

Life Management Studies
Stage 6 Draft Syllabus Package
Consultation Report

1. Background

The preparation of the Life Management Studies Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board 18 December, 1998.

The Life Management Studies Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 1 March – 26 March 1999. Additionally, consultations on the Life Management Studies Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
- ⇒ tertiary representatives
 - Marina Harvey (University of Sydney)
 - Glenys Perry (Avondale College)
 - Lyn Peacock (University of Newcastle)
- ⇒ teacher professional associations
 - Home Economics Institute of Australia
 - Independent Teachers of Technology and Applied Studies
 - MERTEA
 - NSW PDHPE Teachers' Association
 - Technology Educators' Association
- ⇒ the Board Curriculum Committee for PDHPE.

Modifications to this draft, following widespread consultations, will enable the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

110¹ written responses to the consultation progress report in Life Management Studies were received. The sample profile is as follows:

¹ A further 5 responses were received from Catherine Freney, Julie Parsons, Maureen Davis, L Lodge and St Clair High School between 22 April and 3 May. While these submissions have all been analysed and acted upon as appropriate, the specifics contained in them have not been incorporated in this report.

84 Individual responses

Teachers	79			
Rural	47			
Government	40	Catholic	1	Independent 6
Metropolitan	32			
Government	25	Catholic	2	Independent 5
Academics	3			
Others	2			

26 institution/group responses

Organisation details:

Schools:

Moderate (<500)	2	Medium (500 – 800)	6	Large (>800)	8
Government	13	Catholic	1	Independent	2

Tertiary/post-school:

Universities	0	TAFE	0	Industry/training	0
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Special Interest:

Parent Groups	0	School Sectors	1	Other	5
Teacher/professional associations			4		

Key Issues

<p>Summary of Key Issues for Stage 6 Life Management Studies arising from the consultation process:</p>	<p>Summary of action taken as a result of these Key Issues:</p>
<ul style="list-style-type: none"> • Revise course outcomes 	<ul style="list-style-type: none"> • Revise outcomes to ensure appropriate rigour and developmental progression from Preliminary to the HSC course
<ul style="list-style-type: none"> • Revise module titles 	<ul style="list-style-type: none"> • Contemporary Issues in Parenting and Caring is now called Parenting and Caring • Families and Societal issues is now called Families and Societal Interactions • Families and Work is now called Individuals and Work
<ul style="list-style-type: none"> • Reorganise HSC course content 	<ul style="list-style-type: none"> • Revise content to ensure progression from the Preliminary course to the HSC course and appropriate sequencing within each module. Additionally, <ul style="list-style-type: none"> - Parenting and Caring has become a core module - Families and Societal Interactions has become an option module
<ul style="list-style-type: none"> • Revise indicative course time allocated to each module 	<ul style="list-style-type: none"> • Reallocate HSC course time so that each module (core and option) represents 25% of course time
<ul style="list-style-type: none"> • Revise internal assessment weighting for the Independent Research Project 	<ul style="list-style-type: none"> • Reorganise internal assessment weighting to align with indicative time.
<ul style="list-style-type: none"> • Clarify intended depth and breadth of treatment 	<ul style="list-style-type: none"> • Include notes to teachers where required
<ul style="list-style-type: none"> • Revise HSC examination specifications 	<ul style="list-style-type: none"> • Modify HSC examination specifications to reflect a reorganisation of course content and equivalent weightings of course modules.
<ul style="list-style-type: none"> • Revise Performance Bands 	<ul style="list-style-type: none"> • Revise all band descriptors to reflect amended outcomes and content
<ul style="list-style-type: none"> • Subject Title 	<ul style="list-style-type: none"> • In the absence of support for a viable alternative the current title has been retained as it is inclusive of the major intent of the syllabus.

3. Analysis

3.1 Quantitative Analysis

3.1.1 PDHPE in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	40	55	4	3	0
7.3%	36.4%	50%	3.6%	2.7%	0%

3.1.2 Pathways for PDHPE Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
10	22	46	21	7	4
9%	20%	42%	19%	6.4%	3.6%

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	37	51	3	7	1
10%	33.6%	46.4%	2.7%	6.4%	0.9%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	35	45	13	4	1
11%	31.8%	40.9%	11.8%	3.6%	0.9%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9	33	48	10	8	2
8.2%	30%	43.7%	9%	7.3%	1.8%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
15	22	55	11	5	2
13.7%	20%	50%	10%	4.5%	1.8%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
22	25	47	9	7	0
20%	22.7%	42.7%	8.2%	6.4%	0%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
19	36	43	8	4	0
17.3%	32.8%	39%	7.3%	3.6%	0%

3.1.8 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	21	51	16	9	1
11%	19%	46.4%	14.5%	8.2%	0.9%

3.1.9 Life Management Studies Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	28	43	13	13	1
11%	25.5%	39%	11.8%	11.8%	0.9%

3.1.10 Post-School Opportunities

3.1.10a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
27	16	28	21	13	5
24.7%	14.5%	25.5%	19%	11.8%	4.5%

3.1.10b Links between courses and VET opportunities

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
22	16	26	27	14	5
20%	14.5%	23.6%	24.7%	12.7%	4.5%

3.1.11 Glossary

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	52	40	2	3	1
11%	47.2%	36.4%	1.8%	2.7%	0.9%

3.1.12 Life Management Studies Stage 6 Sample HSC Assessment Items

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
21	25	52	5	6	1
19%	22.7%	47.2%	4.5%	5.5%	0.9%

3.1.13 Life Management Studies Stage 6 Draft Performance Bands

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
16	30	47	12	4	1
14.5%	27.3%	42.7%	11%	3.6%	0.9%

3.1.14 Overall Evaluation

Nil Response	Excellent as is	Good, with fine-tuning	Acceptable with re-working	Unsure	Unsatisfactory in issues treatment
13	6	51	33	2	5
11.8%	5.5%	46.4%	30%	1.8%	4.5%

