AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

14 July 2010

Report on Trial School Consultation

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PURPOSE

To provide a report on trial school consultation activity for the draft K-10 Australian Curriculum in English, mathematics, science and history.

BACKGROUND

The aim of trial school consultation was to gain feedback on the draft curriculum through short term intensive activities with teachers and schools using the draft Australian Curriculum materials. This consultation process included intensive engagement by schools with the draft curriculum materials in one or a combination of the following activities:

- Activity 1: developing teaching programs (either on a term, semester or year basis)
- Activity 2: teaching and assessing a slice of the developed program and collecting work samples (Appendix A)
- Activity 3: testing the functionality, accessibility and usefulness of the online curriculum portal (Appendix B)

The following process was used to select and assist trial schools:

1. ACARA worked with state and territory education authorities to invite expressions of interest from schools interested in participating in some of form of trial activity. This occurred from 16 November 2009 to 18 December 2009. (See Appendix C for a summary of nominated schools)
2. ACARA selected 150 schools to participate in the trial. The final selection of schools was based on a range of factors.
    - Schools which opted to participate in activity 1 and 2 were given priority because they were able to provide relevant feedback in developing a teaching program, teaching a component of the draft curriculum and collecting student work samples.
    - ACARA also ensured that there was a reasonable representation of schools in terms of socio-economic status (low, medium, high), geographical location of the school (rural, remote, metropolitan) school sector (independent, catholic, government) and also the representation of Aboriginal and Torres Strait Islander students.

3. Following final selection, ACARA informed schools of their selection (Appendix D), requested confirmation of their participation and provided a package which outlined the commitments and resources associated with the trialling activities (Appendix E)
4. At the same time ACARA also communicated this information to state and territory education authorities and established processes for ongoing liaison. (Appendix F)
5. ACARA worked with state and territory education authorities in supporting schools throughout their trial activities (Appendix G).

A total of 147 schools trialled the draft K-10 Australian Curriculum across all sectors, stages of schooling and Phase 1 Learning Areas. Teachers were involved in trialling the curriculum between 1 March and 30 May 2010.

Table 1: Breakdown of Trial Schools

By system/sector	**Government** 87		**Independent** 28	**Catholic** 32
By stage of schooling	**Primary** 76		**Secondary** 45	**K-10** 31
By SES status	**High** 35		**Low** 20	**Medium** 76
By learning areas	**English** 76	**Math** 80	**Science** 48	**History** 58

Figure 1: Breakdown of Trial Schools by State/Territory and Sector

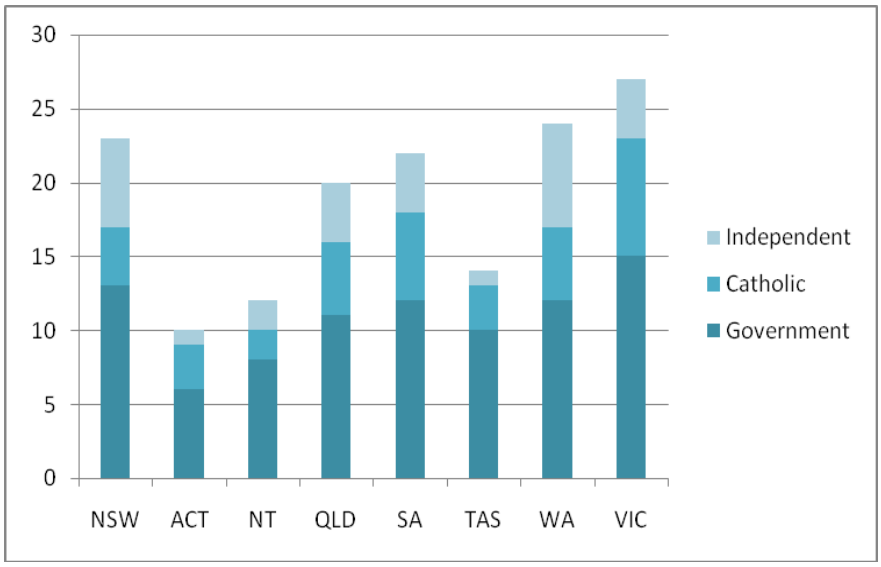


Figure 2: Breakdown of Trial schools by State/Territory and Phase of Learning

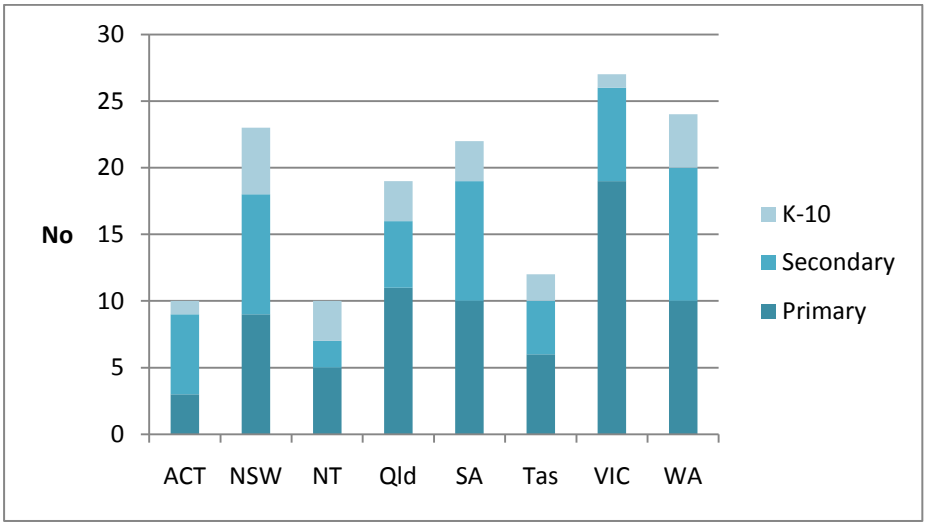


Figure 3: Breakdown of Trial schools by State/Territory and Learning Area

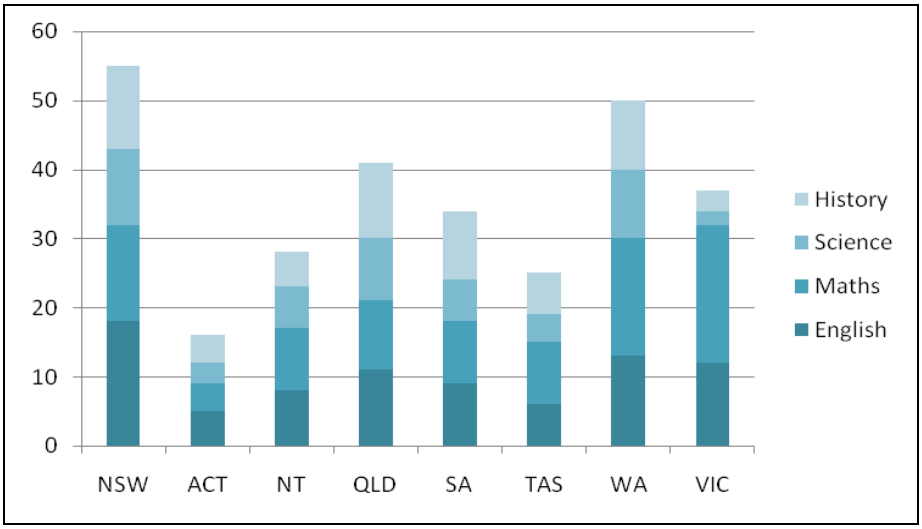
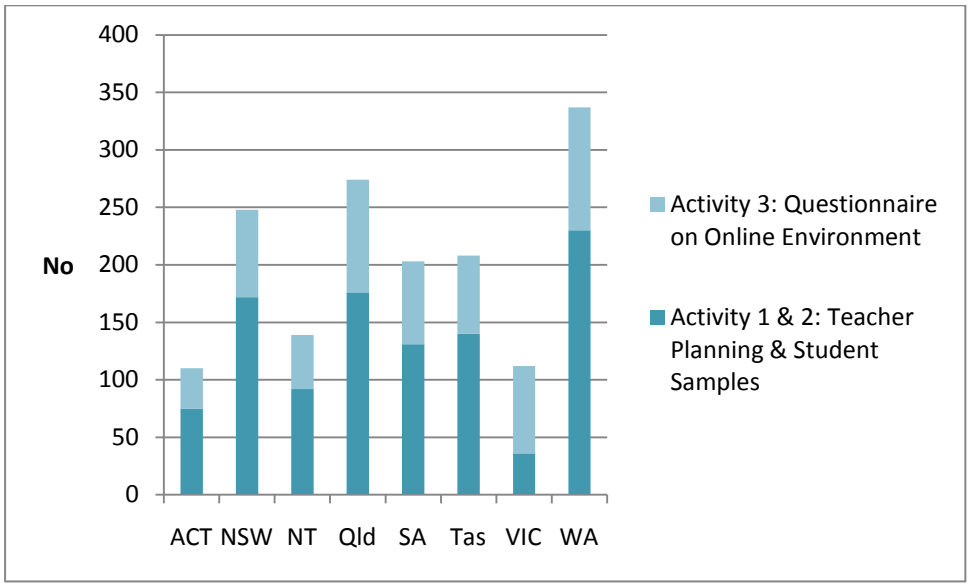


Figure 4: Breakdown of Teachers Participating in Activities by State



FEEDBACK STRATEGIES

The following strategies were used to gather feedback from teachers who trialled the draft K-10 Curriculum.

a) State and territory consultation forums – through which strengths and challenges were identified and explored in detail.

b) National learning area forums, which included participation of teachers from trial schools – through which identified and emerging issues were workshopped to obtain advice on how the draft curriculum could be strengthened.

c) The Australian Curriculum consultation portal and online survey – in which teachers participating in the trial rated and commented on the curriculum at a range of levels from the whole curriculum through to individual content descriptions (Appendix H).

d) A questionnaire on the functionality, accessibility and usefulness of the online curriculum (Appendix B).

e) An online discussion forum, set up specifically for teachers in trial schools to share experiences, concerns and resources relating to their deeper engagement with the draft K-10 Australian Curriculum. Discussions were guided and monitored by ACARA curriculum staff.

f) State and territory trial school forums – through which the strengths, weaknesses and implementation issues were identified and explored.

g) Trial school visits – in which teachers were interviewed by ACARA curriculum staff about their experiences trialling the draft Australian Curriculum materials. (See the Companion document for transcripts of interviews).

TRIAL SCHOOL FORUMS

Some states/territories initiated network meetings of trial schools and requested ACARA support and participation. This was provided and ACARA approached all states and territories to gauge their interest in conducting similar meetings. Five states/territories (Qld, ACT, SA, WA, NT) agreed to conduct forums that involved teachers, school administrators and sector and authority personnel.

These forums were an opportunity for trial schools to share their experiences and activities. They also focused on gathering feedback in response to the following broad questions.

- What did we learn from the trial of the draft K (P)–10 Australian Curriculum?
- What were the positives that schools got from being involved in the trial? What was good about the draft curriculum and online format? What were the difficulties and issues? (Appendix I)

Table 2: Breakdown of Forum Participants

State	**No of Participants**	**Cath**	**Ind**	**Gov**	**Teachers**	**School Administrators**	**Authority/Sector representatives**
Qld	60	11	10	32	40	13	7 in total (5 EQ, 1 ISQ,1 QCEC)
SA	81	4	2	35	23	18	40 in total (34 DET, 5 CE,1 AISSA)
NT	17	1	1	8	8	2	7 in total
WA	71	3	14	30	34	13	24 in total (5 CEO, 4 AUSAQ, 5 DET, 10 WACC)
ACT	34	4	9	13	15	11	8 in total

TRIAL SCHOOL VISITS

A number of trial school visits were organised to coincide with Trial School Forums. The following methods were used to identify these schools:

- Participation of schools and teachers in the online discussion forums
- Discussions with state and territory key contacts
- Discussions with learning area Senior Project Officers

To obtain a broad picture of curriculum implementation, the final list of schools covered the following representation:

- across systems/ sectors
- across all stages of schooling
- metropolitan, rural, remote schools
- across the four learning areas

The following 19 schools were identified and hosted a visit from ACARA Senior Project Officers:

Table 3: Breakdown of Trial School Visits

	Trial schools to visit	Sector	Phase of Learning	Key Learning Area	Socio-Economic Status
ACT	Garran School	Government	Primary	English	High
	Ainslie School	Government	Primary	English	High
	St Edmund's	Catholic	K-10	E,M,S,H	Medium
	Canberra Girls Grammar School	Independent	Secondary	E,H	High
	Star of the Sea	Catholic	Primary	E,M,S,H	Medium
	Wilderness Junior School	Independent	K-10	Science	High
	Reynella South Primary	Government	Primary	E,M,S,H	Low
	Holy Family	Catholic	Primary	E,M,S,H	Low
NT	Darwin High School	Government	Secondary	E, H	Medium
	Kormilda College	Independent	Secondary	E,M,H	Low
	Maningrida	Government	K-10	E,M,S,H	Low
	Nightcliff Primary	Government	Primary	E,M,S	Medium
WA	St Hilda's	Independent	K-6	M,H	High
	Lake Joondalup Baptist College	Independent	Secondary	E,M,S,H	Medium
	Armadale Primary	Government	Primary	E,M,S	Medium
	Subiaco	Government	Primary	E,M,H	High
Qld	Sandgate District High School	Government	Secondary	Maths	Medium
	St Joseph's, Tobruk	Catholic	Primary	E,M,S,H	Medium
	Forest Lake State School	Government	Primary	E,M,H	Medium

FINDINGS FROM ONLINE SURVEY AND TRIAL SCHOOL VISITS

In total, 448 trial school participants provided feedback on the draft K-10 curriculum via the online survey. This analysis is based on these responses together with data from the Trial School Visits. A summary of open-ended feedback from the online survey for each learning area and stages of schooling are contained in Appendices J and K, and from the Trial School Visits in Appendix L. Transcripts of the interviews are contained in the companion document (Trial School Transcripts) and are summarised in Attachment L.

OVERVIEW

According to the interviews at selected trial schools, trialling the Australian curriculum was a uniting, collaborative and engaging experience. Many teachers expressed their initial reluctance to trial the curriculum, and had reservations about the potential of the curriculum to deliver either clear guidance for teachers or quality learning outcomes for students. However, for many participants, trialling the curriculum resulted in a shift in thinking. As a teacher from a trial school in South Australia noted:

> *"I've got to be honest with you; there were a couple of teachers ...who weren't really motivated to take it on. But as they started to go through it, they went 'I can see that'. 'Okay I can see that.' And so it actually did pull them in. I think it will work for every teacher like that. I think it will work for those teachers because they're the ones that are looking for something a bit more structured. I think they will grasp it with open hands." (SA)*

Some teachers expressed their surprise at how the experience reignited their passion and engaged students. For example, a teacher from Queensland stated:

> *"As an investigation, I loved it. I really enjoyed what we did, what I did with my kids. They were engaged from beginning to end. My passion in maths was reborn - the first thing we did for the first time was throw out all the textbooks – thank God – so for me it was a freeing experience."(Qld)*

This view was shared by a number of respondents.

> *"...having something like this helped you to focus again and gives you a bit more renewed energy. I think you know reigniting those fires and we should do more of this. And we do do a lot of like experiments and things in science but nothing like what we went to for this one, and the kids really benefitted from that." (SA)*

Respondents found the curriculum, which they initially perceived as being 'paper thin' and 'lightweight', to be well structured.

"This is what we want as teachers. We want something that's basic, that's straightforward, that you can pick up and you can say I'll do this or do that. Paging through booklets and things is just crazy and to go on a CD and try and find things – I just really really like the way it was one, two, three bang...." (WA)

Teachers remarked on the flexibility of the curriculum and its ability to be contextualised to meet student needs.

"I've had a lifelong fear of a national curriculum because I still do believe that each group, each state has its own challenges and its own needs and that needs a flexible curriculum which allows us to meet the needs of our particular boys. But what I was pleased with was that this curriculum plays attention to those needs so that working in a boys' school, I can still tailor what I'm doing to met their needs and somebody working in a co-ed or girls' school or whatever can do the same thing. It was a positive experience for me to not feel like I was being too restricted in what I could do to meet the needs of our kids." (ACT)

"I think that's what it gives you – room to still be fluid and flexible and go where the students take you." (ACT)

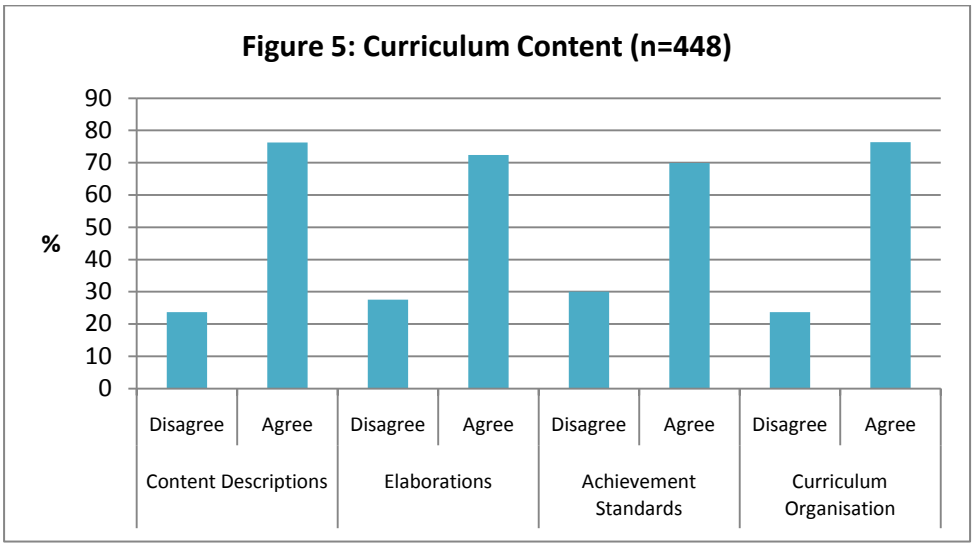
Teachers also found the curriculum engaging for students resulting in improved learning outcomes.

"So it just opened their world to a world, you know, where they are not just sitting in the present, what has happened before us, a very valuable piece of history". (SA)

"And so understanding what a good context for learning is, that will not just be something interesting to engage kids, but will actually help set them up as a citizen is quite challenging and it's really, really tricky because all the politics around it, everything to do with indigenous is political. But it's really good because this curriculum's been engaging everybody and the kids particularly." (NT)

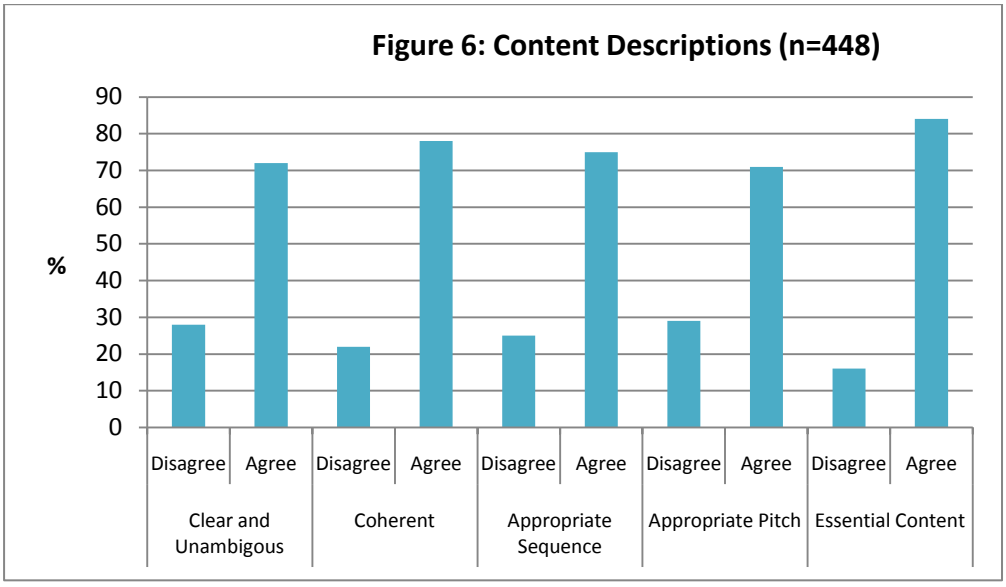
"But we had fun planning – it was really deep – we just kept saying they're getting deep knowledge from this, deeper understanding, having some decision-making, with some of the things we did they had a lot more choice, they had support because we were doing different kind of groupings. The actual unit that we planned was only based around one book and we taught it for five weeks and the outcomes were amazing what we got out of them, from the really low students to the really high students." (ACT)

As shown in Figure 5, this level of satisfaction accords with responses to the online survey. A significant proportion of respondents were generally satisfied with the content descriptions, elaborations, achievement standards and curriculum organisation.



CONTENT DESCRIPTIONS

Almost 85% of respondents agreed or strongly agreed that the curriculum covers important content (Figure 6). The majority of trial school respondents also agreed that the curriculum is sequenced appropriately (75%), pitched appropriately (71%) and is coherent (78%).



Although there was general agreement that the content descriptions are robust in terms of clarity, coherence, sequence, pitch and content, the curriculum was widely regarded by Trial School teachers as being 'unmanageable' in terms of the amount of content to be

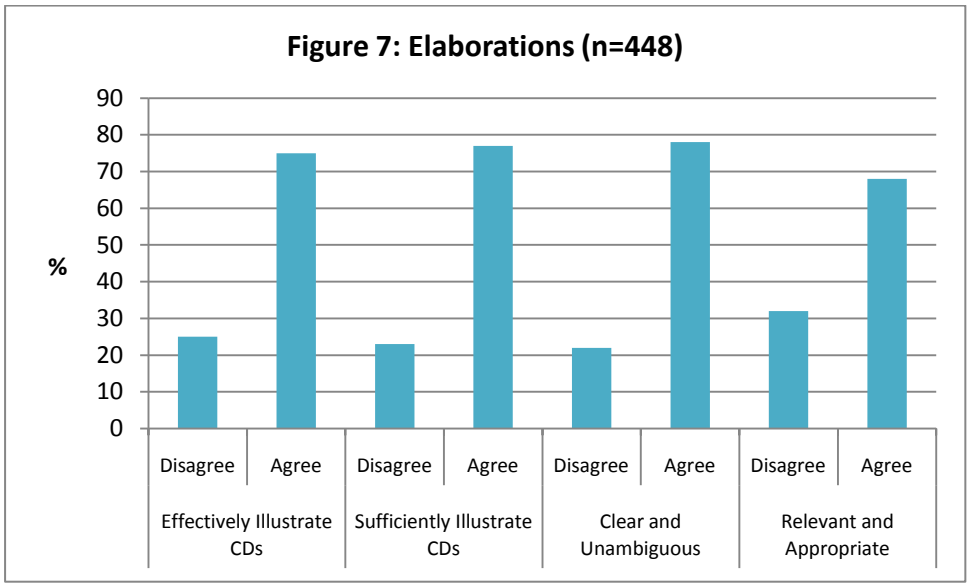
covered. The view that the curriculum is a 'mile wide and an inch deep' was widespread, although the rigour of the curriculum was generally applauded:

> *"One of the pluses for me with this curriculum is that is actually quite rigorous. And I think it made our program more rigorous. It made us think more in depth...It's been a good experience." (WA)*

There was also concern over the potential for the curriculum to be interpreted differently by different teachers as it lacks necessary detail and clarity. The content descriptions were considered to be too broad, vague and ambiguous across all learning areas. A number of respondents remarked that '*you could not teach the curriculum with the content descriptors alone, elaborations are needed*.'

ELABORATIONS

Over 70% of respondents agreed that the elaborations are effective and sufficient illustrations of the content descriptions and that they are clear, unambiguous, relevant and appropriate (Figure 7).



The effectiveness of elaborations as illustrations of content descriptions is highlighted in the following statement by a teacher who trialled the curriculum in a remote school in the NT:

> *'All of the teachers involved in this trial found it to be a professionally challenging and rewarding experience. Teachers identified the clarity of the learning descriptions and accompanying elaborations to be the most beneficial in all stages of planning, assessment, teaching and learning. Given the disparity in experience and expertise demonstrated by the teachers at*

[this school], the elaborations provided absolute clarity and opportunities for discussion around pedagogy'. (NT)

Although there was a general consensus that the elaborations are highly useful at illustrating the content descriptions, several weaknesses were highlighted. These included:

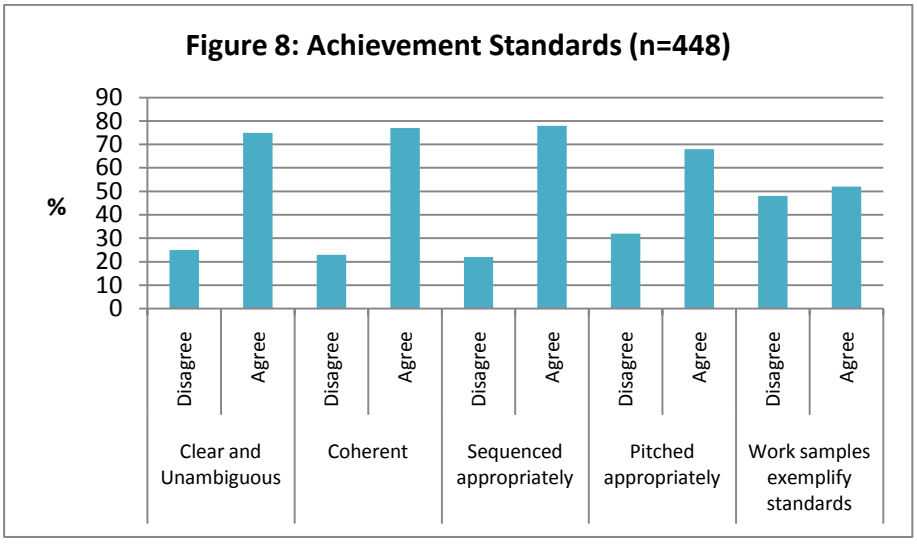
- lack of consistency (some elaborations are quite complex and detailed compared with others that are simplistic)
- failure to show depth of knowledge or provide sufficient detail
- repetition of content descriptions
- mismatch between content descriptions and elaborations (for e.g. parallel lines are a focus in content descriptions, yet the elaboration lists angles)

It was generally agreed that the following would improve the quality and usefulness of elaborations:

- Link to work samples
- Provide more detail
- Include more classroom activities, specific examples and a list of resources
- Explain the depth necessary

ACHIEVEMENT STANDARDS

As seen in Figure 8 there was general satisfaction that the achievement standards are clear, unambiguous, coherent and sequenced appropriately (75%). The majority of respondents agreed that the achievement standards are sequenced appropriately (78%) and pitched appropriately (68%). A smaller proportion agreed that that the work samples illustrate and exemplify the achievement standards (52%).



For some respondents, the inclusion of achievement standards is viewed as a unifying feature of the curriculum:

> *'I just liked the fact it was clear. Again I really did like the end of year achievement standard because I knew what we were aiming for. I could see from Year 1 where they ended, I can see Year 3 where they're going to go and I love the fact in Year 2, I know by the end of the year I have to cover all of this. Whether they get it or not that's immaterial. They have to have the opportunity to build on from the previous year'. (WA)*

Some respondents indicated a preference for privileging the achievement standards by having them at the beginning of the document as opposed to the end.

A minority of teachers thought the pitch of the standards is too low at different junctures; however, there was general agreement that they are slightly aspirational and above what students can currently achieve at each year level.

There was also a concern that the achievement standards do not allow for differentiation. As one teacher with a large range of students reported:

> *"I really think it's a good initiative to have an Australia wide curriculum. The only thing that concerns me is the tying it in with the targeted outcomes because I'm aware that in our context especially in the Northern Territory we have varied levels of students … and expecting the same standard from all students can be a little bit difficult. It reminds me of a cartoon I once saw of various lots of animals, given the charge of climbing a tree and the assessment was to climb a tree, and of course not all animals can climb a tree." (NT)*

Criticism that the achievement standards lack the detail and quality descriptors necessary to support teacher judgement of standards was also prominent. They were generally regarded as being too broad and subjective such as use of the phrase 'small collections' in mathematics. There was widespread support for the achievement standards being written at different standards such as A-E and their presentation simplified into bullet points. There was also broad agreement that the inclusion of more annotated student samples would assist teachers in making judgements about standards.

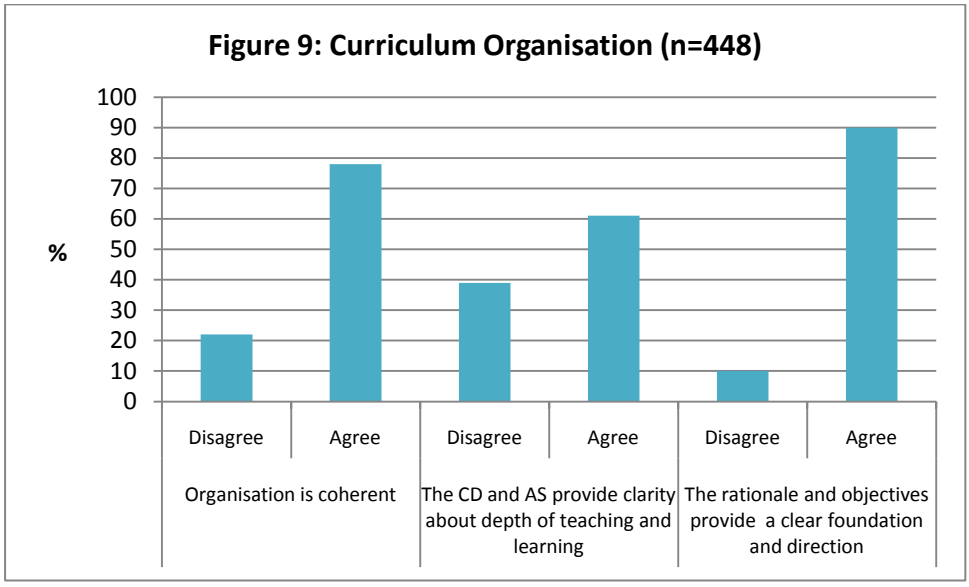
The major concerns raised were that the achievement standards:

- Are not sequential , clear or easy to follow
- Are poorly aligned with the content descriptions
- Are generally pitched too high across year levels and learning areas

- Do not provide a developmental sequence of learning from year to year
- Are general, vague, subjective and too brief
- Contain gaps from year to year

CURRICULUM ORGANISATION

As shown in Figure 9, the majority of respondents agreed that the draft K-10 curriculum is organised coherently (78%) and that the rationale and objectives provide a clear foundation and direction for the curriculum (90%). However, there was less agreement that the content descriptions and assessment standards provide clarity about the depth of teaching and learning (61%).



