NSW EDUCATION STANDARDS AUTHORITY

English EAL/D
Stage 6

Draft Syllabus

Consultation Report
February 2017

Contents

1 Background information

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

The preparation of the *English (EAL/D) Stage 6 Draft Syllabus* took into account the broad directions for the learning area, which were developed following public consultation and endorsed by the NESA in December 2014. In 2015 NESA conducted consultation on the draft writing briefs. The draft writing briefs were endorsed by the Board in February 2016

NESA conducted consultation on the draft syllabus in Term 3, 2016.

The consultation program from 20 July 2016 to 31 August 2016 included:
- a meeting of the Years 11–12 English Board Curriculum Committee on 3 August 2016
- face-to-face consultation meetings
- targeted consultation meetings for:
    - Aboriginal Education
    - Special Education
    - Industry.
- student voice meetings
- an online survey on the NESA website
- written submissions.

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

Feedback from consultation was analysed and informed revisions to the draft syllabus. The final syllabus is available in an online interactive format on the NESA website.

2   Executive summary

The *English EAL/D Stage 6 Draft Syllabus Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from a meeting of the Years 11–12 English Board Curriculum Committee, 7 metropolitan and regional face-to-face consultation meetings, 3 targeted consultation meetings, 3 student voice meetings, 40 responses to an online survey and 12 written submissions.

Consultation on the *English EAL/D Stage 6 Draft Syllabus* has supported the proposed rationale, aim, objectives, outcomes, course structure and requirements, and content. Feedback provided on these sections will be taken into account during the final syllabus development phase.

There was wide support for the provision of additional emphasis on English language development, literacy skills and the study of literature and deeper engagement with texts in the course content and modules. It was recognised that this course requires appropriate parity with, and differentiation from, the other 2 unit English courses in order to maintain the status of the EAL/D course as a tertiary entry pathway for English language learners and to equip students with the skills required for employment and further education.

The consultation highlighted the need for clearer advice regarding course entry requirements and text prescriptions. A number of respondents indicated they would have liked more detailed information about the HSC examination format to be provided in conjunction with the draft syllabus to allow for a more timely and considered evaluation.

A number of respondents commented that the listening mode required strengthening in the content and representation in school-based assessment.

There was strong support for the retention of the *Fundamentals of English* course or a similar course option which will provide English language learners across all English courses with additional language and literacy support at their point of need.

3   Key matters

Key matters	Actions
The course should be reviewed to ensure appropriate parity as well as differentiation between the EAL/D course and other Stage 6 English courses.	The course has been retitled 'English EAL/D' to align with the other English courses and more accurately reflect the place of the course within the Stage 6 English curriculum. The syllabus has been reviewed to ensure the complementary balance in the course between English language development, literacy skills, the study of literature and deep engagement with texts and ideas has been maintained.
The role of the Listening mode throughout the *English EAL/D* course requires further clarification.	Content has been reviewed and assessment requirements have been clarified to ensure Listening is addressed throughout the course.
The Fundamentals of English course is integral to the development of EAL/D students' English language and literacy skills.	The design of the *English EAL/D* course provides a sound basis for EAL/D students to develop their English language learning within the context of the modules and texts studied. These changes include: ● an additional outcome with explicit focus on communication and speaking and listening ● more explicit content related to language and literacy development.

4   Analysis

4.1   Rationale

Summary

The majority of respondents strongly agreed or agreed that the proposed rationales describe the nature of the subject and the course and explain its purpose in the curriculum. Refinements to terminology and phrasing were suggested.

Feedback affirming the rationale

Feedback	Sources
The rationales describe the nature and purpose of the subject and the course.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) SCS Survey (x21)
The common rationale effectively outlines the nature and purpose of the study of English.	AIS ETA SCS
The statement that the EAL/D course will satisfy NESA requirements for the study of English is supported.	NSWTF
The emphasis on critical, creative and powerful ways of using language in English is a strength of the proposed EAL/D syllabus.	SCS
The emphasis on language skills development in the course rationale effectively reflects the particular needs of the target cohort of English language learners in terms of building higher levels of proficiency in their use of written and spoken English.	AIS
The rationales of the individual courses succeed in making clear distinctions among the groups of students for whom the courses have been designed.	AIS ETA Survey (x2)

