BSSS News | Summer 2023

Inside

The BSSS acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

We acknowledge the Ngunnawal people, the traditional Custodians of the land on which our department is located and where we live, learn and work.

We pay our respects to Ngunnawal Ancestors and Elders, past and present.

Leah Brideson, Strength in Community

This artwork was commissioned by the ACT Government, and the [Department of Community Services notes the following about its interpretation:](#)

The pathways represent journeys of growth of understanding and the strong relationship building of our families and community. The four outer circles represent the Ngunnawal, Ngarigo, Ngambri and our neighbouring countries and the knowledge they hold, share and bring to our community. The central meeting place symbolises our community working together to build strength in culture, family, identity and community. The outer design represents the local ACT landscape, the connection we have with our land, the importance of caring for country and an acknowledgement of our ancestors who continue to guide us. The painting is rich in the colours of the ACT landscape and the colours of the Aboriginal and Torres Strait Islander flags.

Scaling: the basics

Scaling can be challenging to initially understand when you join the College system; when we asked for feedback from teachers about what to put in the Newsletter, the overwhelming response was scaling! This is part one of a multi-part series; this edition is about the basics, with more detail coming in future newsletters.

Scaling is about being able to directly compare the results that students receive in their different courses and schools so that an ATAR can be generated. For example, a student may be studying five different subjects, so let's examine the Mathematics and English scores.

An English student was given 80% on their take home essay. Talking with their friends in the class, the student realises their friends also got scores in the 80s.

In the student's Maths end of semester exam, they received 48%. This disappointed them until they realised that all their friends received a lower score. This seems like the two assessment tasks had different difficulties, or at least different difficulties to receive the same mark. Clearly it does not make sense to directly compare the 80% with the 48% because the numbers do not mean the same thing in each context.

We say that these hypothetical Maths and English results have different 'scales'.

Scaling: the basics

Scaling only applies to students undertaking a T course. Scaling means putting all the scores from different subjects and different schools onto a common **scale** – basically, making sure that they can be compared to one another, and that the comparison is fair. This happens in all states and territories through different methods to calculate the ATAR fairly from the different subject scores students receive. In the ACT,

course scores are scaled so that system-wide the average is 150 and your students' final scaled scores will look like numbers ranging from about 75 to about 225.

In the ACT, at the end of Year 12, in a T or H course, a student's best 80% of unit scores from the minimum requirements for a course come together to make a course score. This course score shows how that student achieved in comparison to everyone else in that **scaling group** in their college.

In the ACT, a process called Other Course Score scaling is used to adjust course scores so that a course score at one school can be directly compared to a course score in another school. This is where we use the AST data: the AST is the one item that all final year students who want an ATAR in schools following the ACT system in Canberra and overseas will complete, so it is one way to judge the performance of students at one school compared to students at another. This is used in conjunction with in-school scores, in particular the z-score, to put students' marks on the same scale as students in other colleges.

Why is my school leader always talking about the "spread" or the ranking?

If you are a classroom teacher teaching T subjects, your school leader may talk with you about "getting the ranking right" within your subject and scaling group from the beginning of the students' program of study. The reason for this is that the ranking that the students are given doesn't change after scaling, nor does the shape of the distribution of scores. If there has been inconsistency around the marking of students' work, this can have implications for their final ATAR.

When you are looking at the ranking, we recommend looking at the z-scores. A z-score shows a student's place in the distribution; their

rank and the 'distance' between them and other students. If in a normal sized class or group of classes, you have a lot of students bunched around one number or set of numbers at the top of the marking range, your school leader may talk to you about your scores being 'bunched' or not differentiated or discriminating enough. This may mean that the scores didn't allow the natural distribution of student abilities to be demonstrated.

If there is an extremely high or extremely low z-score, that reflects student work which is an outlier compared to the rest of the work, and you need to be sure that is an accurate representation of their work's difference from the other students' tasks.

If a student is at a z-score of 0, then they are in the middle of the group. If it is positive, they are above the average of the group, and if it is negative, they are below the average of the group. Numbers in z-scores generally range from negative 2 to positive 2, but you may see z-scores of ±3 sometimes. Z-scores above that indicate either there is an extraordinary, one-in-a-million student when compared to the others, or the spread of the results is not reflecting the abilities of the students (e.g. interference from the assessment conditions or non-relevant issues).

If you have some student results saved from last year, you may like to do a quick calculation to show the impact of the z-score based on their results.

Find a student with a z-score of 0, and two others with reasonably high and low z-scores, and do a back-of-the-napkin calculation to see what happens if their mean and SD are increased or decreased. This can help visualise the impact of z-scores using familiar data.

At the end of the semester, your school leaders and certification officer will standardise or backscale the scaling group unit scores to another set of parameters. These parameters are the desired mean and standard deviation for each scaling group and are based on historical data. The purpose of this standardisation is to allow cross-subject comparisons as much as possible. This might make it look like a number has "dropped", when what has happened is that it has been put onto a different scale – one that

A student's z-score shows where they sit in the distribution of scores; both the rank and the 'distance' from other people.
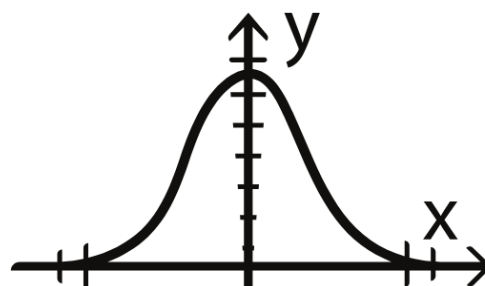
If the z-score is 0, the student is in the middle of the group. They got the same score as the group's average.

If the student got a positive z-score, their score is above the average of the group.

If they got a negative z-score, their score is below the average of the group.

Z-score numbers usually range between negative 2 and positive 2.

Sometimes you may see z-scores of 3 or negative 3 for work that is particularly far above or below the mean.

makes sense with how students in your school usually perform in the system-wide scaling process. Of course, your students may outperform these historical parameters and that's accounted for in the Other Course Score scaling process.

What do people mean when they say a subject scales well?

When people talk about a subject "scaling well", they usually mean that the top scores in that scaling group are higher than those in another scaling group. This is not entirely accurate as scaling up or down depends on whether or not the historical parameters are exceeded. It is important to note that the scaling process has no preconceived notions about courses or scaling groups; they are all treated exactly the same whether you did basket weaving or rocket surgery.

Another thing you should note is that very high scores and very low scores are possible from any scaling group; if a student receives a large positive or negative z-score in a subject, it may not matter how "well" the subject scales. Let's say in a hypothetical group the scaled mean was 140, and the SD was at 25. Now let's imagine that a student got a z-score towards 3 because they loved that course, did all their work, and produced excellent assessment work. They were the best student in the class by a long way. 140+25+25+25 = 215. It doesn't matter that the mean is relatively low because the student's z score allowed the student to attain a high scaled score.