Most criticism was levelled at the inability of the both the content descriptions and achievement standards to cater to a diverse range of students such as multi-aged or composite classes, mixed ability groupings and ESL students. The following remark exemplifies this concern:

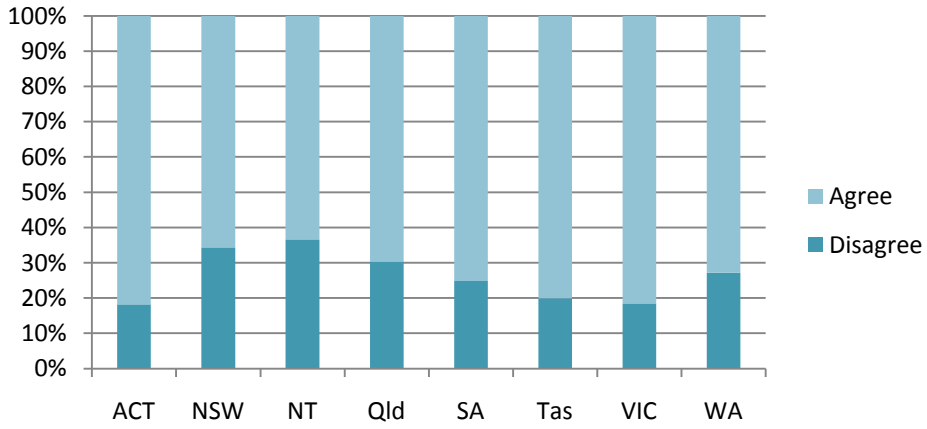
> *"…I just think that there needs to be that allowance for the fact that the kids are learning at different levels and they always have and they always will. I know that there needs to be a benchmark, there needs to be "this is what we're aiming for the perfect learner" but there needs to be adjustments made for those kids who simply are always needing to be taught, retaught, over and over before they actually get it and have that "Aha moment" and you never know when that's going to happen. For some kids it will happen different years – all of a sudden the light bulbs go on – you've had them… the light bulb goes on, you go "Oh okay, now they understand". (Qld)*

FINDINGS BY STATE

OVERVIEW

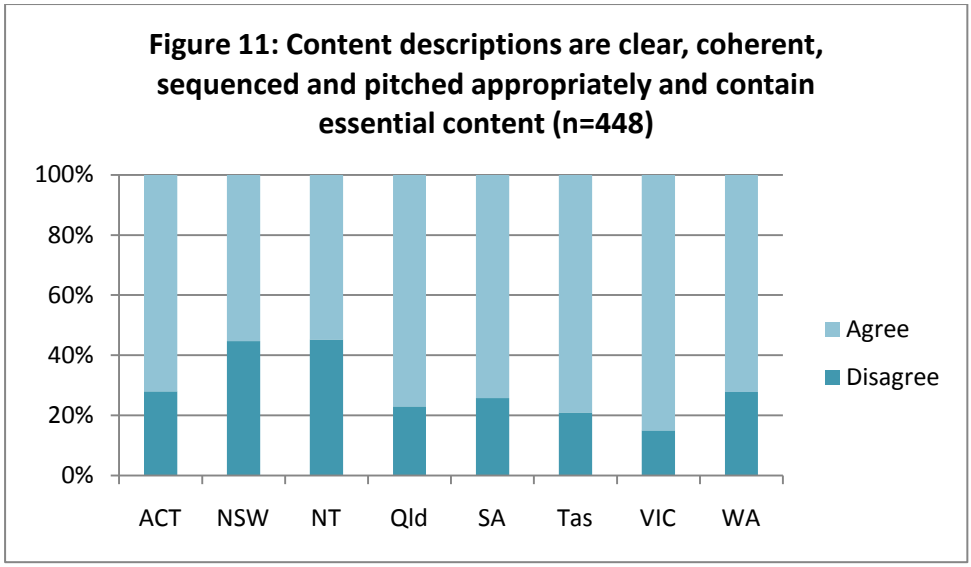
There was some disagreement between states and territories on the quality of the draft K-10 curriculum (Figure 10). The ACT, Tasmania, and Victoria showed high levels of satisfaction with over 80% on average agreeing or strongly agreeing that the curriculum is robust in terms of its content (descriptions, elaborations, achievement standards) and organisation. Over 73% of respondents from WA and SA also agreed or strongly agreed with the quality of the curriculum. The states and territories that expressed the highest level of disagreement were NT, NSW and Qld. 63% of respondents from NT, 66% from NSW and 70% from Qld were satisfied with the content and organisation of the draft K-10 curriculum.

Figure 10: Curriculum is robust in terms of content descriptions, elaborations, achievement standards and organisation (n=448)

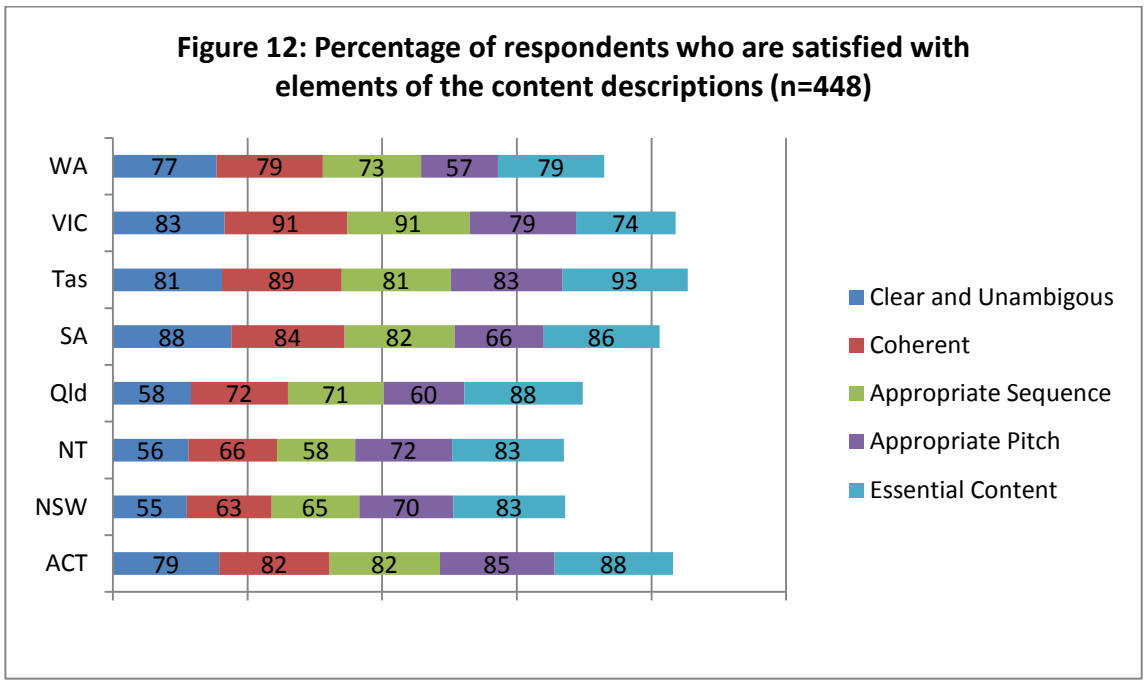


CONTENT DESCRIPTIONS

On the question of whether the content descriptors are clear, unambiguous and coherent, there is slight disagreement between the states. More than 80% of respondents from ACT, SA, Tasmania and VIC were satisfied with the quality of content descriptions generally compared with less than 73% in the remaining states and territories (Figure 11).



More than 75% of respondents in ACT, SA, TAS, VIC and WA agreed that the content descriptions are clear, unambiguous and coherent. This compared with less than 65% of respondents in NSW and the NT. There was greater consensus in opinions relating to appropriateness of sequencing. Over 80% of respondents in ACT, SA, TAS and VIC agreed that the sequencing is appropriate. The greatest level of dissatisfaction with sequencing was in the NT, where only 58% agreed that the content descriptions are sequenced appropriately (Figure 12). While VIC was generally happy with the content descriptions, only 74% of respondents from this state agreed that the curriculum contains essential content compared with more than 79% in all other states and territories (Figure 12).



The area that caused the greatest disagreement was the question of whether the curriculum is pitched appropriately. This disagreement, shown in Figure 13, is most prominent in Western Australia and Queensland where approximately 60% of respondents were satisfied. The states and territories most satisfied with the pitch were the ACT (85%), Tasmania (83%) and VIC (79%).

Figure 13: The content descriptions are appropriately pitched (n=448)

This lack of agreement on pitch is also evident in the open-ended feedback gleaned from the online survey. Although the majority of teachers from the ACT and Tasmania indicated that they are satisfied with pitch of the curriculum, all references to the curriculum not being sufficiently challenging originated from the ACT, NSW and Tasmania.

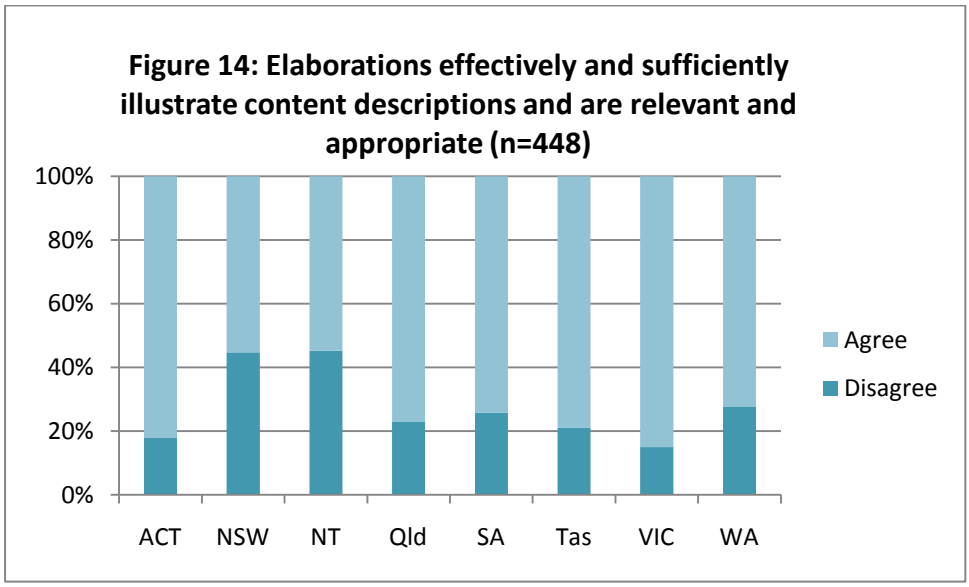
> *"The achievement standards - particularly in regards to writing in the early childhood area - are not rigorous enough. We typically see an average Kindergarten student able to write 3 or 4 sentences by the end of the school year - we would have some students able to write significantly more. The importance of holding high expectations for students' learning appears to be inadequate in this document.' (ACT)*
>
> *'It needs to be made clearer where students can be taken to next, as the general feeling seemed to be that compared to current syllabus, the expectations in the earlier years were lower. Although I understand that this is just a baseline for achievement, I think several key concepts are missed in the earlier years, making it more difficult, particularly in Stage 3 to achieve what is expected.' (NSW)*
>
> *'The level of the Year 3 National Curriculum for Mathematics is well below the expected benchmark for the students I teach in Year 3. Based on the current independent curriculum we have developed … the Year 3 National curriculum more closely resembles our Year 1 and Year 2 expectations'. (Tas)*

This compared to teachers in WA and Qld who believed the draft curriculum is too academically challenging

> *'I think you have pitched the content at too high a level. As I have said below the new WA curriculum has much of your curriculum in it but it is in Year 11 & 12'. (WA)*
>
> *'ICT skills for Kindergarten are too advanced. The kindergarten achievement standards are way off the mark as a benchmark for all children in all regions. Equity cannot be achieved across the state. Expectations are too high particularly for writing'. (WA)*
>
> *'Elaborations 4.9 to 4.12 under reading strategies are a concern to us. We do not think the average 5 year old child could easily obtain these standards in reading by the end of the Prep year. 7.1 to 7.6 under creating texts is also a concern. We think they would be able to do the spoken aspects but not the written. 8.4 to 8.7 under Vocabulary and writing are also too high'. (Qld)*

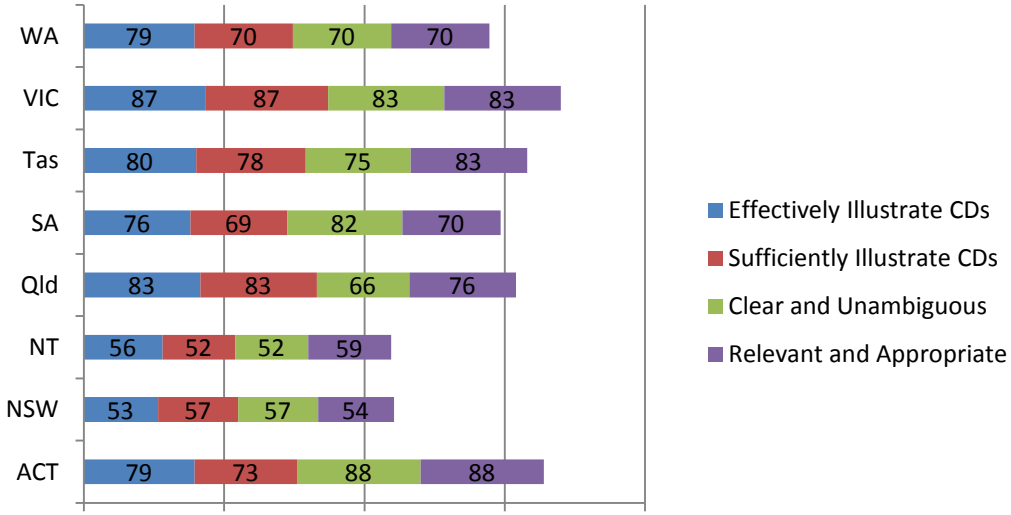
ELABORATIONS

On the question of whether the elaborations effectively and sufficiently illustrate the content descriptions, that they are clear and unambiguous, and relevant and appropriate, most states and territories agreed (Figure 14) with the exception of NSW and the NT. In both approximately 55% of respondents agreed compared with an average of 78% in other states and territories.



As shown in Figure 15, less than 58% of respondents in NSW and the NT were satisfied that the elaborations effectively and sufficiently illustrate the content descriptions compared with over 69% in all other states and territories. There were also a significantly smaller proportion of respondents in NSW and the NT who was satisfied with that the elaborations are clear and unambiguous and relevant and appropriate (less than 60% in these jurisdictions compared with over 70% in most others).

Figure 15: Percentage of repondents who are satisfied with elements of the elaborations (n=448)



According to the open-ended responses, teachers from NSW and the NT are generally dissatisfied with the clarity, consistency and detail in elaborations:

> *'In many cases the elaborations provide content that is far more demanding than that outlined in the content descriptors.' (NSW)*

> *'The elaborations need to provide more detail for the teachers. Elaborations should provide a list of suggested learning experiences which would fulfill the requirements of the content description so that it is clear for teachers to see all the options of learning experiences for teaching the content''. (NSW)*

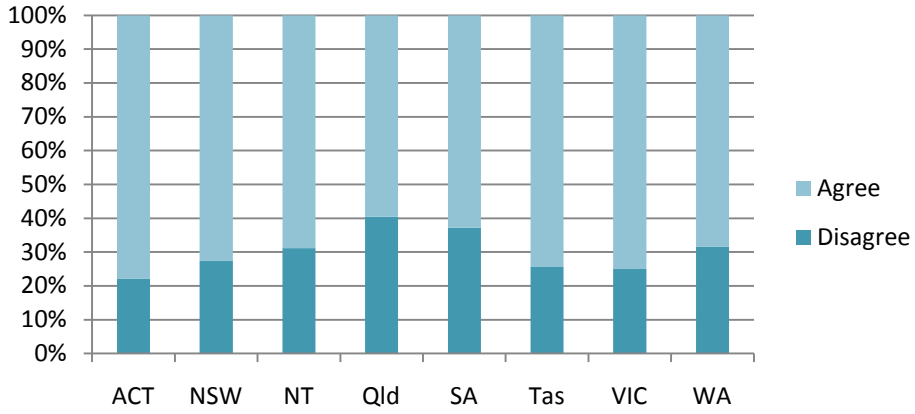
> *'The elaborations need more detail in order to give teachers more sense of direction. Make it more user friendly.' (NT)*

> *'Clearer language e.g. what does 'reasoning with the number sequences' mean? Neophyte teachers need more information in simpler language. More examples to clarify mathematical language/concepts. e.g. What are 'familiar two-dimensional shapes'? Familiar to whom'? (NT)*

ACHIEVEMENT STANDARDS

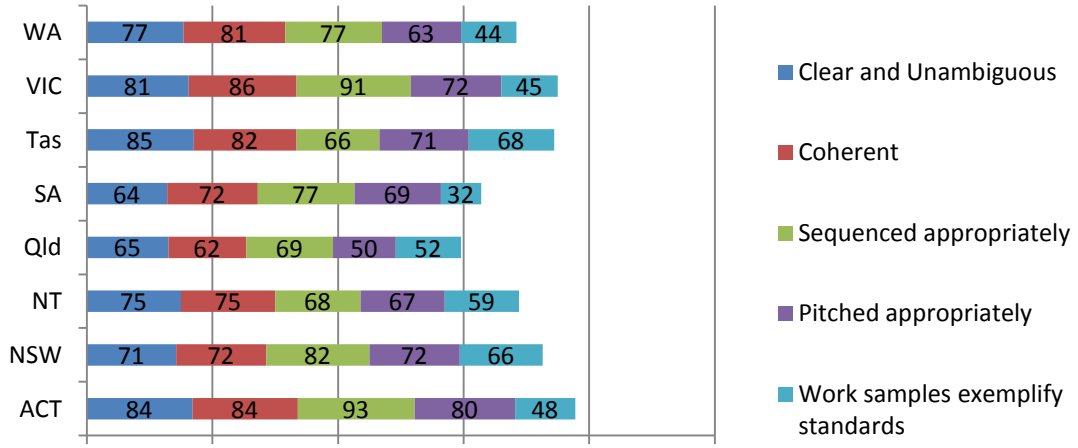
This is an area that attracted the most criticism from all states and territories. Respondents from the ACT indicated the highest level of satisfaction (78%) while Qld and SA were the least satisfied with approximately 60% agreeing with the overall quality of achievement standards (Figure 16).

Figure 16: Achievement standards are clear and unambiguous, coherent, appropriately sequenced and pitched and are exemplified by work samples (n=448)



As shown in Figure 17, more than 80% of respondents from ACT, Tas, and Vic agreed that the achievement standards are clearly articulated across year levels compared with only 65% of respondents in Qld and 64% in SA. There was also disagreement between states and territories on the question of sequence. Over 90% of respondents from ACT and Vic agreed that the achievements standards are sequenced appropriately compared with less than 70% of respondents from NT, Qld and Tasmania. There was a greater disparity in the view that achievement standards are pitched appropriately. Only 50% of respondents from Qld agreed with this statement compared with 80% of respondents from the ACT. There was less satisfaction with the annotated work samples across all states and territories. Less than 50% of respondents from ACT, SA, Vic and WA agreed that the annotated work samples help illustrate and exemplify achievement standards (Figure 17).

Figure 17: Percentage of respondents who are satisfied with elements of the achievement standards (n=448)

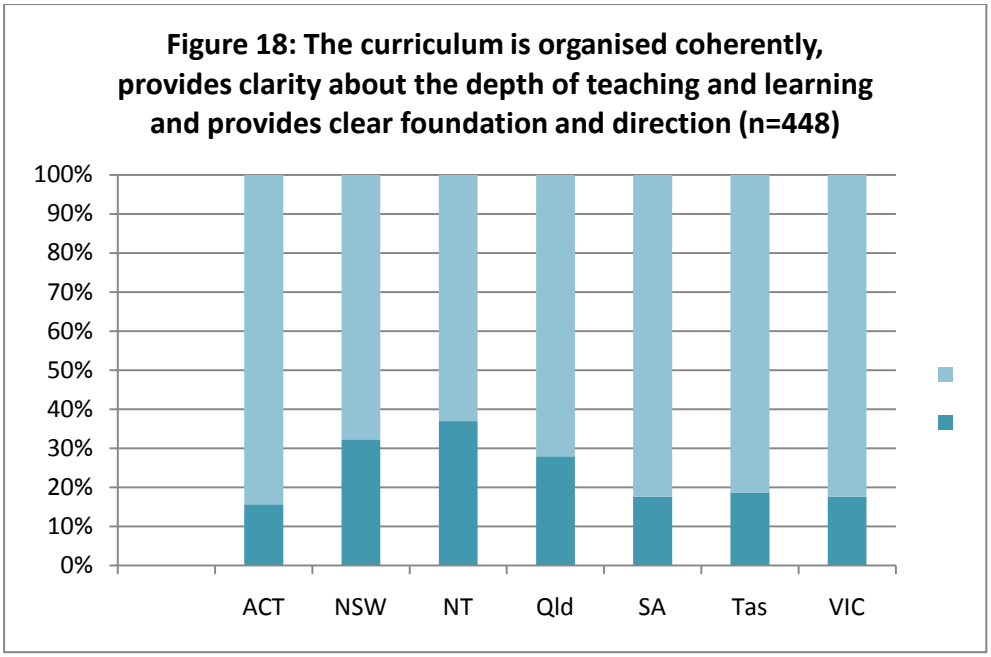


An analysis of comments on the online survey reveals that the primary issue is that annotated work samples are not provided for each year level in each learning area. The following open-ended feedback exemplifies some of the concerns regarding achievement standards.

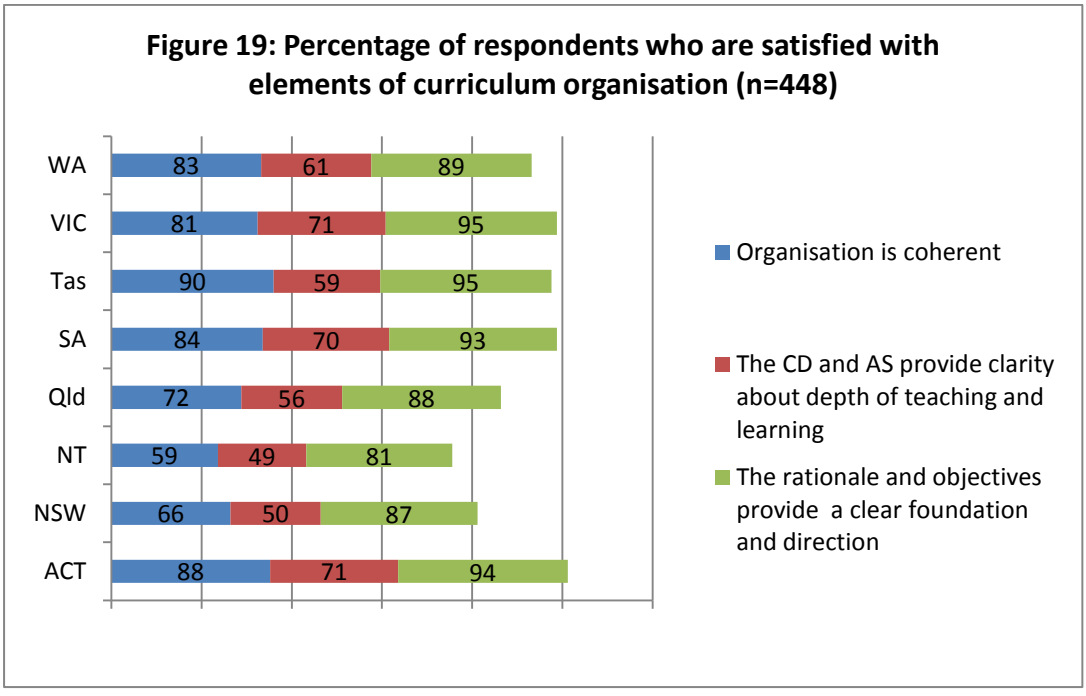
> *'Use of more than one mode to demonstrate students' achievement of the content. Audio or visual presentation would be very useful in supplying further evidences rather than one standard written format'. (Tas)*
>
> *'As we report in grades, one of each would be beneficial ie A, B, C, D, E sample'. (NSW)*
>
> *'There are very few work samples at this stage. The work samples are generally closed activities - what about rich assessment Tasks? The year 7 work sample on fractions is incorrect. In question 5 and 6 the student has added and used common denominators rather than multiply (as the question asks) using multiplication strategies'. (SA)*

CURRICULUM ORGANISATION

The way the curriculum is organised was generally well received by most respondents in all states and territories (Figure 18). With the exception of the NT and NSW, over 70% of respondents agreed that the curriculum is organised coherently, provides clarity about the depth of teaching and learning and that the aims and rationale provide clear foundation and direction.



A high proportion of respondents from the ACT, SA, Tas, Vic and WA agreed that the organisation of learning areas provides a coherent view of key elements and features of the curriculum (between 80-90%). There was less agreement among respondents from NT (59%), NSW (66%) and Qld (72%). An overwhelming majority of respondents from all states and territories (over 80% in all states) agreed that rationale and objectives provide a clear foundation and direction. However, as shown in Figure 19, a smaller proportion of respondents agreed that the content descriptions and assessment standards provide clarity about the depth of teaching and learning (less than 60% of respondents in NT, NSW, Qld and Tas).



This concern is exemplified in the following open-ended feedback:

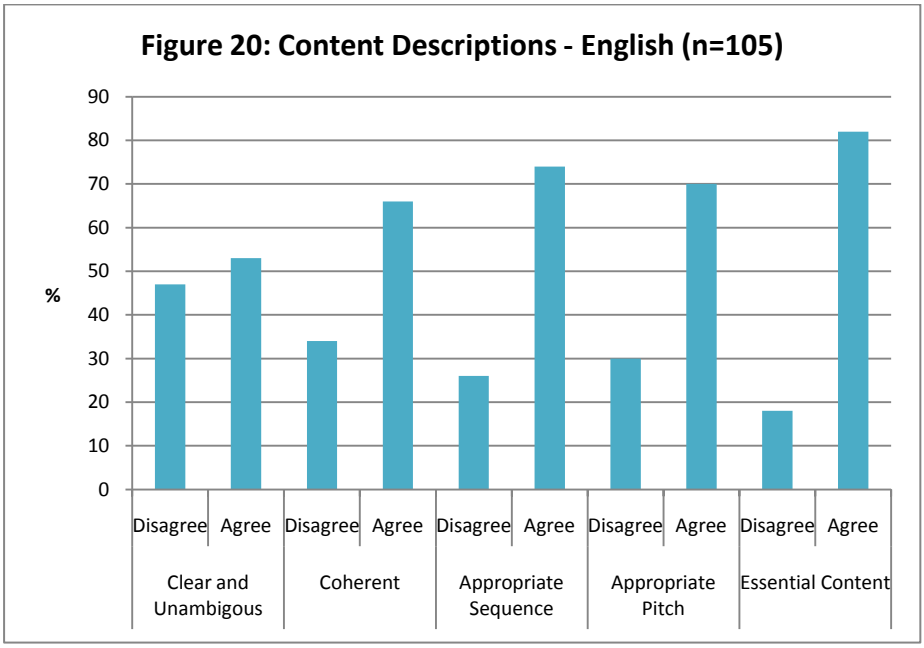
> *I think that the Achievement standards, the content descriptions AND the elaborations provide the clarity. Not sure whether the first two alone do this'. (NSW)*
>
> *'The content descriptions and achievement standards only address the depth of teaching and learning required in an ideal situation i.e. an A grade student. Year 10A mathematics has additional material for very capable students but there is no acknowledgement anywhere for the many students who will undoubtedly struggle attempting to reach these standards'. (WA)*
>
> *'Seem very open to interpretation and unclear, up to schools to actually map scope and sequence for their students which will take a lot of time'. (WA)*
>
> *'The standards are clear, but as they are rigid I feel that especially in the NT guidance needs to be given for working with Indigenous language students studying English, as the quantity of content will not be possible to cover in the short term' (NT)*

FINDINGS BY LEARNING AREA

1. ENGLISH

CONTENT DESCRIPTIONS

The majority of respondents from trial schools were satisfied with the quality of content descriptions in the English curriculum (Figure 20). Over 80% of respondents agreed that the English curriculum contains important content. Over 70% of respondents were also satisfied that the sequence and pitch of content descriptions are appropriate. There was less satisfaction with the way content descriptions are written and articulated across strands and year levels. Only 53% of respondents agreed that the content descriptions are clear and unambiguous and 66% agreed that they are coherent.



There were several areas that attracted criticism, but especially the way the content descriptions lack clarity and detail:

> *'Content descriptions needs to contain more specific details as to what the learners need to be taught, e.g. learners use their knowledge of letter/sound relationships, common visual patterns and base words to decode'. (NT)*

> *'The content descriptions are sometimes are too ambiguous and require explanation. They should be explicit and not necessarily REQUIRE explanation through the elaborations. Then again, a whole content description dedicated to conjunctions seems over the top'. (NSW)*

There was also concern over duplication and inconsistencies within and across the strands.

'The descriptors about literature and literacy very closely related - often hard to determine how they are different'. (Vic)

'The number of descriptions within each strand in each year is not consistent. Some content appears in one year and has no development in later years. The descriptions themselves while being separated into strands overlap quite markedly. For example in Year 7 literature and language both have content descriptions describing understanding of textual features. Why have it twice? Some descriptions imply a body of skill and knowledge while others seem more like a competency'. (NSW)

Although respondents were happy with sequence and pitch, there was a general call for the development of a scope and sequence:

'The content descriptions have the potential to form a cohesive, unified curriculum. Essentially they need to be mapped and sequenced across the strands and across the year levels. Ultimately the important content needs to be built into the document, incrementally across the year groups. This may be true for part, but is certainly not clearly articulated across the whole'. (NSW)

SUGGESTIONS FOR IMPROVEMENT

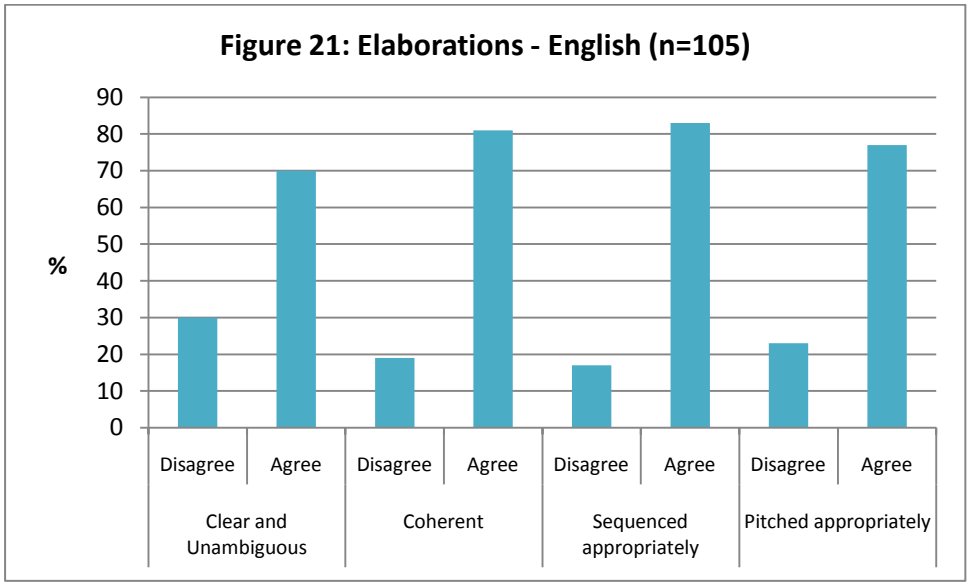
There was a call for the inclusion of the following content.