Key matters and actions

Key matters	Sources	Actions
Common rationale The core relationship between texts, meaning and language should be established more clearly in the common rationale.	ETA	The common rationale has been reviewed and refined to establish the relationship between texts and meaning more clearly.
Course rationale Reference to students' appreciation of how meaning is made in texts, as well as the role of literature in helping students to understand their world, are required in the course rationale.	AIS	The course rationale has been reviewed and refined to highlight the integration of modes. The course rationale highlights the importance of quality literature while acknowledging the importance of language learning for this specific cohort of students in life beyond school.
Greater focus on the integration of the modes is required in the course rationale.	ETA	
There is too much emphasis on language learning in the course rationale. Increased emphasis should be placed on engaging with texts and literature.	DoE Survey (x1)	
Refinements to phrasing and terminology are required.	DoE Survey (x1)	
Further clarification is required regarding the 'place' of the EAL/D course within the curriculum.	DoE	The relationship of the English EAL/D course to the other English courses is explained in the syllabus section *The place of English EAL/D Stage 6 Syllabus in the K–12 curriculum.*

4.2   Aim

Summary

The majority of respondents supported the proposed aim, and confirmed that it provides a succinct statement of the overall purpose of the syllabus.

Feedback affirming the aim

Feedback	Sources
The aim provides a succinct statement of the overall purpose of the syllabus.	AIS DoE Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) SCS Survey (x21)
The aim's reference to 'making meaning in different ways' provides a strong link to the K–10 syllabus.	AIS

Key matters and actions

Key matters	Sources	Actions
The emphasis on language in the aim does not accurately reflect the important role of literature in the study of English.	AIS	The aim has been revised to align with K–10 to provide an overarching K–12 statement.

4.3   Objectives

Summary

The majority of respondents affirmed the proposed objectives.

Feedback affirming the objectives

Feedback	Sources
The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	AIS SCS Survey (x21)
The objectives provide a balance between knowledge, skills and the ability to work with others.	Survey (x1)
The emphasis on critical, creative and powerful ways of using language is a strength of the draft syllabus.	SCS

Key matters and actions

Key matters	Sources	Actions
The statement in the Values and Attitudes objectives relating to 'the importance of the English language as a key to learning' should be reviewed.	NSWTF	Objectives for all courses are the same and have been aligned to the English K–10 continuum. They are intended to reinforce the continuum of learning across all Stages from K-12.
The stem for the objectives should be repeated in the table as it is in the English Advanced syllabus.	AIS	The stem for the objectives has been included for consistency in the continuum of learning table of each English syllabus.

4.4   Outcomes

Summary

The majority of respondents strongly agreed or agreed that the outcomes have appropriate learning progression from Year 11 to Year 12 and that they provide sufficient information to understand the intended learning and requirements.

Feedback affirming the outcomes

Feedback	Sources
The outcomes have appropriate and clear learning progression from the Year 11 course to the Year 12 course.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) Survey (x20)
The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	Survey (x20)
The outcomes and content provide sufficient information to understand the intended learning and requirements.	AIS ETA Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) Survey (x18)
There is appropriate parity between the EAL/D course and the other English courses.	AIS Survey (x15)
The reduction in outcomes is supported.	AIS Survey (x1)
Explicit inclusion of the ESL Scales to achieve outcomes is supported.	DoE ETA SCS Survey (x2)

Key matters and actions

Key matters	Sources	Actions
Not all outcomes have appropriate learning progression from the Year 11 course to the Year 12 course.	SCS Blacktown (CM) Survey (x2)	The principle of a learning continuum is central to English K–12. The wording of the outcomes and the verbs used have been reviewed and amended where needed to ensure clarity and appropriate progression for this cohort of students between Stage 5 and 6 as well as from Year 11 to Year 12. There are some outcomes that provide appropriate learning targets for both the Year 11 and Year 12 courses. In these cases no significant alteration to the outcomes has been made.
There are inconsistencies in the continuum of learning in some content points from Stage 5 to Stage 6.	AIS Survey (x1)	
Some of the language in the outcomes requires revision for consistency and clarity.	DoE	
The outcomes and content would benefit from some revision as they are too general and may not provide sufficient information to understand the intended learning and requirements.	ATESOL SCS Survey (x2)	
Outcome 8 should be redrafted to be more culturally sensitive, particularly to ensure that students from diverse cultural, religious, ethnic and linguistic backgrounds are not stereotyped as prejudiced or discriminated against for holding diverse views on gender and sexuality.	ACL	Content in this outcome has been amended to remove repetition and to clarify the intended learning.

