Institute for Social Science Research
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THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Final Report - English

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AUSTRALIA

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1. Executive Summary

1.1 Background

On 12 June 2020, Australia's education ministers tasked the Australian Curriculum Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum from Foundation to Year 10 (the Review) to ensure it is still meeting the needs of students and providing clear guidance on what teachers need to teach. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The Review looks over the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. To improve the Foundation to Year 10 (F-10) Australian Curriculum, ACARA's broad aims are to refine, realign and declutter the content of the curriculum within its existing structure.

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. The consultations were open from 29 April to 8 July 2021. ACARA has contracted the Institute for Social Science Research (ISSR) at The University of Queensland to undertake an independent analysis of the data collected during the consultations and to prepare consultation reports to assist ACARA in completing the revisions.

All feedback from the consultation process, including detailed and band level-specific submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum. ISSR carried out an analysis of aggregated qualitative and quantitative data with a view of providing a high-level overview of the response patterns. This report presents a summary of the results from this analysis for the learning area English.

1.2 Consultation features and caveats

There were 3 channels in which feedback from consultations was received:

1. an online survey (with a mix of closed and open-ended questions) capturing overall respondents' feedback on the proposed revisions to the introductory sections (rationales, aims, organisational structure, key connections and key considerations), curriculum content (year level descriptions, achievement standards, content descriptions and content elaborations), as well as their demographics and organisational detail;

2. open submission process, which involved providing written feedback by email to ACARA;

3. written feedback from the state and territory education authorities and national non-government sectors provided in response to invitations accompanied by guidelines that reflected the online survey structure.

The character of the consultation was public, and it was anonymous for participating individuals. This allowed participation of individuals and groups with varying understandings of the Australian Curriculum, the proposed revisions, and the terms of reference (TOR) of the Review. The consultations did not impose protocols to confirm the identity of participants or that participants submitted their feedback only once. Submissions received included instances of template emails (multiple emails with identical wording) indicating some mobilisation of stakeholder networks. The 3 different channels of capturing feedback were also associated with methodological differences (see Section 3.4.1).

Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

1.3 Methodology

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. Data from quantitative questions were cleaned and checked for consistency and processed using statistical software.

ISSR developed a code frame (Appendix C) that defined the themes and subthemes that emerge from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. This code frame was used to analyse the feedback provided via open-ended survey questions, via open email submissions, and via written feedback from jurisdictions and national non-government sector bodies.

Stakeholder perceptions are reported for each of the 3 channels without applying weights and without identifying more or less authoritative voices among participating stakeholders within each consultation channel.

1.4 Stakeholder response and profile

The online survey was completed 894 times, and there were 174 email submissions as well as 9 submissions from the jurisdictions and the sector peak bodies. Just over half (52%) of survey respondents were teachers. School leaders were the next largest respondent group (14%), followed by schools (12%) and parents (9%). Respondents from Queensland over-represented their state by almost 3 times (58% of all respondents versus 20% of Australia's population share), while New South Wales and Victoria were particularly under-represented among survey respondents. The respondents' distribution across the Government, Catholic and Independent sectors was broadly consistent with the size of these sectors as measured by the share of student enrolments. A majority of respondents (77%) responded to the survey questions in relation to the Foundation to Year 6 curriculum (F-6).

One hundred and five of the 174 email submissions were template emails, emails with identical text. Of the remaining 69 standard email submissions, 12 were submitted by academics or experts, 13 by associations or bodies, 15 by parents or members of the community, and 6 by teachers and principals. The remaining 18 standards email submissions could not be allocated to any stakeholder category.

Submissions were invited from each state and territory as well as the 2 national sector peak bodies representing the Catholic and Independent school sectors. Nine submissions were received in total: Queensland, New South Wales, Victoria, Western Australia, South Australia, Tasmania, the Northern Territory, Independent Schools Australia, and the National Catholic Education Commission. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools.

1.5 Stakeholder feedback

1.5.1   Online survey

The survey (Appendix A) asked a series of 23 quantitative questions that sought agreement ratings[1], and which were grouped into 3 main sections: introductory elements, curriculum elements, and overall feedback. Summary of key feedback is as follows:

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[1] These questions had been set up as compulsory in Survey Monkey and included 5 options: Strongly agree, Agree, Disagree, Strongly disagree and Don't know. Percentages of respondents who agreed or strongly agreed are based on all respondents including those that selected the Don't know option.

- *Introductory elements*: Between 56% and 77% of respondents agreed or strongly agreed with the positive statements about the rationale, the aims, the organisational structure, key connections and key considerations presented to them. The level of agreement (strongly agreed and agreed) was highest for the rationale being clear about the importance of the learning area (77%) and the aims identifying the major learnings that students need to demonstrate (76%).

- *Curriculum elements:* Between 50% and 66% of respondents agreed or strongly agreed with the positive statements about various aspects of the year level descriptions, achievement standards, content descriptions and content elaborations presented to them. Responses were most favourable in relation to the year level descriptions providing a clear overview of learning at year levels (66% agreement), and least favourable for the proposition that the content elaborations provide a range of contexts for meaningfully integrating the general capabilities and cross-curriculum priorities (50% agreement). In addition, respondents were also asked whether the amount of content in the content descriptions can be covered in each year. About 32% agreed or strongly agreed and about 62% of the respondents disagreed or strongly disagreed with the proposition.

- *Overall feedback*: This section asked a set of questions directly related to the TOR of the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 66% or respondents agreed or strongly agreed that the introductory sections provide important information, statements directly related to the TOR received lower agreement (between 31% and 46% agreed or strongly agreed). The statement 'Curriculum content has been refined, realigned and decluttered' received the least favourable responses with 31% of respondents agreeing or strongly agreeing and 60% disagreeing or strongly disagreeing.

Of all 23 survey statements, the statements on the rationale and aims received the highest approval and the 5 TOR statements and the statement about the manageability of content the lowest.

The overall survey responses were dominated by F-6 respondents. Secondary Years (Y7-10) respondents were generally more favourable when rating attributes of introductory and curriculum elements of the revised curriculum than primary school level respondents and respondents giving feedback on F-10. They were also more likely to agree with the statements under the Overall feedback section.

Respondents from the Australian Capital Territory tended to be more positive in their responses than those from other states. Among different types of respondents, parents tended to express the least favourable responses. Independent and Catholic school respondents were often more positive in responding to the propositions in the survey than Government school respondents. Finally, there were no major differences between metropolitan and regional respondents.

Respondents were also asked to provide open-ended feedback on aspects of the revised curriculum that had improved and on aspects that needed further improvements. Most of the comments were provided by F-6 respondents, which reflected the sample characteristics of English survey respondents.

Consistent with the low agreement ratings to the declutter statement, many of the general comments about the proposed revisions made to the English curriculum were of the view that more content still needed to be removed. There were varying views around the teaching of reading and spelling between those who championed the phonics approach and those who supported the predictable text approach favoured by whole language proponents. Proponents of the phonics approach were far greater in number.

While a number of respondents saw that improvements in clarity had been made in the proposed revisions of the curriculum, a greater number of respondents saw that the language of the curriculum and content descriptions could use further revision to be clearer and easier to understand.

A number of improvements had also been noted by respondents, including the increased focus on Aboriginal and Torres Strait Islander Histories and Cultures, the removal of the use of software from the literacy strand, and the retention of the 3-strand approach and the renaming of the sub-strands to indicate content more clearly. There were recommendations to strengthen the place of literature as central in the curriculum, and to strengthen connections to other learning areas as well as general capabilities and cross-curriculum priorities.

Overall survey results are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 87% of all respondents. Overall results are further dominated by respondents who commented on the F-6 curriculum (77%) and by respondents from Queensland (58%). The over-representation of respondents from Queensland makes it likely that the overall survey results were particularly affected by the Queensland-specific context in which the Australian Curriculum is implemented.

1.5.2 Email submissions

Of the 69 standard, independent email submissions, the key subthemes were around clarity of the overall language of the curriculum and the organisation of materials. There were also a relatively high number of respondents who expressed views around the perceived need of adding or removing content, and much of this debate focussed on the inclusion of phonics within the early years. Other views focussed on the age appropriateness inclusivity of content.

The main issues that emerged in the email submissions (e.g. the role of phonics and predictable texts and increasing the clarity of content descriptions and the curriculum overall) were very similar to those that emerged in the open-ended survey feedback. There were also 105 emails with largely identical text, which indicates some level of mobilisation/campaigning during the consultation period. These predominantly criticised the use of the 3-cueing system in the early years of the English curriculum.

1.5.3 Jurisdictional feedback

In total, there were 9 submissions from jurisdictional stakeholders in relation to the learning area of English. The key themes were *introductory elements* (commented on by 8 jurisdictions, with most regarding this section as predominantly improved), *clarity*, *achievement standards*, *manageability* of content and the theme that *content has improved* (each of which attracted comment by 7 of the 9 participating jurisdictions). *Clarity* drew mixed feedback with 7 jurisdictions noting improvements alongside potential for further refinement. Of the 6 jurisdictions who commented on the achievement standards, most agreed that alignment with content descriptions had improved with only 3 indicating further improvements were needed.

Other perspectives around English content included commentary around broad support for the incorporation of Aboriginal and Torres Strait Islander perspectives, with some noting potential challenges around the practical implications of this inclusion. For example, International Schools Australia applauded the inclusion of First Nations authors but noted that including references to key, quality literature in this area would be beneficial to teachers. South Australia also regarded the inclusion of First Nations texts as positive but objected to the term "non-First Nations literature".

The role of phonics in teaching reading was also subject to comments received as part of the invited jurisdictional feedback. New South Wales, South Australia and Independent Schools Australia argued for a clear preference of synthetic phonics over 'whole language' approaches in the early years and there was associated comment on the wording of achievement standards and year level descriptions by a number of jurisdictions.

One of the more shared sentiments expressed by most of the participating jurisdictional stakeholders was that there was still too much content, including duplicated content and that the curriculum needs further decluttering. Queensland, and Western Australia offered particularly detailed suggestions in relation to this theme but generally, jurisdictions appear to agree that more decluttering is needed to achieve manageability.

1.6 Summary and conclusions

The consultations were public and largely anonymous so that stakeholders with varying degrees of understanding of the curriculum, educational issues and the TOR of the Review could participate. Feedback about the revised English curriculum, which was provided by stakeholders through the 3 channels of participation was of great variety in terms of the perceptions and opinions expressed as well as the extent, depth and detail that were involved in the feedback.

While the report abstains from identifying an 'authoritative voice' among the various individual and group respondents, there are some consistent patterns of feedback received through the 3 consultation channels:

- Feedback was focused on the F-6 level, with the early years (Foundation to Year 2) attracting particular interest.

- The inclusion of a stronger focus on Aboriginal and Torres Strait Islander perspectives in the English curriculum was overwhelmingly seen as positive.

- There were various acknowledgements that different aspects of the curriculum had been improved including that the curriculum had been decluttered.

- There was also a strong sentiment coming through all 3 channels that there was still too much content that jeopardises learning outcomes and that the curriculum needs further decluttering.

- Calls and suggestions for changes in the wording of the curriculum, particularly in relation to the content descriptions to improve the clarity was another theme that strongly emerged across all 3 channels.

- The role of phonics and 'whole language' approaches in the teaching of English was a prominent topic among open-ended feedback. A majority of survey and email submissions that commented on this issue favoured the phonics approach with reference to research evidence. Some of the jurisdictions also explicitly took this position.

This report provides a high-level analysis of the information captured through the 3 channels of consultation.

2. Introduction

2.1 Overview of the Review

On 12 June 2020, Australia's education ministers tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum from Foundation to Year 10 (the Review) to ensure it is still meeting the needs of students and providing clear guidance on what teachers need to teach. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The Review looks over the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. To improve the F-10 Australian Curriculum, ACARA's broad aims are to refine, realign and declutter the content of the curriculum within its existing structure.

In preparing for the Review, ACARA considered the latest research and international developments, and consulted with practising teachers, curriculum experts, key academics and professional associations. It formed the English Curriculum Reference Group and the Teacher Reference Group to provide advice and feedback, with members nominated by state and territory education authorities and non-government sectors. To reflect the focus on primary schools, ACARA further created the Primary (F–6) Curriculum Reference Group and the Teacher Reference Group, which helped give advice and feedback on how to improve the curriculum for the youngest students.

2.2 Proposed revisions to English curriculum

From the research, teacher feedback and work with the reference groups, ACARA identified some key areas where the English curriculum could be improved. The consultation version of the F-10 Australian Curriculum: English includes the following proposed revisions:

- Content descriptions have been revised to provide greater clarity to teachers about what to teach.
- Content has been reduced to avoid repetition within the learning area or with other learning areas.
- Achievement standards have been refined to reflect the language and demands of the curriculum at each year level.
- Cognitive alignment between content descriptions and achievement standards has been strengthened.
- Core concepts have been identified to show the interrelated nature of the English curriculum.
- Content descriptions and elaborations have been written that illustrate how the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority can support the teaching and learning of English.
- Content elaborations have been improved to ensure that there is a clear relationship to the content.

2.3 Stakeholder consultation

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. There were 3 channels in which feedback was received.

2.3.1 Online survey

The main channel through which the public participated in the consultation was an anonymous online survey, which was set up in Survey Monkey and administered by ACARA. The survey captured stakeholder demographics, organisational details and perceptions on the proposed revisions to the introductory sections (rationales, aims, organisational structure, key connections and key considerations), curriculum content (year level descriptions, achievement standards, content descriptions and content elaborations) and sought overall feedback in relation to the proposed revisions within the scope of the review (an outline of the questionnaire is given in attachment A). The survey posed 23 quantitative statements to capture the level of agreement of

respondents to these statements. One of the statements was "The amount of content can be covered in each year". Respondents who disagreed or strongly disagreed with the statement were asked an open-ended question about what content should be removed or what revisions were needed to make the amount of content more manageable. All survey respondents could also leave open-ended feedback of a general nature as well as open-ended feedback that was year-level specific.

2.3.2   Email submissions

A second avenue for the public to provide feedback on the proposed revisions to the Australia Curriculum was via written feedback by email to engagement@acara.edu.au.

2.3.3   Jurisdictional feedback

The state and territory education authorities and national non-government sectors were separately invited to provide their jurisdiction feedback in written form. In these cases, the invitations were accompanied by guidelines that reflected the online survey structure.

2.3.4   Consultation details

The consultation period ran over 10 weeks between 29 April and 8 July 2021. Relevant materials outlining the proposed changes to elements of the Australian Curriculum and the associated reasons for them were also made available on ACARA's purpose-built consultation website during that time. Stakeholders were encouraged to consider these materials prior to, or while, responding to the survey questions or providing feedback by email.

Participation in the online survey was anonymous for individual respondents. Groups who participated in the online survey were asked to provide the name of the organisation they represented. Feedback received via email submissions sometimes contained information about the identity of the participant. Individual details were removed by ACARA prior to being provided to ISSR, while information related to a group or organisation was retained and shared with ISSR.

The public and largely anonymous character of the consultations allowed people and organisations with various understandings of the curriculum and the proposed changes to the curriculum to participate in the consultations. Some aspects of the Review received national media attention at the time of the consultation period, which may have stimulated participation by particular groups.

2.4 This report

2.4.1   Purpose of report

During the consultation period, qualitative and quantitative data were gathered in relation to various elements of the Australian Curriculum and various year levels. Some of the feedback was very detailed in talking about the Australian Curriculum, the proposed changes, and/or suggestions for further improvement to the Australian Curriculum. All feedback, including detailed and extensive submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum.

ISSR has been contracted by ACARA to undertake an independent analysis of the qualitative and quantitative data. The purpose of this report is to provide a high-level analysis of the feedback collected to support ACARA personnel to make recommendations about refinements to the curriculum.

The key interests of this report lie in:

- understanding the profile of stakeholders who participated in the consultations for English;
- understanding the level of stakeholder agreement and disagreement with different elements of the revised English curriculum;
- identifying the areas of the revised English curriculum that stakeholders perceive most positively and those deemed in need of further refinement;

- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference; and

- highlighting the potential similarities and differences in the above based on the level of the curriculum (F-6, Y7-10 and F-10) and stakeholder demographics.

2.4.2 Structure of report

The following section (3) describes the treatment of data captured through the different consultation channels, and the methods of analysis and presentation. Section 4 presents information on participating stakeholders before results from the consultation are shown in Sections 5, 6 and 7. The structure of presenting the results follows the structure of the 3 channels of participation – survey results are included in Section 5, feedback from the open email submissions in Section 6 and feedback from jurisdictional submissions in Section 7.

3. Data processing, analysis and presentation

3.1 Data transfer

ACARA provided responses to the survey and those received via email to ISSR through a secure project folder in the ACARA cloud. Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent.

ACARA also provided ISSR with the written jurisdiction feedback and the received email submissions. The latter included a number of template emails – emails with identical or largely identical wording (often starting with the same email subject line) in relation to a particular issue.

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

3.2 Data cleaning – survey data

All quantitative questions had been set up as compulsory in Survey Monkey and the resulting data overwhelmingly adhered to the pre-given questionnaire structure and response formats so that minimal data cleaning was required. In a few cases participants had information recorded as an individual as well as a group respondent. This could occur where respondents identified as either of the 2 and then later went back to the relevant survey page and changed their response to the respectively other respondent type, which triggered a trajectory that captured more information on either the individual or group characteristics of the respondent. Each of these cases was scrutinised and the information retained that most likely reflected the stakeholder type based on the information provided. For example, a record that indicated an individual respondent who was a primary school teacher in a Government school in a metropolitan area, and that also indicated a group response for a Government school in a metropolitan area that represented one person was determined to be the former and the latter information was deleted from the cleaned dataset.

Leading and trailing blanks were removed from open-ended responses to prepare the textual data for coding while all content of such responses was retained as it had been given.

3.3 Coding of open-ended responses

3.3.1 Developing code frame

ISSR in consultation with ACARA developed a code frame that defined the themes and subthemes that emerge from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. The code frame was developed in 3 steps.

Step 1 - Scrutinising the survey questions developed, and associated materials, for key themes and categories

Prior to receiving any survey responses, 2 qualitative researchers scrutinised the proposed curriculum changes, along with the survey questionnaires, to provide an initial outline of the themes they expected to see in the data. This outline was updated iteratively as the analysis in Step 2 and 3 continued.

Step 2 - Inductive analysis of interim responses

Inductive analysis commenced once the first survey data became available. Once the survey responses were received, the qualitative researchers read through the open-ended feedback and familiarised themselves with the data. Together, they then generated themes that were linked to the data set and began coding the data without reference to the outline of themes developed in Step 1. This approach enabled the

researchers to be open to new patterns in the data and to make revisions to the draft outline of the code frame.

Step 3 - Content analysis of interim responses

Content analysis was then employed. The 2 researchers coded a portion of the data independently using the developed draft code frame. They then met to discuss commonalities or differences in coding the data, until agreement was reached. In this activity, the researchers noted nuances in themes across learning areas, cross-curriculum priorities and general capabilities and the code frame underwent a revision to incorporate these nuances.

The code frame was then examined against a sample of later arriving email submissions as well as some of the jurisdictional and national sector feedback which established that the developed codes/themes also largely applied to feedback received through these channels. During all steps ISSR consulted ACARA staff who sense checked the evolving code frame and who provided inputs into its evolution.

3.3.2   Coding

Open-ended responses from 3 survey fields were then coded according to the developed code frame. This concerned responses to the question "What content should be removed or what revisions are needed to make the content more manageable?" This question was asked when respondents disagreed or strongly disagreed with the preceding statement "The amount of content can be covered in each year". The other 2 open-ended fields could be used by all respondents. One prompted the respondents to provide comments about general aspects of the revised curriculum that have improved and the other prompted them to provide comments about general aspects of the revised curriculum that needed further improvement (for the survey questions see Appendix A).

In addition, respondents were also asked whether they wanted to provide open-ended feedback for individual year/band levels, and if that was the case, which year/band levels this concerned. Respondents who indicated they wanted to provide such specific feedback were presented with the same 2 prompts for each year/band level that they had selected. Both the feedback captured under the more general prompts as well as feedback captured in the year-level specific fields have been considered by ACARA in revising the English curriculum post consultation, however, the year-level specific feedback was deemed as too specific to be included in high-level reporting and was not coded to themes.

