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CREATE CHANGE

Final Report - Cross-Curriculum Priorities



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1. Executive Summary

1.1 Background

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

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

All feedback from the consultation process, including detailed and year-specific submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum. ISSR carried out an analysis of aggregated qualitative and quantitative data with a view of providing high-level overview of the response patterns. This report presents a summary of the results from this analysis for the 3 cross-curriculum priorities.

1.2 Consultation features and caveats

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

1. an online survey (with a mix of closed and open-ended questions) capturing overall respondents' feedback on the proposed revisions to the overview and organising ideas, as well as their demographics and organisational detail (Appendix A);
2. open submission process, which involved providing written feedback by email to ACARA;
3. written feedback from the state and territory education authorities and national non-government sectors provided in response to invitations accompanied by guidelines that reflected the online survey structure.

The character of the consultation was public, and it was anonymous for individual participants. This allowed participation of individuals and groups with varying understandings of the Australian Curriculum, the proposed revisions, and the terms of reference (TOR) of the Review. The consultations did not impose protocols to confirm the identity of participants or that participants submitted their feedback only once. This enabled individuals and organisations to potentially provide multiple responses or to use multiple channels. The 3 different channels of capturing feedback were also associated with methodological differences (see Section 3.4.1).

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

1.3 Methodology

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating

organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

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

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

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

1.4 Stakeholder response and profile

The online survey was completed by 1,136 respondents, with 1,060 respondents providing feedback on the Aboriginal and Torres Strait Islander Histories and Cultures priority, 143 on the Asia and Australia's engagement with Asia priority, and 308 on the Sustainability priority (some respondents provided feedback on multiple cross-curriculum priorities). Of the 1,060 survey respondents in relation to the Aboriginal and Torres Strait Islander priority, teachers (23%), parents (17%) and individuals who self-identified as 'other' (26%) were the 3 largest groups. Of the 143 survey respondents who completed the survey for the cross-curriculum priority Asia and Australia's Engagement with Asia, parents (24%), teachers (20%) and individual respondents who identified as 'other' (18%) were the 3 largest groups. Of the 308 survey respondents who completed the Sustainability section of the cross-curriculum priority survey, parents (24%), teachers (20%) and individuals who identified as 'other' (19%) were the 3 largest groups

There were 52 email submissions, specifically related to the cross-curriculum priorities. Of these submissions, 31 included an attachment that was coded alongside the email message. Of email respondents, 50% self-disclosed as representing some form of association or body, while a small number were teachers or parents (6% or less). The demographic details were not provided by 39% of respondents.

Of the email submissions, more had comments on the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures (60%), followed by Sustainability (50%) and then Asia and Australia's Engagement with Asia (31%). Almost 40% made a general comment about the overall cross-curriculum priorities.

Written submissions were invited from each state and territory as well as the national peak bodies of the Catholic and Independent school sectors. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools. Six of the remaining 9 jurisdictions and national sector peak bodies provided feedback on each of the 3 priorities with the remaining 3 commenting on either the Aboriginal and Torres Strait Islander Histories and Cultures priority only or generically on all 3 cross-curriculum priorities combined.

1.5 Stakeholder feedback

1.5.1 Online survey

Agreement ratings

The survey asked 3 quantitative questions that sought agreement ratings¹. Summary of key feedback from these questions for each of the priority areas is as follows:

Aboriginal and Torres Strait Islander Histories and Cultures priority

A large majority of respondents agreed or strongly agreed that the overview is clear about the importance of the cross-curriculum priority (82%), that the changes to the organising ideas have improved the cross-curriculum priority (80%) and that the organising ideas provide opportunities to add depth and context to the content of the LAs (82%).

Of the various groups participating in the survey, academics were most likely to agree or strongly agree with the statements, and participating school leaders were least likely to do so. There were also some other, less pronounced differences by state, school sector and location (metro/regional).