4.5   Course structure and requirements

Summary

The majority of respondents strongly agreed or agreed that the course and text requirements are manageable and appropriate. Some respondents commented that having similar or common content with the other English courses would encourage a proliferation of composite classes in schools with smaller candidatures and lead to ineffective and imbalanced teaching of the EAL/D course. Other respondents recommended that EAL/D students should be required to study the Year 11 and Year 12 common modules and that the course structure and requirements should be more closely aligned with English Standard and English Advanced.

A significant number of respondents recommended that proposed text prescriptions should also be made available as part of the consultation process.

One respondent indicated that students should not have to engage with texts that reflect a wide range of perspectives. This view was not supported by the majority of consultation feedback.

Feedback affirming the course structure and requirements

Feedback	Sources
The course and text requirements are manageable and appropriate.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) SCS
The course structure and requirements are clear, manageable and appropriate.	AIS NSWTF Survey (x17)
The text requirements are manageable and appropriate.	AIS Survey (x12)
The inclusion of text requirements that include opportunities for students to experience texts by Aboriginal authors and those that give insight into the diverse experiences and perspectives of Aboriginal and/or Torres Strait Islander peoples is supported.	Aboriginal Ed
Provision for a teacher-developed module in Year 11 is supported.	AIS NSWTF SCS Survey (x1)
The wide reading focus across all Year 11 modules is supported.	AIS NSWTF

Feedback	Sources
Relocation of the *Texts and Society* module in the Year 11 course is supported.	AIS Blacktown (CM) Survey (x2)
Inclusion of the concurrent *Focus on Writing* module in Year 12 is a positive innovation and will allow teachers to focus on developing students' language skills in valid and relevant contexts.	AIS
The change to one prescribed text per module is supported.	AIS Blacktown (CM) Survey (x2)
The content and outcomes in the draft syllabus exhibit much more parity with the Standard and Advanced courses than the current syllabus and this is supported. The courses share more uniform course structures, wide reading expectations and text requirements as well as some similar focuses for study in the modules.	AIS Survey (x1)

Key matters and actions

Key matters	Sources	Actions
The course structure and text requirements are not manageable.	Blacktown (CM) Burwood (CM) Survey (x4)	The majority of respondents have indicated that the structure and requirements are clear, manageable and appropriate.
The course structure and text requirements should be consistent with the English Standard course.	DoE	Course structure, outcomes and content have been reviewed and revised, where it was appropriate, to ensure there is appropriate parity as well as differentiation between the courses to cater for this specific cohort of students.
Sufficient differentiation between the English EAL/D and English Standard courses should be maintained. Having a substantial proportion of outcomes, content and modules which are similar or common will encourage a proliferation of composite classes in schools with smaller candidatures and this could lead to ineffective and imbalanced teaching of the EAL/D course.	AIS Survey (x1)	
The course content pages are wordy and lengthy and should be presented as a hyperlink within the syllabus or as a support document to the syllabus.	DoE	Course content is a mandatory component of the syllabus. Publishing of the syllabus in an interactive and online format will allow for easier navigation and access.

Key matters	Sources	Actions
Course requirements do not include any specific information on Listening despite it forming an entire section of the HSC examination.	SCS Survey (x1)	An Assessment and Reporting document that clarifies school-based requirements will be published with in 2017. Listening will now form a mandatory part of school-based assessment.
Text requirements Text requirements for Year 11 and Year 12 should be similar. Students should be required to study more than one prescribed text in Year 11.	DoE SCS Survey (x1)	Text requirements are tailored to the course structure of each syllabus. In Year 11, students will study one substantial literary text as a minimum requirement. Students will be required to support their study of the modules through wide reading.
More information about the intent, nature and scope of wide reading requirements should be provided.	AIS SCS	The importance of wide reading has been enhanced in the module rubrics and included as a requirement in Year 12 school-based assessment.
The Year 11 wide reading focus should be extended to incorporate wide reading and viewing.	AIS	Wide reading has been broadened to include viewing in Year 11 to recognise the importance of speaking and listening to this cohort of students.

4.6   Assessment

Summary

The majority of respondents strongly agreed or agreed that the assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways. However, many respondents noted the lack of detail and clarity in the examination specifications.

While there was significant support for both HSC examination options a small majority of respondents indicated preference for Option 2 as the more rigorous of the two examination formats. Those respondents who expressed support for Option 1 stressed the importance of providing sufficient time for English language learners to demonstrate their knowledge, skills and understanding in the external HSC examination.