Consistent with the treatment of open-ended responses captured through the online questionnaire, written feedback received via emails (including the template emails) was coded on the basis of the code frame while year-level specific feedback coming through this channel has been considered by ACARA without it being coded to themes for the reporting here. The coding of jurisdictional feedback was undertaken in a similar way (also see Section 3.4.4).

Open-ended feedback expressed by the same individual or group/organisation could contain multiple themes. In this case the different themes were coded to the same stakeholder record.

3.4   Data analysis and presentation of results

3.4.1   Information captured from the 3 channels for providing feedback

The 3 channels of providing feedback were associated with methodological differences. Survey participants adhered to a pre-given structure consisting of 23 closed questions seeking agreement ratings and prompting for open-ended feedback of a general or year/band level specific nature. The survey also captured demographic characteristics of respondents including type of stakeholder, state/territory, school sector and remoteness of school. This allowed treating this data like any other survey data by calculating descriptive statistics such as frequencies, percentages and breaking down results by respondent characteristics and by presenting the descriptive statistics in tables or graphs.

In most cases, the email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that sometimes came with additional materials

attached. Many of the emails received for the learning area English had identical, or largely identical wording (template emails). While some submissions contained some information about the stakeholder, such as profession or organisation name, the demographic characteristics that were systematically captured in the survey were largely not provided as part of the email submissions. The analysis of information from the email submissions therefore focuses on the themes and subthemes that emerged without assessing stakeholder differences.

Eight jurisdictional education authorities and 2 national sector peak bodies were explicitly invited to participate in the consultations and were given guidelines for their participation. These guidelines reflected the structure and content of the online survey. However, the degree to which jurisdictions adhered to these guidelines varied and feedback was overwhelmingly of an open-ended nature. As was the case with some of the email submissions, the feedback received from the jurisdictions tended to be comprehensive.

To further take account of the methodological differences between the 3 consultation channels, feedback received through each channel is reported in a separate section.

3.4.2   Reporting of online survey data

The reporting of feedback is preceded by information on participating stakeholders to aid interpretation of the overall results. This information includes the level of the curriculum that was selected by respondents, their respondent type (e.g. teacher, parent, academic), the state or territory they were based in, and, for respondents who identified as teachers, school leaders, parents, students and schools, the school sector and remoteness area of the relevant schools.

Overall results on the 23 questions are presented as stacked bar charts that show the percentage breakdown across the 5 response categories (strongly agree, agree, disagree, strongly disagree, don't know). Across the 5 categories, responses add up to 100%.

Unless indicated otherwise, the prevalence of themes expressed by stakeholders in open-ended comments is reported as a percentage based on the total number of respondents (e.g., 11% of survey respondents expressed theme A). Where the same respondent expressed multiple themes the respondent was included in the percentages for each of the reported themes. The number of respondents who provided open-ended feedback is also reported.

Differences between stakeholder groups are explored via bar charts that show the percentage of the combined strongly agree/agree responses for different stakeholder categories. This percentage is referred to as the *level of agreement* in the report. The level of agreement is expressed as a proportion of all respondents including those who selected the 'don't know' option. Stakeholder categories are considered in such comparisons when they have 30 or more respondents. Stakeholder group dimensions considered in the analysis of group differences are type (e.g. teacher, academic, parent), state or territory, school sector and school location.

Potential differences between stakeholders who responded to different levels of the revised curriculum (F-6 6, 7-10 and F-10) are also assessed by comparing the relevant percentages of the combined strongly agree/agree responses.

Percentages are rounded and may not exactly add up to 100% in tables or graphs. The original survey statements were abbreviated to 80 characters in the graphs to ensure readability. Appendix B documents which survey statements were abbreviated in which way for the reporting.

3.4.3   Reporting of email submissions

The reporting of email submissions consists of identifying the key themes that emerged after coding, based on the proportion of respondents who expressed the themes and subthemes. This is accompanied by drawing out examples that reflect different dimensions or aspects within a theme. Particular attention was given to drawing upon examples that represent the nuance within the data, especially within the subthemes that include learning area specific detail. Further, attention was given to drawing upon examples to illustrate dominant or leading sub themes, defined by being discussed by a relatively large number of respondents.

While the reporting of the survey data makes use of percentage breakdowns to explore differences between stakeholder groups (where possible), the analysis of data from email submissions summarises general trends and themes from the feedback. This takes account of the unstructured way the information was provided across the many submissions.

3.4.4 Reporting of jurisdictional feedback

The reporting of jurisdictional submissions consists of identifying the key themes that emerged after coding, based on the proportion of jurisdictional respondents offering feedback on the themes and subthemes. This is accompanied by direct quotes that reflect different dimensions or aspects within a theme. Particular attention was given to drawing out examples that represent nuance within the data. Attention was also given to providing examples that illustrate leading themes and sub themes, identified by the amount of feedback received in relation to themes and sub themes.

Additionally, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions. Analysis of data from jurisdictional submissions thus summarises general trends and themes from the qualitative feedback, synthesising this with feedback from the 5 jurisdictions who responded to the 6 survey statements.

A summary of positive feedback and aspects that need further attention, as identified by each jurisdiction, are included as Appendix G.

3.4.5 Multiple participations

The consultations were open to the public without imposing protocols that confirmed the identity of participants or that participants submitted their feedback only once. Based on the names of organisations captured in the survey and those self-reported in email submissions, it is apparent that some organisations have completed the on-line survey as well as provided an email submission in relation to the same learning area, subject, general capability or cross-curriculum priority. It also appears that in some cases the same organisation submitted multiple survey responses for the same element of the curriculum. In some cases, state-based affiliate organisations provided feedback that was separate and additional to the feedback provided by their national parent organisations, which presented the consolidated feedback of that organisation. It is further possible that individuals participated multiple times for the same element by completing more than one survey (using different computers), by completing a survey as well as providing an email response or by providing multiple email submissions. The extent to which individuals and organisations participated in the consultation about the particular elements of the Australian Curriculum multiple times cannot be determined. Multiple participations could have particularly influenced the consultation results where the number of participants was low.

3.4.6 Interpretation of results

The consultation process used different channels of capturing feedback, which was associated with methodological differences noted in Section 3.4.1. The overall character of the consultation was public and anonymous for individuals. In principle, everyone could participate regardless of their relation to, and their understanding of, the Australian Curriculum or the TOR of the Review. The Review attracted media attention, and template emails (with identical wording) during the consultation period indicate some mobilisation of particular stakeholder networks. There is a strong indication that in some cases the same individual or organisation expressed their voice more than once in relation to the same elements of the Australian Curriculum that was in scope of the Review. Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

4. Stakeholder participation and profile

4.1 Overall response

Table 1 shows the number of times the online survey was completed, the number of email submissions received and the number of jurisdictional stakeholders who provided written feedback. The online survey was completed 894 times, 174 emails were received and 9 out of the 10 invited jurisdictions and national sector organisations returned feedback on the revised English curriculum.

Table 1: Number of participations, English consultations

	n
Online survey	894
Email submissions	174^
Jurisdictional feedback	9

^ The number of received emails included 105 template emails – emails with identical or largely identical wording.
For more detail on email submissions see Section 4.2.2. For more detail on jurisdictional submissions see Section 0.

Reporting of stakeholder feedback is undertaken on the basis of a learning area, general capability or cross-curriculum priority. In some cases, email submissions were of a general nature and could not be allocated to a specific learning area, general capability or cross-curriculum priority. These were mainly concerned with general comments around values or virtues that should be taught, the extent to which the curriculum content was inclusive of diverse student needs, evidence-based, decluttered and age-appropriate. Some of these emails had a focus on play-based learning in early years.

There were 108 of those submissions and while their content does not fit into any of the learning area, general capabilities or cross-curriculum priorities specific consultation reports, they have all been considered by ACARA in further refining the Australian Curriculum.

4.2 Stakeholder profile

4.2.1 Survey respondents

Table 2 shows the types of stakeholders who completed the online survey as an individual or as a group. More than half (52%) of the survey respondents were teachers. School leaders (14%), schools (12%) and parents (9%) were the next largest types of respondents. These 4 respondent groups constituted 87% of all survey respondents.

Of the 466 teachers, 393 identified as primary school teachers, 55 as secondary school teachers and 18 as F-12 teachers. The dominance of the primary school level also applied to responding school leaders: 97 of the 128 school leaders identified as primary school leaders, 20 as secondary school leaders and 11 as F-12 school leaders.

Table 2: Type of survey respondent, English survey

Type of respondent	n	Percent
Individual respondent		
Teacher	466	52.1%
School leader	128	14.3%
Academic	31	3.5%
Parent	84	9.4%
Student	10	1.1%
Employer/business	5	0.6%
Other - Individual	36	4.0%
*Group respondent^*		
School	103	11.5%
Professional association	13	1.5%
University faculty	4	0.4%
Education authority	7	0.8%
Parent organisation	1	0.1%
Community organisation	3	0.3%
Other - Group	3	0.3%
Total	**894**	**100.0%**

^ A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

The dominance of primary teachers and school leaders in the sample is reflected in the level of the curriculum that respondents selected to provide feedback on. About 77% of survey respondents gave feedback on the F-6 curriculum, 14% on the Y7-10 curriculum and 9% on the F-10 curriculum (Figure 1).

Figure 1: Level of curriculum selected, English survey respondents
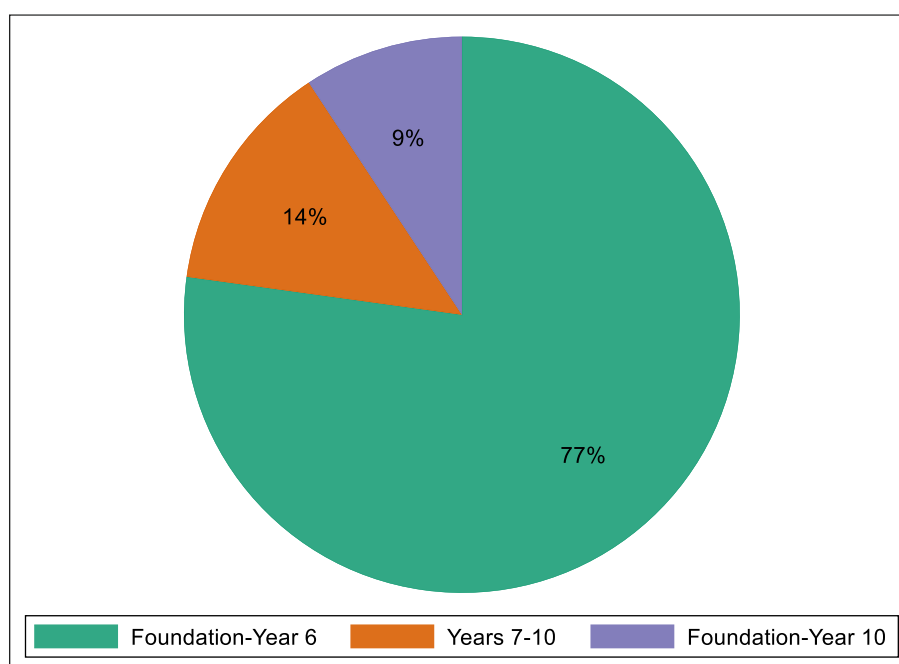
Figure 2 shows the distribution of English survey respondents across the states and territories of Australia.

Figure 2: English survey respondents by states and territories
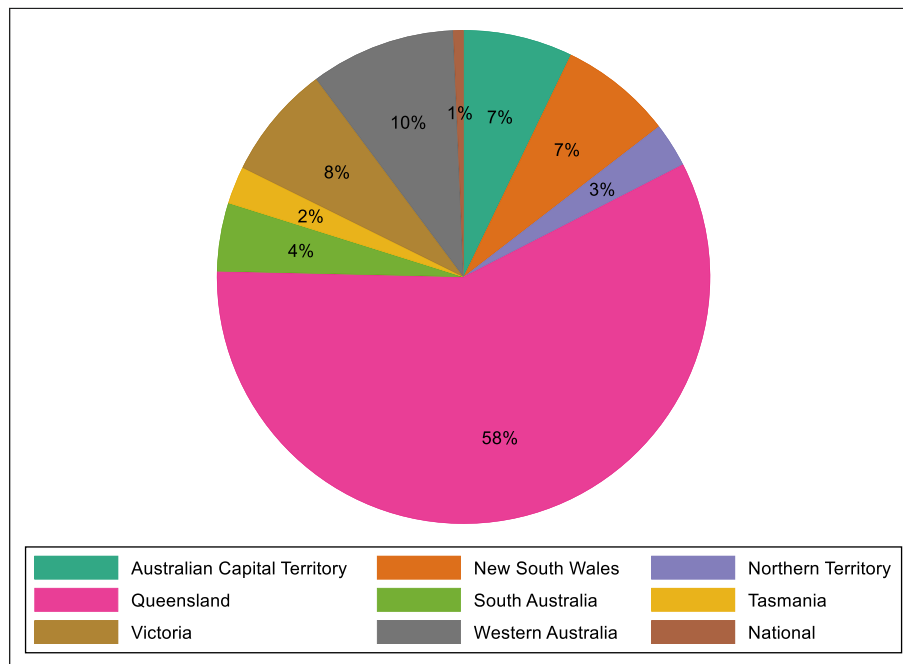
Queensland had the largest representation of survey respondents, with 58% of respondents based in that state. In relation to state and territory populations, respondents from Queensland over-represented their state by almost 3 times (58% of all respondents versus 20% of Australia's population share[2]). Based on jurisdictional shares in the national population, the 2 largest states, New South Wales and Victoria, were particularly under-represented among survey respondents.

*Figure 3: School sector and remoteness area, English survey respondents^*
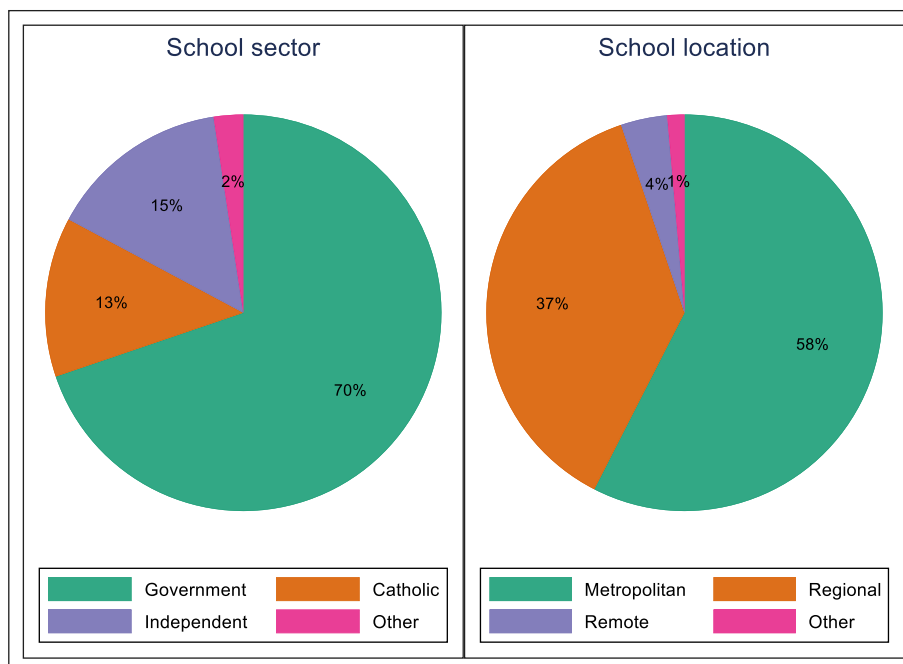
^ Teachers, school leaders, students, parents and schools.
'Other' responses in the pie charts relate to staff who worked across schools, parents who had children in multiple schools and, in the case of school sector, also to TAFE and University students.

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[2] Source: Australian Bureau of Statistics, National, state and territory population December 2020.

Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child's) school was and in which remoteness area it was located. Seven in 10 (70%) of these respondents indicated a Government school, 13% a Catholic school and 15% an Independent school (left panel in Figure 3). This distribution somewhat reflects the student enrolment distributions in 2020 (66% for Government, 19% for Catholic and 15% for Independent)[3].

The right panel in Figure 3 also shows in which remoteness area the school was located. Almost 3 in 5 (58%) respondents indicated their school's location as metropolitan, 37% as regional and 4% as remote. Based on student enrolment distributions in 2020 (72% of students were enrolled in major cities [equivalent to metropolitan areas], 26% in regional areas and 2% in remote areas[4]), non-metropolitan areas are over-represented among English survey respondents.

4.2.2   Email submissions

Of the 174 email submissions, there were 105 submissions where it was apparent that a generic template was used but sent from different email addresses. The nature of the content was around the F-2 English Curriculum. Criticisms were around the use of the 3-cueing system, which was considered flawed and not sufficiently evidence-based as a way for children to learn to read. The criticisms then extended to the developmental progression of literacy.

Of the remaining 69 standard submissions, there were 51 that had an attachment that was coded alongside the email message provided. The remainder did not have an attachment, but the content within the emails was coded. The findings from this analysis are presented in Section 6.

A number of standard email respondents had self-disclosed their position and/or affiliation, making it possible to summarise some of the demographic characteristics of respondents. Table 3 shows that of email respondents:

- 12 were academics or experts in the field
- 13 represented some form of association or body
- 3 teachers and 3 were principals
- 9 were parents and 6 were community members

Table 3. Type of stakeholder, standard email submissions for the learning area of English

Type of Stakeholder	Number of email submissions	Percentage
Teachers or principals	6	8.7%
Association or body	13	18.8%
Academics or experts	12	17.4%
Parent or community member	15	21.7%
Unclear	18	33.3%
Total	**69**	**100%**

A list of organisations which self-identified in email submissions across all learning areas, general capabilities and cross-curriculum priorities is provided in Appendix F.

4.2.3   Jurisdictional feedback

Submissions were invited from each state and territory as well as national sector peak bodies. Nine submissions were received in total: Queensland, New South Wales, Victoria, Western Australia, South

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[3] ABS 2021, Schools, Australia 2020. https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics.
[4] ABS 2021, Schools, Australia 2020. https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics.

Australia, Tasmania, the Northern Territory, Independent Schools Australia, and the National Catholic Education Commission. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools.

The jurisdictions were invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed. Of the 9 jurisdictions who submitted feedback on the revised English curriculum, Western Australia and Queensland provided extensive and detailed feedback. South Australia, Independent Schools Australia (ISA), and the National Catholic Education Commission (NCEC) provided substantial specific feedback. New South Wales provided targeted feedback in relation to key areas of concern; in particular, systemic phonics and alignment with NAPLAN. Tasmania, Victoria, and the Northern Territory provided broad feedback.

Jurisdictions used a variety of methods to generate feedback from their stakeholders, such as learning area focus groups, forums, and webinars. Examples of stakeholders include state and independent schooling sectors, and professional associations.

4.2.4   Stakeholder summary and implications for overall results

Of the 894 completed surveys, 52% were submitted by teachers and 58% of stakeholders resided in Queensland. The overall survey results are therefore notably influenced by teachers and respondents who were based in Queensland.

Overall results are further largely influenced by respondents who are linked to Government schools and metropolitan areas. However, the proportion of metropolitan respondents in the survey is still below that of the school student population. Finally, 77% of survey respondents participated in relation to the F-6 curriculum compared with 13% who gave feedback on the secondary Y7-10 curriculum with the remaining respondents (9%) commenting on the F-10 curriculum. The overall responses for English are therefore dominated by those given for the primary school level curriculum.

Table 4: Most prevalent respondent characteristics, English survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Level of curriculum	F-6	690	77%
State/territory	Queensland	517	58%
Type of respondent	Teacher	466	52%
School sector^	Government	552	62%
School location^	Metropolitan	455	51%

^This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

Email submissions were received from a wide range of stakeholders/stakeholder groups with various perspectives and interests. Among them were teachers, academics, professional associations and parents. However, it is not possible to quantify any of their characteristics analogous to those of survey respondents as this information was not systematically provided as part of the email submissions. There were a large number of template emails, which included identical text. These constituted 60% of the 174 email submissions.

Jurisdictional formal submissions were received from 7 of the 8 invited jurisdictions and the 2 national peak bodies, which represent the Independent and Catholic school sectors. The feedback included in jurisdictional submissions, to various degrees, reflects consultations with educational departments, professional groups, such as teachers and school leaders, and, at times, the Catholic and Independent school associations within the respective jurisdictions.

