

# **Engagement Report for Enterprise Computing and Computing Technology Life Skills Stage 6 Draft Syllabuses, Assessment and Examination Requirements**

**November 2022**

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# Introduction

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The NSW Education Standards Authority (NESA) has developed the *Enterprise Computing 11–12 and Computing Technology Life Skills Syllabuses*. The development of these syllabuses commenced before the NSW Government response to the NSW Curriculum Review in 2020.

The purpose of this engagement report is to document the feedback received for Enterprise Computing (formerly *Information Processes and Technology*) and Computing Technology Life Skills (formerly *Information Processes and Technology Life Skills*), and for assessment and examination requirements, including the actions taken by NESA in response to the feedback.

In 2018 a review of the current syllabuses for Information Processes and Technology (IPT) was undertaken. Initial consultation on the *Enterprise Computing 11–12 Draft Syllabus* and Computing Technology Life Skills Draft Syllabus began on 1 July 2019. Stakeholders participated in public and targeted consultation activities. In 2021, targeted consultation was conducted to affirm the alignment of the draft syllabus with the NSW Government response to the Curriculum Review. The process of alignment was guided by the revised [syllabus development process](#).

# Consultation methodology

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NESA's initial consultation on the *Enterprise Computing 11–12 Draft Syllabus* and *Computing Technology Life Skills 11–12 Draft Syllabus* and *Assessment and Examination Requirements* began on 1 July 2019 and concluded on 25 August 2019. Information about the consultation process and opportunities to provide feedback were made available on the NESA website, in *NESA News*, and in tweets from the NESA and Curriculum Inspector accounts. Further targeted consultation took place in October 2021 to confirm the alignment of the draft syllabuses with the Curriculum Reform priorities and objectives.

Specific information regarding consultation activities is provided in the appendices.

## Technical Advisory Group

The role of the Technical Advisory Group (TAG) is to provide expert advice and to quality assure the outcomes and content of the draft syllabus to NESA.

Each TAG member

- received successive drafts of the syllabuses and provided detailed feedback on each revision
- provided advice about Enterprise Computing 11–12 and Computing Technology Life Skills 11–12 outcomes and content (suitability, relevance, accuracy) in the draft Enterprise Computing 11–12 and Computing Technology Life Skills 11–12 syllabuses
- provided advice about any controversial matters that may have arisen during consultation on the draft Enterprise Computing 11–12 and Computing Technology Life Skills 11–12 syllabuses.

[Appendix 1](#) lists the TAG members for Enterprise Computing 11–12 and Computing Technology Life Skills 11–12.

## Public consultation

### Online survey

In 2018, an online survey was used to collect feedback from stakeholders about the *Information Processes and Technology 11–12 Syllabus* and the Information and Processes Technology Life Skills course. Survey respondents had the opportunity to provide feedback collected as both quantitative and qualitative data. 160 survey responses were received (see [Appendix 2](#) and [Appendix 3](#)).

### Face-to-face consultation meetings

In the initial consultation period, public consultation meetings were held to provide stakeholders with information about the draft syllabus and an opportunity to respond to syllabus changes. Qualitative feedback was collected at these consultation meetings.

Six public consultation meetings were held in regional and metropolitan areas between 1 August 2019 and 22 August 2019. The meetings were attended by 69 people.

The agenda for face-to-face meetings included a briefing from NESA officers involved in the syllabus

development process. Following the briefing, participants were invited to ask questions and provide feedback which was recorded in field notes or provided by participants through annotations on the draft syllabus.

## Written submissions

In the initial consultation period, stakeholders were invited to provide written submissions. The submissions required stakeholders to identify their name and/or organisation and contact details. There were no specific NESA requirements regarding the format or content of written submissions. Twenty-one written submissions were received (see [Appendix 7](#)).

## Targeted consultation

### Online survey

In 2021, an online survey was used to collect feedback from 4 TENs teachers with relevant expertise about the *Enterprise Computing 11–12 Draft Syllabus* and *Computing Technology Life Skills 11–12 Draft Syllabus*. Survey respondents had the opportunity to provide feedback which was then collected as quantitative and qualitative data. Four survey responses were received (see [Appendix 4](#) and [Appendix 5](#)).

### Focus groups

Targeted focus groups were held to ensure feedback was inclusive of diverse student learners and to gather additional advice (see [Appendix 6](#)).

Seven targeted consultation meetings took place between 25 March and 19 May 2019, and were held for the following:

- Aboriginal Education stakeholders
- Special Education stakeholders
- Subject associations
- Students
- Industry stakeholders
- Tertiary education stakeholders
- Academics

In addition, further targeted consultation meetings took place in 2020 and 2021, and were held with the following:

- Academics
- Teachers from the Teacher Expert Networks (TENs) and their associates

The agendas for the targeted focus group meetings included a briefing from NESA officers and participants were invited to provide feedback.

## Board Curriculum Committee

The purpose of the previous Board Curriculum Committees (BCC) was to review syllabuses and recommend syllabus documents to the then NESA Curriculum Committee for endorsement. The BCC for Computing Technology provided advice to the NESA Curriculum Committee regarding the quality of the Enterprise Computing and Computing Technology Life Skills 11–12 syllabuses in relation to the writing brief, noting that:

- agreed processes had been followed
- due attention had been given to the views identified during consultation
- the syllabus development process had been followed.

In 2019, a meeting was held to confirm that processes were followed and to provide feedback on the draft syllabuses. At their final meeting in August 2019 the BCC recommended the syllabuses to the then NESA Curriculum Committee for endorsement (see [Appendix 8](#)).

## Feedback from sectors

The Sector Reference Group (SeRG) was informed of the progress of syllabus development and consulted on matters relating to syllabus implementation. A number of written submissions were received from school sectors providing constructive and valuable feedback, which further refined the syllabuses after the consultation period.

## Reporting on consultation

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The data generated from consultation provided quantitative and qualitative data which were analysed separately. The quantitative data was analysed to identify trends. The qualitative data, including survey feedback and meeting notes, was analysed to identify recurrent themes. The key themes and trends are identified in this engagement report.

The strengths and key matters presented in this report were determined based on the relevance of the feedback ([Appendices 1–8](#)) to the scope of the project, and the salience and frequency of the matters raised. Minor matters raised during consultation, such as edits, factual checks and terminology, have been amended but may not be represented in the report.



## Governance

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The NESA Curriculum and Credentials Committee (CaCC) exercises a delegated function on behalf of the Board, primarily to endorse syllabuses developed by NESA for the Minister's approval, as part of the program of Curriculum Reform.

The Committee endorses the syllabus and provides advice to the Minister regarding the syllabus submitted for approval. It also provides advice to the Board on processes for syllabus review and development, endorses HSC examination specifications, and matters relating to educational measurement for the Higher School Certificate.

During April 2022 the *Enterprise Computing 11–12 Draft Syllabus* and *Computing Technology Life Skills 11–12 Draft Syllabus* and *Assessment and Examination Requirements* were presented to the CaCC for endorsement and this engagement report was presented for noting.

# Draft syllabus feedback and NESA responses

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## Summary of feedback

The following is an overview of the feedback received during consultation.