Respondents on the whole endorsed the simplification of school-based assessment and the removal of prescriptive weightings for the language modes. A number of respondents suggested that the proposed 25% maximum limit on exam types and styles of internal assessment should be reconsidered.

Feedback affirming the information on assessment

Feedback	Sources
The school-based assessment requirements are manageable.	AIS Survey (x18)
Assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways.	AIS Blacktown (CM) Burwood (CM) Goulburn (CM) Gymea (CM) Liverpool (CM) SCS Survey (x18)
Option 1 is the preferred option for HSC exam specifications.	DoE Gymea (CM) Survey (x1)
Option 2 is the preferred option for HSC exam specifications.	Burwood (CM) Survey (x5)
Changes from existing HSC examination specifications are positive.	SCS
Removing the related text requirements from the HSC examination will allow for more authentic assessment.	DoE ETA SCS Survey (x4)

Key matters and actions

Key matters	Sources	Actions
Assessment specifications do not provide opportunities for students to develop and demonstrate their learning in a variety of ways.	Survey (x18)	Support materials will be provided in 2017 to illustrate appropriate and meaningful teaching, learning and assessment opportunities for students.
The proposed assessment formats and guidelines lend themselves to prepared responses, plagiarism, ghost writing and/or other types of malpractice and ethical misconduct. The nature of internal and external assessment should be reviewed as part of syllabus development.	SCS Survey (x1)	The *All My Own Work* program is a mandatory prerequisite for Year 11 study. Schools retain the option to internally assess students work in a variety of ways to ensure confidence in the authenticity of the work produced. Support material will be developed to demonstrate a range of assessment approaches.
HSC examination More information about the proposed HSC examination format should be provided.	AIS NSWTF SCS Submission 26 Survey (x4)	Support materials addressing assessment and reporting will be published in 2017.
Short-answer questions in the HSC external examination should be of a significant length and worth. Short answers may be more appropriate if related to other modules.	DoE Survey (x1)	
Assessment of related texts should be retained in the external HSC examination. Removing the related text requirements from the HSC examination removes student choice and limits opportunities for deep personal engagement with and comparison of texts.	Submission 1 Survey (x1)	Consultation has supported the removal of related texts from the examination.

Key matters	Sources	Actions
Students should be required to write extended responses on prescribed texts in the HSC examination in order to demonstrate critical thinking.	SCS	Examination specifications will be confirmed during 2017.
The Listening Task in the HSC examination should be modified to allow adequate time for students to complete their answers.	Blacktown (CM) Submission 26 Survey (x1)	
The Listening Task in the HSC external examination should be retained.	AIS DoE Survey (x1)	
School-based assessment A variety of views regarding school-based assessment were indicated. The following is a list of suggested mandatory inclusions: ● creative writing ● each language mode ● listening ● the study of related texts.	AIS DoE Submission 26 Survey (x2)	School-based assessment will highlight the importance of related texts and all modes being represented in the assessment schedule.
Scope for an additional formal written examination during Year 12 should be provided.	Survey (x3)	Formal examination style tasks will now constitute a maximum of 30% of the school-based assessment weighting.
The 25% maximum weighting for a trial HSC examination should be increased.	AIS BCC NSWTF Survey (x1)	
The weightings and stipulations on the number and types of tasks leads to each task having a much larger weighting and could lead to increased stress on students.	AIS BCC NSWTF SCS Survey (x1)	The capping of assessment tasks has been introduced as part of the *Stronger HSC Standards* reforms, to reduce the stress on students.
Schools may start to create large, multi-part assessment tasks. Additional information and guidance around school-based assessment of related texts and wide reading should be provided.	AIS BCC SCS Survey (x1)	Support materials to assist schools in planning and implementing the new syllabuses and assessment requirements will be available in 2017.
School-based assessment should be authentic and focus on measuring students' ongoing language development and success in learning.	SCS	Support materials will be provided to assist teachers in designing assessment to provide students with the opportunity to develop and monitor their language skills and learning.

4.7   Content

Summary

The majority of respondents strongly agreed or agreed that the proposed modules are accessible and provide appropriate challenge and interest for students. Several respondents suggested specific changes to the focus and/or wording of module rubrics.

A number of respondents indicated that information was required about text prescriptions.

