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# Students with Disability: Progressing to Foundation

# Consultation Report

Version 1.5

January 2012

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# 1. Introduction

ACARA is committed to the development of high-quality curriculum for all, while understanding the diverse and complex nature of students with disability.  ACARA acknowledges the *Disability Discrimination Act (1992)* (DDA) and the Disability Standards for Education (2005), and its obligation as an education and training service provider to articulate the rights of students with disability to access, participate and achieve in the curriculum on the same basis as students without disability.

The Australian Curriculum: Foundation to Year 10 in English, Mathematics, Science and History was published in December 2010. It describes the essential skills, knowledge and understandings to which all young Australians are entitled.

ACARA has developed content descriptions, content elaborations and achievement standards for students who are progressing to the Foundation achievement standard in the learning areas of English and Mathematics. This work reinforces the significance of communication and the general capabilities of literacy, numeracy, and personal and social competence as key enablers of learning.

From 21 September to 1 November 2011, feedback was sought in relation to the draft Australian Curriculum: English Progressing to Foundation, and draft Australian Curriculum: Mathematics Progressing to Foundation materials.

# 2. Purpose

This report presents the key findings from the consultation feedback on draft Australian Curriculum: English Progressing to Foundation, and draft Australian Curriculum: Mathematics Progressing to Foundation materials. It outlines the methodology used to collect and analyse consultation data, and presents the key findings from the qualitative and quantitative consultation feedback.

This analysis of consultation data will inform decisions on potential revisions to the materials, and proposed further development of Progressing to Foundation curriculum materials in Health and Physical Education.

# 3. Background

In December 2010, as part of the Australian Curriculum: Foundation to Year 10 in English, Mathematics, Science and History, information on the inclusion of students with disability was published. This included text within the organisation of learning sections for each of the four, Phase 1 learning areas along with additional advice provided for teachers:

- *Guidance for using the Australian Curriculum with Students with Special Education Needs*

- FAQ – *How does the Australian curriculum meet the diverse range of student needs?*

- FAQ – *How do I cater for students with special education needs?*

*Version 3.0* of the *Shape of the Australian Curriculum (October 2011)* made it clear that while the Australian Curriculum sets out the sequence of learning expected across the years of school from Foundation to Year 10, teachers can use the sequences flexibly to plan programs which take into account the different abilities of students.

For the majority of students, teachers are able to locate their learning needs on the Foundation to Year 10 curriculum 'map' of learning sequences. For the small number of students with significant intellectual disability, the Foundation to Year 10 curriculum map would need to be extended for teachers to identify a student's individual learning need and to plan programs which build on the student's current knowledge, skills, and understanding.

To support teachers in their planning for students with disability ACARA committed to developing additional curriculum content and achievement standards in English and Mathematics.

During 2011 ACARA worked with  curriculum writers, advisers and leading experts in the field to identify sequences of learning relevant to students with disability whose learning can be described as 'progressing to the Foundation achievement standard in English and Mathematics' (See Appendix 1).

In order to develop materials which would be familiar to teachers, the curriculum writers maintained the structure and design of the Australian Curriculum Foundation to Year 10 English and Mathematics.

Referencing relevant research and evidence based practice (see Appendix 2) writers developed additional content descriptions, content elaborations and achievement standards using four 'phases' as a framework for learning; each phase representative of the characteristics of learning 'prior' to that described at the Foundation achievement standard and intended to be inclusive of all learners, including those whose learning may be described as 'pre-intentional'.

The draft Australian Curriculum: English and Mathematics, Progressing to Foundation, materials were developed to:

- ensure that the Australian Curriculum is inclusive of all students
- effectively extend the Australian Curriculum: English and Mathematics F-10 continuum of learning to provide teachers of students with significant intellectual disability with the capacity to identify and build on students' current knowledge, skills and understanding
- provide teachers with a framework to assist them to plan for and monitor learning, and to make judgments about the extent and quality of students' progression and skill development within the framework of the Australian Curriculum.

## 4. Methodology and consultation respondents

The Progressing to Foundation draft curriculum materials were made available for national consultation from 21 September to 1 November 2011.

A broad range of consultation activities took place prior to and during the consultation period (See Appendix 3). Overall there were six main sources of consultation feedback:

- an online survey (see Appendix 4) on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to provide comments
- written submissions (see Appendix 5) sent directly to ACARA
- a national teacher consultation forum
- a national professional associations consultation forum (AASE/ASEPA)
- a students with disability national panel meeting
- ACARA's Students with Disability Advisory Group.

### *The nature of the survey (see Appendix 4)*

The online survey comprised four sections, A-D.

**Section A** included background information details for respondents.

**Section B** included 7 questions (5 rating-scale questions and 2 open-ended questions) about the Introduction and Structure of the draft materials.

**Sections C and D** included 22 questions for Progressing to Foundation English and Progressing to Foundation Mathematics (16 rating-scale questions and 6 open-ended questions), across the following broad categories:

**Phases**

- phase level description
- link to Foundation

**Clarity and Coherence of**

- content descriptions
- progression
- pitch
- content elaborations
- achievement standards.

### 4a. Number of respondents

- 110 responses were received to the online survey
- 40 written submissions were received

The breakdown of written submissions received is presented in Appendix 5.

## 4b. Nature of respondents

Feedback was submitted by key stakeholders throughout Australia including:

- state and territory curriculum and school authorities
- peak bodies (such as teacher professional associations, government agencies and non-government organisations)
- individuals (teachers, academics, parents, members of the community).

Respondent numbers and demographic details are shown below.

### *Nature of respondents*

- 110 survey responses
- 40 written submissions
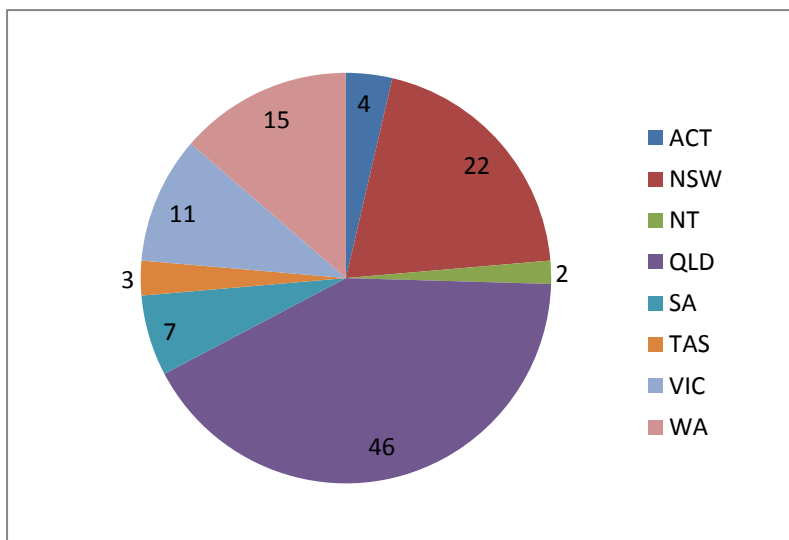


Figure 1: Number of survey respondents (110) by state/territory
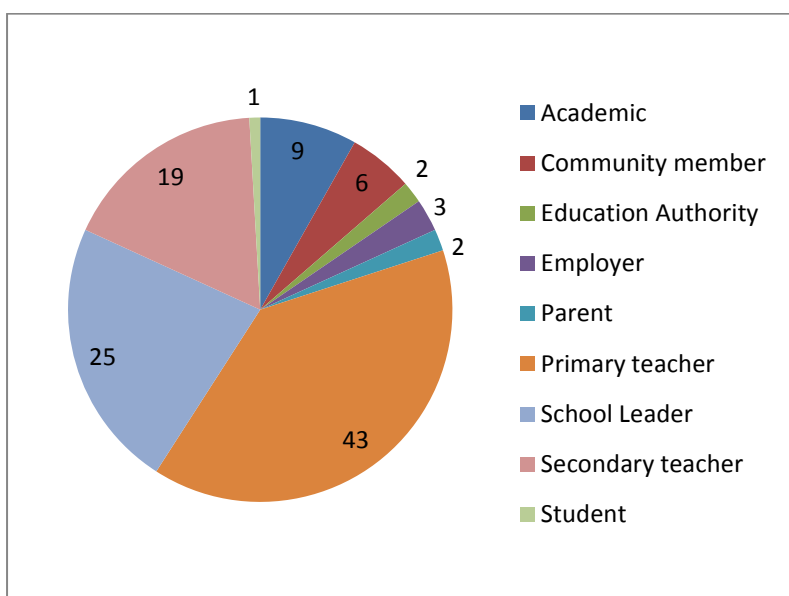


Figure 2: Number of survey respondents (110) by demographic group

# 5. Methodology and analysis of data

Analysis of the quantitative data from the online survey was undertaken to consider the responses of various stakeholders to each section of the draft curriculum materials for Progressing to Foundation English, and Progressing to Foundation Mathematics.

Quantitative results of the online surveys are presented in charts throughout the report.

All data was collated and analysed in Excel from which charts were produced. The quantitative data was derived from the online surveys whilst the qualitative data includes both online surveys and written submissions. The methodology for the collection and analysis of data is outlined below.

**Quantitative data**

The data from the online survey was downloaded into an Excel spread sheet. In determining the number of respondents in each category (both individual and group responses) a count function was used. The proportion of respondents in each category was converted to a percentage which was graphed into a pie chart for display.

The frequency of responses for each category (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (e.g. strongly agree - 4, agree - 3).   This value was totalled and a percentage calculated for each category. The number of responses in each category was displayed as a column graph.

Data was analysed to determine:

- the number and type of respondents including both individuals and group responses
- the overall data for each of the aggregated sections - introduction, structure, phases, clarity and coherence.

**Qualitative data**

Qualitative data from the consultation survey and written submissions was broken down into coherent categories and themes or patterns were identified in each category. Abbreviated codes were assigned to common themes. The number of times a particular theme was identified was counted. Categories were added, as new information emerged which did not fit the existing category labels. Content was analysed for recurring themes and general trends.

The consultation feedback was analysed in relation to each section of the draft Australian Curriculum: English Progressing to Foundation, and draft Australian Curriculum: Mathematics Progressing to Foundation materials. The analysis, summarised in the report, identified key strengths and areas for development.

# 6. Summary of key consultation findings

This section summarises the major findings from the consultation identified as key strengths and areas for further development.

The results in this chapter are based on the online survey and feedback from the written submissions. The table presented in Appendix 6 summarises the teacher responses received in relation to each of the survey questions.

## Response to the Introduction questions

### Q 1a: The introduction provides sufficient contextual information.
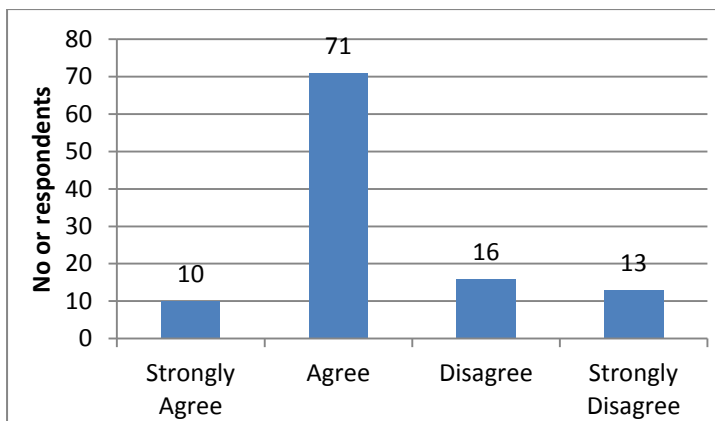


Figure 3: Approval for contextual information in the Introduction section
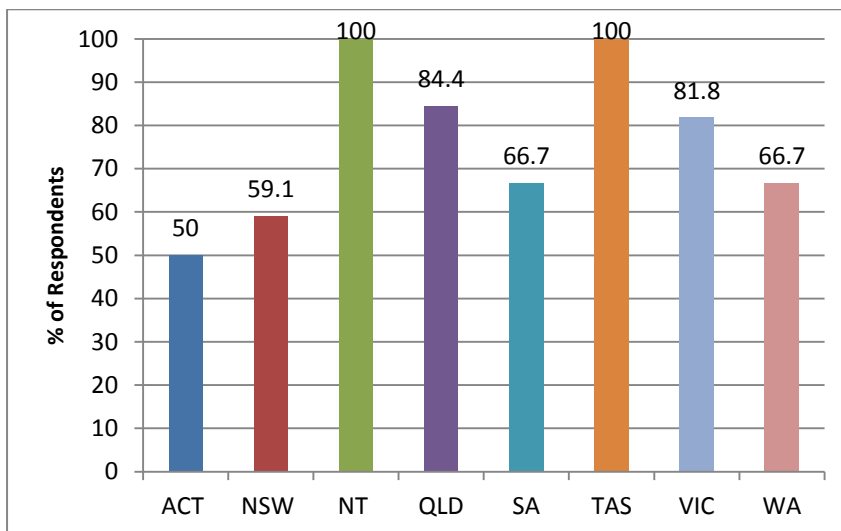


Figure 4: Approval (strongly agree or agree responses) by state for contextual information in the Introduction section

A relatively high number of respondents (n = 81, 74%) expressed agreement that the introduction provides sufficient contextual information.

