both their present and future life roles. Central to this commitment is the continuous task of exploring ways to improve teaching and learning and the school's commitment to the vision statement '*Many Pathways ~ No Limits'*.

    Through our teaching we aim to equip children with the skills, knowledge and understanding necessary for them to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead healthy, happy and rewarding lives.

    Our school's commitment to high quality teaching and learning is an important part of our mission statement …**"*Drawing students from across our city and around the world, our varied and engaging curriculum provides our school community with dynamic learning opportunities. High quality learning is assured through the meaningful and productive relationships our students have with specialist teachers. Our educators possess the knowledge and skills to teach in ways that connect with individual students, fostering independent lifelong learners.*"**

2. **PURPOSE**

    The purpose of this policy is to detail the processes we implement, to ensure that Benowa State High School develops, maintains and regularly evaluates a teaching and learning environment conducive to excellence in teaching and learning.

    Continued learning for our staff is important to our school. Continuous professional learning is supported by the *Department of Education (DoE) Education Improvement Branch (EIB)* which highlights that whilst every school and every teacher is at a different stage in their learning journey, the need for professional development remains a priority in schools.

    Professional development has three distinct foci; the first is the development of the pedagogical, leadership, work and personal skill level identified by each individual; the second is the development

that helps the faculty meet its goals and provide the highest quality learning and service and; the third is the development that helps the whole school meet strategic goals and DoE requirements. All professional development aligns with the *Australian Professional Standards for Teachers (APST)*. The school continues to develop *Professional Learning Teams (PLTs)*.

Each teaching staff member has an *Annual Performance Development Plan for teachers (APDP) locally known as Professional Development and Mentoring Process (PDMP)* that is reviewed annually. This is a supportive process that helps guide each staff member through the view process each year and ensures everyone engages in professional discussion about their professional learning and growth. The *PDMP* process uses personal, data-driven and systematic reflection and feedback to help each person stretch their learning each year and align to the *APST*. Staff members take an active role in seeking professional learning experiences to match the goals they identify from this reflective process. As this is an ongoing process, staff members engage with their mentors across the year to check progress, maintain momentum and to refine the learning objectives. *Every Lesson, Every Teacher, Every Day* (Appendix A) is intended to capture consistent school-wide practices.

A critical component of professional learning has been the gradual released implementation of the *New Art and Science of Teaching (NASOT) pedagogical framework* (see Appendix B). The time to focus on each of the 43 elements of the *NASOT* question is determined through the feedback from teachers, parents and students through the surveys and student performance data, and whilst some elements may be our focus for a term, others may be a semester or even a year.

Pedagogy and Curriculum is a Key Improvement Area (KIA) in the school's *Annual Improvement Plan (AIP)* and it is supported by a range of targeted improvement agendas and a dedicated *"Pedagogy Playbook"* for teachers.

The *Approach to Learning (ATL)* and *Approach to Teaching (ATT)* of the International Baccalaureate Diploma Programme (IBDP) are described in Appendix C and are integral in the work of the school's International Baccalaureate (IB) teachers.

Our current process for the implementation of the design questions is depicted below.

| Introduce the Design Question to promote a common language of instruction at Benowa SHS | Teacher readings and professional development activities | Teachers implement strategies outlined in Design Question Instructional Coaching Guides | Teacher engagement in Professional Development and Mentoring Program as a way to interact about instruction using the model | Teacher self-reflection and mentoring relationships to monitor effectiveness of instruction practices as a form of professional growth |

3.   **SCOPE**

This *Teaching and Learning Policy* is intended to apply to all teaching and learning for which Benowa State High School is responsible including teaching and learning undertaken by partner organisations where Benowa State High School is responsible for quality assurance. In such cases, this policy serves

as a guide for the expectations of Benowa State High School.

The school's pedagogical framework is the *NASOT* which is described in detail in Appendix B. This framework was first implemented in 2015. Since the introduction of the IBDP in 2018, alignment between the IB's *ATL* and *ATT* and *NASOT* has been established to ensure that continuity and that a common language to teaching is relevant and authentic to all teachers.

The school has, for a considerable period, had mechanisms in place to support teachers across all faculties to develop and refine their teaching practice. With agreements between DoE and the Queensland Teachers' Union (QTU) on collegial partnership development and the *PDMP* we have worked to develop a model that will build upon teachers' pedagogical practices through reflective processes and be supported via coaching and mentoring.

4.   RELATED POLICY/PLANS

- *Strategic Plan*
- *Curriculum, Assessment and Reporting Plan (CARP)*
- *Moderation Plan*
- *Annual Improvement Plan (AIP)*
- *Workforce Plan*
- *Professional Development and Mentoring Plan (PDMP)*

5.   RESPONSIBILITIES

Benowa State High School School Council (The Council)

The Council:

- has responsibility for monitoring all aspects of the policy on teaching and learning. It will do this primarily through the Principal of Benowa State High School who will facilitate consultation on the development, management and implementation of the policy;
- will value and support teaching and learning and support staff with opportunities and incentives to develop knowledge and skill in teaching and learning;
- will recognise the achievements of staff.

