English

K–10 Draft Syllabus Version 2

Consultation Report

May 2012

Contents

1   Background

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.

The *English K–10 Draft Syllabus* includes the agreed Australian curriculum content and achievement standards.

In Terms 2 and 3 of 2011, the Board of Studies conducted widespread consultation to engage stakeholders and to seek their feedback on the draft syllabus. Feedback was gathered through teacher meetings, a Board Curriculum Committee meeting, an online survey, and written submissions from individuals, groups and organisations. A consultation report containing a summary of findings is published on the Board of Studies website.

The key matters emerging from consultation in 2011 were the focus of revisions to the draft syllabus. These key matters, and the proposed actions taken to resolve them, are included below. The revision work resulted in a second version of the draft syllabus which was released for a new round of consultation in 2012. *The English K–10 Draft Syllabus Version 2* was presented in an online interactive format for the first time. The scope of consultation activities is included in section 2 of this report.

The *English K–10 Draft Syllabus Version 2* represents the following key changes:

- the outcomes have been reviewed, amended and in specific instances relocated to more clearly specify the learning required
- the content has been revised to state clearly the learning required for each outcome
- the amount of content has been reduced where appropriate, particularly where there was obvious repetition
- the ways content across K–10 can be presented more consistently has been reviewed and amended
- the organisation of the content and outcomes has been reviewed and amended to enhance clarity and improve sequencing
- the layout of content and outcomes has been reviewed and amended to ensure a strong relationship is evident between outcomes and content
- a K–10 glossary of terms has been developed as part of the syllabus.

2 Consultation Round 2

Consultation on the *English K–10 Draft Syllabus Version 2* was conducted from 13 February to 30 April 2012.

The consultation program consisted of:

- a Board Curriculum Committee consultation meeting on 29 March
- afternoon consultation meetings in:
  – Katoomba on 5 March
  – Burwood on 8 March
  – Chatswood on 12 March
  – Newcastle on 15 March
  – Batemans Bay on 20 March
- special education focus group meetings in:
  – Sydney (at the Board of Studies) on 9 March
  – North Rocks on 14 March
- Kindergarten to Year 6 focus group meetings in:
  – Armidale on 1 March
  – Ryde on 20 March
- an online survey on the Board of Studies website for the period 13 February to 30 April 2012 which was completed by 137 respondents.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to the Board. Various organisations and some individual respondents provided their feedback in written submissions rather than online survey responses.

3   Summary of respondents

Consultation meetings

One Board Curriculum Committee (BCC) meeting, five K–10 teacher meetings, two targeted K–6 teacher focus group meetings and two special education meetings.

BCC members	13	K–10 teachers	117	K–6 teachers	99
Special education	31				

Online survey respondents

137 online survey responses

Years of schooling

Kindergarten to Year 6	25	Years 7 to 10	112

Sector

Catholic	6	Government	30	Independent	3
Non-school based	5	Parent body	0	University	76

Area of NSW

Metropolitan	106	Regional	15

Number of people contributing to the response

1	100	2–4	7	5 or more	14

4 Executive summary

The *English K–10 Draft Syllabus Version 2 Consultation Report* provides a description of the consultation process and a summary and analysis of the feedback received. The summary confirms the general directions of the draft syllabus as well as key matters raised and the amendments that have been made in response.

The consultation report presents data and findings gathered through 137 survey responses, four written submissions, a Board Curriculum Committee (BCC) consultation meeting and nine consultation meetings.

Throughout the Round 2 consultation process, there was recognition that the majority of key matters identified in 2011 have been addressed in the *English K–10 Draft Syllabus Version 2*. Broad consultation on the second version of the draft syllabus has endorsed the concept of a K–10 continuum of learning through the framework of objectives and outcomes. The extension of clear expectations around text requirements through K–10 was widely valued. The inclusion of a glossary within the syllabus was viewed as an important way to develop a shared vocabulary and understanding of English teaching and learning. The reorganisation of the content was seen as valuable, particularly for teaching and learning in K–6. The print and interactive online formats of the syllabus increase the accessibility and usability of the syllabus content.

The following table provides a summary of the key matters raised in the second round of consultations and the actions taken to address them.

Key matters raised	Actions
In the rationale explicit reference is needed to the place of literature in the study of English.	The place of literature has been explicitly stated in the rationale.
In the aim the reference to 'shape meaning' should be changed to 'make meaning' to be consistent with the organisation of content diagram and to better capture the broader notions of responding and composing.	The reference to 'shape meaning' has been changed to 'make meaning'.
The enjoyment of the study of English should be included in the values and attitudes objectives.	The values and attitudes objectives have been reviewed.
The outcomes need to be reorganised so the relationship between the syllabus elements is clear, especially within objectives A and B.	The relationship between the objectives and outcomes has been reviewed to ensure greater clarity.
There are too many content points.	The content has been reviewed and amended to provide the appropriate amount and nature of content.
Clarification is needed about the core nature of the content.	A statement clarifying the status of the content has been included in the syllabus.
A key explaining all the coding systems used in the syllabus is needed.	A key has been created to explain the coding systems.
Some definitions in the glossary require review and additional terminology included.	The glossary has been reviewed and amendments undertaken. New terms, as appropriate, have been included.

5   Analysis

5.1   Rationale

Summary

Feedback endorsed the rationale as a comprehensive statement that clearly and appropriately reflects the multifaceted nature of learning in English. Some respondents suggested the rationale could be strengthened through a more explicit focus on literature and creativity in the study of English. Other respondents indicated that the rationale should be revised to be more inclusive of the diverse range of learners.

Feedback affirming the rationale

Feedback	Sources
The rationale was received positively from a Year 7–10 perspective.	ETA CEOSYD IEU Survey x 6
The rationale is clear, balanced and shows high expectations of students.	Survey x 4
The rationale shows a 'big picture' view of English: valuing literacy, creative expression, the role of language, reflection, text analysis and the importance of lifelong learning.	Survey x 8 Submission 1
The rationale acknowledges the Australian Indigenous perspective.	Survey x 6
The rationale ties English learning to social justice principles of diversity and inclusion.	Survey x 1
The rationale mentions a diversity of texts, including multimedia.	Survey x 2

Matters raised and actions

Matters raised	Sources	Actions
The rationale should be more concise, clearer in its explanation and inclusive of a diverse range of learners.	Newcastle (CM) Survey x 3	The rationale has been reviewed and amended in light of these suggestions.
The rationale should include more of a focus on Australia's multicultural society and the inclusion of texts reflecting that.	Survey x 3	
There should be more explicit focus on creative aspects of English.	Survey x 2	
The inclusion of a reference to the literature and literary heritage of Aboriginal and Torres Strait Islander peoples but not intercultural and Australian literature is questioned.	CEOSYD	The rationale refers to literature of past and contemporary societies which is inclusive of Australian and intercultural literature. The specific emphasis accords with the Australian curriculum's cross-curriculum priorities.

