



**English Standard**  
**Stage 6**

**Draft Syllabus**

**Consultation Report**  
**February 2017**

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# 1 Background information

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

The preparation of the English Standard Stage 6 Draft Syllabus took into account the broad directions for the learning area, which were developed following public consultation and endorsed by the NESA in December 2014. In 2015 NESA conducted consultation on the draft writing briefs. The draft writing briefs were endorsed by the Board in February 2016.

NESA conducted consultation on the draft syllabus in Term 3, 2016.

The consultation program from 20 July 2016 to 31 August 2016 included:

- a meeting of the Years 11–12 English Board Curriculum Committee on 3 August 2016
- face-to-face consultation meetings
- targeted consultation meetings for:
  - Aboriginal Education
  - Special Education
  - Industry.
- student voice meetings
- an online survey on the NESA website
- written submissions.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to NESA.

Feedback from consultation was analysed and informed revisions to the draft syllabus. The final syllabus is available in an online interactive format on the NESA website.

## 2 Executive summary

The *English Standard Stage 6 Draft Syllabus Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from a meeting of the Years 11–12 English Board Curriculum Committee, 7 metropolitan and regional face-to-face consultation meetings, 6 targeted consultation meetings, 3 student voice meetings, 138 responses to an online survey and 40 written submissions.

Consultation on the English Standard Stage 6 Draft Syllabus has supported the proposed rationale, aim, objectives, outcomes, course structure and requirements, and content. Feedback provided on these sections has been taken into account during the final syllabus development phase.

The course structure and proposed modules were strongly recommended, with many respondents providing suggestions for refinements and clarifications to the wording of module rubrics.

There was wide support for the reduction in the number and types of texts to be studied, thus making the course more manageable. Strong representations were made to ensure students continue to study a wide range of types of texts, including digital and multimodal texts, and that module requirements for students to read widely be further strengthened given that related texts have been removed from the HSC examination.

Some respondents expressed the view that the enhanced text requirements were now unmanageable due to the breadth of textual experiences specified for each year of the Stage. A common view expressed by respondents was that a prescribed text list would provide more clarity regarding the intent of the modules. Teachers and other stakeholders would also appreciate suggested text lists to support implementation of all modules, in particular those for Year 11.

Wide support was expressed for the review of both school-based and external assessment. In particular, while the reduction in the complexity of internal assessment was widely supported, there was also support for acknowledging the importance of all the language modes, including listening and viewing/representing. There was also a view expressed that the reduction in the number of school-based tasks would require all tasks to carry a larger weighting that could lead to increased stress for students.

The consultation also highlighted the need for more detailed advice regarding the HSC examination to be provided in conjunction with the draft syllabus to allow for a more timely and considered evaluation by stakeholders.

### 3 Key matters

Key matters	Actions
Text requirements for each Year should be reviewed to ensure students study a wide range of different types of texts and that they are manageable in the allocated teaching time.	HSC text requirements have been reviewed to ensure students continue to study a wide range of different types of texts. The selection of texts that students must experience has been amended as a requirement across the Stage to ensure it remains manageable within the time allocated.
Refinements to the wording of some outcomes and module rubrics are required to clarify their focus and intent. The place of wide reading must be emphasised given its removal from the HSC examination.	The wording of outcomes and module rubrics has been reviewed and refined. The importance of wide reading has been enhanced in the module rubrics and included as a requirement in Year 12 school-based assessment.
The review of school-based assessment should ensure opportunities for all language modes.	Revision of school-based assessment requirements has ensured all language modes are appropriately represented.
More information about the proposed HSC examination format is required.	Examination specifications will be published in 2017.
The cap on assessment tasks necessitates each task having a much larger weighting and could lead to increased stress on students.	The capping of assessment tasks has been introduced to reduce the stress on students to reflect the <i>Stronger HSC</i> reforms.
Learning across the curriculum content requirements are onerous. The constraints of a crowded curriculum may lead to superficial or tokenistic treatment of these important learning areas.	Opportunities for Learning across the curriculum that have been identified by icons have been reviewed to ensure that subject integrity has been maintained and the learning is relevant and authentic. Suggested resources and prescribed text lists will support teachers to make decisions appropriate for students and school context.
There is an absence of advice in the regular syllabuses about the presence and purpose of Life Skills outcomes and content.	Syllabuses will be published in e-syllabus format to enable direct navigation to the English Life Skills course, as well as information and advice in relation to planning, programming and assessing Life Skills outcomes and content.
The English Life Skills outcomes and content do not cater for the full range of students.	The English Life Skills outcomes and content have been reviewed to ensure scope for the full range of students for whom Life Skills is appropriate.

## 4 Analysis

### 4.1 Rationale

#### Summary

The majority of respondents strongly agreed or agreed that the proposed rationale describes the nature of the subject and the course and explains its purpose in the curriculum. Refinements to terminology and phrasing were suggested.

#### Feedback affirming the rationale

Feedback	Sources
The rationales describe the nature and purpose of the subject and the course.	AIS DoE Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 10, 18 Survey (x108)
The common rationale effectively outlines the nature and purpose of the study of English.	AIS ETA SCS Submission 22
The common rationale indicates that students are not required to learn particular theoretical perspectives and this is supported.	ETA Submission 10
The rationales of the individual courses succeed in making clear distinctions among the groups of students for whom the courses have been designed.	AIS ETA Survey (x2)

## Key matters and actions

Key matters	Sources	Actions
<p>A range of matters were raised about the common rationale:</p> <ul style="list-style-type: none"> <li>● The rationale should be expressed more simply and clearly</li> <li>● The core relationship between texts, meaning and language should be established more clearly in the common rationale</li> <li>● The importance of students finding their own voice should be included</li> <li>● Multimodal and digital texts should be included.</li> </ul>	<p>ETA Submissions 1,17,18,21 Survey (x9)</p>	<p>The common rationale has been reviewed and refined to establish the relationship between texts and meaning more clearly.</p>
<p>A range of matters were raised about the course rationale:</p> <ul style="list-style-type: none"> <li>● Reference to students' appreciation of how meaning is made in texts is required in the course rationale</li> <li>● The course rationale focuses largely on language and literacy at the expense of the study of literature</li> <li>● Greater focus on the integration of the modes is required in the course rationale.</li> </ul>	<p>AIS ETA Submission 22 Survey (x1)</p>	<p>The course rationale has been reviewed and refined to highlight the integration of modes.</p> <p>The course rationale highlights the importance of quality literature while acknowledging the importance of literacy for student learning and participation in life beyond school.</p>

## 4.2 Aim

### Summary

The majority of respondents supported the proposed aim, and confirmed that it provides a succinct statement of the overall purpose of the syllabus.

