insyncsurveys

Australian Curriculum, Assessment and Reporting Authority

Draft K-10 Australian Curriculum Consultation Report

July 2010

acara

Insync Surveys Pty Ltd

Melbourne	Phone: +61 3 9909 9209 • Fax: +61 3 9614 4460
Sydney	Phone: +61 2 8081 2000 • Fax: +61 2 9955 8929
Perth	Phone: +61 8 6461 6485 • Fax: +61 8 6461 6455
Address	PO Box 446, Flinders Lane, VIC 8009, Australia
Website	www.insyncsurveys.com.au

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Executive Summary

The development of an Australian curriculum from Kindergarten to Year 12 has commenced, seeking to outline the essential skills, knowledge and capabilities that all young Australians are entitled to. The Australian Curriculum, Assessment and Reporting Authority ("ACARA") is responsible for the development of this rigorous, world-class national curriculum with the initial focus on the learning areas of English, mathematics, science and history (phase 1), followed by work in the areas of languages, geography and the arts (phase 2).

At present, a draft national curriculum for Kindergarten to Year 10 in English, mathematics, science and history has been written. This writing stage has culminated in a nationwide public consultation of the draft materials.

Purpose

This report details the consolidated feedback of the ACARA consultation of draft national curriculum materials. From March to May 2010, feedback was sought in relation to the draft curriculum for the four learning areas of English, mathematics, science and history from Kindergarten to Year 10. This report outlines the methodology used to collect and analyse consultation data, in addition to the qualitative and quantitative feedback itself. This analysis of all submissions and feedback has been provided to inform decisions on potential amendments or refinements to the draft Australian Curriculum as it is developed into a final Australian Curriculum.

Background

In developing phase 1 of the Australian Curriculum (English, mathematics, science and history), a draft national curriculum for Kindergarten to Year 10 in these learning areas was made available for nationwide consultation from March to May 2010. ACARA encouraged the involvement and participation of all stakeholders in providing feedback.

Through consultation on the draft national curriculum, feedback was sought in relation to the coverage and clarity of content and achievement standards, the sequence and placement of content and achievement standards, the manageability of the curriculum for teachers and the digital layout and format of the online materials.

Insync Surveys was commissioned by ACARA to provide a methodology and process for the collection and analysis of feedback from this consultation process.

Methodology and consultation participants

Engagement with a wide range of stakeholder groups provided significant breadth of opinion and both quantitative and qualitative feedback. Feedback was sought from teachers, school leaders, students, professional associations, universities, teacher unions, parents, industry and the general public. A brief summary of the process undertaken by ACARA and Insync Surveys is set out below. The outline includes the number of participants who were involved in each consultation process.

Online survey & consultation portal feedback

1 March – 30 May 2010

Teachers, other stakeholders in the broader education community and the general public were provided with the opportunity to review the draft K-10 Australian Curriculum online. Targeted feedback was gathered via completion of an online survey and/or via online mark-up of the draft materials.

The online survey comprised 53 questions: 40 rating-scale questions and 13 open-ended questions across eight broad categories:

1. Content descriptions
2. Content elaborations
3. Achievement standards
4. Structure of the curriculum
5. General capabilities
6. Cross-curriculum dimensions
7. Digital layout
8. World class curriculum

Number of respondents:

- 3650 responses were received to the online survey
- 58,357 pieces of consultation portal data were received. After removing irrelevant and repetitive feedback, 26,039 pieces of data remained

State and Territory consultation forums

March – April 2010

Key stakeholder representatives gathered across every State and Territory to comment on the draft K-10 Australian Curriculum. Forums were conducted in partnership with State and Territory curriculum and school authorities with participants including teachers, school leaders, students, professional associations, universities, teacher unions, parents, industry groups, and education authority officers.

Forum participants were allocated into groups and focused their discussions on either: i) the draft curriculum of a specific learning area, or ii) the overall curriculum for a particular stage of schooling (i.e. K-2, 3-6, 7-10). Group-level responses were provided via a learning area form or stage of schooling form respectively. Both forms comprised rating-scale questions and open-ended questions.

Number of participants:

- 935 participants were selected by State/Territory authorities
- 136 groups provided a response via a learning area form
- 125 groups provided a response via a stage of schooling form

National learning area forums

15 April – 23 April 2010

Key stakeholder representatives gathered in Sydney to examine the key issues from the State and Territory consultation forums and provide advice on proposed improvements to the curriculum. Separate forums were conducted for English (23 April 2010), mathematics (15 April 2010), science (16 April 2010), and history (22 April 2010).

Number of participants:

- 325 participants were selected from each State and Territory, representing catholic, independent and government schools
- English forum (77 registered participants), mathematics (79 registered participants), science (83 registered participants), and history (86 registered participants)

Peak body and other written submissions

March – June 2010

Within the allocated timeframe, 209 written submissions were received from 186 peak bodies covering educational authorities, schools, universities, business or professional associations, community organisations, and government organisations.

485 written submissions were received from individuals in the general public.

School trial feedback – online pilot survey

March – June 2010

Nominated schools participated in the development of teaching/learning programs from the draft curriculum (K-10).

Survey feedback was received from 87 trial schools.

Analysis of quantitative responses to the online survey and consultation forum feedback was undertaken at the item level with straight responses calculated for each rating-scale question.

Where qualitative feedback was received, a statistically representative[1] subset of comments was randomly extracted for analysis. Each comment was manually coded using pre-defined themes and then content analysed for recurring themes and general trends. All peak body submissions were summarised and content analysed.

Key strengths and areas for further development across the curriculum

This review of the consolidated feedback across all consultation processes has identified a number of key strengths of the draft Australian Curriculum (K-10). The detailed findings are presented in Chapter 5 of the full report. In general, stakeholders have indicated that across the curriculum:

Strengths

- There is positive support for the **overall direction** of the curriculum. Respondents indicated clarity with the rationale and aims that frame each learning area and the broad content of each area is generally well supported.
- The provision of an **online curriculum** is generally well supported. Overall, the digital format is seen as user friendly, assisted by the filtering function, and the curriculum can be easily accessed depending on access to the internet. Those who expressed concern about the online curriculum identified issues such as the layout, in particular inconsistent headings, and the initial difficulty in finding information.

[1] A confidence level of 99% (+/- 3%) was selected across all sampling conducted

- There is positive support for the inclusion of **general capabilities** and **cross-curriculum dimensions** in supporting interdisciplinary learning. Respondents indicated that specifically literacy, numeracy and information and communication technologies ("ICT") were clearly evident across the four learning areas in the draft curriculum. Feedback from online survey respondents indicated that the cross-curriculum dimensions were evident across the curriculum. Written submissions, however, highlighted the need for these dimensions to be further clarified and more consistently included in content descriptions, achievement standards and elaborations.

Areas for further development

A number of key challenges and issues were also identified across the K-10 draft national curriculum. Taking into account all of the feedback received, these issues relate to:

- **Catering for students with diverse and special needs**. Concerns were expressed across all consultation media that the curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds and from regional areas.
- The draft Australian Curriculum was considered **content heavy**. Consistent feedback highlighted overcrowding across the curriculum and that this may detract from the depth and quality of understanding achievable with over half of the State and Territory consultation forum participants (58%) expressing this as a concern.
- The need for **clearer achievement standards** that specify the depth of what students are expected to learn at each year level was consistently raised. The purpose of the achievement standards needs to be clearly articulated with stronger links to assessment and reporting.
- A **broader range of annotated work samples** was requested in order to exemplify the standards (A-E). Multi-modal (i.e. written, video, aural, etc.) samples would be more beneficial, particularly if accompanied by rubrics representing a greater range of assessment tasks. Two-thirds (67%) of the online respondents indicated that the annotated work samples did not assist in illustrating and exemplifying the achievement standards.
- In considering feedback across the stages of schooling, there were calls for a **stronger focus on transition points** in order to review the leaps in content and specialisation. While this observation was generally made for all transition points, it was specifically highlighted in the transition from Year 6 to Year 7. Ensuring a smooth transition was a particular concern in working with students with diverse learning abilities.
- **Revision of curriculum nomenclature** was recommended. There was general feedback across the curriculum that improved clarity is required with regards to language use, terminology and descriptions. Typical feedback included the consistent use of terminology both within and across learning areas. This would assist in providing clearer guidance for teachers in terms of sequencing and working with students with diverse abilities.

Summary of findings by learning area

Across all consultation processes, participants provided feedback specific to one of four learning areas: English, mathematics, science or history. Review of the aggregated feedback for each learning area highlights a number of specific strengths and issues. Detailed findings are presented in Chapter 6 of the full report.

English

Strengths

- The majority (80%) of State and Territory consultation forum participants considered the overall aims and rationale to be clear and appropriate. On the whole, the language, literacy, and literature strands were generally well received in principle, particularly the inclusion of each in the draft curriculum and their role in highlighting the content of English.
- The content descriptions were described as covering the important material young Australians need to know and the clarity and coherence of the draft content descriptions, elaborations and work samples were all evaluated favourably. Seventy percent of the online respondents agreed that the content elaborations illustrated the descriptions effectively.
- The majority of online survey respondents and forum participants considered the English achievement standards to be clear and sequenced appropriately. The relationship between the standards and how the strands and modes will be assessed, however, requires further clarification.
- The majority of online survey respondents felt that cross-curriculum material is clearly evident in the English content descriptions, specifically indigenous history and culture (75% agreement) and Australia's engagement with Asia (73% agreement). Conversely, only 58% of respondents felt that sustainability issues are adequately covered.

Areas for further development

- Concerns were expressed across all consultation media that the English curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds and from regional areas.
- Consistent feedback highlighted several topics which were misplaced across year levels. In addition, there was a perceived lack of coherence around how content was linked across the strands. Fifty-eight percent of consultation forum participants stated that the organisation of the learning areas provides a coherent view of the key elements and characteristics of the curriculum.

- The need for English content descriptions together with achievement standards that clearly specify the depth of what students are expected to learn at each year level was deemed essential.
- Consistent feedback highlighted that across the curriculum, there is inadequate focus on oral language and vocabulary development, relative to reading and writing. Particularly within the early primary years, speaking skills need to be consolidated before reading and writing. Multiple consultation media raised the issue of a nationally approved handwriting style in keeping with a national curriculum. Inconsistencies across States and Territories were highlighted.
- Online survey respondents indicated that literacy, ICT and thinking skills were clearly evident in the draft English content descriptions and achievement standards. Less integration of ICT was evidenced in secondary years as opposed to a more focused development of these skills in earlier years. Feedback indicated that the communicative potential of ICT could be better capitalised on in the draft English curriculum.

Mathematics

Strengths

- The draft content descriptions and elaborations were evaluated by the majority of respondents across all consultation media as clear, coherent and covering the content considered important. From the State and Territory consultation forums, 94% of participants indicated that the rationale and aims are clear and appropriate and 87% stated that the organisation of the learning areas provides a coherent view of the key elements and characteristics of the curriculum.
- The enhanced linkages between strands and the greater clarity now afforded to these connections were commended.
- The inclusion of real world applications of mathematics, such as calculating discounts, buying and selling, tax and GST were considered a strength. Overall, a stronger emphasis on financial literacy was recommended to impart sound everyday money skills in students.
- Online survey respondents indicated that the general capabilities of numeracy and thinking skills were clearly evident in the mathematics content descriptions and achievement standards. Intercultural understanding and ethical behaviour were less evident.

Areas for further development

- Consistent feedback indicated that content and achievement standards have been set too high and are generally too difficult for the average student, although 55% of the online respondents felt that the draft achievement standards are pitched appropriately. A stronger focus on the sequencing of content was also raised in order to better reflect student consolidation of concepts.

- Concerns were expressed that the mathematics curriculum is too content heavy, particularly in terms of statistics, and that this may detract from the depth and understanding of other topics. Duplication and inconsistencies both within and across the strands should be reviewed.
- Further concerns were expressed across all consultation media that the mathematics curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds and from regional areas.
- Consultation feedback indicated that the development of the content does not adequately represent the proficiencies nor encourage teachers to relate the concepts from different strands.
- Feedback indicated that problem solving was not sufficiently considered in the draft curriculum. It was felt that this skill needs to be strengthened across all strands and specific reference made to enhancing this capability within students.
- Specific inclusion of ICT skills was not clearly evident in the draft mathematics curriculum across all year levels. More rigorous linkages between content and technology need to be made in the document along with software that can be used. Using ICT in mathematics needs to reflect a change in thinking and not just a change in the tools used.
- Guidance was sought around the appropriate stage and level to introduce calculators. Feedback highlighted the fine line between introducing calculators too early, which may not allow students to develop their own mathematical processing skills, and failing to incorporate calculators in other subject areas.
- The majority of online respondents indicated that the cross curriculum dimensions were not clearly evident in the content descriptions for mathematics.

Science

Strengths

- In general, positive feedback was received on the importance placed in the curriculum on developing scientific inquiry skills and the application of these skills in everyday life. Ninety percent of the State and Territory consultation forum participants indicated that the rationale and aims that frame this scientific learning are clear and appropriate.
- The inclusion of Science as a Human Endeavour ("SHE") in the curriculum was commended. Feedback indicated that it is a vital aspect of scientific learning and should engage more students by connecting science with culture.
- The general capabilities were well integrated into the draft science curriculum with a number of capabilities rated as clearly evident in the content descriptions and achievement standards, specifically: teamwork, ICT, literacy, numeracy and thinking skills. The inclusion of creativity was, however, limited.
- The majority of online respondents felt that a commitment to sustainability was clearly evident in the science content descriptions, with 79% of respondents indicating such.

Areas for further development

- A common issue raised was that the Science Understanding ("SU") strand was content heavy and covering it all in sufficient depth would be difficult. Specifically, geological content was over-represented. There were also general views that content was lacking around emerging sciences and new technologies. Sixty-one percent of consultation forum participants stated that the organisation of the learning areas provides a coherent view of the key elements and characteristics of the curriculum.
- Consistent feedback indicated that the achievement standards are pitched too high across year levels. Clearer standards that specify the depth of student learning required at each year level were considered critical.
- Written submissions in particular expressed that the national science curriculum requires equipment and facilities that many primary schools and regional schools may not have (e.g. science labs).
- Forum participants and peak body submissions expressed that the science curriculum was lacking in content around emerging sciences and new technologies. Incorporating this material into the teaching of the traditional sciences, along with work samples that reflect this material was suggested by some respondents in order to sufficiently explore contemporary issues.

History

Strengths

- Elevating the significance of history education by ensuring its presence over the stages of schooling was regarded by many as a positive and a key pillar in the national curriculum. The majority (91%) of State and Territory consultation forum participants indicated that the rationale and aims of the learning area are clear and appropriate, while 74% stated that the organisation of the learning area provides a coherent view of the key elements and characteristics of the curriculum.
- The broad inquiry questions for each level were generally considered clear and succinct and a vital aid to helping teachers unpack the content and skills identified for each year level.
- Compared to all other learning areas, the history curriculum most clearly promoted intercultural understanding. Indigenous history and culture, and Asia and Australia's engagement with Asia were most recognised within this subject.
- The majority of online respondents felt that cross-curriculum priorities are clearly evident in the history content descriptions, specifically indigenous history and culture (82% agreement) and Australia's engagement with Asia (81% agreement). Strengthening the contemporary focus in both of these areas however was suggested in order for their inclusion to not appear superficial.
- A focus on the general capabilities of literacy, intercultural understanding and thinking skills was evident in the draft history curriculum. The development of self-management, creativity and teamwork could be strengthened.

Areas for further development

- Concerns were expressed that the history curriculum is too content heavy, particularly in Years 7 to 10, and that this may detract from the depth and understanding of teaching and learning and adequate coverage of the range of topics.
- The history achievement standards were generally seen as unclear and not reflecting the content.
- Consistent feedback on the elaborations described them as not sufficiently illustrating the content descriptions.
- A lack of emphasis on contemporary history was identified; in particular around Asian history and Australia's history post-WWII. In addition, a general theme across the feedback centred on how to recognise Indigenous perspectives without the teachings appearing tokenistic.
- Feedback identified a need for clearer guidelines around the teaching of overviews and depth studies. Submissions indicated a lack of clarity around the purpose of depth studies, the coverage of content points and the extent of material to be covered in depth studies. There was also a reported lack of clarity around the role of the overviews in providing the context for learning at each year level.

Summary of findings by stages of schooling

- Many respondents indicated that integrated and play-based learning for K students should be articulated in the curriculum.
- The K-2 curriculum was perceived as not adequately taking into account key transition points between early childhood learning and primary education. In particular there was a perceived absence of linkages to the Early Years Learning Framework. Only 23% of respondents from the State and Territory consultation forums agreed that the K-2 curriculum adequately takes into account key transition points.
- In general, Years 3-6 content descriptions and achievement standards were seen as sufficiently challenging and provide clarity about the depth of teaching required.
- A lack of continuity was consistently identified, particularly between the primary and secondary curricula. Only 18% of respondents agreed that the Years 3-6 curriculum makes appropriate linkages between early childhood, primary and secondary education.
- Most critical feedback was received on the clarity and sequencing of Years 7-10 content descriptions, elaboration and achievement standards.
- Across all stages of learning, the Year 7-10 curriculum was considered the least inclusive of the range of learners.

Summary of findings by States and Territories

A wide range of written submissions were received across the States and Territories. Here, we specifically refer to the key issues raised by the State and Territory educational authorities. The points highlighted below were raised by the majority of education authorities. A detailed overview of all State and Territory findings is presented in Chapter 8 of the detailed report.

Across the Curriculum

- The diverse needs of students, particularly students with disabilities and EAL and additional learning needs were highlighted as a particular issue requiring greater consideration. Educational authorities put forward clear messages about managing standards for students who are not following content year by year and multi-age contexts.
- Submissions reported that indigenous culture and history are consistently incorporated into the content descriptions, not just the elaborations.

English

- The sequencing of content across years and clarity around how concepts are linked across strands was highlighted as an issue requiring further development. The use of consistent headings and clustering content were put forward as recommended solutions. Each State and Territory submission details specific content areas that are over or under represented.
- Achievement standards were considered to be not clear, particularly in terms of their alignment to the strands.

Mathematics

- Within the structure of the draft mathematics curriculum, consistent feedback indicated that the three content strands do not allow for the incorporation of proficiencies.
- Content sequencing was highlighted as an area of concern with educational authorities specifying the years in which content and achievement standards are sequenced inappropriately (e.g., for NSW K-2 is lower than expected; 3-6 is higher).

Science

- Unifying ideas are not evident in the organisation of the draft science curriculum. The relationship between the rationale, strands and standards needs to be made more explicit.
- The distribution of science content across the strands and across years was considered inconsistent and overlapping with other subject areas.

History

- There was feedback across the educational authorities that the content to be covered was too ambitious with recommendations to reduce, reorganise and integrate content. Specifically, consistent feedback suggested removing the overlap in content across Years 5-6 and 9-10.
- The approach to indigenous history and culture was consistently referenced with feedback indicating that it is "tokenistic" and that the draft curriculum does not prescribe sufficient content to ensure that Aboriginal perspectives are integrated across all year levels.

Summary of non-curriculum issues

When reviewing the consolidated consultation feedback, a number of additional recurring issues outside of the curriculum were identified:

- Professional development will be required in not only up-skilling teachers on the use of the online curriculum, but also in providing teachers with the requisite knowledge and skill to effectively teach the new content.
- There are resourcing implications for regional and small schools that may not have sufficient access to the internet or may not have the equipment and facilities to teach the new curriculum.
- National assessment guidelines are sought in line with the national curriculum documents.
- Guidelines on how to teach the year-level-based curriculum with composite classes are required.

Conclusion

Overall, the consolidated findings of all submissions and feedback indicate that further refinement of the draft Australian Curriculum (K-10) would be supported by key stakeholders and the Australian public.

A number of key issues were identified across the K-10 draft national curriculum with strong feedback around the ability of the draft national curriculum to cater for students with diverse and special needs. Concerns were expressed across all learning areas that the curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds and from regional areas. In particular, gifted student, ESL students, students with learning difficulties or disabilities and those from low socio-economic backgrounds were considered to be disadvantaged by the draft curriculum.

The draft Australian Curriculum was also considered content heavy, with consistent feedback highlighting overcrowding across the curriculum. It was thought that this may detract from the depth and quality of understanding achievable. Furthermore, the need for clearer achievement standards that specify the depth of what students are expected to learn at each year level was consistently raised.

In addition to this summary of strengths and areas for further development across the four learning areas, a comprehensive review of the consolidated feedback is provided in the full report.

1. Introduction

The development of an Australian curriculum from Kindergarten to Year 12 has commenced, seeking to outline the essential skills, knowledge and capabilities that all young Australians are entitled to. ACARA is responsible for the development of this rigorous, world-class national curriculum with the initial focus on the learning areas of English, mathematics, science and history (phase 1), followed by work in the areas of languages, geography and the arts (phase 2).

At present, a draft national curriculum for Kindergarten to Year 10 in English, mathematics, science and history has been written. This writing stage has culminated in a nationwide public consultation of the draft materials. In seeking feedback on the draft national curriculum, the following key questions have been raised:

- Do the draft content descriptions and achievement standards represent what all young Australians should learn in these four curriculum areas?
- Are the content descriptions and achievement standards clear about what should be taught and what students are expected to learn?
- How does the sequence and placement of content within the curriculum match with teachers' understandings of where students should be at any particular year?
- Is the content at each year level manageable and able to be taught in depth and within the time available?
- Is the digital layout easy to navigate? Does it provide a range of entry points and views?

Feedback on these issues has been gathered from a range of stakeholders via numerous consultation processes. The following report is intended to detail the consolidated feedback on the draft national curriculum materials. This analysis of all formal submissions and survey and forum feedback is provided to inform decisions on potential amendments or refinements to the draft Australian Curriculum as it is developed into a final Australian Curriculum.

2. Methodology

Consultation Processes and Data Collection Overview

Consultation on the draft K-10 English, mathematics, science, and history curriculum was made available to stakeholders between March and May 2010. Following the release of the draft national curriculum (K-10) for public consultation, feedback has been collected via a range of processes. A brief summary of the process undertaken by ACARA and Insync Surveys is set out below.

1 March – 30 May 2010	**Online survey and feedback** Draft curriculum made available online for review. Completion of an online survey and submission of feedback via online mark-up of the draft materials
March – April 2010	**State and Territory consultation forums**
15 April – 23 April 2010	**National learning area forums** Mathematics; science; history; English
March – June 2010	**Peak Body and public written submissions gathered**
March – June 2010	**School trial feedback – online pilot survey** Nominated schools participated in the development of teaching/learning programs from the draft curriculum (K-10)

This section details the processes used to collect feedback as well as the qualitative and quantitative methods used to analyse this data.

Online Survey

From 1st March to 30th May 2010, teachers, other stakeholders in the broader education community, and the general public were able to review the draft curriculum materials online and provide targeted feedback through an online survey. Responses were sought to specific questions in eight broad categories:

1. Content descriptions
2. Content elaborations
3. Achievement standards
4. Structure of the curriculum
5. General capabilities
6. Cross-curriculum dimensions
7. Digital layout
8. World-class curriculum

Within each of these categories there were open-ended questions, which allowed written comments to be provided; and rating-scale questions, which required respondents to indicate on a 4-point Likert scale the extent to which they agree with a particular statement (i.e. Strongly disagree, disagree, agree, and strongly agree). A "no comment" rating allowed participants to not respond if they had not considered that part of the curriculum or did not wish to share their views.

The number of questions in each section of the survey is detailed below. For a sample of the online survey, please refer to Appendix A.

Survey section	Quantitative items	Qualitative items
1. Content descriptions	5 rating-scale questions	3 open-ended questions
2. Content elaborations	4 rating-scale questions	1 open-ended question
3. Achievement standards	5 rating-scale questions	2 open-ended questions
4. Structure of the curriculum	3 rating-scale questions	3 open-ended questions
5. General capabilities	10 rating-scale questions	1 open-ended question
6. Cross-curriculum dimensions	3 rating-scale questions	1 open-ended question
7. Digital layout	2 rating-scale questions	1 open-ended questions
8. World-class curriculum	8 rating-scale questions	1 open-ended question

In total, the online survey comprises 53 questions: 40 rating-scale questions and 13 open-ended questions.

Insync Surveys' internal data analysis team undertook data processing and analysis using SPSS software. Analysis of the online survey data was undertaken at the item level with straight responses calculated for each rating-scale survey question. A statistically representative subset[2] of comments was randomly extracted for analysis. Each comment was manually coded using pre-defined themes (see Appendix B for the code book), and subsequently content analysed for recurring themes and general trends.

Specifically, this processes of thematic analysis involved the identification and coding of "meaning units" in the commentary received via the online survey. A "meaning unit" is a string of text that expresses a single proposition, idea or theme. Recurring themes were then grouped together and aligned with a code, or overarching theme. These themes identify the general meaning of that group of comments.

[2] A confidence level of 99% (+/- 3%) was selected across all sampling conducted

Consultation Portal Data

During the review period from 1st March to 30th May 2010 during which, teachers and other stakeholders in the broader education community were able to review the curriculum, the online portal also allowed respondents to annotate the materials and provide open-ended feedback.

Prior to analysis, the consultation portal data were cleaned. For example, all irrelevant and repeat cases were cleared. A statistically representative subset of comments was randomly extracted from each of the four learning areas. This sample of open-ended feedback was then content analysed manually with general themes identified and specific recommendations noted.

State/Territory Consultation Forums

Consultation forums took place in every state and territory during March and April 2010. These forums were conducted in partnership with State and Territory curriculum and school authorities with participants including teachers, school leaders, students, professional associations, universities, teacher unions, parents, industry groups, and education authority officers.

Following general discussion of the draft national curriculum, forum participants collaborated in smaller groups of between four to six participants, and were asked to provide a group-level response via either one of two forms:

- Learning area form
- Stage of schooling form

The **learning area** form (Appendix C) comprised 18 questions in total. Groups were asked to complete the form based on either a learning area in general (e.g. English, mathematics, science or history) or a learning area in a particular year (e.g. K-2 English, 3-6 history). The learning area form sought a group response to specific questions across five broad survey categories:

1. Rationale, aims and organisation of the learning area
2. Key strengths and issues relating to the content of this learning area
3. Key strengths and issues relating to the achievement standards of this learning area
4. Online format
5. Open-ended questions – overall strengths and challenges

The **stages of schooling** form (Appendix D) comprised 13 rating-scale and open-ended questions that focused on the key strengths and issues relating to English, maths, science and history for each group's nominated schooling stage (i.e. either K-2, 3-6, 7-10).

Insync Surveys' internal data analysis team undertook data processing and analysis using SPSS software. Analysis of the quantitative forum feedback was undertaken at the item level with straight responses calculated for each rating-scale survey question. All qualitative forum feedback (i.e. State, Territory, and national learning area) was analysed manually using content analytic techniques. This involved the identification and summarising of themes similar to the process undertaken to analyse the consultation portal data.

National Learning Area Forums

Following the State and Territory forums, four national learning forums were convened by ACARA on the following dates:

National Consultation Forum – Mathematics	15 April 2010
National Consultation Forum – Science	16 April 2010
National Consultation Forum – History	22 April 2010
National Consultation Forum – English	23 April 2010

The purpose of these national forums was to examine the analysis of key issues from the State/Territory consultation forum and provide advice on proposed improvements to the curriculum. Teachers, national professional associations, and education and discipline academics were invited to provide expert feedback on the draft national K-10 curriculum. These forums were divided into three workshop sessions to focus on particular issues arising from the draft curriculum:

Workshop 1 – Content
Workshop 2 – General capabilities and cross curriculum dimensions
Workshop 3 – Achievement standards

All feedback was recorded in forms specific to learning areas (Appendices E-H). All qualitative national forum feedback was analysed manually using content analytic techniques with key themes extracted and specific suggestions for improvements to the curriculum noted.

Peak Body and Public Feedback Submissions

Formal written submissions were sought in response to the draft national curriculum materials (K-10) in the areas of English, mathematics, science, and history. A summary of Peak Body written submissions and other written submissions is presented in Appendix I.

Peak Body and public submissions were analysed manually using thematic analysis techniques. All Peak Body submissions were manually coded using pre-defined themes (see Appendix B for the code book) and then content analysed for recurring themes in each submission and general trends. Written submissions from the public were summarised via recursive abstraction, a method of qualitative

analysis that does not include coding. Through undertaking this method, each of the original submissions were summarised, and then through a further review of those summaries, the main argument and themes of the initial dataset are distilled.

School Trial Feedback – Online Pilot Survey

Teachers from each State and Territory were invited to trial the draft curriculum materials and provide feedback on the Australian Curriculum Consultation Portal. Teachers were requested to complete a questionnaire of 15 open-ended questions (Appendix J). These questions focused on reactions to the website (i.e. the home page, LEARN link, EXPLORE link, and general feedback). Each open-ended question was manually content analysed for recurring themes and general trends. A list of the trial schools that submitted feedback is presented in Appendix K.

3. Nature of Respondents

Total Number of Respondents

Table 1 shows participation rates across each of the consultation processes.

Table 1: The total sample composition by consultation process

	Number of participants/forms
Online survey	3650 completed survey responses
Consultation portal data	58,357 responses received 26,039 responses remained following the removal of irrelevant and repeat cases
State/Territory consultation forums	935 participants 261 feedback forms • 136 learning area forms • 125 stage of schooling forms
National learning area forums	325 registered participants 41 feedback forms
Written submissions	Within the designated timeframe: • 209 written submissions from 186 peak bodies were received • 485 written submissions from individuals in the community ("public submissions") were also received
School trial feedback: online pilot survey	87 participating trial schools 381 feedback forms

Written submissions were received from government, education authorities (national, State and Territory, government, Catholic and Independent), parent bodies, professional educational associations, academics, business and industry groups, wider community groups, and individuals from the wider community.

Online Survey Respondents

In total, **3650 responses** to the online survey were received. Table 2 shows the composition of the online survey sample, that is, the number and percentage within the total sample of respondents in the various demographic categories

Table 2: The online survey sample composition

	Number in the online survey sample	% of the total online survey sample
Learning Area:		
• English	821	22.5%
• Mathematics	793	21.7%
• Science	555	15.2%
• History	582	15.9%
• All learning areas*	899	24.6%
State:		
• ACT	130	3.6%
• NSW	1105	30.3%
• NT	68	1.9%
• QLD	587	16.1%
• SA	314	8.6%
• TAS	178	4.9%
• VIC	785	21.5%
• WA	479	13.1%
• Other (international)	4	0.1%
Role:		
• Academic	329	9.0%
• Business or industry professional	90	2.5%
• Community member	118	3.2%
• Parent	180	4.9%
• School or curriculum authority	241	6.6%
• School-based personnel (e.g. principal, teacher, coordinator)	2692	73.8%
Stage of Schooling:		
• K-2	103	2.8%
• 3-6	114	3.1%
• 7-10	959	26.3%
• All stages#	2474	67.8%

* Respondents who selected more than one learning area were considered in this classification
\# Respondents who selected multiple stages of schooling across the specified groupings were considered in this classification

State/Territory Consultation Forum Respondents

In total, **935 individuals** participated in the State and Territory consultation forums. Participants were selected by State/Territory authorities from the following groups: teachers, school leaders, students, professional associations, universities, teacher unions, parents, and industry. Table 3 shows the number of participants by state.

Table 3: The State/Territory consultation forum sample composition

State/Territory	
ACT	126
NSW	119
NT	146
QLD	121
SA	94
TAS	98
VIC	119
WA	112
TOTAL	**935**

Following the State and Territory consultation forums, **136 learning area** forms were completed. Table 4 shows the number of learning area feedback forms received by location and learning area.

Table 4: The number of learning area forms submitted by State/Territory

State/Territory	Learning area			
	English	Mathematics	Science	History
ACT	3	0	3	4
NSW	8	4	4	4
NT	4	5	3	5
QLD	5	3	4	3
SA	6	5	4	5
TAS	4	5	5	4
VIC	4	4	4	4
WA	6	5	4	5
TOTAL	**40**	**31**	**31**	**34**

In addition to the learning area forms, **125 stage of schooling** forms were completed. Table 5 shows the number of stage of schooling feedback forms received by location and stage of schooling.

Table 5: The number of stage of schooling forms submitted by State/Territory

State/Territory	Stage of schooling		
	K-2	3-6	7-10
ACT	0	3	5
NSW	3	5	8
NT	6	5	5
QLD	5	4	6
SA	3	6	7
TAS	5	6	9
VIC	4	3	8
WA	5	6	8
TOTAL	**31**	**38**	**56**

National Learning Area Forum Participants

In total, **325 individuals** participated in the national learning area consultation forums. Table 6 shows the number of participants across the four learning area forums.

Table 6: The national consultation forum sample composition

	Date	Number of registered participants
English	23 April 2010	77
Mathematics	15 April 2010	79
Science	16 April 2010	83
History	22 April 2010	86

Nature of Peak Body and Public Feedback Submissions

In total, **209 written submissions** were received from 186 peak bodies covering educational authorities, schools, universities, business or professional associations, community organisations, and government organisations. The number of submissions by group is tabled below with a list of these peak bodies presented in Appendix I.

	Number of submissions	% of submissions
Education authorities state	17	9%
Schools	50	27%
Universities	5	3%
Business or professional associations	86	46%
Community organisations	15	8%
Government organisations	5	3%
Other authorities	8	4%

In addition, **485 submissions** were received from individuals of the public population.

School Trial Feedback – Online Pilot Survey participants

In total, **87 schools** participated in the online pilot of the draft national curriculum materials. The breakdown by State/Territory is shown below. The list of participating schools is presented in Appendix K.

Table 7: The online pilot - school trials sample composition

State/Territory	
ACT	5
NSW	11
NT	5
QLD	13
SA	14
TAS	11
VIC	18
WA	10
TOTAL	**87**

4. Summary of Key Strengths

Key Strengths: Across the Curriculum

This review of all of the feedback received via the multiple consultation processes has identified a number of key strengths of the draft national curriculum (K-10). These strengths were identified based on their repeated mention across more than two consultation media. In general, stakeholders have indicated that:

- There is **clarity around the foundation and direction** of the curriculum, supported by the rationale and aims that frame each learning area
- The Australian Curriculum **consultation website is easy to navigate** and all parts of the curriculum can be easily accessed depending on one's access to the internet
- **General capabilities** (literacy; numeracy; ICT) and **cross-curriculum dimensions** (Indigenous history and culture; Asia and Australia's engagement with Asia; sustainability) are clearly evident in the draft curriculum

Key Strengths by Learning Area

English

- The **language, literacy, and literature strands** were generally well received, particularly the equal importance and time allocation placed on each.
- The **content descriptions** were described as covering the important material young Australians need to know, and the clarity and coherence of the draft content descriptions, elaborations, and work samples were all evaluated favourably.
- The English **achievement standards** were generally considered to be clear and sequenced appropriately. The modes in relation to the achievement standards were also commended.

Mathematics

- The **clarity, coherence, and coverage** of the draft content descriptions and elaborations were all evaluated favourably.
- The **enhanced linkages between strands** and the greater clarity now afforded to these connections were commended.
- The inclusion of **real world applications** of mathematics, such as calculating discounts, buying and selling, and tax and GST were considered strengths. Overall, a stronger emphasis on financial literacy was recommended to instil sound everyday money skills in students.

Science

- In general, positive feedback was received on the importance the curriculum places on **developing scientific inquiry skills** and the application of these skills in everyday life.
- The inclusion of **Science as a Human Endeavour ("SHE")** in the curriculum was commended. Feedback indicated that it is a vital aspect of scientific learning and should engage more students by connecting science and culture.
- The **general capabilities** were well integrated into the draft science curriculum with a number of capabilities rated highly, specifically: teamwork, ICT, literacy, numeracy and thinking skills.

History

- **Elevating the significance of history education** by ensuring its presence over the stages of schooling was regarded by many as a positive and a key pillar in the national curriculum.
- The **broad inquiry questions** for each level were considered clear and succinct and a vital aid to helping teachers unpack the content and skills identified for each year level.
- Compared to all other learning areas, the history curriculum most clearly promoted **intercultural understanding**. Indigenous history and culture, and Asia and Australia's engagement with Asia were most recognised under this subject.

5. Consultation Findings – Across the Curriculum

Summary of Findings

In considering the consolidated stakeholder feedback regarding the overall national curriculum (K-10), the data reflect support for a nationwide curriculum in principle. In particular, the following **key strengths** were consistent across all consultation media and across all curriculum areas:

- *Clarity around the foundation and direction of the curriculum*
  Across the curriculum, the rationale and aims were described as understandable and providing clear direction.

- *User friendly online curriculum*
  In general, favourable feedback was received for the online format of the Australian Curriculum website, and it was regarded as user friendly. The filtering function was seen as particularly useful.

- *General capabilities and cross-curriculum dimensions clearly evident*
  The inclusion of general capabilities and cross-curriculum dimensions was supported. Literacy, numeracy, and Information and Communication Technologies ("ICT") were seen as universal across the curriculum. Indigenous history and culture, and Asia and Australia's engagement with Asia were also clearly evident.

A number of **key challenges and issues** were identified across the K-10 draft national curriculum. Taking into account all of the feedback received, these issues relate to:

- *Catering for students with diverse and special needs*
  Concerns were expressed across all consultation media that the curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds, and from regional areas.

- *Content overcrowding*
  Consistent feedback highlighted that the curriculum was too content heavy and that this may detract from the depth and quality of understanding achievable. This was particularly evident in the science and history draft K-10 curricula.

- *Clearer achievement standards with stronger links to assessment*
  The need for achievement standards that clearly specify the depth of what students are expected to learn at each year level was raised via multiple feedback channels. The purpose of achievement standards needs to be clearly articulated with stronger links to assessment and reporting.

- *Increased number and range of work samples*
  A broader range of annotated work samples was requested in order to exemplify the standards (A-E). Multi-modal (i.e. written, video, aural, etc.) samples would be more beneficial, particularly if accompanied by rubrics representing a greater range of assessment tasks.

- *Stronger focus on transition points*
  In considering feedback across the stages of schooling, there were calls to review the leaps in content and specialisation between early childhood learning, primary, and secondary schooling (particularly between years 6 and 7). Ensuring a smooth transition was a particular concern with students with diverse learning abilities.

- *Revision of curriculum nomenclature*
  There was general feedback across the curriculum that improved clarity and consistency is required with regards to language use, terminology, and descriptions. This would assist in providing clearer guidance for teachers in terms of sequencing and working with students with diverse abilities.

Online Survey Findings

In total, 899 individuals provided feedback on the draft Australian Curriculum across all learning areas via the online survey.

Respondents to the online survey indicated a number of strengths of the draft national curriculum overall, including content descriptions and achievement standards that clearly articulate what is to be taught across strands and year levels, and elaborations that effectively and sufficiently illustrate the content descriptions. For each of these issues, more than 75% of respondents provided positive feedback.

Specifically, the survey statements with the highest levels of agreement focused on the draft structure:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum**

Figures 1 and 2 show the proportion of agreement responses for the two statements above.

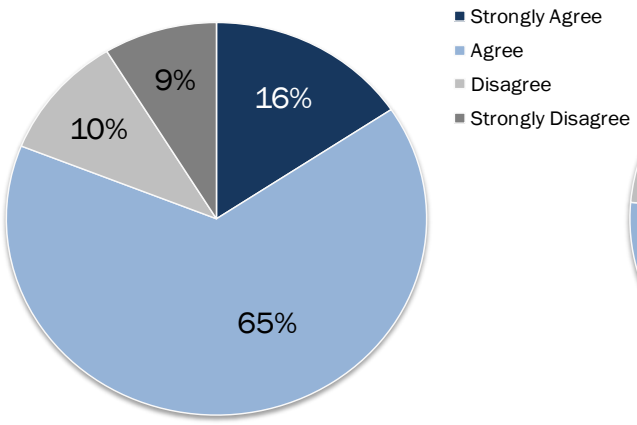

Figure 1: Proportion of "all learning areas" responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

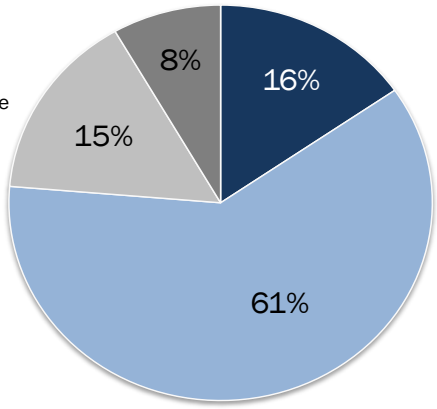

Figure 2: Proportion of "all learning areas" responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

> *"It gives a great overall view of what we want learners to achieve at the end of school, what kind of literate people we want them to be."*
>
> School-based personnel, New South Wales

> *"The aims are clear and provide a coherent picture of which direction we wish the students to travel."*
>
> School-based personnel, Queensland

On the other hand, there was less agreement across respondents regarding the extent to which the draft content descriptions and achievement standards across all learning areas were sufficiently challenging for students at each year level:

- 62% of respondents felt that the draft content descriptions are pitched appropriately
- 60% of respondents felt that the draft achievement standards are pitched appropriately

Open-ended feedback from the online survey elaborated on the conflicting views related to the pitch of the content and achievement standards:

> *"The standards are certainly sufficiently challenging – they are pitched at the more capable students. Many students, however, would struggle and some will clearly 'fail' to achieve these standards despite receiving extra support. The achievement standards at the K-1 level, and again in years 6-7, may be unrealistic, while the middle primary targets seem appropriate."*
>
> School-based personnel, Western Australia

> *"The achievement standards appear to be lower than expected – requiring less of students, simplified to remove much of the language of higher-order thinking. Gifted students will have*

greater chance of underachievement – expectations in any grade tend to minimum achievement levels. There will be a tendency to only measure students against lower standards and pitch learning at a lower level."

