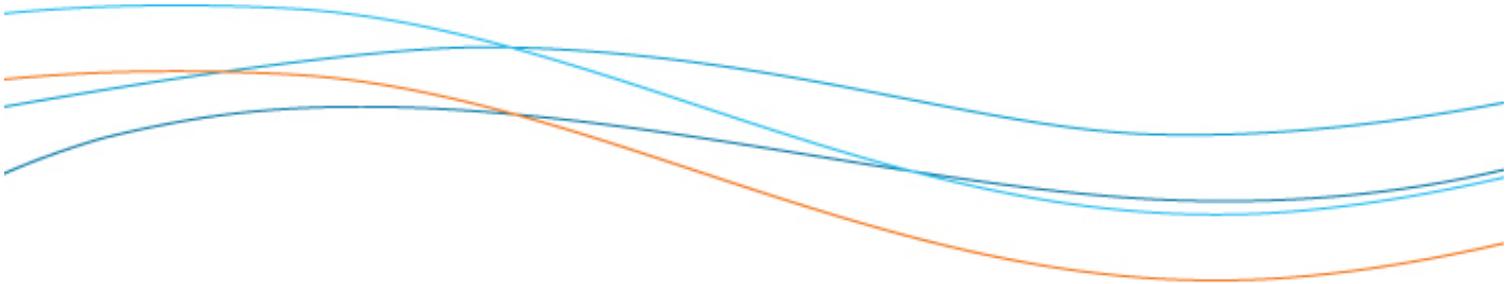


Draft F–10

**Australian Curriculum: Health and
Physical Education
Consultation Report**

Version 1.2



June 2013

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Executive summary

Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) released the draft Australian Curriculum: Health and Physical Education Foundation to Year 10 for national consultation between 10 December 2012 and 12 April 2013.

The draft curriculum for Health and Physical Education comprised a rationale, aims, content and achievement standards for each band: Foundation, Years 1 and 2, Years 3 and 4, Years 5 and 6, Years 7 and 8, Years 9 and 10.

Purpose of the report

This report details feedback on the draft Australian Curriculum: The Health and Physical Education Foundation to Year 10. Feedback was sought in relation to the following areas of the draft curriculum:

- Rationale
- Aims
- Strands
- Content
- Achievement standards
- Structure
- Diversity of learners
- General capabilities
- Cross-curriculum priorities

Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for a national curriculum from Foundation to Year 12 in specified learning areas.

In August 2012, ACARA published online the Shape of the Australian Curriculum: Health and Physical Education. During 2012, ACARA began the process of developing curriculum for Health and Physical Education for Foundation to Year 10. In December 2012, draft curriculum content for the Health and Physical Education learning area was released for consultation.

Key findings

The draft Australian Curriculum: Health and Physical Education Foundation to Year 10 was the subject of national consultation from 10 December 2012 to 12 April 2013.

Responses were received from a range of stakeholders including:

- 279 online survey respondents including feedback collected from teachers across the states and territories who engaged directly with the draft Health and Physical Education curriculum
- 99 written submissions from individuals, schools, curriculum and school authorities and representative bodies.

Overall the findings suggested there was continued support for the development of an Australian Health and Physical Education curriculum for all Australian students in Foundation to Year 10. There was strong support for the current directions and intent of the draft curriculum.

Overall the findings suggested the following were areas of strength:

- The two strand structure
- The strengths-based curriculum

- The rationale and aims
- The contexts of learning
- The links to the General Capabilities

The findings suggest the following as areas for improvement in the draft Australian Curriculum: Health and Physical Education Foundation to Year 10.

In terms of the structure of the curriculum, there was a need for greater clarity about the relationship between the strands, key ideas, contexts and the content.

In terms of the content, there was a need for:

- greater clarity and simplified language in the descriptions
- less repetition across strands and a reduction in content
- improved representation of all of the contexts within the elaborations, particularly food and nutrition
- greater focus on movement opportunities in both strands
- a greater emphasis on social, cultural, economic and political factors that influence health and wellbeing.

In terms of the achievement standards, there was a need for greater clarity, more appropriate pitch and better alignment with the content.

1. Introduction

Background

The draft curriculum was developed according to a set of design specifications that were approved by ACARA's Board following consultation with state and territory curriculum, assessment and certification authorities and are published in ACARA's Curriculum Development Process Version 6 (2012).

The draft curriculum specified content and achievement standards for Health and Physical Education to provide the basis for greater consistency in what is to be taught in Foundation to Year 10 of schooling. Content refers to the knowledge, understanding and skills to be taught and learned in Health and Physical Education. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for Health and Physical Education.

Purpose of the report

This report details feedback on the draft Australian Curriculum: Health and Physical Education Foundation to Year 10. Feedback was sought in relation to the following areas of the draft curriculum:

- Rationale
- Aims
- Content structure
- Content
- Achievement standards
- General capabilities
- Cross-curriculum priorities

2. Consultation processes and methodology

Consultation processes

The draft curriculum was made available for nationwide consultation from 10 December 2012 to 12 April 2013.

The two main avenues for formal consultation feedback were through an online survey on the consultation portal of the Australian Curriculum website, and through written submissions sent directly to ACARA.

Online survey

The online survey comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement. Feedback on the Health and Physical Education learning area was sought on the:

- rationale, aims and coherence of the curriculum structure
- coverage and clarity of curriculum content
- clarity and coherence of the achievement standards
- representation of general capabilities and cross-curriculum priorities.

All online survey questions are included in Appendix 1.

Written submissions

Written submissions were received from state and territory education authorities, professional associations and bodies and other stakeholders. These typically offered more detailed feedback than was possible via the online survey. Respondents were requested to complete a cover sheet which contained space to record basic demographic information that would assist in collation and analysis of responses.

Opportunities to provide feedback either via an online survey or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were regularly provided to subscribers to ACARA's e-newsletter ACARA Update.

Intensive engagement activity

As part of the consultation, 49 schools participated in intensive engagement activities using the draft curriculum. This involved teachers programming aspects of the draft curriculum and developing sample assessment items.

Teachers participating in the intensive engagement activity completed the online survey as well as an additional survey that focused on collecting specific feedback on the manageability and usability of the draft curriculum based on their experiences in the intensive engagement activity. Detailed information regarding this activity and the additional survey questions for intensive engagement activity participants are included in Appendix 2.

Methodology

Quantitative data of the online surveys (consultation survey and intensive engagement participant survey) is presented in charts and tables throughout this report and in appendices. All quantitative data was collated and analysed in spreadsheets from which charts and tables were produced. The quantitative data includes online surveys while the qualitative data includes both commentary from the online surveys and written submissions.

For questions in the online surveys, the response for each rating (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (for example, strongly agree – 4; agree – 3). Responses were tallied and a percentage calculated for each rating and displayed as a column graph.

Data analysis included breakdowns according to demographics, participant perspective and jurisdictional responses for each question can be found in Appendix 3, 4 and 5.

Qualitative data was outsourced to experts in research and data analysis. The qualitative data was analysed using NVivo10 software. From responses to each question in the online survey, comments were categorised as strengths, concerns, areas for improvement and suggestions, with specific topic nodes developed within these four categories. Content was analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.

For reporting purposes, the analysed data was organised according to the broad structural organisers for the survey, that is:

- Rationale and aims
- Organisation of the learning area
- Foundation to Year 10 content
- Achievement standards
- General capabilities
- Cross-curriculum priorities
- Glossary
- Other issues

Findings are reported against those headings in terms of strengths, concerns and improvements.

Consultation demographics

279 responses were received to the online survey, including 72 from intensive engagement activity participants. In addition to the online survey responses, 100 written submissions were received. Table 1 provides a breakdown of responses received by stakeholder group. Organisations which submitted written submissions are listed in Appendix 6.

Table 1: Number of responses by stakeholder type

Stakeholder type	Number of responses
State and territory authorities	10
Teacher Professional Associations	12
Education stakeholders (other than authorities or professional associations)	3
Health stakeholders	27
Sport stakeholders	6
Government departments (other than education)	14
Universities	8
Schools	3
Youth organisations	3
Individuals	14
Online survey responses	279
Total	379

Online survey responses

All states and territories provided feedback on the draft curriculum either through the online survey or via detailed written submissions.

Feedback was submitted by key stakeholders throughout Australia including:

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

A total of 279 responses were received from the online survey. Table 2 shows the number of responses from each state and territory.

Table 2: Number of online survey responses by state/territory

State/territory	Number of responses	State/territory	Number of responses
Australian Capital Territory	13	South Australia	33
New South Wales	97	Tasmania	7
Northern Territory	12	Victoria	55
Queensland	31	Western Australia	31

Table 3 shows the number of responses from schools/teachers that participated in the intensive engagement activity. In total, 114 out of 145 (79%) intensive engagement school participants provided feedback on the draft Australian Curriculum: Health and Physical Education Foundation to Year 10 via the online survey and/or the additional intensive engagement survey.

Table 3: Intensive engagement participants' responses

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total responses
Online survey	5	19	9	12	8	6	6	7	72
Intensive engagement participants' survey	8	21	14	14	13	16	11	17	114
Total by state	13	40	23	26	21	22	17	24	186

3. Consultation findings

The table below summarises the percentages of respondents to the online survey who strongly agreed or agreed with each statement. An analysis of feedback on each section of the survey is presented in the following pages.

Responses to survey questions

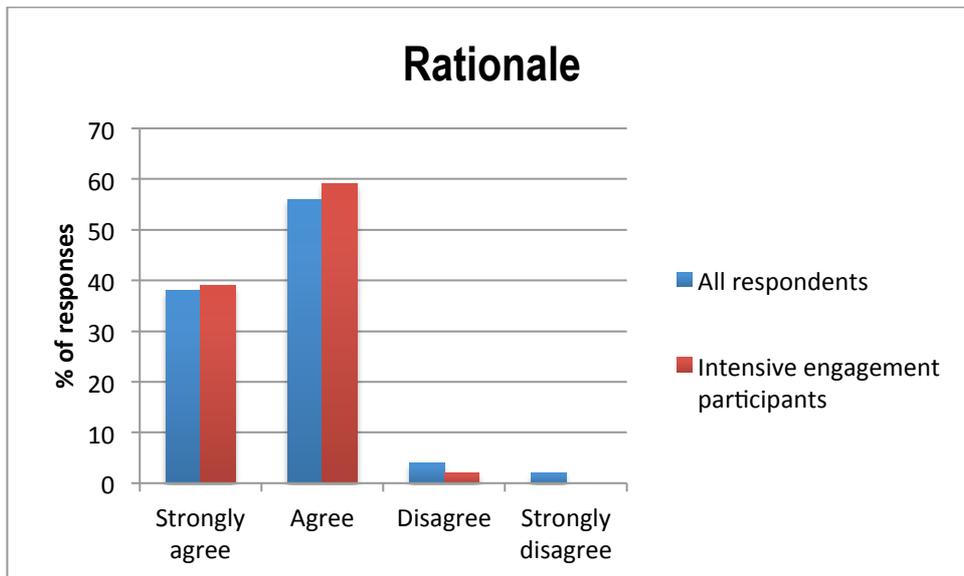
There were 279 respondents to the online survey, including 72 intensive engagement participants. Further breakdowns of the survey responses for primary versus secondary teachers and jurisdictional breakdowns can be found in Appendix 4 and 5.

Questions	Total Responses	% Strongly Agree	% Agree	Combined % Strongly Agree/Agree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	243	38	56	94
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	242	38	55	93
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	226	36	54	90
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	227	25	60	85
5. The links between Health and Physical Education and other learning areas are appropriate	223	20	68	88
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	205	17	66	83
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	211	26	61	87
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	229	20	62	82
9. The draft content descriptions are pitched appropriately for each band level.	225	21	66	87

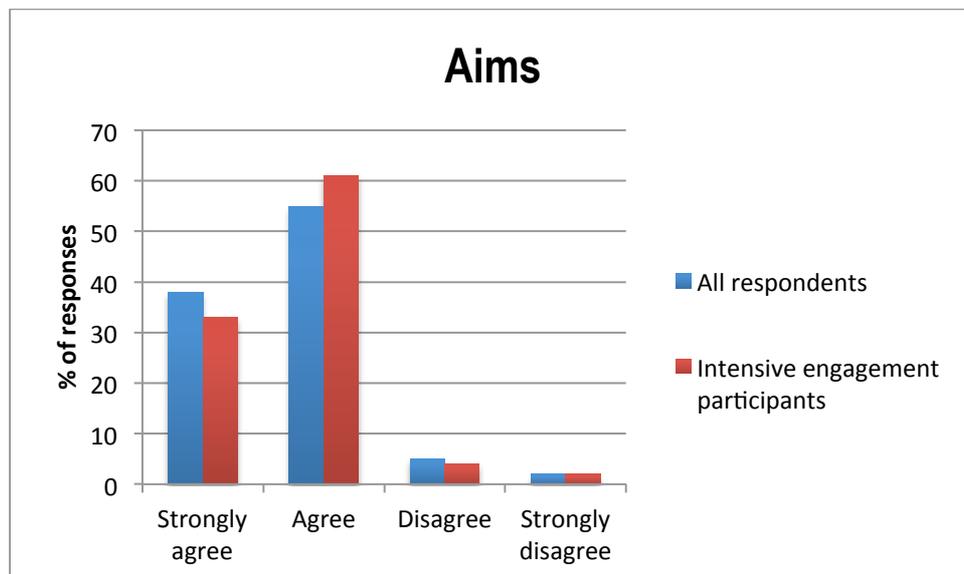
Questions	Total Responses	% Strongly Agree	% Agree	Combined % Strongly Agree/Agree
10. The draft content descriptions describe an appropriate progression across band levels	226	19	69	88
11. The draft content descriptions provide a manageable set for each band level.	223	14	65	79
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	215	25	58	83
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	212	13	66	79
14. The draft achievement standards are pitched appropriately for each band level.	208	17	67	84
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	210	14	67	81
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	201	25	66	91
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	206	17	73	90
18. The glossary is comprehensive.	209	24	58	82
19. The glossary definitions are clear and appropriate.	210	30	63	93

Rationale and aims

The vast majority of respondents to the survey agreed that the Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.



Most respondents agreed the Aims of the learning area proposed in the draft curriculum clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10.



Strengths

Participants consider the Rationale and Aims a clear and well-structured introduction to the Health and Physical Education curriculum. They clearly outline the nature of the learning area and articulate the importance of health and physical education to holistic student development and wellbeing.

The rationale is a good reflection of the learning needs of Australian children in health and physical education.

WA DEPARTMENT OF HEALTH, SURVEY RESPONSE

The rationale is clear about the nature and importance of learning Health and Physical Education for all Australian students.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

The rationale and aims are exceptionally carefully framed and are grounded in a clear pedagogical philosophy.

There is broad agreement from participants on the balance between the two concepts of health and physical activity. The inclusion of concepts of resilience and personal development are also seen as particular strengths.

The aims clearly state the intent of the HPE curriculum. There is a good mix of the aims directed at the physical and the health areas, which includes wording that incorporates both strands demonstrating the strong links between the two.

TASMANIAN PRIMARY SCHOOL TEACHER, SURVEY RESPONDENT

There is an excellent mix of health and practical concepts. Great to see the skills and knowledge around young people being 'resilient' and acknowledgement of young people taking control of their own health.

AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION NSW, WRITTEN SUBMISSION

There is also some support for the explicit identification of outdoor recreation and concepts of sustainability within the rationale and aims.

It is particularly pleasing to see that outdoor education receives a mention. As a healthy lifestyle is vitally intertwined with sustainable futures.

SA SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

Concerns

There are concerns raised about the privileging of physical activity over food and nutrition concepts in the Rationale and Aims. It is felt that the Aims reflected this bias with only one of the five dot points outlining the importance of a balanced diet to ensuring health and wellbeing outcomes.

Other concerns with the Rationale and Aims included: omission of explicit reference to food and nutrition concepts; a lack of focus on issues of safety; the role of spirituality; use of the term 'sport' (it is only used once); no reference to fun; and not a clear enough emphasis on relationships and sexuality.

The exploration of the human person's spiritual dimension is inadequately covered within the Rationale. The emphasis on this dimension, as gauged by the number of occasions this concept is mentioned, appears to have declined from the publication of the Shape Paper to the Draft Curriculum. When religious faiths are used as a point of reference it is critical to use examples of all faiths including Christianity.

NATIONAL CATHOLIC EDUCATION COMMISSION, WRITTEN SUBMISSION.

There is only a single mention of 'sport' in the Rationale and Aims (and little mention in other parts of the draft curriculum). This is surprising and concerning.

AUSTRALIAN SPORTING GOODS ASSOCIATION, WRITTEN SUBMISSION

Another significant concern is the Rationale's emphasis on the personal nature of health and physical development. These concerns are underpinned by a view that this approach does not take into consideration the social, cultural and environmental factors that can impact on the health and wellbeing of students and their community.

There is no consideration of how environmental conditions impact on health. The focus is on the individual and how they interact with their immediate social environment. Where are the considerations about how the socio-political impact on the health of communities and individuals?

VICTORIAN ACADEMIC, SURVEY RESPONDENT

Improvements

A general suggestion to improve the Rationale was to consider shortening it and using clearer and more succinct language. A number of respondents feel the Rationale is too long and complex. They argue it needs to be presented in a more reader-friendly format — such as that used to outline the Aims section.

The Rationale needs to be more to the point, the Aims were well worded, short and succinct.

NSW STUDENT, SURVEY RESPONDENT

Other improvements made by participants can be grouped under the following themes.

Sustainability — there is support among participants for the explicit inclusion of outdoor recreation in the Rationale. Participants recommend inclusion of a reference to building healthy, active and *sustainable* communities.

This reads really well. The addition of making an explicit link with sustainable environments would be good and match well with the concepts of overall health. Simply adding in sustainable environments to the last sentence in the rationale could do this, as well strengthening potential for cross curriculum links outlined later in the draft (with geography and sciences in particular).

QUEENSLAND SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

Social health — there is support for a clearer articulation of the concept of social health within the Rationale.

Within rationale – some expansion around concepts of social / societal health would augment the area – ability to recognise and work with societal impacts e.g. sexuality / obesity etc are not just a personal issue but a society-wide and political issue ... You do deal with this in the strands – but I feel it is fundamental to why we do what we do – teach students to appreciate and respond to broad impacts on their health – so I felt it should be clear in the rationale.

VICTORIAN HEALTH CONSULTANT, SURVEY RESPONDENT

Similarly there is support for a greater articulation of the focus on relationships and sexuality education components of HPE within the Rationale and Aims.

Sexuality and relationships education is a core component of the PDHPE curriculum and should be included within the Rationale and Aims. Decisions young people make about their reproductive and sexual health can have lasting impacts on their physical, emotional and mental wellbeing. Relationships and sexuality education should be specifically mentioned within these early sections with clear explanations of they relate to other learning areas.

NSW NON GOVERNMENT ORGANISATION – HEALTH, SURVEY RESPONSE

Food and nutrition — there are calls for greater prominence to be given to healthy eating within the Rationale. This includes more explicit reference to food choice and literacy, and making clear the connection between good nutrition and healthy food decisions to optimised health and wellbeing outcomes.

