



**English (Extension)
Stage 6**

Draft Writing Brief

**Consultation Report
February 2016**

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1 Background information

The preparation of the *English (Extension) Stage 6 Draft Writing Brief* took into account the broad directions for the learning area, which were developed following public consultation and endorsed by BOSTES in December 2014.

BOSTES conducted consultation in Term 4, 2015 to engage stakeholders in the syllabus development process and to seek their feedback on options and proposals in the draft writing brief.

The consultation program included:

- a meeting of the Years 11–12 Board Curriculum Committee for English on 11 November 2015
- afternoon consultation meetings at:
 - Bankstown on 26 October 2015
 - Tumbi Umbi on 27 October 2015
 - Wollongong on 29 October 2015
 - Cammeray on 2 November 2015
 - Pennant Hills on 4 November 2015
 - Armidale on 5 November 2015
 - Sydney on 25 November 2015
- an online survey on the BOSTES website from 19 October to 29 November 2015
- written submissions from:
 - NSW Department of Education
 - Catholic Education Office Sydney
 - Community of Catholic Schools Office – Diocese of Broken Bay
 - Association of Independent Schools of NSW
 - Association of Heads of Independent Schools of Australia
 - English Teachers' Association of NSW
 - NSW Teachers Federation
 - 1 individual.

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

Feedback from consultation was analysed and informed revisions to the draft writing brief. The final writing brief will be used to develop the draft syllabus.

2 Executive summary

The *English (Extension) Stage 6 Draft Writing Brief Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received.

It details data and findings gathered from seven metropolitan and regional teacher consultation meetings, seven written submissions from educational sectors and key groups/agencies and individuals, a meeting of the Years 11–12 Board Curriculum Committee for English and 143 responses to an online survey.

Extensive consultation on the *English (Extension) Draft Writing Brief* has endorsed the proposed rationale, aim, objectives and outcomes, and feedback provided on these sections will be taken into account during syllabus development.

There is broad support for the integration of a related project in Year 11 Extension which will include the opportunity to explicitly teach research methodology. This would provide students with a foundation of knowledge and skills for undertaking study of English Extension 2.

In English Extension 1, while there was some support for the introduction of a core study, overall most stakeholders believed this would provide less opportunity to study the modules in the same degree of depth as afforded by the current structure.

The proposal to introduce an examination in English Extension 2 was not supported. There was broad agreement, however, that the processes related to the development of the Major Work should be reviewed, including more guidance for internal assessment.

Key matters

The key matters to emerge from the consultation included:

- the Year 11 Extension module should be broadened to strengthen the progression to English Extension 1. A research project proposed in Option 1 and more explicit teaching related to research methodology outlined in Option 2 were supported
- the introduction of a core in English Extension 1 was not supported as it would reduce the time available for in-depth module study
- the current modules and electives in English Extension 1 should be reviewed to determine appropriate depth and diversity
- introduction of an external examination in English Extension 2 was not supported. The integrity of the course as a project-based course should be maintained
- the processes related to the development of the Major Work and its internal assessment require review to provide clearer guidance for schools and students.

Actions in response to key matters

- The Year 11 Extension module will be broadened and progression to Year 12 Extension courses strengthened through the introduction of a research project related to the module studied with more explicit teaching related to research methodology.

- Current modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.
- External assessment requirements and processes for development of Major Works will be reviewed during syllabus development.
- The processes related to the development of the Major Work and its internal assessment will be reviewed to provide clearer guidelines for schools and students.

A summary of key matters and related actions is contained in Section 4 of this report.

3 Summary of respondents

Consultation stakeholder and teacher meetings

1 Board Curriculum Committee (BCC), 7 teacher meetings

BCC members	13	Government sector	59	Catholic sector	34
Independent sector	42	Other	7		

Online survey respondents

143 online survey responses

Respondent:					
Academic	3	Parent	1	Pre-service teacher	3
Principal	0	School executive	17	School faculty	14
Student	13	Teacher	89	Other	3
I am:					
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	141		
Sector:					
Government	70	Catholic	29		
Independent	39	Non-school based	5		
Area of NSW:					
Metropolitan	89	Regional	54		
Number of people contributing to this survey:					
1	125	2–5	8	6 or more	10