Academic, New South Wales

Two-thirds of respondents (67%) disagreed that the annotated work samples assist to illustrate and exemplify the achievement standards. Specific commentary around the work samples indicated they would be more useful if annotations were more detailed, and exemplars of content at different levels of achievement were provided. According to respondents, the work samples also need to relate specifically to content and illustrate multi-modal forms of assessment.

"I think there needs to be annotated examples for each year group in relation to the A to E grading system to make it used as effectively as possible."

School-based personnel, New South Wales

"Have work samples for all year levels and for the A level of achievement so that it is clear what would be a satisfactory work example as well an exemplary example. Showing the work samples in different formats (i.e. not just print based) would also be beneficial."

School-based personnel, Queensland

In combination, 65% of respondents agreed that the content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required. Respondents suggested that compulsory content, along with the depth of teaching required, needs be explicitly stated. A preference for simplified wording and a dot-point format also emerged.

Open-ended feedback from the online survey illustrated these concerns:

"The content descriptions together with achievement standards are not sufficiently detailed or consistent to assist in identifying the depth and breadth of what teachers are meant to teach and students are meant to learn, especially in relation to notions of: culture, intercultural understanding, language and literacy demands, needs of EAL learners."

School-based personnel, New South Wales

"There is no information about how intense a concept should be studied. It may be treated on the surface by some teachers and in depth by others. There is no measure to show how in depth some concepts should be taught, especially in history, science and grammar."

School-based personnel, New South Wales

With regards to **general capabilities**, the draft national curriculum across all learning areas was highly rated against a number of capabilities, in particular: literacy, numeracy, and ICT. The proportion of

respondents who indicated that each general capability is clearly evident in the content descriptions and achievement standards across the curriculum is presented in Figure 3 below.

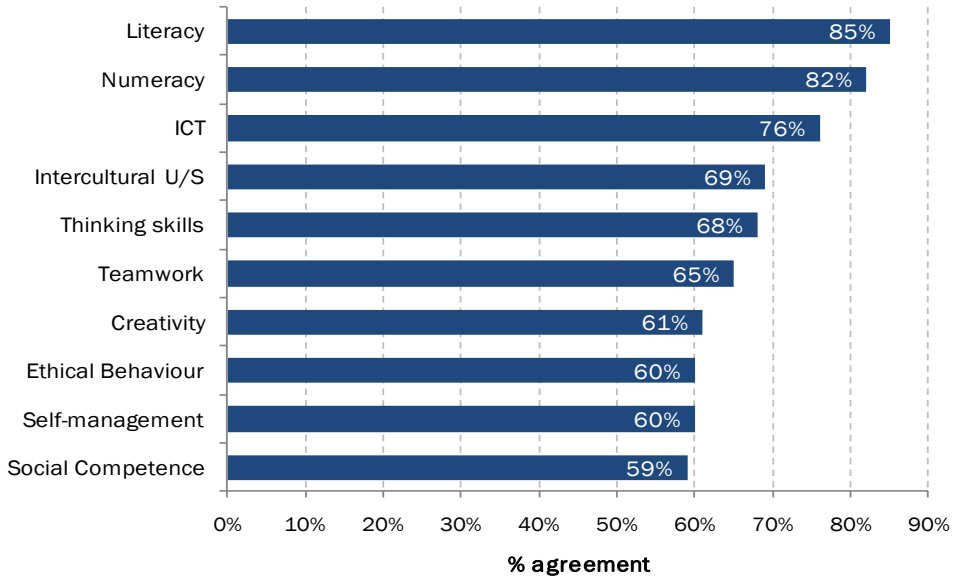

Figure 3: Proportion of respondents indicating clear evidence of the general capabilities across the draft national curriculum

With regards to **cross-curriculum dimensions,** the majority of respondents felt that indigenous history and culture, and Asia and Australia's engagement with Asia were clearly evident in the content descriptions across the curriculum, with 78% and 75% of respondents, respectively, indicating such. Sixty-nine percent (69%) of respondents felt that a commitment to sustainability is adequately covered. Respondents noted an overemphasis on Australia's engagement with Asia, and indigenous perspectives at the expense of other cultures and influences. According to some respondents, coverage of these areas seemed contrived at times.

Open-ended feedback from the online survey elaborated on the cross-curriculum dimensions:

> *"I am concerned that these three 'threads' ignore the very 'Western' and 'European' influences that have contributed greatly to the Australian identity. I would hate to see Australia lose this – we have a great multi-cultural melting pot here, and a wonderful 'have-a-go' attitude, because so many have come from so far with so little. The cross-curriculum dimension could be seen as politically shaping our children's views by not acknowledging the 'West' and 'Europe'."*
>
> Parent, Northern Territory

> *"Indigenous history and culture is far too prevalent in the content and needs to be reduced so as to allow all cultures to be heard. Sustainability was almost non-existent in*

the content and needs to be incorporated more throughout the curriculum."

Academic, Queensland

"I appreciate our links and history with Asia but would have liked to have seen a stronger alignment with a global curriculum dimension."

School-based personnel, Queensland

In terms of the **online format**, 75% of online survey respondents agreed that the Australian Curriculum consultation website is easy to navigate. Moreover, 73% thought that all parts of the Australian Curriculum can be easily accessed on the website.

Online survey statements with relatively low levels of agreement mainly concerned the draft Australian Curriculum catering for diverse student requirements, content overcrowding, and the overall curriculum being at a world-class standard. The specific statements that indicate this are detailed in Table 8 below.

Table 8: Low agreement survey statements – respondents across the curriculum

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	28%	37%	29%	6%
The draft K-10 Australian Curriculum enables teachers to cater for developmental diversity	24%	31%	37%	8%
The draft K-10 Australian Curriculum takes into account available evidence about the nature of the learner	20%	32%	41%	7%
The draft K-10 Australian Curriculum is not overcrowded	25%	20%	39%	16%
The draft K-10 Australian Curriculum reflects a world-class curriculum	21%	26%	42%	11%

Open-ended feedback highlighted that respondents were concerned that the Australian Curriculum does not take into account students with learning difficulties, or gifted students. Additionally, respondents noted that the Australian Curriculum could be more child-focused and would benefit from a reduction in content.

> *"Our biggest concern is the lack of acknowledgment or direction to teachers around shaping the curriculum for students with a disability. While many students with a disability will be able to access and engage in the learning activities of their same-aged peers, there are students with intellectual impairments and some autistic spectrum disorders that require a modified curriculum and alternative program (e.g. students attending a special school)."*
>
> School-based personnel, Queensland

> *"It would seem that those writing the National Curriculum have forgotten that it is aimed at young people. Delivering such a heavily content-based curriculum to students will not be easy, particularly as so much of it does not relate to the real world that they live in."*
>
> School-based personnel, Victoria

> *"Any world-class curriculum would put the child at the centre, whereas this curriculum puts the curriculum first. Any curriculum would respect developmental stages and not box a curriculum into year levels. There needs to be more emphasis on thinking skills. The documents lack blurbs about children, e.g. little people being curious, wanting to explore and discover – it is a very 'clinical' document."*
>
> School-based personnel, South Australia

Consultation forum findings

In total, 136 feedback forms were received in State and Territory consultation forums across the four learning areas. This section details the key themes that were consistently identified across the State, Territory, and national forums and reports the aggregate findings from all forum feedback forms.

The key findings from the State and Territory forums highlight strengths around the clarity of the rationale and aims of the national curriculum with more than 88% of forum groups indicating that the aims are clear and appropriate. This finding was consistent with favourable evaluations in the online survey of a clear foundation and direction for the K-10 curriculum.

A significant strength was the recognition and establishment of a national curriculum document across the four learning areas. Overall, there was strong support from national forum participants for

a national curriculum, in principle. Participants appreciated efforts to align English, mathematics, science, and particularly, history content across States and Territories.

The primary issues identified by forum participants related to the manageability, placement and sequencing of content across the curriculum. Sixty-two percent (62%) of State/Territory forum participants felt that English, mathematics, science, and history content represent the important material that all young Australians should learn. The questions with the highest level of disagreement centred on these issues and are displayed below.

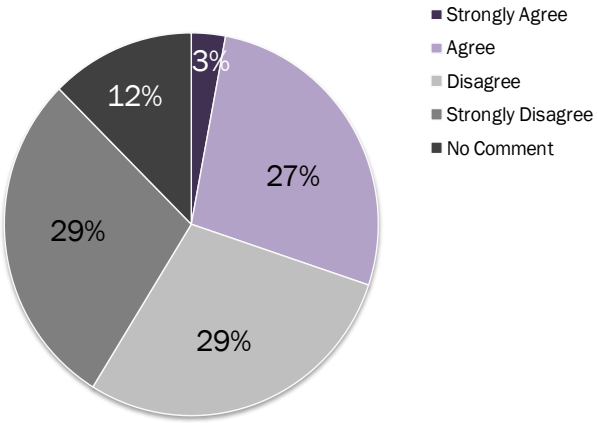

Figure 4: Overall proportion of forum responses to: "The content at each year level is manageable and able to be taught in depth and within the time available"

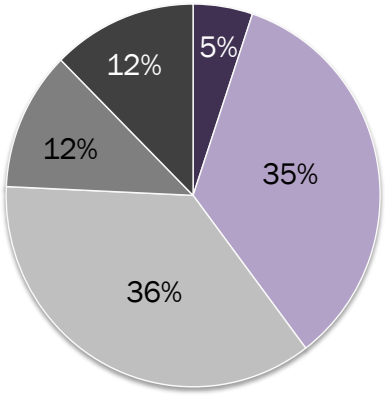

Figure 5: Overall proportion of forum responses to: "The placement and sequencing of content is appropriate at and across all year levels"

As shown in the pie chart above left, 58% of State/Territory forum participants expressed concern that the content at each year level could be taught in depth and within the time available. National forum participants also provided strong feedback around this issue, citing that the required depth of teaching was unclear across the learning areas. The inclusion of guidelines for time allocation was regarded as necessary. Content overcrowding was a consistent theme across consultation forums and the consolidation, or exclusion, of content was recommended within individual learning areas. These findings are detailed in Section 6 of this report.

> *"There is no evidence, whatsoever, of course differentiation. You imply that ALL of this content is to be covered by ALL students. The content is just overwhelming, and at times tokenistic/politically correct."*

Across the State and Territory forum groups, **achievement standards** across the curriculum were rated poorly and, generally, seen as not reflecting the content. This finding is in contrast to feedback received through the online survey where there was a stronger sense of clarity around the draft standards. The specific statements that indicate this are detailed in Table 9 below.

Table 9: Achievement standards statements –forum participants' views across the curriculum

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The achievement standards clearly describe the expected quality of learning for each year level	12%	32%	33%	12%	11%
The achievement standards at each year level represents the learning you would expect, having taught the content for that year	6%	24%	49%	8%	13%
You could confidently assess student achievement of these standards	26%	28%	24%	11%	11%

National forum participants indicated that across the curriculum, the achievement standards were generally above a "C" level. Further clarity, detail, and definition of the achievement standards were strongly suggested. National forum participants expressed that a nationally consistent curriculum requires the full scale of achievement (A-E) to be defined. In addition, the provision of national assessment tasks, work samples, and rubrics were considered essential so that A to E grades can be distinguished. In sum, it was suggested that achievement standards be more consistently mapped to content descriptions so that they accurately represent mandatory content and describe the characteristics of students' work.

> *"The [achievement] statements are not clear and unambiguous because there is no indication of the breadth and depth of information, nor of the time involved in acquiring this knowledge."*

In terms of the **online format**, 57% of forum groups that provided a rating described it as user-friendly and easy to navigate. Slightly less than half (49%) thought that all parts of the Australian Curriculum can be easily accessed on the website. Commentary received through the forums highlighted difficulties in accessing the online curriculum in regional areas, and smaller schools where online resources are limited. These results are in contrast to the online survey findings where there was general satisfaction with the digital layout of the Australian Curriculum consultation website.

Across all learning areas, consultation forum participants expressed that the primary challenge in the national curriculum is **catering for students with diverse and special needs**. The draft curriculum was perceived as not adequately incorporating this population of students, specifically, gifted student, ESL students, those with learning disabilities, and those from low-socio-economic backgrounds. National forum participants indicated that gifted students are not able to acquire further depth, while students with learning difficulties will require more time than the sequencing allows for. It was strongly suggested that the national curriculum incorporate a graduated level of achievement for students at different levels and with different abilities.

"The difficulty is that this curriculum assumes that everyone starts on the same page. Modern classrooms have such diversity of levels in it that this can't be measured by one standard. How am I to teach decimals Gr 8 if I have students who have not done Gr 4 fractions? And they are still going to be measured the same, so the poor will feel more and more like failures."

"[The draft national curriculum] does not cater for students with a moderate or severe intellectual disability. Many of our students would finish school without being able to achieve any of these content descriptions."

Feedback from Peak Body submissions

There were 189 formal Peak Body written submissions. The feedback in these submissions broadly aligns with feedback received through the other forms of consultation. The analysed data from the Peak Body written submissions are summarised in the table below, identifying key themes organised according to the perceived strengths and limitations of the national curriculum as a whole. The issues identified in the table were cited across State education authorities, schools and business, and professional associations. Feedback from these submissions that relates specifically to the English, mathematics, science or history learning areas are detailed in Section 6 of this report. Detailed summaries across each of the key State and Territory education authorities can be found in Section 8.

STRENGTHS

Item	Feedback summary	Typical quotes
National document	Assertion that a national curriculum, in principle, is a positive step forward for Australia.	"In Tasmania, the concept of a national curriculum is mostly welcomed by a cohort of English teachers fatigued by seemingly constant curriculum change." "At the outset ACL wishes to express support for the idea of a national curriculum, especially as the population of Australia become more mobile." "Writing a national curriculum is a historic step forward"
Online format	The digital format was generally well-received and described as easy to navigate. Filtering is seen a useful addition.	"We are highly supportive of the online format of the curriculum." "We like the unifying ideals of a national curriculum on education and the plans for its online accessibility." "We found the online filters excellent, enabling teachers to indentify skills and specific content across curriculum areas." "The capacity to apply filtering is also valuable and will improve as it becomes more fine-tuned for the learning area."
Educational goals for young Australians	The rationale and aims across the learning areas were described as understandable and providing clear direction.	"The aspirations surrounding the development of a national curriculum with clearly defined scope and standards to be implemented across the country."

STRENGTHS continued

Item	Feedback summary	Typical quotes
Curriculum content: general	Local needs and contexts and 21st century learning are addressed	"The school developed options in Years 7-9 provide some scope for local history." "The elaborations are not compulsory and hence, allow teachers and schools flexibility to address local and topical issues."

LIMITATIONS

Item	Feedback summary	Typical quotes
Implementation	Teacher training and professional development, resource availability, resourcing implications for students requiring additional support. These issues were most frequently cited across all submissions	"A significant revision of teacher training programs will be required to ensure that all graduate teachers acquire the scientific literacy demanded by the new curriculum." "A high level of teacher professional learning will be needed for implementation, especially in the area of teaching grammar." "Significant implications in this respect. On top of the need to alter resources such as textbooks, etc. in line with new curriculum, there are also implications if there were increased hours teaching in rooms within schools, in particular in specialist areas such as science that make use of specialist classrooms and resources."
Principles to underpin the curriculum	Does not cater to all students, nor allow for the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds and from regional areas.	"[There should be] Opportunities for all students with disabilities to participate in the same/modified academic and social learning experiences as their peers."
Curriculum content: sequencing	Across the learning areas, content descriptions and standards are not pitched appropriately.	"The main concern identified is that operations do not sequence well across years. We recommend strongly that years are placed side by side and compared to allow effective sequencing."

LIMITATIONS continued

Curriculum content: manageability	Content overcrowding and issues with teaching the required content in depth and within timeframes	"The perception is that students and teachers have been 'overloaded' with content." "If you take the total number of hours available for a school in Years 7 to 10, it currently looks like there are possibly too many hours allocated to the courses in Phase 1."
Curriculum content: achievement standards	Lacking in clarity and specificity. Range of examples from A-E required. Work samples are insufficient – broader range recommended.	"We believe it will be critical to provide comprehensive examples to support consistent moderation in assessment." "The link between assessment and achievement standards needs to be clarified. There is also a need for a framework around the achievement standards." "Work samples were seen as being useful, but those provided are limited and more are needed to exemplify the sections of the curriculum document which require the most clarification."
Curriculum content: general	Structured curriculum perceived to be too prescriptive	"The teachers enquired if the document was a little too prescriptive and did it still allow scope for integration."
Implementation	Issues with year-by-year approach and composite classes. No flexibility in draft curriculum to cater for this.	"By design we use multi-aged groups for a very large part of the curriculum, both in our primary and secondary sections."

Feedback from public submissions

The majority of submissions received from the public, or individuals, referred to the draft Australian Curriculum as a whole. In the main, favourable feedback centred on the online format and layout of the Australian Curriculum website. Respondents described the document as user-friendly, with all parts of the curriculum accessible. In addition, the concept of a national curriculum was largely supported, as were the rationale and aims of the curriculum.

> *"I believe its common sense and logical to have one curriculum for every Australian."*
>
> *"It has been the view of many teachers that this should have been in place long ago. Thank goodness it is now on its way. I look forward to using it as a new teacher."*

Considering the public submissions received, five general trends were identified across the curriculum:

1. **Catering for the diverse needs of all students.** The diversity of students and learning needs were seen as not adequately addressed in the draft national curriculum. There should be levels within year levels to allow for diversity, and different approaches for ESL, gifted, and special needs students. Students in the same year level can be working at a range of different academic levels, but because the curriculum is structured by year level this is problematic. Furthermore, digital mediums need to be inclusive of hearing, vision or sensory impaired students.

> *"Please, please find some way to cater for the range of students we teach."*

2. **Content overcrowding.** Taken as a whole, the curriculum was deemed to be too content heavy. Consistent feedback highlighted that there is too much content to be covered in depth, particularly in high school years. This will lead to a lack of understanding and enjoyment in learning. Guidelines also need to be provided as to how much time should be allocated to subjects and learning areas.

3. **Clear achievement standards.** General feedback from the public suggested that more focused guidance is required to enable teachers to assess students using the curriculum. Achievement standards that clearly specify what students are expected to learn across each year level were described as very important, otherwise, there would be a risk of state-by-state interpretations. This would defeat the purpose of a national curriculum.

"The 'one size fits all' means there is far too much content for a very large proportion of students. If we had a range of achievement statements for each year group this would alleviate this. Teachers could then decide what content and depth is appropriate to allow each group of students to achieve to their ability levels."

4. **Resourcing.** Concerns were raised about resourcing for schools to implement the new curriculum. It was foreseen that funding for new textbooks and multimedia resources would be necessary, as well as gaining access to specialist teachers. Schools lacking in technological resources were identified as disadvantaged under the proposed national curriculum, and as a consequence, would not be able to cover the entire curriculum.

5. **The curriculum in composite classes.** The structure of the curriculum is seen as posing difficulties for multi-age classes (particularly in science and history) as there is very little overlap in content. Implementing the curriculum in composite classes is predicted to become highly problematic. This structure is also regarded as challenging for special-needs students, as there is no indication of whether students who do not meet the achievement standards for one year level may progress to the next. Implementation for schools that have Year 7 in primary was also highlighted as a significant issue.

"The new curriculum makes it more difficult for teachers in small schools to cater for children who are spread over the age range."

Consultation Portal Data Findings

In addition to feedback via the online survey, feedback was gathered via online mark-up of the draft national curriculum materials. The comments received were generally consistent with the online survey findings, and as a consequence, are briefly summarised in this section. More detailed commentary and recommendations were provided via the consultation portal specific to the four learning areas. These findings are presented in Section 6 of this report.

In noting the key themes across the curriculum, recurring **issues identified as strengths** included:

- The curriculum reflects an appropriate vision for Australia and is underpinned by a strong and optimistic sense of national identity.
- The digital/web-based format of the curriculum is accessible and easy to use. The filtering function allows teachers to explore relationships within the curriculum effectively.
- Students are given the opportunity to learn complex material, which may be effectively absorbed depending on how it is presented and taught.
- The draft curriculum is thorough and succinct.
- The elaborations are clear and helpful and contain effective specific examples.

Recurring **issues identified as limitations** across the curriculum are summarised in the table overleaf.

LIMITATIONS

Issue	Feedback summary
Implementation	No provision for composite classes. Professional learning required for teachers across all learning areas. Lack of information regarding timetabling to accommodate increased amount of content to be covered. Lack of information regarding the allocation of resources to schools.
Curriculum content	Overall, the curriculum is too content focused. The content is too prescriptive and offers no flexibility. The content is unmanageable in the time allocated to each curriculum area. Over emphasis on Aboriginal and Torres Strait Islander content does not make room for the opportunity for students to study their own cultural backgrounds. Lack of clarity as to whether all the content in the elaborations needs to be covered. Skills dimensions are repetitive across year levels. The curriculum content does not cater to the needs of all students.
Curriculum organisation	The organisational fan diagram in each subject area does clearly depict the organisation of the content strands in each subject area. The content elaborations are not consistent with the descriptions. The content descriptions should contain fewer points and greater descriptive detail. Lack of continuity in the flow of content across the year levels. Lack of consistency in content headings across the strands and year levels in each subject area.
Achievement standards	Need annotated work samples which reflect A to E grade criteria. Achievement standards should be presented in dot-point form, with specific information regarding what is to be assessed. The curriculum adopts a grade-based approach, which offers no consideration for developmental variation. Achievement standards do not cater to the needs of all students, particularly those with special needs.

6. Consultation Findings – Learning Area

English

Summary of findings

In considering the consolidated stakeholder feedback regarding the draft English curriculum (K-10), the data reflects support for a national approach to English teaching, in principle. In particular, the following key strengths were consistent across all consultation media, specific to the English curriculum:

- *Language, literacy, and literature strands, in principle*
  In general, positive feedback was received on the inclusion of each of the three strands of language, literacy, and literature in the English curriculum.

- *Content descriptions cover important material*
  Across the English curriculum, the clarity and coherence of the draft content descriptions, elaborations, and work samples were all evaluated favourably. They were seen to cover important material young Australians need to know. The elaborations were described as illustrating the content effectively.

- *Achievement standards well constructed*
  The English achievement standards were generally considered to be clear and sequenced appropriately. The modes in relation to the achievement standards were also commended.

A number of key challenges and issues were identified across the K-10 draft English curriculum. Taking into account all of the feedback received, these issues relate to:

- *Catering for students with diverse and special needs*
  Concerns were expressed across all consultation media that the English curriculum does not take into account the needs of all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds, and from regional areas.

- *Content sequencing and placement*
  Consistent feedback highlighted several topics that were misplaced across year levels. There was also a perceived lack of coherence around how content was linked across the strands.

- *Clarity about the depth of teaching and learning required*
  The need for content descriptions and achievement standards that clearly specify the depth of what students are expected to learn at each year level was deemed essential.

- *Development of oral competence*
  Consistent feedback highlighted across the curriculum, was an inadequate focus on oral language and vocabulary development, relative to reading and writing. Particularly within the early primary years, speaking skills need to be consolidated before reading and writing.

- *Inclusion of handwriting*
  Multiple consultation media raised the issue of a nationally approved handwriting style in keeping with a national curriculum. Inconsistencies across States and Territories were highlighted.

- *Appropriate level of ICT skills across stages of schooling*
  Less integration of ICT was evidenced in secondary years as opposed to a more focused development of these skills in earlier years. Feedback indicated the communicative potential of ICT was not being capitalised on in the draft English curriculum.

Online survey findings

In total, 821 individuals provided feedback specific to the draft English curriculum via the online survey.

Respondents to the online survey indicated the strengths of the draft English curriculum to lie in its underpinning rationale and aims, and its inclusion of important content. Specific to the English curriculum, the survey statements with the highest levels of agreement were:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The draft content descriptions cover the important content for this learning area**

Figures 6 and 7 show the proportion of agreement responses for the two statements above.

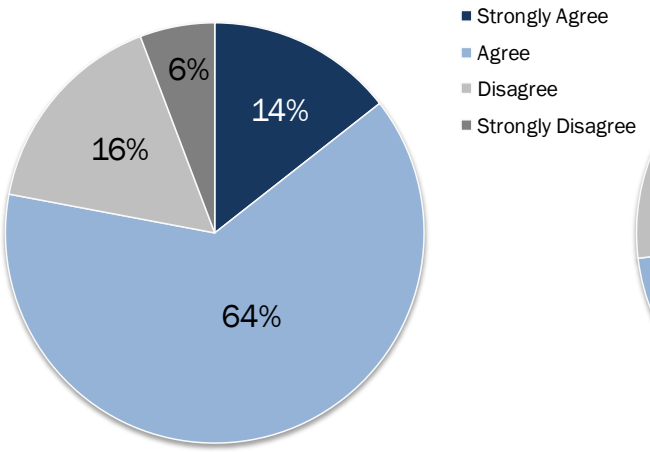

Figure 6: Proportion of English learning area responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

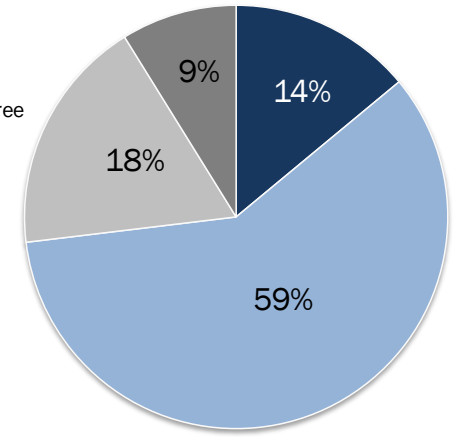

Figure 7: Proportion of English learning area responses to: "The draft content descriptions cover the important content for this learning area"

Although 73% of respondents indicated the draft content descriptions to cover the important content for English, a number of other content areas were suggested as necessary. A need for greater and more global emphasis on literature in the English content was identified by respondents. In addition, content should explicitly seek to develop literacy skills.

> *"Greater focus is needed on the process of composing, drafting, reflecting, and evaluating. This is important to the study of English as students need an opportunity to evaluate and to reflect on their work, and the work of others. It seems that much of what they are asked to do is comprehend, rather than synthesise their knowledge, or create meaningful texts. There needs to be greater attention given to the higher order skills."*
>
> School-based personnel, New South Wales

> *"There should be more emphasis on English and European classical literature. Students need an understanding of their own culture and its rich history."*
>
> Academic, New South Wales

In addition, respondents generally agreed that the draft English content descriptions are clear and coherent. Seventy percent of respondents felt the content elaborations illustrated the descriptions effectively, however, the elaborations were rated as less clear than the descriptions themselves. A consideration of the draft English achievement standards revealed these to be unambiguous and appropriately sequenced. Fifty five percent of respondents agree, however, that the English content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required. Open-ended feedback from the online survey elaborated on the perceived clarity of the depth of teaching and learning required:

"Many of the content descriptions make no sense without the elaborations. I don't think that that was what was intended."

Business or industry professional, New South Wales

"Without the achievement standards the content descriptions would be impenetrable and un-programmable. Together they work. Without the achievement standard, which is a good overview and provides a sense of purpose, the content descriptions would be incoherent listing of skills."

School-based personnel, New South Wales

With regards to general capabilities, respondents indicated that the following capabilities were clearly present in the English curriculum content descriptions and achievement standards:

i. Literacy (90% of respondents agreed or strongly agreed that this was evident)
ii. ICT (80%)
iii. Thinking skills (77%)
iv. Intercultural understanding (73%)

On the other hand, respondents were less confident that the English curriculum content descriptions and achievement standards covered self-management and numeracy. Concerning both of these general capabilities, 58% of respondents agreed or strongly agreed that these were evident.

The majority of respondents felt cross-curriculum material was clearly evident in the English content descriptions, specifically indigenous history and culture (75% agreement) and Australia's engagement with Asia (73% agreement). Conversely, 58% of respondents felt sustainability issues were adequately covered.

Open-ended feedback from the online survey supported the relevance of cross-curriculum material:

"These three dimensions have obvious value and significance in the curriculum and in English can be addressed through respectfully accessing appropriate literature. It is suggested that more clarity is required to make their nature and intent clear as contexts for learning. There is a need to review the identification of the dimensions so that their treatment is balanced and systematic. E.g. In English, there is no specific reference to sustainability."

School or curriculum authority personnel, Queensland

Online survey statements with relatively low levels of agreement mainly concerned the draft national English curriculum being at a world-class standard and catering for all students. The specific statements that indicate this are detailed in Table 10 below.

Table 10: Low agreement survey statements – English curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	30%	32%	32%	6%
The draft K-10 Australian Curriculum enables teachers to cater for development diversity	24%	33%	36%	7%
The draft K-10 Australian Curriculum takes into account available evidence about the nature of the learner	21%	34%	39%	6%
The draft K-10 Australian Curriculum reflects a world-class curriculum	20%	32%	40%	8%

Respondents to the on-line survey perceived a lack of inclusion of students with special needs, and expressed dissatisfaction with the traditional approach taken to the curriculum. Open-ended feedback from the online survey supported these results:

> *"There is no room in this curriculum to differentiate programming for learners with special needs, ESL students, indigenous students, students with learning disabilities or the gifted and talented. The emphasis on language and literacy is important. However, if Australia is to compete in the global arena, we need to extend our top students and this curriculum has less scope to do this. A 'back to basics' approach is NOT what we need, going into Australia's future."*
>
> School-based personnel, New South Wales

> *"It is very disappointing to see a draft curriculum that ignores everything we know about language acquisition from the past thirty years' educational research. The focus of the curriculum appears regressive rather than progressive, with an emphasis on teaching rather than learning. It is a great pity to see such an opportunity for curriculum reform driven by simplistic, populist slogans: 'back to basics'."*
>
> School-based personnel, New South Wales

Consultation forum findings

In total, 40 feedback forms were received in State and Territory consultation forums that related specifically to the draft English curriculum. In the follow-up national English forum, 77 participants provided further feedback and suggestions for improvement to the curriculum.

The key findings from the State and territory forums highlight strengths around the clarity of the rationale and aims of the learning area with more than 80% of forum groups indicating the aims as clear and appropriate.

With regards to the curriculum content, State/Territory forum participants generally felt the English content represented the important material all young Australians should learn. Sixty five percent of participants indicated this to be the case. A further 68% of participants felt the English content was different from what is currently expected in their State or Territory. Recurring trends that were evident in the consultation forum findings around English curriculum content included:

- Handwriting as a positive inclusion (however, common syllabus required between states in order to provided a national consistency in style and the point at which it is taught)
- Graphic and visual texts as a positive inclusion
- Greater emphasis on spelling required. A lack of focus on spelling was identified across the curriculum and, thus, it could be considered a non-essential skill, particularly in later year levels.

Issues were identified relating to the sequencing of content, and the consistency of content across the strands. The questions with the highest level of disagreement centred on these issues and are displayed below.

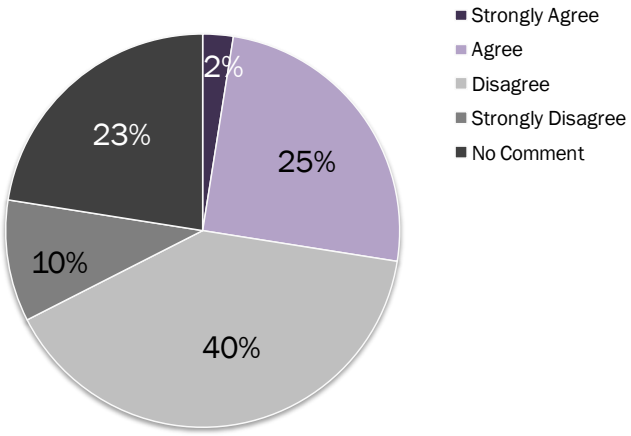

Figure 8: Proportion of English forum responses to: "The placement and sequencing of content is appropriate at and across all year levels"

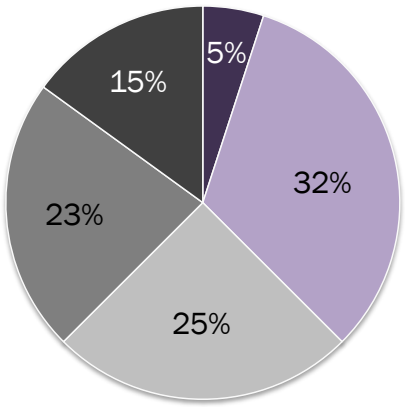

Figure 9: Proportion of English forum responses to: "The content at each year level is coherent across the strands"

Particular content identified as being **misplaced in the curriculum** included:

i. **Punctuation, grammar, and phonics.** Grammar, in particular, was often cited as being placed randomly in the content. There was also sentiment that the sequencing of grammar, and punctuation was too prescriptive. National forum participants suggested that it would be more appropriate to indicate the content needed to be covered while allowing teachers the flexibility to integrate this with other subject matter.
ii. **Oral competence.** While oral competence was identified as a key area of importance, participants felt that insufficient emphasis was placed on this area. It was suggested that oral competence be taught earlier, as an important precursor to reading, and writing.
iii. **Literacy.** National forum participants suggested literacy should be introduced at primary school level, rather than K level, where children may still be developing oral competence.
iv. **ICT.** Several forum groups highlighted the low level of ICT skills in the curriculum. It was suggested that the communicative potential of ICT be emphasised, and students encouraged to use it in creative ways.

Considering the feedback of a **lack of coherence** across the English curriculum, the following suggestions were put forward at the national forum:

- Common headings should be used to make the developmental continuum more visible, and also to identify any gaps
- Cross-strand headings should be used as a solution to the issue of content descriptors being categorised in different strands from year to year
- Modes should be specified throughout the content descriptions to ensure sufficient oral, spelling, and visual literacy is included

Across the State and Territory forum groups, the English **achievement standards** were generally considered useful and well constructed. National forum participants felt the strands (and strand names) were strengths, particularly literacy in K-6, and the modes in relation to the achievement standards were also perceived favourably. The specific statements that indicate this are detailed in Table 11 below.

Table 11: Achievement standards statements – English curriculum forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The achievement standards clearly describe the expected quality of learning for each year level	5%	20%	37%	18%	20%
The achievement standards at each year level represents the learning you would expect, having taught the content for that year	2%	23%	40%	10%	25%
You could confidently assess student achievement of these standards	15%	15%	37%	13%	20%

Further clarity, detail, and definition of the achievement standards focused on a number of issues:

- The achievement standards should be displayed before the content for each year level to ensure different modes of learning are incorporated into teaching plans.
- The standards should be more inclusive, allow for differentiation, and reflect the diversity of learners, and ways of learning.
- The K achievement standards are pitched too high. Forum feedback revealed that K-level English was ambitious in what it aims to achieve, and does not indicate how students are to arrive at the achievement standards of reading and writing. Respondents suggested learning at this level should be explorative and gradual. "Enquiry-based" was suggested as more suitable terminology to replace "play-based".

The **elaborations and work samples** were well received across the forums. The elaborations were regarded as valuable support for people to unpack concepts, especially teachers working outside of their field, or expertise. Similarly, the inclusion of **general capabilities** in the draft English curriculum received positive feedback at the national forum. Participants expressed that they were clearly evident, appropriately placed in the curriculum, and contextualised well in terms of English.

The inclusion of **indigenous perspectives** in the draft English curriculum received much commentary in the national forum. Participants indicated that while this is an important inclusion in the curriculum, and the use of texts by contemporary indigenous writers is a strength, there is the risk of it being perceived as tokenistic, insensitive, or overly simplistic. Indigenous perspectives should be more considered so students not only read the texts, but also reflect on why the texts are being used and recognise the heterogeneity of indigenous cultures.

In terms of the **online format**, two-thirds of State/Territory forum groups who provided a rating described it as user-friendly and easy to navigate. Fifty-seven percent thought all parts of the Australian Curriculum could be easily accessed on the website. Forum participants suggested hyperlinks to scope and sequence, and pop-up windows within the document to provide examples, definitions, and explanations.

Feedback from Peak Body submissions

In addition to the key themes identified across the curriculum in Section 5, a small number of specific issues were raised in Peak Body written submissions in relation to the draft English curriculum. These recurring themes are summarised below. A more detailed summary of Peak Body feedback regarding the draft English curriculum can be found under each State and Territory in Section 8.

Item	Feedback summary	Typical quotes
Curriculum content: general	Inconsistent content identified, specifically in relation to links across strands and handwriting across states	"Will there be further discussions regarding a nationally approved handwriting style?" "While the intention of the strands language, literacy, and literature are surely intended to be understood as inter-related, these connections are not in the document and they are not necessarily easy to make."
Curriculum content: general	Limited content in relation to oral language	"The standards could be set higher with a stronger start to development of language skills."
Curriculum content: manageability	Content overcrowding, particularly Asian and Aboriginal texts, and issues with teaching the required content in depth and within timeframes	"There is too much to cover in this document meaning that it will not be covered in enough depth. There is too much content to ensure that this will be a world-class curriculum; we are not going to get depth, only breadth."

Feedback from public submissions

Although the majority of public submissions discussed diverse issues across the curriculum, two recurring themes were particularly evident relating, specifically, to the draft English curriculum:

1. **Catering for diverse students.** Concerns were raised about the applicability of some content to special-needs students. This was particularly relevant in terms of the grammar skill development for ESL students.

2. **Content clarity.** It was considered necessary to provide more clarity and specificity in the English curriculum, particularly, in terms of the range of texts to be studied, including genres and mediums (i.e. theatrical plays).

Consultation portal data findings

Feedback from online survey portal detailed a number of general strengths to the national English curriculum. The focus on literature within the English curriculum was viewed as particularly exciting, as it builds a rich context for all language learning. Furthermore, the emphasis placed on the meta-cognitive aspects of comparing, and connecting texts to students' own lives was seen to be an important aspect of the K curriculum. Additionally, the division of the English curriculum into the three strands of language, literacy, and literature, each with an equal importance and time allocation, was recognised as a strength by respondents.

Specific limitations identified in the draft English curriculum are presented below.

Issue	Feedback summary	Year level focus
Handwriting	The national curriculum has not adopted a universal approach to handwriting. A universal approach to handwriting needs to be incorporated into the national curriculum in order to provide consistency between the states.	Handwriting is an important component of the primary years curriculum.
Play-based learning	Play-based learning is absent from the early years curriculum. The Kindergarten to Year 3 curriculum needs to integrate literacy into play-based activity and provide opportunities for children to dramatise and discuss imaginative elements of texts.	Language and communication skills learnt in the early primary years are developed best in a play-based learning environment.
Sight reading	There is confusion as to how many sight words are to be learnt from Kindergarten to Year 3. Furthermore, there is a concern that teaching sight words will create huge gaps in literacy, as students will rely on memorising the visual pattern of words rather than understanding the connection between sounds and letters. A detailed glossary of the sight words that are to be learnt from kindergarten to Year 3 is recommended. An approach to early literacy that incorporates both phonics and sight reading should be adopted.	The Kindergarten to Year 3 curriculum places a strong emphasis on teaching a varying number of high-frequency sight words.

Issue	Feedback summary	Year level focus
Asian literacy	There is confusion as to depth of study required in the Asian literacy component of the curriculum and what texts will be required. Furthermore, the specific focus on Asian literature is viewed as detracting from the array of cultural backgrounds that make up the student population in Australia. The curriculum needs to adopt a more multi-cultural focus, rather than focusing specifically on Asia.	There is a strong emphasis on Asian literacy in Year 7. However, Year 7 students will find it difficult to understand the influence of English in Asia before having a sound understanding of English in Australia.
Oral language	The curriculum does not place a strong emphasis on oral language and vocabulary development to consolidate oral language skills prior to reading and writing. A stronger emphasis on oral language, particularly in the early primary years, which focuses on correct speech pronunciation, expressing opinions, and appropriate social interaction.	Many children in kindergarten experience speech delays. These skills need to be improved before learning to read and write.
ESL learners	There is no concession made for students from non-English speaking backgrounds in the content or achievement standards. ESL learners will require additional support materials and language-focused teaching to be able to identify errors and self-correct their work.	ESL students in the early years of schooling will be set up to fail without a course that accommodates their specific requirements.
ICT	There is too much emphasis on ICT in the early years of primary school, while ICT is less integrated into the English course in later years. Furthermore, most schools lack the resources to accommodate ICT learning in Kindergarten to Year 3 classes. ICT needs to be strongly integrated across the year levels, particularly in the secondary years, with a reduction in the early primary years. Guidelines regarding expected teaching of keyboard skills also need to be provided.	Kindergarten students are required to write sentences on a keyboard before perfecting pencil-writing skills. This will be too demanding for most students and is not commensurate with their development.

Mathematics

Summary of findings

In considering the consolidated stakeholder feedback regarding the draft mathematics curriculum (K-10), the data reflect support for a national approach to mathematics teaching, in principle. In particular, the following key strengths were consistent across all consultation media, specific to the mathematics curriculum:

- *Content descriptions cover the important material*
  The clarity, coherence, and coverage of the draft content descriptions and elaborations were all evaluated favourably.

- *Stronger connections between strands*
  The enhanced linkages between strands and the greater clarity now afforded to these connections were commended.

- *Real world application*
  The inclusion of real-world applications of mathematics, such as calculating discounts, buying and selling, tax and GST were considered a strength. Overall, a stronger emphasis on financial literacy was recommended to instil sound everyday money skills in students.

