



**English**

**K–10 Draft Syllabus**

Consultation Report

November 2011

© 2011 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8289  
Fax: (02) 9279 1482  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

November 2011

20111050

**Contents**

1 Executive summary ..... 4

2 Background information ..... 6

3 Summary of respondents ..... 8

4 Summary of key matters raised and proposed actions ..... 12

5 Analysis ..... 13

6 Respondents ..... 41

# 1 Executive summary

## Introduction

*The English K–10 Draft Syllabus* presents data and findings gathered through metropolitan and regional teacher consultation meetings, an online survey, meetings of stakeholders and the English Board Curriculum Committee, written submissions from educational sectors and key groups/agencies and individuals.

The Consultation Report presents data and findings gathered through 219 survey responses, 14 written submissions, a Board Curriculum Committee (BCC) meeting, a stakeholder meeting and 11 teacher meetings.

Extensive consultation on the *English K–10 Draft Syllabus* has endorsed the concept of a K–10 continuum of learning through the framework of objectives and outcomes, indicating a clear progression from one stage to the next and ensuring a smooth transition for all students between the primary and secondary years of schooling. This framework was seen to provide a more connected and integrated experience of English learning from K–10. The retention of a clear expectation around text requirements in Years 7–10 and greater opportunity to use literature as a means through which students in K–6 engage with the outcomes was also widely valued.

## Key matters

The major issues to emerge from consultation included the following:

- The broad nature of the outcomes did not give enough specific direction to teachers about the learning to be undertaken, especially in the early years of schooling. This lack of clarity does not give sufficient explicit direction to the teaching of early literacy skills and is not inclusive of students with higher support needs.
- The broad nature of the outcomes, particularly for K–6, lack clarity and would be difficult to use meaningfully in programming and assessment.
- There was too much content, especially in some outcomes, which would make it difficult to teach and assess in the time available.
- The difference in the way content is presented in K–6 and Years 7–10 makes it difficult to identify content across K–10 despite the links through outcomes described in the scope and sequence.
- There should be consistency in the sequencing of content across stages to reflect a continuum of learning and to facilitate programming.
- Some content is inappropriately placed under some outcomes.
- The lack of consistency in the use of terminology throughout the syllabus should be addressed through the development of a glossary.
- There is a need to support teachers, particularly in relation to the resources required to support new context and/or skills required.

## Proposed actions in response to consultation feedback

The following actions are proposed to resolve the major issues:

- Rewrite the outcomes with a more specific focus to clarify the intent of the learning for teachers and to give appropriate emphasis on important early literacy skills in Years K–6.
- The draft outcomes will be revised to state clearly the learning required for each outcome.

- Reduce the amount of content, particularly in some outcomes, where appropriate and where there is obvious repetition between the Australian curriculum content descriptions and the NSW content points.
- Review ways the content across K–10 can be presented more consistently.
- The organisation of the content will be reviewed to enhance clarity and improve sequencing.
- The location of content and outcomes will be reviewed to ensure a strong relationship is evident between outcomes and content.
- Develop a K–10 glossary of terms as part of the support material.
- Targeted support materials will be delivered on release of the syllabus.

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

## 2 Background information

The Board of Studies began its syllabus development process for K–10 English following state and territory education ministers' endorsement of the Australian curriculum content descriptions for Foundation (Kindergarten in NSW) to Year 10 English, Mathematics, Science and History in December 2010.

Implementation of the Australian curriculum is the responsibility of states and territories. In NSW, curriculum is delivered via syllabuses approved by the Minister for Education. The Board of Studies develops syllabuses for use by all NSW schools.

The *English K–10 Draft Syllabus* has been developed to include the Australian curriculum content descriptions.

The Board of Studies conducted widespread consultation in Terms 2 and 3, 2011 to engage stakeholders and to seek their feedback on the draft syllabus. The consultation program consisted of:

- meetings of the BCC for K–10 English on 3 March 2011, 29 June 2011 and 29 August 2011
- a stakeholder meeting on 1 September 2011
- afternoon teacher meetings at:
  - Kogarah on 16 August 2011
  - Dural on 17 August 2011
  - Tamworth on 23 August 2011
  - Lismore on 24 August 2011
  - Liverpool on 12 September 2011
  - Albury on 13 September 2011
- an online survey on the Board of Studies website for the period 1 August to 16 September 2011
- written submissions from:
  - Australian Association of Special Education
  - Board of Studies Special Education Committee
  - Catholic Education Commission NSW
  - NSW Department of Education and Communities
  - NSW Primary Principals' Association
  - NSW Secondary Principals' Council
  - NSW/ACT Independent Education Union
  - English Teachers Association
  - Catholic Education Office – Diocese of Lismore
  - Catholic Education Office – Sydney region
  - Catholic Education Office – Diocese of Wilcannia-Forbes
  - Catholic Education Office – Diocese of Wollongong
  - Catholic Schools Office – Diocese of Broken Bay
  - Macquarie University Special Education Centre
  - NSW Teachers Federation
  - Special Education Teacher Focus Group
  - Primary Principals Focus Group
  - St Mary's Primary School, Casino
  - St Francis Xavier, Ballina

- Scone Grammar School
- 10 individuals

In addition, the Board of Studies conducted targeted consultation meetings on particular aspects of the syllabus. The targeted consultation program consisted of:

- whole-day primary teacher meetings at:
  - Bathurst on 11 August 2011
  - East Maitland on 19 August 2011
  - Wagga Wagga on 23 August 2011
  - St Marys on 26 August 2011
- special education meetings at:
  - the Board of Studies on 12 August 2011
  - The Hills School on 23 August 2011
  - Fisher Road School on 30 August 2011
  - St Edmund’s School on 1 September 2011.

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

### 3 Summary of respondents

#### Consultation stakeholder and teacher meetings

##### 1 stakeholder, 1 Board Curriculum Committee (BCC) and 10 teacher meetings

Stakeholders	19	BCC members	16	Teachers	507
--------------	----	-------------	----	----------	-----

---

#### Online survey respondents

##### 219 online survey responses

##### Years of schooling

Kindergarten to Year 6	123	Years 7 to 10	96
------------------------	-----	---------------	----

---

##### Sector

Government	107	Catholic	48	Independent	50
Other	14				

---

##### Response from:

Principal	8	School Executive	50	Teacher	103
Parent	2	Student	8	Other	48

---

##### Number of people contributing to the response

1	201	2	18	3	6
4	11	5	10	6 or more	43

### 3.1 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	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
<b>Rationale</b>										
1. The rationale describes the nature of English in broad terms and explains the place and purpose of the subject in the curriculum.	118	94	10%	19%	85%	71%	5%	6%	0%	3%
2. The rationale reflects a contemporary view of English.	115	91	8%	16%	80%	70%	12%	9%	0%	4%
<b>Aim</b>										
3. The aim provides a statement of the overall purpose of the syllabus.	112	90	11%	18%	83%	72%	6%	7%	0%	3%
<b>Objectives</b>										
4. The objectives define in broad terms the knowledge, understanding and skills, values and attitudes to be developed through the study of English.	111	89	7%	18%	80%	69%	12%	9%	1%	4%
<b>Outcomes</b>										
5. The outcomes provide clear statements of the intended results of teaching English in each stage.	100	83	9%	12%	61%	61%	23%	17%	7%	10%
6. The outcomes provide a basis for measuring and reporting student achievement.	98	82	7%	10%	47%	65%	39%	18%	7%	7%
<b>Content</b>										
7. The content organisation and structure are appropriate to English.	94	80	6%	8%	61%	73%	23%	11%	10%	9%
8. The sequence of content is logical.	94	80	6%	4%	72%	73%	16%	18%	5%	6%
9. The sequence of content is appropriate to the students' stage of development.	93	81	5%	5%	67%	65%	24%	19%	4%	11%
10. The content makes clear what students should learn in English.	94	81	10%	10%	57%	63%	27%	23%	6%	4%

