

Music 1

Stage 6 Draft Syllabus Package

Consultation Report

1. Background

The preparation of the Music 1 Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board December, 1998.

The Music 1 Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 3/3/99 to 6/4/99. Additionally, consultations on the Music 1 Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
 - CEC
 - DET
 - Independent

- ⇒ tertiary education representatives
 - Peter Dunbar-Hall, Kathy Marsh, University of Sydney (Conservatorium)
 - Neryl Jeanneret, Felicia Chadwick University of Newcastle
 - Anne Power, University of Western Sydney (Nepean)
 - Frank Murphy, University of New South Wales

- ⇒ industry education representatives
 - Anne Robinson, Sydney Symphony Orchestra
 - Louise Barkl, Anna Yerbury, Musica Viva In Schools
 - Susanne James, Sydney Conservatorium Access Centre

- ⇒ Professional Associations
 - Music Educators in Schools
 - Australian Society for Music Education
 - The Association of Independent Schools Music Network

- ⇒ the Board Curriculum Committee for Music

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. 122 written responses to the consultation progress report in Music 1 were received. The sample profile is as follows:

97 Individual responses

Teachers	88				
Rural	34				
Government	28	Catholic	3	Independent	3
Metropolitan	54				
Government	31	Catholic	6	Independent	17
Academics	4				
Others	4				

25 institution/group responses

Organisation details:

Schools:	16				
Moderate (<500)	1	Medium (500 – 800)	5	Large (>800)	10
Government	7	Catholic	3	Independent	6
Tertiary/post-school:	0				
Universities	0	TAFE	0	Industry/training	0
Special Interest:	9				
Parent Groups	0	School Sectors	2	Other	6
Teacher/professional associations			1		

Key Issues

<p>Summary of Key Issues for Stage 6 Music 1 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"> • Issues concerning technology are still problematic. Some groups feel strongly that prescription is essential and others argue equally as strongly that the current emphasis on technology is already excessive. • Flexibility of current syllabus has been maintained and more detail added. • Serious concern expressed in consultation meetings and survey responses with the legal implications of using the phrase “students will learn” rather than “students should learn”. <p>Implementation</p> <ul style="list-style-type: none"> • Very strong support for the development of support documents. Areas of need include: <ul style="list-style-type: none"> – portfolio assessment – technology in the music classroom – programming – improvisation • Inservice required before the end of 1999 to ensure effective implementation. 	<ul style="list-style-type: none"> • The inclusive approach to technology addresses the equity issue. It also ensures that the statement doesn’t date quickly or limit the student. • None. • Advice is being sought on this matter. • The Board of Studies will prepare advice and support material to assist teacher in using the revised syllabus. It should be noted that this is a minor change syllabus. • Systems issue.

3. Analysis

Note:

- This quantitative analysis is based on 105 responses that were received on or before 20 April 1999.
- 17 responses were received after this date and are listed at the end of this report.

3.1 Quantitative Analysis – MUSIC 1

3.1.1 Music 1 in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	48	45	4	0	1
6.67%	45.71%	42.86%	3.81%	0%	0.95%

3.1.2 Pathways for Music 1 Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	52	28	6	8	0
10.48%	50.48%	25.71%	5.71%	7.62%	0%

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	43	47	4	3	0
7.62%	40.95%	44.76%	3.81%	2.86%	0%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13	25	51	10	5	1
12.38%	23.82%	48.57%	9.52%	4.76%	0.95%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13	33	44	6	7	2
12.38%	31.43%	42%	5.71%	6.67%	1.9%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	39	36	10	5	4
10.48%	37.14%	34.29%	9.52%	4.76%	3.81%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	38	39	10	2	4
11.43%	36.2%	37.14%	9.52%	1.9%	3.81%

3.1.6c Course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	40	39	11	3	1
10.48%	38.1%	37.13%	10.48%	2.86%	0.95%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13	45	37	4	8	1
12.38%	40%	35.24%	3.81%	7.62%	0.95%

3.1.8 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
15	42	31	9	5	3
14.29%	40%	29.52%	8.57%	4.76%	2.86%

3.1.9 Music 1 Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
14	48	35	5	1	2
13.33%	45.73%	33.33%	4.76%	0.95%	1.9%

3.1.10 Post-School Opportunities

3.1.10a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
65	5	18	14	3	0
62%	4.76%	17.14%	13.33%	2.86%	0%