Issues Raised and Writing Team Action

Life Management Studies in Stage 6 Curriculum

Issues	Source/s	Action
<p>Theoretical Underpinnings</p> <ul style="list-style-type: none"> theoretical underpinnings need to be overtly stated some areas referred to in the description of the theoretical underpinnings are not reflected in the course content <p>Processes</p> <ul style="list-style-type: none"> the paragraph about research needs to be further developed to show that skills are developed through practical application need to include a statement about the role of research why students would study is unclear, especially relevance for male candidature <p>Purpose of the HSC</p> <ul style="list-style-type: none"> how subject contributes to purpose of Stage 6 curriculum is not addressed not sure about the use of the words <i>moral development</i> in the purpose of HSC study <p>Other Comments</p> <ul style="list-style-type: none"> disregards the fact that family impacts in some way on all other components if the course name is changed to <i>Sociology</i> this section needs to give a greater focus to Sociology by providing a definition and stating the limitations of this subject the subject also educates students to accept the consequences of management and decision making 	<p>Teacher</p> <p>DET</p> <p>BCC</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>Theoretical underpinnings are identified in the opening paragraph The paragraph that identifies the theoretical underpinnings has been revised and is now aligned with course content.</p> <p>The paragraph has been revised</p> <p>Research is addressed in the fifth paragraph The text refers to developing student skill to cope with rapid social and technological change in future vocational, and general life experiences. This is of relevance to females and males of a wide range of abilities.</p> <p>Considered that discussion about <i>...students' lives now and in the future... (pp8-9)</i> relates directly to the purpose of Stage 6 curriculum The term is used in the text describing the purpose of the HSC. This text has been agreed upon following extensive consultation.</p> <p>This section has been revised, giving consideration to this suggestion.</p> <p>The title will be selected because it best reflects the intent and content of the subject. It is considered that this subject has interdisciplinary underpinnings.</p> <p>This section has been revised, giving consideration to this suggestion.</p>

Summary: This section was well received. Many respondents commented upon what they saw as positive aspects. A series of modifications have been made that will further strengthen the distinctive features of this subject.

Pathways for Life Management Studies Stage 6 Students

Issues	Source/s	Action
<p>Other Links to Life Management Studies</p> <ul style="list-style-type: none"> Design and Technology and HSIE do not provide a pathway to Life Management Studies There are no spacial and ecological dimensions in LMS. Therefore there is no need for the inclusion of 7-10 HSIE component. We agree with the remainder what about connections to English? can build on the educational experiences of any student in any subject because the subject is relevant to all students if HSIE 7-10 provides a pathway, so does HSIE K-6 K-6 Science and Technology leads to Design and Technology, it has not been included and this makes the model indicate that PDHPE is the only relevant subject K-6 There are elements from many courses of study including Food Technology and Computing Studies that are not mentioned here <p>Content Endorsed Courses</p> <ul style="list-style-type: none"> Content Endorsed Courses should be listed include Exploring Early Childhood PDHPE does not address a basic prerequisite of studies pertaining to families <p>Other Comments</p> <ul style="list-style-type: none"> most teachers who teach Life Management Studies are Home Economics teachers not PDHPE. This is not stated here need to include hours of study need to include after stage 6. Where to from Life Management Studies the use of the word <i>pathways</i> causes confusion 	<p>BCC, TEA, PDHPETA, ITTA, DET, teachers</p> <p>MERTEA</p> <p>Teacher</p> <p>Teacher</p> <p>BCC</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>The diagrammatic representation has been revised. It is considered the appropriate pathway through NSW curriculum is via the PDHPE KLA.</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>The links are not sufficient to warrant incorporation in this diagram</p> <p>Content Endorsed Courses are not pathways to Life Management Studies, they are Stage 6 courses</p> <p>“</p> <p>The study of family is a part of K-6 and 7-10 PDHPE.</p> <p>The intent of this section is to describe how students might progress towards the subject, not identify groups of teachers teaching the subject.</p> <p>“</p> <p>The diagrammatic representation has been revised and now indicates possible directions on exit from Life Management Studies.</p> <p>The headings concerned are consistent across syllabuses.</p>

Pathways for Life Management Studies Stage 6 Students Continued

Summary: This section created much debate. Teacher associations and members of the BCC suggested the inclusion of both 7-10 Design and Technology and 7-10 HSIE was on compassionate grounds, acknowledging the range of teachers who teach the subject rather than explicit curriculum design links. Life Management Studies is related to the study of families, personal awareness, relationships, work, personal choice, etc that is part of the K-6 and 7-10 PDHPE syllabuses and no direct links to other learning areas or subjects are obvious. The purpose of this section is to provide a simple representation of the pathway to Life Management Studies only and has been modified to accommodate appropriate recommendations.

Aim

Issues	Source/s	Action
<p>Terminology</p> <ul style="list-style-type: none"> emphasis seems to focus on communities rather than giving a total view of society good although no mention of technology jargonistic bearing little resemblance to excellent statements made in section1 the intent is good but verbose individuals should also be mentioned 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>MERTEA</p> <p>Teacher, Peacock</p>	<p>The aim refers specifically to Australian society.</p> <p>Technology is one perspective taken up in <i>the changing nature of Australian society</i></p> <p>Most found the language acceptable</p> <p>There is general support for this succinct statement.</p> <p>The paragraph has been modified to include recognition of individuals.</p>
<p>Focus</p> <ul style="list-style-type: none"> does not relate back to <i>life management</i> or how adolescents are to manage their lives prefer the focus to be on individuals and their place in community groups prefer to see <i>...an interdependence of families, work and communities</i> like to see a reference to research too brief does not describe the main focus of the course 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>The aim refers specifically to <i>enabling students to plan and manage resources effectively</i>.</p> <p>The recommendation from the evaluation of the subject was to develop a subject that focuses on individuals, families and communities. It is considered that the subject aim addresses all components of the syllabus.</p> <p>The paragraph has been modified to include recognition of individuals. Work is one aspect that is considered but the focus is on individuals, families and communities.</p> <p>Research is considered a process by which students will work towards the aim of the subject and achieve the outcomes of the courses.</p> <p>Considered that the subject aim addresses all components of the syllabus.</p>

Summary: The aim received strong support. A number of suggestions have been taken up in the finalisation of the syllabus.