Principal

The Principal will:

- be responsible for the implementation and monitoring of this policy with the assistance of Deputy Principals (DPs), Deans of Students (DOS) and Heads of Department (HOD);
- ensure that teaching and learning programs are sufficiently flexible to respond to the changing needs of students, the school community and system requirements;
- recognise and reward the achievements of students and staff;
- incorporate teaching and learning quality into resource allocation and performance management;
- model a commitment to lifelong learning, critical reflection and accountable professional practice;

Teachers

Teachers will:

- value and respect students;
- promote students' self-confidence and willingness to take risks with their learning;
- ensure each student experiences success through structured support;
- provide engaging learning environments where school and classroom values are an integral part of the day-to-day routine;
- vary teaching styles to cater for different learning styles;
- cater for individual differences and learning needs;
- communicate high expectations and standards;
- provide feedback to students;
- be committed to lifelong learning and professional and personal growth;
- encourage and support students to take responsibility for their learning;
- actively promote cooperative learning between colleagues and students;
- model their commitment to lifelong learning and critical reflection;
- actively encourage problem solving and creative thinking skills;
- build on students' prior experiences, knowledge and skills;
- capitalise on students' experience of a technology rich world;
- be encouraged to self-assess their individual and collective progress;
- continuously analyse learning situations and encourage continuous improvement;
- make assessment relevant and explicit;
- regularly use quality data collection tools which enable decisions to be made in regard to relationships, processes and learning experiences.

Students

Students will:

- reflect the school's values;
- value and respect teachers and students;
- participate fully and to the best of their ability in all learning;
- do their best to attain high standards of academic achievement;
- take ownership of the learning process and feedback;
- do their best to reflect critically on their individual and collective progress.

6.   REVIEW

This *Teaching and Learning Policy* will be reviewed annually.

7.   *AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS (APST)*

Benowa State High School's approach to effective learning and teaching and the implementation of quality learning programs is consistent with the APST and will reflect best practice.

There are seven Standards, divided into three domains of teaching. The Standards are interconnected and overlapping.

The three domains are the basis of the teacher's PDMP.

Australian Professional Standards for Teachers	Standard
Professional Knowledge	1. Know students and how they learn. 2. Know the content and how to teach it.
Professional Practice	3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive and safe learning environments. 5. Assess, provide feedback and report on student learning.
Professional Engagement	6. Engage in professional learning. 7. Engage professionally with colleagues, parents/carers and the community.

7.1. DOMAINS OF TEACHING

7.1.1. Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.

Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

7.1.2. Professional Practice

Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of

their teaching practice to ensure they are meeting the learning needs of their students.

They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

7.1.3. Professional Engagement

Teachers model effective learning. They identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning.

Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.

Our school's shared vision for teaching, learning, curriculum and assessment is guided by the Standards that make explicit the elements contributing to high quality teaching as recognised by the Australian Institute for Teaching and School Leadership (AITSL) (Figure 1).

Figure 1: Australian Professional Standards for Teachers. Accessed from aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

APST Standard 1:

- *Teachers working to understand the physical, social and intellectual development and characteristics of students*
- *Teachers working to understand students' backgrounds, interests and learning styles*
- *Teachers recognising that our students come with diverse linguistic, cultural, religious and socioeconomic backgrounds*
- *Teachers embedding Aboriginal and Torres Strait Islander Perspectives and ways of learning*
- *Teachers differentiate their practices to meet the specific learning needs of students across the full range of abilities*

APST Standard 2:

- *Expert teachers who know the content and teaching strategies of the teaching area*
- *Expert teachers who have collaborated to select content and organise this into digestible chunks to promote student learning*
- *Expert teachers who have a strong understanding of formative and summative assessment*
- *Expert teachers who demonstrate an understanding and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*
- *Teachers regularly embedding literacy, numeracy and scientific thinking strategies*

APST Standard 3:

- *Classrooms that have clearly stated challenging learning goals articulated to all students*
- *Classrooms where teachers have planned, structured and sequenced learning programs to help students achieve learning goals*
- *Classrooms where various teaching strategies align with our school's pedagogical framework*
- *Classrooms that use traditional resources and electronic resources that assist students in achieving the established learning goals*
- *Environments where there is effective classroom communication*
- *Teachers who engage parents/carers and in the educative processes for their student/s*

APST Standard 4:

- *Teachers who use strategies that support student participation through managing response rates*
- *Teachers who manage classroom activities to promote participation and engagement in learning*
- *Teachers who manage challenging behaviour in alignment with the school's Responsible Behaviour Plan*
- *Teachers who work to maintain student safety at all times both within and outside of the classroom*
- *Teachers who promote the responsible use of ICT*

APST Standard 5:

- *Teachers who assess student learning in meaningful and authentic ways*
- *Teachers who provide feedback to students on their learning*
- *Teaching teams who make consistent and comparable judgements through the school's moderation process*

- *Teachers who access and interpret student data to improve teaching and learning opportunities*
- *Teachers who report on student achievement*

APST Standard 6:

- *Teachers who identify professional learning needs and plan to improve their knowledge and skills in teaching, learning, curriculum and assessment*
- *Teachers who engage in professional learning to improve practice based on the national and international evidence around teacher growth*
- *Teachers who engage with colleagues through professional learning teams to improve practice*
- *Teachers who apply professional learning and improve student learning*

APST Standard 7

- *Teachers who apply professional ethics and meet their responsibilities as professionals*
- *Teachers who comply with legislative, administrative and organisational requirements*
- *Teachers whom regularly engage with the parents/carers*
- *Teachers who engage with professional teaching networks and broader communities*

7.2. CAREER STAGES OF THE APST

There are four career stages (Graduate, Proficient, Highly Accomplished, Lead) where the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

7.2.1. Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards. On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

7.2.2. Proficient teachers

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and, with advice from colleagues, identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

7.2.3. Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in

educational discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and diverse individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment that maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

7.2.4. Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and community members as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments, meeting the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They continue to seek ways to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals within and outside the school.