## Syllabus content and relevance

The *Enterprise Computing 11–12 Draft Syllabus* and the new name for the syllabus were strongly supported. Feedback indicated that the new name appropriately reflects contemporary applications of computing and industrial practices. Many respondents indicated that the contemporary structure and content would appeal to a wider range of students who would find the course engaging and relevant.

Key concerns were expressed about the amount of content and the structure of the content within each topic. It was suggested that terminology should be reviewed for consistency and currency.

## Strengths

Aspects of the syllabus were identified as strengths, including: the structure and content; the flexibility the new syllabus provides to meet student needs and interests; the development of technical skills that will benefit students in their life beyond school; increased opportunities for project work; and how the syllabus promotes a practical approach to learning.

It was acknowledged that the breadth and variety of content would provide opportunities for a diverse range of learners.

The draft school-based assessment requirements, HSC examination specifications and Performance Band Descriptions were supported.

## Key matters

Themes that emerged from consultation included: the need for teacher development and support; reducing the amount of content; ensuring the technical accuracy of the content and that some topics would be difficult to deliver using a project-based approach.

Concerns were raised that the assessment status and focus area requirements for the Enterprise Project needed clarification. Stakeholders suggested minor edits to content and terminology.

## Strengths of the draft syllabus

Feedback	Sources
<p><b>Content is contemporary and reflects industry practice</b></p> <p>The syllabus reflects contemporary applications of computing and industrial practices and would appeal to a wider range of students who would find the content engaging and relevant.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2021: TAG 2022: TAG 2021: TENS</p>
<p><b>Project-based delivery</b></p> <p>There was strong support for the structure of the content as it provides schools with the flexibility to cater for student needs and interests, particularly through project work.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2021: TAG 2022: TAG 2021: TENS</p>
<p><b>Enterprise Project</b></p> <p>There was strong support for a Year 12 Enterprise Project.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2021: TAG 2021: TENS</p>
<p><b>Diversity of learners</b></p> <p>The syllabus is inclusive of the diversity of learners. The content and examples provide opportunities for flexible delivery to meet student needs and interests.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2021: TAG 2022: TAG 2021: TENS</p>
<p><b>Computer-based examination</b></p> <p>There was strong support for a computer-based HSC examination.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2022: TAG 2021: TENS</p>

## Key matters

Key matters	Sources	NESA's response to the key matters
<b>Rationale</b>  The rationale does not appropriately reflect the topics and content.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.  2022: TAG	The rationale has been reviewed and refined to ensure broad alignment with the course content.
<b>Outcomes</b>  Outcomes require review to strengthen the progression between Year 11 and Year 12.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.  2022: TAG	The outcomes have been reviewed. Following expert reviews, it was determined that the outcomes developed for the final draft align well with the content and demonstrate progression from Year 11 through to Year 12.

Key matters	Sources	NESA's response to the key matters
<b>Number of topics</b>  The number of topics to be delivered in each year and the amount of content needs to be reviewed to ensure project-based delivery can be achieved.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.	The number of topics has been reduced from 5 to 4 in Year 12. Three topics remain in Year 11.  The content has also been reviewed and reduced within topics where appropriate to ensure opportunities exist for project-based learning.
<b>Consistency of terminology</b>  The content needs to be reviewed, with reference to contemporary industry definitions.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.  2021: TAG	Terminology has been reviewed and amended to ensure it meets contemporary industry standards.  A glossary has been developed and updated to include contemporary industry definitions.

*Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions (see appendices 7–8)*

# Life Skills draft syllabus feedback and NESAs responses

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A draft *Computing Technology Life Skills 11–12 Syllabus* has been developed to accompany the *Enterprise Computing 11–12 Syllabus*. The syllabus was renamed from ‘Enterprise Computing Life Skills’ to ‘Computing Technology Life Skills’ following consultation and feedback prior to implementing Curriculum Reforms. The new name reflects the broader nature of the content for applicability across a range of technology contexts.

## Summary of feedback received

The following is an overview of the feedback received during consultation.

### Syllabus content

The draft *Computing Technology Life Skills 11–12 Syllabus* is welcomed as contemporary and relevant and providing sufficient flexibility in breadth and variety to be accessible to a wide range of students.

During consultation prior to curriculum reform, there was concern about the lack of comprehensiveness of the glossary, particularly considering that the syllabus may be taught by non-IT trained teachers.

Feedback indicated that this syllabus should have a rationale and aim that is distinct from Enterprise Computing. Specific information and examples of adjustments were identified as an area of need to ensure students with disability are able to demonstrate achievement of the syllabus outcomes.

Strong concerns were expressed about the amount and complexity of the content in topics for teachers and students.

### Project-based approach

The opportunity for students to engage in practical applications and individual and collaborative project work was welcomed. However, feedback indicated that specific examples of adjustments to projects and project outcomes were needed to ensure meaningful student participation and achievement.

### Diversity of learners

The breadth and variety of content provides flexible opportunities for the diverse range of learners.

## Strengths of the draft syllabus

Feedback	Sources
<p><b>Content</b></p> <p>The syllabus is inclusive and in line with the principles of Universal Design for Learning.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.</p>
<p>Topics and examples provided are inclusive and appropriate for the diverse range of learners undertaking the course.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.</p> <p>2021: TAG 2021: TENs 2022: TAG</p>
<p>The syllabus is current, topical and appropriate. There is sufficient content that can be developed into relevant and appropriate teaching and learning programs</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.</p> <p>2021: TAG 2021: TENs</p>
<p>The syllabus provides valuable opportunities for both individual and collaborative project work.</p>	<p>Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.</p> <p>2021: TAG 2021: TENs</p>

## Key matters

Key matters	Sources	NESA's response to the key matters
<b>Syllabus intention</b> The rationale and aim need to be reviewed to better reflect the status of the syllabus as a Life Skills course and the opportunities for personalised learning.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions. 2022: TAG	The syllabus has been redesigned as Computing Technology Life Skills 11–12 to enable students to develop a broader range of computing technology knowledge, understanding and skills relating to everyday, community and workplace contexts.  Aspects of the syllabus content continue to align with the <i>Enterprise Computing 11–12 Syllabus</i> to allow for the courses to be delivered in the one classroom.
<b>Outcomes</b> Outcomes need to be reviewed to provide accessibility for students with significant disability.	Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions.  2021: TAG	The syllabus has been renamed <i>Computing Technology Life Skills 11–12</i> and the word 'enterprise' has been removed from outcomes to provide broader opportunities for students with significant disability.  Outcomes have been reviewed to include accessible entry points for students with significant disability. Outcomes have been added relating to personal use of technology, social and ethical practices and evaluating computing solutions.
<b>Content</b> Content needs to be reviewed to strengthen accessibility, catering for the range of students for whom the Life Skills course is appropriate.	Previous rounds of consultation, including face-to-face, targeted, online surveys, student voice and written submissions.  2021: TAG	The syllabus has been renamed Computing Technology Life Skills 11–12 and includes content relating to the use of technology in everyday, community and workplace contexts. A new topic, <i>Everyday Technology</i> , has been added.  Content has been reviewed to include accessible entry points for students with significant disability. Content has been added relating to the personal use of technology, assistive technology, digital literacy, cyber safety, producing multimedia and the use and storage of data.