Objectives

Issues	Source/s	Action
<p>Terminology</p> <ul style="list-style-type: none"> reference to research methodologies to study social issues is too narrow. The term <i>social</i> should be replaced with <i>contemporary</i> the intent is understood , but language structure for each objective needs to be carefully checked how about <i>apply management strategies</i> <p>Organisation</p> <ul style="list-style-type: none"> values and attitudes are not listed under objectives and appear to stand alone objectives on p12 are different from those on pp14,15. Prefer the set on pp14-15 <p>Appropriateness</p> <ul style="list-style-type: none"> there should be more skill objectives skills could include synthesis of information skills could include <i>provide students with skills that can be applied to all aspects of their life</i> once changes to course content have been finalised, changes also need to be made to objectives to ensure they reflect the intent and rigour of the course. Need to be written in a more holistic approach, combining knowledge and understanding, skills and values and attitudes need to be more realistic. That is, skills should be expanded and theoretical content reduced place too much emphasis on families and communities no mention of leisure 	<p>Harvey</p> <p>MERTEA</p> <p>Teacher</p> <p>Teacher, Key Groups</p> <p>Teacher, DET, PDHPETA</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>TEA</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>Issues studied may in fact be both social and historical. The term <i>contemporary</i> is not considered appropriate. The objectives have been revised.</p> <p>Applying management strategies is considered an outcome of the Preliminary course relating to the objective number 1.</p> <p>The organisation of these outcomes has been modified.</p> <p>The objectives that appear on p12 are an earlier draft. Those on pp14-15 are the most recent.</p> <p>The objectives have been revised.</p> <p>“</p> <p>“</p> <p>The objectives and outcomes have been revised. It is not possible to combine the values and attitudes objectives as it impacts on elements of the outcomes that cannot be assessed</p> <p>The intent is to cater for the full range of students who choose to study this subject. The theoretical basis is appropriate to the rigour required of a stage 6 course</p> <p>The recommendation from the evaluation of the subject was to develop a subject that focuses on individuals, families and communities.</p> <p>The recommendation from the evaluation of the subject was that the study of leisure belonged within the 2 unit PDHPE subject.</p>

Summary: There was considerable support for the objectives but the need to revise them in line with revised course content was raised. The need to increase the number of skill objectives had been addressed prior to the distribution of the draft syllabus. Modified objectives were included on pp 14-15.

Outcomes

Issues	Source/s	Action
<p>Suitability</p> <ul style="list-style-type: none"> many of the outcomes are untenable/impossible for HSC students too theoretical, need to be much more practical some values and attitudes are difficult to measure new outcomes do not encompass those of the existing course gender bias to girls, male students enjoy leisure and work topics found in the current syllabus once changes to course content have been finalised, changes also need to be made to outcomes to ensure they reflect the intent and rigour of the course the outcomes in the syllabus do not reflect the rigour expected of Stage 6 courses. Outcomes should be rewritten to include higher order skills in a couple of instances, outcomes need to be framed in higher order terms than <i>describes</i>. Replace with <i>critically appraise</i> <p>Organisation</p> <ul style="list-style-type: none"> prefer to see separate outcomes for technology and work why are there the same objectives for the preliminary and HSC courses? should be written so they can be produced directly on outcomes based reports HSC outcomes (5) need to be re-ordered prefer to see the values and attitudes outcomes interwoven 	<p>Teachers</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teachers</p> <p>TEA</p> <p>DET</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teachers</p> <p>Teacher, TEA</p>	<p>The level of the outcomes of the current course were criticised. It is considered that the rigour of the outcomes is appropriate for a stage 6 subject</p> <p>The outcomes reflect what teachers can expect students to know, understand and do as a result of studying the content of each course. It is considered that they provide scope for a variety of teaching approaches</p> <p>It is not intended that teachers assess achievement of values and attitudes outcomes</p> <p>The outcomes were developed to encompass the content of the proposed courses not the current subject</p> <p><i>Work and leisure are considered equally relevant to females and males. Work has been included as optional study in the HSC course. Leisure has been omitted as a result of duplication with PDHPE.</i></p> <p>The outcomes of the course have been refined following content revision</p> <p>The outcomes of the course have been refined following content revision. It is considered that the rigour of the outcomes is appropriate for a stage 6 subject.</p> <p>“</p> <p>The outcomes have been written to encompass the content of each course, not individual modules</p> <p>The objectives have been developed to encompass the subject in Stage 6</p> <p>The current organisation of course outcomes is preferred. Developmental progression can be tracked.</p> <p>Agreed and modified</p> <p>It is expected that students will achieve values and attitudes outcomes across each of the courses. The outcomes of the course have been refined following content revision</p>

Outcomes continued

Issues	Source/s	Action
<ul style="list-style-type: none"> • in each instance the outcomes should be in an order consistent with Bloom’s taxonomy • need to ensure that outcomes build on each other and are developmental in nature <p>Number</p> <ul style="list-style-type: none"> • expand on the skills outcomes to better cover the course • more outcomes required for knowledge and understanding and skills <p>Other Comments</p> <ul style="list-style-type: none"> • when they are rewritten a balance of the cognitive taxonomy needs to be included 	<p>Peacock</p> <p>PDHPETA</p> <p>Teacher</p> <p>Teacher</p> <p>MERTEA</p>	<p>Agreed and modified</p> <p>The outcomes of the course have been refined following content revision to ensure developmental progression</p> <p>The number of course outcomes is considered appropriate</p> <p>“</p> <p>The outcomes of the course have been refined following content revision to ensure appropriate rigour and developmental progression</p>

Summary: While there was considerable support for the outcomes, the need to revisit them to ensure they provide for developmental progression and reflect course content emerged.