Feedback affirming content

Feedback	Sources
The Key Language Skills table is a useful reference for teachers of the course.	AIS DoE Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) Goulburn (CM) SCS Survey (x19)
The content describes the scope and depth of learning.	AIS ETA Survey (x19)
The course content and modules provide EAL/D students with opportunities to develop English language proficiency.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) Survey (x19)
The modules are accessible and provide appropriate challenge and interest for students.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM) SCS Survey (x18)
The module rubrics provide sufficient detail and direction for developing teaching and learning programs and can be taught in the suggested time.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM)
Specific content referring to Aboriginal and Torres Strait Islander peoples histories and culture, including the notion of 'storytelling' in the common module is supported.	Aboriginal Ed

Feedback	Sources
The module rubrics provide sufficient detail and direction for developing teaching and learning programs.	AIS Survey (x13)
The modules can be taught in the suggested time.	AIS Survey (x15)
There is appropriate parity between the EAL/D course and the other English courses.	AIS Blacktown (CM) Burwood (CM) Gymea (CM) Liverpool (CM)

Key matters and actions

Key matters	Sources	Actions
The Key Language Skills table should be included with the other English syllabuses.	DoE Survey (x2)	The Key Language Skills table includes skills seen to be more appropriate to this specific cohort of students. The table will still be available and accessible for all teachers via the online syllabus.
The course content and modules should focus more on developing English language proficiency.	Survey (x2)	The course content and modules have been designed to allow for the study of literature while still enabling English language development. These syllabus areas have been reviewed to ensure the balance is appropriate.
The course content and modules should focus on the study of English and literature rather than English language development.	DoE Survey (x1)	
There is inappropriate parity between the EAL/D course and the other English courses.	Blacktown (CM) Survey (x1)	Modules have been created to cater for the diversity of students who undertake the English EAL/D course. Modules have been reviewed to ensure appropriate parity exists while still retaining the distinctive opportunities for language development required. The titles of the modules will be retained. Module rubrics and content work together to identify and emphasise the distinctive focus and intended learning between the courses.
The titles of Year 12 Module A and Module B should be adjusted to reflect the distinction between the EAL/D and English Standard modules.	AIS	
The names of the modules should be the same as the English Standard course to reflect parity between the EAL/D and English Standard courses. This helps to reinforce the perception of the academic rigour of the course.	ATESOL DOE Survey (x1)	
EAL/D should incorporate the English Standard and Advanced common modules in both Year 11 and Year 12.	DoE	

Key matters	Sources	Actions
The terminology and phrasing used in the modules should be consistent across all English courses.	AIS BCC DoE Survey (x2)	Module rubrics have been reviewed to ensure phrasing and terminology is consistent while remaining appropriate to the distinctive nature of the learning required for this specific cohort of students.
Changes to the focus and/or wording of module rubrics are required.	AIS Burwood (CM) DoE Survey (x2)	
Where content refers to texts by Aboriginal authors it should read '*and/or* Torres Strait Islander people'.	Aboriginal Ed	This content has been amended.
More information about the Year 12 concurrent module should be provided.	Burwood (CM) SCS	*Focus on Writing* has been retained as a concurrent module. Support materials will be developed to demonstrate how this module may be programmed.
The *Focus on Writing* module should be replaced with an examinable Listening module.	SCS	

4.8   Learning across the curriculum

Summary

The majority of respondents endorsed the inclusion of the proposed Learning across the curriculum content. However, a number of respondents raised that this content might be treated in a superficial way due to the practicalities of an already crowded study program and suggested that the requirements might be applied across Stage 6 as a whole rather than to both Year 11 and Year 12. There was support for the inclusion of texts which reflect the experiences of a broader range of peoples and cultures. Stakeholders representing Aboriginal Education were highly supportive of the inclusion of Aboriginal and Torres Strait Islander histories and cultures content.

Feedback affirming learning across the curriculum

Feedback	Sources
The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	AIS Aboriginal Ed Survey (x20)
The inclusion of explicit requirements for the recognition of Indigenous Cultural and Intellectual Property (ICIP) will prepare students for future studies.	Aboriginal Ed