English K–10 Draft Syllabus Consultation Report

Survey item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
11. The syllabus caters for the needs of all students.	94	80	5%	9%	51%	56%	36%	24%	7%	11%
12. There is a clear relationship between the objectives, outcomes and content.	85	73	5%	7%	66%	70%	25%	18%	5%	5%
13. Appropriate emphasis is given to the cross-curriculum areas in the content.	88	75	5%	8%	65%	63%	31%	23%	0%	7%
14. The cross-curriculum areas are represented in authentic ways.	88	75	1%	1%	64%	56%	34%	35%	0%	8%
15. The continuum of learning, presented through outcomes, content and stage statements, provides a useful description of the scope and sequence of learning in English from Early Stage 1 to Stage 5.	89	75	3%	5%	66%	77%	21%	8%	9%	9%
16. The stage statements are an appropriate summary of what students know and can do by the end of the stage of learning.	89	73	9%	4%	63%	70%	25%	19%	3%	7%
17. The syllabus forms a sound basis for developing teaching and learning programs.	82	71	4%	3%	51%	59%	35%	27%	10%	11%
18. Existing resources can be used to teach the content.	83	74	6%	4%	64%	49%	28%	39%	2%	8%
<b>Years 7–10 Life Skills</b>										
19. There is a clear relationship between the syllabus objectives and the Years 7–10 Life Skills outcomes.	n/a	65	n/a	9%	n/a	75%	n/a	11%	n/a	5%
20. Years 7–10 Life Skills outcomes provide a sound basis for guiding assessment and reporting of student achievement.	n/a	65	n/a	9%	n/a	78%	n/a	6%	n/a	6%
21. Years 7–10 Life Skills outcomes and content provide sufficient scope for developing programs for students with special needs.	n/a	66	n/a	9%	n/a	80%	n/a	5%	n/a	6%
22. Years 7–10 Life Skills content adequately describes the scope of each outcome.	n/a	66	n/a	9%	n/a	79%	n/a	9%	n/a	3%

English K–10 Draft Syllabus Consultation Report

Survey item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
<b>Assessment</b>										
23. The assessment advice will assist teachers in making judgements about student achievement in a standards framework.	82	64	2%	3%	62%	75%	30%	19%	5%	3%
24. The advice on assessment strategies will assist teachers to apply the principles of assessment for learning.	84	64	2%	5%	67%	78%	27%	14%	4%	3%
25. The assessment advice for Years 7–10 Life Skills is appropriate.	n/a	63	n/a	5%	n/a	78%	n/a	14%	n/a	3%

## 4 Summary of key matters raised and proposed actions

<b>Key matters raised for English K–10 from the consultation process</b>	<b>Proposed actions</b>
<p><b>Nature of content</b></p> <p>The broad nature of the outcomes do not give enough specific direction to teachers about the learning to be undertaken, especially in the early years. This lack of clarity does not give sufficient explicit direction to the teaching of early literacy skills and is not inclusive of students with higher support needs.</p> <p>The broad nature of the outcomes, particularly for K–6, lack clarity and would be difficult to use meaningfully in programming and assessment.</p> <p>The amount of content, particularly in K–6 under some outcomes, would be difficult to deliver in the time available and would reduce the opportunity for deeper learning.</p>	<p>The draft outcomes will be revised to indicate clearly the learning required for each outcome particularly in the early years and to ensure they are inclusive of the full range of students.</p> <p>The draft outcomes will be revised to state clearly the learning required for each outcome.</p> <p>The amount of content will be revised to remove any repetition and overlap with the Australian curriculum.</p>
<p><b>Organisation of content</b></p> <p>The difference in the way content is presented in K–6 and Years 7–10 makes it difficult to identify content across K–10 despite the links through outcomes described in the scope and sequence.</p> <p>There should be consistency in the sequencing of content across stages to reflect a continuum of learning and to facilitate programming.</p> <p>Some content is inappropriately placed under some outcomes.</p>	<p>The syllabus will be revised to strengthen the continuity of presentation across K–10.</p> <p>The organisation of the content will be reviewed to enhance clarity and improve sequencing.</p> <p>The location of content and outcomes will be reviewed to ensure a strong relationship is evident between outcomes and content.</p>
<p><b>Teacher support and resources</b></p> <p>There is a lack of consistency in the use of terminology throughout the syllabus, which could be addressed through the inclusion of a glossary.</p> <p>There is a need to support teachers, particularly in relation to the resources required to support new content and/or skills required.</p>	<p>Terminology will be reviewed for consistency and a K–10 glossary of terms will be developed as part of the support material.</p> <p>Targeted support materials will be delivered on release of the syllabus.</p>

## 5 Analysis

### 5.1 Rationale

#### Summary

Feedback during the consultation period endorsed the rationale as a comprehensive statement that clearly and appropriately reflects the nature of learning in English, maintaining a balance between the aesthetic and functional, while placing the student firmly at the centre of the learning experience (K–6: 95%; Years 7–10: 90%). The rationale was supported as reflecting a contemporary view of English as well as being open to various pedagogies with key references to critical, creative and imaginative aspects (K–6: 88%; Years 7–10: 86%).

Some respondents suggested the rationale could be strengthened by reducing the length to one page to sharpen the focus and reduce repetition, and by including reference to the body of knowledge and current research that underpins the syllabus. Other respondents indicated that some of the terminology needs to be revised to ensure clarity of ideas. Some respondents suggested that there should be an emphasis on the advances in technology through the reference to texts.

#### Feedback affirming the rationale

Feedback	Sources
The rationale promotes the importance of English in education effectively and puts the student at the centre of the learning.	Survey (1)
The rationale appropriately incorporates higher order thinking and reflects the recursive nature of English.	CEOSYD CEOW 1 9 Survey (4)
The rationale appropriately acknowledges various pedagogies.	Consultation meeting (1)

#### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p><b>Length and specificity</b> The rationale is too general and lengthy and repetitive in some areas.</p> <p>Some terminology is unclear and should be revised. The term 'language' is open to various interpretations as is the term 'quality literature'.</p>	<p>Consultation meeting (6) Survey (2) CEOWF</p> <p>Consultation meeting (5) Survey (2)</p>	<p>The rationale will be reviewed for clarity and consistency in its use of terminology and to remove unnecessary repetition.</p> <p>A glossary will be developed to accompany the syllabus.</p>

Key matters	Sources	Proposed actions
<p><b>Suggested additions/changes</b>                      The rationale should include references to:</p> <ul style="list-style-type: none"> <li>• the appreciation of literature</li> <li>• Asia and Australia’s relationship with Asia</li> <li>• learning for the future</li> <li>• the aesthetic or artistic role of English</li> <li>• Standard Australian English</li> <li>• the relationship of English to other key learning areas</li> <li>• teaching and learning as well as key terms ‘texts’ and ‘textuality’</li> <li>• ICT</li> <li>• the use of evidence-based practice in the teaching of English.</li> </ul>	<p>DEC                      CEOSYD                      CEOW                      BCC                      ETA                      Consultation meeting (2)                      Survey (5)                      MUSEC</p>	<p>The rationale will be reviewed in light of these suggestions.</p>

## 5.2 The place of the English K–10 syllabus in the K–12 curriculum

### Summary

There was overall endorsement for the model as an appropriate demonstration of the relationship between the K–10 syllabus and other associated courses. It was widely accepted that the inclusion of ‘prior-to-school’ learning was an important acknowledgement of the significance of this early stage of learning for language acquisition and strengthened the continuum of learning in English from Years K–12.

### Feedback affirming the place of English K–10 in the K–12 curriculum

Feedback	Sources
‘Prior-to-school’ learning is an important acknowledgement of this early stage of learning for language acquisition and strengthens the continuum of learning from K–12.	2 Consultation meeting (1)

### Key matters raised and proposed actions

Key matters	Sources	Proposed action
A visual representation of the framework that underpins the draft syllabus would be helpful to represent the ways students make meaning through learning about and using language.	CEOW CEOWF Consultation meeting (2)	A visual representation of the syllabus conceptual framework will be developed and included in the draft syllabus.

