



English Extension
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 Extension 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 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 Extension 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, 3 targeted consultation meetings, 3 student voice meetings, 167 responses to an online survey and 42 written submissions.

Consultation on the *English Extension Stage 6 Draft Syllabus* supported the proposed rationale, aim, objectives and outcomes and feedback on these elements will be taken into account.

There is broad support for the inclusion of the Year 11 module and related project, with a majority of stakeholders agreeing that it provided the learning experiences necessary to undertake Extension 1 and Extension 2.

In English Extension 1 there is support for the introduction of a common module, however there is a broad consensus that details about the electives and the examination of common content will clarify the module rubric. The majority of stakeholders requested further detail about the Extension 1 assessment and examination specifications.

In English Extension 2 there is broad support for the increased detail and direction provided for the internal assessment of the Major Work. The assessment specifications requiring the internal assessment of the Major Work Journal and removing internal assessment of the draft Major Work drew mixed responses and they need clarification.

3 Key matters

Key matters	Actions
The outcomes either lack appropriate progression or provide inconsistent progression from the Advanced English course to the Extension 1 course and the Year 11 course to Year 12.	The outcomes have been revised to provide appropriate progression.
Further information and detail is required regarding the teaching of the Year 11 Extension research methodology and the independent research project. Further detail regarding the Extension 1 common content is required.	Materials will be developed to support initial implementation of the syllabus. Text prescriptions and elective descriptions will be delivered following syllabus release
Text prescriptions and electives for Extension 1 are required in order to fully understand the intended teaching and learning requirements, content and assessment programs.	
Clarification of the Extension 1 assessment and examination specifications is required, including the status of related texts.	School-based assessment requirements will be reviewed to provide clarification. Materials to support initial implementation will be released in 2017.
The reduction in time of the Extension 1 Year 12 examination and removal of the creative component will compromise the integrity of the course, the balance of creative and critical components and the complexity of responses.	
The assessment requirements are prescriptive and limiting, leading to the potential for larger, multi-part assessments and increased student stress.	
The Extension 2 draft Major Work assessment specifications need more detail.	
There is a view expressed that the Major Work Journal should not be assessed.	
The Learning across the curriculum content is not authentic, relevant and appropriate as it is included in the K–10 continuum and Advanced course.	Content has been reviewed to ensure that Learning across the curriculum requirements are authentic, relevant and appropriate.

4 Analysis

4.1 Rationale

Summary

The majority of survey respondents strongly agreed or agreed that the proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum. A recommendation was made to include a reference to context within the Extension 1 and Extension 2 rationales.

A suggestion was made to include a statement about which students Extension 2 is designed for, similar to the one provided for Extension 1.

Feedback affirming the rationale

Feedback	Sources
The common rationale builds well from K–10 and clearly describes the nature and purpose of the English curriculum.	AIS DoE Submission 12
The Extension 1 and Extension 2 rationales describe the nature and purpose of the subject and the courses, pointing to the depth and rigour required.	AIS SCS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) Survey (x125)
References to students learning about research, investigation, developing independence and intellectual challenge are important inclusions that reflect the key purpose and focus of the courses.	AIS Survey (x1)
The rationales make it clear that students are not intended to learn particular theoretical perspectives but to engage their methods to probe a range of critical readings and arrive at a sophisticated interpretation of texts.	ETA

Key matters and actions

Key matters	Sources	Actions
<p>Common rationale A number of views were expressed about the common rationale:</p> <ul style="list-style-type: none"> • The core relationship between texts, meaning and language needs to be enhanced • The phrase ‘lifelong learning, in their careers and in life’ should be in the final sentence • References to the multiplicity of the global world should be included • Mapping of targeted skills should be included in the rationale with a clearer link to the <i>Stronger HSC Standards Blueprint</i> • ‘Control of language’ is limiting and could be changed to ‘mastery’ or ‘understanding’. 	<p>ETA Submissions 1, 14, 21, 22</p>	<p>Revisions have been made to the language of the common rationale to reflect the nature and breadth of English courses in the contemporary Australian context.</p> <p>‘Control of language’ has not been changed because the common rationale reflects the diversity of learners across all courses.</p>
<p>Extension 1</p> <ul style="list-style-type: none"> • The course rationales should have an opening statement that defines the core of the course and its relationship to other courses in the English suite • The course rationale has decreased clarity and diminished academic rigour • Reference to the importance of context should be included • The extensive focus on research methodology in Year 11 Extension 1 appears disproportionate • Clarification is required for the terms ‘reading practices’, ‘multiple meanings’ and ‘critical interpretations’. 	<p>AIS Blacktown (CM) ETA SCS Survey (x8)</p>	<p>The course relationship to other courses in the English suite is expressed in <i>The Place of the English Extension Stage 6 Draft Syllabus in the K–12 Curriculum</i> section.</p> <p>Revisions have been made to reflect the rigour and nature of the course, including the importance of context.</p> <p>The terms ‘reading practices’, ‘multiple meanings’ and ‘critical interpretations’ were considered for the glossary.</p>

Key matters	Sources	Actions
Extension 2 <ul style="list-style-type: none">• There needs to be further reference to the complexity and level of sophistication of the course. Include a statement about which students the course is designed for• Include a reference to ownership of an individual's work and personal voice.	AIS Survey (x1)	Revisions have been made to include a statement about the students that the course is designed for and personal voice.

