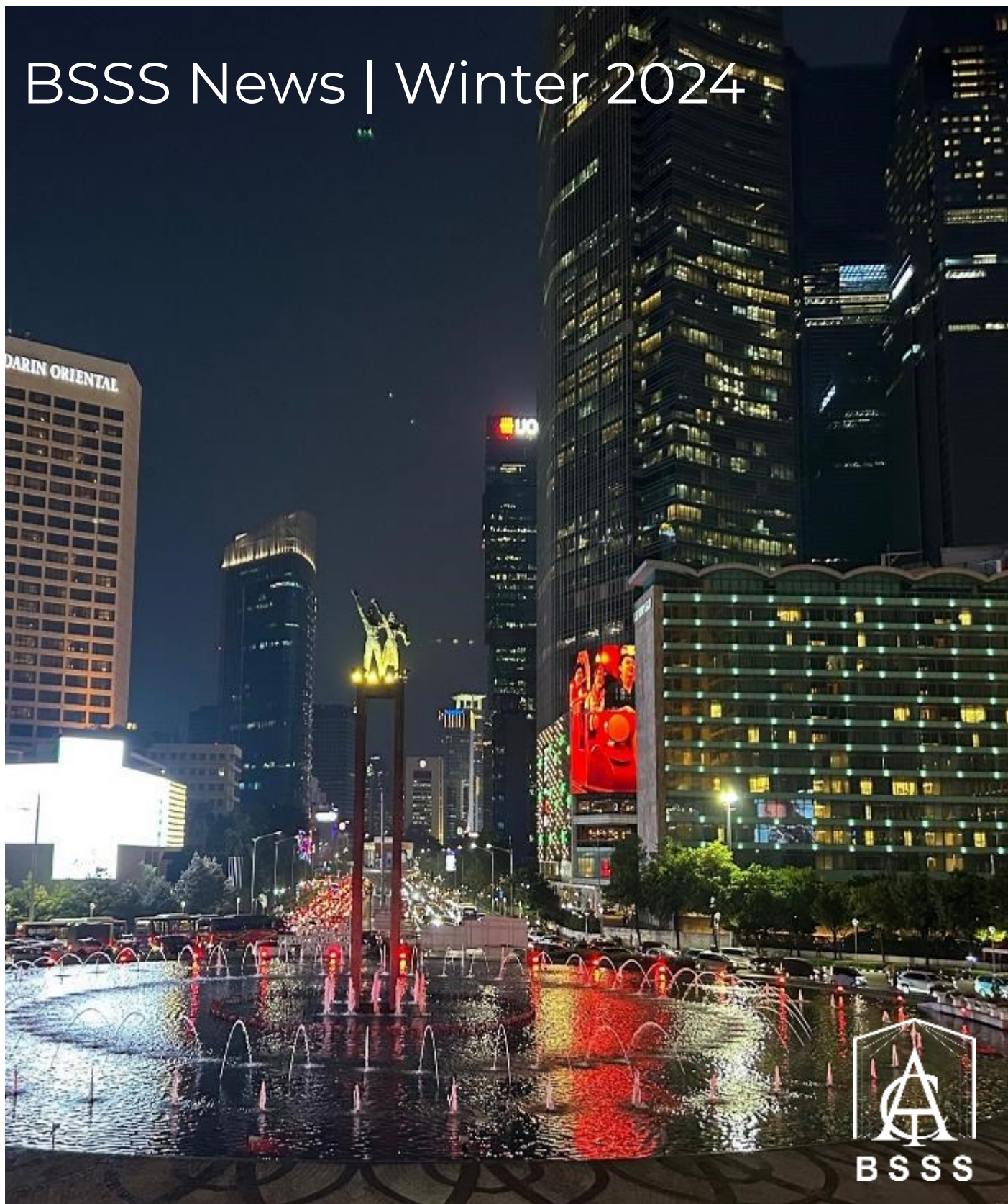


BSSS News | Winter 2024



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AI
Hello Jakarta!

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, and all others who have familiar or ongoing connections to this land.

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



Acknowledgements

Images pp. 3, 5, 6, 8, 10, 11, 13, 14, 15 sourced from Canva for Education

All other images from BSSS Officers.

If you are interested in seeing your images or content in this newsletter, contact bsssenquiries@act.gov.au

We are very keen to have student-created images and content in the newsletter. Please consider it!



The ACT Senior secondary system is built upon the principles of equity, excellence, collaboration and integrity through a model of continuous improvement.