Key matters	Sources	NESA's response to the key matters
There is too much content and it is too challenging. The depth required in each topic needs clarification.	Previous rounds of consultation, including face-to-face, targeted, online surveys, student voice and written submissions.	Content is selected based on the needs, strengths, goals, interests and prior learning of students. The <a href="#">NESA website</a> provides information for programming Life Skills outcomes and content.
<b>Enterprise Project</b> The Enterprise Project needs to be reviewed to ensure it is accessible for the range of students. Examples of adjustments would help teachers deliver the project.	Previous rounds of consultation, including face-to-face, targeted, online surveys, student voice and written submissions.	The topic has been reviewed to increase accessibility.  The Computing Technology Project is optional within the Life Skills course.  Support materials will be developed to support the implementation of a project.
<b>Glossary</b> Content will be difficult to deliver by non-IT specialist teachers. The glossary needs to be more comprehensive and accessible.	Previous rounds of consultation, including face-to-face, targeted, online surveys, student voice and written submissions.	Definitions in the glossary have been reviewed and additional terms have been added to the glossary to support teachers' understanding in delivering the course.
<b>Assessment and reporting</b> Assessment and reporting should include specific information and examples of adjustments to ensure students with disability can demonstrate achievement of the syllabus outcomes.	Previous rounds of consultation, including face-to-face, targeted, online surveys, student voice and written submissions.	Examples of adjustments will be found within the teaching advice and support materials.

*Previous rounds of consultation, including face-to-face, targeted, online surveys and written submissions (see Appendices 2–7)*

## Appendices – Engagement participation

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### Appendix 1: Computing Technology 11–12 Technical Advisory Group Engagement

The Technical Advisory Group (TAG) acquired ongoing feedback over a 5-month period from experienced teacher practitioners and other experts in the computing technologies area.

#### TAG members

Expert	Organisation
Dr Matt Bower	Macquarie University
Ms Lisa Beacher	NSW Department of Education
Mr Tim Milkins	Barker College

## Appendix 2: Demographic data for Information Processes and Technology 11–12 Syllabus Review Survey (2018)

Feedback was received over a 3-week period from 29 January 2018 to 19 March 2018 from a wide range of education contexts and other experts in the subject of Technology 11–12.

NESA received

**160 responses**

to the Information  
Processes and  
Technology 11–12  
Syllabus Review Survey

Each of the **3 education sectors** were represented

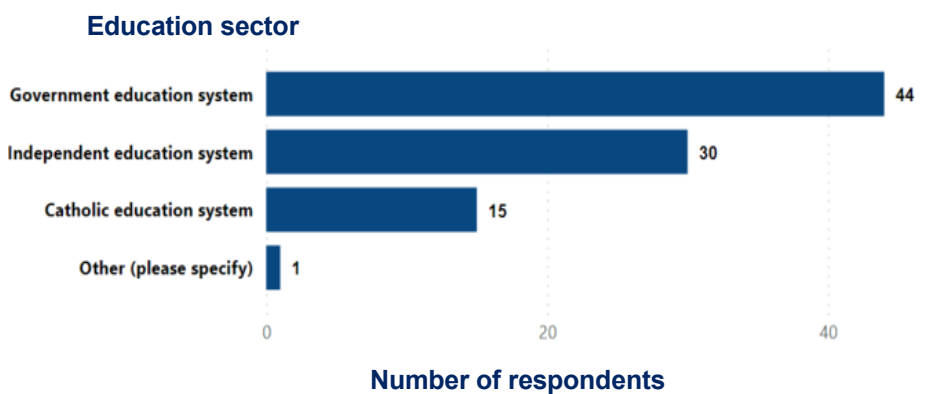
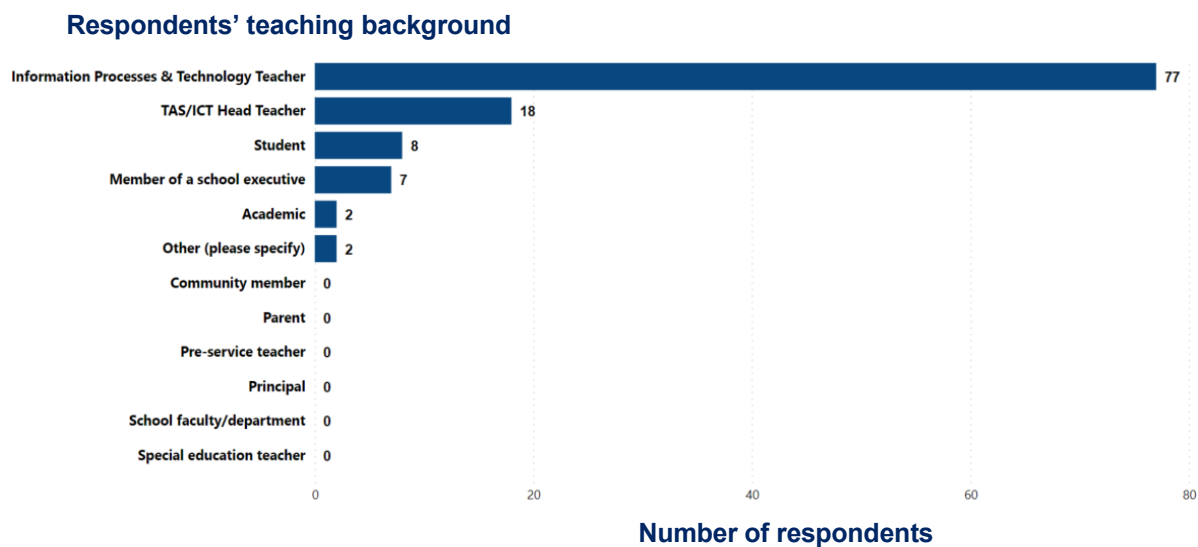


Figure 1: Educational sector of respondents to the Information Processes and Technology 11–12 Syllabus.

Note: 'Other (please specify)' refers to Independent Catholic.

Respondents came from a range of education contexts, with a majority of **85% being Information Processes and Technology Teachers**



Note: 'Other (please specify)' refers to 'previously a teacher of IPT' and 'HSC marker, judge marker, senior judge marker and examiner'.

*Figure 2: Background of respondents to the Information Processes and Technology 11–12 Syllabus Review Survey (2018).*

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Respondents came from a range of education contexts, with a majority **being secondary school teachers**

#### Respondents' school grade background

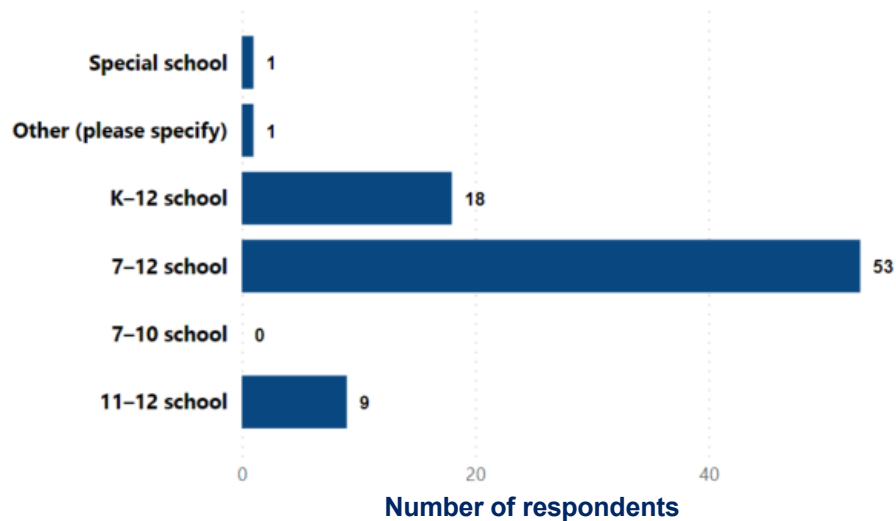


Figure 3: Teaching background of respondents to the Information Processes and Technology 11–12 Syllabus Review Survey (2018).