### 5.3 Aim

#### Summary

Analysis of the online survey data indicated very strong approval (K–6: 94% and 7–10: 90%) that the aim provides a statement of the overall purpose of the syllabus. The aim was widely perceived to be a clear and concise statement encompassing the important aspects of teaching and learning in English. A small number of respondents felt that the aim was too brief and could more appropriately convey the richness associated with the study of English while the reference to literature could be made more explicit.

#### Feedback affirming the aim

Feedback	Sources
The aim is a clear and concise statement that expresses the important aspects of teaching and learning in English.	Consultation meeting (5) ETA
The aim is valued as a clear statement that references reflection.	CEOSYD

#### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
The aim is too brief and needs to convey the richness that is associated with the study of English, including the study of literature. Specific references to literature, language, critical literacy, literacy, texts and textuality are required in the aim.	BCC 3 Consultation meeting (2) Survey (2) CEOW	The aim will be reviewed and amendments included, as appropriate.
There are no modes in the aim, but they appear elsewhere – outcomes, stage statements, as an organising tool in K–6.	CEOW	The aim will be reviewed and amendments included, as appropriate.
The aim is focused on language and does not take into consideration the fact that there are students who are unable to comprehend or use spoken and written language for communication and use alternative and augmentative modes of communication as forms of text.	MUSEC	The aim will be reviewed and amendments included, as appropriate.
The recursive nature of English should be referred to in the aim.	CEOW	The aim will be reviewed and amendments included, as appropriate.

## 5.4 Objectives

### Summary

Analysis of the data from the online survey and consultation meetings indicated strong approval (K–6: 87% and 7–10: 87%) of the objectives as appropriately defining in broad terms the knowledge, understanding, skills and values and attitudes to be developed through study in English.

However, a firm view was expressed from a number of respondents that objectives which accurately describe the desired learning in secondary school do not always apply to learning in the early stages. These respondents consequently considered that the wording and order of the objectives and their relationship to the sequence of outcomes was problematic.

A view was expressed by a number of respondents that the objectives fail to define the values and attitudes that are to be developed through the study of English. The values and attitudes objectives were reduced in number to two down from seven in the current Years 7–10 syllabus. Some respondents saw this as devaluing the affective domain and not appropriately reflecting the rationale.

### Feedback affirming the objectives

Feedback	Sources
The objectives are clear and provide a strong link to the rationale.	Consultation meeting (1)
The objectives reflect the cycle of learning in English.	Consultation meeting (1)

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
The objectives are not organised in a logical sequence and should be reordered from easier to more complex.	AASE 6 SEC	The sequence of objectives will be reviewed.
A preliminary/foundation objective is required for students who use alternative language systems and for all students to ensure they have basic literacy skills to attain objectives.	AASE 6 SEC	The objectives will be reviewed to ensure a primary focus remains on the acquisition of key literacy skills.
Objectives that are appropriate to describe learning in secondary school do not always apply to learning in the early stages.	SEC 6	Objectives will be reviewed to ensure the literacy needs of students in K–6 are appropriately reflected.
The common stem that is used for each objective limits the ability of the syllabus to describe early literacy skills and cater for the range of students.	SEC	The common stem will be reviewed as appropriate.

Key matters	Sources	Proposed actions
<p>Objectives need to be reordered to ensure they are inclusive of all students, including students with special needs.</p> <p>A number of issues were raised about the values and attitudes objectives:</p> <ul style="list-style-type: none"> <li>the importance of values and attitudes objectives has been diminished</li> <li>the ‘empowerment of the individual’ needs to be included in the values and attitudes objectives</li> <li>the idea of valuing the power of language ‘to explore and express views of themselves, others and the world’ should be reinstated</li> <li>the meaning of ‘home language’ was unclear.</li> </ul> <p>The third objective would benefit from the inclusion of a reference to ‘context’.</p> <p>The second objective needs to be expressed more clearly.</p>	<p>SEC AASE</p> <p>ETA Consultation meeting (2) Survey (1)</p> <p>Consultation meeting (1) Survey (1)</p> <p>ETA</p> <p>CEOSYD ETA 1 Consultation meeting (4) Survey (4)</p> <p>DEC BCC Consultation meeting (1)</p> <p>1</p>	<p>The order of the objectives will be reviewed to ensure they are inclusive of the needs of all students.</p> <p>The objectives will be reviewed to ensure the inclusion of explicit values and attitudes integral to the study of English.</p> <p>The objectives will be reviewed to ensure the inclusion of explicit values and attitudes integral to the study of English.</p> <p>The objectives will be reviewed to ensure the inclusion of explicit values and attitudes integral to the study of English.</p> <p>‘Home language’ will be clarified in a glossary.</p> <p>The objective will be amended to include a reference to ‘context’.</p> <p>The objectives will be reviewed to improve clarity.</p>

## 5.5 Outcomes

### Summary

The majority of respondents from K–6 (70%) and Years 7–10 (73%) agreed that the draft outcomes provide clear statements of the intended results of teaching English in each stage. There was general support from Years 7–10 respondents (75%) that the outcomes provide a basis for measuring and reporting student achievement. However, there was less support from K–6 (54%).

While there was overall endorsement of the notion that the continuum of outcomes in principle represents a more connected and integrated experience of English learning from K–10, a clear sequence of outcomes that meets the needs of all learners appropriate to each stage of learning is required. There was less support therefore for the outcomes as a basis for planning, teaching and reporting student achievement in the primary years of schooling.

### Feedback affirming the outcomes

Feedback	Sources
Continuum of outcomes in principle represents a more connected and integrated experience of English learning from K–10.	DEC BCC Consultation meeting (2) ETA AASE SEC

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
Breadth of outcomes The breadth of the outcomes means that they lack sufficient clarity for the development of a common understanding by teachers. This makes teaching, programming and assessment difficult in K–6.	DEC BCC AASE CEOL SEC MUSEC PPFG 2 Consultation meeting (5) K–6 consultation meeting (4) Survey (6)	The outcomes will be reviewed to ensure greater clarity. The review will include increasing the number of K–6 outcomes to enable more focus on specific learning.
Outcomes lack specificity, especially in Years K–6. There is too much within some outcomes, which makes them difficult to assess.	DEC BCC CEOL CSOBB IEU 2 Consultation meeting (5) K–6 consultation meeting (2)	The outcomes will be reviewed in light of the knowledge and skills essential to the acquisition of early literacy skills.

Key matters	Sources	Proposed actions
<p>Early stage outcomes require greater specificity and clarity to reflect the strong focus on the acquisition of literacy skills, and are not inclusive of students with higher support needs.</p> <p>Outcomes are not inclusive of all students, especially those with higher support needs.</p> <p>The outcomes do not give an entry point for many students, especially those with poor prerequisite skills, learning difficulties or special needs.</p>	<p>SEC SE AASE BCC</p> <p>DEC BCC AASE SEC MUSEC 6 Survey (4)</p> <p>SEC AASE</p>	<p>The outcomes will be reviewed to ensure that there is an appropriate focus on the acquisition of literacy skills.</p> <p>The outcomes will be reviewed to ensure they are inclusive of all students.</p> <p>The outcomes will be reviewed to ensure they provide an entry point for all students.</p>
<p><b>Structure and clarity</b></p> <p>Outcomes 1 and 2 overlap and are repetitive. They are too similarly worded.</p> <p>Some outcomes seem to be inappropriate for the stage of learning or inappropriately aligned with the objective.</p> <p>The outcomes do not flow in a logical or hierarchical sequence. This is a particular issue in the early stages.</p> <p>The numbering of some outcomes is confusing, eg ‘3a’ and ‘4a’, and should be clarified.</p> <p>Some outcomes need revision to improve clarity of expression.</p>	<p>DEC CSOBB ETA Consultation meeting (2) K–6 consultation meeting (1) Survey (2)</p> <p>DEC MUSEC BCC 2 3 Consultation meeting (5) Survey (3)</p> <p>AASE MUSEC SEC</p> <p>CEOSYD AASE SEC 3 8 Consultation meeting (2) K–6 consultation meeting (2) Survey (2)</p> <p>CEOSYD CEOL CSOBB IEU Consultation meeting (3) K–6 consultation meeting (2)</p>	<p>The outcomes will be revised to provide greater clarity.</p> <p>The placement of outcomes will be reviewed to ensure they appropriately reflect the learning focus of each objective.</p> <p>The sequence of outcomes will be reviewed to provide a more discernible sequence for learning across all stages.</p> <p>The numbering of the outcomes will be reviewed and an explanation provided within the syllabus.</p> <p>The outcomes will be reviewed to ensure they clearly express the learning required.</p>

