



**English Studies  
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 Studies 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 Studies 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, 1 student voice meeting, 88 responses to an online survey and 27 written submissions.

Consultation on the *English Studies Stage 6 Draft Syllabus* has supported the proposed rationale, aim, objectives and outcomes and feedback provided on these sections has been considered.

There is very strong and broad support for maintaining the *English Studies* course and how flexibly it addresses the needs of a specific cohort of students. Stakeholders were divided regarding the introduction of an optional HSC examination and the reporting of the course on a common scale with English Standard and English Advanced which will require the study of a common module and prescribed text. Many respondents noted that the proposed changes may have a significant impact on the nature of the course and its candidature.

The consultation highlighted the need to ensure that the diversity of learners, including students undertaking English Life Skills, were adequately catered for through the maintenance of flexibility in course, text and assessment requirements.

### 3 Key matters

Key matters	Actions
The inclusion of an optional external examination and the introduction of a common module <i>Texts and Human Experiences</i> raises issues for the delivery of this component of the course and has the capacity to significantly alter the nature of the course and its candidature. These more academic requirements of the course are not appropriate for the students who choose English Studies.	The common module in English Studies has been introduced to provide students with the choice to sit an HSC examination to be reported on a common scale. Teachers will retain the flexibility to design and differentiate programs and assessment to target the needs and interests of students.
English Studies should not be assessed on a common scale with English Standard and English Advanced as this will have potential negative implications for enrolments in the Standard and Advanced courses.	Placement of English Studies on the common scale allows all students the choice to sit for an HSC examination.
Text prescriptions for the common module are required in order to assess the manageability and appropriateness of the text requirements.	The HSC Prescribed Texts list will be released in 2017 to allow schools to plan for implementation of the Year 11 course in 2018.
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 an e-syllabus format and will provide links 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 survey respondents supported the proposed rationale, affirming that it describes the nature of the course in broad terms and explains its purpose in the curriculum.

#### Feedback affirming the rationale

Feedback	Sources
The rationale describes the nature and purpose of the subject and the course, clearly identifying the target audience.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) SCS Survey (65)
The course rationale distinguishes the English Studies course and intended cohort. It clearly describes the expected level of study for the course.	AIS

#### Key matters and actions

Key matters	Sources	Actions
The rationale should have an opening statement that defines the core of the course and its relationship to other courses in the English suite.	ETA	The relationship of the English Studies course to the other English courses is explained in the syllabus section <i>The Place of English Studies Stage 6 Syllabus in the K–12 curriculum</i> .
Clarification regarding the link to Life Skills is needed. Will Life Skills remain a stand-alone course, or will it be embedded into English Studies?	Survey (x2)	Life Skills outcomes and content have been aligned to both the English Studies and English Standard courses. It will be a stand-alone course.

## 4.2 Aim

### Summary

The majority of respondents supported the proposed aim. Additional refinements to the aim were suggested. Some respondents suggested that the aim should differentiate between the English Advanced, English Standard and English Studies courses.

### Feedback affirming the aim

Feedback	Sources
The aim provides a succinct statement about the overall purpose of the syllabus.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Survey (x63)

### Key matters and actions

Key matters	Sources	Actions
The aim is very broad and is the same as English Standard, Advanced and Extension. The aim should reflect the differing needs of English Studies students, including Life Skills students.	Blacktown (CM) Survey (17)	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.

## 4.3 Objectives

### Summary

The majority of respondents affirmed the proposed objectives. Several respondents suggested changes to the objectives or preferred to retain the pilot syllabus 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.	Survey (x61)

### Key matters and actions

Key matters	Sources	Actions
The objectives do not define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course. Students with a severe learning disability have been excluded.	Survey (x9)	Objectives for all courses have been aligned with the English K–10 continuum and are intended to reinforce the continuum of learning across all Stages from K–12. While the courses have the same objectives, they are differentiated in terms of their outcomes. These indicate different levels of complexity, according to the specific course.
The current English Studies syllabus objectives are more appropriate and more specific in defining the intended learning and knowledge, understanding, skills, values and attitudes to be developed in this particular course and for these particular students.	AIS Survey (x2)	
The objectives do not focus sufficiently on: <ul style="list-style-type: none"> <li>• core literacy skills; or</li> <li>• skills in planning and working individually and collaboratively, and reflecting on learning.</li> </ul>	SCS Survey (x3)	Current objectives, outcomes and content include reflection of and for learning, specific and enhanced literacy elements as well as the development of students' individual and collaborative skills.
The stem for the objectives should be repeated in the table on pp.16-18 as it is in the draft 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 survey respondents supported the English Studies outcomes as appropriate.