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Stakeholders across **New South Wales** participated, with 78% of respondents coming from the Metropolitan areas.

#### Respondents' region

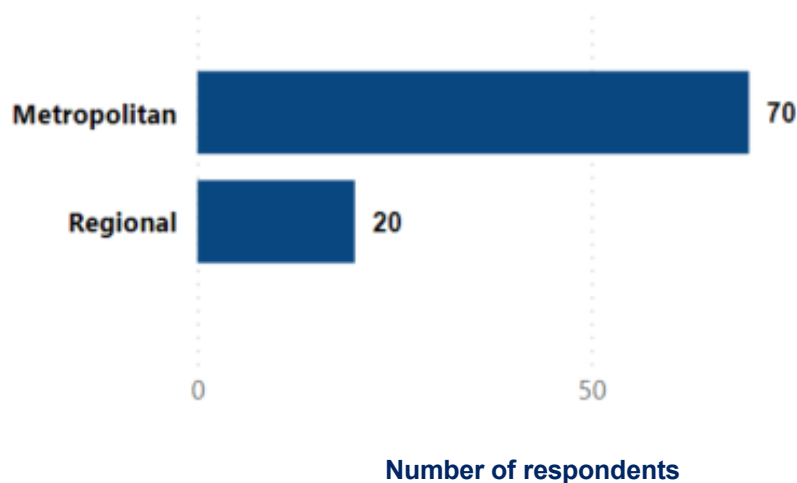


Figure 4: Number of years as a practising teacher for respondents to the Information Processes and Technology 11–12 Syllabus Review Survey (2018).

## Appendix 3: Online survey quantitative data for Information Processes and Technology 11–12 Syllabus review survey (2018)

Figures 5–9 provide an overview of survey quantitative data gathered on the Syllabus Review in 2018.

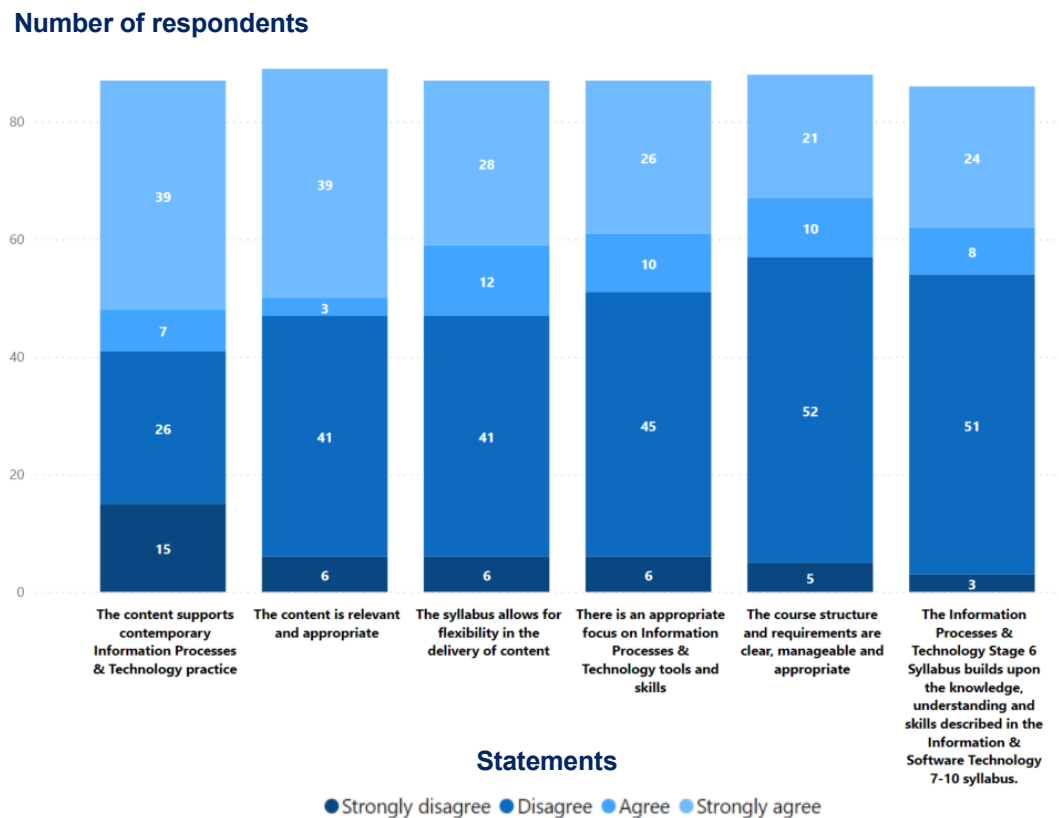
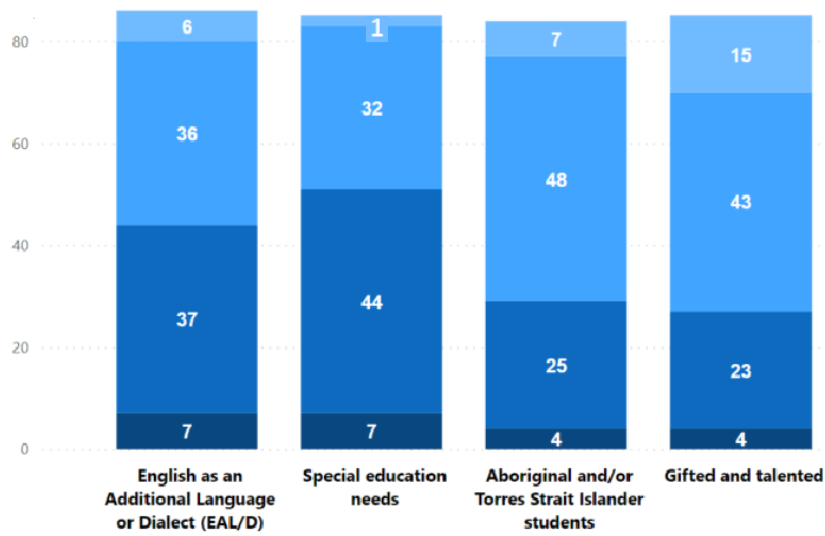


Figure 5: Number of responses to the question ‘To what extent do you agree with the following statements?’

### Number of respondents



### Diversity of learners

● Strongly disagree ● Disagree ● Agree ● Strongly agree

Figure 6: Number of responses to the question 'To what extent do you agree that the syllabus is inclusive of the diversity of learners?'.