Key matters	Sources	Proposed actions
The objectives column of the scope and sequence of outcomes should be identified.	Consultation meeting (3) K–6 consultation meeting (1)	The objectives will be clearly identified in the revised draft syllabus.
<p>K–6 teachers requested that indicators be included to demonstrate how the outcome can be achieved.</p> <p>The outcomes do not give sufficient emphasis to the teaching of early literacy skills (especially foundational reading and comprehension skills).</p> <p>There should be a recoding of outcomes and content to match other key learning areas.</p> <p>The Australian curriculum strands should be reflected in the outcomes.</p>	<p>1 Consultation meeting (1) Survey (4)</p> <p>BCC AASE MUSEC SEC 6 PPA Survey (4)</p> <p>BCC IEU Survey (4)</p> <p>Survey (2)</p>	<p>Essential knowledge and skills represented in the indicators have been included in the content points.</p> <p>The outcomes will be reviewed to ensure the development of early literacy skills (especially foundational reading and comprehension skills).</p> <p>The coding of outcomes and content will be reviewed in order to follow a consistent approach across key learning areas.</p> <p>The draft syllabus uses an integrated approach to teaching and learning in English. All Australian curriculum content has been included unchanged using the outcomes as organisers. Consultation conducted by the Board of Studies in 2010 strongly indicated that NSW teachers rejected the Australian curriculum strands.</p>

## 5.6 Content

### Summary

Analysis of the feedback from respondents indicated endorsement of the content of the *English K–10 Draft Syllabus*. There was strong approval from Years 7–10 respondents (81%) that the content organisation and structure were appropriate to English. Both K–6 (78%) and Years 7–10 (77%) respondents also agreed that the sequence of content was logical. K–6 (72%) and Years 7–10 (70%) respondents endorsed the sequence of content as being appropriate to the students' stage of development. There was approval from K–6 (71%) and Years 7–10 (77%) that there was a clear relationship between objectives, outcomes and content.

Both K–6 (67%) and Years 7–10 (73%) respondents agreed that the content makes clear what students should learn in English. However, there was less endorsement from K–6 (56%) and Years 7–10 (65%) respondents that the content catered to the needs of all students. While there was approval from K–6 (70%) and Years 7–10 (71%) respondents that there was an appropriate emphasis on the cross-curriculum areas in the content, there was less support from both K–6 (65%) and Years 7–10 (57%) that the cross-curriculum areas were represented in authentic ways. K–6 respondents (70%) agreed that existing resources could be used to teach the content, but there was less support from Years 7–10 respondents (53%).

Respondents endorsed the clear expectations about the teaching of literature in K–6 and the increased focus on the explicit and systematic teaching of language in Years 7–10. Teachers of Years 7–10 welcomed the retention of the two-column model of 'learn to' and 'learn about' and endorsed the incorporation of Life Skills outcomes and content and the ESL scales.

There was comment that the outcomes were too broad and lacked specificity and that there was too much content for some outcomes. Feedback indicated that there should be consistency of content presentation across K–6 and Years 7–10. For K–6 in particular, some respondents suggested that there was not a discernible organisation and sequencing of content and that teachers would need support and resources to address new content and perspectives.

Respondents commented that there was insufficient attention directed to the mastery of foundation literacy skills in the early stages. There was also some uncertainty expressed by respondents about the status of the content. Some respondents felt that the sequence of content was not always stage appropriate and not inclusive of all learners. There was comment that the cross-curriculum areas should be more strongly reflected in the content and the terminology should be clear and consistent.

### Feedback affirming the content

Feedback	Sources
The increased focus on the explicit and systematic teaching of language in 7–10 was welcomed.	DEC
The two-column model of ‘learn to’ and ‘learn about’ in the Years 7–10 section of the draft syllabus was supported.	BCC Consultation meeting (3) Survey (14) ETA
Retention of the clear expectation concerning text requirements in 7–10 and the strengthening of literature in K–6 was widely supported.	BCC Stakeholder meeting Consultation meeting (4)
The presence of multimodalities that reflect 21st century learning was supported.	DEC CEOW Survey (2)
The reduction in the number of outcomes was seen to sharpen the focus and remove repetition.	NSWTF – Primary 9
Incorporation of the Life Skills outcomes and content and the ESL scales was endorsed.	DEC CEOW Survey (3)
Overall, respondents endorsed the organisation of the content in the Years 7–10 section of the draft syllabus as appropriately recognising the interconnectedness of the strands.	CSOBB ETA

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<b>Structure and clarity</b> There is a lack of consistency in the presentation of content.	DEC CEOL CEOW CSOBB BCC ETA 7 Consultation meeting (4) K–6 consultation meeting (5) Survey (14)	The format of the content will be reviewed to establish more consistency across K–10 and greater similarity across all Phase 1 syllabuses.
The syllabus needs to be structurally consistent and use ‘learn to’ and ‘learn about’ to organise content.	Survey (14) SEC AASE	The format of the content will be reviewed to establish more consistency across K–10.

Key matters	Sources	Proposed actions
<p>The sequencing of the content points does not align across stages and therefore presents difficulties when programming. A stage code is also essential.</p>	<p>DEC CEOW CEOSYD CSOBB PPA BCC Consultation meeting (4) K–6 consultation meeting (2) Survey (4)</p>	<p>The sequence of the content will be reviewed to strengthen the continuum across stages. The coding of content will be resolved in a consistent manner across syllabuses.</p>
<p>There is uncertainty about the status of the content.</p>	<p>DEC CEOSYD 3 Consultation meeting (2) Survey (2)</p>	<p>The syllabus content describes the content considered as appropriate for students to demonstrate their learning. The status will be clarified in the syllabus.</p>
<p>Some respondents requested that the syllabus be divided into years rather than stages.</p>	<p>BCC CEOW Survey (3)</p>	<p>The stage structure is consistent with the tradition of NSW syllabuses.</p>
<p>Some content is inappropriately aligned with an outcome and objective.</p>	<p>DEC ETA Consultation meeting (5) Survey (4)</p>	<p>Objectives, content and outcomes will be reviewed to ensure a strong relationship is evident.</p>
<p>There should be consistent use of terminology. A glossary is essential to support teachers during implementation.</p>	<p>DEC CEOW CSOBB ETA NSWTF Consultation meeting (2) Survey (2)</p>	<p>The syllabus will be reviewed to ensure consistency in terminology. A glossary will be developed and published with the syllabus.</p>
<p>The presentation of content lacks a discernible sequence.</p>	<p>CEOW CEOSYD BCC ETA PPA Consultation meeting (5) K–6 consultation meeting (4)</p>	<p>The ordering of the content is being reviewed to ensure clarity and improve navigation. Content organisers will assist with navigation.</p>
<p>There is too large a jump between Stage 3 and Stage 4. The conceptual demands of Stages 3 and 4 require closer alignment.</p>	<p>PPA 3 Consultation meeting (2)</p>	<p>Content will be restructured to improve the relationship between content points.</p>
<p>The structure should be reviewed to ensure there is a clear hierarchy in the teaching of early literacy skills.</p>	<p>AASE</p>	<p>The ordering of the content is being reviewed to ensure there is a clear hierarchy in the content related to the teaching of early literacy skills.</p>