3.1.10b Links between courses and VET opportunities

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
62	5	22	13	3	0
59.05%	4.76%	20.95%	12.38%	2.86%	0%

3.1.11 Glossary

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
62	22	17	3	1	0
59.05%	20.95%	16.19%	2.86%	0.95%	0%

3.1.12 Music 1 Stage 6 Sample HSC Assessment Items

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
63	13	20	6	2	1
60%	12.38%	19.05%	5.72%	1.9%	0.95%

3.1.13 Music 1 Stage 6 Draft Performance Bands

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
67	6	20	9	2	1
63.82%	5.71%	19.05%	8.57%	1.9%	0.95%

3.1.14 Overall Evaluation

Nil Response	Excellent as is	Good, with fine tuning	Acceptable with re-working	Unsure	Unsatisfactory in issues treatment
61	2	31	8	2	1
58.1%	1.9%	29.3%	7.62%	1.9%	0.95%

Please Note:

The Music 1 Survey was sent to schools as an incomplete document after a problem occurred with printing. Approximately 60% of respondents did not have questions in their survey sheets from Question 10 onwards. Therefore, these questions are shown as nil responses.

3.2 Issues Raised and Writing Team Action

Syllabus Item	Issues	Source/s	Action
Music 1 in Stage 6 Curriculum	<p>88.57% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> Some minor changes to the wording suggested. 	Teachers, DET Consultation, Systems, Surveys	Suggestions for minor changes noted and incorporated.
Pathways for Music 1 Stage 6 Students	<p>76.19% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> Minor changes suggested which will improve the clarity of the diagram. 	Teachers, DET Consultation, Systems, Surveys	Suggestions for minor changes noted and incorporated.
Aim	<p>85.71% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> Some minor changes to the wording suggested. 	Teachers, DET Consultation, Systems, Surveys	Suggestions for minor changes noted and incorporated.
Objectives	<p>72.39% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> Some minor changes to the wording suggested. Many respondents were concerned that their limited access to computer technologies would affect their ability to address the objective dealing with technology. Another response saw the technology objective as tokenistic and not prescriptive enough. 	<p>Teachers, Systems and CEC Consultation meetings.</p> <p>One group response. (Independent school)</p>	<p>Suggestions for minor changes noted and incorporated.</p> <p>No action required. Current technology objective discusses the impact technology has had on music. It is not restricted to computer technology.</p> <p>No action. Any increase in emphasis would create an equity issue.</p>

Syllabus Item	Issues	Source/s	Action
<p>Course Structure</p>	<p>73.43% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> • A few respondents felt that the concepts of music are only one way of discussing music and that other terminology could be employed. • The majority of respondents applauded the decision to allow HSC Course students to revisit a Preliminary Course Topic with greater depth and understanding. Other issues surrounding topics included: <ul style="list-style-type: none"> – monitoring procedures for the revisitation of topics – grouping of contexts and allowing students limited choices within each group – apparent inconsistencies in wording between the terms topics and contexts – two respondents argued for set topics. 	<p>Academics Consultation Meeting</p> <p>Surveys, Teachers, Systems, and DET Consultation</p> <p>Teacher surveys, DET Consultation</p> <p>One government school teacher</p> <p>DET Response, teacher survey responses.</p> <p>Independent school and Catholic school</p>	<p>No action required. The concepts of music are part of the K-12 continuum of learning in music education.</p> <p>Further clarification given in Course Structure, Course Content and Glossary.</p> <p>Addressed in the “Certification of Topics Studied” form</p> <p>Not supported. This would substantially decrease the flexibility of the course and the opportunity for specialisation in study.</p> <p>This has been clarified in the syllabus. Context and topic have been more clearly defined in the document and references to both have been checked for consistency.</p> <p>Not supported. This would decrease the flexibility of the syllabus and the opportunities for student specialisation.</p>

