

Examples of Supporting Evidence

Below are actual examples of **teacher's supporting evidence** that were included in the Inquiry Plan.

Guidelines for supporting evidence:

- **Content within the Inquiry Plan** itself should constitute most of **your evidence**. However, supporting evidence can be included if PRTs cannot demonstrate sufficient proficiency against particular [Australian Professional Standards for Teachers \(APST\)](#). PRTs can have up to **10 pieces** of additional supporting evidence.
- **Brief annotations** may be added to explain the supporting evidence if the connection between the piece of evidence and the descriptor is unclear.
- **PRTs can form their evidence into an evidence set**. For example, you may have notes from all 3 observations. You can combine these notes into 1 evidence set. The evidence set would count as 1 piece of evidence.
- The supporting evidence must be **de-identified** and **must be less than two years old**.
- Supporting evidence can come from outside of the Inquiry Plan but you **must complete the Inquiry Plan process**.



Supporting Evidence –Lesson Plan:

This lesson plan evidences multiple APST descriptors. Short annotations are included on the lesson plan.

Trigonometric Ratios

Grade: [REDACTED]

Subject: Mathematics

Date: [REDACTED]

Topic: Trigonometric Ratios

Lesson #: 16

Learning Intention:
I can apply trigonometric ratios to solve worded problems.

I have established challenging learning goals (3.1)

Success Criteria:

- I can represent information in a diagram
- I can find unknown side lengths using sine, cosine and tangent ratios
- I can show my working out

Timing	Steps of Lesson	Resources
<p style="color: green; font-size: small;">I have detailed the lesson plan including how activities will be structured according to the school's Explicit Instruction Model (3.2)</p> <p style="text-align: center;">5 min "I do"</p>	<p>Opening: Talk through and copy Learning Intention and Success Criteria on the board. Activate students' prior learning from football post investigation with [REDACTED]</p> <p>Introduce worded problems as real world application of trigonometric ratios.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> • What real world problems might we solve using trigonometric ratios? • In the real world, would we be provided with a diagram? • What is the minimum amount of information we require to find an unknown side length and/or angle? 	<p style="color: red; font-size: small;">I have included a range of resources (3.4)</p> <ul style="list-style-type: none"> • Omnicalculator
<p style="color: blue; font-size: small;">Timing and steps of lesson demonstrate content selection and organisation (2.2)</p> <p style="text-align: center;">40 min</p>	<p style="color: green; font-size: small;">"We do > You do"</p> <p>Lesson Development: Complete Question 1 and Question 5 on screen with student input. Emphasise the importance of correctly labelling sides (ie. opposite, adjacent and hypotenuse). Students complete questions in their booklet and then mark their work.</p>	<ul style="list-style-type: none"> • Cazoom worksheets + answers
<p style="text-align: center;">10 min</p>	<p>Closure: Students complete Learning Walk Prompt sheet guided by [REDACTED]</p>	<ul style="list-style-type: none"> • Learning Walk Prompt Sheet

Supporting Evidence – Educational Adjustments:

This item of evidence demonstrates the adjustments the teacher has made for a particular focus learner. Their annotations have been included on the document.

EDUCATIONAL Adjustments

EDUCATIONAL ADJUSTMENTS & DIFFERENTIATION

Here I outline the physical, social and developmental characteristics of the student (1.1).

Possible presenting behaviours:

- enjoys music, specifically playing guitar
- He expresses empathy toward others

Classroom strategies:

- Set short tasks with frequent in class brain breaks
- Requires differentiation
- Give 1:1 assistance
- Repeat questions calmly and firmly until you get a response
- Offer break (it is rare that he will ask)
- If gets loud, offer a break as this means he is escalating
- Call for self-exits/late to class

