Assessor note - Annotations for Evidence Set 4. Refer to the artefacts in Evidence Set 4 for relevant annotations for evidence samples 1.6, 2.4 & 5.5. They have been repeated by the applicant in this document. These annotations may also give HAT & LT applicants ideas for their own evidence sets and artefacts.

Evidence Set 4

1.2

Evaluation of data between assessments gave clear indications of students levels across the Yr.9 cohort **(B: Term 1 vs term 2 data).** By engaging with colleagues, comparisons were identified to construct interventions on improving student data **(B: Meeting minutes).** I also surveyed students following the assessment **(C: Student exemplars and data)** which was evaluated as a team**(C: Teacher feedback)**, allowing further discussion as a team to better understand student learning at [redacted] SHS**(C: Meeting minutes).**

1.5

I led an evaluation of data from term 1 and 2 that highlighted the skill of *'evaluating'* needed to be focused upon to improve grades**(B: Minutes)**, resulting in me creating the justify task card and accompanying resources **(Artefact F)**.

After evaluation of data cycles for term 1 in 2021**,** I had the Yr.8 team focus on using homework placemats **(I: Homework placemats).** I further provided them with templates and activities that cater to both raising student literacy levels to the national standard and extending students already achieving above the national standard **(I: Unit Plan content descriptors).**

2.2

I exhibited innovative practice in the selection, organisation and delivery of my teaching and learning content through the development of ICT resources that I used to engage students in the Geography content. I utilized "Clips" to engage students in at home learning, built creation tasks focused on sustainability and embedded livability documents that followed the in-class learning for extending students learning, which as team leader I then provided to the Yr.8 team **(K: ICT templates)**.

As Yr.8 team leader in 2022 with the disruptions due to Covid and flooding, I built tasks encouraging creativity that could be completed remotely and in class, combining the History unit with ICT capabilities in the form of a podcast on the Mungo Man; specifically the ethics of archaeology, leading to students becoming curators of their own content **(M: Student podcasts).**

2.3.

I supported colleagues in planning and implementing new units by meeting **(G: Email)** and assisting them in planning strategies and units based on my workplace knowledge of the curriculum as team leader **(G: Unit planning with colleagues)**. I further assisted a colleague who had asked for help in understanding how best to deliver assessment **(H: Request for help)**, showcasing my current knowledge of the assessment and highlighting elements to best implement success for her students **(H: Differentiating the Research Report)**. This assistance was indicated as helpful by the colleague in improving her ability to plan and implement the unit **(H: Email of thanks).**

2.4

Leading the meeting on unpacking the new unit which embeds Indigenous perspectives **(L: unit plan**) I supported colleagues through suppling additional materials, like cultural guidelines around respecting deceased Indigenous Australians (**L: resources from meeting)** and supporting them on how to build a podcast centred around respect and understanding of Aboriginal and Torres Strait Islander histories and cultures **(L: Minutes).**

Colleagues indicated they felt supported by me in correspondence to the team **(M: Colleague emai**l) and through the ability to create their own podcast following the guidelines of the meeting **(M: Colleague example).** Furthermore student exemples provided by colleagues indicate their ability to understand and show respect in regards to the Mungo Man case study, through their acknowledgements of country and warnings for ATSI's listeners about subjects for deceased **(M: Colleague emails and student examples).** Finally, by providing resourcing on understanding the nuances between language and culture, students were able to unpack the idea of ATSI traditional languages to gain further understanding of the connection of people to land **(N: Embedding language).**

3.1

The Geography goal setting document shows the development and embedding of high expectations for all students within my classroom **(J: Goal Setting document),** accountability for students was upheld by only signing those that were deemed acceptable and sighted by parents **(J: Student exemplars).** To expand this culture beyond my classroom alone, as Yr.8 team leader I constructed and modelled to the team a lesson by lesson set of challenging individual rubrics that promoted differentiated learning goals that challenged students of diverse learning abilities, with more complex cognitions based on Blooms taxonomy to further extent and challenge academically-minded students **(I: Minutes and Individual rubrics for student achievement)**.