A number of key challenges and issues were identified across the K-10 draft mathematics curriculum. Taking into account all of the feedback received, these issues related to:

- *Content and standards pitched and sequenced inappropriately*
  Consistent feedback indicated content and achievement standards have been set too high, and are generally too difficult for the average student. A stronger focus on the sequencing of content was also raised in order to better reflect student consolidation of concepts.

- *Content overcrowding*
  Concerns were expressed that the mathematics curriculum is too content heavy, particularly in terms of statistics, with a feeling this may detract from the depth, and understanding of other topics.

- *Catering for students with diverse and special needs*
  Concerns were expressed across all consultation media that the mathematics curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds, and from regional areas.

- *Problem solving coverage*
  Feedback indicated problem solving was not sufficiently considered in the draft curriculum. It was felt that this skill needed to be strengthened across all strands, and specific reference made to enhance this capability within students.

- *Incorporating ICT skills*
  Specific inclusion of ICT skills was not clearly evident in the draft mathematics curriculum across all year levels. More rigorous linkages between content and technology need to be made in the document along with software that can be used. Using ICT in mathematics needs to reflect a change in thinking, and not just a change in the tools used.

- *Guidelines around the use of calculators*
  Guidance was sought around the appropriate stage and level to introduce calculators. Feedback highlighted the fine line between introducing calculators too early, which may not allow students to develop their own mathematical processing skills, and failing to incorporate calculators into other subject areas.

Online survey findings

In total, 793 individuals provided feedback specific to the mathematics draft curriculum via the online survey.

Respondents to the online survey indicated several strengths of the draft mathematics curriculum, including clear and coherent content descriptions, and content elaborations, that both effectively and sufficiently illustrate these descriptions. For each of these areas, greater than 70% of respondents agreed there was sufficient clarity and coverage. Specific to the mathematics curriculum, the survey statements with the highest levels of agreement were around structure and content:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum**
3. **The draft content descriptions cover the important content for this learning area**

Figures 10 and 11 show the proportion of agreement responses for the two statements above related to the draft structure of the curriculum.

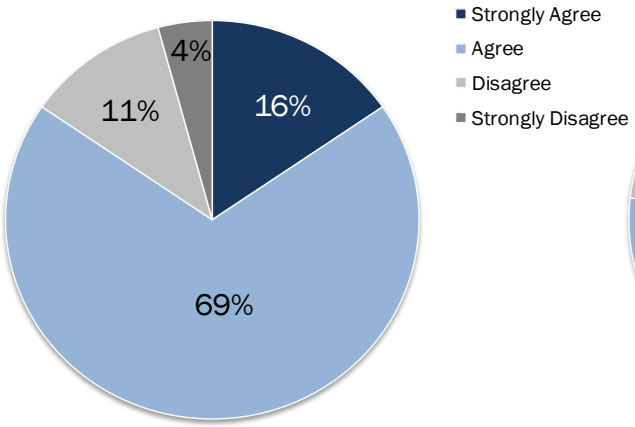

Figure 10: Proportion of mathematics learning area responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

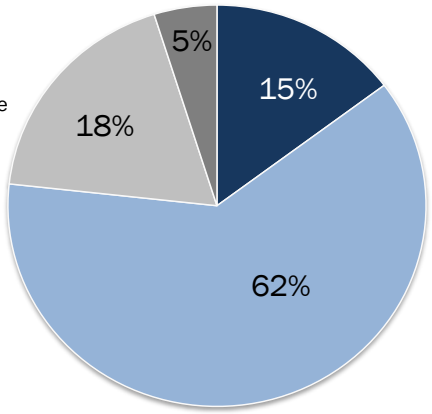

Figure 11: Proportion of mathematics learning area responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

Although 79% of respondents indicated the draft content descriptions cover the important content for mathematics, respondents nonetheless identified an overabundance of content, and an overemphasis on data analysis to the detriment of teaching in other areas.

Open-ended feedback from the online survey elaborated on these views of the mathematics content:

> *"There is a preference for practical maths at the expense of fundamental concepts. Therefore, Number is emphasised over Algebra; Measurement over Geometry and Statistics totally swamps the Statistics and Probability stream."*
>
> School-based personnel, Victoria

> *"There is too much emphasis on data analysis in this course, students are expected to revisit data collection (in various forms) every year 7-10. This is unnecessary. Students are happy to collect data a couple of times, but then the novelty wears off. The circle geometry could be omitted."*
>
> School-based personnel

There was less agreement across respondents regarding the extent to which the draft content descriptions and achievement standards were sufficiently challenging for students at each year level:

- 54% of respondents felt the draft content descriptions were pitched appropriately
- 55% of respondents felt the draft achievement standards were pitched appropriately (despite 71% believing draft achievement standards were coherent)

Many respondents regarded the nature of the achievement standards negatively, noting that matching achievement to year levels can be discouraging to less able students.

Open-ended feedback from the online survey elucidated respondents' conflicting views on the achievement standards:

> *"The achievement standards are a reasonable description of the progressive understandings. The major problem arises when this progression is tagged to a year of schooling. Perhaps 40-50% of students can genuinely maintain this "rate of progress" with a great deal of understanding and mastery. The tagging of these stages to years of schooling inevitably means that students not coping will be more and more disadvantaged as they continue if this curriculum is taught at a year level."*
>
> Business or industry professional, Tasmania

> *"Some harder content is required, at a younger age. That will only work for some kids. The standards seem to be just a list of skills, and while this is helpful as a checklist to see how kids are going, we are trying to differentiate – to personalise learning. I want the right to teach content from different levels, for students who are weak or advanced."*
>
> School-based personnel, Victoria

> *"The draft achievement standards allow students to achieve what is needed by that year and also challenge them very well."*
>
> Academic, Western Australia

Almost half of the respondents (47%) disagreed that the annotated work sample assist to illustrate and exemplify the achievement standards. Respondents suggested work samples would be more beneficial if they were accompanied by rubrics and represented a greater range of assessment tasks.

Open-ended feedback from the online survey provided further suggestions for work samples:

> *"There are not enough. A need for lots of samples over every year group to demonstrate A to E achievement standards. All samples are useful as they allow a common understanding of what is required at a particular standard for both teachers and students."*
>
> Academic, New South Wales

In combination, 57% of respondents agree with the mathematics content descriptions, together with the achievement standards, provide clarity about the depth of teaching and learning required.

Open-ended feedback from the online survey elaborated on this concern:

> *"I feel that there is no clarity at all. Nothing mandatory, nothing in order. No indication of the extent of depth necessary for each level. It's all left to the teacher (and perhaps their experience, interests, and competency). What about the new teachers? Experienced teachers won't be around forever. National Anarchy!"*
>
> Academic, New South Wales

With regards to general capabilities, respondents indicated the following capabilities were clearly present in the mathematics curriculum content descriptions, and achievement standards:

i. Numeracy (87% of respondents agreed or strongly agreed this was evident)
ii. Thinking skills (73%)

On the other hand, respondents were less confident that the mathematics curriculum content descriptions and achievement standards covered intercultural understanding, and ethical behaviour. Concerning both of these general capabilities 36% of respondents agreed or strongly agreed that these were evident.

Online survey statements with relatively low levels of agreement mainly concerned the draft Australian Curriculum for mathematics, catering for diverse student requirements. The specific statements indicating this are detailed in Table 12 below.

Table 12: Low agreement survey statements – mathematics curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	25%	40%	30%	5%
The draft K-10 Australian Curriculum enables teachers to cater for development diversity	19%	42%	34%	5%
The draft K-10 Australian Curriculum takes into account available evidence about the nature of the learner	14%	42%	38%	6%
The draft K-10 Australian Curriculum reflects a world-class curriculum	14%	33%	46%	7%

Respondents indicated dissatisfaction with the inclusivity of mathematics in the Australian Curriculum. This was of particular concern for students with learning difficulties, and low achievers. Gifted and high achieving students were felt to have sufficient scope for learning.

Open-ended feedback from the online survey further elaborated on these issues:

> *"I believe that some of the content and standards set are too difficult for many students. If the standards are meant to reflect the average student, many will not achieve these standards. While we should have the bar set high in order to improve, I think it must be acknowledged that as students progress through education, the learning gap often gets wider. There is a cohort of students that could never achieve at the Year 10 standard and their learning needs to meet their needs and abilities."*
>
> *School-based personnel, Tasmania*

> *"A continuum of maths skills and understandings would allow teachers to tailor to individual needs. Individual staff will obviously need to adjust the curriculum to their own class diversity and needs."*
>
> *School-based personnel, Victoria*

Consultation forum findings

In total, 31 feedback forms were received in State and Territory consultation forums specifically related to the draft mathematics curriculum. In the follow-up national mathematics forum, 79 participants provided further feedback and suggestions for improvement to the curriculum.

The key findings from the State and Territory forums highlight strengths around the clarity of the rationale and aims of the mathematics learning area with more than 94% of forum groups indicating the aims as clear and appropriate. In addition, 87% felt the organisation of the draft mathematics curriculum provides a coherent view of its key elements, and characteristics.

With regards to the curriculum content, State/Territory forum participants generally felt the mathematics content represents the important material all young Australians should learn. Seventy one percent of participants indicated this to be the case. Eighty one percent of participants expressed that the mathematics content is different from what is currently expected in their state, or territory. A particular strength identified was the enhanced connections and linkages between strands in the draft curriculum, and the greater clarity now afforded to these connections.

The primary issues identified by forum participants related to the manageability, placement, and sequencing of content. The questions with the highest level of disagreement centred on these issues and are displayed below.

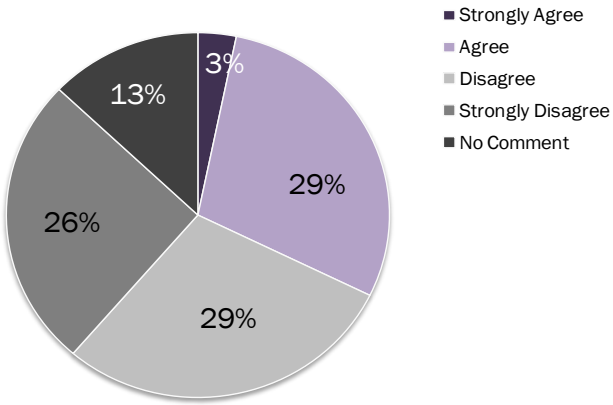

Figure 12: Proportion of mathematics forum responses to: "The content at each year level is manageable and able to be taught in depth and within the time available"

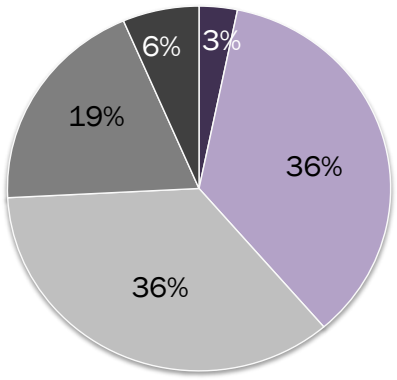

Figure 13: Proportion of mathematics forum responses to: "The placement and sequencing of content is appropriate at and across all year levels"

The majority of feedback from the State/Territory and national consultation forum concerned the inclusion (or potential exclusion) of content at particular levels, and what could sufficiently be taught. Overall, forum respondents felt that across all year levels, it would be preferable to consolidate more and cover concepts in more depth – even if it meant reducing the content covered. This was particularly required within years K to 6 because of developmental considerations and from Years 6 to 8 to allow for a transition period.

Sequencing: A stronger focus on the sequencing of content was raised across all forum groups to better reflect student consolidation of concepts. While it was acknowledged in State and Territory forums that some changes in sequencing have improved the curriculum (e.g. with fractions), participants still expressed the need for further clarity. Generally speaking, participants indicated a need to have a clear progression of student development, and linkages to previously taught concepts. Teachers expressed a need to see the links, and sequencing of concept development, to know where the learning is heading. Particular sequencing issues:

- **Tracking sequences perceived as difficult.** For example, in Year 3, the subheading "symmetry" is used, then "geometry" in Year 4, and then "time", then to "visualising". Consistent headings were suggested for improving the clarity and coherence of connections and conceptual development.
- **Overview of the lateral sequence of concepts.** National forum participants suggested developing a continuum of skills and content be developed across each concept to provide teachers with the ability to look across year levels, and strands. This would enable identification of links and the progression of ideas, in order to better track student progress. This was felt particularly relevant for the algebra content.
- **Sequencing of content in early years.** Greater simplicity and clarity in relation to number learning/counting, place value, space, and measurement.

- **Extent of algebra and geometry content at particular levels.** Respondents identified the need for consistency in the development of the concepts in these areas. Feedback indicated this would best be achieved through ensuring that the proficiency strands and capabilities were present in the content and elaborations. Specific content-related recommendations are presented in Appendix L.
- **Extent of statistics content.** Participants indicated statistics, in particular, data analysis, as an area to be addressed across the curriculum in other learning areas. Limiting this area to reduce overcrowding was recommended. Specific recommendations related to statistics content are presented in Appendix L

Other areas identified as being **misplaced or lacking in the curriculum** included:

- **Financial Literacy.** The majority of respondents identified financial mathematics as an important life skill in need of greater focus. Specifically, financial literacy could be embedded in elaborations with examples, incorporated into measurement, and connected to the general capabilities. While money should be recognised as one application of mathematics, participants indicated that its emphasis should not be excessive.
- **Problem Solving.** According to forum respondents, students must be given the opportunity to develop a repertoire of problem-solving strategies through exposure to a variety of problems. This is not sufficiently considered in the draft national curriculum. Sufficient scope for the inclusion of problem solving was identified in the curriculum. For example, opportunities to highlight problem solving in everyday situations could be included in elaborations

Across the State and Territory forum groups, the mathematics **achievement standards** were considered an issue of high importance. General feedback indicated greater clarity was required around the achievement standards. There was a sense from forum participants that the achievement standards were simply a summary of the content, and do not sufficiently articulate the depth of level of understanding required. The specific statements supporting this are detailed in Table 13 overleaf.

Table 13: Achievement standards statements – mathematics curriculum forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The achievement standards clearly describe the expected quality of learning for each year level	10%	32%	39%	13%	6%
The achievement standards at each year level represents the learning you would expect, having taught the content for that year	7%	19%	58%	6%	10%
You could confidently assess student achievement of these standards	16%	29%	29%	16%	10%

Further clarity, detail, and definition of the achievement standards focused on a number of issues:

- Initial clarification of the purpose of the achievement standards to their audience
- Increasing the specificity of the achievement standards so they are not open for interpretation. A shared understanding of what the learning expectations are was deemed imperative
- Aligning the language of the standards with the content descriptions
- Providing grade level descriptors (A to E). These were considered a necessity
- Encouraging the use of the work samples as illustrations of the standards. One sample was not considered sufficient to grade a student. Additional samples are required in addition to that of a typical C-grade student
- Embedding the proficiency strand in the achievement standards supported by examples of what the proficiencies look like for each grade (A to E)
- Modifying the language used. For example, using the word “visualise” through the curriculum to build conceptual understanding and connections between concepts and the students’ world; active verbs used to reflect constructivist methodology; avoiding terms such as “fluency” and “confidence” as they are seen as too subjective and necessitate the provision of national assessment tasks, rubrics, and examples

Specific recommendations related to the achievement standards across years levels are presented in Appendix M.

The inclusion of **general capabilities** in the draft mathematics curriculum received mixed feedback at the national forum. Some participants felt that the general capabilities were not evident enough and should be explicitly woven through the content descriptions, while others felt the general capabilities reflect pedagogy. It was suggested that the elaborations could provide more context and opportunities for meaningful incorporation of the general capabilities. This could be extended by work samples and

evidences. The application of "literacy" was specifically cited with a distinction required in the curriculum between technical literacy, mathematical knowledge, and reasoning.

In terms of the **online format**, 83% of State/Territory forum groups who provided a rating described it as user friendly and easy to navigate. A further 79% thought all parts of the Australian Curriculum can be easily accessed on the website.

Feedback from peak body submissions

In addition to the key themes identified across the curriculum in Section 5, a small number of specific issues were raised in peak body submissions in relation to the draft mathematics curriculum. These recurring themes are summarised below. A more detailed summary of peak-body feedback regarding the draft mathematics curriculum can be found under each State and Territory in Section 8.

Item	Feedback summary	Typical quotes
Curriculum content: manageability	Heavy focus on statistics	"There is an over-emphasis on statistics/data and less emphasis on the skills of problem solving that the 21st century student will need."
Curriculum content: general	Lack of focus on problem solving and mathematical skills that are applicable in everyday situations	
Curriculum Content: Sequencing	Content descriptions and standards are not pitched appropriately	"While the majority of the content is similar, there are higher expectations for lower- and middle-ability students."
ICT	Low skills focus on ICT	"The ICT component is a concern. The inclusion of ICT as a capability is not seen as rigorous, but rather, identification of seemingly 'superficial' opportunities to teach ICT."

Feedback from public submissions

Although the majority of public submissions discussed diverse issues across the curriculum, three recurring themes were particularly evident relating, specifically, to the draft mathematics curriculum:

1. **Content overcrowding.** Mathematics was deemed to be too content heavy, particularly in early years, and in Years 8 to 10. It was suggested that making several streams available for students in mathematics from early high school would enable more meaningful learning

2. **Financial mathematics**. It was frequently suggested that financial literacy should be given greater emphasis to instil sound everyday money skills in students

3. **Calculator training.** It was also recommended that the use of calculators be taught explicitly as this is an important skill for students to learn so that they are not disadvantaged in senior years

Consultation portal data findings

Feedback from online survey portal detailed a number of general strengths of the national mathematics curriculum. The focus on the real-world applications of maths, such as calculating discounts, buying and selling, tax, and GST were well received and thought to be a useful addition to the curriculum. Furthermore, distributing the mathematics course across year levels, rather than across stages, was seen to provide a more manageable set of outcomes that can be extended for talented students or revised at a lower level for those having difficulty. This was cited, particularly, at primary school levels.

Specific limitations identified in the draft mathematics curriculum are presented below.

Issue	Feedback summary	Year level focus
Calculators	Calculators are introduced too early in the curriculum, which does not allow students to develop their own mental strategies for solving mathematical problems. Calculators should not be introduced until Year 7, when students begin to undertake more complex calculations.	Calculators are introduced in Kindergarten, when children as still learning how to read and write, and are incorporated increasingly in subsequent years.
Statistics and probability	Overemphasis on this area. A reorganisation of the maths curriculum to cater statistics content to the maths ability of each year level is needed.	The statistics content is strongly emphasised across all year levels, particularly in Year 7.

Issue	Feedback summary	Year level focus
ICT	ICT isn't clearly articulated in the rationale and aims for the curriculum or at key stages throughout the curriculum. Furthermore, the use of ICT in maths needs to reflect a change in thinking, not simply a means of doing old stuff in a new way. A clearer outline of the types of ICT to be used, including software packages and calculators, needs to be provided. Furthermore, the curriculum needs to showcase some of the maths problems that can now be more efficiently solved with computers (i.e. cross-sectional views of 3D objects and drawing 3D shapes).	ICT is not clearly or consistently incorporated into the curriculum across all year levels.
Numbers and counting	The expectations for counting and number knowledge are either too basic or too advanced in the primary schools curriculum. A detailed strategy for numbers and counting from Kindergarten to Year 6 that is consistent and developmentally appropriate is required.	The curriculum currently outlines that kindergarten students should know numbers from 1 to 20; Year 1 students should know numbers up to 100; Year 2 students should know numbers up to 130; and Year 3 students should know numbers up to 1000.
Advanced courses	Content prescribed in Year 9 and 10 will be too advanced for some students not contemplating tertiary-level maths, which necessitates the need for an advanced maths course in these years. The curriculum should make concessions for students who may not have the ability to successfully undertake preparatory topics for calculus, by implementing an advanced maths course in Years 9 and 10.	The Year 9 and 10 maths content include complex tasks that not all students will be capable of completing.
Multiplication	Topic not covered comprehensively in the primary curriculum, while multiplication by factors of 7 is not covered at all. Times tables up to 12 need to be taught and reinforced from Year 1 to Year 6 in order to ensure students are confident with multiplication before starting high school.	Multiplication is an important concept that should be developed in early primary school and mastered by the end of primary school.

Science

Summary of findings

In considering the consolidated stakeholder feedback regarding the draft science curriculum (K-10), the data reflect support for a national science curriculum. In particular, the following **key strengths** were consistent across all consultation media, specific to the science curriculum:

- *Focus on scientific inquiry skills*
  In general, positive feedback was received for the importance placed on the development of scientific evaluation and assessment skills, and the application of these same skills in everyday life.

- *Science as a Human Endeavour*
  The inclusion of this strand in the science curriculum was commended. Feedback across consultation processes felt it was a vital aspect of scientific learning, feeling that a connection of science and culture would encourage the engagement of more students.

- *General capabilities well integrated*
  The draft science curriculum was highly rated against a number of capabilities, specifically: teamwork, ICT, literacy, numeracy, and thinking skills.

A number of **key challenges and issues** were identified across the K-10 draft science curriculum. Taking into account all of the feedback received, these issues relate to:

- *Content overcrowding*
  A common issue raised was that the Science Understanding ("SU") strand was content heavy and covering it all in sufficient depth would be difficult. Specifically, geological content was overrepresented. A specific cause of this overcrowding was put down to overlapping content, particularly with content in the geography and health curricula.

- *Achievement standards pitched and sequenced inappropriately*
  Consistent feedback indicated that the achievement standards are pitched too high across year levels. Clearer standards specifying the depth of student learning required at each year level were considered critical.

- *Resourcing implications*
  Written submissions, in particular, expressed the national science curriculum to require equipment and facilities that many primary schools and regional schools may not have (e.g. science labs).

Emerging and contemporary sciences

Forum participants and peak body written submissions expressed that the science curriculum was lacking in content around emerging sciences, and new technologies. Incorporating this material into the teaching of the traditional sciences, along with having work samples that reflect this material was recommended in order to sufficiently explore contemporary issues.

Online survey findings

In total, 555 individuals provided feedback specific to the science draft curriculum via the online survey.

Respondents to the online survey indicated a number of strengths of the draft science curriculum including coherent content descriptions that covered important content. Seventy one percent of respondents felt the draft curriculum provides coherence and continuity across the stages of schooling. Specifically, the survey statements with the highest levels of agreement focused on the draft structure:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum**

Figures 14 and 15 show the proportion of agreement responses for the two statements above.

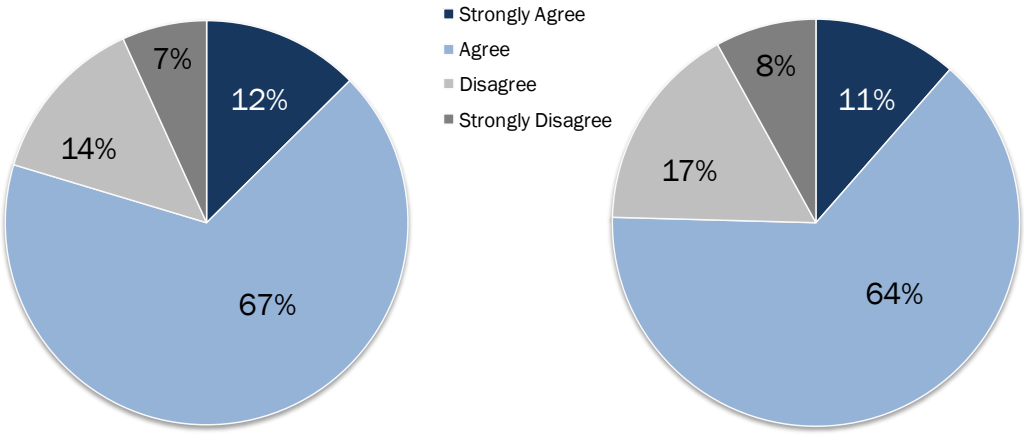

Figure 14: Proportion of science learning area responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

Figure 15: Proportion of science learning area responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

Open-ended feedback from the online survey demonstrated agreement with these statements:

> *"The rationale and aims are clear to read and can be understood easily. They create a well defined reasoning for the move from the four strands back to a more traditional approach."*
>
> Academic, Western Australia
>
> *"Very good curriculum construct. Strands an excellent way of organising"*
>
> School or curriculum authority personnel, South Australia

Although 70% of respondents indicated that the draft content descriptions cover the important content for science, a number of areas were suggested for inclusion in the Australian Curriculum. A focus on contemporary concepts and the relation of science to society would be highly regarded by respondents. There were several areas respondents viewed as lacking in content, particularly, chemistry, psychology, and energy, while earth sciences had too much content.

Open-ended feedback from the online survey provided suggestions for important content for science:

> *"Chemistry is an enabling science yet there is very little actual chemistry. Reactions such as redox practical experiments, organic chemistry (food groups/polymers). These are more accessible to students than the proposed reaction and stronger chemistry. Concern that research was considered to be web based, not actual experiments."*
>
> School-based personnel, Victoria
>
> *"There seems to be an inordinate amount of earth and environmental content in particular weather. This is normally covered in geography."*
>
> School-based personnel, Victoria
>
> *"Psychology is a senior science subject and is not included in the junior curriculum. Nanotechnology and other disciplines that cross the traditional subject areas need to be included for the future. Topics such as nutrition, forensics, astronomy should be more explicit"*
>
> School or curriculum authority personnel, South Australia

The survey findings indicate that the draft content elaborations generally illustrated the content descriptions effectively (69% of respondents agreed). Despite the aforementioned positive evaluations, there was less agreement across respondents regarding the extent to which the draft content descriptions, and achievement standards were sufficiently challenging for students at each year level:

- 56% of respondents felt that the draft content descriptions are pitched appropriately
- 57% of respondents felt that the draft content descriptions are sequenced appropriately
- 56% of respondents felt that the draft achievement standards are pitched appropriately

Open-ended feedback from the online survey demonstrated these conflicting views:

> *"The sequencing of descriptors and the achievement standards seem to be sequenced about right. Well done!! It is the lack of depth and clarity that, for me, is the issue."*
>
> School-based personnel, Western Australia

> *"Very disjointed. Seem to pick on random sections of the elaborations rather than the content descriptions. Need to be overarching rather than specific. Why a 'C' level? What about the others? What would an 'A' look like?"*
>
> School-based personnel, New South Wales

> *"The achievement standards are unhelpful and do not adequately describe a realistic picture of an average child (C) at each level."*
>
> Community member, New South Wales

Almost half of the respondents (45%) disagreed that the annotated work sample assists to illustrate and exemplify the achievement standards.

> *"A wider selection of work samples will greatly aid in the understanding of the standards, but, they need to be annotated with specifics and there needs to be a wide variety showing the different levels."*
>
> School-based personnel, New South Wales

In combination, 44% of respondents agree that the science content descriptions, together with the achievement standards, provide clarity about the depth of teaching and learning required.

> *"The content descriptors need to be better written to provide indicators of depth of treatment as they are the only mandatory part of the course. The achievement standards are currently, in many cases, simple re-writes of the content descriptors and do not provide for clarity of interpretation."*
>
> Community member, New South Wales

With regards to general capabilities, the draft science curriculum was highly rated against a number of capabilities:

i. Teamwork (77% of respondents agreed or strongly agreed that this was evident)
ii. ICT (76%)
iii. Literacy (74%)
iv. Numeracy (72%)
v. Thinking skills (71%)

On the other hand, respondents were less confident that the science curriculum content descriptions and achievement standards covered social competence, and creativity. Concerning both of these general capabilities, 57% of respondents agreed, or strongly agreed that these were evident.

The majority of respondents felt that a commitment to sustainability was clearly evident in the science content descriptions, with 79% of respondents indicating such. Substantially fewer respondents (46%) felt that Australia's engagement with Asia is adequately covered.

Online survey statements with relatively low levels of agreement mainly concerned the draft Australian Curriculum for science catering for diverse student requirements. The specific statements that indicate this are detailed in Table 14 below.

Table 14: Low agreement survey statements – science curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	26%	42%	30%	2%
The draft K-10 Australian Curriculum is not overcrowded	38%	23%	31%	8%
The draft K-10 Australian Curriculum enables teachers to cater for developmental diversity	21%	35%	39%	5%
The draft K-10 Australian Curriculum reflects a world-class curriculum	18%	34%	42%	6%

Open-ended feedback from the online survey elaborated on the above issues:

"There is simply far too much content to be able to treat any area in depth. Students need much more time to consolidate scientific principles by observations and skill development. The huge variety of different topics simply means that teachers will need to rush delivery and not allow for genuine enjoyment and discovery. Also, certainly will not allow for differentiation of the curriculum for ALL students. Inquiry-based learning as one example of a teaching strategy requires time."

Academic, Victoria

"I don't think it allows for continuity of learning. It does not consider the developmental growth of student learning (to begin with simple concepts and then build on those in future years). It will cause many weaker students to be left behind earlier and it will disengage many girls from science as concepts are very traditional, boring, and not inspirational in our changing world. Scientific inquiry skills cannot be developed with such a content-laden curriculum."

School-based personnel, Victoria

"Can we develop our own world-class curriculum that does not import failed methods from, primarily, the UK and the USA? They usually ditch these as we are taking them up. We have great ideas in this country!"

School-based personnel, Western Australia

Consultation forum findings

In total, 31 feedback forms were received in State and Territory consultation forums that related specifically to the draft science curriculum. In the follow-up national science forum, 83 participants provided further feedback and suggestions for improvement to the curriculum.

The key findings from the State and Territory forums highlight strengths around the clarity of the rationale and aims of the science learning area, with more than 90% of forum groups indicating that the aims are clear, and appropriate. Forum participants also indicated strengths around:

- Inquiry skills as a positive inclusion
- SHE as a positive inclusion, considered an important aspect of scientific learning

In general, science forum participants expressed relatively less confidence around the appropriateness and breadth of the curriculum content. The specific statements that indicate this are detailed in Table 15 below.

Table 15: Science content statements – State/Territory forum participant responses

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The learning area content clearly represents the important content that all young Australians should learn	6%	29%	42%	13%	10%
The placement and sequencing of content is appropriate at and across all year levels	6%	36%	42%	6%	10%
The content at each year level is manageable and able to be taught in depth and within the time available	29%	36%	19%	6%	10%

Recurring themes around the content of the draft science curriculum centred on four issues:

1. **Content heavy (SU strand).** Forum participants felt that general topics should not be eliminated, but rather merged with other topics to reduce the amount of content to be covered. For example: combining matter and energy into other topics; combining water and renewable energy into other topics; and combining sustainable energy transformations in Year 6 with renewable energy sources in Year 7. In addition, a number of specific content areas were identified as reducible, if not expendable:

- Genetics
- Geology of ecosystems
- Emphasis on Earth and space
- Year 7 space and the solar system (already covered in Year 5)

In general, the early years science curriculum was not considered content heavy. However, it was noted that Year 3 is particularly crowded, and the content would be difficult to fit with a play-based curriculum. Overall, flexibility is required with the primary science curriculum considering differences in school resources.

2. **Content overlap.** While this was not considered an issue within primary years, there were mixed views around the inclusion of geology and reproduction in the science curriculum. No conclusive answer was reached as to whether *shaping the earth* be moved to geography. There was stronger support for human body systems, growth and reproduction to be moved to health.

3. **Content not adequately contemporary in scope.** A lack of focus on new technologies, emerging science, and 21st century innovation was identified in the state and territory forums. National forum participants suggested the incorporation of such topics in SHE and the use of contemporary examples and elaborations (similar to the reference to biotechnology in the elaborations). It was recognised that this has to be balanced with the resulting need to be up-to-date with resources for teachers and students, and that by contemporising the curriculum, it could become dated.

4. **Sequencing.** National forum participants identified a lack of connection between year levels and strands, indicating that there is no natural sequence. Specifically, composite classes were considered an issue with guidance sought on how to approach these classes. There was strong support for teachers to be allowed to view the curriculum in two-year bands, rather than specific content for a given year, thus allowing a more flexible delivery. Other specific recommendations in relation to content/sequencing are presented in Appendix N.

Across the State and Territory forums, the most negative evaluations were around the achievement standards. The questions with the highest level of disagreement centred on these issues and are displayed overleaf.

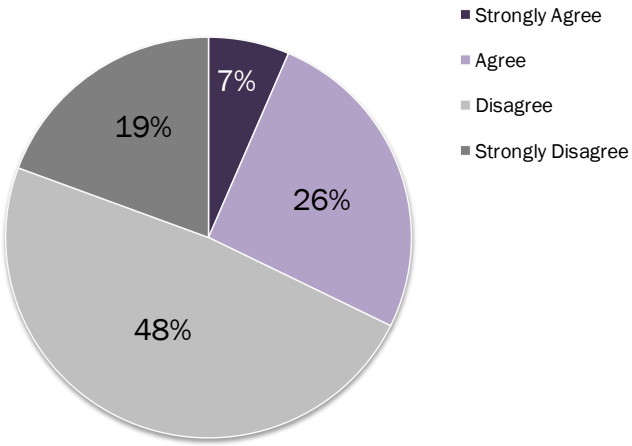

Figure 16: Proportion of science forum responses to: "The achievement standards clearly describe the expected quality of learning for each year level"

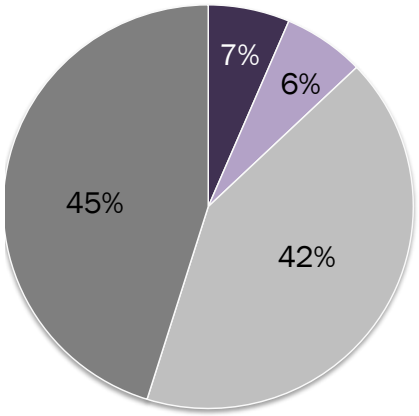

Figure 17: Proportion of science forum responses to: "You could confidently assess student achievement of these standards"

Consistent with the findings above, assessment was identified as the most significant issue at the national science forum. Further clarity, detail, and definition of the achievement standards focused on a number of issues:

- **Purpose.** This was generally unclear to national forum participants, as they appeared to summarise the content with no indication of depth or quality required. It was suggested that the achievement standards be mapped to content descriptors so that they would accurately represent mandatory content, and describe the characteristics of the students' work. Overall, more information is required so that the standards do not become a checklist of outcomes.
- **Wording.** The language was seen as too open to interpretation (e.g. confusion over how to gauge "begins to" or "appreciates"). Non-specific terms (e.g. "simple") make it difficult to differentiate between levels. National forum participants expressed that a nationally consistent curriculum requires the full scale of achievement (A-E) to be defined. To this end, a matrix or rubric for each year level would be useful, in addition to moderated work samples.
- **Usefulness.** Assessing SHE was cited as problematic as this strand is not prominent in the achievement standards. It was also suggested that the achievement standards would be more useful if they appeared at the beginning of the document, rather than the end. This would help frame the subject area enabling teachers to see the big picture before following through with specifics.

The **elaborations and work samples** were only moderately received across the forums. Similar to the stated requirements for achievement standards, national forum participants expressed that the role of elaborations required further clarity, and should provide linkages between strands.

The inclusion of **general capabilities** in the draft science curriculum received mixed feedback at the national forum. Participants generally suggested a core focus on literacy, ICT, and numeracy, with ethical behaviour to be made more explicit in the existing content descriptions and achievement standards. On the other hand, some participants felt that the general capabilities were adequately covered. The difficulty in ensuring incorporation of general capabilities lies in how they are to be assessed. Mapping the conceptual development of the capabilities across all learning areas was suggested.

Regarding the **cross-curriculum dimensions**, the majority of forum participants felt that sustainability was well covered. Less importance was afforded to indigenous perspectives, and a more global perspective was considered more appropriate than a focus on Asia. It was also noted that teachers will need more guidance as to how to incorporate the dimension, for example, with the aid of work samples.

In terms of the **online format**, 63% of State/Territory forum groups who provided a rating described it as user-friendly and easy to navigate. Fifty percent, however, thought that all parts of the Australian Curriculum could be easily accessed on the website.

Feedback from Peak Body submissions

In addition to the key themes identified across the curriculum in Section 5, a small number of specific issues were raised in Peak Body submissions in relation to the draft science curriculum. These recurring themes are summarised below. A more detailed summary of Peak Body feedback regarding the draft science curriculum can be found under each State and Territory in Section 8.

Item	Feedback summary	Typical quotes
Principles to underpin the curriculum	Strengths identified with the inclusion of inquiry skills and scientific thinking, and SHE	"Science as a Human Endeavour is more detailed and has higher expectations of students and more depth than the section in the NT Curriculum. It connects science and culture in a way that should engage more students."
Curriculum content: manageability	Content overcrowding and linkages between strands. Specifically heavy in geological content	"Some teachers expressed concern regarding the number of strands in science and how teachers will be able to teach and assess all of the content." "We are concerned about the seeming lack of equality between the three strands." "The plethora of geological minutiae throughout the document contrast with the absence of valued physics topics."
Curriculum content: sequencing	Content descriptions and standards are not pitched appropriately across year levels	"There are some strange instances of sequencing, e.g. evolution in Year 10 before DNA and genetics."
Curriculum content: general	Content missing around new sciences, recent advances and nano-technology	"Content not adequately contemporary in scope: a lack of focus on new technologies, emerging sciences, and 21st century innovation."

Feedback from public submissions

Although the majority of public submissions discussed diverse issues across the curriculum, two recurring themes were particularly evident relating, specifically, to the draft science curriculum:

1. **Content overcrowding.** A common theme expressed was that there is too much content in the draft science curriculum for teachers to be able to cover in sufficient depth. Submissions particularly highlighted the SU strand as content heavy. There was a general sense that it would be difficult to spend equal time on the three strands of science because they all vary so much.

2. **Resourcing.** There was a general sense that the national science curriculum requires resources and support that many schools may not have. For example, the primary years science curriculum indicates a clear need for science labs, which most primary schools do not have. Smaller schools and regional schools may also not have the facilities and equipment deemed necessary.

Consultation portal data findings

Feedback from online survey portal detailed a number of general strengths to the national science curriculum. Most respondents believed that the draft science curriculum represented a broad range of science content that was essential to developing a scientific mind able to understand scientific processes and then explain, evaluate, assess and apply the same processes in day-to-day life.

Specific limitations identified in the draft science curriculum are presented below.

Issue	Feedback summary	Year level focus
Chemistry	The concepts of elements and compounds are introduced in Year 8 before learning about the structure of an atom in Year 9 and the periodic table in Year 10. The science curriculum needs to be restructured so that the basic concepts of chemistry are introduced before the more complex concepts, such as elements and compounds.	Chemistry is introduced in Year 8 without the necessary prior knowledge.

Issue	Feedback summary	Year level focus
Evolution and creation	The curriculum poses evolution as a fact rather than as a contentious theory with only partial scientific support. The Big Bang theory is also presented as fact, even though debate exists as to the credibility of this theory. The science curriculum needs to incorporate a broader range of theories relating to the origins of life and the universe.	The origins of the universe are a component of the Year 10 science curriculum.
Astronomy	Astronomy is not developed consistently throughout the science curriculum. There is no meaningful content on astronomy between Years 7 and 10. Furthermore, astronomy is not covered in primary school until Year 5. The solar system needs consistent coverage across the science curriculum, as it is an interesting and engaging subject that captures the imagination of most students.	Astronomy content is lacking across all year levels in the science curriculum.
Science as a Human Endeavour (SHE)	The SHE content strand is less relevant than the Science Inquiry Skills ("SIS") or Science Understanding ("SU") strands, and will be difficult to teach in any depth given the large amount of content in the other strands. The necessity of the SHE strand and the equal weighting given to it and the SIS and SU strands needs to be reviewed. Alternatively, more clarity needs to be provided as to the depth required for each of the SHE topics.	The SHE strand is a major component of the science curriculum across all year levels.
Human reproduction	The concept of human reproduction and growth is introduced in Year 7 before cell structure in Year 8. Furthermore, reproduction is usually taught within a designated health course in later years. The Year 7 and 8 content on reproduction and cell structure needs to be switched in order make sure that students have the necessary prior knowledge and maturity to undertake a course in reproduction.	Content regarding human reproduction and growth is placed in Year 7 in the draft curriculum.

History

Summary of findings

In considering the consolidated stakeholder feedback regarding the draft history curriculum (K-10), the data reflect strong support for promoting history education and a national curriculum. In particular, the following **key strengths** were consistent across all consultation media, specific to the history curriculum:

- *Elevating the significance of history education*
  The early introduction of history into the curriculum and its sustained teaching over the stages of schooling was regarded by many as a positive, and a key pillar in the national curriculum.

- *Historical inquiry focus*
  The broad inquiry questions for each level were considered clear and succinct, and a vital aid to helping teachers unpack the content and skills identified for each year level.

- *Intercultural understanding a key feature*
  Compared across all learning areas, the history curriculum most clearly promoted intercultural understanding. Indigenous history and culture, and Asia and Australia's engagement with Asia were also most recognised under this subject.

A number of **key challenges and issues** were identified across the K-10 draft history curriculum. Taking into account all of the feedback received, these issues relate to:

- *Content overcrowding*
  Concerns were expressed that the history curriculum is too content heavy, particularly in Years 7 to 10, and that this may detract from the depth and understanding of the range of topics covered adequately.

- *Achievement standards unclear and pitched inappropriately*
  The history achievement standards and their pitch were generally seen as unclear and not reflecting the content. In addition, consistent feedback on the elaborations described them as not sufficiently illustrating the content descriptions.

- *Inclusion of recent history content, indigenous perspectives and global perspectives*
  A lack of emphasis on contemporary history was identified, particularly around Asian history and Australia's history following World War II ("WWII"). In addition, a general theme across the feedback centred on how to recognise indigenous perspectives without the teachings appearing tokenistic.