5. Survey results

Results reported in this section present perceptions as they were expressed by survey respondents. These perceptions are not qualified against the proposed revisions to the curriculum and they are not assessed for their professional or other value.

Overall survey results are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 87% of all respondents. Overall results are further dominated by respondents who commented on the F-6 curriculum (77%) and by respondents from Queensland (58%).

While some stakeholder details were captured during the survey, it is uncertain to which extent survey respondents are representative of stakeholder groups (e.g. to which extent participating teachers from Queensland are representative of teachers in Queensland).

5.1 Overall results

The General feedback part of the survey that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum contained 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows their structure.

The survey also captured feedback that was year-level specific. This feedback has been considered by ACARA in refining the English curriculum. However, it is not reported here beyond the number of respondents who provided such detailed feedback.

5.1.1 Introductory elements

Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, key connections and key considerations in the introductory sections of the English curriculum. The results are reported in Figure 4.

Overall, between 56% and 77% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the first 2 statements: on the rationale being clear about the importance of the learning area (77%) and the aims identifying the major learnings that students need to demonstrate (76%).

Levels of disagreement ranged from 18% to 38%. They were lowest for the statements on rationale (18% disagreement) and aims (19% disagreement) and highest for the proposition that the strands/sub-strands and core concepts are clear about what is important in the learning area (38% disagreement).

The prevalence of responding with 'don't know' was highest for the statements on key connections and key considerations, which may indicate less familiarity with these elements in the introductory section of the curriculum among respondents compared with the rationale, aims and organisational structure of the revised English curriculum.

Figure 4: Introductory elements, English survey respondents
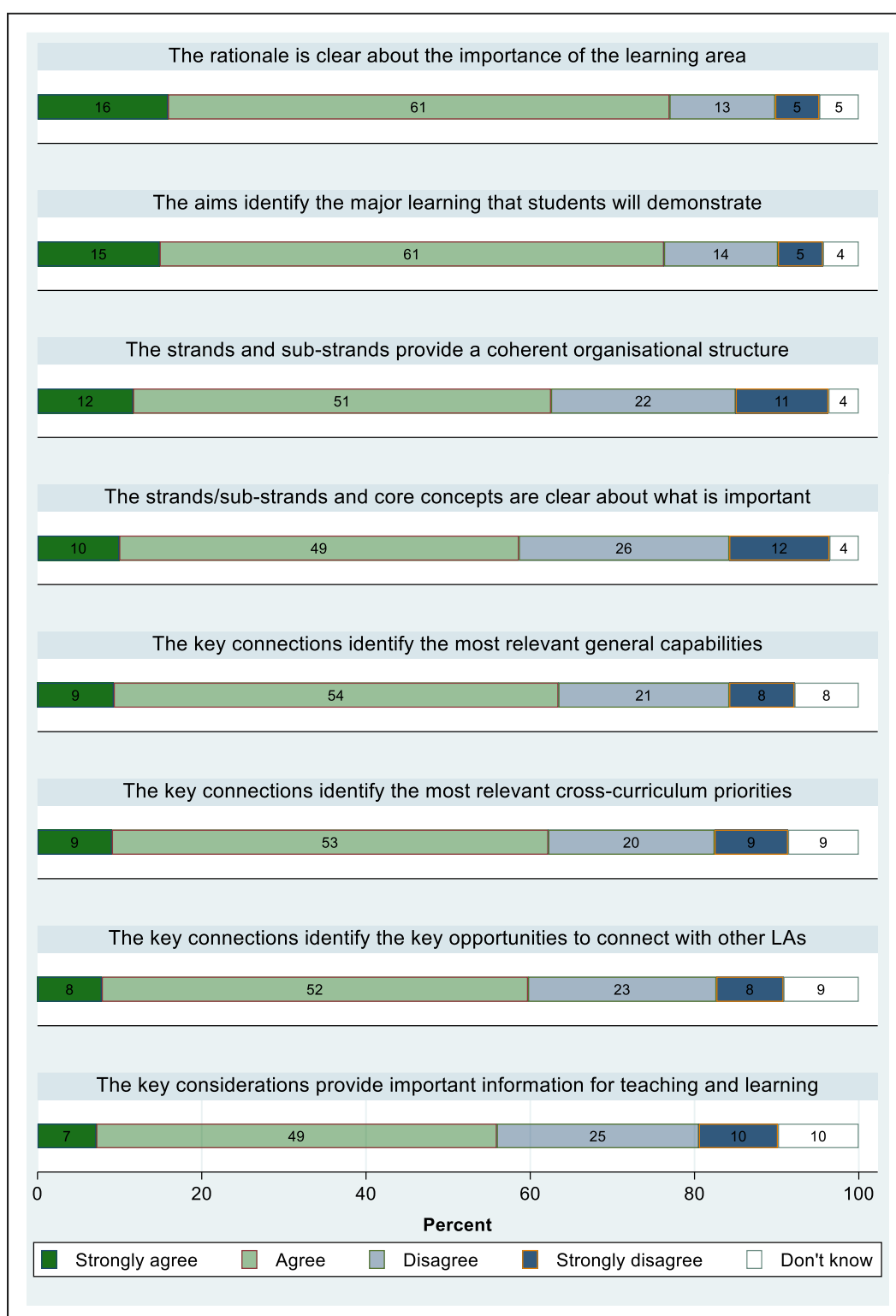
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

5.1.2   Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 5. Between 50% and 66% of respondents agreed or strongly agreed, and between 31% and 44% disagreed or strongly disagreed with the presented statements.

Figure 5: Curriculum elements, English survey respondents
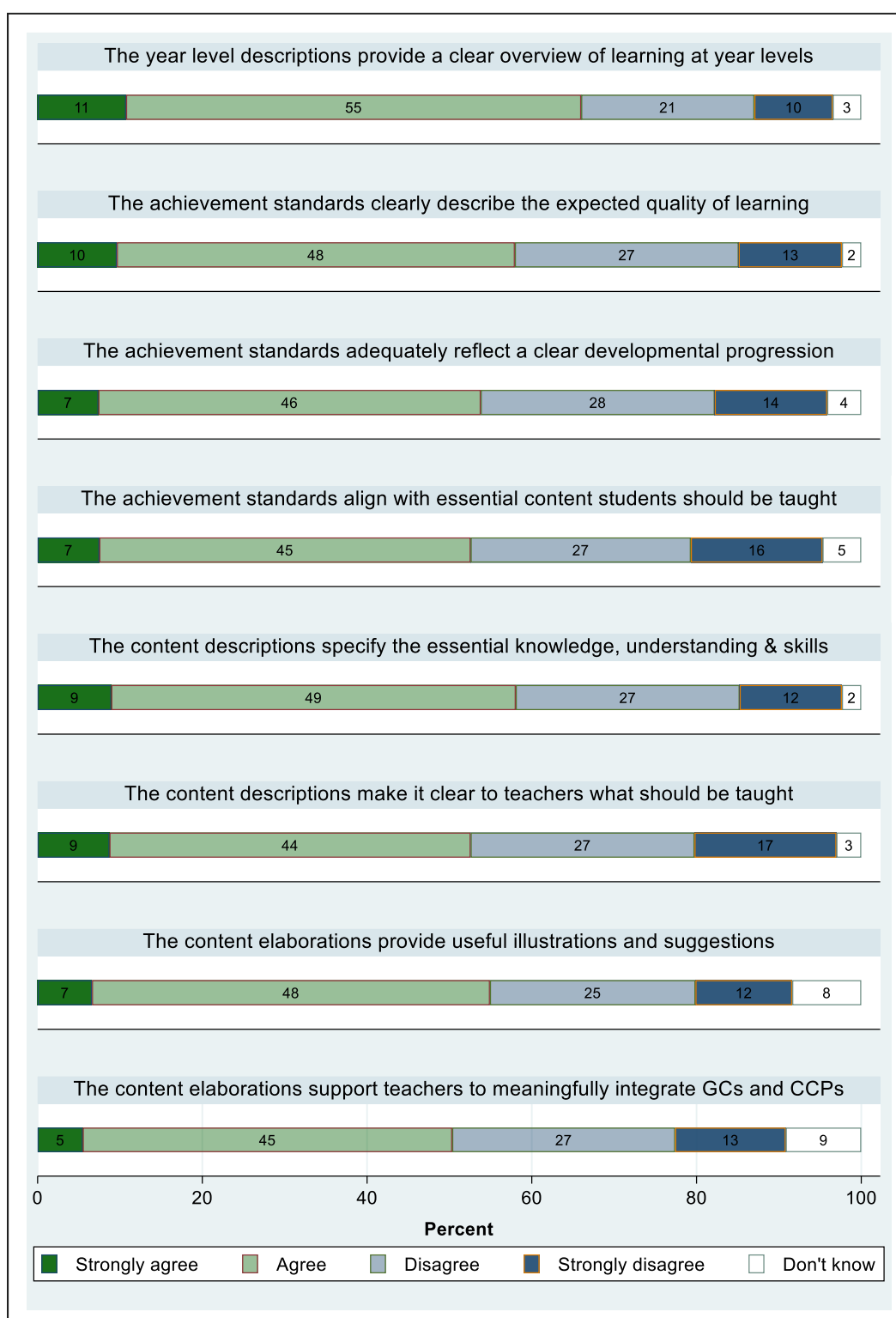
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Responses were most favourable in relation to the year level descriptions providing a clear overview of learning at year levels (66% agreement). The statements that the achievement standards clearly describe the quality of student learning and that the content descriptions specify the essential knowledge, understanding and skills that should be learned attracted less agreement (58%). The remaining statements received still lesser approval with between 50% and 55% of respondents agreeing or strongly agreeing with propositions that the achievement standards adequately reflect developmental progression (54%), that they

align with essential content students should be taught (53%), that the content descriptions make it clear to teachers what should be taught (53%), that the content elaborations provide useful illustrations and suggestions (55%), and that they provide a range of contexts for meaningfully integrating the general capabilities and cross-curriculum priorities (50%).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. Almost twice the number of respondents disagreed or strongly disagreed (62%) than agreed or strongly agreed (32%) with the proposition (Figure 6).

Figure 6: Amount of content, English survey respondents
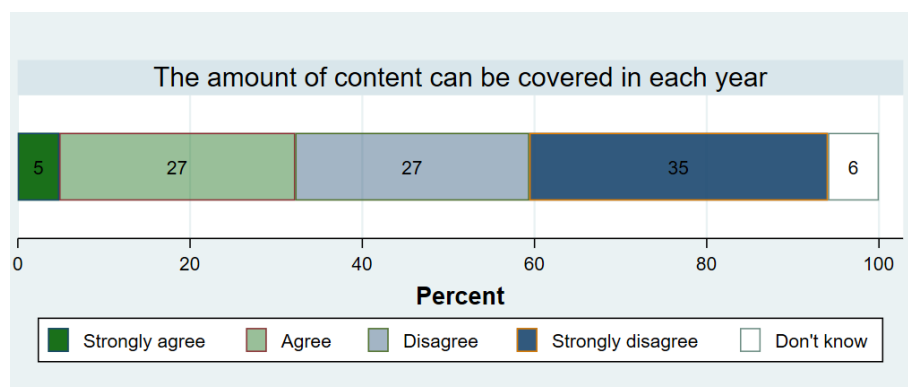
The 62% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 553 respondents who were asked this question, 444 (80%) provided a comment.

One in 6 respondents who provided a comment to this follow-up question were able to provide specific examples or ideas of content to remove.

The comments from the 444 respondents to this question were coded according to the themes and subthemes covered in the code frame.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum.

The top 5 main themes and their subthemes that emerged from feedback given by those 444 are listed in Table 5 together with their prevalence, which is expressed based on all 894 English survey respondents. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

There was an indication that respondents perceived that more *content should be removed*. This is not unexpected given the question prompt. This represented the largest category of coded comments. The next leading theme was *content should be added*, following by *implementation* (which was technically out of scope of the terms of reference), *clarity* and *manageability*.

The coding of comments showed that the leading theme was that *content should be removed*. There were a range of comments related to this theme, although respondents did not always provide specific recommendations as to what should be removed. Most frequently, respondents who provided comments under this theme expressed a general view that more content should be removed without a specific suggestion as to what.

> *"The amount of content is still too much for the students to have an opportunity to revise after learning."* (Primary teacher, Queensland, Government, Regional).

Of those that provided specific recommendations, there were various views on what to exclude. Some of the more common examples of what could be removed or reduced included:

- Removing references to 'predictable texts' and any allusions that could be associated with the '3-cueing system', to strengthen the teaching of phonics in the early years

  "Remove all references to the 3 cueing system when teaching students how to read. These are the strategies of poor readers. The only strategy that good readers use is blending of known sounds from left to right." (Primary teacher, Queensland, Government, Metropolitan).

- Reducing the many different types of genres in the F-6 curriculum, so that students, particularly in the early years, could focus on learning to write what respondents saw as more practical genres in the early years (e.g., narrative, news reports and information reports, recounts).

  "Genre: too heavy too much content and too many types of genres to teach efficiently. Reduce number of structured genres and focus more on extending students on how to write a great sentence. This should make them ready to focus on structure and not structure and writing sentences." (School leader – Primary, Queensland, Independent, Metropolitan).

- Some respondents also saw room for reducing duplication by better coordinating the allocation of content between the HASS and English learning areas.

  "Why isn't HASS the focus unit with English taught inside this subject - historical novels, report writing, procedure, poetry, persuasive can all be taught in this subject." (Primary teacher, Queensland, Government, Remote).

The second leading theme captured comments about *new content that should be added*. Many of these comments were an extension of comments about removing any reference to 'predictable texts' and the 3-cueing system, and instead having more focus on decodable texts.

"No predictable texts in early years. No units of work in early years - focus on key literacy skills and allow us to align our teaching to children's interests and the context of our school." (School, Queensland, Government, Regional).

"Move away from the 3-cueing approach to learning to read and teach only decodable strategies that are relevant to the Graphemes taught in each year level. Decodable readers only until all the Graphemes are learnt". (Other – Individual, Victoria).

Other comments were from respondents who reinstated their views on how the English curriculum should be structured, with a focus on phonics and early ready skills in the early years, and on developing more advanced skills in upper primary such as through writing reports and procedures.

"In Primary School, learning to read and write including spelling, punctuation, grammar and handwriting should be the major component of English. Analysis of authors' techniques and purposes should wait until secondary school. Lower primary school should focus on phonics, sight words and early reading skills leading to reading and writing stories.   Upper primary school should be learning to write reports for HASS research and Procedures for Science Experiments." (School leader – Primary, Queensland, Government, Regional).

Comments around challenges with implementation, due to a lack of resources or the structure of schools, as well as comments around the pedagogy, were technically out of scope of the terms of reference of the consultation. However, to comprehensively code all of the comments provided through the consultation, they were recorded under a theme of *implementation*, which generally capture perceived implementation challenges. Of note for the learning area of English, were comments about a desire to having more time to implement play-based learning, as well as comments around having access to professional support to assist teachers.

"Revisions need to be introduced that allow teachers to give children more time for "learn through play" Less focus on academic checklist and learning outcomes at the expense of making young children push themselves to what the curriculum dictates. More access to Occupational Therapist's recommendations to assist teachers with behavioral and learning issues." (Parent, Western Australia, Government, Metropolitan).

Table 5: Content that should be removed or revisions needed to make content more manageable (top 5 themes), English survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	**227**	**25.4%**
General views that there is content that should be removed	146	16.3%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	22	2.5%
There is too much emphasis on Indigenous cultures and perspectives	20	2.2%
Various other LA specific content that should be removed	74	8.3%
Content should be added	**165**	**18.5%**
General views that additional or new content should be added	101	11.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.1%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	25	2.8%
There should be more emphasis on Indigenous cultures and perspectives	8	0.9%
Various other LA specific content that should be added	74	8.3%
Implementation (out of scope)	**139**	**15.5%**
Pedagogy - this overarching theme encompasses feedback about how children should be taught	86	9.6%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	50	5.6%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	20	2.2%
Clarity	**132**	**14.8%**
The overall language of the curriculum is clearer and/or easier to understand	8	0.9%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	75	8.4%
The wording of the content descriptions is clearer and/or easier to understand	2	0.2%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	52	5.8%
The wording of the achievement standards is clearer and/or easier to understand	2	0.2%
The wording of the achievement standards need further clarity	20	2.2%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	2	0.2%
Manageability (amount of content)	**122**	**13.6%**
Still too much content/further decluttering needed	119	13.3%

Comments were provided by 444 respondents. Percentages are based on all 894 English survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E1 in Appendix E.

The 4th leading theme from the comments to this question related to *clarity* of the curriculum. There were a number of comments that recognised there had been improvements to overall clarity of the curriculum, including content descriptions, achievement standards, as well as wording of the introductory elements.

> *"First Nations Peoples is a more respectful language choice; and seems to reflect a greater value – e.g., richness and honouring."* (*School leader – Primary, Queensland, Catholic, Regional*).

> *"Organisational Structure: Strand names are clearer and describe the content aptly. Sub-strands are essential as an organisational structure – particularly when looking for connections to the literacy demands of other learning areas. Content within the strands is described adequately by the titles."* *(School leader – Primary, Queensland, Catholic, Regional).*

However, there were more comments that suggested further revision of the overall language of the curriculum, the organisation of material and the content descriptions.

> *"Removing detail removes clarity of what is expected. Examples need to be included and not removed. Content descriptors are vague, lack detail, are open to interpretation and do not provide enough structure for teachers to have a clear idea of what is expected. We (the group) had mixed thoughts regarding the integration of the cross-curricula into the content descriptors. Some against, some for."* *(School, Western Australia, Independent, Metropolitan).*

> *"The language is not clear. It is not coherent if we as educators have to decipher the language and question what is an unusual verb? How are students supposed to be successful in their learning at a C level when the expectation continually moves to be a higher expectation than their general capabilities. Language should be student friendly; teachers should not have to spend time simplifying and decoding what we are actually being expected to teach and what are the expectations of the students."* *(School, Queensland, Government, Metropolitan).*

The final theme in this section, related to *manageability* of teaching the curriculum. There were a number of comments from respondents who felt that there was still too much content to be manageable, with some of these respondents elaborating that this posed challenge in teaching the curriculum meaningfully and/or to consolidate understandings. However, it should be noted that not all of these comments were related to the learning area of Englishes specifically, but applied across the curriculum more broadly.

> *"The number of things needed to be covered is too much. It needs to be reviewed and only essential content needs to be covered. There is too much teaching one thing with the expectation of teaching something else at the same time. With a lighter curriculum, the curriculum that is lighter will allow for more time for quality teaching and ensures students have time to learn it. Currently, students will be exposed and there will be no time to reinforce and revise properly without another essential learning area losing time. Too much content, not enough quality."* *(Primary teacher, Queensland, Government, Regional).*

> *"The amount and level of content does not allow time for consolidation and revision for basic foundational understandings."* *(Primary teacher, Queensland, Government, Regional).*

5.1.3   Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum: English was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also asked respondents whether the introductory sections provide important information. Results for all these questions are shown in Figure 7. They show that the statements directly related to the TOR received notably lower agreement (between 31% and 46% agreed or strongly agreed) than the statement about the introductory section (66%).

The statement 'Curriculum content has been refined, realigned and decluttered' received the least favourable responses with 31% of respondents agreeing or strongly agreeing and 60% disagreeing or strongly disagreeing. The other 4 TOR statements attracted similar levels of agreement and disagreement.

Figure 7: Overall feedback, English survey respondents

The introductory sections provide important information
Strongly agree 7 | Agree 59 | Disagree 18 | Strongly disagree 7 | Don't know 8

The quality of content descriptions has been improved
Strongly agree 8 | Agree 38 | Disagree 31 | Strongly disagree 13 | Don't know 10

The quality of achievement standards has been improved
Strongly agree 8 | Agree 37 | Disagree 31 | Strongly disagree 15 | Don't know 10

The quality of content elaborations has been improved
Strongly agree 8 | Agree 35 | Disagree 29 | Strongly disagree 14 | Don't know 13

Curriculum content has been refined, realigned and decluttered
Strongly agree 5 | Agree 26 | Disagree 29 | Strongly disagree 31 | Don't know 9

The revised Australian Curriculum in the learning area is an improvement
Strongly agree 7 | Agree 36 | Disagree 25 | Strongly disagree 21 | Don't know 11

Percent

■ Strongly agree   □ Agree   □ Disagree   ■ Strongly disagree   □ Don't know

Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

5.1.4   Aspects that have improved and aspects that need further improvement

Respondents were also invited to add their general comments on aspects of the revised English curriculum that had improved and on aspects that needed further refinement. Responses were captured in 2 text boxes that were respectively labelled. About 44% of survey respondents commented in one or both of those boxes (Table 6).