In the end, a student's school-based assessment marks have the biggest impact on their ATAR. There's no point in encouraging a student to take extra-hard subjects that the student hates and will struggle in, or to make them give up subjects they love and do excellently in. But it also means that as teachers, we need to be certain that we are ranking our students fairly within the scaling group.

This is why you might have some serious conversations about ranking and numbers – because when it comes time for the Year 11 T students that you are welcoming into College to leave, we all want them to receive the scaled scores – and the ATAR – they deserve.

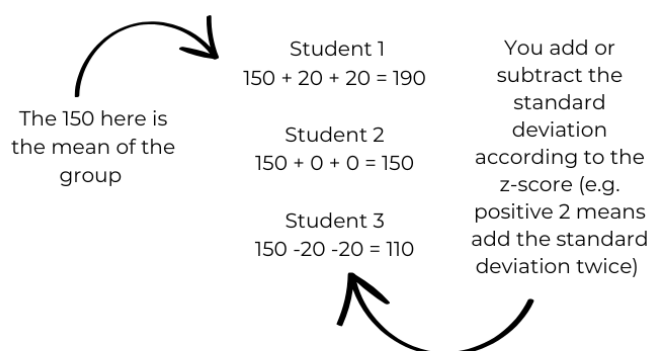## Let's imagine a hypothetical group of students and their course scores

Student 1 got a z-score of 2. They are above the average in the group.

Student 2 got a z-score of 0. They are at the average in the group.

Student 3 got a z-score of -2. They are below the average in the group.

If the scaling process shows that the mean of the group should be 150 and the standard deviation 20, the course scores for the group are:

The 150 here is the mean of the group

Student 1
150 + 20 + 20 = 190

Student 2
150 + 0 + 0 = 150

Student 3
150 -20 -20 = 110

You add or subtract the standard deviation according to the z-score (e.g. positive 2 means add the standard deviation twice)

It's not possible for everyone to have a positive z-score; there will always be people above and below the mean.

What is a scaling group?

A **scaling group** is a course or a group of subjects that are comparable to one another which your school has chosen to put together to help calculate the final results. You and your colleagues rank the students in a scaling group in your in-school moderation processes. It's called a scaling group because it's a group of students that are scaled together. This ranking may be done in the marking process through moderation, or statistically through meshing.

Are all scaling groups the same in all schools?

Different schools use different scaling groups, but for example, English, Literature and EAL are usually in the same scaling group. So are the Arts courses and the Science courses. Scaling groups need at least 30 students.
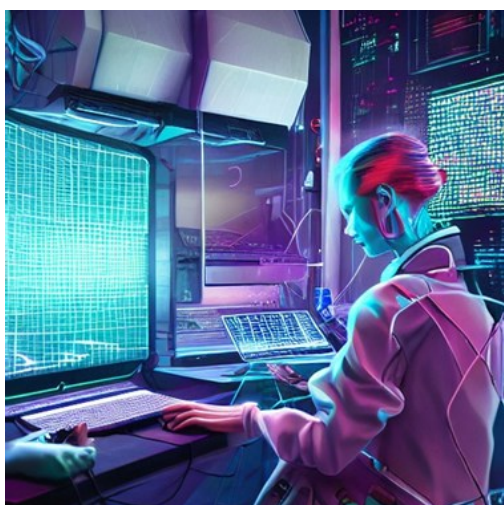
So how does all this become an ATAR?

Once scaling has happened, the three best scaled course scores from 3 majors, plus 0.6 of the student's next best course score are added together to make an "aggregate score".

The aggregate scores are listed from highest to lowest, then the certification experts at the BSSS convert this into an ATAR using information supplied by the NSW technical committee on scaling.

Scores: Hints for new educators

If you are new to the system, you might find yourself needing to describe scores and moderation to students and parents. These are some pitfalls to avoid when talking to others about scores:

- **Scores/Grades are given to students AFTER they have been moderated.** Please don't give scores and grades back to students and then change them saying "this changed in moderation". In-school moderation procedures need to be concluded before work is returned. Your school and faculty will have processes that they will tell you about.

- It is vital to **make sure students have feedback prior to the next assessment task being due,** so that they can reflect and build their understanding.

- Sometimes teachers aren't calibrated when they first join a markbook group. **Getting into calibration with your colleagues** is part of the point of in-school moderation, and it is one of the reasons why it is important for you to undertake your school's internal moderation process prior to returning work. Do not speak to students after this moderation has happened and say things like "I would have given you 80% but the moderating staff pulled you down to 60%" or "I thought this was an A but the moderators were harsh and gave you a C." This can mean that students lose confidence in the marking system in your school, or feel that they've been treated unfairly, when what has actually happened is that

Please don't make colleagues the "bad guys" when you describe marking and moderation.

the marking between teachers in the group needs to be calibrated so that the same response would receive the same result no matter whose class it was in. This is called "reliability" in the BSSS Quality Assessment Guidelines.

- If you consistently find that your marking is aberrant with the marking of your peers in the same markbook, this is something you need to speak with your colleagues about so that you can be on the same page as them, because it is not fair to the students. Remember, results for the same item number in the same markbook must be directly comparable to be fair. Your colleagues understand how heartbreaking it can be to give a less than expected result to a student. We have all had to do it. **Speak with your mentor and others in your scaling group for advice about how they handle returning results, as they will have advice specific to your situation.** Never make colleagues the "bad guys" when you describe moderation or marking!

- If you cannot guarantee that you're calibrated and marking on the same scale with others in the same markbook, then your certification officer and school leadership might put subjects into multiple markbooks and then mesh them statistically into a scaling group. This still requires comparison between students in the subjects but does not require them to be on

the same scale. Your certification officer or another school leader will look after the statistical meshing; **what you need to do is to be familiar with where your students sit in comparison to others in the scaling group, so that you can make an informed comment on the ranking** created when meshing occurs.

- If a student's raw score seems to change between the number put into ACS and the number generated after the scaling group parameters have been set, remind them that **the rank, grade, and standard deviation do not change, and that it is a temporary score until scaled at the end of Year 12.**

- Scaling only applies to T subjects. It does not apply to A subjects. **Please don't tell A students that their scores are scaled.**

- If you have a question that cannot be solved at a school level, **it is okay to call or email the certification team at the BSSS.** In fact, it's preferable! We'd much rather address problems when they are small and easy to address.

> Reminder: A markbook on ACS is a group of classes that are all marked on the same scale for each item – basically, each assessment task is moderated between each of these classes. This might be all one course, or it might be two directly comparable courses (e.g. English and Literature are often in the same markbook).

What do teachers do that has a direct impact on the credential (certificate) that students attain?

In A and M courses, teachers are certifying that the student has completed the unit to a particular standard. There are no external checks and balances that will change a student's result (mark and grade) after it is moderated. Teachers are directly responsible for the results represented on the Senior Secondary Certificate given to A and M students. This is part of why moderation in A and M subjects is so important – it is the

only external measure that these courses are subject to, and the only chance teachers have to compare the quality of their students' work with that of others.