- *Clarity required around "depth studies"*
  Feedback identified a need for clearer guidelines around the teaching of depth studies. Submissions indicated a lack of clarity around the purpose of depth studies, the coverage of content points, and the extent of material to be covered in depth studies.

Online survey findings

In total, 582 individuals provided feedback specific to the history draft curriculum via the online survey.

Respondents to the online survey indicated a number of strengths for the draft history curriculum including clear and coherent content descriptions. The survey statements with the highest levels of agreement focused on the draft structure:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum**

Figures 18 and 19 show the proportion of agreement responses for the two statements above.

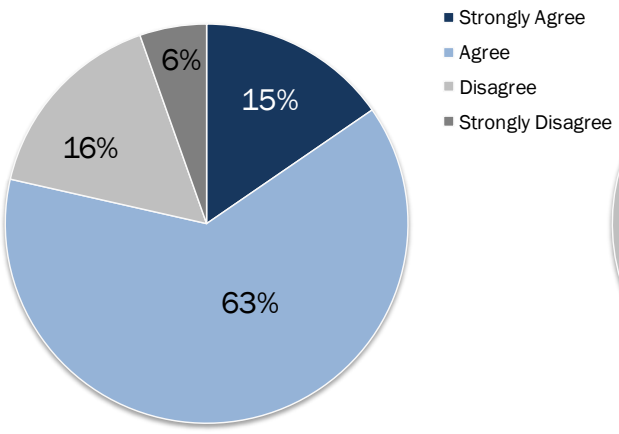

Figure 18: Proportion of history learning area responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

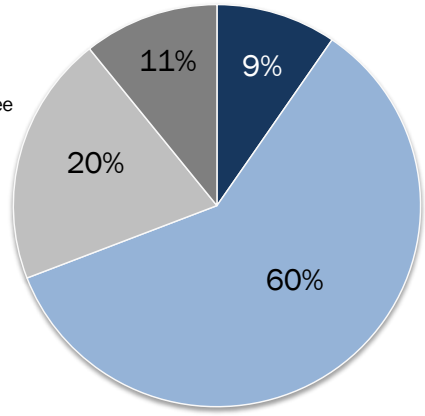

Figure 19: Proportion of history learning area responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

Open-ended feedback from the online survey demonstrated agreement with these statements:

> *"I feel that the rationale and aims of the curriculum clearly outline what is important about the teaching of history: that students develop a sense of why Australian society has developed as it has, and why other cultures have developed differently – and have the right to do so. It teaches students to be analytical, critical, and hopefully, sensitive thinkers."*
>
> School-based personnel, Tasmania
>
> *"Great, well written, and easy to follow."*
>
> School-based personnel, South Australia

Interestingly, 60% of respondents indicated that the draft descriptions cover the important content for history. This is a relatively low level of agreement compared to the other learning areas. According to respondents, content should be more inclusive of other civilisations' histories and have wider cultural breadth. Additionally, there was confusion surrounding the definition and weighting of the Middle Ages.

Open-ended feedback from the online survey provided suggestions regarding content:

> *"I am concerned that the curriculum does not allow for such subjects as ancient Egypt, ancient Rome, medieval times, American history, Chinese history or other countries that kids of this age find fascinating."*
>
> School-based personnel, Northern Territory
>
> *"The weighting given to the Middle Ages is too limited confined to one year of study. The Middle Ages ended around 1450, not in the 18th century. Much more needs to be made of our cultural roots in Britain/Ireland and on Judeo-Christian heritage. Most Australian history is European."*
>
> School-based personnel, New South Wales

When considering the draft history content elaborations and achievement standards there was less agreement across the board with regards to their appropriateness and relevance. In particular:

- 58% of respondents felt that the draft content elaborations illustrate the content descriptions sufficiently
- 57% of respondents felt that the draft content elaborations are relevant and appropriate illustrations
- 56% of respondents felt that the draft achievement standards are pitched appropriately

Open-ended feedback from the online survey elaborated on concerns about the appropriateness of the content elaborations:

> *"The elaborations are predictable and limiting. Obviously, some commentators appear to be having difficulty in understanding exactly what an elaboration is. Maybe we are better without them."*
>
> Academic, Queensland

> *"More elaborations for each content description would be helpful. The ones there are very good, but generally only one for each description."*
>
> School-based personnel, South Australia

Almost half of the respondents (49%) disagreed that the annotated work sample assists to illustrate and exemplify the achievement standards.

> *"The work samples should be those that allow students to demonstrate a range of capabilities and skill levels. The current work sample at Year 6 is one that could be produced at a lower year level. The work samples should enable teachers to challenge their students as well as give examples of the types of work/assessments that can be covered at that level."*
>
> School or curriculum authority personnel, Victoria

In combination, 43% of respondents agreed that the history content descriptions, together with the achievement standards, provided clarity about the depth of teaching and learning required.

> *"Teachers identified disconnectedness between the content descriptions and the achievement standards. In their current format, the achievement standards appear to have been written in isolation."*
>
> School or curriculum authority personnel, New South Wales

With regards to general capabilities, the draft history curriculum was highly rated against a number of capabilities:

i. Literacy (83% of respondents agreed or strongly agreed that this was evident)
ii. Intercultural understanding (75%)
iii. Thinking skills (73%)
iv. ICT (71%)

On the other hand, respondents were less confident that the history curriculum content descriptions and achievement standards covered self management and creativity. Concerning both of these general capabilities, 50% of respondents agreed or strongly agreed these were evident.

The majority of respondents felt that cross-curriculum material is clearly evident in the history content descriptions, specifically indigenous history and culture (82% agreement) and Australia's engagement with Asia (81% agreement). Conversely, 50% of respondents felt sustainability issues are adequately covered.

Online survey statements with relatively low levels of agreement mainly concerned the draft Australian Curriculum for history catering for diverse student requirements. The specific statements that indicated this are detailed in Table 16 below.

Table 16: Low agreement survey statements – history curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	33%	39%	24%	4%
The draft K-10 Australian Curriculum is not overcrowded	47%	19%	27%	7%
The draft K-10 Australian Curriculum enables teachers to cater for developmental diversity	29%	32%	35%	4%
The draft K-10 Australian Curriculum reflects a world-class curriculum	26%	31%	36%	7%

Open-ended feedback from the online survey elaborated on the low agreement with the above statements:

> *"The history curriculum is overcrowded. There is a lot of content and it will be hard for teachers to cater for the individual needs of students in their class. Seems to be a one-size-fits-all curriculum. The standards are challenging but not realistic in the time frames that are available for primary schools."*
>
> School or curriculum authority personnel, Victoria

> *"I am not confident that students will find this syllabus world class. You cannot produce a world-class curriculum at the same time as adopting a testing regime (NAPLAN) that is not reflected in those high quality education systems (e.g. Finland) that provide excellence and equity. The removal of a dedicated, integrated social science curriculum and reverting to a 19/20th century model of curriculum organisation (old disciplines of history and geography) impedes development of world-class curriculum."*
>
> Academic, Queensland

Consultation forum findings

In total, 34 feedback forms were received in State and Territory consultation forums that related, specifically, to the draft history curriculum. In the follow up national history forum, 86 participants provided further feedback and suggestions for improvement to the curriculum.

The key findings from the State and Territory forums highlighted strengths around the clarity of the rationale and aims of the history learning area, with more than 91% of forum groups indicating the aims were clear and appropriate. In addition, 74% felt that the organisation of the draft history curriculum provided a coherent view of its key elements and characteristics.

A significant strength was the recognition and establishment of history as an important subject area. Forum participants appreciated that the history curriculum was being constructed as a national document. The global perspective of the curriculum and inclusion of history as a discipline from K onwards were also highlighted as positive steps forward.

The primary issues identified by forum participants related to the manageability, placement, and sequencing of content. Fifty-eight percent of State/Territory forum participants felt that the history content represented the important material all young Australians should learn. The questions with the highest level of disagreement centred on these issues and are displayed overleaf.

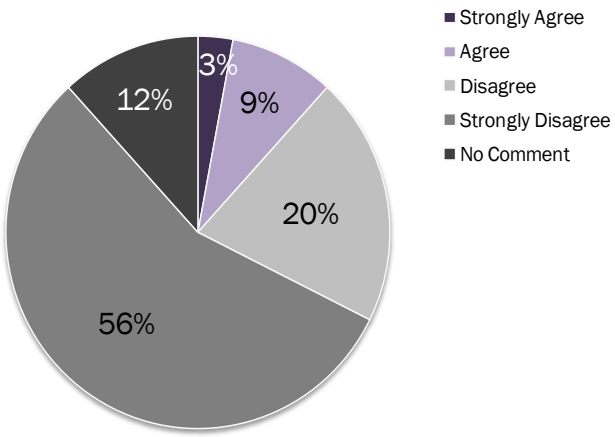

Figure 20: Proportion of history forum responses to: "The content at each year level is manageable and able to be taught in depth and within the time available"

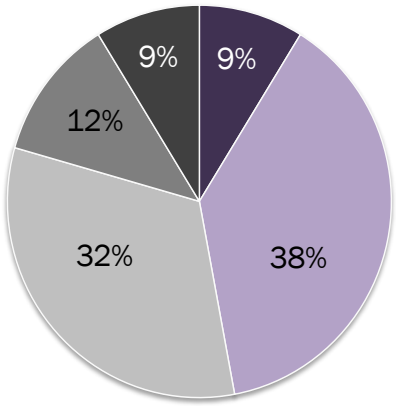

Figure 21: Proportion of history forum responses to: "The placement and sequencing of content is appropriate at and across all year levels"

As shown in the pie chart above left, 76% of State/Territory forum participants expressed concern that teaching the history curriculum in its entirety would detract from the depth and quality of understanding achievable. The content was considered large particularly at Years 7 to 10. A review of all major topics was suggested in order to refine the topics presented at these levels. In addition, the inclusion of guidelines for time allocation was recommended as a necessary step. National forum participants indicated that there was the belief that 80 hours per year would be allocated to the history curriculum.

Other recurring themes discussed around the history content included:

1. **Contemporary history.** A lack of emphasis on contemporary history was identified, in particular, Asian history. According to participants, contemporary history was considered important as current events exist as a result of past events. Active citizenship is dependent upon an understanding of what events have lead to the current situation. It was suggested that contemporary issues could be brought in through current affairs and connecting current issues with historical origins.

   National forum participants felt that the term "contemporary" should be avoided and, instead, be redefined without European constructs, referred to as "recent history" instead. The term "new Australian" was also considered inappropriate.

   Recent history topics that were identified as important and missing from the curriculum included:

   - Australia's significant relationship with Indonesia
   - Migration
   - Peacekeeping and refugees

- More recent Australian history such as the Northern Territory intervention and how it relates to post-WWII, e.g. the stolen generation
- The rise of China and India
- The recognition of histories of Asia in their own right
- Post-WWII to present
- The cold war

2. **The global perspective.** Concern was expressed in the State and Territory forums that the global perspective was not strong enough. There were also mixed opinions on the inclusion of Asia and Australia's engagement with Asia with some participants feeling that the increased focus was positive, while others believed there was an overemphasis on Asia. Whereas forum participants agreed that Asia should be included in the curriculum, it was suggested that an overall concept of global perspective could provide opportunities to address political and contemporary ideas.

3. **Indigenous perspectives.** There were mixed opinions concerning the greater emphasis on the indigenous perspective in the history curriculum. A general theme from feedback discussions centred on the indigenous perspective as being tokenistic, with the coverage appearing to be an afterthought and "tacked" onto other topics. According to participants, indigenous perspectives should permeate the curriculum rather than be isolated to specific areas. Present perspectives should accompany past perspectives, as an overemphasis on the past denies the lived experience and the impact of past policies. Forum groups did highlight that teachers will require professional development and access to resources to teach this content.

Across the State and Territory forum groups, the history **achievement standards** were generally seen as not reflecting the content. The specific statements that indicated this are detailed in Table 17 below.

Table 17: Achievement standards statements – history curriculum forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The achievement standards clearly describe the expected quality of learning for each year level	18%	29%	29%	9%	15%
The achievement standards at each year level represents the learning you would expect, having taught the content for that year	9%	26%	41%	12%	12%
You could confidently assess student achievement of these standards	29%	29%	21%	9%	12%

A number of suggestions were put forward at the national forum in focusing on improving the relevance and clarity of the achievement standards and work samples:

- There was overwhelming support for the achievement standards to appear at the beginning of the document, rather than the end. This would help frame the subject area and enable teachers to see the direction for that year
- Standards could be dot-pointed and written in a more straightforward style to assist with their clarity
- It was suggested that the history curriculum be more focused on concepts, rather than content. Achievement standards reflecting concepts would better lend themselves to comprehensively assessing students' learning
- Work samples were cited as a necessary inclusion, however, participants indicated that these need to be multi-modal and contain explicit examples of A-E standards

In terms of the **online format**, 69% of State/Territory forum groups who provided a rating described it as user-friendly and easy to navigate. A further 66% thought that all parts of the Australian Curriculum can be easily accessed on the website.

Feedback from Peak Body submissions

In addition to the key themes identified across the curriculum in Section 5, a small number of specific issues were raised in Peak Body submissions in relation to the draft history curriculum. These recurring themes are summarised below. A more detailed summary of Peak Body feedback regarding the draft history curriculum can be found under each State and Territory in Section 8.

Item	Feedback summary	Typical quotes
Curriculum content: manageability	Content overcrowding	"While it would be commendable to cover everything academics thought was necessary for students to know, this is not practical given the time, varied needs, and abilities of students." "Teachers were clear in their feedback that too much content had been included in the draft curriculum, particularly in history and science."
Curriculum content: general	Specific historical content not covered adequately or misplaced across year levels	"There is some concern that the global perspective is not strong enough." "It relegates the entire topics of WWII to the Holocaust and the atomic bomb to a 'mere' aftermath or consequence of WWII." "It has been suggested that the question of 'what is history?' should be introduced earlier than Year 7."
Curriculum content: general	Depth studies lack clarity	"There are too many depth studies. There is an unresolved lack of clarity between the coverage of content points and the provision of depth in the depth studies." "There is a lack of clarity around what is meant by 'depth study'. A definition should be developed and agreed upon."

Feedback from public submissions

Although the majority of public submissions discussed diverse issues across the curriculum, three recurring themes were particularly evident relating specifically to the draft history curriculum:

1. **Recent history**. It was frequently suggested that the current curriculum could be improved by including a larger focus on contemporary themes and concepts in history. Content relating to the 21st century and more recent historical issues was seen as beneficial to student learning.

2. **Content overcrowding**. History was considered to be too content heavy, particularly in Years 7 to 10. Respondents felt that this would lead to a more superficial coverage of subjects and, in effect, would turn students away from senior year history studies.

3. **A diverse subject area.** A number of respondents expressed that most of the content was about social studies or culture, thus, incorporating a range of material across the fields of geography, sociology, psychology, and anthropology. The name "history" was not seen as reflecting the content of the learning area and either a more appropriate word be used, or the content be further refined.

Consultation portal data findings

Feedback from online survey portal detailed a number of general strengths to the national history curriculum. Overall, respondents were pleased to see that history had been given such a prominent role in the national curriculum. It was thought that the curriculum showed a logical progression through history, that will aid in teaching children about the past in order to prepare them for the future. The focus on both Australian and world history was considered a positive as it provides students with an enriched appreciation for other nations. Additionally, the inquiry questions for each level were considered clear and succinct, and a vital aid to helping teachers unpack the content and skills identified for each year level.

Specific limitations identified in the draft history curriculum are presented below.

Issue	Feedback summary	Year level focus
Ethics and social values	Despite ethical behaviour being designated as a general capability, the national curriculum does not incorporate important ethical and social values such as democracy, equity, justice, honesty, and respect. The history curriculum needs to incorporate the teaching of ethical and social values in order to help students understand their role in society. Furthermore, history should focus on developing emotional, social, and interpersonal skills.	A consideration of ethical and social values are inconsistent or totally absent across all year levels.
Depth studies	Lack of clarity as to what a depth study is and how many are to be done in a year within the history syllabus. The proposed number of depth studies to be undertaken in a year is unrealistic. Clearer guidelines for the teaching of depth studies need to be provided. Furthermore, teachers need to be given the opportunity to tailor the number of depth studies and content to be covered to the needs and ability of their students.	Year 3 to 6 students are required to undertake two depth studies per year, while Year 7 to 10 students are required to complete four depth studies per year.
European history	The draft curriculum is largely eurocentric in view and needs to accommodate a thorough examination of other cultures and beliefs that encompass more than just a consideration of their impact on Australia. A balanced approach to history, which accommodates various cultural perspectives, in keeping with the varied cultural backgrounds of the Australian school population is required.	The Year 7 to 10 curriculum primarily emphasises European history. However, there is a lack of European history in the primary curriculum, which focuses primarily on Australian history.

Issue	Feedback summary	Year level focus
ANZAC Day	Reference made to ANZAC Day only in Years 2 and 3. The significance of this date and its connection to the events at Gallipoli are not explored at any other point. This is a cause for concern given the decrease in appreciation for the significance of ANZAC Day. The curriculum needs to incorporate details about the events commemorated by ANZAC Day in order to ensure that the significance of this day is not lost.	ANZAC Day is explored in Year 3 and not revisited in later years.
Local history and contexts	Too prescriptive and does not allow the flexibility to incorporate local history topics. The history curriculum needs to be flexible enough to provide opportunities to explore local history. This is particularly important for students living in areas of historical significance, such as students living in or near aboriginal communities.	Local heritage is a part of the Year 2 content, but is not revisited in later years.
WWI and WWII	Detail lacking about the end of WWI, including the signing of the Treaty of Versailles. Furthermore, WWII cannot be meaningfully explored as an extension of WWI, as they commence following differing circumstances. WWI should be explored in the context of nationhood in Year 9 in order to undertake a thorough examination of the events immediately preceding and following WWI, while WWII should be taught separately in Year 10.	WWI and WWII are currently taught in Year 10 as part of the content on 20th century history.

7. Consultation Findings – Stage of Schooling

Years K-2

Online survey findings

In total, 103 individuals provided feedback specific to the K-2 draft curriculum via the online survey.

Respondents to the online survey indicated a number of strengths of the draft K-2 curriculum across all learning areas. Overall the majority of respondents felt that the rationale and aims across learning areas provided a clear foundation and direction of the curriculum. Eighty-five percent of respondents agreed with this survey statement. In addition, 80% of respondents indicated that the draft content descriptions cover the important K-2 content across learning areas. Indeed, the survey statements with relatively high levels of agreement were centred on content coverage and content descriptions, specifically:

1. **The draft content descriptions are clear and unambiguous** (79% agreement)
2. **The draft content descriptions are sequenced appropriately** (77% agreement)

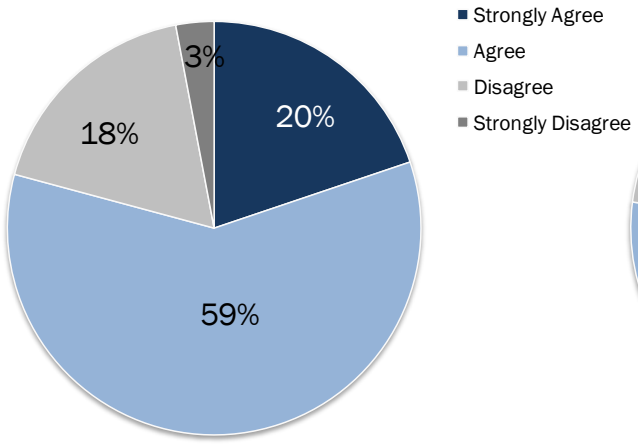

Figure 22: Proportion of K-2 survey responses to: "The draft content descriptions are clear and unambiguous"

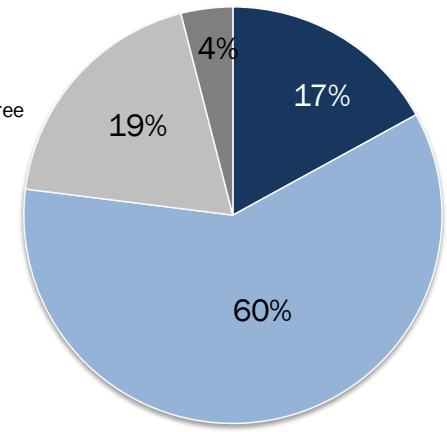

Figure 23: Proportion of K-2 survey responses to: "The draft content descriptions are sequenced appropriately"

Respondents noted that integrated and play-based learning was most appropriate for K students.

> *"The importance of play-based learning at a kindergarten level is essential and should be articulated."*
>
> School-based personnel, Western Australia

> *"There is no place in the curriculum recognising play as the best way for children to learn in the early years. There is no mention of self concept, a key area of learning for four-to-six-year olds. There is no mention of children needing to learn through exploration, discovery, and first-hand experience. Learning should be integrated in the early years and not separated into learning areas"*
>
> School-based personnel, Western Australia

In addition, the draft content elaborations were evaluated favourably:

1. **The draft content elaborations illustrate the content descriptions effectively** (80% agreement)
2. **The draft content elaborations illustrate the content descriptions sufficiently** (78% agreement)

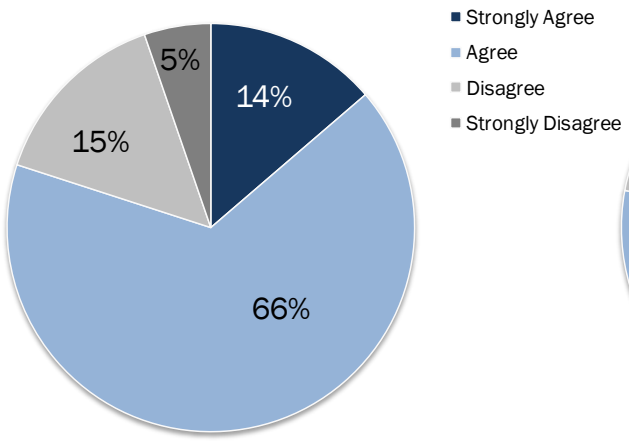

Figure 24: Proportion of K-2 survey responses to: "The draft content elaborations illustrate the content descriptions effectively"

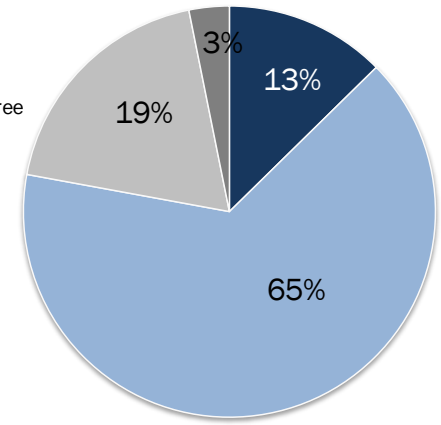

Figure 25: Proportion of K-2 survey responses to: "The draft content elaborations illustrate the content descriptions sufficiently

With regards to the draft achievement standards for K–2 across the learning areas, there was relative satisfaction around their clarity, coherence and sequencing. For each of these issues, greater than 70% of respondents agreed that the standards were appropriate. Half of the respondents agreed that the annotated work samples assist to illustrate and exemplify the achievement standards.

> *"The status of the samples is unclear If they are going to be standardised/moderated, this needs to be clearly articulated."*
>
> School-based personnel, Victoria

In combination, 60% of respondents agreed that the K-2 content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required.

With regards to general capabilities, respondents indicated that the following capabilities were clearly present in the K-2 curriculum content descriptions and achievement standards:

i. Literacy (81% of respondents agreed or strongly agreed that this was evident)
ii. ICT (77%)
iii. Thinking skills (76%)
iv. Numeracy (76%)

Self management, ethical behaviour, and social competence were rated as less evident in the K2 curriculum, however, in response to this, their relevance to young learners was also questioned.

Online survey statements with relatively low levels of agreement focused on two issues:

1. The incorporation of cross-curriculum dimensions in the draft K-2 Australian Curriculum, particularly Asia and Australia's engagement with Asia
2. The K-2 curriculum catering for diverse student requirements. The specific statements that highlight this issue are detailed in Table 18 below

Table18: Low agreement survey statements – K-2 curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft K-10 Australian Curriculum takes into account the needs of all students	17%	40%	41%	2%
The draft K-10 Australian Curriculum enables teachers to cater for development diversity	18%	30%	51%	1%
The draft K-10 Australian Curriculum reflects a world-class curriculum	14%	30%	52%	4%

Open-ended feedback from the online survey detailed respondents' disagreement with the above statements:

> *"A priority area for improvement is to include information relating to a curriculum for students with disabilities. The draft K-10 Australian curriculum does not take into account the needs of all students and, hence, does not assist me to cater for the developmental diversity of the students I currently teach."*
>
> School-based personnel, Queensland

> *"The Australian curriculum will be in breach of both Commonwealth and State Disability Acts, which clearly state 'to eliminate, as far as possible, discrimination against persons on the ground of disability in the area of education and training,' in the absence of our opening statement. The curriculum must provide course content and achievement standards designed for those students who cannot access the regular content."*
>
> School-based personnel, Victoria

Consultation forum findings

In total, 31 stage of schooling forms were received in state and territory consultation forums that related specifically to the K-2 curriculum.

The key finding from the State and Territory forums is the perceived strength around the inclusion of local needs and contexts in the K-2 Australian Curriculum. Eighty-four percent of forum groups indicated that this was clearly present in the document.

Generally, forum participants were critical of a number of aspects within the K-2 draft curriculum. The issue that generated the least positive evaluation was around the curriculum being inclusive of the range of learners. Sixty-five percent of forum groups expressed that the curriculum was inadequate in this regard (see Figure 26 overleaf).

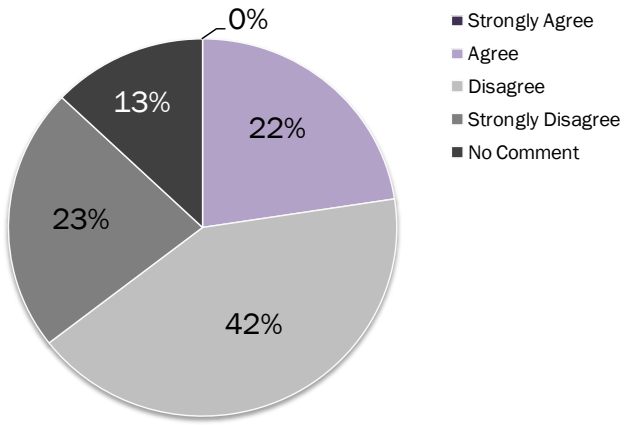

Figure 26: Proportion of K-2 forum responses to: "The curriculum is inclusive of the range of learners"

Open-ended feedback from the State and Territory forums noted the lack of inclusivity of the Australian Curriculum:

> *"The way it is written does not take account of students with special needs, at risk, ESL or developmentally not ready at this stage."*
>
> Western Australia

Other issues identified relate to inconsistent language and terminology in the K-2 curriculum across learning areas and the lack of contemporary content. In addition, participants thought the general capabilities and cross-curriculum dimensions were not sufficiently covered. The specific statements that highlighted these issues are detailed in Table 19 below.

Table 19: Low agreement statements – K-2 forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
There is coherence and consistency in the curriculum across learning areas	3%	48%	36%	0%	13%
The curriculum incorporates the necessary learning for a 21st century curriculum	13%	48%	36%	0%	3%
The general capabilities are adequately addressed	10%	42%	23%	0%	26%
The cross-curriculum dimensions are adequately addressed	23%	42%	23%	3%	10%

Open-ended feedback from the State and Territory forums elaborated on the statements above:

> *"While we believe that it incorporates the necessary learning for a 21st century curriculum, we believe that this could be taken at face value and the general capabilities may be overlooked. We don't believe that global perspectives are evident enough."*
>
> South Australia

> *"They [general capabilities] appear to be hidden. Teachers should not have to search for this information. It needs to be there up front. Appears very vague. Teachers may skip these and go straight to the content."*
>
> Australian Capital Territory

In terms of making appropriate linkages between early childhood learning and primary education, 23% of respondents agreed that the K-2 curriculum adequately takes into account key transition points.

Open-ended feedback from the State and Territory forums demonstrated particular concern with the lack of linkages to the *Early Years Learning Framework* and knowledge children bring to school:

> *"The skills and capabilities that children bring to school in the early years are not touched on."*
>
> Northern Territory

> *"In some areas, jumps in skills not sequenced in terms of development and 'spiralling curriculum'. Other areas were addressed initially and then not revisited for a number of years."*
>
> New South Wales

> *"Alignment or mention of the Early Years Learning Framework is not there."*
>
> South Australia

In terms of the **online format**, the following key findings are noted from the K-2 forums:

- 71% of forum groups who provided a rating described the online format as user friendly and easy to navigate
- 64% felt that the online format addressed issues of accessibility and inclusivity for teachers across Australia
- 26% thought that all parts of the Australian Curriculum could be easily accessed on the website. Participants indicated that some of the barriers for teachers in utilising the online format include access availability and teacher skill

Open-ended feedback from the State and Territory forums suggested the following barriers for using the online format:

> *"Lack of broadband for remote, rural, and some city schools."*
>
> Western Australia
>
> *"Computer literacy skills are of a great range."*
>
> Western Australia

Years 3-6

Online survey findings

In total, 114 individuals provided feedback specific to the 3-6 draft curriculum via the online survey.

Respondents to the online survey indicated a number of strengths of the draft 3-6 curriculum across all learning areas, including clear and coherent content descriptions and content elaborations that both effectively and sufficiently illustrate these descriptions. For each of these areas, greater than 75% of respondents agreed that there was sufficient clarity and coverage. Specific to the overall 3-6 curriculum, the survey statements with the highest levels of agreement were centred on structure:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum**

Figures 27 and 28 show the proportion of agreement responses for the two statements above.

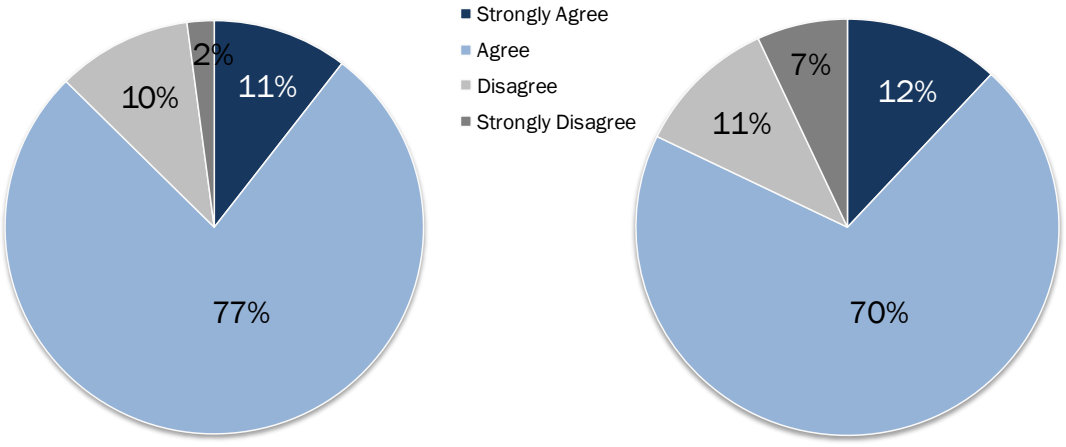

Figure 27: Proportion of 3-6 survey responses to: "The Rationale and Aims of the learning area(s) provide a clear foundation and direction for the curriculum"

Figure 28: Proportion of 3-6 survey responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

Open-ended feedback from the online survey supported these positive evaluations of the rationale and aims:

> *"It is crucial to understand the direction and aims of each subject area and the rationale and aims provide a good knowledge of how to provide continuity in the curriculum."*
>
> School-based personnel, Tasmania

Further strengths of the 3-6 curriculum were around the clarity and relevance of the draft content elaborations. Respondents felt that the elaborations sufficiently and effectively illustrated the content descriptions (77% of respondents agreed). There was also agreement across respondents regarding the extent to which the draft content descriptions and achievement standards were sufficiently challenging for students at each year level:

- 80% of respondents indicated that the draft 3-6 achievement standards across all learning areas were clear and unambiguous
- 80% of respondents indicated that the draft 3-6 achievement standards were clearly articulated across year levels
- 76% of respondents indicated that the draft 3-6 achievement standards were sequenced appropriately

Just over half of the respondents (58%) agreed that the annotated work sample assists to illustrate and exemplify the Year 3-6 achievement standards.

However, open-ended feedback from the online survey indicated they could be improved:

> *"There needs to be more of these as this will allow teachers to assess to a more consistent standard across schools."*
>
> School-based personnel, South Australia

> *"Better notes from the teachers regarding whether the student achieved grade level and what would have gained a better/worse mark"*
>
> School-based personnel, Tasmania

In combination, 70% of respondents agreed that the 3-6 content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required. From an overall perspective, the majority view was that the draft curriculum provides coherence and continuity across the stages of schooling (3-6).

With regards to general capabilities, the draft 3-6 curriculum was moderately rated against a number of capabilities:

i. Numeracy (76% of respondents agreed or strongly agreed that this was evident)
ii. Literacy (74%)
iii. Thinking skills (71%)

On the other hand, respondents were less confident that the overall 3-6 curriculum content descriptions and achievement standards covered ethical behaviour, self management, and teamwork.

Forty-eight percent of respondents believed that ethical behaviour was present. Concerning self management and teamwork, 52% of respondents agreed that these were evident.

Online survey statements with relatively low levels of agreement focused on two issues:

1. The incorporation of cross-curriculum dimensions in the draft 3-6 Australian Curriculum. Fifty-one percent of survey respondents felt that Asia and Australia's engagement with Asia was adequately covered. Fifty-three percent indicated that Indigenous history and culture, and a commitment to sustainability were clearly evident.
2. The 3-6 curriculum catering for diverse student requirements. The specific statements that highlighted this issue are detailed in Table 20 below.

Table 20: Low agreement survey statements – 3-6 curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft Australian Curriculum takes into account the needs of all students	17%	46%	34%	3%
The draft Australian Curriculum enables teachers to cater for development diversity	12%	41%	42%	5%
The draft Australian Curriculum takes into account available evidence about the nature of the learner	9%	38%	49%	4%
The draft Australian Curriculum reflects a world-class curriculum	6%	29%	55%	9%

Open-ended feedback from the online survey elaborated on the statements above:

> *"The curriculum appears crowded and does not offer an easy solution to those mixed classes. I understand that the teaching needs to be elevated above the strand points, but still query the capacity to fulfil the component of 'teaching' a mixed class all that is stated in the curriculum."*
>
> School-based personnel, Tasmania

> *"Gifted students and students with disabilities are not catered for. ICT is not specific enough. It feels tacked on."*
>
> School-based personnel, Tasmania

> *"There needs to be more evidence of a continuum of skills across each area."*
>
> School-based personnel, New South Wales

Consultation forum findings

In total, 38 stage of schooling forms were received in State and Territory consultation forums that related specifically to the 3-6 curriculum.

Generally, forum participants were critical of many of the issues raised in the stage of schooling feedback form relating, specifically, to the 3-6 draft curriculum. The issue with the highest level of agreement across forum groups was the recognition of local needs and contexts in the Australian Curriculum (53% of groups indicated that these were evident).

The issue that generated the least positive evaluation was around the curriculum being inclusive of the range of learners. Sixty-six percent of forum groups expressed that the curriculum was inadequate in this regard (see Figure 29 below).

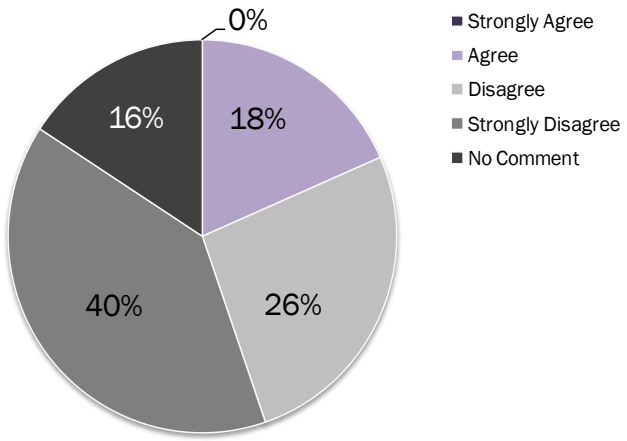

Figure 29: Proportion of 3-6 forum responses to: "The curriculum is inclusive of the range of learners"

Open-ended feedback from the State and Territory forums elaborated on the lack of inclusivity of the Australian Curriculum:

> *"Standards don't take account of remote school indigenous students, ESL students, disabled students."*
>
> Western Australia

> *"Doesn't recognise indigenous kids. There's no way you can make this work. Assumes kids are going to be regular attendees. Having first four hours of day in English is pushing aboriginal kids away."*
>
> Northern Territory

Other issues identified relate to inconsistent language and terminology in the 3-6 curriculum across learning areas and insufficient future-oriented content. In addition, participants indicated that the general capabilities and cross-curriculum dimensions were not sufficiently covered. The specific statements that highlighted these issues are detailed in Table 21 below.

Table 21: Low agreement statements – 3-6 forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
There is coherence and consistency in the curriculum across learning areas	13%	34%	29%	0%	24%
The curriculum incorporates the necessary learning for a 21st century curriculum	13%	37%	26%	5%	19%
The general capabilities are adequately addressed	11%	34%	34%	5%	16%
The cross-curriculum dimensions are adequately addressed	13%	40%	29%	0%	18%

Open-ended feedback from the State and Territory forums elaborated on the negative evaluations of the statements above:

> *"Writers need to be more in touch with the latest technologies and trends – does not incorporate technology revolution. The curriculum is too traditional and out of touch from the real world of 21st century students."*
>
> New South Wales

> *"Teachers will not necessarily see all of the GCs overtly. They have to be searched for."*
>
> New South Wales

> *"Concern that these [cross-curriculum dimensions] may be seen as tokens being they are teased out not embedded. Varying degrees of explanation across the subjects means the three look vastly different in each of the subjects, hence, they need work to ensure each subject/learning area sees them as equal and valid."*
>
> Western Australia

In terms of making appropriate linkages between early childhood learning, and primary and secondary education, 18% of respondents agreed that the 3-6 curriculum adequately takes into account key transition points.

> *"Scope and sequence only tracks from 4-6 and there is a large leap in content and specialisation in Year 7."*
>
> Western Australia

> *"Year 6 is isolated from the learning that precedes and proceeds the grade. There is no continuity. Challenge jumps from a lot from primary to secondary."*
>
> New South Wales

In terms of the **online format**, the following key findings are noted from the 3-6 forums:

- 89% of forum groups who provided a rating described the online format as user friendly and easy to navigate
- 77% felt that the online format addresses issues of accessibility and inclusivity for teachers across Australia
- 41% thought that all parts of the Australian Curriculum can be easily accessed on the website. Participants indicated that some of the barriers for teachers in utilising the online format include system failures and access issues.

Open-ended feedback from the State and Territory forums suggested the following barriers for using the online format:

> *"Being solely technology based, there is a problem if the system fails. Regional and remote schools are more affected."*
>
> Western Australia

Years 7-10

Online survey findings

In total, 959 individuals provided feedback specific to the 7-10 draft curriculum via the online survey.

Respondents to the online survey indicated that the strengths of the draft 7-10 curriculum across all learning areas are in its underpinning rationale and aims and general structure of the curriculum. Across the 7-10 curriculum the survey statements with the highest levels of agreement were:

1. **The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum**
2. **The organisation of the learning area(s) provides a coherent view of the key elements and features on the curriculum**

Figures 30 and 31 show the proportion of agreement responses for the two statements above.

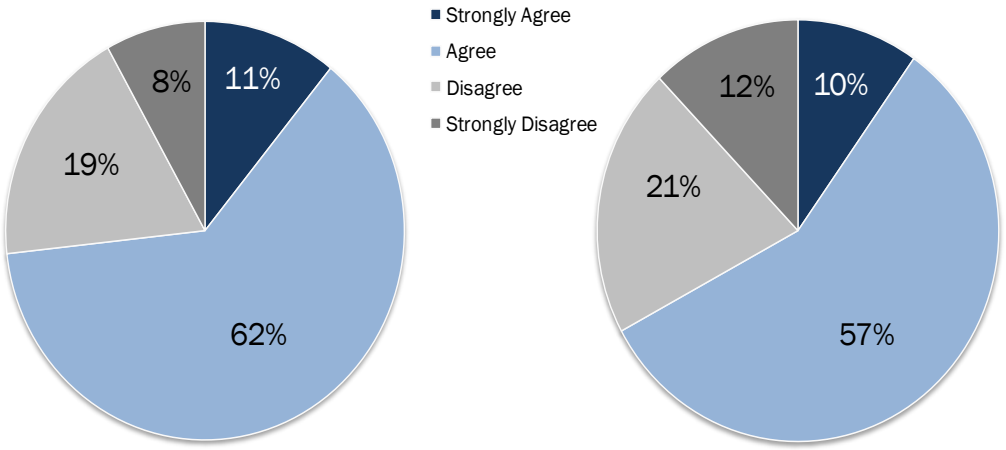

Figure 30: Proportion of 7-10 survey responses to: "The rationale and aims of the learning area(s) provide a clear foundation and direction for the curriculum"

Figure 31: Proportion of 7-10 survey responses to: "The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum"

Relative to the other stages of schooling, 7-10 survey respondents were more critical of the content descriptions, elaborations and achievement standards. While the draft 7-10 content descriptions were generally seen as clear and coherent, 52% of respondents felt that they were pitched appropriately. Regarding the elaborations, respondents indicated that further clarity and relevance is required. Similarly, 44% indicated that the achievement standards could be less ambiguous and explain in more understandable language what students are expected to learn. Forty-nine percent believed that these standards were sufficiently challenging for students across 7-10.