3.4

To assist colleagues in selecting and using a wide range of resources I modelled anticipatory sets, margin pop quizzes and homework placemats as team leader **(I: minutes and resources provided).** To further engage students, I provided a range of ICT materials to colleagues focused on interactive activities that promote students to create **(K: ICT resources & M: Colleagues email indicating ICT support).** Additionally as Yr.9 team leader, I assisted colleagues to engage students by creating their own resources to fit the unit planning **(G)** and provided tools to improve justification in classrooms **(F: Minutes).**

3.6

I worked with the Yr.9 team to review the History program using student data to identify and modify the History program **(A: data and Minutes)**, with an understanding of curriculum as Yr.9 team leader I pushed to target short response, leading to improvements in student outcomes **(B: T1 vs T2 data and Minutes).** Following the Geography short response, I collated surveys from students **(C: Student collated)** and worked with colleagues to review the impact of short response exams **(C: Teachers feedback)** identifying that content was covered and even students identified it was fair.

5.1

As team leader I developed a unit plan that complied with curriculum requirements **(I: Unit plan)** while also meeting the needs of a diverse range of students. Throughout the unit's implementation, I supported colleagues by providing resources in the form of a range of assessment strategies: challenging learning rubrics to promote student self-assessment **(I: Rubrics),** anticipatory sets to set benchmarks for reflective learning **(I: Anticipatory Sets)** and weekly pop quizzes for staff to identify gaps in student knowledge before the summative assessment **(I: Pop quiz).**

I supported colleagues by leading evaluations of assessment data **(Artefact A&B),** deciphering student perspectives from surveys **(Artefact C)** to judge the effectiveness of our assessment approach **(A, B and C: Minutes)**. Upon request, I spent time with colleagues to improve the effectiveness of their content delivery **(G: Unit planning)** and also helped them understand how to differentiate summative assessment **(H: Request and thanks).**

5.3

Before marking assessment, I organised calibration with staff **(D: Email),** providing marked expert samples for reflection **(Artefact D: Sample),** collating their marks **(Artefact D: Results)** and leading the review to ensure judgements were consistent and aligned for upcoming assessment submissions **(Artefact D: Minutes).**

Furthermore, upon completing assessment, I then guided staff through moderation process **(E: Minutes)**, assigning colleagues to others team members marking **(E: Email),** collating subsequent moderation marks **(E: Colleagues marks)** and then to ensure transparency around the result, I included summaries designed to mirror QCAA templates to help other colleagues feel supported and confident in their marking **(E: Moderation summary).**

5.4

As Yr.9 team leader I worked with colleagues by organising a team meeting where I presented the term 1 'A-E' data for evaluation **(A: term1),** in which we identified a majority of students were in lower bands due to disengagement rather than inability, which was further evidenced by the drop in the NAPLAN data between 2016-2019 **(A: Term 1 data page 3/4)** . As a team we agreed to modify practice to focus on evaluation, to have students make clear decisions **(A: Minutes).** Upon evaluation of term 2 data, the team identified a positive shift upwards in results **(B: T1 vs T2 data and minutes)**, and upon later evaluating the students through surveys, they themselves identified preparation and fairness of task delivered by teachers **(C: Student survey collated).**

5.5

As team leader I facilitated meetings with colleagues where student work was moderated as a team before being returned to students to ensure marking was accurate and equitable across the cohort **(Artefact E).** This marking information was used to created moderation summary profiles **(E: Summary)** which I use to report to the team and track percentages to ensure my team's marking remains consistently accurate in the lead up to reporting (**E: Minutes)**.

6.3

As team leader I initiated meetings with colleagues in which I led professional discussions **(A-F meeting minutes)** to improve knowledge and practice, alongside improving educational outcomes of students. I led evaluations and reviews of assessment data **(A/B: Data for term 1 and 2)**, which in turn led to staff evaluating their processes and agreeing upon set goals for curriculum delivery moving forward **(A/B: Highlighted in minutes).** I further helped colleagues to improve professional knowledge and practice through leading and aligning staff in moderation activities **(D&E Moderation events) and** review of student surveys **(Artefact C).** Informally I also assisted colleagues in professional discussion to help improve practice around arrange of forums from planning to assessment strategies **(G&H)**.