At the heart of our system are the students. Our aim is to ensure a high-quality, high-expectation qualification that provides contemporary, relevant, and challenging learning opportunities for all students, reflecting the knowledge, skills, and understanding acquired by them to engage in a technology and information rich global community.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment and underlines confidence in teacher professionalism in the ACT. It is a collaborative and professional exercise focused on assessing the quality of assessment and ensuring the comparability of grades across the system on behalf of current and future students.

As teachers of Senior Secondary courses in the ACT, you are the bread and butter of the system's success. Continued best practice in student-centred learning is made possible through the valid, constructive, and detailed feedback you provide your colleagues.

Moderation Day allows you to:

- contribute to the development of shared system understandings
- see examples of quality assessment.
- talk with other teachers and share your challenges and ideas.
- know that your students aren't disadvantaged.
- help your colleagues improve on their work.
- support new educators and those new to system.
- see how other people are innovating (and maybe get some cool new ideas and connections).

Your attendance and engagement at System Moderation Days helps to ensure there are no silos of practice. These days are just one of the many professional networking opportunities not easily afforded to those in larger systems or teachers of smaller subject areas. The valuable work done by you on these days is also about meeting key AITSL standards of 2, 5, 6 and 7.

System moderation is the cornerstone of our system. As such, it needs your collaborative engagement on the ground level to ensure the vital quality assurance work can be done in order to support all students across the ACT and recognise the outstanding work that is being done across our system.

Where did Moderation Day come from?

In the early 1980s, statistical moderation — what we now often refer to as *scaling* — was the primary form of moderation in the system. The 1983 Policy Manual notes the concern that only using statistical moderation meant that people could become isolated, unable to compare the achievements of their students with those in other groups, and offers solutions to help solve this problem.

Interestingly, the 1983 manual defines moderation in a way that still speaks to the experience in the system some 40 years later. Check out the snip from the manual below — some things have changed, but others stay the same.

Moderation may be defined as -

"a method of maintaining comparability of standards between schools usually without prescribing detailed syllabus content or requiring students to sit for an external examination. Comparability of standards is sought by the use of one or more moderating devices."

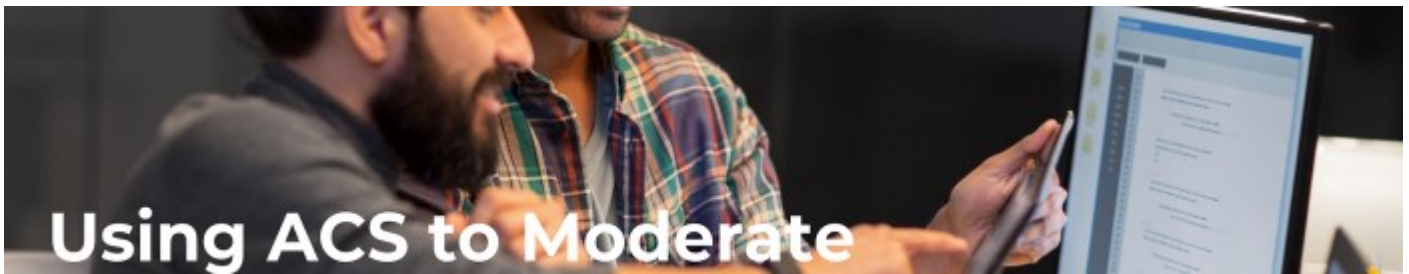
Rowlands 1.

or

"the process whereby the work of different pupils in different schools, assessed by different people upon different patterns of assessment, is brought into relationship with standards which are more widely based."

Hale 2.

Teachers therefore have become involved in new facets of assessment which were once not part of their responsibility.



What you will need on the day

- Your ACS password
- Your laptop computer and its charger
- You need to have selected “currently teaching BSSS courses” in your profile (the screen that opens immediately upon logging in). If you haven’t got this selected, you won’t be able to log in or see Moderation Portfolios.
- Make sure you [know your venue location](#).



Key Points

- The process of conferencing and offering feedback is the same process as before
- Use ACS to sign in and out
- You will need your computer and a charger
- You will join or be assigned to a “group” on ACS; this “group” will do the PRP (green) form, so it will likely be made up of two pairs
- All the work and clean copies etc. will be on ACS or linked from ACS
- Portfolios can be assigned by your SGL or selected by your group using a “get next presentation” button
- If you accidentally click to “get” too many portfolios, tell your SGL
- If ACS gives you an unexpected error, please write down what you were doing when the error happened, and if you can, screenshot the error. Send the info to bsssenquiries@act.gov.au. This will help us replicate and fix the error.