Organisation of the learning area

Content structure

Over 90% of respondents to the online survey and 92% of participants in the intensive school engagement process agreed with the two strand structure and felt that the two strands and their relationship were clearly recognisable in the draft Australian Curriculum: Health and Physical Education.

Strengths

Key strengths associated with the Content Structure include a clear and evident relationship between the two strands that is seen as an important enabler to holistic approaches to learning. The strengths based approach is also identified as a particular strength of the curriculum.

There is strong support from participants for the two-strand structure. It is cited as essential to providing an holistic approach to learning, enabling a focus across a broad range of health and physical activity issues.

The structure of the two strand was overwhelmingly endorsed. PE teachers particularly felt that the PE aspects of HPE had been undervalued in previous curricula that defined three strands. The construct of returning to two strands gave these teachers a sense that PE had an increasing emphasis and importance.

INDEPENDENT SCHOOLS QUEENSLAND, WRITTEN SUBMISSION

We feel the balance between the two strands is equitable and represents a holistic and well-structured curriculum where students achieve key personal health awareness and management skills that they are encouraged to share with family and friends. This includes awareness of the importance of physical education and life-long participation of active, recreational pursuits.

DEPARTMENT OF EDUCATION AND TRAINING NT, WRITTEN SUBMISSION

Participants are able to recognise a clear and evident relationship between the two strands. The use of the table to describe the relationship between the two strands, key ideas and contexts for learning is identified as particularly useful for teachers (including generalist teachers).

The appropriateness of adopting a strengths based approach for the curriculum is another key strength identified by significant numbers of respondents.

The team is supportive and welcomes the focus on a 'strengths-based approach' as it enables a shift away from the previous deficit model characteristic of health education in particular, and acknowledges that students will start from different points in physical activity

VICTORIAN UNIVERSITY, WRITTEN SUBMISSION

The strengths based curriculum approach is highly supported, as it support the inclusion of all children no matter what their ability.

WA DEPARTMENT OF HEALTH, WRITTEN SUBMISSION

Concerns

Key issues associated with the Content Structure include concerns over the relationship between the two strands, the role and prominence of outdoor education and physical activity, implementation issues and making sense of the content structure.

There is some concern over the level of interrelationship between the two strands, with some participants arguing the links are not integrated enough. Respondents felt that beyond the opening paragraphs, the relationship is not clearly articulated and that throughout the rest of the curriculum the two strands continue to read like two separately taught subjects.

The strands are clear and can be seen as 'either / or' entities that may, due to the filter down effect, be competing with each other by the time they arrive at the school situation. Particularly as teachers choose their preferred areas of action defined by comfort due to training and aptitude.

VICTORIAN EDUCATION CONSULTANT, SURVEY RESPONDENT

Concern over perceptions of outdoor education not being afforded enough importance within the curriculum again surfaces in the discussion over the content structure. Survey participants and question the absence of any specific reference to the outdoors and nature in the strands, key ideas or contexts for learning.

Challenge and adventure activities have been added and this is commendable however it is concerning that there is no specific reference to access to nature, and fresh air in the context of personal, social and community health.

WA PROFESSIONAL ASSOCIATION, SURVEY RESPONDENT

A related concern is the view that the proposed content structure appears to preference theory over physical activity.

Health literacy is dominant — there needs to be a greater emphasis on ‘movement / activity as a learning medium.’ The Health Education strand remains faithful to the 3 aspects of the Health Literacy explained in the shaping paper, but Movement and Physical Activity misrepresents valuing learning in, through and about movement and deviates from the definitions and explanations contained in the Shaping Paper. The draft is overwhelming in volume and the structure is overly complex. We need to make the structure simple so that the focus is on the content.

SA INDIVIDUAL, WRITTEN SUBMISSION

There is limited emphasis on being physically active. While we agree that theoretical content is important, there does not appear to be sufficient emphasis on ‘doing.’ This is despite the shaping paper suggesting a defining feature of learning in HPE as the movement context.

FLINDERS UNIVERSITY, WRITTEN SUBMISSION

There is some disquiet over the structure and language used to describe this section. Participants commented on the complexity of language and difficulty in navigating the content structure and making sense of the relationship between the two strands and other elements of the curriculum (key ideas and contexts of learning). There were concerns that this could impact on implementation and interpretation of the curriculum. This was particularly the case for generalist teachers.

There are many layers in this Curriculum document, and it is extremely text heavy. This is a potential barrier to its effective interpretation by States and Territories.

NATIONAL NGO, WRITTEN SUBMISSION

Improvements

Possible improvements to the Content Structure made by participants included the use of simpler language and visual diagrams to better describe the content structure, and greater emphasis or inclusion of various concepts into the content structure.

There is support for the use of simpler language and tables to describe the content structure. Consideration could also be given to inclusion of a visual diagram to demonstrate the relationship, as well as the use of specific examples to ground the relationship in practice rather than just a theoretical model.

There is scope for a visual description of the components to aid understanding.

YMCA AUSTRALIA, WRITTEN SUBMISSION

Whilst definite potential for the integration of these once disparate curriculum areas has been articulated in the document, there is still potential to provide examples in which ‘integration’ between these sub-disciplines can be achieved, for in naming them as ‘strands’ the fear is that they will continue to be taught as separate, and non-related, curriculum areas.

The issue of balance between the two strands is one that is raised by considerable numbers of participants. Among teachers and participants organisations representing teachers there is concern that a greater focus on health and health education will be difficult for physical education teachers to accommodate. Accordingly, further advice and direction on how the two strands are interrelated is suggested.

The document could be strengthened through the provision of an explicit example of a strengths-based approach to movement and physical activity. It is also important to find a way to engage and more fully integrate the two strands. This could be achieved through physical activity. For example, how could it be made explicit that a key idea in the personal, social and community health strand be achieved within the movement and PA strand.

ACHPER VICTORIA, WRITTEN SUBMISSION

There is support for a broader definition of a students' capacity be included on the strengths based section. While the strengths based approach is broadly welcomed, there are calls for acknowledgement of the broader social, cultural and environmental determinants of health that impact on a students agency and capacity.

The sentence about 'students' capacity' needs to be reworked, so that it does not ignore broader determinants of health and appear to place sole responsibility for health with the individual. A statement about the critical-inquiry approach should be included as this would assist in providing a more balanced view by highlighting the need to consider and question the social, cultural, environmental and political determinants of health.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

Key ideas

82% of respondents to the online survey and over 92% of trial school participants agreed that the key ideas in each strand provide a useful organisational element in the draft curriculum.

Strengths

There was strong support from respondents for the key ideas outlined in the draft Health and Physical Education curriculum. The description of the key ideas is commended for its clarity and presentation. Participants believe the key ideas are clearly written and organised, and provide a useful structure for teachers to develop lessons and programs for students. There is also support for the key ideas enable student agency and allow for organised and sequential learning.

Each element is organised in a manner that makes it easier for teachers / students to read and understand.

NSW SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

...the use of the table helps organise the strands, key ideas and learning contexts into easily accessible and understandable context.

NSW PRE SERVICE TEACHER, SURVEY RESPONDENT

These are important key ideas. The flexibility of how schools can use these is very appealing. Can be effectively contextualised by schools. Clear distinction between the key ideas. Fits together very clearly. I prefer dot points to a paragraph, very easy to pick up and find what you need.

NSW SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

The key ideas in each strand provide a useful organisational element to frame the curriculum and assist in articulating the curriculum in a way that is relevant and meaningful for students. The three key ideas in each strand provide clarity and clearly frame the development of knowledge, understanding and skills within and across the year levels.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

Strengths explicitly associated with the key ideas and contexts for learning for the two strands are explored below.

Personal, social and community health

There was significant support for the key ideas and contexts for learning within the personal, social and community health strand.

The holistic approach to health and wellbeing articulated by the three key ideas, under the personal, social and community health strand, is supported.

The contexts for learning — specifically: relationships and sexuality; alcohol and drugs; food and nutrition; and safety — are all seen as particularly important. The inclusion of concepts like resilience, wellbeing, and communication is applauded by participants.

We are supportive of the inclusion of key ideas which emphasise skill development in addition to knowledge and understanding, to enable and empower students to take action to promote their own and others' health and wellbeing.

VICTORIAN DEPARTMENT OF HEALTH, WRITTEN SUBMISSION

We do understand and fully support that Healthy and Active Communities is a deliberate, targeted attempt to link key health concepts that being taught at school to family members and the broader school community. This is an ideal curriculum component for our school communities in the Northern Territory.

NORTHERN TERRITORY DEPARTMENT OF EDUCATION AND TRAINING, WRITTEN SUBMISSION

The holistic approach to health and wellbeing is supported as it recognises the importance of a variety of personal and social dimensions that affect an individual's health status. The strand covers a wide range of topics. It highlights the importance of adequate professional development, tools and resources for teachers to enable proper address and implementation of the learning areas.

WESTERN AUSTRALIA DEPARTMENT OF HEALTH, WRITTEN SUBMISSION

Movement and physical activity

The 'learning through movement' key idea was endorsed by participants. This key idea is seen as particularly important to developing student confidence and competence. Links to outdoor activities and the movement contexts of 'active play and minor games' and 'rhythmic and expressive' were seen as important inclusions to strengthen and broaden HPE.

The key ideas underpin a movement focus especially through the 'Moving our body' and 'learning through movement' key ideas. The PDHPE TA strongly support these.

PDHPE TEACHERS ASSOCIATION, WRITTEN SUBMISSION

The inclusion of 'challenge and adventurous activities' considered positive, to acknowledge outdoor education.

HEALTH AND PHYSICAL EDUCATION TERTIARY ALLIANCE VICTORIA, WRITTEN SUBMISSION

Concerns

Concerns were raised by some participants about the length and complexity of the Key Ideas section. Some participants were worried about how teachers would be able to cover the required content under each of the key ideas and related contexts for learning.

No. the key ideas just add another layer of terminology, making it difficult to track the links from one section to the next. Are there any mandatory requirements? We would like guidelines on such things as how many key ideas need to be covered in each band? There is a sense that you are constantly flipping from one part of the syllabus to another to track all of the different elements. It needs to be more streamlined. The proposed syllabus creates confusion about what fits with each other.

VICTORIAN SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT.

There are concerns held by participants over the breadth and perceived inconsistencies in the Key Ideas. Some participants feel there are too many key ideas and concepts for teachers to deal explore and implement, and that this volume of ideas may lead to an imbalance in how health and physical education elements are taught.

Concern over inconsistency is underpinned by a view that not all key ideas are equal in size and import. This inconsistency may lead to some key ideas and contexts being privileged over others.

There was a concern about the wording of the contexts being inconsistent — e.g. ‘alcohol and drugs’ is a just a topic, whereas ‘health benefits of physical activity’ is a positive statement. The suggestion is that all the contexts need to be framed in the positive statement rather than simply as a topic. Most critically what is missing is any reference to the socio-cultural aspects in the contexts.

INDEPENDENT SCHOOLS QUEENSLAND, WRITTEN SUBMISSION

Some teachers and Outdoor Education participants were concerned at the omission of clear and explicit mention of contact with outdoor and natural environments from the Movement contexts.

I am particularly concerned that there is little mention of access to nature and natural settings as a link to community, social and personal health. Outdoor experiential learning allows for place-based connections and development of social conscience. Connection and interaction with nature should be mentioned at this level to ensure it is covered at future levels.

SA SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

There were some participants who felt that the advice and guidance provided in the contexts was not detailed enough and failed to adequately address learning of fundamental learning skills and food and nutrition learning. There was also concern over the absence of any mention of the importance of age appropriate and fun physical activities.

A concern over the combining of Relationships and Sexuality into one context was also raised as a concern. This issue also features significantly in the suggested improvements to the Key Ideas that were provided by participants, and which are detailed below.

Improvements

There are a considerable number of suggested improvements to the Key Ideas section of the curriculum made by participants.

While there is significant support for the Key Ideas, participants would like to see more detail and guidance on how teachers can build on the ideas, contexts and elements of each strand. Consistency of language, clearer links to other parts of the curriculum and presentation issues are all identified as areas that can be improved.

If the message that ACARA wants teachers to have is to try and integrate the two strands as much as possible, then the shaping of this section needs to reflect that. Perhaps the six ideas in each strand could be put into Venn diagrams to show how they might overlap? Or perhaps by some other diagram the curriculum could show how these twelve ideas can be planned for learning across the two strands

INDEPENDENT SCHOOLS QUEENSLAND, WRITTEN SUBMISSION

Other specific areas for improvement are included below.

Alcohol and drugs — there is widespread support for renaming the alcohol and drugs context to alcohol and *other* drugs. Participants from a health perspective also argue that harm reduction and minimisation needs to be articulated in this context.

Relationships and sexuality — the relationships and sexuality context is another specific context area that participants identified for improvement. Suggestions included either separating out sexuality from relationships, or renaming the context to relationships and *sexual health*, to demonstrate there is a difference between the two concepts.

Relationships education is not sex education. Whilst the issue of relationships and sexuality are linked, these two concepts should not be confused with issues of gender (specifically gender equity). Learning outcomes for sexuality need to be separated from gender and relationship issues. There is a risk the focus on respectful relationships will be lost on sex education if the two are not identified as discrete constructs.

DEPARTMENT OF FAMILIES, HOUSING, COMMUNITY SERVICES AND INDIGENOUS AFFAIRS, WRITTEN SUBMISSION

Other suggested improvements to this context include greater incorporation of concepts of breastfeeding, gender difference and diversity, body image, reproductive health, prevention of blood borne viruses and sexually transmitted diseases (suggestions are also made to include concepts of blood borne viruses within the safety context).

Outdoor education and sustainability — Among teachers who responded to the survey there are some who want to see more explicit mention of how the outdoors and natural environment improves health and wellbeing. There is considerable commentary from teachers and outdoor education participants on the need to emphasise the concept of sustainability within contexts under the personal, social and community health strand.

Throughout this section there needs to be more reference to Outdoor education / recreation and the benefits it provides the individual under HPE i.e. the health benefits. Current version is very sports education based. A statement identifying Outdoor Education's role in developing good judgement, risk management and leadership when engaging in activities.

WESTERN AUSTRALIAN PRIMARY SCHOOL TEACHER, SURVEY RESPONDENT

Food and nutrition — The inclusion of greater reference food nutrition is a recurring theme in the consultation data. There is concern from participants that the context is underdeveloped. Suggestions include the addition of drinks to the context, and incorporation of cultural and environmental considerations to food knowledge and consumption.

Other issues — Other areas that are suggested for improvement include:

- monitoring the balance between theoretical concepts and physical activity. There is some concern that the current structure and organisation of the key ideas and contexts privileges theoretical class based learning over physical learning.
- broadening the mental health and wellbeing context, further demonstrating its connection across all the other contexts;

- greater articulation across the key ideas (and particularly across the movement contexts) of the impact that, social, cultural and environmental factors can play in determining health outcomes.
- the possibility of including new contexts for aquatics and oral health; and
- expansion of the fundamental movement skills context, demonstrating its importance to student development, and incorporating more skills and examples within the context.

Links to other learning areas

Almost 86% of respondents to the online survey and 89% of participants in the intensive school engagement process agreed with the links between Health and Physical Education and other learning areas are appropriate.

Strengths

There is considerable support among respondents for the description of the links between HPE and other learning areas. The links are viewed as clear and explicit. Some respondents cited the food and nutrition examples throughout the curriculum as particularly useful.

Specifically outlining the links to other learning areas provides further contextual support. This assists in applying skills and transferring knowledge and understanding built from the HPE Curriculum to other key learning areas.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

Concerns

There is concern from some respondents that links to some learning areas are weak and underdeveloped. Greater emphasis should be placed on the examples of links that go beyond just physical activities.

This section could be improved by broadening some of the examples provided beyond physical activity based examples only.

SA GOVERNMENT DEPARTMENT, WRITTEN SUBMISSION

Improvements

Overall, there is a recurring theme within the consultation data for the inclusion of specific examples and guidance on how teachers can or have incorporated links to other learning areas into their teaching programs in the school environment.

This is great. I am aware that it will be an online document and that will have links, but could there be indications in the descriptors for cross learning area opportunities if the syllabus is printed?

NSW SCHOOL TEACHER, SURVEY RESPONDENT

Yes, the links are evident and very useful, however, there could be more explicit examples of the connections to provide a deeper understanding and therefore faster implementation.

NSW SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

Provision of more specific examples how to link to other learning areas was seen as particularly important in assisting primary and specialist school teachers.

Health and Physical Education specialists (particularly in primary schools) will need greater awareness of the intent and content of other Australian Curriculum Learning Areas.

NATIONAL CATHOLIC EDUCATION COMMISSION, WRITTEN SUBMISSION

Too limited. One gets the feeling that primary school teachers were not involved in the writing process? General descriptions have some value but I think some practical examples drawn from primary school contexts may help e.g. Take the Challenge program in WA, Maths cents etc etc

WA ACADEMIC, SURVEY RESPONDENT

Improvements by learning area

Specific improvements, made by participants, to the links between HPE and each of the learning areas are included below.

English — there is support from participants for a greater emphasis on the links between the natural world and creative responses that it can generate. This includes its impact on creative writing and literacy. Participants also cite benefits like improved communication skills as another link between HPE and English that needs to be strengthened.

In English there is the creative expression in responses to emotional links to nature. There is centuries of connection to people and place.

WA PROFESSIONAL ASSOCIATION, SURVEY RESPONSE

Mathematics — there is considerable support from participants with an outdoor education background for more of an exploration of the impact of HPE outdoor education activities on improved spatial awareness and mapping skills. There is support for the description of the link through interpretation of data and information.

There is more potential for links with subjects stemming from the use of adventure based activities including spatial processing through orienteering and map reading ...

QLD SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

History — there is some concern that the link to History is too sports orientated. There is support from participants to consider expanding the examples and links to History through opportunities to study the evolving understanding of health treatment, the history of food consumption, experiencing the environment and natural world, visiting historic locations, and exploring Indigenous history.

Outdoor education has the potential to give students the necessary practical experience in other areas ... History — through actually being at historic locations, discussing history when students are engaged by being there, both colonial and Aboriginal history.

WA PRIMARY SCHOOL TEACHER, SURVEY RESPONDENT

Science — participants feel there are strong links that should be made between the HPE and Science curriculums. Participants argue that improved and more articulate links are required in this section to: biology; food and nutrition and its impact on the body; observation of environment and nature; human anatomy; the development of the body through puberty; and greater understanding of reproductive health.

One issue that is not clear from the draft curriculum is the issue of complementarity and how this curriculum sits alongside those of the other learning areas. CEC NSW would be keen to see, for instance, how human reproduction is covered in the Science curriculum in a way which genuinely complements its coverage in the HPE Curriculum.

CATHOLIC EDUCATION COMMISSION NSW, WRITTEN SUBMISSION.

Geography — there is some concern that the links to Geography are vague. There is support for greater clarification of the skills that students require to explore nature and the environment. There is also support for clarification of the concept of place as it is described in this learning area.

There should be more specific reference to the technical skills needed for Outdoor Education.

NSW SECONDARY SCHOOL TEACHER

The Arts — the explicit link to Dance within the Arts Curriculum is welcomed by participants. However there is support for an expansion of the link to the Arts that goes beyond just Dance, with calls for more explicit links to the other Arts subjects, particularly Music, Visual Arts and Drama.