Matters raised	Sources	Actions
A change in the order of the first two sentences should avoid a possible narrow reading of the word 'language'.	ETA	The order of the first two sentences has been changed as recommended.
Explicit reference is needed to the place of literature in the study of English. There is an overemphasis on language which needs to be redefined.	DEC BCC AIS ETA	A statement about the place of literature in the study of English has been included in the rationale.
The statement that 'learning is recursive and develops through ever-widening contexts' needs to be reflected through the entire syllabus.	TF	The recursive nature of learning is a core principle of the syllabus. It is emphasised throughout the continuum of learning and moves from development in the modes to widening multimodal learning in Stages 4 and 5.

5.2   The place of the *English K–10 Syllabus* in the K–12 curriculum

Summary

There was no comment affirming this section of the syllabus either in the survey or in face-to-face meetings.

Some amendment of the diagram was suggested to ensure that the relationship between English courses in Stage 6 is clear.

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

Feedback	Sources
There was no comment received during consultation.	

Matters raised and actions

Matters raised	Sources	Actions
The diagram requires amendment to accurately reflect the pathways for Stage 6 courses.	DEC BCC ETA Survey x 1 TF	The diagram has been reviewed and amended for accuracy and clarity.

5.3 Aim

Summary

The aim was endorsed as a clear and concise statement emphasising the important aspects of teaching and learning in English.

Some respondents suggested refinement of the aim through amendments to the wording and structure. The most significant amendment was to change 'shape meaning' to 'make meaning'. This change ensures consistency with other areas of the syllabus.

Feedback affirming the aim

Feedback	Sources
The aim is valued as a clear statement that summarises the main aspects of English teaching and learning.	Survey x 14 CEOSYD CEOW ETA Submission 1

Matters raised and actions

Matters raised	Sources	Actions
Some amendments to the wording and structure of the aim were suggested such as: replacing the word 'powerful' with 'purposeful', including the word 'creative' and reformatting it in dot points.	CECPD (CM) Survey x 2 BCC AIS Submission 3 TF	The aim has been reviewed and amendments included, as appropriate.
The word 'creative' needs to be included in the aim as it is in the objectives.	AIS	The word 'creative' has been included in the aim.
The reference to 'shape meaning' should be changed to 'make meaning' to ensure consistency with other areas of the syllabus.	DEC BCC TF	The reference to 'shape meaning' has been changed to 'make meaning'.

5.4 Objectives

Summary

The nature and number of objectives were strongly supported at consultation meetings. However, some respondents expressed a view that the values and attitudes objectives should be revised to reflect the diverse needs of students and the enjoyment they can experience from the study of English. These respondents suggested refining the number and wording of the objectives. In addition, other respondents expressed a view that the purpose and place of the objectives in K–6 need clarification to assist teachers to understand the relationship between objectives and outcomes in the K–10 continuum.

Feedback affirming the objectives

Feedback	Sources
The nature and number of objectives are appropriate.	Burwood (CM) Chatswood (CM) Sydney (CECM) CECPD (CM) IWSETN (CM) Newcastle (CM) AIS CEOW ETA Submission 1 Survey x 8

Matters raised and actions

Matters raised	Sources	Actions
The values and attitudes objectives should consider diverse learning needs and how each language mode can be valued.	Burwood (CM) Survey x 2	The values and attitudes objectives have been reviewed and amendments made in light of these suggestions.
The number of values and attitudes objectives needs to be rationalised.	DEC Submission 1 AIS	
The inclusion of a statement concerning the enjoyment of English is required.	Burwood (CM) Survey x 1 DEC BCC AIS ETA	
The objectives need to be reviewed to ensure they include sufficient detail to meet the needs of a diversity of students.	Survey x 8	
Further clarification is needed about the purpose and place of objectives in K–6.	CECPD (CM)	The purpose and place of the objectives in K–6 will be further clarified in the support material.

5.5 Outcomes

Summary

The majority of respondents agreed that the outcomes provide clear statements of the intended results of English learning for students at each stage. There was support for the consistency and continuity of outcomes between stages and the clarity of the outcome relating to communicating and thinking imaginatively and creatively.

There was overall support for a continuum table of objectives and outcomes from K–10. However, a number of respondents raised issues about the consistency in nature, labelling and numbering of the outcomes within that continuum. A number of respondents indicated that relationships between the objectives in the continuum table and the outcomes should be reviewed, especially in regard to objectives A and B.

Feedback affirming the outcomes

Feedback	Sources
The sequence of outcomes is logical, consistent and effective in showing the continuity between stages.	Survey x 8 ETA Submission 3 AIS CEOW
The outcomes are inclusive.	CEOSYD
The outcomes for 'communicating' in Early Stage 1 to Stage 3 are appropriate.	Sydney (CECM)
An outcome for creativity and imaginative thinking is valued.	Katoomba (CM) Survey x 2
The outcomes include higher order elements.	BCC Survey x 2
The outcomes are comprehensive, well-structured and detailed, clearly linking to the ESL scales.	Chatswood (CM) Newcastle (CM) Survey x 1
A clear developmental sequence in the outcomes across K–6 is evident for spelling, grammar and 'graphological, phonological, syntactic and semantic' outcomes.	AIS TF

Matters raised and actions

Matters raised	Sources	Actions
Some amendments to the nature, organisation and wording of the outcomes were suggested, especially in Early Stage 1 to Stage 2 within objectives A and B.	Katoomba (CM) Survey x 4 DEC BCC CEOW SEC AASE	The relationship between the objectives and outcomes has been reviewed to ensure greater clarity.