4 Key matters

Key matters	Actions
<p>The Year 11 Extension module should be broadened to strengthen the progression to English Extension 1. A research project proposed in Option 1 and more explicit teaching related to research methodology outlined in Option 2 were supported.</p> <p>The introduction of a core in English Extension 1 was not supported as it would reduce the time available for in-depth module study.</p> <p>The current modules and electives in English Extension 1 should be reviewed to determine appropriate depth and diversity.</p> <p>Introduction of an external examination in English Extension 2 was not supported. The integrity of the course as a project-based course should be maintained.</p> <p>The processes related to the development of the Major Work and its internal assessment require review to provide clearer guidance for schools and students.</p>	<p>The Year 11 Extension module will be broadened and progression to Year 12 Extension courses strengthened through the introduction of a research project related to the module studied with more explicit teaching related to research methodology.</p> <p>Current modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.</p> <p>External assessment requirements and processes for development of Major Works will be reviewed during syllabus development.</p> <p>The processes related to the development of the Major Work and its internal assessment will be reviewed to provide clearer guidelines for schools and students.</p>

5 Analysis

5.1 Rationale

Summary

The majority of survey respondents affirmed the rationale in the draft writing brief. Some submissions made specific recommendations regarding the clarification of language and questioned the contemporary nature of the rationale.

Feedback affirming the rationale

Feedback	Sources
The rationale is clear, appropriate and relevant.	AHISA CEOSYD DoE Submission 1 Survey (x94)
The proposed rationale reflects a contemporary view of the course.	Survey (x88)

Key matters and actions

Key matters	Sources	Actions
The rationale does not present a contemporary approach to learning in English Extension. It should reflect more recent literary theory and expand the references to 'conceptual frameworks' and 'multiple readings'. It should also refer to the effects of emerging technologies on reading and viewing, and new structures and forms of texts.	AIS Survey (x22)	The rationale will be reviewed in the light of these suggestions and amendments made as appropriate.
The rationale should better reflect the depth and complexity of the course. It should make clearer reference to the wide reading required.	AIS Survey (x3)	
The rationale should refer to building lifelong appreciation and enjoyment of literature. It should also make reference to the potential for further study of English at a tertiary level.	AHISA	

5.2 Aim

Summary

Respondents generally agreed that the aim provided a clear statement of the overall purpose of the course.

Feedback affirming the aim

Feedback	Sources
The proposed aim provides a statement of the overall purpose of the syllabus and is appropriate.	DoE Submission 1 Survey (x95)

Key matters and actions

Key matters	Sources	Actions
The proposed aim does not provide a statement of the overall purpose of the syllabus that sufficiently encapsulates English Extension. In comparison to the revised aim for English (Advanced) it is not sufficiently complex or challenging.	AIS	The English syllabus will retain one overarching aim, common to all Stage 6 courses.
'Analyse' does not appear in the aim for this course, but does in others.	AIS CEOSYD	
The idea of 'how language is used to shape understanding of ourselves and the world' should be incorporated into the aim.	ETA	These comments will be taken into account during syllabus development.

5.3 Objectives

Summary

The majority of respondents agreed that the proposed objectives provided a clear direction regarding the knowledge, understanding, skills and attitudes to be developed. Some submissions indicated that there should be fewer objectives and/or suggested specific changes.

Feedback affirming the objectives

Feedback	Sources
The proposed objectives define in broad terms the knowledge, understanding, skills and attitudes to be developed through the study of the course.	AIS Survey (x89)

Key matters and actions

Key matters	Sources	Actions
The need for additional objectives should be reviewed. They would increase demand, taking into account this is a one-unit course.	AIS CEOSYD DoE	The objectives will be reviewed to provide a suitable and appropriate extension to the objectives of the Advanced course.
The objectives imply a higher level of skills than would be expected of those entering Stage 6.	CEOSYD	
An explanation is required regarding complex vs literary texts.	CEOSYD	
The objectives should give more emphasis to context and to the role of imaginative writing.	AIS	
The second dot point under 'knowledge' should be rephrased to place greater emphasis on complex texts, and combined with the third point.	DoE	
The first three points under 'skills' should be represented as sub-points of 'sustained composition'.	DoE	
Reference to a 'love' of English should be replaced with 'appreciation'.	CEOSYD DoE	
The inclusion of a core in English Extension 1 will make it difficult to realise the intent of the objectives.	Armidale (CM) Bankstown (CM) Camberay (CM) Pennant Hills (CM) Survey (x15) Sydney (CM)	Modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.

