Assessor note - Annotations for Evidence Set 3. Refer to the artefacts in Evidence Set 3 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 3

1.1

By organising the incursion and the excursion to be full day workshops outdoors I ensured all Yr.8 students had access to a range of hands-on stations run by experts directly aligned to the assessment **(Artefact D&L).** These workshops catered to the physical development and characteristics of students as they completed water quality tests, macroinvertebrates checklists, cross section assessments, native plant surveys and other stations, effectively delivering the assessment in a context that made sense to students by connecting to their surrounding environment **(D: Teachers Work booklet and photos).**

1.2

I used the backing of research from Marzano, Gilbert& Hoepper and Fulton to identify the project had to be "authentic", "functional" and "student centric" in its approach **(B: Research)** reinforced by BCC's practical approach to education **(B: BCC program)**. When the research was compared against the previous cohorts' grades, analysis revealed the majority of students were disinterested and bordering on C/D **(A: 2019 Data and Minutes).**

At the conclusion of the 2020 project, I further expanded my workplace knowledge by surveying students, **(E: Student surveys),** collating results **(E: Collated data)** to further expand my understanding of the future of the project **(E: Reflection).**

1.3

One consideration when redesigning the task was the fact that many [redacted] SHS students are from low SES families **(B: ICSEA data)**, which meant any costly excursion would prevent the participation of all students. By ensuring the incursion was free **(K: BBC commitment 2021)** and the excursion was heavily discounted **(Bus cost only, in Artefact O: Letter),** I supported the students of all of my colleagues by accounting for their diverse socioeconomic backgrounds **(Artefact D and O).**

1.5

Following completion of 2019's field report, I organised an evaluation of the assessment data, which identified a lack of ownership amongst students **(A: Minutes),** resulting in the overhauling of assessment pieces with colleagues **(F: Signatures on adjusted document).** This enabled greater ease of access for students at [redacted], indicated by improvement in academic results **(P: 2020vs2021**). Following this assessment reconstruction, I initiated and facilitated resource-building meetings with the special Education Team, focusing on accessibility for specialist learning needs, like vision impairment, and a spread of adjusted assessments **(H: Adjusted SWD resources 2021).** To further cater to all students, I worked with BCC to devise an extension excursion catering to both gifted and passionate students **(O: [redacted] Creek Excursion).**

1.6

I worked with the HOSES and learning support to access aides and case managers to support the incursion for participation of SWD **(G: Making awareness)**. Following [redacted] CP conclusion, I worked with case managers and special education teachers to access knowledge on how best to develop the program for accessibility of students with a disability, leading to a resource creation event **(H: Minutes & created resources).** With support of the HOSES who provided access to specialist knowledge on relevant policy and legislation around SWD **(I: 11th October email from HOD)** I was able to lead an analysis of said policies with the Yr.8 team to review the program with a focus on wider participation of students with a disability in 2022 **(I: 18TH October minutes).**

2.1

By focusing upon the ideals of connectedness and problem solving through the backing of current research of Gilbert R/Hoepper B and Marzano's NASOT **(B: highlighted research)**, I was able to implement the [redacted] CP **(D: Photos and Teachers handbook)**. This research can be seen in action through photos of hands-on and investigative tasks solidifying community partnerships on the project day **(D: Photos).** Staff and student surveys evinced high levels of student engagement and overwhelmingly positive feedback about the project's content and the support they received **(E: All)**.

By sharing my program through a professional network **(J: email to colleagues**) it allowed me to support colleagues to implement unique versions of the [redacted] CP. These resources were positively received by school leaders **(J: emails from H.O.D.s)**, indicating the resources were deemed engaging. Lastly, the project's success in supporting colleagues and the community through content and teaching strategies was recognized by the Principal which led to the project's inclusion in the school's strategic plan **(N: email and strategic plan inclusion).**

2.2

The [redacted] CP is an entirely new program I built to connect our school with the community **(K: BCC Letter)**. Originally, the assessment was the responsibility of individual teachers; instead, I used the backing of research and data **(B: All)** to deliver an innovative learning and teaching program that supported staff **(E, staff satisfaction surveys)**. It was lauded in professional networks as a program that was innovative in the Humanities field **(J: Teachers requesting the program resources)**.

As project organiser, I constantly improved and adapted the content to remain relevant to the school. I evaluated the project with teachers **(F and G)** and adjusted the program for students with a range of abilities (**H: Disability adjustments and L[redacted] Creek extension excursion).** My organisation of a project that is focused on contextually relevant learning **(D photos, group work, timetable)** garnered recognition from my Principal through its inclusion in the school's strategic plan **(N: Email and Strategic plan)** due to the focus on sustainability within local and global communities.