Starting the day

Use ACS to sign in.

1. Log in to ACS.
2. Select “Moderation” from the menu and drop down to “Moderation Attendance”. This will show you a sign-in screen.
3. ACS will default to the subject you signed up for. There is a drop-down menu where you can select the subject if this isn’t correct. Please note that we tell venues how much food to order based on the number of people who signed up for the subjects at that venue – if you didn’t sign up for the correct subject, you probably will not have been accounted for in the catering.
4. Your SGL will put a code on the board. You need this code to sign in. Don’t add spaces before or after the code – if you get a weird error pop up, it’s likely an extra space snuck its way in there.

Joining a group

There are two possibilities here; your SGL may assign you to groups, or you may assign yourself to a group. You can always dissolve a group to join a different one. If someone has added you to a group, you will see the group on the “moderation presentation review groups” page.

How to assign yourself to a group

1. Pick someone who will be the group wrangler for your group. It is easiest if this person is comfortable with technology.
2. Make sure all your intended group members are signed in.
3. The group wrangler will then add members to the group using the + next to their name in the “Moderation Presentation Groups” screen.
4. The group wrangler will see a popup that says “add group member”.
5. This screen will automatically show everyone whose profile said they were going to your course on Moderation Day. If you want to go further afield, the group wrangler can untick where it says “restrict reviewers to same course group”. If lots of people have signed in to your course (e.g., English), the group wrangler can use the first name or last name box to find specific people.
6. The group wrangler needs to give the group a title (keep it professional), select the subgroup or subject being moderated, and the SGL.
7. Once the group wrangler has hit save, all members will see their group if they click on the “Moderation presentation review groups” page.

Group FAQs

What size is a “group”?

A group is the group of people who will do the PRP (green) form together. In most subjects this is four people – two pairs. Some subjects may not be able to accommodate this – e.g., smaller subjects, subjects with a large number of unexpected absences. The smallest group size is one person, with no maximum size set.

Can I remove myself from a group?

Yes, just hit the red minus next to your name and hit save. This will remove you from the group, even if it’s a group you started. You will end up in a group all on your lonesome, ready to add new members.

Can I just put the group name in and get into the group?

Yes; if you put the same name into the same subject, you’ll get a pop up advising you that the group already exists and asking if you want to join the group. If you accidentally join the wrong group, you can easily remove yourself (as above), or if someone joins your group by mistake, group members can also remove them.

Can observers join a group?

Only people with an active ACS account can join a group. No account = can’t join the group, but can watch the process (e.g., preservice teachers).

Special subject information

- In English, it will not matter which level of English you sign into.
- There is no separate sign-on for the specialised units in the arts (e.g., specialised Dance); sign in to the generic course (e.g., Dance).

Forgotten something?

Your school's certification officer or the OBSSS employee on site can reset your password.

Your SGL cannot reset your password.



Reviewing

Getting the portfolio

1. Split your group into your configuration for doing the initial presentation review (pink form). Generally this will be two pairs.
2. There are two possible ways to get a portfolio.
3. Your SGL may assign a portfolio to your group
4. Your group wrangler (or someone else) hits the “get next presentation” button on the “moderation presentation review group” screen. This will give the group a portfolio from a school none of the members are from.
5. To see your portfolio, you have choices:
 - Clicking on the link under your group in “moderation presentation review groups” OR
 - Clicking on “moderation review” in the sidebar and using the small + button to open the portfolio (this is the quick way!)

Seeing the work

1. You can download items individually or as a bulk download
2. In either case, Click the underlined words;
 - These will save to the *downloads* folder on your computer
 - Set up your downloads the way you like them with assistance from your school’s IT Officer or a similar person. For example, downloads can be set to automatically open in your browser if that is your preference.

Moderating the work

1. Make one person in your pair responsible for taking notes in the presentation review. This person will hit the “Add Review” button for your pair, add the other person’s name, and the two of you will do the pink review form as you normally would.
2. We recommend making rough notes in the pink review form to streamline the process of the green PRP form when you get there.
3. If everyone in your group wants to make a pink form, they can – if it’s a better workflow for you

that you all create a pink form for rough notes, there’s no issue with this.