Matters raised	Sources	Actions
The notion of responding to and composing texts for pleasure in Early Stage 1 to Stage 3 outcomes should be included.	DEC	The outcomes have been reviewed for consistency from K–10 and appropriate amendments undertaken.
Consistency is needed in the labelling of outcomes from K–10.	Katoomba (CM) Burwood (CM) Chatswood (CM)	The labelling of the outcomes has been reviewed and amendments made as appropriate.
The absence of specific outcomes for grammar and punctuation in Stages 4–5 will compromise the teaching of these skills.	CEOSYD TF	The Stage 4 and 5 outcomes are multimodal but include specific content for grammar and punctuation under outcome 3.
Advice required about how to assess stand-alone 'thinking' outcomes without a context.	CEOSYD	The content embeds appropriate contexts for this learning.
A gap has emerged in the nature of the outcomes between Stage 2 and Stage 3.	DEC	The outcomes reflect the change in the nature of the learning as students move to Stage 3.
The wording of the outcomes in the transition from Stage 3 to Stage 4 needs to be reviewed to ensure an appropriate growth in learning.	ETA	The wording of the outcomes in the transition from Stage 3 to Stage 4 has been reviewed and amended.
The outcomes need to be reviewed to ensure their appropriateness to each stage of learning.	Chatswood (CM) Burwood (CM) Survey x 4 ETA	The outcomes have been reviewed and amended as appropriate to ensure they are appropriate to each stage of learning.
The numbering and coding of outcomes should be reviewed to provide clarity and support programming.	Newcastle (CM) CECPD (CM) Armidale (K–6 CM)	The numbering of outcomes has been reviewed for clarity and to ensure consistency with other Phase 1 syllabuses.
The Stage 4 and Stage 5 outcomes need to be more explicit, like the Early Stage 1 to Stage 3 outcomes.	Batemans Bay (CM) Survey x 1	The Stage 4 and Stage 5 outcomes have been reviewed for clarity. However, the nature of learning progresses to a more multimodal approach in Stage 4 and Stage 5.
The diversity of student background and opportunity needs to be acknowledged and addressed.	Survey x 4	Outcomes indicate what students are expected to achieve at the end of each stage. Teachers will plan programs to support the nature of the learners in their class.

5.6 Content

Summary

Respondents supported the content of the *English K–10 Draft Syllabus Version 2*. There was strong support for the reorganisation of the content and the clarity and usability of the print and interactive online formats. The focus on modes, the embedding of literature and the advice about ESL in Early Stage 1 to Stage 3 was strongly supported by K–6 respondents. There was comment about the improvement in the quality of the learning across the curriculum areas and their usefulness in the classroom for teachers and students.

The inclusion of the key processes as an organising framework for the content was supported by some respondents; others expressed the need for further clarification about their role. There was a view from some respondents that there are too many content points. Alternatively, suggestions were made to add further content in a range of areas. As a result content was only added where it was deemed crucial. Some points were strengthened while not adding to the overall volume of content. This was a key consideration when responding to other suggestions about further content to be added. In order to maintain the manageability for teachers some content was deleted and new material was added only where it was deemed essential. Some points were strengthened and clarified while not adding to the overall volume of content. Amendments were suggested to review content and make changes as appropriate. Many respondents expressed the need for further clarification about the coding systems used in the syllabus. A statement clarifying the status of the content will help teachers to understand how best to meet the needs of their students.

Feedback affirming the content

Feedback	Sources
The syllabus is now easy to read; more accessible and user friendly showing that the Board has responded to the previous round of feedback.	Burwood (CM) IWSETN (CM) Sydney (CECM) Survey x 4 Chatswood (CM) Batemans Bay Armidale K–6 Armidale K–6 CEOBB DEC AIS ETA
The continuity in outcomes and content across stages and its representation in a table is supported.	Katoomba (CM) Armidale K–6 Newcastle (CM) Ryde (K–6 CM) CECPD (CM) Chatswood (CM) Newcastle (CM) Burwood (CM) BCC CEOW ETA Submission 1 Survey x 1

Feedback	Sources
The organisation of content into stages is supported as this allows teachers flexibility to adapt the content to the needs of the student.	TF
A greater recognition of the place of the student is evident in this student-centred syllabus.	ETA
The inclusion of the key processes through K–10 is valued.	Burwood (CM) Katoomba (CM) Newcastle (CM) CECPD (CM) Survey x 2 AIS ETA IEU
The inclusion of advice for teaching gifted and talented students is supported.	Chatswood (CM) Survey x 1 ETA Submission 1 TF
The embedding of literature in Early Stage 1 to Stage 3 content is valued.	Katoomba (CM) Chatswood (CM) Armidale (K–6 CM) BCC TF
The presentation of content has improved.	Newcastle (CM) BCC
Useful suggestions of types of text are included in the text requirements section.	Sydney (CECM) Survey x 1
The focus on the modes in Early Stage 1 to Stage 2 is valued.	DEC BCC TF
The focus on the diversity of learners has been strengthened.	DEC TF
The quality of the learning across the curriculum areas has improved.	Newcastle (CM) Batemans Bay (CM) CECPD (CM) Survey x 1
The Life Skills outcomes and content provide many opportunities to support students to develop a deep understanding of Asia and Australia's relationship with Asia.	DEC
Sustainability and Environment has been defined in the syllabus.	DEC
The syllabus provides a range of opportunities for students to explore Ethical Understanding within the context of classroom learning.	DEC

Feedback	Sources
The syllabus includes a meaningful statement reflecting how students develop competence in information and communication technology and a more consistent continuum of learning for ICT which is better integrated into the syllabus content.	DEC
ICT is clear and open ended allowing for a range of digital technologies to be used.	Armidale (K–6 CM) TF
The advice regarding EAL/D learners is valued.	CECPD (CM) Burwood (CM) Newcastle (CM) ETA Submission 3 Survey x 3 TF
The K–10 continuum table of objectives and outcomes is supported as a model for other Phase 1 syllabuses.	CECPD (CM)

Matters raised and actions

Matters raised	Sources	Actions
Content		
There are too many content points.	Burwood (CM) Sydney (CECM) Survey x 4 AIS IEU ETA TF Submission 3	The content has been reviewed and amended to provide the appropriate amount and nature of content.
The content is too prescriptive.	IEU Newcastle (CM) TF Survey x 2	
The amount of content should be re-evaluated to allow the development of higher order and critical thinking skills and skills unique to English.	TF	The content has been revised to ensure that there is a strong emphasis on skills of analysis and critical thinking.
The content should be revised to increase the emphasis on the critical in Stage 4, strengthen the opportunities for responding and strengthen metacognitive approaches in Stage 4 and Stage 5.	ETA	
Outcomes 2 and 9 should provide content that scaffolds the development of independent inquiry and responsibility for learning.	ETA	