A number of respondents provided feedback that further detail was needed to better understand the intended learning described by the outcomes. While some feedback suggested that some outcomes were of a lower order, it was widely acknowledged that the level of knowledge, skills and understanding to be developed by studying the course was appropriate.

### Feedback affirming the outcomes

Feedback	Sources
The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	ETA SCS Submission 5 Survey (x58)
The outcomes have appropriate learning progression from the Year 11 course to the Year 12 course.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Survey (x58)
The outcomes provide sufficient information to understand the intended learning and requirements.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x56)

**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.	AIS Survey (x11)	There are some outcomes that provide appropriate learning targets for both 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.	Newcastle (CM) Survey (x11)	The content aligned to the outcomes has been reviewed to ensure the intended learning is clear.
The increase in the number of outcomes and the focus on analysis will not allow teachers to focus on the core literacy needs of students.	CSOArm Liverpool (CM) Survey (x1)	Course outcomes and content in the revised syllabus provide enhanced learning opportunities for students to develop essential literacy skills. A table of Key Language Skills is now included which outlines the skills students are expected to achieve by the end of Year 12. These are to be addressed at a student's point of need and within the context of the learning.
Some adjustment to content is required to read 'Aboriginal <i>and/or</i> Torres Strait Islander peoples'	Aboriginal Ed	This content has been amended.

## 4.5 Course structure and requirements

### Summary

There was very strong support for the English Studies course in its current form. The majority of respondents indicated that the current English Studies course is effective, has strong student and parent support and that changing the course was unnecessary.

In response to the draft syllabus however, respondents were divided in their opinions of the course structure and text requirements. While many respondents found the course structure and requirements appropriate, a significant portion believed that the more academic requirements were not suitable for the candidature. It was also noted that without the prescribed text list for the common module, it was difficult to assess the appropriateness of the course.

Many respondents noted that the introduction of the mandatory common module would adversely affect the flexible nature of the course, which is seen as an important element of the course.

### Feedback affirming the course structure and requirements

Feedback	Sources
The course structure and requirements are clear, manageable and appropriate.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x29)
The text requirements are manageable and appropriate.	NSWTF Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x33)
The requirement for students to connect with their community is an appropriate element of the syllabus.	Submission 16
The inclusion of text requirements that include opportunities for students to experience texts by Aboriginal authors and those that give insight into the diverse experiences and perspectives of Aboriginal and/or Torres Strait Islander peoples is supported.	Aboriginal Ed
The Year 11 course structure effectively caters for the needs, interests, abilities and choices of the students undertaking it.	AIS

Feedback	Sources
The strengthening of the English Studies course through the additional requirement of a prescribed text is a positive reform.	Submission 12

### Key matters and actions

Key matters	Sources	Actions
The course structure and requirements are not clear; neither manageable nor appropriate. The more academic requirements of the course are not appropriate for the students who choose English Studies.	CSOArm Burwood (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Survey (x35)	Changes to the English Studies course reflect the <i>Stronger HSC</i> reforms, allowing all students the choice to sit for an HSC examination and ensuring that all hierarchical courses are placed on a common scale.
Mandating Year 11 English Studies as a prerequisite to the HSC course is problematic as it does not allow flexibility for students to move between courses according to their changing needs, narrowing their options.	SCS	Movement to the English Studies course for the HSC year will remain at the principal's discretion in line with ACE requirements.
<b>Requirements and modules</b> The additional mandatory module and content requirements in Year 12 remove the necessary flexibility required in the course structure.	AIS BCC ETA NSWTF SCS Submission 2 Survey (x15)	<i>Texts and Human Experiences</i> will now be the only mandatory module. The <i>We are Australians</i> module has become an optional module to retain the flexibility of the English Studies course structure and delivery.
The mandatory requirement to engage with the community is a problem for students who do not have a community, supportive or otherwise.	Submission 21	In considering the intended learning and requirements, teachers retain the flexibility to make decisions about any adjustments required based on the needs of their students.