4. Once one pink form has been created, you can create a green PRP.
5. Once a green PRP has been created, no more pink forms can be created – make sure you’ve created the ones you want beforehand.

Doing the green PRP

- Get your group wrangler or someone happy to write comments to be the one to open the PRP. Your whole group will be working on the PRP.
- The PRP looks slightly different to what you’ve seen before. You will now see the comments from the pink presentation reviews at the **bottom** of the form/page. You can still copy and paste these with no hassles. If you’d prefer to see the forms as they were written, these can be opened in a new window.
- If you need ideas or sentence starters, these are available in the ACS Help files, or the Moderation Day walkthrough website.
- You have a choice between a ‘save’ and a ‘submit’ button. Save will just save the file, whereas Submit will both save the file and submit it to the SGL.
- Repeat this process for the next portfolio/s.

Reviewing FAQs

Why doesn’t ACS open things in ACS? Why do I need to download them?

Document viewers are not currently available for ACS. See the last newsletter for how features in ACS are programmed and enabled.

What happens if everyone in the group hits the “get next presentation” button? Do we end up with multiple presentations?

Yes! If you do this by accident, your SGL can remove them from your group. Just don’t sit on it if your group has accidentally picked up too many portfolios to handle – no one wants to discover at the very end of the day that a group accidentally picked up 20 portfolios and was unable to get through them all.

Will we have that thing that used to happen where the wrong group entered stuff into the wrong PRP/Review forms?

Good news – this can't happen anymore! You can only comment on the folios that were assigned to you (either by the system or the SGL). So no more accidentally opening the wrong portfolio, or having someone who you couldn't find having done a PRP in the wrong spot (your spot!)

Why do we need to write comments on the green form?

Moderation Day has a number of intended outcomes relating to the quality assurance of what we do in the ACT Senior Secondary System. Writing comments on the green form helps to show transparency and justification. This is in the sense that everyone involved – moderators, schools and teachers – understand why the portfolio was rated in a particular way. This helps to bring everyone onto the same page about grade judgements and the interpretation of ACT Senior Secondary units.

Ending the day

Delete any stray files from your system

1. Go to your “downloads” folder and make sure any files from the day have been deleted from your computer.
2. Right-click on the bin on your desktop (it will be called something like ‘trash’ or ‘recycle bin’) and select ‘empty’ from the options.
3. Please do not retain any work or other files from the day.

Use ACS to sign out.

1. Log in to ACS.
2. Select “Moderation” from the menu and drop down to “Moderation Attendance”. This will show you a screen telling you that you're signed in, and give you a box to sign out.
3. Your SGL will put a code on the board. You need this code to sign out.
4. If you need to leave early, the SGL can generate the code early for you. Make sure your school knows, and follow your school's procedures for leave.

End of day FAQs

Why can't I keep an assignment that I like?

Permission must be sought before hanging on to any assessments. Different systems and sectors own the copyright to the assignments that you access on Moderation Day. The student work is covered under privacy legislation, which means that it cannot be used for any other purpose – i.e., it's for moderating, not for use by others as exemplars etc. In extreme cases, keeping and using the work of others may constitute a breach of codes of conduct.

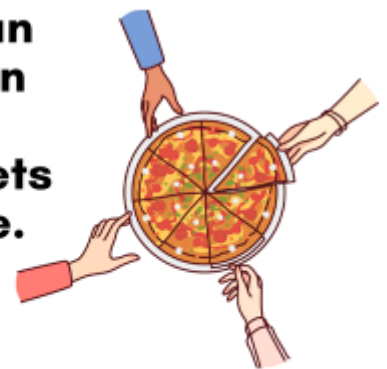
What if I'm a part-time teacher?

If you need to sign out early, the SGL will give you the code. Note that for ACT Government Schools, section W9 of the EBA (p.163) notes that while part-time teachers are required to attend Moderation Days, principals have scope for a variation of attendance at another time so that a part time teacher's normal hours of work are not exceeded, or for the teacher to be paid for attendance beyond usual hours of duty on Moderation Day. This needs to be negotiated with your principal. Other sectors may have similar provisions; check your EBA.

What if my computer has run out of battery?

ACS will run on your phone – we do not recommend using ACS on your phone, but it will run if you have no other options to sign out. Alternatively, you can sign out on someone else's computer – they will log out of ACS, you log in to ACS, and then sign out.