4.2 Aim

Summary

The majority of respondents supported the proposed aim. Additional refinements to the aim were suggested.

Feedback affirming the aim

Feedback	Sources
The aim provides a succinct statement of the overall purpose of the syllabus.	AIS SCS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) Submission 12 Survey (x122)
The language used covers the breadth of knowledge, skills and understanding acquired by students.	AIS Survey (x1)
It provides direction to teachers about the teaching and learning processes emerging from the syllabus.	Survey (x1)
There are strong links to the K–10 syllabus.	AIS

Key matters and actions

Key matters	Sources	Actions
The courses should have different aims with further detail regarding the scope and depth of the course.	Survey (x3)	The aim is specific to Stage 6 and consistent with the K–10 aim to strengthen the learning continuum framework to K–12. The revisions include reference to the value of English language in various textual forms.
Extension 1 <ul style="list-style-type: none"> The aim does not provide a succinct statement of the overall purpose of the syllabus The aim should acknowledge the role and valuing of literature 	Survey (x6)	

4.3 Objectives

Summary

The majority of respondents affirmed the proposed objectives. Some respondents offered suggested changes and additions to the 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 SCS Survey (x115)
The revised objectives retain similar focuses to K–10 and have been adapted to be reflective of the nature of the Extension course and its higher order more specialised study.	AIS
The objectives show an appropriate balance between the creative and imaginative components and the analytical and critical components.	AIS

Key matters and actions

Key matters	Sources	Actions
<p>Suggestions and comments about the objectives are:</p> <ul style="list-style-type: none"> • Further clarification of the language is required for Objectives A and B • The word 'love' in the Values and Attitudes is problematic for teachers to objectively judge • The importance of independent thinking, investigation and experimentation are skills more than a value or attitude • Extension 2 objectives should align with the objectives of the Major Work and student engagement with world issues. 	CSOArm SCSSurvey (x20)	<p>The Stage 6 objectives are specific to the Extension courses but are aligned with the continuum of learning across all Stages from K–12.</p> <p>The Extension objectives have been refined to more clearly define objectives A and B and reflect the creativity and research skills, knowledge and understanding of the course. These objectives are common to Extension 1 and 2.</p>

4.4 Outcomes

Summary

The majority of survey respondents strongly agreed or agreed that the outcomes are appropriate for the Extension courses. A number of respondents provided feedback that further direction is needed regarding the assessment and reporting requirements. Several respondents noted that they were unable to adequately assess the outcomes without the text prescriptions.

Feedback affirming the outcomes

Feedback	Sources
The outcomes have appropriate progression from the Advanced English course to the Extension 1 English courses and are clearly demarcated in the continuum of learning. Higher expectations of students are clearly defined in English Extension courses.	AIS ETA Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x60)
There is appropriate learning progression from Year 11 Extension outcomes to Year 12 Extension 1 and Extension 2 outcomes.	Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x69)
The outcomes provide sufficient detail to understand the intended learning and requirements.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x103)
The outcomes provide sufficient basis for developing teaching, learning and assessment programs.	AIS Survey (x85)
The increased focus on academic engagement and critical theoretical approaches in Extension 2 provides appropriate rigour.	Blacktown (CM)

Key matters and actions

Key matters	Sources	Actions
<p>Extension 1 The outcomes do not have appropriate progression or inconsistent progression from the Advanced English course to the Extension 1 course and the Year 11 course to Year 12.</p>	<p>AIS Blacktown (CM) CSOArm ETA SCS Survey (x71)</p>	<p>The principle of a learning continuum is central to English K–12. The wording of the outcomes has been refined to clarify differentiating terms and improve the progression.</p> <p>The intended learning is elaborated in the mandated content for each outcome.</p> <p>Year 11 Outcome 6 has been reviewed to ensure that content about independent learning is explicit.</p>
<p>The outcomes do not provide sufficient detail to understand the intended teaching and learning requirements and assessment programs.</p>		
<p>Clarification is required for some differentiating terms, eg 'perceptive', 'insightful', 'sophisticated'.</p>		
<p>The increase in the number of outcomes in the Year 11 course suggests an increase in the learning that students are expected to demonstrate.</p>		
<p>Independent learning should be more apparent in Year 11 outcomes and content.</p>		
<p>Some views were expressed about the Year 11 research project:</p> <ul style="list-style-type: none"> • Further information and detail is required regarding the teaching of research methodology and the independent research project • Although research methodology is allocated twenty hours, it is only associated with one outcome • Clarification of the expectation of a 'creative presentation' for the research project is required in the outcomes. 	<p>Blacktown (CM) ETA SCS Submission 8 Survey (x2)</p>	<p>A statement has been included to clarify that the research project and the module are related and may be delivered concurrently. Support material will be developed with suggestions for programming this content.</p> <p>The syllabus has been reviewed to ensure that the creative content is explicit across the all outcomes, content and modules.</p>
<p>Extension 2 Content should be included in EEX12-5 that specifically addresses the Reflection Statement.</p>	<p>AIS</p>	<p>Outcome 5 has been reviewed to ensure that content explicitly addresses the Reflection Statement.</p>

4.5 Course structure and requirements

Summary

The majority of respondents agreed that the course structure and requirements for Extension 1 and Extension 2 were manageable and appropriate. Some respondents noted that the text requirements broadened students' options for study.