### Number of respondents

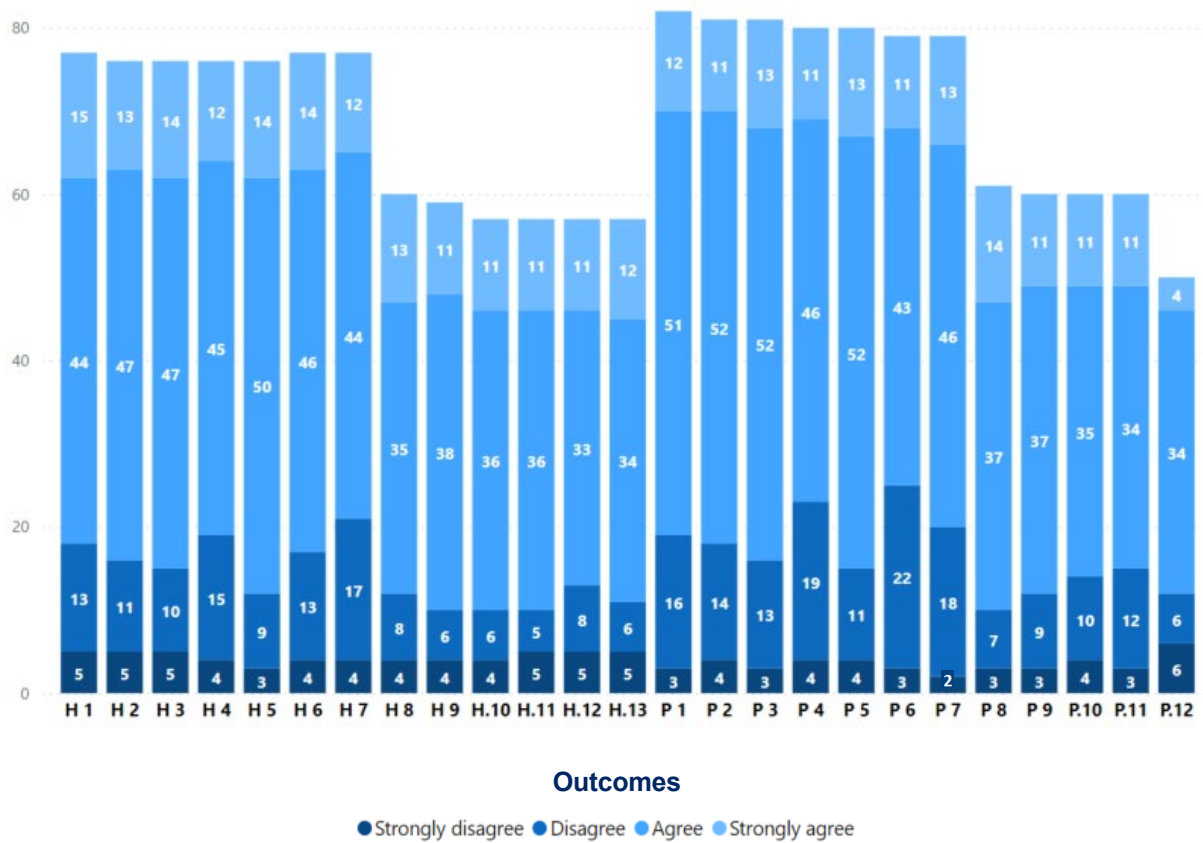
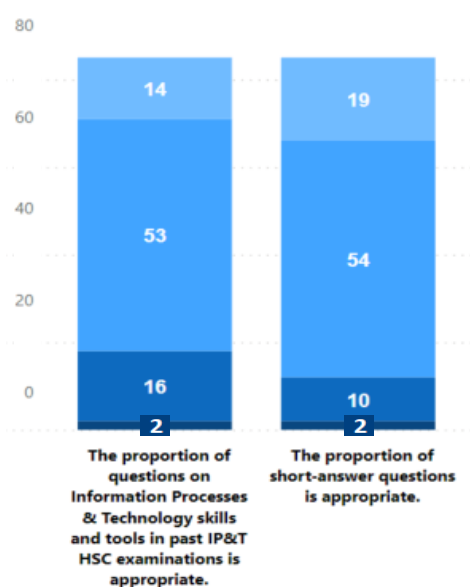


Figure 7: Number of responses to the question 'To what extent do you agree with the statement that the current Preliminary (Year 11) and HSC (Year 12) course outcomes support contemporary Information Processes & Technology practice?.'



## Number of respondents

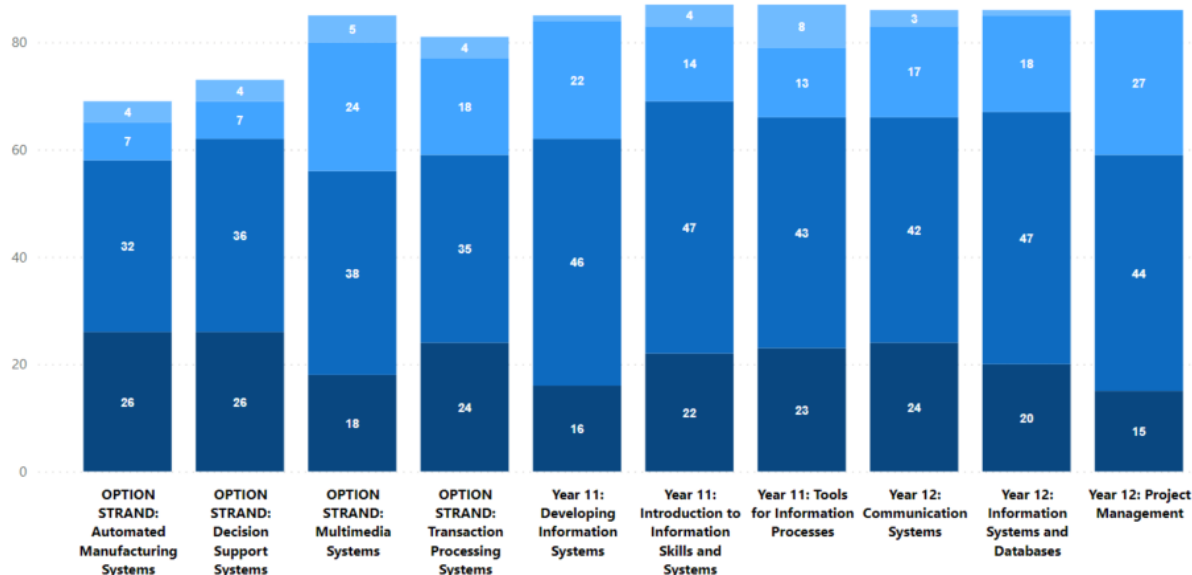


## Statements

● Strongly disagree ● Disagree ● Agree ● Strongly agree

Figure 8: Number of responses to the question 'To what extent do you agree with the statements regarding the current Information Processes & Technology HSC examination specifications?'

## Number of respondents



## Topics and Content

● Strongly disagree ● Disagree ● Agree ● Strongly agree

Figure 9: Number of responses to the question 'To what extent do you agree that the current syllabus topics and content are relevant and appropriate?'

## Appendix 4: Demographic data for the Computing Technology consultation survey (2021)

This was a targeted online survey used with 4 TENs teachers, with feedback received over a 3-week period from 3 November 2021 to 21 November 2021, on the *Enterprise Computing 11–12 Draft Syllabus*.