There is more opportunity for integration with the Arts other than just through Dance. Visual Arts, Drama, Music, Media Arts can all have opportunities for integration, particularly in the Personal, Social and Community Health strand. CESA recommends that stronger links are formed with the Arts Curriculum.

CATHOLIC EDUCATION SOUTH AUSTRALIA, SURVEY RESPONSE

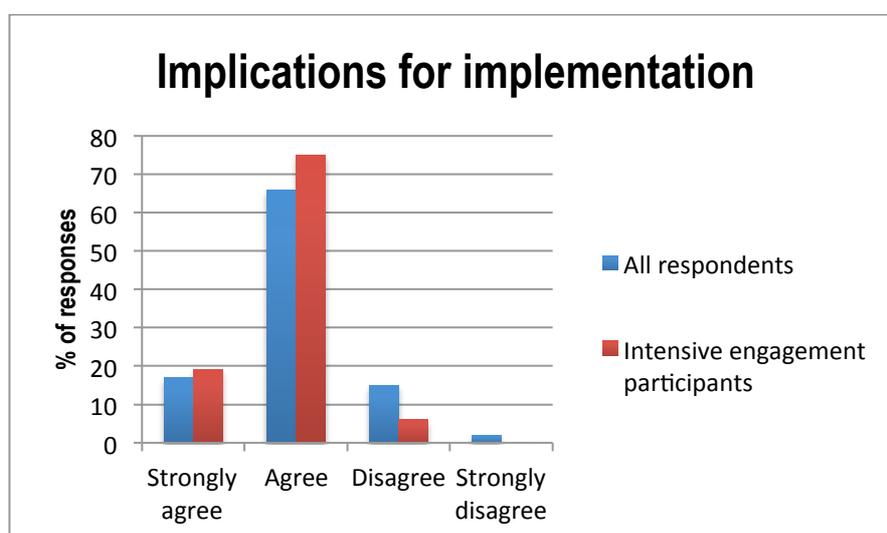
Technologies — participants feel there are significant connections between HPE and the Technology learning area, particularly in the areas of food production, technology and nutrition. There is support for an explicit link to be made in HPE curriculum with the Technology learning area.

It will be essential that there is consistency, links and synergies with the Technology Curriculum food production and food technology contexts.

WA HEALTH DEPARTMENT, WRITTEN SUBMISSION

Implications for implementation

This section of the draft curriculum caused a little more disagreement amongst respondents to the online survey in comparison to the respondents who participated in the intensive school engagement process agreed that the advice was clear and appropriate.



Strengths

There is considerable support from respondents for the advice provided in the implications for implementation section of the curriculum. Respondents support the balance between the flexibility and advice outlined in this section.

This particular section appears to be quite broad, leaving a lot of versatility, but also a lot of room to lose yourself within the certain contexts provided. More onus seems to be placed upon the teacher to be creative and daring with their pedagogy to consolidate practices that work best for different students.

NSW SCHOOL TEACHER, SURVEY RESPONDENT

The implications for implementation provides some useful guidelines for teachers to plan, and teach the new curriculum. However it does not supply sufficient details on curriculum adjustments and guidelines for assessment.

NSW SCHOOL TEACHER, SURVEY RESPONDENT

Concerns

Notwithstanding this support, there is an equal degree of concern over the teacher skills and expertise required to properly implement the curriculum. Respondents identify a need for further advice and support to be outlined and provided to teachers, particularly generalist or primary school teachers.

There is also concern among respondents over the implications arising from potential variance in how the curriculum is implemented. Respondents fear that an absence of prescription in the curriculum may undermine the intent and purpose of a consistent national curriculum.

A related concern is the potential for schools — because of resourcing, expertise, or other reasons — to omit difficult issues such as sexual health, or alcohol and drugs, when they select different contexts of HPE.

Improvements

Suggested improvements to the implications for implementation include a simplification of language and potential to include a visual diagram to demonstrate how the curriculum can be used to build a program of learning.

More detail within this section on how to plan content and learning is also requested. This is seen as particularly important for generalist users of the curriculum.

Organisation of learning

There is support for the articulation of examples of how schools could organise and deliver content of the draft HPE curriculum.

Various educational authorities and stakeholders acknowledge the explicit referencing of both the Home Economics and Outdoor Education subjects.

The advice and implications regarding Home Economics are clear. We have been impressed with the development of this learning area from the shape paper to the draft. There is a defined and targeted nutrition focus, supporting the programming of Home Economics teachers in Years 7-9.

NT DEPARTMENT OF EDUCATION AND TRAINING, WRITTEN SUBMISSION.

Outdoor Education stakeholders were pleased to see outdoor education identified as a subject, however they considered that the focus on outdoor recreation within the movement and physical activity strand was too narrow.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

Similarly the reference to the importance of a healthy school environment was supported. This reference is seen as recognition of the connection student outcomes and the environment they are learning in.

The description of the importance of a healthy school environment is a welcome and important contribution to this draft curriculum. The Health and PE curriculum is perhaps one of the most important curricula to ensure that consistent messages are promoted both in and out of the classroom, and additionally into student homes and community environments.

SOUTH AUSTRALIAN DEPARTMENT OF HEALTH, SURVEY RESPONSE.

Health and Physical Education across Foundation to Year 10

Band descriptions

Almost 85% of people who responded to the online survey and 93% of participants in the intensive school engagement process agreed (59%) or strongly agreed (26%) that the band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Strengths

The key strengths associated with band descriptions by respondents are their clarity and ease of understanding. It was felt that the band descriptions provides a clear summary and overview of the content of each band. They are logical and easy to read.

Among teachers there is a view that the band descriptions strike the right balance between prescription and flexibility. It is felt they will be of use in assisting teachers to plan and prepare work.

The flexibility is evident. The band descriptions are very broad, which should allow schools from a variety of backgrounds, socio economic and cultural backgrounds to provide an engaging curriculum. Flexible options make implementation easier and allow for diversity and challenges for all students. There are viable alternatives for achieving the same goals.

WA EDUCATION ORGANISATION, WRITTEN SUBMISSION.

Concerns

Notwithstanding the strengths identified with the band descriptions, there are some respondents who find the breadth of learning contained within the band descriptions concerning.

There is also a view among some respondents that there is an imbalance between the strands with health contexts given greater emphasis over movement and physical activity contexts.

The breadth is probably what teachers will find confronting prompting areas of least comfort to be discarded.

VICTORIAN NGO, SURVEY RESPONDENT

Improvements

Possible improvements to the band descriptions suggested by respondents include reconsideration of the introduction of contentious issues like sexual education, provision of more support and guidance for teachers, and greater emphasis on outdoor education.

Strong views are held by some respondents over the introduction of concepts like sexual education and drug and alcohol education in the curriculum and the band descriptions. Most respondents who commented on this issue want to see them introduced earlier.

There is strong support for the inclusion of more questions and examples within the band descriptors to serve as a focus for what is to be achieved during the band. There is an ongoing push from some respondents for a greater emphasis on the importance of outdoor experiences and education within the band descriptors.

The band descriptions make very little if any mention of nutrition, food choice and food literacy which we know are equally important as physical activity in a child's growth and development. The only mention is at the dot point for health contexts ... [We] believe each band description needs to make reference to the development of skills in food literacy and food choice to achieve good levels of nutrition.

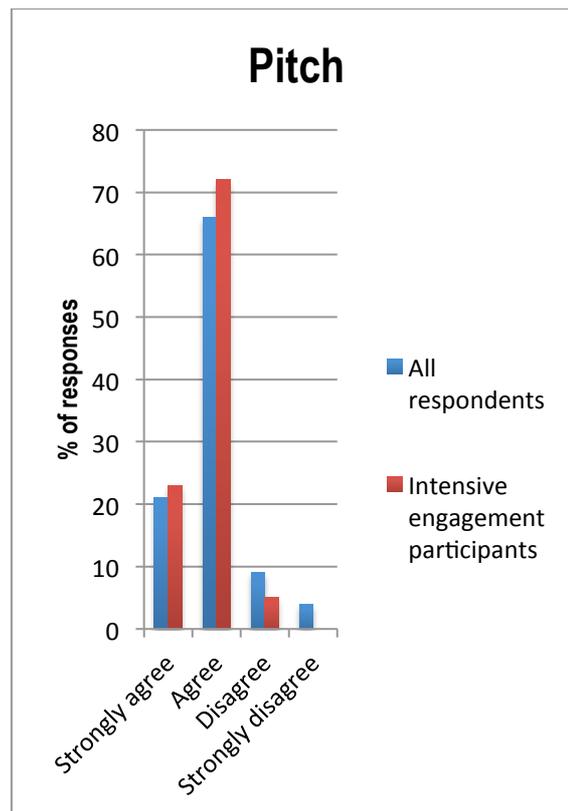
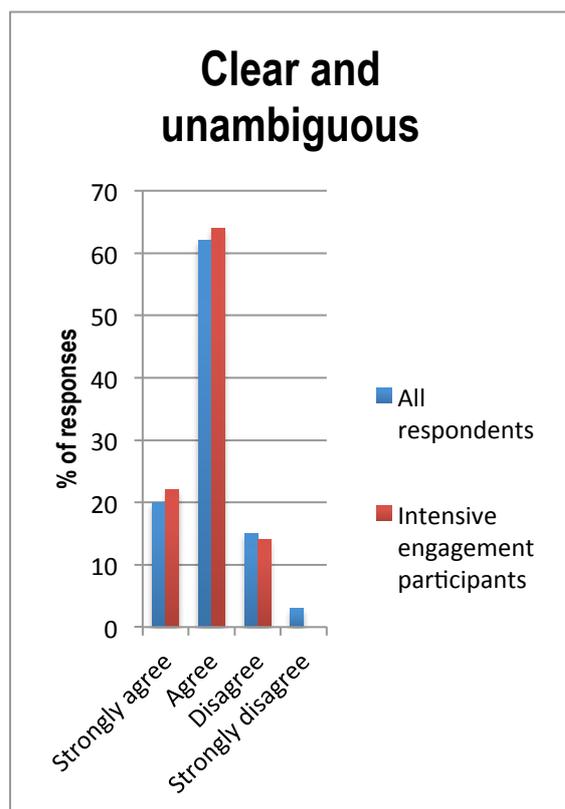
QLD NGO, SURVEY RESPONDENT

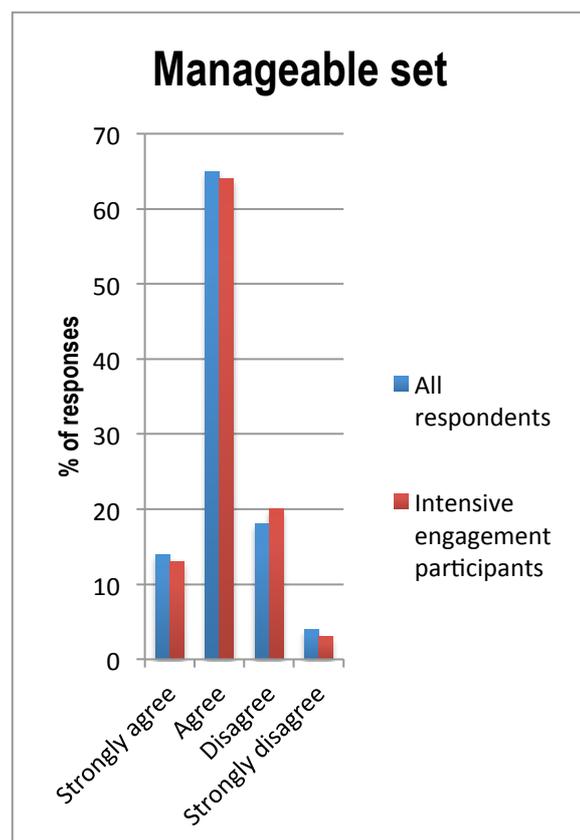
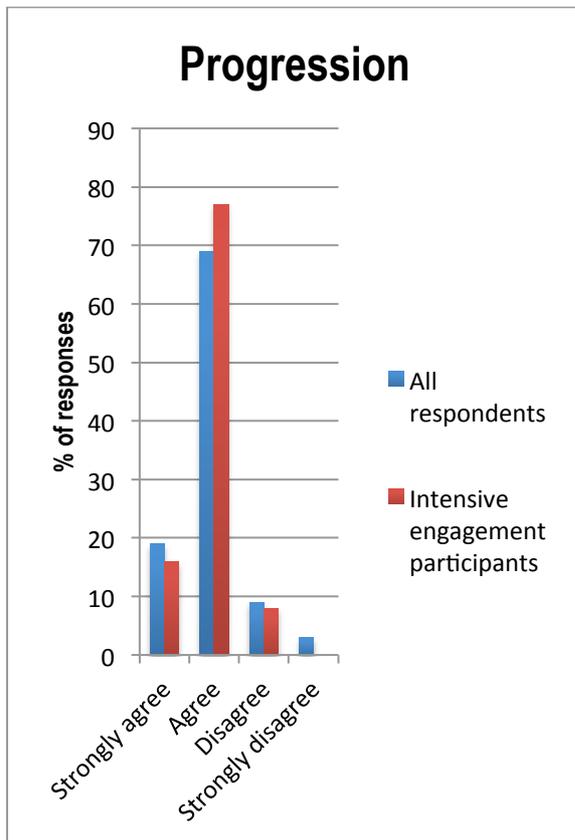
Content descriptions

The majority of respondents to the online survey agreed that the draft content descriptions are:

- clear and unambiguous statements of what students should be taught
- pitched appropriately for each band level.
- an appropriate progression across band levels.
- a manageable set for each band level.

The level of agreement was slightly higher for responses from the intensive engagement participants as the graphs below indicate.





81% of survey respondents and 89% of intensive engagement participants agreed that the draft content elaborations provide clear and relevant illustrations of the content descriptions.

Strengths

Key strengths associated with the content descriptions and elaborations by respondents are their clarity and relevance to teaching and the school environment. Respondents view them as easy to understand and straightforward.

The content elaborations are excellent and provide plenty of examples of learning opportunities for teachers to draw upon when planning age appropriate teaching and learning opportunities for students.

SA EDUCATION ORGANISATION, SURVEY RESPONDENT

They allow for flexibility of approach and provide guidance and assistance to teachers when planning classes and activities.

Concerns

Key concerns associated with the content descriptions and elaborations include confusion over the number of descriptions and elaborations, and the advice and guidance provided for them. There is a degree of confusion among respondents about the number of descriptions across the bands and whether they are all required to be taught. There is also a concern about the perceived hierarchal manner in which they are listed.

Concerns are raised about the level of advice and guidance provided for content that requires specialist expertise and knowledge. Some respondents contend that the visual presentation and language used makes the descriptions and elaborations particularly difficult to read and navigate.

Content descriptions are clear as to what should be taught – is it the expectation that every school in Australia will teach all of the content, for each band appropriate to the year levels taught at each school, within a subject or range of subject offerings? Is there an expectation that schools have to ensure the content is taught in its entirety?

VICTORIAN TEACHER, SURVEY RESPONDENT

Improvements

Possible improvements to the content descriptions and elaborations suggested by respondents include the provision of more specific examples and the revisiting of particular issues and areas. There is a strong view among respondents that more practical examples are required. This view is summarised as focussing more on how to teach the content rather than on what to teach.

Content elaborations need to be explicitly defined at the beginning of the document as to their role in this Curriculum – ie to provide information to teachers as to the length and breadth of the content. The document needs to clearly read that these are just suggestions.

NATIONAL YOUTH ORGANISATION, WRITTEN SUBMISSION

Contentious issues around the introduction of concepts related to sexual education and the language and examples provided in the elaborations are again raised by many respondents.

There is a push among respondents for the inclusion of more explicit content elaborations for the learning of skills related to outdoor education and food and nutrition.

Achievement standards

Almost 75% of online survey respondents and 80% of intensive engagement participants agreed that the draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Almost 82% of respondents to the online survey and 92% of intensive engagement participants agreed that the draft achievement standards are pitched appropriately for each band level.

Similar levels of agreement were found in relation to the appropriateness of the progression of expected learning with almost 80% of online survey respondents and over 85% of intensive engagement participants agreeing with the progression.

Strengths

The number of strengths associated with the achievement standards identified by respondents is considerably smaller than other sections of the curriculum. Of the respondents who did comment, there was a view that the standards are clear and appropriate and demonstrate progression over the bands.

The draft achievement standards are clearly written, appropriate to the band levels and demonstrate progression between bands.

NT GOVERNMENT REPRESENTATIVE, SURVEY RESPONDENT

Concerns

There are more respondents identifying concerns with the achievement standards than those who identify strengths. The key concerns include an imbalance between the two strands, and the potential for misinterpretation and inconsistent application.

The achievement standards are open to too much interpretation. If assessment across the nation is to be fair and valid then there needs to be more guidance as to what constitutes an A student as opposed to a C student. A couple of paragraphs is not enough to go on.

WA TEACHER, SURVEY RESPONDENT

There is a view that the standards emphasise assessment of health learning over movement and physical learning activities. This approach entrenches an imbalance or lack of integration between the two strands.

There is concern that the standards are too vague and not enough guidance is provided to teachers to undertake assessment. This has the potential misinterpretation of the standards that in turn, leads to a lack of uniform or constant assessment of students.

Improvements

Possible improvements to the achievement standards that are suggested by respondents include provision of more detail and advice and review of the standards to ensure greater emphasis on skills development and measuring progression of learning.

There is a recurring view that more detailed advice and guidance on the use of the standards is required. This could include the provision of accompanying resources, examples and the presentation of the standards in a more user-friendly format.

While comprehensive, the language is sometimes too general to support teacher judgement in relation to quality of achievement. It is recommended that advice for teachers in relation to how achievement standards contribute to planning and assessment, both formative and summative, appears with the curriculum.

NATIONAL EDUCATION ORGANISATION, WRITTEN SUBMISSION.

The standards could be improved through greater emphasis on the acquisition of specific skills. There should be greater alignment between the standards and the rest of the curriculum — specifically with the contexts for learning and band and content descriptions — to better demonstrate progression over the course of years.

Foundation — Year 2

Band descriptions

There is support for the Foundation and Year 1 and 2 band descriptions among some participants. They are viewed as clear and appropriate.

There is significant comment from teachers and participants with an outdoor education perspective for a greater mention of students learning through exploring their physical surroundings. This is also seen as an important enabler to learning about safety.

The issue of introducing concepts from the relationships and sexuality context into Foundation to Year 2 bands is also discussed. There is support for greater emphasis on age appropriate concepts from this context to be included in these bands.

One state educational authority calls for an explicit articulation of the link between Foundation and the Early Years Framework.

Reference to aquatic learning and safety issues around blood borne viruses is also raised by participants.

Content descriptions

Participants support foundation content descriptions. This is particularly the case for descriptions within the movement and physical activity strand. However there is some concern that the Year 1 and 2 movement and physical activity content descriptions are not challenging enough for students.

The absence of food and nutrition content descriptions in the band Foundation is questioned by participants.

Suggested improvements include support for a rationalisation of some content descriptions and elaborations. It was felt that this would provide a more useful resource for teachers.