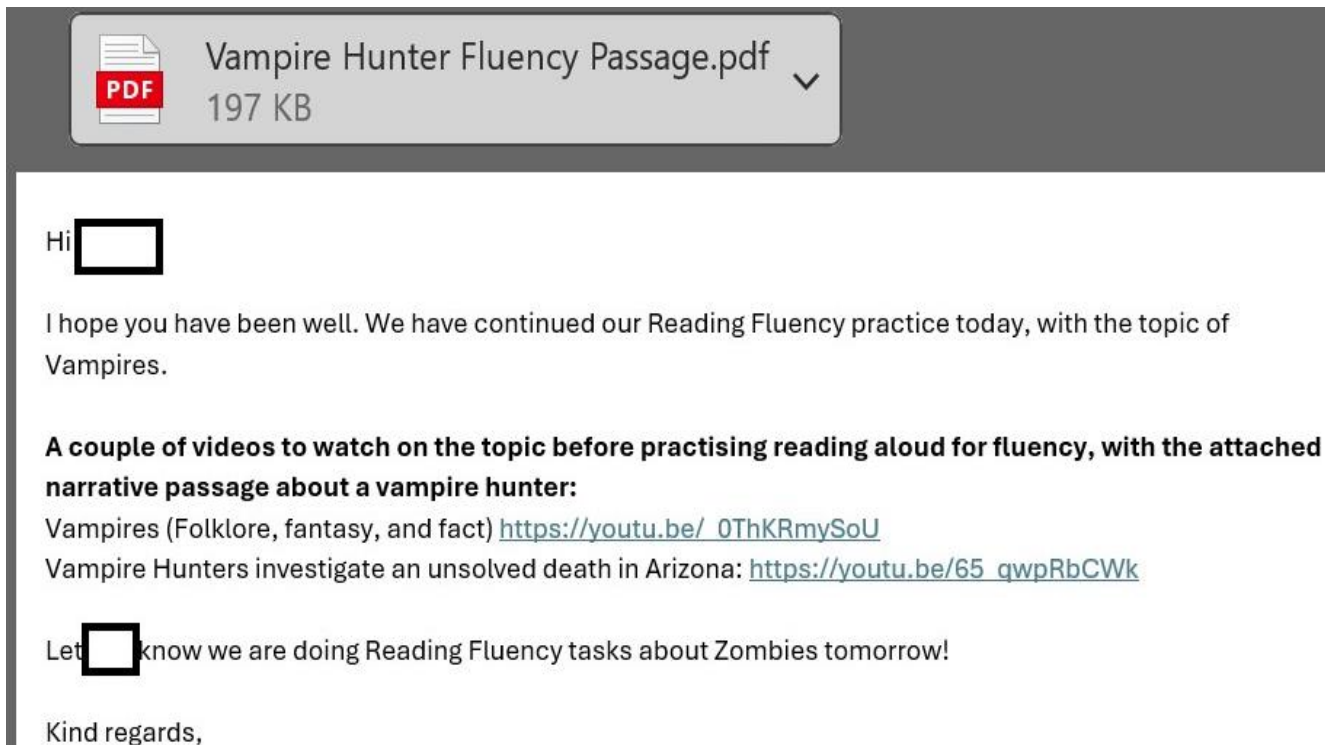
TA time/Alternate timetable:

Wednesday – Period 2, 3, 4, 5 Hands on Learning

I provide strategies to support the full participation of Student R, who is a student with a disability (1.6)

Supporting Evidence – Communication with a Parent:

This email correspondence with a parent evidence's multiple APST descriptors.



The screenshot shows an email interface. At the top, there is a grey bar containing an attachment: a PDF file named "Vampire Hunter Fluency Passage.pdf" with a size of 197 KB. Below this, the email body begins with "Hi [redacted]". The next paragraph reads: "I hope you have been well. We have continued our Reading Fluency practice today, with the topic of Vampires." This is followed by a bolded section: "A couple of videos to watch on the topic before practising reading aloud for fluency, with the attached narrative passage about a vampire hunter:". Below this, two YouTube links are provided: "Vampires (Folklore, fantasy, and fact) <https://youtu.be/0ThKRmySoU>" and "Vampire Hunters investigate an unsolved death in Arizona: https://youtu.be/65_qwpRbCWk". The email concludes with "Let [redacted] know we are doing Reading Fluency tasks about Zombies tomorrow!" and "Kind regards,".

Annotation:

- **“APST 1.2** - This email thread demonstrates my understanding that the student requires a safe and supported space to begin their read-aloud practice.”
- **“APST 1.5** - I have shared a range of different resources and tasks that are accessible for the student from home. By mentioning Zombies in this email, I had the student in class fully engaged.”
- **“APST 3.7** - By providing this communication with the parent and explaining the tasks I am engaging them in the process. Additionally, I am prompting them to practice reading fluency with the student.”

Supporting evidence – Teaching Task:

This task links to multiple APST descriptors. The annotations have been included at the bottom of the document.

Grade 9 Maths – Space

First Nations Star Stories Project

Rubric

	Beginning	Approaching Standard	At Standard <small>Australian standard to be reached by the end of the year.</small>	Above Standard	Well Above Standard
I can apply the enlargement transformation to shapes and objects using dynamic geometry software as appropriate; identify and explain aspects that remain the same and those that change (AC9M9SP02).	With support, I can enlarge shapes.	I can apply the enlargement transformation to images of shapes and objects and interpret results when the centre of enlargement is provided.	I can apply the enlargement transformation to images of shapes and objects and interpret results.	I can apply the enlargement transformation to images of shapes and objects and interpret results when using decimal and non-unit fraction scale factors.	I apply the enlargement transformation to images of shapes and objects and interpret results in situations that require multiple thinking steps and irrational scale factors for relating length to area and length to volume.

Introduction

For thousands of years, Aboriginal Tasmanians have passed down information significant to survival and navigation through oral traditions. The canopy of stars including the Sun, the Moon, constellations, meteors and aurorae, is a form of traditional text which informs practice on land.

With the arrival of European colonists, Tasmanian astronomical knowledge was interrupted and dispersed. The information in this document is knowledge that has been reconstructed from historical documents such as diary entries and compiled in the following article:

Reconstructing the Star Knowledge of Aboriginal Tasmanians by Michelle Gantevoort, Duane W. Hamacher and Savannah Lischick.

This task was appropriately scheduled during NAIDOC week. The task is an opportunity for students, particularly First Nations students, to learn and celebrate Aboriginal culture. The task is based on a high-quality research paper and was collated with the help of the school's Aboriginal Support Officer. This process and product are evidence of the following standards: 1.4, 2.4, and 6.3.