Course Structure

Issues	Source/s	Action
<p>Terminology</p> <ul style="list-style-type: none"> discrepancy between the title of Research Methodology module (pp13 and 32) <p>Module Focus</p> <ul style="list-style-type: none"> over-emphasis on families integrate content on work and technology throughout other modules Housing should be included as a focus area for <i>Communities in Context</i> <i>Social Impact of Technology</i> not generally supported <p>Indicative Time</p> <ul style="list-style-type: none"> make each module in the HSC course 25% Communities in Context- 30%, Parenting, Caring and Working- 30%, Families and the Law- 20%, IRP- 20% confusion about whether the IRP represents 20% or 30% of course time <p>Arrangement of Modules</p> <ul style="list-style-type: none"> recommend interchanging <i>Family and Societal Issues</i> (core module) and <i>Contemporary Issues in Parenting and Caring</i> (option module) 	<p>Teacher, DET, PDHPETA</p> <p>Teacher</p> <p>Teacher</p> <p>Key Groups</p> <p>DET</p> <p>PDHPETA, Teachers</p> <p>TEA</p> <p>DET</p> <p>DET, Teachers, Perry, Key Groups</p>	<p>The correct title of the module is <i>Research Methodology</i></p> <p>The recommendation from the evaluation of the subject was to develop a subject that focuses on individuals, families and communities.</p> <p>The current course was criticised for apparent repetition caused by the layering of content in this manner. Both work and technology have been included as Options. Significant aspects related to housing have been integrated into modules as appropriate.</p> <p>Considerable support for this option existed in each of the 6 consultation forums. Further support was evident in survey responses. The module has been revised in response to feedback</p> <p>It is considered that the proposed content for each Core and Option module is comparable. The allocation of time to each module has been reviewed.</p> <p>This arrangement has potential to cause greater confusion. The allocation of time to each module has been reviewed.</p> <p>The allocation of time to each module has been reviewed and is consistent with internal assessment weighting.</p> <p>This proposal was tabled at each consultation meeting. Support exists for the proposal. The syllabus has been adapted to accommodate this suggestion.</p>

Course Structure continued

Issues	Source/s	Action
<ul style="list-style-type: none"> recommend some modifications to the Preliminary modules as well as restructuring the content of the HSC course by combining work with parenting and caring to form a core module; removing Social Impact of Technology; renaming Family and Societal Issues Families and the Law; providing option study only through the choice of topic for the <i>Social Research Project</i> recommend organising the Preliminary course around individuals and communities and the HSC course consisting of <i>Families in Society, Parenting and Caring</i> and <i>Work in Society</i> (each valued at 30%) and a <i>Social Research Project</i> valued at 10%. recommend moving Family and Societal Issues and Communities in Context to Option study and Parenting and Caring and Families and Work to Core study. major concerns with the Option modules presented, they don't allow students to build on the Core, nor represent equally attractive options for students to study. Suggested options are <i>Socialisation of Children</i> (remove from core and expand), <i>Family and the Law</i>, <i>Family Comparative Study</i>, <i>Families and Work</i> introduce research methodology in the Preliminary course 	<p>TEA</p> <p>MERTEA</p> <p>ITTAS</p> <p>DET</p> <p>Teachers, DET, MERTEA</p>	<p>This proposal was tabled at each consultation meeting but did not draw a favourable response. Teachers felt that combining the <i>Parenting</i> and <i>Work</i> modules would create a module too large to manage and preferred the retention of a choice of Option modules. A change to the title of the project received some support.</p> <p>This proposal was not available for the consultation forums. The proposal is not consistent with recommendations from the evaluation of the current course and does not allow for the HSC course to build upon the Preliminary course. The research project is undervalued and Option study has been eliminated.</p> <p>This proposal was not available for the consultation forums. Overall the proposal is not consistent with recommendations from the evaluation of the current course and does not provide for clear links between the fundamental study of the Preliminary Course and the Core component of the HSC course. The suggestion of moving Parenting and Caring to Core study has been accommodated.</p> <p>The HSC course content has been reorganised to ensure that HSC course builds upon Preliminary and that Options build on the Core. The consultation confirmed the preferred placement of socialisation of children. Developing a module that focuses specifically on families and the Law would create issues of overlap with Legal Studies. Families and Work is currently included. The intent of a module on Family Comparative Studies is unclear.</p> <p>The evaluation of this course recommended the introduction of research activities in the Preliminary course. Such activities occur in the “<i>learn to</i>” column. Additionally, <i>advice to teachers</i> has been included to make research applications explicit.</p>

Course Structure continued

Issues	Source/s	Action
<ul style="list-style-type: none"> combine work and technology to form a core module. 	Teacher	The scope of each of these modules is considered too great to combine to form one module. The proposal does not have the support of teacher associations or school sector representatives.
<ul style="list-style-type: none"> make Communities in Context an option module 	Teacher	The HSC module <i>Communities in Context</i> has direct links to and builds upon foundation learning of the Preliminary course. It is considered more appropriately placed in the HSC Core.
<ul style="list-style-type: none"> prefer to swap <i>Families and Work</i> with <i>Families and Societal Issues</i> 	Teacher	Most groups consulted agree that the module <i>Families and Societal Issues</i> is better suited as an Option. Families and Work did not receive strong support as a Core module. Both modules will appear in the final syllabus as Option modules.
<p>Other Comments</p>		
<ul style="list-style-type: none"> no options in the Preliminary course makes it boring for students 	Teacher	Support for the Preliminary module organisation was received during consultation on the writing brief and reaffirmed during this consultation. Case studies are considered of interest to students
<ul style="list-style-type: none"> preliminary course is very crammed 	Teacher	It is considered that the proposed content is appropriate for 120 hours of study.
<ul style="list-style-type: none"> good to see the IRP allocated time but time outside of class will still be required 	Teacher	While it is intended that students should be able to satisfactorily complete their IRP within the course time it is not unusual for stage 6 students to complement indicative hours with private research
<ul style="list-style-type: none"> where is the leisure component? 	Teacher	The recommendation from the evaluation of the subject was that the study of leisure belonged within the 2 unit PDHPE subject.
<ul style="list-style-type: none"> the use of percentages is confusing 	Teacher	Both indicative time and assessment components have been revised.

Summary: A new course structure is proposed that retains the Preliminary course and modifies the HSC course. Some of the module titles have been modified as has the arrangement of module content. In addition, indicative time has been distributed evenly to each HSC module.