Other specific improvements include a focus on improving technique and control within Foundation content description 1.7, and mention of partner games and activities within Foundation content description.

Content elaborations

At a general level, participants feel there is greater scope in the first two bands to use the elaborations to better integrate the two strands.

At a more specific level, there was considerable support from participants to use the elaborations to further embed food and nutrition concepts across the Foundation to Year 2 band.

Very little nutrition related descriptors or elaborations exist at the Foundation level. The only related wording is in the 1.4 descriptor ... Creating healthy habits and exposure to fruit and vegetables at a young age is imperative and we feel there should be elaborations suggesting nutrition related activities.

NORTHERN TERRITORY DEPARTMENT OF EDUCATION AND TRAINING, WRITTEN SUBMISSION

Other suggestions included an expansion of the safety elaborations across the bands to incorporate concepts of blood awareness, first aid scenarios, and road safety.

There are also calls for greater reference to issues of cyber safety, and creation of new and expanded swimming / aquatic elaborations.

Achievement standards

There is concern from participants regarding the absence of food and nutrition achievement standards in Foundation, and the perceived failure of content elaborations to support the Year 1 to Year 2 achievement standards.

Year 3 — Year 6

Band descriptions

The issues of the extent of explicit referencing to outdoor education and the introduction of concepts related to relationships and sexuality in the Year 3 to Year 6 band descriptions are again prosecuted by participants.

There is support from teachers for a greater emphasis in the band description on the importance of students learning about the outdoors and developing skills and knowledge through these interactions.

There is also considerable support for the introduction of the relationships and sexuality context into the Year 3 and 4 Band descriptions.

Children need to understand the practical details of managing puberty before it begins to happen in their own bodies, as well as their peers ... Add relationships and sexuality to the learning contexts to be explored in Years 3 and 4.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY, WRITTEN SUBMISSION

Content descriptions

There is concern from participants over the expectations of students in Years 5 and 6. Participants felt there had been a significant increase in expectations from Years 3 and 4 through to Years 5 and 6. This issue is further complicated by the range and volume of content descriptors in this band. There is support for a rationalisation of descriptions in Years 5 and 6 to a more manageable range and volume.

There is also concern that first content description to address puberty is only introduced in Years 5 to 6.

Content elaborations

Among suggested improvement to the content elaborations for these bands, there are calls for elaboration on dental health, inclusion of more aquatic skill elaborations, and the possibility of introducing concepts of cyber-safety and body image earlier than what is currently catered for in the curriculum.

There are also some concerns raised about the levels of teacher expertise and training required to deliver certain elaborations like high jump and long jump.

Achievement standards

There is concern that the measurement of achievement within these standards for activities under the health strand, dominate measurement of achievement of activities under the movement strand.

Participants remain concerned over the lack of adequate support for the food and nutrition achievement standards, from the content descriptions and elaborations in the Years 3 to Year 6 bands.

One suggestion to improve the Years 3 to 6 achievement standards involves the provision of explicit reference to safety within the standard.

Year 7 — Year 10

Band descriptions

The role and connection between HPE and Outdoor education was again cited as an issues for improvement for the Years 7 to Year 10 Band descriptions. Participants stressed the need to articulate the importance of a balance indoor class based learning and experiences had in the outdoors.

Again consequential problems of not including how outdoor experiences contribute to health and wellbeing. There should be a statement about balancing indoor and outdoor time (as well as sleep, online etc). HPE must be encouraging kids to play outside!

UNIVERSITY OF BALLARAT, WRITTEN SUBMISSION

There was also support from Health stakeholders for inclusion of stronger links in the band descriptions and the safety context with safety issues associated with blood borne viruses.

Hepatitis Australia believes the inclusion of the term 'prevention of infectious diseases' or 'blood borne viruses and sexually transmitted infections' would be highly appropriate health contexts to be named and explored within this band description.

HEPATITIS AUSTRALIA, WRITTEN SUBMISSION

Participants also cite a need to incorporate a greater emphasis on the need to develop students' knowledge and awareness of issues around cyber-safety, cyber-bullying, sexting, and the use of social media.

Content descriptions

There are some concerns raised by participants over the number of content descriptions contained in the Years 7 to 10 bands. The language used in the descriptions is also criticised as overly complex.

There are concerns over the pitch and appropriateness of the Year 9 and 10 movement and physical activity content descriptions. Participants feel they are too challenging and are beyond the skills and capacity of many students.

There is a strong presence of 'sports science' concepts and not enough 'performance'. Many of these concepts are more appropriate in a Year 11-12 Physical Education Studies Syllabus ... Year 7-8 appears to be appropriate in pitch but Years 9-10 is far too complex for the majority of students, especially taking into account the time allocated to this project.

WESTERN AUSTRALIAN SCHOOL CURRICULUM AND STANDARDS AUTHORITY, WRITTEN SUBMISSION

Content elaborations

Content elaborations in these bands on social media are applauded by participants. However there is some comment that these could have been introduced earlier into the curriculum.

Similarly the extent to which issues about sexual health are examined and elaborated on in these bands is acknowledged. However there is still significant support for addressing them earlier in the curriculum.

There are continuing calls for new or expanded elaborations on outdoor education and food and nutrition. These elaborations need to explore the benefits of physical activity and good food choices to improved mental health and wellbeing. There is a view that the articulation of benefits to physical activity increasingly diminishes as students progress through the bands.

There is also support for more practical examples and resources to be provided to support the increasingly advanced elaborations.

Achievement standards

There is some concern from participants over the balance between assessment knowledge, skills and understanding of health and physical outcomes within these achievement standards.

The achievement standard contains minimal reference to physical activity. The only reference appears in the very last sentence.

WESTERN AUSTRALIAN SCHOOL CURRICULUM AND STANDARDS AUTHORITY, WRITTEN SUBMISSION

There is also some concern over how appropriately pitched the Year 9 and 10 achievement standards are. Participants are worried about the expectations placed on some students to meet these standards.

General capabilities

Over 89% of people that responded to the online survey and 91% of trial school participants agreed that the relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.

Strengths

There is strong support among respondents for how the relationship between the HPE and the general capabilities is described. Participants consider the links to the capabilities as useful and evident throughout the curriculum. They are easy to follow and will enable teachers to link HPE across other learning areas.

The relationship between the general capabilities and the learning area is strongly evident and clear linkages are made by way of examples in each descriptor, the content descriptions and content elaborations.

TASMANIAN EDUCATION REPRESENTATIVE, SURVEY RESPONDENT

Respondents considered the articulation of the link between HPE and the general capabilities as a validation of the strength and importance of the learning area. They felt it further demonstrated the importance of HPE to holistic learning and education outcomes.

We believe that the General Capabilities section presents a strong synergy with consumer and financial literacy, particularly in Literacy, Numeracy, Critical and Creative Thinking and ICT capability.

AUSTRALIAN SECURITIES AND INVESTMENTS COMMISSION, WRITTEN SUBMISSION

Concerns

Despite the significant support for the general capabilities descriptions, there are some participants who remain concerned about the ability of teachers to address each of the capabilities within the time and resources allocated to HPE.

There is also some concern over the lack of explicit reference to movement and exercise within the capabilities.

Improvements

There are a number of general improvements to this section made by participants. This includes support for more specific examples included in this section and throughout the curriculum detailing the relationship between HPE and the capabilities.

There is also considerable support from respondents with an outdoor recreation perspective for all of the general capabilities to include more of a focus on outdoor recreation and activities, highlighting their importance to overall learning and development.

It could be made more explicit in the general capabilities section that physical activity and organised sports have a direct, proven link to improved academic performance ... This will encourage schools to take the health and PE curriculum more seriously.

VICTORIA INDUSTRY ASSOCIATION, SURVEY RESPONDENT

Similarly there are calls from nutrition and public health organisations for more explicit inclusion of food literacy and understanding across the capabilities.

Literacy could include food literacy focus and critical thinking around media and advertising relating to food and nutrition and body image. Critical and creative thinking needs more linkage to food literacy, media and food advertising and body image. Ethical behaviour could be strengthened by using food marketing and sustainability of the food supply as a focus.

QLD NON-GOVERNMENT ORGANISATION, SURVEY RESPONDENT

Improvements by capability

Suggested improvements for specific capabilities are provided below.

Literacy and numeracy — the links to literacy and numeracy are supported by participants who commented on these capabilities. However there are calls for a stronger emphasis on the importance of physical activity to academic performance to be articulated in the capabilities. Within the literacy capability there are also suggestions for a greater focus on understanding advanced health related language and terminology.

Personal and social competence — there is support for a strengthening of the importance of outdoor and environmental education and experiences to the personal and social and competence capability.

Outdoor education and recreation is a perfect example to use for physical, emotional and social development, as well as applying a range of skills that can be used to help them in an uncomfortable situation or in dealing with facing fear.

VICTORIAN PRIMARY SCHOOL TEACHER, SURVEY RESPONDENT

Intercultural understanding — the extent to which links with the intercultural understanding capability are made alongside links to other capabilities throughout the curriculum is acknowledged. There is a suggestion to ensure intercultural understanding is not confined purely to health issues, but encompasses wellbeing issues as well.

Information and communication technology — there is support from participants for the links made between HPE and the information and communication technology. Participants view this capability as particularly relevant to HPE.

Issues such as online risks, cyber-bullying and cyber-safety, awareness of the impact of sedentary behaviour in front of a screen, consumption of online pornography, and use of mobile and social media are all raised by participants as issues that could be addressed further through this capability and its links throughout the curriculum.

Perhaps under the ICT section, greater consideration to the ways in which the information is available in relation to health and physical education is consumed may be required.

DEAKIN UNIVERSITY, HEALTH AND PHYSICAL EDUCATION DISCIPLINE, WRITTEN SUBMISSION

There are also suggestions to not view ICT purely from a deficit framework, ensuring that the opportunities ICT enables for learning and communication are not overlooked.

The general capabilities are evident throughout but Information and Communication Technology is under-represented. This is concerning given that we are aiming to achieve a 21st century curriculum. The application of Information and Communication Technology to the learning area should be strengthened.

SA DEPARTMENT OF EDUCATION AND CHILD DEVELOPMENT, WRITTEN SUBMISSION

Critical and creative thinking — this capability is seen as the most relevant to issues such as student wellbeing and resilience.

Critical and creative thinking should be more directly used to support students to develop body satisfaction, resilience and self-esteem in order to prevent the wide-ranging health and wellbeing issues that are associated with negative body image.

OFFICE FOR YOUTH, DEPARTMENT OF EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS, WRITTEN SUBMISSION

There are also calls for an expansion of the importance of behaviours such as resourcefulness, imagination and innovation in promoting critical and creative thinking.

Ethical understanding — there is support for this capability and how it relates to the other capabilities, such as ICT and personal and social competence, throughout the curriculum. The reference to the use and navigation of social media is applauded. However there is some concern raised throughout the consultation feedback regarding a lack of emphasis on the role of spirituality throughout the curriculum. This was identified as a particular issue when describing the relationship between HPE and this capability.

... there seems to be a lack of any sense of collective values or values sets that act as a point of reference for children and young people. There is an undervaluing or understating of those religious and cultural factors which influence ethical behaviour.

CATHOLIC EDUCATION COMMISSION NSW, WRITTEN SUBMISSION

Cross-curriculum priorities

Over 88% of respondents to the survey and 87% of participants in the intensive school engagement process agreed that the relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.

Strengths

There is strong support from participants for the description of the relationship between HPE and the cross-curricular priorities. The relationship is viewed as an important one. Respondents consider the description clear and well supported throughout the curriculum.

It explores Aboriginal and Torres Strait Islander cultural heritage, further developing student knowledge of their cultures, identities, countries and places. The curriculum appreciates the diverse cultures, traditions and beliefs of the Asian region. Students are given an opportunity to immerse themselves in the many different cultures which our region provides (Asia being a welcome inclusion). It enables students to develop an understanding of the principles of sustainable practice.

CATHOLIC EDUCATION OFFICE SYDNEY, WRITTEN SUBMISSION

There is particular support for the description of the Sustainability priority. Respondents felt the description broadened the learning area and demonstrated the value and worth of learning and teaching Health and Physical Education.

With the introduction of Sustainability as a key cross-curricular priority area, there is now many notable inclusions referring specifically to the relationship between humans, the environment and health / wellbeing. This symbiotic relationship is positively represented in numerous examples throughout the draft HPE curriculum and we would like to applaud these inclusions.

NSW INDIVIDUAL, WRITTEN SUBMISSION

The statements about Sustainability here make it clear the intent or rhetoric of the HPE study to include more than just a few outdoor activities. This needs to be applauded.

VICTORIAN ACADEMIC, WRITTEN SUBMISSION

Concerns

The chief concerns among participants regarding the cross-curricular priorities relate to implementation and being able to incorporate the priorities in a meaningful and appropriate manner.

There are concerns from respondents over the ability to properly implement the priorities into what they regard as an already crowded curriculum.

There is a risk that inclusion of the priorities will stretch a very full curriculum, resulting in a loss of focus on other key areas including social health.

DEPARTMENT OF FAMILIES, HOUSING, COMMUNITY SERVICES AND INDIGENOUS AFFAIRS, WRITTEN SUBMISSION

I think some of these links are tenuous. I think to expect that teachers will prioritise these three things in an already crowded HPE curriculum (with the exception of sustainability in outdoor education is unrealistic and unlikely).

VICTORIAN SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

A related matter is concern from participants over teachers and schools being able to adequately incorporate the *Asia and Australia's engagement with Asia*, and *Aboriginal and Torres Strait Islander histories and cultures* priorities in a meaningful and appropriate way.

How many teachers have the training and knowledge to teach some of this content? Limitations as to what can be taught given the many cultural restrictions and local protocols. Respect for culture — what teachers can say or do — will require extensive (localised) training.

WESTERN AUSTRALIAN SCHOOL CURRICULUM AND STANDARDS AUTHORITY, WRITTEN SUBMISSION

Concern is whether giving attention to Asia and Australia's link with Asia' will only be a tokenistic one, given the links between this and the learning area are a bit weak.

SOUTH AUSTRALIAN SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

Improvements

The most common suggested improvement to the cross-curriculum priorities section made by respondents was for the provision of more practical and informative examples demonstrating to teachers how to plan, support and incorporate the priorities within the school environment.

This is not immediately apparent outside content descriptions that refer to cultural diversity. A grid to demonstrate this could be useful to users. Sustainability issues could be strengthened in food and nutrition area.

WA ACADEMIC, SURVEY RESPONDENT

Will there be supporting materials / documents to help show how best to do this?

NSW PRIMARY SCHOOL TEACHER, SURVEY RESPONDENT

There is support for a strengthening of the sustainability component of the cross-curriculum priorities. Participants viewed the sustainability priority as particularly relevant to exploring concepts of future health and food and nutritional decision-making.

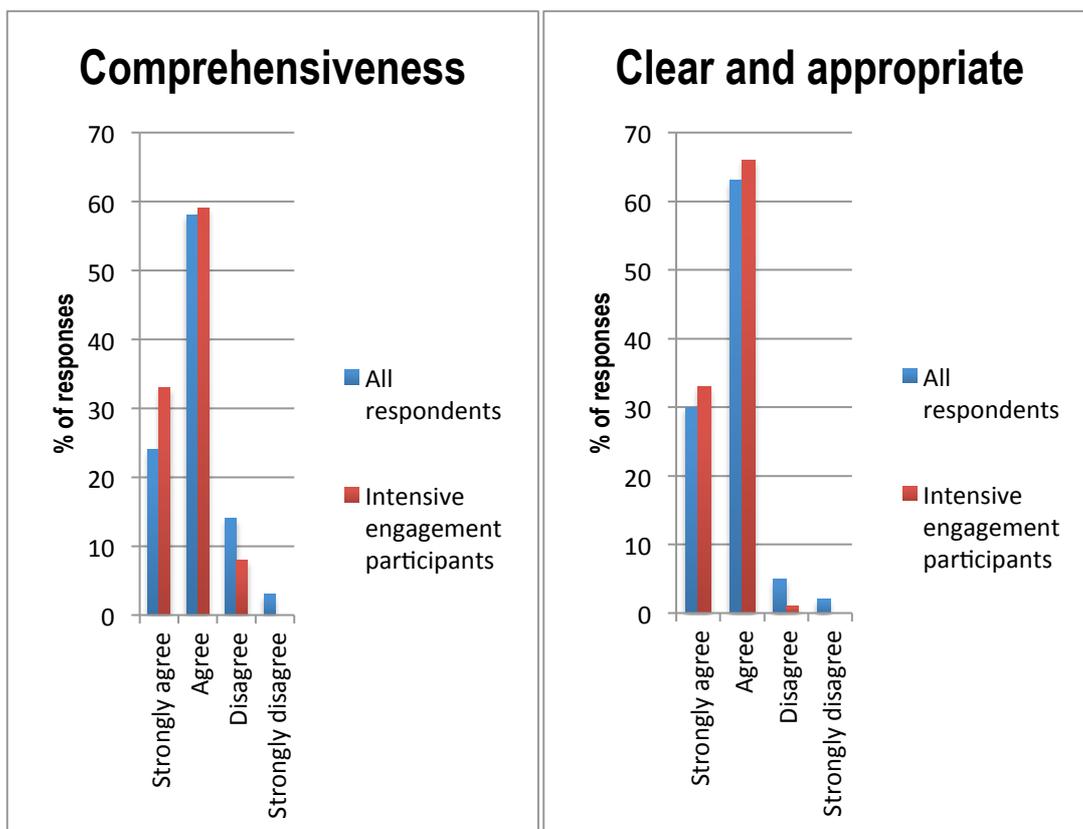
The Draft Health and Physical Education Curriculum refers to the cross-curriculum link with sustainability using the example of growing, sourcing and choosing food products as ways students develop their understanding of the principles of sustainable practice. We were encouraged by this, but then found that there was very limited reference to the links between sustainability and food and nutrition in the content descriptions and elaborations. Food security, climate change and healthy local food systems are critical issues that should be addressed by this curriculum.

FOOD ALLIANCE OF TASMANIA, WRITTEN RESPONSE

The relevance of outdoor education to sustainability was again raised by participants. It was seen as an important enabler to also exploring Aboriginal culture and concepts of sustainability.

GLOSSARY

The majority of respondents to both surveys agreed that the glossary is comprehensive and that the glossary definitions are clear and appropriate.



Strengths

The glossary is viewed by participants as a clear and useful section of the draft curriculum. The terms and definitions included in the glossary are seen as appropriate and easy to understand.

The glossary is comprehensive, clear and appropriate.

WA ACADEMIC, SURVEY RESPONDENT

Participants consider the glossary an important resource to assist generalist teachers implement the HPE curriculum.

Offers a comprehensive list of terms and definitions which should allow for better and more thorough understanding.

NSW SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

The glossary will prove to be a vital resource to many teachers, especially those with minimal HPE background.

WA SCHOOL CURRICULUM AND STANDARDS AUTHORITY, WRITTEN SUBMISSION

Concerns

There are concerns held by some participants that the glossary is not comprehensive enough and that some definitions are confusing or ambiguous in meaning. There is concern that unless this is addressed it may lead to confusion or misinterpretation by teachers and other users of the glossary.