5.4 Outcomes

Summary

The majority of respondents agreed that the sample of outcomes provided was appropriate. Those who disagreed suggested that there were too many outcomes for one unit courses.

Feedback affirming the outcomes

Feedback	Sources
The sample of outcomes is appropriate.	Survey (x85)
Key elements of English Extension, such as complexity, evaluation, independent learning and extended composition are captured in the sample outcomes.	AIS

Key matters and actions

Key matters	Sources	Actions
Year 11 English Extension The proposed additional outcomes are excessive. The existing outcomes are valid, measureable and manageable in a one-unit course. It is unnecessary to unpack the current outcomes into discrete items.	CEOSYD DoE	The number of outcomes will be reviewed to enhance clarity, remove repetition and sharpen the focus.
The language of the outcomes requires clarification.	CEOSYD	
Year 12 Extension 1 Outcomes 1, 2, 3 and 4 are implicit in outcome 6.	DoE	
There should be fewer, more focused outcomes as it will be difficult to address the increased number of outcomes in a one-unit course.	AIS CCSOBB Survey (x5)	
English Extension 2 Outcome 1 is unnecessary as it is covered in the Extension 1 course. Outcome 2 implies the content of outcome 1.	DoE	

5.5 Diversity of learners

Summary

The English Extension courses cater for diversity of learners through the range of options provided. Few respondents commented on this issue. Those that did noted that the courses cater for diversity through student choice.

Feedback about the diversity of learners and Life Skills outcomes and content

Feedback	Sources
The related project in Year 11 Extension caters for the diversity of learners through student choice.	DoE
The courses already cater well for the diversity of learners. The Major Work in English Extension 2 caters for the diversity of learners through a variety of submission options.	AIS DoE
Extension courses cater to students with strong skills in critical analysis.	CEOSYD

Key matters and actions

Key matters	Sources	Actions
English Extension 2 Major Work options should be extended to allow for hybrid texts and more contemporary forms.	Survey (x4)	The Major Work options will be reviewed during syllabus development.

5.6 Course structure and options

Summary

In relation to the Year 11 course, a majority of respondents preferred Option 1, which included a project related to the core unit. However, the inclusion of research methods (as proposed in Option 2) received significant support, as it was seen as being beneficial for HSC and tertiary study. A number of respondents suggested that research methods could be incorporated into Option 1.

In Year 12 Extension 1 there was substantial agreement that the introduction of a core study would be detrimental to the course and overload the content. In response to this feedback, modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives. Several submissions made suggestions regarding possible future electives in this course.

There was strong and widespread opposition to the proposed introduction of an external examination for English Extension 2. It was seen as contrary to the course rationale and compromising the integrity of a project-based course.

Feedback affirming the course structure and options

Feedback	Sources
Year 11 Course Options	
Option 1 (the core unit of <i>Texts, Culture and Values</i> plus a related project) is supported. A related project will provide better preparation for the demands of the Year 12 English Extension courses. It involves more independent research and wider reading, so would develop students' abilities to respond and think with complexity in both critical and creative ways.	AIS Bankstown (CM) Cammeray (CM) DoE NSWTF Pennant Hills (CM) Tumbi Umbi (CM) Survey (x49) Sydney (CM)
The proposed inclusion of research methods, as presented in Option 2, is supported. It would provide students with foundation knowledge and skills in research methodologies, in preparation for Year 12 English Extension 2.	AHISA Armidale (CM) Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Submission 1 Survey (x24) Wollongong (CM)
The Year 11 module, <i>Texts, Culture and Values</i> , does need to be broadened to support students preparing for Year 12 English Extension.	AHISA ETA