Key matters	Sources	Actions
<p><b>Texts</b> The text requirements, including the requirement for a prescribed text, are not manageable, appropriate or allow the same degree of flexibility that the course currently offers which may lead to student disengagement.</p>	<p>AIS CSOArm Blacktown (CM) Burwood (CM) Liverpool (CM) Newcastle (CM) Submissions 2,16 Survey (x32)</p>	<p>Teachers retain the option to select texts that are appropriate to students' interests and needs for all modules except the mandatory common module. This text will need to be selected from the list of prescribed texts. Teachers retain the ability to select the most appropriate and accessible text from the list for study.</p>
<p>The text prescriptions are required in order to assess the manageability and appropriateness of the text requirements.</p>	<p>Blacktown (CM) ETA Goulburn (CM) SCS Submissions 5,17,20 Survey (x15)</p>	
<p>The stem for text requirements for Year 11 and Year 12 should be changed to reduce the mandate-like modality of 'should' to become more of a suggestion such as in: 'The selection of texts <b>could</b> give students experience of the following <b>if</b> appropriate . . .'</p>	<p>AIS</p>	<p>Text requirements are mandatory to ensure that all students are provided with access to texts representing a broad range of perspectives and experiences. These requirements will now apply across a Stage rather than in each Year.</p>

## 4.6 Assessment

### Summary

A significant number of respondents indicated that school-based assessment was manageable and allowed students to develop and demonstrate their learning in a variety of ways. Some respondents requested further guidance in relation to school-based assessments.

Several respondents commented on the heavy weighting of the assessment tasks and the possibility of tasks that were unmanageable for the candidature. Suggestions for multi-part tasks with staggered submission dates were offered as a way to ensure that students could manage the workload.

Opinions were divided about the optional external examination which would allow students to access an ATAR. While several respondents saw the examination as a way to raise the stature and rigour of the course, many respondents noted that the proposal to report the course on a common scale with the English Standard and English Advanced courses would result in a significant increase in the number of students electing to study this course, with the probable negative impact on English Standard course enrolments. These respondents expressed strong support for maintaining a genuine alternate pathway to an HSC.

### Feedback affirming the information on assessment

Feedback	Sources
The school-based assessment requirements are manageable.	AIS Survey (x44)
Assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x54)
An optional external examination provides students and parents with more flexibility regarding the ATAR pathway.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Submissions 5, 8 Survey (x25)

Feedback	Sources
An external examination will help to raise the status and the standard of the course.	Burwood (CM) Goulburn (CM) Liverpool (CM) Survey (x4)

### Key matters and actions

Key matters	Sources	Actions
<p><b>Optional examination and the Common Scale</b> It is not appropriate to offer an optional examination in this course. The course was originally offered as an alternative pathway to gaining an HSC for students who did not require an ATAR for their immediate post-school pathway. If entry to university is required, alternative options should be explored.</p> <p>The introduction of the optional examination will necessarily alter the delivery of the course and its current flexibility.</p>	AIS Ballina (CM) Blacktown (CM) CCSOBB CSOArm DoE ETA Liverpool (CM) Newcastle (CM) Submissions 1–2, 7, 12–13, 16–17 Survey (x37)	Amendments to the English Studies syllabus provide increased opportunities for all students to achieve an ATAR.
<p>The equity of students being externally assessed on a common scale raises concern.</p>	CCSOBB Goulburn (CM) Liverpool (CM) Newcastle (CM) Submission 2 Survey (x17)	Changes to the English Studies course reflect the <i>Stronger HSC</i> reforms allowing all students' access to an ATAR and ensuring that all hierarchical courses are placed on a common scale.
<p>Standard and Advanced courses will suffer as students move to English Studies in order to achieve a higher ATAR by undertaking a less academically focused course.</p>	Ballina (CM) BCC Blacktown (CM) Burwood (CM) DoE ETA Gynea (CM) Newcastle (CM) NSWTF Submissions 7, 12, 13, 15 Survey (x10)	