Improvements

There are a number of suggested improvements to the glossary made by participants. There is support for the expansion of the glossary and inclusion of definitions of technical or health specialist terms used throughout the curriculum and the content elaborations (for example 'strength based approach' 'territorial games,' 'kinaesthetic' or 'plyometric'). Inclusion of definitions of technical terms is considered particularly important to support generalist teachers.

The glossary is an important component of this document. This becomes more so for generalist teachers engaging with the curriculum content. It is critical that the glossary is all encompassing and looks at key content knowledge terms that require definition and clarification. These terms then need to be stated in language that is readily understood by the specialist and generalist teacher of health and physical education.

AUSTRALIAN COUNCIL FOR HEALTH, PHYSICAL EDUCATION AND RECREATION VICTORIA, WRITTEN SUBMISSION

There are a number of other suggestions and terms made by participants to improve the glossary. Terms nominated for inclusion or clarification can be included under the following areas.

Sexual health — there is support from participants for the inclusion of definitions such as (though not restricted to): 'gender', 'same sex attracted', 'sexuality', 'sexual health' and 'reproductive health'.

I would really like to see sexuality and sexual health and gender defined here as they are defined by WHO as these terms are very badly misunderstood by many people.

SA TEACHER, SURVEY RESPONDENT

Mental health — the absence of a definition for the term 'mental health' is questioned by participants. There is support for including it in the glossary.

Food and nutrition — more definitions for food literacy and nutrition terms such is supported. Suggestions include 'nutrition', 'food literacy' and 'obesity'.

The term food literacy needs to be added both in the glossary and throughout the document in relation to the food and nutrition components of the curriculum.

QUEENSLAND SECONDARY SCHOOL TEACHER, SURVEY RESPONDENT

Outdoor recreation — there is considerable support for the inclusion in the glossary of the terms 'outdoor recreation' and 'sense of place.'

While the inclusion of the concept of outdoor recreation is controversial for PDHPE teachers in NSW while reference remains in the curriculum a broad and equitable definition should be provided in the glossary.

PDHPE TEACHERS ASSOCIATION NSW, WRITTEN SUBMISSION

Safety terms — a number of organisations that provided written submissions argue for inclusion of safety related terms and concepts such as 'first aid', 'sun safety', and 'railway safety'.

St John's Ambulance also recommends the addition of the term "first aid" in the glossary with the following wording: First Aid is the initial care of the ill or injured and usually is given by someone who is on the sport when a person becomes ill or injured.

ST JOHN'S AMBULANCE, WRITTEN SUBMISSION

Other terms — a number of other terms are nominated for inclusion in the glossary. These include definitions for 'sport', 'family', expansion of the term 'drugs', 'respect', 'identity,' and 'harm minimisation.'

The glossary needs to be more detailed and should be referenced in order that the terms used throughout the paper are more easily understood. In addition, harm minimisation should be listed on the glossary "Aims to lower the risks and harmful consequences associated with drug use and other high risk behaviours, rather than simply promoting abstinence."

NSW MINISTRY OF HEALTH, WRITTEN SUBMISSION

Manageability and usability of the draft Australian Curriculum: Health and Physical Education

Additional survey questions in relation to the manageability and usability of the draft curriculum were specifically asked of participants in the intensive school engagement (trial schools) project. Participants were asked to respond to a separate survey that was administered through Survey Monkey. Responses were received from 114 trial school project participants.

97% of participants in the intensive school engagement process who responded to the survey agreed (84%) or strongly agreed (13%) that the draft achievement standards are pitched at an appropriate level, in terms of the sophistication of skills and complexity of understanding, for the bands of learning they worked with in the project.

I have found it possible to relate all content descriptors to the Achievement Standards as they are given their broad general nature. Having more specific/descriptive achievement standards would limit the amount of flexibility teachers would have in meeting local student needs.

SECONDARY TEACHER, WA

Understandings and skills are given adequate coverage, allowing for flexibility across schools and the two year levels. In the year 1/2 band I am happy with the coverage of understandings and skills. They provide a clear guide for assessment and also allow assessment tasks to link across both strands of the curriculum.

PRIMARY TEACHER, TAS

Although there was general agreement with the pitch of the achievement standards there was some concern amongst a very small number of participants that the achievement standards were pitched at too high a level.

I am not sure that a Yr. 8 student could develop criteria to provide feedback/monitor tactical performance. They might be able to apply criteria to basic skill performance. Similarly, not too many of our Yr. 10 cohort could critically analyse the impact attitudes and beliefs towards diversity have on community connection. They could examine or explain the impact perhaps.

HEAD OF DEPARTMENT, NSW

Although the bands worked well for Mainstream students, the students within my Special Education class struggled with the skills expected, particularly my lowest function student. Although we plotted this student in Foundation and then General Capabilities, the skills and expectations were still too high.

SPECIAL EDUCATION TEACHER, NT

Over 96% of intensive engagement participants who responded to the survey agreed (85%) or strongly agreed (11.5%) that the draft achievement standards for the bands of learning they worked

with described the important understandings and skills that students should be typically expected to demonstrate.

Although there was strong agreement that the draft achievement standards described the important understandings and skills there were some suggestions of additional understanding and skills which included:

- body systems, including structure and function, basic exercise physiology and functional anatomy
- team work skills in the movement setting
- skills related to healthy food choices
- water safety – survival and rescue skills.

There were also concerns that the achievement standards were more heavily weighted to the health-related understandings and skills rather than the movement aspects.

99% of participants in the intensive school engagement process who responded to the survey agreed (81%) or strongly agreed (18%) that the content descriptions for the bands of learning they worked with covered the important content for Health and Physical Education.

Content descriptions gave good information about what was specific to each age group. The elaborations gave specific information about what was appropriate to cover the achievement standards.

SECONDARY TEACHER, NT

The current content is good. Broad and allows for schools to apply it to their clientele

SECONDARY TEACHER, TAS

Of those respondents who did raise concerns about the content descriptions and elaborations, much of their feedback was in relation to a stronger inclusion of food and nutrition and safety content.

More focus on food and nutrition. This feels quite narrow in it's focus compared to other content. Safety related content feels like it should flow more throughout the document rather than be specific. This could be built on also.

SECONDARY TEACHER, TAS

There was also some commentary regarding the strengthening of the sociological perspectives through the content, particularly in Years 9 and 10.

It would be worthwhile seeing a sociological perspective embedded within the personal, social and community health strand (particularly within the Years 7-8 and 9-10 bands). The sociological perspectives could relate to issues such as drugs/ ergogenic aids in sport, violence within sport, and aspects within Figueroa's framework which address barriers to or factors influencing access and equity to sport and physical activity. These concepts could certainly be relevant in terms of addressing impacts upon an individual's health, being healthy, safe and active, communicating and interacting for health and wellbeing, decision making factors, and impact upon a community just to name a few. It would also allow for linking with other learning areas such as History and Science. Additionally, the introduction of some biomechanical and sport psychology concepts could also enhance some learning experiences within the movement and physical activity strand. By incorporating some additional contexts to the students in the later bands could help to avoid inadvertent repetition

of information or ideas, and could help elicit some higher level analysis and evaluation from students as they investigate the ethics and impacts of these additional content areas.

SECONDARY TEACHER, QLD

Over 92% of participants in the intensive school engagement process who responded to the survey agreed (78.5%) or strongly agreed (13%) that the twelve proposed contexts for learning cover all of the key areas in the Health and Physical Education learning area.

The existing contexts give excellent coverage, however, there is a concern that there could be inadvertent repetition of some contexts, especially by the time students reach the higher bands. Additional contexts could be introduced at the higher bands to retain student engagement in the subject and also to challenge higher order thinking skills.

SECONDARY TEACHER, QLD

There was also some concerns raised about the titles and breadth of some of the contexts of learning, in particular the *Alcohol and drugs* and *Relationships and sexuality* contexts.

Alcohol and Drugs - not representative of the broad nature of the context. Remove term alcohol - Drug use in Australia or similar.

SECONDARY TEACHER, WA

I believe that relationships should be considered separate to sexuality. Having the two together may blind sight some teachers into thinking we only need to teach about relationships between those who may be sexual. Relationship education should be focussing on the impact that positive relationships have on us, as opposed to negative relationships. This should branch from friendships, peers, family etc. We know that children are more likely to be inactive if their parents are - where in our curriculum are we making it explicit to teachers to teach our children that unless they are proactive these patterns will continue. We also need to teach our other students (those that are very capable thanks to an upbringing surrounded by healthy and active people) that they can be highly detrimental to the future participation of others in lifelong physical activity.

SECONDARY TEACHER, SA

Over 97% of trial school participants who responded to the survey agreed (75.5%) or strongly agreed (22%) that the draft achievement standards, content descriptions and contexts for learning proposed for the bands of learning they worked with during the project provided a manageable set of teaching and learning expectations.

The key concerns raised by respondents that disagreed with this question were concerns about the amount of time that would be allocated to Health and Physical Education in schools and the need for greater prescription of what is taught in each year level in order to ensure consistent across schools.

Not sure if it will all fit in, as schools have different amounts of set time allocated for Health/PE.

SECONDARY TEACHER, SA

I think it will be a tight fit, especially with many schools having electives in place for this band (as opposed to H&PE being compulsory). I think department heads (such as myself) will need a lot of support from ACARA, state depts, ACHPER etc to have principals understand the commitment (i terms of time and staffing), required for this subject area. I could fit most of

the content in to the timetabled classes I have at the moment, but those classes are all electives, so many students miss out.

HEAD OF DEPARTMENT, VIC

I still think it would be beneficial to have more specific content descriptors for each specific year with the bands to ensure students do not miss essential content if they move schools. I don't know how this might then affect the flexibility of the curriculum document. I also think there is a lot of theory based content for a learning area that needs to keep students active.

SECONDARY TEACHER, ACT

Perspectives by state and territory

The table below summarises feedback provided by states and territories regarding key themes and perspectives (ie strengths, concerns and suggestions for improvement) in relation to the draft curriculum. A jurisdictional breakdown of quantitative data on each of the online survey questions can be found in Appendix 5.

Participant	Theme	Comment
AUSTRALIAN CAPITAL TERRITORY		
Other participants	Strength	<ul style="list-style-type: none"> Considers the curriculum a well-structured and inclusive document that will assist teachers deliver HPE program. References to Outdoor Education are supported.
	Improvement	<ul style="list-style-type: none"> Notwithstanding the support for references to Outdoor Education, there are a number of suggestions made to highlight the importance of Outdoor Education and the skills it can enable. More obvious links to food and nutrition are also suggested.
NEW SOUTH WALES		
Education authorities	Strength	<ul style="list-style-type: none"> Well designed and structured curriculum which is easy to read. The integration of the two strands is successful.
	Concern	<ul style="list-style-type: none"> The curriculum is too long. There are too many content descriptions and elaborations. These can be reduced.
	Improvement	<ul style="list-style-type: none"> Better articulation of how the strands, key ideas and contexts for learning are to be organised within an integrated curriculum is required. Content descriptions and elaborations need to be presented in a manner that respects the diversity of the school sector. Flexibility in implementation is essential. Simple and consistent language needs to be used throughout the curriculum. The use of age appropriate learning within the relationships and sexuality context is particularly important. There could be greater reference to the role of spirituality, ethics and values and parents in learning HPE.
Other participants	Strength	<ul style="list-style-type: none"> There is support for the strengths-based approach. The curriculum is well structured and easy to follow.
	Concern	<ul style="list-style-type: none"> It is too long and needs to be shortened.
	Improvement	<ul style="list-style-type: none"> Improvements required to ensure the curriculum is more inclusive of student diversity, particularly students who are LGBTI. Clearer advice and guidance for teachers to explore and implement different contexts for learning is warranted.
NORTHERN TERRITORY		
Education authorities	Strength	<ul style="list-style-type: none"> The curriculum demonstrates the value of HPE to student learning and development. The document is extensive and well researched. It is well structured and balanced.
	Improvement	<ul style="list-style-type: none"> Greater reference to specific outdoor education is required throughout the curriculum. Inclusion of key health conditions particular to the Northern Territory should also be considered. There could be greater emphasis on food and nutrition in the Foundation to Year 2 band level.
Other participants	Concern	<ul style="list-style-type: none"> The absence of contexts for learning that reflect social and environmental determinants on health weakens the curriculum's application in the Northern Territory, given the social and environmental factors impacting on students from remote communities.
	Improvement	<ul style="list-style-type: none"> More direction and advice for teachers would be welcomed.

Participant	Theme	Comment
QUEENSLAND		
Educational authorities	Strength	<ul style="list-style-type: none"> Teachers support the curriculum. It offers a clear and coherent structure and is premised on contemporary research and approaches. The curriculum demonstrates the importance and value of Health and Physical Education.
	Improvement	<ul style="list-style-type: none"> Support and advice to assist generalist teachers implement the curriculum is required. Other implementation issues include: consideration of what is achievable in the allocated time; greater recognition of particular contexts that individual schools operate within; and expansion of the curriculum glossary. Further review of the number of content descriptions and elaborations is also warranted.
Other participants	Strength	<ul style="list-style-type: none"> Support for the shape and structure of the curriculum.
	Concern	<ul style="list-style-type: none"> There is some concern over a perceived imbalance between the two strands, with the <i>Personal, social and community health strand</i> dominating the <i>Movement and physical activity strand</i>.
SOUTH AUSTRALIA		
Education authorities	Strength	<ul style="list-style-type: none"> The Rationale, Aims and Organisation of Learning are endorsed.
	Concern	<ul style="list-style-type: none"> The complexity and length of the curriculum is a concern. There are too many content descriptions. This will complicate the work of generalist teachers.
	Improvement	<ul style="list-style-type: none"> Achievement standards and the ICT General capability need improving.
Other participants	Strength	<ul style="list-style-type: none"> Overall support for the curriculum.
	Concern	<ul style="list-style-type: none"> There is concern over the balance between the two strands, with some concerns that the HPE curriculum privileges learning in the classroom over the outdoors or through sport.
	Improvement	<ul style="list-style-type: none"> Greater incorporation of food and nutrition concepts is required.
TASMANIA		
Education authorities	Strength	<ul style="list-style-type: none"> The draft curriculum is viewed as a comprehensive and coherent resource that will support HPE teachers.
	Concern	<ul style="list-style-type: none"> There will need to be considerable support and assistance provided to enable Health and Physical Education teachers to properly implement the curriculum.
Other participants	Strength	<ul style="list-style-type: none"> Coherent curriculum with good links to other learning and student development.
	Concern	<ul style="list-style-type: none"> Nutrition elements are covered in the curriculum but there is insufficient reference to concepts of food literacy and food production.
	Improvement	<ul style="list-style-type: none"> Provision of advice, examples and resources will assist teachers to implement Health and Physical Education.

Participant	Theme	Comment
VICTORIA		
Education authorities	Strength	<ul style="list-style-type: none"> Considered a comprehensive curriculum. There is support for the strengths based approach and for the integration of health and physical activity. The curriculum provides good direction to teachers without being too prescriptive.
	Concern	<ul style="list-style-type: none"> Concern that the curriculum is not inclusive enough of student diversity.
	Improvement	<ul style="list-style-type: none"> Support for greater emphasis on oral health, as well as stronger links to food and nutrition and outdoor education are required.
Other participants	Strength	<ul style="list-style-type: none"> Support for the explicit inclusion of the Home Economics subject Acknowledgement of the improved emphasis on Outdoor Education in the curriculum
	Improvement	<ul style="list-style-type: none"> Greater emphasis on hands on approaches to food and nutrition More focus within the relationships and sexuality context to incorporate issues of student diversity and sexual health and development. A more gender sensitive approach is recommended. Greater emphasis and support for swimming and aquatic learning.
WESTERN AUSTRALIA		
Education authorities	Strength	<ul style="list-style-type: none"> The Rationale and Aims of the curriculum are comprehensive.
	Concern	<ul style="list-style-type: none"> There is too much emphasis on the personal, social and community health strand at the expense of the movement and physical activity strand. Achievement standards are too vague. WA teachers are concerned over implementation issues — driven by the scope of content and the expertise of teachers to deliver on the content of the curriculum. The current approach to teaching of contexts such as relationships and sexuality risks the issues being viewed as discrete topics rather than as embedded areas of learning across the years.
Other participants	Strength	<ul style="list-style-type: none"> The draft curriculum provides for an holistic approach to physical activity and health.
	Concern	<ul style="list-style-type: none"> Concern over implementation issues in terms of required content and available time
	Improvement	<ul style="list-style-type: none"> Greater emphasis on Outdoor Education is required.

Appendix 1: Online Survey

FOUNDATION TO YEAR 10 DRAFT AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION

CONSULTATION SURVEY

This document is to assist respondents in following the online questionnaire and may be used to structure formal written submissions. Questionnaires must be completed online. No hard copies or scanned images of hard copies will be accepted.

Introduction

The purpose of this survey is to enable individuals and groups to provide feedback on the draft Foundation to Year 10 *Australian Curriculum: Health and Physical Education*.

Feedback is sought on the Health and Physical Education curriculum in relation to the following:

- Rationale and aims of the learning area
- The structure, coverage, clarity, placement and sequence of curriculum content F-10
- Representation of key health and movement concepts, general capabilities and cross-curriculum priorities in the F-10 content
- The pitch, sequence, clarity, usability and coherence of the F-10 achievement standards
- The manageability of the curriculum for teachers at each year level and stage of schooling
- Flexibility for teachers in developing teaching and learning programs.

Each section of the survey requires responses on a rating scale to statements about components of the draft Australian Curriculum: Health and Physical Education. There is an opportunity to include comments which preferably would include suggestions for improvement. If more detailed feedback is required, additional notes to the survey can be forwarded to hpe@acara.edu.au with the essential cover sheet.

The F–10 consultation website officially closes on Friday 12 April 2013.

THANK YOU FOR YOUR FEEDBACK.

Note: *This site and the relevant surveys are intended to gather feedback on the draft F-10 Australian Curriculum: Health and Physical Education. It can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at <http://www.australiancurriculum.edu.au/Home/Copyright>.*

BACKGROUND INFORMATION

1. In which state or territory are you based?
2. Which CATEGORY OF RESPONDENT best describes your perspective?
 - Primary teacher
 - Secondary HPE teacher
 - Secondary Home Economics teacher
 - Secondary Outdoor Education teacher
 - School leader
 - Academic
 - Parent
 - Student
 - Education officer
 - Other (please specify): _____
3. I have participated in consultation as part of the intensive engagement program (trial) during Term 1, 2013?
4. If you are providing a group response (eg school, professional association, university faculty, education authority) which CATEGORY OF RESPONDENT best describes the group's perspective?
 - School
 - Professional association
 - University faculty
 - Education authority
 - If other, please specify
5. Please indicate the NAME of the group below.
 - Group name: _____
6. If group response, how many people have contributed DIRECTLY to this response?
 - _____
7. If other organisations or affiliates have contributed to this response, please list below:
 - _____
 - _____

Rationale and aims

Rationale

8. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.