Whilst the Australian Institute for Teaching and School Leadership described a teacher's professional knowledge, practice and engagement in the above statements, the Department of Education (Queensland) provides career progression from teacher, to Senior Teacher, and Experienced Senior Teacher classifications.

7.2.5. Teacher

A teacher will have responsibility for leading the following activities and delivery of the following key tasks:

- *Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the Australian Professional Standards for Teachers; and relevant syllabi, curriculum policies, work programs and educational trends;*
- *Maintain teaching competency and currency of knowledge of relevant curriculum programs as required by the department or other relevant statutory authorities;*
- *Support students through interaction with them in a variety of settings and through the active development of supportive learning environments and effective behaviour management practices;*
- *Provide for the physical, social, cultural and emotional wellbeing and physical safety of students whilst at school and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extra curricula activities;*
- *Assess students (diagnostic, formative and summative) for developmental, feedback and reporting purposes;*
- *Maintain student records and samples of work and report on student performance to students, parents, the department and other stakeholders;*
- *Participate in the collaborative development and evaluation of curriculum (the sum total of all learning experiences) and regularly monitor, through observation and evaluation, the effectiveness of the learning/teaching program;*
- *Establish and maintain appropriate interpersonal relationships between the school and community particularly in regard to the ethical obligations outlined in the Queensland Government Code of Conduct;*
- *Participate as appropriate, in school decision making processes and professional development.*

7.2.6. *Senior teacher*

To be eligible to access the Senior Teacher Salary/Allowance, teachers must have completed 9 years of full-time teaching service or equivalent and have an approved Senior Teacher Undertaking and Personal Action Plan and current Teacher – Annual Performance Development Plan in MyHR Performance Capability and Talent.
In addition to the above requirements, a teacher employed under a temporary contract must be engaged for at least 3 consecutive terms at the same school (or location) to be able to access the Senior Teacher Salary/Allowance.

Where a teacher is employed under a temporary contract and has a break in service continuity or a change to their teaching location, access to the Senior Teacher Salary/Allowance becomes invalid and the criteria outlined above will again need to be met.

(https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/payrollallowancessu per/Pages/teacher-classifications.aspx)

7.2.7. *Experienced senior teacher*

To be eligible for Experienced Senior Teacher (EST) classification, completion of 4 years full time equivalent service (for a 4-year trained teacher) or 7 years full time equivalent service (for a 3-trained teacher) as a Senior Teacher by 30 June (of year applying for EST). Eligibility is assessed and determined by Teacher Classifications Team.

EST is a merit based selection process that is run by Workforce Recruitment and Employment, once a year.
(https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/payrollallowancessu per/Pages/teacher-classifications.aspx)

8. HIGH QUALITY TEACHING AND LEARNING (ELEMENTS)

Our school's mission statement describes four key elements of high quality teaching and learning.

8.1. Varied and Engaging Curriculum

- Benowa State High School's academic, cultural and sporting excellence programs are offered to students to foster learning experiences that are relevant to their interests and provide them with opportunities to excel.
- Teachers organise content (ACARA, QCAA and IBDP) into coherent, well sequenced, learning and teaching programs.
- Classroom and specialist teachers will develop classroom programs which detail the outcomes to be achieved during a specified teaching period, the teaching and learning strategies to be used and the assessment and evaluation to be undertaken.
- Literacy and numeracy outcomes are evidenced.

- Teachers develop learning activities that incorporate differentiated teaching strategies to meet the specific learning needs of students across the full range of abilities.
- Inclusivity and equity are cornerstones.
- International perspectives are embedded in learning units.
- Teachers provide opportunity for students to develop an understanding of and respect for ATSI histories, cultures and languages.

8.2. Productive Relationships

- Develop strong student-teacher relationships which contribute to an atmosphere that promotes learning and engagement.
- The school collaborates with stakeholders in the school improvement process.
- The school plans for appropriately and contextually relevant opportunities for parents/carers to be involved in their child's learning.
- The school communicates its vision, school goals and ongoing progress towards alignment of goals to staff, parents/carers and community members.
- The school recognises and celebrates the contribution of school community members to school improvement efforts.
- The school nurtures and develops the leadership capabilities of staff.

8.3. Knowledge and Skills

- Teachers design and implement teaching and learning programs using knowledge of curriculum (ACARA, SATE, IBDP) assessment and reporting requirements of their subjects.
- Teachers know their students and how they learn through using research and collegial advice that supports learner understanding, participation and engagement in learning activities.
- Teachers provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.
- Teachers select from and use relevant and effective research-based strategies shown to have a high probability of supporting student learning (e.g. NASOT, ATTs, ATLs, Collins Writing and Cornell Notes, Eagle and Wolf ,SIM).
- Teachers contribute to collegial discussions and advisory groups to improve professional knowledge and practice across the school.
- The school continuously collects and utilises data to inform instructional decisions and provide academic interventions for individuals and groups. A variety of tools including technology are used to organise and analyse data.
- The school identifies performance measures and indicators that link key instructional processes to instructional goals.
- Teachers develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning.
- Priority needs, based on data analysis, are addressed through school

improvement cycles which reference current research.

- The assessment competences of teachers are evaluated, and gaps are supported with staff development.