### Feedback affirming the aim

Feedback	Sources
The proposed aim provides a succinct statement of the overall purpose of the syllabus.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) SCS Submission 18 Survey (x102)

### Key matters and actions

Key matters	Sources	Actions
The proposed aim does not provide a succinct statement of the overall purpose of the syllabus.	Survey (x11)	The aim has been revised to align with K–10 to provide an overarching K–12 statement. It has been refined to include the value of English language in various textual forms.
The emphasis on language in the aim does not accurately reflect the important role of literature in the study of English.	AIS Survey (x1)	

## 4.3 Objectives

### Summary

The majority of respondents affirmed the proposed objectives.

### Feedback affirming the objectives

Feedback	Sources
The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	AIS DoE Survey (x93)
Using the K–10 objectives for the Stage 6 courses provides a clear continuum of learning for English.	AIS Survey (x3)
The objectives are more future focused than the current syllabus.	SCS

### Key matters and actions

Key matters	Sources	Actions
There should be more emphasis on creative and critical thinking in the syllabus.	Industry Submissions 1, 7, 17, 21, 22 Survey (x1)	Creative and critical thinking is a key objective of the English syllabus that underpins all outcomes and content. Opportunities to develop these skills are embedded in the course content and identified by the relevant icon.
The stem for the objectives should be repeated in the table as it is in the English Advanced syllabus.	AIS	The stem for the objectives has been included for consistency in the continuum of learning table of each English syllabus.

## 4.4 Outcomes

### Summary

The majority of respondents strongly agreed or agreed that the outcomes provide appropriate learning progression from Year 11 to Year 12 and that they provide sufficient information to understand the intended learning and requirements.

Refinements to terminology were suggested. A number of respondents recommended that the content statements should be numbered or coded for ease of identification.

### Feedback affirming the outcomes

Feedback	Sources
The outcomes provide appropriate learning progression from the Year 11 course to the Year 12 course.	ETA Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submission 18 Survey (x82)
The outcomes and content provide sufficient information to understand the intended learning and requirements.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) ETA Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 17, 18 Survey (x88)
The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	AIS ETA DoE Submissions 5, 12, 13, 18 Survey (x83)
The draft syllabus outcomes and content has a greater focus on creativity, as well as appreciation, enjoyment and pleasure, and attempts to foster student investment in their own reading, writing and researching.	SCS

<b>Feedback</b>	<b>Sources</b>
The outcomes are appropriately positioned to support students who have not achieved Stage 5 outcomes.	AIS DoE ETA Survey (x3)
The reduction in the number of outcomes is supported.	AIS DoE ETA Survey (x2)
Inclusion of outcomes relating to students' engagement with and understanding of digital, interactive and multimedia texts is relevant and worthwhile.	ETA TAFE

### Key matters and actions

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
The outcomes do not always have appropriate learning progression from the Year 11 course to the Year 12 course and the terms used to indicate progression require review.	AIS SCS Survey (x22)	The principle of a learning continuum is central to English K–12. The wording of the outcomes has been reviewed and refined to ensure clarity and appropriate progression between Stage 5 and 6 as well as from Year 11 to Year 12.  There are some outcomes that provide appropriate learning targets for both the Year 11 and Year 12 courses. In these cases no significant alteration to the outcomes has been made.
The outcomes and content do not provide sufficient information to understand the intended learning and requirements.	ETA Survey (x14)	
The outcomes do not provide an appropriate continuum of learning from Stage 5 to Stage 6.	Submission 15 Survey (x22)	
The outcomes and content are too challenging for the cohort.	AIS Liverpool (CM) Survey (x2)	
The outcomes and content are not sufficiently differentiated from the English Advanced course.	AIS Survey (x2)	
The outcomes and content should be expressed more simply and clearly.	Survey (x4)	
Fewer content statements are required.	AIS SCS Survey (x5)	

## 4.5 Course structure and requirements

### Summary

The majority of respondents strongly agreed or agreed that the course and text requirements are manageable and appropriate. A number of respondents suggested that proposed text prescriptions should also be made available as part of the consultation process.

### Feedback affirming the course structure and requirements

Feedback	Sources
The course and text requirements are manageable and appropriate.	TAFE Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM)
The course structure and requirements are clear, manageable and appropriate.	AIS NSWTF Survey (x67)
Simultaneous scheduling of the common modules is supported to afford ease of movement between courses and schools.	NSWTF Survey (x2)
The text requirements are manageable and appropriate.	Survey (x54)
The mandating of types of texts for study in Standard in both Year 11 and Year 12 maintains the heritage and strengthens the integrity, disciplinarity and rigour of the subject in the senior secondary years.	Submission 12
The removal of the Area of Study is supported.	CSOBB Submission 10 Survey (x5) TAFE
The prescription of three modules in Year 11 is supported.	AIS Burwood (CM) DoE Newcastle (CM) NSWTF Survey (x3)
There was support for the inclusion of text requirements that provide opportunities for students to engage with texts by Aboriginal authors and those that give insight into the diverse experiences and perspectives of Aboriginal and/or Torres Strait Islander peoples.	Aboriginal Ed
Internal assessment of related texts in the Year 12 common module will allow for more authentic engagement with texts.	Liverpool (CM) NSWTF Survey (x6) TAFE