In T and H courses, the teachers are certifying that the student has completed the work to the standard reflected by the grade given. There are no external checks and balances that will change a student's grade after it is given. Teachers are directly responsible for accurately representing student achievement against the achievement standards.

In T and H courses, teachers use numbers (scores) to directly decide and represent the rank and distance between students, which will be used to create the ATAR.

Teachers maintain records of attendance, work completed, plagiarism infractions that reflect

Returning work to students

- Undertake all marking and in-school moderation processes
- Enter all numbers into ACS
- Check estimates at the end of the process, as these might change
- Hang on to a copy if you need to for system moderation

Never change raw scores or grades after work has been returned to students

what a student did or didn't do which in turn allows the awarding of a certificate.

Teachers apply special consideration to assessment conditions that allow students to demonstrate their learning fairly.

On the Horizon

Schools has been provided with some information about these initiatives, which will be covered in further depth in a future newsletter.

System Moderation Tool

The System Moderation Tool is a formalisation of some of the policy and procedure surrounding Moderation Day. Responses to moderation surveys and the Shape of Moderation have pointed out the frustration of seeing the same problems crop up again and again, with seemingly nothing changing. The tool aims to alert school leaders and teachers if there are repeated issues with a subject at a particular school.

With the tool coming in later this year, we have removed the need for schools to respond to pre-moderation corrections. Portfolios will still be checked for administrative issues, but there will be no requirement to "fix" these prior to moderation day unless there are files that cannot be opened.

The same processes of querying feedback and asking for supplementary review will still apply, so if you are concerned that your work has been unfairly judged in the moderation process, you will be able to query. If a course is repeatedly non-compliant (e.g. refusing to submit a portfolio, not providing evidence, using the wrong Achievement Standards), then a more detailed action plan from your school will be required.

Bridging Literacy and Numeracy

In late 2022, the Board passed a decision to replace the current Contemporary English and Contemporary Mathematics courses with Bridging Literacy and Bridging Numeracy courses, aimed at providing support for students who are not yet meeting literacy and numeracy benchmarks. These courses will have new Achievement Standards so that these students are not assessed using the current Essential English/Mathematics Standards. People who expressed an EOI for the course development may be contacted to see if they are still interested in working on the Bridging courses. Specifics will be made available once the initial Shape Papers are written in the first semester of 2023.

What are Special Provisions?

Special provisions are anything that changes the conditions of a student's assessment or class work. This is in response to a student experiencing a circumstance that affects their ability to perform to the best of their ability.

Special provisions must be managed fairly and accountably in a school; protocols for the selection of special provisions should be documented and consistently, equitably, and **centrally** applied. This is usually done through a student services or pastoral care department within a school. Special Provisions need to maintain assessment against the achievement standards, unit goals, and unit content descriptions and not reduce the validity of the assessment, nor give one student an advantage over another. This is most easily accomplished by having a central system. Even when special provisions are applied, assessment must be measured against the achievement standards, unit goals, cross-curriculum priorities and other validation tools.

Special provisions in Years 11 and 12 may be different to what a student has experienced in their high school years. One thing that may be a new condition for some students is that special consideration in college **does not include** re-wording or re-writing students' work for them, or lowering the difficulty of a T, A, M or H course for them.

The reason for this stipulation is that this would change the cognitive demands of the course; this cannot be done, because it is important to maintain the validity of the ACT Senior Secondary Certificate (T/A/V/H courses) and the scaling/ATAR calculations (T and H courses). We do not want to give a student too few provisions, but also not so many provisions that they become advantaged over others.

The scenario of maintaining a course or assessment's academic requirements is covered in 3.4.3 of the *Disability Standards for Education.*

(3) In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.

Disability Standards for Education

Making the decision: consider the functional effect of the condition, circumstance, or disability.

The functional effect will be different for different people. If someone has Type 1 diabetes, they may have special provisions to allow them to eat, monitor blood sugar, and extra time if needed to remedy hypoglycaemia during an exam. If someone has a prosthetic, they may require movement breaks. Someone who has had a recent

death in their family may require an extension so that they are able to think and plan clearly. A different person may need an estimate in this circumstance, as they have demonstrated their understanding of the unit content but are unable to undertake assessments due to ongoing disruption and/or grief.

The concept of "reasonable adjustment" is familiar to us all through our responsibilities under the Disability Act for Education. A similar principle should be applied when a student seeks special consideration for a circumstance that is not covered by the DSE.

For example, if student had been in a minor rear-end car accident on their way to an exam, it would be reasonable to give them a chance to re-sit the paper rather than making them attempt it in the immediate aftermath when they are upset and not thinking clearly, or unable to concentrate.

> Care should be taken that modifications do not overly change the relevant cognitive demand in demonstrating the achievement standards or, particularly in T courses, give an unfair advantage over other students.
>
> BSSS Policy and Procedures 4.4.4

Making the decision:

Evidence and recording.

The BSSS Policy and Procedure Manual states what records you need to support special consideration. We have explained the reasoning underlying these records below.

Schools must maintain the following for students accessing special provisions due to disability:

Record	Why
Current evidence of the functional effect of the disability. For example, a dyslexia diagnosis should also include information such as current reading and writing speed. 'Current' refers to documentation within 2 years prior to the start of the current year.	The functional effect of the disability is the key here; some conditions are progressive, others are not. A dyslexic student diagnosed in Year 5 likely has a higher reading and writing speed than they did at the time of initial diagnosis. Students may also have discovered effects that only became apparent in recent years, e.g. the need for movement breaks to accommodate a physical injury or condition.
Documentation of provisions implemented in assessment tasks.	This helps to establish and ensure fairness and keeps a record of what has occurred.
Agreement with the student or carer as appropriate.	The student should be involved in decisions about their assessment. This does not mean that all requests from a student must be incorporated into their learning plan – any adjustments must be in line with policy.
If the student need is imputed, schools should also detail why the student cannot obtain relevant documentation and diagnosis.	This is about fairness and about allowing the student to access further support, particularly if they have a disability that would allow them to receive funding. While it is rare for students to falsify disability, this possibility must also be covered by policy and procedure as part of risk mitigation.

Where special consideration is given due to a temporary illness or condition, evidence must be supplied to support the student's request for special consideration. The AST has specific guidelines and forms; check with your school's AST co-ordinator if you think a student will need special consideration for the AST.

Overall, your school must keep a central confidential record of the evidence and the decision made for special provisions. Make sure you respect information privacy – as a teacher, sometimes the central record keepers for special consideration in your school may tell you that a student needs consideration, but not the specifics of their circumstance (e.g. a student experiencing family violence may need to come in late each day, but they also may not wish for everyone in the school to know why). If you are given a digital list, or a note is made on a student management system, do not print it out or have it on your computer screen where others may see it.