Areas of concern included:

- lack of clarity about the cohort of students for whom these materials are intended
- insufficient reference to the importance of the individualised planning process.

## Q1b: The introduction is clearly understood.
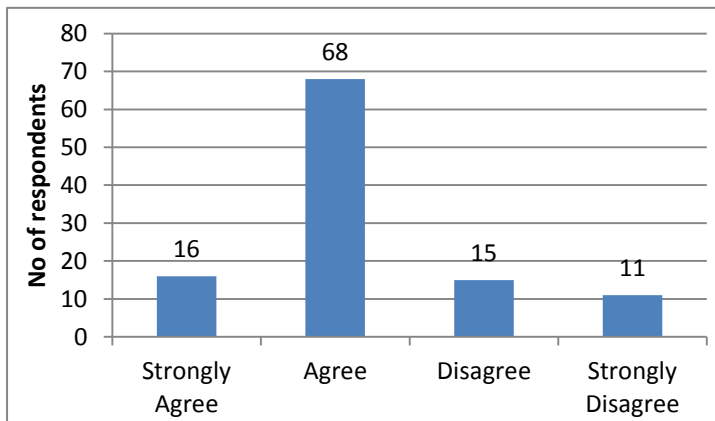


Figure 5: Approval for the introduction section being easily understood
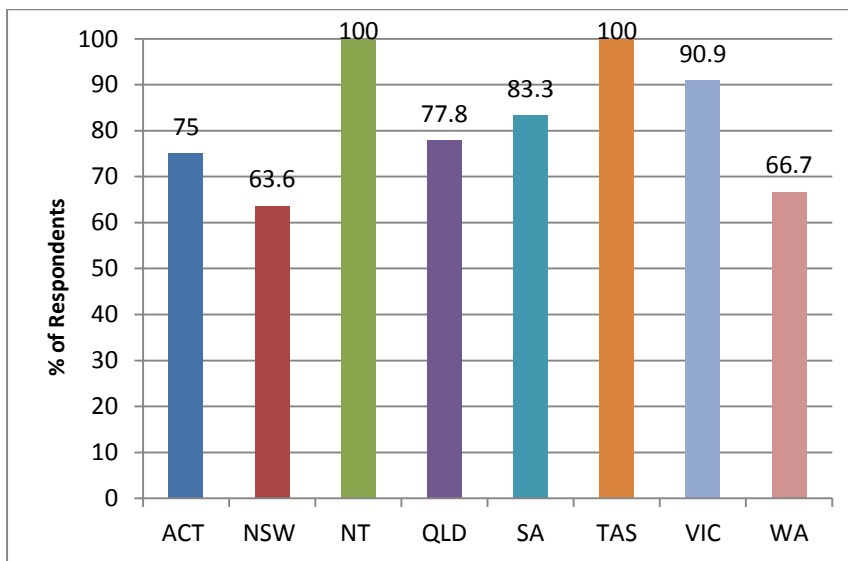


Figure 6: Approval (strongly agree or agree responses) by state for the introduction section being easily understood

The aggregated data displays high (n=84, 76%) levels of agreement for the "introduction is easily understood".

Qualitative data from 26 respondents (23%) showed low levels of disagreement resulting from:

- a lack of clarity about which students with disability these materials are intended to be used eg some respondents noted that the existing description would preclude students with profound intellectual disability of school entry age
- the terminology 'Progressing to Foundation' being associated with young students and not appropriate especially for students with disability in the secondary years
- the learning phases not describing those students sometimes referred to as 'pre-intentional learners'.

## Response to the Structure questions

### Q2a: The structure of the draft curriculum is clear and coherent.
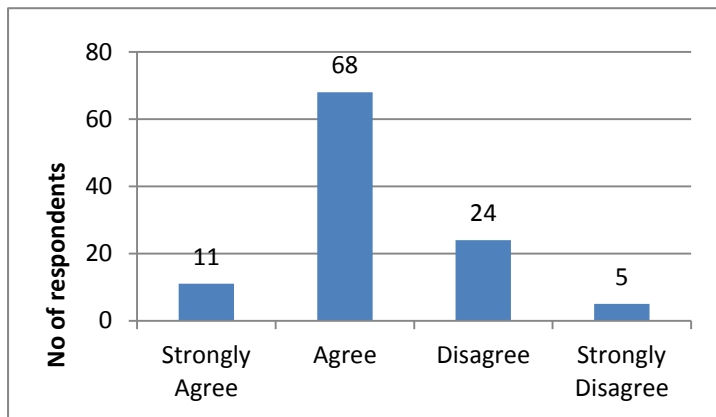


Figure 7: Approval for clarity and coherence of the draft curriculum structure
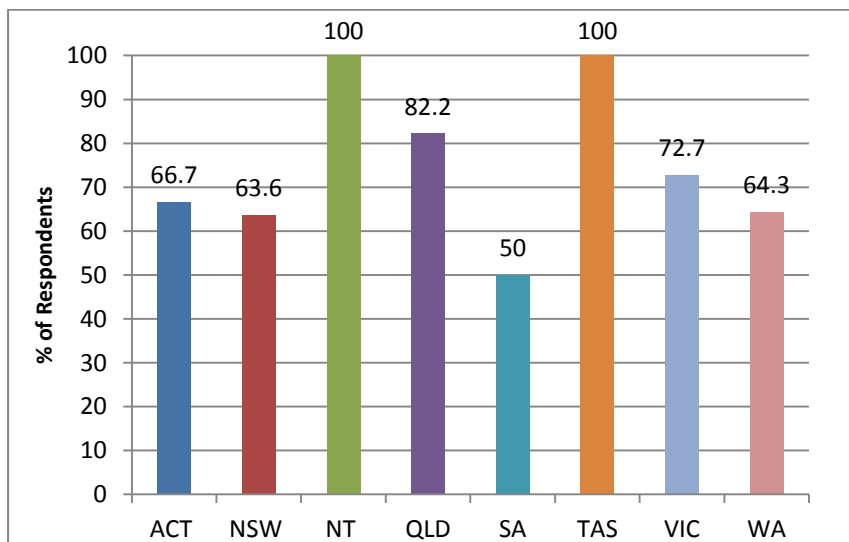


Figure 8: Approval (strongly agree or agree responses) by state for clarity and coherence of the draft curriculum structure

The structure of the draft curriculum was seen as clear and coherent by a relatively high number of respondents (n=79, 73%).

Areas of concern included:

- the learning phase structure not including the learning of students who are pre-intentional ie before the Responsive phase

- simplifying learning into four phases may lessen the focus on the diversity of students and their learning, and limit the development of individual learning opportunities.

## Q2b: The four phases of learning are appropriate to identify current learning and plan for teaching students with disability.
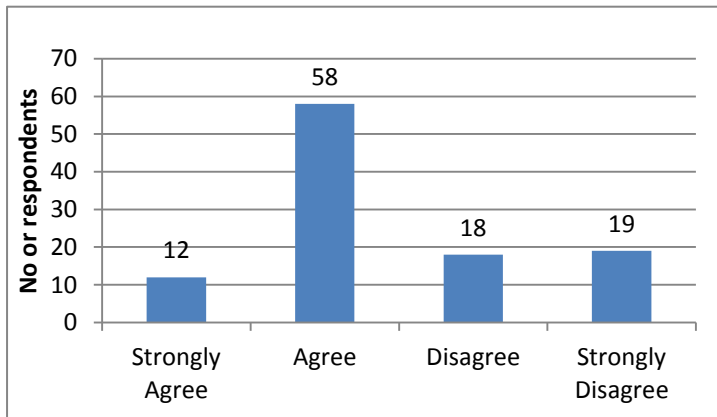


Figure 9: Approval of the appropriateness of the four phases for identifying current learning and planning for teaching
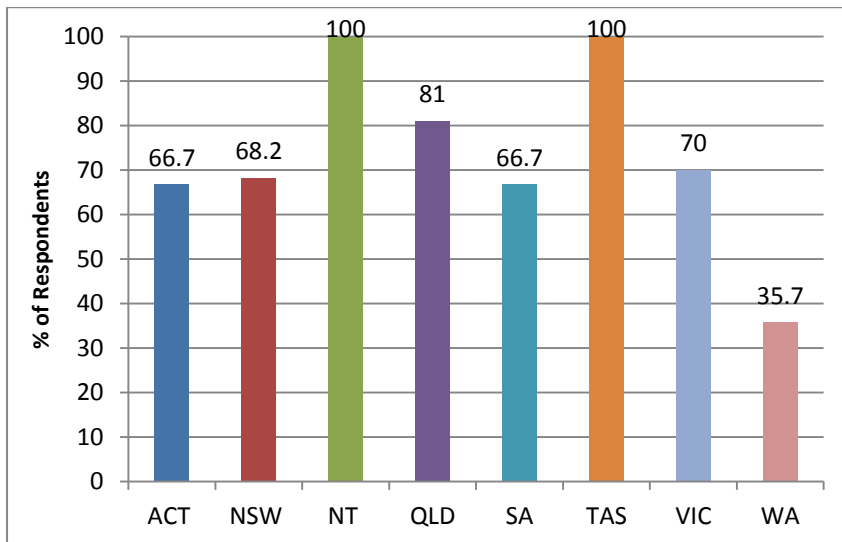


Figure 10: Approval (strongly agree or agree responses) by state of the appropriateness of the four phases for identifying current learning and planning for teaching

Overall, the quantitative data showed moderate level of agreement (n=70, 65%) for the four phases being appropriate to identify current learning and planning for teaching students with disability.

Qualitative data demonstrated respondent concern with:

- overlap in the descriptions of the phases, some big gaps between phases and not including pre-intentional students

- terminology not being familiar to teachers

- lack of reference to functional skills.

## Q2c Mathematics: The organisation by strands and sub-strands is helpful.
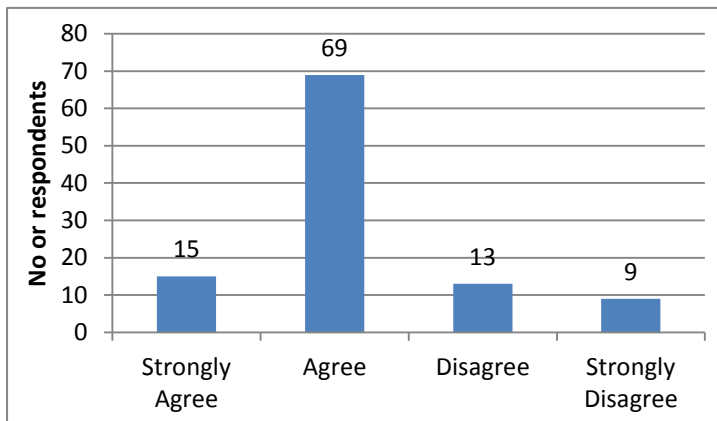


Figure 11: Approval for organisation by strand and sub-strand
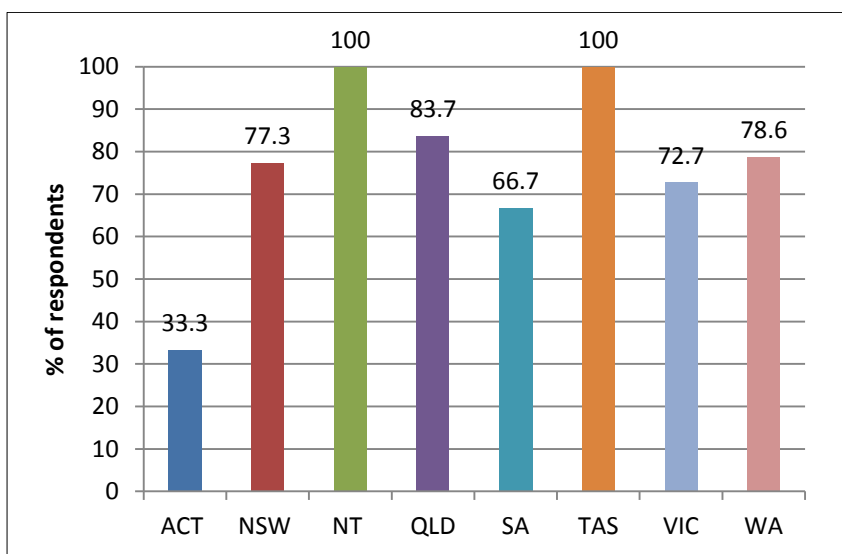


Figure 12: Approval (strongly agree or agree responses) by state for organisation by strand and sub-strand

High levels of agreement overall (n=84, 79%) were recorded for the "organisation by strands and sub-strands is helpful".