Several respondents noted that the current structure of the courses was highly effective and did not require change. Some respondents stated that clarification was needed regarding whether the Year 11 Extension course was a prerequisite.

Feedback affirming the course structure and requirements

Feedback	Sources
The course structure and requirements are manageable and appropriate	Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x76)
The text requirements are manageable and appropriate	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Goulburn (CM) Survey (x72)
The text requirements broaden the possibilities for students to explore a larger range of texts.	Survey (x4)
The Related Research Project gives students flexibility over their learning as it provides them with some choice of texts and wide reading opportunities.	AHISA AIS
The option that the Related Project can be undertaken concurrently with study of <i>Texts, Culture and Values</i> is an improvement to the course.	AIS
The draft shows a development of the existing syllabus with greater opportunities for students to develop and demonstrate conceptual skills in a variety of forms.	Survey (x3)

Feedback	Sources
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 of Aboriginal and Torres Strait Islander Peoples' perspectives is supported.	Aboriginal Ed

Key matters and actions

Key matters	Sources	Actions
The course structure and requirements are not clear, manageable and appropriate.	Burwood (CM) Survey (x37)	Suggestions and comments have been considered in the review of the course structure and requirements.
The diagrammatical representation of the course content could be improved by including the fourth circle representing the modules, the outer ring, to state 'making meaning' or 'making meaning in and through texts' and changing 'stage outcomes' to 'outcomes'.	ETA	The diagram has been reviewed and remains consistent across K–12 to visually represent the organisation of content in the English curriculum.
Extension 1 Explicit advice that Year 11 and 12 Extension 1 are prerequisites for Extension 2 is required.	Blacktown (CM) Liverpool (CM) Newcastle (CM) Survey (x1)	The course requirements have been amended to clarify this pathway.
It is not possible to meet the indicative hours in the Year 11 course, nor do the indicative hours acknowledge the workload.	Blacktown (CM) SCS Survey (x1)	60 indicative hours is consistent for all NESA 1 unit courses.
A number of views were expressed about the text requirements: <ul style="list-style-type: none"> • The text requirements are not manageable and appropriate • Text prescriptions and electives are required in order to accurately assess the outcomes and course requirements • Current text prescriptions are in effect from 2015–2020. The new requirements will add a large cost burden to English departments • Clarification of the term 'as appropriate' in regards to text selection • The stem for text requirements for Year 11 and Year 12 should be changed from 'should' to 'could give students experience of the following if appropriate'. 	ACL AIS ETA Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 3,4,5,14,17,21 ,22 Survey (x44)	The selection of texts that students should experience has been adjusted to be a requirement across the Stage. Text prescriptions and elective descriptions will be delivered following syllabus release. Typically NESA text prescription review guidelines ensure that no more than 15% of texts are new inclusions.

Key matters	Sources	Actions
<p>Extension 2 The Extension 2 Journal increased status needs to be clearly identified in the course structure.</p>	<p>AIS</p>	<p>The place of the Major Work Journal has been identified in the course structure.</p>
<p>Some requirements are unworkable for small cohorts or those not working in print.</p>	<p>NSWTF Submissions 2,16</p>	<p>Requirements for the Major Work have been reviewed and amended to represent other media.</p>
<ul style="list-style-type: none"> ● Clarification is needed regarding the reference to the selection of texts for Extension 2 ● The expectation that texts for Extension 2 have ‘integrated modes of reading, writing, listening, speaking, viewing and represented’ is inappropriate. 	<p>AIS Survey (x1)</p>	<p>The text requirements have been amended and are appropriate for Extension 2.</p>

4.6 Assessment

Summary

A significant number of respondents indicated that school-based assessment is well supported, allowing students to convey their understanding in a variety of ways.

Several respondents commented on the implementation of fewer and more prescribed tasks with higher weightings will increase the extra pressure on students.

There were differing opinions about the removal of creative writing from the external Extension 1 assessment, noting that internal marking would lack parity. Some respondents requested further information in regards to external examination specifications.

Opinions varied regarding changes to the assessment of Extension 2 Major Work, with some respondents uncertain that the Major Work Journal could be objectively assessed.