Key matters	Sources	Proposed actions
<p>There should be a stronger correspondence between the ‘learn to’ and ‘learn about’ content points in 7–10.</p> <p>The ‘learn to’ and ‘learn about’ structure is inconsistent across stages and is restrictive and repetitive.</p> <p>Content should be ordered logically using an appropriate taxonomy as the major structuring device.</p> <p>The wording of some content points is vague and lacks clarity.</p> <p>Language modes should form the basis of K–4 and common outcomes Years 5–10.</p> <p>The use of modes is preferred for the organisation of content in Early Stage 1, Stage 1 and Stage 2.</p> <p>The move away from describing content in ‘modes’ makes it more difficult for teachers to identify a sequence of learning and plan for remediation.</p>	<p>DEC BCC CSOBB Consultation meeting (6)</p> <p>CSOBB ETA</p> <p>ETA</p> <p>ETA NSWTF Consultation meeting (5) K–6 consultation meeting (3)</p> <p>PPA</p> <p>AASE SEC</p> <p>SEC</p>	<p>The correspondence across columns will be reviewed.</p> <p>The ordering of the content is being reviewed to ensure it is stage appropriate.</p> <p>The ordering of the content is being reviewed to ensure clarity and improve navigation. Content organisers will assist with navigation.</p> <p>The language will be reviewed to enhance clarity.</p> <p>The structure of the syllabus will be reviewed to provide a continuum while enabling a focus on modes in the early stages.</p> <p>The structure of the syllabus will be reviewed to provide a continuum while enabling a focus on modes in the early stages.</p> <p>The structure of the syllabus will be reviewed to provide a continuum while enabling a focus on modes in the early stages.</p>
<p><b>Amount and depth of content</b> Considerable repetition between the NSW content and the Australian curriculum content has resulted in the syllabus being content heavy. The inclusion of all Australian curriculum content descriptions has also added to the weight of content.</p> <p>The ‘aesthetic’ should not be lost. Deep engagement with literature is not given sufficient weight.</p>	<p>DEC CSOBB CEOW BCC ETA MUSEC NSWTF 3 Consultation meeting (4) K–6 consultation meeting (1) Survey (3)</p> <p>ETA Consultation meeting (1) Survey (3)</p>	<p>Content will be reviewed to remove unnecessary repetition</p> <p>The reference to literature will be strengthened.</p>

Key matters	Sources	Proposed actions
<p>Creative writing needs greater emphasis.</p> <p>The amount of content militates against student-centred learning.</p> <p>The use of the word ‘must’ is problematic in relation to all students in the content and text requirements section 7.1.</p> <p>ESL scales statements should more clearly state the level on the ESL scales required to achieve a particular syllabus outcome.</p>	<p>IEU</p> <p>ETA</p> <p>MUSEC</p> <p>DEC Consultation meeting (1) Survey (2)</p>	<p>Content will be reviewed to ensure that all key areas are appropriately addressed.</p> <p>Content will be reviewed to reduce the amount of content where appropriate.</p> <p>The draft syllabus makes provision for students with special needs through the inclusion of the advice on pp 19, 20 and 21.</p> <p>Further advice will be sought from key agencies with relevant expertise in this area.</p>
<p><b>K–6</b> Content-heavy outcomes make it difficult to teach and track in the time available.</p> <p>There is uncertainty as to how all the content can be assessed. This needs clarification.</p> <p>K–6 needs reference to extension and enrichment.</p> <p>The content does not include all students, in particular those students who have special education needs. This is especially evident at Early Stage 1.</p> <p>There is a lack of spelling development between Years 3–6.</p> <p>There are too many lower order cognitive skills in some content points. There should be more rigor and explicitness in K–4.</p>	<p>CSOBB CEOW BCC PPA IEU MUSEC 2 3 K–6 consultation meeting (3) Consultation meeting (6) Survey (51)</p> <p>Consultation meeting (2) Survey (1)</p> <p>CEOSYD Consultation meeting (2) Survey (2)</p> <p>BCC AASE MUSEC K–6 consultation meeting (1) Survey (3)</p> <p>CSOBB</p> <p>BCC PPA Consultation meeting (1) Survey (1)</p>	<p>Content will be reviewed to reduce the amount of content where appropriate. The inclusion of a number of more specific outcomes will make the content more focused and manageable.</p> <p>A range of support documents will be developed to ensure it is inclusive of all students.</p> <p>Specific reference to extension and enrichment in K–6 will be incorporated in the final syllabus.</p> <p>The content will be reviewed to ensure it is inclusive of all students. In particular there will be more explicit statements about fundamental literacy skills.</p> <p>Content will be reviewed to ensure all key areas are appropriately addressed.</p> <p>Content will be reviewed to ensure it is stage appropriate.</p>

Key matters	Sources	Proposed actions
<p>A statement about the explicit teaching of literature in K–6 is needed. Clarification is required about the mandatory nature of textual forms in K–6.</p> <p>More content related to multimodal texts should be moved to outcome 5 which focuses on connections between texts.</p> <p>Some respondents would like to see specific Life Skills style content for K–6 English.</p> <p>Some primary teacher respondents expressed concern and confusion about the absence of indicators.</p> <p>The content under outcome 8 in Early Stage 1 to Stage 3 is more about the acquisition of metalanguage than metacognition.</p> <p>Content lacks an adequate scope and specificity required for learning to speak and listen, read and write.</p> <p>Some content is overly specific, particularly in relation to technology which may become outdated.</p> <p>The content in the early stages does not reflect the research into early literacy acquisition. The content related to teaching reading in K–6, and in particular K–2, should emphasise explicit instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>CEOW CSOBB Consultation meeting (1) Survey (1) CEOSYD</p> <p>DEC</p> <p>Consultation meeting (1) Survey (1)</p> <p>4 Survey (5)</p> <p>DEC</p> <p>AASE CEOL SEC</p> <p>DEC Survey (1)</p> <p>AASE MUSEC SEC 6</p>	<p>The teaching of literature has been made explicit in each year from K–6. A support document providing advice on recommended texts for K–10 will be developed.</p> <p>Content will be reviewed to ensure it appropriately reflects the intent of the outcome.</p> <p>The approach used in K–6 for students with special education needs is to allow selection of outcomes and content and provide adjustments and support.</p> <p>The content points provide an overview of how students work towards the outcome.</p> <p>Content will be reviewed to ensure it appropriately reflects the intent of the outcome.</p> <p>The content will be reviewed to ensure it is comprehensive and specific with regard to students’ learning to speak and listen, read and write.</p> <p>The review of content will consider this suggestion.</p> <p>The findings of research papers submitted by the special education community, in particular by Dr Merece Reynolds, will be integrated into the content.</p>
<p><b>Years 7–10</b> Content about metacognition requires strengthening. Additional content that addresses self-directed or online learning should be included.</p> <p>Contemporary digital behaviours, texts and culture require a stronger presence.</p>	<p>DEC</p> <p>DEC ETA IEU</p>	<p>Content will be reviewed to ensure it appropriately reflects the scope and intent of the outcome.</p> <p>Content will be reviewed to ensure it appropriately reflects the nature and context of 21st century learning.</p>