Overall, 40% of respondents agreed that the 7-10 content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required.

Open-ended feedback from the online survey elaborated on concerns regarding the clarity of required teaching and learning:

> *"Descriptions are far too vague and open to widely differing interpretation. Standards are a wish list, not realistic."*
>
> School-based personnel, New South Wales

> *"The achievement standards do not seem to marry with the content descriptions and, thus, the reporting and assessment process will be disparate."*
>
> School-based personnel, New South Wales

With regards to general capabilities, the draft 7-10 curriculum was moderately rated against a number of capabilities:

i. Literacy (74% of respondents agreed or strongly agreed that this was evident)
ii. ICT (71%)
iii. Thinking skills (69%)

On the other hand, respondents were less confident that the overall 7-10 curriculum content descriptions and achievement standards covered self management and social competence. Forty-seven percent of respondents believed that these capabilities were present in the materials.

Particular areas of concern identified in the online survey centred on perceptions that the 7-10 curriculum is not at a world-class standard. Participants tended to disagree or strongly disagree with all of the statements in this category. Specific to the overall 7-10 curriculum, the survey statements with the lowest levels of agreement were around diverse student needs and the content heavy syllabus:

1. **The draft Australian Curriculum takes into account the needs of all students**
2. **The draft Australian Curriculum is not overcrowded**

Figures 32 and 33 show the proportion of agreement responses for the two statements above.

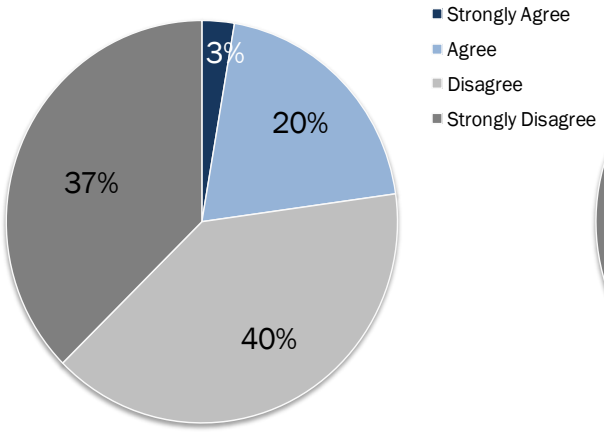

Figure 32: Proportion of 7-10 survey responses to: "The draft curriculum takes into account the needs of all students"

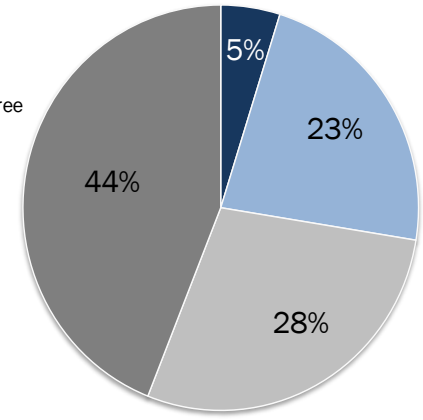

Figure 33: Proportion of 7-10 survey responses to: "The draft curriculum is not overcrowded"

Other survey statements that were rated particularly low are presented in Table 22 below.

Table 22: Low agreement survey statements – 7-10 curriculum respondents

Survey statement	% response			
	Strongly disagree	Disagree	Agree	Strongly agree
The draft Australian Curriculum enables teachers to cater for development diversity	30%	41%	26%	3%
The draft Australian Curriculum takes into account available evidence about the nature of the learner	28%	37%	32%	3%
The draft Australian Curriculum enables the pursuit of in-depth teaching and learning	27%	27%	32%	3%
The draft Australian Curriculum reflects a world-class curriculum	28%	31%	37%	4%

Open-ended feedback from the online survey elaborated on the reasons for disagreement with the above statements:

> *"I see a lot of students in my classes struggle with the work currently. This draft is advocating a step up in terms of level of difficulty of concepts, and the number of topics per year level means it's still a rush to get it all in, with little opportunity to take time to form deeper understandings. High standards are fine, but we need to be careful we're not setting a large proportion of our students up for failure."*
>
> School-based personnel, Queensland

"I am concerned to note that the proposed curriculum does not recognise the existence gifted children or their needs. There is also no mention made in the proposed curriculum of any suitable strategies that are crucial in order to provide these students with an education which meets their requirements. These gifted students have specific characteristics which means that they have specific educational requirements."

Parent, New South Wales

"This is not a student-centred curriculum. While the intent is to raise the bar, the effect will be to create a conformist curriculum that does not provide opportunities for deep questions, metacognition about learning or differentiated approaches."

School-based personnel, Queensland

Consultation forum findings

In total, 56 stage of schooling forms were received in State and Territory consultation forums that related specifically to the 7-10 curriculum.

Generally, forum participants were very critical of many of the issues raised in the stage of schooling feedback form relating specifically to the 7-10 draft curriculum. The issue with the highest level of agreement across forum groups was the recognition of local needs and contexts in the Australian Curriculum (61% of groups indicated that these were evident).

The issue that generated the least positive evaluation was around the curriculum being inclusive of the range of learners. Eighty-one percent of forum groups expressed that the curriculum was inadequate in this regard (see Figure 34 below).

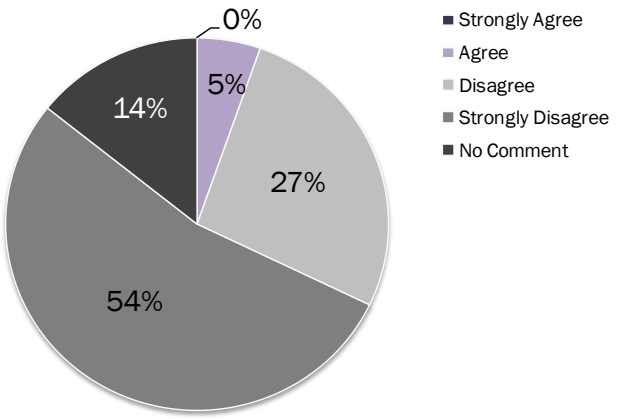

Figure 34: Proportion of 7-10 forum responses to: "The curriculum is inclusive of the range of learners"

Open-ended feedback from the State and Territory forums elaborated on the lack of inclusivity of the Australian Curriculum included:

"In all four areas, content/concepts seem to be pitched above the realistic cognitive level of students in particular years."

Western Australia

"Implementing this curriculum within the next six months will lead to automatic non-inclusion because it lacks direction about how to work with students below the expected achievement level. Much discussion and general unhappiness."

Australian Capital Territory

Other issues identified relate to inadequate coverage of contemporary/future-oriented content, the general capabilities and cross-curriculum dimensions in the 7-10 draft curriculum. The specific statements that highlighted these issues are detailed in Table 23 below.

Table 23: Low agreement statements – 7-10 forum participants

Survey statement	% forum group responses				
	Strongly disagree	Disagree	Agree	Strongly agree	No comment
The curriculum incorporates the necessary learning for a 21st century curriculum	5%	54%	27%	0%	14%
The general capabilities are adequately addressed	20%	46%	19%	2%	13%
The cross-curriculum dimensions are adequately addressed	16%	48%	23%	0%	13%

Open-ended feedback from the State and Territory forums elaborated on the negative evaluations of the statements above:

"Global communication issues are not really addressed in terms of seeing students in Australian classrooms also as global participants. The answer to this question is a matter of emphasis. The focus towards the future could be sharper, with more examples. The curriculum is conservative (not as a criticism) in its focus on separate disciplines, allowing for interdisciplinary connections only through capabilities."

Australian Capital Territory

"Would need some idea of the sequence of development of these capabilities to help understand to incorporate these into a program."

Western Australia

"Indigenous and Asia are tokenistically noted in science, English, and maths. Problem understanding where the cross-curricular dimensions can be made in particular learning areas."

Western Australia

In terms of making appropriate linkages between primary and secondary education, 23% of respondents agreed that the 7-10 curriculum adequately takes into account key transition points.

Open-ended feedback from the State and Territory forums detailed concerns regarding transition points:

"There needs to be more 'transition preparation' for those students who might be preparing for work, as they leave year 10. Need to make a link between the general capabilities and the employability skills."

New South Wales

"No mention of key transition points, only mentions year levels. Possibly difficult Year 7 to Year 8 in those schools that start high school in Year 8."

Australian Capital Territory

In terms of the **online format**, the following key findings are noted from the 7-10 forums:

- 67% of forum groups who provided a rating described the online format as user-friendly and easy to navigate
- 67% felt that the online format addressed issues of accessibility and inclusivity for teachers across Australia
- 53% felt all parts of the Australian Curriculum could be easily accessed on the website. Participants indicated that some of the barriers for teachers in utilising the online format include network and access issues, as well as internet skills.

Open-ended feedback from the State and Territory forums suggested the following barriers for using the online format:

> *"Barriers include: registration; network collapsing; equity of access; can't navigate; teachers will not carry their laptop to classroom every day to access syllabus – despite the DER."*
>
> New South Wales

8. Consultation Findings – State/Territory

This section highlights the key State and Territory-based curriculum issues that were identified across the draft national curriculum consultation process. The majority of the feedback received from both individuals and groups was consistent across States and Territories and aligns with the findings detailed in Section 5 of this report, *Consultation Findings – Across the Curriculum*. Not to repeat the key findings mentioned earlier, unique feedback from individual States or Territories is detailed here with a focus on responses from the online survey and the consultation forums.

Australian Capital Territory (ACT)

The feedback from online survey ACT respondents was generally aligned with the feedback from other states. Only one issue was identified as unique to the ACT feedback:

- 73% of ACT respondents agreed that indigenous history and culture is clearly evident in the draft content descriptions (compared to an average 60% across the other states). This was the highest proportion of positive feedback for this issue.

The main concern expressed in the ACT consultation forums was the overly prescriptive nature of content in comparison with current ACT curriculum. This is of particular concern in relation to the allocation of content to year levels. The ACT curriculum, in comparison, includes strong statements about teaching and learning.

Furthermore, a preference for the Every Chance to Learn ("ECTL") framework was evident. Forum participants favoured ECTL as it lists its curriculum in bands of development with an inquiry focus. The draft national curriculum, on the other hand, is written in year levels with a strong content focus.

An overview of the ACT response to the draft K-10 Australian Curriculum, prepared by the ACT Department of Education and Training, is presented overleaf.

K-10 Draft Australian Curriculum SUBMISSION

ACT Department of Education and Training

English

The terminology of the three strands in the draft Australian Curriculum in "language", "literature" and "literacy", was not reflected in the language of the description of the achievement standards in the Australian Curriculum, which have the headings "listening", "speaking", "reading", and "writing". While both content descriptions are valid and useful, their relationship to each other needs to be made more explicit.

Both curricula agree that the conventions of language need to be understood and taught. The term "grammar" is loosely defined in the ACARA glossary. As many different grammars abound, it is necessary to define grammar more clearly: what kind of grammar? To what level of detail? E.g. Should it be Latinate terms (verb, adjective, conjunction, etc) or more functional terminology (action words, connectors, describing words)?

English is a curriculum that can be variously interpreted from the intended to the enacted expressions of this learning area. There are four EIAs in the ACT curriculum framework, one each in listening and speaking, reading, writing, and critical interpretation and creation of text. The focus in the draft English curriculum appears disproportionately centred around the production of written work, and a rebalancing of the listening, speaking and critical interpretation of texts with writing will be helpful in aligning how English is intended with how accurately it is taught.

The question of critical reading and interpretation of texts was felt to be under-represented in the draft English document. In Every Chance To Learn, the student critically interprets and creates texts is a discrete Essential Learning Achievement, where as in the draft English curriculum the notion of critical literacy, or interrogating the text is not present.

Recent curricula acknowledge the shift in how appreciation of texts is to occur, from recognising more traditional literary forms, to critical literacy and post-modern notions of examining gender and power in a non-literary context of cultural studies. The theoretical approach in critical literacy or cultural studies requires further clarification.

The broader notion of texts in the English curriculum to include multi-modal text forms is welcomed because this more closely mirrors life experiences of students in a digital age.

Mathematics

While year contents were not always aligned, it was found that mathematics itself is very similar across both documents.

Statistics and probability assumes much greater prominence in the draft mathematics curriculum than in ECTL. This concerns teachers in the ACT because of the time needed to get through teaching this content.

The major issue is one of content alignment to age levels. In particular, the levels of abstraction in algebra in Years 4, 5 and 6, were shown to be higher in the draft mathematics document than in ECTL. The ACT expresses some concern regarding the readiness of upper-primary students to deal with the abstract nature of algebra as proposed by the draft and suggests it may be better placed in lower-secondary years.

Science

There appears to be too much content in the draft science curriculum, which may compromise teachers' capacity to address both scientific inquiry and scientific understanding. Re-balancing content against skills and understanding will rectify this curriculum.

Science as a human endeavour is more detailed in the draft science curriculum and is welcomed by teachers. While already taught to some extent in ACT schools, the existence of this strand is stronger in the draft science curriculum than in ECTL. The opportunity to study scientists and their break-through moments of discovery is also an innovative dimension of the draft science curriculum and although present in ECTL, this aspect of curriculum has been well described and positioned in the draft science curriculum.

While new content like oceanography will require resourcing, topics such as climate change, water and energy, are welcome as it will invigorate science and make it more significant and relevant as a discipline in its own right.

The student acts for an environmentally sustainable future is an ELA in the ACT curriculum framework that allows the topic of sustainability to be taught by both science teachers as well as teachers of the humanities. Having sustainability as a curriculum dimension in the draft Australian Curriculum is welcomed because it meets the expectation that sustainability can be addressed by both science teachers, as well as by teachers from other learning areas.

History

There is too much content in the draft history curriculum. In the ACT, the focus is more on development of the skills of historical inquiry and understanding, rather than the accumulation of facts.

In ECTL, there are four Essential Learning Achievements covering the learning area of social sciences. In the ACT, history is not taught as a subject, but as part of social sciences.

While the study of ancient and medieval history is present in both curricula, the content of these topics in the draft history curriculum is disproportionately large. Consideration should be given to lessen the mandatory content in order to further the development of historical skills and understandings.

The balance of nationally-required content and locally optional content may be seen in the relationship between content and elaborations, but needs to be made more explicit.

The topic of Aboriginal Australia is expressed in the EM. The student learns about Australians and Australia and spans all ages K-I0. In the draft history curriculum, this topic is covered better in the primary years than in later years. This topic could be better sequenced.

Conclusion

Overall, the ACT welcomes the introduction of phase one of the Australian Curriculum because it aligns well with our existing curriculum framework with respect to both recency and content.

New South Wales (NSW)

Results from the online survey showed that respondents from NSW were the most critical of the draft Australian Curriculum. NSW respondents rated the content descriptions, elaborations and achievement standards significantly lower than respondents from other states. Concerning these issues, the largest differences between NSW and other state ratings were:

- 55% of NSW respondents agreed that the draft content descriptions are clear (compared to an average 77% across the other states)
- 47% of NSW respondents agreed that the draft content descriptions are pitched appropriately (compared to an average 66% across the other states)
- 49% of NSW respondents agreed that the draft content elaborations are clear (compared to an average 71% across the other states)
- 54% of NSW respondents agreed that the draft achievement standards are sequenced appropriately (compared to an average 74% across the other states)

In addition their views on specific aspects of the draft national curriculum, NSW respondents also held more negative opinions of the curriculum being at a world-class standard. Results from the online survey indicated that:

- 42% of NSW respondents agreed that the draft Australian Curriculum sets challenging yet realistic standards (compared to an average 66% across the other states)
- 42% of NSW respondents agreed that the draft Australian Curriculum enables the pursuit of in-depth teaching and learning (compared to an average 70% across the other states)
- 52% of NSW respondents agreed that the draft Australian Curriculum provides coherence and continuity across the stages of schooling (compared to an average 76% across the other states)
- 32% of NSW respondents agreed that the draft Australian Curriculum reflects a world-class curriculum (compared to an average 57% across the other states)

Consultation forum participants overwhelmingly felt that the draft Australian Curriculum did not have the spiralling nature of the NSW Curriculum. Without this, it was suggested that there is no scope for developing a continuum and sequence of learning.

The draft curriculum was found to have lower expectations of students compared to the NSW Curriculum. Additionally, content was not seen as taking into account students' stages of cognitive development. An outcome-based approach, as employed in NSW, was seen as more appropriate.

An extract from the New South Wales response to the draft K-10 Australian Curriculum, prepared by the NSW Board of Studies, is presented overleaf.

K-10 Draft Australian Curriculum SUBMISSION

NSW Board of Studies

As far as possible this paper attempts to identify specific actions to be undertaken to prepare the Australian Curriculum for implementation. The response includes a rationale for the proposals wherever possible. The paper does not take a position on the appropriate or feasible timeline for preparing the Australian curriculum but notes the primacy of quality in curriculum development and implementation and the processes that are necessary to achieve this.

2. Presentation and structure of content

Recommendations

- ACARA should develop and disseminate an overarching framework of the curriculum to delineate the scope of content to be covered within each subject and to support the coherence of the curriculum across all subject areas.
- The framework should describe the continuity between the Australian curriculum to the national Early Years Learning Framework and address articulation with senior years of schooling and other transition points within Years K to 10.
- The framework should set out time allocations to which ACARA will develop curriculum for each subject area at different year/stage levels.
- There should be a substantial reduction in the amount of content expected for each unit of time indicated to writers.
- Time allocations should allow for existing practice in jurisdictions to achieve quality outcomes, or ACARA should present an educational rationale for inconsistency with existing practice.
- The framework should clarify the relationship between the subject content and General Capabilities and Cross Curriculum Dimensions.
- The structures and terminology of organisational frames through which content is presented (strands and topics, for example) should be made as consistent as possible across subjects.
- There should be a greater distinction between the content descriptions and the elaborations, entailing a clarification of some content descriptions.
- Substantial issues of coherence, consistency and sequencing within subjects need to be addressed (specific subject sections below provide specific suggestions).

Comments

There is a need to present an overarching structure or ‘blueprint’ of the curriculum that ACARA is intending to develop. An assessment of the aggregate effect of the curriculum and a judgement as to the overall effect on student learning can only be made in the context of a valid overarching framework. That framework needs to plot the general intentions of student learning across all subject areas and from Kindergarten to at least the end of Year 10.

The ultimate effectiveness of a curriculum will depend on the coherence of such a framework, the balance of learning opportunities it provides and the appropriateness of the content to the range of

students at each stage.

Such a framework or blueprint could have emerged from the principles set out in *The Shape of the Australian Curriculum* and are used as a common reference point for judging the coherence of the content of these draft curriculum documents.

The relationship of the draft curriculum frameworks to the Early Years Learning Framework is unclear. An overarching framework that explicates the roles and elements of the curriculum in more specific terms than *The Shape of the Australian Curriculum* paper but is wider in scope than the subject-shaping papers would help address this issue.

Such a curriculum framework needs to set out the relationship of the content to the General Capabilities and Cross Curriculum Dimensions (discussed in section 5 below), if these aspects of the curriculum are to be further developed.

2.1 Content descriptions and elaborations

The model adopted of mandatory content descriptions and illustrative elaborations allows jurisdictions and schools the flexibility to develop teaching and learning programs that effectively meet the needs of students, while ensuring a common learning entitlement for all students.

It is understood that as a whole the content descriptions for Kindergarten to Year 10 set out the scope of learning within the relevant subject areas that should be provided for all students. In circumstances where a line of differentiation or choice is provided, as in higher-level mathematics in junior secondary, it should be on the basis that the scope of choice should generally be accessible to all students subject to their choice and ability.

The basis for selecting the specific content and the extent of the content in each subject is not clear. While the shaping papers for each area set out an overall frame for addressing the subject, they are not intended to and do not establish a measure of the extent or nature of the specific content that might be considered essential. The selection of content generally appears to be an amalgamation of existing content requirements across jurisdictions. While this is not in itself inappropriate, it does raise the question of how specific inclusions in areas such as history were identified and settled.

This problem is acute when the total content appears to be excessive as is the case for this curriculum. There needs to be a clearer rationale for the specific topics and inclusions to justify the overall effect of the inclusions in each subject and across the subjects.

The content descriptions selected must stand alone. There should be a clearer distinction between the content descriptions and elaborations and their purposes. Too frequently, the content descriptions rely on the elaborations to establish the teaching and learning that is intended.

2.2 Organisation of content

There is generally a lack of coherence and consistency in the organisation and presentation of the content both within and across the subject areas. Across subjects content is presented in various ways including by strands and topics. A consistent approach is favoured particularly for primary teachers who will manage the full range of subjects.

The overview or framework for the curriculum should set out issues of structure within and across subjects, and outline the theoretical and research underpinnings of any significant structural decisions.

2.3 Content descriptions

The substantial challenge of developing content descriptions that are sufficiently detailed to ensure clarity and national consistency, while avoiding perceptions of undue prescriptiveness, is

recognised.

Each subject-specific report that follows includes specific suggested enhancements of the content descriptions to better meet this goal including with regard to identification of:

- ordering of content statements within a sequence
- continuity across strands or concepts
- placement of content in the appropriate year or stage of schooling
- the appropriateness of topic sequences.

The global nature of the content descriptions makes it difficult to be confident about the time implications for each subject. There is a general perception that there is too much content for the time allocations that ACARA has indicated. This perception is based on teachers' knowledge of the topics, issues and concepts set out in the content descriptions and their awareness of the pedagogies that they entail.

It is crucial that content can be effectively taught and learned in the time available. Overall the content descriptions within the time allocated represent an increase in content and an overcrowding of the curriculum. It is unlikely that students will be able to achieve depth of knowledge and understanding within the time allocations indicated by ACARA as guidance for writers. Overall the draft curriculum has not met the objective of delivering less breadth to be explored in greater depth.

2.4 Elaborations

There is general agreement that the greater detail of elaborations is helpful in clarifying the content descriptions.

As noted, there are some content descriptions that are dependent on the elaborations to explain their intent.

There should be more consistency in the nature and tone of elaborations within and across the subject areas.

2.5 Indicative times in the curriculum

While there is a general concern about the indicated time allowances from ACARA, there is also substantial concern about the structure of the content. There is no rationale presented for the distribution of times across subject areas and therefore no argument made for jurisdictions to unsettle existing arrangements to meet ACARA's indicative time allocations.

The extent of the content itself does not appear to be the basis for the allocation of indicative times across subject areas as there is no rationale for determining the extent of content within or across the subject areas.

Until recently NSW has been the only state with indicative time allocations. While these allocations have been partly a result of accumulated practice, there have been many public discussions and consultative processes over time to establish a consensus on the structure of allocations based on the purposes and aims of the curriculum. Similar discussions to establish a cogent rationale for the nature of the curriculum scope and the distribution of time across that curriculum have not been undertaken here.

There has been a lack of clarity about the time to be committed to subjects within the curriculum throughout the curriculum development process. The NSW Board of Studies has been consistent in raising concerns about the time allocations.

The hours offered in NSW have been provided as guidance for a balanced approach to the

curriculum.

Subject	Teaching time allowed for Australian curriculum subjects per annum	Indicative teaching time for NSW BOS syllabuses per annum	Teaching time to which government schools are staffed per annum
English 7–10	160 hours	100 hours	125 hours
History 7–10	80 hours	50 hours	50 hours
Mathematics 7–10	160 hours	100 hours	125 hours
Science 7 Science 8–10	120 hours 160 hours	100 hours	125 hours

Subject	Teaching time allowed for Australian curriculum subjects per annum	Guidelines for NSW BOS syllabuses per annum	Guidelines for NSW government schools are staffed per annum
English K-6	300 hours	250 - 300 hours	250 - 300 hours
History K-6	80 hours	60 - 100 hours HSIE	60 - 100 hours HSIE
Mathematics K-6	200 hours	200 hours	200 hours
Science K-6	80 hours	60 - 100 hours	60 - 100 hours

There is a general concern that the amount of time committed to phase 1 subjects in Years 7 to 10 is more than is currently allocated in NSW. As noted NSW places a great deal of emphasis on the importance of key subjects such as English, history, mathematics and science and is the only state to have retained an external assessment of learning in these areas at the end of Year 10.

NSW believes that an increase in indicative times for these subject areas will not of itself improve the level of learning expected of students but may crowd out important learning in other areas. In addition, excessive time allocations present risks of content overload and subsequent student disengagement

There is particular concern that the indicative hours in Years 9 and 10 will crowd out opportunities for important activities that go toward achieving the range of ambitions held for all students. These include opportunities, for example, to participate in vocational education and community service activities. Further there is concern that there will be limited flexibility to establish and explore curricular interests that help prepare students for effective senior secondary study.

Similar concerns exist for Year 7 where the amount of content appears to be substantially more than is currently the case in NSW without explanation or rationale.

For K to 6 there is particular concern that 80 hours has been committed to the teaching of History. In NSW 80 hours is recommended for the Human Society and its Environment Learning Area which includes the study of History and Geography and aspects of Citizenship and Society.

The draft curriculum appears to have been developed around unit multiples of 20 hours. There is a general view in NSW that any content set at less than 50 hours does not provide adequate

opportunity to address the subject content.

It is understood that ACARA's indicative hours are intended as support and guidelines for curriculum writers. Nonetheless the amount of content developed by writers should be consistent with existing practice, or ACARA should present a clear rationale for change.

The resource implications of changed curriculum allocations within jurisdictions will be quite severe, particularly in the NSW context where allocations are already prescribed by regulation. The successful implementation of the curriculum is contingent on an adequate supply of suitably qualified teachers with the necessary subject expertise. Based on the indicative hours for phase 1 subjects there will be a serious shortfall in the supply of secondary teachers in these four areas.

The curriculum development process must take into account the context of schools and the available resources for implementation. The consequences of not responding adequately to this issue are significant.

3. Achievement standards

Recommendations

- The relationship of the achievement standards to reporting needs to be reconsidered.
- The achievement standards should be evolved to be more integrated and there need to be general statements about the learning and skills that students in the subject at that year are expected to gain.
- The achievement standards should be calibrated more realistically to the appropriate level for satisfactory achievement at each year of schooling.

Comments

There is a lack of clarity as to the intended nature and purpose of the achievement standards. As a result, they do not meet their expected aims.

The achievement standards attempt to give a holistic summary of the learning that characterises students in each subject at the end of each year of schooling. However they do not succeed in this because they are largely a compilation of the content descriptions. As such they are somewhat disparate, failing to provide an overall picture of the skills, understandings and knowledge students are expected to develop from studying the subject. They need to incorporate a more global description of achievement in the subject that gives a sense of the 'big ideas' students will have engaged with to this point in their learning.

At the same time, the achievement standards are expected to describe typical achievement at the C level in the subject at the end of the year of schooling. This is incompatible with the previous purpose. If the achievement standards succeed in the first purpose, when they are then read as the typical achievement of an individual student performing at the C level, they are far too ambitious.

There is a further conceptual difficulty with attempting to combine these two purposes. In the second purpose, the achievement standard is considered to be at the 'C' level for a given year, with the B and A levels above it, and the D and E levels below it. The same situation applies, of course, for the achievement standard at the next year. This implies that a student's growth can be characterised as a journey through the levels for one year, and on to the levels for the next year (with, perhaps, some overlap). This means that attainment of A level in Year 5 History is somewhat akin to E or D level in Year 6 History. It is not the case that a high-performing Year 5 student displays similar achievement in History to a low-performing Year 6 student. (This may be true if the domain being assessed is more a skills-based one, such as literacy.)

A more useful approach is to restrict the achievement standards to the first purpose – a synthesis of the learning that may be expected to be gained by the end of the year of schooling – and to report quality of achievement of this learning as grades A to E. These differing levels of quality can be described using generic descriptors, and illustrated by choosing an appropriate range of samples of student work for each grade in each subject in each year of schooling.

4. Equity

Recommendations

- The amount of content in the Australian curriculum should be reduced to allow teachers the opportunity to meet the needs of the diverse range of students in most classrooms.

- ACARA should establish a process which engages a wide range of Aboriginal and Torres Strait Islander educators to build confidence that Aboriginal and Torres Strait Islander knowledge, history, cultures and perspectives are genuinely integral to the substance of the curriculum, as appropriate for an Australian curriculum and consistent with ACARA's stated principles.

- ACARA should as a matter of urgency consult on a coherent and genuine approach to integrated learning for students with disabilities in order for the Australian curriculum to be compliant with the *Disabilities Discrimination Act 1992* and the Disability Standards.

Comment

The Shape of the Australian Curriculum proposes that the curriculum will meet the needs of all students. This is an important priority for all NSW schools.

The most fundamental contribution that the Australian curriculum can make in this regard is to establish clear and common learning expectations for all students. Those expectations need to be inclusive of the diverse perspectives and interests that are brought to school from children of different backgrounds and experiences.

A common Australian curriculum on the model proposed (content descriptions and elaborations) can form the foundation for common, broad and high learning expectations for all when complemented with varied and effective support strategies at jurisdictional, system and school level throughout the nation.

The content of the draft curriculum needs to address the following issues:

4.1 Aboriginal and Torres Strait Islander students

The Australian curriculum must be valid and recognised as valid by Aboriginal and Torres Strait Islander students and communities, regardless of location across Australia. In that context the common Australian curriculum should embody the expectations for the learning of Aboriginal and Torres Strait Islander students as for all other students.

It is essential for all students to learn about Aboriginal and Torres Strait Islander histories and cultures.

Moreover, Aboriginal experiences and perspectives must be prominent in and integral to the Australian curriculum overall. The range of opportunities to integrate Aboriginal issues, perspectives and experiences, and to identify the place of Aboriginal and Torres Strait Islander peoples in the context of contemporary Australian experience, appear not have been taken up in the draft curriculum. There is a general view that the curriculum development process has not been thorough in this regard.

More consistent engagement of Aboriginal educators is crucial to building confidence in the Australian curriculum.

4.2 Students with special education needs

There is no apparent content or approach to the content to address the learning needs of students with disabilities.

While ACARA may be undertaking developmental work in this area, the model or general approach has not been available for consultation. This issue should have been settled as part of an overarching blueprint for the development of a national curriculum.

NSW uses a successful model of Life Skills outcomes and content that provides students who have an intellectual disability with opportunities to engage with age-appropriate content so that they have similar learning opportunities as their age cohort. This approach assists teachers who have students with special education needs in their mainstream classrooms.

4.3 Gifted and talented students

The content-laden approach to the curriculum does not allow enough flexibility to provide for depth and variation of applications of content that help meet the needs of gifted and talented students.

Due to the amount of content in the draft curriculum there is insufficient time to develop deeper understandings or skills or to revise prior skills for all students. The amount of content also reduces the time and flexibility to contextualise learning and to actively engage students in inquiry-based learning.

Generally, the expression of the content does not signal the opportunities for abstracted concepts that challenge high achieving students.

4.4 Students from culturally and linguistically diverse backgrounds

There is recognition of Australia's cultural and linguistic diversity in the draft Australian curriculum. There is scope for this to be reflected more fully and consistently in all four draft curriculum documents.

5. General capabilities and cross-curriculum dimensions

Recommendations

- ACARA should consider the overall approach to general capabilities and cross-curriculum dimensions to clarify the exact role of each and their relationship to the subject content.
- Scope and sequence material should be developed for literacy and numeracy as a priority.

Comment

There is general enthusiasm among teachers consulted for describing dimensions of learning in ways that are not limited to presentation through the subject domains.

There is a general lack of clarity about the purpose of the general capabilities and cross-curriculum dimensions. This is reflected in the uneven inclusion of curriculum items under these headings.

The Shape of the Australian Curriculum document made a case for a number of General Capabilities and Curriculum Dimensions being identified explicitly as part of the curriculum. Since then these have been presented in the draft Australian curriculum as another, alternative or additional dimension to the subject curriculum. This process and the process of development and consultation have raised questions about the coherence of the ACARA approach to cross-curriculum

capabilities and dimensions and their relationship to the subject curriculum.

Each of the areas identified as General Capabilities are different in nature and in some cases should be treated differently. Literacy and Numeracy are a different order of General Capability to the others identified. There is consensus that these form foundation learning for all other areas. There is also general agreement and specific knowledge among teachers and the community as to what constitutes literacy and numeracy and how it generally manifests itself in learning. They are generally seen as subsets of the subjects English and mathematics but are also seen as having specific expressions across all other areas. For these reasons specific scope and sequence of learning for literacy and numeracy are required.

ICT is listed by ACARA as a separate subject to be developed. Clearly ICT processes can also be applied in all learning areas. Some clarity is required on this issue.

Other areas are not as easily defined for the purposes of curriculum development. They may be seen as student dispositions, characteristics or emphases that evolve as a result of learning through the content areas. They may also be seen as domains of content learning in their own right. Depending on how they are defined they should be expressed and presented differently.

If this specific subset of the general capabilities is to be seen as student capacities or dispositions, they may be best expressed in the form of global learning outcomes rather than as specific items of curriculum content. The extent to which these learning areas can be validly addressed through specific teaching programs, and their relationship to the subject content, would need to be specifically explained and consultation sought.

If the specific subsets of general capabilities are seen as an alternative or additional curriculum content paradigm, the relationship of this paradigm to the subject framework will need to be articulated. There is a danger of the general capabilities framework being adopted by teachers as a legitimate alternative frame for presenting content. If this is intended, a more thorough case needs to be made for each learning area and substantial and broad consultations need to be undertaken with regard to each of the general capabilities. In that circumstance, ACARA should set out the epistemological basis of the content described and describe its complementary role to the subject curriculum. There will then be an issue of the appropriateness of an independent scope and sequence for each general capability (other than for literacy and numeracy).

The cross-curriculum dimensions present similar issues. The issues identified are significant and the place of Aboriginal dimensions is addressed elsewhere in this paper. Generally however it is unclear why the identified areas are more important than, say, vocational education or the principles of a broad liberal education.

The capacity to sort the subject content by these dimensions does not of itself ensure a thorough and genuine integration of these issues in the curriculum.

Currently in NSW the cross-curriculum content (incorporating a range of the general capabilities and cross curriculum dimensions) of syllabuses is embedded in content statements. This work was preceded by the development of a scope and sequence of what we want all students to know and do in relation to these areas.

Northern Territory (NT)

Feedback from the online survey highlights key areas of the draft national curriculum that are considered strengths by NT respondents. Relative to the feedback from other states, NT respondents provided the highest proportion of positive feedback for the following issues:

- 88% of NT respondents agreed that the draft content descriptions covered the important content across learning areas (compared to an average 75% across the other states)
- 80% of NT respondents agreed that the draft achievement standards are clear and unambiguous (compared to an average 69% across the other states)
- 78% of NT respondents agreed that the draft achievement standards are coherent (compared to an average 70% across the other states)
- 70% of NT respondents agreed that the annotated work samples help illustrate and exemplify the achievement standards (compared to an average 57% across the other states)

Nationally, however, a relatively low number of NT respondents found the Australian Curriculum website user friendly – 47% found it difficult to navigate. A related issue was raised in the NT consultation forums. Access was an area of concern as remote/rural communities suffer intermittent and unreliable internet connections across the whole of the Territory, including urban settings at times.

Lastly, 84% of NT respondents indicated in the online survey that the draft K- 10 Australian Curriculum does not take into account the needs of all students. Opinions on this issue were strongest in NT. Consultation forum participants specifically indicated that the special needs of ESL/EAL/EAD learners are an important issue in the NT as these students are a large percentage of the Territory's school population. They strongly indicated that explicit attention be placed on ESL practice and standards of practice.

Within the consultation forums, inclusivity of content in relation to indigenous students was an additional concern for NT respondents, as were implicit assumptions about attendance levels. It was felt that these students would be discouraged by ambitious content and achievement standards.

The NT response to the draft K-10 Australian Curriculum, prepared by the NT Department of Education and Training, is presented overleaf.

K-10 Draft Australian Curriculum SUBMISSION

NT Department of Education and Training

The following feedback in relation to the draft K-10 maths, science, English, and history curricula is provided by divisional staff in relation to:

- Australian curriculum content and structure
- Implementation of each learning area in Northern Territory schools.

This NT response is in addition to feedback provided by groups and individuals through the ACARA curriculum consultation portal, and at the ACARA consultations held in the Northern Territory in April 2010.

CURRICULUM CONTENT AND STRUCTURE FEEDBACK

All learning areas

- NT acknowledges the benefits of clear expectations, in particular, that what students should learn at each year is explicit
- The learning needs of students who do not have English as their main language should be fore-grounded in each learning area, to establish that all teachers in all learning areas have a responsibility for teaching and learning in, of, and through English
- When assessment and reporting are added, guidelines for evidence-based assessment and reporting for English as an Additional Language students will be required
- Include hyperlinks to all content, elaborations, etc. where definition/explanations relating to the teaching of EAL learners need to provide additional information
- Ensure standardised presentation/format for all learning areas

Maths

Strengths

- That cross-curriculum dimensions, especially indigenous perspectives, is explicit in the mathematics curriculum
- That the Australian Curriculum will allow for teacher resources to be shared Australia wide
- That content is clearly specified at each year level and aligned with current teaching texts

Issues

The developmental continuum across the T-10 year levels is inconsistent, there are sequencing issues, and the content is sometimes fragmented. The following points illustrate this:

Inappropriate content placement: content too light in K-5, too broad in Years 6-8 to allow for sufficient depth

- This curriculum gives a fragmented picture – there is too much emphasis on separate ideas rather than big ideas

- Inconsistencies in geometry and algebra content
- Sequencing concerns – relation to number learning/counting, place value, time, space, and measurement, particularly in the earlier years
- No flow through from primary to Year 7 – Year 7 appears disconnected
- Algebra content: introduced too early in the curriculum, especially its inclusion at Years K and 1
- Statistics content: difficult to see the progression in Years 1 and 2. Needs to be more consistent
- Chance: need to introduce the idea of chance right from Year K
- Geometry gap in early years
- It is not clear when 7 times tables are addressed
- When do students learn to use a compass?

There is a lack of connection between the content of the mathematics curriculum and the real-life application of mathematical skills and principles. For example:

- A need to include a greater focus needed on financial literacy/mathematics
- Lack of focus on problem solving and mathematical skills that are applicable in everyday situations
- Change in focus: there should be a focus on children undertaking investigations
- Pie charts in Year 6: Should focus on understanding pie charts, when to use, why to use

In relation to the form/presentation of the curriculum document:

- Content descriptor headings should be consistent
- Proficiency strands – not strongly reflected

There is likely to be a shortage of trained maths teachers to effectively implement this curriculum.

English

Strengths

The articulation of grammar, inclusion of general capabilities, and the clarity of content descriptors are seen as strengths.

Issues

As the NT curriculum is framed using reading, writing, listening/speaking modes, there will be a need for professional learning to refocus the teaching of the English learning area on literacy, language, and literature.

Will there be further discussions regarding a nationally approved handwriting style? NT currently uses Victorian cursive, however, as the population is mobile, many students enrolling from interstate have experienced an alternative style.

English is organised around three strands (literacy, language, and literature), but assessed (achievement standards) according to modes (listening/speaking, reading, and writing). Will reporting reflect achievement of modes only, or achievement of modes within each of the strands?

Consensus that English in Asia is inappropriate, particularly at Year 7.

The following are raised for consideration in respect of the English language learning by the significant numbers of EAL students in the NT.

- In the NT, significant numbers of students are learning English as a first, second or third language. It is through the subject area of English that many of these learners will have the opportunity to receive targeted teaching and learning of English. ESL considerations should be visible in the content and the elaborations through, for example, explicit statements of language: e.g. grammar, functions
- Development of EAL achievement standards and reporting framework are needed.
- Inclusion of EAL work samples to be included, illustrating appropriate levels of achievement based on ESL level of development

Science

Strengths

- SHE is more detailed and has higher expectations of students and more depth than the section in the NT Curriculum. It connects science and culture in a way that should engage more students
- Collaboration, ICT, literacy and numeracy are evident throughout
- The better elaborations show how the three strands are interrelated

Issues

The NT Curriculum is firmly grounded in a cognitive framework (based on the SOLO taxonomy). Thus, the content requires students to develop cognitive skills as they progress through the band levels. The draft Australian Curriculum has many examples of skills and content being '"out of sequence" as far as cognitive skills are concerned. E.g. Year 9 descriptors in the achievement standards contain a lot of *describe, compare, appreciate,* which are generally regarded as lower-level cognitive skills.

The draft Australian curriculum has content that is not well sequenced. E.g. Study of micro-organisms, and growth and reproduction *before* the study of cells. In the astronomy thread at Year 3, day and night are studied in relation to Earth's rotation; then in Year 7, the effects of Earth's rotation on its axis again!

The elaborations are important for guiding the teacher, but they are inconsistent, sometimes supplying definitions of terms, sometimes seeming to prescribe content, sometimes being very broad.

There is a lack of clear themes for each year level as students' progress and plants are almost completely ignored.

The curriculum mapping exercise has highlighted content areas that are covered in the Australian Curriculum, but absent in the NTCF and vice versa (see table below) at particular year levels. There will need to be professional learning to refocus teaching in line with these differences.

Australian Curriculum	Northern Territory Curriculum Framework
1-2, 5-6, 7-8 Waves (absent in NTCF)	T, 1-2 Measurement
1-2 Evolution	T, 3-4 Energy (absent from AC)
7-8 Nuclear Chemistry (absent in NTCF)	3-4, 5-6 Meteorology (absent from AC)
	5-6 Chemical reactions (absent in AC)
	10 Acids, bases and salts (absent in AC)

Consensus that the Asia and Australia perspective is tokenistic, and that sustainability is not sufficiently fore-grounded in the curriculum.