Feedback affirming the information on assessment

Feedback	Sources
The school-based assessment requirements are manageable.	AIS Survey (x88)
Assessment and examination specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) Survey (x82)
Assessment specifications for Extension 2 provide appropriate opportunities for students to demonstrate their individual process of composing a Major Work.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) Survey (x33)
The assessment of the Extension 2 Major Work Journal is an improvement to the course.	Ballina (CM) BCC Burwood (CM) GyMEA (CM) Survey (x6)

Feedback	Sources
The inclusion of common content in the Extension 1 examination is an improvement to the course.	Burwood (CM) Survey (x3)
The removal of the creative component from the Extension 1 examination is an improvement to the course.	AHISA DoE ETA Newcastle (CM) Submissions 4, 16 Survey (x8)

Key matters and actions

Key matters	Sources	Actions
<p>There were a range of views expressed about the assessment and examination specifications:</p> <ul style="list-style-type: none"> ● Clarification of the assessment and examination specifications is required, including the status of related texts ● The reduction in time of the Extension 1 examination and removal of creative component will compromise the integrity of the course and complexity of responses ● Removing the common content from the examination will allow for the creative component to be retained ● To ensure that creative writing continues to be valued and realised within the Extension 1 course without an external assessment, a range of alternatives for HSC assessment needs to be published for consultation ● Modes of assessment should be mandated so that students are assessed in a variety of ways ● Syllabus terminology for tasks should be consistent ie presentation and task. 	<p>AHISA AIS BCC Blacktown (CM) Burwood (CM) CCSOBB DoE ETA Gymea (CM) Newcastle (CM) NSWTF SCS Submissions 2, 3, 8, 14, 15, 22, 23, 25 Survey (x64)</p>	<p>The Assessment and Reporting document, including examination specifications for the Extension courses will be released in 2017.</p> <p>School-based assessment requirements will be developed to provide clarification about types of tasks, modes, weightings and terminology.</p> <p>Materials to support initial implementation of the syllabus will be released in 2017.</p>

Key matters	Sources	Actions
<p>A number of different views were expressed about the mandatory internal assessment requirements:</p> <ul style="list-style-type: none"> ● They are prescriptive and limiting, the examination weighting should be increased to at least 25% ● There is potential for multi-part assessments and a possibility for increased student stress ● Clarification is required about the multimodal presentation in Year 11 and the creative presentation related to the elective studied in Year 12 ● Wide reading and related texts should be mandated in assessment ● The Year 11 independent project may be over-assessed as it is weighted at 50%. 	<p>AIS BCC CCSOBB ETA SCS Liverpool (CM) Submissions 8, 16 Survey (x18)</p>	<p>Changes to assessment are as per the NESA <i>Stronger HSC Standards Blueprint</i>.</p> <p>The weighting for examination style assessment has been increased.</p> <p>School-based guidelines will be reviewed to provide clarification regarding assessment requirements.</p> <p>These comments and suggestions will be considered in the development of initial support materials to be released in 2017.</p> <p>The requirement for wide reading and related texts has been explicitly stated in the course requirements and modules.</p>

Key matters	Sources	Actions
<p>A number of different views were expressed about the assessment requirements for Extension 2:</p> <ul style="list-style-type: none"> ● The current assessment guidelines are preferred ● The 'Updated assessment and reporting advice' should be available for consultation ● The weighting of the Proposal is too high and should not be given equal status to the Reflection Statement ● The draft Major Work should be assessed with clear guidelines ● There may be a disparity between the internal and external marks for the draft Major Work ● The Major Work Journal should not be assessed ● The requirements for assessing the journal are too prescriptive. Clarification of inclusions and clear marking guidelines are required ● The assessment of the Journal may be used to make teachers more accountable for the authenticity of the Major Work ● The Major Work Journal should be able to be submitted in digital form ● Assessing the journal will increase workload and increase potential for input from other sources ● The viva voce should be externally assessed and contribute a larger percentage of the final mark ● Sample reflection statements should cover a diversity of styles and content. 	<p>AHISA AIS BCC Blacktown (CM) Burwood (CM) DoE Liverpool (CM) Newcastle (CM) NSWTF SCS Submissions 2, 16 Survey (x47)</p>	<p>Materials to support the assessment requirements will be delivered in 2017.</p> <p>Weightings and specifications of assessments have been reviewed and will be included in the school-based assessment requirements documentation</p> <p>The option for a digital Major Work Journal has been clarified in the <i>Major Work Journal</i> section.</p> <p>The requirements for the Major Work have been enhanced to provide explicit guidelines for the extended composition.</p>

4.7 Content

Summary

The majority of respondents agreed that the content described the scope and depth of learning, and had appropriate progression from the Advanced course to Extension courses, as well as from the Year 11 course to the Year 12 courses.

Several respondents noted that further detail was required from the syllabus in terms of developing teaching, learning and assessment programs.

