

# ACT Board of Senior Secondary Studies

## Public Consultation Report 2023

*Course: Bridging Literacy A/M*

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the course writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

B S S S

Survey Question	Feedback	Reponses to Feedback
1. Which school are you from?	ED-1, AIS-1, 2 CE-2, International-7, Unknown- 2	
2. The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students	3 stars- 3	noted
	4 Stars- 4	
	5 stars- 7	
3. Any comments on rationale.	No comment	noted
	It's importance for knowing why students make choices.	noted
	No comment	noted
	No comment	noted
	No comment	noted
	good	noted
	No comment	noted
	Rationale clear and consistent with other BSSS courses.	noted
	The rationale needs to be specific and concise.	Thank you for that. The developers concluded any more concision would result in a lack of guidance needed in a new course.
	No comments	noted
As this is also a document for parents and students (if they wish), consider the use of the	This document is for schools and teachers, as such it is for expert educators. It is appropriate to use	

	word 'orthography' instead of simply saying 'spelling system'.	accurate metalanguage.
	very sensible	noted
	It is good that the rationale is focused on practical skills for students	noted
	No comments	noted
4. The Achievement Standards describe developing achievement in literacy up to ACSF Level 3 as the A standard.	5 stars- 7 4 stars- 3 3 stars- 2 2 stars- 0 1 star- 1	noted
5. Any comments on the Achievement Standards.	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	good	noted
	M Units: Some of the goals required "independent research tasks" while the M rubric specifies the level of assistance provided.....?...??????	The M achievement standards describe levels of capacity achieved. Some students in M will be able to complete independent tasks while others will need varying levels of support, just as not all

		<p>students meet standards for an A grade.</p> <p>“With support” allows for the support allowed under the act, but goes to intellectual support beyond that.</p> <p>We will add a clarifying comment to the introduction to the Achievement Standards.</p>
	Clear and consistent	noted
	Achievement standards needs to be structured in such a way that it can distinguish different standards within a unit.	Certainly, that is one possible approach, but not the one used in this system. The Achievement standard for this course describes the achievement of a minimum standard of literacy, ACSF 3.
	Clear and consistent	noted
	No comments	noted
	These are really clear.	noted
	good	noted
	I still find it as a fairly low standard to achieve an A. They seem to be able to get an A with significant scaffolding.	The standards reflect reaching ACSF Level 3 literacy standards, which describes functional literacy. Students who achieve this level may then move into Essential English.
6. The course goals, drawn from the	5 stars- 7	

Framework, are clear about the intended learning but allow flexibility.	4 stars- 5 3 stars- 0 2 stars- 1 1 star- 0	
7. Any comments on the course goals.	No comments	noted
	Goals are good targets	noted
	No comments	noted
	For high order thinking, more details or examples should be given	These are provided in the content descriptions
	No comments	noted
	Good	noted
	The course allows some flexibility; however, some of the expected goals for the M Unit are / can be or will be unreachable for students with high level of needs. Some students with complex disabilities will be extremely disadvantaged.	The Goals are written to the highest possible standard and the content descriptions and achievement standards differentiate for M. In schools, ILPs will be used to further support students in accessing curriculum requirements to the extent they are able to do so.
	Structure and language consistent with Frameworks.	noted
	The goals needs to be specific, measurable, achievable, relevant, time-bound.	noted
No comments	noted	

	These are good and I like the inclusion of the reflection element.	noted
	Wise	noted
	No comments	noted
	No comments	noted
8. The unit description for 'Communicating with Purpose' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	5 stars- 6 4 stars- 3 3 stars- 4 2 stars- 0 1 star- 1	noted
9. The specific unit goals for 'Communicating with Purpose' are clearly outlined and appropriate to the unit	5 stars- 6 4 stars- 6 3 stars- 1 2 stars- 0 1 star- 1	noted
10. The content descriptions for 'Communicating with Purpose' clearly elaborate on the unit description and the specific unit goals.	5 stars- 7 4 stars- 5 3 stars- 1	noted

	2 stars- 0 1 star- 1	
11.The content descriptions for 'Communicating with Purpose' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	5 stars- 7 4 stars- 4 3 stars- 2 2 stars- 0 1 star- 1	noted
12. Any comments on the unit 'Communicating with Purpose'	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	good	
	As above: many of the students in M Units ( with high levels of support needed) will be very disadvantaged.	It is not clear from the feedback why that is so. Schools will provide the required support to provide students with reasonable assistance to access to the course as allowed under the act, and the students will do they best they can.  "With support" allows for the support allowed under the act, but goes to intellectual support

		beyond that. We will add a clarifying comment to the introduction to the Achievement Standards.
	Clear and consistent	noted
	Communication should be clear and concise, no repetition.	Some skills content is repeated across units to allow the development of particular skills over time.
	No comments	noted
	Unit goals ...'practices that underlie subjects undertaken' could be clarified. Is it the technical language from their other subjects? Content Descriptions, point and 4 - '...familiar subject relevant texts.'" Needs clarification as to what this may mean.	The course developers have provided clarification through examples in the content descriptions.
	wonderful	noted
	This will be useful for practical, occupation-based goals	noted
	No comments	noted
13. The unit description for 'Reading and Researching' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	5 stars- 8 4 stars- 4 3 stars- 1 2 stars- 0	noted

	1 star- 1	
14. The specific unit goals for 'Reading and Researching' are clearly outlined and appropriate.	5 stars- 7 4 stars- 3 3 stars- 3 2 stars- 0 1 star- 1	noted
15. The content descriptions in 'Reading and Researching' clearly elaborate on the unit description and the specific unit goals.	5 stars- 8 4 stars- 3 3 stars- 2 2 stars- 0 1 star- 1	noted
13. The content descriptions of 'Reading and Researching' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	5 stars- 7 4 stars- 5 3 stars- 1 2 stars- 0 1 star- 1	noted
14. Any comments on the unit	No comments	noted