## Response to Progressing to Foundation: Mathematics questions

Q3a Mathematics: The phase level description is easy to understand.
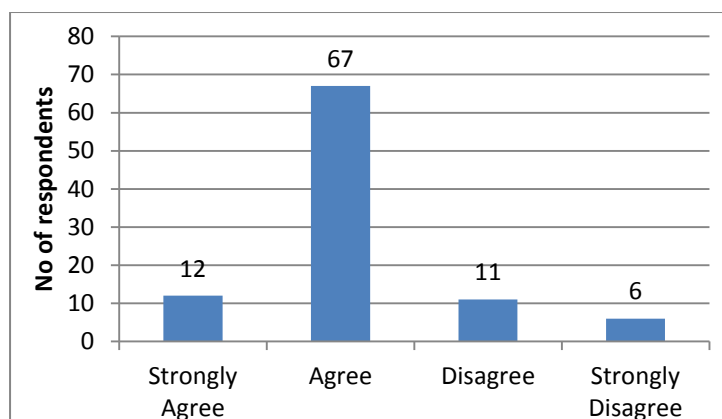


Figure 13: Approval for the phase level descriptions in Mathematics
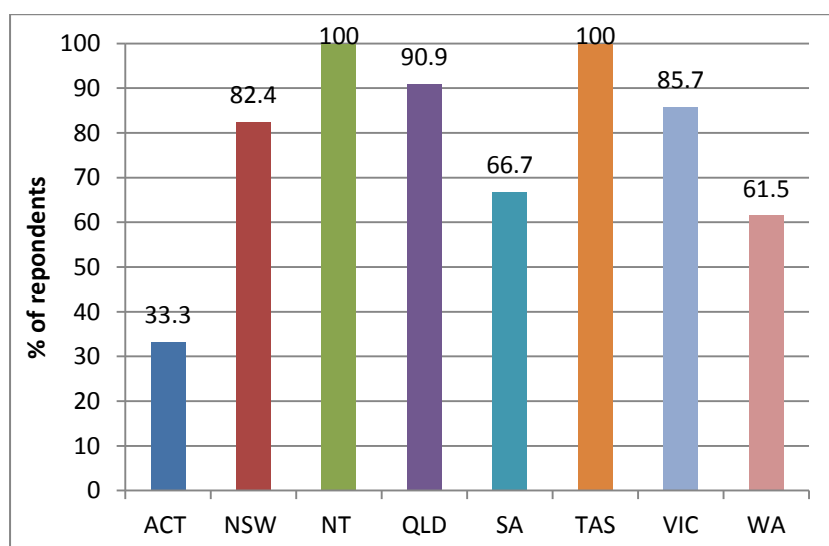


Figure 14: Approval (strongly agree or agree responses) by state for the phase level descriptions in Mathematics

High levels of agreement (n=79, 82%) were achieved for the phase levels descriptions being easy to understand.

Areas for improvement include:

- lessening the gap in cognitive demand between Responsive and Purposeful, and Purposeful and Foundation
- addressing the learning phases to include students who are early communicators with complex needs by adding an 'awareness' (pre-intentional) phase
- using verbs consistently.

## Q3b Mathematics: The link to the Foundation level is clear
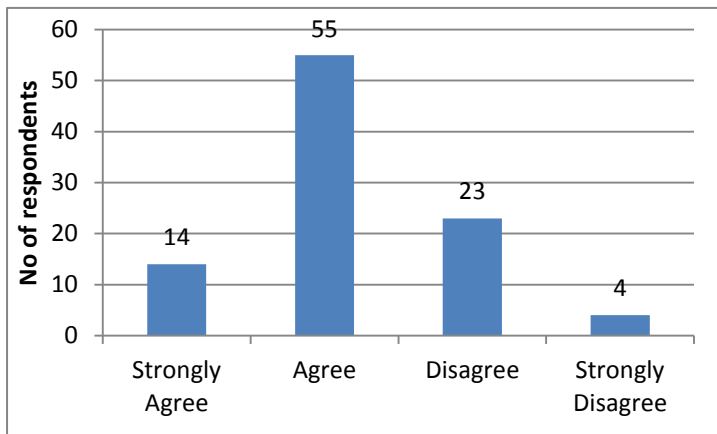


Figure 15: Approval of clarity of link to Foundation - Mathematics
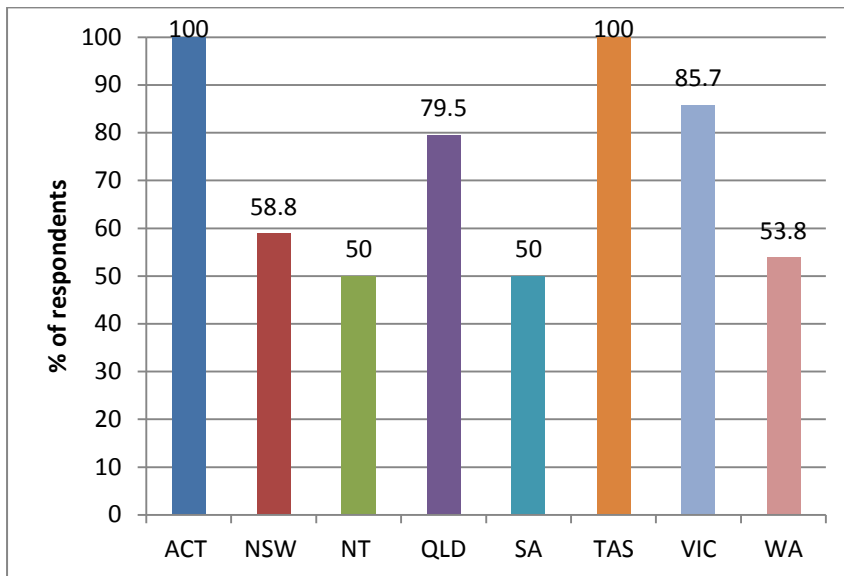


Figure 16: Approval (strongly agree or agree responses) by state of clarity of link to Foundation - Mathematics

A relatively high level of agreement (n=70, 69%) was recorded with "the link to the Foundation level is clear".

Areas for improvement included:

- the need to include Foundation content descriptions and content elaborations in the formatting to clarify the conceptual link to the draft document
- 'working back' from the Foundation curriculum with an apparent early childhood focus.

## Q4a Mathematics: The content descriptions clearly describe what should be taught.
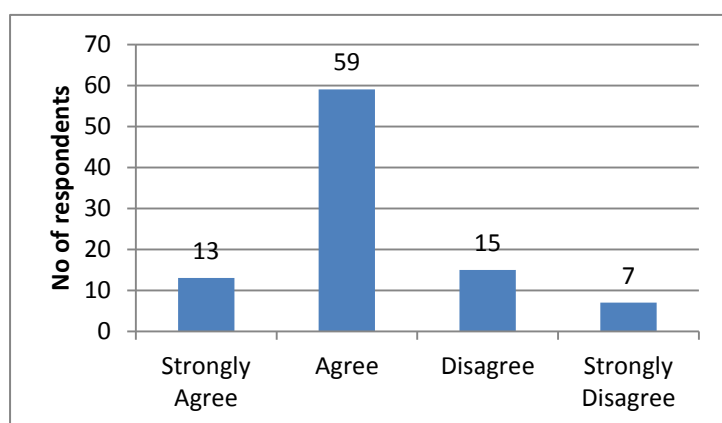


Figure 17: Approval for explicitness of content descriptions - Mathematics
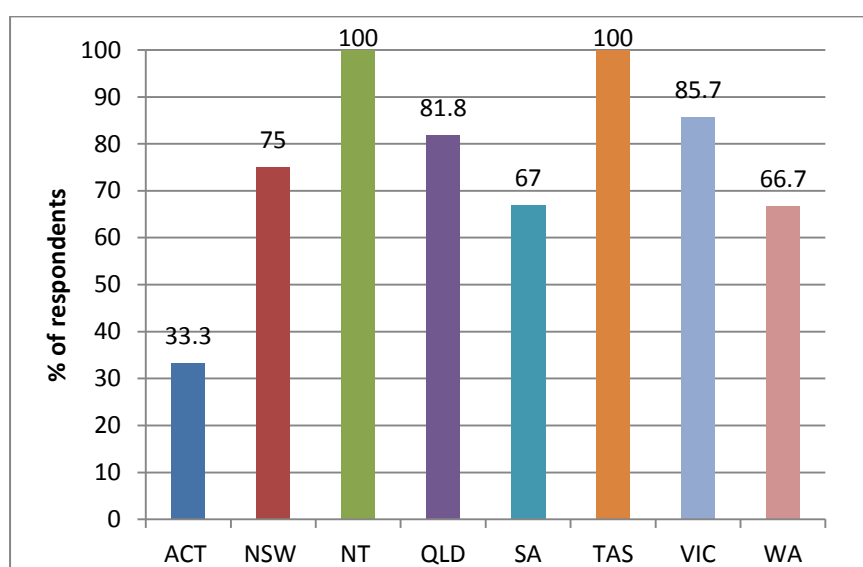


Figure 18: Approval (strongly agree or agree responses) by state for explicitness of content descriptions - Mathematics

In Mathematics, a relatively high number of respondents (n= 72, 77%) agreed that the content descriptions clearly describe what should be taught.

Qualitative data suggested that:

- the four learning phases fail to address the needs of the pre-intentional learner in the developmental sequence of mathematical learning
- some content descriptions describe teaching strategies rather than the content to be taught
- the focus is on using sight and touch, and needs to extend to include auditory and proprioception.
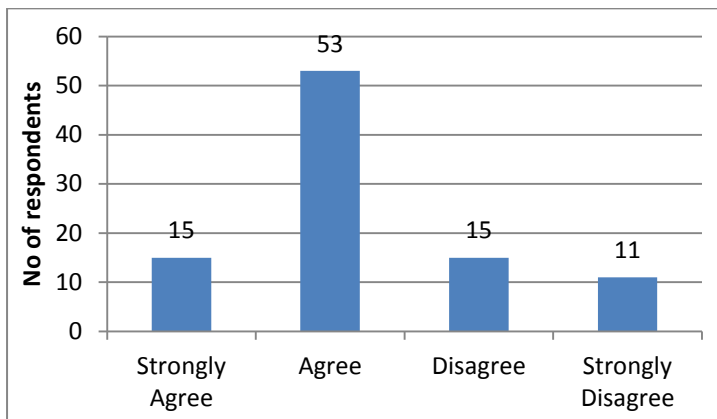
Figure 19: Approval for the progression across the four phases and strands - Mathematics
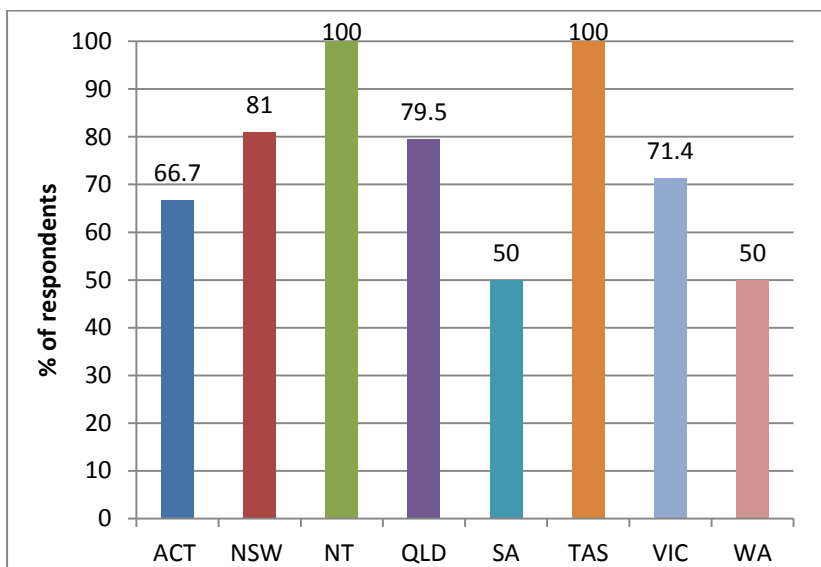


Figure 20: Approval (strongly agree or agree responses) by state for the progression across the four phases and strands - Mathematics

There were relatively high levels of agreement (n=68, 72%) recorded with the progression for each strand across the four phases.