- A national handwriting style
- More explicit information about teaching the use of different registers.
- More in the area of visual literacy and ICT.
- A suggested reading list, indicating the level of sophistication and themes, including a greater range of international and multicultural texts
- Specific guidelines given as to appropriate writing genres at each year level
- More content and elaborations relating to speaking and oral language development-predicting about texts
- A continuum of what each year level should teach in terms of grammar (nouns, adjectives, verbs etc), punctuation and spelling to ensure continuity.

ELABORATIONS

Over 60% of respondents agreed that the elaborations effectively and sufficiently illustrate content descriptions and that they are clear, unambiguous, relevant and appropriate (Figure 21). The view that elaborations are useful in clarifying the content descriptions is exemplified in the following statement.

The elaborations really helped us to understand the descriptions more easily. It was interesting how many of the content descriptions heading were consistent across the year levels, this made the use of the curriculum in across year group classes easier to use'. (ACT)



An analysis of open-ended feedback revealed that there was some agreement that the existing elaborations should include teaching ideas and contain more specific detail especially about '…developmentally appropriate progression of knowledge, skills and understandings.' Some of the specific criticisms relating to the elaborations are:

'Some are repetitive and simply repeat the content descriptors whilst others are highly informative. Some of the elaborations are rather vague, such as Language 3. Types of Questions,' (ACT)

'They need to be more specific and less repetitive e.g. There are 3 creating texts categories in the literacy strand of the Year 9 English curriculum'. (Qld)

'Polishing of the language use: e.g. Literacy 2 ...to discriminate between synonymous pieces of information" lacks simplicity and clarity, while 6. Vocabulary: "Use vocabulary selectively that..." is clumsy'. (NT)

SUGGESTIONS FOR IMPROVEMENT

- More emphasis on oral language (content elaborations) would have been good for the kindergarten content.
- Include teaching ideas. Marry content with outcomes.

- More detailed descriptions needed. Specific text types and more grammar content are needed.
- More details required covering the range appropriate for each year level would be of benefit.
- Some areas could include more specific detail about developmentally appropriate progression of knowledge, skills and understandings.

ACHIEVEMENT STANDARDS

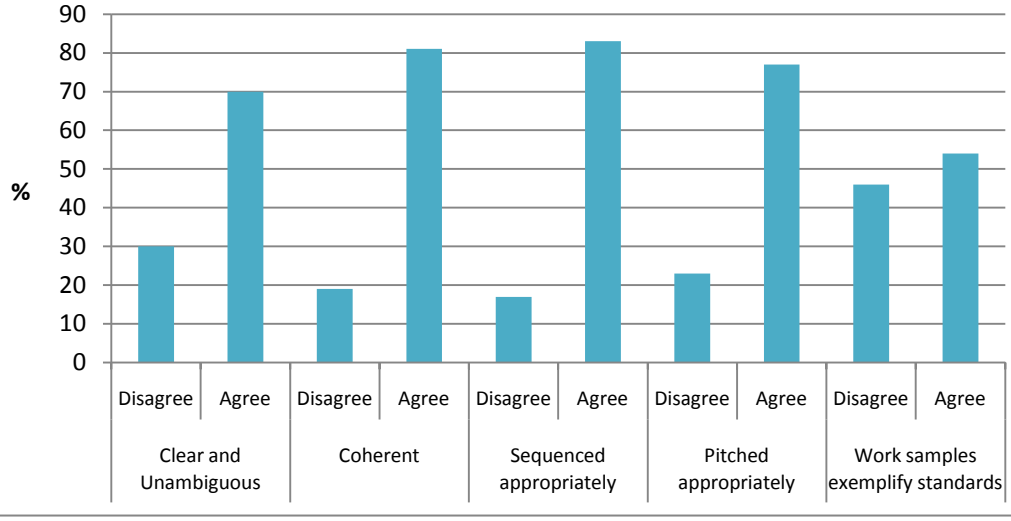
Respondents were generally satisfied with achievement standards in English. The following open-ended feedback exemplifies this.

> *'These are good overviews to see what students should achieve at a glance. They serve as helpful structures when looking for the sequences of skills involved in planning a differentiated [support extension] curriculum/Task. This could be put into a format which highlights how to draw on this information and how to provide links [up or down] to address special needs'. (NT)*

> *'By having a sequence of expected standards for each year level achievement, it provides assistance in the planning process as you would then have an idea of what each child's pre-knowledge for a particular skill set should be and what they need to be by the end of the year level'. (WA)*

70% agreed that the achievement standards are clear and unambiguous and 81% claimed they are coherent (Figure 22). A significant majority also agreed that they are appropriately sequenced (83%) and pitched (77%). The major concern was that the annotated work samples do not illustrate or exemplify achievement standards (only 54% of respondents agreed that they do).

Figure 22: Achievement Standards - English (n=105)



The following statements are representative of the significant number of respondents who disagreed that the standards are well constructed and appropriate:

> *'…they aren't clearly articulated, are vague and are unworkable'. (NSW)*

> *`The language used doesn't seem to allow for a differentiation between grades (A, B, C) particularly if this is meant to fit C achievement standard'. (Qld)*

> *'They seem ambiguous and open - definitely challenging but too much room for individual school interpretation. Teachers are left to draw their own conclusions and a lot of students won't meet the C standard. Year 10 students don't always produce 'nuanced', 'sustained', 'well-designed' texts - these words are quite subjective'. (WA)*

There was also concern over the inconsistencies across year levels and between content descriptions and achievement standards.

> *'The achievement standards do not seem to align with the content descriptions. The standards command a greater degree of rigour and independent research, critical thinking and creating texts, which is all very good, however, this doesn't seem to be reflected in the content descriptions. There is a disparity between the two. There are sentences within the achievement standards (writing) relate directly to the use of language that are too specific. They would be better placed in the content descriptions'. (NSW)*

The view that achievement standards are too challenging for students was also common.

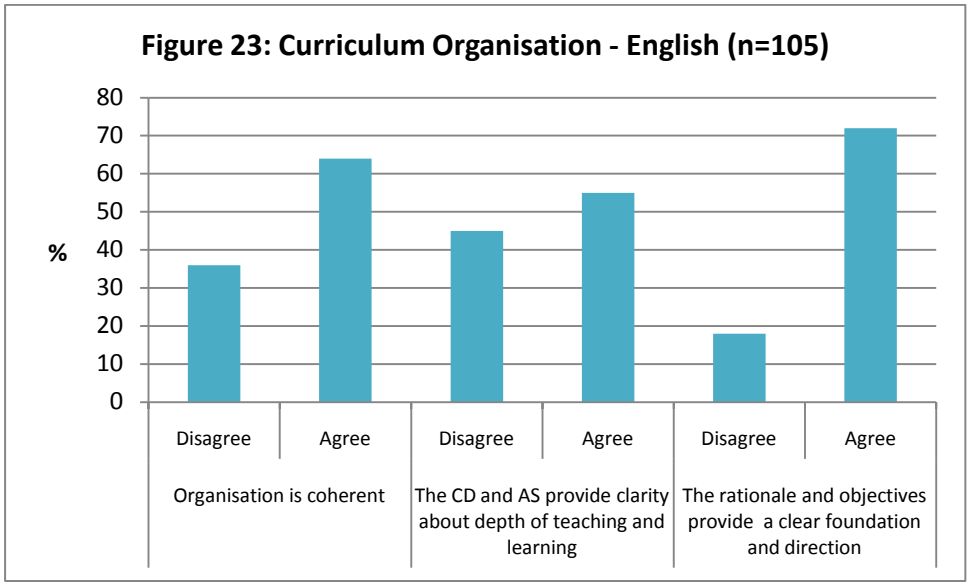
> *'The Achievement Standard are meant to pitched at a Sound, Average or 'C' standard, yet, the language used to describe the standards is more descriptive of a B or High achievement.' (Qld)*

SUGGESTIONS FOR IMPROVEMENT

- The provision of rubrics to assist teachers with assessment.
- Ensure consistency between the strands and the achievement standards.
- Provide more specific standards and articulate A-E standards rather than just a C standard.
- Provide a sequence of expected standards for each year level achievement – this will provide assistance in the planning process due to the articulation of what a child's pre-knowledge for a particular skill set should be and what they need to be by the end of the year level.

CURRICULUM ORGANISATION

The majority of respondents agreed that the organisation of English provides a coherent view of key elements and features of the curriculum (64%) and that the rationale and objectives provide a clear foundation and direction (72%). A smaller proportion, 55%, agreed that the content descriptions and assessment standards provide clarity about the depth of teaching and learning (Figure 23).



The lack of direction about the depth of teaching and learning and the lack of clarity were raised by several respondents:

> *'I am concerned that not all teachers would understand the depth of teaching required, as the document is at times ambiguous. Although experienced educators should know which direction to take, I am concerned that new teachers may not have that understanding, and also that some teachers prefer to have a more prescriptive approach to ensure that key concepts are delivered in accurate depth'. (NSW)*

> *'You speak about depth but there is nowhere that can be found to extend and push kids into those areas of depth without going to the next year level. Easy links to ways we could tap into expanding extension kids minds would help'. (WA)*

> *'I feel the content is at times ambiguous, and requires a degree of navigational skill for a less experienced educator'. (NSW)*

There was some disagreement over the effectiveness of the Language, Literacy, and Literature strands as highlighted in the following open-ended responses.

'The three learning areas do provide a relevant structure for programming, allowing for close focus of each as well as integration of the three areas in learning activities. The strand named Literature would be better renamed Literary Text Study, and Literacy renamed Non-Literary Text Study as the essential skills and knowledge relating to text types would be taught across all three strands'. (NSW)

'The three strands do not create a unified or holistic curriculum. For instance there needs to be more interaction between the language and literature strands. How will the language inform the appreciation of the literature? If the strands are to be taken as holistic (ie not separate entities) greater direction needs to be given in the rationale to reflect this. Secondly, there needs to be greater continuity between the skill and knowledge development between the years. There is little continuity'. (NSW)

There was also concern about the disjuncture between the curriculum content being presented in strands and the achievement standards being written in modes.

'English strands are described as Language, Literature and Literacy, while the achievement standards are described as Listening and Speaking, Reading and Writing. It is confusing and difficult to navigate through them to find a specific outcome for e.g., what phonological knowledge do students need to learn? It could be mixed between any of the three strands and therefore is difficult and time consuming to check through each strand'. (NT)

FEEDBACK ON STAGES OF LEARNING

K-2

Content

The content should include:

- Oral language should be a focus at the kindergarten level as these skills are precursors to reading and writing.
- The progression of phonological awareness skills and understandings needs to be teased out to show developmental phases.
- More detail on additional genres is needed in Year 1 Literacy - Creating texts (ie: recount, procedural).
- More emphasis on the development of ideas and writer's craft in Year 2. We need to scaffold the students through the 'what to write' to the 'how to write it' moving past spelling and punctuation.

Sequence and Pitch

There was disagreement about the pitch of the curriculum for this phase of schooling:

- Teachers from the ACT and NSW agreed that the curriculum is not sufficiently challenging for students in kindergarten compared with teachers from Qld and SA who believe that the curriculum content is too challenging for students in this age group.
- Teachers from the ACT viewed year 2 standards as representative of the norm whereas teachers in WA argued that the content is not sufficiently challenging.
- Teachers from the NT and NSW viewed the Year 1 achievement standards as being quite low compared with the far more complex achievement standards in Year 2.

YEARS 3-6

Content

The content should include:

- Explicit mention of the reading of quality literature in years 3 and 5 – it is only implied in these years but stated explicitly elsewhere.
- Adjectives in sentence grammar. Verbs, nouns and adverbs are included in year 3 but not adjectives.
- Compound sentences in year 4.
- More focused grammar aspects in year 5. Statements at this stage are too broad.
- Text types to be covered in year 5
- More detail on spelling in the year 6
- Amendments to the preface for year 5 and 6. The 5 to 6 Preface changes little...more challenging texts, extending others in a constructive manner,...subject matter...historical and geographical.

Sequence and Pitch

There are elements of the curriculum that trial school teachers believe are too difficult for students in this stage of schooling. For example, adverbial phases are considered to be too difficult for year 3 students. Teachers also disagreed with the sequence between years 3 and 4, arguing that year 3 is in fact more difficult than year 4. There is also the view that

year 5 needs to be strengthened to provide a bridge between Year 4 and 6. However, according to teachers, year 6 shows good progression and extends students' views and experiences.

YEARS 7-10

Content

The content should include:

- Letter writing (both formal and informal/ business and friendly) in year 7 as this is a basic and functional skill to develop at this stage
- An initial introduction to a consistent approach to essay writing in year 7.
- Greater focus on the process of composing, drafting, reflecting and evaluating in year 10. 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.

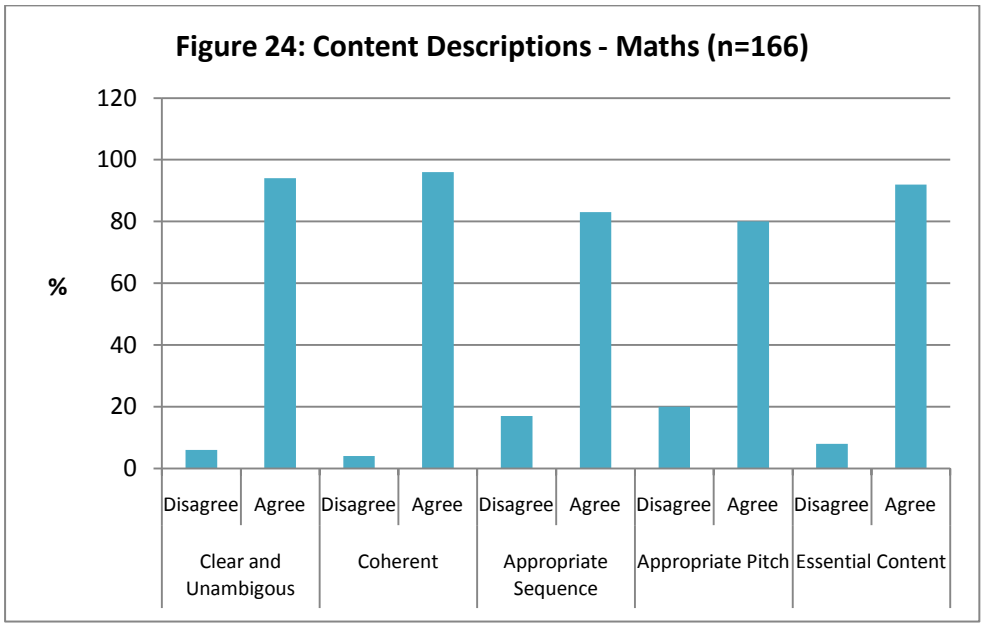
Sequence and Pitch

Open-ended feedback suggests that the curriculum is too challenging for students in year 7. For example, teachers claimed that Year 7 students are still to understand inferential language and considered the content of the literature strand to be very demanding for students at this age. The expectations for Year 9 are considered to be excellent. There are concerns, however, with sequence. Year 7 is considered to be significantly more demanding than Year 6 and in some cases also more demanding that Yr 8.

2. MATHEMATICS

CONTENT DESCRIPTIONS

The content descriptions for mathematics were very well received by respondents. As shown in Figure 24, approximately 95% of respondents believe that the content descriptions are clear, unambiguous and coherent. There was also general agreement that the content is appropriately sequenced (83%) and pitched (80%) and that the curriculum contains important content (92%).



Open-ended feedback elaborates on the positive evaluations of content descriptions in mathematics:

> *'I feel there is already enough content and it gives the opportunity to study topics in depth'. (WA)*

> *'I think that the Content Descriptions cover all the important concepts that I have taught in this trial. I particularly like the fact that Place Value stands by itself in the Number and Algebra and is located as an important content description for every year from Year 1 to Year 6…When teaching the Number and Algebra Content Strand, I combined the Counting, Numeration and Place Value content descriptions'. (NSW)*

> *'I like the content descriptions, helps maintain a common focus and direction for teachers regardless of how many years experience that teacher may have had'. (SA)*

Although trial school teachers were generally satisfied with the content descriptions, they did highlight some gaps in the sequencing.

'There are gaps in sequencing. For e.g.: Location - scales are mentioned in year 4 but not in year 5, but then again in year 6, symmetry only occurs in year 3 and 6'. (NT)

'Students are asked to recognise, model and represent numbers to 100 at year 1 level, 1000 at year 3 level but only 130 at year 2 level. This means that there is a little jump from year 1 to 2 but a big jump from 2 to 3'. (SA)

'It needs to be sequenced better. For example in Numbers and Algebra it starts with decimals then moves on to place value then fractions and decimals then multiplication and division followed by more fractions. Place value followed by fractions should come before decimals'. (NT)

The majority of respondents expressed concerns about the curriculum being too challenging for students. (Contradicts statement above that 80% believe appropriate pitch)

'It is challenging for high achievers but targeted a little too high for some of the middle to lower students. As they move through the curriculum the gaps will increase to where they possibly would not be able to participate in the curriculum in targeted at their year level'. (WA)

'The lower primary curriculum is in line with expectations however, I the expectations of levels increase beyond realistic expectations as you go up through the year groups'. (WA)

'Most of the number and algebra strand are pitched appropriately, although the Geometry and Measurement strand do not seem to follow on - they seem to be haphazard'. (SA)

'There is material that is simply inappropriate for many students e.g. there are Year 9 students who cannot possibly cope with much of the indices work, quadratics and simultaneous equations. At year 10 the problem is even more acute'. (SA)

However, there was the minority view that areas of the content were not sufficiently challenging for students.

'Some content (such as addition, subtraction and decimals) are less than the expectations currently' (NSW).

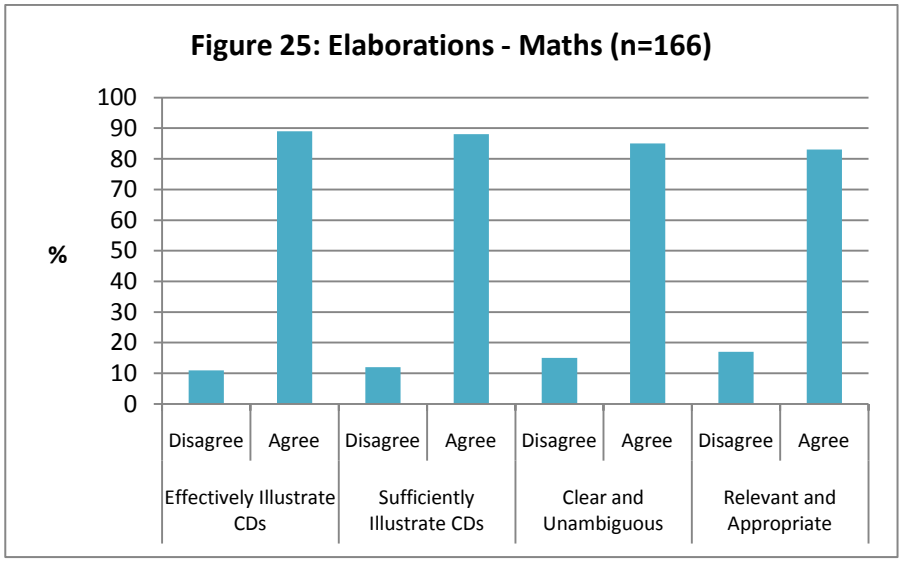
SUGGESTIONS FOR IMPROVEMENT

- Mental computation needs to be an overarching concept for all grade levels and more emphasis needs to be placed on these strategies. E.g. Mental computation for fractions, decimals and percentages
- Estimation needs to be in every year level as it is a fundamental skill in mathematical thinking.

- The importance of teaching the language and vocabulary of each strand should be highlighted.
- Specific calculate strategies to be taught at each year level. e.g. counting on, compensate, front loading.
- Three dimensional shapes are not covered in detail - not clear where they fit into the program.
- Multiplication and division of fractions was mentioned twice but no reference was made to the addition and subtraction of fractions. There was no reference made to application questions.
- The terms 'odd' and 'even' should be added as essential language/concepts (that need to be discussed) to the Counting or Numeration content description.
- Fractions, decimals & percentages need to be grouped together.
- Whole number needs it own specification and needs to be taught into 100 000s. Addition and subtraction of whole numbers needs to be included.
- Whole Number place value needs its own content description.
- Addition and subtraction need to be included when using whole number operations.

ELABORATIONS

As shown in Figure 25, an overwhelming majority of respondents agreed that the elaborations are effective and sufficient illustrations of the content descriptions (88%) and that they are clear, unambiguous (85%), relevant and appropriate (83%).



There was general consensus that the elaborations are highly useful at illustrating the content descriptions.

> *'The explicit nature of the elaborations leaves no doubt as to what should be taught, but they could be written better'. (SA)*

However the following weaknesses were highlighted.

> *'Content descriptions are vague as to specific expectations. Not all match up to elaborations. e.g. parallelograms mentioned in content descriptors for Year 7 Measurement however not mentioned in content elaboration. In Shape, parallel lines are the focus of content descriptions but types of angles are mentioned in elaborations'. (WA)*
>
> *'Some of the elaborations are quite complex and detailed. While others are quite simplistic'. (SA)*
>
> *'The order of the content elaborations seems to be randomly written and they overlap indiscriminately. Some elaborations are a bit vague e.g. What are ...the two alternate conventions for naming angles'? (SA)*
>
> *'A 'new' teacher might need clear examples and illustrations to support the suggested Tasks, a list of possible resources and language which pertains to the unit. Different methods of assessment would also be useful'. (NSW)*

SUGGESTIONS FOR IMPROVEMENT

- Clearer examples and illustrations to support the suggested Tasks, a list of possible resources and language which pertains to the unit.
- Provide more hands-on and classroom situations that are realistic and achievable.
- Link elaborations to work samples which illustrate engaging and relevant content.
- Make the language simpler. Not many teachers have the technical mathematics language required.
- Make the elaborations more consistent and less ambiguous. For example, the meaning of working fluently with numbers involving tenths and hundredths is not clear.
- Reorder to match the order of concepts listed in the content description.

ACHIEVEMENT STANDARDS

Overall, respondents were very satisfied with achievement standards for mathematics. The following open-ended feedback exemplifies this.

> *'These are good overviews to see what students should achieve at a glance. They serve as helpful structures when looking for the sequences of skills involved in*

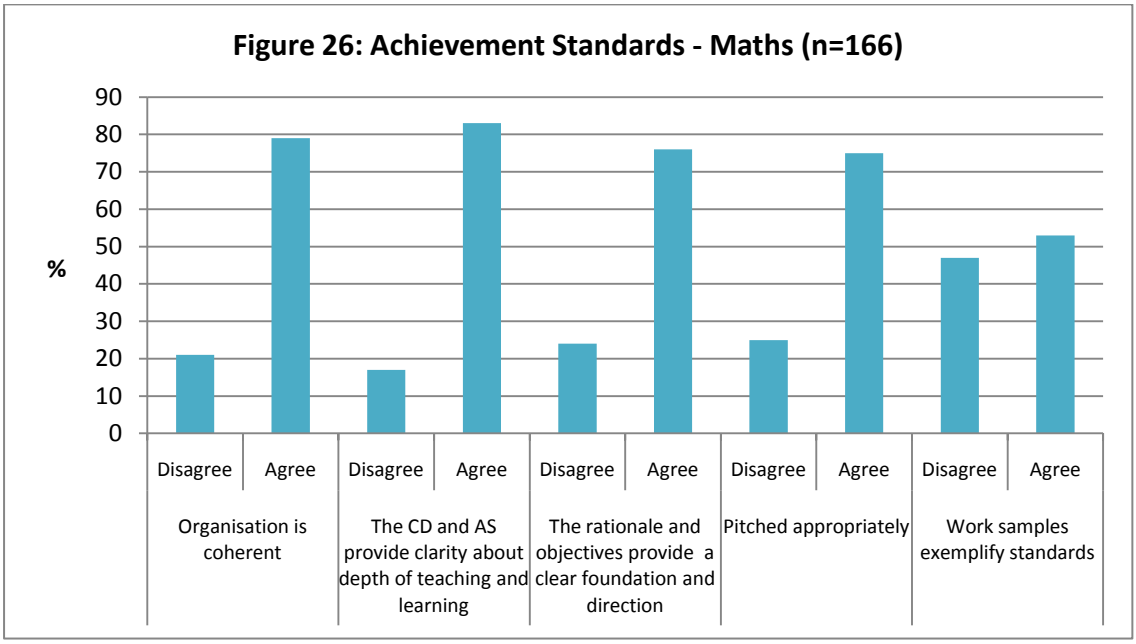
planning a differentiated [support extension] curriculum/Task. This could be put into a format which highlights how to draw on this information and how to provide links [up or down] to address special needs'. (NT)

'By having a sequence of expected standards for each year level achievement, it provides assistance in the planning process as you would then have an idea of what each child's pre-knowledge for a particular skill set should be and what they need to be by the end of the year level'.(WA)

'They have lifted expectations for each year level but I see this as a positive as maths standards in general have been low in expectations in past years'. (WA)

As shown in Figure 26, 79% of respondents agreed that the achievement standards are clear and unambiguous and 83% claimed they are coherent. A significant majority also agreed that they are appropriately sequenced (76%) and pitched (75%). However, teachers from both NT and SA claimed that the standards were too challenging for students. The major concern expressed by most respondents is that the annotated work samples do not illustrate or exemplify achievement standards (only 53% of respondents agreed that they do).

Figure 26: Achievement Standards - Maths (n=166)



There were also some concerns expressed about the vague nature of achievement standards and sequencing and pitch. The following statements summarise the issues that trial school teachers highlighted:

'The achievement standards are broad and do not address all sections of the course, for example, visualisations at year 9'. (SA)

'Year 3 and 4 elaborations for chance are identical there is no difference between what is expected to be achieved at both year levels. These need to be broken down further

for each year. The standards need to identify more clearly the depth of content knowledge and application expected'. (WA)

'There is no explanation of what a lower, middle or high ability student should achieve. What constitutes an A, B or C grade'? (WA)

'There are some gaps i.e. some topics are not built on each year, but only occur in year 3 and 6 for example symmetry. I believe the achievement standards for year 4 and 5 are back to front. The concepts in the current year 4 seem much more difficult than the year 5 achievement standard'. (SA)

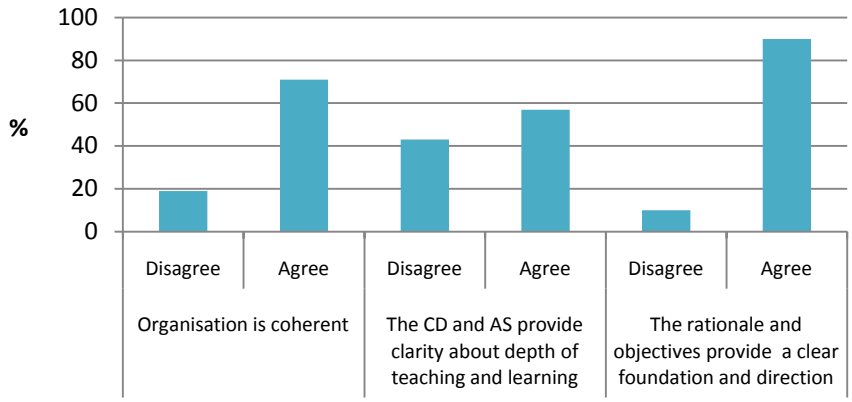
SUGGESTIONS FOR IMPROVEMENT

- The use of more tangible verbs to more readily adjudge what students have or have not achieved.
- The provision of a scope and sequence for the primary years and more importantly, a developmental continuum.
- A "moving towards" section which articulates where students will be going next.
- Using dot points to present the achievement standards with some added descriptors to define the extent to which a student should have achieved these at a particular level.

CURRICULUM ORGANISATION

The way the curriculum is organised in mathematics was generally well received. A high proportion of respondents agreed that the organisation of learning areas provides a coherent view of key elements and features of the curriculum (71%) and that the rationale and objectives provide a clear foundation and direction (90%). However, as shown in Figure 27 a large proportion of respondents feel that the content descriptions and assessment standards do not provide clarity about the depth of teaching and learning (43%).

Figure 27: Curriculum Organisation - Maths (n=166)



The following statements are representative of the overwhelming positive response to the curriculum organisation.

> *'I like the fact that it is succinct as it is allows for teachers to teach more deeply and thoroughly'.*
>
> *'The format used is user friendly and allows for ready appraisal of what is required at each year level. The main focus, elaborations and then the achievement standard allow for more lateral viewing of each area of the maths curriculum'.*

One of the major concerns was that the proficiency strands are a focus of the rationale but are not apparent in the content descriptions or elaborations.

FEEDBACK ON STAGES OF SCHOOLING

K-2

Content

The content should include:

- Money and area need to be introduced in Kindergarten. Exposure/experience is important from an early stage.
- The use of daily events, especially in Kindergarten to help introduce and reinforce how many, more than, less than, the same as.
- Understanding of numbers to 10 in Kindergarten would be appropriate.
- Year 1 - More content needed looking at reading maps in location.
- Year 1 - Students are ready for the introduction of cm and m and need this challenge.
- Year 1 should count small collections of coins, and work out change to $1.
- Year 2 – expand on the descriptions of time.

Sequence and Pitch

There was disagreement regarding the pitch for students at this stage of schooling. Teachers from Tasmania claim the curriculum is an appropriate confirmation of the number and algebra expectations for this age group. However, teachers from South Australian and Queensland viewed the curriculum as being too academically challenging, especially in terms of number. The sequence of number was also called into question by a number of respondents, particularly the jump from 130 in year 2 to 1000 in year 3.

YEARS 3-6

Content

The content should include:

- Continuation of shape 2D and 3D in year 3
- Financial literacy or money in year 4/5
- Mention of perimeter in year 4 and reading angles on a protractor in Area and Volume in year 4
- Explicit problem-solving strategies should be taught - e.g. drawing a diagram, guess and check, etc
- More emphasis on addition and subtraction, particularly partitioning and the concept of part/part/whole in year 4
- A list of functions that students need to focus on should be listed Number and Algebra in year 4
- Whole number understandings and operations (addition and subtraction) with whole number still need to be taught in Yr 5. There is reference to whole number place value understanding in achievement standards but no direct link to this concept in the content descriptions.
- In Yr 5 mental strategies to be used by students have not been specified.
- Range and mean should be included in year 6 within statistics and probability.
- Year 6 should not include ratios due to the abstract nature of the concept. There are no connections and applications for this content.

Sequence and Pitch

There was broad agreement that aspects of the content descriptions are pitched too high for students in this stage of learning or that there are gaps in the sequencing. There is a general view that many abstract concepts are introduced too early for students to master sufficiently or to use independently. Examples include:

- Fractions at Year 4 are above what students should be expected to do.
- The concepts in the current year 4 seem much more difficult than that in year 5.
- Numbers to a million is too difficult for year 4 students to use.