Feedback	Sources
Retaining a single module structure is supported.	AHISA AIS Armidale (CM) Bankstown (CM) Cammeray (CM) DoE ETA Survey (x7) NSWTF
If a Core Study is introduced in Extension 1, Option 1 (<i>Values, Culture, Attitudes and Beliefs through Language</i>) is preferred.	Bankstown (CM) Cammeray (CM) CEOSYD DoE NSWTF Pennant Hills (CM) Submission 1 Survey (x58) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)
If a Core Study is introduced in Extension 1, Option 2 (<i>Powerful Non-Fiction</i>) is preferred.	AHISA Bankstown (CM) Cammeray (CM) Survey (x10)
If an examination is introduced for Extension 2, Option 1 (examination based on prescribed readings) is preferred.	Cammeray (CM) Pennant Hills(CM) Survey (x36) Wollongong (CM)
If an examination is introduced for Extension 2, Option 2 (examination based on the process of composition of the Major Work) is preferred.	AHISA Armidale (CM) Bankstown (CM) Survey (x28) Wollongong (CM)

Key matters and actions

Key matters	Sources	Actions
<p>Year 11 Extension</p> <p>The introduction of research methods and practices could be incorporated into Option 1.</p>	<p>AIS Armidale (CM) Bankstown (CM) DoE Pennant Hills (CM) Survey (x17)</p>	<p>The Year 11 Extension course will be broadened and progression to Year 12 Extension courses strengthened through the introduction of a research project with more explicit teaching related to research methodology.</p>
<p>A substantial research project is not supported. However, research methods, small research tasks and products could be integrated into coursework.</p>	<p>ETA</p>	
<p>Option 2 would be less engaging for students not progressing to the Extension 2 course. It may be perceived as providing additional time for students to commence their Major Works.</p>	<p>AIS AHISA</p>	
<p>The language of the rubric for <i>Texts, Culture and Values</i> requires further refinement and more consistent metalanguage.</p>	<p>AIS</p>	
<p>Year 12 Extension 1</p> <p>The current structure and approach of the Year 12 Extension courses should be maintained.</p>	<p>AIS CEOSYD ETA NSWTF Survey (x18)</p>	<p>Modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.</p>
<p>The introduction of a core is not supported.</p> <ul style="list-style-type: none"> • Its value and purpose is unclear. • It would result in an overcrowded curriculum. • It would reduce the time available for in-depth study of prescribed texts, which is central to the Extension 1 course. • The implications for assessment and examining would be significant. 	<p>AHISA AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) CCSOBB DoE ETA Pennant Hills (CM) NSWTF Survey (x16) Sydney (CM)</p>	
<p>As an alternative to the proposed core study, the creation of one module with a wider range of electives could be considered.</p>	<p>AIS</p>	

Key matters	Sources	Actions
A review of the number and focus of the current modules is supported. The proposed modules are too narrow/ uninspiring, and other options should be considered to cater for diversity and increase depth.	AHISA AIS DoE NSWTF Survey (x7)	
Study of non-fiction is under-represented and could be incorporated into Option 1.	Bankstown (CM) Cammeray (CM) Survey (x6)	
Option 2 (<i>Powerful Non-Fiction</i>) is too narrow and an unnecessary segmentation of types of texts.	ETA	
Related material should be retained in this course.	DoE Survey (x5)	Related material will be retained in this course.
Clarification is required regarding the role of creative writing in Extension 1. Maintaining a balance between the creative and critical remains an important principle underpinning the design of the syllabus.	AHISA CEOSYD	The role of creative writing will be reviewed during syllabus development.
Clarification is needed regarding the short prescribed texts. A booklet of prescribed readings (such as previously provided) is not appropriate.	AHISA DoE	It is not the intention to develop a 'stimulus booklet' of the kind that was produced during the early years of the current syllabus.