'Reading and Researching'.	No comments	noted
	No comments	noted
	hard to comment ,as I have no idea about reading and researching	noted
	No comments	noted
	good	noted
	As above: many of the students in M Units ( with high levels of support needed) will be very disadvantaged.	It is not clear from the feedback why that is so. Schools will provide the required support to provide students with access to the course and the students will do they best they can.  “With support” allows for the support allowed under the act, but goes to intellectual support beyond that.  We will add a clarifying comment to the introduction to the Achievement Standards.
	Clear and consistent	noted
	Some steps of reading and researching could be given as a guide.	Teachers will determine appropriate steps in consultation with their colleagues when developing programs of learning and discipline-based tasks for students.
	No comments	noted
Clarify what the understanding of '...texts that underlie subjects undertaken.'	Clarification is provided in the content description examples. In developing a program of learning	

		with colleagues, teachers will choose texts that will support student literacy acquisition in their other subjects.
	Very good	noted
	No comments	noted
	No comments	noted
15.The unit description of 'Reporting Research' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	5 stars- 7 4 stars- 3 3 stars- 3 2 stars- 0 1 star- 1	noted
16.The specific unit goals of 'Reporting Research' are clearly outlined and appropriate.	5 stars- 6 4 stars- 4 3 stars- 3 2 stars- 0 1 star- 1	noted
17.The content descriptions of 'Reporting Research' clearly elaborate on the unit description and the specific	5 stars- 7 4 stars- 3	noted

unit goals.	3 stars- 3 2 stars- 0 1 star- 1	
18.The content descriptions of 'Reporting Research' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	5 stars- 7 4 stars- 3 3 stars- 3 2 stars- 0 1 star- 1	noted
19.Any comments on the unit 'Reporting Research'.	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	good	noted
	As above: many of the students in M Units ( with high levels of support needed) will be very disadvantaged.	It is not clear from the feedback why that is so. Schools will provide the required support to provide students with access to the course and the students will do they best they can.  “With support” allows for the support allowed

		<p>under the act, but goes to intellectual support beyond that.</p> <p>We will add a clarifying comment to the introduction to the Achievement Standards.</p>
	Clear and consistent	noted
	No comments	noted
	No comments	noted
	Clarify what the understanding of texts that underlie subjects undertaken. There is also a reference to "Identify the ways in which written communication and research as used in the subjects undertaken. Clarify what is meant by this.	Clarification is provided in the content description examples. In developing a program of learning with colleagues, teachers will choose texts that will support student literacy acquisition in their other subjects.
	Wonderful	noted
	I like that this will enable students, such as vet students, to be able to select relevant investigations for their careers.	noted
	No comments	noted
20.The unit description for 'Transferring Literacy to Life' clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	<p>5 stars- 8</p> <p>4 stars- 3</p> <p>3 stars- 2</p> <p>2 stars- 0</p>	noted

	1 star- 1	
21.The specific unit goals for 'Transferring Literacy to Life' are clearly outlined and appropriate.	5 stars- 8 4 stars- 4 3 stars- 1 2 stars- 0 1 star- 1	noted
22.The content descriptions for 'Transferring Literacy to Life' clearly elaborate on the unit description and the specific unit goals.	5 stars- 8 4 stars- 3 3 stars- 2 2 stars- 0 1 star-1	noted
23.The content descriptions for 'Transferring Literacy to Life' allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	5 stars- 8 4 stars- 3 3 stars- 2 2 stars- 0 1 star- 1	noted
24.Any comments on the unit	No comments	noted

'Transferring Literacy to Life'.	No comments	noted
	No comments	noted
	No comments	noted
	No comments	noted
	good	noted
	As above: many of the students in M Units ( with high levels of support needed) will be very disadvantaged.	It is not clear from the feedback why that is so. Schools will provide the required support to provide students with access to the course and the students will do they best they can.  “With support” allows for the support allowed under the act, but goes to intellectual support beyond that.  We will add a clarifying comment to the introduction to the Achievement Standards.
	Clear and consistent	noted
	This is a section which can be difficult for students who do not have English as their first language.	This course is not written for additional language acquisition specifically. EAL and Bridging EAL units are available for those purposes. It is true that students who are both not literate and speakers of other language/s require a very particular pedagogy to support their learning.
	No comments	noted

	This one is clearer	noted
	amazing	noted
	No comments	noted
	No comments	noted
25. The developers have not included an independent study unit in this course as the nature of the likely student body would not include students who can work independently. Do you think an independent Study unit would be appropriate in this course?	No comments	noted
	most definitely	noted
	No comments	noted
	yes, better to give an independent study unit	The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.
	No comments	noted
	not necessarily	noted
	No comments	noted
	Indeed, I was thinking/wondering about this and upon reflection I do believe independent research capacities could begin AFTER units 2 and 3 were completed and Unit 4 Transferring Literacy to Life could begin to engage with Independent study but still with significant guidance in process. After these units, a student may be well-prepared for more Independent study/research.	The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.

	Surely, an independent study should have been helpful, in order to see how other people perceive the content of the unit, and it will serve as a comparison.	The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.
	No comments	noted
	It could be for students working toward trade qualifications or as stage crew a theatre for example where the student could work on language specific to their chosen trade or employment. I think students with a hearing impairment or dyslexia for example who could undertake this course would be quite capable of working independently.	The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.
	yes	noted
	I agree that explicit learning will be crucial for the kind of students who choose this course.	The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.
	no	noted
		The developers have considered this feedback and have concluded that the level of individualisation and differentiation allowed by each unit obviates the need for an independent study unit.