Feedback affirming content

Feedback	Sources
The content describes the scope and depth of learning.	AIS Survey (x78)
The content has appropriate progression from the Advanced English course to the Extension 1 English courses.	Ballina (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x60)
There is appropriate learning progression from Year 11 Extension content to Year 12 Extension 1 and Extension 2 content.	Ballina (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x69)
The content provides sufficient detail to understand the intended learning and requirements.	Ballina (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Survey (x103)
The content provides sufficient basis for developing teaching, learning and assessment programs.	Survey (x85)
The ability to appropriately use specific nomenclature 'poet', 'writer', 'novelist' or 'playwright' when discussing content is an improvement.	Submission 10
Specific content referring to Aboriginal and Torres Strait Islander Peoples histories and cultures is supported.	Aboriginal Ed

Key matters and actions

Key matters	Sources	Actions
The content does not provide sufficient detail to understand the intended teaching and learning requirements and assessment programs. Further detail regarding the common content is required.	SCS Survey (x52)	The content has been reviewed to ensure that there is sufficient detail. This will be supported by text prescriptions and elective descriptions that will be delivered in support materials.
Further detail regarding how to meet the Indigenous Cultural and Intellectual Property (ICIP) protection is needed. There is a view that this is inappropriate and incongruous for Extension 2.	AIS Blacktown (CM) SCS	The content in EEX 12-4 explicitly states that ICIP protocols be understood 'if this is appropriate to the composition'. Material will be delivered to support this understanding.
Where content refers to texts by Aboriginal and Torres Strait Islander Peoples 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 Learning across the curriculum content was supported by the majority of respondents.

Several respondents noted that the material was not necessarily relevant or appropriate for the type of study conducted in Extension courses and was already covered in the Advanced course. Others were uncertain that there would be enough time to authentically cover the material along with the other demands of the course. Some respondents requested a suggested text list for Asian and Aboriginal and Torres Strait Islander texts. Stakeholders representing Aboriginal Education were highly supportive of the inclusion of Aboriginal and Torres Strait Islander histories and cultures content. One respondent suggested that the Difference and Diversity priority should be removed. This view was not supported by other respondents.

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 (x54)
The inclusion of 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 authentic, relevant and appropriate. In their current form they lack integration which risks the integrity of the course.	AIS SCS Survey (x50)	Learning across the curriculum content identified by icons has been revised to ensure that the learning opportunities are authentic and appropriate. Text requirements that mandate a range of experiences has been revised to be a requirement across Stage 6.

Key matters	Sources	Actions
<p>A number of views were expressed about the inclusion of texts from Asian and Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> ● Mandating the inclusion of texts from Aboriginal and Asian perspectives is unnecessary when they are included in the Advanced course and K–10 continuum. They should not reduce the opportunity to explore a wide variety of texts ● Suggested text recommendations for appropriate Asian and Aboriginal and Torres Strait Islander texts, as well as prescribed texts, is needed to ensure quality literature ● There will not be enough time to adequately and authentically address Learning across the curriculum requirements in Extension 1 and Extension 2. 	<p>Blacktown (CM) Burwood (CM) CCSOBB Submissions 8,14 Survey (x43)</p>	<p>Aboriginal and Torres Strait Islander histories and cultures is a cross-curriculum priority.</p> <p>Opportunities for teaching this content have been identified with icons to assist teachers to make decisions about authentic and relevant ways to integrate this content.</p>
<p>Ensure all outcomes are mapped to learning across the curriculum outcomes as they are all critical skills deemed as priorities for future workforce.</p>	<p>Industry</p>	<p>All the outcomes have been reviewed to ensure that workplace skills are appropriately identified with learning across the curriculum icons.</p>
<p>A number of views were expressed about the Difference and Diversity and Civics and Citizenship priorities:</p> <ul style="list-style-type: none"> ● The Difference and Diversity section should be augmented to include Religion and postcolonial issues ● The term ‘sexuality’ should be removed because ‘gender’ is sufficient ● The specification that texts must give students experience of a wide range of gender perspectives should be removed ● Schools should not teach contested gender ideology. 	<p>ACL ASC FVA Submissions 3, 27</p>	<p>Difference and Diversity is a general capability that aligns with NESA <i>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 Modules

Summary

Opinions varied about whether the module rubrics provided sufficient detail and direction for developing teaching and learning programs. There was a large amount of support for the introduction of the Year 11 module and related project, with many respondents noting that this would provide students with a strong set of skills and understanding to aid in progression to the Year 12 course.

There were some differing opinions regarding the balance of the critical and creative components, with a small minority commenting about the focus on the critical responses in external assessment.

Several respondents stated that more information regarding the common module and its relationship to the electives was required.

Feedback affirming modules and rubrics

Feedback	Sources
The Year 11 module and related project provides the learning experiences necessary to undertake study in Year 12 Extension 1 and English Extension 2.	AIS Ballina (CM) BCC Blacktown (CM) Burwood (CM) DoE ETA Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) NSWTF Submission 16 Survey (x58)
The module rubrics provide sufficient detail and direction for developing teaching and learning programs that can be taught in the suggested time.	Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x31)
The critical and creative components are appropriately balanced.	Survey (x41)

Feedback	Sources
<p>There is appropriate and sufficient detail and direction provided for Extension 2: Composition Process; Major Work; Major Work Journal. The inclusion of specific information on the composition process is a valuable and significant inclusion.</p>	<p>Ballina (CM) Blacktown (CM) Burwood (CM) CCSOBB DoE Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submission 24 Survey (x33)</p>