Year 12 Extension 2		
The current structure and approach of the HSC Extension course should be maintained.	AHISA AIS CEOSYD ETA NSWTF Survey (x18)	Feedback from the consultation will be taken into account in revising the English Extension 2 course. The requirements for development of Major Works will be reviewed.
<p>The changes to the Extension 2 course are not supported:</p> <ul style="list-style-type: none"> • The introduction of required readings will create an unnecessary extra work load • The introduction of an external examination is contrary to the rationale of the course and would alter the focus. • Students are already undertaking three other examination papers in English. • It would result in fewer students choosing to study Extension 2. 	AHISA AIS Armidale (CM) Bankstown (CM) BCC DoE Cammeray (CM) CCSOBB CEOSYD ETA NSWTF Pennant Hills (CM) Submission 1 Survey (x93) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	
The prescribed readings proposed in Option 1 could be assessed internally.	Pennant Hills (CM)	
Option 2 would result in students replicating their Major Work Reflection Statement as their exam response.	AHISA Armidale (CM) Bankstown (CM) Submission 1 Survey (x6) Wollongong (CM)	

5.7 Assessment and reporting

Summary

Respondents identified that the current structures are satisfactory and only need refinement. A number of survey respondents commented that the information on assessment was insufficiently detailed to allow them to comment. Questions were raised regarding the place of imaginative writing in the examination. Opinion was divided on this, with some respondents suggesting it should be mandated in internal assessment. Several respondents endorsed the current two-hour examination for English Extension 1.

Feedback affirming the information on assessment and reporting

Feedback	Sources
Current internal assessment is satisfactory.	AIS Survey (x26)
The current Extension 1 examination structure is appropriate. It provides for depth and scope of responses.	AIS DoE Survey (x4)

Key matters and actions

Key matters	Sources	Actions
Year 11 English Extension If a project as proposed in Option 2 is implemented in Year 11, protocols will be required to prevent students just spending additional time developing their Major Work.	AIS Submission 1	This issue will be considered during syllabus development.
Year 12 English Extension 1 Adding common content will have consequences for assessment and examining that need to be considered.	DoE NSWTF Survey (x5)	Modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.
The role of imaginative writing needs to be reviewed.	AHISA CEOSYD Survey (x2)	Consultation on the draft syllabus will include opportunities to provide feedback on any proposed changes to assessment.
The current weightings and language modes need revision. In particular, the limit of 30 per cent examination style tasks should be increased to 40 per cent.	AHISA Survey (x2)	

Key matters	Sources	Actions
<p>Year 12 English Extension 2 The introduction of an external examination is not supported.</p>	<p>AHISA AIS Armidale (CM) Bankstown (CM) BCC DoE Cammeray (CM) CEOSYD ETA NSWTF Pennant Hills (CM) Submission 1 Survey (x93) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>	<p>In response to consultation feedback, the need for an external examination will be reconsidered in the context of other assessment and project-related changes.</p>
<p>Approaches to the development and marking of the Major Work need review. The introduction of an examination could not be used to moderate the marking of the Major Work.</p>	<p>BCC CCSOBB ETA</p>	<p>Consultation on the draft syllabus will include opportunities to provide feedback on any proposed changes to assessment. The requirements for development of Major Works will be reviewed.</p>
<p>Schools require clarification and support material to assist in monitoring the development of Major Works and guard against plagiarism. There are difficulties with the mandated assessment of the Major Work 'draft'.</p>	<p>AIS Bankstown (CM) BCC DoE Pennant Hills (CM) Survey (x13) Wollongong (CM)</p>	
<p>The Major Work 'proposal' should be reintroduced as a component of internal assessment requirements.</p>	<p>DoE</p>	
<p>The Major Work journal should be collected and used to establish veracity and showcase independent investigation.</p>	<p>AHISA</p>	
<p>The length of projects should not be reduced further.</p>	<p>DoE Survey (x4)</p>	
<p>The forms available for Major Works should be reviewed</p>	<p>AIS</p>	
<p>The variety of project options should be extended to include hybrid texts.</p>	<p>BCC</p>	
<p>The use of technology provides opportunities for innovation. However, the use of technology in assessment raises questions of equity and security.</p>	<p>Survey (x4)</p>	

5.8 Other comments

Summary

Opinions were divided on the question of whether the draft writing brief was a sound basis for developing the final writing brief, which reflected feedback on the proposed changes to the courses. While there was majority support for changes to the Year 11 course, the introduction of a core in the Extension 1 course was not supported. There was also widespread opposition to the introduction of an external examination in English Extension 2.