8.4. Fostering Independent Lifelong Learners

- Attain the skills of numeracy and English literacy, such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level.
- Participate in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.
- Students will take responsibility for their own learning and develop a consciousness to 'learn how to learn'.
- Develop globally minded people who, recognising common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

9. CURRICULUM ORGANISATION

Benowa State High School's curriculum is based on the Australian Curriculum, QCAA Senior Curriculum and the IBDP. Refer to the school's Curriculum, Assessment and Reporting Plan (CARP), (Appendix D).

Years 7 to 10
Curriculum

Benowa State High School will:

1.1. *develop and maintain a whole school curriculum, assessment and reporting plan with three levels of planning: provision of whole school curriculum; year plans for each subject and unit plans*

1.2. *implement (teach, assess and report on) the Australian Curriculum considering government priorities*

1.3. *teach French/Spanish/Japanese/Italian in Years 7 and Year 8 and offer these language programs in Years 10-12*

1.4. *embed Aboriginal and Torres Strait Islander (ATSI) histories and cultures using the Australian Curriculum cross-curriculum priority where appropriate, with the school's learning area subjects*

1.5. *use Standard Australian English as the basis for teaching, including the teaching of spelling*

1.6. *provide electives in Years 9 and 10 using the Australian Curriculum. The school will provide Geography, Civics and Citizenship, Economics and Business, Digital Technologies, Design and Technologies, Dance, Drama, Media Arts, Music Visual Arts and Language subjects*

1.7. *implement (teach, assess and report on) the Queensland Instrumental Music Curriculum (Years 7-12), as appropriate*

1.8.   provide Individual Curriculum Plans (ICPs) for the small percentage of students who are identified as requiring a different year - level curriculum in some or all learning areas for the reporting period

1.9.   promote the school's position on homework

Year 11 and 12

Curriculum and Assessment

Benowa State High School offers the Queensland Certificate of Education (QCE) system and the International Baccalaureate Diploma Programme (IBDP).

Benowa State High School will:

1.1.   select curriculum to be implemented from the range of subject options available through the QCAA and IBDP

1.2.   provide students with a program of learning that enables them to attain a Senior Education Profile, which may include a/an:

1.2.1.   state of results

1.2.2.   Queensland Certificate of Education (see eligibility requirements) or Queensland Certificate of Individual Achievement

1.2.3.   International Baccalaureate Diploma or Certificate

1.3.   ensure that all teaching, learning and assessment (including internal and external assessment) programs comply with the requirements of the relevant authorities, for example:

1.3.1.   QCAA (General and Applied Senior Syllabuses and QCAA Short Courses)

1.3.2.   Australian Skills Quality Authority (Vocational Education and Training (VET))

1.3.3.   International Baccalaureate (IB)

1.3.4.   Council of International Schools (CIS)

1.4.   comply with the requirement of the relevant authorities for quality assurance and certification procedures including the requirement to collect, verify and report the Unique Student Identifier (USI) for all students enrolled in a VET program

10.   SUPPORT FOR BEGINNING TEACHERS

At Benowa State High School our Mentoring Beginning Teachers (MBT) model aims to support provisionally registered teachers with fewer than 200 days teaching experience. Each beginning teacher has access to a mentor. The role of a mentor is to support the beginning teacher in:

- developing teaching strategies and skills;
- becoming familiar with school's values and culture;
- developing good knowledge of school and departmental policies and procedures;
- establishing professional networks;
- their transition to full registration.

The school recognises that optimal learning occurs through gradual release where responsibility is devolved over time. The goal is by the end of a beginning teachers' first year they are confident in

applying their professional knowledge, practice and engagement to support student outcomes. The school's MBT program focuses on the professional development and growth of our beginning teachers with an aim to improve teaching pedagogy and support the success of every student.

11. APPENDIX

Appendix A: *Every Lesson, Every Teacher, Every Day*

Appendix B: *New Art and Science of Teaching (NASOT)*

Appendix C: *Approaches to Teaching and Learning (ATTs and ATLs)*

Appendix D: *Curriculum Assessment and Reporting Plan (CARP)*

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Every Lesson, Every Teacher, Every Day

	EVERY DAY
	Engage in reflection with students
	Check for understanding and provide feedback
	Engage students and have them on task
	Cater for different learning styles
	Assign purposeful homework
	Want students and staff to be on time and fully prepared for the lesson
	Write the Learning Intent on the board
	Differentiate to meet the needs of students

	MOST DAYS
	Want students to be quiet and respectful on entry (Years 7-10 line up)
	Maintain the Benowa SHS classroom guidelines
	Incorporate literacy and numeracy strategies in learning experiences

	NEVER
	Let students leave early
	Allow chewing of gum
	Allow food in the classroom
	Allow put downs
	Allow direct disrespect of teachers or peers

BANDLER DRAGONS — BENOWA STATE HIGH SCHOOL

FLOREY PHOENIXES — BENOWA STATE HIGH SCHOOL

HINKLER FLAMINGOS — BENOWA STATE HIGH SCHOOL

HOLLOWS OWLS — BENOWA STATE HIGH SCHOOL

LAVER LIONS — BENOWA STATE HIGH SCHOOL

MURDOCH MINOTAURS — BENOWA STATE HIGH SCHOOL

WAKE WOLVERINES — BENOWA STATE HIGH SCHOOL

WRIGHT GRIFFINS — BENOWA STATE HIGH SCHOOL

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Appendix B

Marzano Research Laboratory New Art and Science of Teaching (NASOT)

John Hattie (2003) during his address to delegates at the Australian Council for Education Research Conference stated that the key to improving student performance was to improve the effectiveness of teaching. This view is supported by a range of other educational researchers including Robert Marzano (2004), James Stronge (2009), Barber and Mourshed (2007) and Geoff Masters (2011). Given this wealth of evidence the school has implemented the Art and Science of Teaching, now New Art and Science of Teaching (NASOT), as a high quality, evidence based pedagogical model.