Asia and Australia's Engagement with Asia priority

Agreement was strongest for the overview being clear about the importance of the cross-curriculum priority (64% agreed or strongly agreed). While respondents were less likely to agree that the changes to the organising ideas had improved the cross-curriculum priority (50% agreed/strongly agreed) and that the organising ideas provided opportunities to add depth and context to the learning areas (54% agreed/strongly agreed), agreement for these statements still out-weighed disagreement.

There were some differences between stakeholder groups, with Queensland respondents somewhat more likely to express agreement toward the overview being clear about the importance of the cross-curriculum priority, and the organising ideas providing opportunities to add depth and context to the learning areas. However, the underlying small number of respondents for both results mean that they need to be interpreted with caution.

Sustainability priority

The majority of respondents agreed or strongly agreed that the overview was clear about the importance of the cross-curriculum priority (73%), that the changes to the organising ideas had improved the cross-curriculum priority (70%) and that the organising ideas provided opportunities to add depth and context to the learning areas (64%).

Respondents from Western Australia were most likely to express agreement with all 3 statements, while the patterns of responses from stakeholders in New South Wales, Queensland and Victoria were similar. Again, the underlying small number of respondents mean that the results need to be interpreted with caution.

Open-ended feedback

Furthermore, respondents could openly comment on aspects of the revised cross-curriculum priorities that had improved and on aspects that needed further improvements. About 63% of survey respondents for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority did so, as did about 41% of respondents for the Asia and Australia's Engagement with Asia priority, and about 46% for the Sustainability priority.

The majority of open-ended feedback for each of the 3 cross-curriculum priorities was focused on the improvements that had been made to the organising ideas or suggestions for how to further improve them. Largely, feedback relating to the organising ideas of the revised Aboriginal and Torres Strait Islander

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

Histories and Cultures cross-curriculum priority indicated that the revised organising ideas have been improved (35% of all survey respondents). Feedback for Asia and Australia's Engagement with Asia and Sustainability tended to focus more on opportunities to improve the organising ideas (19% and 23% of all survey respondents, respectively).

For each of the 3 cross-curriculum priorities, feedback was also focused on the perceived value and the amount of emphasis being placed on the cross-curriculum priority. The majority of respondents who commented under this theme considered the revised Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability cross-curriculum priorities to be relevant and to have appropriate emphasis or needing further emphasis. Fewer respondents commented that they saw the value of the Asia and Australia's Engagement with Asia cross-curriculum priority, although fewer respondents commented on this cross-curriculum priority overall.

1.5.2 Email submissions

Of the email submissions, the leading subthemes that were coded according to the code frame included the perceived value of the cross-curriculum priorities and the organising ideas of the cross-curriculum priorities. Of respondents who commented on the value of the cross-curriculum priorities, there were more respondents who viewed the cross-curriculum priority as having value and felt the emphasis was appropriate or could be strengthened, compared to those who did not see the cross-curriculum priority as valuable or who felt that the emphasis was too much; this was the case for Aboriginal and Torres Strait Islander Histories and Cultures (19% vs 17%), Sustainability (19% vs 14%) and Asia and Australia's Engagement with Asia (8% vs 6%). However, for email respondents who commented on the cross-curriculum priorities more generally, more respondents felt that the cross-curriculum priorities had too much emphasis or were not valuable (23%), than those who thought they were valuable or the emphasis appropriate or needing strengthening (6%).

Similar to the open-ended survey feedback, more of the email respondents who commented on the organising ideas for Aboriginal and Torres Strait Islander Histories and Cultures saw them as improved, well developed and appropriate rather than needing further revision (12% vs 8%). Of those that suggested revisions, these were largely around the inclusion of additional content, such as further historical details, to ensure this cross-curriculum priority was comprehensive in its coverage. Respondents saw further revisions were needed to the organising ideas for sustainability (14%), including additional content to ensure students were prepared for our climate future and to strengthen alignment with the UN Sustainable Development Goals, as well as alignment to the learning areas. A small number of respondents commented on the organising ideas for Asia and Australia's Engagement with Asia, and suggested revisions, which were largely around improving language to provide further depth and context to this priority.