Content

Issues	Source/s	Action
<p>Amount of Content</p>		
<ul style="list-style-type: none"> • too much content to be covered in the timeframe eg covering the basic concepts of resource management will take at least 10 weeks 	Teachers	The amount of content proposed for this module and the allocation of indicative time is considered appropriate
<ul style="list-style-type: none"> • some of the content is too brief 	Teacher	Clarification of the intended depth and breadth of content treatment will be clarified by the inclusion of additional <i>notes to teachers</i> where required
<ul style="list-style-type: none"> • each Preliminary module should have equal time weighting 	Teacher	The amount of content proposed for each module and the allocation of indicative time is considered appropriate
<p>Organisation</p>		
<ul style="list-style-type: none"> • <i>Families and Communities</i> should move to the HSC course and <i>Communities in Context</i> should be preliminary 	Teacher	This proposal was first introduced by MERTEA. It is not consistent with evaluation recommendations and does not allow the HSC course to build upon the Preliminary course
<ul style="list-style-type: none"> • an over-emphasis on family and lack of management variables 	Teacher	The course has been developed around individuals, families and communities. Management is an explicit focus of the Preliminary course and the <i>learn to</i> column provides further opportunity to develop management skill throughout each course
<ul style="list-style-type: none"> • expecting 30% of time to be spent on societal issues and leaving work as an option is neglecting an area that dictates most peoples societal issues 	Teacher	The module <i>Families and Societal Issues</i> has been moved to optional study. It is considered <i>work</i> is also best placed as an option
<ul style="list-style-type: none"> • maintain <i>Research Methodology</i> in the HSC course 	Teachers, PDHPETA	It is considered that this module builds upon experiences in the Preliminary course and supports students in the development of their IRP. The module has been refined to accommodate feedback.
<ul style="list-style-type: none"> • there must be sufficient HSC base for a rigorous final examination. Some content is irrelevant for HSC level. 	MERTEA	The revised HSC modules provide for this suggestion.
<ul style="list-style-type: none"> • column headings should read students <i>should</i> learn about and students <i>should</i> learn to. Students <i>will</i> could be grounds for litigation 	MERTEA	The headings concerned are consistent across syllabuses.
<ul style="list-style-type: none"> • gay/lesbian and socioeconomic need should be added to the list of groups within communities 	Teacher, Key Groups	Agreed
<ul style="list-style-type: none"> • work and technology are two main areas impacting on society today. They should be combined and placed in the core 	Teacher	Significant support exists for both modules to remain as Optional study

Content continued

Issues	Source/s	Action
<ul style="list-style-type: none"> no logical explanation about why some content is considered core and others optional. No clear flow from the Preliminary to the HSC course 	DET	The course structure has been revised to address these issues. It is considered that the changes provide for explicit links and developmental progression from the Preliminary to the HSC course
<p>Clarity of Requirements</p>	DET	These areas have been revised. Additionally, <i>notes to teachers</i> has been included to clarify depth and breadth of treatment where necessary
<ul style="list-style-type: none"> the syllabus needs to make a clearer distinction between the mandatory components of the syllabus (ie what students will “learn about” and “learn to do”) 	Teachers, DET, Key Groups	Additional points and <i>notes to teachers</i> will assist
<ul style="list-style-type: none"> Depth of study is not always clear 	Teachers	The proposed content builds upon experiences in 7-10 PDHPE. It is considered to be of appropriate rigour and interest for Stage 6
<p>Emphasis</p>	TEA, MERTEA, Teachers, ITTAS, DET	The approach taken is consistent with the evaluation that recommended the introduction of <i>research activities</i> in the Preliminary course. The activities are built upon in the HSC module <i>Research Methodology</i>
<ul style="list-style-type: none"> concern about the incorporation of 3 unit work that might be too difficult for many students eg group dynamics and leadership is too comprehensive in the preliminary year 	Teacher	In the context of the module it is considered appropriate for students to investigate the theories of one developmental theorist by way of a literature review.
<ul style="list-style-type: none"> research methodology needs to be done in the Preliminary course (as a part of the <i>Resource Management</i> module) and integrated throughout the other modules 	DET	This syllabus has been supported by other key groups and academics as helping to eliminate gender bias. Gender construction has been further researched and content modified
<ul style="list-style-type: none"> study of developmental theorists may be irrelevant to Year 11 students 	Teacher	The amount of content proposed for each module and the allocation of indicative time is considered appropriate
<ul style="list-style-type: none"> content does not appear to have addressed the gender imbalance criticised in the evaluation. In particular, the content of the course reflects a lack of understanding of <i>gender construction</i> 	TEA	An overwhelming majority of respondents support the retention of optional study in the HSC course. The proposed structure has been retained
<ul style="list-style-type: none"> more time needed for <i>Families and Communities</i> and less time for <i>Individuals and Groups</i> 	DET, CEC, PDHPETA, AIS, ITTAS, teachers	
<p>Options</p>	TEA	An overwhelming majority of respondents support the retention of optional study in the HSC course. The proposed structure has been retained
<ul style="list-style-type: none"> is it necessary to have optional study? 	DET, CEC, PDHPETA, AIS, ITTAS, teachers	
<ul style="list-style-type: none"> support the inclusion of Options in the HSC course 		

Content continued

Issues	Source/s	Action
<ul style="list-style-type: none"> ● the technology Option needs to be reworked to focus on the impact on families and communities ● technology option is not as detailed as others <p>HSC Core</p> <ul style="list-style-type: none"> ● why have an IRP? <p>General</p> <ul style="list-style-type: none"> ● what is the currency of the family life cycle model? ● overlap of content between the 7-10 PDHPE syllabus and the draft Life Management Studies syllabus still needs to be addressed ● use of the term <i>traditional</i> needs to be consistent throughout the document 	<p>BCC</p> <p>Teacher</p> <p>Teacher</p> <p>MERTEA, TEA</p> <p>DET</p> <p>PDHPETA</p>	<p>This Option has been revised to accommodate this suggestion</p> <p style="text-align: center;">“</p> <p>The inclusion of the IRP is consistent with the evaluation that showed that teachers and key groups consider it a valuable educational experience.</p> <p>The model has been consulted upon. Academics agree the model included is appropriate and the syllabus reference to investigating its limitations is supported</p> <p>The perceived overlap occurs within the foundation module <i>Resource Management</i>. The <i>learn to</i> column has been revised to require a higher order analysis than is expected of students in Years 7-10.</p> <p>The use of this term has been reviewed and amended where appropriate.</p>

Comment: Support for the proposed content was considerable. A number of recommendations for change provided models for the reorganisation of the content not objections to it. Most groups agreed to the proposal of moving *Parenting and Caring* into the Core and *Families and Societal Issues* into Optional study. Greater support exists for the inclusion of the Option *Social Impact of Technology* than opposition to it. Most commonly, those that disagreed with the content proposed did so on the grounds of the exclusion of the study of leisure and housing as they appear in the current syllabus. Both areas identified for reduced focus in the subject evaluation.