The NASOT is an approach developed by the Marzano Research Laboratory. It draws extensively on research and recognises the role of leadership in improving pedagogy. The NASOT is underpinned by Marzano's previous publication including *Classroom Instruction that Works (2001) and Classroom Assessment and Grading that Works (2006).* These publications identified three general characteristics for effective teaching:
1. Use of effective instructional strategies
2. Use of effective management strategies
3. Use of effective classroom curriculum design strategies

Since then the Art and Science of Teaching (ASOT) has been developed to provide a more comprehensive model for effective pedagogy. Marzano (2007) stated that the ASOT ensures quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Furthermore, the work recognises that effective teaching is both an art and science. The science dimension entails a comprehensive knowledge of the content, including both the historical foundations as well as the research on the frontiers. The science elements of effective teaching are seen in lesson segments involving routine events and those addressing content. The art dimension is more elusive as it relies upon the qualities of effective teachers as they work to present content to students in terms and ways that are readily understandable to students and where necessary, teachers can adjust plans on the spot.

The initial ASOT framework identifies 41 elements or instructional categories that happen in the classroom. The 41 instructional categories were organised into nine design questions and further grouped into three lesson segments. The instructional categories are also called elements when you move to the protocol.

When these strategies are implemented artfully, and at a high level of performance, they have a high probability of positively affecting student achievement.

The NASOT is new, even though the original strategies are intact, albeit greatly expanded. One of the main changes in the NASOT is that it takes a student-outcomes perspective. The school's Leadership Team believe that this approach better aligns the State Schools Strategy: Every Student Succeeding.

Further changes to the NASOT model include two design questions not part of the original: one deals with assessment (DQ2), the other deals with continuous development of understanding (DQ6). Both versions have categories of instructional strategies referred to as elements. The original ASOT has forty-one elements; the new has forty-three. Of the forty-three, thirty-nine are identical to the old ASOT model. The ten design

Appendix B

questions and forty-three elements are outlined in Figure 1 below:

THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
Providing and Communicating Clear Learning Goals 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success **Assessment** 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students	**Direct Instruction Lessons** 6. Chunking Content 7. Processing Content 8. Recording and Representing Content **Practicing and Deepening Lessons** 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning **Knowledge Application Lessons** 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims **Strategies That Appear in _All_ Types of Lessons** 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact	**Engagement** 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk About Themselves 32. Motivating and Inspiring Students **Rules and Procedures** 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures **Relationships** 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control **Communicating High Expectations** 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

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Figure 1: The New Art and Science of Teaching Framework

Three Categories

At the highest level of organisation the model has three overarching categories: feedback, content, and context.

1. **Feedback** refers to the all-important information loop teachers must establish with students so that students know what they should be learning about specific topics and their current level of performance on these topics.
2. **Content** refers to the sequencing and pacing of lessons such that students move smoothly from initial understanding to applying knowledge in new and creative ways.
3. **Context** refers to those strategies that ensure all students meet these psychological needs: engagement, order, a sense of belonging, and high expectations.
   Embedded in these three overarching categories are more specific categories (teacher actions).

Ten Design Areas

In _The New Art and Science of Teaching_ model, each of the ten design areas is associated with a specific teacher action, as follows:

1. Providing and communicating clear learning goals
2. Using assessments
3. Conducting direct instruction lessons

Appendix B

4. Conducting practicing and deepening lessons
5. Conducting knowledge application lessons
6. Using strategies that appear in all types of lessons
7. Using engagement strategies
8. Implementing rules and procedures
9. Building relationships
10. Communicating high expectations

Each of the ten design areas corresponds with a design question. These are a set of questions that help teachers plan units and lessons within those units. Within the ten categories of teacher actions, Marzano have organised sets of strategies in even more fine-grained categories, called elements.

Forty-Three Elements

The forty-three elements provide detailed guidance about the nature and purpose of a category of strategies. The forty-three elements are identified under each Design Question. In all, the NASOT model includes over 332 specific instructional strategies embedded in the 43 elements. This has brought the school to design the NASOT Playbook for Teachers.

WHAT CAN THE APPROACHES TO LEARNING LOOK LIKE?

ManageBac   **Approaches to Learning**

SOCIAL SKILLS
- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence

RESEARCH SKILLS
- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information

APPROACHES TO LEARNING

THINKING SKILLS
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills

SELF-MANAGEMENT SKILLS
- Organization skills
- States of mind

COMMUNICATION SKILLS
- Exchanging-information skills
- Literacy skills
- ICT skills