## Key matters and actions

Key matters	Sources	Actions
The course structure and requirements are not clear, manageable and appropriate.	Survey (x29)	
More hours should be allocated to the Year 12 course and/or the course structure should be modified to become a single course across two years in order to provide greater scope for deep engagement with concepts and texts and afford greater enjoyment of the study of English.	CCSOBB Survey (x3)	Suggestions and comments have been considered in the review of the course structure and requirements.  Support material will include scope and sequences to demonstrate a variety of ways that modules can be programmed.
The indicative hours are not reflective of three terms in Year 11 and four terms in Year 12.	Blacktown (CM) SCS	All 2-unit courses remain at 120 indicative hours.
The length of time allocated to the Year 11 modules is excessive and could lead to student disengagement.	ETA Survey (x1)	The diagram has been reviewed and remains consistent across K–12 to visually represent the organisation of content in the English curriculum.
The proposed diagrammatic representation does not accurately reflect the relationships between syllabus content.	ETA Survey (x1)	
<b>Text requirements</b> The text requirements are not manageable and appropriate.	AIS Survey (x40)	The selection of texts that students must experience has been adjusted as a requirement across Stage 6, rather than per Year.
The requirement that students must study a range of literary texts written about peoples and cultures of Asia in both Year 11 and Year 12 should be reconsidered. Greater flexibility as well as a suggested text list to study texts written about other peoples and cultures should be provided.	AIS Submissions 8, 22 Survey (x3)	A range of support material, including sample programs, will be developed to support teachers with the planning and implementation of the new syllabuses.

Key matters	Sources	Actions
The text requirements require further clarification.	AIS Survey (x4)	Text requirements have been adjusted to balance the need for both breadth and choice. Students will now be required to study: <ul style="list-style-type: none"> <li>• Prose fiction or print non-fiction</li> <li>• Poetry or drama</li> <li>• Film or media.</li> </ul>
Text requirements should be revised to ensure that students engage with a broader and more appropriate range of types of texts.	ETA NSWTF Submissions 13, 22 Survey (x4)	
Students should be required to study prose fiction in Year 12.	Submissions 8, 12, 13 Survey (x2)	
Students should be required to study a drama text in Year 12.	ETA Submissions 1, 8, 16, 18, 25 Survey (x2)	
Digital and multimodal texts should be included as a prescribed text category in Year 12.	NSWTF Submissions 13, 18 Survey (x3)	
Students should be required to study more than one substantial literary text in Year 11.	Submission 8 Survey (x3)	In Year 11, students will study one substantial literary text as a minimum requirement. Students will be required to support their study of the modules through wide reading.
A suggested text list should be provided for Year 11 to better understand and clarify the intent of the outcomes, content and modules.	DoE Survey (x2)	A range of support material, including sample programs, will be developed to support teachers with the planning and implementation of the new syllabuses.
A suggested text list of quality digital texts should be provided for Year 11 <i>Contemporary Possibilities</i> .	DoE Survey (x1)	

## 4.6 Assessment

### Summary

The majority of respondents strongly agreed or agreed that the assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways. However, many respondents raised the lack of detail, clarity and transparency of intention in the examination specifications.

There was significant support for both assessment options. There was not, however, a clear majority regarding the suitability of either Option 1 or Option 2.

A number of respondents suggested that the proposed 25% maximum limit on examination-based internal assessment should be reconsidered.

### Feedback affirming the information on assessment

Feedback	Sources
The school-based assessment requirements are manageable.	AIS Survey (x76)
Assessment requirements and weightings are less restrictive and provide opportunities for formative assessment and increased student engagement.	AIS DoE Survey (x6)
Reduction in the number of school-based assessments is supported.	AIS SCS Survey (x5)
Assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways.	AIS Ballina (CM) Blacktown (CM) DoE Burwood (CM) Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Submissions 8, 22, 25 Survey (x74)
Removing the related text requirements from the HSC examination will allow for more authentic assessment.	AIS ETA NSWTF SCS Submissions 2, 16, 18, 25 Survey (x9) TAFE

Feedback	Sources
Reducing the duration of the HSC examination is supported.	Survey (x4)
The inclusion of multimodal presentations and school-based assessment of creative writing is authentic and appropriate for Standard students.	SCS Submission 18

### Key matters and actions

Key matters	Sources	Actions
The school-based assessment requirements are not manageable.	Survey (x21)	Support materials to assist schools to develop scope and sequences, assessment tasks and marking guidelines will be developed in 2017.
Assessment specifications do not provide opportunities for students to develop and demonstrate their learning in a variety of ways.	Ballina (CM) Blacktown (CM) Submission 20 Survey (x25)	Materials will be developed to support a range of types of assessment that integrate the modes and provide students with a range of opportunities to demonstrate their learning in a variety of ways other than examination-style tasks. This will include scope and sequences, and marking guidelines.
The proposed assessment formats and guidelines lend themselves to pre-prepared responses, plagiarism, ghostwriting and/or other types of malpractice and ethical misconduct. The nature of internal and external assessment should be reviewed as part of syllabus development.	CCSOBB Industry SCS Submissions 6, 8, 9 Survey (x7) TAFE	The <i>All My Own Work</i> program is a mandatory prerequisite for Year 11 study.  Schools retain the option to internally assess students work in a variety of ways to ensure confidence in the authenticity of the work produced. Support materials will be produced by NESA to demonstrate a range of assessment approaches.

Key matters	Sources	Actions
<p><b>HSC examination</b> More information about the proposed HSC examination format should be provided.</p>	<p>AIS Ballina (CM) Blacktown (CM) CCSOBB Goulburn (CM) Gynea (CM) SCS Submissions 3, 5, 8, 16, 23, 25 Survey (x11)</p>	<p>Assessment and Reporting specifications that include examination specifications will be published in 2017.</p>
<p>The external HSC examination should not have so much focus on analysis and persuasion.</p>	<p>Liverpool (CM) Survey (x2)</p>	
<p>The proposed reduction in the scope and time allocated for the HSC external examination limits students' capacity to demonstrate deep understanding of texts and concepts. It compromises the status and integrity of English as the only mandatory HSC subject.</p>	<p>AIS SCS Survey (x2)</p>	
<p>Examining creative writing in the HSC exam is inauthentic and invites pre-prepared responses.</p>	<p>ETA SCS Survey (x3)</p>	
<p>Assessment of students' creative writing through Module C should be retained in the external HSC examination.</p>	<p>Ballina (CM) Blacktown (CM) Liverpool (CM) Submissions 6, 8, 13, 22, 25 Survey (x6)</p>	
<p>Assessment of related texts should be retained in the external HSC examination.</p>	<p>Ballina (CM) Blacktown (CM) Submissions 1, 7, 8, 20, 22 Survey (x7)</p>	
<p><b>School-based assessment</b> Scope for an additional formal written examination during Year 12 should be provided.</p>	<p>CCSOBB Liverpool (CM) Submission 8 Survey (x3)</p>	<p>The maximum weighting for examination-style assessment has been increased to 30%.</p>
<p>The 25% maximum weighting for a trial HSC examination should be increased.</p>	<p>AIS BCC SCS Survey (x4) TAFE</p>	