History

The draft history curriculum shaping paper clearly identifies the importance and benefits of the teaching and learning of history. It is less clear regarding "whose" version of history is taught. Forty percent of students in NT schools identify as indigenous, and the "history" learning needs of these children, particularly those in remote locations, will vary.

There are differences between the NTCF and the Australian Curriculum in history in the sequencing of history topics, the year levels where topics are introduced and the extent of the emphasis on some topic areas.

The draft Australian Curriculum – history: organisation identifies that it "emphasises a skills- and inquiry-based model of teaching", but that "there should not be a focus on historical method at the expense of historical knowledge." The historical content – the knowledge of historical periods as defined from a European point of view – is outlined in detail, whereas historical concepts and the skills of historical inquiry are not. For example, "skills: formulate inquiry questions" does not inform teachers or students about what kinds of inquiry are intrinsic to history. The six historical thinking concepts described in Benchmarks of Historical Thinking: A Framework for Assessment in Canada are clear examples of modes of inquiry which could be incorporated.

The content focus is at the expense of historical literacy skills/understandings/knowledge and concepts. The UK and Canadian history curricula provide examples of this focus and are based on conceptual organisers that build and reinforce learning over the stages of schooling. Conceptually rather than content organised curriculum, with direction for appropriate content within each conceptual area would better facilitate the development of history skills/knowledge and understandings. The UK history curriculum provides focus questions to be covered over a range of years. This would suit the NT context where there are many multi-level/multi-age/multi-grade classrooms.

The curriculum could also have greater focus on what types of evidence are available for different historical periods, how this evidence is found, and the limits of our interpretations of those kinds of evidence. 60,000 BP is generally considered a prehistoric period, and evidence comes from the fields of archaeology, paleoanthropology, etc. These fields are not referred to in the draft curriculum. The section on links to science suggests "the study of sources of evidence … broadens student understanding of the various applications of science", but does not mention that an understanding of what types of analysis were available in the past, what are available now (and what might be available in the future) can contribute to our understanding of how historical narrative is created.

- The depth studies can provide excellent opportunities for further study that is focused and rich, however: There is a lack of clarity around what is meant by "depth study". A definition

should be developed and agreed upon

- There is lack of consistency in the grain size of depth studies. Some are prescriptive, others more general
- There is a concern that there will not be enough time for meaningful depth studies to be taught and assessed, adding to an overcrowded, unmanageable curriculum

Regarding implementation, most history specialists are in high schools or senior-secondary colleges. As history moves from the SOSE learning area to a stand-alone subject in the T-10 years, it is anticipated that considerable professional learning will be required, nationally, by primary and middle years teachers. Significant need will exist to provide professional learning to all non-specialist teachers of history. Opportunities should be made available for graduate or post-graduate studies in history.

ACHIEVEMENT STANDARDS

Australian curriculum prescribes content descriptions by year level, while the NT curriculum uses band levels. This means that a student in a class in the NT can achieve in any year level and the achievement is described in terms of the bands. E.g. A Year 9 student may be achieving at Band 3, NT Curriculum, but would score a D or E in the Australian Curriculum because of the requirement that students are reported on against the year level. Under this system many students would be consigned to D or E grades throughout their schooling.

The achievement standards at this stage contain too many vague descriptors, e.g. "…begins to evaluate," "has some awareness of fair testing." It would be difficult to grade a student's work on an A-to-E scale using these descriptors. Some achievement standards in science refer to the elaborations rather than the understandings.

How is it possible for achievement standards in each learning area to also provide a meaningful measure of achievement by the range of learners including special needs and EAL learners?

ASSESSMENT AND REPORTING

Clarity from ACARA is needed in the area of assessment and reporting. How does ACARA anticipate A-E reporting will occur? If this remains the responsibility of States/Territories how can we achieve consistency across the country? This has major ramifications for the Northern Territory during implementation. Currently the NT has a systemic reporting tool (Curriculum eTool) that is linked to the Northern Territory Curriculum Framework outcomes. As the Australian curriculum is implemented, content and achievement standards will come from ACARA, however, they do not align with NTCF outcomes. Teachers will need to make the link across until a system is developed for reporting on the Australian Curriculum achievement standards.

There is an urgent need for a national data tool to ensure accurate, nationally comparable achievement data that facilitates a nationally comparable assessment and reporting regime. Development of process and practice to ensure nationally comparable A-E grades is a priority.

- How will this link with NAPLAN?
- What considerations will be included for students with special education needs and students learning English as an additional language?

TIME ALLOCATION

It is requested that ACARA provide a range of indicative time allocations for each learning area to ensure a degree of national consistency in time spent on each learning area.

CROSS-CURRICULUM PERSPECTIVES

Indigenous perspectives in the history curriculum

- Intercultural knowledge and intercultural learning/capability need to be integrated and visible in each learning area/across the curriculum. While stated, it does not take a directional role in the learning areas – the quest for global and 21st century education should perhaps give this more emphasis
- Why the stated study of literature in Asia and not that of indigenous cultures as well as the variety of cultures represented in Australia, which of course includes Asia?
- Indigenous perspectives not included consistently throughout the history curriculum
- Some opportunities in depth studies, but not enough and as a perspective in the curriculum there is no thread that continues through the years
- Is there a danger of reinforcing the stone age/boomerang view? Language used often positions Indigenous culture and society as the "other", the "outsider", and an "artefact"

Year 2	Year 2, in general, appears to be more complex than Year 3
Year 4	• Skills not developed the same as Year 3 • Topic matter over-simplified. Knowledge, understanding and concepts need to be more challenging • Does not explicitly ask students to explore the consequences of contact – how it was different, what attitudes, values, and beliefs of these people. E.g. Makassan, Dutch, French, English, Portuguese • No. 2: the significance of the dreaming and the perspectives and meaning in dreaming – at Year 4, this is over-simplified. Is *dreaming* the most appropriate word to use or is it to do with people's connection with country and land? Seek advice from indigenous pole in relation to this
Year 5	**Becoming a nation:** makes no reference to Aboriginal and Torres Strait Islander peoples – does not highlight or suggest the struggles characteristic of nation-building
Year 7	**What is history?** • No. 1-6 would be better as integrated rather treating them separately using same content – difficult to neatly separate • Constructs – reflect on the language used –tends towards ideological view (language of hegemony) in the content descriptions • Australia developed at different times – not reflected
Year 9	• Use of time periods raises issues related to the neat categorisation of history into a time period – can lead to discrete history rather than the influences of earlier times and later impacts • Conceptual versus time-period treatments/approaches should be further explored and discussed
Year 10	• Opportunities for extended inquiry study on a range of topics • Many opportunities to explore overseas conflicts but few in relation to Australian conflicts

PROFESSIONAL DEVELOPMENT

The ACARA curriculum mapping exercise (phase one) has shown strong alignment between the NTCF and the Australian Curriculum in English and mathematics.

NT will need to examine areas where Australian Curriculum is stronger or where areas are weak or missing from NTCF to determine what support teachers will need to implement the curriculum. It is anticipated that there will be a significant need to support teachers in introducing dedicated history programs where history in the NT has formed part of a broader social education program.

It is also expected that in some primary schools and remote contexts, dedicated support in implementing science and history programs will be needed.

RESOURCING NEEDS

- When will resources become available?
- What level of resource support (curriculum, assessment and reporting) will ACARA provide nationally?
- Significant history resources will need to be sourced and/or developed

IMPLEMENTATION

Clarity not yet arrived at regarding an implementation strategy for the NT – various options are being considered. Feedback from the completed curriculum mapping exercises and NT trial schools will assist in determining the NT implementation timeline, and processes.

Issues under consideration include:

- Staged implementation of separate learning areas?
- Staged implementation across phases of learning?
- Include Year 10 before senior-secondary curriculum is finalised?
- Addressing different professional learning and support needs evident in different contexts

Queensland (QLD)

The feedback from online survey QLD respondents was generally aligned with the feedback from other states. Slight dissatisfaction with the achievement standards was identified, however, with the issues unique to the QLD feedback being:

- 65% of QLD respondents agreed that the draft achievement standards are coherent (compared to an average 73% across the other states)
- 67% of QLD respondents agreed that the draft achievement standards are sequenced appropriately (compared to an average 73% across the other states)
- 56% of QLD respondents agreed that the draft achievement standards are pitched appropriately (compared to an average 61% across the other states)

The majority of Queensland online survey respondents also felt that the draft K-10 curriculum is overcrowded. Forty-five percent said it was not overcrowded which was slightly lower than the national average.

For Queensland forum participants, the issues surrounding Year 7 being in primary or secondary school were of significant concern. If Year 7 is still in a primary environment, there would be major training and resource implications. However, if Year 7 is in secondary school, teachers would need professional development to shift.

The draft national curriculum was also seen as much more content driven than the Queensland curriculum, which currently focuses more on investigation and ways of working.

Overall recommendations from the Queensland response to the draft K-10 Australian Curriculum, prepared by the Queensland Studies Authority, are presented below.

K-10 Draft Australian Curriculum SUBMISSION

Queensland Studies Authority

Queensland's three schooling sectors (State, Catholic, and Independent), in partnership with the Queensland Studies Authority appreciate the opportunity to provide feedback on the draft K(P)–10[3] Australian Curriculum.

Strengths

The Queensland Studies Authority and the three schooling sectors have agreed that strengths of the four phase one learning areas include:

- The rationale and aims, which present big ideas and issues
- Greater content specificity to support teachers
- High expectations for all students
- An attempt to foreground inquiry in science and history
- Inclusion of human endeavour, historical skills, and literature as strands
- Inclusion of visual literacy in English
- Inclusion of Aboriginal and Torres Strait Islander perspectives, however, this could be embedded more deeply and sequenced more thoroughly
- Online format, although, some advice will be presented regarding the use of headings and numbering

Key issues

The following key issues have been identified for consideration in the re-drafting of the phase one learning areas. In summary the key issues are:

[3] Kindergarten(K) in Queensland is referred to as Prep hence the reference K(P)-2.

1. **Coherence of the achievement standards**

We acknowledge the extensive work done by ACARA thus far in terms of the achievement standards. The achievement standards as single statements of the learning typically expected for each year level in each learning area provide a progress map of the expectations for student learning. Of the numerous meanings attributed to "standards" in the educational literature, this type of standard can be understood as progressive targets or milestones.

While successfully articulating a framework for growth and development, feedback on the achievement standards focused on the need for further clarity about how teachers would judge the quality of students' achievement and report the achievements on an A-E scale.

In the current Queensland curriculum documents standards are fixed reference points used to describe how well students have achieved the objectives or essential learnings in syllabuses. The standards show what students know, can do, and how well they know it and can do it. The description of achievement standards are derived by groups of teachers and subject experts describing the actual differences in examples of student work.

During the consultation, the following issues were raised consistently across all learning areas:

- The achievement standards are more representative of a learning outcome, that is, what students know and can do, than a clearly articulated standard that enables teachers to determine "how well" a student has performed
- The overall aims of each learning area and content organisers should be aligned to the achievement standards. Currently they are a content check list
- The standards should include language to indicate quality such as depth and sophistication
- Greater consistency in the structure of the achievement standards within and across learning areas
- Greater consistency in demand between and across learning areas (e.g. more comparable demand expressed in the achievement standards between mathematics and English in K[P]–2)
- In the early years, the draft achievement standards include low-level verbs rather than higher-order verbs, and processes that would allow students to demonstrate construction of knowledge and metacognitive processes

2. **Higher-order thinking in the Australian Curriculum**

- Australian Curriculum content descriptions describe specific methods of inquiry and approaches to analysis at discrete points along the year-by-year continua. It is recommended that more content descriptions and elaborations explicitly address the teaching of thinking skills sequenced across learning areas at every year level
- The application of metacognitive strategies needs to be included more consistently in the standards

3. **Internal consistency within the learning areas**

- Greater clarity and more direct relationships are needed between the learning area rationales and aims and the content descriptions and elaborations
- A consistent use of terminology throughout the learning areas, particularly in English

- A clear indication of the relationship between the proficiencies and modes in the content descriptions, particularly in mathematics and English
- More consistent content description headings to indicate developmental sequences and related content, particularly in English and science
- Greater developmental consistency of key concepts across year levels, particularly in mathematics and science
- More consistent development of higher concepts as they are addressed across the strands particularly in science (e.g. energy rather than sound or light)
- A reduction in the quantity of content for all four learning areas, particularly Years 7–10, and more clarity about depth of treatment of existing content descriptions

4. **Consistency between learning areas**

- Expectations of the learner must be consistent between learning areas at year levels, particularly numeracy demands in mathematics and science, and literacy demands in science, history and English
- More consistent application of the filters related to the general capabilities (GCs) to make clear developmental continua of the GCs within and across learning areas, particularly thinking skills
- Consistent inclusion of Aboriginal and Torres Strait Islander perspectives in the content descriptions that develops across the year levels. The inclusion of specific knowledge, skills and understandings only in elaborations should be limited

5. **Students with needs beyond a general cohort**

- A clear statement about pre-K developmental stages would assist early years teachers
- Consider the degree to which Year 1 content descriptions build on those for Kindergarten as this year of schooling is not mandated in seven out of eight States and Territories
- Review content descriptions and achievement standards across the learning areas (e.g. mathematics and English in K[P]–2 achievement standards for consistency and developmental appropriateness
- Clearer messages about managing the standards for students who are not following the content year by year

6. **Relationship between content descriptions, dimensions, and general capabilities**

- Inclusion of Aboriginal and Torres Strait Islander perspectives, knowledge, skills, and understandings in content descriptions in all learning areas and avoiding positioning in elaborations only
- Improve the sequencing and broaden the content in the K[P]–2 curriculum to acknowledge more directly the diverse range of cultural, environmental, and linguistic backgrounds and prior skills and knowledge of children in the Kindergarten classroom

Other considerations

Other key issues raised by the schooling sectors are included below:

- Managing the curriculum in small schools and/or multi-age contexts. To support multi-age teaching, particularly in small schools, the curriculum needs to have clear conceptual statements that underpin the curriculum to make the progressive development of concepts across year levels explicit

- Catering for the diverse range of learners ESL, Language Background Other Than English (LBOTE), students with learning difficulties, and students working outside a year-by-year continua:

  - More detail and clearer messages are required from ACARA regarding the approaches to the curriculum that will support students experiencing learning difficulties. In particular, how the achievement standards are used for students with learning difficulties

  - Greater clarity is required about the application of Standard Australian English ("SAE"). The draft English curriculum identifies SAE as the language of instruction. The curriculum needs to make explicit how ESL learners are catered for in all learning areas

  - Greater definition and consistent application of the general capability, inter-cultural understanding; and the cross-curricular dimension of Asia and Australia's engagement with Asia, is also required to develop intercultural understanding in English and history in:

    - K(P)–2 through a focus on the students' own culture and cultural background

    - Years 3–6 by exploring other cultures and interaction with cultures

    - Years 7–10 by analysing the impact of contact on cultures and applying cultural understanding and empathy

  - Clear definition of the cross-curriculum dimension, Asia and Australia's engagement with Asia, by including explicit direction in content descriptions in each of K(P)-2; Years 3-6, and Years 7-10 that build student capacity to develop informed attitudes and values about contemporary and traditional Asia and to connect Australia and Asia

- The crowding of the curriculum and reduction of flexibility through unrealistic content expectations across the first four learning areas

  - The current breadth of the Australian Curriculum will impact on schools' ability to maintain the diversity of approaches to the curriculum, especially in independent schools. The amount of time phase one learning areas will take in the formal curriculum will impact on the selection of curriculum options in the discretionary school time/space left available

  - The impact on the existing flexibility, particularly in Year 10, which is often when increased flexible options, rather than mandated courses of study, are offered to support increased student engagement

- Using the "C" standard to report in the early years. Some advice about applying the standard in the early years is required

South Australia (SA)

The feedback from online survey completed by SA respondents was generally consistent with the feedback from other states. Only two issues were identified as unique to the SA feedback:

- 73% of SA respondents agreed that the draft K-10 Australian Curriculum sets challenging, yet realistic standards (compared to an average 62% across the other states). This was the highest proportion of positive feedback for this issue
- 52% of SA respondents agreed that the annotated work samples help illustrate and exemplify the achievement standards (compared to an average 60% across the other states). This was the lowest proportion of positive feedback for this issue

An issue of concern for the South Australian forums centred on the starting age of students and how this relates to Reception in South Australia. Questions were raised about the national Reception standard when students in South Australia spend varying amounts of time in Reception, and there are different starting ages across the states.

Forum participants also held negative views on the lack of pedagogy (constructivism) in the draft Australian Curriculum, as compared to Schools Authority and Catholic Schools Authority ("SACSA"). Similarly, SACSA is outcomes driven rather than focused on prescribing content.

The South Australian response to the draft K-10 Australian Curriculum, prepared by the SA Department of Education and Children's Services, is presented below.

K-10 Draft Australian Curriculum SUBMISSION

SA Department of Education and Children's Services ("DECS")

During the 1 March to 31 May 2010 consultation and trial period for the phase one Australian Curriculum learning areas, South Australian teachers, community members, and educators have participated in a range of activities including online feedback, trials, ACARA consultations, and DECS consultations. Of the registered users on the ACARA consultation website, www.australiancurriculum.edu.au, 10.59% are South Australians. They have provided individual and group feedback on the draft phase one Australian Curriculum materials.

The DECS response does not attempt to detail these responses, rather it is aggregated from a variety of feedback processes that involved more than 2000 South Australian leaders and teachers including:

- ACARA and State Consultative Forums for educators and leaders
- Information and consultative workshops for teachers, leaders, and regional staff
- Responses from various groups in DECS including Curriculum Services, Aboriginal Education

and Employment Services, Quality Improvement and Effectiveness Unit, Supporting Improved Literacy Achievement team, Supporting School Improvement Team, Disability Services, and the Early Years team

- A variety of ongoing and newly established reference groups such as the history reference group and English advisory group

1. General themes and issues

Affirming feedback

The DECS position is that there is positive support for the introduction of the Australian Curriculum and the need for a consistent curriculum across the nation. SA educators engage favourably with the rationale and philosophy expressed in the shaping and framing papers.

On balance, DECS educators have responded positively to the development by year level of the first four learning areas' content descriptions and achievement standards. DECS teachers are generally positive about the clarity these drafts bring to what they are expected to teach. DECS Curriculum Services believes that this content clarity will enable teachers to focus on the pedagogy required to improve outcomes for all students.

South Australia has a long-standing history working with general capabilities in the curriculum of more than 20 years. Given that South Australian teachers are familiar with the SACSA framework's essential learnings and cross-curriculum perspectives, they are responding positively to the interdisciplinary nature of the Australian Curriculum's general capabilities and cross-curriculum dimensions.

The digital format and layout is generally well supported by DECS educators.

2. Areas for further development

Achievement standards

DECS teachers expressed concern about the clarity of the achievement standards and will look for additional support in using them, and in understanding the standards described.

The organisation of achievement standards appears to privilege some content over other content. The availability of high-quality exemplars will be critical to enable teachers to make consistent professional judgements about student achievement. National resources that assist in understanding the use of the achievement standards will also increase consistency of interpretation.

A key issue expressed by DECS Disability Services and at educator forums is how the achievement of students with disabilities and students with additional learning needs will be measured against the achievement standards. The early achievement standards are too sophisticated and not sufficiently “fine grained” to support planning for students with significant intellectual and cognitive disabilities. For these students, the achievement standards will not enable description of their learning growth.

Transition points and multi-age groupings

DECS has concern about the transition from the Early Years Learning Framework to the Australian Curriculum. Creating links that are explicit for learners and educators is a priority.

DECS teachers have discussed the Year 7-8 transition at length. As Year 7 is located in primary schools in South Australia, particular concern is held for history, mathematics, and science. It is suggested that there be a reduction of content in Year 7. This would recognise that for some jurisdictions this year is completed in primary schools, with no specialist teachers or facilities, while

leaving scope for extension where facilities and specialist staff are available.

Consideration is required in relation to multi-aged groups, composite classes, and small school settings to support educators to manage the complexities of specific content being described for each year level. This issue will impact on movement between schools and states. DECS would recommend a national "A" and "B" content priority system across the alternate years to reduce the complexity in multi-aged groupings.

General capabilities

Given South Australia's history of embedding general capabilities in the curriculum, it is considered vital that they be more explicit within all learning areas. Current use of the general capability (and cross-curriculum dimensions) search filters identify very few connections. Improving this is seen as a high priority.

DECS personnel will expect that redrafting of the curriculum materials will show more evidence of general capabilities and cross-curriculum dimensions in all content descriptions and achievement standards.

Indigenous perspectives

Other than in Year 4 history, the achievement standards do not include any compulsory learning about aboriginal culture and history. Respondents indicated that there is insufficient clarity for teachers about what to teach by year level.

In every learning area, there is insufficient prescribed content to ensure that all Australian students systematically build indigenous perspectives from Reception to Year 10.

Asia and Australia's engagement with Asia

This cross-curriculum dimension is not yet clearly evident in the learning areas. The curriculum materials could also include more real-world social, cultural, environmental, and economic issues. This approach would ensure that young people learn about the diversity of cultures and their influences on each other, and gain intercultural understanding and insights into their own cultural assumptions.

Sustainability

The Australian Curriculum should equip students to act individually and collectively in ways that contribute to sustainability. Education for sustainability can enable students to become effective citizens and active change agents by helping them to deal with complexity and uncertainty. The curriculum should provide opportunities for students to explore and evaluate contested and emerging issues, gather evidence, and create solutions for a sustainable future.

Specific feedback in relation to English

DECS respondents indicated that the current draft seems overcrowded and should be streamlined and better organised. For example, there are too many content description headings, which are inconsistent across year levels. Fewer higher order headings would alleviate this problem.

DECS suggests that the use of verbs to introduce the content descriptions needs to be consistent. For example, the language strand has no verbs in the content descriptions, only in the elaborations. The inclusion of verbs in the content descriptions would better connect them with the demonstration of learning required by the achievement standards.

Specific feedback in relation to mathematics

While mathematics had a high degree of alignment in the Porter scale mapping process, some content and concepts appear earlier in the draft Australian Curriculum materials than in SACSA. The use of two-year outcome statements in SACSA may be the source of this misalignment.

Consistency of headings across year levels would assist in the ease of use of the curriculum document. For example, the number strand does not flow across year levels and others only appear in specific years.

Specific feedback in relation to science

DECS supports the notion that the science learning area combines knowing about science, knowing how to do science, appreciating science, and seeing it as a cultural and social endeavour.

Specific feedback in relation to history

There has been a positive response from DECS teachers to the inclusion of history in the Australian Curriculum. Teachers consider that the curriculum provides an excellent opportunity to renew the history curriculum in schools.

The preface for each year level requires development in order to reflect a higher order of conceptual thinking. Even though an attempt has been made to develop the big ideals and essential questions for each year level, they are not adequately developed to be useful planning descriptors.

DECS believes that the amount of content documented in Years 7-10 should be reviewed as it will be difficult to cover in the time available, and in the current form, it does not allow for depth.

There was a concern that the indigenous history is concentrated in Year 4. Indigenous history should be integrated across a broader range of year levels. There was also a concern about the non-contemporary nature of much of the indigenous history described in the curriculum.

Tasmania (TAS)

Results from the online survey showed that respondents from Tasmania were the most approving of the draft Australian Curriculum. Tasmanian respondents rated the content descriptions, elaborations, and curriculum organisation significantly higher than respondents from other states. Concerning these issues, the largest differences between Tasmania and other state ratings were:

- 90% of TAS respondents agreed that the organisation of the learning areas provides a coherent view of the key elements and features of the curriculum (compared to an average 74% across the other states)
- 82% of TAS respondents agreed that the draft content elaborations illustrate the content descriptions sufficiently (compared to an average 68% across the other states)
- 86% of TAS respondents agreed that the draft content descriptions are clear (compared to an average 73% across the other states)

In addition to their views on specific aspects of the draft national curriculum, Tasmanian respondents were the group most satisfied with the layout of the consultation website and the group who most strongly felt that the three cross-curriculum dimensions were not evident in the curriculum. In general,

Tasmanians held the most positive opinions of the curriculum being at a world-class standard, specifically:

- 70% of TAS respondents agreed that the draft Australian Curriculum reflects a world-class curriculum (compared to an average 51% across the other states)
- 85% of TAS respondents agreed that the draft Australian Curriculum provides coherence and continuity across the stages of schooling (compared to an average 71% across the other states)

Despite the positive feedback from the online survey, Tasmanian forum participants felt that the draft Australian curriculum should be more stage based, rather than year-level based, to allow for sequential learning. The current Tasmanian curriculum allows for multi-age learning and differentiated assessment because of its continuum nature.

Concerns were also raised about the starting age of students, as the age for starting K is often four years. This has serious implications for development and students' ability to learn.

The Tasmanian response to the draft K-10 Australian Curriculum, prepared by the Department of Education TAS, is presented below.

K-10 Draft Australian Curriculum SUBMISSION

Department of Education TAS

This response has been developed from consultation and trial-school feedback, professional learning sessions, moderation meetings, cross-sector meetings, forums, subject-specific conferences, and seminars. The advice aims to distil some of the key messages and trends that are emerging from diverse responses across the state.

1. GENERAL

Strengths

- *Notion of a national curriculum – many groups have indicated that they like the notion of a national curriculum and welcome the move towards national consistency*
- *Layout and format – teachers appreciate the format of the online materials and the ease of use. Flexible online presentation is appreciated, as is the capacity for filtering*
- *Links with NAPLAN – from 2012 NAPLAN testing will be based on the Australian Curriculum for mathematics and English. Schools using the curriculum will ensure students have been taught the content which will be tested*
- *Explicit expectations – Some teachers and principals have commented on the clarity about what is expected for each grade level*
- *Potential of access to online resources shared nationally. Tasmanian teachers generally agree that there is much to be gained from access to national resources and see this as a benefit for future planning, teaching, and assessing*

- *The mapping process has indicated that there are strong links between a number of areas of the existing Tasmanian curriculum and the Australian Curriculum, which should facilitate the transition process*

Issues

Some of the issues that have arisen for discussion and consideration are:

- ***Potential overcrowding***

There is a risk that the overall curriculum will become overcrowded as ACARA develops the curriculum for each individual learning area. Tasmania supports the principles outlined in the Shape of the Australian Curriculum paper that argues for a preference for depth, rather than breadth and feasibility. The curriculum documents need to be reviewed against these principles as feedback from some trial schools indicates that there is, currently, too much specific content defined to cover in the time schools currently have available. Schools need an understanding of the total proposed framework before beginning implementation of individual areas. It would be valuable to have a clear integration design brief for teachers.

- ***Conceptual***

Tasmania favours a conceptual approach in organising content. This will support integration and help meet the needs of multi-age groups, composite classes, and a range of student ability within year groups. Consideration should be given to development of an overarching conceptual framework that encompasses the learning areas identified in the Melbourne Declaration.

- ***Indigenous perspectives***

It has been suggested that some of the references to indigenous perspectives, particularly in the content elaborations, are somewhat tokenistic. Care needs to be taken to only incorporate them where there are genuine connections to the subject area under consideration. There is also a need to ensure that that it is possible for teachers to access appropriate resources to teach the content that is suggested by the Australian Curriculum documents.

- ***Achievement standards***

Early feedback from some of our secondary teachers indicates that the standards are higher than those we are currently using to assess our students. E.g. That English is about a grade level higher than in the Tas curriculum. This has implications for time allocation, implementation planning, and reporting.

- ***Assessment and reporting***

Our teachers currently assess students against a continuum so that progress can be measured from year to year. For students who consistently fail to meet the grade standard, an A-E system does not communicate whether the student has improved. It is important that we do not adopt a simplistic model and ensure that the information we give to students and parents is meaningful and supports students in their learning.

- ***Curriculum for the twenty-first century***

Elaborations and support resources need to include more examples to show that this curriculum is preparing students for the future. The use of new tools for communicating and sharing, a global focus and inclusion of innovative, and creative ways of engaging students should be more evident in the curriculum documents.

2. SUBJECT SPECIFIC

Mathematics

Issues	*Strengths*
Adequacy of explicit representation of proficiency strands	*Rigour and relevance*
Unrealistic expectations in achievement standards – generally in the secondary area	*Opportunities for depth*
Sequencing of some content. E.g. number learning/counting, place value, time, space and measurement, particularly in the earlier years	*Clarity of sequencing: some changes in sequencing are considered as improving the curriculum, e.g. fractions. This provides enhanced simplicity and clarity*

English

Issues	*Strengths*
Some content has been identified as misplaced or incorrectly sequenced (especially punctuation, grammar, and phonics)	*Teaching of literature in primary years*
Some content requires stronger emphasis, e.g. oral language, spelling, and visual literacy	*Articulation of grammar*
Achievement standards are generally useful but need further clarity, detail and definition.	*General clarity of content descriptions*

Science

Issues	*Strengths*
Science understanding strand: deemed too content heavy	*Focus on science inquiry skills*
Content not adequately contemporary in scope: a lack of focus on new technologies, emerging sciences, and 21st century innovation *There is not a strong sustainability flavour in the curriculum document. This could be related to a lack of emphasis on decision-making and ethical behaviour. A thread could be incorporated into the science as a human endeavour strand that requires students to consider the impacts on society and the environment of scientific advances*	*Inclusion of science as a human endeavour*
Lack of sequential concept development	*Application to everyday life*

History

Issues	*Strengths*
Too much content, particularly at Years 7-10.	*Skills and methodologies are simple and clear to understand*
Contemporary history: *a lack of emphasis on contemporary and recent history was identified, particularly in recent Asian history. A more contemporary focus and language would be favoured*	*Repetition has generally been avoided*
The global perspective: *There is some concern that the global perspective is not strong enough*	*Early and continued learning of history skills is a step forward*

3. CONSIDERATIONS FOR IMPLEMENTATION

The Department of Education is planning for implementation. The timeline will be informed by:

- *Feedback from the Tasmanian consultation sessions*
- *Results of the curriculum mapping surveys that will show the extent of the differences and commonalities*
- *Feedback from the Tasmanian trial schools and the learning services*
- *The capacity of our assessment and reporting infrastructure to adapt to and accommodate a year-level curriculum and the time and resources required*
- *Decisions made by MCEECDYA and timelines identified by other sectors and states*

CONCLUSION

Feedback so far indicates that Tasmania would be well placed to trial or implement English and mathematics and possibly science in 2011, subject to the factors identified above. In particular, the Department of Education would need to be able to ensure a smooth transition to an assessment and reporting model that is clear and meaningful for students, parents, and the community.

Victoria (VIC)

The feedback from online survey VIC respondents was generally consistent with the feedback from other states. The only unique issue identified concerned perceptions of a content heavy curriculum:

- 60% of VIC respondents expressed that the draft K-10 Australian Curriculum was overcrowded (compared to an average 45% across the other states). This was the highest proportion of negative feedback for this issue

Within the Victorian consultation forums, a strong preference for VELS was apparent with participants noting that VELS is not simply a curriculum, but a curriculum, pedagogy, assessment, and reporting in one coherent package.

Furthermore, VELS allowed for atypical structures and alternative middle-school specialist programs. This allowed for a design of core and electives, which has a direct influence on the flexibility of schools to cater for special needs students.

An overview of the recommendations from the Victorian response to the draft K-10 Australian Curriculum is presented below. It was prepared by the Victorian Curriculum and Assessment Authority (in partnership with and on behalf of the Department of Education and Early Childhood Development, Catholic Education Commission Victoria, and Independent Schools Victoria).

K-10 Draft Australian Curriculum SUBMISSION

Victorian Curriculum and Assessment Authority in partnership with and on behalf of: Department of Education and Early Childhood Development, Catholic Education Commission Victoria, Independent Schools Victoria.

1. DESIGN RECOMMENDATIONS

Recommendation 1

A new, revised *Shape of the Australian Curriculum* paper be developed

The first *Shape* paper was written when the then-NCB had responsibility for the development of the curriculum for just four subjects. Now that ministers have agreed that the national curriculum should be expanded to include the eight learning areas defined in the Melbourne Declaration, general capabilities and cross-curriculum dimensions, there is a need for a new, revised *Shape* paper.

Recommendation 2

The new *Shape* paper includes an explanation of the overall curriculum design model that provides the framework for each of the subject curriculums and the general capabilities

We propose that consideration be given to the adoption of a “double-helix” design model where the first strand of the curriculum is the discipline-based subjects, and the second strand is the general capabilities. The content of these strands is defined by the Australian Curriculum. It is at the school level that teaching and learning programs are designed that integrate these two strands. Such a design would address a strong element of the feedback, which was that the current documents do not sufficiently reflect contemporary curriculum needs, in particular, that they do not place the

required emphasis on the critical role of the general capabilities.

Recommendation 3
The knowledge and skills and expected levels of achievement associated with the general capabilities be defined and published
Separate scope and sequence statements and associated achievement standards (at three or more stages of schooling) should be published for each of the general capabilities, either individually or grouped (see p. 17-18).

Recommendation 4
The new *Shape* paper includes a clear statement about the purpose of the achievement standards
The achievement standards be revised, where necessary, to ensure they are focused on describing the continuum of skill and concept development within a domain, and a statement be developed that clarifies the expectations around the use of the achievement standards in relation to assessment and reporting, including the use of the A-E reporting scale (see p. 16).

Recommendation 5
The new *Shape* paper includes a clear statement about the distinctive nature and purpose of different stages of schooling and the associated necessary differentiation of the curriculum
We regard it as imperative that the following distinctions be clearly evident in the curriculum:

- The priority to be given to literacy and numeracy, interpersonal development, the expressive arts, and physical education in the early years of schooling. To support the implementation of these priorities, achievement standards in the early years should be limited to English, mathematics, the arts, health and physical education, and aspects of the general capabilities, notably self-management/social competence
- The provision of breadth of, and engagement in, learning in the upper-primary/lower-secondary years
- The provision of flexible learning pathways for students in Years 9 and 10

It is important that the new *Shape* paper includes illustrative examples of different ways in which schools can structure teaching and learning programs at the different stages of schooling. These examples could include integrated curriculum-based approaches in the early years, and programs in the middle-secondary years that incorporate residential programs, work experience programs, and other beyond-the-classroom activities.

Recommendation 6
The amount of content in history and science be reduced
Detailed suggestions are provided at p. 14, 70-71 (history) and p. 13, 55-57 (science). Prescribed opportunities for choice of topics should be removed. Instead, the revised *Shape* paper should make it clear that common content should, where relevant, be taught in relation to local or teacher-designated contexts.

Recommendation 7
The current online format and presentation be reviewed
Three consistent themes in relation to the current online format were apparent through the consultation.

The first was that the current design of content descriptions and content elaborations has led to considerable confusion about the status of the content elaborations. While many teachers welcomed the clarity provided by the content elaborations (often the content descriptions were regarded as too cryptic and vague), teachers were unsure of whether they were expected to teach any or all of the elaborations. We suggest that the format be adjusted so that the content elaborations are located in a separate teaching resources section that is clearly distinct from the curriculum.

The second was that the current presentation of the curriculum as atomised dot points results in a loss of a developmental perspective and a loss of the sense of larger purpose of the curriculum. One alternative online format and layout is provided for each subject in Part B that illustrates how these concerns might be addressed. This includes a clear statement of purpose for each year level that provides a coherent overview of the purpose of the curriculum at that year level (see, for example, alternative history format p. 70-71).

The third was that a consistent template should be used across all subjects, particularly in the primary years.

Recommendation 8
The curriculum should explicitly be inclusive of EAL students and students with additional learning needs
Statements that address the needs of students for whom English is an additional language and students with additional learning needs should be included. Suggestions for the kind of statements that might be included are at p. 25-26, and Appendices 1(a), 1(b), 2(a) and 2(b).

Recommendation 9
The links between the EYLF and the Australian curriculum be clearly set out
This can be done through a simple chart that demonstrates the continuity between the five learning outcomes of the EYLF and the K-2 curriculum. An example is provided on p. 23.

Recommendation 10
The nomenclature used in the curriculum be revised
Consideration should be given to:

- Replacing the term "Year" with the word "Level" in the headings, i.e. the headings change from Year 1/2/3, etc. to Level 1/2/3, etc. This would, in part, address concerns that it is an inflexible curriculum construct that does not cater for individual learning needs
- Changing the designation of the first year of school from K to FY (First Year)

2. SUBJECT-SPECIFIC RECOMMENDATIONS

English

- The structure of English should be changed so that the content descriptors are consistent with the existing achievement standards, that is, organised by the modes of reading, writing, speaking, and listening
- There should be a clear statement that the literacy strand in English also serves as the literacy general capability K-10. The statement should indicate that all teachers are responsible for ensuring that students learn the vocabulary, comprehension strategies, and text features associated with each subject area
- The language strand should show development and use of grammar and syntactic features in the spoken mode. Descriptors to show oral language development in "grammatical" term, should be included where appropriate, for instance, language features added in the Year 4 speaking and listening strand: "… use verb tense to locate an action in time, subject-verb agreement to relate actor and action, and noun-pronoun agreement;" "… combine words using conjunctions"
- The place of phonics should be strengthened in the early years. This would reflect the approach taken in the Victorian Essential Learning Standards that gives greater attention to phonics as one aspect of the teaching of reading that includes using semantic and syntactic knowledge as well as phonemic knowledge
- The place of phonemic knowledge should be strengthened through the later-primary and

secondary years. It is critically important that students continue to develop the skills of vocabulary acquisition through these years

- A comprehensive list of the metalanguage students are expected to acquire through the English curriculum should be provided, together with agreed definitions of terms such as "multimodal"/"digital text", "hypertheme", "form", "text type," and "genre"
- The term "visual grammar" should be removed
- The distinction between "reading" and "viewing" should be clarified, and then the purpose and extent of "viewing" in the English curriculum should be revised. In this context, the relative roles of the English curriculum and the arts curriculum in learning how to read visual images/texts should be clarified

Mathematics

- A separate "working mathematically" strand should be introduced to replace the attempt in the draft to integrate mathematical "proficiencies" in the content descriptors. It should, however, be clear that the learning content defined in this strand is intended to be integrated across the other three strands, not taught as a stand-alone sequence
- The weighting of the statistics and probability strand in relation to the other two current strands should be reviewed to ensure more balanced weighting and that students have the enabling mathematical knowledge and skills required from the other two strands
- The geometry and measurement strand should be revised to ensure that students have the enabling number skills required to support the set measurement skills
- The content in K-4 should be revised so that levels of numeration for whole numbers are increased as decimal numeration introduced at Year 4
- The purpose of the current 10/10A distinction should be clarified. There should be a clear statement of expectation that at Years 9 and 10, schools will provide a range of courses to suit different student pathways

The following errors should be corrected:

- Year K: *subitising* is a perceptual capability (the ability to recognise the size of a small set of objects without counting)
- Year K: students cannot be expected to read o'clock times if they are only expected to be able to understand numbers to 10
- Year 2: *sets* are partitioned rather than numbers (unless the number is being regarded as a set)
- Year 3: commutativity is a structural property not a *mental strategy*
- Year 7: students require a basic understanding of linear function to be able to study association in bivariate data – this should be placed in Year 9 and/or Year 10
- Year 8 and 9: Pythagoras theorem is used (without demonstration or proof) at Year 8, but only proved at Year 9. The aspect of proof (i.e. the theorem nature) should be explored at the same time as its application (in Year 9)

Science

- Reduce the content in the science curriculum at the secondary level to an amount that can be covered in depth and detail within an assumed maximum provision of 150 minutes per week
- Incorporate the nature and history of science components in the science as a human endeavour strand into the science knowledge strand. Relocate the remaining content in the science as a human endeavour strand into the content elaborations and supporting resources
- Clearly identify the sequential and coherent development of key science concepts at a level of sophistication appropriate to each year level

- Delete topics from the science curriculum that overlap with the content of other subjects. Sequence any unavoidable overlap in a coordinated manner and ensure that common topics are considered from different contexts
- Modify the underlying theme, form and function for Years 7-10, to "matter, form and function" to emphasise the key concept that form and function of organisms and objects is ultimately dependent on the way in which matter combines
- Reduce duplication and inconsistency in the science inquiry skills strand by condensing and reconceptualising the sub-strands
- More clearly articulate in the rationale the complex nature of science as a way of knowing
- Redraft the strand descriptors and elaborations into succinct statements that are consistent with the aims of the curriculum, clearly identify the key understandings that students are to develop, and indicate the level of cognitive demand
- Provide support material to guide the development of teaching and learning programs that demonstrates the inter-relationship between the strands, the interdisciplinary nature of contemporary science and the way this is evident in the emerging sciences

History

- Reduce the amount of content in the knowledge and understanding strand in Years 7-10 as follows:
  - Delete the *overviews* from Years 7-10. Instead, provide a proper context for learning at that year level in the *preface* by providing a more complete overview of the learning, the key concepts to be taught and key inquiry questions
  - Delete *what is history?* as a separate depth study at Year 7. Most of this essential learning is included in the *skills* strand at every level from K and archaeological content can be included in the *knowledge and understanding* strand of depth studies at Year 7
  - Delete school-developed studies in Years 7-9. These are unnecessary in an "essential learning" curriculum and will free up time for the essentials
  - Delete the Asia topic from Year 9 and the World War I topic from Year 10. Instead, include Gallipoli at Year 9 and post World War II content at Year 10

- Reduce the amount of content at Years 4-6 as follows:
  - At Year 4, delete point 4 (early European and Asian contact) and point 5 (content on navigators exploring "other parts of the world")
  - At Year 5, delete the comparative politics content at Year 5 (which is inconsistent with national agreement on civics learning) and instead keep the focus on the development of democracy in Australia
  - At Year 6, reduce the first topic "Australia, the British Empire, and Asia" to a single focus on Australia and Asia (the British Empire has already been covered at Year 5)
- Revise the introduction to the history curriculum to include:
  - a sequence of the key concepts and ideas which are developed in the history curriculum. These should then be incorporated in the Skills strand at the appropriate year level
  - A development continuum of historical skills that explains the conceptual and structural basis of this strand, that is, that the skills are presented in two-year bands (a three year band at K-3) and that they represent a developmental sequence of the skills that underpin the discipline of history
- Revise the achievement standards to ensure that they use taxonomic language that is consistent with the content strands

Western Australia (WA)

The feedback from online survey WA respondents was aligned with the feedback from other states. No unique issues were identified via this medium.