Strongly disagree Disagree Agree Strongly agree

Aims

9. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10

Strongly disagree Disagree Agree Strongly agree

Comments

Content structure

10. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education

Strongly disagree Disagree Agree Strongly agree

Comments:

Key ideas

11. The key ideas in each strand provide a useful organisational element in the draft curriculum.

Strongly disagree Disagree Agree Strongly agree

Comments:

LINKS TO OTHER LEARNING AREAS

12. The links between Health and Physical Education and other learning areas are appropriate.

Strongly disagree Disagree Agree Strongly agree

Comments:

IMPLICATIONS FOR IMPLEMENTATION

13. The advice in the implications for teaching, learning and assessment section is clear and appropriate.

Strongly disagree Disagree Agree Strongly agree

Comments:

BAND DESCRIPTIONS

14. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Strongly disagree Disagree Agree Strongly agree

Comments:

CONTENT DESCRIPTIONS

15. The draft content descriptions are clear and unambiguous statements of what students should be taught.

Strongly disagree Disagree Agree Strongly agree

16. The draft content descriptions are pitched appropriately for each band level.

Strongly disagree Disagree Agree Strongly agree

17. The draft content descriptions describe an appropriate progression across band levels.

Strongly disagree Disagree Agree Strongly agree

18. The draft content descriptions provide a manageable set for each band level.

Strongly disagree Disagree Agree Strongly agree

Comments:

CONTENT ELABORATIONS

19. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Strongly disagree Disagree Agree Strongly agree

Comments:

Achievement standards

20. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Strongly disagree Disagree Agree Strongly agree

21. The draft achievement standards are pitched appropriately for each band level.

Strongly disagree Disagree Agree Strongly agree

22. The draft achievement standards describe an appropriate progression of expected learning across band levels.

Strongly disagree Disagree Agree Strongly agree

Comments:

General capabilities

23. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.

Strongly disagree Disagree Agree Strongly agree

Comments:

Cross-curriculum priorities

24. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.

Strongly disagree Disagree Agree Strongly agree

Comments:

GLOSSARY

25. The glossary is comprehensive.

Strongly disagree Disagree Agree Strongly agree

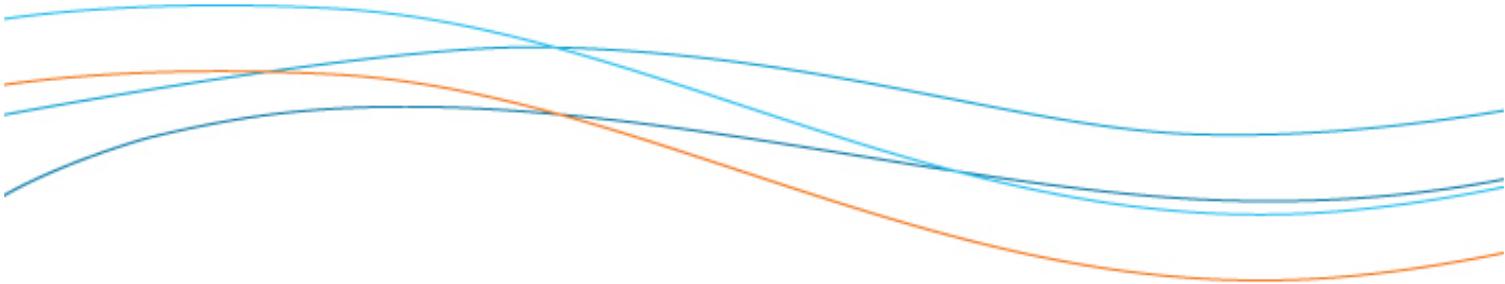
26. The glossary definitions are clear and appropriate.

Strongly disagree Disagree Agree Strongly agree

Comments

OTHER COMMENTS

27. Please provide any additional comments on the draft Australian Curriculum: Health and Physical Education (for example, strengths, priority areas for improvement).

A decorative graphic consisting of several overlapping, wavy lines in shades of blue and orange, flowing horizontally across the page.

Draft F–10

**Australian Curriculum: Health and
Physical Education
Consultation Report**

Version 1.1

May 2013

www.acara.edu.au

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Overview

Intensive Engagement Activity: Health and Physical Education

During the consultation period for the draft Australian Curriculum: Health and Physical Education 145 teachers from 49 schools were involved in an intensive engagement project which aimed to collect feedback from practising teachers about the manageability and usability of the draft curriculum for Health and Physical Education. As part of their involvement in this project they were involved in developing planning overviews and assessment documents to illustrate how the draft curriculum could be implemented for their selected band of learning.

Induction sessions

All participating schools were required to attend an induction session that provided key information about the project, a brief overview of the draft curriculum structure and details of the activities that were to be undertaken as part of the intensive engagement project.

Online collaboration space

During the project, participating teachers used a Microsoft SharePoint site to collaborate with other participants and to access project activities, template documents and upload completed templates for sharing. Each teacher was issued an individual log in to the site.

Intensive engagement tasks

As part of their participation in the intensive engagement project, teachers were required to complete a programming task and an assessment planning task. Each of these tasks are outlined below.

Planning overview – mapping exercise

Purpose:

The aim of the mapping exercise was to support teachers to intensively engage with the draft Health and Physical Education curriculum as a planning and programming document in order to develop a program overview of how the achievement standards and content could be addressed across their selected band of learning.

Process:

Teachers were provided with the necessary templates (See Appendix 2) and the following steps provided a structured process to support teachers to complete the **Program overview template**.

1. Use the **Achievement Standard template** to map aspects of the Achievement Standard you will address in each of the 4 semesters of your selected band of learning (NOTE: Only 2 semesters if planning for Foundation).
2. Record the selected aspects of the Achievement Standard you will address in the appropriate section on the **Program overview template**.
3. For the aspects of the Achievement Standard identified for Semester 1 consider how students might demonstrate achievement of these aspects of the standard.
4. Use the **Content descriptions template** to identify the content descriptions that could be taught to support students to demonstrate achievement of the aspect of the standard selected for this semester.
5. Record the selected content descriptions you will address in the appropriate section on the **Program overview template**.

6. Consider the contexts of learning that could be addressed whilst teaching this content. Highlight the relevant contexts on the **Program overview template**.
7. Repeat Steps 3 – 6 for Semester 2, 3 and 4.

The above process and templates (See Appendix 3) were modified for teachers that were working in a special education setting with reference to the flowchart for planning included on the Student Diversity section of the Australian Curriculum website

(<http://www.australiancurriculum.edu.au/StudentDiversity/Flowchart%20-%20Using-the-Australian-Curriculum-to-meet-the-learning-needs-of-all-students>)

Developing assessment tasks

Purpose:

The aim of the assessment task planning exercise was to support teachers to intensively engage with the draft Health and Physical Education curriculum as a planning document in order to develop an assessment task that could be used to make an informed judgment about how well students demonstrate the achievement standard for a selected band of learning.

Process:

Teachers were provided with the necessary templates (See Appendix 4) and the following steps provided a structured process to support teachers to complete the **Assessment task template**.

Step one:

- Using the relevant assessment task template for your selected band of learning, identify the aspects of the achievement standard that you would like to assess.

Step two:

- Identify the key idea(s), context(s) and content description(s) to be targeted
- Identify opportunities to address the general capabilities and cross-curriculum priorities

Step three:

- Provide background information about what learning students have undertaken prior to completing the task
- Complete the description of what the students will be required to demonstrate as they complete the task.

Step four:

- Identify the options for collecting samples of student work as they complete the task (written, audio recording, video recording)

Questions for consideration

- Does the task allow students to demonstrate what they know, understand and can do? In relation to the Achievement standard
- Is the task clearly related to the content that is being taught?
- Does the task promote a diverse range of responses?

Feedback Strategies

Trial school discussion forums

A discussion forum in each of the stages of learning Sharepoint sites was set up to provide a space for discussion on participants' initial impressions of the curriculum once they had used it as a tool for planning your programs.

The questions below were posed in the discussion forum to support participants to focus their thinking and feedback.

Learning contexts

- Do the learning contexts represent the key or important contexts for learning in HPE for the band(s) you worked with?
- Is there anything missing?

Achievement standards

- Is it clear what students are expected to demonstrate as a result of their learning?
- Do the achievement standards give you enough flexibility?
- Are the expectations of what students will be able to demonstrate at the end of the band(s) manageable?
- What changes would you like you see?

Content descriptions

- Are the content descriptions and elaborations appropriate for this band?
- Is it clear what you need to teach?
- Do they give you enough flexibility?
- Is the amount of content manageable?
- What changes would you like you see?

Online survey for intensive engagement participants

An additional online survey was developed and administered through SurveyMethods that asked specific questions relating to the manageability and usability of the draft curriculum. The survey questions included can be found in Appendix 1.

Consultation findings

Rationale

Over 98% of trial school participants who responded to the survey agreed (59.6%) or strongly agreed (39%) that the Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.

Respondents commented that the Rationale was well written and contemporary.

Well written. Good use of the terms 'physical activity' and 'well being' which are relevant to everyday life in the world today.

PRIMARY TEACHER, WA

The emphasis on own and others' health and wellbeing is a common thread which is very clear.

SECONDARY TEACHER, NSW

A small number of respondents suggested that the nature of health and aspects of safety needed to be strengthened within the rationale.

Aims

Almost 94% of respondents who participated in the intensive school engagement process agreed (32.8%) or strongly agreed (60.9%) that the Aims of the learning area proposed in the draft curriculum clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10.

Respondents commented that the aims reflected a good balance between the health and movement aspects of the learning area and demonstrated opportunities for integration across the two content strands.

The aims clearly state the intent of the HPE Curriculum. There is a good mix of the aims directed at the physical and the health areas, which also includes wording that incorporates both strands demonstrating the strong links between the two.

PRIMARY TEACHER, TAS

There were concerns raised by a small number of teachers that the language used in the aims was too complex and made understanding the intent of the aims hard to grasp. The teachers who participated in the intensive engagement activity found that the aims were not particularly helpful for the students within their school settings.

I found reading the aims to be very 'wordy'. I had to re-read the aims a number of times to fully grasp what they were stating and even then I am still a little unsure of what students are able to do by the end of the curriculum. If this is my opinion, what will a parent reading this take from it?

PRIMARY TEACHER, NSW

Generally it is OK. The last point is a little hard to understand. 'Contextual factors'...what does this mean

PRIMARY TEACHER, NSW

However for students who are functioning well below foundation level (and are of High School age) the aims of the Learning Areas are not applicable or realistic.

SPECIAL EDUCATION SCHOOL LEADER, QLD

Content structure

92% of participants in the intensive school engagement process who responded to the survey agreed (55.4%) or strongly agreed (36.9%) with the two strand structure and felt that the two strands and

their relationship were clearly recognisable in the draft Australian Curriculum: Health and Physical Education.

Of those respondents who disagreed with the two strand structure their concerns related to the perceived exclusion of outdoor education within the curriculum structure.

The two strands and their relationship may be recognisable but I do not believe that outdoor education is recognised at all within the context of these two strands.

SECONDARY TEACHER, WA

Key ideas

Over 92% of trial school participants who responded to the survey agreed (69%) or strongly agreed (23.5%) that the key ideas in each strand provide a useful organisational element in the draft curriculum. The majority of respondents felt that the key ideas provided a useful organisational element within the curriculum.

The key ideas give a good guide to assist in planning curriculum. The further breakdown of the key ideas into content descriptors are a great help to organisation.

SECONDARY TEACHER, NSW

The use of key ideas and contexts for learning is a great way to explain and promote clearly recognizable areas for a user friendly resource. [They] certainly provide a useful organisational element.

PRIMARY TEACHER, TAS

Fantastic inclusion of 'Learning through movement'

PRIMARY TEACHER, VIC

The main concerns identified by those respondents who disagreed (5 respondents) were that the intent and meaning of some of the key ideas was not clear and that the language needed to be more concise. There were also concerns that the key ideas added an additional layer to the curriculum that may not be necessary.

They do create an organisational tool but it also creates repetition of the Content Descriptors. By cutting out the Key ideas you could reduce the content descriptors.

SECONDARY TEACHER, NSW

Some of the meanings seem a little unclear in particular in the health area. Language needs to be more concise.

TEACHER, SA

The understanding movement key idea is often theoretical and could be placed under the Personal, social and community strand. This theoretical approach in the Movement and Physical Activity takes away from actual physical activity.

SECONDARY TEACHER, WA

Links to other learning areas

89% of participants in the intensive school engagement process who responded to the survey agreed (67.2%) or strongly agreed (21.9%) with the links between Health and Physical Education and other

learning areas are appropriate. Most respondents commented on the usefulness of identifying the opportunities to link to other learning areas, particularly given the crowded curriculum in primary schools, teachers felt that this would support the identification of common and complementary content across the learning areas.

In a middle/secondary environment I believe the work across learning areas is limited, I hope that in the future we see more links between subjects. The curriculum written provides opportunities and examples but this requires great co-worker relationships to implement effectively if students are to be assessed on their achievement.

SECONDARY TEACHER, QLD

This is great. I am aware that it will be an online document and that will have links, but could there be indications in the descriptors for cross learning area opportunities if the syllabus is printed?

TEACHER, NSW

The concerns raised by those respondents who disagreed were in relation to the authenticity of the links to some of the learning areas and whether it was necessary to try to link to all learning areas.

I think the links are appropriate but I'm not sure of how they're to be implemented. Is it just 'advice for teachers' on possible links to consider rather than required links? I think this could be made more clear.

TEACHER, VIC

The links within and between HPE and Outdoor ed are poorly developed, as are links with developing an awareness and appreciation of nature and knowledge and understanding of environmental issues (Science & Geography). The links with the development and understanding of leadership, speaking and listening are skills also poor (English). Little reference to use of navigation in Maths, or Indigenous skills and practices in History.

SECONDARY TEACHER, WA

I think this is attempt to make links just for the sake of it and some of these links are pretty far fetched. some of the links ie science are good solid links but others are a bit stretched.

SECONDARY TEACHER, WA

Implications for implementation

Almost 94% of respondents who participated in the intensive school engagement process agreed (19%) or strongly agreed (74.5%) that the advice in the implications for teaching, learning and assessment section is clear and appropriate.

The guidelines are an important inclusion as they support the teaching and learning programs and promote the combining of content descriptors and elaborations. Teachers will be able to link from both the health and movement contexts when planning their programs.

TEACHER, TAS

The main issues identified by the respondents who disagreed on this question revolved around the need to provide greater levels of prescription and direction, particularly in relation to assessment and reporting of Health and Physical Education.

The advice for implementation is broad to cater for the varied needs and student interests. This is problematic if the national curriculum is to be assessed and moderated. In essence it defeats the purpose of a national curriculum. A syllabus that gives more structure will allow for students moving interstate and between schools. Differing time periods given to the learning area of Health and Physical education at schools will also impact on student outcomes.

SECONDARY TEACHER, WA

Good advice and particularly in the organisation of learning through Outdoor Education as this has great relevance to our isolated students who need to rely on their natural environment for carrying out physical activities.

SECONDARY TEACHER, NSW

Band descriptions

93% of participants in the intensive school engagement process who responded to the survey agreed (66.5%) or strongly agreed (27%) that the band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling. Respondents felt that the band descriptions provided a good overview of the intended learning and would be a useful reference point when planning their programs.

The band descriptions are a good starting point for the year levels involved. Descriptions are clear and a good guide to the content descriptions and elaborations.

PRIMARY TEACHER, TAS

There were some concerns amongst a small number of respondents that the descriptions did not provide the level of detail to support consistent implementation of the curriculum across states.

Could there be greater direction of the depth needed to be covered with more specific standards within the descriptors and elaborations?

PRIMARY TEACHER, NSW

I would prefer to have a specific curriculum statement for EACH year level. This will guide teachers esp classroom teachers (non Specialist HPE teachers). It also means that when students move from State to State, or school to school they won't be missing out because of the 2 year band.

PRIMARY TEACHER, WA

Content descriptions

The majority of respondents (greater than 92%) agreed or strongly agreed that the content descriptions were pitched appropriately and described an appropriate progression across band levels. The majority (86%) also agreed that the content descriptions were clear and unambiguous statements of what students should be taught.

Some content description statements are very wordy and consequently a little ambiguous.

TEACHER, SA

It is unclear what should be taught at each year level. If students move schools there is no consistency to what is being taught.

TEACHER, ACT

Some of the content descriptors are not clear and require looking at the elaborations to get an idea what they mean. Some wording could be pitched more at the target group especially in the foundation years.

TEACHER, SA

This is hard to answer without knowing what schools will do to try and 'fit' HPE into an already crowded curriculum. With adequate time and resources, the content descriptions would be manageable; however this does not appear to be the case in quite a number of schools. I know of many schools that operate on approximately 60 mins of HPE per week, which would not be enough to adequately cover the content listed at each band level.

HEAD OF DEPARTMENT, QLD

Content elaborations

89% of trial school participants who responded to the survey agreed (63%) or strongly agreed (26%) that the draft content elaborations provide clear and relevant illustrations of the content descriptions.

They are an excellent source of clarification and a great platform for curriculum ideas.

TEACHER, TAS

Initially the elaborations were a bit over whelming. However, once one concentrates on a particular band, and designing a two year Program Overview, the narrower focus allows for the elaborations to be helpful.

TEACHER, QLD

Of those respondents that did not agree that the elaborations provided clear and relevant illustrations the main concerns were in relation to the perceived imbalance of examples across the range of contexts and also in regards to the messaging regarding the purpose of the elaborations.

Please ensure it is highlighted that these are only EXAMPLES of what can be taught. Some teachers may just teach to these especially if they don't have time to plan for PE in depth.

TEACHER, WA

In many areas there is inconsistency between the elaborations and the descriptions.

SECONDARY TEACHER, NSW

Some are really clear and without them it would be hard to understand what the Content Descriptors actually mean. As these are examples of what content can be used to learn the Descriptors there needs to be more to ensure all areas are covered eg sexual education, safety (eg road safety, sexual safety, drug and other alcohol use). Harm minimisation needs to be included to give students strategies to minimise harm.

SECONDARY TEACHER, NSW

Achievement standards

Slightly over 80% of trial school participants who responded to the survey agreed (67%) or strongly agreed (13%) that the draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

Almost 92% of participants in the intensive school engagement process who responded to the survey agreed (78.5%) or strongly agreed (13%) that the draft achievement standards are pitched appropriately for each band level.

Over 85% of trial school participants who responded to the survey agreed (74%) or strongly agreed (11.5%) that the draft achievement standards describe an appropriate progression of expected learning across band levels.

At Year 1- 6 i believe they are. I would personally like to see an achievement standard for specific Year levels.

PRIMARY TEACHER, WA

Of the respondents who disagreed (16%) or strongly disagreed (3%) the main concerns were that the standards were too broad and did not provide the level of detail about the expected quality of learning that they felt was needed to make judgements about student learning.

Moving further forward, I think it is important to establish a common language around assessment – particularly dimension/criteria and levels of achievement. As it stands at the moment I would read these to be what you would expect of a 'C' standard student. Having statements which explain in more detail the key requirements of higher standards will be important in future.

HEAD OF DEPARTMENT, QLD

Not convinced about the value of achievement standard statements such as these. They seem somewhat meaningless without exemplars of good student work/practice.