Qualitative data from respondents noted:

- inconsistent progression in terms of cognitive demand across each of the four levels – some gaps, and some excessive 'leaps' in demand.
- unclear terminology and inclusion of teaching strategies as content impacts on clarity of progression.

## Q4c Mathematics: The content descriptions are pitched appropriately.
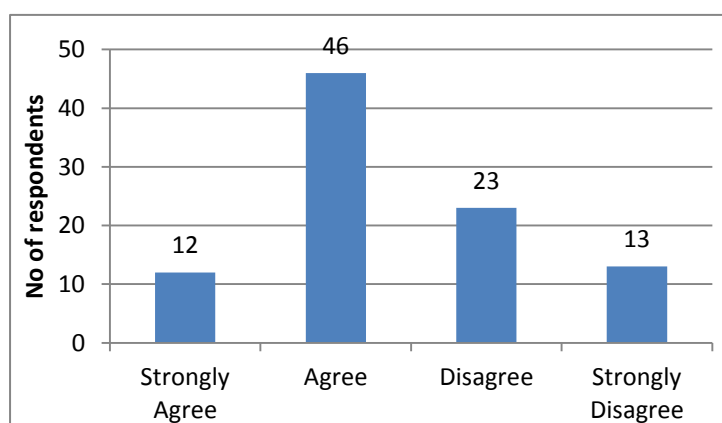


Figure 21: Approval for pitch of content descriptions - Mathematics
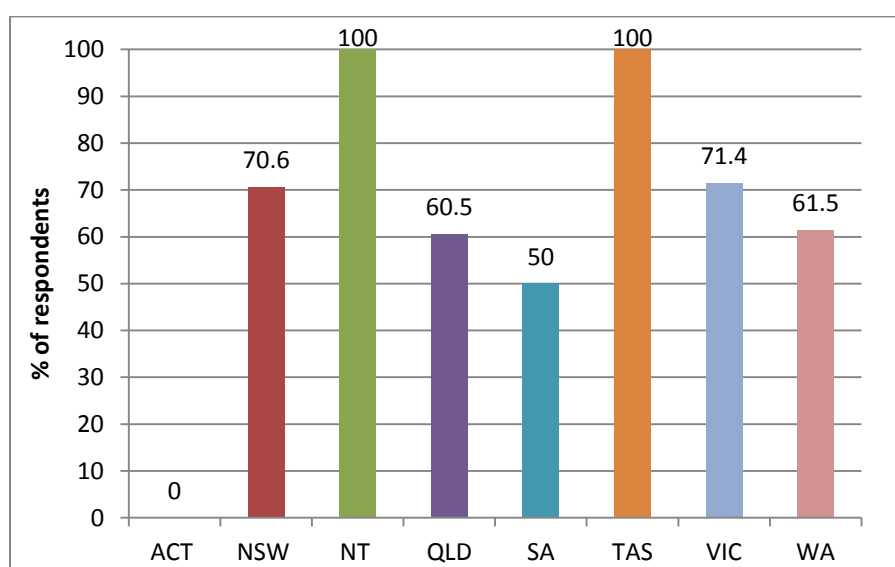


Figure 22: Approval (strongly agree or agree responses) by state for pitch of content descriptions - Mathematics

There were relatively low levels of agreement (n=58, 61%) for the content descriptions being pitched appropriately. However, few respondents provided comments to illustrate reasons for their rating.

The qualitative feedback did highlight some specific concerns notably:

- number place and value, for example, the description for Purposeful is more complex than the description for Foundation

- location and transformation, for example, Responsive references directional clues but Exploratory does not require a response to direction

- the assumption of some skills, such as being able to hold and explore objects.
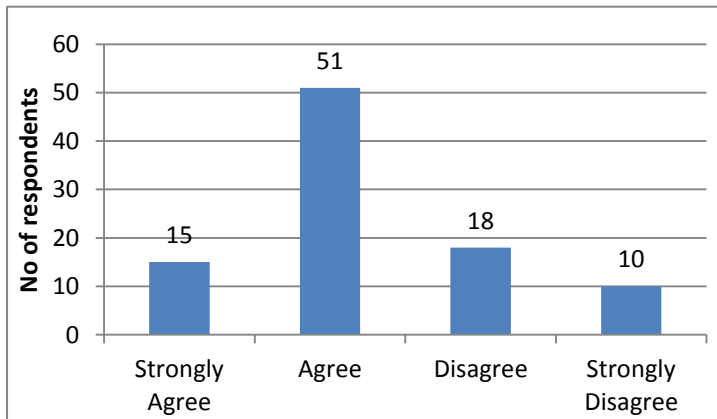
Figure 23: Approval of content elaborations as helpful - Mathematics
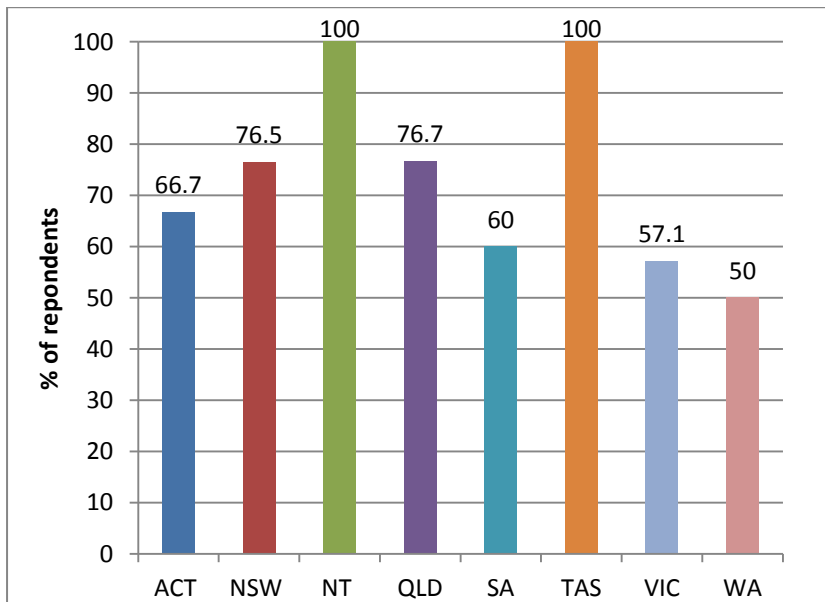


Figure 24: Approval (strongly agree or agree responses) by state of content elaborations as helpful - Mathematics

A significant number of respondents (n=66, 70%) found that the content elaborations were useful in illustrating the content descriptions.

Specific areas for improvement included:

- accurately matching cognitive demand of content elaborations to phase level descriptions
- exemplifying functional/life skills in mathematics to meet the learning needs of older students with disability
- elaborating content for students to learn and not teaching strategies.

Q4e Mathematics: The achievement standards provide an appropriate basis for formative and summative assessment of what students know, understand and can do.
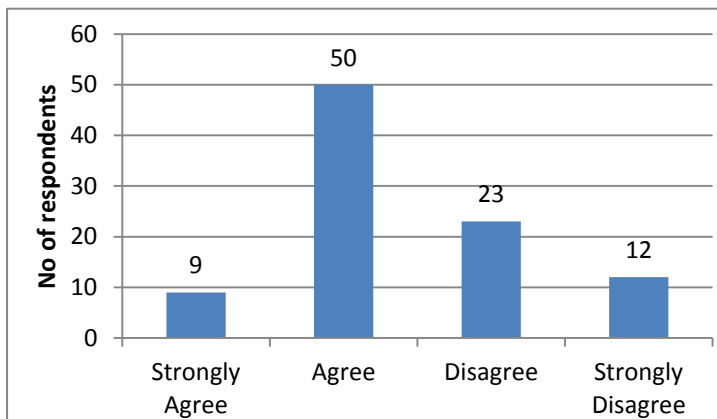


Figure 25: Approval of achievement standards - Mathematics
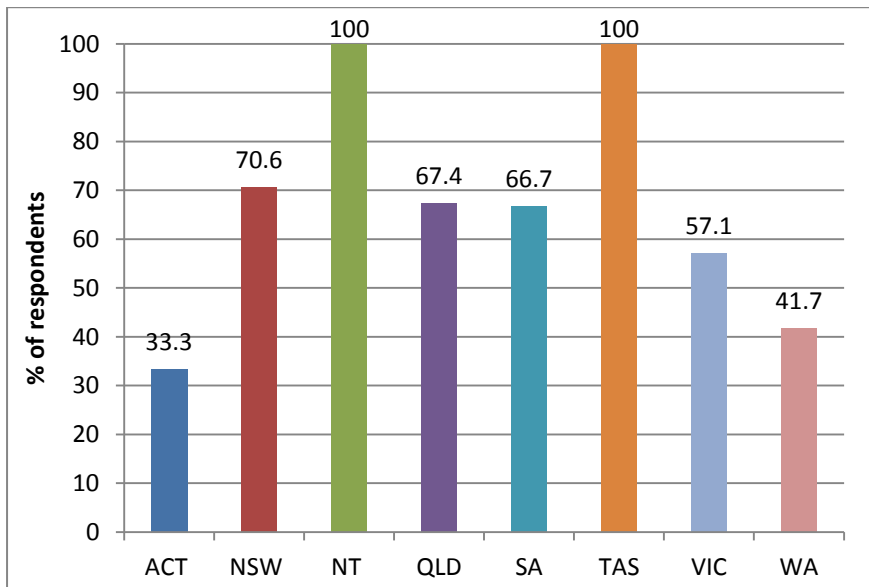


Figure 26: Approval (strongly agree or agree responses) by state of achievement standards - Mathematics

Relatively low levels of agreement (n=59, 63%) in mathematics were recorded for the achievement standards being used as a basis for formative and summative assessment.

Qualitative feedback highlighted the achievement standards as being:

- too general and not providing sufficient information on which to base assessment planning/decisions

- a useful summary of learning at each level but not for formative and summative assessment

- subjective and open to interpretation, for example, what would 'participate' look like in practice?

Q5a Mathematics: The mathematics materials provide a sound basis from which teachers can develop programs to meet the needs of students with disability progressing to the Foundation level of achievement.
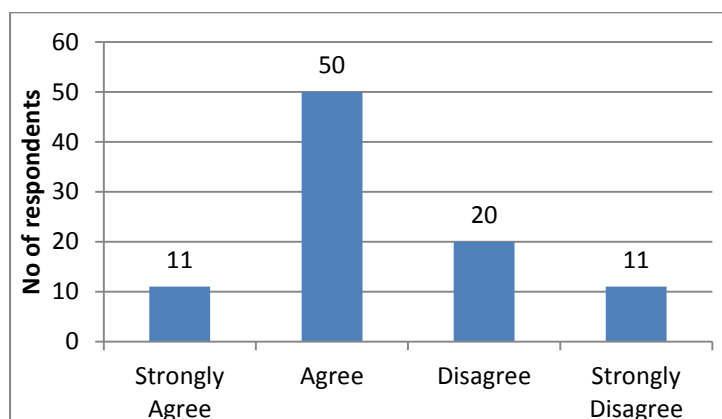


Figure 27: Approval of Mathematics materials for developing programs



Figure 28: Approval (strongly agree or agree responses) by state of Mathematics materials for developing programs

Moderate levels of agreement (n=61, 66%) were achieved for the Mathematics materials providing a sound basis from which teachers can develop programs for students with disability.

Respondents expressed the following concerns:

- working back from Foundation does not necessarily make the curriculum accessible to all students with disability
- that four phases would be useful across all year levels not only Foundation
- pre-intentional students are not visible.