| Social Skills	Research Skills	Self-management Skills	Communication Skills	Thinking Skills
Debating Can I argue two sides of an argument? **Socratic circles** Can I listen to, appreciate, and build upon others' ideas? **Collaboration** Can I work within a number of different roles within a group? **A critical friend** Can I critique peers' work by commenting on both strengths and opportunities? **Expert-student** Can I teach the content to a friend? **Emotional intelligence** Can I recognise when others need help?	**Research practices** Can I annotate texts, sources or journal articles effectively? **Evaluate sources** When using sources can I discern the: • Reliability • Representativeness • Relevance • Accuracy • Authenticity **Ethical ICT practices** Can I appropriately reference others' work by paraphrasing, quoting and citing? **Exemplars** Can I use exemplars to improve my own work? **Skim and scan** Can I scan the work to deduce the important information?	**Study schedules** Can I develop, and adhere to, a timetable to maintain a balanced lifestyle? **Independent learning** Can I set clear goals for a lesson, a week, a term, a year, and track my progress? **Research log** Can I record my thoughts or findings in a log or journal? **Reflective practise** Can I reflect on my learning to determine my own strengths and opportunities? **SMART Goals** Can I set Specific, Measurable, Achievable, Relevant and Time-based goals?	**Written Pieces** Can I communicate by ideas clearly and concisely through writing? **Oral Presentations** Can I communicate my ideas through discussion and verbal explanation? **Structuring ideas** Do I know the style, structure, register and tone necessary for the different tasks? **Planning and preparing** Can I effectively plan my ideas – both visually and verbally – before beginning? **ICT literate** Can I use ICT to effectively present and convey my ideas?	**Synthesise ideas** Can I transform the information into another medium? • Graphic organisers • Venn diagrams • Graphs • Data sets • Compositions **Compare & Contrast** Can I make links between ideas, texts, sources or concepts? **Analyse** Can I *break it down* to understand how and why it *fits together*? **Create** Can I apply what I've learned in a new, creative context? **Inferential thinking** Can I read *between the lines*?

Appendix C

ALIGNMENT OF THE 'NEW ARTS AND SCIENCE OF TEACHING' AND 'APPROACHES TO TEACHING'
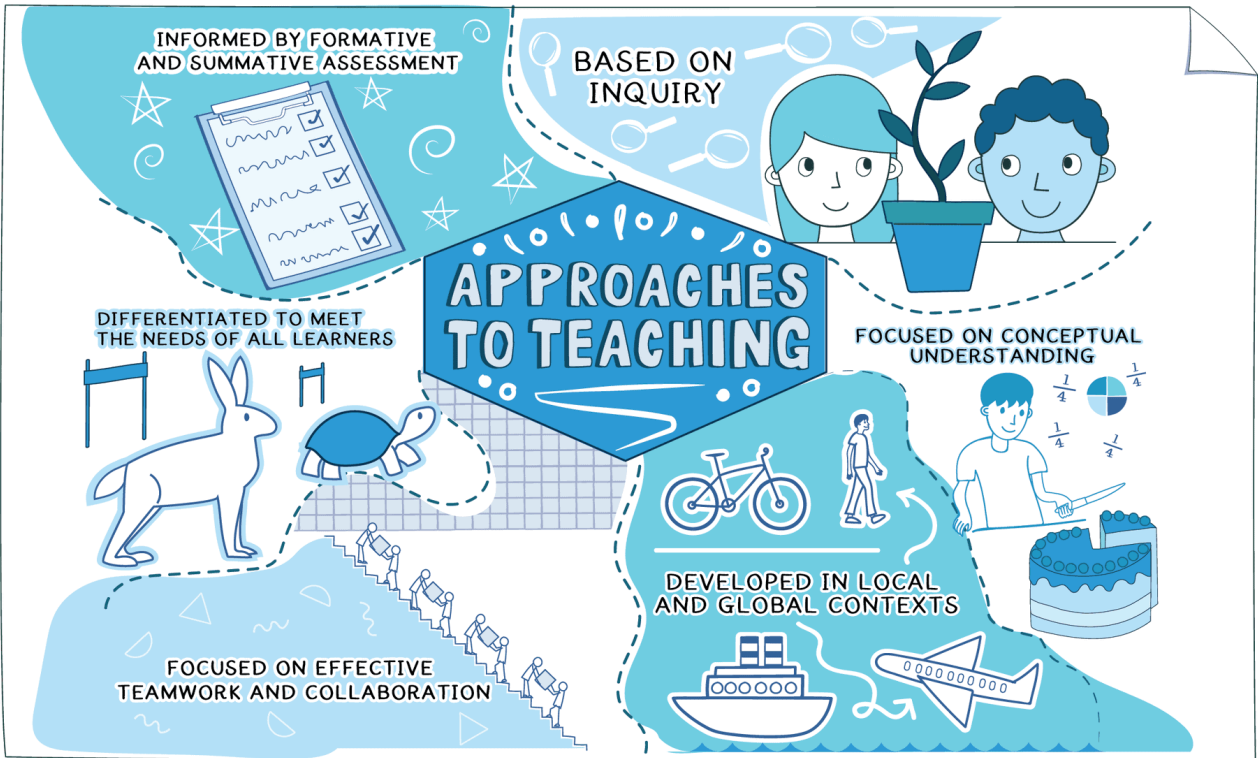
Informed by Assessment

1. Providing scales and rubrics
2. Tracking student progress
3. Celebrating success
4. Using informal assessments of the whole class
5. Using formal assessments of individual students
20. Assigning purposeful homework

Based on Inquiry

8. Recording and representing content
10. Examining similarities and differences
11. Examining errors in reasoning
15. Previewing strategies
16. Highlighting critical information
17. Reviewing content
18. Revising knowledge
21. Elaborating on information
31. Motivating and inspiring students

Differentiated

6. Chunking content
9. Using structured practice sessions
13. Providing resources and guidance
23. Noticing and reacting when students are not engaged
33. Establishing rules and procedures
35. Demonstrating withitness
36 & 37. Acknowledging adherence (and lack thereof) to rules and procedures
38. Using verbal and nonverbal behaviours that indicate affection for students

Focused on Conceptual Understanding

7. Processing content
12. Engaging students in cognitively complex tasks
14. Generating and defending claims
19. Reflecting on learning
42. Asking in-depth questions of reluctant learners
43. Probing incorrect answers with reluctant learners

Developed in local and global contexts

28. Presenting unusual information
30. Providing opportunities for students to talk about themselves
39. Understanding students' backgrounds and interests

Focused on teamwork and collaboration

22. Organising students to interact
24. Increasing response rates
25. Using physical movement
26. Maintaining a lively pace
27. Demonstrating intensity and enthusiasm
29. Using academic games
34. Organising the physical layout of the classroom
40. Displaying objectivity and control

So what does all this mean?