**Help us plan
Moderation
Day so
everyone gets
a fair share.**



Make sure your ACS profile is updated to the subject you'll be attending.

Moderating on your phone

If you forgot your computer or power cord, it is possible to moderate on your phone. Please note that it is not *recommended* to moderate on your phone – if stuck with a phone it may be less frustrating to sign in/out on your phone and work with another person on the same computer for the actual moderating part of the day.

iPhone

Go to ACS and sign in/moderate as above. The tables in ACS are too large to show on one page (even with your phone landscape) so you'll need to scroll side to side.

If you are downloading the student work to your phone – again *not recommended* – we suggest making sure you're on wifi and hitting "download all". Safari will ask if you're sure you want to download it – click ok (assuming you do actually want to download it).

Safari will show a little blue arrow in the address bar – see image. Clicking on this arrow will bring up a menu where you can jump straight to downloads.

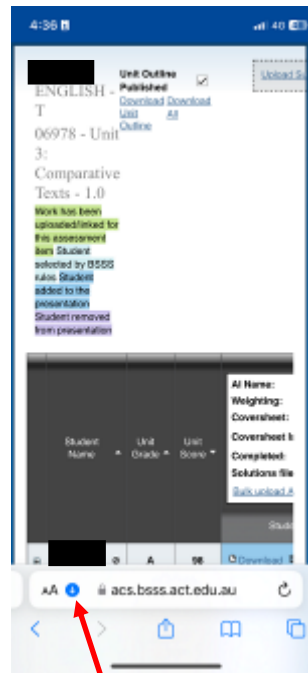
If you need to access the files, they will be sitting in your Files app in the Downloads folder. The filename will be something like Assessmentitemfiles_2024_Jul-02-163525 (note that the date and time are in there!).

If you really want to be the person filling in the forms, it's probably easier to make notes by hand and then type into the form, rather than switching or split-screening.

Once you're done moderating, delete this folder. At the end of the day, make sure you've signed out using ACS. Again, this info is not supplied to *encourage* people to use their phone. If you get stuck, it's an option. Just not a first choice.

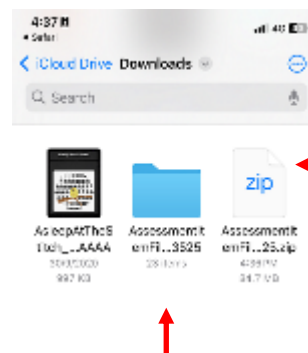
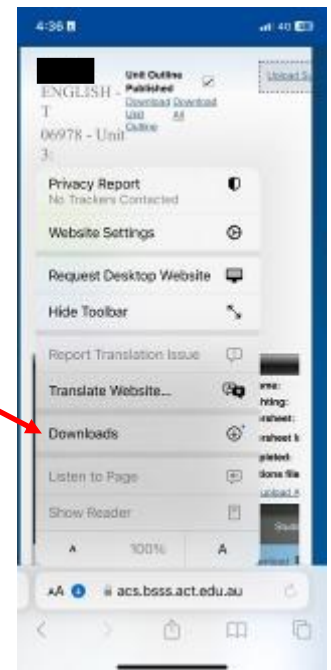
iPad

As for iPhone, but we suggest the use of the split screen function on larger iPads to examine work and fill in ACS documents at the same time. An iPad will be more amenable to moderation than a phone, but ACS was not designed for the iOS environment, so it may throw unexpected errors.



This is what ACS will look like on your phone.

Clicking the blue arrow will open your downloads, and you can then select "downloads" from the menu to go straight to the folder.



The file will initially look like the "zip" on the right. You need to click it and then it will unzip fully. At the end of the day, delete both.

Curriculum Updates

HOPE Framework

The draft HOPE Framework is up for comment. We encourage teachers who work in courses under this Framework to consider and comment on the draft. You can find the draft HOPE Framework under the "Curriculum Development" tab on the BSSS website https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/curriculum_development in the accordion labelled "Curriculum Development Consultation".



Minor Variations

The Industry and Services Framework has been subject to minor variations. These can be found here on the BSSS Website under the New and Updated Courses and Frameworks for 2024 and 2025. https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/ [New and Updated Courses and Frameworks for 2024 and 2023](https://www.bsss.act.edu.au/act_senior_secondary_system/curriculum/)

R Unit update

The R Unit classification has been updated to clarify the rules; namely, that an R unit credit for class participation can only be awarded for new learning engagement not credited to the student elsewhere on the Senior Secondary Certificate.