- Graphing algebraic formula is above the understanding and competency of most Year 5 students.
- Working with decimals into the thousandths and manipulating these using the four operations is very challenging for Year 6.
- Construct, read and interpret tables and graphs including ordered stem and leaf plots. Too difficult and not relevant.

YEARS 7-10

Content

The content should include:

- Use of the compass in Year 7 as many students are familiar with it and the concepts of what is an angle, estimating angles and measuring angles can be related with this in a practical sense.
- There should be time allocated to the revision of content such as integers, working with variables, rule of order, decimals. whole numbers.

The content should NOT include:

- Stem graphs as this is high school specialist section and only a few students attend Yr 7 as High School.
- Linear equations and Bivariate/univariate data in year 7.

Sequence and Pitch

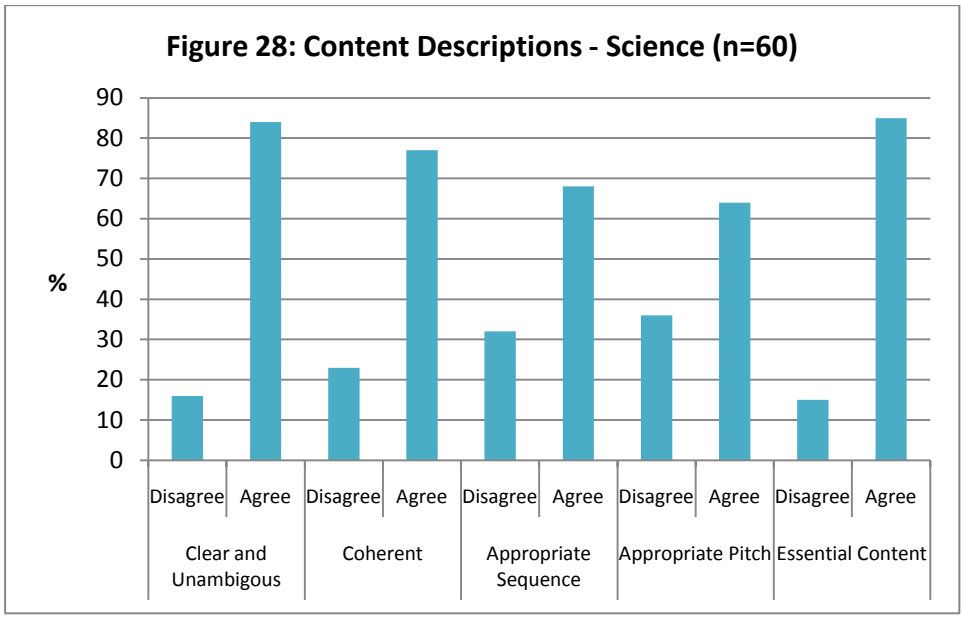
There was general agreement that the curriculum is pitched too high for students in this stage of schooling or poorly sequenced. For example:

- Some of the Data and Statistics content seems to be at a very high level for yr 7. Students starting in the next couple of years will have gaps in their learning.
- Some of the aspects are not considered to be year seven work i.e. Stem graphs, some of the algebra and possibly some of the formulas for measurement.
- Polygons should be in year 7 not year 9.
- The content gives a strong mathematical grounding for capable students, but not all the given content is necessary for all students. For example, geometric proofs are not necessary for all year 10 students.

3. SCIENCE

CONTENT DESCRIPTIONS

Figure 28 shows that there were high levels of satisfaction with content descriptions insofar as they are clear and unambiguous (84%), coherent (77%) and contain essential content (85%).



Open-ended feedback elaborates on the areas trial school teachers view as strengths:

> '*I feel you have covered content needed for developing science understandings well'. 'I believe topics have been covered adequately in the draft Primary Science Curriculum'. (WA)*
>
> *'The heavy inquiry skills content is good'. (NSW)*
>
> *'The way they have been written makes it easy for staff, but especially students, to highlight what they need to know and prioritise e.g. revision procedures for factual tests'. (ACT)*
>
> *They clearly show the students the depth and breadth of science as a learning activity'. (ACT)*

However, open-ended feedback highlighted the commonly held view that the curriculum is content heavy and lacks clarity:

> *'Too much in the curriculum to cover in one year. With 10 or more topics, you need to cover the topics in under 5 weeks which does not allow for much hands in or in-depth teaching or learning. Most students learn by doing and exploring. With the amount of content in the curriculum at each level, they do not have the opportunity to explore on their own. Student exploration can take 1-2 weeks, sometimes more depending on the topic'. (WA)*

'Although the elaborations assist in understanding the content, I think the content descriptions for the draft Primary Science Curriculum are too broad and could be made more specific. (NSW)

'It is not clear enough that the Science Inquiry skills and Science as a Human Endeavour should be embedded into content descriptors'. (NSW)

There was less agreement on the extent to which the content descriptions are sequenced (68%) and pitched appropriately (64%). This concern is highlighted in the following representative statements:

'The place of the Reproduction topic is out of order'. (NSW)

'The inquiry skills are the same through 1 to 6 - doesn't show real development'. (NSW)

'Problems with sequence. For example, Year 3 Science includes a look at 'Day and Night'. In order to really examine features related to the Earth's rotation etc. it would be necessary to scaffold the teaching, looking at features of the Solar System and Earth's place in space at an earlier stage, whereas as it stands the general picture of Space is only looked at later, in Year 5'. (Tas)

.

'Not enough scope to extend students without pushing them into future years. There needs to be a less prescriptive approach and more room for teacher decision on what to teach'. (Tas)

'*The content is pitched at too high a level'. (Tas)*

'There is a need for pathways in Year 10 Science. The top academic students should concentrate on Chemistry and Physics in order to prepare them for Year 11 and 12 courses'. (WA)

There was also some concern over the extent to which Aboriginal and Torres Strait Islander perspectives should be evident in the curriculum:

'Indigenous culture should be in the curriculum but should not be mandatory for all content as this could be very difficult to incorporate in some cases. If it is to be included, online resources should provide guidelines on how it can be incorporated, e.g. Aboriginal people used condensation in the following ways ...' (NSW)

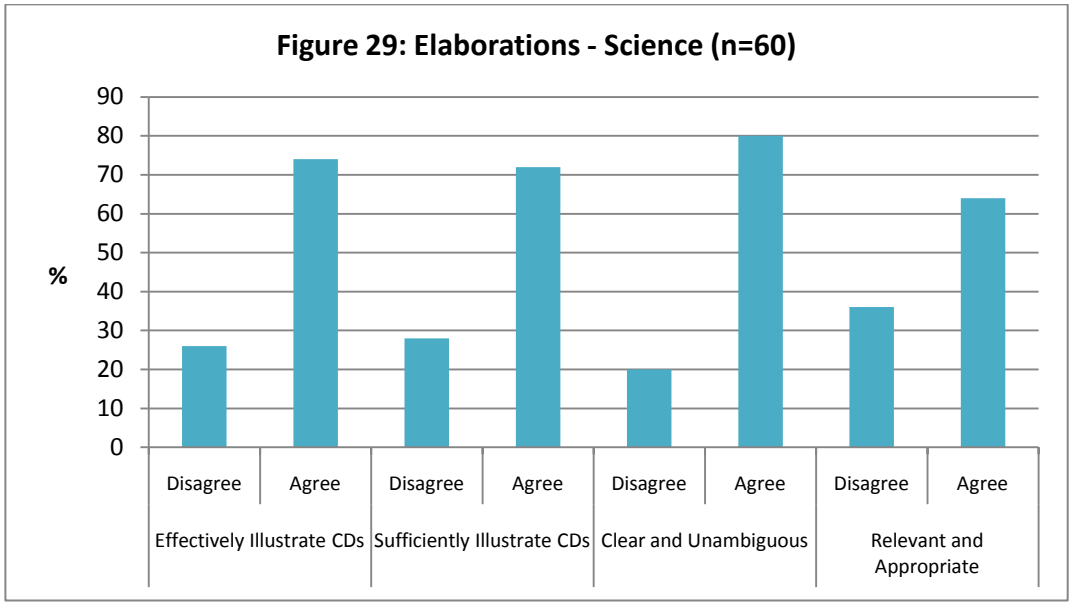
'While the 'Science and culture' description (Science as a Human Endeavour) works in with some science understanding e.g. 'Grouping living things', 'Interactions of living things' it would be a forced content in other content description areas such as 'Forces & motion'. The heavy emphasis of Aboriginal culture being integrated into all content description areas is unrealistic'. (NSW)

SUGGESTIONS FOR IMPROVEMENT

- Some of the content needs to be removed and other content extended with areas to be experimented and open ended Tasks
- The content descriptors in the science understanding strand are too narrow and need to be extended
- The description on fair testing needs to be explained in more detail for teachers who are not science specialists
- The message that the strands are interrelated needs to be strengthened
- More quantitative work in chemistry, at the moment chemistry is described solely as a descriptive/conceptual endeavour with no reference to measurement and/or quantitative experimental aspects which are essential parts of the discipline.

ELABORATIONS

The majority of respondents agreed that the elaborations effectively and sufficiently illustrate the content descriptors (approximately 73%) and a higher proportion agreed that they are clear and unambiguous (80%). There was less who agreed that they are relevant and appropriate (Figure 29).



The following open-ended statements summarise the concerns about elaborations.

> *'The elaborations need to provide more detail for the teachers. Elaborations should provide a list of suggested learning experiences which would fulfill the requirements of the content description so that it is clear for teachers to see all the options of learning experiences for teaching the content'. (NSW)*

> *'They need to show depth of knowledge that is developed K to 6. Many areas don't have any background knowledge from younger years. Students need to study what*

electricity is before they use it to make circuits. They need an understanding of sustainable energy before they look at why we need it'. (NSW)

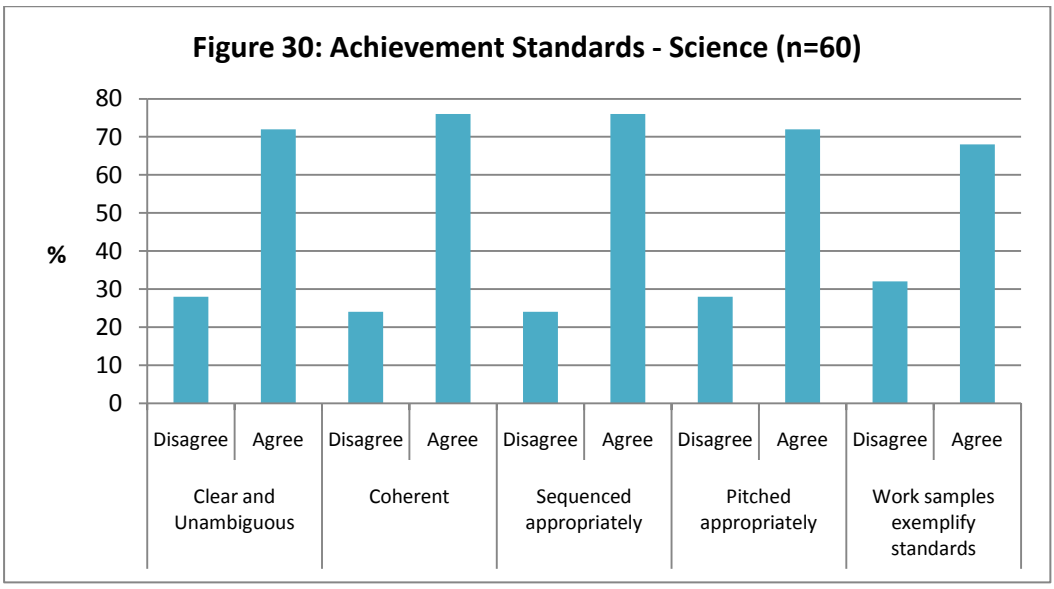
'I would like to see further elaboration on a few descriptors for example, body systems. How much detail to go into on each system? Be more specific about which systems to cover as there are too many. Maybe circulatory, digestive and respiratory as we look at energy'. (WA)

SUGGESTIONS FOR IMPROVEMENT

- Indicate possible extension work for gifted students.
- Examples, alongside the elaborations, would be useful.
- The elaborations need to provide more detail for the teachers. Elaborations should provide a list of suggested learning experiences which would fulfill the requirements of the content description so that it is clear for teachers to see all the options of learning experiences for teaching the content.
- They need to show depth of knowledge that is developed K to 6. Many areas don't have any background knowledge from younger years. Students need to study what electricity is before they use it to make circuits. They need an understanding of sustainable energy before they look at why we need it.

ACHIEVEMENT STANDARDS

Over 70% of respondents agreed that the achievement standards are clear and unambiguous, coherent and appropriately sequenced and pitched (Figure 30). 68% agreed that the annotated work samples help illustrate and exemplify achievement standards.



There was general agreement that the achievement standards will result in higher standards across Australia.

> *'We believe that a National comprehensive and cohesive curriculum can only help to raise standards across Australia. Here in Western Australia we are often slated as not achieving academic results in line with the Eastern states and the curriculum, once up and running, should help to counter any discrepancies. ALL children, regardless of socio- or geographical demographics are entitled to the same education experience.' (WA)*

However, there was some concern about the standards being too academically rigorous and there was also a call for some differentiation.

> *'Some of the Yr 9 and Yr 10 content will be more suitable for high achievers but might be extremely challenging to the others. E.g.: content elaborations 3 and 4 under 'electromagnetic radiation.' (ACT)*
>
> *'The standards are pitched at an appropriate standard for able year 9 and 10 students but do not give enough scope for less able students'. (WA)*
>
> *'There should be rubrics that show differentiation between minimal achievement and what could be expected from talented students'. (NSW)*

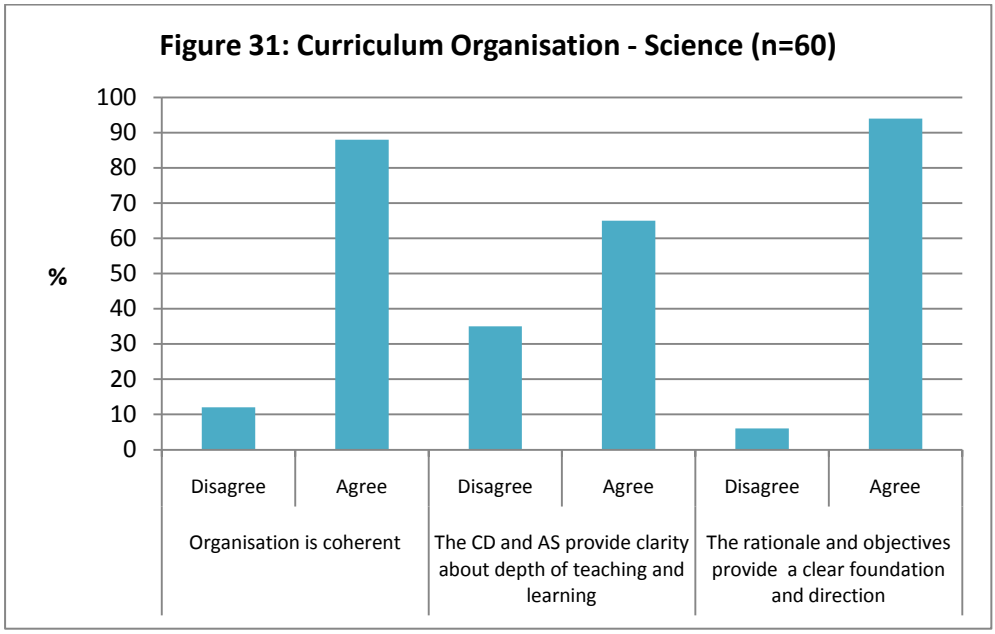
SUGGESTIONS FOR IMPROVEMENT

- The achievement standards should be presented in bullet points and should be graded according to ability levels, to make it easier for teachers to assess and grade students according to the level of achievement.
- There should be rubrics that show differentiation between minimal achievement and what could be expected from talented students.
- Each strand needs to be broken down and given explicit examples/indicators of achievement e.g. What is the achievement standards for science inquiry skills, what is the achievement for science and a human endeavour and what is the achievement for science understanding? Each strand has own indicators of achievement that are explicit for that particular topic. This will make it easier for the teacher to create appropriate and specific assessment tools.

CURRICULUM ORGANISATION

As shown in Figure 31, an overwhelming majority of respondents agreed that the organisation of science provides a coherent view of key elements and features of the curriculum (88%) and that the rationale and objectives provide a clear foundation and

direction (94%). However, there were a smaller proportion of respondents who agreed that the content descriptions and assessment standards provide clarity about the depth of teaching and learning (65%).



There was concern that the strands are difficult to interlink and require further explanation or simplification:

> *'Interlinking of the science understanding, human endeavour and science enquiry skills is complex and needs to be simplified'. (WA)*

Respondents were satisfied that the curriculum organisation represents an improvement in science education generally as exemplified in the following statements:

> *'I have agreed with this statement as our previous science syllabus in NSW was an inadequate document. I feel we are teaching about science under this new National curriculum with realistic classroom outcomes'! (NSW)*

> *'I think they're great, all encompassing and quite diverse. New and refreshing. The only challenge is the time required to cover the depth of content in the curriculum leaves little time for creativity" and "problem solving" Less content in good depth might help us to achieve these aims'. (WA)*

> *'The strong linkage between Rationale, Aims and the 'content' show a holistic approach to learning in science. A clear thread runs through the development from K to 10 and science teachers and parents and students can all follow the logic behind what and how the subject is taught and the implications of the subject for everyday living'. (ACT)*

FEEDBACK ON STAGES OF SCHOOLING

YEARS 3-6

Content

The content should include:

- The content on solids and liquids should include the three states of matter. The topic of solids, liquids and gases is all interlinked and Year 3 students are sufficiently advanced to be able to understand the concept of the effects of heat on water which produces water vapour. Students should learn the terminology of heat - evaporation, cooling - condensation.

- There should an introduction/revision of force and motion in grade 3.

Sequence and Pitch

There was some disagreement on the pitch of the curriculum. Some areas, such as electricity were considered to be over challenging for students. However, some respondents viewed the year 6 curriculum as being very basic and lacking an explanation showing possible extension. There was also a concern that the Year 5 curriculum lacked the potential to engage students who are not interested in micro-organisms or electricity.

YEARS 7-10

Content

The content should include:

- Acids & Bases should be included in yr 8 Chemistry as foundation for higher level chemistry in Years 9 and 10.

- Year 8 physics content should also cover simple machines and their applications.

- Density of substances - including manipulating formula for density and doing density calculations. Science students need to start applying formula to science concepts from Year 8 or they get the idea that science is just a learning subject and mathematical concepts are not necessary.

- Ear and eye should be included as we do sound and light and energy conversions. Structural details of chloroplast and mitochondria very relevant in Year 9 as we look at energy in living organisms.

- More quantitative work in chemistry, simple stoichiometry and molar calculations in Year 10 Chemistry.

- Chemical properties of fuel, plastics. Should go with Organic Chemistry in Year 10.

The content should NOT include:

- Classifying rocks requires a higher level of chemistry than Year 8 can cope with and is very boring for students at this level.

- Plate tectonics and The Universe should be covered in earlier years than Year 10. Geology and earth science – overdone.

- Location of ore deposits carbon & nitrogen cycles CO2 & O2 Greenhouse effect, Circuits Superconductors too difficult for this year level.

Sequence and Pitch

Several problems with sequence and pitch were identified for this stage of schooling. These include:

- Reproduction should be included in Year 9, more relevant and applicable than Year 7 and links to endocrine system.

- Year 8 chemistry, chemical and physical change should follow particle theory. Change of state is in both physics and chemistry and needs to be tightened up so that it is not repeated. e.g. particle model should be related to heat in the physics units rather than with forces.

- The current Year 9 topic- 'Interactions between the Earth's spheres (such as carbon and nitrogen cycles, and the impact of humans and natural events on these interactions) - part needs to be included in Yr 8 because it can be learned as a natural sequence with Ecosystems and their sustainability.

- Many students will struggle with the ideas of nervous and endocrine systems especially feedback loops and stimulus patterns. These ideas need far more mature mind and should kept for the Human Biology and Biology course of Year 12.

- Antibody - antigen responses and details of nervous systems and chemical co-ordination. For most intermediate students this detail proved beyond them, the advanced students however enjoyed this.

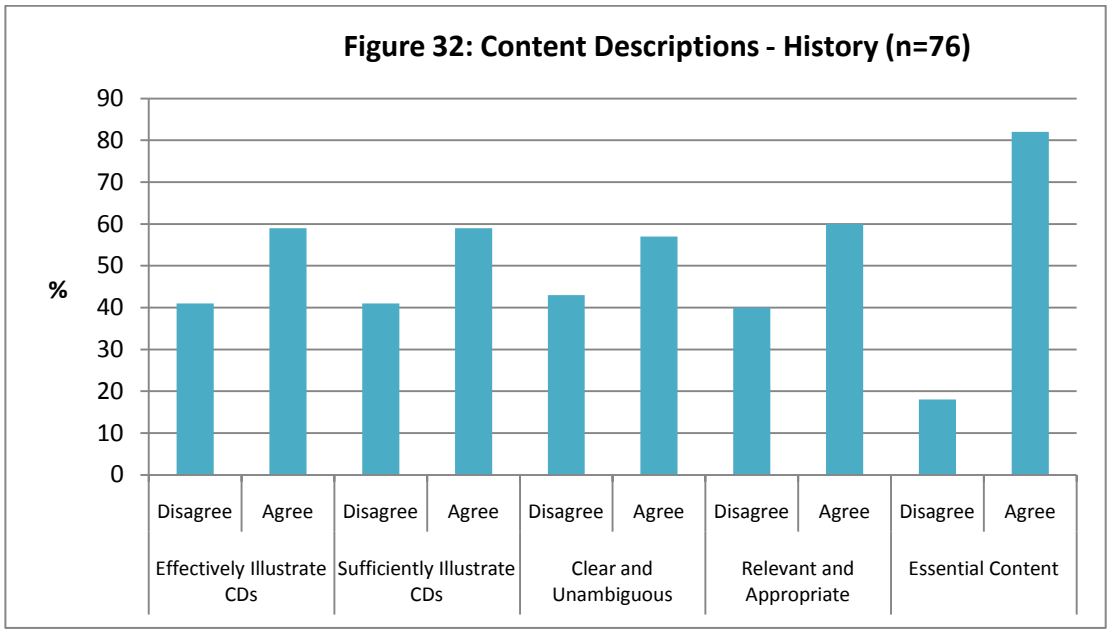
- Details of electromagnetic radiation, you will need specialist science teachers at this level.

- Statistical methods of data analysis, too detailed!

4. HISTORY

CONTENT DESCRIPTIONS

The majority of respondents from trial schools were satisfied with the quality of content descriptions in the history curriculum. Approximately 60% of all respondents agreed that the content descriptions are clear and unambiguous, coherent, sequenced and pitched appropriately and 80% agreed that they contain important content (Figure 32).



The major concern expressed by trial school teachers was that the curriculum contains too much content, especially in Years 7-10. The following statements taken from the online survey exemplify this concern.

> *'It is not so much that there is not enough content, it is that there is too much: that we are expected to cater to every group and sub-group when we have a limited time in which to do it and, importantly, to do justice to the teaching and learning of it. In identifying WWI, what aspects of WWI are we supposed to cover? More guidance would nice - like the senior version where specific people, places and events are listed'. (NT)*

> *'You need far less content. There is far too much content in most year levels - particularly from Year 3 up. You need to prune the content. You could have a lot less content and still achieve the outcome.' (SA)*

> *'My main problem is that this is an over ambitious and crowded curriculum. History is about investigation, with time to research, analyse and reflect. How can this be possible with the amount of content? My fear is that students will dread history class due to the dates, dates and dates that will be pushed. A clear indication of how schools will be assessed would go a long way to ease fears.' (SA)*

'I feel that remote, Indigenous, ESL learners have been ignored on this curriculum. There is not enough Indigenous perspectives included in this curriculum. The year 10 history curriculum is overcrowded and sets my students up for failure. For this curriculum to have a chance of succeeding my students learning needs must be recognized. Resource packs would also need to be created for each in depth study as the school currently has no history resources'. (Vic)

The majority of trial school teachers were satisfied that the content was appropriately sequenced and pitched.

'I know there's a lot been said about it (the history curriculum). I love the flow of it I have looked at it all ...I love the way that to takes you back in stages, you know, you just don't go straight into medieval history in Year 4 and you have to go back through Aboriginal history and those kinds of things, I love that. I love that flow of it until the medieval in year 7.' (SA)

'The content descriptions, particularly for year 2, are challenging and build on the students' skills and understanding well.' (SA)

'The inquiry focus and introduction to the nature of history is very appropriate for Year 7 students. It can challenge them, it is achievable and it has excited so many of my students.' (WA)

There was some concern, however, that addressing Aboriginal and Torres Strait Islander studies in Year 3 and 4 will not allow for sophisticated understanding.

'Dreaming should be addressed at a higher year level due to the importance of the connections to the land and the disconnection that Aboriginal people have with society now. Addressing Aboriginal studies in Years 3/4 doesn't allow students to explore the issues facing Indigenous people today.' (WA)

Some trial school teachers also indicated that Year 4 represented a significant shift in terms of academic rigour. The following statement exemplifies this concern.

' I believe beyond, especially in Y 4 there is a leap and the content does not always match the local knowledge and understanding that is built through the younger years. The content becomes very NSW driven and although important to develop knowledge of key events may be more relevant to build on local knowledge and support students understanding of key events that have affected their own history.' (SA)

There was general agreement that the curriculum contained important information, although there was a call from several trial school teachers for a more consistent treatment of Indigenous history.

> *'The History curriculum needs to include more Indigenous content across the year levels. It is too concentrated at certain year levels and neglected at others.' (SA)*
>
> *'Across yr 7 - 10 Aboriginal issues are repeated over and over.' (NSW)*

There was also a general concern over the organisation and lack of clarity around depth studies. According to a large number of respondents, there are too many depth studies for students in Years 7-10 and there is a lack of clarity about the depth of learning required in depth studies and a lack of consistency regarding overviews.

> *'There does not seem to be consistency in how content has been organised into overview and depth studies. Some overviews could last 9-10 lessons and some depth studies (WW1 being the best example) are not depth studies but summaries at best. This just leads to a superficial understanding of history.' (NSW)*
>
> *'A lot of content needs to come out from Years 7-10. It is far too crowded. Also more opportunity for choice is important.' (SA)*
>
> *'There are too many in-depth studies. These need to be fewer and teachers should be able to choose which ones they wish to do or a different term is used to describe them. Depth Study seems farcical if it can only be studied for 1 week. Perhaps topic" or "focus" would work better.' (WA)*

SUGGESTIONS FOR IMPROVEMENT

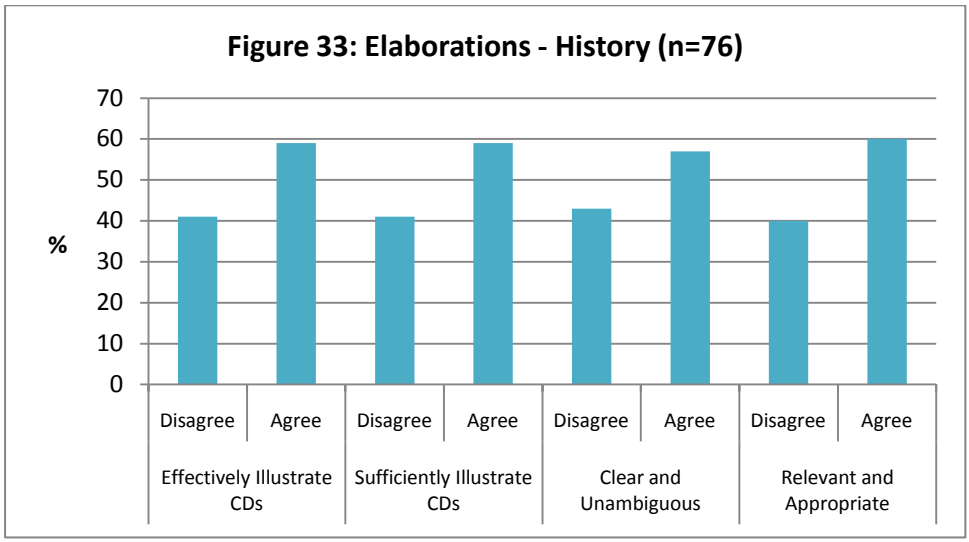
- Changes in technology should be included. This is an important aspect of lives today and changes in technology have significantly altered the way in which we live today.
- Magna Carta and the introduction of representative government, the French Revolution, American Revolution - reason - these are foundations of Western civilization.
- More Indigenous content across the year levels. It is too concentrated at certain year levels and neglected at others.
- More opportunities for study of World History in the Primary Years and also Asian History.
- A lot of content needs to come out from Years 7-10. It is far too crowded. Also more opportunity for choice is important.

- There are too many in-depth studies. These need to be fewer and teachers should be able to choose which ones they wish to do or a different term is used to describe them. Depth Study seems farcical if it can only be studied for 1 week. Perhaps “topic" or "focus" would work better."

- Some specific local examples for the depth studies would be helpful, particularly for teachers new to the subject area.

ELABORATIONS

As shown in Figure 33 approximately 60% of respondents agreed that the elaborations effectively and sufficiently illustrate content descriptions and that they are clear, unambiguous, relevant and appropriate.