Feedback affirming the draft writing brief

Feedback	Sources
The draft writing brief provides a clear foundation for the development of syllabus documents.	Survey (x43)

Key matters and actions

Key matters	Sources	Actions
<p>Consultation</p> <p>The proposals in the draft writing brief to introduce a core in Extension 1 and an examination component in Extension 2 do not provide a sound foundation for the development of the syllabus.</p>	AIS Survey (x37)	The draft writing brief will be amended to take account of this feedback.
There is insufficient detail on assessment in the draft writing brief.	DoE Submission 1 Survey (x5)	Consultation on the draft syllabus will include opportunities to provide feedback on any proposed changes to assessment.
<p>Implementation</p> <p>Extensive support materials are needed concurrently with the release of the syllabus.</p>	Survey (x9)	Support materials will be delivered on release of the syllabus.
The timelines for implementation of the new syllabus should acknowledge the recent introduction of a revised Prescriptions document.	Survey (x8)	Implementation timelines will be developed in consultation with stakeholders and the education sectors.
<p>Cross-curriculum priorities</p> <p>These priorities are supported in principle, but including all of them in the course will constrain programs and they may lack coherence.</p>	AHISA	Learning across the curriculum content will be embedded in the descriptions of content, while ensuring subject integrity is maintained.

6 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	Yes	No
Rationale							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	110	20%	67%	8%	5%		
2. The proposed rationale reflects a contemporary view of the course.	110	17%	63%	15%	5%		
Aim							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	105	25%	66%	6%	4%		
Objectives							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	99	17%	73%	8%	2%		
Outcomes							
5. The sample of outcomes is appropriate.	101	11%	73%	11%	5%		
Course structure and options							
6. What is your preferred Year 11 Extension Option?	73						
Option 1						67%	
Option 2						33%	
7. What is your preferred Year 12 Extension 1 Option?	68						
Option 1						85%	
Option 2						15%	
8. What is your preferred Year 12 Extension 2 Option?	64						
Option 1						56%	

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
Option 2						44%	
9. The modules proposed within each option can be taught in the suggested time.	80	4%	48%	26%	23%		
10. In Year 11 Extension, which option best provides the learning experiences necessary for students to undertake study of English Extension 1 and English Extension 2?	73						
Option 1						67%	
Option 2						33%	
11. In Year 12 Extension 1, which option best provides the learning experiences necessary for students to undertake study of English Extension 2?	73						
Option 1						82%	
Option 2						18%	
12. Do the Extension 1 and 2 courses provide progressively higher-level outcomes, a greater level of demand, and more complex levels of conceptualisation?	76					86%	14%
13. Do the outcomes and content provide sufficient basis for developing teaching and learning programs and sufficient information to understand intended project learning, outcomes and requirements?	75					75%	25%
14. Is there another structure or option BOSTES should consider?	72					76%	24%
General							
15. The draft writing brief provides a sound basis for developing the final writing brief, which is the blueprint for the development of the draft syllabus.	80	6%	48%	31%	15%		

7 Respondents

7.1 Consultation meetings

Afternoon consultation meetings (code: CM)

Location	Date (2015)	Total
Bankstown	26 October	26
Tumbi Umbi	27 October	15
Wollongong	29 October	10
Cammeray	2 November	34
Pennant Hills	4 November	20
Armidale	5 November	9
Sydney	25 November	28

Board Curriculum Committee consultation meeting at BOSTES on 11 November 2015 (code: BCC)

Name	Organisation
Mr Gary Johnson	Chair
Professor Will Christie	Committee of Chairs of Academic Boards/Senates NSW
Mr David Eccleston	NSW Teachers Federation
Ms Lynn 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 Peter Moore	NSW/ACT Independent Education Union
Mr Callan Moroney (for John Turner)	NSW Department of Education
Mr Bradden Spillane	NSW Teachers Federation
Mr Jason Vials	Federation of Parents and Citizens Associations of NSW
Mr Matthew White	Australian Association for Special Education NSW Chapter
Ms Karen Yager	English Teachers' Association of NSW

7.2 Written submissions

Organisations, groups and individuals	Code
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools of NSW	AIS
Catholic Education Office Sydney	CEOSYD
Community of Catholic Schools Office – Diocese of Broken Bay	CCSOBB
English Teachers' Association of NSW	ETA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
Individual Respondent	Submission 1