Assessment components, weightings and tasks

Issues	Source/s	Action
HSC v Non-HSC Tasks	Teacher	It is recommended that the use of HSC type tasks be limited to represent 40% of internal assessment.
<ul style="list-style-type: none"> believe HSC type tasks should not be used as assessment tasks 	Teacher	It is recommended that the use of HSC type tasks be limited to represent 40% of internal assessment.
Number of tasks	Teacher	This current advice is consistent with BOS policy. 3-5 tasks are recommended
<ul style="list-style-type: none"> 4-6 tasks too many in allocated time-4 max 	Teacher	This current advice is consistent with BOS policy. 3-5 tasks are recommended
Weighting	Teacher	Weightings have been modified to accommodate refinements to the organisation of course content . Each HSC module now represents 25% of internal assessment.
<ul style="list-style-type: none"> too much weighting on process skill 	Teacher, PDHETA	Weightings have been modified to accommodate refinements to the organisation of course content . Each HSC module now represents 25% of internal assessment.
<ul style="list-style-type: none"> modules should be evenly weighted at 25% 	MERTEA	“
<ul style="list-style-type: none"> need to review weightings when course content is finalised 	Teacher, DET	Weightings have been modified to accommodate refinements to course content and structure
Components	Teacher, DET	Weightings have been modified to accommodate refinements to course content and structure
<ul style="list-style-type: none"> the table is confusing (30% for IRP in 20% of time) 	Teacher	IRP weighting has been modified to reflect allocated indicative time
Independent Research Project	Teacher	IRP weighting has been modified to reflect allocated indicative time
<ul style="list-style-type: none"> not worth enough for the effort the candidates apply, 20% would be okay 	DET, PDHPETA	“
<ul style="list-style-type: none"> the weighting should be consistent with indicative time 	, Key Groups	“
<ul style="list-style-type: none"> IRP should remain at 30% 	Teacher	“
<ul style="list-style-type: none"> has too much weighting 	Teachers, MERTEA	“
<ul style="list-style-type: none"> IRP should be externally marked 	Teachers	The IRP is valued by teachers as an effective teaching/learning and assessment tool. The majority support internal marking
Other comments	Teacher	The IRP is valued by teachers as an effective teaching/learning and assessment tool. The majority support internal marking
<ul style="list-style-type: none"> hard to allocate the requirements with school’s present assessment policy 	Teacher	It will be necessary for schools and teachers to modify current policy and practice to accommodate Stage 6 change

Assessment components, weightings and tasks continued

Issues	Source/s	Action
<ul style="list-style-type: none"> unnecessarily prescriptive to stipulate K&U and PS especially if the IRP is a process skill 	Teacher	Weightings have been modified to accommodate refinements to course content and structure.

Summary: Significant support exists for this section. The major concern is that the components do not reflect the indicative time of the course modules. The detail of the components, weightings and tasks have been modified to address this issue.

Life Management Studies Stage 6 HSC Examination Specifications

Issues	Source/s	Action
<p>Section 1</p> <ul style="list-style-type: none"> needs to be modified to encompass any changes multiple choice questions should be restricted as they are unsuitable for sociology the number of multiple choice items should be specified no mention of multiple choice yet they appear in the sample questions <p>Section 2</p> <ul style="list-style-type: none"> should have a choice of two questions for each option 	<p>Teacher, DET Teacher</p> <p>PDHPETA, teachers Teachers</p> <p>Teachers, Harvey</p>	<p>This section has been refined as suggested.</p> <p>Multiple choice questions will be included in future HSC examinations, to assess understanding of course content and skills.</p> <p>The future examination will include 10 multiple choice questions</p> <p>The text refers to objective and/or short-answer questions of which multiple choice are a part</p> <p>The inclusion of an optional component reduces the ability to compare student achievement. The provision of choice within a question unnecessarily exacerbates this problem. The proposed examination specifications have been modified however no choice will be offered in Section II</p>

Summary: Significant support for the proposed specifications exists. Most indicate that this represents little change from current practice. Those respondents that disagree cite the need for the retention of choice within Section II of the HSC Examination.

Post-School Opportunities

Issues	Source/s	Action
<p>Clarity</p> <ul style="list-style-type: none"> • is this implying more training by Home Economics teachers? • does this mean students will have to do a work placement? • full of jargon does not clearly link value of subject for students • will teachers become qualified industry assessors? • not sure that describing two frameworks is useful • not clearly presented or specific enough • creates the perception that training package qualifications under the AQF are not delivered in TAFE • not clear how student achievement of competency will be reported by the school to the Board • there is a potential for students to be assessed twice for the same competency • appears to be an uneven approach to the inclusion of industry competency standards at each BCC and as such some subjects have significantly reduced amounts of recognition <p>Other Suggestions</p> <ul style="list-style-type: none"> • be more specific about what this means for students of Life Management Studies • need to mention clear/specific career opportunities 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teachers</p> <p>DET</p> <p>DET</p> <p>DET</p> <p>DET</p> <p>Teachers</p> <p>Teacher</p>	<p>This section has been revised for inclusion in all stage 6 syllabuses.</p>

Summary: Many respondents had difficulty understanding this section, commenting on its complexity and use of jargon. Some chose not to respond or indicated they were unsure. Others disagreed strongly without explanation.

Glossary

Issues	Source/s	Action
<ul style="list-style-type: none"> the selection of terms and definitions needs to be critically reviewed not detailed, only a minor section of the course is covered believe it is useful to interpret the syllabus and the specific aspects of content 	DET Teacher Teacher	The glossary has been refined. It has been extended in some areas but its scope is limited to terms that the classroom teachers need clarified.