There was some agreement that the existing elaborations should contain more detail, that they should outline specific events, people, mysteries and places, specific instructions on the depth of teaching and learning and that there should be additional elaborations. Some of the specific criticisms relating to the elaborations are:

> *‘In the skills section the Kindergarten, Year 1 and Year 2 elaborations are all the same. The elaborations should reflect the changing skills of students at these different age levels’. (SA)*
>
> *‘Some elaborations are not relevant, or could be more expansive, e.g. Year 10. The origins of World War II - elaborations don’t mention the origins at all.’ (SA)*
>
> *‘The elaborations in the primary section - particularly in Junior Primary - were obviously written by people who didn't teach this age group e.g. in Year one there is a reference to students reading newspaper clippings, diaries and seasonal records. Our six year olds are reading picture books. In Year 1 there is also reference to gender roles over time’. (SA*

'There is a great deal of repetition in the elaborations and depth study sections in the Medieval History section. This needs to be set out more clearly to overcome ambiguity'. (Tas)

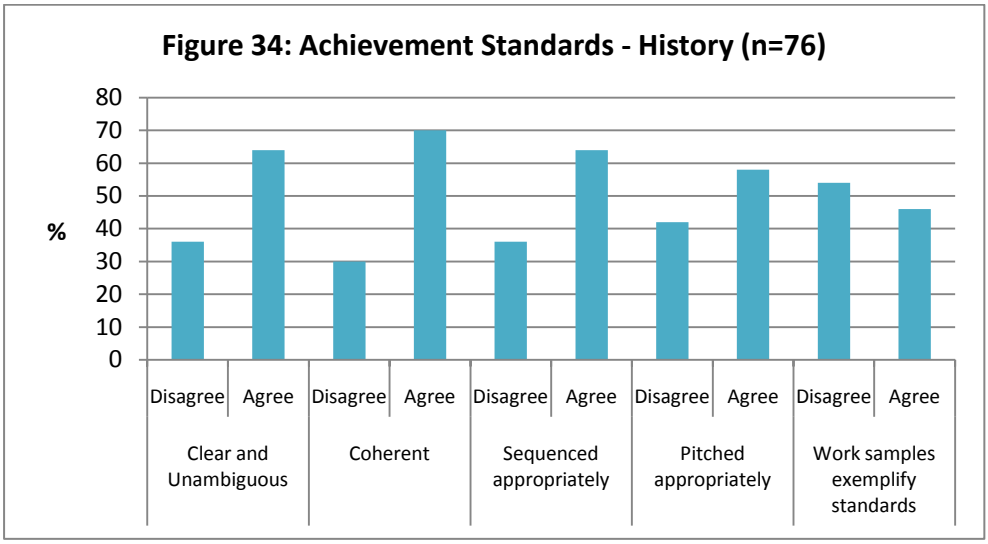
'It needs to be clear whether you mean one or all or some colonies. Do teachers have the discretion to choose to research in detail those relevant to their students e.g. The Swan River Colony in WA? It's the same with Year 4 – explorers - is that all explorers to Australia or just local? How important is local history compared to whole Australian history? Do we teach all examples in elaborations or simply pick and choose?' (WA)

SUGGESTIONS FOR IMPROVEMENT

- There need to be some additional elaborations for some of the content descriptions.
- There needs to be more information on the depth to which teachers are expected to go. The term "depth study" is misleading, because when you can only spend two weeks on a topic, it is hardly a depth study.
- Greater detail is required for some in Year 10 History - they are a little sparse. Suitable resources would be handy to include at this point.
- Specific events, people, mysteries and places in history could be outlined in the elaborations.

ACHIEVEMENT STANDARDS

There was a less consistent response to the achievement standards (see Figure 34). Only 64% of respondents agreed that the achievement standards are clear and unambiguous and sequenced appropriately while 70% regarded them as being coherent. As shown in Figure 35, 58% of respondents agreed that the standards are appropriately pitched and less agreed that the annotated work samples illustrate and exemplify the standards (46%).



The following statements are representative of the significant number of respondents who disagreed that the standards are well constructed and appropriate:

> *'We hate these more than anything else in the document because they aren't clearly articulated, are vague and are unworkable' (NSW).*
>
> *`The language used doesn't seem to allow for a differentiation between grades (A, B, C) particularly if this is meant to fit C achievement standard'. (Qld)*
>
> *'It feels woolly: e.g. able to 'observe' and 'investigate'. (SA)*

There was also concern over the inconsistencies across year levels and between content descriptions and achievement standards:

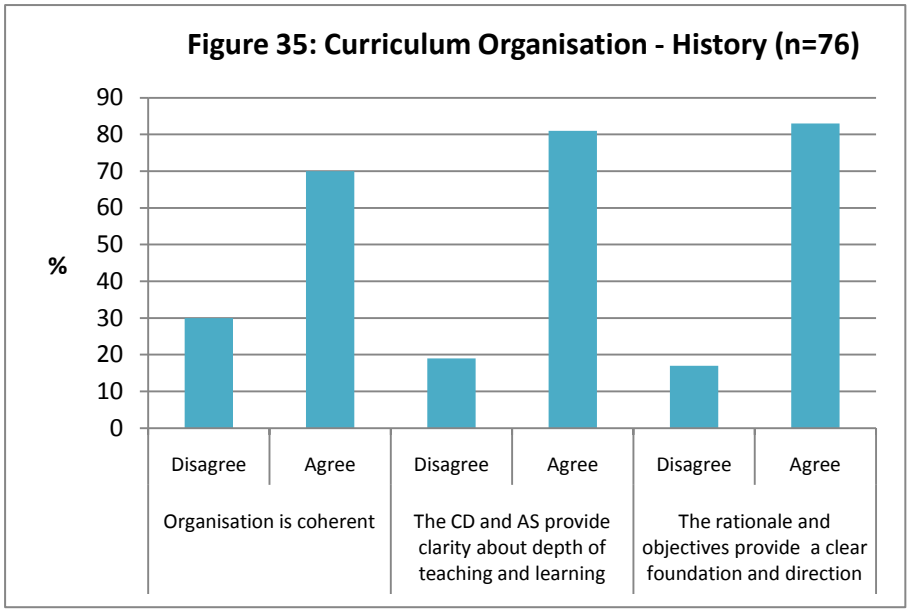
> '*Across the 7-10 curriculum, the achievement standards seem inequitable. In some areas (e.g. Year 9) there is seemingly one sentence in the descriptor about knowledge, whereas in others (e.g. year 8) there can be up to 4 knowledge sentences. As each of these is likely to be covered in a similar amount of time, this leaves the impression that the content in some is more important than the content in others'. (Qld)*
>
> *'The achievement standards and content do not complement each other. Students could easily achieve the 'standard' with much less content'. (SA)*

Although 58% of respondents agreed that achievement standards were appropriately pitched, a significant number regard the standards as being too highly pitched or lacking developmental sequence:

> *'The achievement standards possibly too high. Some concepts e.g. empathy (as is in Yr 4 targets) is quite sophisticated for young students'. (WA)*
>
> *'In some areas the year 4 work is more demanding than the year 6. There is an assumption of prior knowledge e.g.; Gold Rush / Chinese immigration but it doesn't appear in other years. Skills don't show growth. Those in year 8 could be easily achieved in years 5 or 6'. (NSW)*

CURRICULUM ORGANISATION

The overwhelming majority of respondents agreed that the organisation of history provides a coherent view of key elements and features of the curriculum (82%) and that the rationale and objectives provide a clear foundation and direction (94%). However, there were only 40% of respondents who agreed that the content descriptions and assessment standards provide clarity about the depth of teaching and learning (Figure 35).



Respondents claimed that there is a lack of agreement between content descriptions, elaborations and achievement standards. They also highlighted a lack of clarity around depth studies and the overwhelming amount of content to cover:

> *'Detail from the descriptions / elaborations do not seem to match up with the broad nature of the achievement standards'. (WA)*
>
> *''Some confusion over content required to be taught e.g. language differing between elaborations and achievement targets'. (WA)*
>
> *I do not think that clarity is provided. The History curriculum is overwhelming, and the content seems to be huge. I do not see how the depth studies can be achieved under the current draft'. (SA)*
>
> *'Inconsistent content in depth studies questions whether they are depth studies"; naming all depth studies as 1, 2 etc is misleading- suggestive of choice'. (Tas)*
>
> *'It was very broad which made it hard to pin point what exactly was the main focus to cover'. (WA)*
>
> *'The content descriptions give the scope of the curriculum whereas the AS should give information about the depth. To me, the AS is just a very concise summary of the content descriptions i.e. no depth indicated'. (WA)*

FINDINGS BY STAGES OF SCHOOLING

K-2

The major concern with the history curriculum in this stage of schooling is that the elaborations do not support the complexity inherent in content descriptions. For example, the elaboration whereby Year 2 children are asked to place family members in sequence

is a lot easier than the 'bigger picture' that has been presented. However, it was generally agreed that the content in K - 2 is appropriate and has a sequence that suits the age range of students.

YEARS 3-6

Content

The content should include:

- Colonial lives need to allow for a range of explorers instead of specific explorers so that students may learn about local explorers and history.
- A distinction between of content of year 4 and year 5.

Sequence and Pitch

There were concerns that the academic demands of history increase exponentially as the years progress through this stage, with the biggest jump occurring in year 4. Other concerns included:

- Federation is inappropriate for Grade 5.
- Colonial life seems to be doubled up in Yr 5.
- There is little scope for global issues that tie in with Australian history

YEARS 7-10

Content

The content should include:

- A greater opportunity for Australian content in year 7.
- Sustainability in year 7 - Students need to be aware of their environmental footprint. Students could be exposed to the results of human activities and be challenged to learn about the causes, effects and possible solutions to these problems.
- More weighting and time needs to be allocated to World War II. Such a time is a major catalyst for change and needs to be explored in significant detail.
- In year 10 there is limited scope for exploring the history of the relationship Australia has with its Asian neighbours e.g. Malayan emergency, East Timor from this period to today. Australia's current relationship needs to be examined in terms of its history.

- A study of the Twentieth Century cannot be attempted without some knowledge of the Russian Revolution as it greatly affected the development of not only the western world for ninety or so years but also many under-developed countries across most continents. It is hard to teach the Cold War without the background in Communism. It has to be taught before the Cold War, or, alternatively, as part of the Cold War.

The content should NOT include:

- The Year 7 course looks very boring, as there is far too much ancient history in it. We currently have one unit of ancient history at Year 7, which is plenty.
- Too much 19th century Australian content in Year 9. Will be too boring and unengaging.
- Pastoralism in year 9
- Probably a little too much emphasis on the Industrial Revolution and life in England in the 1700's - the settlement of Australia by Europeans is more relevant and there is not enough time to teach everything in the descriptions.
- The Luddites and Pre History, both are too complicated for the skill/year level prescribed.

Sequence and Pitch

- Some content is aimed too high for Year 7.

FEEDBACK FROM FORUMS

Trial school forum participants were appreciative of the opportunity to be involved in the trial. Generally speaking they found the experience uniting and reengaging. The overwhelming feeling emanating from all forums was that a uniform national approach to education was a welcomed initiative as it gave all teachers across all states 'a common language' (NT Forum). As a result of their experiences, teachers felt more relaxed about the curriculum and were pleased that the curriculum had clarified expectations. Forum participants identified a number of strengths including:

- The curriculum articulates clear expectations around what should be taught at each year level.
- The content elaborations are welcomed as they clarify what needs to be taught.
- The curriculum recognises the importance of literacy across all learning areas and it has been 'value added' yet the curriculum also provides an opportunity to engage with content.
- The curriculum is not very different from what is already being taught and it links to existing curriculum frameworks.

Despite the general satisfaction with the draft K-10 curriculum, trial school teachers raised a number of concerns.

- The curriculum is not easily accessed by students for whom English is not their first language. (This concern was especially prevalent in the NT.)
- The curriculum lacks continuity across year levels.
- The curriculum is linear and does not appear to cater for a range of students at each year level or for multi-aged classrooms.
- The achievement standards are too broad and general and could result in teachers teaching to the 'C' standards, therefore 'dumbing down' the curriculum.
- Primary schools do not always have the content specialists needed to teach some subject confidently (e.g. science and history).
- Links with NAPLAN are not explicit.
- Clarity is needed on national handwriting, age of entry and curriculum terminology.
- There are issues around reporting student achievement using various state tools such as CeTool in the NT which is linked to the NTCF.
- The online curriculum may cause problems in remote communities due to internet access issues.

ENGLISH

The teachers who trialled the English curriculum were satisfied that it contained specific guidelines on what to teach. The 3 strands were viewed as a strength, as was the emphasis on multimodal texts. The achievement standards were viewed as being high, but aspirational.

Trial school teachers who attended the forums agreed that the curriculum could be improved by:

- Aligning content descriptions
- Clarifying the relationship between the strands and the modes
- Making the modes more explicit in the content descriptions and achievement standards
- Providing a scope and sequence where developmental steps are made more explicit
- Providing a framework for skill development
- Making the degree and depth required for writing and reading skills more explicit
- Connecting the content with text types
- Ensuring the language and terminology used is consistent across the year levels
- Clarifying the role of elaborations and review their wording to make them easier to follow
- Eliminating jargon
- Reviewing the threads of content strands to ensure that they are reflected in achievement standards
- Making viewing more explicit in the standards
- Providing specific assessment criteria in the standards supported with annotated samples
- Reconsidering the allocation to grades for Kindergarten students
- Reworking the achievement standards so that they are more precise and explicit including the use of evaluative terms to describe quality and depth.

YEAR SPECIFIC FEEDBACK

- **K** – extend the focus on oral language
- **Year 1** – remove the requirement to use technology – it is not practical as it is unavailable in many schools
- **Years 1 & 2** - review the presentation of the content as it is difficult to follow and navigate
- **K-2** - concern that the standards do not match developmental levels
- **Year 6** –make more explicit reference to genres

MATHEMATICS

The teachers who trialled the mathematics curriculum were satisfied with the simplicity of the curriculum and the clear guidelines it provides through listing content descriptions. They found the elaborations very useful including the way they could be used to link with current programs and frameworks (for example 'First Steps' in WA and the NTCF in the NT). The 3 strands were also viewed as a strength.

Trial school teachers who attended the forums agreed that the curriculum could be improved by:

- Providing a scope and sequence to show a clear progression of conceptual development
- Ensuring greater consistency in naming of content descriptions and numbering in elaborations
- Reducing the content
- Improving the elaboration of proficiency strands to ensure that 'Working Mathematically' is not lost
- Developing problem solving skills across years by providing a continuum
- Reorienting the content P- Year 7 since it is pitched too high
- Refining elaborations so that they provide sufficient detail of depth of coverage and contain a broader range of examples
- Eliminating jargon as some of it is foreign to teachers in some states and territories e.g. operating and calculating in WA
- Delineating the range of mental strategies for each year level
- Clarifying the magnitude of numbers for calculation in each year level
- Refining achievement standards so that they are consistent – using point form would be easier to follow

- Clarifying time allocations e.g. statistics and probability is not 1/3 of content; geometry and algebra to be mapped and re-sequenced
- Including a greater focus on financial literacy

YEAR SPECIFIC FEEDBACK

Year 1

- The requirement to use technology is not practical as it is unavailable in many schools.
- Achievement standards appear very high (e.g. counting backwards from any point). Students are not developmentally ready for some of the skills and understandings.

Year 2

- Some of the achievement standards appeared to be missing.

Year 3

- The trial was difficult as there was an assumption of student prior knowledge. Students had no history with the AC Year 2 content.
- Children not ready for $\times$, $\div$ as described
- Time/analogue clocks links difficult
- Multiplication and division-pitched too high, particularly the last couple of elaborations.
- Achievement standards are 'waffly' and 'obscure'.

Year 4

- Aspects of place value seem simplistic and don't value the understandings from *First Steps.*
- What is meant to be taught by 'place value' is not clear but working to 7 digits is demanding.

Years 4-5

- Primary Sequence of number, addition and subtraction are missing.

Year 5

- Needed to teach the skills and strategies for mental computation which gave these strategies a sharper focus
- Using ICT for constructing graphs takes away the skills learned through 'hands-on' learning – could the requirement for ICT be 'exposure to' rather than as described in the achievement standards.
- Counting principles not listed
- Teaching addition and subtraction together confused the students at first but they eventually understood both. It takes more time to teach the two together.

Year 7

- Content descriptions and elaborations didn't match e.g. parallelograms in content but not in elaboration-measurement
- Linear relationships and data analysis pitched too high
- Teaching content is achievable; stimulating but not over demanding

Year 8

- Content overload
- Links are not obvious across year levels

Year 9

- Pitched too high (AC Year 8 more relevant to the Year 9 students) and students at lower end would be disadvantaged.
- Tax tables not relevant to most students

SCIENCE

The teachers who trialled the science curriculum were very satisfied with the way that the Australian curriculum aligned with current practice. The curriculum describes similar content to what teachers are teaching already and required minimal adjustment.

Trial school teachers who attended the forums agreed that the curriculum could be improved by:

- Providing a scope and sequence to show a clear progression of conceptual development
- Revising the format – use big ideas or unifying concepts rather than topics
- Including content organisers to keep key ideas together and to show developmental links across the years
- Making it explicit that the content can be integrated
- Removing some of the content – there is too much content causing overcrowding
- Reviewing the content descriptions and definitions
- Clarifying the purpose of elaborations
- Including the quantitative dimension of science
- Providing advice on how to cater for multi-leveled and streamed classes

- Clarifying how to teach ‘down’ or ‘extend’ within the content descriptions - Maybe elaborations could help, even colour code the elaboration to signal an elaboration that is ‘extending’ students.

YEAR SPECIFIC FEEDBACK

Year 2

- Conceptual development needs to be explicit.

Year 3

- More specificity is needed to provide clarity and depth, especially within the elaborations.

Year 7

- Science requires much more time than is currently given and it requires science specialists. Primary teachers don’t have the expertise to teach across the learning areas.

Years 8 -10

- Clarification of the elaborations is needed

Year 10

- Need to see provisions for streaming. A differentiated curriculum is needed in Year 10.

Years 9 and 10

- The curriculum is a ‘dumbing’ down of physics and chemistry.

Year 10

- Too much content but not enough detail.

HISTORY

Teachers who trialled the history curriculum were generally satisfied with the sequence and quality of content. They found the Years 7-10 content challenging and engaging and liked the way that the Year 9 content allowed students to develop a broader understanding of world history while Year 10 gave students a context to Australian history. The variety offered in the units on wars in Year 10 was also viewed as a strength.

Trial school teachers who attended the forums agreed that the curriculum could be improved by:

- Providing a scope and sequence to show a clear progression of conceptual development, particularly across the strands

- Reducing the content
- Making it clearer that the topics are a vehicle for conceptual understandings
- Making the achievement standards more specific and focus on processes
- Providing annotated exemplars to support the achievement standards
- Developing the concepts as a framework
- Clarifying the breadth needed for depth studies

WORK SAMPLES COVER SHEET

(One cover sheet for each Assessment Task)

Name of School: _____

Name of Teacher: _____

Learning Area/s: _____

Year Level/s:

Student Samples:

Number of student samples attached: _____

Have you:

- *Attached original clean copies of student samples?*
- *Attached a completed and signed form "Permission to use Student Work" to each student sample?*
- *Attached a completed and signed form "Talent Release Permission – Audio-Visual Material" as applicable?*

Assessment:

Summary of Assessment Task:

Focus of Teaching (Link to Content Descriptors):

Relevant Part of Achievement Standard:

Please return to:
Tracey McAskill, ACARA, Level 10, 255 Pitt St Sydney, NSW 2000

Attachment 5

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Australian Curriculum Consultation Portal - Teacher Questionnaire

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.

Breakdown of Nominated Trial Schools

Total number of schools	233							
Number of schools by stages of schooling	K-2		3-6		7-10			
Number of schools by activity	Activity 1 200		Activity 2 181		Activity 1+2 126		Activity 3 143	
Number of schools by learning area (Activity 1)	English 76		Maths 96		Science 62		History 62	
Number of schools by learning area (Activity 2)	English 78		Maths 98		Science 85		History 75	
Number of schools by learning area (Activity 3)	English 72		Maths 84		Science 78		History 58	
Breakdown of states and territories	NSW 0	VIC 0	SA 51	NT 17	Tas 44	QLD 32	WA 61	ACT 26

Key Activities and Roles

Activity	ACARA	States/territories
1. SELECT SCHOOLS		
• Identify schools and relevant activity (from nominations)	√	
• Determine and allocate resources and support (as appropriate)	√	√
• Identify liaison officers (ACARA and each state/territory)	√	√
• Notify schools and state/territory authorities	√	
2. CONFIRM SCHOOL ENGAGEMENT		
• Confirm arrangements with each school	√	
• Provide follow up information (contacts, forms, advice)	√	√
• Set up online support and network processes	√	√
• Make digital materials available to schools	√	
3. WORK WITH SCHOOLS		
• Provide regular phone/electronic contact and support	√	√
• Undertake some school visits	√	√
• Pilot the digital curriculum	√	
• Collect documentation: programs, Tasks, work samples	√	√

APPENDIX D: TRIAL SCHOOLS PARTICIPATION ACCEPTED NOMINATION LETTER

22 January 2010

<title> <first name> <last name>
<position>
<school name>
<address>

Dear <first name>

Accepted nomination for participation in trial: draft K-10 Australian Curriculum

Last year your school was nominated to participate in a short trial of the draft K-10 Australian Curriculum in 2010. Specifically, your school was nominated to undertake the following activities in the nominated learning areas:

Activity 1 Develop teaching program/s and assessments	**Activity 2** Teach part of the content and provide student work samples	**Activity 3** Test the functionality, accessibility and usefulness of the online curriculum
English, Maths	English, Maths	History

I am pleased to advise that the Australian Curriculum Assessment and Reporting Authority (ACARA) has accepted your nomination to participate in the trial activity. Your school has been selected from among hundreds across Australia that were nominated. The final selection has included a cross-section of schools based on jurisdiction, geography, size, sector, and socio-economic status.

The draft curriculum for English, mathematics, science and history is scheduled to be released on-line for public consultation on Monday 22 February 2010. The trial will begin soon thereafter and conclude by mid May 2010.

The trial activity is part of a larger consultation process which will lead to any necessary adjustments to the draft curriculum. The aim is to get comprehensive feedback on the draft curriculum and to ultimately ensure its quality and suitability from the perspective of teachers, students, and other education professionals. A proposed final Australian Curriculum - in English, history, mathematics, and science - will be published later this year, drawing on the outcomes of the consultation activities.

As per the information provided last year, teachers from your school who will be participating in the trial activities will be expected to provide formal feedback on the draft curriculum materials via an on-line survey. In addition, your school has agreed to develop and provide ACARA with draft term, semester, or year-long teaching program/s or units of work, at least two assessment Tasks and some associated student samples in relation to activities 1 and 2 specified above.

In turn, ACARA will provide some funding to your school to support the work being undertaken by your teachers. The funding can be used for teacher relief and/or contract payments at a rate and will be based on the number of participating teachers and the nature of the agreed activity.

Further, an ACARA curriculum officer, along with state and territory officers, will have on-going contact with your school and will provide necessary email support during the consultation period. Your teachers will also be able to register on a secure website and participate in on-line discussion with colleagues from other schools.

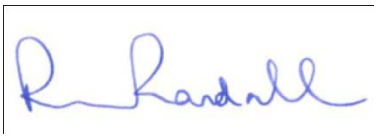
In order to finalise your involvement in the trial, could you please complete the attached **confirmation form,** which confirms the agreed activity and the names of participating teachers. We would like the completed form to be returned to ACARA by 8 February 2010.

Upon receipt of your confirmation form, we will provide final details of the funding processes and any support material.

If you have any further queries about the trial please contact John Gougoulis, Senior Manager, Curriculum at john.gougoulis@acara.edu.au / phone (02) 8098 3142 or Rebecca Tidey, Senior Communications Officer at rebecca.tidey@acara.edu.au, / phone (02) 8098 3145.

I look forward to working closely with you as we proceed into this next period of consultation with the draft Australian Curriculum.

Yours sincerely



Robert Randall

General Manager, Curriculum

Encl. Confirmation Form

25 February 2010

APPENDIX E: TRIAL SCHOOLS CONFIRMATION LETTER

25 February 2010

<title> <first name> <last name>
<position>
<school name>
<address>

Dear <first name>

Draft K-10 Australian Curriculum - Confirmation of in-school trial activities

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is pleased to confirm your participation in the in-school trial activities with the draft K-10 Australian Curriculum in English, history, mathematics, and science.

I would like to thank you and the teachers at your school in advance for your decision to participate in this activity. By having a close look at the draft curriculum you will be able to provide feedback on how manageable both the content and the online form will be for teachers, and in what ways it can be improved. This is a critical part of the consultation that will contribute to the re-shaping of the final curriculum due for publication later in 2010.

Your school's active involvement will begin on 1 March 2010, and will be completed by 23 May 2010.

Please note the following key points:

***Commencement date*:** the trial activity can begin from 1 March 2010 when the consultation website is released. The website to view, download, print and provide feedback on the draft curriculum is www.australiancurriculum.edu.au

***Completion date*:** the trial activity will close on 23 May 2010. Every participating teacher should provide feedback on the curriculum (by completing the online survey at www.australiancurriculum.edu.au) before that date. Any program outlines, assessment Tasks or work samples should be sent to ACARA by 30 May 2010.

***Media contact*:** the names of schools participating in the trial activities will not be made public by ACARA without prior agreement of the school involved. If you are contacted by journalists regarding the trial activities, you should contact ACARA or your state or territory contact officer for advice.

***Invoice for payment*:** In previous correspondence, it was proposed that some financial support would be provided by ACARA in recognition of teachers' time and effort. Please note that in order to receive your funding contribution for the trial activities, you are requested to send ACARA an invoice for the dollar sum set out in the agreement. Goods and services tax (GST) is *not* applicable. Please send your invoice, marked 'Curriculum trial', to: finance@acara.edu.au. We will arrange prompt payment following receipt of your invoice.

***Agreement to be signed and returned*:** Please sign the agreement (attachment 2) and return it to ACARA, either by fax on 1800 982 118 or by e-mail, to trialschools@acara.edu.au by 12 March 2010.

The following important information is attached:

Attachment 1: Conditions of participation
The roles and responsibilities of ACARA and the school are identified.

Attachment 2: School activities and funding (agreement)
This includes confirmation of your school's role in the trial activities, including the number of teachers that are participating, the learning areas, which activities they are participating in (activities 1 and 2, and/or activity 3) and the funding that ACARA will provide for your school calculated according to teacher numbers, learning area, year level, and the activities in which they are participating.

Attachment 3: Development of materials as part of the trial
This describes the materials that we expect will be generated as part of the trial. They include draft teaching programs or units of work, assessment Tasks and some student work samples.

Attachment 4: Teacher discussion forums
This explains how teachers in the trial can access an online discussion portal which allows participation in discussions with ACARA officers, and exchange of information and views with colleagues from other schools. You will also be able to upload material for discussion.

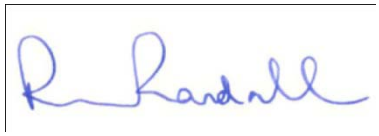
Attachment 5: Permission forms
This includes three important permission forms:
5.1 Permission to use student work
5.2 Permission to use teacher work
5.3 Talent release permission – audio-visual material

Attachment 6 Contact list
The list identifies the people who can provide advice and support including ACARA senior project officers and state or territory contact officers.

Attachment 7: Prepared text
This text can be used in school newsletters and so on to communicate key messages about the trial.

I appreciate your support and goodwill with regard to this initiative, and I look forward to your feedback and material that you generate during the trial activities.

Yours sincerely



Robert Randall
General Manager - Curriculum

Encl

Attachments 1-7

Attachment 1 Conditions of participation

This agreement confirms the respective roles and responsibilities of ACARA and the school for the in-school trial of the draft K-10 Australian Curriculum in English, mathematics, science, history between March and May 2010.

Under this agreement, ACARA and the school agree that:

- The school will participate in the school trial of the draft Australian Curriculum, commencing from the release date of the curriculum and until May 2010.
- The specific role of the school in this trial is to work the draft curriculum materials, and gather information, data, and observations from teachers and students regarding the draft curriculum, and provide that information, data, and observations to ACARA.
- Teachers who are participating in the trial will complete the ACARA on-line survey at australiancurriculum.edu.au. Those teachers will also register on ACARA's secure portal (www.australiancurriculum.edu.au) to participate in on-line discussions on the trial.
- ACARA's role is to gather information, data, and observations that will assist to develop and further refine the draft curriculum with the aim of publishing a final curriculum later in 2010. This will include having access to teachers, or other staff, and material used or generated during the trial.
- ACARA will provide support online and via email to teachers or schools involved in the trial, including providing an online facility for teachers participating in the trial.

Activity descriptions

Activity 1 and 2

- Develop teaching program overview/s and an assessment Task/s
- Possibly teach part of the draft content (as and if it connects with the current teaching program)
- Provide ACARA with term or semester teaching programs as developed to teach the draft curriculum, including a list of resources sourced and consulted
- Provide ACARA with work samples collected from students, including a copy of Task and brief outline of the context for the Task, content descriptions targeted by the Task, and relevant elements of achievement standard addressed by Task
- Provide feedback on the relevant part of the draft curriculum by completing an online survey.

Activity 3

- Test functionality, accessibility & usefulness of online curriculum resources and other materials provided at australiancurriculum.edu.au
- Provide a review of the website answering specific questions about the functionality, accessibility and usefulness of the on-line curriculum, provided in writing to ACARA

Attention: Petra Vanessie

Attachment 2: School activities and funding

Agreement between the Australian Curriculum, Assessment and Reporting Authority (ACARA) and (insert name of school) for school-based trial activities using the draft K-10 Australian Curriculum in English, history, mathematics, science

Your school has agreed to undertake the following activities in Year/s ( ):

Name of teacher	Activity 1 and 2	Activity 3	
		✓	
Total ACARA contribution: (no GST applicable)			$

ACARA has committed the above funding to the school to provide teachers with the time to engage with the draft curriculum. The allocation has been based on the number of teachers and the extent of involvement in terms of learning areas and activities.

In return, each participating teacher for activity 1 and 2 will use the draft curriculum for a learning area and develop for a particular year level:

- a teaching program overview or unit of work, for a few weeks, a term or a semester (this is not a detailed program of work or set of lesson plans but an overview only)
- if possible at least one associated assessment Task along with some student work samples
- a completed online feedback survey (located at the consultation website)

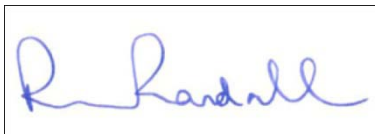
On behalf of the school:

Name of school: _____

Principal Name: _____

Signed: _____ **Date:**_____

On behalf of ACARA:



Signed:
Robert Randall, General Manager Curriculum, ACARA
Date: 25.2.2010

Attachment 3: Development of materials as part of the trial

The school agrees to supply ACARA with materials, including draft teaching programs or units of work, assessment Tasks and some student work samples, that are generated as part of the trial.

Please note that, in supplying material, the school, teacher, or student grants ACARA the right to reproduce the work as it deems appropriate as part of the trial or the trial results, including granting ACARA the right to reproduce the work completely or in part.

ACARA undertakes not to identify the school, teachers, or students who generated work samples where ACARA reproduces those samples. Work will be kept or stored in a form in which ACARA believes is appropriate. The work will not be returned and no payment will be made for it.

Preferably, work will be sent to ACARA electronically (as JPEG, Word, or Acrobat files sent as e-mail attachments) to trialschools@acara.edu.au. Where hard copies are sent by post, please mark them clearly with the name of the school, the teacher who has collected or generated the material, the year level, and the learning area and marked Attention: Petra Vanessie.

Please ensure you complete the following attachments and include them when you supply work samples to ACARA:

- Attachment 5.1 – completed by students, or their parents/caregivers where students are under 18, when sending examples of student work.
- Attachment 5.2 – completed by teachers or principals where supplying work supplied by a teacher, a principal, or a school.
- Attachment 5.3 – completed specifically where the material supplied is audio-visual material generated either by students, teachers, or schools.

Work samples: preferably work samples will be provided to ACARA by e-mail (as JPEG, Word, or Acrobat files sent as attachments) to: trialschools@acara.edu.au. Alternatively, you can post to ACARA at Level 10, 255 Pitt St, Sydney, NSW 2000.

Please mark any in-class material or work samples that you send to ACARA with the name of the school, the teacher who has collected or generated the material, the year level, and the learning area and addressed: ‘Attention: Petra Vanessie’. Release forms for work that is supplied to ACARA are included in the attached agreement and must be sent back with the work to which they relate.