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in both boxes are reported combined below.

Table 6: Open-ended comment, English survey respondents

Commenting status	n	Percent
Not commented	500	56%
Commented in 'have improved box'	107	12%
Commented in 'further improve' box	127	14%
Commented in both boxes	160	18%
Total	**894**	**100%**

The top 5 themes and their subthemes that emerged from the open-ended responses are listed in Table 7. As can be seen in Table 7, 4 of the leading themes that emerged were the same as what had emerged in the questions that prompted for suggestions of aspects that could be removed: *clarity; content should be added; content should be removed* and *implementation*. The 5th theme that was captured was around *content that had improved.*

The leading theme from respondents who provided commentary about aspects that had improved/aspects that needed further improvement was around *clarity* of the overall curriculum, content descriptions, achievement standards as well as introductory elements. Similar to what was discussed above in the curriculum elements (see Section 5.1.2), a number of respondents had positive things to say about the proposed revisions, seeing the proposed revisions offered improved clarity, particularly around content descriptions.

> *"The descriptions are clearer and there is less repetition. There is a better flow between Year levels/bands." (School, Western Australia, Independent, Metropolitan).*

> *"Clarity of the links documented in the content elaborations (ie. with general capabilities) makes it far more user friendly. The alignment between the achievement standards and content descriptions is very clear now." (School, Queensland, Government, Regional).*

> *"The 3-6 descriptions, elaborations and achievement statements seem to be more expansive and inclusive." (School leader – Primary, Australian Capital Territory, Government, Metropolitan).*

> *"On the whole, we are happy with the changes as most make sense and are clearer." (Academic, Queensland).*

However, as above, there were more comments that indicated respondents saw that further revisions were needed to improve clarity, particularly for the content descriptions and the language of the overall curriculum and organisation of material.

> *"The content descriptors in Foundation and Year 1 are overwhelming populated by the cognitive verb 'understand', with few other verbs to describe the process for how students should understand the complex concepts the proposed curriculum suggests..." (Academic, Queensland).*

> *"The content descriptors are too wordy and have too many layers to them. They should be short, concise and easily accessible. Use of bullet point are far more accessible and teacher friendly. Too many layers of concepts: core concepts, key descriptors, aims, rationales, strands, sub-strands. We just need the content descriptions and elaborations. The table is good." (School, Queensland, Independent, Metropolitan).*

> *"Core concepts articulate what is important in the learning area but would benefit from synthesis into fewer key words…" (School leader – Primary, Queensland, Catholic, Regional).*

Another subset of responses felt that key connections need further improvement regarding clarity, word choices, omissions and links to other learning areas.

> *"Key Connections - have not been decluttered but have been extended and again is too wordy and too complex". (School, Queensland, Government, Metropolitan).*

"Key Connections could be more specifically linked to the Curriculum Descriptors of other Learning Areas. For example, making connections between creating written texts in English to report writing in Science or delivering short spoken texts in Health. This would support teachers with integration of Learning Areas". (School leader – Primary, Western Australia, Government, Regional).

In a pattern of response that is repeated throughout the submissions and across relevant themes, a few questioned the inclusion of Indigenous perspectives in the key connections:

"In key connections it says that students should learn about Aboriginal oral narrative traditions. This should be taught in history or cultural studies rather than English..." (Parent, Queensland, Catholic, Metropolitan).

Similar to the comments that were coded under the theme of *content should be added* in the section on curriculum elements, some comments provided to these questions that were coded under *content to be added* focussed on adding content to the curriculum to best develop early reading skills.

"There must be clear direction about using phonics to teach reading. Do not confuse teachers by stating that they can use both decodable OR predictable texts." (Primary teacher, New South Wales, Government, Metropolitan).

Another area of focus under the theme of *content should be* added included comments to strengthen the place of literature as central to the English curriculum through clear explanation and emphasis.

"In addition, the concepts are problematic as literature is not named alongside language and literacy. "The features of texts, language and literary devices are used to read, understand, analyse, interpret and evaluate texts" is the closest to mentioning literature that the core concepts get. Where literature is included in the curriculum the approach is not holistic, rather literature is most often used piece meal to provide material to learn about language or literacy aspects." (Academic, New South Wales).

Another area of focus within the comments around *content should be added* included placing more emphasis on the connections to highlight the role of English in all learning areas, and the links to general capabilities and cross-curriculum priorities.

"Also, I know the key connections to other LAs are listed, but we really need solid and reliable examples of what those connections look like, particularly in respect to making connections across LAs using one piece of assessment." (School leader – Primary, Queensland, Government, Regional).

"Cross-curriculum priorities: -Emphasis on First Nation Australians, connections to Asia not evident and needs to be included. Learning areas: - Not all learning areas described here. All learning areas should be included." (Education authority, Tasmania).

Another leading theme from coding the comments was *content should be removed*. Similar to the comments provided in the section on curriculum elements (see Section 5.1.2) that were also coded under the theme of *content should be removed,* in this section respondents again provided comments around removing references to predictable texts. These comments seemed to come predominantly from Foundation–Year 6 teachers, there was an uneven divide between those who championed the phonics approach and those who supported the predictable text approach favoured by whole language proponents.

"I believe in the early years R-2, more focus should be on the explicit teaching of the English language to form a solid basis for the following years when higher demand is placed on the student. Predictable texts should be excluded from the curriculum. They teach students how to guess and not understand the complexity of the formation of the English language. It would be good to see more explicit evidence-based teaching in the curriculum which extends throughout the primary years (R-6)." (Parent, South Australia, Catholic, Metropolitan).

Table 7: Aspects that have improved/need further improvement (top 5 themes), English survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	**185**	**20.7%**
The overall language of the curriculum is clearer and/or easier to understand	34	3.8%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	77	8.6%
The wording of the content descriptions is clearer and/or easier to understand	40	4.5%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	78	8.7%
The wording of the achievement standards is clearer and/or easier to understand	29	3.2%
The wording of the achievement standards need further clarity	37	4.1%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.1%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	5	0.6%
Content should be added	**162**	**18.1%**
General views that additional or new content should be added	65	7.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	5	0.6%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	26	2.9%
There should be more emphasis on Indigenous cultures and perspectives	22	2.5%
Various other LA specific content that should be added	95	10.6%
Content should be removed	**162**	**18.1%**
General views that there is content that should be removed	89	10.0%
Content should be removed as it is not aligned with rationale/aim of learning area	5	0.6%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	13	1.5%
There is too much emphasis on Indigenous cultures and perspectives	21	2.3%
Various other LA specific content that should be removed	67	7.5%
Implementation (out of scope)	**116**	**13.0%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	77	8.6%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	29	3.2%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	40	4.5%
Content has improved/should remain	**104**	**11.6%**
General views that content has improved	67	7.5%
Content has better alignment with rationale/aim of learning area	2	0.2%
Content has better alignment with who we want our children to become	2	0.2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	21	2.3%
Various other learning area specific content that has improved or should remain	39	4.4%

Comments were provided by 394 respondents. Percentages are based on all 894 English survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E2 in Appendix E.

Again, as above, while comments around implementation were technically out of scope, a number of respondents made comments to the issues with implementing the curriculum (often relating to resourcing, pedagogy or assessment practices) and these were coded under *Implementation*. In particular, there were comments around the method and practice of teaching, with some respondents calling for more opportunity to engage in 'play based learning' for 4- and 5-year-old children.

> *"Play based learning in prep should be the only learning to take place as these 4 and 5 year olds are just learning how to build their social connections and curiosity." (Parent, Queensland, Government, Metropolitan).*

Other respondents provided comments around teaching practices they felt should be included.

> *"Teaching should be thorough with strategies for memory and over-learning built into it. It should be multi-sensory, structured, cumulative, sequential and phonic based. Also the teaching students how to write in cursive will also help with their learning and writing skills which are slowly fading due to introduction of computers in the classroom." (Parent, South Australia, Catholic, Metropolitan).*

The theme, *content has improved/should remain,* was the 5th leading theme from the comments that were coded. There were a number of commendations from respondents. In particular, the organisation of content in the 3 existing strands and the renaming of sub-strands to indicate content more clearly was commended.

> *"Importantly, the proposed curriculum has retained the 3 strands of Language, Literature and Literacy. As we have indicated previously, the strands are critical to the character of subject English and a major means of organising a cumulative curriculum." (Professional association, National).*

In addition, the further inclusion of Aboriginal and Torres Strait Islander Histories and Cultures and the explicit reference to the traditional and contemporary literature of First Nations Australian Peoples was welcomed.

> *"The inclusion of Torres Strait Islander and Aboriginal texts/illustrators is, of course, welcomed." (School, New South Wales, Independent, Metropolitan).*

> *"We strongly support the move to include the experiences of First Nations people in the curriculum; the emphasis on language and connection to place, the attention to oral narrative traditions, and the inclusion of literature from First Nations Australian authors and illustrators." (Professional association, National).*

There was a strong indication that the manner of the inclusion of Aboriginal and Torres Strait Islander Histories and Cultures was a marked improvement:

> *"Appreciate the depth of information around First Nations Australians. Honours its place in the curriculum and feels less like an 'add on' as in the current curriculum. Reflects great appreciation and desire for deeper understanding in the general public." (School leader – Primary, Queensland, Catholic, Regional).*

A few respondents applauded the balanced approach between predictable and decodable texts evidenced in the revised curriculum:

> *"We welcome the wording of the teaching of early reading to include both predictable and decodable texts to ensure teachers can use their professional judgement to respond to their individual students' needs." (Academic, Queensland).*

The removal of the use of software content from the literacy strand was also commended by some.

> *"It is good that software content has been removed from literacy strand and is now focused on in the Technologies part of the curriculum." (Student, Victoria, Independent, Metropolitan).*

Many other learning area specific instances of improvement were recognized:

> *"Inclusion of multi-modal texts is an improvement." (School leader – Primary, Australian Capital Territory, Government, Metropolitan).*

"I also like the inclusion of the social aspects of interaction in English - for example, turn-taking and facial expressions." (F-12 teacher, Queensland, Government, Metropolitan).

"It is good that software content has been removed from literacy strand" (Student, Victoria, Independent, Metropolitan).

"It is excellent to see the word "critical" in the content descriptors for Yeras 8-10" (Academic, Queensland).

5.1.5   Year level specific comment

Respondents were also prompted to make comment about specific year levels. Of the 894 respondents 196 provided such detailed feedback, some of whom in relation to multiple year levels. Table *8* lists the number of respondents who provided feedback for each year level. This year-level specific feedback has been scrutinised by ACARA personnel.

Table 8: Year level specific open-ended feedback, English survey respondents

| Year level	Number of respondents
Foundation	112
Year 1	65
Year 2	38
Year 3	28
Year 4	21
Year 5	19
Year 6	23
Year 7	15
Year 8	10
Year 9	10
Year 10	14

5.2 Differences by level of the curriculum

This section explores whether there were differences in survey responses in different year levels of the curriculum. This was achieved by comparing the percentages of agreement (combining strongly agree with agree) across the 3 levels (F-6, Y7-10, F-10). The results are grouped in 3 graphs according to Introductory elements, Curriculum elements and Overall feedback.

Figure 8 shows the level of agreement for the statements in the Introductory element section for respondents whose responses were framed by different year levels of the curriculum. Respondents who gave feedback on Y7-10 curriculum were consistently more positive when asked about aims, rationale, organisational structure, key connections and key considerations than those who gave feedback on F-6 or the F-10 curriculum.

Relative to the 2 other respondent groups they were particularly more likely to agree or strongly agree that the key considerations provide important information for teaching and learning. F-10 respondents were least likely to express agreement with 7 of the 8 statements. For example, they were notably less likely than both of the other respondent groups to agree with the 3 connections statements.

Figure 8: Introductory elements by level of curriculum, English survey respondents
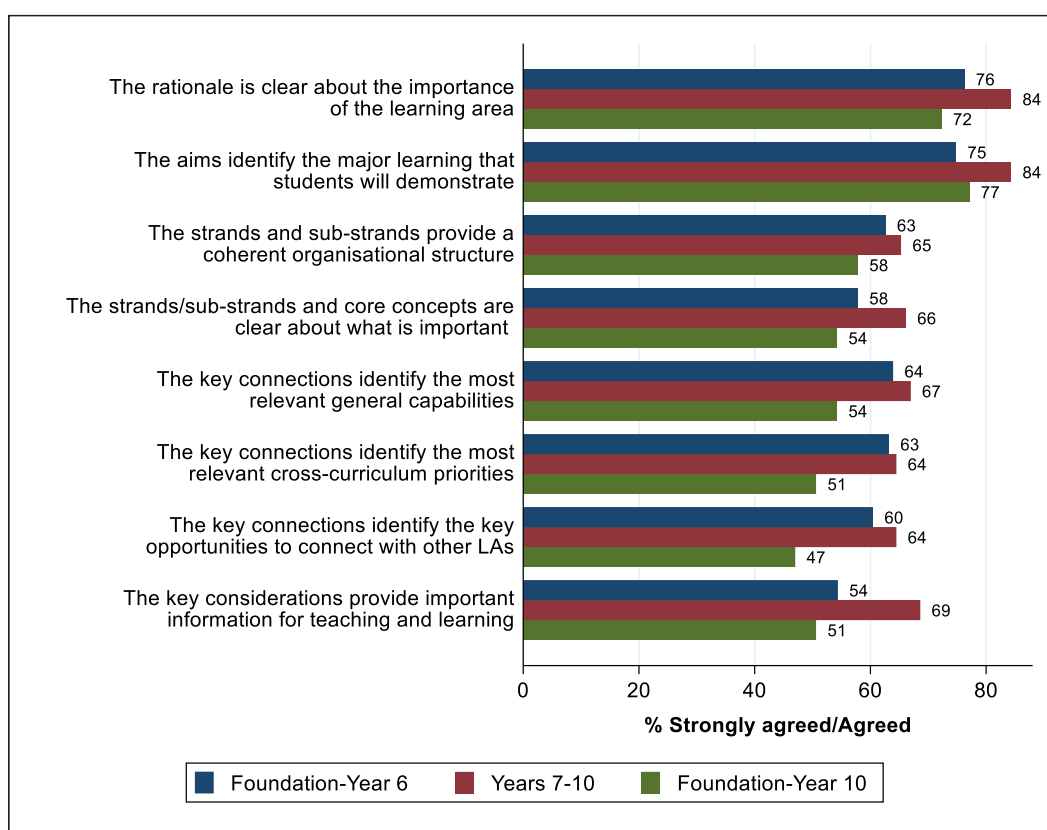
This response pattern was somewhat similar for the statements on year level descriptions, achievement standards, content descriptions, content elaborations and the question on whether the amount of content can be managed. Of the 3 levels of the curriculum, responses were more positive for the secondary school curriculum (Figure 9). F-10 respondents were least likely to give a strongly agree or agree rating for the statements on year level descriptions, achievement standards and the statement that the content descriptions specify the essential knowledge, understanding and skills.

F-6 respondents were least likely to accept that the content can be covered in each year, and that the content elaborations provide useful illustrations and suggestions, and contexts that support teachers to meaningfully integrate the cross-curriculum priorities and general capabilities.

Similarly, when it came to the Overall feedback statements Y7-10 respondents were notably more positive than the other respondent groups (Figure 10).

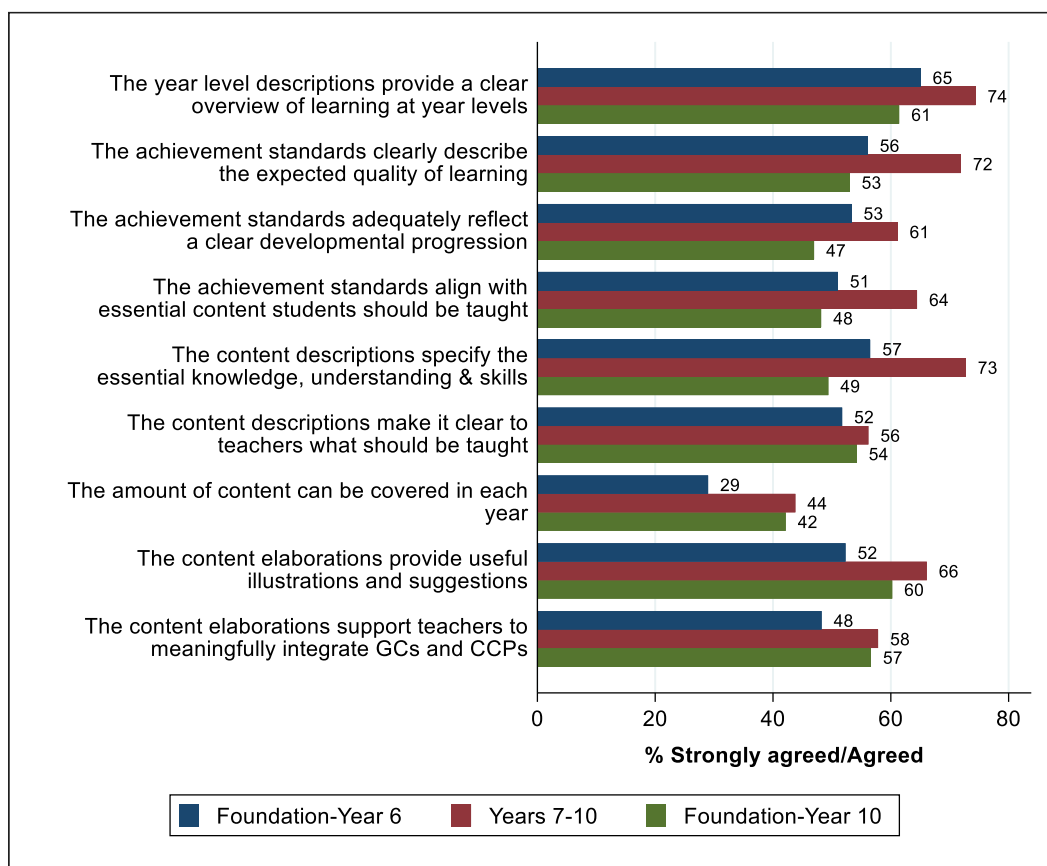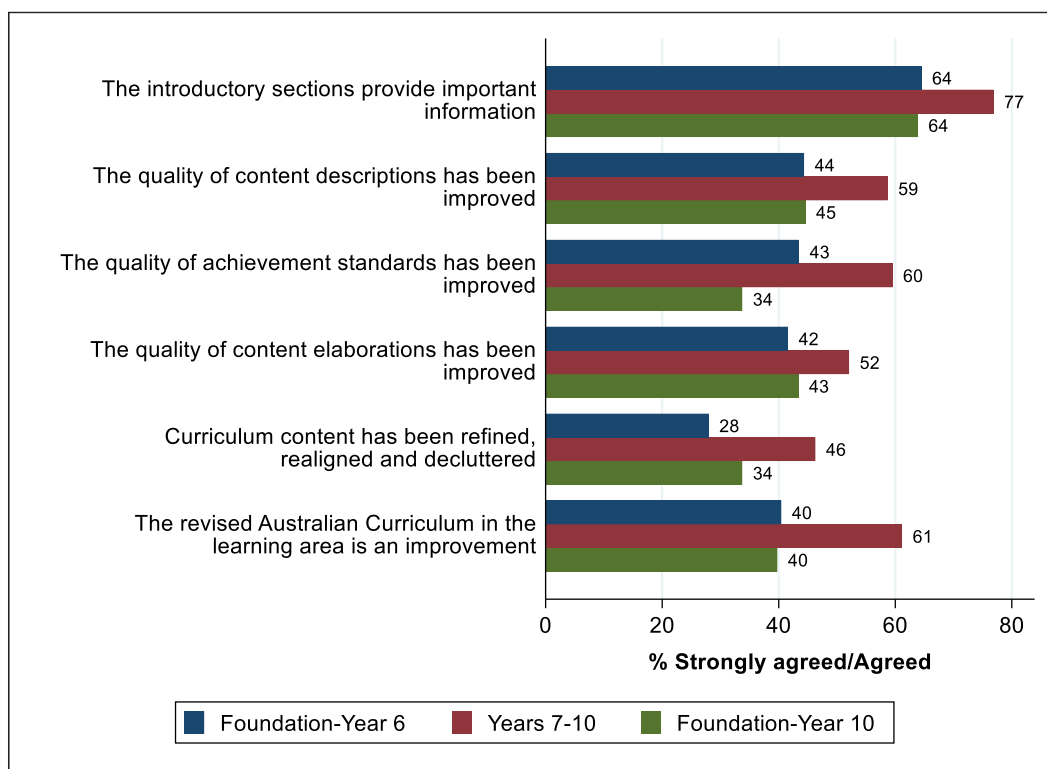*Figure 9: Curriculum elements by level of curriculum, English survey respondents*

Chart showing "% Strongly agreed/Agreed" for curriculum elements:

Statement	Foundation-Year 6	Years 7-10	Foundation-Year 10
The year level descriptions provide a clear overview of learning at year levels	65	74	61
The achievement standards clearly describe the expected quality of learning	56	72	53
The achievement standards adequately reflect a clear developmental progression	53	61	47
The achievement standards align with essential content students should be taught	51	64	48
The content descriptions specify the essential knowledge, understanding & skills	57	73	49
The content descriptions make it clear to teachers what should be taught	52	56	54
The amount of content can be covered in each year	29	44	42
The content elaborations provide useful illustrations and suggestions	52	66	60
The content elaborations support teachers to meaningfully integrate GCs and CCPs	48	58	57

Figure 10: Overall feedback by level of curriculum, survey respondents

Chart showing "% Strongly agreed/Agreed" for overall feedback:

| Statement	Foundation-Year 6	Years 7-10	Foundation-Year 10
The introductory sections provide important information	64	77	64
The quality of content descriptions has been improved	44	59	45
The quality of achievement standards has been improved	43	60	34
The quality of content elaborations has been improved	42	52	43
Curriculum content has been refined, realigned and decluttered	28	46	34
The revised Australian Curriculum in the learning area is an improvement	40	61	40

5.3 Other differences between stakeholder groups

5.3.1   States

There were 6 states and territories with 30 or more respondents: Australian Capital Territory (n=64), New South Wales (n=66), Queensland (n=517), South Australia (n=40), Victoria (n=67) and Western Australia (n=85). These are compared in this section.