Matters raised	Sources	Actions
The content should be revised, particularly in Early Stage 1 to Stage 2 to ensure overloaded content points are unpacked, repetition is avoided and additional content included where necessary.	DEC BCC Submission 1 Survey x 1	Significant changes have been made to the content in these stages that reflect some very specific feedback. The K–6 Reading content has been adjusted to improve the sequencing.
The Reading content should be revised, particularly in Early Stage 1 to Stage 2 to improve its sequencing within and across stages.	SEC AASE BCC TF Survey x 2	
Clarification is required about the status and nature of the content and how to incorporate this content in programs.	Katoomba (CM) Chatswood (CM) Burwood (CM) Newcastle (CM) DEC BCC AIS IEU ETA	The advice about the status and nature of the content has been clarified.
The location of handwriting content needs to be reviewed.	Katoomba (CM) Batemans Bay (CM) Newcastle (CM) CEOW Survey x 1	The location of handwriting content has been reviewed and amended as appropriate.
There should be recognition of the place of biblical beliefs and insights in the structure and content of the syllabus.	Submission 4	There are opportunities through teaching and learning experiences to explore these areas.
Comprehension, writing strategies and information skills should be explicitly included and more consistently addressed.	Newcastle (CM) BCC SEC AASE CEOW	The content has been reviewed to ensure that comprehension and writing strategies are explicitly included and consistently addressed.
The content about spelling is too specific and tied to stages where the teaching needs to be contextualised, authentic and recursive.	TF	The specific content related to spelling responds to the strong requests for more explicit representation of the skills. The skills, however, will be taught in contextualised and authentic ways throughout the stages of schooling.
A more consistent intent of the inclusion of specific grammar and language terms should be included.	TF	Grammar and language terminology has been reviewed for consistency. Where differences appear they have been included on the basis of stage appropriateness. The glossary has been updated substantially to clarify terms.

Matters raised	Sources	Actions
Organisation of content		
The Australian curriculum content descriptions are overly prescriptive and narrow and are not consistent with the rationale. They should be revised.	TF	The syllabus has incorporated the Australian curriculum content descriptions but provides further detail to ensure that the overall learning for students is consistent with the overall intentions of the syllabus.
The content should be rearranged so that teachers can see the progression from one outcome and its accompanying content to another.	SEC AASE Survey x 1	The sequencing of the content has been reviewed and amended.
The strategies for teaching EAL/D and gifted and talented students could be refined further.	Chatswood (CM) Burwood (CM)	Further advice about the diversity of students with special education needs has been included in the syllabus and support materials.
A section is needed that recognises and describes the diversity of students, including students with special needs and EAL/D learners, and outlines ways in which learning can be differentiated to cater for that diversity.	DEC BCC CECPD (CM)	
Clarification is required about the key processes, in particular their wording and integration.	DEC BCC Newcastle (CM) AIS	Clarification has been provided about the key processes.
The continuum of objectives and outcomes table requires further explanation so teachers clearly understand the framework.	Chatswood (CM) CECPD (CM)	The continuum table has been revised to ensure clarity and usability.
Coding		
The content points need coding to make it easier to program.	Burwood (CM) Batemans Bay (CM) AIS CEOW ETA Survey x 12	The numbering is limited to the objective and outcome level.
The coding system should be consistent across all strands and subjects. English has not identified strands like the other subjects.	Armidale (K–6 CM) CEOW	Feedback from previous consultations indicated that the organisation of content by strands does not appropriately reflect the nature of teaching and learning in English.
A key explaining all the coding systems used in the syllabus is needed.	Katoomba (CM) Burwood (CM) Newcastle (CM) Batemans Bay (CM) Chatswood (CM) BCC AIS	A key has been created to explain the coding systems used.

Matters raised	Sources	Actions
The coding of the outcomes seems initially to be cumbersome but will be useful as teachers become familiar with its logic.	TF	A key which explains the coding system used has been included in each syllabus.
Text specifications		
Clarification is needed about the terminology used such as 'quality literature' and 'Asian Australians'.	Burwood (CM) Armidale (K–6 CM) CEOW Survey x 3	The terminology used has been reviewed and amended, as appropriate.
A recommended text list is needed.	Armidale (K–6 CM) Newcastle (CM) CECPD (CM)	The revised *Fiction, Film and other Texts* support document will provide guidance about texts.
If teachers are responsible for text selection then texts which convey the experiences of Australian Muslims may be deemed 'irrelevant' for students in many schools, limiting their cross-cultural understanding and knowledge.	Submission 2	Schools and teachers select the most appropriate texts for their students from K–10 within the requirements set by the syllabus. This includes texts which give students the experience of a wide range of cultural and social perspectives and a wide range of literary texts from other countries and times.
The organisation of text types would be best represented in a diagram in their three 'families': informative, imaginative and persuasive in the content and text requirements.	AIS	This suggestion will be considered for inclusion in appropriate support materials.
Texts that include aspects of environmental and social sustainability need to be removed from content and text requirements.	DEC	The representation of this learning across the curriculum area in the text requirements section has been reviewed.
The inclusion of workplace texts in Stage 4 is too soon.	Batemans Bay (CM)	The inclusion of workplace texts at Stage 4 has been reviewed.
Learning across the curriculum		
Learning across the curriculum needs to be renamed and presented as two distinct groups consistent with the Australian curriculum's general capabilities and cross-curriculum priorities.	DEC CEOSYD	The organisation of the learning across the curriculum areas has been reviewed and these areas are consistent with the Australian curriculum's general capabilities and cross-curriculum priorities.
Consistent definitions of learning across the curriculum areas need to be applied across all four syllabuses.	DEC	The definitions for learning across the curriculum areas have been reviewed to ensure a consistent approach to these areas while maintaining subject integrity.