Key matters	Sources	Actions
Clarification regarding how students are able to access an ATAR through only one external examination and the weighting of the examination is needed. It remains unclear as to when students would nominate to sit the examination.	Blacktown (CM) CCSOBB NSWTF SCS Submission 17 Survey (x4)	UAC is responsible for the calculation of the ATAR. Further information regarding assessment and reporting will be provided with the release of the syllabus in 2017.
<p><b>Assessment requirements</b> The school-based assessment requirements are:</p> <ul style="list-style-type: none"> <li>● Not manageable</li> <li>● Restrictive</li> <li>● Will create tasks that are too heavily weighted and may affect student wellbeing.</li> </ul>	Burwood (CM) Submission 16 Survey (x26)	Support material for assessment in English Studies will be developed to assist schools with initial implementation of the syllabus.
Clarification is required about how the common module will be assessed both internally and externally, especially for students who choose not to sit for the optional examination.	CCSOBB SCS Submissions 5,15, 17 Survey (x2)	
<p><b>Assessment specifications</b> Assessment specifications do not provide opportunities for students to develop and demonstrate their learning in a variety of ways. They do not cater for the diversity of learners.</p>	Newcastle (CM) Survey (x11)	Mandatory assessment requirements are designed to allow students to demonstrate their learning in a variety of ways.  Support materials will provide guidance for teachers in the design of assessments.
The direction for a multimodal task in Year 12 should be retained.	AIS	
The portfolio of work lacks structure and is a mandatory task. The prescribed nature of the task removes the necessary flexibility to design accessible and engaging tasks for specific cohorts.	Blacktown (CM) CSOArm Survey (x8)	

## 4.7 Content

### Summary

Respondents confirmed that the content described the scope and depth of learning and provided enough information to understand the intended direction of the course.

Some respondents do not agree that the inclusion of common content requiring critical analysis is appropriate for the candidature.

### Feedback affirming content

Feedback	Sources
The content describes the scope and depth of learning.	AIS Survey (x51)
The content provides sufficient information to understand the intended learning and requirements.	Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x20)

### Key matters and actions

Key matters	Sources	Actions
<b>Scope</b> The content does not describe the scope and depth of learning.	Survey (x9)	Content has been reviewed and amended to ensure the intended learning and requirements are made clear.
<b>Learning requirements</b> The content does not provide sufficient information to understand the intended learning and requirements.	Newcastle (CM)	
Prescribing Aboriginal and Torres Strait Islander, Asian and cultural heritage content removes focus from key literacy skills which prepare students for the workforce.	CSOArm Survey (x1)	Content related to the development of literacy skills has been enhanced. Understanding of these important priorities can be addressed through the selection of texts over the Stage.
Clarification is required regarding whether the content is mandatory.	Blacktown (CM)	The status of content has been clarified in the syllabus.
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.

## 4.8 Learning across the curriculum

### Summary

The majority of respondents supported the Learning across the curriculum content as authentic and appropriate. Consultation with industry representatives indicated that these skills were seen as priorities for the workplace. A small number of respondents expressed the view that issues embedded within the Difference and Diversity area should be removed. This was not supported by the majority of respondents.

Some respondents felt that the inclusion of the content was unnecessary in Stage 6 as it was covered in the K–10 syllabus.

### 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 (x52)

### Key matters and actions

Key matters	Sources	Actions
<p><b>Content</b> 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 authentic and appropriate.</p>	Survey (x5)	Learning across the curriculum content has been identified by relevant icons to indicate opportunities for students to develop their knowledge, understanding and skills in these important areas. Teachers will embed these opportunities into the teaching and learning when and as appropriate to their contexts.
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 additional opportunities identified.

Key matters	Sources	Actions
<p><b>Outcomes and content</b> All outcomes and content should be mapped to Learning across the curriculum appropriately. (Eg Critical and creative thinking, Aboriginal and Torres Strait Islander histories and cultures, Intercultural understanding)</p>	<p>Aboriginal Ed Industry</p>	<p>Learning across the curriculum icons have been reviewed to ensure they are used appropriately and authentically.</p>
<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><b>Texts</b> Suggested text recommendations for appropriate Asian and Aboriginal and/or Torres Strait Islander texts, as well as prescribed texts, is needed to ensure quality literature. The inclusion of Aboriginal and/or Torres Strait Islander peoples into the selection of texts is necessary.</p>	<p>CCSOBB Survey (x2)</p>	<p>The prescribed text list will incorporate texts by Aboriginal and/or Torres Strait Islander authors.</p> <p>Suggested texts lists for the common preliminary module will also include a selection of Aboriginal and/or Torres Strait Islander authored or endorsed publications.</p>
<p>Mandating the inclusion of texts from Aboriginal and Asian perspectives seems unnecessary when they are included in the K–10 continuum.</p>	<p>AIS</p>	<p>This requirement has been amended and may now be addressed across the Stage.</p>

## 4.9 Modules

### Summary

The modules were confirmed by a majority of respondents as appropriate and engaging for students. Most respondents agreed that the syllabus provided sufficient detail and direction for planning and programming and that there was a good range of modules.