In addition, make sure that the decision is clearly communicated to the student. They need to understand what their assessment conditions are.

Making the decision: what are the options?

The BSSS Policy and Procedure Manual outlines the basic provisions available: condition or task modifications, deferring assessment or exemption (estimate).

Adjustments will differ based on the student, course, and circumstance. M courses are designed to meet the needs of students who have a mild to moderate intellectual disability; these courses have a lot of flexibility to meet student needs, so all of these options and more are available. A, T and H courses have more stringent requirements. Modifications in A, T or H courses might include:

- Modification or alternative assessment where the replacement assessment maintains the key knowledge, understanding and skills of the course -- for example, delivering a verbal response rather than a written response where the student's writing skills are not an essential part of the unit content
- Extensions or extra time
- Deferring an assessment
- Exemption from assessment – note that this is a last resort, and that no more than 50% of a unit score can be estimated.
- Rest or movement breaks
- Change of location
- Use of appropriate aides such as a scribe, word processor or screen reader -- note that a scribe is a specific role in which the scribe writes down what the student dictates. They are not permitted to embellish or otherwise influence a student's answers in A, T or H courses.

ADCET, the Australian Disability Clearing House on Education and Training, which is an Australian Government Department of Education-funded body, has a range of articles aimed at students undertaking tertiary education. Given the unique nature of the ACT College system, you may find some of these articles apply more to our context than ones aimed at general high school students and could be helpful in determining what is a reasonable adjustment. For example, this article

Example: Rest Breaks v. Extra Time

Rest breaks are generally suitable for people who need to move, stretch, or have a mental "break" from the test they're undertaking. People taking a rest break do not stay with their paper but return to it once the rest break is done.

Extra time is generally suitable for someone with a slower-than-average processing or production speed. People with extra time do stay with their paper so that they can use the extra time to complete the paper.

These are two different provisions. The same person may need both.

about rest breaks, extra time, and the difference between them may be helpful in speaking with students about special provisions: https://www.adcet.edu.au/resource/9794/rest-breaks-and-extra-time-can-we-combine-them

Please make sure that students know that **any** modification to the usual conditions in the AST requires special provisions and a formal application. This includes, but is not limited to, coloured paper or overlay, needing to eat, needing to wear an item of clothing specified as disallowed in the rules booklet, extra toilet breaks, needing to take medication, needing to sit near the front of the room, and similar. The application period for AST special provisions **early** on in Year 12.

Inclusivity for Everyone

Of course, creating classroom situations where students with a full range of abilities can participate is the ideal we all strive for. The latest research in the area asks educators to consider a Universal Design for Learning approach and offer multiple modes of engagement, representation, and expression for all students.

While this may not be possible with all assessments under all Frameworks, this is a growing pedagogical approach that is aimed at equity through universality of design. For example, making a short, narrated video explaining an assessment task sheet may not just help a student who finds long texts difficult to parse; many students prefer to access information in video form. It could also mean that for a large group of students (e.g. all English or Mathematics students in a particular unit), the same information is available for all classes and the work shared between the teachers, which is a win for everyone!

If you are teaching a VET course, you may be interested in this Disability Awareness course about Universal Design for Learning. https://disabilityawareness.com.au/elearning/vet-sector/

From the Archives…

These are some of the courses offered at an ACT College in 1980. Test yourself: Which ones are real courses, and which ones aren't?

Thinking T

Hydroponics R

Music and Dance T

Astronomy T

The Web of Life T

Biology of Man A

Recorder Consort R

Latin Reading R

Hostess Cookery R

Society and Mankind T

Downhill and Nordic Skiing R

Aboriginal History T

Lawn Bowls R

Windband R

Batik R

Secretarial Practice R

Bachelor Survival (Cooking Tucker) R

Small Business Management A

Typing and Communication A

Shorthand (Pitman 2000) A

Computing Studies T

Personal Physical Conditioning R

Office Work Today A

French for Pleasure R

Motor Maintenance A

Leatherwork R

Outdoor Pursuits R

Fashion and Embroidery A

Copper Enamelling R

Boat Building and Hull Construction and Design R

Framework, Course, and Policy Updates

Course launches

The end of 2022 saw a number of course launches. Accounting, Business, Business Services Economics, Interdisciplinary Science, Legal Studies, Philosophy, and Politics all launched in early November. If you teach one of these courses, please make sure you're using the new course document!

If you want to know when events like course launches are happening, follow the BSSS on Facebook or Twitter, or ask your curriculum coordinator.

New Course Launches 2-11 November 2022

Legal Studies, Economics, Interdisciplinary Science, Business, Politics, Business Services, Philosophy and Accounting

www.bsss.act.edu.au

Did you know that most course launches are also accompanied by supporting materials? We are very grateful to the course and Framework writers for their assistance in creating supplementary material for these courses. For example, you can find materials for the Arts courses here: https://www.dropbox.com/home/Arts%20Courses%20Launches%20Recordings

Minor variation to Science Achievement Standards

"Critically Analyse" has been replaced in the Science Achievement standards with "evaluate".

This change was made based on feedback from Science teachers that "evaluate" would be a more appropriate verb. The reason for this is that "critically analyse" as used in the achievement standards refers to a student's ability to analyse and respond to the critical literature in the discipline – something that in science subjects such as Physics, requires a significant amount of background subject knowledge that students cannot be expected to have already gleaned at high school. Many college science courses are *teaching* theory and method, as opposed to being in a position to critically review them. "Evaluate" is a higher order thinking skill that allows students to engage with critical literature if possible and/or their own observations. Subsequently, this will be reflected in changes to content descriptions and goals in the Science course documents.

Industry and Services Framework Review

Every Framework has its day, and it's the Industry and Services Framework's turn in 2023. An Expression of Interest form was released in late 2022, and a Shape Paper will be written in 2023.

Shape Papers are where the plan for the Framework or course is first laid out. This stage is the easiest in which to make changes. Please keep an eye out during the year for Shape Paper consultation for this Framework. The expression of interest can be found at https://forms.office.com/r/irdQZJ7kKt

Professional Learning

With the beginning of the new year, there are a lot of professional learning opportunities available to staff. Some of the initial Professional Learning for 2023 has been completed with more you may be interested in attending:

School-based Moderation and Meshing: Aimed at people who have knowledge of the system and moderation, this PL goes into greater depth about how to get the best out of your meshing and moderation processes. Complete

Introduction to BSSS for teachers new to the ACT Senior Secondary System: this is, basically, what it says on the tin! There is an online version if you would prefer to work in a self-paced, asynchronous environment; however, we recommend attending in-person so that you can ask informal questions and network with other new-to-system educators. Complete

New to Leadership in the ACT Senior Secondary System: this introduction is aimed at helping new leaders (particularly Faculty Head/SLC; Deputy/SLB) to learn about some of the responsibilities of schools and school leadership in the ACT senior secondary system. The system is designed with a lot of responsibility falling onto school leaders, so it is important to get your head around it as the new year begins! Complete