1.5.3 Jurisdictional feedback

There was overwhelming jurisdictional support for the inclusion of the Aboriginal and Torres Strait Islander cross-curriculum priority. It was seen as timely, appropriate, productive, and respectful and while some saw the overview and organising ideas as improved, all participating jurisdictions suggested improvements, particularly around refining language to make concepts clearer, shifting the emphasis on certain concepts, and adding concepts (e.g., the importance of language, local contexts, engaging with local communities). There was also a sense that this cross-curriculum priority could be better integrated with learning area content and that support would be needed for effective implementation. Some inconsistencies in terminology were noted and some terminology was disputed.

Overall, the Asia and Australia's Engagement with Asia cross-curriculum priority was seen as improved. This included the organising ideas (with some suggestions for further refinement), the use of more concise language, and the clear foregrounding of the contemporary value and relevance of this cross-curriculum priority. There was mixed feedback in response to the broader definition of Asia. Several jurisdictions provided no specific feedback on this cross-curriculum priority while others provided detailed and specific feedback.

Overall, jurisdictional responses were positive about the revisions to the Sustainability cross-curriculum priority, expressed to varying degrees. Aspects for further consideration include refining language for clarity, ensuring structural consistency with the other cross-curriculum priorities, providing implementation support in the form of professional learning and resources, and foregrounding climate change as a critical 21st century issue.

1.6 Summary and conclusions

1.6.1 Aboriginal and Torres Strait Islander Histories and Cultures priority

Overall, there was support for the inclusion of this priority across the 3 communication channels. The inclusion was considered valuable and timely by survey respondents, email submission respondents and jurisdictional respondents. A large majority of respondents saw the overview as clear, and that the changes to the organising ideas improved the cross-curriculum priority and provided opportunity to add depth and context to the content of the learning area. However, there was some variation across stakeholder types, with academics being most likely to agree or strongly agree with the survey statements and school leaders least likely to do so. Suggested revisions included refinements to the language to make concepts clearer, the addition of concepts as well as further integration with learning area content. There were also calls for implementation support to ensure teaching was authentic and appropriate.

1.6.2 Asia and Australia's Engagement with Asia priority

Overall, there was agreement that the Asia and Australia's Engagement with Asia cross-curriculum priority had improved. In the survey, agreement out-weighed disagreement that the overview was clear about the importance of the cross-curriculum priority, changes to the organising ideas had improved the cross-curriculum priority and that the organising ideas provided opportunities to add depth and context to the learning areas. There were some differences between stakeholder groups, with Queensland respondents somewhat more likely to express agreement towards these statements. Further, it is notable that agreement on the latter 2 statements was lower than the first statement, suggesting there were some perceived opportunities for improvement to the organising ideas. Further, respondents providing the open-ended survey feedback, email submissions and jurisdictional responses expressed some support for the revisions, although there were several suggestions for further refinement, including the use of more concise language in some of the organising ideas, or different language to add depth to the organising ideas. There was mixed feedback in response to the broader definition of Asia, and the inclusion of this priority over other regions.

1.6.3 Sustainability priority

There was support in favour of the revisions to the Sustainability cross-curriculum priority. Commentary from the open-ended survey feedback as well as the email submissions reiterated the perceived importance of this cross-curriculum priority in the modern-day world, foregrounding climate change as a critical 21st century issue. While the quantitative findings suggested that the overview was perceived as clear in conveying the importance of the cross-curriculum priority and that the organising ideas had improved this priority, there was less agreement on whether the organising ideas providing opportunity for depth and context to the content of the learning areas. The qualitative feedback demonstrated that the respondents – including survey, email and jurisdictional – saw opportunities for further improvements to the organising ideas, including additional content or specific topics as well as further alignment with the UN Sustainable Development Goals and to other learning areas.