Syllabus Item	Issues	Source/s	Action
	<ul style="list-style-type: none"> • Isolated concerns included: <ul style="list-style-type: none"> – revisiting topics may narrow the focus of work and not prepare students well for the aural examination – one respondent argued that aural skills seem to have lost emphasis in the draft syllabus. 	<p>One Independent and one Catholic School</p> <p>Academic.</p>	<p>No action required. This is a school based programming issue.</p> <p>Aural has maintained status and the importance has been emphasised in the notion of integrated tasks.</p>
<p>Outcomes</p>	<p>73.33% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> • Some minor changes to the wording suggested. • A small number of respondents expressed their dissatisfaction with the new format of outcome statements, preferring separate statements for each of the learning experiences. • Concern was expressed with the format and the relevance of the Key Competencies statement and the intended method of assessment. • Opposing viewpoints expressed regarding the references to notation in the outcome statements. Many people supported the maintaining of the status quo while other people expressed concern at this requirement. 	<p>Teacher survey responses, BCC, Consultation meetings</p> <p>Teacher surveys</p> <p>Consultation meetings and survey responses.</p> <p>Consultation meetings and survey responses.</p>	<p>Suggestions for minor changes noted and incorporated.</p> <p>New format reinforces the integration of the learning experiences and reduces the number of outcomes as required by the writing brief.</p> <p>Key Competencies are not to be assessed and are embedded in the syllabus.</p> <p>This is not a change from the existing syllabus. References to notation are in the current syllabus outcomes.</p>

Syllabus Item	Issues	Source/s	Action
	<ul style="list-style-type: none"> • Opposing viewpoints expressed regarding the references to technology in the outcome statements. Concerns expressed were: <ul style="list-style-type: none"> – the references were not detailed or prescriptive enough – inclusion of technology outcomes creates an equity issue • Isolated concerns included: <ul style="list-style-type: none"> – the outcome statements are too challenging for students – the objective and outcome structure will not assist teachers in planning and programming activities 	<p>Variety of sources. Consultation meetings and survey responses.</p> <p>One Independent school</p> <p>Variety of sources, particularly Government and Catholic systemic schools.</p> <p>One Catholic school.</p> <p>Academic.</p>	<p>No action. Current technology outcomes are inclusive and not restricted to computer technologies. Any prescription would create an equity issue for many schools.</p> <p>No action required. Outcome statements are designed to cater for the full range of abilities in the candidature.</p> <p>No action required. The majority of comments supported the outcome statements, highlighting their link to content and the clear progression evident between Preliminary and HSC Courses.</p>
Content	<p>75.24% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> • Some minor changes to the wording suggested. with some respondents offering suggestions for explanations of the concepts of music • Several issues regarding technology 	<p>Survey responses and consultation meetings.</p> <p>Consultation meetings</p>	<p>Suggestions noted and incorporated as appropriate.</p> <p>Wording of technology aspects within</p>

Syllabus Item	Issues	Source/s	Action
Content	<p>were identified. These include:</p> <ul style="list-style-type: none"> - the need to increase the emphasis on technology in content - technology was given too much emphasis in the Suggested Aspects for Study - Music for Radio, Film and Television should be changed to Music in the Media to encompass multimedia <ul style="list-style-type: none"> • A small number of respondents argued for greater prescription in content. • Several respondents highlighted the inconsistencies in terminology between contexts and topics. • A small number of responses questioned the inclusion of improvisation for suggested aspects of study in all context areas. 	<p>and survey responses.</p> <p>One group response (Independent school)</p> <p>Consultation meetings and survey responses.</p> <p>Consultation meetings and teacher survey responses.</p> <p>Independent and Catholic schools</p> <p>DET Response, Teacher surveys</p> <p>Teacher surveys</p>	<p>each context have been revised to reinforce the broad notion of technology and its application to many forms of music.</p> <p>These are suggested aspects of study only.</p> <p>Title has been changed to Music for radio, Film, Television and Multimedia. Suggested aspects for study now also include references to multimedia</p> <p>Not supported by the wider field. The flexibility of this course is an aspect that is valued by the wider music education community.</p> <p>This has been clarified in the syllabus. Context and topic have been more clearly defined in the document and references to both have been checked for consistency.</p> <p>These are suggested aspects of study only and may be applicable to some students.</p>
Assessment	69.52% strongly agreed or agreed with this section.		