## Response to Progressing to Foundation: English questions

### Q6a English: the phase level description is easy to understand.

**Figure 29**

Chart: No of respondents

- Strongly Agree: 10
- Agree: 61
- Disagree: 12
- Strongly Disagree: 10
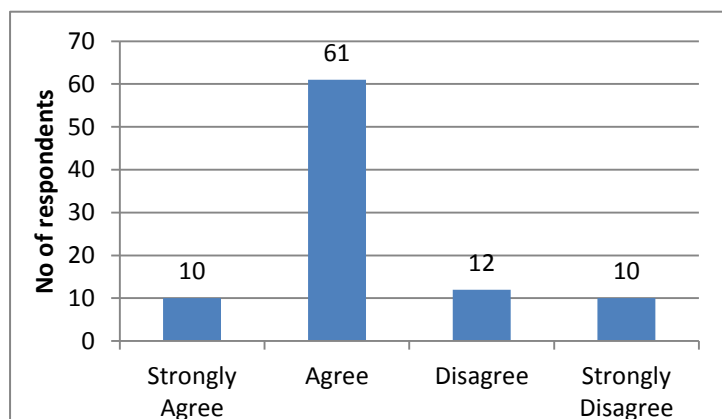
Figure 29: Approval for the phase level description in English

**Figure 30**

Chart: % of respondents

- ACT: 33.3
- NSW: 81.25
- NT: 100
- QLD: 83.7
- SA: 66.7
- TAS: 100
- VIC: 83.3
- WA: 53.8
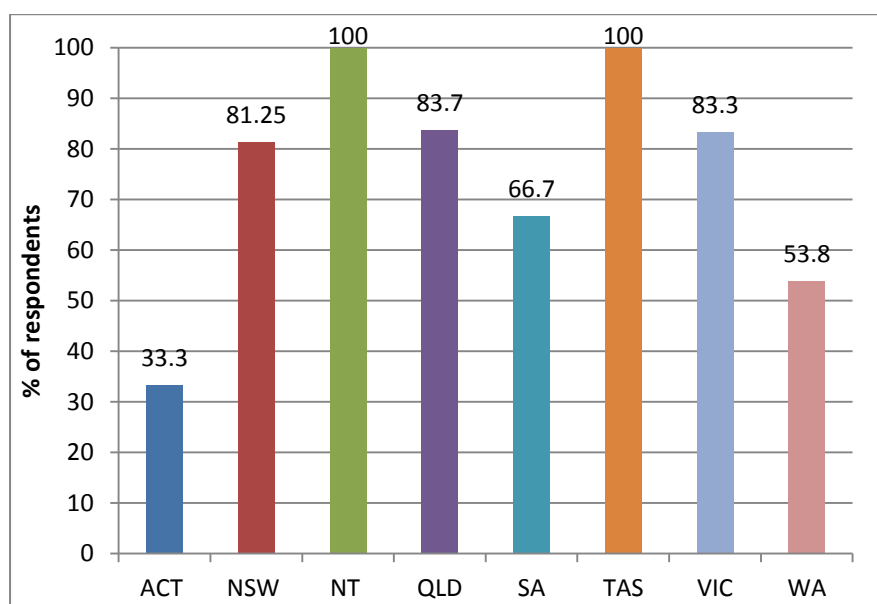
Figure 30: Approval (strongly agree or agree responses) by state for the phase level description in English

The English phase levels description were seen by respondents (n=71, 76%) overall as generally easy to understand.

Where there was disagreement respondents voiced concern about:

- the overlap and distinction between phases not being obvious
- the Responsive phase including symbols and images, being more abstract than can be expected
- the absence of the pre-intentional learner
- the need to strengthen reference to communication modalities to include signing as well as picture or symbol selection.

## Q6b English: The link to Foundation level curriculum is clear.
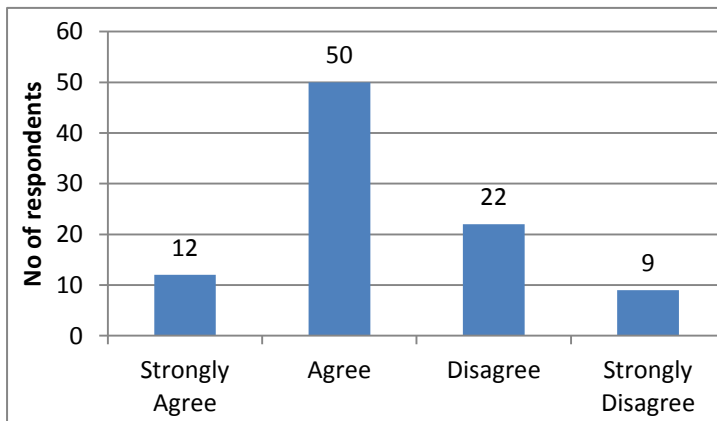


Figure 31: Approval of clarity of link to Foundation - English
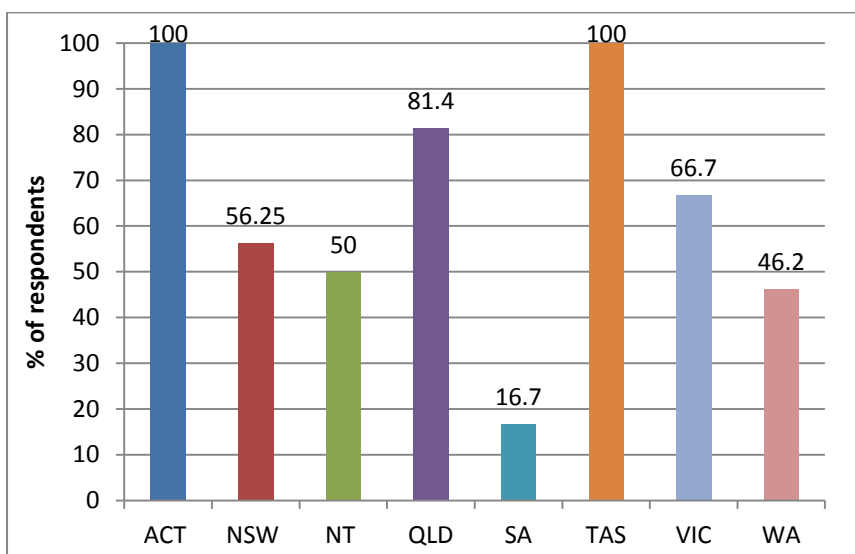


Figure 32: Approval (strongly agree or agree responses) by state of clarity of link to Foundation - English

Only moderate levels of agreement (n=62, 66%) were reached for the English "link to Foundation level curriculum is clear" statement.

Respondents comments pointed to concern regarding:

- the link to Foundation not being explicit
- too large a 'jump' from Responsive to Foundation.

Q7a English: The content descriptions clearly describe what should be taught.
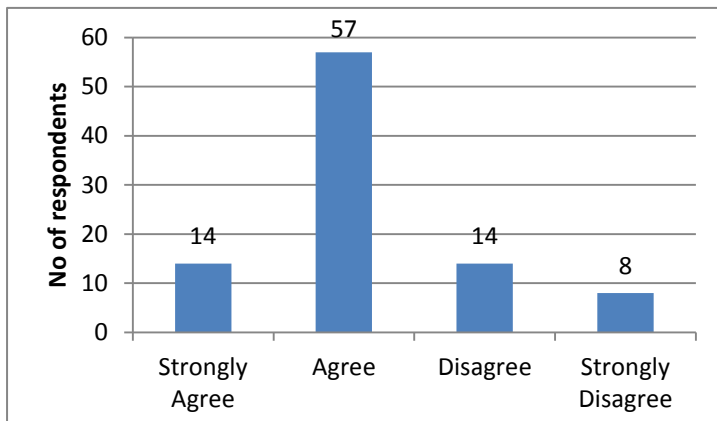


Figure 33: Approval of explicitness of content descriptions - English
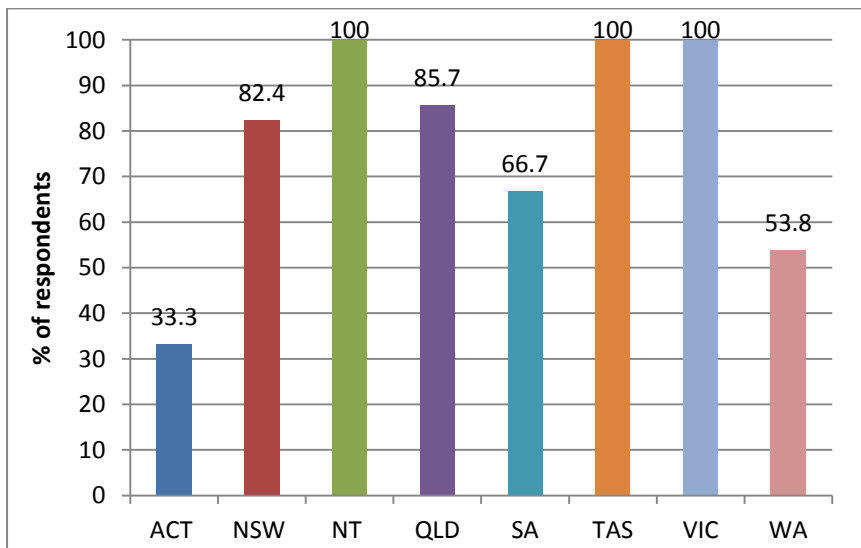


Figure 34: Approval (strongly agree or agree responses) by state of explicitness of content descriptions - English

High level of agreement (n=71, 79%) was recorded with the "content descriptions in English clearly describe what should be taught".

However, the qualitative data suggested that improvements could be made in relation to:

- the clarity of the language used in the content descriptions
- addressing inconsistencies, for example in text structure and organisation – Foundation does not require letter recognition, but Purposeful does.

## Q7b English: The progression across the four phases for each strand is clear and coherent.
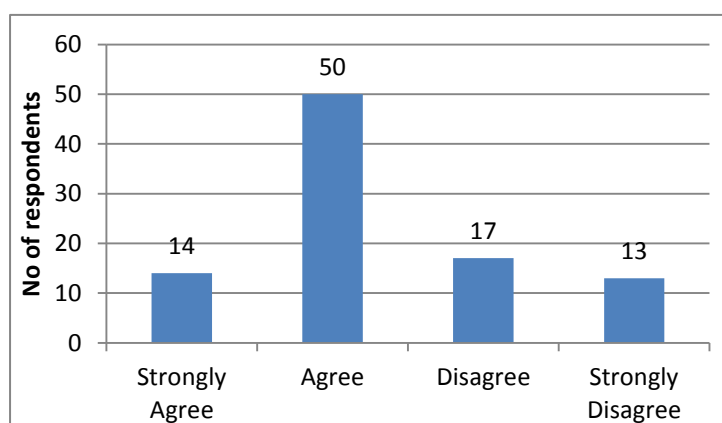


Figure 35: Approval for the progression across the four phases and strands - English
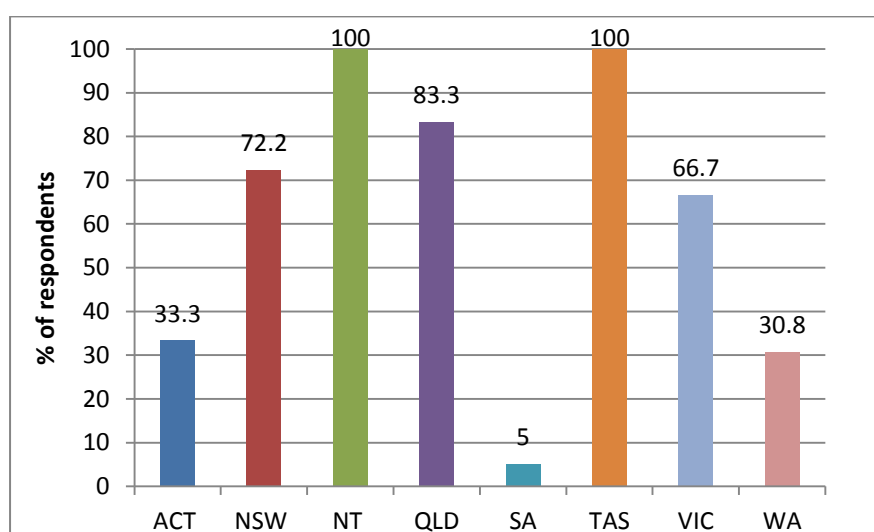


Figure 36: Approval (strongly agree or agree responses) by state for the progression across the four phases and strands - English

Moderate levels of agreement (n=64, 68%) were demonstrated with the progression for each strand across the four phases in English.