Key matters	Sources	Actions
The weightings and stipulations on the number and types of tasks leads to each task having a much larger weighting and could lead to increased stress on students.	AIS BCC Blacktown (CM) DoE ETA GyMEA (CM) NSWTF Submissions 2, 16, 22 Survey (x5)	The number of tasks has been capped to 4 to reflect the <i>Stronger HSC Standards</i> reforms.
Schools may start to create large, multi-part assessment tasks.	BCC DoE ETA Goulburn (CM)	School-based guidelines will be reviewed to provide clarification regarding assessment requirements. Materials to support initial implementation will be released in 2017.
More guidance about Year 12 Module C assessment is required.	AIS Blacktown (CM) SCS	
Creative writing should be mandated as part of the internal assessment program.	ETA Goulburn (CM) Liverpool (CM) Newcastle (CM) SCS	
Specifications for the language modes should be provided for the school-based assessment program.	Submission 1, 16	
Clarification of the requirements relating to assessment 'across all modes' is required.	AIS GyMEA (CM) Newcastle (CM) Survey (x4)	
Viewing/representing should be mandated as part of school-based assessment requirements.	Blacktown (CM) Submission 1	School-based guidelines will be reviewed to provide clarification regarding assessment requirements. Materials to support initial implementation will be released in 2017.
The requirement for a compulsory multimodal task in both Year 11 and Year 12 is limiting and will be difficult to resource in schools.	DoE Liverpool (CM) Submission 8 Survey (x2)	
Further information and examples of effective multimodal tasks are required.	AIS Survey (x2)	

## 4.7 Content

### Summary

The majority of respondents strongly agreed or agreed that the proposed modules are accessible and provide appropriate challenge and interest for students. Some respondents commented on the wording of some rubrics and the broadness of the scope of the Year 11 and Year 12 common modules. Several respondents suggested specific changes to the focus and/or wording of module rubrics.

A number of respondents indicated that more information was required about text prescriptions and in relation to the focuses, implementation and monitoring of the proposed concurrent Year 12 Module C in particular.

While a small number of respondents did not agree that the syllabus achieved the appropriate balance between the creative and critical components this was not supported by consultation feedback more broadly.

### Feedback affirming content

Feedback	Sources
The content describes the scope and depth of learning.	AIS NSWTF Survey (x70)
The modules are accessible and provide appropriate challenge and interest for students.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Submissions 6,10 Survey (x62) TAFE
The module rubrics provide sufficient detail and direction for developing teaching and learning programs and are able to be taught in the suggested time.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Submissions 6, 10, 18
The module rubrics provide sufficient detail and direction for developing teaching and learning programs.	ETA NSWTF Survey (x51)
The modules can be taught in the suggested time.	Submission 6 Survey (x75) TAFE

Feedback	Sources
The modules provide students with opportunities to develop language skills through the study of texts.	AIS Survey (x74)
The critical and creative components are appropriately balanced.	AIS ETA Survey (x54)
Module C: <i>The Craft of Writing</i> provides sufficient direction to enable concurrent teaching and learning programs with the other modules as an option.	Blacktown (CM) Burwood (CM) CCSOBB ETA Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Submissions 10, 25 Survey (x49)
Inclusion of the common module for English Standard and English Advanced in Year 11 and Year 12 is supported.	AIS CCSOBB DoE Survey (x4)
Specific content referring to Aboriginal and Torres Strait Islander histories and cultures, including the notion of 'storytelling', is supported.	Aboriginal Ed

## Key matters and actions

Key matters	Sources	Actions
The content does not describe the scope and depth of learning.	Survey (x22)	Some module rubrics have been reviewed and refined to ensure greater clarity on the direction of the modules.  Support material to assist teachers in the planning and implementation of the new syllabus will be provided in 2017. This material will demonstrate a variety of approaches to teaching the modules.
The modules are not accessible and do not provide appropriate challenge and interest for students.	Ballina (CM) Goulburn (CM) Liverpool (CM) Submissions 15, 21 Survey (x27)	
The module rubrics do not provide sufficient detail and direction for developing teaching and learning programs and cannot be taught in the suggested time.	Goulburn (CM) Liverpool (CM) Newcastle (CM) Submissions 5, 17, 21	
The module rubrics do not provide sufficient detail and direction for developing teaching and learning programs.	AIS DoE Survey (x40)	
The modules cannot be taught in the suggested time.	AIS Survey (x15)	
The modules do not provide students with opportunities to develop language skills through the study of texts.	Survey (x15)	
Having a common module for English Advanced, English Standard and English Studies in Year 12 could dilute the rigour and integrity of the course.	BCC ETA Submissions 7, 13, 15, 16 Survey (x3)	Common content is required for courses reported on a common scale. The prescribed text lists will provide opportunity for teachers to differentiate teaching and learning in accordance with course outcomes and content.
The HSC common module should not become a de facto Area of Study.	AIS Submission 6 Survey (x2)	A range of material to demonstrate a variety of approaches to teaching the modules will be provided in 2017.
Where content refers to texts by Aboriginal authors it should read <i>and/or</i> Torres Strait Islander peoples.	Aboriginal Ed	This content has been amended.
The Area of Study should be retained as it affords an emphasis on higher- order thinking skills.	Liverpool (CM) Submissions 7, 15 Survey (x2)	The new common module rubric has been designed to ensure opportunities for higher order learning and critical thinking have been retained.