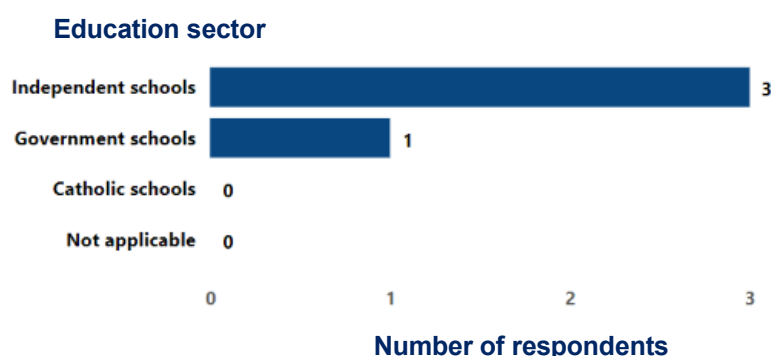
NESA received

**4 responses**

to the Computing Technology consultation survey (2021)

**Two of the 3 education sectors** were represented

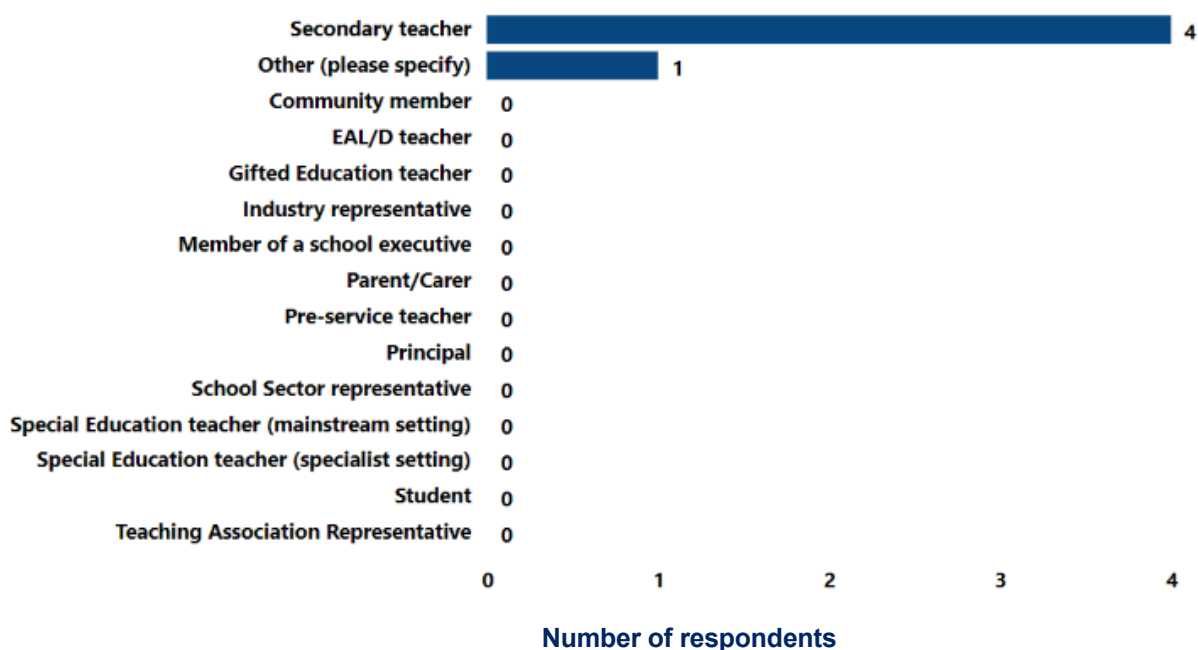
Figure 10: Education sector of respondents to the Computing Technology consultation survey (2021)



Respondents came from education contexts, with **all respondents being secondary school teachers**

Figure 11: Background of respondents to the Computing Technology consultation survey (2021)

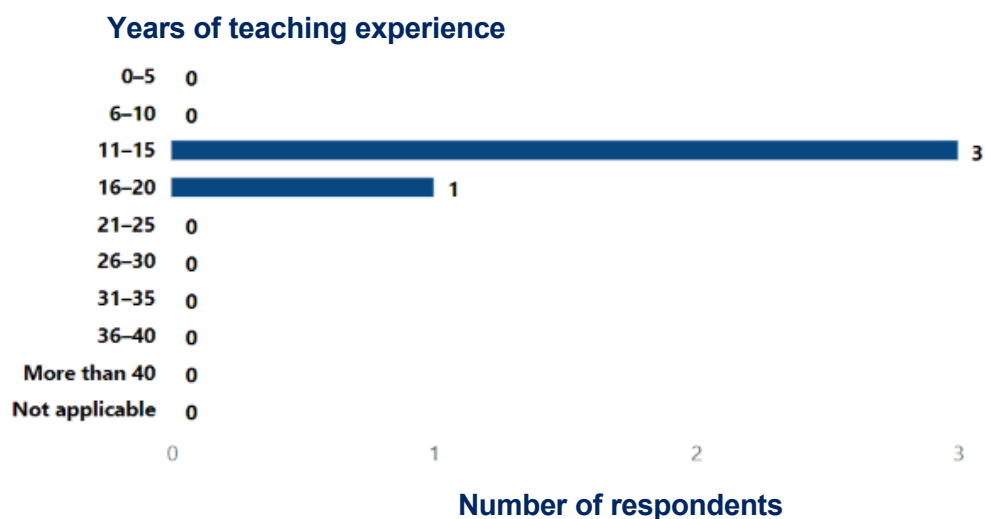
### Respondents' background



Note: 'Other (please specify)' response included Department Head (Technology)