New annotations

The annotations project continues, with new annotations launched in several subjects. The annotations project is intended to provide teachers with examples of annotated assessment tasks and annotated assessment responses, explaining how the achievement standards and quality assessment guidelines are applied.

There are now annotations available in:

- Biology T
- English Courses A/T (including EAL)
- Mathematics A/T
- Physics T

Don't see your subject and want to help? Email bsssenquiries@act.gov.au and let us know. We would love to expand the range of subjects offered in the annotations with assistance from teachers.

MINOR VARIATIONS
MINOR VARIATIONS
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MINOR VARIATIONS
MINOR VARIATIONS

LIVE PRODUCTION AND SERVICES A/M/V
HORTICULTURE A/M/V
FURNITURE MAKING PATHWAYS A/M/V
FOOD STUDIES A/M
DIGITAL PRODUCTS A/M/V
CONSTRUCTION PATHWAYS A/M/V
BUSINESS SERVICES A/M/V
AUTOMOTIVE TECHNOLOGY A/M/V

CHANGES TO INDUSTRY AND SERVICES COURSES



Bridging Eligibility Criteria

Key points:

- There will be eligibility requirements for these courses that draw on information that schools should generally already have, or that is part of the existing process for transition to College
- Eligibility for the courses is based entirely on whether a student can be reasonably thought to have not yet attained ACSF Level 3 in the requisite subject. Other factors are not considered in this process, as they are considered in other processes to support students (e.g., M courses, special provisions, flexible learning arrangements)
- If no standardised testing is available, we suggest adding a statement to the student's ILP that notes that this is the most appropriate course for the student, with sign-off from an appropriate teacher
- For students who are not eligible for the Bridging courses, we encourage schools to consider options such as small group or flexible Essential English and Mathematics classes

Bridging Literacy and Numeracy are expected to be introduced in 2025, with the transition arrangement allowing students to combine Bridging or Essential units with their Contemporary units to create courses.

The Curriculum Advisory Committee requested that the Bridging courses have eligibility criteria, in order to ensure that the course is used to support students with specific literacy and numeracy needs. These criteria were endorsed by the Board at the Term 2 meeting.

What is the ACSF?

The ACSF is the [Australian Core Skill Framework](#), a tool that describes how individuals perform in five key areas:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

ACSF 3 is the level identified as the minimum standard in most states and territories that require a minimum literacy/numeracy standard for certification (e.g., NSW, WA). Students who have achieved Level 3 have most likely achieved the skills necessary for independent living; skills like reading and understanding a car loan contract, writing a job application, writing up or understanding a quote for landscaping work, knowing how to split a bill, successfully playing a board game or video game involving simple calculations, or reading for pleasure as well as meaning.

Students must meet the following criteria to be eligible to undertake the Bridging Literacy and Numeracy courses:

A student is eligible if they attained “developing” or “needs additional support” on NAPLAN in Year 9, or a standardised test indicates that the student has not met ACSF 3 in the relevant area. Standardised tests include tests like Progressive Achievement Tests (PAT), Online Literacy Numeracy Assessment (OLNA)), or equivalent, conducted within the two years prior to senior secondary.

A student is also eligible if no standardised testing data is available but literacy or numeracy level (as applicable) of ACSF 1 or 2 is imputed supported by strong evidence such as:

- An Individualised Learning Plan (ILP) process that includes summative assessed samples which demonstrate that the student is not meeting ACSF 3 and requires significant support to achieve that standard
- Teacher nomination based on the student's performance, including a signed declaration that this is the academically appropriate course for this student

Evidence must be kept on file by the school and be made available for review on request.

Factors such as family circumstance or mental wellbeing should be dealt with under existing special provisions processes, unless the student meets the criteria for the course.

Students who have a diagnosed mild to moderate intellectual disability can, as per 3.2.8.3.3, access M courses in Essential English/Mathematics or Bridging Literacy/Numeracy if they meet the criteria.

We constructed these criteria after examining what is carried out in other states and territories, and the intent of the Bridging Courses to explicitly support students' literacy and numeracy development, whilst trying to leverage documentation that schools already have such as the ILP process and PAT testing.

Part of the ILP process upon beginning Year 11 may be the decision that there is evidence to support a student being in the Bridging course, and a suitable teacher (e.g., their maths/English teacher, or the Student services leader) responsible adding to, and signing on the ILP document to state that these courses are the educationally appropriate choice. This would then be added to the student's files as the ILP usually is. We do not anticipate regular checks unless there is a clear issue identified in Moderation (e.g., a portfolio indicating that a student is well beyond ACSF 3).