Key matters	Sources	Actions
The importance of independent learning and wide reading should be appropriately represented in the module descriptions.	ETA Submission 1	The role of wide reading and student-selected related material has been clarified in the course structure and assessment requirements and enhanced in module descriptions.
Module C: <i>The Craft of Writing</i> does not provide sufficient direction to enable concurrent teaching and learning programs with the other modules as an option.	Goulburn (CM) Liverpool (CM) Newcastle (CM) SCS Submissions 13, 22 Survey (x41)	Support material will be developed to demonstrate a variety of approaches to the teaching of Module C: <i>The Craft of Writing</i> .
Additional guidance on different ways to program Year 12 Module C: <i>The Craft of Writing</i> is required.	DoE Survey (x5)	
Elective choices are required for some modules.	Goulburn (CM) Survey (x2)	This view will be considered during the development of the prescribed texts list.
The terminology and phrasing used in the module rubrics should be consistent across all English courses.	AIS BCC Gymea (CM) Submissions 1, 17, 21 Survey (x5)	Modules have been amended to demonstrate consistency across all common modules.
The rubrics for all common modules in English Standard and English Advanced should be identical.	AIS Survey (x1)	
A range of views regarding the modules included: <ul style="list-style-type: none"> <li>The modules require greater clarity and direction.</li> <li>Increased focus on creativity, design, collaboration and representation of self is suggested for Contemporary Possibilities.</li> </ul>	AIS Ballina (CM) Burwood (CM) DoE ETA Gymea (CM) Newcastle (CM) NSWTF SCS Submissions 13, 16, 18, 21, 22 Survey (x14)	Amendments have been made to all module rubrics to ensure the focus and/or meaning is clear.  A range of support material will be developed to assist teachers with the planning and implementation of new syllabuses.
The Year 11 Contemporary Possibilities should allow scope for study of print texts and films.	DoE ETA Survey (x2)	This module has been amended to clarify that film can be studied in this module.

Key matters	Sources	Actions
Module C: <i>The Craft of Writing</i> appears to favour the creative composing options. The module should address the interdependence of the modes and other mediums for composing.	CCSOBB Liverpool (CM) Submission 13 Survey (x3)	Module C provides opportunities for writing in a variety of imaginative forms.
Year 12 Module C should focus exclusively on students' creative writing.	AIS	
The creative writing requirements are unclear.	Blacktown (CM) Gynea (CM) Liverpool (CM) Submissions 13, 16	
Wide reading requirements should be mandated.	AIS ETA Submissions 1, 20 Survey (x2)	The requirement for wide reading and related texts has been enhanced in the module descriptions and clarified in the text requirements. Flexibility with assessment has been maintained in Year 11 so that schools can meet the needs of students.

## 4.8 Learning across the curriculum

### Summary

The majority of respondents supported the inclusion of the proposed Learning across the curriculum content. However, a number of respondents raised that this content might be treated in a superficial way due to the practicalities of an already crowded study program. They suggested that the requirements might be applied across Stage 6 as a whole rather than to both Year 11 and Year 12. There was support for the inclusion of texts which reflect the experiences of a broader range of peoples and cultures.

### Feedback affirming Learning across the curriculum

Feedback	Sources
The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	Aboriginal Ed Survey (x67) TAFE
The inclusion of explicit requirements for the recognition of Indigenous Cultural and Intellectual Property (ICIP) will prepare students for future studies.	Aboriginal Ed

### Key matters and actions

Key matters	Sources	Actions
The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is not necessarily authentic and appropriate at Stage 6 level.	AIS SCS Survey (x6)	Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the NESA Statement of Equity Principles and related policies.  The Aboriginal and Torres Strait Islander histories and cultures content and requirements have been reviewed to ensure appropriateness and authenticity.
Where content about context is identified with an icon for Aboriginal and Torres Strait Islander histories and cultures there should also be an icon for Intercultural understanding and Asia and Australia's engagement with Asia	Aboriginal Ed	All icons have been reviewed and amended.

<p>The statement relating to Aboriginal and Torres Strait Islander histories and cultures needs to be reviewed.</p>	<p>Aboriginal Ed</p>	<p>The statement has been amended to strengthen the consideration for community consultation when planning and programming.</p>
<p>The prescribed texts list should include more texts which focus on Aboriginal and Torres Strait Islander peoples, Australian Muslims and Arabs.</p>	<p>Submission 19</p>	<p>The development of the text requirements will ensure that the diversity of Australian society is adequately represented.</p>
<p><b>Difference and diversity</b>  Feedback on this Learning across the curriculum area included:</p> <ul style="list-style-type: none"> <li>● The removal of this Learning across the curriculum area from the syllabus</li> <li>● The suggestion to include/refine terms used in this Learning across the curriculum area.</li> <li>● Gender should not be a perspective to consider when making text selections</li> <li>● The syllabus should not provide opportunities to normalise homosexual behaviour or promote any form of sexual ideology.</li> </ul>	<p>ACL  FVA  SASC  Submissions 3, 27</p>	<p>Difference and diversity is a general capability that aligns with the <i>NESA Statement of Equity Principles</i> to ensure that students have the opportunity to learn about the complexity of Australia's diversity. In the selection of texts for study teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.</p>

## 4.9 Diversity of learners, including Life Skills

### Summary

The majority of respondents confirmed that the proposed syllabus caters effectively for the diversity of learners within the English Standard cohort and that the outcomes, content and modules for English Life Skills provide sufficient scope and relevance for students with special education needs.

Feedback was received in relation to the role of the K–10 Curriculum Framework in the development of Stage 6 syllabuses, the inclusion of Australian curriculum content within English Life Skills, reference to the course completion criteria and use of the terminology ‘special education’ in the syllabus. This feedback was not supported by the wide range of respondents.

Targeted special education consultation groups noted that the Life Skills outcomes lacked progression and required stronger focus on skills such as communication and collaboration.

It was noted that the implementation timetable would place pressure on Distance Education to create and adjust work for their diverse cohort.