Key matters and actions

Key matters	Sources	Actions
The Learning across the Curriculum content requirements are impractical.	SCS Survey (x1)	Learning across the curriculum content are identified opportunities for students to develop their knowledge, understanding and skills in these important areas. Teachers will embed these opportunities into the teaching and learning when, and as, appropriate to their contexts. The selection of texts that students must experience has been adjusted as a requirement across Stage 6, rather than per Year. A range of support material, including sample programs, will be developed to support teachers with the planning and implementation of the new syllabuses.
A suggested text list should be provided for the Learning across the Curriculum content.	Survey (x2)	
The prescribed text list should include more texts which focus on Aboriginal Australians and Australian Muslims and Arabs.	Submission 19	The text prescriptions committee will consider this suggestion in the development of the text requirements to ensure that the diversity of Australian society is appropriately represented.
Difference and diversity Feedback on this Learning Across the Curriculum area included: ● The removal of this Learning across the curriculum area from the syllabus ● The suggestion to include/refine terms used in this Learning across the curriculum area ● Gender should not be a perspective to consider when making text selections ● The syllabus should not provide opportunities to normalise homosexual behaviour or promote any form of sexual ideology.	ACL FVA SASC Submission 3, 27	Difference and Diversity is a general capability that aligns with NESA *Statement of Equity Principles* to ensure that students have the opportunity to learn about the complexity of Australia's diversity. In the selection of texts for study teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

4.9 Diversity of learners

Summary

The majority of respondents confirmed that the proposed syllabus caters effectively to the diversity of learners within the EAL/D cohort and specifically addresses their needs, interests and abilities. Respondents indicated that the course content and focuses provide suitable opportunities to consolidate knowledge, skills and understanding while also challenging students to make progress in their learning.

A number of respondents suggested that particular acknowledgement of refugee students and learners who have experienced interrupted education should be made in the syllabus. Others recommended that the needs, interests and abilities of gifted and talented students should be reflected more prominently in the syllabus, and that the course should better facilitate and promote appropriate high support and high challenge pedagogies.

Feedback about the diversity of learners

Feedback	Sources
The syllabus meets the needs of the diversity of learners.	AIS DoE ETA SCS Survey (x17)
The syllabus effectively addresses the cultural and linguistic diversity within the EAL/D cohort and caters to students' abilities, interests and learning goals.	AIS Survey (x2)

Key matters and actions

Key matters	Sources	Actions
Specific reference to students from refugee backgrounds who may have gaps in their learning or no previous schooling should be included.	DoE Survey (x2)	All of the English draft syllabuses acknowledge the diversity of EAL/D learners in their talents, capabilities, prior learning experiences and levels of literacy in both their first language and in Standard Australian English.
Specific reference should be made to the diversity of students' home language literacy skills and experiences.	DoE	

4.10 Other comments

Summary

Respondents found the draft syllabus to be clear, meaningful, relevant, accessible and well developed with interesting focuses. They commended the balance between the study of English and English language development within the course and the opportunities provided for students to become effective, creative and confident communicators in English. There was significant enthusiasm and support for the implementation of the syllabus.

Feedback affirming the draft syllabus

Feedback	Sources
The draft syllabus provides strong links to and extension from the current English K–10 Syllabus and represents an improvement on the current English (ESL) course.	AIS Survey (x3)
The draft syllabus addresses the needs of EAL/D students and provides students with the opportunity to become effective, creative and confident communicators in English.	SCS
The glossary included with the syllabus is comprehensive and useful.	AIS DoE SCS Survey (x9)

Key matters raised and actions

Key matters raised	Sources	Actions
Course name The course name should be changed to English EAL/D.	DoE	The course name has been amended to reflect the position and focus of the EAL/D course appropriately.
Course entry requirements Students who have experienced significant disruption in their education should be permitted to have an extra year added to the course entry requirement period at the discretion of the school principal as per the current syllabus.	ETA NSWTF SCS Gymea (CM) Survey (x3)	Eligibility requirements have been clarified in the syllabus to maintain the current syllabus eligibility provisions.
English language proficiency should be used to determine course eligibility.	DoE	

Key matters raised	Sources	Actions
It is unclear if students are permitted to move from the other English courses, and from English Standard in particular, to EAL/D in Year 12.	AIS Survey (x1)	Movement between two unit English courses remains at the discretion of school principals and in accordance with ACE requirements.
Diagrammatic representation The proposed diagrammatic representation does not accurately reflect the relationships between syllabus content.	ETA Survey (x1)	The diagram has been reviewed and remains consistent across K–12 to visually represent the organisation of content in the English curriculum
Fundamentals of English The Fundamentals of English course should be reinstated. The course is integral to the development of EAL/D students' English language and literacy skills.	ATESOL DoE Blacktown (CM) Submission 11, 26 Survey (x5)	The design of the *English EAL/D* course provides a sound basis for EAL/D students to develop their English language learning within the context of the modules and texts studied. These changes include: • An additional outcome with explicit focus on communication and speaking and listening • More explicit content related to language and literacy development.
Consultation The consultation period was too short and/or poorly timed.	DoE ETA Survey (x1)	The timelines for consultation are consistent with NESA established processes used in previous syllabus development. Consultation provided opportunities for feedback to be provided through: • online surveys • consultation meetings • written submissions. The number of meetings was consistent with established NESA processes.
Glossary The glossary requires some additional terms and refinements. The original NESA key terms list should be incorporated into the Glossary as many of these terms feature in the syllabus outcomes and content, e.g., 'examine', 'evaluate', 'explore', etc.	AIS Survey (x1)	The glossary has been amended to include relevant subject specific terms. The NESA key terms are available on the website as they apply to all Stage 6 syllabuses.