Matters raised	Sources	Actions
The consistency of tagging of learning across the curriculum within the syllabus content needs to be improved to ensure appropriate opportunities are identified.	DEC CEOSYD	The consistency of tagging of learning across the curriculum areas has been reviewed and revised to ensure authentic and appropriate opportunities for students.
Literacy should be tagged to emphasise the important role of literacy in English.	DEC	Literacy is embedded throughout the English syllabus. It relates to a high proportion of the content descriptions across K–10. Consequently, Literacy is not tagged in the English syllabus.
Advice is required about how to include learning across the curriculum areas in programming.	Newcastle (CM)	The learning across the curriculum areas are embedded in the content. Advice about programming will be provided in support materials.
It is strongly recommended that 'Aboriginal or Torres Strait Islander' be used throughout all syllabus documents rather than the term 'Indigenous'.	DEC	The references have been reviewed and amended.
The wording 'Aboriginal perspectives' should be replaced with the wording 'Aboriginal content'.	DEC	The wording 'Aboriginal perspectives' has been reviewed.
Aboriginal perspectives are not sufficiently represented in the syllabuses.	TF	Aboriginal perspectives have been reviewed and strengthened in the syllabus.
The meaning of Difference and Diversity is unclear and requires greater clarity.	DEC	Reference to Difference and Diversity has been reviewed.
There is insufficient regard to Aboriginal perspectives.	TF	Attention is being given to the whole of the curriculum to make sure that the overall learning of students includes a strong inclusion of Aboriginal and Torres Strait Islander histories and cultures.
There is limited and inconsistent reflection of Asia and Australia's engagement with Asia within the content of the draft English syllabus.	DEC	The tagging of Asia and Australia's engagement with Asia has been reviewed within the context of the Australian curriculum.
There is a lack of adequate subject-specific examples to support Critical and Creative Thinking.	DEC	The tagging of Critical and Creative Thinking has been reviewed.
The statement for Intercultural Understanding needs revision to remove the impression that the approach is largely limited to a study of 'other' cultures.	DEC	The statement for Intercultural Understanding has been reviewed.

Matters raised	Sources	Actions
The content tagged for Sustainability is limited and there are opportunities for additional content to be identified.	DEC	The tagging of Sustainability has been reviewed.
There is limited tagging of Numeracy.	DEC	The tagging of Numeracy has been reviewed.
EAL/D A clear statement is needed about the distinction between Aboriginal students who may use Aboriginal English and those who use a non-standard variety of English as their home dialect.	Katoomba (CM)	A statement has been included to clarify the distinction.
Use of the term 'dialect' in the context of EAL/D should be further refined in the glossary.	Chatswood (CM)	The definition and examples in the glossary were reviewed and amended, as appropriate.
The descriptions of the *ESL scales* should be included as well as the numbers.	AIS	A link to the *ESL scales* will be provided in the interactive online format of the syllabus.

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. Respondents particularly noted the increase in access points for students with special education needs. The placement and sequencing of the Years 7–10 Life Skills outcomes was strongly supported. Some respondents commented that the content for students with special education needs is helpful for teachers in both mainstream and special schools.

Some respondents suggested the need for further advice about adjustments to content, consistency in tracking skills and content from stage to stage and the revision of outcomes and content in the early years to address the needs of some students with significant disabilities.

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

Feedback	Sources
Access points for students with special education needs in K–6 have increased.	Sydney (CECM) North Rocks (SECM)
The additional advice given regarding special needs is supported by K–6 teachers.	CECPD (CM)
The statement regarding the scope of communication systems used by students and the note attached to objective A allowing the full range of visual strategies to achieve outcomes are important inclusions.	Sydney (CECM) North Rocks (SECM)
The presentation of Life Skills and related Stage 4 and Stage 5 outcomes reinforces further academic challenge for students undertaking Life Skills outcomes and content.	Sydney (CECM)
The Life Skills and related Stage 4 and Stage 5 outcomes are helpful for teachers in mainstream and special schools.	Sydney (CECM) Survey x 1
There was support for the table of comparative outcomes in the Life Skills section.	Sydney (CECM)
The placement of related Life Skills outcomes and content with the Stage 4 and Stage 5 content is helpful for teachers.	Katoomba (CM) Burwood (CM) Newcastle (CM) BCC ETA CEOSYD CEOW IWSETN Survey x 2
The inclusion of advice about reporting against Life Skills outcomes and content and advice about reporting against outcomes from a lower stage in K–6 was supported.	SEC AASE

Feedback	Sources
The Life Skills outcomes are appropriately sequenced and relevant for the full range of learners.	Sydney (CECM) Survey x 4
The text requirements offer variety for teachers of Life Skills outcomes and content.	IWSETN (CM) Survey x 1
The section on reporting now includes the important statement of 'or equivalent'.	TF

Matters raised and actions

Matters raised	Sources	Actions
Issues relating to special education needs advice		
Further advice is required about making adjustments to teaching, learning, assessment and reporting for students with special education needs.	Sydney (SECM) SEC AASE DEC	Advice on making adjustments for students with special education needs is provided in support materials.
The advice about curriculum options and accessing outcomes and content for students with special education needs, including Life Skills, requires review.	SEC AASE DEC Sydney (SECM) North Rocks (SECM)	This advice has been reviewed and strengthened.
Advice about providing for students with special education needs, including programming support and other materials, is required with the release of the syllabuses.	AASE TF	Materials to support initial implementation will accompany the release of the syllabuses. Further advice about programming and assessment, including review of the Life Skills support materials, will be provided during Term 4.
Advice about the selection of content in the Years 7–10 Life Skills content section of the syllabus requires strengthening and prominence.	IWSETN	The advice has been reviewed to ensure its clarity. The interactive online syllabus will allow customised views of sections of the syllabus.
Specific matters relating to K–6		
Early Stage 1 to Stage 3 outcomes and content do not meet the needs of some students with significant disabilities.	North Rocks (SECM) BCC	Advice about making adjustments will be included in the support materials.
The K–6 content should acknowledge the needs of non-verbal students.	North Rocks (SECM)	The content related to communicating has been reviewed and amended, as appropriate.
In the K–6 content some communicating and reading terminology requires clarification.	Sydney (CECM)	The content has been reviewed and amended in light of this comment.
In K–6, text types are not relevant for students with special education needs.	North Rocks (SECM)	Appropriate adjustments can be made to address individual learner needs.