<u>2.3</u>

With the backing of contemporary research **(B: Research)** and current workplace knowledge as team leader **(A: Minutes & Data),** I was able to support colleagues to understand the new project **(D: 6th September Minutes),** assist in the planning of procedures for the day **(D: Teachers reminder)** and support their expertise when implementing learning to students **(D: Teacher booklet).**

As project organizer I used my knowledge of the new assessment and its alignment to curriculum to collaborate with case managers to plan and implement greater inclusion of SWD's, resulting in assessment adjustments in line with reporting requirements **(H: Minutes & Adjusted SWD resources 2021).** Furthermore, I led meetings supporting colleagues to implement greater inclusion in the incursion **(I: Minutes and policy resources),** assisted in rebuilding assessment aligned with curriculum **(F: All)** and supported colleagues in implementing correct procedures during the incursion and excursion **(D&O All).**

2.5

Throughout the project I created and shared resources with colleagues to assist in the teaching of the incursion, like the provision of community experts **(K: BCC&SEQ)** which allowed teachers to learn from and then model effective numeracy skills in the form of addressing quantitative and qualitative data through the macro-invertebrate study and water testing stations **(D: Photos and Teachers work-booklet).** Additionally, my creation of the drafting checklist as a literacy focus for the field report **(F: Adjusted assessment)** allowed colleagues to directly improve students' results through direct feedback. These improvements in literacy and numeracy are proven by the improvement seen in 2021 results **(P: Grades comparison).**

3.2

In 2020, as team leader I worked with colleagues to evaluate cohort data, concluding as a group that the current format was not ideal and change was needed; thus, ideas were put forward to plan the change **(A: Minutes & data).** This planning led to me working with a small group of colleagues to modify the assessment **(F: Assessment modification)** and collaborating with the Special Education Team to evaluate the project **(H: All)** so as to modify the assessment for SWD for increased engagement and access for all students **(H: Minutes and adjusted SWD resources 2021).** Surveys following the conclusion of the 2020 project indicate that the new project created an environment where both staff and students indicated high levels of engagement from all students **(E: Surveys).**

3.3

By creating, organizing and leading the [redacted] CP, I was able to support my colleagues in selecting and applying effecting teaching strategies for the benefit of students. In providing appropriate resources and community experts **(D: Teaching work booklet and Artefact I),** I was able to support colleagues to apply the strategies of the project. The assessment and related incursion developed students' knowledge of native plants and macroinvertebrates, honed their geographical skills (e.g. creating field sketches), fostered critical thinking skills (through analysis and inferences about creek stressors), and required problem solving (e.g. making recommendations as to how to best improve the creek's health) **(D: Photos and F: updated assessment task)**. The project's overall development of students was evinced through staff feedback acknowledging that it fostered a productive learning environment **(E: Surveys).**

As organiser of the [redacted] Creek excursion, I supported colleagues in applying effective teaching strategies **(O Email to colleagues and meeting minutes)** to enable students to deepen their knowledge (e.g. identifying local animals) and skills (e.g. how to compost) through involvement in hands-on activities **(O: Photos)**.

Finally, in providing resources to the Queensland History Teachers group **(J: all)** I supported colleagues in selecting and applying resources from my project to suit their own unique learning situations for their students **(J: Teacher feedback).**

[redacted] 3.6 & 5.4

As team leader, I organised a review with Yr.8 teaching team of the 2019 Field Report results. During the meeting we analysed the data and found achievement levels were low as most students were disinterested, as evinced by teacher feedback around the complexity of the task and the number of students in the academic C/D range **(A: Minutes and Data).** Thus, I led a group of colleagues in redesigning the assessment to meet students' needs whilst still aligning with curriculum standards **(Artefact F).** To complement these assessment changes, I created THE [redacted] CP and worked with colleagues to ensure it became a full-day incursion with hands-on workshops run by community experts focusing on real-world problems **(D: photos).** Subsequently, I sought feedback from students and staff to refine the project to ensure continued engagement **(E: Student and staff surveys).**

3.7

In 2021, I organised a meeting to work with the Yr.8 team on evaluating the student drafting checklist, focusing on including parents/carers to be involved in the assessment checkpoints **(L: Email to team & teachers' comments)** as the previous iteration was solely focused on teacher feedback **(F: Field report, last page).** As a result, colleagues and myself **(M: Exemplar of feedback)** were able to use this process to give parents the opportunity to be involved in their child's drafting, allowing them to provide feedback and open discussion about the progress of their child's work before submission **(M: exemplar, parents feedback on page 2&4).**

4.1

When organising the project I led correspondence with parents **(O: Excursion letter),** built community involvement **(Artefact I),** constructed the CARAs **(Artefact C)** and supported colleagues with resourcing **(D: Teacher Meeting, PowerPoint and Work booklet)** to ensure all students had the opportunity to attend the incursion **(Artefact D)** and [redacted] Creek excursion **(Artefact L).** I further supported colleagues in adopting policies and procedures for SWD **(G: 12th October minutes)** and collaborated with SEU department to identify and create adjusted assessment **(G: 12th October minutes ,photo and assessment**) to ensure support for all students in accessing the project.