The addition of the common module was raised by a number of respondents. Key issues arose regarding the ability of students to access the same material as the English Standard and English Advanced courses and the amount of time students would have to develop and practise the critical skills necessary for the module. However, some respondents noted that the inclusion of the common module would offer more flexibility to students wishing to change courses.

### Feedback affirming modules and rubrics

Feedback	Sources
The modules are accessible and provide appropriate challenge and interest for students.	AIS Blacktown (CM) Burwood (CM) ETA Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Submission 18 Survey (x42)
The module rubrics provide sufficient detail and direction for developing teaching and learning programs and can be taught in the suggested time.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Survey (x47)
The modules provide students with opportunities to develop language skills through their study of texts.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Survey (x49)
The ability for schools to develop their own modules allows for greater flexibility within the course.	Survey (x3)

Feedback	Sources
The inclusion of a common module and the prescribing of texts is supported.	Submission 12
The common mandatory module will provide greater flexibility for students who wish to change courses.	DoE Goulburn (CM) Liverpool (CM)
Specific content referring to Aboriginal and Torres Strait Islander peoples histories and cultures including the notion of 'storytelling' in the common module is supported.	Aboriginal Ed

### Key matters and actions

Key matters	Sources	Actions
<p><b>Accessibility and interest</b> The modules are not accessible and do not provide appropriate challenge and interest for students. New modules should have been developed.</p>	Newcastle (CM) Submission 20 Survey (x14)	<p>Module rubrics were reviewed and updated and have been supported by the majority of respondents.</p> <p>Support materials will be released in 2017.</p> <p>Teachers also have the opportunity in both Year 11 and Year 12 to design a school-based module to cater for the more specific needs and interests of students.</p>
There should only be one mandatory module across the Year 11 and Year 12 courses.	DoE Liverpool (CM) Newcastle (CM)	Module requirements in Year 12 have been reviewed in the light of this feedback. <i>We are Australians</i> will become an optional module.
<p><b>Module rubrics</b> Incorporating the breadth of literary and non-literary texts in a range of modes and media into the modules is difficult in the time allocated.</p>	Blacktown (CM) Submissions 5, 17, 21 Survey (x12)	Teachers have the option to design teaching and learning experiences to enable language skill development through the study of texts suitable to the needs and interests of students.
The modules do not provide students with opportunities to develop language skills through their study of texts.	Survey (x9)	
The mandatory common module <i>Texts and Human Experiences</i> requires clarification and clear direction.	Submission 21 Survey (x3)	A range of support material will be developed to assist teachers with the mandatory common module.

Key matters	Sources	Actions
Awareness of Aboriginal and Torres Strait Islander protocols may need to be referenced in relation to some modules.	Aboriginal Ed	A note for teachers regarding Aboriginal and Torres Strait Islander Cultural protocols has been included in the syllabus.
<b>Texts</b> The students who choose English Studies are not interested in academic texts and will not be interested in the proposed common texts. The mandate that students study a substantial print and multimedia text increases the academic rigour of the course, a divergence from the original intent.	AIS Submissions 16, 21 Survey (x4)	The requirement to study one substantial print text and one multimodal text has been retained from the current English Studies syllabus. Teachers retain the flexibility to select a text from the prescribed list and design appropriate teaching and learning experiences to cater for the needs and interests of students.
<b>Year 11</b> Clarification is required as to whether the Year 11 mandatory module <i>Achieving through English</i> must be taught first.	AIS	<i>Achieving through English</i> has been mandated to commence at the start of Year 11.
The Year 11 mandatory module <i>Achieving through English</i> should be removed as it too closely replicates the Social Science subject Work Studies.	Goulburn (CM) Liverpool (CM) Newcastle (CM)	Schools continue to have the flexibility to design their programs to address the needs of students in light of the whole school context.
<b>Year 12</b> The introduction of a common module, study of a prescribed text and the expectation of analysis and evaluation in Year 12 will see students struggle to engage with material that is too difficult, rather than focus on core literacy skills.	AIS Blacktown (CM) CSOArm Goulburn (CM) Submissions 16, 20 Survey (x5)	Teachers retain the ability to differentiate the teaching and learning experiences and select the most appropriate text from the prescribed list according to their students' needs and interests.
The common content module is only available in Year 12 which will disadvantage English Studies students and their ability to practise the necessary skills of deconstruction and analysis.	BCC ETA Liverpool (CM) NSWTF Survey (x8)	Year 11 and Year 12 content requires students to describe, critique and reflect upon textual features and effects which will enable them to engage with the skills required for the common module.
The inclusion of two mandatory modules in Year 12 that together constitute a minimum of 50% of the course is not appropriate, manageable or catering for the "needs, interests, abilities and choices" of the students.	AIS Survey (x1)	Module requirements have been reviewed. <i>We are Australians</i> will become an elective module.