TEACHER, SA

However, those teachers that viewed both the achievement standards and content descriptions together when making judgements about student learning reported that the achievement standards were clear and unambiguous.

The achievement standards at the year 1-2 band are clear and unambiguous. I found I had to use them in conjunction with the content descriptions for the assessment task developed in the close engagement pilot program.

PRIMARY TEACHER, TAS

There was also some commentary from respondents about concerns about consistency in assessment judgments in those in-between years in each band of learning (Years 1, 3, 5, 7 and 9).

Yes the standards make it clear as to what should be demonstrated, but when planning my assessment task I found I also needed to use the content descriptions and elaborations. Wondering if we assess A-E for Foundation to year 6 as we didn't with the Tas Curriculum. Also concerned re giving assessment at the alternate years before the end of the band.

PRIMARY TEACHER, TAS

General capabilities

Over 91% of trial school participants who responded to the survey agreed (67.5%) or strongly agreed (24%) that the relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.

Although most respondents agreed that the links to the general capabilities were evident, some felt that individual capabilities may have been over-represented or the links identified may not have been authentic learning opportunities. There were also some concerns raised about the amount of time

available to address the capabilities within the available curriculum time in schools for Health and Physical Education.

The general capabilities fit easily into the HPE curriculum. The ICT section is heavy on social media and light on practical uses and benefits.

TEACHER, NSW

The relationship between the learning areas and general capabilities will become more evident with further use of the curriculum.

TEACHER, TAS

There may be a relationship, however, the amount of time allocated to these areas is limited in Health and Physical Education. If the focus is Physical Activity and Health concepts these general capabilities are not addressed in any detail.

TEACHER, WA

Cross-curriculum priorities

87% of participants in the intensive school engagement process who responded to the survey agreed (67.5%) or strongly agreed (19.5%) that the relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.

Yes, references are made to the priorities in the content, which then can be used when planning tasks and units of work.

TEACHER, TAS

Of those respondents that disagreed that the relationship of the cross-curriculum priorities was evident in the content, their key concerns were about whether the links identified were authentic opportunities to embed the priorities into Health and Physical Education learning experiences.

These links have always seemed somewhat tenuous to me. Somewhat of a token effort towards political correctness maybe?

TEACHER, SA

These are pretty hard to implement with any real authenticity in our learning area. I don't think this is an issue and don't see the point in trying to implement something just for the sake of it.

TEACHER, WA

Glossary

Over 92% of trial school participants who responded to the survey agreed (59%) or strongly agreed (33%) that the glossary is comprehensive.

Over 98% of participants in the intensive school engagement process who responded to the survey agreed (65.5%) or strongly agreed (33%) that the glossary definitions are clear and appropriate.

Most respondents felt that although the glossary was comprehensive there were some terms that did not appear that needed to be included. This included providing definitions of the verbs that are used in the content descriptions.

Could the glossary extend to the verbs used in the descriptors?

What about the actual Australian Curriculum terms with some examples i.e. Achievement Standard, Content descriptions, key ideas, contexts, general capabilities and cross-curriculum priorities. Would make easy reference to teachers becoming familiar with the new terminology. 'Wellbeing' could be elaborated on covering all aspects.

SECONDARY TEACHER, NSW

Manageability and usability of the draft Australian Curriculum: Health and Physical Education

Additional survey questions in relation to the manageability and usability of the draft curriculum were specifically asked of participants in the intensive school engagement (trial schools) project. Participants were asked to respond to a separate survey that was administered through Survey Monkey. Responses were received from 114 trial school project participants.

97% of participants in the intensive school engagement process who responded to the survey agreed (84%) or strongly agreed (13%) that the draft achievement standards are pitched at an appropriate level, in terms of the sophistication of skills and complexity of understanding, for the bands of learning they worked with in the project.

I have found it possible to relate all content descriptors to the Achievement Standards as they are given their broad general nature. Having more specific/descriptive achievement standards would limit the amount of flexibility teachers would have in meeting local student needs.

SECONDARY TEACHER, WA

Understandings and skills are given adequate coverage, allowing for flexibility across schools and the two year levels. In the year 1/2 band I am happy with the coverage of understandings and skills. They provide a clear guide for assessment and also allow assessment tasks to link across both strands of the curriculum.

PRIMARY TEACHER, TAS

Although there was general agreement with the pitch of the achievement standards there was some concern amongst a very small number of participants that the achievement standards were pitched at too high a level.

I am not sure that a Yr. 8 student could develop criteria to provide feedback/monitor tactical performance. They might be able to apply criteria to basic skill performance. Similarly, not too many of our Yr. 10 cohort could critically analyse the impact attitudes and beliefs towards diversity have on community connection. They could examine or explain the impact perhaps.

HEAD OF DEPARTMENT, NSW

Although the bands worked well for Mainstream students, the students within my Special Education class struggled with the skills expected, particularly my lowest function student. Although we plotted this student in Foundation and then General Capabilities, the skills and expectations were still too high.

SPECIAL EDUCATION TEACHER, NT

Over 96% of trial school participants who responded to the survey agreed (85%) or strongly agreed (11.5%) that the draft achievement standards for the bands of learning they worked with described the important understandings and skills that students should be typically expected to demonstrate.

Although there was strong agreement that the draft achievement standards described the important understandings and skills there were some suggestions of additional understanding and skills which included:

- body systems, including structure and function, basic exercise physiology and functional anatomy
- team work skills in the movement setting
- skills related to healthy food choices
- water safety – survival and rescue skills.

There were also concerns that the achievement standards were more heavily weighted to the health-related understandings and skills rather than the movement aspects.

99% of participants in the intensive school engagement process who responded to the survey agreed (81%) or strongly agreed (18%) that the content descriptions for the bands of learning they worked with covered the important content for Health and Physical Education.

Content descriptions gave good information about what was specific to each age group. The elaborations gave specific information about what was appropriate to cover the achievement standards.

SECONDARY TEACHER, NT

The current content is good. Broad and allows for schools to apply it to their clientele

SECONDARY TEACHER, TAS

Of those respondents who did raise concerns about the content descriptions and elaborations, much of their feedback was in relation to a stronger inclusion of food and nutrition and safety content.

More focus on food and nutrition. This feels quite narrow in it's focus compared to other content. Safety related content feels like it should flow more throughout the document rather than be specific. This could be built on also.

SECONDARY TEACHER, TAS

There was also some commentary regarding the strengthening of the sociological perspectives through the content, particularly in Years 9 and 10.

It would be worthwhile seeing a sociological perspective embedded within the personal, social and community health strand (particularly within the Years 7-8 and 9-10 bands). The sociological perspectives could relate to issues such as drugs/ ergogenic aids in sport, violence within sport, and aspects within Figueroa's framework which address barriers to or factors influencing access and equity to sport and physical activity. These concepts could certainly be relevant in terms of addressing impacts upon an individual's health, being healthy, safe and active, communicating and interacting for health and wellbeing, decision making factors, and impact upon a community just to name a few. It would also allow for linking with other learning areas such as History and Science. Additionally, the introduction of some biomechanical and sport psychology concepts could also enhance some learning experiences within the movement and physical activity strand. By incorporating some additional contexts to the students in the later bands could help to avoid inadvertent repetition

of information or ideas, and could help elicit some higher level analysis and evaluation from students as they investigate the ethics and impacts of these additional content areas.

SECONDARY TEACHER, QLD

Over 92% of participants in the intensive school engagement process who responded to the survey agreed (78.5%) or strongly agreed (13%) that the twelve proposed contexts for learning cover all of the key areas in the Health and Physical Education learning area.

The existing contexts give excellent coverage, however, there is a concern that there could be inadvertent repetition of some contexts, especially by the time students reach the higher bands. Additional contexts could be introduced at the higher bands to retain student engagement in the subject and also to challenge higher order thinking skills.

SECONDARY TEACHER, QLD

There was also some concerns raised about the titles and breadth of some of the contexts of learning, in particular the *Alcohol and drugs* and *Relationships and sexuality* contexts.

Alcohol and Drugs - not representative of the broad nature of the context. Remove term alcohol - Drug use in Australia or similar.

SECONDARY TEACHER, WA

I believe that relationships should be considered separate to sexuality. Having the two together may blind sight some teachers into thinking we only need to teach about relationships between those who may be sexual. Relationship education should be focussing on the impact that positive relationships have on us, as opposed to negative relationships. This should branch from friendships, peers, family etc. We know that children are more likely to be inactive if their parents are - where in our curriculum are we making it explicit to teachers to teach our children that unless they are proactive these patterns will continue. We also need to teach our other students (those that are very capable thanks to an upbringing surrounded by healthy and active people) that they can be highly detrimental to the future participation of others in lifelong physical activity.

SECONDARY TEACHER, SA

Over 97% of trial school participants who responded to the survey agreed (75.5%) or strongly agreed (22%) that the draft achievement standards, content descriptions and contexts for learning proposed for the bands of learning they worked with during the project provided a manageable set of teaching and learning expectations.

The key concerns raised by respondents that disagreed with this question were concerns about the amount of time that would be allocated to Health and Physical Education in schools and the need for greater prescription of what is taught in each year level in order to ensure consistent across schools.

Not sure if it will all fit in, as schools have different amounts of set time allocated for Health/PE.

SECONDARY TEACHER, SA

I think it will be a tight fit, especially with many schools having electives in place for this band (as opposed to H&PE being compulsory). I think department heads (such as myself) will need a lot of support from ACARA, state depts, ACHPER etc to have principals understand the commitment (i terms of time and staffing), required for this subject area. I could fit most of

the content in to the timetabled classes I have at the moment, but those classes are all electives, so many students miss out.

HEAD OF DEPARTMENT, VIC

I still think it would be beneficial to have more specific content descriptors for each specific year with the bands to ensure students do not miss essential content if they move schools. I don't know how this might then affect the flexibility of the curriculum document. I also think there is a lot of theory based content for a learning area that needs to keep students active.

SECONDARY TEACHER, ACT

Appendix 1: Additional survey questions for Intensive engagement participants

Q1: School name:

Q2: Band of learning: (Drop down menu to check as many as applicable)

Foundation

Year 1 and 2

Year 3 and 4

Year 5 and 6

Year 7 and 8

Year 9 and 10.

Q3: Which category best describes your perspective?

Primary generalist teacher

Primary specialist teacher

Secondary generalist teacher

Secondary teacher – Health specialist

Secondary teacher – PE specialist

Secondary teacher – Home Economics specialist

Secondary teacher – Outdoor education specialist

School leader – Principal

School leader – Deputy / Assistant principal

School leader – Head of department

Special education teacher

Achievement standards

Q4: The draft achievement standard(s) are pitched at an appropriate level (in terms of the sophistication of skills and complexity of understanding) for the band(s) of learning I worked with.

Strongly disagree

Disagree

Agree

Strongly agree

(Please provide reasons if you disagree)

Q5: The draft achievement standard(s) for the band(s) of learning I worked with describe the important understandings and skills that students should be typically expected to demonstrate.

Strongly disagree

Disagree

Agree

Strongly agree

Q6: Please identify any understandings and/or skills that you believe should be included in the draft achievement standard(s) for the band(s) of learning you worked with that are not currently included, and give reasons for your selection:

(Free text response)

Q7: Please identify any understandings and/or skills that you believe should not be included in the draft achievement standard(s) for the band(s) of learning you worked with, and give reasons for your selection:

(Free text response)

Content descriptions

Q8: The content descriptions for the band(s) of learning I worked with cover the important content for Health and Physical Education.

Strongly disagree

Disagree

Agree

Strongly agree

Q9: Please identify any additional content that you believe should be included in the band(s) of learning you worked with, and give reasons for your selection:

(Free text response)

Q10: Please identify any current content that you believe should not be included in the band(s) of learning you worked with, and give reasons for your selection:

(Free text response)

Contexts for learning

Q11: The twelve proposed contexts for learning cover all of the key areas in the Health and Physical Education learning area

Strongly disagree

Disagree

Agree

Strongly agree

(Please provide reasons if you disagree)

Q12: Please identify any additional contexts for learning that should be included as part of the Health and Physical Education curriculum.

Overall impression of selected band(s) of learning

Q13: The draft achievement standard(s), content descriptions and contexts for learning proposed for the band(s) of learning I worked with provide a manageable set of teaching and learning expectations.

Strongly disagree

Disagree

Agree

Strongly agree

(Please provide reasons if you disagree)

Appendix 2: Program overview process and templates

Program overview

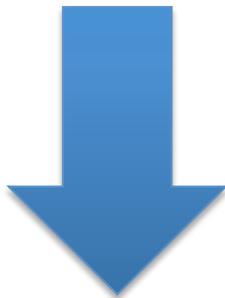
Band level: _____

Semester 1	Identify the aspects of the Achievement Standard that you will focus on during this semester	
	Record the content descriptions that can be taught in order to support students to demonstrate the above aspects of the Achievement Standard	<p>Which contexts of learning can you explore whilst teaching the highlighted content descriptions?</p> <ul style="list-style-type: none"> Alcohol and drugs Food and nutrition Health benefits of physical activity Mental health and wellbeing Relationships and sexuality Safety <ul style="list-style-type: none"> Active play and minor games Challenge and adventure activities Fundamental movement skills Games and sports Health-related physical activities Rhythmic and expressive activities

Appendix 3a: Modified special education setting process and documents

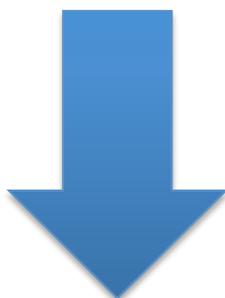
Flowchart - Using the Australian Curriculum to meet the learning needs of all students

Teachers refer to the Australian Curriculum learning area content that aligns with their students' chronological age as the starting point in planning teaching and learning programs.



Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and personalise learning where necessary through adjustments to the teaching and learning program, according to individual learning need, by:

- drawing from learning area content at different levels along the Foundation to Year 10 sequence
- using the general capabilities and/or cross-curriculum priorities to adjust the learning focus of the age-equivalent learning area content
- aligning individual learning goals with age-equivalent learning area content.



Teachers assess students' progress through the Australian Curriculum in relation to achievement standards. Some students' progress will be assessed in relation to their individual learning goals. Approaches to assessment and reporting will differ across the states and territories.

(Australian Curriculum website, Student Diversity section)

Appendix 3b: Special education setting - Program overview template

Overview of learning (Contextual learning information drawn from band description/s)	
Learning area content description/s (drawn from age appropriate band of learning)	Adjusted learning area curriculum (Drawn from earlier bands of learning as appropriate for learning needs)
	Adjusted learning focus (Drawn from the general capabilities learning continua)
Description of expected achievement (Drawn from achievement standards, general capabilities continua and IEP as appropriate)	

Appendix 4: Assessment process and sample task

Section 1: Summary of assessment task

Title of assessment task	
Year level(s)	

Links to the Australian Curriculum

Years 1 and 2 Achievement Standard

By the end of Year 2, students identify their personal strengths and achievements, and describe the different changes that occur as they grow older. They explore the differences and diversity of individuals and groups, and are able to ask for help if they need it. They describe how the body reacts to physical activity and explain how healthy eating and being active keeps them well.

Students demonstrate positive ways to interact with others, and select and apply strategies to keep them healthy and safe. They demonstrate a broad range of fundamental movement skills including sequencing and using equipment in play, games and in response to a variety of stimuli.

Content descriptions

Depending on the focus/nature of this task and the professional judgment of the teacher, please reference relevant content description/s addressed by this task (insert code)

Key ideas and contexts

Please highlight which key ideas and contexts are addressed in this task

Personal, social and community health	Movement and physical activity	Health contexts	Movement c
Being healthy, safe and active	Moving our body	Alcohol and drugs	Active play and m
Communicating and interacting for health and wellbeing	Understanding movement	Food and nutrition	Challenge and i activitie
Contributing to healthy and active communities	Learning through movement	Health benefits of physical activity	Fundamental mov
		Mental health and wellbeing	Games and
		Sexuality and relationships	Health-related activitie
		Safety	Rhythmic and e activitie

General capabilities and cross-curriculum priorities

Please highlight any of the general capabilities and cross-curriculum priorities that are represented in this task (where appropriate)

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	In unc
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainabil		

Background information

Outline the teaching and learning that has preceded the assessment, for example:

- *prior teaching and learning that has taken place*
- *level of teacher input in preparing for the task (such as scaffolding or feedback on drafts)*

Task description

Summary of the activity students will be asked to complete

- *type of activity (e.g. movement performance, game creation, response to a scenario, presentation, analysis of health information)*
- *knowledge and understanding that students are required to demonstrate*
- *skills that students are required to demonstrate*
- *stimulus materials that will be provided*
- *additional support that may be given by the teacher*

Process for collecting work samples from students

Summary of the process that will be used to collect student work samples, for example, written responses will be collected, small group discussions will be recorded, individual student performances will be video recorded.