Of these states and territories, respondents from the Australian Capital Territory were most likely to agree or strongly agree with each of the 8 statements in the Introductory section of the survey (Figure 11). New South Wales respondents' level of agreement was relatively low (between 42% and 55%) for all strand, achievement, key connection statements, and the key considerations statement. Respondents from Western Australia also expressed low levels of agreement for the strand statements (44% and 47% agreement).

*Figure 11: Introductory elements by state, English survey respondents*
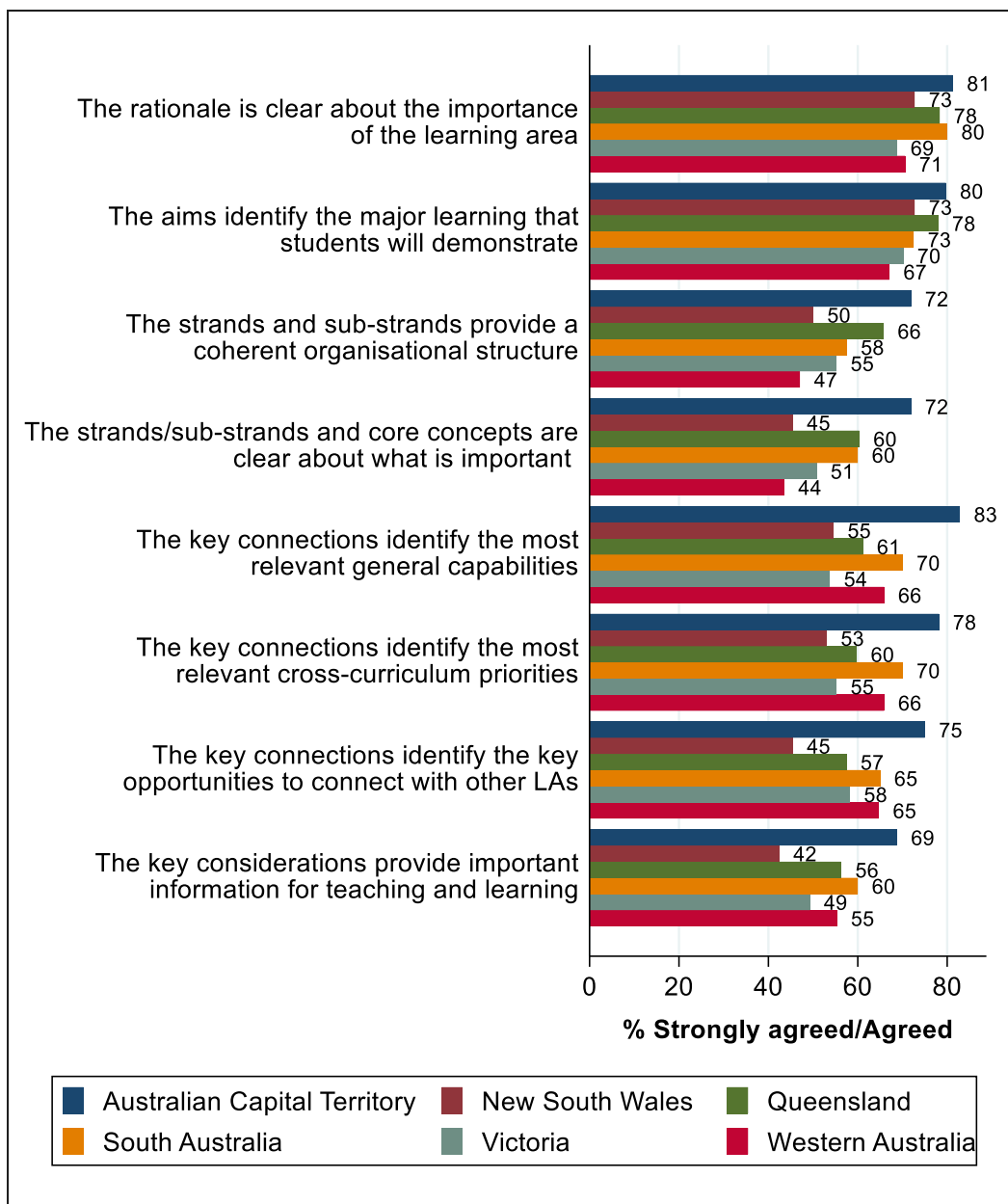
The response pattern for perceptions on the curriclulum elements is similar with the most noticable feature the higher likelihood of respondents from the Australian Capital Territory to confirm each of the statements Figure 12.

Figure 12: Curriculum elements by state, English survey respondents
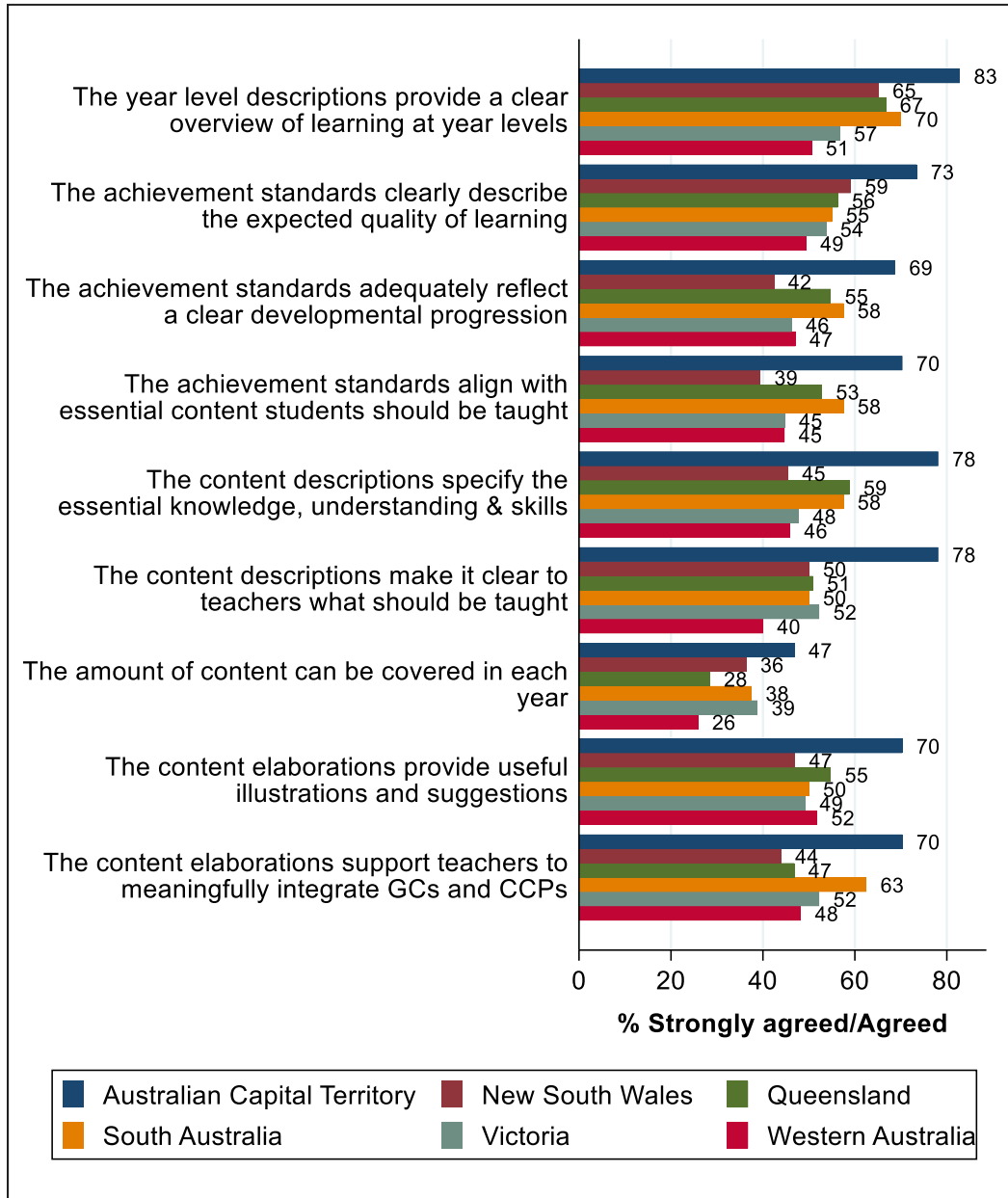
This pattern also carried over to the overall feedback statements: respondents from the Australian Capital Territory were more likely to agree with every statement in that section than respondents from any other state included in the comparison (Figure 13). In fact, respondents from the Australian Capital Territory were the only group in which more than half of the respondents agreed with the 5 TOR statements. Western Australia respondents were particularly unlikely to approve of the TOR statements with their level of agreement to those statements ranging from 21% to 33%.

Figure 13: Overall feedback by state, English survey respondents
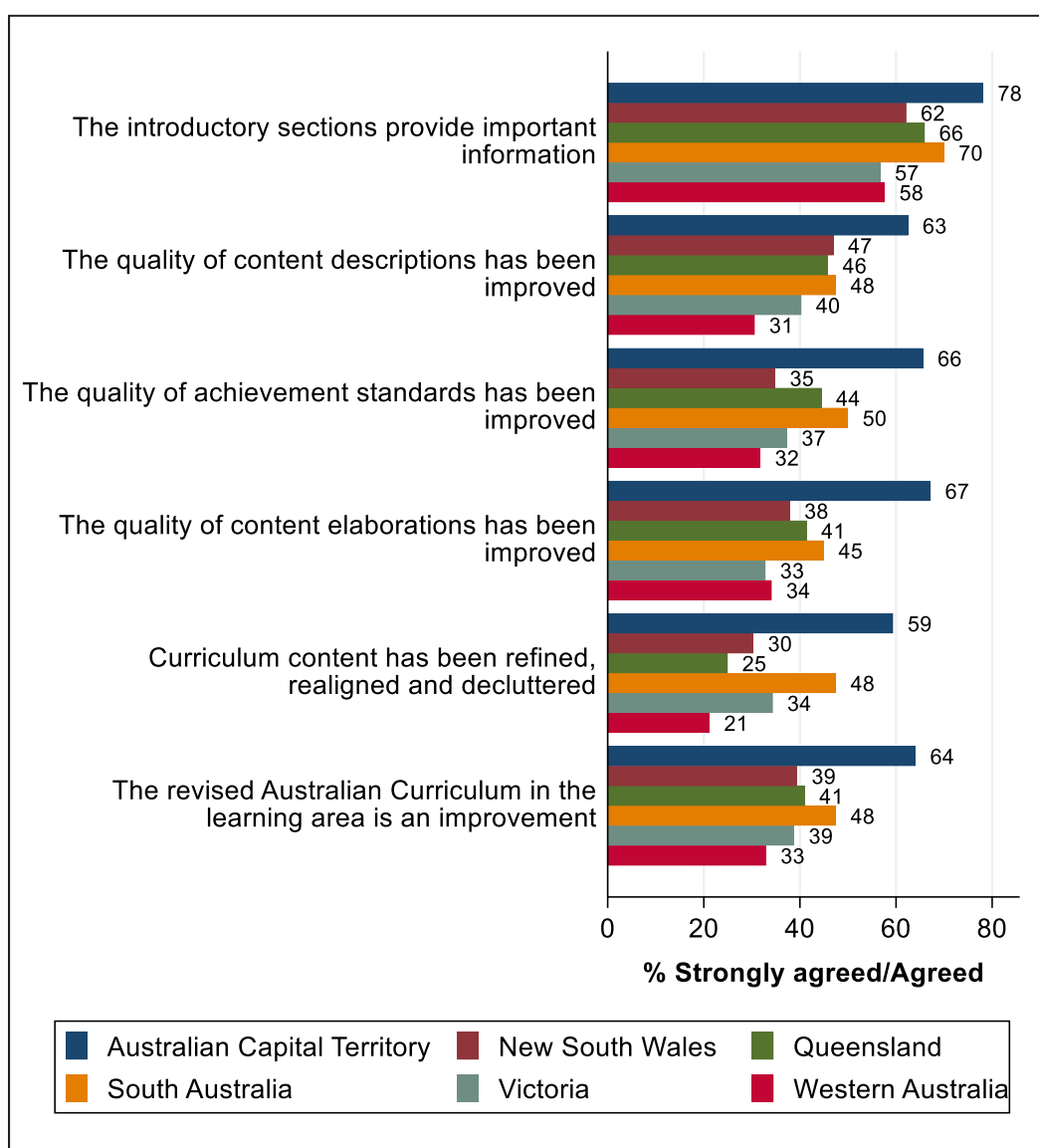

5.3.2   Type of stakeholder

Teachers, school leaders, academics, parents, 'other' individuals and schools were represented by more than 29 respondents. There were differences between these groups' perceptions, which are illustrated in Figure 14, which shows the level of agreement to the statements in the Overall feedback section of the survey. Responding schools and school leaders tended to express more agreement than the other groups although this did not apply to every single statement. Of the groups considered, parents were least likely to agree or strongly agree with any of the statements.

The pattern depicted in Figure 14 very similarly applies to responses to statements in the Introductory and Curriculum elements sections of the survey. School leaders and particularly responding schools tended to be the most positive, and parent respondents tended to express the lowest level of agreement with the statements.

One notable exception to this pattern concerned the question on whether the amount of content can be managed each year. Here teachers, school leaders and parents showed equally low levels of agreement (between 27% and 29%).

Figure 14: Overall feedback by stakeholder type, English survey respondents
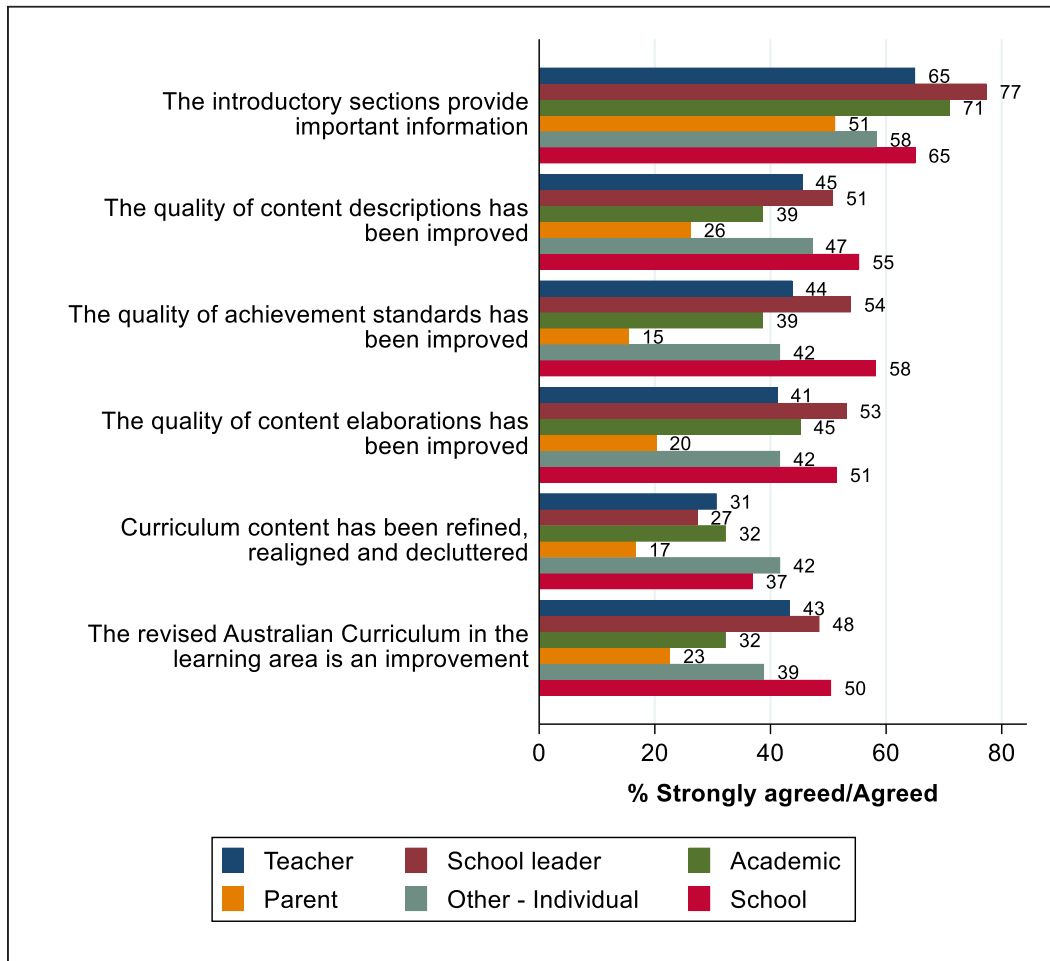
5.3.3   School sector

Teachers, school leaders, students and schools were asked to indicate which school sector they work or study in, and parents were asked to indicate in which sector their child(ren) learn.

Independent and Catholic school respondents tended to be more likely to agree with the statements in the Overall feedback section of the survey than respondents linked to Government schools (Figure 15). This pattern also applied to many of the statements in the Introductory and Curriculum elements sections of the survey.