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
The Year 12 mandatory module <i>We are Australians</i> does not cater for the diversity of ethnic and racial backgrounds within classes. Use of the word 'nationhood' should be reassessed.	Blacktown (CM) Submission 18	The mandatory module <i>We are Australians</i> has been reviewed to reflect the diversity of cultures, peoples and perspectives that contribute to Australia as a nation.

## 4.10 Diversity of learners, including Life Skills

### Summary

Many respondents commented that the syllabus catered for the diversity of learners and that the alignment between English Studies and Life Skills was appropriate. Questions were raised regarding whether the teaching of the Australian curriculum content was required for Life Skills students.

A number of respondents questioned the mandatory common unit for English Studies and whether the focus on literary analysis was appropriate for students with complex literacy needs. Some expressed doubt about the feasibility of teaching the mandatory unit in schools where students studying Life Skills outcomes and content are integrated into mainstream classes.

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

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.

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

Feedback	Sources
<p><b>Needs of diversity learners</b> The syllabus meets the needs of the diversity of learners.</p>	<p>AIS ETA Special Ed Survey (x34)</p>
<p><b>Alignment</b> The alignment between English Studies and English Life Skills is appropriate and will enable effective and meaningful programming for students undertaking English Life Skills within the mainstream classroom.</p>	<p>AIS Blacktown (CM) CEDOW DoE Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) NSWTF Special Ed Submission 24 Survey (x43)</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>	Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gympie (CM) Liverpool (CM) Newcastle (CM) NSWTF Special Ed Submission 24 Survey (x42)
<p><b>Assessment and reporting</b> The English Life Skills outcomes and content provide the basis for assessing and reporting student achievement.</p>	Special Ed Survey (x43)
<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 statements should be clearer in relation to the options students 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 Studies and the English Life Skills course requires clarification. Clearer mapping of outcomes and content between the courses is required.</p>	AIS CEDOW DoE Goulburn (CM) NSWTF Special Ed Submission 24 Survey (x10)	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 Studies outcomes have been reviewed and strengthened.
<p>The English Life Skills content does not consistently reflect the syllabus objectives.</p>	AIS	All outcomes and content have been reviewed and revised in relation to the English objectives.

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
<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 Survey (x12)</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>AIS Submission 24 Survey (x3)</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>Content needs to be age-appropriate.</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 Survey (x2)</p>	<p>The English Stage 6 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 Survey (x2)</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>
<p>The English Life Skills outcomes could be better aligned with the English Studies rationale. Outcomes and content should be relevant and age-appropriate.</p>	<p>AIS DoE NSWTF</p>	<p>The English Life Skills outcomes and content have been reviewed for appropriateness and relevance.</p>
<p>Content should be included that enables students to undertake goal-setting for post-school contexts.</p>	<p>CEDOW</p>	<p>The English Life Skills content within Objective E has been revised to include more opportunities for preparation for post-school contexts.</p>
<p><b>Modules and structure</b> Clarification is needed regarding the selection of alternative or modified texts for students undertaking English Life Skills in the context of an English Studies class.</p>	<p>CEDOW</p>	<p>Advice in relation to appropriate text selections for students undertaking the English Life Skills course has been included.</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                      Survey (x12)</p>	<p>Assessment advice in relation to students with special education needs, including students undertaking Life Skills courses has been 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 has been 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 of work will be developed to illustrate appropriate and meaningful teaching, learning and assessment opportunities for students.</p>

## 4.11 Glossary

### Summary

The majority of respondents agreed that the glossary and additional terms were a useful addition for students and teachers. Very few respondents commented on this issue. Of those that did, some noted that there was room to expand the glossary with some terms relevant to English Studies such as ‘vocational English’.