Key matters raised	Sources	Actions
Support materials A range of support materials is needed concurrently with the release of the syllabus.	SCS Survey (x3)	Materials to support initial planning and implementation will be produced in 2017. The education sectors will provide further professional learning for teachers to support implementation.
Teacher professional development And learning activities should be provided to support syllabus implementation. A Standards package should be provided.	DoE Survey (x1) DoE	
Text prescriptions Text prescriptions should be provided during the syllabus consultation phase.	ETA NSWTF Survey (x3)	The NESA has established practices and guidelines for developing a text prescriptions list following the development of the syllabus.
Opportunities for consultation should be provided before text prescriptions are finalised.	NSWTF Survey (x1)	
References to the ESL Scales should be included in all English syllabuses and hyperlinked in the syllabus documents.	DoE	References to the ESL Scales as well as ACARA's *Student Diversity* information have now been included in the Diversity of Learners section of all English syllabuses and will be referenced in support material.

4.11 Student voice

Targeted consultation meetings with students were held to gather feedback about English. They provided feedback about the current syllabus and their experience as a student in 2016. They have been represented within the context of this consultation report. These meetings focused on discussion of courses within the learning area, including:

- preferences for topics and texts
- how students like to learn
- assessment practices
- how the subject prepares students for future learning.

Summary

The English (ESL) course was not offered at any of the schools visited. Feedback received from students in English Advanced and English Standard on areas of assessment, related material and the Area of Study has helped to inform the directions taken with the English EAL/D syllabus.

Students comments focused on student engagement and assessment. The majority of feedback indicated a high engagement with the content and texts studied in the course. Some matters were raised about the expectations of the modules and assessment.

Feedback from student voice on English

Feedback	Sources
Writing Students valued the opportunity to write critically and creatively but found writing creatively under exam conditions stressful and would like more time for creative writing.	Marrickville Manly Northern Rivers
Students found that creative writing under exam conditions was inauthentic. There was a preference for it to be assessed internally.	Manly
Students did not believe that the critical and creative components were balanced because creative writing was only done for the Area of Study.	Manly Marrickville Northern Rivers Individual Submission
Students indicated that there were too many critical responses and not sufficient time to develop skills in others forms of writing that may be more relevant post school.	Individual Submission
Area of Study and Modules The Area of Study was least valued by the students and perceived as irrelevant, limiting and repetitive. They thought it was too broad and time consuming.	Marrickville Manly

Feedback	Sources
Students believed the modules and texts were rewarding and interesting but recommended the removal of the requirement for related texts. They valued wide reading but not for examinations.	Marrickville Manly
Students raised that there were too many text requirements and time pressures.	Marrickville Northern Rivers Region Individual Submission
Assessment Students expressed the view that assessments caused stress as there was not sufficient time to reflect on learning. There was a preference for fewer assessments.	Marrickville
Students saw assessments as too stressful and there was a preference for more assessment with less weighting. They would like to see more informal assessment.	Manly Northern Rivers
Students believe that the current nature of the HSC course requires more memory than knowledge or skills. A reduction in the HSC time would be welcomed.	Individual Submission Manly Northern Rivers