Attachment 4: Teacher discussion forums

ACARA has developed a secure online facility – including provision for online discussions with ACARA staff - which participating teachers will be able to access during the trial period.

Teachers who are participating in the trial activities will be sent a link, in the week beginning 1 March, that allows them to register for the secure online facility.

The facility has the following features:

- Conduct online discussions on progress, issues and other topics, with ACARA staff, and with teachers and schools conducting similar trial activities
- Users can create and start new discussion topics (discussion postings will not be moderated)
- Upload relevant resources that will assist other participating teachers and schools (all users will be able to upload any educational resource and materials (in Word and PDF format) for sharing with other participants)
- weekly email alert will be sent to users with summary of discussion topics and threads, and with a list of uploaded resources, for further viewing on the site

Permission Forms (5.1)

PERMISSION TO USE STUDENT WORK (specific item/s)

Name of student: .....

(Please print)

Email: ..... Phone: .....

School: .....

Work to be used (brief summary): .....

I give permission to the Australian Curriculum Assessment and Reporting Authority (ACARA) to include my work in resources developed by ACARA on the following terms:

1. ACARA will not identify me, my teachers, or my school, and will remove from my work anything which would identify me, my teachers, or my school before using my work.
2. ACARA may make my work available in whole or in part in print and electronic formats, and may also make my work available in whole or in part on the ACARA website.
3. The resources in which my work is included may be copied, or communicated on an intranet, for non-commercial purposes in schools offering the Australian Curriculum.
4. ACARA may alter the work for the purposes of reproducing it.
5. If applicable, I have provided source information for all third-party copyright material included in my work, and I agree that ACARA may remove such material from my work.
6. If applicable, I have completed and included with this permission form any necessary talent release forms provided to me by ACARA.
7. This permission continues indefinitely until I revoke it by notifying ACARA in writing that I no longer want my work to be used by ACARA.
8. ACARA will not provide payment for the use of my work. ACARA will not return the work to me.

Student signature: ..... Date: .....

Parent/caregiver

signature: ..... Date: .....

(Not required if student is 18 years of age or over)

Attachment 5 (5.2)

PERMISSION TO USE TEACHER WORK

Name of teacher: _____

(Please print)

Email: ..... Phone: _____

School: _____

Work to be used (brief summary): _____

I give permission to the Australian Curriculum Assessment and Reporting Authority (ACARA) to include my work in resources developed by ACARA on the following terms:

1. ACARA will not identify me, my students, or my school, and will remove from my work anything which would identify me, my students, or my school before using my work.
2. ACARA may make my work available in whole or in part in print and electronic formats, and may also make my work available in whole or in part on the ACARA website.
3. The resources in which my work is included may be copied, or communicated on an intranet, for non-commercial purposes in schools offering the Australian Curriculum.
4. ACARA may alter the work for the purposes of reproducing it.
5. If applicable, I have provided source information for all third-party copyright material included in my work, and I agree that ACARA may remove such material from my work.
6. If applicable, I have completed and included with this permission form any necessary talent release forms provided to me by ACARA.
7. This permission continues indefinitely until I revoke it by notifying ACARA in writing that I no longer want my work to be used by ACARA.
8. ACARA will not provide payment for the use of my work. ACARA will not return the work to me.

Teacher signature: ..... Date: .....

Principal signature: ..... Date: .....

Attachment 5 (5.3)

TALENT RELEASE PERMISSION – AUDIO-VISUAL MATERIAL

(students and teachers)

Name: .....

(Please print)

Email: ..... Phone: .....

School: .....

I give permission to the Australian Curriculum Assessment and Reporting Authority (ACARA) to include any or all of the following, namely:

(a) photographs of me
(b) audio recordings of me
(c) audiovisual recordings of me

In resources developed by ACARA on the following terms:

1. ACARA will not name me or my school, or teachers, in the photographs, audio recordings and audiovisual recordings.
2. ACARA may make the photographs, audio recordings and audiovisual recordings available in electronic and print formats, and on the ACARA website.
3. The resources in which the photographs, audio recordings and audiovisual recordings are included may be copied, or communicated on an intranet, for non-commercial purposes in schools offering the Australian Curriculum.
4. This permission continues indefinitely until I revoke it by notifying ACARA in writing that I no longer want the photographs, audio recordings and audiovisual recordings to be used by ACARA.
5. ACARA will not provide payment for the use of the photographs, audio recordings and audiovisual recordings. ACARA will not return the work.
6. ACARA may alter the work for the purposes of reproducing it.

Signature: ..... Date: .....

Parent/caregiver

Signature (if student): ..... Date: .....

(Not required if student is 18 years of age or over)

Principal

Signature: ..... Date: .....

Attachment 6: Contact List

CONTACT LIST

State and territory jurisdictions – Insert State

The following state and territory officers will be available for you to contact during the trial should you have any questions related directly to the consultation process and to your involvement in the trial activities.

ACARA staff

The following ACARA officers will be providing assistance through the online discussion forums.

Jan Nicholl and Pamela Murphy English Senior Project Officers	Maria James Science Senior Project Officer
Margaret Bigelow Mathematics Senior Project Officer	Darren Tayler History Senior Project Officer

The following ACARA managers will be key contacts for the state and territory officers for information and points of clarification.

Anthony Kitchen NSW and WA	John Gougoulis ACT and Queensland
Mark Askew Victoria and Tasmania	Lynn Redley South Australia and Northern Territory

Attachment 7: Pre-prepared text for newsletters:

The consultation on the draft K-10 Australian Curriculum will enable anyone to view and respond to the draft materials.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) and states and territories will also be conducting consultation forums and workshops to gather targeted feedback from stakeholder groups.

ACARA sought advice from the states and territories on schools that might be able to provide more focused feedback on the draft curriculum. Our school is among approximately 150 schools selected to participate.

We have accepted the challenge of using some of the draft materials to do one or more of the following:

- write teaching outlines to make sure the draft curriculum is manageable and can be taught at their school
- teach a part of the draft curriculum where appropriate in the context of their already planned teaching programs.

In the trial activities, some teachers will apply parts of the draft curriculum, over a relatively short period (approximately 12 weeks) in classrooms, using it as a guide to their teaching. These teachers will supply any teaching resources they generate to ACARA at the end of the in-school trial activities, and they will also supply to ACARA any in-class work generated by students (subject to approvals from students and parents).

This material, and other feedback from the teachers (including completing an online survey, and other written reports from the teachers) will become part of the material that ACARA uses to refine the draft curriculum before publication of the final Australian Curriculum (K – 10, English, history, mathematics, science) later in 2010.

These so called “trial activities” do not constitute a full-scale trial or pilot of the curriculum in which the results, for students, teachers, and others, is subject to systematic review by ACARA and other authorities. A larger scale pilot like that could be considered by states and territories for 2011.

This is an excellent opportunity for our school to contribute to a major initiative, namely the development and finalisation of an Australian Curriculum that will be taught in all schools in Australia.

If you would like further information on the draft Australian Curriculum, including the opportunity to express your view, please visit www.australiancurriculum.edu.au.

APPENDIX F: LIAISON BETWEEN STATES/TERRITORIES AND ACARA

1. Communication related to overall consultation activity

Liaison and communication about the overall curriculum consultation strategy and related activities are to be taken up between the state/territory consultation contacts (see below) and John Gougoulis, ACARA Senior Manager Curriculum (ph: 02 8098 3142/0417975118 john.gougoulis@acara.edu.au).

State/Territory Consultation Contacts

State	Name	Position
ACT	Trish Wilks	Curriculum Support and Professional Learning DET, ACT
NSW	Paul Hewitt	Director, Curriculum and Assessment BOS, NSW
NT	Sue Healy	General Manager Curriculum, Teaching and Phases of Learning DET, NT
Qld	Paul Herschell	Deputy Director, Teaching and Learning QSA
SA	Helen Lambert	Assistant Director - Education Services AIS, SA
SA	Helen O'Brien	Assistant Director - Curriculum CE, SA
SA	Tina Delchau	Program Manager, Curriculum Renewal DECS, SA
Tas	Bob Phillips	General Manager, Learning Service DET, TAS
Vic	David Howes	General Manager, Curriculum VCAA
WA	John Newman	Manager, Curriculum and Assessment CC, WA

2. Communication related to trial school activity

Ongoing communication and discussion about trial activity with states and territories should take place between state/territory liaison officers (see Appendix 1) and relevant ACARA managers (see below).

ACARA Manager Contacts

State	Name	Contact number	Mobile number	Email address
WA/NSW/QLD	Anthony Kitchen	02 8098 3141	0410 614 387	anthony.kitchen@acara.edu.au
VIC/TAS/ACT	Mark Askew	02 8098 3143	0404 195 536	mark.askew@acara.edu.au
SA/NT	Lynn Redley	02 8098 3140	0410 630 573	lynn.redley@acara.edu.au

3. Working with schools involved in trial activity

(From release of draft K-10 Australian Curriculum up to 23 May 2010)

Role of ACARA officers

- Liaise with schools and teachers to:
  - Support completion of on-line survey and targeted feedback
  - Collect documentation: programs, Tasks, work samples
- Manage the online discussion forums and provide learning area advice through the ACARA senior project officers.
- Make digital materials available to schools and any additional forms if required ie PDFs, CDs, Word documents
- Communicate with state and territory authorities through the ACARA Curriculum Managers
- Undertake some school visits (in liaison with states/territories)
- Undertake focused user testing of the consultation website via a survey form

Role of state/territory liaison officers

- Liaise as necessary with relevant ACARA Curriculum Manager
- Participate in discussions with ACARA about progress, issues and any follow up required
- Provide first level support ie phone/email contact as required
- Undertake some school visits if and when appropriate
- Participate in focused user testing of the consultation website via a survey form

Nature of trial school activity: What are schools expected to do and by when?

Schools involved in the trial received a package of information including a confirmation of their commitment as part of a simple agreement (see Appendix 2).

The specific role of schools in the trial is for participating teachers to work with the draft curriculum materials through Activities 1, 2 and/or 3 until 23 May 2010, and provide their considered feedback.

a. The school/teachers undertaking Activity 1 and 2 have been asked to:

   - Develop teaching program overview/s and an assessment Task/s. This means they will spend a short time looking at the draft curriculum for all or part of a learning area and mapping over a couple of pages the sequence and time it would take to teach this over a term or semester or year. This is to see the extent to which the draft curriculum is manageable and teachable.

   - Teach part of the draft content. This means identifying any part of the draft curriculum that could be taught inside their current teaching program and building it, along with an assessment opportunity, into their classroom teaching. This is to see whether it is teachable and assessable.

b. The school/teachers undertaking Activity 3, will familiarise themselves with the digital curriculum through the consultation website in the first few weeks of the consultation period. They will then be asked to review the website answering specific survey questions about the functionality, accessibility and usefulness of the on-line curriculum.

c. All teachers who are participating in the trial can register on ACARA's secure portal to participate in online discussions.

d. All teachers who are participating in the trial will provide their feedback by completing the ACARA online survey at www.australiancurriculum.edu.au

By doing these activities the school will be able to provide ACARA by 23 May 2010 with

- valuable feedback about the draft curriculum (by completing the online survey)
- feedback about the digital curriculum (separate survey, yet to come)
- some samples of teaching program overviews (no format has been prescribed)
- student work samples related to a relevant assessment Task or item.

Appendix 1: State/Territory Liaison Officers

State	Name	Phone	Email	Learning Area and/or Sector
ACT	Deirdre Geelan	02 6205 9344	deirdre.geelan@act.gov.au	History
ACT	Annie Termaat	02 6205 9346	annie.termaat@act.gov.au	Science
ACT	Clare Mitchell	02 6234 5526	clare.mitchell@cg.catholic.edu.au	Catholic / Science
ACT	Sarah Harris	02 6205 7616	sarahj.harris@act.gov.au	Mathematics
ACT	Gina Galluzzo	02 6234 5489	gina.galluzzo@cg.catholic.edu.au	Catholic / Mathematics
ACT	Marc Warwick	02 6205 8534	marc.warwick@act.gov.au	Independent and Government/English
ACT	Maree Williams	02 6234 5408	maree.williams@cg.catholic.edu.au	Catholic/English
ACT	Anne Durham	02 6234 5451	anne.durham@cg.catholic.edu.au	Catholic / History
NSW	Rosemary Davis	02 9886 7746	rosemary.davis@det.nsw.edu.au	Government
NSW	Seamus O'Grady	02 9569 6111	seamus.ogrady@ceosyd.catholic.edu.au	Catholic
NSW	Robyn Yates	02 9299 2845	Ryates@aisnsw.edu.au	Independent
NT	Jill Hazeldine	08 8999 4355	jill.hazeldine@nt.gov.au	History
NT	Geoff Gillman	08 8999 4277	Geoff.gillman@nt.gov.au	Mathematics
NT	Barbara Lemke	08 8999 4120	barbara.lemke@nt.gov.au	English
QLD	Terry Gallagher	07 3864 0415	Terry.Gallagher@qsa.Qld.edu.au	History
QLD	Emily Sangster	07 3864 0232	Emily.Sangster@qsa.Qld.edu.au	Science
QLD	Brett Molloy	07 3120 6113	Brett.Molloy@qsa.Qld.edu.au	Mathematics

QLD	Donna Webb	07 3864 0466	Donna.Webb@qsa.Qld.edu.au	English
SA	Kathy Stringer	08 8301 6653	kathy.stringer@ceo.adl.catholic.edu.au	Catholic / History
SA	Simon Kelly	08 8301 6683	simon.kelly@ceo.adl.catholic.edu.au	Catholic / History
SA	Richard Maynard	08 8226 4000	richard.maynard@sa.gov.au	Christie Beach High/History (Lead curriculum)
SA	Jackie Thomson	8 8226 4000	jackie.thomson@sa.gov.au	Christie Beach High/History (Support curriculum)
SA	Russell Phillipson	8 8226 4000	russell.phillipson@sa.gov.au	Findon High/Science (Lead Curriculum) Mt Gambier High/History/Maths (Lead curriculum) Millicent High/History (Support curriculum)
SA	Malcolm McInerney	8 8226 4000	malcolm.mcinerney@sa.gov.au	Christie Beach High/History (Support curriculum) Mt Gambier High/History/Maths (Support curriculum) Goolwa/History/Maths (Support curriculum) Millicent High/History (Support curriculum)
SA	Bev Jones	8 8226 4000	bev.jones@sa.gov.au	Indulkana/English/Maths (Lead Curriculum) Millicent High/History (Lead Curriculum) Ingle Farm East/Maths (Support Curriculum) Mt Gambier High/English/Maths (Support Curriculum)
SA	Helen Lambert	08 8179 1415	lamberth@ais.sa.edu.au	Independent
SA	Deb Dalwood	08 8179 1416	dalwoodd@ais.sa.edu.au	Independent
SA	Kerry Hugo	08 8226 4000	kerry.hugo@sa.gov.au	Reynella South/Moonta Area/All subjects (Lead

				Curriculum) West Lakes Shore/Maths (Support Curriculum) Black Forest/Maths (Lead Curriculum) Moonta Area/English (Support Curriculum)
SA	Tricia Knott	08 8226 4000	tricia.knott@sa.gov.au	Reynella South/All subjects (Support curriculum) West Lakes Shore/Maths (Lead Curriculum) Black Forest/Maths (Support Curriculum)
SA	Tina Delchau	08 8226 4142	tina.delchau@sa.gov.au	Indulkana/English/Maths (Support Curriculum)
SA	Kath McGuigan	08 8301 6108	kath.mcguigan@ceo.adl.catholic.edu.au	Catholic / Science
SA	Ray Moritz	08 8301 6136	ray.moritz@ceo.adl.catholic.edu.au	Catholic / Science
SA	Christelle Plummer	08 8301 6837	christelle.plummer@ceo.adl.catholic.edu.au	Catholic / Mathematics
SA	Christine Slattery	08 8301 6675	christine.slattery@ceo.adl.catholic.edu.au	Catholic / Mathematics
SA	Sue Emmett	08 8226 4000	sue.emmett@sa.gov.au	Ingle Farm East/Mathematics (Lead Curriculum) Goolwa/History/Maths (Lead Curriculum)
SA	Tony Hole	08 8301 6646	tony.hole@ceo.adl.catholic.edu.au	Catholic/English
SA	Stephen Kelly	08 8301 6820	stephen.kelly@ceo.adl.catholic.edu.au	Catholic/English
SA	Chris Thompson	08 8226 4000	christine.thompson@sa.gov.au	Moonta Area/English (Lead Curriculum) Victor Harbor High/English (Support Curriculum) Glenunga High/English/Maths (Support Curriculum)

SA	Susan Jones	8 8226 4000	sue.jones@sa.gov.au	Victor Harbor/English (Lead Curriculum) Findon High/Science (Support curriculum) Glenunga High/English/Maths (Lead Curriculum)
TAS	Philippa Clymo	03 6234 4950	Philippa.Clymo@education.Tas.gov.au	Kingston HS, Campbell Street
TAS	Jillian Bransden	0409215291	Jillian.Bransden@education.Tas.gov.au	St Leonards, Riverside HS
TAS	Julie Oliver	0428359356	Julie.Oliver@education.Tas.gov.au	Riana Primary, Spreyton Primary, Penguin HS, Penguin Primary
TAS	Andrea Dare	03 6212 3313	Andrea.Dare@education.Tas.gov.au	Rose Bay HS, Kempton Primary
TAS	Andrew Barr	03 6336 3300	Andrew.Barr@soc.Tas.edu.au	Independent
TAS	Jill Morgan	03 6210 8888	jill.morgan@catholic.Tas.edu.au	Catholic
VIC	Patricia Hincks	03 9651 4439	hincks.patricia.m@edumail.Vic.gov.au	History
VIC	Bob Hogendoorn	03 9651 4655	morrison.jan.j@edumail.Vic.gov.au	Science
VIC	David Leigh-Lancaster	03 9651 4537	leigh-lancaster.david.d@edumail.Vic.gov.au	Mathematics
VIC	Peter Guest (22 Feb-19 Mar)	03 9651 4580	morrison.jan.j@edumail.Vic.gov.au	English
VIC	Marion White (after 19 March)	03 9651 4589	white.marion.g@edumail.Vic.gov.au	English
WA	Joan Slattery	08 9273 6723	joan.slattery@curriculum.wa.edu.au	History and English
WA	Donna Miller	08 9273 6767	donna.miller@curriculum.wa.edu.au	Science and Mathematics

APPENDIX G: IN-SCHOOLS TRIAL ACTIVITIES UPDATE LETTER

5 May 2010

Dear Principal

Draft K-10 Australian Curriculum – Update on in-school trial activities

I am writing to you to provide an update on the consultation process and the trial activities. I would like to take this opportunity to thank you and your staff for your work to date and the feedback and materials that you will be able to provide.

I would also like to introduce Tracey McAskill who has recently been appointed Senior Project Officer, Consultation and Engagement. Tracey will be coordinating some of the trial school activity and will be liaising with you and others as necessary. I understand that some schools have not as yet submitted agreements and invoices and Tracey will be following these up as necessary.

Some teachers have availed themselves of the opportunity to participate in the online discussions with ACARA staff and with other teachers involved in similar trial activities. These discussions have been very valuable in providing support, allowing for the sharing of resources and are a rich source of feedback. If your teachers have not as yet either registered or participated, I would appreciate your support in encouraging them to join in. The link to online discussions is:
https://serVices.ncb.org.au/_layouts/NCB/TrialRegistration/NcbRegistration.aspx

As you are aware, the consultation for the draft K-10 curriculum was scheduled to end on 23 May 2010. With the release of the draft senior secondary Australian Curriculum now taking place on 14 May 2010, the K-10 consultation portal will remain open for feedback until 30 May 2010. This means that feedback through the online survey and any additional comments to be emailed will be accepted until 30 May 2010. Please note that all participating teachers are to provide feedback on the curriculum by completing the online survey at www.australiancurriculum.edu.au before that date. The online survey can be completed by trial school teachers either individually or as part of a group where they have been working collaboratively and share similar views.

With your school's participation in activities 1 and 2, your teachers will have been working on the following:

- Writing term or semester overviews of part of the draft curriculum they have been looking at. These are to be submitted electronically (as Word files sent as e-mail attachments) to trialschools@acara.edu.au. Please note that a completed and signed copy of the form "Permission to use Teacher Work" and "Talent Release Permission – Audio-Visual Material" if applicable must accompany this submission (see Attachments 1 and 3).
- Collecting samples of student work related to an assessment Task linked to a relevant part of the draft Australian Curriculum. Including a copy of Task and brief outline of the context for the Task, content descriptions targeted by the Task, and relevant elements of achievement standard addressed by Task. When sending hard copies, please mark them clearly with the name of the school, the teacher who has collected or generated the material, the year level, and the learning area (see Attachment 4). Some of this material may be scanned and sent electronically, but it would be useful if we could receive the original unmarked student work that we can scan to our requirements and then return to you. This material needs to include a completed and signed copy of the form "Permission to use Student Work" and "Talent Release Permission – Audio-Visual Material" if applicable (see Attachments 2 and 3).

If your school committed to Activity 3, your teachers would have been thinking about the nature of the on-line presentation of the draft curriculum. Enclosed is a specific questionnaire to be completed by

your teachers as part of their review of the functionality, accessibility and usefulness of the on-line curriculum (see Attachment 5). Completed questionnaires can be sent electronically as an attachment to trialschools@acara.edu.au.

Please note that all of the above items can be submitted by 15 June 2010. I would appreciate your support in passing this information to relevant staff at your school. If you have any further queries, please contact Tracey McAskill on 02 80983134 or Tracey.McAskill@acara.edu.au

I appreciate your support and goodwill with regard to this initiative, and I look forward to the feedback and material that will be generated during the trial period.

Yours sincerely

John Gougoulis
Senior Manager, Curriculum
ACARA

Enc:

Attachment 1: Permission to use Teacher Work

Attachment 2: Permission to use Student Work

Attachment 3: Talent Release Permission – Audio-Visual Material

Attachment 4: Work Samples Cover Sheet

Attachment 5: Online questionnaire

PORTAL SURVEY K-10 DRAFT 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):				

Agenda

Queensland Studies Authority

K(P)–10 Draft Australian Curriculum – Trial Schools Meeting

Date: 4 June 2010
Time: 8:30am – 3:30pm
Venue: **Christie Conference Centre, 320 Adelaide Street, Brisbane**

Time	Item	
8:30am	***Registration, tea and coffee***	
9:00am	**Welcome and program overview** **What's on the agenda for Queensland?** Caribbean Room	Paul Herschell, Deputy Director, Teaching and Learning Division
9:05am	**Update on the Australian Curriculum: What are the trends in trial feedback across Australia?**	A representative from ACARA Janice Chee, Assistant Director, Teaching and Learning Division
9:45am	**Workshop 1: What did we learn from the trial of the draft K(P)–10 Australian Curriculum?: A focus on content** English History Mathematics Science	
11:00am	***Morning Tea***	
11:30am	**Workshop 2: What did we learn from the trial of the draft K(P)–10 Australian Curriculum?: A focus on achievement standards** Prep and Years 1–3 Years 4–7 Years 8–10	
12:45pm	***Lunch***	
1:15pm	**Workshop 3: Implementing the Australian Curriculum: What future support is needed?** Option 1: School leaders discussion Option 2: Teachers discussion	
2:00pm	**Plenary – A summary of the workshop sessions** • If we had a chance to speak to all the teachers in Queensland what advice would we give them about using the Australian Curriculum? • What resources and support would make using the Australian Curriculum content and achievement standards easier?	
3:00pm	***Close***	

Queensland Government Queensland Studies Authority

QSA TRIM ref no: 10/04711 (800/4/8/0014)

Government of South Australia
Department of Education and Children's Services

Australian Curriculum Trial Schools Forum

Monday 31st May 2010

8:30am – 3:30pm

Balyana, 46 Strathcona Ave, Clapham SA 5062

PROGRAMME (*Draft*)

8:30 – 9:00am	Registration Coffee/tea available
9:00 – 10:30am	Welcome Acknowledgement of country Introduction General Capabilities Update – Grette Toner (ACARA)
10:30 – 11:00am	Morning Tea
11:00 – 1:00pm	Time for focussed discussion and feedback in Learning Areas
1:00 – 1:30pm	Lunch
1:30 – 3:15pm	Working groups • Assessment • Interdisciplinary • Multi Age grouping Stages of Schooling • General Capabilities
3:15 – 3:30pm	Review and close

Please bring along any work you wish to share

Northern Territory Government

DEPARTMENT OF EDUCATION AND TRAINING

Australian Curriculum Trial Schools (NT) Meeting

Monday 31 May 2010

VENUE: Conference Room B, Level 3, Harbour View Plaza
8 McMinn Street, Darwin
TIME: 9.00am-4.00pm
AGENDA

	ITEM	
9.00am	Welcome and introductions Structure of the day Update on the Australian Curriculum: What are the trends in trial feedback across Australia?	Jill Hazeldine Sue Healy Darren Tayler, Senior Project Officer, ACARA
9.15am	Trial School Activity Overview 5 minutes for each school to give a brief overview of • Their school context • The extent of their trial activity (e.g. number of students, teachers, learning areas)	Jill Hazeldine
10.15am	Morning tea (provided)	
10.45am	Whole Group- Feedback on the trial using PMI (Plus, Minus and Interesting) • Plus- What were the positives that schools got from being involved in the trial? What was good about the draft curriculum and online format? • Minus- what were the difficulties and issues? • Interesting- what have schools learnt from their involvement, unexpected outcomes, interesting points?	Lorraine Van Haeften
11.45am	Sharing process and products Break into learning area groups to share the *process* that they went through in their school engaging with the Australian Curriculum and any *products* of their trial (e.g. programs, curriculum mapping, work samples etc).	Louise Fogg Gail Smith Lorraine Van Haeften Barbara Lemke
12.45pm	Lunch (provided)	
1.30pm	Expanding on the issues raised in the PMI • Small groups- What are the implications of the points raised?	Gail Smith
2.30pm	Big questions What are the big questions that the trial has raised for schools that ACARA and sectors need to take note of? What do schools need to enable the Australian curriculum to be successfully implemented?	Jill Hazeldine
3.30	ACARA	Darren Tayler Jan Nicholl
Close	Reflection - a brief reflection on the day from each participant	Gail Smith

Government of Western Australia
Curriculum Council

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Venue: WACA, Boundary Room, East Perth Date: Friday, 28 May 2010 Time: 9.30 am. – 3.30 pm.

AGENDA

Time	Item	
9:30 – 9:45	**Welcome and Introduction** **An Update on the Australian Curriculum: A summary of feedback**	David Wood, CEO, Curriculum Council John Gougoulis, Senior Curriculum Manager, ACARA
9:45 – 11:00	**Workshop 1: What did we learn from the trial of the draft K (P)–10 Australian Curriculum?** **A focus on strengths and areas for improvement:** English History Mathematics Science **A focus on the Draft Australian Curriculum:** PMI of the Draft Australian Curriculum including online format Groups to report back to the Forum	
11:00 – 11:30	***Morning Tea***	
11:30 - 12:30	**Workshop 2: What are the implications for implementation of the National Curriculum in Western Australia?** Mixed school groups to discuss and report back to the forum	
12:30 – 13:15	***Lunch***	
13:15 – 3:00	**Curriculum Mapping Survey** Overview and Briefing Training Session	
2:00pm	**Plenary – A summary of the workshop sessions** • If we had a chance to speak to all the teachers in Queensland what advice would we give them about using the Australian Curriculum? • What resources and support would make using the Australian Curriculum content and achievement standards easier?	
3:00 – 3:30	***Closing remarks***	

Education and Training

ACT Department of Education and Training
Australian Curriculum Trial Schools Forum
7 June 2010

Venue: the Centre for Teaching and Learning, 51 Fremantle Drive Stirling
Time: 1:00 – 4:00 pm

Time	Item	Speakers
1:00 pm	Welcome Acknowledgement of country Introductions	Trish Wilks Director, Learning and Teaching
1:10 pm	An Update on the Australian Curriculum: a summary of feedback	Pamela Murphy and Jan Nicholls – ACARA Senior Project Officers
1:30 pm	**Sharing Session 1**: What did we learn from the trial of the draft K-10 Australian Curriculum? The following schools have 10 minutes to describe how they went about the tasks set for the trial: Telopea School, Garran PS, Canberra Girls Grammar, Holy Trinity PS, Alfred Deakin HS, St Francis Xavier School	Michael Kindler
2:30 pm	Afternoon tea	
2:45 pm	**Sharing Session 2**: What did we learn from the trial of the draft K-10 Australian Curriculum? The following schools have 10 minutes to describe how they went about the tasks set for the trial: Monash PS, St Edmund's College, Lyneham HS, Ainslie School	Michael Kindler
3:30	General discussion, questions, information regarding implementation, support, resources	Pamela Murphy, Jan Nicholls

ONLINE SURVEY - SUMMARY OF COMMENTS FROM OPEN-ENDED FEEDBACK BY LEARNING AREA	
ENGLISH	**MATHS**
CONTENT DESCRIPTIONS	
The following content should be included: • A national handwriting style maintain consistency for children who move between states and territories and in so doing support their learning. • The document should be explicit in its promotion and advocacy of the pleasure of learning and particularly reading. • More explicit information about teaching the use of different registers. Dialects are mentioned in the Grade three section, but little is included about registers • More is needed in the area of visual literacy and ICT. The latter especially is not meaningfully integrated into the elaborations. • Considering the fact that Australia is a nation of migrants, there is not enough coverage of the migrant experience, as explored through language and literature. There is ample coverage of indigenous and Asia experiences, but not of the experiences of other migrants. • Cross cultural and religious texts to engender greater understanding of our diverse country - this is particularly pertinent in rural areas. There should be literature from UK, Europe, US, Africa and Muslim nations to reflect Australia's composition. • A suggested reading list, indicating the level of sophistication and themes should also be provided to assist staff in selecting texts and to ensure some continuity across schools. Literature should be selected based on its literary merit, and suitability to the individual needs of students, schools and contexts • More content and elaborations relating to speaking and oral language development- predicting about texts, characters etc as it does have a weighting in the achievement standards- speaking and listening. **Grammar, Punctuation and Spelling** • The curriculum content needs to be more specific in the area of grammar and punctuation. • There needs to be a continuum of what each year level should teach in terms of grammar (nouns, adjectives, verbs etc) and punctuation to ensure continuity. • I like the way grammar is more specifically identified and broken down - could this level of information be applied to the spelling area of Language as it has so many components and areas of skill.	**The curriculum should include:** • Explicit comment or descriptor relating to oral mental strategy skills which should underpin much of the numeracy being taught. • Mental computation needs to be an overarching concept for all grade levels and more emphasis needs to be placed on these strategies. E.g. Mental computation for fractions, decimals and percentages • Estimation needs to be in every year level as it is a fundamental skill in Mathematical thinking. • Money above year 3, tessellations - 2D • The importance of explicitly teaching the language and vocabulary of each strand should be highlighted • Specific calculate strategies to be taught at each year level. e.g. counting on, compensate, front loading. • Three dimensional shapes are not covered in detail- not clear where they fit into the program • Multiplication and division of fractions was mentioned twice but no reference e was made to the addition and subtraction of fractions. There was no reference made to application questions. • The terms 'odd' and 'even' should be added as essential language/concepts (that need to be discussed) to the Counting or Numeration content description. • I'm glad there is more statistics!!! **Clarity** • Variation Strand needs better explanation. • Addition descriptors are not clearly identified within their own right. • A little bit more information in starting from the basics e.g. Comparing Collections there is no information about teaching the concept of collections before you start....however the maths language you should use is valuable for teachers and assists in teaching and planning. • Content descriptions are vague as to specific expectations. Not all match up to elaborations. eg parallelograms mentioned in content descriptors for Year 7 Measurement however not mentioned in content elaboration. In Shape, parallel lines are the focus of content descriptions but types of angles are mentioned in elaborations • Addition and subtraction of fractions was not included with other operations of fractions and decimals

Features of Text

- The importance of teaching about key features is recognised such as orientation, conflict and resolutions which are used to identify text types as fiction. However non-fiction identification markers are not included; glossary, data tables, labelled diagrams, indexes etc.
- High quality auto/biography should be included as an option in non-fiction texts, particularly for independent reading. Jesse Martin's memoir, Elli Wiesel's Night"; Sally Morgan's "My Place"; even "Mao's Last Dancer" have a great deal to offer students who do not embrace fiction readily. "

Genres

- Specific guidelines given as to appropriate writing genres at each year level (e.g. newspaper reports at Year 7, Feature Articles at Year 9 etc...).
- The writing elements require strengthening. There is no strong social function of language approach (possibly understood by the term Genre"). "

Clarity

- Confusion about oral (informal) and written (formal), particularly with new technologies e.g. written language can range from very informal to highly technical.
- Content descriptions needs to contain more specific details as to what the learners need to be taught, eg. learners use their knowledge of letter/sound relationships, common visual patterns and base words to decode
- The content descriptions are sometimes are too ambiguous and require explanation. They should be explicit and not necessarily REQUIRE explanation through the elaborations. Then again, a whole content description dedicated to conjunctions seems over the top.
- The content descriptions, when read without the elaborations don't really promote clarity. They should be able to stand alone.
- The descriptors about literature and literacy very closely related - often hard to determine how they are different.
- Repeated headings in the elaborations and descriptions are confusing. Clear distinctions between categories under each heading are needed.
- The number of descriptions within each strand in each year is not consistent. Some content appears in one year and has no development in later years. The descriptions themselves while being separated into strands overlap quite markedly. For example in Year 7 literature and
- Language/terminology changes between Year levels. E.g., visualisation - does this mean symmetry/tessellations, etc? Can become confusing.
- When the term 'partition and regroup' is used, many teachers interpret this as using an algorithm (borrowing) rather than breaking a number up and putting it back together.
- The draft contents may be a little broad at times with not much information to narrow down on what is to be a specific focus ie. Grade 3 content in geometry to cover symmetry.
- Content is aimed at specialist teachers e.g. for High School. Terminology is very different from what I am used to. Cartesian plane, stem graphs.