Key matters	Sources	Proposed actions
<p>A definition for ‘quality literature’ is required.</p> <p>There is too much content under some outcomes, which would make it difficult to teach and track in the time available.</p> <p>There is an emphasis on lower order functional skills and on reception rather than activity and composition of texts.</p> <p>The content fails to meet the diversity of student needs.</p>	<p>CEOW Consultation meeting (4) Survey (1)</p> <p>IEU Consultation meeting (6) Survey (21)</p> <p>ETA</p> <p>ETA</p>	<p>The reference to ‘quality literature’ will be clarified.</p> <p>Content will be reviewed to remove unnecessary repetition.</p> <p>Content will be reviewed to ensure it appropriately reflects the nature of the subject as expressed in the rationale. This will include a balance of literacy skill development and opportunities for a wider range of purposeful textual experiences that engage the imagination, develop critical thinking and reflect high expectations.</p> <p>Content will be reviewed to ensure it meets the needs of the full range of learners.</p>
<p><b>Cross-curriculum areas</b> Cross-curriculum areas require consistency with the Australian curriculum. Confusion about the difference between ‘cross-curriculum content’ and ‘general capabilities’.</p> <p>Cross-curriculum areas should be more strongly reflected in the content.</p> <p>More effective tagging is advised to reinforce the authentic connections between cross-curriculum areas and learning.</p> <p>Lack of consistency in the emphasis and content sequencing of the cross-curriculum area, ‘Ethical Understanding’, related to Information Technology. ‘Originality’, ‘plagiarism’ and ‘copyright’ are not evident in K–6. ‘Sustainability’ and ‘numeracy’ have not been represented in the content.</p>	<p>DEC</p> <p>CSOBB CEOW</p> <p>DEC CEOL IEU</p> <p>DEC</p> <p>DEC</p> <p>DEC CEOSYD Consultation meeting (4) Survey (2)</p>	<p>The term ‘cross-curriculum areas’ has been used consistently in the syllabuses of all four Phase 1 learning areas. The cross-curriculum areas incorporate all general capabilities and cross-curriculum priorities.</p> <p>The representation of all cross-curriculum areas will be reviewed.</p> <p>The number and appropriateness of the cross-curriculum tags will be reviewed in the development of the final syllabus.</p> <p>The representation of all cross-curriculum areas will be reviewed in the development of the final syllabus.</p> <p>The representation of all cross-curriculum areas will be reviewed.</p>

Key matters	Sources	Proposed actions
<p>Correct terminology should be used in reference to Aboriginal students and Aboriginal content. There should be more explicit focus on the needs of EALD students.</p> <p>References to ‘civics’ and ‘citizenship’, ‘ethical understanding’ and ‘work and enterprise’ require a stronger presence.</p>	<p>DEC</p> <p>DEC</p>	<p>The syllabus will be reviewed to ensure appropriate terminology is used. The content will be reviewed to ensure it is inclusive of all students.</p> <p>The representation of all cross-curriculum areas will be reviewed.</p>
<p><b>Other matters</b></p> <p>There is a need for support and resources to address new content and perspectives, especially in K–6.</p> <p>Secondary teachers questioned the inclusion of handwriting in Stage 4 content.</p> <p>Areas considered to be under-represented in the draft syllabus include:</p> <ul style="list-style-type: none"> <li>• listening across the syllabus</li> <li>• visual representation</li> <li>• poetry in K–6</li> <li>• the development of the independent learner.</li> </ul> <p>Clarification is required on the links between skills and content, especially skills like handwriting and spelling.</p> <p>Concern was expressed about appropriate acknowledgement of multicultural texts beyond Asia, especially in light of developing intercultural understanding.</p> <p>Information about EAL/D students should also appear in the introduction to the syllabus.</p>	<p>CEOW BCC PPA IEU Survey (18)</p> <p>BCC Consultation meeting (1) Survey (4)</p> <p>CEOW CEOSYD 3 Survey (3)</p> <p>CEOSYD PPA Consultation meeting (1)</p> <p>DEC CEOSYD 1 Survey (4)</p> <p>DEC</p>	<p>Targeted support materials will be delivered on release of the syllabus.</p> <p>This is a mandatory Australian curriculum content description.</p> <p>Content will be reviewed to ensure all areas are appropriately represented.</p> <p>Content will be reviewed to ensure explicit links between content and skills.</p> <p>The draft syllabus explicitly requires the study of a wide range of literary texts from other countries and times. The NSW decision to maintain multicultural cross-curriculum content provides a commitment to the broader cultural representation.</p> <p>The introduction to the draft syllabus will be reviewed in the light of this comment.</p>

## 5.7 Students with special education needs, including Years 7–10 Life Skills outcomes and content

### Summary

The provision of curriculum materials inclusive of the full range of students was supported. The inclusion of the Years 7–10 Life Skills content and outcomes in the English syllabus was also supported.

There was also support for the advice about the inclusion of students with special education needs. Respondents noted that the advice about curriculum options for and assessment of students with special education needs was appropriate. Respondents also identified the value of existing support materials in providing further advice for students with special education needs.

### Feedback affirming the information on students with special education needs, including Years 7–10 Life Skills outcomes and content

Feedback	Sources
<p><b>Support for information about students with special education needs</b>                      Advice about curriculum options, including the use of adjustments, for students with special education needs was seen as relevant.</p> <p>Assessment and reporting advice for students with special education needs was seen as appropriate.</p> <p>Existing support materials for students with special education needs provide relevant advice about providing relevant teaching, learning and assessment opportunities.</p>	<p>DEC                      NSWTF                      CEOSYD</p> <p>DEC</p> <p>NSWTF                      SEC</p>
<p><b>Support for English Life Skills</b>                      Content organised under outcomes allows for a more integrated approach to teaching and learning.</p> <p>Life Skills outcomes and content are familiar, flexible and responsive and show commitment to inclusive education.</p> <p>The outcomes are broad enough to cater for students in special schools as well as in integrated settings.</p> <p>The Life Skills objectives and outcomes are clearly affirmed.</p>	<p>SE</p> <p>Consultation meeting (1)</p> <p>SE</p> <p>1</p>

## Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p><b>Syllabus information and advice about students with special education needs</b></p> <p>Clarification is required about some of the advice, including the role of curriculum planning; access to age appropriate content; adjustments to teaching, learning and assessment; the definition of students with special education needs and the students for whom the Life Skills course is designed.</p> <p>Advice about how to program to meet the individual needs of students across a range of settings is required.</p> <p>Clarification is required about course options and requirements for students with special education needs, including students with special education needs in K–6; and students undertaking Life Skills outcomes and content.</p>	<p>SE DEC NSWTF SEC BCC consultation (History)</p> <p>NSWTF BCC consultation (Mathematics) SE SEC</p> <p>DEC SE NSWTF MUSEC (response to draft English syllabus) SEC CSOBB Consultation meeting (2) Survey (2)</p>	<p>The advice provided in Sections 1.2, 8 and 10 will be reviewed and clarified. The revised national definition of disability and the Disability Standards for Education will be used in this process.</p> <p>Advice about planning, programming and making adjustments to teaching, learning and assessment activities to meet the needs of students with special education needs will be provided in support materials. Advice in the support document <i>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</i> will also be reviewed.</p> <p>The advice provided in the syllabus and in the support materials will be reviewed and clarified.</p>
<p><b>English Years 7–10 Life Skills outcomes and content</b></p> <p>The nature and scope of the outcomes and content needs to be reviewed to meet the needs of students with more significant difficulties.</p> <p>Throughout the Life Skills outcomes there needs to be acknowledgement that many students use augmentative communication.</p>	<p>CSOBB CEOW SE MUSEC Consultation meeting (1) Survey (1)</p> <p>MUSEC 6</p>	<p>The outcomes and content will be reviewed to ensure appropriate access levels are provided for students with significant difficulties. Additionally, experiential outcome indicators will be considered for inclusion where appropriate.</p> <p>The advice provided in the syllabus and in the support materials will be reviewed in the light of this comment.</p>