Key matters and actions

Key matters	Sources	Actions
<p>A clear statement should be made about the ways the relationships between language, text, mode, medium and meaning operate within individual modules and across all modules.</p>	<p>ETA</p>	<p>The modules have been revised to clarify the relationship between language, text, mode and medium.</p>
<p>Theoretical approaches are mentioned in the rationale and defined in the glossary but are not enacted through the modules.</p>	<p>ETA</p>	<p>The place of theoretical approaches and perspectives has been retained in the content to ensure that 'teachers are able to draw on various perspectives to assist their students' as stated in the common rationale.</p>
<p>The statement that students are required to study texts from a range of perspectives should be reviewed to ensure that it doesn't result in a focus on critical theory.</p>	<p>Submission 1</p>	<p></p>
<p>The apparent change in focus from value of a text to values in the text limits the course. Clarification as to whether the change in wording from 'value' to 'values' in the Year 11 prescribed topic is intentional.</p>	<p>ETA Submissions 5, 17 Survey (x1)</p>	<p>The use of the word 'value' has been revised and amended in the module rubrics.</p>

Key matters	Sources	Actions
<p>Several views were expressed about the Year 11 module and related project:</p> <ul style="list-style-type: none"> ● The Year 11 module and related project does not provide the learning experiences necessary to undertake study in Year 12 Extension 1 and English Extension 2 ● The revised Year 11 Extension module 'Texts, Culture and Values' lacks the rigour, sophistication and challenge necessary for study at this level and does not reflect or capture the complexity and learning intentions suggested in the rationale for the course ● The rubric needs to be revised to clearly state the learning intention and core focus, with further alignment of 'aspects and concerns from texts of the past' with the glossary definition of 'appropriations' ● The related project may cause stress for students who then have to choose another project for Extension 2. 	<p>Burwood (CM) Survey (x12) AIS</p>	<p>The module and research project rubric has been reviewed to ensure clarity and rigour.</p>

Key matters	Sources	Actions
<p>Several views were expressed about the module rubrics:</p> <ul style="list-style-type: none"> ● The module rubrics do not provide sufficient detail and direction for developing teaching and learning programs that can be taught in the suggested time, including explicitly accommodating a greater breadth of literary and non-literary texts in a range of modes and media ● The term ‘manifestations’ allows for misinterpretations ● The focus on appropriation is limiting ● More modules should foreground distinctive textual experiences appropriate to each course candidature ● Suggested text prescriptions are required in order to assess whether there is adequate detail and direction ● The critical and creative components are not appropriately balanced ● The framing of the creative composition in the module descriptions has reduced the intellectual demand in Extension 1. 	<p>AIS Blacktown (CM) Burwood (CM) ETA Newcastle (CM) Submissions 5,14,17 Survey (x63)</p>	<p>The breadth of literary and non-literary texts has been reduced as an expectation across Stage 6.</p> <p>Text prescriptions and electives will be delivered following syllabus release.</p> <p>The term ‘manifestations’ has been retained and clarified with terms such as ‘borrowed from’, ‘carried forward’ and ‘appropriated’.</p> <p>The outcomes, content and module descriptions have been reviewed to ensure that there is:</p> <ul style="list-style-type: none"> ● appropriate challenge to design rigorous teaching and learning programs ● balance between critical and creative components in the content to be enacted in the module.

Key matters	Sources	Actions
<p>A number views were expressed about the Year 12 Extension 1 common module:</p> <ul style="list-style-type: none"> ● A single module will not be broad enough to provide a valid assessment. It will be limiting and not provide opportunity to differentiate for student needs ● The common module requires more indicated content, a clearer direction and explanation of its relationship to the electives ● More detailed explanation of the types of literary worlds should be included. Contexts could be expanded to include the political and/or philosophical ● The inclusion of a reference to literary theory, a stronger theoretical basis, discussion of reading practices and greater breadth of textual experiences is necessary ● The <i>Literary Worlds</i> module should be reconsidered and replaced with Acts of Reading and Writing (Extension 1 2001) ● The role of literature should be captured in the module rubric. The expectation of related texts needs to be clearly expressed ● The scope for study and subsequent examination is being restricted due to external factors. 	<p>AIS BCC Blacktown (CM) Burwood (CM) CCSOBB ETA NSWTF SCS Submissions 2, 5, 8, 3, 15, 16 Survey (x35)</p>	<p>The common module has been revised to clarify the place of value in the modules and the requirement for related texts.</p> <p>Comments and suggestions have been considered in the review and revision of electives to ensure that there is a clear relationship to the module and there is adequate opportunity for differentiation.</p> <p>Text prescriptions for up to six electives will be delivered following syllabus release.</p>
<p>There is not appropriate and sufficient detail and direction provided for Extension 2: Composition Process; Major Work; Major Work Journal, which may result in a lack of parity across schools.</p> <p>The options for Extension 2 Major Work forms and mediums need to be fully revised and revealed.</p>	<p>AIS Blacktown (CM) Survey (x5)</p>	<p>The Major Work forms have been revised and will be released with the syllabus.</p> <p>Materials to support initial implementation of the syllabus will be released in 2017.</p>

4.10 Diversity of learners

Summary

Most respondents commented that the courses provide opportunities to cater for the diversity of learners. Several respondents commented that due to the nature of the course and candidature, there was little diversity of learners within the cohort, but this was appropriate.