Participant comments pointed to concern about:

- the perceived large 'gap' between the Purposeful phase and Foundation (compared to other gaps between phases)

- the language used in the content descriptions being too ambiguous and vague, suggesting a need for descriptions of a more specific nature

- contradictions in regard to what is expected in the first two phases. Many of the outcomes for the first phase do not reflect what could be learned by pre-intentional learners
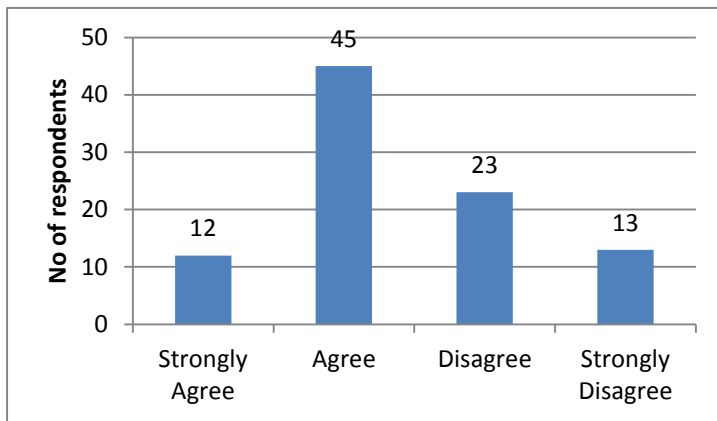
Figure 37: Approval for pitch of content descriptions - English
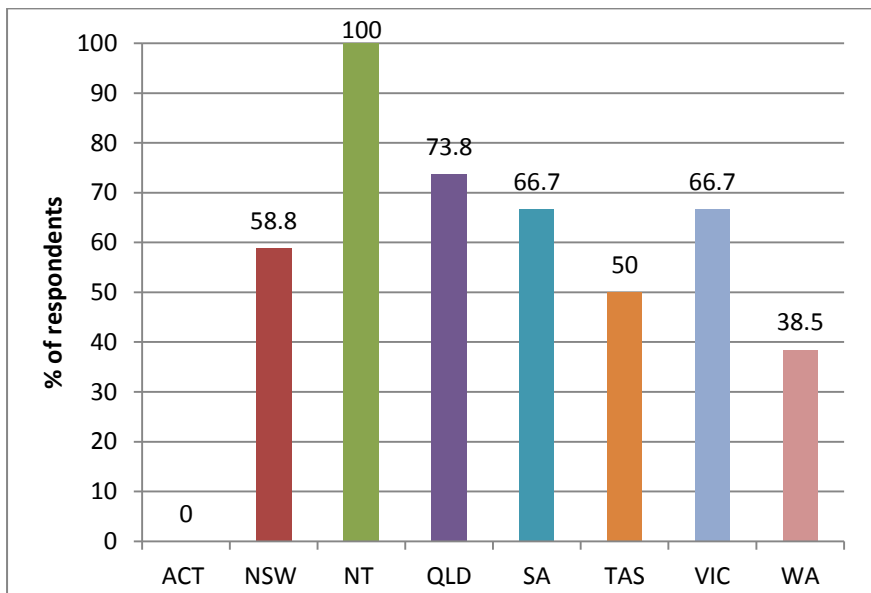


Figure 38: Approval (strongly agree or agree responses) by state for pitch of content descriptions - English

A relatively low level of satisfaction (n=57, 61%) was recorded by respondents in regards to the content descriptions in English being pitched appropriately.

Respondents' comments pointed to concern with:

- some of the outcomes of Responsive do not reflect what could be learned by pre-intentional learners

- differences between the phases are not always clear and the progressions are problematic. There are possible contradictions between the Responsive and Exploratory phases
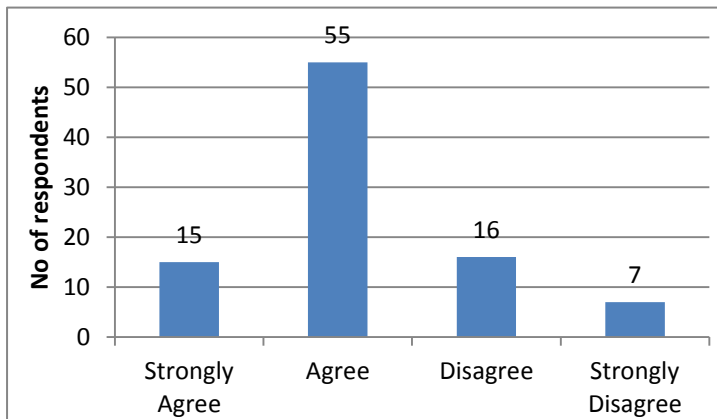
Figure 39: Approval of content elaborations as helpful - English
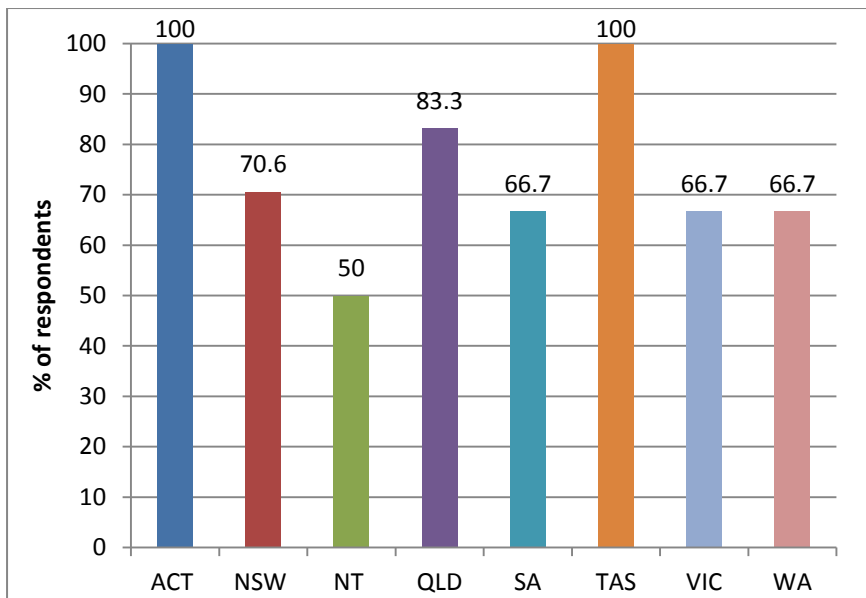


Figure 40: Approval (strongly agree or agree responses) by state of content elaborations as helpful - English

The content elaborations in English were viewed by respondents (n =70, 75%) as helpful in illustrating the content descriptions.

Suggestions for improvement included:

- addressing the inconsistency of terminology and phase, for example start with 'learning to' whereas content description starting 'recognising ways....'

- checking the match of content elaborations to the content descriptions in the Responsive phase

Q7e English: The achievement standards provide an appropriate basis for formative and summative assessment of what students know, understand and can do.
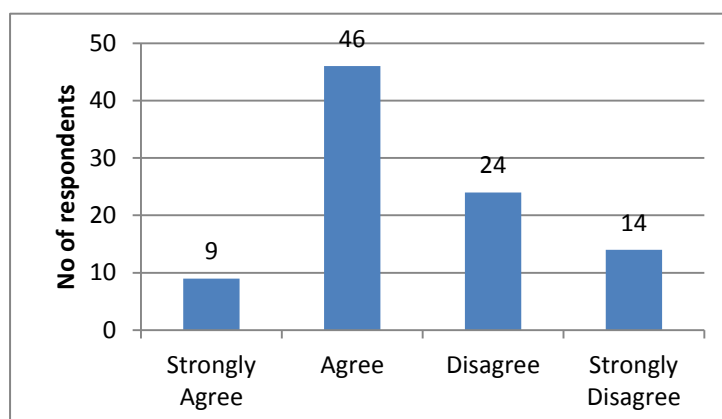


Figure 41: Approval of achievement standards - English
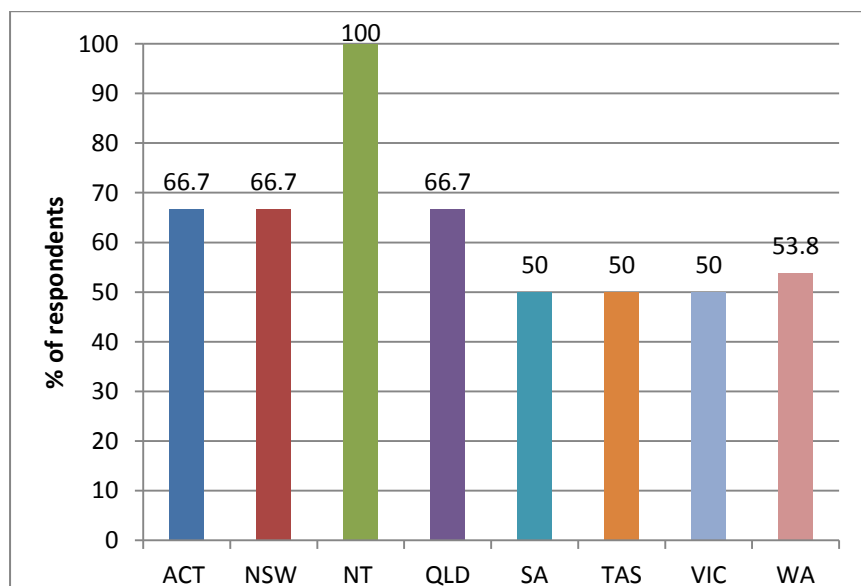


Figure 42: Approval (strongly agree or agree responses) by state of achievement standards - English

Lower levels of agreement (n =55, 53%) were recorded by respondents in English for the achievement standards being used as a basis for formative and summative assessment.

Qualitative feedback highlighted:

- the extent to which the achievement standards are appropriate for students with physical as well as intellectual disability
- concerns about the age appropriateness of the achievement standards, with particular relation to older students
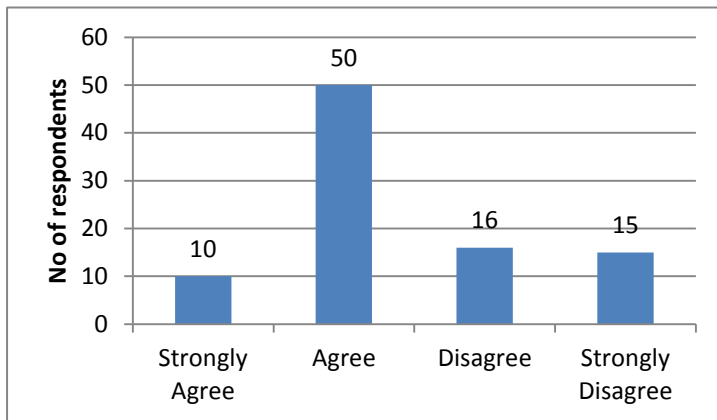
Figure 43: Approval of English materials for developing programs



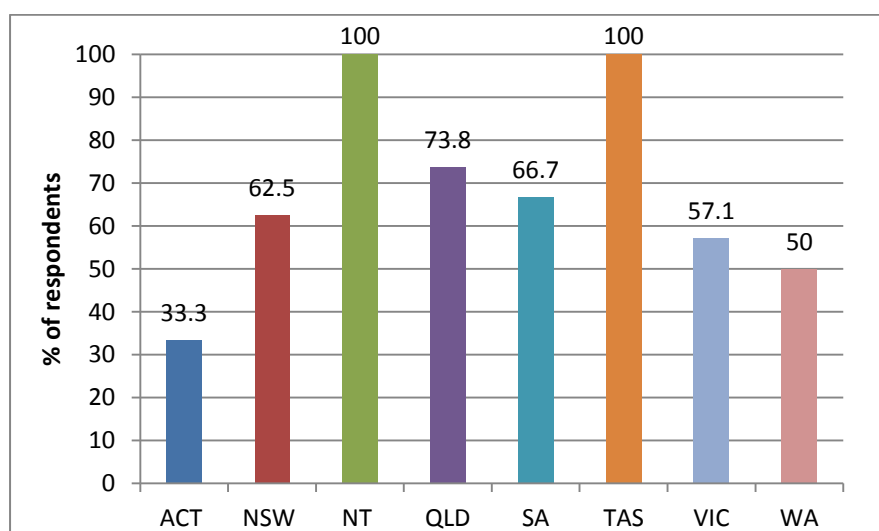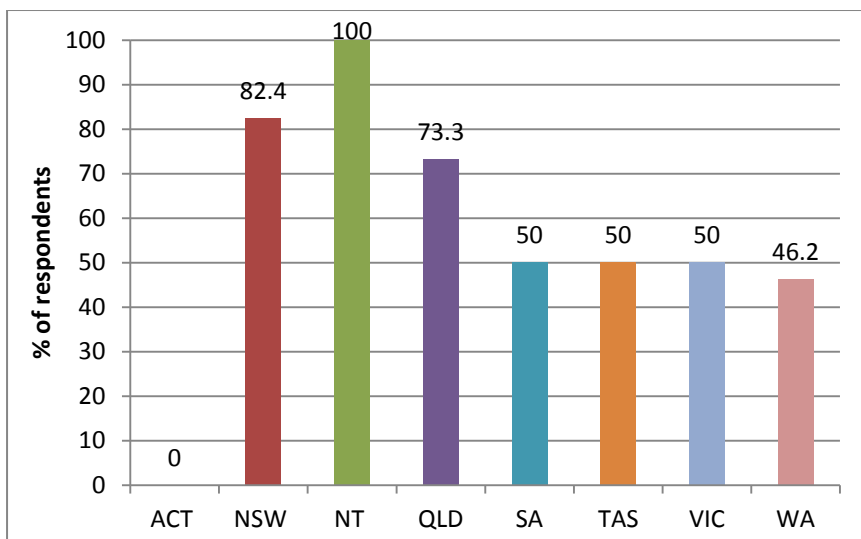Figure 44: Approval (strongly agree or agree responses) by state of English materials for developing programs

Moderate levels of agreement (n=60, 66%) were reached for the English materials providing a sound basis from which teachers can develop programs for students with disability.