Matters raised	Sources	Actions
Issues relating to Life Skills advice		
Clear and consistent messages should be provided about syllabus requirements in relation to content expectations for Life Skills students.	DEC Survey x 1	The requirements for the Life Skills outcomes and content are included in the Life Skills section of the syllabus and in support materials.
Clarification is required about which students should study Life Skills outcomes and content.	AASE IWSETN Sydney (SECM) SEC	Advice will clarify that Life Skills outcomes and content should be studied by students who are unable to achieve the regular Stage 4 and Stage 5 outcomes and content.
An explanation of the terms 'independently' and 'with support' in relation to achievement of outcomes is required.	AASE	Advice about demonstration of achievement of outcomes will be provided in the Life Skills support materials.
Further advice is required about reporting achievement of students in relation to Life Skills outcomes and content.	Sydney (SECM)	Advice about reporting achievement of students undertaking Like Skills outcomes and content is provided in the Life Skills support document *Life Skills Years 7–10: Advice on Planning, Programming and Assessment.*
The flow chart describing the decision-making process for accessing Life Skills outcomes and content should be included in the K–10 syllabuses.	SEC AASE	The diagram is included in support materials for Life Skills. The interactive online format of the syllabus will provide greater flexibility to customise views of the syllabus and links to support materials.
Specific matters relating to Years 7–10 Life Skills content and outcomes		
Advice about adjustments to content in Stage 4 and Stage 5 is needed.	Sydney (CECM)	Further advice about adjustments has been provided in the support materials.
Regular course outcomes codes for Stage 4 and Stage 5 should be included on Life Skills content pages.	North Rocks (SECM) SEC AASE	The codes for regular Stage 4 and Stage 5 course outcomes have been included on the Life Skills content pages.

Matters raised	Sources	Actions
The table showing the Life Skills and related syllabus outcomes should be presented before the Stage 4 and Stage 5 content.	Chatswood (CM)	The related Life Skills outcomes are included within the Stage 4 and Stage 5 content.
Life Skills outcomes included on each Stage 4 and Stage 5 content page should refer to the syllabus sections.	DEC	Life Skills outcomes and content are included in the Life Skills section of each syllabus.
Some Life Skills outcomes require further clarification.	Sydney (CECM)	The Life Skills outcomes have been reviewed and changes made, as appropriate.
The continuum of Life Skills outcomes in Stage 4 to Stage 6 should be reviewed to reflect the progression in skills, knowledge and understanding from Stage 4 to Stage 6.	North Rocks (SECM)	The Stage 4 and Stage 5 Life Skills outcomes and content have been developed to continue the continuum from K–12. Stage 6 will be reviewed when the senior years curriculum is developed.

5.8 Continuum of learning in English K–10

Summary

The continuum was supported by respondents. It presents a useful description of the scope and sequence of learning in English from K–10.

Some respondents expressed the view that there are inconsistencies across stages and the statements need to be strengthened. It was recommended that the stage statements be located at the front of the print syllabus.

Feedback affirming the continuum of learning in English K–10

Feedback	Sources
The inclusion of a K–10 continuum was widely valued. A stronger sense of a K–10 continuum has been achieved by revising Stage 3 outcomes and using a common approach to organising content.	Ryde (K–6 CM) Armidale (K–6 CM) Chatswood (CM) Katoomba (CM) CECPD (CM) BCC DEC TF
The inclusion of the prior-to-school statement provides a good foundation for Early Stage 1.	TF

Matters raised and actions

Matters raised	Sources	Actions
The modes and skills labels across the stages should be consistent and logical so they are easy to read and follow.	DEC BCC	The sequence of modes and skills labels has been reviewed to strengthen the continuum across stages.
The stage statements could be revised to link more clearly to the requirements of national testing.	Batemans Bay (CM)	NAPLAN testing is administered by the Australian Curriculum and Reporting Authority. The NSW K–10 English syllabus includes the nationally agreed Australian curriculum content descriptions and provides clarification of the scope, breadth and depth of learning.

Matters raised	Sources	Actions
The stage statements should be reviewed to develop a more consistent structure across the four syllabuses.	DEC TF	The stage statements have been reviewed. They describe the knowledge, understanding and skills developed at the end of a stage in each subject in a consistent way. The stage statements are based on and reflect the scope of the course outcomes, and the organisation and sequence of content.
The replacement of the Foundation statements with stage statements in Years K–6 needs targeted and clear communication.	DEC	The stage statements replace the K–6 Foundation statements and summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage.
The location of the stage statements requires review.	Newcastle (CM) BCC CEOSYD CEOW TF Submission 3	The stage statements have been moved to the Outcomes section of the syllabus.
Life Skills outcomes and content should be included as part of the continuum of learning.	North Rocks (SECM)	Life Skills outcomes and content are an alternative option to the regular Stage 4 and Stage 5 courses and as such are not included in the learning continuum. Their relationship is described in the Life Skills section of the syllabus.

5.9 Assessment

Summary

Some respondents expressed support for the assessment advice. A view was expressed by a number of respondents that the assessment advice section requires more content on assessment of learning and strategies for giving feedback. Clarification was sought on the modes assessed and advice for K–6 teachers on how to assess the 'reflection' outcome.

Feedback affirming the assessment advice

Feedback	Sources
The assessment advice is valued.	Katoomba (CM) CECPD (CM) ETA Submission 1

Matters raised and actions

Matters raised	Sources	Actions
The assessment advice requires more detail in relation to the role of assessment of learning and feedback.	Katoomba (CM) Burwood (CM) Chatswood (CM) Newcastle (CM)	This will be provided in support materials.
Specific advice is needed about assessment requirements incorporating 'modes' and 'reflection'.	Newcastle (CM) Chatswood (CM)	
The assessment advice requires more detail in relation to assessment for learning principles, choosing assessment strategies and ways to assess the range of modes in all stages.	ETA	
K–6 teachers need advice about how to assess the 'reflection' outcome.	Burwood (CM)	Advice for K–6 teachers about how to assess the reflection outcome will be provided in support materials.
Further advice is required in relation to the role of stage statements in programming, assessing and reporting and to their place identifying standards.	DEC	The role of the stage statements will be clarified in advice about assessment in support materials.

5.10 Other comments

Summary

The digital version of the syllabus was strongly supported as it gives teachers multiple ways to access syllabus content and saves time. Many respondents gave suggestions to enhance the usability of the digital and print versions of the syllabus through adjustments to layout and functionality.