Summary: This section received significant support. Respondents expressed a desire to extend the list and review the explanation of key terms.

Life Management Studies Stage 6 Sample HSC Assessment Items

Issues	Source/s	Action
Types of Items <ul style="list-style-type: none"> some items are a literacy test not a test of knowledge too theoretical. Questions should be asked about the students' skill acquisition a minimum of 12 multiple choice items need to be asked 	Teachers Teacher Teachers	A sample HSC examination paper has been developed by OBOS. These comments were considered and incorporated in the design of the sample paper Examination specifications have been modified to include 10 multiple choice items
Other Issues <ul style="list-style-type: none"> questions do not clearly reflect outcomes concern about the terminology used "determinants" too difficult for Yr 12 students 	Teacher Teacher	The appropriate course outcomes have been identified for each question This terminology is used in the syllabus

Summary: There is general support for the proposed model, in particular the identification of appropriate outcomes. The sample paper will address issues raised as concerns.

Life Management Studies Stage 6 Draft Performance Bands

Issues	Source/s	Action
<ul style="list-style-type: none"> concerned that the more able students may not be sufficiently extended by these bands 	Teacher	The bands reflect student performance in the previous HSC examination. Their purpose is to describe achievement of course outcomes. They have been revised.
<ul style="list-style-type: none"> why have they been developed from the HSC exam only, shouldn't they represent the whole course? 	Teacher	The purpose of the bands at this time is to describe performance using the current HSC examination data available and combined with the intention of the whole course. The incorporation of school based observation will occur in subsequent iterations.
<ul style="list-style-type: none"> they will not be accurate if students cannot demonstrate their knowledge in writing 	Teacher	The HSC examination is a written test. They will indicate what students have demonstrated in the exam.
<ul style="list-style-type: none"> need to ensure sequence of cognitive heirachy in the bands structure 	MERTEA	Agreed. Some modifications have been made.
<ul style="list-style-type: none"> needs revision, seems to lack rigour and include terminology from the current course that is not relevant to the future course 	PDHPETA	The bands have been amended to reflect student performance in the 1998 HSC examination. They have been revised to appropriately address aspects of the future course.
<ul style="list-style-type: none"> why isn't there a description of the typical achievement of Band 1 	Teachers	The expected minimum achievement is described in Band 2. Achievement below this level will not be described at this time.
<ul style="list-style-type: none"> needs to be further explanation and support for teachers about what a student may be demonstrating in each of the bands 	DET	Descriptions for each band are subject to the BOS quality assurance process.

Summary: Support for the bands exists. Revision of the Bands has occurred and will continue to be required. Training and development has emerged as an issue given the level of confusion that exists in relation to their use and purpose.

Life Management Studies Stage 6 Other Issues

Issues	Source/s	Action
<p>IRP</p> <ul style="list-style-type: none"> • external marking • retain the current weighting • the weighting should reflect the allocated course time • it is assumed students will spend personal study time as well as class time on their IRP <p>Research Methodology</p> <ul style="list-style-type: none"> • inappropriate as a part of the HSC core content • appropriately placed and relevant <p>Subject Title</p> <ul style="list-style-type: none"> • retain the current title • Studies in Sociology • this is not Sociology • family and Community Studies 	<p>Teachers</p> <p>Teachers</p> <p>DET, teachers PDHPETA,</p> <p>Teacher</p> <p>DET</p> <p>Teachers, PDHPETA</p> <p>Teachers, Harvey MERTEA, TEA Teachers, Perry, Harvey DET</p>	<p>The majority of respondents support internal marking of the project. There has been no clear rationale presented for external marking. Current practice will be retained.</p> <p>The assessment advice has been reviewed. The value of the IRP in the future course will be equal to the allocation of course time. That is, 25%.</p> <p>“</p> <p>It is intended that students should be able to satisfactorily complete their IRP within the course time allocated to it. It is not unreasonable for students to spend time on HSC courses outside class time.</p> <p>Research methodology is introduced through experiences in the Preliminary course. Aspects of methodology are further developed in the HSC course in the context of the student IRP.</p>

Summary: There is some support for the proposed value of the IRP however, stronger support for its value to reflect indicative course time is evident. Respondents argue that the time and effort displayed by students towards the task justifies a value of at least 20% but no more than 30%. The MERTEA proposal values the IRP at only 10% of course time while TEA propose 20%.

Life Management Studies Stage 6 Other Issues continued

Opinion about the appropriate placement of the *Research Methodology* module is divided. Some respondents recommend that it belongs in the *Resource Management* module of the Preliminary course. The draft writing brief proposed this model and it was opposed. Others support the inclusion of research activities across the Preliminary course, providing a foundation for the module in the HSC course.

Discussion about the title of the course was diverse. In all, eight titles were proposed. DET suggests the title *Family and Community Studies* as the course focuses primarily on families and communities. TEA proposes the title *Studies in Sociology* and provides documentation to support their opinion. This is also supported by MERTEA and 5 individuals. On the other hand, The academics consulted do not support a title that includes the term *sociology*. Their opinion is based on the interdisciplinary nature of the course and the lack of theory on sociology. Some teachers also strongly oppose the proposal. Of the 34 respondents who chose to comment on the title 13 individuals, 3 groups and 1 academic (50%) support the retention of the current title.