5   Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Aim and rationale					
1. The rationale describes the nature and purpose of the course in the curriculum.	24	29%	58%	13%	0%
2. The aim provides a succinct statement of the overall purpose of the course.	23	26%	65%	4%	4%
Objectives					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	23	17%	74%	9%	0%
Outcomes					
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.	20	15%	75%	10%	0%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	21	19%	76%	5%	0%
6. The learning progression from the Year 11 course to the Year 12 course is appropriate.	22	23%	68%	9%	0%
7. There is appropriate parity between the EAL/D course and the other English courses.	21	19%	52%	24%	5%
Key Language Skills table					
8. The Key Language Skills table is a useful reference tool for the EAL/D course.	21	38%	52%	10%	0%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Course structure					
9. The course structure and requirements are clear, manageable and appropriate.	21	19%	62%	10%	10%
10. The text requirements are manageable and appropriate.	20	15%	45%	30%	10%
School-based assessment					
11. The school-based assessment requirements are manageable.	21	19%	67%	10%	5%
12. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	21	24%	62%	14%	5%
Content					
13. The content describes the scope and depth of learning.	20	30%	65%	5%	0%
14. The course content and modules provide students with opportunities to develop English Language Proficiency.	21	38%	52%	5%	5%
Learning across the curriculum					
15. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	21	30%	70%	0%	0%
Modules					
16. The module rubrics provide sufficient detail and direction for developing teaching, learning and assessment programs.	18	22%	50%	17%	11%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. The modules provide appropriate challenge and interest and are accessible for all students.	20	20%	70%	5%	5%
18. The modules can be taught in the suggested time.	19	11%	68%	11%	11%
Diversity of learners 19. The syllabus meets the needs of the diversity of learners.	19	21%	68%	11%	0%

6   Respondents

6.1   Consultation meetings

Board Curriculum Committee consultation meeting at NESA on 3 August 2016 (code: BCC)

13 members

Name	Organisation
Mr Gary Johnson	Chair
Mr Matthew Bentley	English Teachers Association NSW
Professor Leigh Dale	NSW/Territories Committee of Chairs of Academic Boards/Senates
Mr Patrick Devery	NSW/ACT Independent Education Union
Mr David Eccleston	NSW Teachers Federation
Ms Lyn Fetterplace	Catholic Education Commission NSW
Ms Roslyn Giles	NSW Department of Industry – TAFE NSW
Mrs Prue Greene	NSW Department of Education
Mrs Linda McNeil	Council of Catholic School Parents NSW
Mr Bradden Spillane	NSW Teachers Federation
Ms Karen Stapleton	Association of Independent Schools of NSW
Mr John Turner	NSW Department of Education
Ms Samantha Viera	NSW Parents' Council

Face-to-face consultation meetings (code: CM)

422 attendees

Location	Date (2016)	Number of attendees
Newcastle	28 July	57
Goulburn	2 August	32
Liverpool	4 August	63
Burwood	8 August	79
Gymea	9 August	34
Ballina	16 August	27
Blacktown	24 August	130

Face-to-face consultation meetings (code: CM)

Targeted consultation meetings

Aboriginal Education (code: Aboriginal Ed)

10 attendees

Location	Date (2016)	Number of attendees
Sydney	28 July	7
Sydney	2 August	3

Industry (code: Industry)

28 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	28

Student voice meetings (code: SV)

52 attendees

Location	Date (2016)	Number of attendees
Northern NSW region (via video conferencing)	8 June	16
Marrickville	28 June	25
Manly	29 June	11

Consultation meeting attendees

Attendees	Number of attendees
Academic	2
Parent	1
Pre-service teacher	3
School executive	75
Teacher	292
Student	0
Other	9

Attendees identified as	Number of attendees
An Aboriginal person	8
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	374

Sector	Number of attendees
Government	229
Catholic	80
Independent	102
Non-school based	11

Area of NSW	Number of attendees
Metropolitan	304
Regional	118

Note: The data listed above was gathered from meeting attendance registrations. It may not include all data for those who attended without first registering. Some data may not reflect the total number of attendees.

6.2   Online survey respondents

40 responses

Respondents	Number of respondents
Academic	0
Parent	1
Pre-service teacher	0
Principal	0
School executive	10
School faculty/department	5
Teacher	25
Student	1
Other	2

Respondents identified as	Number of respondents
An Aboriginal person	2
A Torres Strait Islander person	1
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	37

Sector	Number of respondents
Government	30
Catholic	4
Independent	5
Non-school based	1

Area of NSW	Number of respondents
Metropolitan	34
Regional	6

Number of people contributing to the survey	Number of respondents
1	33
2–5	4
6 or more	3

6.3   Written submissions

Organisations, groups and individuals	Code
Association of Independent Schools	AIS
Association for Teaching English to Speakers of Other Languages NSW	ATESOL
Australian Christian Lobby	ACL
English Teachers' Association of NSW	ETA
Family Voice Australia	FVA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
Sydney Catholic Schools	SCS
Individual respondent	Submission 11
Individual respondent	Submission 19
St Marys Senior High School English Faculty	Submission 26
Individual respondent	Submission 27