Syllabus Item	Issues	Source/s	Action
<p>components, weightings and tasks</p>	<ul style="list-style-type: none"> • Some minor changes to the wording suggested. • Two respondents suggested that performance elective students should also submit a portfolio • Introduction of portfolio assessment for composition electives received strong support. However, a significant number of schools expressed strong concern that this will replace internal assessment of the final work. There is concern that this will affect accurate ranking of students due to the lack of correlation between internal and external assessment. • Some respondents felt that there should be stronger guidelines as to the minimum and maximum number of assessment tasks. • A few respondents felt that the non subject-specific assessment advice was unclear and verbose. 	<p>Teacher survey responses</p> <p>Catholic school and Government school.</p> <p>Variety of sources, predominantly Independent and Catholic schools.</p> <p>Teacher surveys.</p> <p>Government schools.</p>	<p>Suggestions for minor changes noted and incorporated as appropriate.</p> <p>No action. Tasks other than performance are already included as suggested modes of assessment.</p> <p>No action required. The portfolio will assess different outcomes.</p> <p>The BOS Policy of 3-5 assessment tasks is stated in the assessment information in the final syllabus package.</p> <p>Concern noted. Revised assessment advice has been developed in Assessment Branch.</p>
<p>Music 1 Stage 6</p>	<p>79.06% strongly agreed or agreed with this section.</p>		

Syllabus Item	Issues	Source/s	Action
HSC Examination Specifications	<ul style="list-style-type: none"> • A number of respondents highlighted wording inconsistencies between context and topics. • There were several opposing viewpoints on the issue of the composition elective. A number of people welcomed maintaining the status quo of notated compositions. However, a significant number of people argued for the removal of this requirement to better align with industry practice. • A number of respondents expressed concern that audio engineers and support persons were not allowed to assist during a performance examination. • Many respondents took this opportunity to articulate the need for schools to be given a mark breakdown of each component of the examination. • Some respondents requested even further detail as to expectations in examinations and marking criteria. 	<p>DET Response, teacher surveys</p> <p>Teacher Consultation meetings and survey responses.</p> <p>Teacher surveys</p> <p>Teacher surveys AIS Consultation</p> <p>Teacher surveys AIS Consultation</p>	<p>This has been clarified in the syllabus. Context and topic have been more clearly defined in the document and references to both have been checked for consistency.</p> <p>Concerns noted. Removal of the notation requirement for elective composition is beyond the brief of minor change.</p> <p>Concern noted. No action. Technical personnel are not allowed to assist during performances in current subject rules.</p> <p>Concern noted. Referred to Examinations Branch.</p> <p>Final syllabus package will contain a sample paper and marking guidelines</p>
Post-School	39.55% of people responded to this question. Of these responses, 23.81%	Teacher surveys.	Text for this section has been revised for all syllabuses.

Syllabus Item	Issues	Source/s	Action
Opportunities	strongly agreed or agreed with this section. A large number commented on the importance of this information but required more subject specific information. Others felt it would be improved by including a list of courses available at TAFE and University.		
Glossary	<p>40.95% of people responded to this question. Of these responses, 37.14% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> Most people recognised the importance of clear definitions and explanations of syllabus terms. Many respondents felt that definitions of key terms are better articulated in the body of the syllabus as they appear. 	Teacher surveys, DET Response,	Suggestions passed on to the writing team and incorporated. Glossary has been revised.
Music 1 Stage 6 Sample HSC Assessment Items	<p>40% of people responded to this question. Of these responses, 31.43% strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> While most people agreed that this was a valuable addition to the syllabus package, it was articulated that these sample tasks are not comprehensive and are not as meaningful without the required recorded examples. 	Teacher surveys	The Appendix to the Final Syllabus package contains a sample examination paper and marking guidelines.
Music 1 Stage 6	36.18% of people responded to this question. Of these responses, 24.76%		

Syllabus Item	Issues	Source/s	Action
Draft Performance Bands	<p>strongly agreed or agreed with this section.</p> <ul style="list-style-type: none"> • Many people commented on the importance of clearly articulated standards of achievement. Issues surrounding the Performance Bands include: <ul style="list-style-type: none"> – support for separate bands for each learning experience to reflect different levels of achievement – the need for clear articulation of the use of these bands – confusion of the role of the bands in relation to marking criteria – concern expressed in using the word ‘performance’ due to the specific meaning of the word in a music syllabus – the need to further refine these bands 	<p>Consultation meetings, teacher survey responses, DET Response</p>	<p>The term ‘performance’ is now embedded in many BOS documents. Further iterations of this document will investigate the adequacy of a single performance scale to address widely differing components.</p>
Overall Evaluation	<p>41.9% of people responded to this question. Of these responses, 31.2% found the overall evaluation excellent as is or good with fine tuning.</p>		