Forum participants in Western Australia expressed concerns around the transition from primary to secondary, as this is currently not uniform across the state – i.e. Year 7 can be in primary or secondary school. This creates problems for resourcing, timetabling, and the necessity of up-skilling non-specialist teachers.

A lack of connection and reference to the Early Year Learning Framework was regarded as a negative change in the new curriculum, as compared to the Western Australian curriculum.

Access to the online curriculum was a source of concern. Schools and teachers do not always have internet access or the skills required to access the curriculum, particularly in remote schools.

An overview of the Western Australian response to the draft K-10 Australian Curriculum, prepared by the Government of WA Curriculum Council, is presented below.

K-10 Draft Australian Curriculum SUBMISSION

Curriculum Council of WA

This submission from the Curriculum Council of WA provides an overview of feedback from Western Australian independent, Catholic, and Department of Education schools.

An Australian Curriculum provides the opportunity for an inclusive education for all young Australians. The declaration sets an expectation that an Australian Curriculum would be inclusive of all students. This has not been achieved in the draft. The Australian Curriculum must explicitly embrace the principle of inclusivity.

Principles of inclusive practice should be more evident in the rationale to all learning areas. ACARA identifies a number of student groups as requiring support through "adjustments" to the curriculum. Principles of inclusive practice would be more evident if the nature and scope of adjustments for these students were clearly outlined. It is pleasing that ACARA has acknowledged this and is establishing a special needs learning working group.

The Australian Curriculum should acknowledge explicitly that teachers may need to interpret and differentiate the content and present it according to their students' needs. This will be the first mandated curriculum in Western Australia for many years that specifies what will be taught in each year. As a consequence, ACARA is asked to provide advice for teachers on the inter-connectedness and consistency within and across strands and year levels.

Clarity on scoping the whole curriculum, pre-primary to Year 12, and how learning areas may be included across the phases of schooling is now required to support schools and teachers to plan for implementation. It is pleasing to see that this is being considered at the June ministerial council meeting. The outcome of that meeting needs to be available to schools across Australia as soon as practicable.

Western Australia supports the ACARA initiative to ensure the Australian Curriculum will align more closely with the Early Years Learning Framework.

The achievement standards need to be reviewed in the light of analytic evidence from student data. The WA Department of Education response provides details of this. In addition, they need to be re-worked to improve their clarity, coherence, and sequencing.

The pitch of the achievement standards described as "satisfactory" may initially be too challenging for many students. It is recommended that ACARA provides a full range of annotated work samples to illustrate and exemplify the standards.

While the provision of an online curriculum is seen as a strength of the national curriculum, many teachers found aspects of the curriculum such as the elaborations, resources, and work samples difficult to access. All resources, including year-level and integrated sample programs, and cross-curricular references to support materials must be developed and easily accessible when the Australian Curriculum is presented to teachers.

The following learning area responses provide an overview of the survey feedback in Attachment 3.

English Learning Area Overview

The place of literature and its emphasis in the primary years is appropriate. The fore-grounding of grammar as part of the language strand is an important addition, provided that the focus on grammar is made explicit as necessary for improving students' writing and not as an end in itself. These areas may need time and professional development to be taught effectively.

Despite these positive features, there are concerns:

- Due to the lack of clarity across and between the content points and the strands, teachers may "tick the content point" when planning for learning. ACARA is asked to address this concern by providing an explicit preface to each year level supported by appropriate scope and sequence documents. This additional information would also support teachers in making sense of how the standards relate to the language, literacy, and literature strands around which the curriculum is structured. The WA Department of Education submission has provided an example of this

- The degree of specificity in content and elaborations varies from clearly targeted to quite open. The placement of content in some years and its absence in others does not appear logical. The developmental nature and sequence of some content (especially of language conventions) is not clear or explicit. ACARA is asked to review the specificity and placement of content in all years. Some elaborations, grammar for example, provide content clarity. Some provide a sense of the pitch appropriate to the year level. Others are vague and not obviously linked to the content. These need to be reviewed to ensure greater consistency

- The draft curriculum does not clarify how the "modes of language" structure used for the achievement standards relates to the content strands. ACARA needs to provide explicit advice on this

Other concerns include:

- The diminished importance of viewing, which is subsumed into reading. Viewing requires additional skills and processes that need to be explicitly taught. While acknowledging that this point may be particular to Western Australia, ACARA is asked to consider it carefully

- ACARA is asked to recognise the critical role of oral language and listening in language development and give it greater emphasis in all phases. The focus on oral language in the

draft curriculum is more on presentations than on the development of explicit speaking and listening skills and processes

- The achievement standards are ambiguous and not sequenced or pitched appropriately – ACARA is asked to review these

Finally, the draft curriculum makes an assumption that Standard Australian English ("SAE") is the way students make meaning and that English dialect speakers, particularly speakers of aboriginal English and ESL learners, bring a deficit rather than a richness/complexity to the learning of the content. ACARA is asked to provide specific advice for teachers on this question. It is a crucial issue for teachers in remote community schools and other schools with significant aboriginal or second language student enrolment.

History learning area overview

While there are some areas of content that may be new to teachers, the pre-primary to Year 10 national history curriculum is consistent with the basic skills and understandings in the investigation, communication and participation and time, continuity and change strands of the society and environment learning area in the curriculum framework.

The inclusion of the inquiry approach is indicative of a world-class history curriculum. The focus on world history through an Australian lens is appropriate. Students can see their own history as part of larger movements and the impact of external forces on Australia.

Other strengths include:

- Overcoming the problem of repetition of certain contexts year after year. While there is partial overlap of time period, there is a change of emphasis and focus

- The general capabilities and cross-curricular dimensions may help teachers plan integration of learning areas, particularly in the primary years

Despite these positive features, the following concerns need to be addressed by ACARA prior to finalisation of the history curriculum:

- Skills are the essential driver of the history curriculum and need to be better scoped and sequenced within the phase and across the phases of schooling

- The contemporary focus on Asian and indigenous perspectives needs to be strengthened to support student understanding of how historical understandings relate to their immediate world

- There are too many depth studies. There is an unresolved lack of clarity between the coverage of content points and the provision of depth in "depth studies". This is generally not clarified by the elaborations because they are too complex. The elaborations need to be brief statements followed by examples

- The draft curriculum is overcrowded with too much content. This reduces the flexibility for teachers to contextualise the curriculum for different student cohorts – it is recommended that ACARA reviews the amount of content, particularly in Years 7-10

Finally, the achievement standards may be set too high and should be reviewed by ACARA. They need to be concrete with clear criteria that derive naturally from annotated student work samples.

Mathematics learning area overview

The use of a common curriculum and language to discuss content and standards in mathematics may be beneficial.

The content strands of number and algebra, statistics and probability, and measurement and geometry are familiar to Western Australian teachers. Likewise, the proficiency strands, which replace the working mathematically strand from the curriculum framework are familiar. However, the potential of the proficiency strand is not fully developed in either the content statements or the elaborations. ACARA is asked to provide resource materials to further support teacher planning.

It is recommended that ACARA includes problem solving references throughout the elaborations. This would reinforce the need for them to be integral to teaching and learning and not simply as an assessment strategy at the conclusion to a topic.

There are many fundamental differences in placement and emphases of content between the Australian Curriculum and the current Western Australian curriculum. While the placement of some content has the potential to challenge and engage students, there is also the risk that some concepts are introduced before some students are ready for their complexity. For example, the early and inadequate introduction of additional algebra and number concepts in Year 7 has the potential to create misunderstandings in that year group in Western Australia. Other placements show a "big leap" in content knowledge from the previous year, such as the understanding of place value to 1000 in Year 2 or the reference to formal proofs in a Year 9 elaboration.

ACARA is asked to review the sequencing of content with particular reference to students' readiness to learn these concepts.

Similarly, ACARA needs to review the grouping of content areas so they are consistent across the continuum (e.g. "counting and numeration" becomes "place value and numeration").

ACARA needs to develop a scope and sequence chart to show how concepts are developed consistently from pre-primary to Year 10.

Finally the articulation of the achievement standards is highlighted as an area of concern because:

- The achievement standards do not appear to relate well to the content statements and elaborations
- The achievement standards are generally pitched beyond the capability of the C-grade student
- The achievement standards need to be evaluated independently to ensure they are correctly pitched and
- Exemplification of other grades using work samples is required

As with the other learning areas, ACARA needs to carefully review and simplify the achievement standards in the light of realistic student exemplars so they are more usable.

Science learning area overview

While the draft science curriculum incorporates science inquiry skills that are both comprehensive and well articulated, the draft curriculum is not contemporary and does not exemplify best practice in science. This needs to be addressed by ACARA.

Relevant WA local-context programs could be ignored because of the vast amount of content. It appears that pre-primary to Year 6 curriculum has ignored the primary connections research

regarding age appropriateness content. ACARA is asked to carefully review the placement of content in light of this feedback.

There is no explicitly stated and conceptually coherent framework for developing the strands across the years, particularly for science understanding. This fundamental point needs to be addressed by ACARA.

In addition, there is a “dumbing down” of the quantitative aspects of science. The curriculum needs to clarify the potential for links to other learning areas, especially mathematics. For example, there is a significant concern at the apparent loss of the quantitative elements of science. Measurement and its computational derivatives are essential process skills in science, and yet, are absent even from the Years 9–10 curriculum. This needs to be explicitly addressed by ACARA.

The content sequence, elaborations and structure of the curriculum in the early years phase needs refinement. ACARA needs to ensure that the overview addresses important issues such as structured play, integration, and language development in science. The focus of these early years should be on guiding children in developing skills rather than understanding complex content because there is too much variation in maturity and skills at this stage.

The content elaborations are not always helpful because they do not derive directly from the content. Often they relate more to pedagogy or are more complex than the understanding they are intended to clarify. ACARA needs to address this.

The pitch of the achievement standards is often too high (based on empirical data from national and state testing). The description of key skills and content required for a “C” grade is vague and this standard may be difficult for teachers to judge. The standard weightings reflect an over emphasis on science inquiry skills to the detriment of the science understanding particularly. The science as a human endeavour descriptions need to be made measurable. ACARA needs to provide advice on the relative focus on each of the strands, and a range of student exemplars that illustrate achievement of each strand needs to be available.

Further work is needed by ACARA on the explicit inclusion of indigenous perspectives throughout the document. The draft does not clearly define what indigenous perspectives means. By encouraging students to compare modern science with that of a traditional ancient culture, there is a danger that indigenous science and perspectives may be seen by students as unsophisticated.

Finally, there is a need for differentiated pathways in Years 9 and 10. As this has not been built into the curriculum structure, ACARA needs to provide a range of sample programs that illustrate how this can be achieved.

9. Other Feedback: Non-curriculum Issues

When reviewing the consultation feedback, a number of issues outside of the curriculum were categorised as recurrent trends. It should be noted that these were issues primarily identified in the Peak Body submissions and consultation portal data. A summary of these issues follows.

Professional development

- There is concern that there will be a lack of professional development for teachers with limited knowledge to adequately teach new content
- Feedback indicated that in schools in which Year 7 is a primary year, teachers would need a significant amount of professional development in order to understand the content they will be required to teach
- Respondents also noted that there will need to be professional development regarding the use of the online curriculum

> *"There seems to be a big jump in the knowledge required by Year 7 teachers in primary schools. The history and science curricula seem to require a more specialist type of knowledge."*
>
> School-based personnel, Queensland

> *"Content is familiar, but its sequence is unfamiliar and requires professional development to assist in programming with/approaching the document."*
>
> State forum, West Australia

Resourcing requirements

- There is concern that many schools are unable to rely on regular access to the internet, which necessitates additional resources for those schools
- Feedback was also received indicating that resources and support may be required in delivering the science curriculum. Primary schools, smaller schools, and regional schools were identified as possibly requiring additional resources, e.g. in the form of science laboratories
- Respondents also noted that due to the pitch of Year 7 content, which seen as at the high school level, primary schools that encompass Year 7 will need additional resources to cover more advanced content

"It would seem, that based on the content, particularly science and history, that those of us in states where Year 7 is still primary-school based, will be hugely disadvantaged in terms of available resources, timetabling, and specialist teachers."

School-based personnel, Western Australia

"Lack of broadband for remote, rural, and some city schools."

State forum, Western Australia

Assessment guidelines

- Respondents noted that the Australian Curriculum is not a truly national document if there are no national assessment guidelines. If states base assessment on their interpretation of content, then there will not be uniformity across the country
- Feedback also indicated that there was confusion around the achievement standards. Respondents noted that there are no guidelines for interpretation of the A-E assessment format and standards, and this will be a source of confusion for teachers

"We are concerned that no assessment exists in the draft. We are not prepared to teach without to these subjects without knowing the assessment. We are concerned about the reporting system. The reports need to be the same across the country. These need to be set in place before we begin teaching to this curriculum. We need to be able to mark students up or down – not just at the year level the child 'should' be."

School-based personnel, Victoria

"Do these describe a 'C' level (that's what we were told at the recent QSA Conference)? This needs to be articulated VERY clearly, if that is the case. Actually, what is needed are achievement standards from A-E, accompanied by annotated work samples for each of these standards to really assist teachers as they develop assessment tasks, participate in moderation, and prepare report cards."

School-based personnel, Queensland

Composite classes

- There is concern that teachers will not be able to adapt the content appropriately for composite classes (containing more than one year level) due to the year-level based structure. As content does not necessarily follow on from year to year, there is little scope for accommodating students at different levels within the one class
- Composite classes also present problems regarding assessment as the achievement standards do not always build on each other from year to year, so levels can't be assessed concurrently

"I feel that the national curriculum has not considered schools that comprise of composite classes. Will teachers be expected to teach two completely different topics to their two year levels? NOT POSSIBLE!"

School-based personnel, South Australia

"The greatest problem is that it is written in grades, not stages. Most small schools (which is most schools in regional areas) have composite classes. If the curriculum is released in single grades, and the testing schedule, i.e. NAPLAN, school certificate, etc. is driven on a grade basis, it will make it virtually impossible to operate small schools economically. This does not just affect infants/primary, it affects high school as well. To de-stage the curriculum will cause enormous problem"

School-based personnel, New South Wales

Kindergarten

- Feedback indicated there was concern around the starting age of primary school as this differs from state to state. There needs to be national uniformity, otherwise, younger students will be developmentally disadvantaged
- Respondents also raised concerns about the name of Kindergarten, as this is likely to cause confusion in many states. There are currently many names for this year of schooling (e.g. Prep, Reception) and it is not compulsory in all states

"Kindergarten, as a term, is confusing with Prep in national documents."

State forum, Victoria

"How would we know what a world-class curriculum looks like? If this is to be a national curriculum, will the issue of a common starting age be addressed so all states are consistent?"

Western Australia

10. School Trial Feedback – Online Pilot Survey

Feedback from the school trial online pilot survey indicated mixed reactions to the functionality of the Australian Curriculum Consultation Portal. While feedback was largely positive, a number of critical themes emerged from the comments of the respondents regarding the:

- Home page
- LEARN link
- EXPLORE link
- The website in general

Home page:

The majority of respondents reacted favourably to the home page, citing the simplicity and ease of navigation as positive.

The positive elements of the home page as identified by respondents were:

1. Ease of navigation
2. Links to resources
3. Clarity of the layout

Respondents identified, however, a number of issues affecting the functionality of the home page, including the density of the information, length and quality of the video, and the plain and colourless presentation.

Suggestions for improving the home page included:

- Improving the colours of the layout
- Reducing the length and scope of the video
- Enhancing the coherency of the diagrams

LEARN link:

The LEARN link was positively received by respondents, in general, with respondents noting that the relevant information was presented clearly and functionally.

The positive elements of the LEARN link as identified by respondents were:

1. The clear and simple presentation of information
2. The usefulness of the glossary
3. Ease of navigation

However, a number of areas for improvement were identified by respondents, including the accessibility of some content and the amount and density of text.

Suggestions for improving the LEARN link included:

- Increasing links with other areas of the website
- Organising information in a more engaging format
- Reducing the volume of text

EXPLORE link:

In general, the EXPLORE link was regarded positively by respondents. It contains useful information and clearly presents the content descriptors.

The positive elements of the EXPLORE link as identified by respondents were:

1. The ability to filter information
2. The comprehensive nature of the content
3. The ability to make comparisons between year levels

Respondents identified however a number of areas for improvement surrounding the usability of the EXPLORE link section of the website.

Suggestions for improving the LEARN link included:

- Increasing ease of access to the elaborations
- Using colours that are more distinguishable from one another
- Allowing filtering options across year levels

General feedback:

Feedback from the school trial online pilot survey indicated a positive general reaction to the website. Respondents reacted well to the user-friendly presentation of the website in general, indicating that it gives a good overall understanding of the content. The glossary was also considered a useful and valuable resource.

Overall, the most valued aspect of the website was the ability to customise the information on the website using the search, dashboard, and filters. In particular, the filtering option was considered the most useful.

There were, however, a number of issues that respondents regarded as significant and in need of improvement. Issues relating to the functionality of the website as identified by respondents included:

1. Time consuming to navigate
2. Overwhelming amount of content

3. Plain and lacklustre presentation
4. Incoherent diagrams

Several suggestions were put forward as to how the website could be improved. In terms of layout, having distinctive colours and pictures was suggested to make the page more engaging and appealing to users. Organising content more coherently through the use of text boxes was also suggested, while dot points were favoured over large sections of text.

Additionally, it was suggested that the website would benefit from improved access to the elaborations, links to resources, a help/FAQ area, and the ability to filter with more specificity. Respondents also noted that there were recurring issues with registering and logging on to the website.

Overall, feedback from the school trial online pilot survey indicates a perception that most teachers will respond positively to the way information is presented on the website. However, respondents noted that the issues outlined in this section are also likely to be of concern to other teachers, and that they will need time to feel comfortable with the online format. It was also noted that it might not be realistic to assume teachers would have regular access to the website.

11. Conclusion

In developing the Australian Curriculum, a comprehensive consultation processes was undertaken between March and June 2010. A collaborative approach with key stakeholders and the general public sought feedback on the draft national curriculum for English, mathematics, science, and history (K-10). Multiple consultation media, including an online survey, State/Territory and national consultation forums, and school trial activities uncovered both consistent general feedback across the curriculum, and specific strengths and issues related to the four learning areas.

A review of the consolidated feedback has identified a number of key strengths of the draft Australian Curriculum (K-10). In general, stakeholders indicated that across the curriculum, there is clarity around the foundation and direction of the curriculum, supported by the rationale and aims that frame each learning area. There was strong support for such a national document and for a consistent approach to early years, primary, and secondary education. In supporting the Australian Curriculum, the consultation website was generally considered user friendly and easy to navigate. Depending on access to the internet, feedback revealed that all parts of the curriculum can be easily accessed. In addition to these strengths, consultation feedback indicated that the general capabilities (specifically literacy, numeracy, ICT) and cross-curriculum dimensions (indigenous history and culture, Asia and Australia's engagement with Asia, and sustainability) were clearly evident in the draft curriculum.

A number of key challenges and issues were also identified across the K—10 draft national curriculum. There was strong feedback around the ability of the draft national curriculum to cater for students with diverse and special needs. Concerns were expressed across all learning areas that the curriculum does not take into account all students, nor allows teachers the flexibility required in teaching students with diverse learning abilities, from diverse backgrounds, and from regional areas. In particular, gifted students, ESL students, students with learning difficulties or disabilities, and those from low socio-economic backgrounds were considered to be disadvantaged by the draft curriculum.

The draft Australian Curriculum was also considered content heavy, with consistent feedback highlighting overcrowding across the curriculum. It was thought that this may detract from the depth and quality of understanding achievable. Furthermore, the need for clearer achievement standards that specify the depth of what students are expected to learn at each year level was consistently raised. There were also repeated calls for a broader range of work samples to exemplify the standards (A-E).

Overall, the consolidated findings of all submissions and feedback indicate that further refinement of the draft Australian Curriculum (K-10) would be supported by key stakeholders and the Australian public.

Appendices

Appendix A. Online Survey (K-10)

Survey Draft K-10 Australian Curriculum

Introduction

The purpose of this survey is to enable individuals and groups to provide both broad and specific feedback to the draft Australian Curriculum K-10.

You can complete this survey in addition to, or instead of, providing direct feedback while viewing the curriculum in the **Explore** tab.

Broad feedback on the curriculum is sought in relation to:
- Content coverage
- Content clarity
- Content placement and sequence
- Manageability for teachers
- The digital format and layout

More specific feedback on the curriculum is sought in relation to:
- Content descriptions
- Content elaborations
- Achievement standards
- Structure of the curriculum
- General capabilities
- Cross-curriculum dimensions

In each section, you are asked to respond to statements about aspects of the draft curriculum and, if you wish, add
specific comments and attach additional notes.

The K–10 consultation website officially closes on 23 May 2010.

Note: *This site and the relevant surveys are intended to gather feedback on the draft Australian Curriculum (K–10) in relation to English, mathematics, history and science. It can be completed by an individual or by a group of people*

e.g. an association or a school authority. Please note that ACARA may make your feedback publicly available during
the consultation process. Please visit the terms and conditions of the website at http://www.australiancurriculum.edu.au/Home/Copyright.

Prerequisites and feedback focus

Unless otherwise specified, it is expected that you will be completing this survey on your own behalf. If you are providing a group or institution response (e.g. university faculty, school, association, curriculum authority), please indicate the name of the group or institution below:

Group/institution name:

My feedback will relate to:
Learning areas
(check appropriate)

English
History
Mathematics
Science

All learning areas
Year level
(check appropriate)

K
1
2
3
4
5
6
7
8
9
10

I have reviewed the Learn section of the Consultation Portal

I have watched the video *'An Introduction to the Australian Curriculum'*

I have reviewed the Explore section of the Consultation Portal

Content descriptions

The draft content descriptions:	Strongly disagree	Disagree	Agree	Strongly agree
1 are clear and unambiguous, i.e. explaining in understandable language what is to be taught				
2 are coherent, i.e. clearly articulated across strands and year levels				
3 are sequenced appropriately, i.e. in an order consistent with your experience				
4 are pitched appropriately, i.e. sufficiently challenging for students at each year Level				
5 cover the important content for this learning area				
6 Please identify any content that you believe should be included in the Australian Curriculum that is not currently, and give reasons for your selection:				
7 Please identify any content that you believe should not be included in the Australian Curriculum that is currently included, and give reasons for your selection:				
8 Please provide any additional comments you would like to make about the content descriptions:				

Content elaborations

The draft content elaborations:	Strongly disagree	Disagree	Agree	Strongly agree
9 illustrate the content descriptions effectively				
10 illustrate the content descriptions sufficiently				
11 are clear and unambiguous				
12 are relevant and appropriate illustrations				
13 How can the elaborations be further improved to better illustrate the content descriptions?				

Achievement standards

The draft achievement standards are:	Strongly disagree	Disagree	Agree	Strongly agree
14 clear and unambiguous, i.e. explaining in understandable language what students are expected to learn				
15 coherent, i.e. clearly articulate across year levels				
16 sequenced appropriately, i.e. in an order consistent with your experience				
17 pitched appropriately, i.e. sufficiently challenging for students at each year level				
18 Please provide any other comments you would like to make about the draft achievement standards:				
19 The annotated work samples help illustrate and exemplify the achievement Standards				
20 How can the work samples be improved so that they better illustrate and exemplify the achievement standards?				

Structure of the curriculum

The draft structure of the curriculum:	Strongly disagree	Disagree	Agree	Strongly agree
21 The organisation of the learning area(s) provides a coherent view of the key elements and features of the curriculum				
22 Please provide any suggestions you have for improvements to the organisation of the learning area(s):				
23 The content descriptions together with the achievement standards provide clarity about the depth of teaching and learning required				
24 Please provide any further comments:				
25 The Rationale and Aims of the learning area(s) provide a clear foundation and direction for the curriculum.				
26 Please explain your response:				

General capabilities

The following general capabilities are clearly evident in the content descriptions and achievement standards:	Strongly disagree	Disagree	Agree	Strongly agree
27 Literacy				
28 Numeracy				
29 Information and communication technologies				
30 Thinking skills				
31 Creativity				
32 Self-management				
33 Teamwork				
34 Intercultural understanding				
35 Ethical behaviour				
36 Social competence				
37 Please provide any further comments you would like to make on the incorporation of general capabilities into the Australian Curriculum:				

Cross-curriculum dimensions

The following cross-curriculum dimensions are clearly evident in the content descriptions:	Strongly disagree	Disagree	Agree	Strongly agree
38 Indigenous history and culture				
39 A commitment to sustainability				
40 Asia and Australia's engagement with Asia				
41 Please provide any further comments you would like to make on the incorporation of the cross-curriculum dimensions into the Australian Curriculum:				

Digital layout

Digital layout:	Strongly disagree	Disagree	Agree	Strongly agree
42 The Australian Curriculum consultation website is easy to navigate.				
43 All parts of the draft Australian Curriculum can be easily accessed on the website.				
44 How can the layout of the Australian Curriculum consultation website be improved to enable easier access and navigation?				

World class curriculum

The draft K–10 Australian Curriculum:	Strongly disagree	Disagree	Agree	Strongly agree
45 sets challenging yet realistic standards				
46 enables the pursuit of in-depth teaching and learning				
47 takes into account available evidence about the nature of the learner				
48 takes into account the needs of all students				
49 enables teachers to cater for developmental diversity				
50 is not overcrowded				
51 provides coherence and continuity across the stages of schooling				
52 reflects a world class curriculum				
53 Please provide any further comments you have on the draft Australian Curriculum (e.g. strengths, priority areas for improvement):				

Appendix B. Qualitative/Thematic Analysis Code Book

c1	**LEARNING AREA OVERVIEW**				
c1.1	aims	*c1a*	intent not clear - need to be more comprehensive		
		c1b	too dense		
c1.2	rationale	*c1.2a*	Not clear	*c1.2a.1*	English
				c1.2a.h	history
				c1.2a.m	Maths
				c1.2a.x	Science
		c1.2b	Undervalues subject	*c1.2b.x*	science
c1.3	organisation	*c1.3a*	requires colour coding		
		c1.3b	Diagrams unclear and confusing		
		c1.3c	Needs to be tabualr to allow comparisons		
c2	**CROSS CURRICULUM LINKS**	*c2a*	links b/w year levels	*c2a.1*	genetic concepts
		c2b	inconsistencies	*c2b.1*	primary
				c2b.2	*across strands*
		c2c	literacy		
		c2d	numeracy		
		c2e	ICT		
		c2f	Integration across learning areas.	*c2f.1*	Links to music
		c2g	links between years and stages		
c3	**CROSS CURRICULUM DIMENSIONS**	*c3a*	not visible	*c3a.e*	english
				c3a.x	science
				c3a.m	maths
				c3a.h	history
		c3b	not clear		
		c3c	not consistent		
		c3d	should be addressed separately		
		c3e	Not complimentary	*c3e.1*	English
		c3f	lacks	*c3f.1*	equity
		c3g	too many		
		c3h	not integrated		
c3.1	Indigenous history and culture	*c3.1*	needs greater integration		
		c3.1a	too political		
		c.3.1n	not consistent		
c3.2	sustainability lacking	*c3.2a*	link with society		
		c3.2b	Ethical behaviour and the world		
		c3.2b	too political		
		c3.2c	Not evident		
		c3.2d	should be a key learning area		
		c3.2e	clarity		
		c3.2.m	*Maths*		
		c3.2.e	*English*		
		c3.2h	*History*		
		c3.2x	*Science*		
c3.3	Asia and Australia's engagement with Asia	*c3.3a*	Inappropriate term		
		c3.3b	Too much emphasis	*c3.3b.1*	Should be more global
		c3.3c	Repititious		
		c3.3d	not clear/visible		

c4	**NEEDS OF ALL STUDENTS**				
c4.1	ESL/ EAL students				
c4.2	gifted and talented students				
c4.3	indigenous students	*c4.3a*	Remote indigenous students		
		c4.3b	low school attendance		
c4.4	intellectual disabilities students				
c4.5	Special needs students				
c4.6	Maturity of students	*c4.6a*	Kinder children		
c4.7	Diversity in families				
c4.8	Varying learning rates	*c4.8a*	Child development		
c4.9	Home support for students				
c4.10	Remote schools				
c5	**GENERAL CAPABILITIES**	*c5a*	not visible	*c5a1*	Elaborataions
				c5a2	Creativity
				c5a3	Ethics and democracy
		c5b	not clear	*c5b.h*	history
		c5c	not consistent		
		c5d	should be addressed separately		
		c5e	Too general		
		c5f	Not appropriate to curriculum		
		c5g	independent learning		
		c5h	Lacking	*c5h1*	ICT
		C5i	Research skills		
		c5j	Teamwork		
		c5k	no scope or sequence		
		c5l	should address life skills		
		c5m	too many		
		c5n	lacking global perspective	*c5n.h*	History
		c5p	not child focused		
c6	**LANGUAGE**				
c6.1	Use of language	*c61a*	jargon		
		c61b	kinder/ prep terms		
		c61c	too wordy		
		c61d	terminology incorrect	*c61d.1*	Phonics
		c61e	grammar used		
		c61f	clarity/ explicitness		
		c61g	too subjective		
		c61h	language inconsistent	*c61h.1*	in reference to play
c7	**CONTENT**	*c7a*	Inadequate	*c7a.1*	Handwriting practice in early years
				c7a.2	Handwriting across learning areas
				c7a.3	Maths content
				c7a.4	For children who are visual learners
				c7a.5	Learning via exploration and exprimenting

		c7a.b	Local needs and contexts	c7a.b.e	english
				c7a.b.x	science
				c7a.b.h	history
				c7a.b.m	maths
				c7a.b.1	*lack clarity*
		c7a.c	Content too prescriptive	*c7a.c.1*	History
				c7a.c.2	English
		c71c.1	Too content focused		
c7.1	Amount of content	*c71a*	too much emphasis	*c71a.1*	indigenous
				c71a.2	body systems (year9)
				c71a.3	Asia
				c71a.4	Industrial revolution
				c71a.5	Remove weather maps and patterns
				c71a.6	ICT
		c71b	Inconsistent		
		c71c	Lacks/missing	*c71c.1*	*Depth*
				c71c.2	*detail*
				c71c.3	*Conservation and biodiversity*
				c71c.4	*Life skills component*
				c71c.5	*Teachingof an aboriginal language*
				c71c.6	*Critical thinking*
		c71d	managability of content (time)	*c71d.h*	*history*
				c71d.e	*English*
				c71d.x	*science*
				c71d.m	*maths*
		c71e	Lack of emphasis	*c71e.1*	commerce G2-9
				c71e.2	*content rather than skills*
				c71e.3e	*Literature*
				c71e.4e	*Grammar*
				c71e.5	*Basic reading, writing and calculation*
		c71f	too broad	*c71f.m*	Maths
				c71f.e	English
				c71f.x	Science
				c71f.h	History
		c71g	Too much	*c71e.1*	Kinder
c7.2	Pitch of content	*c72a*	misplaced		
		c72b	too demanding	*c72b.1*	Geology
				c72b.2	Grade 3
				c72b.3	Rural schools
				c72b.4	kinder
				c72b.5	grade 5-6
				c72b.6	Grade 7
		c72c	sequencing	*c72c.1*	Geology
		c7.2d	inconsistent placement		
		c7.2e	too general		
		c7.2f	English	*c7.2f.1*	Not enough rigour in writing
c7.3	Inclusivity of content	*c73a*	gender appropriate content		
		c73b	more incorporation of Aboriginal culture		
		c73c	special needs students		
		c73d	International Baccelaureate issues		
		c73e	Sustainability		
		c73f	Lack balance	*c73f.1*	not enough European
				c73f.2	not multicultural
				c73f.3	Different political systems
		c73g	lacks contexts	*c73g.1*	The Pacific
		c73h	Religion - too secular		
		c73i	Lack faith based teaching		
		c73k	lacks diversity		

c7.4	Nature/ structure of content	*c74a*	not reflective of 21st Cent	*c74a.h*	History
		c74a.1	inconsistent	*c74a.e*	english
				c74a.x	science
				c74a.m	maths
		c74b	Asian content too limited		
		c74c	relevance to life and groups of student	*c74c.h*	History
				c74c.m	Maths
		c74d	need user guide and diagrams		
		c74e	Incorrect terminology		
		c74f	Too grade focused		
c7.5	Clarity of content	*c75a*	forces teachers to refer to elaborations		
		c75b	needs cohesion		
		c75c	Link between text and diagrams	*c75c.1*	poor elaboration of diagram
		c7.5d	Inconsistent heading		
c7.6	Placement of content	*c76a*	Introduce basic concents earlier	*c76a.1*	Genetics
		c76b	repetition	*c76b.e*	english
				c76b.x	Science
C8	**STANDARDS**	*c8a*	too demanding		
		c8b	sequencing		
		c8c	**inconsistent with content**	*c8c.e*	English
				c8c.x	science
				c8c.h	history
				c8c.m	maths
		c8d	interpretation/ guidelines	*c8d1.1*	lacking
		c8e	Not enough information	*c8e.1*	moderation
		c8f	don't reflect general capabilies	*c8f.e*	English
				c8f.x	science
				c8f.h	history
				c8f.m	maths
		c8g	Inadequate reporting		
		c8h	Would be better have achievement over 2 years like VELS		
		c8i	Outcomes are ambiguous		
		c8j	Standards too low		
		c8k	should be placed at start of year level		
c9	**ONLINE CURRICULUM**	*c9a*	logging on		
		c9b	hard to find things		
		c9c	glossary		
		c9d	printing		
		c9e	need user guide and diagrams		
		c9f	layout	*c9f.1*	heading repitition is confusing
		c9g	manipulation of document	*c9f.2*	Inconsistent headings across curriculum areas
		c9h	Online testing		
		c9i	Needs more relevant info		
		c9j	Not parent friendly		
		c9k	not student friendly		
		c9l	filters		
		c9m	link to resources		
		c9n	Poor access on mobile devices		
		c9o	Videos too long		
		c9p	Locked PDF documents		
		c9q	Interactive networking		
		c9r	FAQs		
		c9s	no sense of the whole		
		c9t	too dense		

c10	**WORK SAMPLES**	*c10a*	insufficient	*c10a.1*	Year 10
		c10b	inconsistent with standards		
		c10c	want Rubrics		
		c10d	Not reflective of all school types		
		c10e	Need guidelines/interpretation	*c10e.e*	English
				c10e.m	maths
		c10f	Lack context		
		c10g	Lack clarity		
		c10h	don't reflect general capabilities		
		c10i	font size		
c11	**IMPLEMENTATION**	*c11a*	teacher training	*c11a.1*	*Professional Development*
				c11a.2	Pre-service
				c11a.3	*lack of knowledge*
				c11a.4	*Stress and well-being of teachers*
				c11a.5	*for online curriculum*
				c11a.6	*Teacher support*
		c11b	clarity of procedures		
		c11c	different starting ages		
		c11d	year 7 - primary or secondary	*c11d.1*	specialised teachers
		c11e	lack of clarity	*c11e.1*	regarding timelines
				c11e.2	Appropriate texts
				c11c.3	timetabling
		c11f	resources availability	*c11f.1*	Lab equipment for science
				c11f.2	Extra staff
		c11g	access to technology		
		c11h	**equity issues**		
		c11i	larger states dominating		
		c11j	each state views its own as the best		
		c11k	alignment with state/ territory policy	*policy time*	
		c11l	early childhood transition		
		c11m	composite grades		
		c11n	teacher confidence		
		c11p	Lack of parental inclusion		
		c11q	organisational change in schools		
c12	**ELABORATIONS**	*c12a*	requires mind mapping		
		c12b	visual aids		
		c12c	poor interpretation of year level	*c12c.e*	english
				c12c.h	history
				c12c.m	maths
				c12c.x	science
		c12d	difficult to understand		
		c12e	too many		
		c12f	make content confusing		
		c12g	inconsistent		
		c12h	Hard to find		
		c12i	Inadequate	*c12j.e*	English
		c12j	Should be accessible on the screen		
c13	**STAGES OF SCHOOLING**				
c13.1	early childhood	*c12.1a*	different starting ages		
		c13.1b	early childhood transition		
		c13.1c	play and play based learning		
c13.2	primary				
c13.3	secondary				
c13.4	transition points	*c13.4a*	links to early years framework		
		c13.4b	transition early years - primary	*c13.4b.1*	Gap too big
		c13.4c	transition primary - secondary	*c13.4c.1*	*year 7*
		c13.4d	transition year 10 - senior years		
		c13.4e	Inappriopriate year level transition	*c13.4e.1*	History
				c13.4e.2	Maths
		c13.4f	inconsistent		
				c13.4e.2	Maths
				c13.4e.3	English

	S= Strengths				
s1	**LEARNING AREA OVERVIEW**	*s1a*	Consistent	*s1a.1*	format
		s1b	Comprehensive	*s1b.h*	history
		s1c	develops curiostiy and imagination		
		s1d	Relevant		
s2	**CROSS CURRICULUM LINKS**	*s2a*	links between strands		
		s2b	Sustainability		
s3	**CROSS CURRICULUM DIMENSIONS**	*s3a*	Like global level		
		s3b	Sustainability		
		s3c	Asia	*s3c.h*	History
				s3c.e	english
		s3d	Indigenous content	*s3d.h*	History
				s3d.m	Maths
				s3d.e	english
				s3d.x	science
s4	**AIMS**	*s4a*	Meaningful		
		s4b	Sequential and broad	*s4b.e*	**English**
				s4b.h	**history**
				s4b.m	**maths**
				s4b.x	**science**
		s4c	Understandable		
		s4d	reflects the content		
s5	**NEEDS OF ALL STUDENTS**	*s5a*	Older students accomodated		
		s5b	History is child-centred		
		s5c	mainstream accommodated		
s6	**GENERAL CAPABILITIES**	*s6a*	Visible	*s6a.1*	Indigenous content
				s6a.2	ICT
				s6a.3	creativity
				s6a.4	literacy
				s6a.5	numeracy
s7	**LANGUAGE**	*s7a*	Reflects content		
s7.1	Use of Language	*s7.1a*	Clear	*s7.1a.1*	History
		s7.1b	Jargon free		
		s7.1c	non verbal language		
		s7.1d	consistent		
s8	**CONTENT**	*s8a*	Clear descriptions		
		s8b	not prescriptive		
		s8c	Learning via exploration	*s8c.1*	Science
s8.1	Amount of content	*s8.1a*	Manageable		
		s8.1b	*Balanced*		
		s8.1c	*Comprehensive*		

s8.2	Pitch of content	*s8.2a*	*Kindergarten*			
		s8.2b	*English*			
s8.3	Inclusivity of content	*s8.3a*	*Phonics*			
		s8.3b	*local needs and contexts*		*s8.3b.e*	english
					s8.3b.x	science
					s8.3b.m	maths
					s8.3b.h	history
		s8.3c	*difficult concepts introduced earlier*			
		s8.3d	*breadth*			
s8.4	Nature/ structure of content	*s8.4a*	Theoretical underpinnings are good			
		s8.4b	Reflective of real life contexts (Maths)			
		s8.4c	Contemporary	(History)		
		s8.4d	Multi-media	s8.3b.1	English	
		s8.4e	Reflective of 21st century			
		s8.4f	no repetition			
		s8.4g	Forces used in machines			
		s8.4h	Sequencing	s8.4h.e	English	
				s8.4h.h	History	
				s8.4h.m	Maths	
				s8.4h.x	Science	
s8.5	Clarity of content	*s8.5a*	Concise and easy to read			
		s8.5b	*Descriptions are clear*			
s9	**STANDARDS**	*s9a*	Clear	s9a.e	English	
		s9b	*appropriate for the grade*			
		s9c	*describe appropriate learning*			
		s9d	*consistent*			
		s9e	*High expectations*			
s10	**ONLINE CURRICULUM**	*s10a*	Like the filtering			
		s10b	User friendly	s10b.1	printing	
		s10c	*efficient*			
		s10d	*links to resources*			
		s10e	*glossary*			
s11	**WORK SAMPLES**	*s11a*	*Good format*			
		s11b	*Helpful*			

s12	**IMPLEMENTATION**	*s12.1*	*easy to follow*		
		s12.2	*elaborations helpful*		
		s12.3	*shared resourcing*		
s13	**General comments on Aust Curric**	*s13.1*	reflect work and effort implemented		
		s13.2	*Clear*		
		s13.3	*Cannot be improved*		
		s13.4	*Good layout*	s13.4.5	year levels
		s13.5	*Workable*		
		s13.6	*Good use of ICT*		
		s13.7	*Use of multi-media*		
		s13.8	*Offers flexibility*		
		s13.9	*like National document*		
		s13.10	*skills based*		
		s13.11	*Accessible to parents*		
		s13.12	*Encourages collaboration between teachers*		
		s13.13	*Recognition of 10 and 10A*		
		s13.14	*Improvement on current curriculum*		
s14	**STAGES OF SCHOOLING**				
s14.1	early childhood				
s14.2	primary				
s14.3	secondary				
s14.4	transition points	*s14.4a*	*Flow of content*	s14.4a.e	English
				s14.4a.h	History
				s14.4a.m	Maths
				s14.4a.x	Science