Section 2: Support materials

Insert the following teacher support material if applicable:

- *copy of the assessment task provided to students (including instructions, marking guidelines/rubric/marking criteria)*
- *additional materials such as adjustments made to the task to cater to diverse students*

Appendix 3

Breakdown of respondents

Figure 1: % Respondents by state (Total respondents = 279)

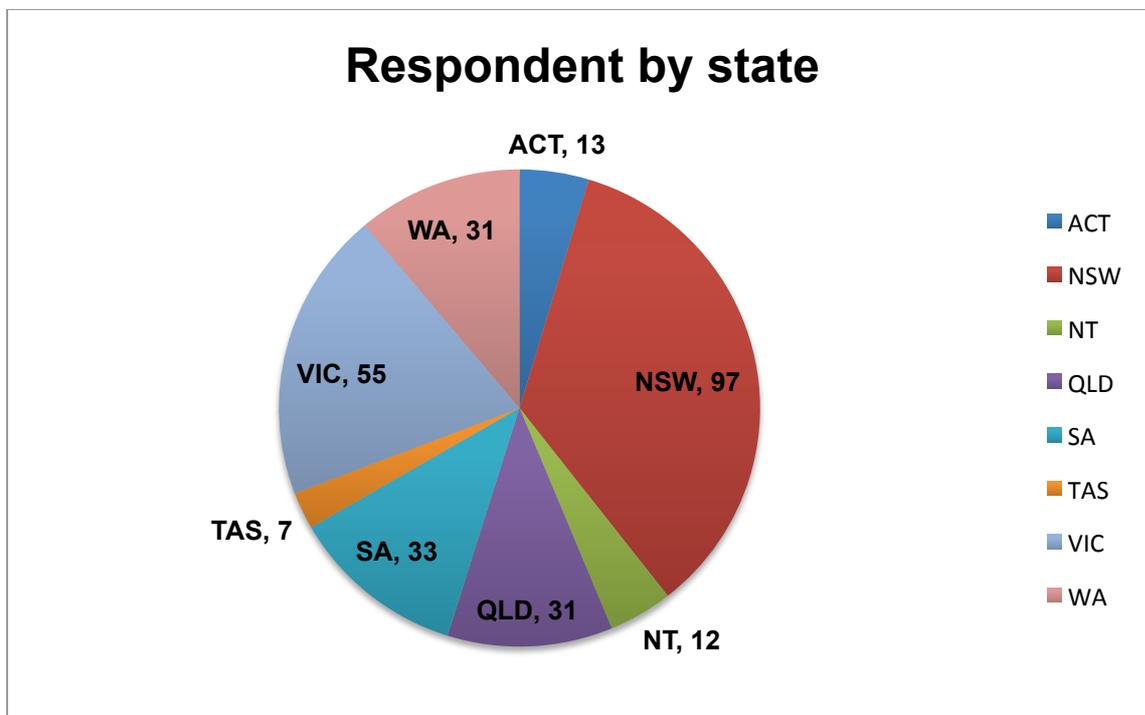
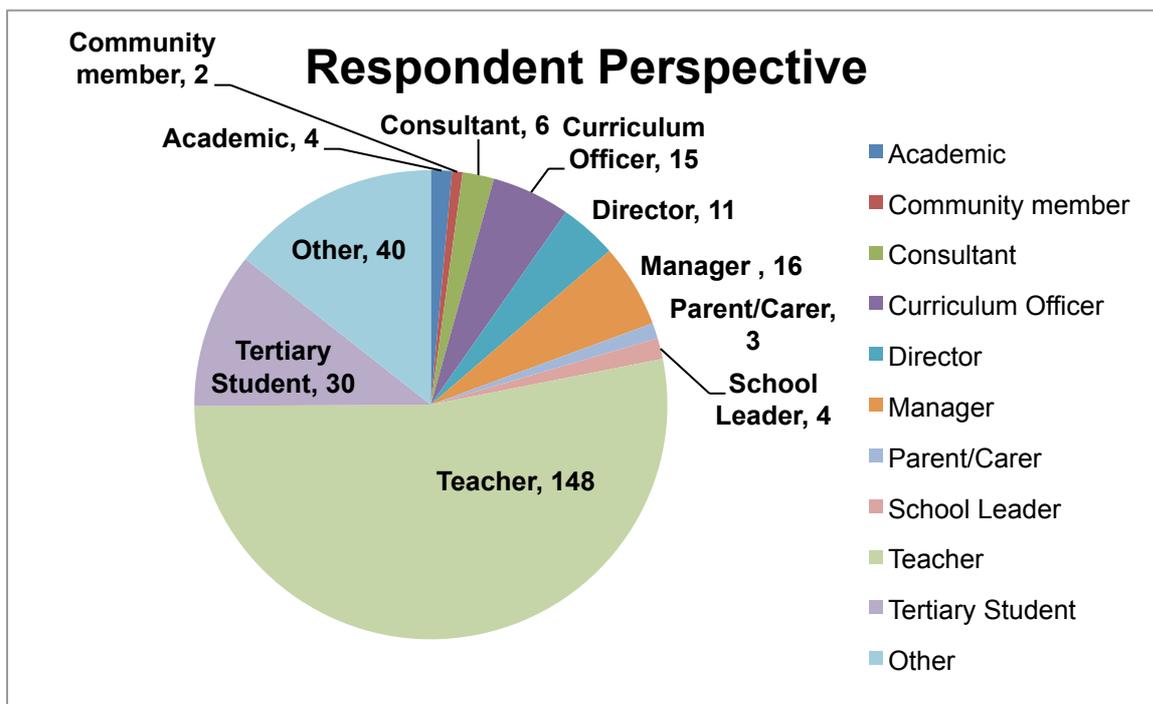


Figure 2: Respondents by group / perspective



Appendix 4: Primary vs secondary teachers breakdown

(Note: only those responses that indicated primary or secondary specialisation have been included in this data breakdown)

Questions	Total Responses Primary	Primary Combined % Strongly Agree/ Agree	Total Responses Secondary	Secondary Combined % Strongly Agree/ Agree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	18	94	77	97
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	19	89	77	95
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	17	94	71	94
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	18	78	72	82
5. The links between Health and Physical Education and other learning areas are appropriate	17	88	71	87
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	17	94	64	81
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	16	88	67	87
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	16	88	70	81
9. The draft content descriptions are pitched appropriately for each band level.	16	88	71	89

Questions	Total Responses Primary	Primary Combined % Strongly Agree/ Agree	Total Responses Secondary	Secondary Combined % Strongly Agree/ Agree
10. The draft content descriptions describe an appropriate progression across band levels	16	88	71	92
11. The draft content descriptions provide a manageable set for each band level.	16	75	69	78
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	16	100	66	82
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	15	93	63	76
14. The draft achievement standards are pitched appropriately for each band level.	15	87	61	87
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	15	80	62	84
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	15	100	61	89
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	15	100	62	84
18. The glossary is comprehensive.	15	80	62	81
19. The glossary definitions are clear and appropriate.	15	93	63	94

Appendix 5: Jurisdictional breakdowns

Australian Capital Territory

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	13	78	34	44	11	11
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	13	78	22	56	11	11
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	12	100	37	63	0	0
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	13	78	34	44	22	0
5. The links between Health and Physical Education and other learning areas are appropriate	12	100	25	75	0	0
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	13	100	0	100	0	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	13	100	33	67	0	0
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	13	67	23	44	33	0
9. The draft content descriptions are pitched appropriately for each band level.	13	89	22	67	11	0

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
10. The draft content descriptions describe an appropriate progression across band levels	13	89	22	67	0	11
11. The draft content descriptions provide a manageable set for each band level.	13	89	0	89	11	0
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	11	57	28	29	29	14
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	11	86	0	86	0	14
14. The draft achievement standards are pitched appropriately for each band level.	11	86	29	57	0	14
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	11	86	15	71	0	14
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	11	100	29	71	0	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	11	100	0	100	0	0
18. The glossary is comprehensive.	12	63	0	63	37	0
19. The glossary definitions are clear and appropriate.	12	88	13	75	12	0

New South Wales

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	92	99	41	58	1	0
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	92	96	43	53	4	0
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	87	94	49	45	4	1
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	79	90	29	61	7	3
5. The links between Health and Physical Education and other learning areas are appropriate	84	91	22	69	8	2
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	75	87	18	69	9	4
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	79	88	27	61	12	0
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	77	90	27	63	9	1
9. The draft content descriptions are pitched appropriately for each band level.	75	86	28	58	12	2
10. The draft content descriptions describe an appropriate progression across band levels	75	89	28	61	9	2

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	75	83	23	60	14	3
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	74	83	28	55	16	2
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	79	83	20	63	15	2
14. The draft achievement standards are pitched appropriately for each band level.	78	86	24	62	12	2
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	79	83	22	61	15	2
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	77	98	31	67	2	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	72	98	26	72	2	0
18. The glossary is comprehensive.	71	82	64	46	16	2
19. The glossary definitions are clear and appropriate.	71	97	39	58	3	0

Northern Territory

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	4	100	25	75	0	0
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	4	100	25	75	0	0
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	3	67	0	67	33	0
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	4	75	25	50	25	0
5. The links between Health and Physical Education and other learning areas are appropriate	4	75	0	75	25	0
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	3	67	0	67	33	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	4	75	25	50	25	0
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	4	75	25	50	25	0
9. The draft content descriptions are pitched appropriately for each band level.	4	75	0	75	25	0
10. The draft content descriptions describe an appropriate progression across band levels	4	75	0	75	25	0

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	4	75	0	75	25	0
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	4	75	0	75	25	0
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	3	33	0	33	67	0
14. The draft achievement standards are pitched appropriately for each band level.	3	67	0	67	33	0
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	3	67	0	67	33	0
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	4	25	25	0	75	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	4	25	25	0	50	25
18. The glossary is comprehensive.	3	33	33	0	67	0
19. The glossary definitions are clear and appropriate.	4	50	25	25	50	0

Queensland

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	28	89	36	50	11	0
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	28	78	45	33	22	0
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	25	87	40	47	13	0
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	26	75	19	56	25	0
5. The links between Health and Physical Education and other learning areas are appropriate	26	81	19	62	13	6
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	24	71	7	64	29	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	26	69	13	56	31	0
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	27	88	12	16	6	6
9. The draft content descriptions are pitched appropriately for each band level.	27	59	6	53	23	18
10. The draft content descriptions describe an appropriate progression across band levels	27	65	6	59	18	17

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	27	47	6	41	47	6
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	24	71	21	50	22	7
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	25	67	0	67	20	13
14. The draft achievement standards are pitched appropriately for each band level.	24	72	0	72	14	14
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	25	73	0	73	14	13
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	23	69	15	54	16	15
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	24	79	7	71	21	0
18. The glossary is comprehensive.	26	56	12	44	31	13
19. The glossary definitions are clear and appropriate.	26	81	12	69	6	13

South Australia

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	26	96	46	50	0	4
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	26	91	42	50	4	4
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	26	96	42	54	4	0
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	27	93	26	67	7	0
5. The links between Health and Physical Education and other learning areas are appropriate	27	85	22	63	11	4
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	25	96	20	76	4	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	27	85	22	63	11	4
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	29	69	17	52	24	7
9. The draft content descriptions are pitched appropriately for each band level.	29	90	24	66	7	3
10. The draft content descriptions describe an appropriate progression across band levels	29	93	24	69	3	3

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	29	76	10	66	17	7
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	26	88	38	50	8	4
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	27	67	15	52	26	7
14. The draft achievement standards are pitched appropriately for each band level.	27	85	22	63	11	4
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	27	78	19	59	15	7
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	24	96	33	63	4	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	23	83	18	65	13	4
18. The glossary is comprehensive.	23	91	17	74	5	4
19. The glossary definitions are clear and appropriate.	23	96	35	61	4	0

Tasmania

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	3	100	67	33	0	0
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	4	75	75	0	0	25
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	4	100	75	25	0	0
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	4	100	100	0	0	0
5. The links between Health and Physical Education and other learning areas are appropriate	4	75	50	25	25	0
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	4	100	50	50	0	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	3	100	0	100	0	0
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	4	75	25	50	0	25
9. The draft content descriptions are pitched appropriately for each band level.	3	100	0	100	0	0
10. The draft content descriptions describe an appropriate progression across band levels	4	75	0	75	25	0

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	3	100	0	100	0	0
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	3	100	67	33	0	0
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	2	100	0	100	0	0
14. The draft achievement standards are pitched appropriately for each band level.	2	100	50	50	0	0
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	2	100	0	100	0	0
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	3	100	67	33	0	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	3	100	33	67	0	0
18. The glossary is comprehensive.	2	100	100	0	0	0
19. The glossary definitions are clear and appropriate.	2	100	100	0	0	0

Victoria

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	53	93	37	56	5	2
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	53	93	40	53	5	2
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	48	84	32	53	11	5
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	45	75	26	49	20	6
5. The links between Health and Physical Education and other learning areas are appropriate	46	92	20	72	8	0
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	41	71	23	48	29	0
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	42	91	28	63	6	3
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	53	83	17	67	14	3
9. The draft content descriptions are pitched appropriately for each band level.	54	91	24	68	3	6
10. The draft content descriptions describe an appropriate progression across band levels	54	94	24	71	6	0

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	54	94	15	79	6	0
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	54	92	19	72	8	0
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	46	86	11	75	14	0
14. The draft achievement standards are pitched appropriately for each band level.	45	91	11	80	9	0
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	45	91	11	80	9	0
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	43	88	9	79	12	0
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	42	94	13	81	6	0
18. The glossary is comprehensive.	45	83	17	66	14	3
19. The glossary definitions are clear and appropriate.	45	91	26	66	6	3

Western Australia

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
1. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.	29	66	28	38	7	28
2. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10	27	70	22	48	8	22
3. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education	27	67	22	43	11	22
4. The key ideas in each strand provide a useful organisational element in the draft curriculum.	20	55	15	40	30	15
5. The links between Health and Physical Education and other learning areas are appropriate	20	65	5	60	30	5
6. The advice in the implications for teaching, learning and assessment section is clear and appropriate	19	58	10	47	32	10
7. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.	20	55	20	35	25	20
8. The draft content descriptions are clear and unambiguous statements of what students should be taught.	19	58	5	53	37	5
9. The draft content descriptions are pitched appropriately for each band level.	19	73	5	68	21	6
10. The draft content descriptions describe an appropriate progression across band levels	20	65	5	60	30	5

Questions	Total Responses	% Strongly Agree/ Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
11. The draft content descriptions provide a manageable set for each band level.	17	47	6	41	47	6
12. The draft content elaborations provide clear and relevant illustrations of the content descriptions	18	67	11	56	22	11
13. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.	18	55	5	50	39	6
14. The draft achievement standards are pitched appropriately for each band level.	17	59	12	47	29	12
15. The draft achievement standards describe an appropriate progression of expected learning across band levels.	19	52	10	42	37	11
16. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content.	19	63	15	47	21	16
17. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.	19	68	5	63	27	5
18. The glossary is comprehensive.	18	78	11	67	11	11
19. The glossary definitions are clear and appropriate.	19	79	16	63	5	16

Appendix 6: Organisations who submitted written responses

The providers of written submissions are listed below. Names of individual and international submissions are not listed in line with privacy laws.

Education authorities (10)

Association of Independent Schools, WA (AISWA)

Catholic Education Commission, NSW (CEC NSW)

Catholic Education Office, Sydney

Independent Schools, Queensland (ISQ)

National Catholic Education Commission (NCEC)

Northern Territory Department of Education and Training (NT DET)

Queensland Studies Authority (QSA)

SA Department of Education and Child Development (SA DECD)

Victorian Certification and Assessment Authority (VCAA)

WA School Curriculum and Standards Authority (WA SCSSA)

Note: TAS submitted response via the online survey; Board of Studies NSW and ACT final submissions were not received at time of collating this report.

Teacher professional associations (12)

Australian Council for Health, Physical Education and Recreation, National branch (ACHPER National)

Australian Council for Health, Physical Education and Recreation, Queensland branch (ACHPER Qld)

Australian Council for Health, Physical Education and Recreation, South Australia branch (ACHPER SA)

Australian Council for Health, Physical Education and Recreation, Victorian branch (ACHPER Vic)

Australian Council for Health, Physical Education and Recreation, NSW branch (ACHPER NSW)

Home Economics Institute of Australia (HEIA)

Home Economics Institute of Australia, Victorian branch (HEIA Vic)

PDHPE Teachers Association (PDHPETA)

Outdoor Education Australia (OEA)

Outdoors Victoria (OV)

Outdoors Western Australia (OWA)

ACT Outdoor Education Australia (ACT OEA)

Education stakeholders (3)

Asia Education Foundation (AEF)

HPE Tertiary Alliance of Victoria (HTAV)

Residential Outdoor Schools Association (ROSA)

Health stakeholders (27)

Anti-homophobia Interagency NSW (AHI)

Australian Women Against Violence Alliance (AWAVA)

Australian Federation of AIDS organisations (AFAO)

Australian Psychological Society (APS)

Barwon Centre for Sexual Assault (BCSA)

Blueearth

Cancer Council Victoria

Dairy Australia and Nutrition Australia Victoria

Family Planning NSW

Family Planning Victoria

Family Planning WA

Food Alliance TAS

Frankston Food Access Network

Hepatitis Australia

Hepatitis NSW

Hepatitis Victoria

National LGBTI Health Alliance

Public Health Association of Australia

Road Safety Education Reference Group Australasia

Sexual Assault Resource Centre

St John Ambulance Australia

SunSmart

TrackSafe Foundation

WA AIDS Council

Womens Health Victoria

YMCA Australia

YWCA of Canberra

Sports stakeholders (6)

Aquatics and Recreation, Victoria

Australian Sporting Goods Association

Gymnastics Australia

Life Saving Victoria

Royal Life Saving Society, Australia

Australian Croquet Association

Government departments (13)

Australian Communications and Media Authority

Australian Securities and Investment Commission and Australian Government Financial Literacy Board

Australian Human Rights Commission

Department of Families, Housing, Community Services and Indigenous Affairs, Australian Government

Department of Health, Victoria

Department of Health, South Australia

Department of Health, Western Australia

Department of Health and Ageing, National Oral Health

Department of National Parks, Recreation, Sport and Racing, Queensland

Office for Youth, Australian Government

Sport Policy and Programs Branch, Office for Sport, Australian Government

Health Promotion Branch, Department of Health, Australian Capital Territory

NSW Kids and Families

NSW Ministry of Health, Centre for Population Health

Youth organisations (3)

Australian Youth Forum

Inspire Foundation

Youth Affairs Council Western Australia

Universities (8, including a response from two individuals)

Appleton Institute, Central Queensland University

Deakin University – Health and Physical Education Discipline

Flinders University SHAPE project

Health and Physical Education and Public Health Academics group

Macquarie University

University of Ballarat

University of Canberra, Education, Science, Technologies and Mathematics Faculty (OEA standard response)

Schools (3)

Barker College, NSW

Concord High School, NSW

Darwin Middle School, NT

Individuals (14*)

* Due to privacy laws individuals and International respondents cannot be named.

Appendix 7: Organisational responses to the online survey

(Organisations appear in order of survey completion)

Barwon Centre Against Sexual Assault

Queensland Catholic Education Commission

Yachting Australia

St Paul's Grammar School PDHPE staff

Sacred Heart College Senior

Rockhampton State High School

Cybersmart (ACMA)

Sydney University Education (Human Movement) Faculty

University of Sydney Human Movement Health Education 4th year students

Got Game

Central Queensland University

Wollongong Catholic Education Office

Concord High School

Asia Education Foundation

Bluearth Foundation

Hunter Valley Grammar School

Catholic Education Office, Diocese of Wollongong

South Sydney High School

Life Education Australia

Confederation of Australian Sport

Australian Sporting Goods Association

Australian Federation Of AIDS Organisations

Young People, Sex, Love and Media ARC Research Group

SHine SA

Family Planning NSW

Northern Centre Against Sexual Assault

Muswellbrook High School

WA Health Promoting Schools Association Inc

Australian Croquet Association

Northmead Creative and Performing Arts High School

White Ribbon Australia

University of Ballarat

St Columba College

YMCA Australia

Youth & Family Education Resources

CSC Outdoor Education Teachers

Road Safety Education Reference Group

Catholic Schools Office Newcastle

Department of Education (Curriculum Services), Tasmania

Department for Health and Ageing, Government of South Australia

St John Ambulance Australia

Gippsland Women's Health Service

Hillbrook Anglican School

St Paul's High School, Port Macquarie

ACT Council of Parents & Citizens Associations

Catholic Education Commission New South Wales

Santa Sabina College-PDHPE Department

The Australian Nutrition Foundation (QLD DIV) Inc t/a Nutrition Australia Qld

Amaroo School

Animal Management in Rural and Remote Indigenous Communities

Lowther Hall AGS

Food Alliance of Tasmania

Outdoors WA

Department of Health, Western Australia

Dietitians Association of Australia

Victoria University

Methodist Ladies College

Faculty of Education, Science, Technology and Mathematics

Attorney-General's Department - Australian Emergency Management Institute

trackSAFE Foundation

Steiner Education Australia

Australian Primary Principals Association

Wiley Park Girls High School

National SunSmart Schools and Early Childhood Working Group, National Skin Cancer Committee

Principals Australia Institute

The Australian Psychological Society (one of the KidsMatter Primary collaborating organisations)

Catholic Education South Australia (CESA)

YEAH (Youth Empowerment Against HIV/AIDS)

St Joseph's Enfield

Cancer Council WA

Home Economics Institute of Australia Inc.