The implementation timetable was raised as it would place pressure on Distance Education to create and adjust work for their diverse and vulnerable cohort.

Feedback about the diversity of learners

Feedback	Sources
The syllabus meets the needs of the diversity of learners.	DoE ETA Survey (x75)
Within the cohort there will still be a wide range of students. This type of diversity is well catered for in the course through the inclusion of the Year 11 related project, the flexibility of student selection of related texts in Year 12 and the focus and form in which students choose to compose their Major Work in Extension 2.	AIS

Key matters and actions

Key matters	Sources	Actions
The syllabus does not meet the needs of the diversity of learners, including gifted and talented students. The shift towards critical analysis rather than creative exploration does not cater for all students.	Survey (x32)	The outcomes, content, modules and internal assessment requirements have been reviewed to ensure that the creative and critical components are equally represented.

4.11 Glossary

Summary

Respondents found the glossary and additional terms to be clear, meaningful, relevant and well developed. There was significant enthusiasm and support for their inclusion within the syllabus.

Feedback affirming the glossary and additional terms

Feedback	Sources
The glossary and additional terms are an appropriate and applicable resource for students and teachers.	ETA Survey (x26)
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 raised and actions

Key matters raised	Sources	Actions
The original NESA key terms list should be incorporated into the Glossary as many of these terms feature in the Outcomes and Content.	AIS	The NESA key terms are available on the website as they apply to all Stage 6 syllabuses. The syllabus glossary is course specific.
A range of inclusions and/or amendments to the glossary were suggested.	AIS ASC Blacktown (CM) ETA Submission 3 Survey (x5)	Revisions and inclusions to the glossary have been made.

4.12 Other comments

Summary

Respondents found the syllabus to be clear, sensible and well considered.

There was a view regarding the implementation timetable, particularly from Distance Education institutions. The 12-month period for familiarisation and planning is consistent with NESA processes.

One respondent provided feedback about the rights of parents to determine the kind of education that their children receive. A view was expressed that the Equity Principles should be revised to remove any reference to deconstructing gender and identity. These views were not supported by other respondents.

Feedback affirming the draft syllabus

Feedback	Sources
Specifying internal assessments is a positive change.	Survey (x1)
The draft syllabus provides more direction for students.	Survey (x1)
The draft is characterised by a high level of sophistication and deep learning.	ASC Submissions 3,12
The draft has strong links to, and extension from, the current <i>K–10 English Syllabus</i> and clear use of language.	Submission 13

Key matters raised and actions

Key matters raised	Sources	Actions
<p>Consultation There was a view expressed that the consultation period was too short and run at an inappropriate time for Stage 6 teachers.</p> <p>Consultation meetings were not widely available for regional teachers, due to time, travel and cost restraints.</p>	ETA Ballina (CM) Submissions 4, 15, 17, 21	<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"> ● online surveys ● consultation meetings ● written submissions <p>The number of meetings was consistent with established NESA practices.</p>

Key matters raised	Sources	Actions
A view was expressed that there was a lack of values in syllabus.	Submission 21	Values and attitudes are explicit in the course objectives, and are on a continuum from K–12. The rationales, outcomes, content and modules have been revised to ensure that the values and attitudes have been reflected appropriately.

4.13 Student voice

Targeted consultation meetings with students were held to gather feedback about English. They did not consult on the draft syllabus documents. Their views have been represented within the context of this consultation report. These meetings focused on discussion of courses within the learning area, including:

- connections between the Advanced and Extension courses
- the value of the courses
- assessment practices
- preferences for additions or exclusions to the courses.

Summary

Student comments focused on student engagement and assessment. The majority of feedback indicated a positive approach to the course in general but key matters arose related to the variety of texts studied within the course.

Feedback from student voice on English Extension

Feedback	Sources
Students expressed appreciation for the Extension 1 course because it has a high level of depth and rigour and allows for rich discussion of texts.	Manly Selective (SV) Northern Rivers (SV)
Students recognised the advantage of having one module over the year as it allows time for deeper consideration of texts and to develop a considered personal view.	Northern Rivers (SV)
Students experienced that skills developed in Advanced English are extended in Extension and more detailed feedback is provided. The differences between the two courses are what makes them enjoyable.	Northern Rivers (SV)
Students expressed the view that assessment tasks don't always align to the learning in the classroom. The worth of the assessment and learning experience is decided by the amount of effort made by the student in its completion. Creative tasks such as visual presentations can be enjoyable, but some students fare better due to an inherent creative bent.	Northern Rivers (SV)
The time required to develop an understanding of the necessary content and contextual knowledge for some modules distracts from the ability to fully engage with the texts.	Northern Rivers (SV)
A suggestion was made that the inclusion of more contemporary texts and a wider range of texts would be a positive addition to the course.	Northern Rivers (SV)