Pitch

- Some content (such as addition, subtraction and decimals) are less than the expectations currently.
- Most of the number and algebra strand are pitched appropriately, although the Geometry and Measurement strand do not seem to follow on - they seem to be haphazard
- In upper primary students still need practice in addition and subtraction of big numbers.
- It is challenging for high achievers but targeted a little too high for some of the middle to lower students. As they move through the curriculum the gaps will increase to where they possibly would not be able to participate in the curriculum in targeted at their year level.
- The description of the content relating to children developing understandings about the operations is not apparent and does not continue across appropriate year levels. Children develop these understandings by making the connections between the language of a maths situation and the various representations - with materials, as a picture, as diagrams and with numbers and symbols. The calculating aspect seems to be more important - more elaborations that develop calculation strategies are needed
- Aspects of the content are pitched too high e.g. Equivalent fractions in year 4, graphing algebraic formula, mode and median, stem and leaf plots.
- Students have to have a solid understanding of the multiplicative nature of the whole number system before they can move onto decimal fractions.
- In year 4 dealing in millions is a big jump from what is presently expected
- The curriculum is not differentiated enough and fails to cater for the range of abilities in the classroom. For example, the Year 10 syllabus is only extended to cater for the more capable students with the 10A syllabus. However, I feel it may be too difficult for lower ability year 10 students

language both have content descriptions describing understanding of textual features. Why have it twice? Some descriptions imply a body of skill and knowledge while others seem more like a competency. **Pitch** • Literature - choice and techniques. Not within their zone of proximal development. (puns, idioms, innuendo, parody. **Sequence** • There is no continuity, no clear developmental pathways across the year levels. too much jargon (could there be a glossary) • Happy with content, just needs to be clearer sequence • The content descriptions have the potential to form a cohesive, unified curriculum. Essentially they need to be mapped and sequenced across the strands and across the year levels. Ultimately the important content needs to be built into the document, incrementally across the year groups. This may be true for part, but is certainly not clearly articulated across the whole. **Organisation** • The current content is generally appropriate, but it is the organisation of that content that is the problem. Consistent headings being used across year levels should be paramount. Layout and presentation of descriptors at times were hard to work with scrolling back and forth. • The Content Descriptors should be organised under the same 'headings' as the Achievement Standards - i.e. Reading, Writing, Listening and Speaking. This would assist us in our planning, assessment and reporting. • The numbers across the year levels did not match up. The content descriptors need to line up across the year levels to make programming easier when trying to cater for different ability levels • In order to have direct links to teacher programs the content descriptors should be numbered with the elaborations being made into sub numbers. E.g. Literacy 1. (Purpose of Texts) 1.1 Selecting texts specific to content, purpose and audience. There needs to be a more accurate heading or title for the descriptors in Literacy as there are 3 descriptors titled 'Comprehension Strategies.' It makes it hard to have links in programs to these descriptors if the titles of them are the same.	• The lower primary curriculum is in line with expectations however, I the expectations of levels increase beyond realistic expectations as you go up through the year groups. • There is material that is simply inappropriate for many students e.g. there are Year 9 students who cannot possibly cope with much of the indices work, quadratics and simultaneous equations. At year 10 the problem is even more acute. **Sequencing** • There are gaps in sequencing. For e.g.: Location - scales are mentioned in year 4 but not in year 5, but then again in year 6. • Students are asked to recognise, model and represent numbers to 100 at year 1 level, 1000 at year 3 level but only 130 at year 2 level. This means that there is a little jump from year 1 to 2 but a big jump from 2 to 3. • All topics should be covered each year in maths, with concepts being revisited and built on. Students could miss entire topics with the current set out and not do that topic again for a number of years, e.g. symmetry only occurs in year 3 and 6. • Sequencing is inconsistent. Topics in Year 7 are at different levels. In Year 7 content Linear equations, index laws and Data Analysis - all too hard at this age level. E.g. associative, commutative and distributive laws, relative frequency and bisecting angles all come up too early. This should be in later year levels • Look at the content descriptions for year 7 and 8 and there is an apparent mismatch in relation to sequencing and amount of material required • It needs to be sequenced better. For example in Numbers and Algebra it starts with decimals then moves on to place value then fractions and decimals then multiplication and division followed by more fractions. Place value followed by fractions should come before decimals • The year 8 content assumes that all Yr 8 have achieved Yr 7 content as a prerequisite. There appears to be no room for transition of knowledge from yr 7 to yr 8. **Organisation** • Fractions, decimals & percentages need to be grouped together. • Whole number needs it own specification and needs to be taught into 100 000s Addition and subtraction of whole numbers needs to be included. • Whole Number Place Value needs its own descriptor. • Addition and subtraction needs to be included when using whole number operations • The descriptions are not presented sequentially. A curriculum needs to be

	presented in this way for teachers to teach effectively. Teachers working with draft curriculum needed to change the order considerably. **The following content should NOT be included** • Venn diagrams - old technology and can be addressed in other ways Circle Theorems - practical uses are at question and could reduce the amount of content. • All students to do formal proofs, all students to do higher algebra topics. • Too much emphasis is still placed on analogue time, most students work totally on digital time now
ELABORATIONS	
Suggestions for improvement • Work samples of standards or levels indicating or highlighting the level achieved. Therefore you could compare with other levels to read the right level for your student/s. • More emphasis on oral language (content elaborations) would have been good for the Kindergarten content Some of the content elaborations did not suit our Tasks under the specific content descriptions • Include teaching ideas. Marry content with outcomes. • More detailed descriptions needed. Specific text types and more grammar content are needed. • Include links to work samples. • More details required covering the range appropriate for each year level would be of benefit. • Some areas could include more specific detail about developmentally appropriate progression of knowledge, skills and understandings. **Quality/Consistency** • Where specific examples are given, the elaborations work very well. Where a content description is simply repeated not so clear. • Some are repetitive and simply repeat the content descriptors whilst others are highly informative. The draft curriculum needs to be gone through with a 'big picture perspective' to make sure that everything aligns. • The elaborations offer a much clearer understanding of the content descriptions but are very limiting. When we first looked at areas of the elaborations when found that for example narratives and information texts were mentioned. Expositions and descriptions were not clearly mentioned. • Some of the elaborations are rather vague, such as Language 3. Types	**Suggestions for improvement:** • A 'new' teacher might need clear examples and illustrations to support the suggested Tasks, a list of possible resources and language which pertains to the unit. Different methods of assessment would also be useful. • Provide more hands on and classroom situations that are realistic and achievable • The elaborations need to link to work samples which illustrate engaging and relevant content. • The elaborations need more detail in order to give teachers more sense of direction. Make it more user friendly. • The language must be simpler. Not many teachers have the technical mathematics language required • I had to research using High School books to understand the concepts, more examples needed for those of us less able **Quality/Consistency** • Terms such as understanding... and "working fluently with..." are quite ambitious and could be replaced in many instances. E.g. in the year 8 programme the first elaboration of the Coordinates section states "understanding the connection between...". "recognises the connection between..." would be more appropriate and easier to assess." • These could be written more consistently. • Meaning of working fluently with numbers involving tenths and hundredths is not clear • Content Descriptions and elaborations do not reflect each other. E.g. parallel lines are the focus in content descriptors but types of angles are listed in elaborations • Some of the elaborations are quite complex and detailed. While others are quite simplistic. • The explicit nature of the elaborations leaves no doubt as to what should

of Questions • They need to be more specific and less repetitive e.g. There are 3 creating texts categories in the literacy strand of the Year 9 English curriculum. • Polishing of the language use: e.g. Literacy 2 ...to discriminate between synonymous pieces of information" lacks simplicity and clarity, while 6. Vocabulary: "Use vocabulary selectively that..." is clumsy. Possibly "Select and use the most appropriate vocabulary..." would be grammatically accurate and easier to understand." • The elaborations really helped us to understand the descriptions more easily. It was interesting how many of the content descriptions heading were consistent across the year levels, this made the use of the curriculum in across year group classes easier to use. Some headings could be more similar to make this work better. **Organisation** • Dot points or numbers. For example 3.1, 3.2 • Ensure that all teachers including new teachers are aware that the elaborations are simply examples of what can be taught in order to cover the content descriptor, and are not limited to what is written.	be taught, but they could be written better. • The order of the content elaborations seems to be randomly written and they overlap indiscriminately. Some elaborations are a bit vague e.g. What are ...the two alternate conventions for naming angles"? **Organisation** • Reorder to match the order of concepts listed in the Descriptor. For example, the Descriptor begins with 'Read analogue and Digital Clocks to minutes' but the first elaboration focuses in sequencing daily and weekly events. • Have the proficiency strand (understanding, problem solving, reasoning, fluency) that the elaboration applies to in bold.
ACHIEVEMENT STANDARDS	
Concerns • The achievement standards do broadly describe the core skills and knowledge in the study of English. As standards of achievement however they operate more as a learning outcomes because the terms analyse, navigate etc are broad and sometimes adjacent to the lesser skills of identifying and describing. In the writing standards there is some inconsistency between standards that are a competency based and those that are a broad learning outcome. • The achievement standards to not seem to align with the content descriptions. The standards command a greater degree of rigour and independent research, critical thinking and creating texts, which is all very good, however, this doesn't seem to be reflected in the content descriptions. There is a disparity between the two. There are sentences within the achievement standards (writing) relate directly to the use of language that are too specific. They would be better placed in the content descriptions • In writing achievement standard there is unfamiliar jargon, not clear and easily comprehended. The numbers do not match and are not	**Concerns** • For time, the descriptor says to minute intervals but the Achievement Standard says five minute intervals which are inconsistent. • There are some areas such as working with decimals (currently Year 4) that are not addressed in Year 4 content and some areas where the achievements expected are below what we currently seek (dividing without remainders). Addition is not covered as fully as other operations. Mental strategies not elaborated. • Seem to be pitched at too high a level for our students. (NT) • Some of the language is very challenging especially if you don't come from a mathematical background. Would need a glossary. • Draft achievement standards are too subjective and too brief. • Not all of the content descriptors are mentioned in the achievement standards: o there is no mention of an achievement standard for fractions for year 4. o Problem solving is mentioned a few times in achievement standards and rationale but not in elaborations or content descriptions.

sequential across the learning pathways. • The Achievement Standard are meant to pitched at a Sound, Average or 'C' standard, yet, the language used to describe the standards is more descriptive of a B or High achievement. • Not clear how personalised learning will be catered for under these achievement standards. Personalising learning is a major initiative, and we can see little fundamental support for this style of teaching. • They are very generic. There is no clear document demonstrating progress between Year levels. If my student does not achieve the Year 9 standard, what do they achieve? Year 8, 7, 6? • They seem ambiguous and open - definitely challenging but too much room for individual school interpretation. Teachers are left to draw their own conclusions and a lot of students won't meet the C standard. Year 10 students don't always produce 'nuanced', 'sustained', 'well-designed' texts - these words are quite subjective. • Achievement standards are pitched *too* high for low literacy students. (WA) **Suggestions for improvement:** • It would be helpful if rubrics were developed to assist teachers with assessment. • Why are they in the 'old' strands when we have the 'new' strands in this curriculum?...this will be hard for teachers • The achievement standards are very broad statements. In order to be user-friendly, teachers need specific benchmarks for each year level focusing on the areas of listening and speaking, reading and writing • A continuum would work better rather than being boxing into one Grade Level. Where it become a hit and miss" approach only relating to the level of some students in the class." • These are good overviews to see what students should achieve at a glance. They serve as helpful structures when looking for the sequences of skills involved in planning a differentiated [support extension] curriculum/Task. This could be put into a format which highlights how to draw on this information and how to provide links [up or down] to address special needs. • Very broad, need to be more specific and articulate A-E standards rather than just a C standard. • By having a sequence of expected standards for each year level achievement, it provides assistance in the planning process as you would then have an idea of what each child's pre-knowledge for a	• There is no explanation of what a lower, middle or high ability student should achieve. What constitutes an A, B or C grade? • There are some gaps i.e. some topics are not built on each year, but only occur in year 3 and 6 for example symmetry. I believe the achievement standards for year 4 and 5 are back to front. The concepts in the current year 4 seem much more difficult than the year 5 achievement standard. • Multiplication tables are an essential part of developing many mathematical concepts and need to be included in this section. Positional language and location referred to in the last sentence is very broad and could be - uses directional language such as such as right and left and north, south, east and west. The description using money is extremely vast and needs to be fleshed out a little in the standards. • In many areas the standards seem pitched too high from my experience in schools in SA. • The standards need to identify more clearly the depth of content knowledge and application expected. • Year 3 and 4 elaborations for chance are identical there is no difference between what is expected to be achieved at both year levels. These needs to be broken down further for each year. • Place value is not mentioned!! • There is not enough information to adequately assess students. They are pitched at an appropriate level, but do not allow for differentiation across ability levels. • Why is symmetry only pitched at grade 3 level? • The achievement standards are broad and do not address all sections of the course, for example, visualisations at year 9. There appears to be an overemphasis of using the mathematics in context. • Need to be more specific - ambiguous language. Don't include all concepts (eg. time missing from K). Concepts don't flow from year to year - concepts need to be revisited yearly. • In number and algebra the achievement standards are pitched at a higher level than what is expected now **Suggestions for improvement:** • I prefer more tangible verbs when looking at what students have or have not achieved. For example the verb 'describe' clarifies what I am expecting of the students over the verb 'understand'. I think that the former is more measureable. The word 'understand' has been used three times in six sentences • As a classroom teacher, teaching from yr 3 through to yr 7, I would very

particular skill set should be and what they need to be by the end of the year level. • Might work better as an introduction statement. **Organisation** • Headings in Achievement Standards AND threaded through Content descriptors should more appropriately be Listening & Speaking, Reading & Comprehending, Creating (through Writing & Multimodal texts) Literature and analysis in Literacy. • The achievement standards are stated in a different format to the content i.e. listening & speaking/reading/writing compared to Language/ literature/literacy. Achievements standards need to reflect the content. • The format of the standards (paragraphs) makes it difficult for them to be directly assessed against. However, they are useful as a guideline to give a rough outline of what should be achieved.	much prefer a scope and sequence for the primary years and more importantly, a developmental continuum. • Perhaps a moving towards" section which articulates where students will be going next." • Perhaps using dot points is a better way to present the achievement standards with some added descriptors to define the extent to which a student should have achieved these at a particular level.

SCIENCE	HISTORY
CONTENT DESCRIPTIONS	
The following content should be included: • Within the genetics section there should be more elaboration on the sexual reproduction as a way of explaining genetics. • Content is fine but needs to be extended with areas to be experimented and open ended Tasks • The content descriptors in the science understanding strand are too narrow. They don't give the learner much opportunity to take ownership of their learning and choose what they want to learn about in science. • The description on fair testing: Recognises whether a test is fair or not - there may be many non-Science background teachers who do not know what a fair test is. There needs to be more detail included in the elaborations to describe this description more clearly **Clarity** • It is not clear enough that the Science Inquiry skills and Science as a Human Endeavour should be embedded into content descriptors. The first two should be highlighted in a different colour to make it more explicit that they are mandatory and take place in all units of Science & Technology • The heavy inquiry skills content is good	**The following content should be included:** • Australia's role in the formation of the United Nations. Significant Australians, Dr Evatt. Special Days to commemorate or celebrate e.g. United Nations Day • In identifying WWI, what aspects of WWI are we supposed to cover? More guidance would nice - like the senior version where specific people, places and events are listed as possible sources to discuss and investigate. • Changes in technology should also be included. This is an important aspect of lives today and changes in technology have significantly altered the way in which we live today. • Magna Carta and the introduction of representative government, the French Revolution, American Revolution - reason - these are foundations of Western civilization. • More Indigenous content across the year levels. It is too concentrated at certain year levels and neglected at others. • More opportunities for study of World History in the Primary Years and also Asian History. • Some specific local examples for the depth studies would be helpful, particularly for teachers new to the subject area.

Sequence

- The place of the Reproduction topic is out of order.
- The inquiry skills are the same through 1 to 6 doesn't show real development.
- Problems with sequence. For example, Year 3 Science includes a look at 'Day and Night'. In order to really examine features related to the Earth's rotation etc. it would be necessary to scaffold the teaching, looking at features of the Solar System and Earth's place in space at an earlier stage, whereas as it stands the general picture of Space is only looked at later, in Year 5.
- Period table should be brought in earlier. There should be a development of chemical equation writing seen through Years 8 9 and 10. The atomic structure and relation to the period table should be developed in Year 9. Moles and mole calculations also with other chemical calculations should be seen in Year 10

Pitch

- Not enough scope to extend students without pushing them into future years. There needs to be a less prescriptive approach and more room for teacher decision on what to teach.
- The content is pitched at too high a level.
- There is a need for pathways in Year 10 Science . The top academic students should concentrate on Chemistry and Physics in order to prepare them for Year 11 and 12 courses

Clarity

- Science Understanding" - more detailed description of content is needed. For example: Forces and Motion - Calculations involving equations.

The following content should NOT be included:

- Indigenous culture should be in the curriculum but should not be mandatory for all content as this could be very difficult to incorporate in some cases. If it is to be included, online resources should provide guidelines on how it can be incorporated, e.g. Aboriginal people used condensation in the following ways ...
- Science and culture. While the 'Science and culture' description (Science as a Human Endeavour) works in with some science understanding e.g. 'Grouping living things', 'Interactions of living things' it would be a forced content in other content description areas such as 'Forces & motion'. The heavy emphasis of Aboriginal culture being integrated into all content description areas is unrealistic.
- More coverage on sustainability connections ie Traditional Indigenous people sustainability practices. Indigenous connections
- In depth study Tasmanian Aboriginals - particularly for Tasmanian Schools
- Quality teaching requires students being engaged in learning this document appears to take away the interesting units such as; The Gold Rush. Antarctica, Rainforests. It looks at pure history rather than Australia's place in the world.
- Far too much Asian and indigenous history, however little on Africa or the Americas. Reason - America is inextricably intertwined with Australian history, especially since 18thC; Africa - more needs to be known as more and more Africans are coming to Australia to live and we need to understand and appreciate their history and culture.
- Where is the global focus in the K-7 section?

Organisation

- The chronological approach does not help students to form flexible and useful big pictures of the past. The ACARA model does not reflect international best practice. There should be an opportunity for themes rather than a chronological study of the history of the World.
- There does not seem to be consistency in how content has been organised into overview and depth studies. Some overviews could last 9-10 lessons and some depth studies (WW1 being the best example) are not depth studies but summaries at best. This just leads to a superficial understanding of history.
- A lot of content needs to come out from Yrs 7-10. It is far too crowded. Also more opportunity for choice is important
- There are too many in-depth studies. These need to be fewer and teachers should be able to choose which ones they wish to do or a different term is used to describe them. Depth Study seems farcical if it can only be studied for 1 week. Perhaps topic" or "focus" would work better."

Pitch

- There appears to be no differentiation to allow for the various levels of students within the year/class. The content appears to be aimed at a very basic level, which allows for extreme levels of teaching to occur dependent upon the enthusiasm and experience of the teacher.
- The content is overwhelming and too demanding for most students and teachers.
- Addressing Aboriginal studies in year 3/4 doesn't allow students to explore the issues facing indigenous people today at a sophisticated level. i.e.

• Too much information on the history of science, to many scientists to cover in the Genetics section. • Too much content	Dreaming in junior grades is a narrative tale and no more • Dreaming should be addressed at a higher year level due to the importance of the connections to the land and the disconnection that aboriginal people have with society now. • There is a leap from Year 4 and the content does not always match the local knowledge and understanding that is built through the younger years. Although it is important to develop knowledge of key events it may be more relevant to build on local knowledge and support students' understanding of key events that have affected their own history • The content descriptions, particularly for year 2, are challenging and build on the students' skills and understanding well. • The inquiry focus and introduction to the nature of history is very appropriate for Year 7 students. It can challenge them, it is achievable and it has excited so many of my students. **Sequence** • Revisiting of certain topics would enhance the level of understanding for those presented only to younger students and then not revisited at all. • Year levels are sequenced well, however, developing a sense of world history is vital at a younger level too. How can we teach democracy if we don't teach world history sooner? • Aboriginal issues are repeated over and over across yr 7 - 10. • The material set in Year levels is difficult with small groups of students-teachers working with three year levels in one group. • The content is sound, but there is too much in Years 7 - 10, perhaps some of the pre-history and Ancient World material could go back to Years 5/6 at an appropriate conceptual level and the remaining material could then be spread over a longer period. • **The following content should NOT be included:** • The focus in the early years of the primary years is too focused on Australia • There is overlap and repetition, e.g. Gold in Year 5 and 9 and other Australian topics are repeated from Primary years to secondary. Repetition of indigenous history. **Clarity** Depth studies in Grade 7 & 8 are a little ambiguous in their instruction. It was impossible to get depth in each area in the timeframe.

ELABORATIONS	
Suggestions for improvement: • Indicated possible extension work for gifted students • Examples, alongside the elaborations, would be useful. • The elaborations need to provide more detail for the teachers. Elaborations should provide a list of suggested learning experiences which would fulfil the requirements of the content description so that it is clear for teachers to see all the options of learning experiences for teaching the content. • They need to show depth of knowledge that is developed K to 6. Many areas don't have any background knowledge from younger years. Students need to study what electricity is before they use it to make circuits. They need an understanding of sustainable energy before they look at why we need it. • I would like to see further elaboration on a few descriptors for example, body systems. How much detail to go into on each system? Be more specific about which systems to cover as there are too many. Maybe circulatory, digestive and respiratory as we look at energy **Quality/Consistency** • Stress that they are suggestions only. Have more elaborations to give different suggestions. • Elaborations need to be in a different format e.g. the children should be able to identify what a variable is. Using dot point indicators that are specific to one year level and explicit for each content description • The layout is far too complicated; searching for the content is not acceptable. • Interlinking of the science understanding, human endeavour and science enquiry skills is complex and needs to be simplified.	**Suggestions for improvement:** • There needs to be a more explicit deconstruction of what exactly is required to teach the depth studies and indeed the specific literacy required (Particularly for new teachers, and teachers of ESL and remote indigenous students with different modes of schooling). • There needs to be some additional elaborations for some of the content descriptions. • There needs to be more information on the depth to which teachers are expected to go. The term “depth study" is misleading, because when you can only spend two weeks on a topic, it is hardly a depth study. • Greater detail is required for some in Year 10 History - they are a little sparse. Suitable resources would be handy to include at this point. • There needs to be much more specific instruction of what it is we are actually expected to teach – teachers need much more scaffolded information. • Specific events, people, mysteries and places in history could be outlined in the elaborations for Knowledge and Understanding 1-8. This would guide teachers in their planning and encourage the same content be taught across Australia. It is wonderful that in the 'depth study' section three civilisations are listed to select from **Quality/Consistency** • In the skills section the kindergarten, year 1 and year 2 elaborations are all the same. The elaborations should reflect the changing skills of students at these different age levels. • Some elaborations are not relevant, or could be more expansive, e.g. Year 10. The origins of World War II - elaborations don’t mention the origins at all • The elaborations in the primary section - particularly in Junior Primary - were obviously written by people who didn't teach this age group e.g. in year one there is a reference to students reading newspaper clippings, diaries and seasonal records. Our six year olds are reading picture books. In Year 1 there is also reference to gender roles over time. • There is a great deal of repetition in the elaborations and depth study sections in the Medieval History section. This needs to be set out more clearly to overcome ambiguity. • It needs to be clear whether you mean one or all or some colonies. do teachers have the discretion to choose to research in detail those relevant to their students e.g. The Swan River Colony in WA? It’s the same with

	Year 4- explorers- is that all explorers to Australia or just local? How important is local history compared to whole Australian history? Do we teach all examples in elaborations or simply pick and choose? **Organisation** • Less overlapping and more sequential grouping. • The numbers in the knowledge and understanding and skills sections are not aligned for easy reading.
ACHIEVEMENT STANDARDS	
Concerns • Some of the Yr 9 and Yr 10 content will be more suitable for high achievers but might be extremely challenging to the others. E.g.: content elaborations 3 and 4 under 'electromagnetic radiation' (S9SU6) • Indicative of a B student. • They are rather scant and there also seems to be a lot of overlap from grade to grade. • Year level is merely a measure of how many years a student has been at school. It is not a measure of achievement or attainment. I believe the achievement standards should be on a continuum and students should have more of input and opportunity to reflect upon and assess their own learning • The standards are pitched at an appropriate standard for able year 9 and 10 students but do not give enough scope for less able students. • Standards do not leave room for students to achieve high levels. • It is very ambiguous as to what an A, B, C, D student look like. Are students going to just pass/fail or are they going to be graded? **Suggestions for improvement** • For extension, gifted students words such as analyse, synthesise could be included. • Should be presented in bullet points and should be graded according to ability levels, to make it easier for teachers to assess and grade students according to the level of achievement. E.g.: By the end of Year 3, students are able to generate simple questions based on familiar contexts and make predictions with guidance from the teacher (Core Year 3 student). More advanced students would make predictions more independently. • There should be rubrics that shows differentiation between minimal achievement and what could be expected from talented students. • Each strand needs to be broken down and given explicit	**Concerns** • In some areas the year 4 work is more demanding than the year 6. There is an assumption of prior knowledge e.g.; Gold Rush / Chinese immigration but it doesn't appear in other years. Skills don't show growth. Those in year 8 could be easily achieved in years 5 or 6. • Not clear whether they are minimum standards that all students are expected to achieve or just goals that students would strive towards. • They are completely unhelpful and do not reflect the way the students progress in their understanding of historical ideas. It is not possible to have one standard for all ideas because some students will be very strong in some conceptual areas and weak in others. • We hate these more than anything else in the document because they aren't clearly articulated, are vague and are unworkable. • Across the 7-10 curriculum, the achievement standards seem inequitable. In some areas (e.g. Year 9) there is seemingly one sentence in the descriptor about knowledge, whereas in others (e.g. year 8) there can be up to 4 knowledge sentences. As each of these is likely to be covered in a similar amount of time, this leaves the impression that the content in some is more important than the content in others. • The language used doesn't seem to allow for a differentiation between grades (A, B, C) particularly if this is meant to fit C achievement standard. • The achievement standards and content do not complement each other. Students could easily achieve the 'standard' with much less content. • Too vague - It feels woolly: e.g. able to 'observe' and 'investigate'- without an overall system of grading won't our schools grading be different from others around the country? • The achievement standards are very general. e.g. Students can use a guided plan for an historical inquiry. How do we determine the detail of the plan for assessment? What constitutes a 'broad' understanding? • Achievement standards possibly too high. Some concepts e.g. empathy

examples/indicators of achievement e.g. What is the achievement standards for science inquiry skills, what is the achievement for science and a human endeavour and what is the achievement for science understanding? Each strand has own indicators of achievement that are explicit for that particular topic. This will make it easier for the teacher to create appropriate and specific assessment tools. **Organisation** • Difficult to read, suggest dot points for achievement standard list.	(as is in Yr 4 targets) is quite sophisticated for young students. **Suggestions for improvement:** • Require more examples of high and low achievement standards. A little simple to have Yr 7 as describe- yr 8 identify- yr 9 explain- yr 10 analyse. • Greater scope to illustrate differentiation standards other than just limited and outstanding. Many children fit into a broad spectrum of achievement and a more defined rubric, along the lines of limited, satisfactory, high and outstanding to encourage greater depth of teaching. **Organisation** The same ones keep being repeated each at each year level. Link these to specific year levels.