English					
EC1	**Content**	*EC1a*	Inconsistent	ec1a.1	Handwriting across states
				ec1a.2	Grammar
				ec1a.3	links across strands
		ec1b	Pitched to high	ec1b.1	Kinder - sentances and grammar
				ec1b.2	Paragraphing
		ec1c	Missing/limited	ec1c.1	Visual media/literacy
				ec1c.2	Oral language
				ec1c.3	Creative writing
				ec1c.4	Phonics
				ec1c.5	Aboriginal texts
				ec1c.6	Culture in language
				ec1c.7	project based learning in Prep
				ec1c.8	Spelling 6-10
				ec1c.9	British, European and US literature
				ec1c.10	ICT
				ec1c.11	Critical literacy
				ec1c.12	acquisition of language
				ec1c.13	spelling
				ec1c.14	A Shakespearian play in grade 9 or 10
				ec1c.15	More emphasis on grammar
				ec1c.15	Non-verbal communication
		ec1d	Play-based learning for early years		
		ec1e	Reduce	ec1e.1	Grammar
				ec1e.2	Year 7 and 10
				ec1e.3	Asian and Aboriginal texts
				ec1e.4	Imaginative texts
				ec1e.5	Year 6
		ec1f	Sequencing inconsistent		
		ec1g	Pre-literacy needed in K		
		ec1h	Misplaced content	*ec1h.1*	punctuation
				ec1h.2	grammar
				ec1h.3	phonics
				ec1h.4	sentences
				ec1h.5	Narrative introduced too soon
		ec1i	Pitched too low	*ec1i.1*	K to grade 2
EC2	**Acheivement Standar**	*ec2.a*	no multi-modal assessment		
		ec2.b	lacks purpose		
		c8c.e	inconsistent with content		
MS1	**Strengths**	*es1.a*	Literature		
		es1.b	Reading strategies		
		es1.c	Multi-modal texts		
		es1.d	Cross dimensional links		
		es1.e	Focus on grammar		

Maths					
MC1	**Content**	*mc1a*	Too Advanced	mc1a.1	Algebra
				mc1a.2	Time in Kinder
		mc1b	Reduce	mc1b.1	Statistics
				mc1b.2	Circles
				mc1b.3	content in kinder
				mc1b.4	Rote learning
				mc1b.5	Stage 3 content
		mc1c	Missing/lacking	mc1c.1	More Financial Maths
				mc1c.2	Problem solving
				mc1c.3	Counting/ numbering e.g roman numerals
				mc1c.4	Economics
				mc1c.5	Commerce
				mc1c.6	Structural visual displays
				mc1c.7	Non Right Angle Trigonometry
				mc1c.8	Zero as an integer
				mc1c.9	Automatic recall of number facts
				mc1c.10	estimation
				mc1c.11	calculus yr 10
				mc1c.12	Different cultures and maths
				mc1c.13	Measurement and shape
				mc1c.14	Language of mathematics
				mc1c.15	Advanced course
				mc1c.16	enjoyment/beauty of maths
				mc1c.17	algebra
				mc1c.18	applied maths
				mc1c.19	Chance
				mc1c.20	Times tables
		mc1d	Pitched too high ove	mc1d.a	Year 10
				mc1d.b	for remote schools
		mc1e	contains errors	mc1e.1	algebraic concepts
		mc1f	Vague terms	mc1f.1	inconsistent language
				mc1f.2	Year 10a
		mc1g	Inappropriate use of calculator		
		mc1h	Misplaced	mc1h.1	Quadratic equations
				mc1h.2	geometry
				mc1h.3	circles
				mc1h.4	fractions
				mc1h.5	number and algebra split
				mc1h.6	jump in number use between 3 - 4
				mc1h.7	bi-variate/uni-variate data

		mc1i	low skills focus	***mc1i.a***	ICT skills
		mc1j	proficiency strands	***mc1j.a***	not reflected in content
				mc1j.b	too much content to cover
				mc1j.c	lacks higher order thinking
ms1	strengths	***ms1.a***	digital focus		
		ms1.b	proficiency strands		
		ms1.c	Depth of thinking		
		ms1.d	Inquiry skills		
		ms1.e	More visualisation		
		ms1.f	statistics		
		ms1.g	enjoyment of maths		

History					
HC1	**Content**	*hc1a*	Too Advanced		
		hc1b	Too Broad		
		hc1c	Reduce	*hc1c.1*	Asian History
				hc1c.2	Aboriginal History
				hc1c.3	Too much quantity overall
				hc1c.4	Too much in Year 7
				hc1c.5	Industrial revolution
				hc1c.6	Australian Colonial History
				hc1c.7	Medieval
				hc1c.8	inquiry skills
		hc1d	Not broad enough	*hc1d.1*	Inclusion of other civilizations
		hc1e	Pitched too high	*hc1e.1*	Year 10 (struggle for freedm and rights)
		hc1f	Inconsistent		
		hc1g	Missing/limited	*hc1g.1*	Year 10
				hc1g.2	Vietnam war
				hc1g.3	Ancient History
				hc1g.4	Aspects of WWII
				hc1g.5	Australian History
				hc1g.6	Celtic History
				hc1g.7	Indigenous History
				hc1g.8	European History and first fleet
				hc1g.9	facts and dates
				hc1g.10	Post War and Asia
				hc1g.11	Coverage tokenistic/racist
				hc1g.12	Inquiry skills
				hc1g.13	post cold war history
				hc1g.14	reflection/evaluation
				hc1g.15	revolutions
				hc1g.16	gulf war/middle east
				hc1g.17	Religious History
				hc1g.18	Antartica
				hc1g.19	Dutch explorers impact on Australia
				hc1g.20	values dimension
		hc1h	Aboiginal content over year levels too repititious		
		c71d.h	managability of content (time)		
		hc2	depth studies lack clarity	*hc2.a*	depth
				hc2.b	content
		hc3	placement	*hc3.a*	*"what is history" too late*
				hc3.b	global link earlier
				hc3.c	Medieval history
				hc3.d	British empire in year 6
		hc4	language	*hc4.a*	"new/young Australians" is insensitive
HS1	**strengths**	*hs1.a*	prescribes content		
		hs1.b	gives history status		
		hs1.c	sequencing		
		hs1.d	Cross dimensional links		
		hs1.e	emphasis on ethics		
		hs1.f	inquiry skills		
		hs1.g	Cultural focus		
		hs1.h	European focus		

Appendix C. State and Territory Forum Questions – Learning Area

LEARNING AREA

Thank you for your participation in the ACARA consultation forum. ACARA will be conducting similar forums in each state and territory to gather feedback on the draft K-10 curriculum during March and April.

Through the consultation process, feedback will be gathered that will inform decisions on any amendments or refinements to the draft Australian Curriculum as it is developed into a final Australian Curriculum.

Instructions

Please complete this form if your group are discussing:

a) A learning area in general (e.g. English, Maths, Science or History)

b) A learning area in a particular year (e.g. K-2 English, 3-6 Maths etc.)

This feedback form poses a number of statements which require rating on a 4 point likert scale, where 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The *N/C* rating indicates that you have no comment because you have not considered that part of the curriculum or have no view. It is assumed that this rating will not be needed. To select a rating, please double click on the check box and select 'checked' under default value.

In addition to the rating scale questions, a number of open ended questions will also be posed. Please type your responses into this document using the number of lines as a guide to suggested word length.

Please consult as a group before providing a representative response to each question. Each group is to complete only one feedback form.

Focus Group Information

State:

_____

Learning area:

_____

Stage of schooling *(if applicable, do not fill in if you are discussing a learning area in general):*

_____

Rationale, aims and organisation of the learning area

Please rate and provide comments on the following:

1. The "rationale" provides clarity about the position and importance of the learning area in the whole curriculum

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

2. The "aims" of the learning area are clear and understandable

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

3. The "aims" of the learning area are appropriate for K-10

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

4. The "aims" of the learning area relate well to the overall content

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

5. The “organisation” of the learning area provides a coherent view of the key elements and features of the curriculum

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

Key strengths and issues relating to the content of this learning area

Please rate and provide comments on the following:

6. The learning area content clearly represents the important content that all young Australians should learn

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

7. The content is familiar and similar to what is currently expected in our State/Territory curriculum

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

8. The placement and sequencing of content is appropriate across the year levels

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

9. The content at each year level is coherent across the strands

Strongly Disagree	***Disagree***	***Agree***	***Strongly Agree***	
1 ☐	***2*** ☐	***3*** ☐	***4*** ☐	***N/C*** ☐

10. The content at each year level is manageable and able to be taught in depth and within the time available

Strongly Disagree	***Disagree***	***Agree***	***Strongly Agree***	
1 ☐	***2*** ☐	***3*** ☐	***4*** ☐	***N/C*** ☐

Key strengths and issues relating to the achievement standards of this learning area

Please rate and provide comments on the following:

11. The achievement standards clearly describe the expected quality of learning for each year level

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

_____

_____

_____

_____

_____

_____

_____

12. The achievement standard at each year level represents the learning you would expect, having taught the content for that year

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

_____

_____

_____

_____

_____

_____

_____

13. You could confidently assess student achievement of these standards

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

_____

_____

_____

_____

_____

_____

_____

14. The format of the annotated work samples is useful in illustrating the quality of expected student learning at that year level

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

_____

_____

_____

_____

_____

_____

_____

Online Format

Please rate and provide comments on the following:

15. The online format is user-friendly and easy to navigate

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

16. All parts of the Australian Curriculum can be easily accessed on the website

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

17. How could the website be improved?

Open ended questions – Overall Strengths and Challenges

18. What do you perceive are the overall strengths in the curriculum for this learning area?

19. What are the overall challenges or issues you perceive in the curriculum for this learning area?

Appendix D. State and Territory Forum Questions – Stage of Schooling

STAGE OF SCHOOLING

Thank you for your participation in the ACARA consultation forum. ACARA will be conducting similar forums in each state and territory to gather feedback on the draft K-10 curriculum during March and April.

Through the consultation process, feedback will be gathered that will inform decisions on any amendments or refinements to the draft Australian Curriculum as it is developed into a final Australian Curriculum.

Instructions

Please complete this form if your group are discussing:

a) A stage of schooling in general only (e.g. K-2, 3-6, 7 -10)

This feedback form poses a number of statements which require rating on a 4 point likert scale, where 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The *N/C* rating indicates that you have no comment because you have not considered that part of the curriculum or have no view. It is assumed that this rating will not be needed. To select a rating, please double click on the check box and select 'checked' under default value.

In addition to the rating scale questions, a number of open ended questions will also be posed. Please type your responses into this document using the number of lines as a guide to suggested word length.

Please consult as a group before providing a representative response to each question. Each group is to complete only one feedback form.

Focus Group Information

State:

_____

Stage of schooling:

_____

Key strengths and issues relating to English, Maths, Science and History for your schooling stage

Please rate and provide comments on the following:

1. There is coherence and consistency in the curriculum across learning areas (for example, in the use of language / terminology)

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

2. The curriculum incorporates the necessary learning for a 21st century curriculum (for example, content that is contemporary, relevant and futures-oriented)

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

3. The general capabilities are adequately addressed

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

4. The cross curriculum dimensions are adequately addressed

Strongly Disagree	*Disagree*	*Agree*	*Strongly Agree*	
1 ☐	*2* ☐	*3* ☐	*4* ☐	*N/C* ☐

5. The curriculum is inclusive of the range of learners at this stage of schooling

Strongly Disagree	*Disagree*	*Agree*	*Strongly Agree*	
1 ☐	*2* ☐	*3* ☐	*4* ☐	*N/C* ☐

6. The curriculum adequately takes into account key transition points (for example, it appropriately links with early childhood learning and between primary and secondary education) at this stage of schooling

Strongly Disagree	*Disagree*	*Agree*	*Strongly Agree*	
1 ☐	*2* ☐	*3* ☐	*4* ☐	*N/C* ☐

7. The Australian Curriculum allows for teachers to take local needs and contexts into account

Strongly Disagree	*Disagree*	*Agree*	*Strongly Agree*	
1 ☐	*2* ☐	*3* ☐	*4* ☐	*N/C* ☐

8. What do you perceive are the key differences between the Australian Curriculum and existing state and territory curricula?

9. What are possible implications for your State/Territory in the implementation of the curriculum in these four learning areas (for example, regarding resourcing and professional development requirements)?

Online Format

Please rate and provide comments on the following:

10. The online format is user-friendly and easy to navigate

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

11. All parts of the Australian Curriculum can be easily accessed on the website

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

12. There are no significant barriers to teachers using the online format

Strongly Disagree ***1*** ☐ ***Disagree*** ***2*** ☐ ***Agree*** ***3*** ☐ ***Strongly Agree*** ***4*** ☐ ***N/C*** ☐

Appendix E. National Forum Workshop Recording Form – English

Issue 1: Some content has been identified as misplaced or incorrectly sequenced (especially punctuation, grammar and phonics).

Groups;

- K-2/3 – punctuation, grammar, phonics

- 3-6/7 – punctuation, grammar

- 7/8-10 – punctuation, grammar

Issue 2: A lack of coherence across the curriculum has been identified.

Groups;

- K-10

Issue 3: Some content requires stronger emphasis e.g. oral language, spelling and visual literacy.

Groups

- K-10

Issue 4: (K-2) There has been some feedback that K level is too ambitious and that play-based learning should be more of a focus

Appendix F. National Forum Workshop Recording Form – History

Issue1: Contemporary History: A lack of emphasis on contemporary and recent history was identified, particularly in recent Asian history. A more contemporary focus would be favoured, as would contemporary language. For example, the term “new Australians” is not well-received

Issue 2: The global perspective: There is some concern that the global perspective is not strong enough and is weakened by an overemphasis on Asia. However, some respondents found the increased focus on the Asian perspective is very positive.

Issue 3: Indigenous perspective: There were opinions about the greater emphasis on the Indigenous perspective. Many respondents thought that the stronger focus was positive and could even be strengthened further. Conversely, some thought there was a repetitive over-emphasis at the expense of other cultural perspectives.

Appendix G. National Forum Workshop Recording Form – Mathematics

Issue 1: Extent of Statistics content

Issue 2: Inconsistencies in geometry and algebra content; some algebra too advanced for teachers with a non-maths background – appears too early, when students are not ready for it. Conflicting views about depths of algebra in years 9-10.

Issue 3: Geometry in early years

Issue 4: Greater focus needed on financial literacy / mathematics

Issue 5: Inappropriate content placement – content too light K-5, too demanding in middle years, too broad in years 6-8 allow for sufficient depths, doesn't allow for primary school transition.

Issue 6: Practicality – lack of focus on problem solving and mathematics that are applicable.

Issue 7: Sequencing concerns – relation to number learning/counting, place value, time, space and measurement, particularly in the earlier years

Appendix H. National Forum Workshop Recording Form – Science

Issue 1: Science understanding strand: deemed too content heavy. What should stay? What should go?

Issue 2: Content not adequately contemporary in scope: a lack of focus on new technologies, emerging science and 21st century innovation has been identified; more forward thinking content was recommended, with the inclusions of (for example) nanotechnologies, biotechnology, etc. Where and how can these be addressed in the curriculum?

Issue 3: Content overlap with other learning areas: an overemphasis on Geology was strongly indentified (Geology is considered as being part of Geography and us taught in Science at the expense of Chemistry and Physics); human reproduction and diseases are covered in Health/P.E. and should be allocated to other learning areas, and why?

Issue 4: Sequencing issues: It was considered inappropriate to teach reproduction before students have learnt about cells as they would not have the requisite prior knowledge (questions were also raised about students' maturity level at this stage of learning); the Periodic table was regarded as being taught too late (suggested that it be taught in year 8 with compounds and elements). What specific recommendations can you make".

Issue 5: Lack of clarity: level of depth of content is unclear. Which parts of the curriculum are unclear, and how can they be addressed?

Issue 6: Students' different interests, abilities and aspirations: How can these be addressed?

Issue 7: Science as a human endeavour strand: needs better articulation with the other two strands. How can this be addressed?

Appendix I. List of Peak Body and Public Submissions

A total of 621 submissions were received: 199 from Peak Body and other authorities, and 422 from the general public. All submissions were incorporated into this report.

Education Authorities State	State
Association of Independent Schools of South Australia (AISSA)	South Australia
Association of Independent Schools of Victoria	Victoria
Association of Independent Schools of Western Australia (AISWA)	Western Australia
Association of Independent Schools Queensland (AISQ)	Queensland
Catholic Education Commission NSW	New South Wales
Catholic Education Office WA	Western Australia
Catholic Education South Australia	South Australia
Curriculum Council of WA	Western Australia
Department of Education (WA)	Western Australia
Department of Education (TAS)	Tasmania
Department of Education and Children's Services (SA)	South Australia
Department of Education and Training (ACT)	ACT
Department of Education and Training (NT)	Northern Territory
Department of Education North Coast Region	New South Wales
Independent Schools Victoria	Victoria
Independent Schools Queensland	Queensland
NSW Board of Studies with Department of Education and Training; Catholic Education Commission; and Association of Independent Schools	New South Wales
Queensland Catholic Education Commission	Queensland
Queensland Studies Authority with Queensland Schooling Sectors	Queensland
Tasmanian Catholic Education Office	Tasmania
Victorian Curriculum and Assessment Authority (VCAA) with Department of Education and Early Childhood Development; Catholic Education Commission Victoria; and Independent Schools Victoria	Victoria

Schools	State
Adventist Schools	
Adventist Schools Australia	Victoria
Ashbury Public School	New South Wales
Australian Christian College Southlands	Western Australia
Avila College	Victoria
Barker College	New South Wales
Brighton Prep Teachers	Tasmania
Brisbane Girls Grammar School	Queensland
Camberwell Girls Grammar School, Science Department	Victoria
Cannon Hill Anglican College	Queensland
Central Queensland Christian College	Queensland
Chidlow Primary School and Ashdale Primary School	Western Australia
Clayfield College	Queensland
Corpus Christi College Bateman	Western Australia
Danebank School, Mathematics Faculty	New South Wales
Ellison Public School, P&C Session	New South Wales
Fintona Girls' School	Victoria
Fort Street High School	New South Wales
Girraween Primary School	Northern Territory
Glasshouse Country Christian College	Queensland
Green Point Christian College	New South Wales
Inala State School	Queensland
International Grammar School	New South Wales
John Calvin Schools of Australia	
Mary MacKillop Catholic Regional College	Victoria
Meriden School	New South Wales
Mount Evelyn Christian School	Victoria
Mt Hawthorn Primary School, Early Childhood Staff	Western Australia
New Town High School	Tasmania
North Sydney Girls High School	New South Wales
Peninsula School	Victoria
Prospect High School	Queensland
Redeemer Baptist School	New South Wales
Redlands Junior School	New South Wales
Rooty Hill High School	New South Wales
Ross Hill Public School	New South Wales
SHORE, Sydney Church of England Grammar School	New South Wales
South George Town Primary School	Tasmania
St Augustine's College, Sydney	New South Wales
St Bernard's Primary School	New South Wales
St Clare's Primary School	Victoria
St Dominic’s College	Western Australia
St Joseph's College	Queensland
St Joseph's Nudgee College	Queensland
St Leonard's College	Victoria

St Patrick's Primary School	Victoria
Sydney Church of England Grammar School	New South Wales
Tara Anglican School for Girls	New South Wales
The Geelong College	Victoria
Trinity Catholic College	Victoria
Walcha and Uralla Central Schools	New South Wales

Universities	State
Australian Catholic University, School of Education	National
Griffith Institute of Educational Research, Griffith University	Queensland
Victoria University, School of Education	Victoria
University of South Australia, School of Education	South Australia
University of Sydney, Faculty of Education and Social Work	New South Wales

Business or Professional Associations	Jurisdiction
3P Learning	State
Australian Bureau of Statistics (ABS) with Statistical Society of Australia (SSAI)	State
ACT Association for the Teaching of English	State
ACT Council of Parents' and Citizens' Associations	State
Association of Independent Schools of Western Australia (AISWA) Libraries	National
Asia Education Foundation (AEF)	National
Asian Studies Association of Australia	National
Assyrian Chaldean Syriac Council of Australia	National
Associated Christian Schools (ACS)	National
Association of Special Education Administrators in Queensland	National
Association of Special Schools Administrators in Queensland (ASEAQ)	State
Australian Federation of SPELD Associations (AUSPELD)	National
Australian Association for Environmental Education (AAEE)	State
Australian Association for the Teaching of English (AATE)	State
Australian Association of Christian Schools	National
Australian Association of Mathematical Teachers (AAMT)	National
Australian Association of Special Education (AASE)	National
Australian College of Educators	National
Australian Council of Heads of Mathematical Sciences	National
Australian Council of Jewish Schools	National
Australian Council of TESOL Associations (ACTA)	National
Australian Curriculum Studies Association	National
Australian Education Union (AEU)	National
Australian Education Union: SA Branch	State
Australian Government Primary Principals Association	National
Australian Historical Association	National
Australian Institute of Agricultural Science and Technology	National
Australian Institute of Agricultural Science (NSW Division)	State
Australian Institute of Physics	National

Australian Linguistic Society	National
Australian Mathematical Sciences Institute	National
Australian Primary Principals Association	National
Australian Science Teachers Association	National
Australian Secondary Principal's Association	National
Australian Securities & Investments Commission (ASIC) with Australian Government Financial Literacy Board	National
Australian Special Education Principals' Association	National
Catholic Secondary Principals Australia	National
Centenary Learning Alliance of State Schools	National
Christian Education Ministries	National
Christian Schools Australia	National
Earth Science WA	State
Education Research Solutions	National
Engineers Australia	National
English Teachers Association of NSW with Australian Literacy Educator's Association (ALEA), and e:Lit Primary English Teaching Association	State
English Teacher's Association NSW: Wagga Wagga Branch	State
English Teachers Association of QLD	State
ESL Educators (SA Inc)	State
Free Reformed School Association	National
Gene Technology Access Centre	National
Geography Teachers Association of Victoria (GTAV)	State
GTAV Global Educators	National
History Teachers' Association of Australia	National
History Teachers' Association of Victoria (HTAV)	State
ICT Co-ordinators of the Catholic Education	National
Illawarra Science Teachers Association	State
Independent Education Union: QLD and NT Branch	State
Innovative Research Universities	National
Institute for Innovation in Science and Mathematics Foundation (IISME)	National
Institute of Surveyors NSW	State
Marine Teachers Association of Queensland	State
Mathematical Association of NSW	State
Mathematical Association of Victoria	State
Mathematics Education Research Group of Australasia (MERGA)	National
Museums Australia Education National Network (MAENN)	National
National Committee for Chemistry	National
National Independent Special Schools Association (NISSA)	National
NSW Association of Agriculture Teachers	State
NSW Primary Principals' Association (NSWPPA)	State
NSW Secondary Principals' Council	State
NSW SSP Principals Network	State
NSW Teachers Federation	State
Primary Industries Education Foundation	National
Primary Industries Education Foundation: NSW Division	State

Principal's Association of Victorian Catholic Secondary Schools	National
Queensland Resources Council (QRC)	Queensland
Royal Australian Chemical Institute	National
Royal Geographical Society of Queensland	State
Science Teachers Association of NSW	State
Science Teachers' Association of Victoria	State
Science Teachers' Association of WA	State
Social Educators Association of Australia	National
South Australian English Teachers Association	State
Space to Grow Project Team, Macquarie University	National
Tasmanian Association for the Teaching of English	State
Tasmanian Centre for Global Learning	State
Tasmanian Association for Teaching of English	State
The Victorian Principals Association	State
Unions NSW	State
VicTESOL	State
Victorian Association for the Teaching of English: Curriculum Committee	State
Western Australian Aboriginal Education and Training Council	State
Western Australia School Library Association	State
Western Australian Education Support Principals and Administrators' Association (WAESPAA)	State
Westralian Association of Teachers of English to Speakers of Other Languages (WATESOL)	State

Community Organisations	State
Adam Lindsay Gordon Commemorative Committee	
Australian Christian Lobby	
Australian National Flag Association of Queensland	
Blind Citizens Australia	
Deaf Society of NSW	New South Wales
Ethnic Communities Council of Victoria	Victoria
Executive Council of Australian Jewry	
Gifted Learners Group	
Global Education Centre	
Historic Houses Trust of NSW	New South Wales
Islamic Council of Victoria	Victoria
Papua New Guinea Association of Australia	
Rabaul and Montevideo Maru Society	
Together for Humanity Foundation	
Water Corporation	

Government Organisations	State
Community Relations Commission	New South Wales
Department of Environment and Conservation WA	Western Australia
Federal Coalition	New South Wales

NSW Agriculture Ministerial Advisory Council	New South Wales

Other Authorities	State
Catholic Education Commission	
Catholic Education Office, Sydney	New South Wales
Catholic Education Office, Sydney Southern Region Mathematics Coordinators	New South Wales
Catholic Schools in the Maitland-Newcastle Diocese	Western Australia
Catholic Education Office, Diocese of Parramatta	New South Wales
Catholic Education Office, Diocese of Wollongong	New South Wales
Catholic Education Office, Diocese of Parramatta	New South Wales
Catholic Education Office of Western Australia	Western Australia
South Australian Commission for Catholic Schools	South Australia

Public Submissions
A. Fisher
A. Maurer
Adam and Liv
Adam Joseph
Adrian and Thea Byl
Adrian Wiles
Aileen Hawkes
Alan Barr
Alan Barry
Alan Phillips
Alex and June Mills
Alec Mills
Alicia Kemp
Alvaro Vera
Amanda Baird, Caroline Semey, and Rama Shriram
Amanda Clements
Andrew Eaton
Andrew Fellenberg
Andrew Foster
Andrew Hansen
Andrew Thompson
Andy Edwards
Angela and Michael Apperley
Angela D'Angelo
Angela Kotsiras
Angie Janus
Anita Bailey
Ann Carmichael
Ann Hyde
Anna Blamey
Anna Uren
Anne Dwyer
Anne Horan
Anne McGrath

Anne Wynstra
Annele Cook, Bradley Wood, and Madeline Woodbridge
Annie and Mal Matthews
Anthony Arthur
Anthony Shaddock
Barbara Tassell
Barry Medwell
Beate Stalph
Belina Jenkins
Belinda
Belinda Elliot
Belinda Letchford
Ben Caines
Bev Fruin
Beverly Kemp
Beverly Lowe
Bill Tibben
Bob Aikenhead
Bob Bawden
Bozenna Hinton
Brailey Sims
Brian Garland
Brian James
Britta Page
Brooke Twine
Bruce Mansfield
Bruce Young-Smith, Grant Lindsey, and Tracey Myles
Bryant de Vos
Cameron Paterson
Cameron Samuels
Candy Gray
Carol Smith
Carole Haeusler
Caroline Clancy
Caroline Leach
Caroline Ostrowski
Cary Stocks
Cassie-Jane Ryan
Catherine Beavis
Catherine Hudson
Catherine McDonald
Catherine Patson
Cathy McDonald
Chek Ling
Chesleigh Hargreaves
Chris Blundell
Chris Honan
Chris Kubara
Chris Payne
Chris Wainwright
Chrissy Monteleone
Christine Crump

Cindy Seden Cindy Tyler-Tourle Claire Clayton Claire Counsins Claire Rafferty Colin Brennan Corey Wood Daniel Nichols Darryl Deacon David Brooke-Taylor David Brown David Chapman David Haarburger David Heffernan David Hope David Hutton David Long David Norrish David Skewes De-ana Mitchell Deb McPherson Debbie Walker Deborah Henderson Debra Dolman Deidra Bull Dennis Pitman Derek Synnot Diane Tomlinson Dianne Wright Dione Parker Dorothy Raymond Doug Hammond Dougal Nivison E. Woods Elizabeth Boland Elle Hughes Ellen McGovern Elliot A. Emil Russin Emma Hall. Pippa Doube, and Sarah Klein Emma Widenstrom Erika Lees Eva LaRocca Eve Recht
F. Reeves Fiona Nolan Fiona Tudman Flavia Santamaria Frances Wood Francesco Abata Garry Collins Gary Carey

Gary Cox
Geoffrey Sluggett
George Wardle
Georgia Phillips
Gillian Nikakis
Gillian Odell
Glen Sawle
Glenn Osboldstone
Glenn Rockelmann
Glenn Wittick
Graeme Lovell
Graeme Young
Grant Grosser
Greg Bland
Greg Plier
Greg Williams
Gretchen Blair
Hal Pritchard
Hanya Stefaniuk, Amanda Bourke, Nell Lynes, and Margaret Turnbull
Heather Hogan
Helen Brown
Helen Kinsella
Helen Nicholson
Helen Skyes
Howard Tebble
Huy Tran, Michelle Knights, and Adrienne Ferre
Ian Milton
Ian Watkins
Jackie Thomson
Jacob van Duyn
James Angel
James Dalziel
James Haire
James Richardson
Jan and Garry Grainger
Jan Simpson
Jane Armstrong
Jane Cowan
Janis Humphries
Jeannet Hodges
Jeannie Douglas
Jennie Duke
Jennifer McLean
Jenny Burchfield
Jenny Goetz
Jenny Gregory
Jenny Merrick
Jenny Stephens
Jill Kearney
Jo Rogers
Joan Burfitt
Joan Bussemaker

Joanne Cardullo
Joanne Collis
Jodie Matthews
Joe Grant
Joel Chandler
Joel Savory
John Adams
John and Angela Yiannakis
John Butters
John Coop
John Howard
John Mack
John Moses
John Murray
John Muskovits
John Taylor
John Travers
Jorge Sousa
Joy Payne
Joy Schultz
Joy Verrinder
Joy Waring
Judie Cross
Judith Wakeman
Judy Gordon
Juhani Tuovinen
Julianne Willis
Julie Aschberger
Julie Kennelly
Justin Nelson
Justine Osborne
Karen Lynch
Karen Wilson
Kate Atkins
Kate Gillespie
Kate Locke
Kate McKenzie
Kate Russo
Kathryn Hopps
Kathryn Sutherland
Katie Lewis
Katrina Parker
Keith Currie
Keith Innes
Ken Hart
Kerrie-Anne Fellenbergk
Kerry Kimberly
Kevin Farrell
Klaaske Grenwood
Lauren Kanton
Leo Morris
Leonie O'Connell

Leslie Dale
Libby Timcke, Phil Davies, and Richard Campbell
Lily Som, Dan Brown, and Christina Tang
Linda Koopman
Lorna Jarrett
Lorraine van Haeften
Lorraine White
Luise Lowndes
Lynette Boyd
Lynne Matson
M. and A. Wilkinson
Madeleine Costello, Trishna Sohal, and Naomi Weiler
Madelyne Hammel
Malcolm Spargo
Mallihai Tambyah
Mami Mizushima
Manar Chelebi
Maree Senn
Margaret Handreck
Margaret MacGinley
Margaret White
Maria Ball
Maria Boucher
Marie Martin and Anna Alderson
Marie-Therese Sweeney
Marilyn Bradbury
Marina Lever
Marion McIntosh
Mark Fletcher
Mark Florence
Martin Riley
Mary Senj
Maryke Russell
Mary-Lou Michael
Matt Fox
Max Coltheart, Kevin Wheldall, Kerry Hempenstall, Molly de Lemos, and Yvonne Meyer
Melina Tensen
Meredith O'Connor
Meredith Plaisted
Meriel Rule and Chris McAuley
Michael and Deb
Michael Barra
Michael Binkowski
Michael Cathcart
Michael Deakin
Michael Denmead
Michael Doyle
Michael Field
Michael Linich
Michael McManus
Michael Watt

Michelle Hamilton
Mike Chamberlain
Mike McGarry
Monica Woo
Narelle Barker
Nathan Dolbel
Nathan Hoffman
Neil McLeish
Nick Pacitti
Nick Ward
Nick Weideman
Nicole Lawder
Nicole Roue
Nicole Smith
Nicole Stanton
Noel Patson
Norm Hoffman
Owen Hasler
Pat Johnson
Pat Naughtin
Patricia Bosel
Patricia Fraser
Patricia Hollington
Patrick Bourke
Paul Ganderton
Paula Burns
Pauline Killender
Penny Pedersen
Peta Jackson
Peter Abetz
Peter Glazebrook
Peter Grootenboer
Peter Kadar
Peter Mee
Peter Moraitis
Peter Napier
Petra Stuart
Phil and Adele Pring
Philip O'Carroll
Pia Waugh
Prue Gill
R. Dick
R. Harding
Rachel Morgan
Rachelle Kerin
Rachelle Leveque, Bethany Hannie, and Sarah Hellyer
Rebecca Ristic
Rebecca Smyth
Richard Acheson
Richard Jacobs
Richard Jamison
Richard Opie

Rita Camilleri
Rita Zammit
Robert Kenrick
Robert Money
Robert Sieminski
Robin Clarke
Robin Gordon
Robin Nagy
Robyn Hamilton
Rod Blitvich
Rodney Huddleston
Rosalie Triolo
Rose Chinotto
Rosemary Leader
Roslyn Phillips
Ross Gwyther
Rowena Dudgeon
Royce Vermeulen
Russell Ives
Ruth Reynolds
S. Stephens
S. Woods
Samara Chisholm
Sandra England
Sara Powter
Sarah Barton
Sarah Walker
Scott Adamson
Shana Wales
Shanty Wilson
Sharon Cramp-Oliver and Danielle Graham
Sharon Iacono
Sharon Willoughby
Sheena Walters
Sheree Petty
Shirely Culhane
Shonagh Hartas
Simon Potter
Skye Harrison
Sonia Venour
Stephanie Hanscamp
Stephen and Anthe Williams
Stephen Breen
Stephen Brennan
Stephen Bridges
Stephen Hughes
Stephen Kelly
Stephen Murray
Stephen Wilson
Steve and Ruth
Steve Ryan
Stuart Taylor

Sue Brown
Susan Feez
Susan Smith
Suzy Wilson
Tania Anway and Katie Miller
Tania Grey
Tanya Litwinczuk
Teneha Greco
Terry O'Brien
Terry Shore
Terry Wheeldon
Tim and Naomi Morris
Tim Kapodistrias
Toni Hurley
Tracy
Trish Martin
Trish Pollett
Valerie Clark
Veronica Waters
Vince Summers
Vivienne Pearson
Warwick Barry
William Ardern
Yvette Vignando
Zannah Stredwick

Appendix J. Australian Curriculum Consultation Portal – Teacher Questionnaire (School Trial)

Thank you for agreeing to complete the following questionnaire. Could you please email the completed questionnaire to trialschools@acara.edu.au by **30 May 2010**.

The aim of this stage is to collect your feedback, reactions and comments to the site and to highlight any issues to be addressed in the subsequent review of the website.

Section 1 – Demographic details

Please enter the following details:

Q 1.1	Your State/Territory:	
Q 1.2	Your teaching experience (please tick):	Primary Secondary K-12 Special Other (please specify):
Q 1.3	List Key Learning Areas taught (if applicable):	
Q 1.4	Role in your school (e.g. Principal, Curriculum Coordinator, Year Level Coordinator / Learning Area Coordinator etc):	

Section 2 – Your reactions to the website: Home Page

Q 2.1 What do you like about how the Home Page is presented?
Q2.2 What do you dislike about how the Home Page is presented?
Q 2.3 What would you change (add, remove, revise)?

Section 3 – Your reactions to the website: LEARN link

Q 3.1 What do you like about how the information is presented?
Q 3.2 What do you dislike about how the information is presented?
Q 3.3 What would you change (add, remove, revise)?

Section 4 – Your reactions to the website: EXPLORE link

Q 4.1 What do you like about how the information is presented?
Q 4.2 What do you dislike about how the information is presented?
Q4.3 What would you change (add, remove, revise)?

Section 5 – Your GENERAL reactions to the website

Q 5.1 Describe your initial and subsequent reactions to the website.
Q 5.2 Which features of the website did you most value? Why?
Q 5.2 Which features of the website did you least value? Why?
Q 5.3 Are there any major improvements you would recommend?
Q 5.4 How do you think Australian teachers might respond to the way information is presented on this website?

Section 6 Any other comments

Please provide any other comments regarding the Australian Curriculum Consultation Portal

Thank you for taking the time to complete this questionnaire. We care what you think! Your input is very valuable.

Appendix K. List of Online Pilot Trial Schools

Total number of schools: 87

Trial Schools - ACT
Ainslie
Garran
Monash
St Edmund's
St Xavier's

Trial Schools - NSW
Barker College
Bega
Blacktown Girls School
Calrossy Anglican
Cooma
Gib Gate
Heritage Christian
Ironbark Ridge
Kambala
Kariong
Mt George

Trial Schools - NT
Darwin High School
Gapuwiyak
Larapinta
Nightcliff
Sacred Heart

Trial Schools - QLD
Forest Lake
John Pauk
Kawana
Narangba
Nudgee
Patrick's Road
St Ambrose
St Andrew's
St Joseph's
Sunshine Beach
Townsville Grammar
Upper Coomera
Western Cape

Trial Schools - SA
Caritas
Christie Beaches
Findon High School
Goolwa
Holy Family
Indulkana
Millicent
Mt Gambier
Retnella
St Michael's
Unity College
Walford
West Lakes Shore
Wilderness

Trial Schools - TAS
Campbell School
Christie Beaches
Friend's School
Kingston
Learning Services North
Riana
Rose Bay High
Sacred Heart Catholic School
Spreyton
St Michael's
Youngtown

Trial Schools - VIC
Aquinas College
Bellaire
Belmont
Camelot Rise
Eltham High School
Glen Waverly
Holy Spirit
Montpellier
Roslyn Primary School
St Andrew's
St Augustine's
St Carlo Borromeo's Primary School
St Catherine's
St Columbia's
St Francis Xavier
Vermont South Special
Vermont Special School
Victory Christain

Trial Schools - WA
Bunbury Cathedral Grammar School
Geraldton Grammar School
Holy Cross
La Salle
Lake Joondalup
Living Waters
Parkfield
Perth College
St Hilda's
Subiaco

Appendix L. Mathematics national forum – Specific content/sequencing recommendations

Algebra	• Include more explicit development of the pre-algebraic understanding, e.g. equality, relationships between operations, using mathematical symbols. • Ensure that the development of algebraic thinking progresses in all year levels e.g. missing in Year 6 • Ensure algebraic thinking is linked across strands e.g. variation in statistics in Yr 6 • Focus on patterns in early years to lead into algebraic thinking in middle and later years • Don't bring in formal algebra too early – perhaps not before Yr 8 • Needs to be called algebraic thinking in all levels (not number patterns) • Include more explicit development of the pre-algebraic understanding e.g. equality, relationships between operations, using mathematical symbols. • Representing and modelling situations mathematically is missing in years 4 to 6. • The sequence of development of pre-algebra concepts cannot be tracked through the primary to secondary years.
Geometry	• K: Within content descriptors include "in different orientations" before the word environment. • K: Student should be able to sort and informally describe 3D shapes. • Year 1: Too much emphasis on 3D shapes when it should still be informal exposure. • Year 1: Eliminate words "such as number of corners or faces or length of sides" in shapes. • Year 2: Students should make 3D shapes, not draw them. • Year 6: No content at all that further develops patterning concepts. • Euclidian proofs may not be appropriate or accessible for all students.
Statistics	• Constructing pie charts in year 6 should move to understanding pie charts – focus on decisions about charts, not constructing them. • Emphasis on stem plots and back to back stem plots – rather a range of ways to represent data including stem plots (and others). • Bivariate statistics is introduced too early, as are some of the graphical forms.

	• In a couple of the years the term “dot plots” is used and linked to the notion of “many to one”. Dot plots are generally “one to one”. Need to separate the idea of many to one to align with picture graphs, not with dot plots.

Appendix M. Mathematics national forum – Specific achievement standard recommendations

Year Level	
K	There is a need to add an Achievement Standard for patterning/algebraic thinking.
1	Addition/subtraction don't match content descriptors. They are also much more specific than K and possibly too high.
2	Mention time in achievement standard. Are students at this age capable of conservation of number?
3	Replace the word "understand" with read, write, order and compare numbers to 1000. Size of fraction not related to ¼ and ½ turn (angles, time).
4	Over-emphasis on data and data representations, no reference to fraction understanding. Patterns with two operations is appropriate for Year 6/7 not Year 4
5	Content says use everyday use of % but the standard states 'relates fractions to decimals and %' which is too high in regard to percent. Mode median and range should be in Year 7. Calculating volume is not suitable for Year 5.
6	Rate and ratio should only be introduced as it is more of a year 7 focus. Continued focus on large numbers but integers not appropriate developmentally at Year 6
9	Is it necessary to mention Pythagoras? "Developing fluency" is good "Skilful use" is too high an expectation.

Appendix N. Science national forum – Specific content/sequencing-related recommendations

Year Level	
K-2	In general, the early years science curriculum was not considered content heavy.
3-6	Year 4 needs to introduce energy. Remove fossils from year 4. Respiration and photosynthesis should be addressed in basic terms in primary. More reference to the human body from year 5 onwards. Electricity in year 5 could be moved into year 6 sustainable energy transformations.
7-10	Chemistry sequence needs to be reworked from years 6 to 9. The learning is out of order: mixtures in year 8 and separation in year 7. Combining topics could help, especially in year 7. Radiation, alpha and beta particles are introduced too early in year 9. Astronomy overlaps and then has a big jump at year 10 with the Big Bang. DNA and genetic should be in year 10.