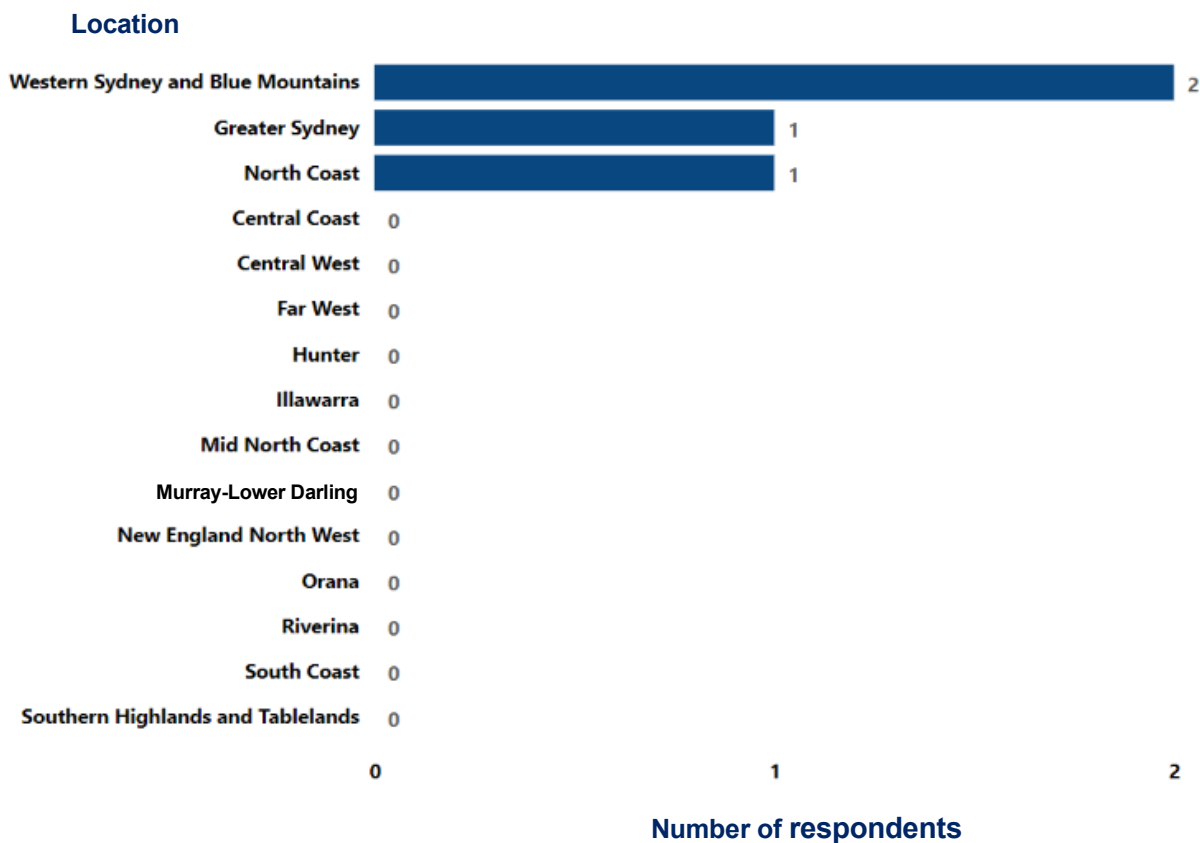
Teaching experience varied, with **all respondents having taught for more than 10 years.**

Figure 12: Number of years as a practising teacher for respondents to the Computing Technology consultation survey (2021).



Stakeholders from **New South Wales** participated

Figure 13: Location and number of respondents to Computing Technology consultation survey (2021)



## Appendix 5: Online survey quantitative data for the Computing Technology consultation survey (2021)

Figures 14 and 15 provide an overview of quantitative data gathered on the outcomes and content for the *Enterprise Computing 11–12 Draft Syllabus* from 4 TENS teachers.

Figure 14: Number of responses to the question 'To what extent do you agree with the following statements?'

### Number of respondents

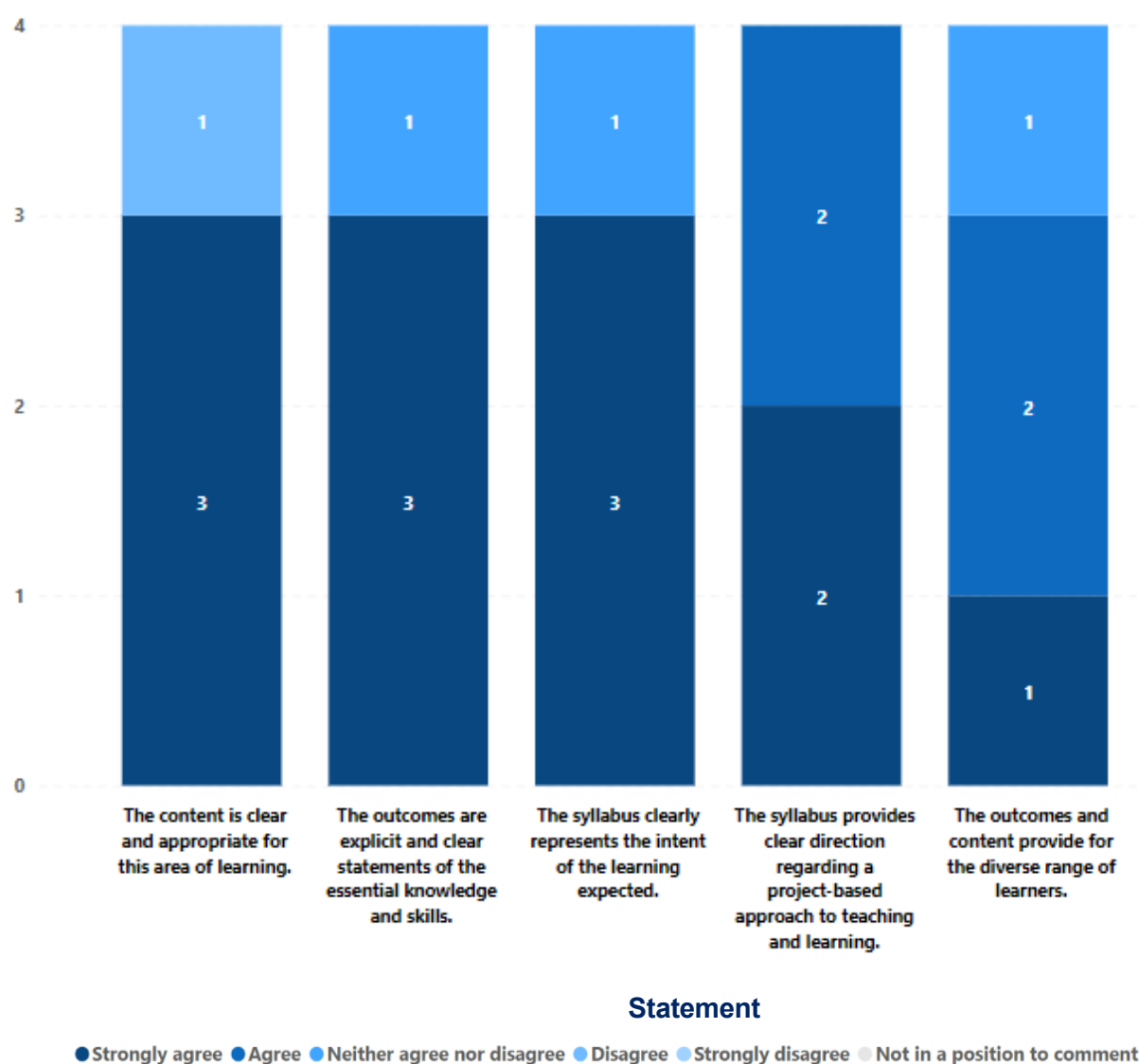
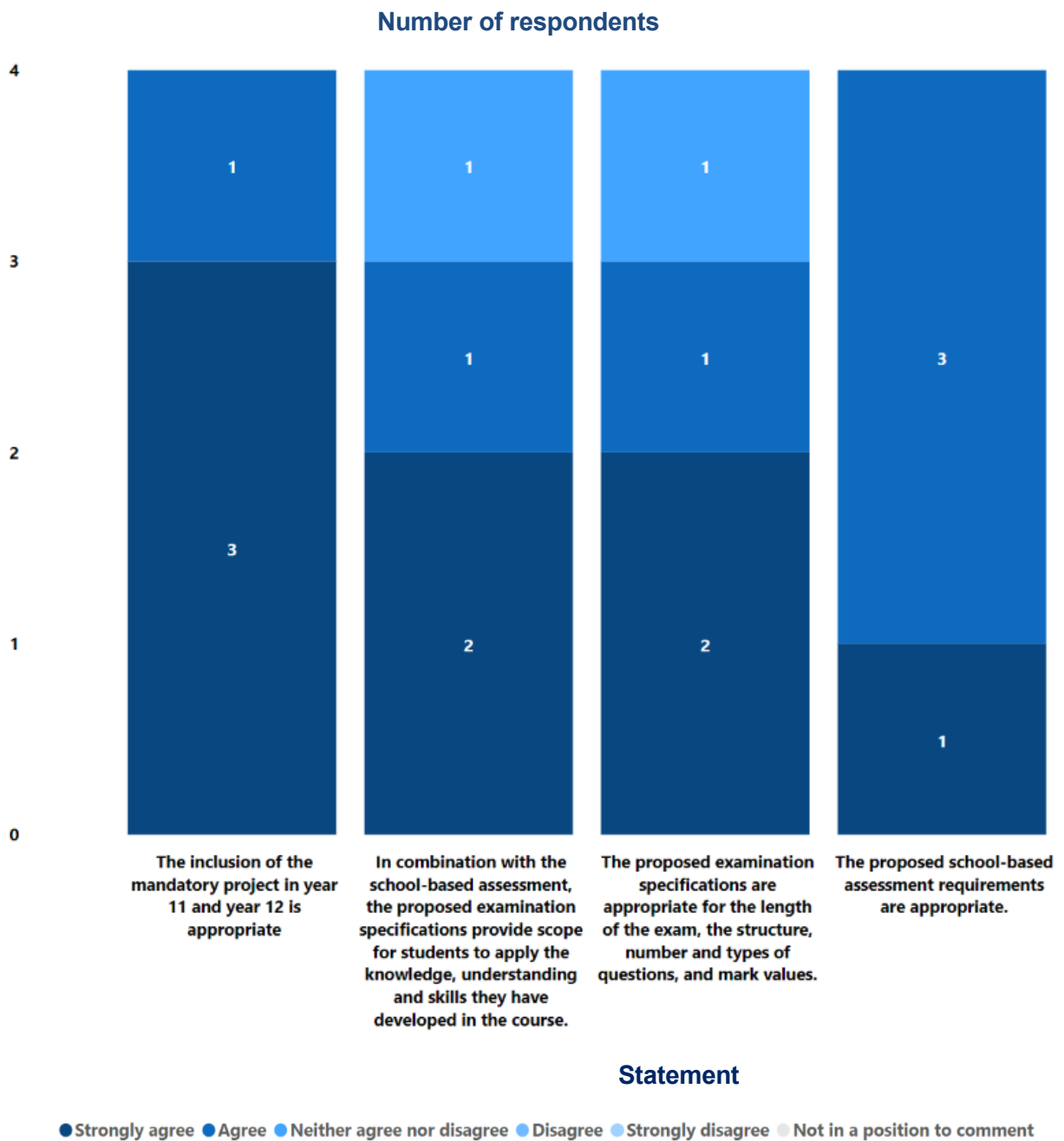