*Figure 15: Overall feedback by school sector, English survey respondents^*
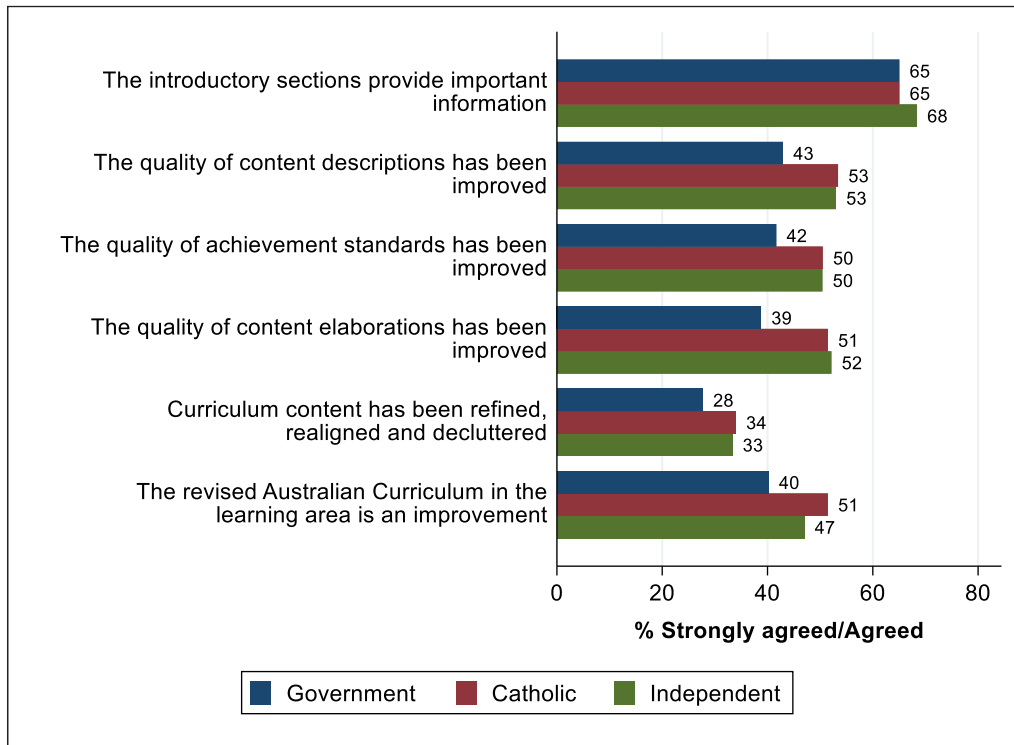
^ Respondents who identified as teachers, school leaders, parents, students and schools.

5.3.4   School location

Respondents who identified as teachers, school leaders, parents, students and schools were also asked their school's location.

*Figure 16: Differences by school location, survey respondents^*
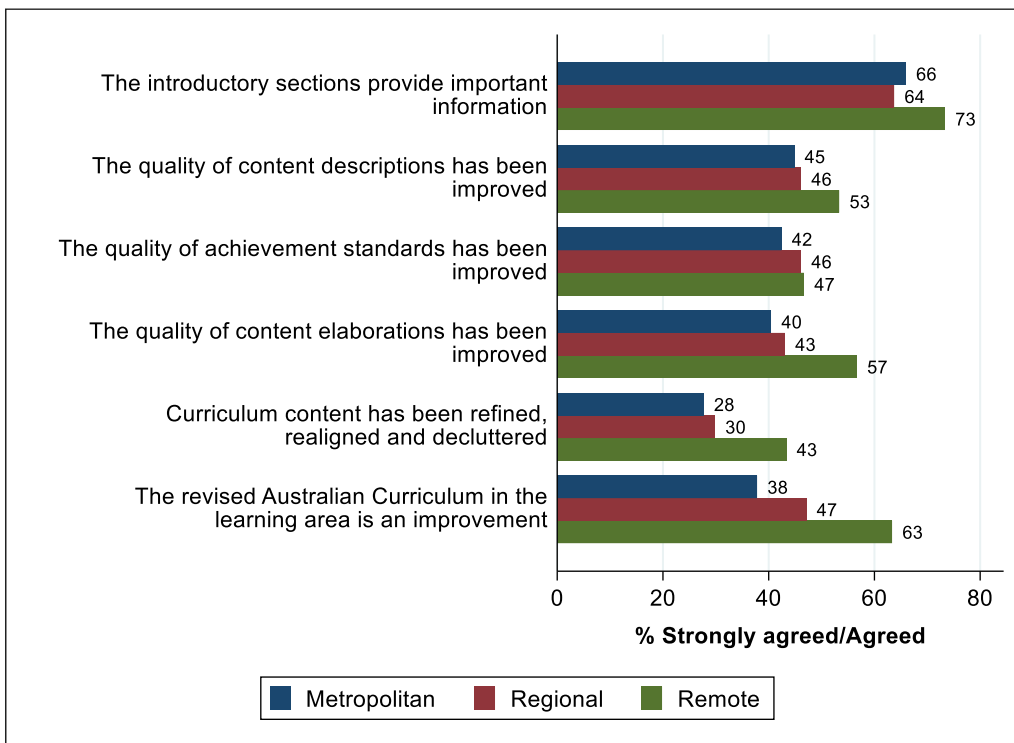
^ Respondents who identified as teachers, school leaders, parents, students and schools

There were few notable differences between metropolitan and regional respondents in perceiving the revised curriculum. This is reflected in Figure 16, which shows the agreement levels for the statements in the Overall feedback section. With the exception of the final statement that the revised Australian Curriculum in the learning area is an improvement, differences between metropolitan and regional respondents were negligible. Respondents linked to schools in remote areas were most positive. However they only numbered 30 so that the results for this group should be seen to have more volatility. These patterns similarly apply to the statements on aspects of introductory and curriculum elements of the survey.

5.4 Summary - survey results

Respondents from Queensland (58%), those who identified as teachers (52%) and those who were linked to Government schools (61%[5]) and schools in metropolitan areas (51%[6]) were the largest respondent groups that influence the overall survey results for the English curriculum. Overall responses were further dominated by respondents who gave feedback for the F-6 level of the curriculum (77%).

There was a general pattern in the agreement responses discernible across the 3 general questionnaire sections. The level of agreement tended to be highest in relation to statements about the Introductory elements of the curriculum (Figure 4), lower for statements about in the Curriculum elements (Figure 5) and still lower for the 5 TOR statements in the Overall feedback section (Figure 7).

This is also reflected in the distribution of the average agreement scores of respondents when responding to statements in the different sections. These are plotted in Figure 17, which shows that average scores for the Curriculum elements were further distributed to the right on the 4-point agreement scale than those for the Introductory elements, and that average scores for the Overall feedback statements were further to the right (the disagreement end) than the average scores for the Curriculum elements.

Figure 17: Introductory elements, curriculum elements and overall feedback, average ratings, English survey respondents
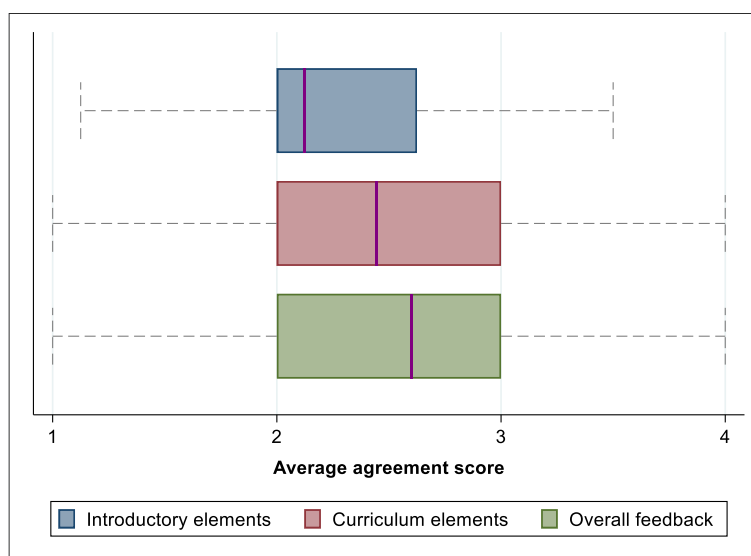
Response options: 1 – Strongly agree, 2 – Agree, 3 – Disagree, 4 – Strongly disagree
Boxplots[7] show the distribution of average ratings across the 8 agreement statements in the Introductory elements section, across the 9 agreement statements in the Curriculum elements section and the 6 agreement statements in the Overall feedback section. Don't know responses were excluded from calculating averages.
The median is indicated by the pink line in each of the boxes.

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[5] Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.
[6] As above.
[7] A box plot (also known as a box-and-whisker plot) displays the distribution of a variable in a way that highlights key summary statistics of the distribution: the median (a line separating the top 50% of values from the lower 50% that would appear in the middle of the box for a normally distributed, and any symmetric, variable); the 25th and 75th percentiles (Q1 and Q3), which mark the 2 ends of the box; and the whiskers, which mark the so-called upper and lower adjacent values (which are the most extreme values within 1.5 times the inter-quartile range (Q3-Q1) from the end of the box).

Of all 23 statements, the ones about the rationale and aims received the most positive agreement scores (76-77% agreement). By some distance, the decluttered statement from the Overall feedback section (31% agreement vs 60% disagreement) and the proposition that the amount of content can be handled each year (32% agreement and 62% disagreement) were the least well received.

All 5 TOR statements were endorsed by less than half of respondents by way of their agreement ratings.

Figure 18: All survey statements, English survey respondents
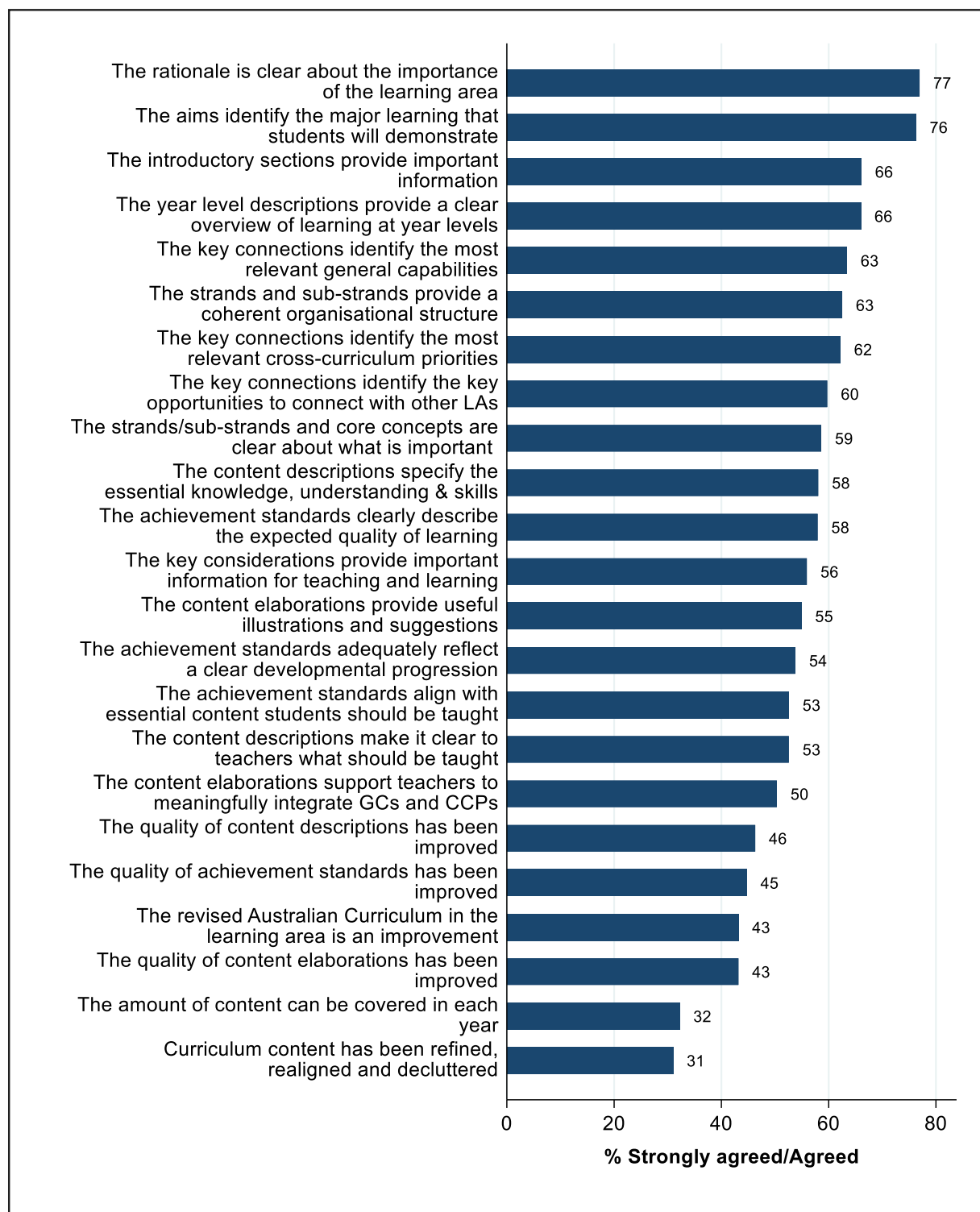
Secondary Y7-10 respondents were generally more favourable when rating attributes of introductory and curriculum elements of the revised curriculum than primary school level respondents and respondents giving feedback on F-10. They were also more likely to agree with the statements under the Overall feedback section.

Respondents from the Australian Capital Territory tended to be more positive in their responses than those from other states. Among different types of respondents, parents tended to express the least favourable responses. Independent and Catholic school respondents were often more positive in responding to the propositions in the survey than Government school respondents. Finally, there were no major differences between metropolitan and regional respondents.

Many of the general comments about the proposed revisions made to the English curriculum were of the view that the curriculum was still in need of decluttering. There was a notable level of commenting surrounding the application of decodable and predictable text, which was sometimes accompanied by making reference to evidence or non-evidenced-based concepts. While there were a number of comments that there had been improvements in clarity of the curriculum, there were more comments to reflect that the overall language of the curriculum and content descriptions could use further revision to be clearer and easier to understand. There were also a number of comments about aspects that had improved, including the greater focus on Aboriginal and Torres Strait Islander Histories and Cultures and the inclusion of relevant texts, as well as the retention of the 3-strand structure and the renaming of strands.

The over-representation of respondents from Queensland makes it likely that the overall survey results were particularly affected by the Queensland-specific context in which the Australian Curriculum is implemented.

6. Feedback from email submissions

The code frame (see Appendix C), was utilised to analyse the content of the feedback from the 69 standard email submissions. As per the open-ended survey feedback, respondents may make the same point multiple times with different examples, but a theme is only coded once for that respondent.

6.1 Major themes and subthemes

Table 9 lists all the major themes that emerged from the feedback from the 69 standard email submissions, alongside the number and percentage of email respondents discussing this theme.

presents the breakdown of email respondents discussing the subthemes for the 5 most prevalent themes, including the number and percentage of respondents providing feedback that was captured by these themes and subthemes. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme (listed in

As can be seen from Table 9, the majority of respondents felt that further *content should be added* to the English curriculum. The other 4 leading themes were *clarity, inclusive content; content should be removed* and *implementation (out of scope)*.

Table 9: Summary major themes, English standard email submissions

Major Theme	Number of email submissions	Percentage
Introductory elements	14	20.3%
Content has improved & should remain	7	10.1%
Content should be added	50	72.5%
Content should be removed	43	62.3%
Evidenced-based content	7	10.1%
Inclusive Content	47	68.1%
Manageability of Content	12	17.4%
Sequencing of Content	14	20.3%
Achievement Standards	4	5.8%
Clarity	48	69.6%
Implementation	20	29.0%
Other	6	8.7%

The leading major theme was *content should be added*. Respondents who commented on aspects of *content to be added* often commented on *content to be removed* (4th leading theme). The views around this often related to phonics and high-frequency words, in the early years. These comments often drew upon existing research evidence.

> *"Read texts which may be decodable and/or predictable. This is clearly a case of trying to keep everyone happy by saying both texts are acceptable. Predictable texts, for many children, cause reading problems and decodable texts prevent the problems developing. The science is unequivocal, as evidenced by Prof. Stanislas Dehaene. Teach high-frequency words. This practice is out of date and, in my opinion, damaging and should not be used. Half of these words are decodable and easy for SSP taught children to read, whereas the other half have an unusual letter-sound correspondence that needs to be taught as a 'tricky' word. The fact that most of the sounds in these 'tricky' words can be decoded makes it easier for the children to learn the unusual letter-sound*

correspondence. Whole-word memorising should be avoided as much as possible. As seen in all my years of teaching, backed up by many of my teaching peers, this approach is hard for many children, but impossible, and particularly damaging, for the bottom 20%." (Teacher)

"Undoubtedly the aim of Australia's new curriculum will be to raise standards, by improving the reading and writing skills of every Australian child. Something we all wish to see. However, I firmly believe that this will not happen with the limited phonics guidance as currently outlined in this new draft curriculum. It is well known that most reading problems, in the initial stages, are decoding problems, rather than a problem with comprehending simple texts. Children who struggle to get the new words off the page will continue to fall behind, simply because they have not been taught sufficient letter-sound knowledge or been given sufficient practice at blending and segmenting regular words." (Teacher)

The 2nd leading them related to *clarity*. As indicated in Table 10, some of the leading subthemes, as identified by the largest number of respondents who commented on these, suggested these concerns were related to the readability and organisation of the overall curriculum, as well as clarity and conciseness of content descriptions. There were various suggestions as to how wording could be refined:

"Content descriptions and achievement standards to be delivered in dot points. It is too wordy and most of it does not get taught as there is so much there to cover. Using wording such as what students need to know, could know, and nice to know language." (Catholic Education South Australia)

*"Concerns have been expressed about the amount of **required content**, as well as the clarity of required content and teaching suggestions. The attempt to refine and declutter the content has in part been successful, but there are areas where this could be better achieved. The distinction between content descriptors and elaborations appears inconsistent at times." (Australian Association for the Teaching of English)*

The 3rd leading theme related to *inclusive content.* Some comments focused on age appropriateness of content, particularly in foundation years, with calls to focus more on play-based learning as well as the removal of what were seen as difficult written tasks.

"Addition of writing persuasive text in Year 1. This is already a difficult genre to teach in Year 2. The students are still developing their beginning writing behaviours and extending these skills into quality sentences and more lengthy pieces of writing. Introducing the devices required to persuade seems too much too soon, particularly to assess." (Associated Christian Schools)

"The curriculum is jammed with so much content that teachers are having to rush through concepts without time to adequately teach and consolidate. Cut it back! Why are we expecting six- and seven-year-olds to write narratives and information reports? At this age it would be more appropriate for them to be consolidating sentence structure." (Teacher)

Table 10: Summary of subthemes (top 5 themes), English standard email submissions

Major Theme and Subtheme	Number of emails	Percentage
Content should be added	**50**	**72.5%**
General views that additional or new content should be added	31	44.9%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	1.4%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	7	10.1%
Various other LA specific content that should be added	20	29.0%
Clarity	**48**	**69.6%**
The overall language of the curriculum is clearer and/or easier to understand	3	4.3%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	28	40.6%
The wording of the content descriptions is clearer and/or easier to understand	4	5.8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	22	31.9%
The wording of the achievement standards is clearer and/or easier to understand	2	2.9%
The wording of the achievement standards need further clarity	10	14.5%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	3	4.3%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	6	8.7%
Inclusive Content	**47**	**68.1%**
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	15	21.7%
There are concerns around the age-appropriateness of content	15	21.7%
Content should be removed	**43**	**62.3%**
General views that there is content that should be removed	20	29.0%
There is too much emphasis on Indigenous cultures and perspectives	14	20.3%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	5	7.2%
Various other LA specific content that should be removed	16	23.2%
Implementation (out of scope)	**20**	**29.0%**
Pedagogy	11	15.9%
Assessment	3	4.3%
Implementation support (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	7	10.1%

The 105 template emails that were received for the learning area English contained criticisms of the use of the 3 cueing system between Foundation and Year 2, which was considered flawed and not sufficiently evidence-based as a way for children to learn to read. The criticisms then extended to the developmental progression of literacy.

6.2 Summary

In total, there were 69 standard email submissions related to the learning area of English. In addition, an additional 105 template emails were received utilising the same wording around the 3-cueing system. Of the standard, independent emails, the key subthemes were around clarity and organisation of the overall curriculum. There were also a relatively high number of respondents who expressed views around the perceived need of removing or adding content, and much of this debate focussed on the inclusion of phonics within the early years. Other views focussed on some of the age appropriateness of content and inclusivity.

7.   Jurisdictional feedback

The code frame (see Appendix C) was utilised to analyse the content of the feedback from the 9 jurisdictional submissions. As per the open-ended survey and email feedback, a jurisdictional submission may make the same point multiple times with different examples, but a theme or subtheme is only coded once for that respondent.

7.1 Jurisdictional responses to Overall feedback survey statements

As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions.

Table 11 presents these results individually for the 5 jurisdictions that responded to the 6 survey statements.