The glossary and *Fiction, Film and other Texts* support document were strongly supported as valuable support materials. There was comment about the need for more detail about the type and style of support materials. Some respondents commented that the current support documents are useful and need to be retained to support beginning teachers.

Feedback affirming the *English K–10 Draft Syllabus Version 2*

Feedback	Sources
The glossary is a valuable inclusion in the syllabus and supports the development of a shared understanding of English teaching and learning.	Armidale (K–6 CM) Katoomba (CM) Chatswood (CM) CECPD (CM) BCC AIS CEOW ETA TF Submission 1 Survey x 2
The plans to revise the *Fiction, Film and other Texts* support document is acknowledged as a valuable initiative.	Burwood (CM) Newcastle (CM) Armidale (K–6 CM) CECPD (CM)
A digital version of the syllabus makes it easier for teachers to access and use the content.	Burwood (CM) IWSETN (CM) Chatswood (CM) CEOSYD CEOW TF
The organisation of content diagram is a valuable inclusion in the syllabus.	Newcastle (CM) Submission 3 Survey x 4
Including the outcomes on the same page as the relevant content makes it easier for teachers to see the relationship between them.	Newcastle (CM)
The Life Skills content and the Extension, Enrichment and EAL/D sections, and the incorporation of the *ESL scales* in the syllabus are supported.	TF

Matters raised and actions

Matters raised	Sources	Actions
Glossary		
Clarification is needed on definitions and examples for dialects and non-standard Englishes in the glossary.	Katoomba (CM)	Definitions and examples for dialects and non-standard forms of English have been clarified in the glossary.
The definition of literature requires review and amendment.	ETA	The definition of literature has been reviewed and amended.
The glossary words in the digital version of the syllabus need hyperlinking.	Newcastle (CM) BCC CEOW	The interactive online format of the syllabus will include additional functionality in the glossary.
Suggestions made for the clarification of particular terms and the inclusion of additional terms, for example definition of 'digraph' should say 'phoneme' not 'sound' and the term 'language types' needs clarification.	Newcastle (CM) Chatswood (CM) Batemans Bay (CM) BCC DEC AIS SEC AASE ETA Survey x 3	The glossary has been reviewed and amended as appropriate.
Implementation		
Clarification is needed about implementation plans and associated professional development.	Batemans Bay (CM) Survey x 1 TF	During 2012 the Board, in consultation with the sectors, will provide advice about implementation.
There is a need for professional development for teachers, particularly primary teachers, to support the introduction of the new syllabus.	TF	
The amount of content in the new K–10 English, Mathematics, Science and History syllabuses will diminish the time available for other learning areas.	TF	The syllabuses are designed to be taught within the time currently available in NSW schools. There is flexibility, particularly in the primary curriculum, to make decisions on areas of emphasis based on learning needs and available time.

Matters raised	Sources	Actions
Support materials		
More detail required about the nature of support materials, especially scope and sequences.	Burwood (CM) Newcastle (CM) BCC CEOW	Initial support materials will be delivered with the release of the syllabus. Further support materials will be developed and delivered following syllabus release.
Support materials need to be presented in a variety of formats such as print and digital.	Burwood (CM) Newcastle (CM)	Support materials will be presented in a variety of formats.
Support materials needed to assist K–6 teachers in adapting the outcomes and content for students with special education needs.	North Rocks (SECM)	Advice about making adjustments for students with special education needs is provided in support materials on the Board of Studies website.
Support materials need to give clear recommendations about how to adjust content for EAL/D students.	Newcastle (CM)	Support materials will provide further advice about adjusting content to meet the needs of a range of students.
It will be useful to have suggested resources linked to outcomes, particularly in the digital version of the syllabus.	Newcastle (CM)	The interactive online format of the syllabus will include functionality to assist teachers in finding resources to match content.
Sample scope and sequences for text types, grammar, spelling and punctuation are needed for K–6 teachers.	CECPD (CM) BCC	Initial support materials will be delivered with the release of the syllabus. Further support materials will be developed and delivered following syllabus release.
Format		
Explanations of the terms used to describe elements of the syllabus should be provided.	DEC	Explanations of the terms will be provided in initial support materials.
The facility to filter by modes, key processes, learning across the curriculum areas and the viewing of K–10 scope and sequences in areas like spelling and grammar is needed in the online syllabus.	DEC	The interactive online format of the syllabus will enable filtering of learning across the curriculum areas and additional search functions.
The online syllabus should include hyperlinks to resources and additional functionality in the next version.	CEOSYD CEOW	The interactive online format of the syllabus will include additional functionality to link to resources.

Matters raised	Sources	Actions
The table of objectives and outcomes should be formatted across two pages as it is too hard to read. In the digital version additional formatting should be included such as colour and bold lines to improve its usability.	Burwood (CM) Newcastle (CM) BCC AIS CEOW ETA	The format of the table of objectives and outcomes has been reviewed to improve usability.
The addition of outcome codes and modes and skills labels to the table of objectives and outcomes would assist teachers.	Katoomba (CM)	The continuum table has been revised to ensure clarity and usability.
The Australian curriculum content should be able to be extracted and printed.	Burwood (CM)	The syllabus includes the Australian curriculum content descriptions which are coded. Teachers may search for Australian curriculum content using these codes in the interactive online format of the syllabus.
A clearer layout of the key processes and dot points is needed in both the digital and paper versions.	Katoomba (CM) Armidale (K–6 CM)	The layout of the key processes and dot points has been reviewed.
The organisation of content diagram should be refined so it reflects the nature of learning in English.	Newcastle (CM) CECPD (CM) Survey x 5 AIS CEOSYD ETA Submission 3	The organisation of content diagram has been reviewed to ensure clarity.
There will be confusion if the print version of the syllabus uses codes and the digital version icons for Learning across the curriculum areas.	Burwood (CM)	The print version of the final syllabus includes icons to represent these areas.