The ILP was chosen because of the likelihood that a student reaching senior secondary without meeting ACSF 3 would need support throughout their studies through a formal process such as an ILP or other learning measure.

What if students don't meet the eligibility criteria?

For students who do not meet the eligibility criteria, the closest courses to the current Contemporary courses are the two Essential English and Mathematics courses – the achievement standards in these courses are identical to the current Contemporary courses.

School leaders may consider where the impact of smaller groups, flexible arrangements, or supportive pedagogies might be most helpful in subjects with high enrolment. As long as the course is being taught in a manner that allows all content descriptors and achievement standards to be addressed as written (i.e., the content is not made 'simpler' for a particular cohort), there is no issue in having a smaller and more supported Literature or Specialist Mathematics class for a cohort for whom mental wellbeing support is necessary. Similarly, a more structured Essential English or Essential Mathematics class may be helpful for students who need behaviour support.

Equally, experimenting with the lens through which a course is taught may help to tailor content to a particular group or cohort. There are no set texts for Essential English or Essential Mathematics, which means that the texts or situations through which the skills are taught is the choice of the school. For example, a student group studying basic calculations in Unit 1 could use the example of splitting a bill at a restaurant, or a group studying measurement in Unit 3 could bring their skills to life by following instructions to make and re-size zero waste clothing, or to plan a construction project relevant to their apprenticeship.

School leaders can support teachers by giving them time to work on innovative programs of learning and giving them permission to think imaginatively about the ways these courses could be used.

Modified Courses



The ACT BSSS curriculum provides all students a pathway to learn and demonstrate their knowledge, skills and learning outcomes. Currently there are seventy-six courses that make provision for students with a mild to moderate intellectual disability to be integrated into mainstream classrooms. Some of these courses integrate a VET Training Package.

Students, in consultation with their school, may consider a course option that is appropriate to their needs and allows participation. One option for students with a diagnosed intellectual disability is studying a modified (M) course.

Teachers can use the modified content descriptions and achievement standards to guide them in including all students in their programs. In implementing M courses, teachers ensure:

- course delivery modes and learning activities take account the goals as described in the course and are tailored to the learning capacities and needs of the student
- teaching and delivery strategies for the course requirements are reasonably adjusted to meet the learning needs of the student
- assessment procedures and methodologies for the course are reasonably adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed in the course.

Student achievement in M units is reported based on system standards as an A - E grade. Achievement standards for M courses can be found in each Framework and can be used within the guidelines for [equitable assessment](#). The modified achievement standards provide an objective standard for what students should know, understand and be able to do and are designed based on the level of cognitive demand and intellectual assistance provided (see p.14 of this newsletter for more information). Achievement

standards guide teachers in assessing student progress and ensure that assessments are fair, consistent, and aligned with the curriculum and community expectations. They also help maintain academic rigor and provide students with clear targets for learning. Consequently, as with all our course classifications, students will achieve results across the A to E continuum.

Students undertaking a M course are equally entitled to special provisions through temporary arrangements or an Individual Learning Plan. Special provisions refer to adjustments or accommodations made for students during assessments or tasks within regular courses. These provisions ensure that students with disabilities, chronic conditions, or temporary challenges, such as illness or personal crises, have equal opportunities to demonstrate their knowledge and skills. Examples include additional time for exams, alternative assessment formats, or the use of assistive technology.

A full list of BSSS accredited courses is available on the BSSS Website.

Please do not hesitate to contact the Office of the Board for more information at:
BSSSenquires@act.gov.au



FEEDBACK ON STUDENT LEARNING

Free online self-paced professional learning for ACT Senior Secondary teachers.



AI: Where are things at?



AI has not gone away, and barring intervention from government or a Carrington event (a.k.a. a really big solar flare), it's unlikely to go away.

We have put together a range of guidance for schools, students, teachers and the community. These resources are principles-based rather than centring on a specific provider or technology. This means they go 'out of date' less quickly.