Syllabus Item	Issues	Source/s	Action
	<ul style="list-style-type: none"> <li data-bbox="546 316 1086 403">• The inclusion of more detail in the content section was seen as an extremely positive move. <li data-bbox="546 491 1086 639">• The notion of revisiting a topic studied in the preliminary course was extremely well received although some people sought further clarification in this aspect. <li data-bbox="546 667 1086 786">• The need for Support Documents to enhance the syllabus was strongly emphasised in many consultation reports and survey responses. <li data-bbox="546 906 1086 1026">• Several respondents indicated that the term 'aural skills' and 'aural development' might be more appropriate terms than 'aural' <li data-bbox="546 1050 1086 1169">• Learning experiences should be listed alphabetically throughout the document in order to avoid the implied hierarchy of learning experiences <li data-bbox="546 1225 1086 1345">• Should include a statement indicating that the concepts of music are only one method of organising discussion of music. 	<p data-bbox="1113 316 1429 403">Consultation meetings and survey responses across all systems.</p> <p data-bbox="1113 491 1429 579">Consultation meetings, DET Response, Teacher surveys</p> <p data-bbox="1113 667 1429 874">DET Response, CEC Consultation, DET Consultation, Teachers and Professional Associations Consultation and survey responses</p> <p data-bbox="1113 906 1429 962">Consultation meeting (Academic)</p> <p data-bbox="1113 1050 1429 1106">Consultation meeting (Academics)</p> <p data-bbox="1113 1257 1429 1313">Consultation meeting (Academics)</p>	<p data-bbox="1456 906 1939 962">Concern noted and incorporated into the syllabus document as appropriate.</p> <p data-bbox="1456 1050 1939 1137">The syllabus reinforces the integrated nature of the syllabus and no hierarchy is implied.</p> <p data-bbox="1456 1257 1939 1345">No action required. This would be contrary to the design and consistency across secondary music syllabuses</p>

Syllabus Item	Issues	Source/s	Action
	<ul style="list-style-type: none"> • Reinforcement of course and examination requirements through a diagram would be valuable. • Good document on the whole which addresses most of the issues of concern to music educators and reflects the philosophy and approaches to music education throughout. 	<p>Consultation meeting Academics, DET</p> <p>Consultation meeting (DET) Variety of sources.</p>	<p>Table already included in final syllabus. For consideration on HSC On-Line.</p>

4. Responses

Written responses were received from the following individuals and groups:

Individuals

Name	School/Group
	PLC
	PLC
	Lake Illawarra High School
	PLC
Andreasen, Felicity	St Scholastica's, Glebe
Banks, Alison	St Dominic's, Kingswood
Bentley, Bernadette	St Patrick's College, Strathfield
Berry, Jacki	Bankstown Senior College
Bertolus, G.	St Ives High School
Bradley, Margaret	Curriculum Support Directorate
Brandstater, Suzy	Picton High School
Breckenridge, John	Pittwater High School
Callaway, Kristen	Epping Boys High School
Carter, Mary	Calrossy Girls
Cateris, Jane	Canterbury Girls High School
Chadwick, Felicia	University of Newcastle
Chapple, Penny	PLC
Coomber, Carol	Curriculum Support Directorate
Darry, G.	The Entrance High School
Dunbar-Hall, Peter	University of Sydney (Conservatorium)
Eager, G.	The Entrance High School
Edwards, Sally	Couralie High School
Ferguson, Margaret	Kincoppal, Rose bay
Garland, Denise	Bathurst High School
Gopalasamy, Dev	St Joseph's College, Hunters Hill
Goyette, Gregory	Creative Arts Consultant, DET
Gregor, V.	South Sydney High School
Gudmunsen, Fiona	Asquith Girls High School