APPENDIX K: ONLINE SURVEY – STAGES OF SCHOOLING

ONLINE SURVEY – **STAGES OF SCHOOLING: ISSUES IDENTIFIED BY LEARNING AREA AND YEAR LEVEL FROM OPEN-ENDED FEEDBACK**

ENGLISH		
KINDERGARTEN	**YEAR 1**	**YEAR 2**
The content should include: • Oral language should be a focus in the kindergarten level....these skills are all precursors to reading and writing. • More emphasis on critical literacy beginning at kindergarten and higher order thinking Tasks. **Pitch** • Reasonable achievements for Kindergarten students by the end of 1 year of schooling **Too low**: • The achievement standards - particularly in regards to writing in the early childhood area - are not rigorous enough. We typically see an average Kindergarten student able to write 3 or 4 sentences by the end of the school year - we would have some students able to write significantly more. The importance of holding high expectations for students' learning appears to be inadequate in this document. (ACT) • It needs to be made clearer where students can be taken to next, as the general feeling seemed to be that compared to current syllabus, the expectations in the earlier years were lower. Although I understand that this is just a baseline for achievement, I think several key concepts are missed in the earlier years, making it more difficult, particularly in Stage 3 to achieve what is expected.(NSW) **Too high:** • We think many of the standards in relation to reading and writing are pitched to high for the Kindergarten/Prep year (QLD) • Elaborations 4.9 to 4.12 under reading strategies	**The content should include:** • Year 1 Literacy - Creating texts. More detail on additional genres (ie: recount, procedural). • Pitch In Language (Year1) Attitudinal vocabulary. Is there a more appropriate word for this content elaboration heading? In Literature (Year1) 4.Purpose for texts what is meant by literary text? Could it just read as, 'Recognise that text are created to entertain or inform' **Too low**: • The standard of achievement required at this grade level is quite low. I understand that it is to be achievable for all (or at least the majority) but there are no challenging aspects to the curriculum that would assist students to 'think beyond' besides moving through each grade of the curriculum. • Year 1 achievement standards are set quite low in comparison to the far more complex achievement standards in Year 2 - we would like to see more specific and challenging strategies put in place for Year 1 for a more consistent progression. (NT) **Suggestions for improvement**: • More than happy with the level of content for Year 1. What would have been really beneficial is a scope and sequence showing the continuum of learning between the years. • Orderly progression of phonological	**The content should include:** • More emphasis on the development of ideas and writer's craft. We need to scaffold the students through the 'what to write' to the 'how to write it' moving past spelling and punctuation **Pitch** • The achievement standards represents the norm of year 2 **Too low**: • The content was too easy for the children in Year 2 **Suggestions for improvement** • It would be helpful if content descriptors were the same for Years One and Two, particularly for teachers teaching and planning for composite classes. • In Achievement standard (Year2) Writing it should state. Beginning to reread and edit work for meaning, spelling and punctuation rather than reread and edit work for meaning, spelling and punctuation. **Problems** • In the 'Literacy' Year 2 section, the term 'Comprehension strategies is used for two different content descriptions. We found this confusing and initially thought it was an error. It wasn't until we looked at the elaborations that we realised they were addressing different aspects of

are a concern to us. We do not think the average 5 year old child could easily obtain these standards in reading by the end of the Prep year. 7.1 to 7.6 under Creating texts is also a concern. We think they would be able to do the spoken aspects but not the written. 8.4 to 8.7 under Vocabulary and writing are also too high. • ICT skills for Kindergarten are too advanced. The kindergarten achievement standards are way off the mark as a benchmark for all children in all regions. Equity cannot be achieved across the state. Expectations are too high particularly for writing. (WA)	awareness skills and understandings needs to be teased out to show developmental phases (eg: Letters and Sounds: Principles and Practice of High Quality Phonics UK).	comprehension. • The headings 'Language', Literacy' and 'Literature' were more difficult to use for programming purposes than the traditional 'Reading', 'Writing', Speaking etc. The areas of spelling and grammar content areas seem limited in scope - not challenging enough for students in the junior school.
MATHS		
KINDERGARTEN	**YEAR 1**	**YEAR 2**
The content should include: • Money needs to be introduced in K exposure/experience is important from an early stage • Area can be covered in K. • The use of daily events, especially in Kindergarten to help introduce and reinforce how many, more than, less than, the same as. e.g. How many sandwiches do I have in my lunch box? Who has more, who has less? • Understanding of numbers to 10 would be appropriate **Pitch** • Appropriate confirmation of the number and algebra understanding expectations for Kindergarten. **Too low** • Symmetry can be covered in K. Too easy for year 3. • Fractions - half and quarter, o'clock and half past times, identification of coins and notes (money)- usually introduced at Reception level **Too high** • Some conceptual understanding is quite deep in	**The content should include:** • Year 1 Location - More content needed looking at reading maps • Students are ready for the introduction of cm and m and need this challenge. More thought needs also to be given to money section 4 of measurement and geometry. Year 1 should count small collections of coins, and work out change to $1. • Introduction of formal units of measurement in year 1. We have found that students are ready for the introduction of the centimetre and meter and the children were not sufficiently challenged in this area. **Pitch** **Too High** • Considering some children only complete 3 terms in Reception (in SA) some of the indicators are pitched at too high a level for children in their 1st year of school...to reach and cover some of these indicators there could well be gaps in a child's learning by the time they reach year 1. • Read, write and order numbers to 100 for Year ones would be very challenging for	**Pitch** **Too High** • Too much is expected in 'number' in years R 1 2 • Working with numbers to 1000 I feel is too difficult for Year 2 students **Too Low** • Expand on some of the descriptions e.g. time at Year 2 • Content Description for Numeration (for the Year 2 level) could be pitched higher than 130

the early years and I would question if prep students would be ready to describe 3D shapes. Would this not be something to be looked at in future years? To develop such rich understandings are we taking too much time from other areas?	many. As for year 2s doing numbers to 1,000 - too hard for the majority.	

HISTORY
K-2
• The content K - 2 is appropriate and has a sequence that suits the age range of students. • Pitched too low in K-2 Need much more development Don't cover all the skills, understandings that are required by History • In particular the year 2 elaborations at times seem a little simplistic as compared to the content expectations. This is especially illustrated in the elaboration whereby Yr 2 children are asked to place family members in sequence. This seems a little too easy compared to the 'bigger picture' that has been presented

ENGLISH			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
The content should include: • The reading of quality literature is only implied in Years 3 and 5 but stated explicitly elsewhere. • Adjectives in sentence grammar. Verbs, nouns and adverbs were included but not adjectives. **Pitch** • Adverbial phrases at a higher year level not at Year 3. • There are some disagreements with the year 3 and year 4. Year 3 seemed harder than Year 4.	**The content should include:** • Compound sentences for year 4 • Specific mention of the vocabulary of explanation and discussion... not so-much metalanguage, but standard vocabulary - including synonyms & antonyms. The content for vocabulary is not clear and not elaborated upon. • Number and Algebra (5. Functions) list of functions that students need to focus on should be listed. **Pitch** • There are some disagreements with the year 3 and year 4. Year 3 seemed harder than Year 4. • E4LCY12 - the elaborations given represent the thinking of a child much older than 8-9 yrs. This level of analysis could be	**The content should include:** • The reading of quality literature is only implied in Years 3 and 5 but stated explicitly elsewhere. • More focused grammar aspects needs to be included. Statements at this stage are too broad. • Text types to be covered need to be clearly Things have been over simplified, creating a very vast and varied approach to teach the content pertinent to year 5 in English. • Year 5 needs to be far more detailed and provide a stronger bridge between Year 4 and Year 6. eg Reference to ....Continue to teach, Introduce as new	**The content should include:** • Spelling is not addressed in enough detail in the year 6 Content descriptors. This is an important skill that underpins writing, • The Y5 to 6 Preface changes little...more challenging texts, extending others in a constructive manner,...subject matter...historical and geographical. **Pitch** • Good progression for Year 6, extending their views and experiences and helping them formulate their own opinions on global issues • The content for this Year 6 is dependent on the explicit and systematic teaching of the content descriptors in previous

	introduced but students are still at a literal stage of thinking rather than analysis	knowledge, skills and strategies would be beneficial.	years..
MATHS			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
The content should include: • Continuation of shape 2d and 3d • Expand on some of the descriptions e.g. money at Year 3 **Pitch** • Telling time in five minute segments was quite difficult for a number of Year3 students. Particularly reading analogue times on the TO hemisphere and matching it with digital times. • A number of students struggled with calculating and ordering duration. • Developing multiplicative thinking was quiet difficult for many of the students despite a concentrated teacher block	**The content should include:** • Year 4/5 no reference to money or financial literacy. • Year 4 no mention of perimeter. Perimeter is assumed in Area. I think some teachers may not look at this aspect of linear measurement if it is not written into the document. • Continuation of flips, turns and slides • Reading angles on a protractor in Area and Volume. Our year 4 students are currently learning about angles and wanted to know how to use a protractor. After teacher modelling, all students are able to successfully identify acute, obtuse, right and straight angles and accurately measure them. • Explicit problem-solving strategies should be taught - e.g. drawing a diagram, guess and check, etc • In year 4 much more emphasis should be placed on addition and subtraction, particularly partitioning and the concept of part/part/whole. • Fractions, decimals and percentages should be taught together. • Number and Algebra (5.	**The content should include:** • Reference to money or financial literacy. • ANGLES - curriculum document fails to address this content area. • Three dimensional geometry at the Year 5 level - suitable for this level. • Whole number understanding is not specified in Yr 5 curriculum. Whole number understandings and operations (addition and subtraction) with whole number still need to be taught in Yr 5. There is reference to whole number place value understanding in achievement standards but no direct link to this concept in the content descriptions. • In Yr 5 mental strategies to be used by students have not been specified. • Students in Year 5 still need to cover whole number place value to 6 digits. They have to relate the whole number aspect to the decimal aspect to truly understand it.	**The content should include:** • Range and mean should be included in Year 6 within statistics and probability **Pitch** • Working with decimals into the thousandths and manipulating these using the four operations is very challenging for Year 6 • Construct, read and interpret tables and graphs including ordered stem and leaf plots. Too difficult and not relevant. • Year 6 should not include ratios due to the abstract nature of the concept. There are no connections and applications for this content.

	Functions) list of functions that students need to focus on should be listed. Such as... leaves content open to interpretation. **Pitch** • Many abstract concepts are introduced too early for students to master sufficiently to use independently. Fractions at Year 4 are way above what should be expected. Fractions need more time to firmly establish understanding for most students in Year 5 • There are some gaps i.e. some topics are not built on each year, but only occur in year 3 and 6 for example symmetry. I believe the achievement standards for year 4 and 5 are back to front. The concepts in the current year 4 seem much more difficult than the year 5 achievement standard. • Numbers to a million is too difficult for year 4 students to use. Better off using numbers that they can then actually use on a daily basis. • Mode and median should not be covered until year 6.	**Pitch** • Draft achievement standards are sound from a year 5 teacher's perspective • Too challenging in yr 5 we spend the best part of term one consolidating whole number understandings • Moving into decimals as a main focus doesn't give enough emphasis on the important whole number foundations. • Graphing algebraic formula is way above the understanding and competency of most Year 5 students.	
SCIENCE			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
The content should include: • The content on solids and liquids should include the three states of matter. The topic of solids, liquids and gases is all interlinked and Year 3 students	**The content should include:** • Magnetic and gravitational force needs to be stated so it is clearer	• It would be very difficult to engage a learner in science in year 5 if they had little interest in micro-organisms or electricity, etc. **Pitch**	• Activities pitched at a basic level rather than showing possible extension. There needs to be more focus on the experimentation, design and make areas rather than

are sufficiently advanced to be able to understand the concept of the effects of heat on water which produces water vapour. I think that at this level, students should learn the terminology of heat - evaporation, cooling - condensation. • There should an introduction/revision of force and motion in grade 3 **Pitch** • Year 3 Science includes a look at 'Day and Night'. In order to really examine features related to the Earth's rotation etc. is would be necessary to scaffold the teaching, looking at features of the Solar System and Earth's place in space at an earlier stage, whereas as it stands the general picture of Space is only looked at later, in Year 5.		• Some areas could be overly challenging for students and teachers to teach. e.g. electricity. Changes to materials caused by heating, cooling or combining can be reversible or irreversible and this influences the use of materials - these are hard concepts for children to grasp well - especially for those with no prior knowledge, learning difficulties or ESL.	teaching content. Students love inquiring into science and we need to build on that, • Year 6 Physics: Sustainable energy transformations does not make sense in the context of physics especially as energy transformations is listed year 7. Why make the distinction in physics? Perhaps more suited to geography?
HISTORY			
YEAR 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Colonial lives need to allow for a range of explorers instead of specific explorers so that students may learn about local explorers and history	• There should be more specificity - in particular the content relating to early contacts and explorers • Some across-year issues - year 4 and year 5 interpreting their content descriptions so that we are not both teaching the same content Pitch • In year 4 students are expected to be mini-anthropologists. The content increases exponentially at this year level. You will get a	• I do not believe that Federation is appropriate for Grade 5. The students have great difficulty engaging with the key content of Federation and this gives them a negative experience of historical inquiry. • Colonial life seems to be doubled up in Yr 5.	• The document is very limiting and doesn't look at global issues that tie in with Australian History. It is very segmented and will need a lot of work to engage students and create an interesting unit that allows for differentiation and variety of learning styles. It is very British based and looks at content more than skills or understandings. Lacks deep knowledge about the issues involved.

	superficial outcome. • Although clear, they seem to be pitched quite high. A Year 4 retelling past experience empathetically is quite difficult and we really do want to respect the Aboriginal culture by ensuring our students can empathise accordingly. • The Yr 4 achievement standards are pitched too high and are more appropriate for older students.		

ENGLISH			
YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**
The content should include: • Letter writing (both formal and informal/ business and friendly) should be incorporated into the content as this is a basic and functional skill to develop at this stage. Given the fact that students at this age are becoming experts in SMSing and texting it would be good to review the techniques of letter writing which they will have to make use of at some stage of their life or the other. • An initial introduction to a consistent approach to essay writing. • Though I do handwriting lessons with my classes and I know this is such a vital part of the learning process, with so much to cover in the content it is sometimes just not possible	• Alternative perspectives and comment adverbials. It is hard to identify ways in which these could be taught	**Pitch** • The expectations are excellent and of a high standard. My concern is (trialling it in Year 9) that much of what the students have missed (in K-8) has been detrimental in terms of meeting the Year 9 outcomes. Several of the descriptors were too hard for the students, as they have not been adequately prepared in their earlier years. E.g. nominalisation.	**The content should include:** • 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 • Literature 3 - Explicitly highlights rhetorical questions, oxymorons, metonymy and satire as language devices used by the audience to appreciate how meaning is expressed. Why are these particular devices named? It should include more general

to have structured handwriting lessons for students at the Year 7 level. **Pitch** • In the achievement standards, there are elements that are out of sequence - . Yr 7 is significantly more demanding than Yr 6 and in some cases also more demanding that Yr 8. • Yr 7s are still to understand inferential language • The content of the Literature strand is very demanding at the Yr 7 level.			devices such as figurative language. Ultimately teachers will spend more time teaching these, but any good reader or writer knows that it is through the use of a range of devices, that meaning is expressed. • Language 6 needs clarification.
MATHS			
YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**
The content should include: • Use of the compass as many students are familiar with it and the concepts of what is an angle, estimating angles and measuring angles can be related with this in a practical sense **Pitch** • Polygons should be in year 7 not year 9. • Some of the Data and Stats content seems to be at a very high level for yr 7. Students starting in the next couple of years will have gaps in their learning. • Some of the aspects are not considered to be year seven work ie Stem graphs, some of the algebra and possibly some of the formulas for measurement.	**The content should include:** • I believe that there needs to be some acknowledgement of the essential knowledge and skills and the development of them amongst Year 8's. It would be beneficial to have consistent names for the content descriptors to allow for teachers to develop an idea of 'flow' of learning. • There should be time allocated to the revision of content such as integers, working with variables, rule of order, decimals. whole numbers etc. which is a lot of assumed knowledge. • Why is Pythagoras' Theorem not mentioned in the Year 8? (in the achievement standards specifically - as it is at the Year 9 Achievement standard). Is this an oversight Pitch • The standards are very high. 50%	• Polygons should be in year 7 not year 9 • The content seems to be difficult at year 9 and 10	• The content seems to be difficult at year 9 and 10 • The content gives a strong mathematical grounding for capable students, but I not all the given content is necessary for all students. For example, geometric proofs are not necessary for all year 10 students.

The content should NOT include: • Stem graphs as this is high school specialist section and only a few students attend Yr 7 as High School • Linear equations and Bivariate/univariate data in year 7 So much 'pre-work in previous years needs to be included when new concepts all of a sudden appear	of year 8's would be able to achieve the standard for year 8.		
SCIENCE			
YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**
The content should include: • Cell Structure should be in yr 7 **The content should NOT include:** • Reproduction should not be included in year 7, before the topic cells which is dealt with in year 8 - cells in year 7, reproduction in 8 or 9 **Pitch** • The achievement standards are too high	**The content should include:** • Acids & Bases should be included in yr 8 Chemistry. Foundation for higher level chemistry in yr9 & Yr10 • Year 8, physics content should also cover simple machines and their applications. This is not covered at any other stage and important for understanding the basis of technology and engineering. • Year 8 chemistry, chemical and physical change should follow particle theory. Change of state is in both physics and chemistry and needs to be tightened up so that it is not repeated. e.g. particle model should be related to heat in the physics units rather than with forces • Density of substances - including manipulating formula for density and doing density calculations. Science students need to start applying formula to science	**The content should include:** • Reproduction should be included in year 9, more relevant and applicable than year 7 and links to endocrine system. • Ear and eye should be included as we do sound and light and energy conversions. Structural details of chloroplast and mitochondria very relevant in year 9 as we look at energy in living organisms. **The content should NOT include:** • The current Yr 9 topic- 'Interactions between the Earth's spheres (such as carbon and nitrogen cycles, and the impact of humans and natural events on these interactions **Pitch** • Many students will struggle with the ideas of nervous	**The content should include:** • More quantitative work in chemistry, at the moment chemistry is described solely as a descriptive/conceptual endeavour with no reference to measurement and/or quantitative experimental aspects which are essential parts of the discipline. • Simple stoichiometry and molar calculations in Year 10 Chemistry - this fits with the fundamental concept of matter not being created nor destroyed. • Chemical properties of Fuel, plastics. Should go with Organic Chemistry in yr 10 **The content should NOT include:** • Plate tectonics and The Universe should be covered in earlier years than Year 10. Geology and earth science – overdone

	concepts from year 8 or they get the idea that science is just a learning subject and mathematical concepts are not necessary. Density is very relevant to chemistry and is something which can easily be measured fairly accurately without expensive equipment. • The current Yr 9 topic- 'Interactions between the Earth's spheres (such as carbon and nitrogen cycles, and the impact of humans and natural events on these interactions(S9SU4)'- part needs to be included in Yr 8 because it can be learned as a natural sequence with Ecosystems and their sustainability **The content should NOT include:** • Classifying rocks requires a higher level of chemistry than year 8 can cope with and is very boring for students at this level **The content should NOT include:** • Some very challenging expectations for year 8 indeed.	and endocrine systems especially feedback loops and stimulus patterns. These ideas need far more mature mind and should kept for the Human Biology and Biology course of Year 12. • Antibody - antigen responses and details of nervous systems and chemical co-ordination. For most intermediate students this detail proved beyond them, the advanced students however enjoyed this. • Details of electromagnetic radiation, you will need specialist science teachers at this level. • Statistical methods of data analysis, too detailed! • Location of ore deposits Carbon & nitrogen cycles CO2 & O2 Greenhouse effect, Circuits Superconductors too difficult for this year level.	
HISTORY			
YEAR 7	**YEAR 8**	**YEAR 9**	**YEAR 10**
The content should include: • A greater opportunity for Australian content. Grade 7s should be able to identify some more relevant historical content. • Sustainability in Year 7 - Students need to be aware of their environmental footprint.	• Year 8 - a great topic, but why does the history of the entire world have to be studied?	**The content should NOT include:** • Too much 19th century Australian content in Year 9. Will be too boring and unengaging. • Pastoralism in year 9? Why? • Probably a little too much emphasis on the Industrial	**The content should include:** • More weighting and time needs to be allocated to World War II. Such a time is a major catalyst for change and needs to be explored in significant detail. • In year 10 there is limited scope for exploring the history of the relationship Australia has with its

Students could be exposed to the results of human activities and be challenged to learn about the causes, effects and possible solutions to these problems. **The content should NOT include:** • The Year 7 course looks very boring, as there is far too much ancient history in it. We currently have one unit of ancient history at Year 7, which is plenty. Pitch • Some content is aimed too high for Yr 7.		Revolution and life in England in the 1700's - the settlement of Australian's by Europeans is more relevant and there is not enough time to teach everything in the descriptions.	Asian neighbours e.g. Malayan emergency, East Timor from this period to today. Australia's current relationship needs to be examined in terms of its history. • A study of the Twentieth Century cannot be attempted without some knowledge of the Russian Revolution as it greatly affected the development of not only the western world for ninety or so years but also many under-developed countries across most continents. It is hard to teach the Cold War without the background in Communism. It has to be taught before the Cold War, or, alternatively, as part of the Cold War. • Pitch • The content for Year 10 is interesting and appropriate for their age group and abilities; however, I am not sure that it can all be accomplished in the one year as there is so much to cover. The content should NOT include: • The Luddites and Pre History, both are too complicated for the skill/year level prescribed. 'The Great War and its aftermath' is everything from 1914 to the Cold War.

SUMMARY OF FINDINGS FROM TRIAL SCHOOL VISITS AND FORUMS (See Companion)

Theme	English	Maths	Science	History
Content Descriptions **Add general comments here**	**Clear and unambiguous language** o Year 2 language content description numbers 8 and 11 have the same heading – that's confusing o You could not teach the curriculum with content descriptors alone – elaboration are needed o Content descriptions = broad, vague o Some of the content isn't specific enough, especially in literacy o Repetition within the strands – eg literacy has two creating texts right above and below each other, and elaborations don't really differentiate between the two. – confusing because of repetition of word use o Liked the explicit nature of grammar **Coherence** o Content descriptors for Year 1 and 2 do not match. Language Content, Description 3 is called attitudinal vocabulary for Year 1 but Question types for Year 2. It would be easier if they matched when teaching composite classes.	**Clear and unambiguous language** o Inconsistency of language in content titles e.g. 'visualising' in Year 4 and 'transformations' in Year 5 o Content descriptors very broad and 'wishy washy' o Content descriptors are too general – for example name familiar shapes – familiar to who? Teachers should know if it is triangle, rectangle etc o There needs to be more specific detail – for example, what graphs they need, what form they should organise data o The descriptors need to be more specific – how many decimal places we're taking this multiplication etc o Some explicit detail which was good – e.g.: numbers go up to 130 **Coherence** o Problematic because schools operates with multi-age classes streamed into ability groups o Numbering system with content descriptors is inconsistent for	**Clear and unambiguous language** o Not clear on how much depth to go into for each topic **Coherence** o Difficult to integrate the 3 strands o Inquiry and endeavour were good vehicles for driving content o Three strands in science is great **Sequenced appropriately** o Bands of development v individual years – this resulted in identifying conceptual differences which resulted in conceptual re-thinking of some content o Content is too broad o Year 4 and 6 lined up quite well, but Year 5 didn't show progression of flow – this does not help when the composite class is Year 5/6 – especially in relation to sustainability	**Clear and unambiguous** o Way it is set out is unclear e.g. what is compulsory and what is an optional in-depth study o More detail needed in content descriptors – eg Ancient Greece **Coherence** o Global history and Australian perspective = disjointed o The first depth study in Year 7 What is history, and the second are a little too close together – there is doubling up o One overview for all depth studies is not enough o There should be more focus on how the overview links to depth studies o Overview for depth studies is a really good idea- they provide teachers with direction **Sequenced appropriately** o Knowledge of empires of the world should come sooner than it does

	o Not enough discrimination in the content descriptors between year levels. Understand the features of a text could apply to any level – no detail on to what extent o Considerable overlap between strands. o Like the three strands The 3 strands work well in a primary setting **Sequenced appropriately** o Inconsistencies in expectations – Year 4 mentions using sentences with a sentence boundary and capitalisation. Yet in Year 3 they talk about writing paragraphs – more work needed on scope and sequence **Pitched appropriately** o Content – needs to be extended up; people should be free to move beyond year level content o Figurative language could be included in Year 2 – children are ready for it o Quotation marks are not introduced until Year 6 o Students in Year 2 should be exposed to grammar using the proper terms. They should be exposed to grammar terminology – verbs etc o Adjectives should be included in Year 3	example place value in Year 1 is different to place value in a different year – there needs to be a coherent numbering system so that concepts can be tracked across year levels. **Sequenced appropriately** o Having to program for multi-age classes was a challenge – ability v year level - differentiating the program resulted in the top two groups being exposed to Year 5 curriculum; lowest group exposed to Year 4 curriculum – concerned about exposing students to gaps o Sequencing issues e.g. perimeter not touched before Year 5 while area is taught in Years 2, 3 and 4; Year 6 – content descriptors fitted with ELAs but under different strands o Sequencing issues – e.g. statistics (more emphasis in Australian Curriculum); surds = Year 10 in Australian Curriculum but in some schools = Year 9 o Some gaps and incongruent sequencing – for example numbers to 100 in Year 1, 130 in year 2 and then a jump to 1000 in Year 3 o Money is not transparent in the curriculum after Year 4 o There needs to be time for revisiting and consolidating in maths	**Pitched appropriately** o Year 7 is a transition year – do not want to overburden students; explicit teaching is the focus in Year 7, o Inclusivity – high end group can be extended through non-compulsory concepts; but content is problematic with lower groups o Content is too much for mainstream classes **Content** o A lot of content to get through – a worry about quantity of content and whether it could be taught well; would rather do less but do it well o It has great breadth but such little time for depth o Too much content in Year 4 – 9 descriptors are not achievable o Chemistry – updating of content to include e.g. plastics good o Every Chance To Learn and Australian Curriculum do align with content and ELA 2, o Needs more on the topic of sustainability	o Big jump in skills from Year 3 to 4 – time needed to develop skills such as research o Sequence of events is nicely spread from K-9 o Skills over years is really good o It's important to do a unit on what is history – kids don't have that understanding anymore. o The skills are very good and develop over the years **Pitched appropriately** o We should not leave research based learning to older years – they can do this in younger years o Too much content in Year 9 o Skills are good, but there are too many – 12. They should be synthesised so that they can be assessed or put in marking rubrics o Focus from family in the early years is good o Year 2 is pitched appropriately **Content** o Indigenous history = tokenistic o Content over-heavy o Couldn't map Every Chance To Learn as Ancient History in Year 7 and Medieval History in Year 8 not in Every Chance To Learn o Too much content – too broad –

	o Kindergarten is pitched too high **Content** o Standard handwriting should be used/required, but not Victorian Cursive o Grammar in Year 1 is virtually non-existent o Handwriting should not be included in Year 7 or even in Year 4 onwards – there is no time o The focus on Australian literature has the potential to be disengaging – especially boys as it rules out genres such as science fiction o Doesn't capture the Englishness of English – says little about different reading strategies or about how children learn. By the end of Year 1 they should be using 4 or 5 different strategies o The curriculum should also cover in Year 2 and 3 what is expected in NAPLAN o Places greater use on multi-modal texts which assists students to become good operators o Too much Australian content in English **Curriculum Structure** o Not a lot of linkage between content descriptors and achievement standards o Fearful teachers will disregard rationale, context because they are in different documents o Achievement standards should	o A scope and sequence for every year level is needed o **Pitched appropriately** o Streaming – Level 3 or lower levels – unrealistic curriculum expectations o 7 times table is not in Year 4 and should be, nor is subtraction or addition o Year 6 is pitched too high – will be achievable once students have prior knowledge o Some incongruence with content demands – formal proofs disengaged average students and were beyond their reach but engaged and extended more capable students o Surprised there is no 3D in K – they can and do it o The standards are not aspirational in lower primary o Year 2 is capable of counting above 130 **Curriculum Structure** o Glossary is needed to explain terms like bi-variate data, univariate data, distributive, associative, cumulative laws etc		unable to be done – Year 9/10 in particular o There should be something about technology given it's changed so much in our lives o Ancient worlds in Year 7 could include Aborigines for remote communities o Issues with Year 10 -16 Key areas and one of them is WW2 – you can't skip over the latter because of its implications/impact o Content heavy so that there is not an opportunity to do anything in depth – especially in 7-10 o A local study would allow for different histories in states and territories – The NT doesn't want to be talking about UN at a time when NT didn't have representation o A choice of depth studies – not doing all of them would help with the content overload o Loved subject material – students engaged o Like the three topics in Year 10, although the Great War should be changed to Australians at war o ATSI perspectives are covered really well, especially in Year 9 and 10 o Love the connection of history to local place

	come at the beginning not the end. o There's a false distinction between language and literacy o The use of the term literacy as a strand sends the message that this is the preserve of English teachers o Curriculum document reflects content descriptors, achievement standards and quality teaching lens o English produces ethical citizens is problematic – it comes up in the rationale and in the content descriptors – is this to say that people who do not use Standard Australian English are not ethical?			
Elaborations	**Support content descriptors** o Elaborations in Year 1 & 2 English are too broad and do not match the requirements of NAPLAN that they sit months later **Clear and unambiguous** o The elaborations are not specific enough and some targeted at a very low level o The elaborations are inconsistent – for example, discussion around literacy and literature followed by the actual exercise of picking up a pen **Relevant and useful** o Elaborations should be more explicit and provide more examples	**Support content descriptors** o Elaborations very helpful at clarifying the meaning of content descriptors **Relevant and useful** o Really good examples are needed to show the level of difficulty to go to	**Support content descriptors** o The AC does not work without the elaborations **Clear and unambiguous** o Elaborations are difficult to grasp o Very wordy elaborations and not specific enough **Relevant and useful** o Really good examples are needed to show the level of difficulty to go to	**Support content descriptors** o The elaborations need to be strengthened. as they don't give enough detail or examples. They fail to support the content descriptors
Achievement Standards	**Clear and unambiguous language** o Too general and do not show any	**Clear and unambiguous language** o Achievement standards are too	**Clear and unambiguous language**	**Clear and unambiguous language**

	elements of quality **Coherence** o Achievement standards need to equate to the strands, not the modes **Sequenced appropriately** o My favourite has been where it says achievements standards – you can say this is the expectation for where our children should be at the end of the year and you can take it from there **Pitched appropriately** o Main challenge = achievement standards and how they link to content – how to use the standards with differentiation and high ESL population o Too general; need to be fleshed-out more around differentiation e.g. consolidation and extension (needs higher expectations) o The achievement standards are achievable for K (SA) but pitched too high for other states o Need student samples from A-E	broad and use very subjective language – for example, what are small collections and quantities? **Coherence** o Summary statement of content rather than a statement of quality Inconsistencies in achievement standards – most of the content appears but some doesn't such as fractions **Pitched appropriately** o ACARA has only one achievement standard per year – it appears that a slightly aspirational C level is aim - confident the student has progressed to that level o Need student samples from A-E	o Achievement standards are too broad and should be in dot points or indicators **Pitched appropriately** o Achievement standards = very high C, low B (believe St Francis reflects a typical demographic) o Need student samples from A-E	o Achievement standards are too broad and too vague – disappointing that they are only at C level **Coherence** **Sequenced appropriately** **Pitched appropriately** o Achievement standards = High C/Low B o Need student samples from A-E
Other				o There's no attention to numeracy and there should be, especially in Year 10 – reading statistics and doing percentages