### Feedback affirming glossary and additional terms

Feedback	Sources
The glossary and additional terms are appropriate and useful.	ETA Survey (x16)
It is appropriate and useful that the glossary reflects the continuum of learning from K–10 and incorporates of specific Stage 6 inclusions.	AIS

### Key matters and actions

Key matters	Sources	Actions
The glossary and additional terms should be expanded or refined.	AIS ETA Submission 2 Survey (x2)	The glossary has been reviewed and amended to clarify and add terms specifically related to the English syllabuses.

## 4.12 Other comments

### Summary

Respondents found the syllabus to be clear, relevant and well developed, with interesting topics. There was enthusiasm and support for many elements of the draft syllabus; however, a number of matters were raised regarding changes to the ATAR status of the course and the impact this would have on classroom teaching and management. Some respondents noted that there was less focus on the core literacy skills needed for this cohort.

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 retention of the English Studies course provides options for the diversity of learners.	Submission 25

### Key matters and actions

Key matters	Sources	Actions
<b>ACE website</b> The ACE website needs to be updated to refer to completion of a course using Stage 6 Life Skills outcomes and content.	AIS Survey (x1)	The ACE website will be updated where appropriate to reflect any changes made to HSC requirements.
<b>Diagrammatic representation</b> The representation of the relationship between the syllabus and content is problematic, with the three inner and outer circles having different purposes. The diagram also does not represent the four organisers as they are used to describe content in the syllabus.	ETA	The diagram has been reviewed and will remain consistent across K–12 to visually represent the organisation of content in the English curriculum.

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
Life Skills is included in the diagrammatic representation but it does not provide an explanation of how the Life Skills outcomes are included in English Studies. It is represented in the learning pathway as a separate course. This needs to be reviewed to more accurately reflect where Life Skills outcomes and content sit.	AIS DoE	The diagrammatic representation of the English courses has been revised to make the learning pathways clear.
There is no description of the intended student cohort for English Life Skills outcomes and content beneath the diagrammatic representation.	DoE	A description of the intended student cohort for English Life Skills outcomes and content has now been included.
<b>Optional HSC examination</b> Teachers would like more information in terms of how to prepare students for the optional examination, while still balancing the rest of the course, including those students who will not attempt the examination and Life Skills students.	Ballina (CM) Blacktown (CM) CCSOBB CSOArm NSWTF SCS Submission 20 Survey (x7)	Support materials will be provided to demonstrate a range of approaches towards programming and assessment of the common module. Teachers retain the flexibility to design, differentiate and focus the learning experience in the classroom to cater for the needs and interests of all students.
<b>Mandatory module</b> The introduction of a mandatory common module is not appropriate for all school contexts, particularly trade schools. It should not be compulsory.	Survey (x1)	Materials will be provided to support initial implementation.
<b>Sample works</b> Sample units of work and examinations are required to help planning and programming. A sample module that combines English Studies and Life Skills would be helpful.	Submission 5 Submission 17 Survey (x4)	Initial materials will be developed to assist teachers and support implementation of the new syllabus.
<b>Consultation</b> The consultation period was too short and run at an inappropriate time for Stage 6 teachers.	ETA Submission 15	The timelines for consultation are consistent with NESA established processes used in previous syllabus development.

### 4.13 Student voice

Targeted consultation meetings with students were held to gather feedback about English. These meetings focused on discussion of the students' experiences of the current English syllabuses. Questions were asked around the following areas:

- preferences for topics and texts
- how students like to learn
- assessment practices
- how the subject prepares students for future learning.

#### Summary

Student comments focused on assessment and course flexibility. The majority of feedback indicated a positive approach to the course that met their specific needs. No interest was indicated for an optional examination as an ATAR was unnecessary for their post-school plans.