Table 11: Overall feedback by jurisdictional stakeholder

	ISA	NT	TAS	WA	QLD
The introductory sections provide important information	Agree	Agree	Agree	Agree	Agree
The quality of achievement standards has been improved	Agree	Agree		Strongly disagree	Disagree
The quality of content descriptions has been improved	Agree	Agree	Agree	Strongly disagree	Agree
The quality of content elaborations has been improved	Agree	Agree	Agree	Disagree	Agree
Curriculum content has been refined, realigned and decluttered	Agree	Disagree	Agree	Strongly disagree	
Curriculum content has been refined, realigned^					Agree
Curriculum content has been and decluttered^					Disagree
The revised Australian Curriculum in the LA is an improvement on the current version	Agree	Agree	Agree	Disagree	Agree

^ Queensland separated the original statement into 2 and rated them separately.
Victoria, New South Wales, National Catholic Education Commission and South Australia did not provide ratings to the Overall feedback survey questions. Tasmania did not provide a rating for the achievement standard question. The Australian Capital Territory did not provide a submission.

● Strongly agree   ● Agree   ● Disagree   ● Strongly disagree

It is evident from Table 11 that of the 5 jurisdictions who responded to the survey statements, all but Western Australia were generally positive about the revised English curriculum.

While Victoria, New South Wales, South Australia, and the National Catholic Education Commission (NCEC) did not respond to the survey statements, analysis of the qualitative data provided by South Australia and the NCEC indicate that the introductory elements are regarded as improved, while also noting aspects that could be further refined. Similarly, South Australia and the NCEC indicated that the achievement standards have improved but also recommend some additional improvements. Six of the jurisdictions, including Victoria, South Australia and the NCEC, also indicated that aspects of the revised content have improved. In terms of refinement and decluttering, most jurisdictions felt that the revised English curriculum is not yet more manageable. However, both ISA and the NCEC indicate that content has been reduced in some manner.

7.2 Major themes and subthemes

The themes that were most prominent in participating jurisdictions' feedback were *introductory elements* (commented on by 8 jurisdictions), *clarity*, *achievement standards*, *manageability of content* and the theme that *content has improved* (each of which attracted comment by 7 of the 9 participating jurisdictions).

In relation to the *introductory elements* and as noted in 7.1, on balance most jurisdictions felt that the introductory elements had improved. In relation to *clarity*, feedback was provided both in relation to aspects of the curriculum that were regarded as clearer and in relation to aspects that could be further improved.

Some of the leading subthemes, as identified by the largest number of jurisdictions who commented on these, reflected the introductory elements (including under the clarity theme). When read together with the responses to the overall feedback statements most jurisdictions agreed that the introductory elements have improved:

> *"The rationale clearly articulates the purpose of English as a learning area." (Queensland).*

> *"In the main, the aims identify the broad, major learning students will demonstrate." (Queensland)*

> *"The rationale is clearly structured and written" (Western Australia)*

> *"The aims are clear and concise and the inclusion of appreciation and aesthetics is positive." (Western Australia)*

Another leading subtheme was that various learning area specific content has improved/should remain:

> *"The new content elaborations are a really good resource and support teachers with their delivery of the curriculum." (SA)*

> *"Positive – Removal of software content from the Literacy strand.*
> *Positive – Punctuation moved to Expressing and developing ideas sub-strand in the Language strand.*
> *Positive – Oral presentations moved to Creating texts in the sub-strand in the Literacy strand." (Tasmania).*

Another aspect of content that was seen as improved is in relation to Australian First Nations' perspectives, for which there was broad support but also concerns around implementation and the terminology employed.

> *"As noted in the feedback about the key connections (in 'About the learning area'), the foregrounding of connections to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is welcomed as being more respectful and meaningful. However, there are some concerns about the implementation of these connections in culturally respectful and authentic ways." (Queensland)*

> *"We welcome the inclusion of stronger links to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. This content is now studied at almost every year-level, not just at year-levels 8 and 9 as was previously the case." (Victoria)*

> *"The term 'Non-First Nations Australian literature' needs to be changed." (South Australia)*

> *"There is inconsistent use of Aboriginal and Torres Strait Islander with First Nations Australian references across the curriculum, but particularly here [Key connections] where different dot points use different terms. Consistent terminology should be used or it will be confusing for teachers unsure which terms to use." (Western Australia)*

There was a pattern of responses in relation to synthetic phonics, expressing views both in favour of synthetic phonics as well as more cautious perspectives:

> *"The revised curriculum has missed an opportunity in to fully support a strong research informed approach to the teaching of reading, in particular systematic synthetic phonics." (SA)*

> *"Phonics is a necessary but not sufficient component of reading and writing instruction. Research is clear that phonics instruction needs to be systematic and explicit." (Tasmania)*

"The evidence supporting the efficacy of systematic phonics – skills to decode new words by sounding them out – for early reading instruction is now overwhelming. Even more compelling is the evidence that children from disadvantaged backgrounds or with reading difficulties disproportionately benefit from code-based approaches to early reading instruction." (NSW)

Related to this was, use of the terms 'predictable texts' and 'decodable texts' were queried:

"The use of the word 'predictable' and 'decodable' to describe texts in the curriculum is inconsistent with this use of the terminology in the NLLP." (Tasmania)

"It is also recommended that the Foundation to Year 2 year level descriptions be revised to clarify the use of decodable and predictable texts" (Qld)

"The achievement standards are supported except for F-1 (decodable text should be used not predictable texts)." (South Australia)

"The formulation used throughout the document that students read using "decodable and/or predictable" texts implies an equivalence between 2 divergent approaches to reading instruction." (New South Wales)

Another leading subtheme (under the *manageability* theme) expressed by 5 jurisdictions was that further decluttering is needed:

"Improve manageability by improving the conceptual progression of core concepts. This can be achieved by further removing or consolidating content to address duplication and re-sequence content to enable more time for deep understanding." (Northern Territory)

"... there is not overall agreement that the learning area has been decluttered and concern has been expressed that this might result in superficial teaching of too much content." (NCEC)

"In English, the proposed curriculum has certainly reduced content – 62 content descriptions have been removed. We note, however, that in many cases this reduction has been achieved by conflating existing CDs rather than by deleting them altogether". (Victoria)

Within the theme of *clarity*, there was mixed feedback in relation to the various subthemes:

"We are pleased to see some changes that improve the content descriptions and achievement standards by removing superfluous detail and refining the language used. In other areas, however, the proposed curriculum remains wedded to language that is not clear enough." (Victoria)

"Pleased to see the removal of confusing language as referred to in the previous incarnation of the Australian Curriculum." (ISA)

An overview of individual jurisdictions' positive feedback as well as aspects for further improvement is provided in Appendix G.

7.3 Summary

In total, there were 9 submissions from jurisdictional stakeholders in relation to the learning area of English. The key themes were *introductory elements* (commented on by 8 jurisdictions, with most regarding this section as predominantly improved), *clarity*, *achievement standards*, *manageability* of content and the theme that *content has improved* (each of which attracted comment by 7 of the 9 participating jurisdictions). *Clarity* drew mixed feedback with 7 jurisdictions noting improvements alongside potential for further refinement. Of the 6 jurisdictions who commented on the achievement standards, most agreed that alignment with content descriptions had improved with only 3 indicating further improvements were needed. Other perspectives around English content included commentary around broad support for the incorporation of Aboriginal and Torres Strait Islander perspectives, support for and opposition to synthetic phonics, and concern around some terminology. Generally speaking, jurisdictions appear to agree that more decluttering is needed to achieve manageability. Queensland and Western Australia offer particularly detailed suggestions in relation to this theme.

Appendix A – Questionnaire

Consultation survey questions
For the learning areas and subjects

Introduction

The learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following learning areas and subjects.

- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS)
    - HASS Foundation – Year 6
    - History Years 7–10
    - Geography Years 7–10
    - Civics and Citizenship Years 7–10
    - Economics and Business Years 7–10
- Health and Physical Education
- Technologies
    - Digital Technologies
    - Design and Technologies
- The Arts
    - The Arts Foundation – Year 6
    - Dance Years 7-10
    - Drama Years 7-10
    - Media Arts Years 7-10
    - Music Years 7-10
    - Visual Arts Years 7-10
- Languages
    - French
    - Japanese
    - Chinese
    - Italian

The survey has 3 sections.

1. **Background information:**

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

2. **General questions**

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations

- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.
You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).
- o   Foundation - Year 6 curriculum
- o   Years 7 - 10 curriculum
- o   Foundation - Year 10 curriculum

Please indicate if you are answering the survey as an individual or as a group.

☐ Individual   ☐ Group

Individual response follow up questions

Group response follow up questions

In which state or territory are you based?

In which state or territory are you based?

o Australian Capital Territory	o Australian Capital Territory
o New South Wales	o New South Wales
o Northern Territory	o Northern Territory
o Queensland	o Queensland
o South Australia	o South Australia
o Tasmania	o Tasmania
o Victoria	o Victoria
o Western Australia	o Western Australia
o National	o National
o Other	o Other

Which CATEGORY best describes you?

Which CATEGORY best describes you?

o Primary teacher*	o School*
o Secondary teacher*	o Professional association
o F-12 teacher*	o University faculty
o School leader – Primary*	o Education authority
o School leader – Secondary*	o Parent organisation
o School leader – F-12*	o Community organisation
o Academic	o Other
o Parent*	
o Student*	
o Employer / Business	
o Other	

If you select this category as an individual or group you will be asked 2 additional questions.

Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).

In which sector is your school?
- o   Government
- o   Catholic
- o   Independent

_____

Describe the membership of your group.

_____

What best describes your school's location?
- o   Metropolitan
- o   Regional
- o   Remote

Number of members/people represented in this response (approx.). Please use numerical values.

_____

Section 2: General feedback

Indicate your level of agreement with the following statements.
Introductory elements
Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The rationale is clear about the importance of the learning area/subject	☐	☐	☐	☐	☐

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The aims identify the major learning that students will demonstrate	☐	☐	☐	☐	☐

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The strands/sub-strands provide a coherent organisational structure	☐	☐	☐	☐	☐
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	☐	☐	☐	☐	☐

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The key connections section identifies the most relevant general capabilities	☐	☐	☐	☐	☐
The key connections section identifies the most relevant cross-curriculum priorities	☐	☐	☐	☐	☐
The key connections section identifies the key opportunities to connect with other learning areas.	☐	☐	☐	☐	☐

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The key considerations section provides important information for planning teaching and learning	☐	☐	☐	☐	☐

Curriculum elements

Year/band level descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	☐	☐	☐	☐	☐

Achievement standards

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	☐	☐	☐	☐	☐
The achievement standards adequately reflect a clear developmental progression.	☐	☐	☐	☐	☐
The learning described in the achievement standards aligns with the essential content students should be taught.	☐	☐	☐	☐	☐

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	☐	☐	☐	☐	☐
The content descriptions make it clear to teachers what should be taught.	☐	☐	☐	☐	☐
The amount of content can be covered in each year/band. *Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).*	☐	☐	☐	☐	☐

What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	☐	☐	☐	☐	☐
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	☐	☐	☐	☐	☐

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The introductory sections provide important information.	☐	☐	☐	☐	☐
The quality of content descriptions has been improved.	☐	☐	☐	☐	☐
The quality of achievement standards has been improved.	☐	☐	☐	☐	☐
The quality of content elaborations has been improved.	☐	☐	☐	☐	☐
Curriculum content has been refined, realigned and decluttered.	☐	☐	☐	☐	☐
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	☐	☐	☐	☐	☐

Optional comments:
If you would like to provide feedback about general aspects of the revised learning area/subject that **have improved,** please use the comments box.

If you would like to provide feedback about general aspects of the revised learning area/subject curriculum that **need further improvement,** please use the comments box.

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?
- o Yes
- o No

If you answer No, you will be asked to SUBMIT the survey.
If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.
Then you will be invited to provide specific feedback in comments boxes for the following 2 questions.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **have improved.** If you comment on specific content descriptions or elaborations please reference the code number.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **need further improvement.** If you comment on specific content descriptions or elaborations please reference the code number.

Appendix B – Changes to survey statements in reporting

Question labels that were changed in the reporting are listed below.

Wording in questionnaire	Wording in report
The strands/sub-strands and core concepts are clear about what is important in the learning area	The strands/sub-strands and core concepts are clear about what is important
The key connections section identifies the key opportunities to connect with other learning areas	The key connections identify the key opportunities to connect with other LAs
The key considerations section provides important information for planning teaching and learning	The key considerations provide important information for teaching and learning
The year level descriptions provide a clear overview of the learning that students should experience at the year level	The year level descriptions provide a clear overview of learning at year levels
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year	The achievement standards clearly describe the expected quality of learning
The learning described in the achievement standards aligns with the essential content students should be taught	The achievement standards align with essential content students should be taught
The content descriptions specify the essential knowledge, understanding and skills that should be learned	The content descriptions specify the essential knowledge, understanding & skills
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content	The content elaborations provide useful illustrations and suggestions
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	The content elaborations support teachers to meaningfully integrate GCs and CCPs

Appendix C – Code Frame

A code frame to code the open-ended feedback was co-designed with ACARA. Based on scrutiny of documentation of the proposed curriculum revisions, survey materials and preliminary survey responses, along with ongoing consultation with ACARA, the following themes, and subthemes were established as a code frame.

The themes and subthemes of the code frame which apply to all learning areas are described in this section. The structure of main themes and subthemes is below. A *Various other learning area specific…* category is assigned to 3 of the main themes. This category typically captures a wide variety of opinions and suggestions that respondents expressed in each learning area under the main theme and outside the subthemes of the respective main theme. The category should be interpreted as an 'other' category under the respective main theme. It does not represent a homogenous subtheme that can stand meaningfully by itself.

Theme/Subtheme

Introductory elements: This theme encapsulates views regarding the introductory elements of the curriculum. These subthemes are as follows:

The rationale/aims have improved
The rationale/aims need further improvement
The strand/sub-strands/core concepts have improved
The strand/sub-strands/core concepts need further improvement
The key connections have improved
The key connections need further improvement

Content has improved/should remain: This theme reflects views about the improvements to the curriculum, based on the proposed revisions, along with comments about content that should remain as part of the revisions. These subthemes are as follows:

General views that content has improved
Content has better alignment with rationale/aim of learning area
Content has better alignment with who we want our children to become
The level of emphasis on Indigenous cultures and perspectives is appropriate
Various other LA specific content that has improved or should remain

Content should be added: This theme captures comments which express a desire for further content to be added. The subthemes are as follows:

General views that additional or new content should be added
Additional or new content should be added for better alignment with rationale/aim of learning area
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)
There should be more emphasis on Indigenous cultures and perspectives
Various other LA specific content that should be added

Content should be removed: This theme captures comments which reflect views about content that should be removed from the curriculum. The subthemes are as follows:

General views that there is content that should be removed
Content should be removed it is not aligned with rationale/aim of the learning area
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)
There is too much emphasis on Indigenous cultures and perspectives

Various other LA specific content that should be removed

Evidenced-based content: This theme captures comments about the extent to which the curriculum is seen as being based on evidence/science. The subthemes are as follows:

The included content appears evidence-based
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence

Inclusive content: This theme captures comments about the extent to which the content is considered appropriate and inclusive for students. The subthemes are as follows:

The curriculum content is inclusive of diverse learners' interests and capabilities
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.
There are concerns around the age-appropriateness of content

Manageability (amount of content): This theme reflects comments about the extent to which the curriculum is seen as being manageable or cluttered with content. The subthemes are as follows:

Decluttering of content evident, the amount of content is more manageable
Still too much content/further decluttering needed

Sequencing of content: This theme reflects views about the suitability of the developmental progression of content. The subthemes are as follows:

The sequencing of content has improved
The sequencing of content needs further improvement

Achievement standards: This theme reflects views about the suitability of the achievement standards. The subthemes are as follows:

Achievement standards align with content descriptions
Achievement standards need better alignment with content descriptions

Clarity: This overarching theme encompasses the readability and ease of understanding the documentation. The subthemes are as follows:

The overall language of the curriculum is clearer and/or easier to understand
The overall language of the curriculum could use further revision to be clearer and/or easier to understand
The wording of the content descriptions is clearer and/or easier to understand
The wording of the content descriptions could use further revision to be clearer and/or easier to understand
The wording of the achievement standards is clearer and/or easier to understand
The wording of the achievement standards need further clarity
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand

Implementation (out of scope): This theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference of the Review, they were considered predominant enough in the responses to be coded. The subthemes are as follows:

Pedagogy - this overarching theme encompasses feedback about how children should be taught
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.
Support for implementation

Other: Any comments that could not be captured in the themes above, were coded here.

Sub-themes indicating improvement	Sub-themes indicating further refinements

Appendix D – Groups participating in the survey

Group name provided in on-line survey
Australian Literacy Educators Association (ALEA), ACT Local Council
Australian Literacy Educators Association (ALEA), Central Queensland
Australian Literacy Educators Association (ALEA), Top End committee
Australian Literacy Educators Association
Australian Publishers Association
Australian Systemic Functional Linguistics Association
Catholic Education Cairns
Catholic Education South Australia
Darling Downs South West Consultation Group
Department of Education, Tasmania
Dyslexia Victoria Support
Edith Cowan University
English Teachers Association NSW
English Teachers Association of Western Australia (ETAWA)
English Teachers' Association of Queensland (ETAQ)
Foundation for Learning and Literacy
Lifelinkscurriculum
Macquarie Park District Office
Making Peasce
Meriden School
NSW Primary Principals' Association (NSWPPA)
Primary English Teaching Association Australia (PETAA)
Queensland University of Technology
School of Education and Professional Studies, Griffith University
Stronger Smarter Institute

Appendix E – Themes from open-ended survey feedback

Table E1: Content that should be removed or revisions needed to make content more manageable, English survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**25**	**2.8%**
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	1	0.1%
The strand/sub-strands/core concepts have improved	2	0.2%
The strand/sub-strands/core concepts need further improvement	22	2.5%
The key connections have improved	0	0.0%
The key connections need further improvement	2	0.2%
Content has improved/should remain	**12**	**1.3%**
General views that content has improved	2	0.2%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	1	0.1%
The level of emphasis on Indigenous cultures and perspectives is appropriate	7	0.8%
Various other learning area specific content that has improved or should remain	4	0.4%
Content should be added	**165**	**18.5%**
General views that additional or new content should be added	101	11.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.1%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	25	2.8%
There should be more emphasis on Indigenous cultures and perspectives	8	0.9%
Various other learning area specific content that should be added	74	8.3%
Content should be removed	**227**	**25.4%**
General views that there is content that should be removed	146	16.3%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	22	2.5%
There is too much emphasis on Indigenous cultures and perspectives	20	2.2%
Various other learning area specific content that should be removed	74	8.3%
Evidence-based content	**44**	**4.9%**
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	44	4.9%
Inclusive content	**99**	**11.1%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	2	0.2%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	24	2.7%
There are concerns around the age-appropriateness of content	75	8.4%
Manageability (amount of content)	**119**	**13.3%**

Decluttering of content evident, the amount of content is more manageable	0	0.0%
Still too much content/further decluttering needed	119	13.3%
Sequencing of content	**41**	**4.6%**
The sequencing of content has improved	1	0.1%
The sequencing of content needs further improvement	40	4.5%
Achievement standards	**6**	**0.7%**
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	6	0.7%
Clarity	**132**	**14.8%**
The overall language of the curriculum is clearer and/or easier to understand	8	0.9%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	75	8.4%
The wording of the content descriptions is clearer and/or easier to understand	2	0.2%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	52	5.8%
The wording of the achievement standards is clearer and/or easier to understand	2	0.2%
The wording of the achievement standards need further clarity	20	2.2%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	2	0.2%
Implementation (out of scope)	**139**	**15.5%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	86	9.6%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	50	5.6%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	20	2.2%
Other	**90**	**10.1%**

Comments were provided by 444 respondents. Percentages are based on all 894 English survey respondents.