Quality Assessment Guidelines Workshop: Also offered asynchronously, this workshop aims to introduce people to the Quality Assessment Guidelines and their use in setting assessment work. Complete

Introductions to the English, Maths, Arts, and Commerce Frameworks: Also offered asynchronously in English and Maths, these workshops walk you through the Framework. The in-person workshop offers a chance to network and ask questions. Complete

New to VET Delivery: VET is an important part of the ACT certification system. If you are teaching VET for the first time, this workshop is designed to help you understand what you need to do to ensure that things run smoothly for your VET students. 15 March

Simplified Scaling: This PL is designed for people who are not mathematically inclined, but who are interested in how scaling works. Although the maths is very complex, we hope to be able to help you understand a little more about how scores, z-scores, markbooks, meshing and the AST come together to create a student's ATAR. 17 March

How to use the Unit Outline Generator in ACS

More detailed ACS help articles can be found here: https://www.bsss.act.edu.au/acs/index
How to use the unit outline generator
Go to the **Unit Outlines & AI Cover sheets** page

To generate a unit outline, it is required that a markbook has already been set up for that unit, with assessment item names and weights.

If the correct courses are not displayed on the page, select the correct year and assessment period in the search boxes and click **Find**.

Select the course

In this document we will use the creation of a coversheet for an assessment for the *Photo Practice* unit in the *Photography* course as an example.
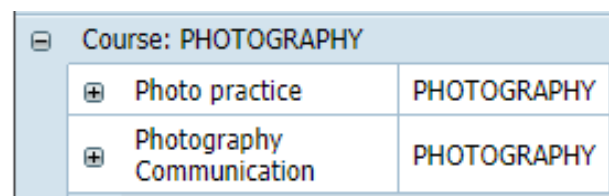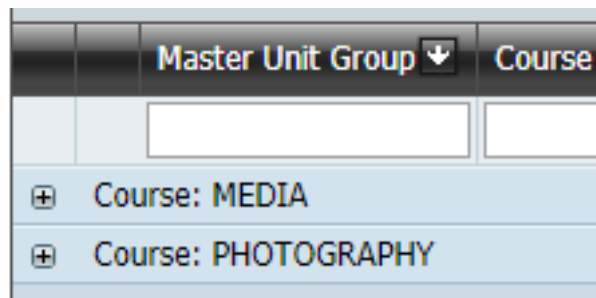
Select the unit

Click on the "plus" symbol next to the course to display the units being offered, and then click on the "plus" symbol next to the Unit Group name.

Expand the group to see the list of units. It is a good idea to check the following:

- Unit code
- Unit name and value
- Accreditation type
- Year level

to verify that you are generating the outline for the correct unit.

Below: the "plus" symbol for course and unit

Then click on the 'UnitOutline' link.

Creating the Unit Outline

Unit Outline Summary

The top section displays summary information for the unit outline.

Unit Outline Summary	
Course:	8045 - PHOTOGRAPHY
Unit:	80521 - Photography Practice - 1 - T
Calendar Year:	2021
Assessment Period:	S1
Academic Year Level:	Year 12

This information is displayed as the top section in the generated unit outline.

Unit Goals and Content Descriptions

These sections display the Specific Unit Goals and Content Descriptions of the unit. For half units, it is possible to remove some so they will not appear on the unit outline when they are not being delivered in that half unit. To do this, untick the 'Included' box against the goals. For full units, all goals and content must be included.

Unit Goals

Specific Unit Goals	Included
critically analyse digital photographic processes and practices	☑
critically analyse key digital photographic works and photographers and evaluate their significance working within a digital environment	☑
critically analyse the nature and purpose of digital photography, in personal, historical and social contexts and explain values and attitudes	☑
evaluate interpretations of digital photography to present a response	☑
communicate complex ideas coherently using appropriate language and referencing	☑
create photographic works informed by an astute understanding of digital photographic processes and theories	☑
create photographic works informed by an astute understanding of digital photographic aesthetic conventions and purpose and target audience	☑
apply WHS standards	☑

Unit Outline Settings

Print and **Save** are active initially.

Print generates a pdf that can be downloaded and viewed or printed. For Year 11s, there is an additional option to 'Print for O1 Students' which will generate a pdf using the Year 12 Achievement Standards for students who are in the O1 year group (Abridged Package).

Is Published allows students to access the Unit Outline via Student Profiles Online. The coversheet must be **Saved** after the checkbox is ticked or un-ticked.

Publishing the Unit Outline will disallow the user from making any changes. If a change is needed to the Unit Outline after it has been published, first unpublish the Unit Outline by ticking the box and saving the unit outline. Changes can then be made and the Unit Outline can be published again.

Unit Outline Settings				
☐ Is Published	☐ Delivered as VET	☐ Print for O1 Students	Print	Save

VET Competencies

This section is only visible when the unit is being delivered as a VET unit. It lists each VET competency that is attached to the unit, its Code and the Qualification Code that the competency belongs to.

VET Competencies

Qualification Code	Unit of Competency Code	VET Competency	Included
CUA20215	BSBDES201	Follow a design process	☑
CUA20215	BSBWOR202	Organise and complete daily work activities	☑
CUA20215	ICTICT204	Operate a digital media technology package	☑

It is possible to remove individual competencies from the Unit Outline by unticking the 'Included' box next to it. This is to facilitate half units where not all competencies will be delivered in the half unit or to remove competencies where the delivering RTO does not have scope. Where units are being delivered as a VET unit, at least one unit of competency must be included.

Assessment Item Due Dates

This section allows the user to specify the due dates of the assessment items for the unit. The Assessment Item names and weightings are from the Markbook that has the unit attached. The only mandatory field is an End Date. Where required, it is possible to enter a range of due dates and a description of. This will enable the user to specify a range of dates to cover situations where either the precise due date is unknown (e.g. for a test where the exact date within a scheduled test week is unknown at the time the unit outline is generated or where different lines have different due dates). Note that the Start Date is the beginning of the due date period and is *not* intended to indicate the date when the assessment is handed out to students.

Click on the drop down to choose a date and optionally enter a Date Description.

Specific Unit Information

Cloning Assessment Dates

When creating a unit outline for a half unit where the corresponding full unit's unit outline has already been created and published, it is possible to copy the assessment item due dates from the full unit. When this is a possibility, a 'Clone Assessment Dates' button will appear in the Assessment Item Due Dates section.
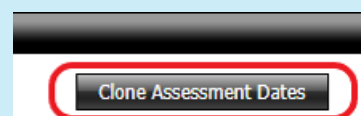
Pressing this button will copy the due date information, including Start Dates, End Dates and Date Descriptions from the full unit's Unit Outline.

This section is optional. Use this space to provide any additional information to the students enrolled in the unit.