#### Feedback from student voice on English Studies

Feedback	Sources
Students preferred the English Studies course as they had clear post-school TAFE pathways and did not require an ATAR.	Marrickville (SV)
Students commented that without the pressure of an HSC examination they were able to prioritise their other studies to ensure the best possible outcome.	Marrickville(SV)
Students noted that the flexibility within the course and the interesting and relevant modules and content made the course enjoyable.	Marrickville (SV)
The high quality of teaching within the subject was a great determinant in student enjoyment of the subject. Students found their teacher challenged them throughout the course and this effectively prepared them for the workplace.	Marrickville (SV)
No interest was shown in the possibility of an optional ATAR examination, as it was not relevant for students' post-school pathways and would add extra stress and pressure.	Marrickville (SV)

## 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.	73	14%	75%	10%	1%
<b>Aim</b> 2. The aim provides a succinct statement of the overall purpose of the course.	73	11%	75%	14%	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.	70	14%	73%	11%	1%
<b>Outcomes</b> 4. The outcomes and the content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.	67	13%	70%	10%	6%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	69	13%	71%	10%	6%
6. The outcomes provide an appropriate continuum of learning from the Year 11 course to the Year 12.	69	19%	65%	12%	4%
<b>Course structure</b> 7. The course structure and requirements are clear, manageable and appropriate.	64	11%	34%	33%	22%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
8. The text requirements are manageable and appropriate.	64	13%	39%	33%	15%
<b>School-based assessment</b>					
9. The school-based assessment requirements are manageable.	63	14%	56%	19%	11%
10. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	65	18%	64%	11%	6%
<b>HSC assessment</b>					
11. Please comment on the HSC examination specifications.	51	8%	33%	22%	37%
12. Please comment on the provision of an optional exam for students who wish to attain an ATAR.	50	20%	16%	20%	44%
<b>Content</b>					
13. The content describes the scope and depth of learning.	60	10%	75%	15%	0%
<b>Learning across the curriculum</b>					
14. 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.	57	21%	70%	5%	3%
<b>Modules</b>					
15. The modules can be taught in the suggested time.	59	10%	69%	15%	5%
16. The modules provide students with opportunities to develop language skills through the study of texts.	58	9%	76%	10%	5%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. The modules provide appropriate challenge and interest and are accessible for all students.	58	14%	62%	16%	9%
<b>Diversity of learners</b>					
18. The syllabus meets the needs of the diversity of learners.	55	18%	44%	25%	15%
<b>Life Skills</b>					
19. The alignment of the course structure and the Life Skills outcomes and content is appropriate.	53	8%	74%	8%	11%
20. The relationship between the course objectives and the Life Skills outcomes is appropriate.	54	9%	74%	11%	6%
21. The Life Skills outcomes and content provide scope for developing programs for students with special education needs.	53	8%	72%	11%	9%
22. The Life Skills outcomes and content provide the basis for assessing and reporting student achievement.	53	6%	77%	11%	6%

## 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	English Teachers Association 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)**

422 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

88 responses

<b>Respondents</b>	<b>Number of respondents</b>
Academic	1
Parent	1
Pre-service teacher	0
Principal	2
School executive	14
School faculty/department	10
Teacher	61
Student	0
Other	5

<b>Respondents identified as</b>	<b>Number of respondents</b>
An Aboriginal person	2
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	86

<b>Sector</b>	<b>Number of respondents</b>
Government	64
Catholic	12
Independent	10
Non-school based	2

<b>Area of NSW</b>	<b>Number of respondents</b>
Metropolitan	47
Regional	41

<b>Number of people contributing to the survey</b>	<b>Number of respondents</b>
1	64
2–5	14
6 or more	10

### 6.3 Written submissions

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Independent Schools	AIS
Australian Association of Special Education	AASE
Community of Catholic Schools Office Diocese of Broken Bay	CCSOBB
Catholic Schools Office Armidale	CSOArm
Catholic Education Diocese of Wollongong	CEDOW
English Teachers' Association of NSW	ETA
Family Voice Australia	FVA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
Sydney Catholic Schools	SCS
Individual respondent	Submission 1
Central Coast English Head Teacher Network	Submission 2
Dubbo School of Distance Education	Submission 4
Individual respondent	Submission 7
Individual respondent	Submission 8
Individual respondent	Submission 9
Individual respondent	Submission 12
Individual respondent	Submission 13
NSW Distance Education Collegial Network	Submission 17
Northern Rivers English Collegiate	Submission 15
Northlakes High School	Submission 16
Individual respondent	Submission 20
Individual respondent	Submission 21
Sydney Church of England Grammar School (Shore)	Submission 22
Southern Cross Distance Education School	Submission 23
St Ignatius College	Submission 24
St Ives High School	Submission 25
Individual respondent	Submission 27