Table E2: Aspects that have improved/need further improvement, English survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	61	6.8%
The rationale/aims have improved	7	0.8%
The rationale/aims need further improvement	14	1.6%
The strand/sub-strands/core concepts have improved	15	1.7%
The strand/sub-strands/core concepts need further improvement	37	4.1%
The key connections have improved	8	0.9%
The key connections need further improvement	16	1.8%
Content has improved/should remain	104	11.6%
General views that content has improved	67	7.5%
Content has better alignment with rationale/aim of learning area	2	0.2%
Content has better alignment with who we want our children to become	2	0.2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	21	2.3%
Various other learning area specific content that has improved or should remain	39	4.4%
Content should be added	162	18.1%
General views that additional or new content should be added	69	7.7%
Additional or new content should be added for better alignment with rationale/aim of learning area	5	0.6%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	26	2.9%
There should be more emphasis on Indigenous cultures and perspectives	22	2.5%
Various other learning area specific content that should be added	95	10.6%
Content should be removed	162	18.1%
General views that there is content that should be removed	89	10.0%
Content should be removed as it is not aligned with rationale/aim of learning area	5	0.6%
Content should be removed that is not aligned with who we want our children to become	13	1.5%
There is too much emphasis on Indigenous cultures and perspectives	21	2.3%
Various other learning area specific content that should be removed	67	7.5%
Evidence-based content	76	8.5%
The included content appears evidence-based	3	0.3%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	75	8.4%
Inclusive content		56
The curriculum content is inclusive of diverse learners' interests and capabilities.	8	0.9%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	18	2.0%
There are concerns around the age-appropriateness of content	32	3.6%
Manageability (amount of content)	98	11.0%
Decluttering of content evident, the amount of content is more manageable	7	0.8%
Still too much content/further decluttering needed	92	10.3%

Sequencing of content	38	4.3%
The sequencing of content has improved	9	1.0%
The sequencing of content needs further improvement	31	3.5%
Achievement standards	3	0.3%
Achievement standards align with content descriptions	1	0.1%
Achievement standards need better alignment with content descriptions	2	0.2%
Clarity	185	20.7%
The overall language of the curriculum is clearer and/or easier to understand	34	3.8%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	72	8.1%
The wording of the content descriptions is clearer and/or easier to understand	39	4.4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	76	8.5%
The wording of the achievement standards is clearer and/or easier to understand	28	3.1%
The wording of the achievement standards need further clarity	35	3.9%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.1%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	5	0.6%
Implementation (out of scope)	116	13.0%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	71	7.9%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	28	3.1%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	38	4.3%
Other	116	13.0%

Comments were provided by 394 respondents. Percentages are based on all 894 English survey respondents.

Appendix F – List of organisations who submitted feedback via email[8]

Organisation Name
Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA)
Academy of the Social Sciences in Australia
Act for Kids
ACT Japanese Teachers Network
ACT Principals Association (ACTPA)
Adelaide High School
Adolescent Success
Anglican Church Diocese of Sydney
Art Education Australia
Art Education Victoria
Arts Education Academic Group at the University of Melbourne, Graduate School of Education
Asia Education Teachers' Association
Associated Christian Schools
Ausdance Dance Education Committee
Australasian Fire and Emergency Services Authorities Council
Australasian Institute of Mining and Metallurgy (AusIMM)
Australasian Performing Right Association Limited - Australasian Mechanical Copyright Owners Society (APRA AMCOS)
Australasian Society for Physical Activity (ASPA)
Australia Council for the Arts
Australia's National Research Organisation for Women's Safety
Australia's National Research Organisation for Women's Safety
Australian Academy of Technology and Engineering (ATSE)
Australian Association for Religious Education
Australian Association for Research in Education (AARE) Special Interest Group (SIG) for Health and Physical Education
Australian Association for Teaching of English (AATE)
Australian Association of Christian Schools (AACS)
Australian Business & Community Network
Australian Centre for Career Education
Australian Christian Lobby
Australian Competition & Consumer Commission
Australian Competition and Consumer Commission (ACCC)

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[8] This list includes all organisations which self-identified in the email submissions across all learning areas, general capabilities and cross-curriculum priorities.

Organisation Name
Australian Computer Society (ACS)
Australian Council for Educational Leaders
Australian Council for Health, Physical Education and Recreation New South Wales (ACHPER NSW)
Australian Council of Art and Design Schools (ACUADS)
Australian Council of Engineering Deans (ACED)
Australian Council of State School Organisations (ACSSO)
Australian Councils for Computers in Education (ACCE)
Australian Earth Science Education (AusEarthEd)
Australian Education Union
Australian Fedearl Police
Australian Federation of SPELD (Specific Educational Learning Difficulties) Associations (AUSPELD)
Australian Geography Teachers Association (AGTA)
Australian Historical Association (AHA)
Australian Insitute for Progress (AIP)
Australian Institute for Disaster Resilience
Australian Institute of Geoscientists
Australian Institute of Geoscientists
Australian Literacy Educators Association (ALEA)
Australian Mathematical Sciences Institute
Australian Maths Trust
Australian National Flag Association
Australian Network of Government Languages Schools
Australian Parents Council
Australian Professional Teachers Association (APTA)
Australian Psychological Society (APS)
Australian Publishers Association
Australian Science Teachers Association
Australian Society for Music Education New South Wales (ASME)
Australian Society for Music Education Queensland (ASME)
Australian Society for Music Education South Australia (ASME)
Australian Taxation Office
Australian Teachers of Media
Australian Technology Teacher Educators Network (ATTEN)
Australian Tertiary Outdoor Education Network
Be You - Beyond blue
BHP Billiton
Bloom-ED
Bravehearts

Organisation Name
Burwood Presbyerian Church
Business Council of Co-operatives and Mutuals
Business Educators Australasia
Canberra Academy of Languages
Canberra Declaration
Catholic Education Diocese of Parramatta
Catholic Education South Australia (CESA)
Catholic Education, Archdiocese of Canberra and Goulburn
Catholic School Parents Australia
Catholic Women's League Australia
Catholic Women's League Australia-New South Wales Inc
Catholic Women's League Victoria and Wagga Wagga Inc
Christian Democratic Party
Christian Schools Australia (CSA)
Christian SRE (Special Religious Education) NSW
Commissioner for Children and Young People
Cool Australia
Council for the National Interest
Covenant Christian School
Daniel Morcombe Foundation
Democracy Matters
Department for Education South Australia
Department of Education of Tasmania
Design and Technologies Teacher Association (DATTA)
Domestic Violence Resource Centre Victoria (DVRCV)
Domestic Violence Victoria (DV Vic)
Drama Australia
Drama Queensland
Einstein First project
Ending Violence Against Women Queensland (EVAWQ)
Engineers Australia
eSafety
Executive Council of Australian Jewry
Faculty of Education, Monash University
Faculty of Education, University of Tasmania
Family Planning Alliance Australia
Family Planning Alliance Australia (FPT), Tasmania
Family planning New South Wales

Organisation Name
Family Voice Australia
Florey Electorate SA
Gaven State School
Gender Research Network, University of Newcastle
Geography & History Teachers Association NT
Geography Teachers Association NSW and ACT
Geological Society of Australia (GSA)
Geoscience Australia
Geoscience Pathways Project (GPP)
GetUp
Grok Academy
Health and Wellbeing Queensland
Healthy Greater Bendigo
Hindu Council of Australia
History Teachers Association of Victoria
Home Economics Institute of Australia (Queensland) (HEIA)
IncludeHer Movement
Indigenous Eye Health
Indonesian Teachers' Association of South Australia
Information and communication technology (ICT)Educators NSW
Institute for Judaism and Civilization
Institute of Australian Geographers (IAG)
Institute of Public Affairs
Isolated Children's Parents' Association of Australia
It's time we talked
Kodály Queensland
Language Testing Research Centre (LTRC)
Learning By Doing
Lutheran Education Australia
Making Up Lost Time In Literacy Pty Ltd (MultiLit)
Mareeba State School
Mathematics Advisory Board
Mathematics team in the Department of Education of Tasmania
Maths Association of Victoria (MAV)
Maum Meditation Centre Incorporated
Melbourne Graduate School of Education The University of Melbourne

Organisation Name
Melbourne School of Population and Global Health - The University of Melbourne
Menzies Research Centre
Modern Language Teachers' Association of South Australia
Multicultural Education and Languages Committee (MELC)
Multilit
National Advocates for Arts Education (NAAE)
National Alliance of Christian Leaders
National Association of Services against Sexual Violence (NASASV)
New South Wales Council of Churches
Northern Territory's Department of Education
Office of the Victorian Information Commissioner (OVIC)
Office of the Women in STEM Ambassador
OneSchool Global Australia
ORIGO Education
Our Watch
Outdoors New South Wales and Australian Capital Territory
Outdoors Queensland
Physical Literacy Special Interest Group (PL SIG)
Primary Mathematics Association of South Australia (PMA)
Qld Special Education Curriculum Cluster
Queensland Association of Mathematics Teachers
Queensland Association of Special Education Leaders (QASEL)
Queensland Ballet
Queensland Department of Education
Queensland Economic Teachers Association
Queensland Family and Child Commission (QFCC)
Queensland Global Citizenship Education Network (QGCEN)
Queensland History Teachers' Association
Queensland Private Enterprise Centre
Queensland Society for Information Technology in Education (QSITE)
Queensland Society for Information Technology in Education Inc. (QSITE)
Ramsay Centre for Western Civilisation
Reconciliation Australia
Royal Geographical Society of Queensland (RGSQ)
Royal Historical Society of Victoria (RHSV)
Royal Society of St George
Rule of Law Education

Organisation Name
School of Education and Professional Studies, Griffith University
School of Education and Tertiary Access at University of the Sunshine Coast
School of Languages SA
Science & Technology Australia
Science of Language and Reading Lab ((SOLAR Lab)
Science Teachers' Association of Queensland (STAQ)
Social and Citizenship Education Association of Australia (SCEAA)
Social and Citizenship Educators Association of Queensland (SCEAQ)
South Australian English Teachers Association
Speech Pathology Australia
St Clare's College
Steiner Education Australia
Student representative group - Adelaide High School
Suicide Prevention Australia
Tasmanian Art Teachers Association (TATA)
Tasmanian Association for the Gifted
Tasmanian Society for Information Technology in Education (TASITE)
Teach Us Consent
Teacher Earth Science Education Programme (TESEP)
Tertiary History Educators Australia (THEA)
The Arts Education Academic Group at the University of Melbourne
The Arts Education Academic Group at the University of Melbourne, Graduate School of Education
The Australian Association for Adolescent Health
The Centre for Inclusive Education (C4IE)
The eSafety Commissioner
The Hutchins School Tasmania
The Institute of Technology Education (iTE)
The Mareeba State School
The Mathematical Association of Western Australia
The Minerals Council of Australia (MCA)
The Queensland Government's Department of Tourism
The Queenwood School for Girls
The Tasmanian Association for the Teaching of English (TATE)
The Tasmanian Society for Information Technology in Education (TASITE)
The University of New South Wales Tax Clinic
True Relationships & Reproductive Health
University of Queensland
University of Tasmania

Organisation Name
University of Western Australia
Victorian Commercial Teachers Association (VCTA)
Victory Life Centre
Visual Arts and Design Educators Association New South Wales (VADEA NSW)
Voiceless Limited
Water Services Association of Australia
Wellbeing SA
Western Australia Health Promoting Schools Association.
Western Australian Primary Principals' Association (WAPPA)
Whitlam Institute
Women's Health East
Women's Health Goulburn North East
Young Women's Christian Association of Canberra (YWCA Canberra)

Appendix G - Overview of individual jurisdictional feedback

Tasmania

Positive feedback

Overall, Tasmania's position on the changes to English is positive, with all changes regarded as improvements on the current version.

Aspects that need further revision

Tasmania supplied a position paper and FAQ document outlining the Education Department's advice to schools/teachers and current stance on phonics. Tasmania "does not advocate for a specific approach to the teaching of phonics by requiring a synthetic approach", regarding phonics as a "necessary but not sufficient component of reading and writing instruction".

Tasmania felt that the terms 'predictable texts' and 'decodable texts' do not reflect the National Literacy Learning Progression (supplied as Appendix 1) description of 5 levels of text complexity, and that 'simple texts' would be a preferable term.

Queensland

Queensland's overall feedback is that, on balance, is regarded as an improvement on the current curriculum.

Positive feedback

- Overall, the curriculum has been better aligned and refined.
- Introductory elements
  - o The Rationale is clear and articulate, and the explicit inclusion of First Nation's perspectives is supported.
  - o In the main, the aims identify the broad, major learning students will demonstrate.
  - o The strands and sub-strands provide a coherent and familiar organisational structure and are clear about what is important in English.
  - o Foregrounding of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is supported.
  - o On balance, the key considerations provide some important information that helps clarify aspects that are currently unclear in English as a learning area; a specific example is provided.
- Content descriptions and elaborations
  - o On balance, the quality of Content descriptions has improved in relation to clarity, usefulness, and specificity around what the focus of teaching and learning should be.
- Achievement standards
  - o Including more specific detail in the Achievement standards is supported.
  - o On balance, alignment between the content descriptions and achievement standards is a strength of the consultation curriculum, especially in F to Year 2.
- Other
  - o On balance, the year level descriptions for Years 3 to 10 provide a clear overview of the learning that students should experience by the end of each year in English.

Aspects that need further revision

- Introductory sections

    - The Key connections section could be further strengthened in relation to the CCP and other learning areas; specific examples are provided.

- Achievement standards

    - It was felt to be "unclear if the quality of achievement standards has been improved" (p. 13). A range of suggested improvements are provided. The developmental progression in Achievement standards is also felt to need further refinement, and specific suggestions are provided.

    - There continue to be alignment issues from 3 – 6. It is suggested that this is the result of different frameworks used for the Content descriptions (strands) and Achievement standards (pairing modes of language).

- Manageability

    - While there was a sense that the curriculum was better aligned and refined, the amount of content appears not to have been reduced. This constrains deep learning and consolidation.

- Other

    - The Year level descriptions for F – 2 need further clarity; specific examples are provided.

Victoria

Positive feedback

- Clarity

    - Some language has been refined.

- Content

    - Stronger links to / inclusion of Indigenous perspectives are welcome.

- Other

    - Organising the Achievement standards through reading/viewing, writing, speaking and listening is preferred to the previous 'productive' and 'receptive' modes.

Aspects that need further revision

- Manageability

    - While there is some content reduction, this has often been achieved by combining content descriptions rather than removing them.

- Clarity

    - Some language remains vague/ambiguous.

    - Some terms e.g., literary texts need to be more clearly defined.

- Age-appropriateness

    - Question raised about whether 'analysing, interpreting and evaluating' are appropriate prior to secondary.

- Other

    - It is noted that English is a dense and complex curriculum that is not easy to refine, reflective of the contested space of subject English. It is recommended that ACARA address the understandings of 'literacy' and 'English', particularly in relation to the Literacy sub-strand.

New South Wales

Positive feedback

- It is noted that ACARA is currently working towards new proficiency standards to replace the 10-band reporting and the NAPLAN minimum standard and it is anticipated that this will improve alignment.

Aspects that need further revision

- There are references to reading strategies that are not supported by current, evidence-based practice and predictable and decodable texts should not be presented as equivalent. The new draft NSW English K-2 curriculum is presented as an alternative and preferred approach.

- Oral language development is not foregrounded in F – 2 and this may compromise students' foundational literacy skills.

- In places, the revised Achievement standards to not align with the national minimum NAPLAN standard.

South Australia

Positive feedback

- Introductory elements
    - The Rationale is clear and the inclusion of 'imaginative and critical thinkers' is supported.
    - The Aims identify the core learning that students will demonstrate.
    - Key connections are clear and connect to GPs, CCPs and other learning areas.
- Content
- The Content elaborations are a valuable resource for teachers.
- The inclusion of literacy devices in secondary English is supported.
- The inclusion of First Nations texts is supported.
- Other
    - The achievement standards are supported except for F-1 where 'decodable text' should be used instead of 'predictable text'.

Aspects that need further revision

- Introductory elements
    - The value and relevance of English globally could be better foregrounded in key places. The term 'analysis' is not evident in the Aims.
    - Improvements are suggested to the organisation of Strands and sub-strands.
    - Improvements are suggested to the Key connections to better foreground particular GCs and CCPs.
- Content
    - The revised curriculum has missed an opportunity to entrench a focus on systematic synthetic phonics.
    - In F – 1, the term 'predictable text' should be changed to 'decodable text'.
    - The F – 3 content descriptions are regarded as whole language focused and research on the Science of Reading has been overlooked.

- Clarity
    - Throughout the revised curriculum, specific suggestions are made to further improve the clarity of language.
- Some Content descriptions require further detail/clarity. Specific suggestions are provided.

Northern Territory

Positive feedback

- Clarity
    - The clarity of the achievement standards and content descriptions has improved with the removal of ambiguous wording.

Aspects that need further revision

- Inclusivity
    - EAL/D students need to be more visible and a pathway for these students is needed, as well as explicit references to these learners throughout.
- Manageability
    - Further removal of content is needed to remove duplication, and resequencing of content is needed to enable more time for deep understanding.
- Content
    - Phonics and Word Knowledge should be moved from the Language strand to the Literacy strand.
    - References to First Nations Australian authors and illustrators should also include spoken word and artefacts.
- Implementation support
    - A clear scope and sequence is necessary for teachers to map student development over time.
    - Clear links are needed to the National Literacy Learning Progressions.

Western Australia

Western Australia provided detailed suggestions from F – 10 in relation to all aspects of the revised English curriculum, including all Content descriptions. The following is an overarching summary.

Positive feedback

- Including content in relation to the diverse languages spoken in Australia is regarded as valuable.
- A range of positive comments around the value and importance of specific Content descriptors is provided.

Aspects that need further revision

- Clarity
    - Language/vocabulary needs more clarity and specificity in places; specific examples are provided in relation to each Content description.
    - In places, the existing Content descriptors are clearer than in the revised version; specific examples are provided in relation to each year level.

- Manageability
    - Further decluttering is needed; specific examples of content that could be removed are provided.
- Age appropriateness
    - In places, there are concerns about the age-appropriateness of content; that is, aspects that are seen as too demanding for the year level e.g., persuasive texts in Foundation.
- Content
    - The current Foundation, Year 1, level description is preferable to the revised version.
    - Some verbs e.g., "understand" are regarded as difficult to measure, in places.
    - The terms 'predictable' and 'decodable' texts are opposed, and alternatives are suggested.
- Pedagogy
    - Play based learning should be included in F, Year 1,

Independent Schools Australia

ISA's view of the revised English curriculum is predominantly positive.

Positive feedback

- Overall, the revised English curriculum is an improvement.
- Overall, the content has been refined, aligned and decluttered.
- The Achievement standards are more user friendly and clear.
- Overall language is more concise and less confusing.
- The shift into a modality of word knowledge is regarded as beneficial for students from an EALD background and supportive of a phonics-based approach.
- The Achievement standards and Content descriptions are seen as more aligned.
- Language shifts such as 'explore' and 'explain' shows a greater appreciation of the richness of the Early Years Learning Framework.
- A single year level for Foundation is welcomed.

Aspects that need further revision

- The 3-cueing system and its relevance to the science of reading empirical research, and other evidence-based instructional practices, are absent.
- Methods that reflect the 'whole language' approach to learning reading are questioned as not being 'best practice'.
- While phonics is now included in the proposed curriculum, there is no mention of how this is to be delivered.
- It is unclear which curriculum design principle/s or pedagogical models underpin this curriculum.
- The verb 'understand' is overused in Foundation.

National Catholic Education Commission

The NCEC's response to the revised English curriculum is generally positive. The response identifies which aspects of the revised curriculum all stakeholders agreed on as well as those aspects involving dissent or dispute among stakeholders.

Positive feedback

- Introductory elements

    o Aims identify the major learning students will demonstrate.

    o Key considerations are useful and provide important information.

    o The revised Achievement standards structure is meaningful and aligned with Content descriptions, and describe a progression in the quality of learning

    o Strands and sub-strands provide a coherent organisational structure, aptly describe the content, and are clear about what is important in English.

    o The key connections identify the most relevant general capabilities and connections with Languages, HASS and the Arts are evident.

- Manageability

    o Refinement and realignment have been achieved in some manner.

- Clarity

    o Overall, clarity and useability have improved.

    o Year level descriptions generally provide a clear and concise overview of learning in English appropriate for that year level.

- Content

    o Content descriptions specify the essential knowledge, understanding, and skills that should be learned.

    o Content elaborations are useful for planning.

Aspects that need further revision

- Manageability

    o Further decluttering is needed; the revised curriculum still has too much content which may result in superficial teaching.

    o There is concern that the curriculum is still overcrowded. Some content descriptions could be further combined to reduce overlap.

- Introductory elements

    o Connections between English and the Ethical understanding GP are needed, particularly given that the English rationale mentions being an ethical member of society (SA and Queensland also raised this concern).

- Content

    o Within the cross-curriculum priorities and content elaborations, there is a sense that too much emphasis is placed on First Nations Australian People relative to other cultural groups, languages, speakers, and writers. The other 2 CCPs also have a significant role in English.

- Sequencing / Age appropriateness

    o In the Achievement standards, some verbs used to differentiate across year levels may not accurately reflect development.