Respondents expressed concern in relation to:

- a focus on teaching strategies rather than curriculum content
- emphasising text too much and to the exclusion of other forms of literacy and communication strategies.

# 7. Conclusion

The *Consultation Feedback Report* has summarised the qualitative and quantitative feedback from the 110 online survey and 40 written submissions. Analysis of the findings revealed a degree of overlap and occasional contradiction between what some respondents identified as an overall strength of the draft curriculum materials, and what others identified as an area for improvement.

Based on the number of responses received, the statistics indicate a high level of support for many aspects of the draft curriculum materials including the information section and the organisation of the curriculum by strands and sub strands. Conversely, most concern was expressed in relation to the appropriateness of pitch and challenge in the curriculum content descriptions and elaborations, and also the achievement standards as an appropriate basis for formative and summative assessment of what students know, understand and can do.

Other concerns expressed by respondents related to a need to make more direct reference to the Disability Discrimination Act within the general context of the work.

# 8. Strengths

Overall, there was strong support for the materials with respondents commenting that:

- the materials offer a great deal of useful material for teachers with students who are working at Foundation level and requiring adjustments
- the structure is consistent with the Foundation to Year 10 framework and will be familiar to teachers
- the use of the phases to describe learning helps teachers; teachers report being able to use the phases to map and plot student learning
- the sequence of learning, while not linear, is generally appropriate in the documents
- the phases provide a common language for teachers to use.

# 9. Areas for further development

The consolidated findings indicate high levels of support for the draft Progressing to Foundation: English and draft Progressing to Foundation: Mathematics curriculum materials. However, strong views for further development around nomenclature and curriculum design were expressed in some of the written comments.  A significant number of stakeholders advised the draft materials be subject to an extended period of consultation and refinement.

These areas for further development are detailed in the table below with a subsequent plan of action.

# 9. Areas for further development

The following areas for further development were raised in the consultation feedback:

| Areas for further development | Suggestions for improvement | Action | Date |
|---|---|---|---|
| **Nomenclature** | 'Progressing to Foundation' nomenclature is inappropriate for students with disability and needs to be changed to present a more inclusive view of learners of all ages.<br><br>The nomenclature for each of the four 'prior to foundation' (Responsive, Exploratory, Active and Purposeful) learning phases is inappropriate on the basis of it being unfamiliar and confusing to many teachers. | • Removal of 'Progressing to Foundation' and additional learning phases nomenclature (see structure below).<br><br>• Revision of published materials / key messages describing:<br>  - how the Australian Curriculum is inclusive of all learners<br>  - the significance of a student's chronological age in providing the starting point for planning teaching and learning programs<br>  - how the Australian Curriculum F-10 learning sequences assist teachers to identify current levels of learning, to respond to individual learning needs, and how the sequences also provide a rich, engaging and age-appropriate context through which students can develop the skills, knowledge and understanding relevant to their individual need<br>  - how the General Capabilities learning continua (in particular Literacy, Numeracy and Personal and Social Capability) also assist teachers to identify and plan for the needs of students with significant intellectual disability<br>  - the importance of collaboration in planning teaching and learning programs with students, parents, and other education agencies in order to identify priority learning in relation to individual student need. | Feb 2012<br><br>March 2012 |

| Areas for further development | Suggestions for improvement | Action | Date |
|---|---|---|---|
| **Curriculum structure** | Reconceptualise the structure of the Australian Curriculum for students with significant intellectual disability.<br><br>Increase reference to students at a pre-intentional level of communication<br><br>Provide a broader overview of students of all ages | • Amend the draft curriculum materials to:<br><br>- include a clear illustration of the alignment with the Australian Curriculum: Foundation to Year 10 learning sequences<br><br>- provide the capacity for teachers to map across from year / age curriculum to identify current learning of individual students<br><br>- give greater attention to the general capabilities of Literacy, Numeracy, and Personal and social capability as being core to the learning needs of students with significant intellectual disability and the ways in which these can be taught through age appropriate contexts drawn from the learning areas<br><br>- reinforce the importance of literacy as an essential skill for all students in becoming successful learners by highlighting the key elements of Comprehending and Composing in the Literacy general capability as the basis for developing intentional, early-symbolic and symbolic communication. | March 2012 |
| | Curriculum content and achievement standards need to include reference to 'functional' skills. | • Curriculum materials to be revised during the first half of 2012 to enable teachers, as part of a collaborative planning process, to identify the individual learning needs of students with significant intellectual disability. | April 2012<br>(Literacy)<br>May 2012<br>(Numeracy)<br>July 2012<br>(Personal & social capability) |

| Areas for further development | Suggestions for improvement | Action | Date |
|---|---|---|---|
| **Stakeholder Engagement** | | • Publication of:<br><br>   - a revised statement of intent for students with disability in the Australian Curriculum<br><br>   - the 'Progressing to Foundation' Consultation Report<br><br>   - a revised draft of the Australian Curriculum: English / Mathematics 'Progressing to Foundation' materials  as a resource on the ACARA website for teacher use and provide feedback for improvement | Feb 2012 |

## Appendix 1: Draft curriculum materials for consultation (September 2011)

**English:**

Australian Curriculum:  English, progressing to the Foundation level achievement standard

**Mathematics:**

The Australian Curriculum: Mathematics, progressing to the Foundation level achievement standard

# Appendix 2: Research and evidence

**References**

The following documents were used to inform the development of the English and mathematics materials for students whose learning is described as progressing to the Foundation level of achievement.

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## Appendix 3: Students with disability - Consultation activity to November 2011

| Date | Consultation Activity | Stakeholder/s |
|---|---|---|
| **1 November 2011** | National Panel teleconference – consultation about Progressing to Foundation Mathematics and English curriculum materials | Representatives from Tasmanian Department of Education and DEEWR |
| **31 October 2011** | Teachers/Practitioners Workshop - consultation about all areas of ACARA's work related to students with disability | Identified teachers/practitioners specialising in Special Education from each state and territory – 26 participants |
| **28 October 2011** | Students with Disability Advisory Group meeting – consultation about all areas of ACARA's work related to students with disability | Students with Disability Advisory Group members comprising representatives from state and territory sectors, professional associations, academics |
| **26 October 2011** | Professional Development Network session – consultation about all areas of ACARA's work related to students with disability | Education Queensland, Professional Development Network session - 300 educators of students with disability |
| **25 October 2011** | Teleconference – consultation focussed on Progressing to Foundation curriculum materials | Association of Special Education Administrators in Queensland Executive |
| **24 October 2011** | Consultation focussed on Progressing to Foundation curriculum materials | National Panel - nominations from each state and territory |
| **24 October 2011** | Review of Progressing to Foundation English and Mathematics curriculum materials | Marcelle Holliday – English Advisory Group member<br>Lynne Redley – Curriculum Manager English<br>Kim Beswick – Mathematics Advisory Group member (University of Tasmania)<br>Peter Gould - Mathematics Advisory Group member (NSW DECS) |
| **21 October 2011** | Professional Associations Workshop – consultation about all areas of ACARA's work related to students with disability | Australian Association of Special Education and Australian Special Education Principals' Association executive and State/Territory representatives |
| **21 October to 1 November 2011** | Consultation about the Progressing to Foundation materials for Mathematics and English curriculum materials | Open to all members of the public on Australian Curriculum consultation portal |
| **29 September 2011** | Keynote address and workshop session focussed on draft Progressing to Foundation curriculum materials | Australian Association of Special Education National Conference – 80 workshop participants |
| **26 August 2011** | Detailed feedback provided on phases of learning progress for Mathematics | President ASEAQ and Secretary ASEAQ/Principal Claremont Special School |
| **26 August 2011** | Critique and analysis of draft Progressing to Foundation English and Mathematics | NSW Schools for Specific Purposes Principals' Network - Management Committee |
| **23 to 24** | Consultation with expert partitioners to undertake curriculum | Northern Territory key Department system leaders and teachers with |

| Date | Consultation Activity | Stakeholder/s |
|---|---|---|
| **August 2011** | writing | recognised expertise in curriculum development for students with disability |
| **23 August 2011** | Feedback provided on phases of learning progress for Mathematics | Peter Gould PhD, Group Leader, Mathematics & Numeracy NSW Curriculum & Learning Innovation Centre |
| **22 August 2011** | Critique and analysis of draft curriculum in Mathematics | ACARA briefing at Carson St School East Victoria Park - key Department leaders, principals and teachers with recognised expertise in curriculum development for students with disability |
| **19 August 2011** | Critique and analysis of draft Progressing to Foundation English and Mathematics | South Australia Key Department (centre and region, AASE, ASEPA) system leaders, principals and teachers with recognised expertise in curriculum development for Students with Disability |
| **18 August 2011** | Keynote presentations and focused workshops to share Australian Curriculum provision and support for Students with Disability in the Australian Curriculum. | ACT (pupil free day) 150 educators of students with disability / school and system leaders |
| **8 August 2011** | Workshop - curriculum provision for students with severe disabilities | Assoc Prof Jennifer Stephenson, Macquarie University Assoc Prof David Evans, University of Sydney |
| **26 July 2011** | Students With Disability Advisory Group meeting - consultation about draft Progressing to Foundation English and Mathematics curriculum materials | Students with Disability Advisory Group members comprising representatives from state and territory sectors, professional associations, academics |
| **26 June 2011** | Discussion re written submissions from academics and consideration of relationship between functional and academic skills within the proposed conceptual framework | Macquarie University - Jennifer Stephenson and Associate Professor Mark Carter University of Newcastle - Associate Professor Michael Arthur-Kelly |
| **9 June 2011** | Keynote address and workshop. Session about Progressing to Foundation curriculum materials | Australian Special Education Principals' Association / Association of Special Education Administrators in Queensland Conference - 300 educators of students with disability |
| **8 June 2011** | Consultation with system and school leadership, and teachers about curriculum specific for students with disability | School visit – Redhill Special School, Qld |
| **14 October 2010** | Consideration of research undertaken in Victoria for mapping the developmental pathways of learning and informing the Working towards Level 1 of VELS | University of Melbourne - Professor Patrick Griffin, Dr Kerry Woods |
| **12 October 2010** | Consideration of conceptual framing of curriculum for students with disability particularly in relation to student inclusion | Emeritus Professor Tony Shaddock (University of Canberra), Associate Professor Michael Arthur-Kelly (University of Newcastle), Brian Smyth-King (Director, Disability Programs, NSW DECS) |

# Appendix 4: Online consultation survey

## The Australian Curriculum – Students with disability progressing to the Foundation level of achievement

The purpose of this survey is to enable individuals and groups to provide feedback on the draft Australian Curriculum materials in English and mathematics for students with disability progressing to the Foundation level of achievement.

The draft materials have been developed cognisant of the requirements of the *Disability Discrimination Act (1992),* and Disability Standards for Education (2005) in acknowledging the rights of students with disabilities to participate in educational programs designed to develop their skills, knowledge and understanding on the same basis as students without disabilities.

The draft Australian Curriculum materials in English and Mathematics for students with disability progressing to the Foundation level of achievement, describe the knowledge, skills and understanding at each of four phases of learning The curriculum has been designed to assist teachers to identify what students know, understand and can do so that they can plan relevant and meaningful learning programs.

Feedback is sought in relation to the nature and scope of the English and mathematics materials. The consultation feedback will be used to support refinement of the materials and ongoing curriculum development.

Feedback can be provided on one or both of the learning area sequences. For each learning area reviewed, please provide a rating for each statement in the survey. There is also scope for making comments at the end of each statement. Comments are optional.

More detailed feedback can be provided using the  "Additional comments" section at the end of the survey. Detailed submissions can be submitted electronically to: studentswithdisabilty@acara.edu.au. It will assist analysis if the submission is organised around the headings in the questionnaire.

**PLEASE NOTE:**

Please mark your response to each statement by placing an X in the appropriate box.

Surveys can be submitted until **1 November 2011.**

Thank you for your feedback.

## SECTION A

## BACKGROUND INFORMATION
## The following fields need to be addressed

Feedback can be provided either by individuals or by groups. Please complete the appropriate part of this background information section.