- The [Framework Guide](#) is intended to outline the major actions that teachers and students need to do, how these interact with the AITSL standards, and what some of the major concerns around AI are. This is a fairly brief overview document intended to support teachers to understand their responsibilities under the Australian Framework for Generative AI.
- The [Academic Integrity Guides](#) are aimed at students, teachers and parents. The intent of these guides is to step out AI and academic integrity, including making it clear that the unapproved use of AI is a breach of academic integrity in the ACT Senior Secondary System.
- The [student guide](#) has advice for situations such as a student being accused of using AI when they did not – including the need for the student to maintain records that help to show this.
- The [parent guide](#) has advice for parents including conversation starters to help parents tackle these issues at home.

The [teacher guide](#) has very specific guidance explaining how an appeal of an AI plagiarism might work, conversation starters and advice for the plagiarism conversation, and an explanation of how AI plagiarism checkers work. Even if you don't use it, your pre-service teachers may find it helpful to look at to get some strategies and ideas.

We are also now starting to see other states and territories release advice to schools. Victoria's advice is clear-cut and concise; very well worth reading. You can find it here: [Generative Artificial Intelligence: Policy | education.vic.gov.au](https://www.education.vic.gov.au/generative-artificial-intelligence-policy)

Realistically, the best way for teachers to learn about AI is to experiment with AI tools that your system or school has made available to you. Many of the skills required to deal with AI are the skills that we already possess as teachers; e.g., teaching information literacy, asking precise questions, understanding bias, reputable sources, and specialising in the subjects in which we teach.

Things to try: teachers

- If you have a last-minute cover lesson with insufficient work left, ask an AI for ideas
- Use AI to generate a comment bank for feedback, so that you can use AI comments without putting personally identifiable information into the AI
- Use the 'designer' function in your slideshow maker to quickly format slideshows into attractive and readable resources
- Ask AI to simplify text or lessons for differentiation
- Experiment with prompts that do not write the answer for students – e.g., "without rewriting work for me, tell me what I can do to make this response clearer"

Things to try: school leaders

- Construct or revise your whole-school policy on the use of AI in assessment tasks, with wording that can be copied and pasted into assignments about the acceptable use of AI, the requirements for referencing, and the expectation that students keep records of their process of authoring their work.

- As a leadership team, work through the Office of the eSafety Commissioner’s resources for safety as a school: <https://www.esafety.gov.au/educators/toolkit-schools> and consider whether the webinar or staffroom series of workshops would be appropriate for your school: <https://www.esafety.gov.au/educators/training-for-professionals/teachers-professional-learning-program>
- Use staff meetings to share skills between teachers – for example, a teacher who has been successfully using AI or another technology may present for 5-10 minutes to help others see the possibilities. Running whole-school PL can also be helpful to the teacher presenting if they are looking to apply for jobs or certification at HALT level.
- Model the use of technology that you would like to see in your staff.



Can you clarify that?

I thought you were moving? What’s happening?

We are moving; however, we do not have a precise date or location yet. The move will hopefully happen in September while schools are on stand-down. The move won’t interfere with AST or certification, and we have some lovely draft posters and information ready to go as soon as things are confirmed!

What is “assistance” in the M Grade Descriptors?

The idea of “assistance” in the M grade descriptors can sometimes be puzzling to people who are new to the system — why “assistance”?

The M grade descriptors are constructed to communicate to both the student, and to the community, about the level of independent achievement that a student has demonstrated in their school subjects. This is why the level of assistance is attached to the grade bands — but “assistance” specifically refers to assistance that is used to coach a student to a specific answer (i.e., cognitive assistance).

Things that do not count as “assistance” in the M grade descriptors include, but are not limited to:

- Reasonable physical adjustments, such as a scribe, signing interpreter, different desk or chair, rest and movement breaks

- Reasonable adjustments aimed at making the classroom a supportive space, such as an exit card or learning support assistant to help redirect attention
- Ordinary supports and scaffolds that are given to the class such as an essay or paragraph scaffold

Assistance that does affect the application of M grade descriptors includes, but is not limited to:

- Assistance that changes the cognitive demand of the task; for example, rewording an answer for a student, or scaffolding to the point that you are essentially telling the student the desired answer, asking leading questions in an interview, assistance that allows students multiple “goes” to get the right answer, or similar

M courses are the only courses in which it is permissible to give reasonable adjustment to enable students to reach the cognitive demands of the unit, but that affects the grade the student can be awarded. See page 12 for more information.

The OBSSS works with schools in Papua New Guinea, Indonesia, China, and Fiji; part of this work involves site inspection visits, sponsored by the schools. In June, two officers went to Cita Buana School in Indonesia.



Hello Jakarta!