5 Quantitative analysis of survey responses

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

5.1 Year 11 Extension and Year 12 Extension 1

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Aim and rationale					
1. The rationale describes the nature and purpose of the course in the curriculum.	87	30%	64%	3%	2%
2. The aim provides a succinct statement of the overall purpose of the course.	85	24%	71%	2%	4%
Objectives					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	82	27%	66%	6%	1%
Outcomes					
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.	77	29%	56%	10%	6%
5. The learning progression from Year 11 Extension outcomes and content to Year 12 Extension 1 outcomes and content is appropriate.	77	23%	66%	8%	3%
6. The outcomes and content provide sufficient basis for developing teaching, learning and assessment programs.	76	20%	45%	30%	5%
7. The outcomes and content have sufficient progression from the English Advanced course to the English Extension courses.	73	22%	60%	18%	0%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Course structure					
8. The course structure and requirements are clear, manageable and appropriate.	70	20%	42%	34%	4%
9. The text requirements are manageable and appropriate.	68	13%	49%	28%	10%
School-based assessment					
10. The school-based requirements are manageable.	71	21%	58%	17%	4%
11. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	73	21%	58%	15%	7%
HSC assessment					
12. Please comment on the HSC examination specifications.	48	8%	44%	35%	13%
Content					
13. The content describes the scope and depth of learning.	61	15%	53%	30%	5%
Learning across the curriculum					
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.	64	9%	41%	30%	20%
Modules					
15. The module rubrics provide sufficient detail and direction for developing teaching, learning and assessment programs.	64	13%	36%	42%	9%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
16. The critical and creative components are appropriately balanced.	66	12%	50%	29%	9%
17. The Year 11 module and related project provide the learning experiences necessary for students to undertake study in Year 12 Extension 1 and English Extension 2.	67	28%	58%	10%	3%
Diversity of learners 18. The syllabus meets the needs of the diversity of learners.	64	13%	53%	30%	5%

5.2 Year 12 Extension 2

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Aim and rationale					
1. The rationale describes the nature and purpose of the course in the curriculum.	43	40%	60%	0%	0%
2. The aim provides a succinct statement of the overall purpose of the course.	43	30%	67%	2%	0%
Objectives					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	42	26%	67%	7%	0%
Outcomes					
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.	42	36%	55%	10%	0%
5. The outcomes and content provide sufficient basis for developing teaching, learning and assessment programs.	42	22%	64%	14%	0%
Course structure					
6. The course structure and requirements are clear, manageable and appropriate.	43	23%	53%	23%	0%
7. The text requirements are manageable and appropriate.	39	28%	49%	21%	3%
School-based assessment					
8. The school-based assessment requirements are manageable.	42	29%	48%	19%	5%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
9. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	43	40%	37%	19%	5%
Content 10. The content describes the scope and depth of learning.	40	28%	65%	8%	0%
Learning across the curriculum 11. 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.	40	8%	48%	32%	12%
Modules 12. There is appropriate and sufficient direction provided for: <ul style="list-style-type: none"> • the Composition Process • the Major Work • the Journal. 	43	30%	46%	16%	7%
Diversity of learners 13. The syllabus meets the needs of the diversity of learners.	43	19%	58%	23%	0%

6 Respondents

6.1 Consultation meetings

Board Curriculum Committee consultation meeting at NESAs on 3 August 2016

(code: BCC)

13 members

Name	Organisation
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)

422 attendees

Location	Date (2016)	No. of attendees
Newcastle	28 July	57
Goulburn	2 August	32
Liverpool	4 August	63
Burwood	8 August	79
Gymea	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

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

Attendees identified as	Number of attendees
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

Sector	Number of attendees
Government	229
Catholic	80
Independent	102
Non-school based	11

Area of NSW	Number of attendees
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

167 responses

Respondents	Number of respondents
Academic	3
Parent	3
Pre-service teacher	0
Principal	1
School executive	37
School faculty/department	27
Teacher	94
Student	2
Other	10

Respondents identified as	Number of respondents
An Aboriginal person	7
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	160

Sector	Number of respondents
Government	92
Catholic	19
Independent	46
Non-school based	10

Area of NSW	Number of respondents
Metropolitan	108
Regional	59

Number of people contributing to the survey	Number of respondents
1	122
2–5	20
6 or more	25

6.3 Written submissions

Organisations, groups and individuals	Code
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools	AIS
Association for Teaching English to Speakers of Other Languages NSW	ATESOL
Australian Association of Special Education	AASE
Australian Christian Lobby	ACL
Catholic Schools Office – Diocese of Armidale	CSOArm
Community of Catholic Schools Office –Diocese of Broken Bay	CCSOBB
Catholic Education – Diocese of Wollongong	CEDOW
Family Voice Australia	FVA
NSW Department of Education	DoE
NSW English Teachers Association	ETA
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
North Sydney Boys High School	Submission 14

Organisations, groups and individuals	Code
Northern Rivers English Collegiate	Submission 15
Northlakes High School	Submission 16
NSW Distance Education Collegial Network	Submission 17
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