Saving and adding Additional Information

After adding Assessment Item Due Dates and (optionally) Specific Unit Information, save the Unit Outline. This can be done by pressing the Save button at either the top (Unit Outline Settings) or bottom (following the Specific Unit Information) of the page.

Once the Unit Outline has been saved, an additional section will appear at the bottom of the page titled Additional Information. This allows the user to upload a PDF file to append to the end of the unit outline. When the Print button is pressed, a single PDF file will be generated where the appended file follows the unit outline. This feature can be used to, e.g., attach a planner or timeline to the Unit Outline.

How to use the Common Course Information function

This is a new function in ACS aimed at allowing greater control over what common information can be shared amongst courses in your school. Go to Unit Information and select "Common Course Information". You can then enter any information that you want to apply to a group of courses into the box.

Once entered, scroll down to select other related courses that you can apply this information to. Make sure you hit save before exiting and you will see this common info show up in the courses selected.

Select other courses you would like the common course information to apply to

#	Code	Course Title	AccrType	SG Y11	SG Y12
☐	4527	ACCOUNTING	T	40	40
☐	4528	ACCOUNTING	A	94	94
☐	4529	BUSINESS	T	40	40
☐	4530	BUSINESS	A	94	94
☐	4531	BUSINESS	M	94	94
☐	4629	BUSINESS SERVICES	A	94	94
☐	4630	BUSINESS SERVICES	M	94	94
☐	4463	ECONOMICS	A	94	94
☐	4464	ECONOMICS	M	94	94
☐	4288	TOURISM AND EVENT MANAGEMENT	T	40	40

Select All Courses   Unselect All Courses

A note on AI

By now, you will have read about the advent of highly effective AI Chatbots that may have the potential to impact student assessment. You might also have noticed some AI images in this newsletter!

As you know the BSSS Policy and Procedure Manual under Academic Integrity (4.3.12), requires that students submit their own work for assessment.

Plainly, work produced by AI Chatbots is not the student's own work. As such, any work that has been composed by AI Chatbots and submitted for assessment should be regarded as a breach of Academic Integrity and the existing policies applied.

While the implications and possibilities of this technology are being considered, schools should assume that access to such technology is available, and therefore assessment should be reviewed/developed with that in mind. It is also worth considering if existing assessment programs may need to be discussed in the context of fairness and equity for all students.

Overall, we recommend circumspection and care as you approach the evaluation and the appropriateness of assessment. Review of conditions should be the first focus rather than exclusion of types.

Special Interest Paper January 2023: The Emergence of AI in ACT Senior Secondary Education

The Office of the Board has written a paper about the emergence of generative AI in Senior Secondary Education in the ACT. This was sent to all principals in late January.

This technology is evolving fast, and we anticipate further follow-up as the year continues.

Can you clarify that?

Can a student have an estimated item, a non-submitted item, and an item handed in and be graded?

This situation is rare, but the answer is yes, depending on the weighting of each assessment item.

Estimate + item handed in = more than 70% of the assessment for the unit = can be graded

Estimate + item handed in = less than 70% of the assessment for the unit = can't be graded

In this case, ACS treats an estimate like it is a genuine mark, so it can count toward the 70% of assessment needed to pass a course. So a student may have handed in a 40% task, had a 30% task estimated, and not handed in the final 30%, and they can still be graded. The estimated item cannot, however, exceed 50%.

Don't worry too much about making a mistake with data entry here. ACS won't let you calculate a score for someone without enough assessment, so you definitely won't accidentally grade someone with insufficient assessment.

How is a late penalty applied to a grade?

While grades are determined using the achievement standards, in the interest of fairness and the consideration of assessment that has been submitted on time, the grades of items submitted late will also be subject to penalty. The school will determine the grade

(original grade) the item would have received had it been submitted on time.

The adjusted grade will then be determined by attributing a grade based on the grade range within which the adjusted mark for that item falls following the application of the mark penalty. If you use the grade cut off tools on ACS after entering the late penalty for the item, this will happen automatically with no extra input from you (see the Spring 2023 issue for more details). You can also enter the adjusted grade when entering the penalty.

An item submitted more than seven days late and deemed a valid attempt will be subject to a minimum two grade penalty unless an E grade is reached; once reached, E is the lowest possible grade. The student should be informed of both the original grade and the adjusted grade for the item.

What's an insubstantial attempt?

An insubstantial attempt is awarded when a student has not provided enough evidence to allow the teacher to assess their learning.

Denoting an item as insubstantial on ACS means several things:

- The item does not count toward the 70% of assessment required to fulfil unit requirements
- The item is not counted in the calculation of the notional zero

While this could mean that a student does not pass the unit, there are reasons why you may need to denote a task as insubstantial – primarily, that a student has done such a minimal amount of work on the task that they may as well have handed in nothing. It's not fair for a student to hand in an insubstantial attempt and be graded, regardless of whether they are A, T or M!

To denote an item as insubstantial on ACS, do the following:

Click on the student's name. This will give you a pop-up window (see right).

Drop down and select "insubstantial". This will automatically populate the student's record with the notional zero. Remember that in this specific case, the NZ means "not handed in", so it will not count toward the 70% requirement. This is because an insubstantial attempt means that the student did so little to show their knowledge and understanding that they effectively did not submit the assignment.

Click "save". The insubstantial attempt is now colour coded, so you can easily see where it is. You can enter this adjustment at any time in the ACS data entry process as long as you remember hit the "set notional zero" button before calculating unit scores.

What makes an item insubstantial?

This will differ based on course and circumstance. In T courses, you may wish to use the same parameters as the AST uses – e.g. responses of less than 200 words in the writing task are counted as insubstantial. This won't cover every situation, though. The case of a student who hands in a nonsensical research paper because they used an online paraphrasing generator may not fall under a "word limit" parameter but could still be insubstantial because it's completely unintelligible. If working with "task percentage completed" and word counts as your metric, you may wish to make a reasonable adjustment for students who have a disability – work with this on a case-by-case basis, and with consultation with your school's disability team to ascertain what is a genuine attempt for that student.

The clearest way to make the decision about whether an item is insubstantial is to look at whether the work gives you the information to assess the student. Consider two maths students. Student #1 genuinely attempts every

Mark Adjustments

Student Full Name: Helen TEST Unit Title: Unit 3: Heredity & Continuity of Life

Maximum Notional Zero: The maximum notional zero provided is only rel[...] item for the entire Markbook.