Name	School/Group
Hall, Di	Creative Arts Consultant, DET
Harwood, Hedley	Turramurra High School
Hastie, Kelvin	Gymea Technology High School
Hayden, Aeronfa	Cerdon College
Hibbard, Karen	Gorokan High School
Hillery, Kristy	Freshwater High School
Hollestelle-Watson, Klara	St Vincent's College, Potts Point
Hollywood, Caroline	Bossley Park High School
Hopkinson, Ian	Wauchope High School
Hoy, Jan	John Paul College
Huey, Dorothy	Gosford High School
Hull, Val	Bankstown Girls High School
Jackson, Therese	East Hills Girls Technology High School
James, Wendy	Monte Sant'Angelo Mercy College
Johnson, A.	The Entrance High School
Jordan, Jayne	St George Christian School
Keogh, Peter	Freeman Catholic College
King, Jennifer	Wiley Park Girls High School
Langenegger, Pauline	Nowra Technology High School
Lawrence, C.	Central Coast Grammar School
Lee, Maxine	James Cook Boys Technology High School
Leeson, Ken	Abbotsleigh
Lollback, Lynn	Galston High School
Mae, Michael	Mt St Joseph's, Milperra
Masterson, Donna	Vaucluse High School
Matley, Anne	Forster High School
McFarlane, Carolyn	St Ives High School
McShane, Mary-Anne	St Patrick's College, Murwillumbah
Mead, Richard	Farrer Memorial Agricultural High School
Mead, Robyn	Northmead High School
Milic, Darko	Byron Bay High School
Mills, Paul	Murray High School
Montague-Brown, Andrea	Monaro High School

Name	School/Group
Moore, Glenn	
Moulton, Linda	Merewether High School
Moxham, Ros	Asquith Girls High School
Murphy, Frank	University of New South Wales
Murphy, Wendy	Southern Cross School
Owers, Sharon	Umina High School
Pennings, Andrew	Gorokan High School
Power, Anne	University of Western Sydney - Nepean
Quinnane, Andrew	Mt St Benedict College
Quinnane, Elizabeth	St Patrick's Marist College, Dundas
Rooke, Phil	Frensham School
Rowe, Elizabeth	Asquith Girls High School
Sharp, Lindy	Bulli High School
Silk, Lorraine	St Clare's Ladies College
Sirone, Domenic	Pendle Hill High School
Tarosento, Suzy	Bossley Park High School
Taylor, Fleur	Muswellbrook High School
Thompson, Carolyn	Northmead High School
Waldock, Kim	Sydney Grammar School
Wattus, Melissa	St Francis Xaviers, Hamilton
Willey, Jeff	Conservatorium High School
Wotton, M.	Holy Spirit College
Yong, Amy	Grantham High School
Zapral, Anna	Crestwood High School
Zietsch, Rod	Marcellin College
RECEIVED AFTER 20 April 1999	
Blatch, Claire	Northlakes High School
Cowan, Danny	Wade High School
Ford, Elizabeth	Marist College, Penshurst
Godkin, Peter	SCEGGS, Darlinghurst
Ingram, Judith	Gloucester High School
Johnson, H.	Lisarow High School
McKay, Sharon	Narromine High School

Name	School/Group
Price, Trevor	Granville Boys High School
West, Bryan	Ashcroft High School

Groups

Group
Association of Independent Schools Music Network
Barker College - Music Department
C. Lane/L. Walker - Giraween High School
Department of Education and Training
Hornsby District Music Teachers Network
Meriden School - Music Department
Music Educators in Schools
Newcastle/Maitland Districts Music Teachers Network
Orange District Music Teachers Network
Santa Sabina College - Music Department
St Catherine's College, Waverley - Music Department
Strathfield Girls Languages High School - Music Department
Sydney North Interdistrict Music Network
Sydney North Music Teachers Network
Tara Anglican School for Girls - Music Department
Trinity Catholic College, Lismore - Music Department
William Clarke College - Music Department
RECEIVED AFTER 20 April 1999
Killara High School - Music Staff
MacKillop Senior College - Music Staff
Marian College, Kenthurst - Performing Arts Department
Narrabri and Wee Waa High Schools - Music Teachers and Assistants
Patrician Brothers College, Fairfield - Music Coordinator and Music Teacher
St Ignatius College
Tamworth High School
Unknown Government School - Music Faculty

The following people attended consultation meetings:

Name	School/Group
Allington, James	Barker College
Andreasen, Felicity	St Scholastica's, Glebe
Aspeling, Trudi	Cleveland Street HS
Banks, Allison	St Dominic's, Kingswood
Barkl, Louise	Musica Viva In Schools
Bee, Andrew	Performing Arts Unit
Belshaw, Chris	International Grammar
Benson, John	Performing Arts Unit
Bentley, Bernadette	St Patrick's College
Blanch, Samuel	Evans HS
Bosi, Pam	Aquinas, Menai
Bradley, Margaret	Curriculum Support Directorate
Bredis, Sue	Ravenswood
Bridle, Rachel	Blacktown Boys HS
Buggy, Brian	Knox Grammar
Carey, Karen	MLC
Chapple, Penny	PLC
Christie, Peter	Blue Mountains Grammar
Clarke, William	Scots College
Coyle, Jim	Pittwater House
Diamandis, Gina	Narara Valley HS
Dickeson, Veronica	Canley Vale HS
Dorn, Robin	William Clarke College
Dunbar-Hall, Peter	Sydney Conservatorium
Fin, Rita	Sydney Grammar School
Fitzhenry, Marcia	Manly HS
Gilbert, Linda	Macarthur Anglican College
Gilmore, D.	Sydney Boys HS
Giugni, Bernadette	Condell Park HS
Golla, Gael	Loreto
Goot, Robert	Moriah College

Name	School/Group
Gowdy, Linda	Robert Townson HS
Grandison, Mark	Kambala
Hagerman, Annette	Peakhurst HS
Hales, Ruth	Loreto, Normanhurst
Halpin, Jenny	International Grammar
Hannaford, Rosemary	Sylvania HS
Hardy, Martin	Pittwater HS
Harrington, Geoff	Randwick Boys HS
Harwood, Hedley	Turramurra HS
Hawkins, Chris	Barrenjoey HS
Haydon, Aeronfa	Cerdon College, Merrylands
Henshaw, Julia	Sydney Girls HS
Hibbard, Karen	Gorokan HS
Hollestelle-Watson, Klara	St Vincent's College
Hull, Ann	St Andrew's Cathedral School
James, Narelle	PLC
James, Susane	Sydney Conservatorium Access Centre
Jenkins, Corrine	PLC
Johnson, Allan	The Entrance HS
Keogh, Peter	Freeman Catholic HS, Bonnyrigg
Lawrence, Candy	Central Coast Grammar
Levinsky, Stella	Sarah Redfern HS
Ling, Faith	Australian Institute of Music
Louran, Francis	Sydney Grammar School
Manning, Brian	Muirfield HS
Marsh, Kathy	Sydney Conservatorium
Masterson, Donna	Vaucluse HS
Mastro, Sia	St Aloysius
McDougall, Denielle	Dover Heights HS
McGowan-Slee, Trevor	Tara Anglican School for Girls
McLaughlin, John	Penshurst Girls HS
Merrick, Brad	Barker College
Murphy, Frank	University of New South Wales

Name	School/Group
Nelson, Owen	Hills Grammar
Nessegian, Sandra	Condell Park HS
Odell, Gillian	Loreto
Peachy, Andrew	William Clarke College
Plummer, Gerry	St Pius, Chatswood
Power, Anne	ASME
Quinnane, Elizabeth	St Patricks Marist College, Dundas
Robinson, Ann	Sydney Symphony Orchestra
Rooke, Phil	Frensham
Suthers, Alan	Ministry
Taylor, Elizabeth	Riverside Girls HS
Timms, Pauline	Moriah College
Tooth, Lynda	Catherine McAuley College, Westmead
Twyman, Bill	LMPC
Waldock, Kim	Sydney Grammar School
Wan, Julia	Danebank College
Webb, Michael	St Pauls Grammar
Weir, Paul	Cranbrook
White, Gary	Curriculum Support Directorate
Wilk, Juliana	Seven Hills HS
Williams, Steve	Performing Arts Unit
Willis, Scott	St Aloysius
Willy, Ken	St Andrew's Cathedral School
Wilson, Catherine	Ascham
Winter, Neal	Trinity College
Wisdom, Anne	Hornsby District Office
Witham, Mark	Wenona School
Yerbury, Anna	Musica Viva In Schools
Zisterman, Nora	Randwick Girls HS