Figure 15: Number of responses to the question 'To what extent do you agree with the following statements?'



## Appendix 6: Targeted focus groups

### Aboriginal Education

The Aboriginal Education targeted consultation meetings acquired feedback from stakeholders on the representations of Aboriginal and Torres Strait Islander histories and cultures in the *Enterprise Computing 11–12 Draft Syllabus*.

Location	Date (2019)	Number of attendees
South Sydney	20 September	3

### Academic

The Academic targeted meetings acquired feedback from stakeholders in relation to *Enterprise Computing 11–12 Draft Syllabus* in 2019.

Location	Date (2020)	Number of attendees
Online	11 June	1
Online	13 July	1

### Education sectors and teacher associations

Education sector and key teacher association representatives met to provide feedback on the accuracy and suitability of the Enterprise Computing and Computing Technology Life Skills 11–12 Draft Syllabuses in 2019.

Location	Date (2019)	Number of attendees
Sydney	6 December	7

### Industry

Location	Date (2019–2020)	Number of attendees
Online and via email	February 2019 – July 2020	5

### Special Education

The Special Education targeted consultation meetings gathered feedback from stakeholders on the Life Skills outcomes and content relevant to:

- the alignment to the regular course content

- appropriate teaching and learning opportunities for students with disability studying Life Skills.

Location	Date (2021)	Number of attendees
Blacktown	5 August	3
Newcastle	22 August	1

## Student voice

Targeted consultation meetings with students were held to gather feedback about learning Information Processes and Technology in 2019. These meetings focused on:

- Areas of current syllabus that students like and think should remain
- Areas of current syllabus that students believe should be replaced
- The opportunities presented by a computer-based examination

There were in total 19 attendees, with 58% of students identifying as Aboriginal and/or Torres Strait Islander.

*Note: Non-targeted student meetings may include participants who identified as Aboriginal and/or Torres Strait Islander students and this is indicated in the percentage of Aboriginal and/or Torres Strait Islander students shown above.*

Location	Date (2019)	Number of attendees
Epping	16 May	3
Tweed Heads	13 August	3
Liverpool (Aboriginal Education)	15 August	5
Sydney (Aboriginal Education)	3 September	8

## Teacher Expert Networks

The Teacher Expert Networks (TENs) and associates targeted focus group acquired feedback from stakeholders in relation to the *Enterprise Computing 11–12 Draft Syllabus* in 2021.

Title	Location	Date (2021)	Number of attendees
11–12 Computing Technology Teacher Expert Network Meeting	Online	10 November	15

## Appendix 7: Written submissions

21 submissions

Organisations, groups and individuals	Code
Association of Independent Schools of NSW	AIS NSW
ICT Educators New South Wales	ICTE NSW
NSW Department of Education – Response to Enterprise Computing Years 11–12 Draft Syllabus	DoE
NSW Department of Education – Disability, Learning and Support	DoE DLS
Institute of Technology Education	ITE
Parramatta Education Centre Pty Ltd	PEC
Chief Technology Officer, NESA	Submission 1
Individual Submission	Submission 2
Individual Submission	Submission 3
Individual Submission	Submission 4
Individual Submission	Submission 5
Individual Submission	Submission 6
Individual Submission	Submission 7
Individual Submission	Submission 8
Individual Submission	Submission 9
Individual Submission	Submission 10
Individual Submission	Submission 11
Individual Submission	Submission 12
Individual Submission	Submission 13
Individual Submission	Submission 14
Individual Submission	Submission 15



## Appendix 8: Technologies 11–12 Board Curriculum Committee consultation meeting (code: BCC)

This meeting was held on 21 August 2019 and involved 13 members (including the Chair).

Name	Organisation
Mr Gary Johnson	Chair
Mr Warren Bridges	NSW Aboriginal Education Consultative Group Inc
Mr Peter Davis	NSW Department of Education
Ms Sharon Hooper	TAFE NSW
Assoc. Professor Sarah Howard	NSW/Territories Committee of Chairs of Academic Boards/Senates
Ms Melissa Johnston	NSW Secondary Principals' Council
Mrs Lynn McKinnon	Council of Catholic School Parents NSW
Mr Tim Milkins	Association of Independent Schools of NSW
Mr John Morris	NSW Teachers Federation
Mr Justin O'Neill	Independent Education Union NSW/ACT
Mrs Teresa Rucinski	NSW Parents' Council
Mr Dan Rytmeister	NSW Department of Education
Ms Kelly Wafer	Australian Association of Special Education NSW Chapter