Assessment Item Adjustments

Actions	#	Title	Original Mark	Original Grade	Adjustment Type	Days Late	Max Notional Zero	
	1	Assignment 1	37	C			30.35	
	2	Exam 1	59.5	B			23.68	
Update Cancel	3	Assignment 2			[dropdown]		39.22	
	4	Exam 2	54.5	C			26.04	

Dropdown options:
Academic Integrity
Not Submitted
Estimate
>7 Days Late (Notional Zero)
<7 Days Late (Notional Zero)
Temporary
Insubstantial (Notional Zero)

Raw Unit Score Adjustment

If you are changing the unit score/grade [...] or Z gra[...]
Then enter the AI Mark, select a calculatio[...] e the Un[...]
This will not change any marks for any oth[...]
The following are updated when save is selected: Unit Grade (if amended[...]

question on the test but receives all the higher order questions wrong. You can see where their reasoning was wrong, or where they made a miscalculation. Although their result on the test is poor, they have provided enough evidence to allow you to understand as a teacher what skills they do and do not have.

Student #2 only did the first four questions and skipped all the higher order questions. They receive the same numerical result as Student #1, but their response was insubstantial – by skipping the majority of the questions, there is not enough evidence present to allow the teacher to assess their learning.

The key thing is to make sure that the students know prior to task completion what the conditions for an insubstantial attempt are. Equally, if their work has been assessed as insubstantial, it's important to tell them ASAP so that it's not a surprise at the end of semester!

The application of penalties for an insubstantial attempt is appealable, but if you have been clear in your instructions to the students and fair in your communication of decisions, then it is unlikely that an appeal will be raised or supportable. That said, if you plan to mark a student's work as insubstantial, it's a good idea to let your faculty leader know.

Which courses can and can't be combined?

As you begin the year, make sure you're giving the right information to students so that they make up their academic packages correctly. Combining courses to make majors is important for some students, as it allows them to attain a T package even if they have changed subjects a few times.

Make sure you check the combined course for its rules before advising students. For example, EAL/English integrated can only include 1 EAL unit, or 1 English unit, depending on pattern of study (e.g. 1x EAL + 3x English; 1x English + 3x EAL).

Anything not on this list **cannot be combined** to make a major, minor, or major-minor unless you are adding up to 1.5 T units into an A course, or A units into an M course. You cannot add A or M units to a T course.

Please also note that courses such as those in the Arts can only be combined in the combinations shown in the table, and that there are no integrated courses in the Sciences (including the Behavioural Sciences) or Languages. For students wishing to study a range of the Sciences, we recommend the Interdisciplinary Science course. Similarly, students in the Humanities and Social Sciences might undertake Interdisciplinary Inquiry.

So, what *can* be combined?

Name of Integrated Course	Which courses is it made up of?
Commerce Integrated	Accounting A/T; Business A/T/M; Economics A/T/M
Design and Technology Integrated	Design and Emerging Technologies A/T/M; Design and Graphics A/T/M; Designed Environments A/T/M; Design and Textiles A/T/M/V; Engineering Studies T
EAL/English Integrated	English T, Literature T, or Essential English A/M, EAL A/T
English/Literature Integrated	English T and Literature T
Further Mathematics	Mathematical Applications T AND Mathematical Methods T; Specialist Mathematics T AND Specialist Methods T
History Integrated	Ancient History A/T/M; Modern History A/T/M; Pre-Modern History A/T/M
Information Technology Integrated	Data Science A/T/V; Networking and Security A/T/V; Robotics and Mechatronics A/T/M/V; Digital Technologies A/T/M/V; Digital Products A/V
Studies of Dance	Dance and Specialised Dance
Studies of Drama	Drama and Specialised Drama
Studies of Media	Media and Specialised Media
Studies of Music	Music and Specialised Music
Studies of Photography	Photography and Specialised Photography
Studies of Religion	Religious Studies A/T/M; World Religions A/T/M
Studies of Visual Arts	Visual Arts and Specialised Visual Arts

Answer for the questions on page 12 – all the T and A courses were taught at the college in 1980. The R courses are ALSO all real, but they were offered as R units in 1976, not 1980. Data from: Lane, R. (1980). The Development and Implementation of the ACT Schools Accreditation System. Evaluation and Research, ACT Schools Authority

A Beginner's BSSS Glossary

This plain English glossary is intended to support you in speaking with students, new educators, and with pre-service teachers who may not have the metalanguage or jargon of "BSSS-speak" automatised yet! **This glossary is not intended to take the place of policy** -- for specific definitions and policy advice, please refer to the BSSS Policy and Procedure manual.

Academic Integrity	Academic integrity means that a student has followed the academic rules and guidelines when creating work. The work is ethical, original, uses references where it is not their own work, and no other person has written it for the student (including AI and people who might have made very substantial edits). If someone has not followed these rules, then their work may be identified as plagiarised and subject to penalties, depending on what was plagiarised and how it was plagiarised.
ACARA	The **A**ustralian **C**urriculum Assessment and **R**eporting **A**uthority, who are responsible for setting the Australian National Curriculum, and the standards that schools work to. The BSSS must work within the Australian National Curriculum.
ACS	The **A**CT **C**ertification **S**ystem: the computer application that teachers and school administrators in the ACT Senior Secondary System use to enter marks, run statistical processes, and complete moderation documentation. It is used by BSSS staff in the scaling and ATAR process, and to generate final certificates and academic records for students at the end of their college study. It is used by teachers to enter marks and grades into, and to prepare moderation portfolios. Students do not have access to ACS.
AGL	**A**ssistant **G**roup **L**eader: someone who assists a Subject Group Leader on Moderation Day and works together with them to ensure the quality of moderation in ACT schools.
Appeal	This is when someone questions the way that processes, policies and procedures have been applied. Usually, it's a student seeking to question their school about the marking of a task, or the application of processes like special consideration or plagiarism. There are rules to an appeal, and just having made an appeal doesn't guarantee you will receive what you want, but it is a way to ask formally and politely for a decision to be reconsidered.
AST	The **ACT S**caling **T**est: this is a test of students' general abilities in verbal (word-based) and quantitative (number-based) reasoning. Short answer, multiple choice, and a writing task are the three sections of the paper. The paper is prepared using material that is cross-curricular; it is not a test of what is learned in a single class. The AST is used to scale the marks of T students, which means to make the marks comparable across different schools and subjects. The scaled marks are then used to assign students an ATAR.
ATAR	**A**ustralian **T**ertiary **A**dmissions **R**ank. This is a ranking between 0 and 99.95 that tells students what their rank is compared to other Australian students in their age group. It is used by universities to select which students can access different courses. High-demand courses will generally have a higher ATAR cut off.
Certification	Certification is to "award a certificate". When officers of the Board talk about "certification", they mean all of the things that need to come together to make it possible to award someone a Senior Secondary Certificate.
Course	A course is a series of connected units of work in a single subject area.