6 Quantitative analysis of survey responses

6.1 English K–6 survey (note: due to rounding, some percentages may not total 100%)

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non-response	
		n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Objectives											
The objectives are inclusive of all students	23	3	13%	15	65%	4	17%	1	4%	0	0 %
The objectives capture the values and attitudes that are integral to the study of English	23	3	13%	18	78%	0	0%	2	9%	0	0%
Outcomes											
The outcomes are inclusive of all students	22	2	9%	17	77%	3	14%	0	0%	0	0%
The outcomes provide specific direction for teaching, learning and assessing	22	1	5%	14	64%	6	27%	1	5%	0	0%
There is a clear developmental sequence in the outcomes across the stages	22	3	14%	13	59%	5	23%	0	0%	1	5%
The outcomes are appropriate to the stage of learning	22	2	9%	15	68%	5	22%	0	0%	0	0%
Content											
The diagram makes clear the relationships between the syllabus components	21	3	14%	12	57%	5	24%	1	5%	0	0%
The explanations for 'responding' and 'composing' are clear	21	2	10%	14	67%	4	19%	1	5%	0	0%
The organisation of content suits the programming of English in my school	21	2	10%	13	62%	5	24%	1	5%	0	0%
There is a clear relationship between the content across the stages of learning	21	3	14%	12	57%	4	19%	1	5%	1	5%
The content is appropriate to the stages of learning	21	4	19%	11	52%	5	24%	1	5%	0	0%
The content reflects the learning focus of each outcome	21	4	19%	10	48%	5	24%	1	5%	1	5%
The prior-to-school learning statement is inclusive of all students	21	4	19%	10	48%	5	24%	1	5%	1	5%
Stage statements											
The stage statements provide a clear summary of student learning in relation to the outcomes	21	2	10%	15	71%	2	10%	1	5%	1	5%

6.2 English Years 7–10 survey (note: due to rounding, some percentages may not total 100%)

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non-response	
		n	%	n	%	n	%	n	%	n	%
Objectives											
The objectives are inclusive of all students	112	21	19%	74	66%	13	12%	1	1%	3	3%
The objectives capture the values and attitudes that are integral to the study of English	112	31	28%	62	55%	13	12%	2	2%	4	4%
Outcomes											
The outcomes are inclusive of all students	109	11	10%	80	73%	13	12%	1	1%	4	4%
The outcomes provide specific direction for teaching, learning and assessing	109	16	15%	69	63%	19	17%	2	2%	3	3%
There is a clear developmental sequence in the outcomes across the stages	109	24	22%	69	63%	12	11%	0	0%	4	4%
The outcomes are appropriate to the stage of learning	109	11	10%	80	73%	13	12%	1	1%	4	4%
Content											
The diagram makes clear the relationships between the syllabus components	105	16	15%	57	54%	21	20%	3	3%	8	8%
The explanations for 'responding' and 'composing' are clear	105	20	19%	70	67%	10	10%	0	0%	5	5%
The organisation of content suits the programming of English in my school	105	7	7%	47	45%	12	11%	5	5%	34	32%
There is a clear relationship between the content across the stages of learning	105	8	8%	79	75%	13	12%	0	0%	5	5%
The inclusion of related Life Skills outcomes within the Stage 4 and Stage 5 content is useful	105	26	25%	57	54%	9	9%	0	0%	13	12%
The content is appropriate to the stages of learning	104	13	13%	75	72%	9	9%	3	3%	4	4%
The content reflects the learning focus of each outcome	104	10	10%	82	79%	6	6%	2	2%	4	4%
The advice regarding ESL scales and their links to the English syllabus is appropriate	104	11	11%	66	64%	12	12%	1	1%	14	14%
Life Skills											
The relationship between Life Skills outcomes and content, and Stage 4 and 5 outcomes and content is clear	103	14	14%	67	65%	8	8%	0	0%	14	14%
The Life Skills outcomes are accessible to the range of students undertaking Life skills outcomes and content	103	9	9%	81	79%	2	2%	0	0%	11	11%
The Life Skills outcomes are appropriately sequenced	103	4	4%	81	79%	5	5%	0	0%	13	13%

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non-response	
		n	%	n	%	n	%	n	%	n	%
The advice in section 8.2 about text requirements will assist in programming Life Skills outcomes and content	103	8	8%	74	72%	7	7%	0	0%	14	14%
The Life Skills content is relevant for the range of students undertaking Life Skills outcomes and content	103	8	8%	79	77%	3	3%	0	0%	13	13%
Stage statements The stage statements provide a clear summary of student learning in relation to the outcomes	103	13	13%	82	80%	5	5%	0	0%	3	3%

7 Respondents

7.1 Consultation meetings

English K–10 Draft Syllabus Version 2: **afternoon meetings**
(code: CM)

Venue	Date	Number of participants			
		K–6	**Years 7–10**	**Life Skills**	**Total**
Katoomba	5 March	16	12	0	28
Burwood	8 March	26	44	1	71
Chatswood	12 March	20	19	0	39
Newcastle	15 March	32	31	1	64
Batemans Bay	20 March	5	11	1	17

Kindergarten to Year 6 draft syllabuses Version 2 – all learning areas: full-day meetings
(code: K–6 CM)

Venue	Date	Number of participants
Armidale	1 March	11
Ryde	20 March	11

Years 7 to 10 draft syllabuses Version 2 – all learning areas: special education meetings
(code: SECM)

Venue	Date	Number of participants
Sydney (at the Board of Studies)	9 March	11
North Rocks	14 March	20

Board Curriculum Committee consultation meeting at OBOS on 29 March 2012
(code: BCC)

Feedback on the *English K–10 Draft Syllabus Version 2* was also gathered at the following meetings:

Venue	Date	Number of participants
Inner West Special Education Teacher's Network Meeting at CEO Sydney (Code: IWSETN)	7 March	15
Catholic Education Commission – Professional Development meeting (Code: CECPD)	21 March	51

Board of Studies Special Education Committee meeting on 3 April 2012
(code: SEC)

7.2 Written submissions

Organisations, groups and individuals	Code
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
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools of NSW	AIS
NSW Primary Principals' Council	PPA
NSW Secondary Principals' Council	SPC
NSW/ACT Independent Education Union	IEU
NSW Teachers Federation	TF
Catholic Schools Office – Diocese of Broken Bay	CEOBB
Catholic Education Office – Diocese of Wollongong	CEOW
Catholic Education Office Sydney	CEOSYD
English Teachers Association NSW	ETA
Individual Respondent	Submission 1
Individual Respondent	Submission 2
Southern District Education Centre	Submission 3
Australian Association of Christian Schools	Submission 4