Overall Evaluation

Issues	Source/s	Action
<p>Resource Issues</p> <ul style="list-style-type: none"> time constraints for programming for 2000 implementation support materials are needed for Families and the Law <p>Language</p> <ul style="list-style-type: none"> use of terminology needs to be reviewed and made consistent throughout the document <p>Support and Training and Development</p> <ul style="list-style-type: none"> hope inservice opportunity will be available for city/country and private/public schools need some indication of good, average and poor responses for the IRP <p>Content</p> <ul style="list-style-type: none"> opportunity to study impact of technology is excellent Compared to the existing course it lacks rigour law and technology should be integrated into the units on family, work and parenting and caring the draft syllabus contains much of the appropriate content, however it needs to be ordered into discreet units, so it is not, and does not appear to be repetitive, is contextual and logically sequenced module titles need to be revisited 	<p>Teacher</p> <p>Teacher</p> <p>PDHPETA, Teacher, Peacock</p> <p>Teacher</p> <p>Teacher MERTEA</p> <p>MERTEA</p> <p>MERTEA</p> <p>MERTEA, , Teacher, TEA PDHPETA,</p>	<p>The schedule for implementation is consistent with the published time-line</p> <p>The module has been moved from the core to option study. Materials used for this option in the current course will remain appropriate</p> <p>The document has been critically reviewed with respect to this suggestion</p> <p>Training and development plans are currently being developed by appropriate systems</p> <p>Syllabus outcomes can provide a guide as to the level of expectation for the project</p> <p>Revised module will be retained.</p> <p>Leadership and Group Dynamics from the current 3 unit course has been modified and included in the Preliminary course; Management Strategies for Specific Needs and Families and the Law from the current 3 unit course have been modified and included in the HSC course; the level of the current course outcomes was criticised, they have been revised and are considered of appropriate rigour for a stage 6 cubject. This suggestion reflects the current syllabus structure that was criticised for duplicating content. The proposed structure has been developed to prevent this recurring.</p> <p>The content and sequencing of each of the modules has been revised.</p> <p>Module titles have been revised</p>

Overall Evaluation continued

Summary: The overall support for the document is significant. Dissatisfaction with the organisation of some content areas warranted revision. Some respondents suggested that the expected depth and breadth of treatment of some areas is not clear. This aspect will be addressed by the inclusion of *Notes to Teachers* where appropriate.

There is a strong call for a support document that focuses on new areas in this syllabus, advice for marking the Independent Research Project and a variety of programming strategies.

4. Responses

Written responses were received from the following individuals and groups:

Individuals

Name	School/Group
Janet Kovacic	MLC School
J Bowen	Bass High School
Simone Turner	St Leo's College
G Strakosch	Engadine High School
Peter Serone	Mt St Joseph's College Tweed Heads
Lisa-Maree Baker	Arndell Anglican College
Judith Lee	Kanahooka High School
Fiona Nugent	The Entrance High School
Rosemary Brittliff	Bega High School
Carolyn Mulvey	Ulladulla High School
Belinda Harding	Manly High School
Sandra Gore	Dapto HS
P Taylor	Kelso High School
Penny Colley	Orara High School
Marja Baumann	Goulburn High School
L Payne	Morisset High School
Fiona Walsh	Morisset High School
Bron Rayner	St Phillip's Christian College
Shelley Edmonds	Seven Hills High School
Shannon Olivey	Killara High School
M Jones	Moruya High School
Sandra Mc Elhenny	Irrawang High School
Dee May	Oxley High School
Anne Whiley	Oxley High School
Robyn Schumacher	Oxley High School
Yvonne Blake	Oxley High School
L Ferrier	Tamworth High School
Marina Harvey	Sydney University
Linda Thurston	Bonnyrigg High School
Catherine Lange	Wade High School
M Barber	Ravenswood School for Girls
Phillip Andrew	St Luke's Grammar School
Lyn Peacock	University of Newcastle
Suzanne Strazzari	Lake Macquarie High School
Joan Staggs	Gilgandra High School

Name	School/Group
Lois Anderson	Maclean High School
Sondra Munro	Newcastle High School
Lee Watt	Taree High School
G Borg	Asquith Girls High School
Sally Best	Macarthur Girls High School
Kerrie Burns	St Francis Xavier College, Hamilton
Dianne Peters	Crestwood High School
Norma Mackellar	Taree High School
Glenys Perry	Avondale College
Neryl Barlin	Taree High School
Sue Collins	Port Macquarie High School
Joanne Kocsis	Galston High School
Kylie Rytmeister	Heathcote High School
Carole Purcell	Cootamundra High School
Joyce Russell	Leumeah Technology High School
Melissa Johnston	Beverly Hills Girls High School
J Gordon	Ballina High School
Sharon Sweeney	Orara High School
Louise Watson	Illawarra Sports High School
Cheryl Matthews	Young Technology High School
Ann Rainsford	Wollumbin High School
Martin Stein	Christian Catholic College
Jenny Seymour	Kadina High School
Kate Blackmore	New England Girls School
Jenny Martin	Terrigal High School
Allison Beattie	Terrigal High School
Julie Eller	Terrigal High School
Christine Rheinberger	Catholic Education Office Parramatta
Ann Coonan	Chester Hill High School
Lucy Angelone	Greystanes High School
Carla Bertram	Greystanes High School
Beth Clipsham	Elderslie High School
Julie Johnson	Elderslie High School
Amanda Murray	Prairiewood High School
Jan Hall	Prairiewood High School
Lynne Marlow	Prairiewood High School
Belinda Duke	DET Fairfield District Office
Sandra Horley	Blakehurst High School
D Charge	Albury High School
Ros Wells-Davies	Singleton High School
Deborah Summerville	Singleton High School

Name	School/Group
Carole Purcell	Cootamundra High School
Joyce Russell	Leumeah Technology High School
Melissa Johnston	Beverly Hills Girls High School
Tracey Kelty	Lakes Anglican Grammar School
Lyn Kenny	James Fallon High School
Kerrie Tolley	Senior High School Coffs Harbour
Toni Robertson	Meriden School
Jo Bergin	Meriden School

Groups

Group
<i>Key Groups and Professional Associations</i>
Rutherford Technology High School
Avondale High School
DET Port Macquarie District Group
Oxley High School TAS Teachers
DET Granville and Ryde District Group
Muswellbrook High School
Mulwaree High School
Orange Christian School
DET Sutherland and St George District Group
Chester Hill High School
Blakehurst High School Home Economics Faculty
Metropolitan East Region Technology Educators' Association
Technology Educators' Association
St Francis Xavier College- Hamilton
DET Campbelltown and Liverpool District Group
Holsworthy High School
Tempe High School
Albion Park High School
Tweed/Ballina PDHPE Head Teacher Collegial Group
NSW PDHPE Teachers' Association
Alstonville High School
Corrimal High School
Independent Teachers of Technology and Applied Studies
Turrumurra High School
Albion Park High School
Department of Education and Training