### Feedback about the diversity of learners, including Life Skills

Feedback	Sources
<p><b>Needs of diversity of learners</b> The syllabus meets the needs of the diversity of learners.</p>	<p>AIS DoE ETA Survey (x59)</p>
<p><b>Alignment</b> The alignment between English Standard and English Life Skills outcomes and content is appropriate.</p>	<p>Ballina (CM) Blacktown (CM) Burwood (CM) CEDOW Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) NSWTF Special Ed Survey (x63)</p>
<p>The relationship between the course objectives and the English Life Skills outcomes is appropriate.</p>	<p>Survey (x62)</p>
<p>The table of related outcomes is a useful representation of the alignment between the English Life Skills and English Standard outcomes.</p>	<p>CEDOW Special Ed</p>

<b>Feedback</b>	<b>Sources</b>
<p><b>Scope of outcomes, content and modules</b> The outcomes, content and modules for English Life Skills, including the Learning across the curriculum content, provide sufficient scope and relevance for students with special education needs. The outcomes acknowledge the different capacities and communication styles of students with special education needs.</p>	Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gympie (CM) Liverpool (CM) Newcastle (CM) NSWTF Special Ed Survey (x62)
<p><b>Assessment and reporting</b> The English Life Skills outcomes provide the basis for assessing and reporting student achievement.</p>	Special Ed Survey (x62)
<p>Assessment advice is inclusive of students with special education needs.</p>	DoE NSWTF
<p><b>Progression of learning</b> The English Life Skills outcomes and content provide an appropriate progression of learning for students.</p>	Special Ed

### Key matters and actions

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
<p><b>Diversity of learners</b> The syllabus does not meet the needs of the diversity of learners.</p>	Survey (x32)	Teachers have the flexibility to make adjustments to the content based on the needs, interests and abilities of students.  Support materials will illustrate a range of approaches.
<p>The content should be modified and/or reduced to provide opportunities to cater for the diversity of learners and to facilitate deep learning.</p>	AIS SCS	
<p>The statements should be clearer in relation to the options students with diversity have in accessing the curriculum and the possibility of students having more than one of the characteristics identified.</p>	AIS DoE	The advice in relation to the diversity of learners has been reviewed in response to consultation feedback.
<p><b>Alignment</b> The relationship between the English Standard and the English Life Skills course requires clarification. Clearer mapping of outcomes and content between the courses is required.</p>	AIS DoE NSWTF Special Ed Submission 24	The syllabus has been reviewed to appropriately reflect the status of the English Life Skills course within the English Stage 6 curriculum. The mapping of English Life Skills outcomes with English Standard outcomes has been reviewed and strengthened.

Key matters	Sources	Actions
<p>The alignment of English Life Skills with the English Standard courses is not appropriate. It may be more appropriate to align English Life Skills with English Studies.</p>	<p>AIS Burwood (CM) Blacktown (CM) DoE Goulburn (CM) Liverpool (CM) Newcastle (CM) Survey (x18)</p>	<p>The outcomes of the English Life Skills course have been reviewed for stronger alignment with English Standard.</p>
<p>The relationship between the English objectives and the English Life Skills outcomes is not appropriate.</p>	<p>AIS Survey (x17)</p>	<p>The English Life Skills outcomes have been reviewed to ensure closer alignment to the English objectives.</p>
<p><b>Scope of outcomes and content</b> There are fewer outcomes, which are very broad and may be difficult to measure. The outcomes should be accessible for the full range of students with high support needs, some of whom are still developing skills from Years 7–10.</p>	<p>AASE AIS DoE NSWTF Special Ed</p>	<p>The number, scope and progression of English Life Skills outcomes have been reviewed to ensure scope for the full range of students for whom Life Skills is appropriate. Content has been reviewed to ensure it is age-appropriate and reflects the intention of the outcome.</p>
<p>The English Life Skills outcomes and content do not provide an appropriate continuum of challenge and set low expectations for students.</p> <p>Content needs to be age-appropriate.</p>	<p>AIS Submission 24</p>	
<p>The English Life Skills outcomes should demonstrate a systematic breadth of progression in learning from K–10 to Stage 6.</p>	<p>AASE AIS Special Ed</p>	<p>The Stage 6 English Life Skills outcomes have been reviewed to ensure appropriate progression from Years 7–10 English Life Skills.</p>
<p>The English Life Skills outcomes need to have a stronger focus on core skills such as communication and collaboration.</p>	<p>Special Ed</p>	<p>The English Life Skills outcomes have been reviewed to ensure further emphasis is included on communication. The opportunity for collaboration has been strengthened through the outcomes and content.</p>

Key matters	Sources	Actions
<p><b>Assessment and reporting</b>                      Assessment of Life Skills outcomes requires clarification and review. Further advice is needed in relation to determining if a student has achieved an outcome. Advice should reflect the formative and ongoing nature of assessment required for students with special education needs.</p>	<p>AIS                      CEDOW                      NSWTF                      Special Ed                      Submission 24</p>	<p>Assessment advice in relation to students with special education needs, including students undertaking Life Skills courses, is currently being reviewed.</p>
<p><b>Information and advice</b>                      Advice is needed in the regular syllabuses regarding eligibility, collaborative planning and accessing a combination of Life Skills and regular courses, as well as references to the <i>Disability Standards for Education 2005</i>.</p>	<p>AIS                      CEDOW                      DoE                      NSWTF</p>	<p>Advice on the NESA website regarding planning, programming and assessment for students with special education needs is currently being reviewed.</p>
<p><b>Support materials</b>                      Further advice and direction is needed to guide teachers in developing meaningful and appropriate learning experiences.</p>	<p>AIS                      Special Ed                      Submission 24</p>	<p>Support materials and sample units will be developed to illustrate appropriate and meaningful teaching, learning and assessment opportunities for students.</p>

## 4.10 Other comments

### Summary

Respondents found the draft syllabus to be clear, meaningful, relevant and well developed with interesting topics. They affirmed that the course content and modules address the needs, interests and abilities of the cohort and provide opportunities for engaging teaching and learning. A number of respondents commented that the proposed course reflects a genuine engagement with the strengths and challenges of the existing syllabus and provides welcome scope for improvement. There was significant enthusiasm and support for the implementation of the syllabus.

Some respondents, particularly from Distance Education institutions, indicated that the timeframes were insufficient and suggested a staggered approach to implementation. Two respondents provided general feedback on all syllabuses about the rights of parents to determine the kind of education that their children receive and questioned the opportunities for students to study a range of different perspectives about gender and sexuality. This was not supported by other respondents or at consultation.