Key matters	Sources	Proposed actions
<p>The wording of the Life Skills outcomes should be revised to ensure that they are inclusive of the full range of students and facilitate monitoring of student progress.</p> <p>Further clarification about the relationship between the Stage 4/5 topics and Life Skills outcomes and content is required.</p> <p>A narrower focus in the Life Skills outcomes as well as the provision of additional outcomes to allow for a more evident progression of learning is required.</p> <p>A clear statement is required about the flexibility teachers have to select Life Skills outcomes and content appropriate to the needs of students.</p> <p>There is too much content in Life Skills.</p> <p>Some Life Skills content is inappropriate for the stage or age of the learner.</p>	<p>SEC AASE 6 MUSEC</p> <p>CSOBB SE MUSEC Consultation meeting (2) Survey (2)</p> <p>Consultation meeting (4) SE</p> <p>SE Consultation meeting (2)</p> <p>Consultation meeting (1)</p> <p>Consultation meeting (1)</p>	<p>The wording of the outcomes will be reviewed in the light of this comment.</p> <p>The structure of the Life Skills content will be reviewed and the connection of Life Skills outcomes to Stage 4/5 outcomes will be strengthened.</p> <p>The outcomes will be reviewed.</p> <p>A review of the syllabus will identify appropriate wording.</p> <p>Content will be reviewed to reduce the amount of content where appropriate.</p> <p>Content will be reviewed to ensure it is stage appropriate.</p>
<p><b>Organisation</b></p> <p>Life Skills outcomes should appear within the continuum of outcomes together with the outcomes for each stage of learning.</p> <p>Objectives need to be reordered to ensure they are inclusive of all students, including students with special needs.</p> <p>The Life Skills outcomes, because of the current order of the objectives, are not in a hierarchical order.</p> <p>The flow chart in the current support document that includes Life Skills should be retained.</p> <p>More ICT content is needed for students undertaking Life Skills outcomes and content, especially at Stage 5.</p>	<p>DEC Survey (1)</p> <p>SEC AASE</p> <p>AASE MUSEC SEC 6</p> <p>Survey (2)</p> <p>Survey (1)</p>	<p>A review of the syllabus will identify feasibility.</p> <p>The ordering of the objectives will be reviewed.</p> <p>The sequence of objectives will be reviewed.</p> <p>The inclusion of a flow chart will be reviewed in the light of feedback from all key learning areas.</p> <p>The scope and depth of ICT content will be reviewed.</p>

<b>Key matters</b>	<b>Sources</b>	<b>Proposed actions</b>
The previous structure of ‘learn to’ and ‘learn about’ is preferable for organising Life Skills content.	Consultation meeting (1)	The presentation of the content will be revised in light of feedback from all learning areas.

## 5.8 Continuum of learning in English K–10

### Summary

Respondents agreed (K–6: 69%; Years 7–10: 82%) that the continuum of learning, presented through outcomes, content and stage statements, provides a useful description of the scope and sequence of learning in English from Early Stage 1 to Stage 5. There was also approval from K–6 respondents (72%) and Years 7–10 respondents (74%) that the stage statements are an appropriate summary of what students know and can do by the end of the stage of learning. However, there was less support from K–6 respondents (55%) and Years 7–10 respondents (62%) that the syllabus forms a sound basis for developing teaching and learning programs.

The concept of a continuum of learning from K–10 was soundly endorsed, as was the inclusion of ‘prior-to-school’ learning.

It was widely recommended that the stage statements should be located at the front of the syllabus.

### Feedback affirming the continuum of learning in English K–10

Feedback	Sources
The inclusion of ‘prior-to-school’ learning was widely valued as reflecting the importance of language and literacy development in the early years.	CEOW CEOSYD 2 Consultation meeting (2) Survey (1)
The stage statements highlight the importance of the continuum of learning.	2
The stage statements place a strong focus on the individual. ‘Pleasure’, ‘enjoyment’ and critical understanding are excellent inclusions.	Consultation meeting (1)
The stage statements are a clear summary and an appropriate reflection of student achievement at the end of each stage.	Consultation meeting (3)

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
The stage statements are better placed before the outcomes and at the front of the document.	DEC CEOSYD CSOBB CEOW CEOWF BCC NSWTF Consultation meeting (1) Survey (4)	The placement of the stage statements will be revised in light of consultation findings from all learning areas.

Key matters	Sources	Proposed actions
<p>The sequencing of content presents difficulties for programming and assessment.</p> <p>In Stage 4 a shift in focus to producing and critiquing persuasive texts at the expense of more creative writing is apparent.</p> <p>Stage statements in point form or as checklists would enhance clarity and conciseness.</p> <p>Include a Stage 6 stage statement that would describe those students working beyond Stage 5.</p> <p>There are some statements that would benefit from review to improve clarity and specificity and for maintaining consistency in terminology across stages.</p> <p>‘Prior-to-school learning’ section over-emphasises students’ personal experiences. Some students in Early Stage 1 have limited experiences.</p> <p>The statement in the prior-to-school learning section that Early Stage 1 outcomes will not meet the needs of all students indicates that the syllabus is not inclusive and, therefore, is problematic.</p>	<p>DEC CEOSYD CSOBB CEOW PPA BCC Consultation meeting (4) K–6 consultation meeting (2) Survey (4)</p> <p>Consultation meeting (1)</p> <p>CEOSYD Consultation meeting (2)</p> <p>CEOSYD BCC</p> <p>Consultation meeting (2)</p> <p>Consultation meeting (1)</p> <p>6</p>	<p>The sequence of the content will be reviewed to strengthen the continuum across stages.</p> <p>The syllabus will be reviewed in the light of this.</p> <p>The format of the stage statements will be revised in light of consultation findings from all learning areas.</p> <p>The syllabus will be reviewed in the light of this comment.</p> <p>The content of the stage statements will be revised in light of consultation findings from all learning areas.</p> <p>‘Prior-to-school’ text will be reviewed.</p> <p>‘Prior-to-school’ text will be reviewed.</p>

## 5.9 Assessment

### Summary

There was general support from Years 7–10 respondents for the assessment advice. Years 7–10 respondents agreed that the assessment advice will help teachers to make judgements about student achievement in a standards framework (78%) and that the advice on assessment strategies will help teachers to apply the principles of assessment for learning (83%). There was strong approval (83%) that the assessment advice for Years 7–10 Life Skills is appropriate.

Primary teachers expressed uncertainty about how they would manage the assessment process given the outcomes were broad and less specific than in the current K–6 syllabus, whereas Years 7–10 teachers were familiar with the assessment framework of assessment of and for learning and working with groups of outcomes to gather evidence of student achievement. K–6 respondents agreed (64%) that the assessment advice will help teachers to make judgements about student achievement in a standards framework and 69% agreed that the advice on assessment strategies will help teachers to apply the principles of assessment for learning.

Teachers widely expressed the desire to have support materials available to help them manage the assessment process and report student achievement across K–10.

### Feedback affirming assessment advice

Feedback	Sources
The inclusion of quality assessment practices is valued and a significant inclusion in the syllabus.	DEC CEOWF ETA Survey (4)
The assessment advice will assist teachers to make judgements about student achievement in a standards-referenced framework.	IEU

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
Assessment of the current draft outcomes in K–6 would be difficult.	CSOBB IEU 1 Consultation meeting (1)	Outcomes will be reviewed to ensure their usefulness for assessment. The greater specificity will provide more focus for assessment.
There is a lack of guidance regarding the specific requirements for English as an additional language (EAL) learners.	DEC	The syllabus will be reviewed in the light of this comment.

Key matters	Sources	Proposed actions
<p>Reference to differentiated assessment is required, especially for gifted and talented students.</p> <p>The Assessment section should precede the Content section.</p> <p>This section of the syllabus should be reviewed in the light of the Australian curriculum and NAPLAN requirements.</p> <p>Support documents with updated work samples with annotations to exemplify standards and with a direct link to the ARC website are required.</p> <p>There is insufficient advice. Teachers need further clarity about the outcomes, achievement standards and assessment.</p> <p>Direction concerning the transfer to Life Skills is required.</p> <p>The reference to A–E reporting was seen to conflict with the advice on assessment.</p> <p>Assessment information should be in the same format as other key learning areas.</p> <p>Information about learning and assessment adjustments for students with special needs should be moved to the Assessment section so that it is clearly accessible to teachers.</p>	<p>Consultation meeting (4)</p> <p>CEOW CEOWF IEU</p> <p>CEOW Consultation meeting (2) Survey (1)</p> <p>CEOW CEOL PPA 1 Consultation meeting (1) Survey (11)</p> <p>IEU</p> <p>Survey (4)</p> <p>NSWTF Survey (2)</p> <p>Consultation meeting (1)</p> <p>DEC</p>	<p>The syllabus will be reviewed in the light of this comment.</p> <p>The syllabus will be reviewed in the light of this comment.</p> <p>The syllabus includes the mandatory Australian curriculum content descriptions. The assessment advice will be revised in the light of consultation findings from all learning areas.</p> <p>Development of assessment support materials will be delivered following syllabus release.</p> <p>The scope, specificity and clarity of assessment information will be reviewed.</p> <p>The scope, specificity and clarity of assessment information will be reviewed.</p> <p>The section of the advice will be reviewed.</p> <p>The syllabus will be reviewed for consistency.</p> <p>The assessment advice will be reviewed across all syllabuses to ensure it is relevant to all students.</p>
<p><b>Life Skills</b> The A–E reporting process for students with special education needs, particularly those working on outcomes and content from a different stage, needs to be reviewed.</p>	<p>SEC NSWTF</p>	<p>Section 10.3 provides flexibility for school sectors of ways of reporting for students with special education needs.</p>