4.4

As program coordinator I initiated and took responsibility for safety of students and staff through the creation of CARA document, following school guidelines around risk mitigation and ensuring adequate supervision for SWD and teachers' roles and responsibilities **(Artefact C).** Additionally, I took control of the risk assessments for equipment hire **(C: Water Sampling & Cross-sections).** To ensure staff and student safety, I outlined non-negotiables around safety and responsibilities with the teacher booklet **(D: Work booklet),** with reiterations of these details in the lead up **(D: Email about upcoming meeting).** I ensured these processes were repeated again in the 2021 excursion to [redacted] Creek **(Artefact L).**

5.2

A method of targeted and timely feedback that I used was the drafting checklist; this proforma allowed direct feedback on their needs to improve final submissions **(M: Exemplar of direct feedback)** well before the due date **(M: Due deadline against teacher signature on M: Exemplars).** Improvements to the checklist in 2021 included a peer review section **(M: Exemplar)** and parent feedback **(M: Parents using the feedback)** allowing for students to receive targeted feedback in three formats before final submission.

5.5

Through working with colleagues to evaluate the drafting checklist (initially designed to enable students to provide peer feedback) to include a parent/carers section **(L: Yr.8 teaching team comments)**, we were able to incorporate a parent area with simplified language and signature requirement to allow parents/carers access to their child's assessment progress **(M: exemplar of feedback).** The resulting parent responses **(M: Exemplar p2&4)** highlights this form of reporting as informative for parents in understanding their child's level of achievement prior to submission.

7.1

As organizer of the [redacted] CP incursion and the [redacted] Creek excursion, I maintained high ethical standards within a school context through interactions with staff through collaborating on project resourcing **(F and G),** leading the project and supporting staff to interpret code of ethics and exercise sound judgement in the school context **(D: 6th September minutes, email 'morning of' and Teacher Guidebook).**

In the community I maintained high ethical standards by taking responsibility for leading the excursion, organizing the CARA, permission letters and leading students safely. **(All in Artefact L)**. Furthermore, I supported staff by updating them on relevant standards for the excursion to review **(O: Email to teachers),** led the review of the CARA, made expectations of students/staff clear and ensured a shared understanding of the roles, responsibilities and expectations for the excursion **(O: Minutes)**

7.2

When updating the [redacted] CP, I organised a meeting to review the legislative requirements for Students with a disability. As chair, I helped staff interpret the document, leading to teacher identification of changes they and the project needed to align to in 2022 **(G: 18th October minutes highlighting).** Before the 2022 [redacted] Creek excursion, I supported colleagues in interpreting the approved CARA, to ensure a consistency amongst staff in accordance with

administrative requirements **(O: Minutes).** To ensure the day ran smoothly, I emailed staff the day before and met with them the morning of the excursion to give a rundown of the organisation of the day **(D: email tomorrows project).** To further support this alignment, I had provided those colleagues with the Queensland Adventure Activity standards to review their policy regarding 'trail etiquette' before the excursion **(O: Email to staff).**

7.4

As a member of the Queensland Humanities Teachers group on Facebook (which states its purpose is "to collaborate, discuss and share resources") I shared my collated resources from the [redacted] CP (**J: Collated resources)** with teachers across Queensland. Evidenced by the high number of teachers who indicated their interest **(J: Contribution)** and the positive feedback from other schools' H.O.Ds, the resources were seen as conducive to improving teaching and learning **(J: Teacher feedback)**.

Furthermore, I used the project as an opportunity to build productive links with the wider community through building ties with professional associations. The BCC's involvement in 2020 then turned into an agreement to return as project partners for 2021 and onwards **(K: Organisation, letter of thanks and commitment to 2021)**. Also, I organized for SEQ Water to be involved in 2021 as an additional community group, who also committed to further involvement **(K: email of thanks).** Lastly, I organized for local Councilor [redacted] to be involved on the day. Her subsequent sharing of the project and support for further years **(K:Email of thanks and Facebook Post)** demonstrates another community connection committed to productive relationships with me through the project. The involvement of these community partners improved the teaching and learning of the [redacted] CP in 2021 as it allowed me to build more stations run by experts alongside a wider range of resources **(D: Teaching Booklet for 2021)**, as evidenced by the increase in academic outcomes **(P: 2020vs2021).**