Elaboration	An elaboration is a detailed explanation of part of a course (usually a content descriptor) that explains how it could or might be taught in the classroom.
Framework	Frameworks are documents that set the overarching rules for a group of academically similar courses. When a course is "written under a Framework", that means it uses the Framework's Achievement Standards, text types, and assessment types.
Learning Entitlement	The learning that a student should receive from studying in an ACT senior secondary college. This entitlement is an implicit promise of quality made to the student made by the school and the system through course, framework, and policy documents.
Markbook	A markbook on ACS is a group of classes that are all marked on the same scale for each assessment item – basically, each assessment task is moderated between each of these classes. This might be all one course, or it might be two or more directly comparable courses (e.g. English and Literature are often in the same markbook).
Meshing	Meshing is statistically adjusting T unit scores using the markbook parameters to create a scaling group of at least 30 students with directly comparable scores. Processes vary between contexts but usually involve multiple sources of data such as trial AST results, meshing tasks, or common tasks. There is no requirement for a meshed scaling group to have the same grade-score relationship for all courses; if you need to put in an aberrant final unit grade (e.g. a B in the middle of the Cs), then that is fine.
Moderation	When people in the ACT talk about Moderation, they usually mean social moderation; the examination of work by one's peers to ensure that it meets the standards of courses, achievement standards, and the BSSS system. This is done in schools and at twice annual "Moderation Days" where teachers come together to look at work from their peers in other schools. This is one of the fundamental quality assurance activities undertaken by teachers in the ACT.
Package/Academic Package	A "package" or "academic package" is a combination of courses that students study to achieve their Senior Secondary Certificate. These are made up of majors (equivalent of 2 years of study) and minors (equivalent of 1 year of study), and can be studied at T, A and M level. Each level has its own requirements for successful completion.
Policies and Procedures	This is a document published by the Board that outlines the rules that schools, teachers, students, and the board itself must follow in the delivery of courses. These rules ensure a common understanding, and they ensure that different schools deal comparably with situations like special consideration, moderation, and offering courses.
Program of Learning	This is a document that outlines how a teacher will translate the learning required by the curriculum documents into their own classroom and setting. It provides details of the learning activities and assessment undertaken and explains how these meet the requirements of the course and unit.
Quality Assessment Guidelines	This is a document that sets out elements that teachers should be aware of in order to create quality assessment. It is hosted on the BSSS website. It is sometimes colloquially referred to as the "QAG".

Quality Assurance	This is a catch-all term that refers to the measures undertaken by the BSSS, schools, and teachers, to ensure that the quality of the system is upheld. This may be through processes (e.g., moderation), but also includes the documentation of actions taken, reviews taken, and other data that can be used to prove that courses are being delivered as they are written and accredited, and that BSSS Policy and Procedure is being followed.
Reliability	A measure of whether an assessment task or item does what it is expected to do: e.g., measure a student's achievement against one or more of the achievement standards.
Scaling	This refers to the adjustment of candidates' numerical scores to obtain scores that are comparable across different courses and across different colleges, which can then be used to make a fair Tertiary Entrance Score. The scaling process does not alter the ranking of students as supplied by the colleges. For example, if you are seventh in the college's ranking in a course, your scaled score will still be seventh when all the scores awarded to students in that course are rescaled.
SGL	**S**ubject **G**roup **L**eader: someone who leads others on Moderation Day, and who reviews the feedback that will be sent to schools for quality and accuracy. Depending on the subject, they may also run professional learning or plenary sessions for people in their subject. This is an important system leadership position.
Shape Paper	A research paper that outlines how a course or Framework will be written, compiled prior to the first meeting with the course or Framework writing team, and then refined with their input. This paper usually outlines how the course or Framework fits in with the ACT Senior Secondary System, recent research into the discipline, and how the intended course or Framework will be organised. Feedback is sought from teachers, students, and the general public on Shape Papers before courses are written.
Statutory Organisation	Statutory organisations are given power by governments (legislation) to make rules and provide guidance to the government about their area of specialty. As a statutory organisation, the BSSS makes rules about the curriculum, quality assurance, and certification of senior secondary students in the ACT. Schools must follow these rules to maintain their accreditation. It is the responsibility of Education providers (e.g. schools, departments) to enable those rules to be followed by teachers and students in schools. The BSSS does not employ or pay classroom teachers; however, all teachers who teach the ACT senior secondary curriculum are required to follow the policies and procedures of the BSSS as part of their employment.
Suite of Assessment	A group of 3-6 assessment tasks that cover the unit goals and other curriculum requirements of a single unit within a course. These tasks work together to build student knowledge and understanding of the key concepts in the unit, general capabilities, and cross-curriculum priorities, and taken as a whole allow the student to demonstrate their achievement against each of the achievement standards.
Special Provisions	Any change to the conditions of an assessment task is a special provision. This might be an extension or different conditions like using a computer instead of handwriting. All special consideration is logged in ACS and with your school, and it is subject to rules from Board Policy and Procedure. Changing the cognitive demands of a task is NOT special provisions. To change the cognitive demands (e.g. ignoring spelling and sentence structure in English T would change the cognitive demands of the course), students must access the M course.

Group Photograph in the Canberra Theatre

Community Service Awards 2022

Academic Studies Awards 2022

Individual Course Awards

Recognition of Excellence 2022

Vocational Studies Awards

Aboriginal and Torres Strait Islander Awards

Events Term 1 2022

Dates and events are accurate at the time of publishing. Check the website and social media for updates.

Professional Learning Opportunities

- *School-based Moderation and Meshing - Complete*
- *Introduction to BSSS for teachers new to the system - Complete*
- *New to leadership in the ACT Senior Secondary System - Complete*
- *Quality Assessment Guidelines - Complete*
- *Introduction to the English Framework - Complete*
- *Introduction to the Maths Framework - Complete*
- *Introduction to the Arts Framework - Complete*
- *Introduction to the new Commerce Framework - Complete*
- ACT Senior Secondary System: Deeper Dive March 6
- New Certification Coordinator Training March 10
- Annotations Launch English, Maths and Sciences March 14
- Teachers new to VET Delivery Workshop March 15
- Simplified Scaling March 17
- Designing Assessment to Assess Thinking March 23
- Sharing a Program of Learning March 30
- Designing a Program of Learning April 3

Meetings

- *Curriculum Coordinators Meeting - Complete*
- *Moderation Day Venue Coordinators Meeting - Complete*
- *SGL/AGL Meeting - Complete*
- *Assessment and Certification Committee - Complete*
- *Curriculum Advisory Committee - Complete*

- *Moderation Coordinators Meeting - Complete*
- *Certification Coordinators Meeting - Complete*
- VET Coordinators Meeting March 2
- Annotations Meeting 1 March 3
- Board Principals Meeting March 7
- Annotations Meeting 2 March 8
- AST Coordinators Meeting March 9
- Board Meeting March 16
- Annotations Meeting 3 March 17
- Student Forum 1 March 20

Important deadlines

- *Notification of Scaling Groups including Small Groups to BSSS February 8*
- Applications for Student Forum due COB Friday March 8
- Student AST Applications due March 22
- Final Date AST Special Case Applications due by COB March 22
- AST Linguistically Diverse Students to be identified in ACS COB March 23
- Applications for Linguistically Diverse status for AST due to OBSSS by COB Friday March 24

Moderation Day 1 is 28 February