<b>Key matters</b>	<b>Sources</b>	<b>Proposed actions</b>
Advice about accommodations (changes to the environment), as well as learning adjustments (changes to teaching and learning), should be included in the ‘Assessment for students with special education needs’ section.	DEC	Consistent with the Disability Standards for Education 2005, the Board applies the term ‘adjustments’ to apply to all measures taken to assist a student with a disability to participate on the same basis as their peers. This includes adjustments to teaching and learning processes, as well as adjustments to the environment. The examples provided in this section of the syllabus cover the full scope of adjustments.

## 5.10 Other comments

### Summary

Some respondents indicated that the syllabus should provide more advice about different student ‘groups’. Further work is needed to ensure that the diversity of learners is more fully acknowledged in the introductory section and in the assessment section of the syllabus.

### Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p><b>Diversity of learners</b> More detailed description of the cultural, linguistic and religious diversity of Australian learners is required.</p> <p>More guidance is required about how the ESL scales can be applied to serve the different needs of English as an additional language (EAL) and English as an additional dialect (EALD) groups.</p> <p>Guidance on appropriate strategies for differentiated assessment strategies is required.</p>	<p>DEC</p> <p>DEC Consultation meeting (1)</p> <p>DEC BCC 2 Consultation meeting (1)</p>	<p>A review will consider the scope and specificity of this information.</p> <p>A review will consider the scope and specificity of this information.</p> <p>A review will consider the scope and specificity of this information.</p>
<p><b>Teacher support and resources</b> The need for support and resources in addressing new content and perspectives, and also assessment, is required. Concern for workload in P5 and P6 schools with four syllabuses.</p> <p>A highly flexible and interactive syllabus with colour coding, cross-references, scope and sequence documents, glossary and hyperlinks is required.</p> <p>Incorporate ‘Best Start’ into the early stages.</p> <p>There should be consistent use of terminology. A glossary of terms should be developed to support teachers during implementation.</p>	<p>CEOW BCC PPA Consultation meeting (1) Survey (18)</p> <p>CEOSYD PPA</p> <p>BCC PPA</p> <p>DEC CEOW CSOBB ETA NSWTF Consultation meeting (2) Survey (2)</p>	<p>Targeted support materials will be delivered on release of the syllabus. Assessment support materials will be developed and delivered following syllabus release.</p> <p>An online syllabus is under development with features to facilitate navigation.</p> <p>‘Best Start’ is a program developed for use in DEC schools. The Early Stage 1 content will be reviewed for consistency.</p> <p>The syllabus will be reviewed to ensure consistency in terminology. A glossary will be developed and published with the syllabus.</p>

Key matters	Sources	Proposed actions
<p>Inclusion of a visual conceptual model would provide greater coherence and a common foundation.</p> <p>Scope and sequences should be developed for spelling, text types, punctuation and grammar, and multimodal texts.</p> <p>Consistency in the presentation of content is required, not only in English K–10 but across all key learning areas.</p>	<p>CSOBB Consultation meeting (1)</p> <p>DEC CSOBB BCC PPA NSWTF SM Consultation meeting (5) Survey (3)</p> <p>DEC CSOBB CEOW CEOWF Consultation meeting (4) Survey (4)</p>	<p>A conceptual diagram will be included.</p> <p>Support materials will be developed and delivered following syllabus release.</p> <p>A more consistent model will be used across syllabuses.</p>
<p><b>Life Skills</b> Teachers need further advice about supporting students with special education needs in an integrated setting.</p> <p>The advice to teachers about programming for Life Skills outcomes and content in an integrated setting needs to be strengthened.</p>	<p>SEC SE NSWTF</p> <p>SEC NSWTF</p>	<p>The advice in support materials for each syllabus will be strengthened to include more detailed advice about curriculum adjustments and sample units of work that incorporate adjustments.</p> <p>The support document <i>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</i> will be reviewed to include sample units of work integrating Life Skills outcomes and content with regular outcomes and content.</p>

## 6 Respondents

### 6.1 Responses were received from the following organisations, groups and individuals

<b>Organisations, groups and individuals</b>	<b>Code</b>
Australian Association of Special Education	AASE
Board of Studies Special Education Committee	SEC
Catholic Education Commission NSW	CEC
NSW Department of Education and Communities	DEC
NSW Primary Principals' Association	PPA
NSW Secondary Principals' Council	SPC
NSW/ACT Independent Education Union	IEU
English Teachers Association	ETA
Catholic Education Office – Diocese of Lismore	CEOL
Catholic Education Office – Sydney region	CEOSYD
Catholic Education Office – Diocese of Wilcannia-Forbes	CEOWF
Catholic Education Office – Diocese of Wollongong	CEOW
Catholic Schools Office – Diocese of Broken Bay	CSOBB
Macquarie University Special Education Centre	MUSEC
NSW Teachers Federation	NSWTF
Special Education Teacher Focus Group	SE
Primary Principals Focus Group	PPFG
St Mary's Primary School, Casino	1
St Francis Xavier, Ballina	2
Scone Grammar School	3
Steven Stoneham, Scots College	4
Jalal Volker, classroom teacher	5
Meree Reynolds	6
Marion Stevens	7
Sian Joseph, Newbridge Heights Public School	8
Kathy Hopkinson	9
Ron Stark	10

## 6.2 Board Curriculum Committee (BCC) consultation meeting at OBOS on 29 August 2011

<b>Name</b>	<b>Organisation</b>
Jackie Manuel	Chair
Andrea Connell	Board of Studies NSW
Anne Crabb	NSW Parents Council
Emma Henshaw	Association of Independent Schools of NSW
Mark Howie	Professional Teachers' Council
Christopher Hughes	NSW Teachers Federation
Dianne Butland	Federation of Parents and Citizens Associations of NSW
Letitia Kilpatrick	NSW Department of Education and Communities
Julie McLeod	Primary Curriculum Committee
Michael Murray	NSW Department of Education and Committee
Damian Purins	NSW Teachers Federation
Meree Reynolds	Australian Association for Special Education, NSW
Mary Ryan	Council of Catholic School Parents, NSW
Ian Thompson	Association of Independent Schools of NSW
Brenda Timp	Catholic Education Commission, NSW
Michael Windred	NSW Primary Principals' Association

### 6.3 Teacher consultation meeting

#### K–10 English draft syllabus afternoon consultations

Venue	Date	K–6	Years 7–10	Life Skills	Unspecified	Total
Kogarah	16 August	19	79	3	9	110
Dural	17 August	66	41	4	11	122
Tamworth	23 August	21	23	3	5	52
Lismore	24 August	10	28	0	3	41
Liverpool	12 September	20	31	1	3	55
Albury	13 September	25	18	0	1	44
<b>Total</b>		161	220	11	32	424

#### Primary meetings

Venue	Date	Number of participants
Bathurst	11 August	15
East Maitland	19 August	18
Wagga Wagga	23 August	17
St Marys	26 August	16
<b>Total</b>		66

#### Special education meetings

Venue	Date	Number of participants
Board of Studies	12 August	14