As we can see teaching is teaching is teaching... the strategies and practices in the classroom don't need to change from one pedagogical framework to another. This means that the practices you use in an ACARA or ATAR or IB class can and will remain the same.

So what's the point then?

The point is to be able to identify for ourselves and our students how we are applying each framework. This will help us to further develop and refine our skills in each context. For instance, the IB Program requires the exploration of local and global contexts. This may seem like "yet another thing" for us to do. However, as we've already targeted "Presenting unusual information," "Provicing opportunities for students to talk about themselves" and "Understanding students' background and interests" we can simply apply those strategies as a way of developing international mindedness and contexts.

So what do I need to do?

- As an IB teacher, identify for your own strengths and opportunities in relation to the ATTs.
- Refer to the specific NASOT elements under your ATT opportunities.
- Access the resources (Teacher worksheets, Videos of Practice, Professional Development sessions).
- Implement these strategies in the class to develop a well-rounded IB teaching practice.
- Refer to the table below to see examples of what each ATT can look like.

Informed by Assessment	Based on Inquiry	Differentiated
- Learning Goals and Success Criteria - Collins paragraphs - Cornell Notetaking - Focus Correction Areas (FCAs) - Verbal and non-verbal feedback - Mock assessments - Reporting	- Student-centred inquiries - Eagle and Wolf Reading strategy - Annotation and analytical skills - Academic games - Assigning "student experts" - Reviewing and revising content - Comparing and contrasting	- Provide structures and scaffolds - Classroom layout - One-on-one feedback - Chunking content - Providing formulas - Provding exemplars - Establishing routines
Focused on Conceptual Understanding	**Developed in local and global contexts**	**Focused on teamwork and collaboration**
- Socratic questioning - Venn Diagrams - TOK-based questions - Evaluating the relibility and relevance of sources - Defining and ranking content descriptors (describe, explain etc.) - Summaring and synthesising	- Resources (texts, videos, news artciles) from other cultures - Comparison between students' lived experience and the content - Ensuring selected content has global relevance - Indigenous perspectives - Exploring backgrounds of students	- Jigsaw activities - Debates - Friendly competition "Speed-dating" - Student-led tutorials - Peer-reviewed feedback - Group tasks/assessment - Varying classroom layout

Years 7 to 10

1. Curriculum

Benowa State High School will:

1.1. develop and maintain a whole school curriculum, assessment and reporting plan with three levels of planning: provision of whole school curriculum; year plans for each subject and unit plans
1.2. implement (teach, assess and report on) the Australian Curriculum considering government priorities
1.3. teach French/Spanish/Japanese/Italian in Years 7 and Year 8 and offer these language programs in Years 10-12
1.4. embed Aboriginal and Torres Strait Islander (ATSI) histories and cultures using the Australian Curriculum cross-curriculum priority where appropriate, with the school's learning area subjects
1.5. use Standard Australian English as the basis for teaching, including the teaching of spelling
1.6. provide electives in Years 9 and 10 using the Australian Curriculum. The school will provide Geography, Civics and Citizenship, Economics and Business, Digital Technologies, Design and Technologies, Dance, Drama, Media Arts, Music Visual Arts and Language subjects
1.7. implement (teach, assess and report on) the Queensland Instrumental Music Curriculum (Years 7-12), as appropriate
1.8. provide Individual Curriculum Plans (ICPs) for the small percentage of students who are identified as requiring a different year - level curriculum in some or all learning areas for the reporting period
1.9. promote the school's position on homework

Health and Wellbeing

1.10. provide health and wellbeing education, including respectful relationships education, either as part of the delivery of the Australian Curriculum or as part of the school's Personal Development Program (PDP) in consultation with the school community
1.11. record completion of Cardiopulmonary Resuscitation (CPR) training or recognition of prior learning in OneSchool for students in Year 10

Pedagogy

1.12. implement the New Art and Science of Teaching (NASOT) pedagogical frame of pedagogical practices – appropriate for the age and nature of the learner and the learning
1.13. use a whole school approach to differentiated teaching and learning for all students including:
    1.13.1. students with disability
    1.13.2. gifted and talented students
    1.13.3. students who are learning English as an additional language or dialect in English EAL/D classes

Curriculum Risk Management

1.14. manage risks in the school curriculum activities procedure to ensure that foreseeable risks and hazards of curriculum activities are identified, assessed and controlled

2. Future pathways

Benowa State High School will:

2.1. ensure that every Year 10 student has completed a Senior Education and Training Plan (SETP) and has opportunities for review in Years 11 and 12
2.2. register all students with the Queensland Curriculum and Assessment Authority (QCAA) in the year before they turn 16 (or before the student completes Year 10, whichever occurs first) to open an individual learning account

3. Assessment

Benowa State High School will:

3.1. develop, retain and maintain a year plan for each subject that specifies the range and balance of summative assessments covering all aspects of the relevant achievement standard for the reporting period
    3.1.1. use student assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student achievement

Formative assessment

3.2. administer monitoring tasks to gather information and track student progress against the relevant achievement standards
3.3. administer diagnostic tools to gather further evidence of student learning progress and to inform teaching and learning
3.4. administer standardised diagnostic tests in Years 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN) and ACER - PAT M, PAT R, PAT S and TORCH (selected English classes) diagnostic tests

Summative assessment

3.5. design summative assessment to provide opportunities for all students to demonstrate their learning
3.6. administer summative assessment, for the purposes of reporting to parents/carers and to gather evidence against the relevant achievement standards
3.7. maintain and retain an assessment folio for each student in each subject. An assessment folio contains student responses to summative assessments as specified in the year plan
3.8. provide summative assessment tasks that include a task sheet, specifying the assessment conventions, and a marking guide, that uses the relevant achievement standard and assessable elements
3.9. use the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale (seven-point scale in Year 10 IB)

Moderation

    3.10.   develop and maintain a whole school approach to moderation (refer to Benowa State High School "Whole School Moderation")

    3.11.   use moderation to align curriculum, pedagogy, assessment and reporting

    3.12.   use moderation to support consistency of teacher judgments and accuracy of reported results against the relevant achievement standards

4. Reporting

Benowa State High School will:

    4.1.   report on student performance against the relevant achievements standards

    4.2.   report effort and behaviour

    4.3.   report on students who have an Individual Curriculum Plan (ICP) against the achievement standards identified in the plan

    4.4.   report on students who are on a highly individualised curriculum against the learning expectations identified in their ICP

    4.5.   for students learning English as an additional language or dialect (EAL/D), determine whether in the first 12 months of Australian schooling they are exempt from reporting on the appropriate five-point scale and if so, use comments to provide a written statement about the student's learning:

        4.5.1.   for the English learning area, use comments that reflect English language proficiency levels against the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

        4.5.2.   for all other learning areas and/or subjects, comments describe student achievement and improvement with reference to the relevant standards

    4.6.   use the appropriate five-point scale for the year level (seven-point scale for Year 10 IB)

    4.7.   issue a written report to parents/carers, twice yearly, at the end of each semester

    4.8.   on request from parents/carers, provide a comparison of the student's level of achievement in each learning area and/or subject against the achievements of other students in the school, in the same year level who undertook the learning area and/or subject – while maintaining the privacy of individual students

    4.9.   offer parents/carers, the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly

    4.10.   provide reports on standardised assessments within the National Assessment Program – Literacy and Numeracy (NAPLAN) and sample assessments and ACER – PAT M, PAT R, PAT S and TORCH (selected English classes) diagnostic tests

Year 11 and 12

1. Curriculum and Assessment

Benowa State High School offers the Queensland Certificate of Education (QCE) system and the International Baccalaureate Diploma Programme (IBDP).

Benowa State High School will:

    1.1.   select curriculum to be implemented from the range of subject options available through the QCAA and IBDP

    1.2.   provide students with a program of learning that enables them to attain a Senior Education Profile, which may include a/an:

        1.2.1.   state of results

        1.2.2.   Queensland Certificate of Education (see eligibility requirements) or Queensland Certificate of Individual Achievement

        1.2.3.   International Baccalaureate Diploma or Certificate

    1.3.   ensure that all teaching, learning and assessment (including internal and external assessment) programs comply with the requirements of the relevant authorities, for example:

        1.3.1.   QCAA (General and Applied Senior Syllabuses and QCAA Short Courses)

        1.3.2.   Australian Skills Quality Authority (Vocational Education and Training (VET))

        1.3.3.   International Baccalaureate (IB)

        1.3.4.   Council of International Schools (CIS)

    1.4.   comply with the requirement of the relevant authorities for quality assurance and certification procedures including the requirement to collect, verify and report the Unique Student Identifier (USI) for all students enrolled in a VET program

Health and Wellbeing

    1.5.   provide health and wellbeing education, including respectful relationships education, as part of the school's Personal Development Program (PDP)

    1.6.   record completion of Cardiopulmonary Resuscitation (CPR) training or recognition of prior learning in OneSchool for students in Year 12

2. Reporting

Benowa State High School will:

    2.1.   issue a written report to parents/carers twice a year

    2.2.   use the appropriate reporting scale for student achievement in each subject provided

    2.3.   offer parents/carers the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers, twice yearly

    2.4.   offer parents/carers the opportunity to discuss their child's achievement, relative to the performance of their peer group

    2.5.   report to the QCAA, IB and CIS

        2.5.1.   students' enrolment and results information in accordance with the Senior Education Profile calendar and international accreditation agency calendars
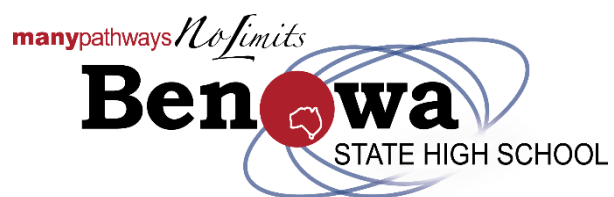
Benowa State High School
Mediterranean Drive, Benowa QLD 4217
PO Box 5733, GCMC QLD 4217

P: 07 5582 7333
W: benowashs.eq.edu.au
E: office@benowashs.eq.edu.au