### Feedback affirming the draft syllabus

Feedback	Sources
The draft syllabus provides strong links to and extension from the current K–10 English Syllabus.	AIS SCS Survey (x6)
The glossary included with the syllabus is comprehensive and useful.	AIS Survey (x17)

## Key matters and actions

Key matters	Sources	Actions
<p><b>Support materials</b> Extensive support materials are needed concurrently with the release of the syllabus.</p>	<p>AIS SCS Submissions 5, 17, 21, 23 Survey (x4)</p>	<p>Schools will have 12 months for familiarisation and planning for the new syllabuses as per NESA established processes.</p> <p>A range of materials will be published in this time to support teachers and schools with this process.</p>
<p>A Standards package should be provided.</p>	<p>DoE</p>	<p>NESA will provide initial support materials during 2017 to assist schools with their planning and implementation of the new syllabuses. The education sectors and Professional Teacher groups will provide further professional learning opportunities for teachers to support implementation.</p>
<p><b>Teacher professional development</b> Implementation support meetings and teacher professional learning opportunities are required to ensure that all teachers share a common understanding of the new syllabus.</p>	<p>SCS Submissions 5, 17 Survey (x4)</p>	
<p><b>Text prescriptions</b> Text prescriptions should be provided during the syllabus consultation phase.</p>	<p>Ballina (CM) ETA Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Submissions 5, 17, 20 Survey (x6)</p>	<p>NESA has established practices and guidelines for developing a text prescriptions list following the development of the syllabus.</p>
<p>Opportunities for consultation should be provided before text prescriptions are finalised.</p>	<p>NSWTF Survey (x5)</p>	
<p>Text prescriptions should be published simultaneously with the syllabus.</p>	<p>DoE Goulburn (CM) Liverpool (CM)</p>	
<p>There should be a shorter renewal period for the text prescriptions.</p>	<p>CCSOBB Survey (x2)</p>	
<p><b>Glossary</b> Various suggestions were made for additions and/or refinements to the glossary.</p>	<p>AIS CCSOBB ETA SASC Submissions 3, 5 Survey (x6)</p>	<p>The glossary has been amended to include relevant subject-specific terms.</p>

Key matters	Sources	Actions
<p><b>Fundamentals of English</b>                      The <i>Fundamentals of English</i> course provides valuable support for English Standard students who have not achieved Stage 5 outcomes in particular.</p>	<p>Submissions 11, 26                      Survey (x6)                      TAFE</p>	<p>Changes to the English Standard course will allow for a greater focus on the development of language and literacy skills within the context of the modules and texts studied. These changes include:</p> <ul style="list-style-type: none"> <li>● Reduction in the number of prescribed texts</li> <li>● More explicit content related to language and literacy skills.</li> </ul>
<p><b>Consultation</b>                      The consultation period was too short and poorly timed.</p>	<p>Ballina (CM)                      ETA                      Submission 15                      Survey (x3)</p>	<p>The timelines for consultation are consistent with NESA established processes used in previous syllabus development.</p> <p>Consultation provided opportunities for feedback to be provided through:</p> <ul style="list-style-type: none"> <li>● online surveys</li> <li>● consultation meetings</li> <li>● written submissions.</li> </ul> <p>The number of meetings was consistent with established NESA processes.</p>

## 4.11 Student voice

Targeted consultation meetings with students were held to gather feedback about English. They provided feedback about the current syllabus and their experience as a student in 2016. They have been represented within the context of this consultation report. These meetings focused on discussion of courses within the learning area, including:

- engagement and enjoyment studying the Advanced course
- value of the course
- assessment practices
- preferences for additions or exclusions to the courses.

### Summary

Students' comments focused on student engagement and assessment. The majority of feedback indicated a high engagement with the content and texts studied in the course. Some matters were raised about the expectations of the modules and assessment.

### Feedback from student voice on English

Feedback	Sources
<p><b>Writing</b> Students valued the opportunity to write critically and creatively but found writing creatively under examination conditions stressful and would like more time for creative writing.</p>	Marrickville (SV) Manly (SV) Northern Rivers (SV)
Students found that creative writing under examination conditions was inauthentic. There was a preference for it to be assessed internally.	Manly (SV)
Students did not believe that the critical and creative components were balanced because creative writing was only done for the Area of Study.	Manly (SV) Marrickville (SV) Northern Rivers (SV) Individual Submission
Students indicated that there were too many critical responses and not sufficient time to develop skills in others forms of writing that may be more relevant post-school.	Individual Submission
<p><b>Area of Study and modules</b> The Area of Study was least valued by the students and perceived as irrelevant, limiting and repetitive. They thought it was too vague and time- consuming.</p>	Marrickville (SV) Manly (SV)
Students believed the modules and texts were rewarding and interesting but recommended the removal of the requirement for related texts. They valued wide reading but not for examinations.	Marrickville (SV) Manly (SV)

<b>Feedback</b>	<b>Sources</b>
Students felt there were too many text requirements and time pressures.	Marrickville (SV) Northern Rivers (SV) Individual Submission
<b>Assessment</b> Students expressed the view that assessments caused stress as there was not sufficient time to reflect on learning. There was a preference for fewer assessments.	Marrickville (SV)
Students saw assessments as too stressful and there was a preference for more assessment with less weighting. They would like to see more informal assessment.	Manly (SV) Northern Rivers (SV)
Students believe that the current nature of the HSC course requires more memory than knowledge or skills. A reduction in the HSC time would be welcomed.	Manly (SV) Northern Rivers (SV) Individual Submission