### Individual feedback

1.  In which state or territory are you based?

    Australian Capital Territory ☐

    Northern Territory ☐

    South Australia ☐

    New South Wales ☐

    Queensland ☐

    Tasmania ☐

    Western Australia ☐

    Victoria ☐

2.  Which category of respondent best describes your perspective?

    Primary teacher ☐

    - Special school ☐

    - Special unit/class/support centre ☐

    - Mainstream/regular School ☐

    Secondary teacher ☐

    - Special school ☐

    - Special unit/class/support centre ☐

    - Mainstream/regular school ☐

    School Leader ☐

    Academic ☐

    Student ☐

    Community member ☐   (please specify)

    Parent ☐

    Employer ☐

**Group feedback**

3.  If you are providing a group or institutional response (eg school, professional association, university, education authority, community organisation) which category of respondent best describes your perspective?

| | | | |
|---|---|---|---|
| School | ☐ | University | ☐ |
| Professional association | ☐ | Community Group | ☐ |
| Education authority | ☐ | Other (please specify) | ☐ |

4.  Please indicate the name of the group or institution.

   _____

5.  If group/institution response, how many people have contributed to this response?

   _____

**SECTION B**

| Introduction | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 1a | The introduction provides sufficient contextual information. | ☐ | ☐ | ☐ | ☐ |
| 1b | The introduction is easily understood. | ☐ | ☐ | ☐ | ☐ |
| 1c | Comment/s | | | | |

| Structure | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 2a | The structure of the draft curriculum is clear and coherent. | ☐ | ☐ | ☐ | ☐ |
| 2b | The four phases of learning are appropriate to identify current learning and plan for teaching students with disability. | ☐ | ☐ | ☐ | ☐ |
| 2c | The organisation by strands and sub-strands is helpful | ☐ | ☐ | ☐ | ☐ |
| 2d | Comment/s | | | | |

**SECTION C**

**MATHEMATICS**

| Phases | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 3a | The phase level description is easy to understand. | ☐ | ☐ | ☐ | ☐ |
| 3b | The link to the Foundation level curriculum is clear. | ☐ | ☐ | ☐ | ☐ |
| 3c | Comment/s | | | | |

| Clarity and Coherence | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 4a | The content descriptions clearly describe what should be taught. | ☐ | ☐ | ☐ | ☐ |
| 4b | The progression across the four phases for each strand is clear and coherent. | ☐ | ☐ | ☐ | ☐ |
| 4c | The content descriptions are pitched appropriately (the expectation of student knowledge and skills at each learning phase is sufficiently challenging and distinctive) | ☐ | ☐ | ☐ | ☐ |
| 4d | The content elaborations are helpful examples to illustrate the content descriptions | ☐ | ☐ | ☐ | ☐ |
| 4e | The achievement standards provide an appropriate basis for formative and summative assessment of what students know, understand and can do. | ☐ | ☐ | ☐ | ☐ |
| 4f | Comment/s | | | | |

| Overall | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|
| 5a  The mathematics materials provide a sound basis from which teachers can develop programs to meet the needs of students with disability progressing to the Foundation level of achievement. | ☐ | ☐ | ☐ | ☐ |

**Further comments**

**SECTION D**

**ENGLISH**

| Phases | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 6a | The phase level description is easy to understand. | ☐ | ☐ | ☐ | ☐ |
| 6b | The link to Foundation level curriculum is clear. | ☐ | ☐ | ☐ | ☐ |
| 6c | Comment/s | | | | |

| Clarity and Coherence | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|---|
| 7a | The content descriptions clearly describe what should be taught. | ☐ | ☐ | ☐ | ☐ |
| 7b | The progression across the four phases for each strand is clear and coherent. | ☐ | ☐ | ☐ | ☐ |
| 7c | The content descriptions are pitched appropriately (the expectation of student knowledge and skills at each learning phase is sufficiently challenging and distinctive) | ☐ | ☐ | ☐ | ☐ |
| 7d | The content elaborations are helpful examples to illustrate the content descriptions | ☐ | ☐ | ☐ | ☐ |
| 7e | The achievement standards provide an appropriate basis for formative and summative assessment of what students know, understand and can do | ☐ | ☐ | ☐ | ☐ |
| 7f | Comment/s | | | | |

| Overall | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|
| 8a  The English materials provide a sound basis from which teachers can develop programs to meet the needs of students with disability progressing to the Foundation level of achievement. | ☐ | ☐ | ☐ | ☐ |

**Further comments**

## THANK YOU

We appreciate you taking the time to complete ACARA's survey on the draft Australian Curriculum materials in English and Mathematics for students with disability progressing to the Foundation level of achievement.

Please subscribe to the *ACARA Update* newsletter to keep abreast of key consultation dates and activities. To subscribe, please visit our website: www.acara.edu.au

Thank you for your valuable feedback.

**The Australian Curriculum, Assessment and Reporting Authority (ACARA)**
Level 10, 255 Pitt Street
Sydney NSW 2000
Phone: 1300 895 563
Email: info@acara.edu.au

# Appendix 5: Consultation written submissions

## Education Authorities

**ACT**

Nil

**New South Wales**

NSW Department of Education and Communities

The Association of Independent Schools of NSW

Board of Studies

**Northern Territory**

Department of Education and Training

**Queensland**

Brisbane Catholic Education Office

The Association of Independent Schools Queensland

Queensland Studies Authority

**South Australia**

Association of Independent Schools of South Australia

Catholic Education SA

Department of Education and Child Development

**Tasmania**

Department of Education

**Victoria**

Nil

**Western Australia**

Curriculum Council – in partnership with Department of Education, Catholic Education Office, The Association of Independent Schools of Western Australia

## Government agencies

Nil

## Peak bodies and other organisations

ACT Council of Parents and Citizens Association

Association of Special Education Administrators in Queensland

Australian Association of Special Education

Australian Special Education Principals' Association

Dyslexia Australia

Education Queensland Professional Development Network

NSW Schools for Specific Purposes Principals' Network

The Captioning Studio

The Isolated Children's Parents' Association Qld. Inc.

Special Education Curriculum Cluster Qld

**Schools**

Nil

**Individuals**

Ms Anne Cupitt, Dyslexia Queensland

Ms Carol Barnes, New South Wales Association for Gifted and Talented Children

Ms Delma Wotherspoon, Overnewton Anglican Community College, Victoria

Ms Helen Hatherly, Ashwood School, Victoria

Ms Janee Williamson, Geebung Early Childhood Development Program, Brisbane

Ms Jean Stevens, Mudgeeraba Special School, Queensland

Ms Jennie Duke, School of Learning & Professional Studies, Queensland University of Technology

Ms Jenny Wilson, Kuraby Special School, Queensland

Mr Ian Copland, Woden School, Australian Capital Territory

Ms Nicole Belous, Mudgeeraba Special School, Queensland

Mr Philip Brown, Black Mountain School, Australian Capital Territory

Ms Rebecca Gibbs, Mater Dei School, New South Wales

Mr Rodney Earl, Windaroo Valley State High School, Queensland

Ms Sheryl Hunter, Catholic Education Office, Western Australia

Ms Susan Jones, St Lucy's School, New South Wales

Ms Teresa Llewellyn-Evans, Catholic Education, Diocese of Parramatta, New South Wales

Ms Wendy Fletcher, Tasmania

Ms Wendy Lane, Brooks High School, Tasmania

# Appendix 6: Summary of teacher responses to each survey question

| Question | Respondent perspective | Strongly agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1a | Primary teacher - Mainstream/regular school | 2 | 2 | 1 | 1 |
| | Primary teacher - Special school | 4 | 7 | 0 | 0 |
| | Primary teacher - Special unit/class/support centre | 1 | 6 | 0 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 4 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 5 | 2 | 0 |
| 1b | Primary teacher - Mainstream/regular school | 2 | 2 | 2 | 1 |
| | Primary teacher - Special school | 3 | 5 | 0 | 3 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 4 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 6 | 0 | 1 |
| 2a | Primary teacher - Mainstream/regular school | 1 | 3 | 0 | 2 |
| | Primary teacher - Special school | 1 | 6 | 4 | 0 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 4 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 4 | 3 | 0 |
| 2b | Primary teacher - Mainstream/regular school | 1 | 3 | 0 | 2 |
| | Primary teacher - Special school | 2 | 5 | 3 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 3 | 3 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 3 | 2 | 1 |
| 2c | Primary teacher - Mainstream/regular school | 1 | 3 | 1 | 1 |
| | Primary teacher - Special school | 3 | 3 | 2 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 6 | 0 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 4 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 3 | 3 | 0 |
| 3a | Primary teacher - Mainstream/regular school | 1 | 2 | 0 | 2 |
| | Primary teacher - Special school | 1 | 4 | 1 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 6 | 0 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 4 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 5 | 0 | 0 |
| 3b | Primary teacher - Mainstream/regular school | 1 | 2 | 1 | 1 |
| | Primary teacher - Special school | 2 | 5 | 0 | 0 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 3 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 2 | 3 | 0 |

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| **4a** | Primary teacher - Mainstream/regular school | 2 | 3 | 0 | 0 |
| | Primary teacher - Special school | 0 | 5 | 0 | 2 |
| | Primary teacher - Special unit/class/support centre | 2 | 5 | 0 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 2 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 2 | 1 | 0 |
| **4b** | Primary teacher - Mainstream/regular school | 0 | 3 | 0 | 2 |
| | Primary teacher - Special school | 1 | 4 | 1 | 1 |
| | Primary teacher - Special unit/class/support centre | 2 | 5 | 0 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 2 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special unit/class/support centre | 2 | 1 | 1 | 0 |
| **4c** | Primary teacher - Mainstream/regular school | 0 | 3 | 1 | 1 |
| | Primary teacher - Special school | 0 | 3 | 1 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 2 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 2 | 1 | 1 | 1 |
| **4d** | Primary teacher - Mainstream/regular school | 1 | 2 | 1 | 1 |
| | Primary teacher - Special school | 1 | 4 | 0 | 2 |
| | Primary teacher - Special unit/class/support centre | 2 | 2 | 3 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 1 | 2 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 2 | 1 | 0 |
| **4e** | Primary teacher - Mainstream/regular school | 0 | 3 | 1 | 1 |
| | Primary teacher - Special school | 0 | 4 | 2 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 2 | 0 | 1 |
| | Secondary teacher - Special school | 0 | 1 | 1 | 1 |
| | Secondary teacher - Special unit/class/support centre | 1 | 3 | 0 | 0 |
| **5a** | Primary teacher - Mainstream/regular school | 1 | 2 | 0 | 1 |
| | Primary teacher - Special school | 0 | 5 | 1 | 1 |
| | Primary teacher - Special unit/class/support centre | 2 | 3 | 1 | 1 |
| | Secondary teacher - Mainstream/regular school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 1 | 2 | 0 |
| **6a** | Primary teacher - Mainstream/regular school | 1 | 1 | 0 | 2 |
| | Primary teacher - Special school | 1 | 4 | 1 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 4 | 2 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 2 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 4 | 1 | 0 |

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| **6b** | Primary teacher - Mainstream/regular school | 1 | 1 | 0 | 2 |
| | Primary teacher - Special school | 2 | 4 | 2 | 0 |
| | Primary teacher - Special unit/class/support centre | 1 | 4 | 1 | 1 |
| | Secondary teacher - Mainstream/regular school | 0 | 1 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 2 | 3 | 0 |
| **7a** | Primary teacher - Mainstream/regular school | 1 | 4 | 0 | 0 |
| | Primary teacher - Special school | 1 | 4 | 0 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 1 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 3 | 1 | 0 |
| **7b** | Primary teacher - Mainstream/regular school | 0 | 3 | 1 | 1 |
| | Primary teacher - Special school | 1 | 3 | 1 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 3 | 3 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 1 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 3 | 0 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 2 | 2 | 0 |
| **7c** | Primary teacher - Mainstream/regular school | 1 | 3 | 0 | 1 |
| | Primary teacher - Special school | 1 | 3 | 2 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 4 | 2 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 1 | 1 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 1 | 3 | 0 |
| **7d** | Primary teacher - Mainstream/regular school | 1 | 2 | 0 | 1 |
| | Primary teacher - Special school | 1 | 5 | 0 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 4 | 2 | 0 |
| | Secondary teacher - Mainstream/regular school | 1 | 1 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 3 | 1 | 0 |
| **7e** | Primary teacher - Mainstream/regular school | 0 | 4 | 0 | 1 |
| | Primary teacher - Special school | 1 | 4 | 1 | 1 |
| | Primary teacher - Special unit/class/support centre | 1 | 5 | 1 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 2 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 1 | 2 | 0 |
| | Secondary teacher - Special unit/class/support centre | 1 | 1 | 3 | 0 |
| **8a** | Primary teacher - Mainstream/regular school | 1 | 2 | 0 | 1 |
| | Primary teacher - Special school | 0 | 4 | 1 | 2 |
| | Primary teacher - Special unit/class/support centre | 1 | 4 | 2 | 0 |
| | Secondary teacher - Mainstream/regular school | 0 | 2 | 0 | 0 |
| | Secondary teacher - Special school | 0 | 2 | 1 | 0 |
| | Secondary teacher - Special unit/class/support centre | 0 | 3 | 2 | 0 |