## 5 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
<b>Rationale</b>					
1. The rationale describes the nature and purpose of the course in the curriculum.	113	22%	73%	4%	0%
<b>Aim</b>					
2. The aim provides a succinct statement of the overall purpose of the course.	113	18%	73%	10%	0%
<b>Objectives</b>					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	106	19%	69%	9%	3%
<b>Outcomes</b>					
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.	102	16%	69%	12%	2%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	105	23%	56%	18%	3%
6. The learning progression from the Year 11 course to the Year 12 course is appropriate.	104	18%	61%	15%	6%
<b>Course structure</b>					
7. The course structure and requirements are clear, manageable and appropriate.	96	13%	56%	28%	2%
8. The text requirements are manageable and appropriate.	96	15%	44%	31%	10%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
<b>School-based assessment</b>					
9. The school-based assessment requirements are manageable.	97	16%	62%	13%	8%
10. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	99	17%	58%	21%	4%
<b>Course content</b>					
11. The content describes the scope and depth of learning.	92	15%	61%	22%	2%
<b>Learning across the curriculum</b>					
12. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	90	11%	63%	21%	4%
<b>Modules</b>					
13. The critical and creative components are appropriately balanced.	91	9%	51%	32%	9%
14. The module rubrics provide sufficient detail and direction for developing teaching, learning and assessment programs.	91	11%	45%	35%	9%
15. The modules provide students with opportunities to develop language skills through the study of texts.	89	13%	70%	15%	2%
16. The modules provide appropriate challenge and interest and are accessible for all students.	89	10%	60%	25%	6%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. It is appropriate and manageable to teach Module C: The Craft of Writing concurrently with other modules.	90	18%	37%	26%	20%
18. The modules can be taught in the suggested time	90	18%	66%	13%	3%
<b>Diversity of learners</b>					
19. The syllabus meets the needs of the diversity of learners.	91	3%	62%	27%	8%
<b>Life Skills</b>					
20. The alignment of the course structure and the Life Skills outcomes and content is appropriate.	81	5%	73%	16%	6%
21. The relationship between the course objectives and the Life Skills outcomes is appropriate.	79	5%	73%	18%	4%
22. The Life Skills outcomes and content provide scope for developing programs for students with special education needs.	79	5%	73%	18%	4%
23. The Life Skills outcomes provide the basis for assessing and reporting student achievement.	79	5%	76%	14%	4%

## 6 Respondents

### 6.1 Consultation meetings

#### **Board Curriculum Committee consultation meeting at NESAs on 3 August 2016**

(code: BCC)

13 members

<b>Name</b>	<b>Organisation</b>
Mr Gary Johnson	Chair
Mr Matthew Bentley	Professional Teachers' Council NSW
Professor Leigh Dale	NSW/Territories Committee of Chairs of Academic Boards/Senates
Mr Patrick Devery	NSW/ACT Independent Education Union
Mr David Eccleston	NSW Teachers Federation
Ms Lyn Fetterplace	Catholic Education Commission NSW
Ms Roslyn Giles	NSW Department of Industry – TAFE NSW
Mrs Prue Greene	NSW Department of Education
Mrs Linda McNeil	Council of Catholic School Parents NSW
Mr Bradden Spillane	NSW Teachers Federation
Ms Karen Stapleton	Association of Independent Schools of NSW
Mr John Turner	NSW Department of Education
Ms Samantha Viera	NSW Parents' Council

**Face-to-face consultation meetings (code: CM)**

433 attendees

<b>Location</b>	<b>Date (2016)</b>	<b>Number of attendees</b>
Newcastle	28 July	57
Goulburn	2 August	32
Liverpool	4 August	63
Burwood	8 August	79
Gynea	9 August	34
Ballina	16 August	27
Blacktown	24 August	130

**Targeted consultation meetings****Aboriginal Education** (code: *Aboriginal Ed*)

10 attendees

Location	Date (2016)	Number of attendees
Sydney	28 July	7
Sydney	2 August	3

**Special Education** (code: *Special Ed*)

57 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	19
Sydney	16 August	21
Newcastle	22 August	17

**Industry** (code: *Industry*)

28 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	28

**Student voice meetings** (code: *SV*)

25 attendees

Location	Date (2016)	Number of attendees
Marrickville	28 June	25

**Consultation meeting attendees**

<b>Attendees</b>	<b>Number of attendees</b>
Academic	2
Parent	1
Pre-service teacher	3
School executive	75
Teacher	292
Student	0
Other	9

<b>Attendees identified as</b>	<b>Number of attendees</b>
An Aboriginal person	8
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	374

<b>Sector</b>	<b>Number of attendees</b>
Government	229
Catholic	80
Independent	102
Non-school based	11

<b>Area of NSW</b>	<b>Number of attendees</b>
Metropolitan	304
Regional	118

*Note: The data listed above was gathered from meeting attendance registrations. It may not include all data for those who attended without first registering. Some data may not reflect the total number of attendees.*

## 6.2 Online survey respondents

138 responses

<b>Respondents</b>	<b>Number of respondents</b>
Academic	3
Parent	3
Pre-service teacher	2
Principal	0
School executive	20
School faculty/department	16
Teacher	94
Student	3
Other	7

<b>Respondents identified as</b>	<b>Number of respondents</b>
An Aboriginal person	2
A Torres Strait Islander person	1
An Aboriginal and Torres Strait Islander person	1
Not an Aboriginal and/or Torres Strait Islander person	134

<b>Sector</b>	<b>Number of respondents</b>
Government	79
Catholic	24
Independent	30
Non-school based	5

<b>Area of NSW</b>	<b>Number of respondents</b>
Metropolitan	77
Regional	61

<b>Number of people contributing to the survey</b>	<b>Number of respondents</b>
1	102
2–5	16
6 or more	20

### 6.3 Written submissions

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools	AIS
Australian Association of Special Education	AASE
Australian Christian Lobby	ACL
Community of Catholic Schools Diocese of Broken Bay	CCSOBB
Catholic Education Diocese of Wollongong	CEDOW
NSW English Teachers Association	ETA
Family Voice Australia	FVA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
Sydney Anglican Schools Corporation	SASC
Sydney Catholic Schools	SCS
TAFE NSW	TAFE
Individual respondent	Submission 1
Central Coast English Head Teacher Network	Submission 2
Individual respondent	Submission 3
Dubbo School of Distance Education	Submission 4
Dubbo School of Distance Education - English Faculty	Submission 5
Individual respondent	Submission 6
Individual respondent	Submission 7
Individual respondent	Submission 8
Individual respondent	Submission 9
Individual respondent	Submission 10
Individual respondent	Submission 11
Individual respondent	Submission 12
Individual respondent	Submission 13
Northern Rivers English Collegiate	Submission 15
Northlakes High School	Submission 16
NSW Distance Education Collegial Network	Submission 17

<b>Organisations, groups and individuals</b>	<b>Code</b>
Individual respondent	Submission 18
Individual respondent	Submission 19
Individual respondent	Submission 20
Individual respondent	Submission 21
Sydney Church of England Grammar School (Shore)	Submission 22
Southern Cross Distance Education Centre	Submission 23
St Ignatius College	Submission 24
St Ives High School	Submission 25
St Mary's Senior High School	Submission 26
Individual respondent	Submission 27