1.6.4 Overall

Overall, there was support for the revisions of the 3 cross-curriculum priorities. There was strongest support for the revisions of the Aboriginal and Torres Strait Islander Histories and Cultures priority, followed by Sustainability, and then Asia and Australia's Engagement with Asia. This was apparent from the quantitative survey findings, with approximately 80% of survey respondents agreeing that the Aboriginal and Torres Strait Islander Histories and Cultures priority had an overview that more clearly conveyed the importance of the

priority, the changes to the organising ideas had improved the priority and the organising ideas provided opportunities to add depth and context to the content of the learning areas. For the Sustainability priority, the level of agreement to these statements was slightly lower at approximately 64-73% and for Asia and Australia's Engagement with Asia these figures were between 50-64%.

The qualitative feedback from the open-ended feedback and email submissions also suggested that respondents were particularly in favour of these cross-curriculum priorities in this order: Aboriginal and Torres Strait Islander Histories and Cultures, Sustainability, and then Asia and Australia's Engagement with Asia. This was apparent from the proportion of respondents who discussed these as valuable and as having a suitable amount of emphasis in the curriculum or needing further emphasis. However, a sizeable portion of the email submission respondents felt that there was too much emphasis on cross-curriculum priorities overall.

It is notable that while the Aboriginal and Torres Strait Islander Histories and Cultures priority had strong support across all quantitative statements, there was more variability of agreement on statements for the other 2 cross-curriculum priorities. For the Asia and Australia's Engagement with Asia priority, there was less agreement on the statements about the organising ideas adding to the cross-curriculum priority and that organising ideas allowed for depth and context to the content of the learning areas. For Sustainability, the latter statement, that the organising ideas allowed for depth and context to the content of the learning areas, received lower levels of agreement than the other statements. The discrepancies suggest that these organising ideas may be perceived as needing improvement, in comparison to the overview, and in comparison to the organising ideas for the Aboriginal and Torres Strait Islander Histories and Cultures priority.

The open-ended survey feedback, email submissions and jurisdictional feedback did express some support for the organising ideas. However, there were also suggested revisions and refinements to content for all organising ideas, as well as language for the priority of Asia and Australia's Engagement with Asia. The suggestions to refine the organising ideas were to:

- ensure there was comprehensive coverage of content within the organising ideas (i.e., to provide more comprehensive history and more information about 21st century cultures for the Aboriginal and Torres Strait Islander Histories and Cultures priority);
- to ensure that coverage of the organising ideas would galvanise climate action for the 21st century (i.e., for Sustainability); and
- to ensure the wording of the organising ideas of Asia and Australia's Engagement with Asia priority provided sufficient clarity and depth.

Issues of implementation support were consistently raised, particularly in relation to the Aboriginal and Torres Strait Islander Histories and Cultures priority. Issues raised included training, resources as well as ongoing collaboration with the Aboriginal and Torres Strait Islander community, as respondents expressed a desire for this to be taught authentically and appropriately.

2. Introduction

2.1 Review of curriculum

On 12 June 2020, Education Council tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum for Foundation to Year 10 (F-10) to ensure it is still meeting the needs of students and providing clear guidance for teachers. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The review includes the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. It broadly aims to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure.

The review of each cross-curriculum priority involved a review of current research, mapping and analysis of the current curriculum, and collaboration with key experts and organisations. Evidence and information gathered in this process was used to refine and propose revisions to the organising ideas for each priority for consultation and feedback through ACARA's reference groups and advisory groups.

ACARA's Aboriginal and Torres Strait Islander Education Advisory Group led the review of the Aboriginal and Torres Strait Islander Histories and Cultures priority. ACARA collaborated closely with the Asia Education Foundation (AEF) to draft revisions to the priority on Asia and Australia's Engagement with Asia. It worked with groups such as the Commonwealth Scientific and Industrial Research Organisation (CSIRO), the Australian Association for Environmental Education and the Australian Science Teachers' Association on revisions to the Sustainability priority. The key proposed revisions coming out of the review are listed below:

- Cross-curriculum priorities have been explicitly and purposefully included in the revisions to content descriptions and elaborations in all learning areas.
- Some learning areas explicitly develop student understanding of one or more of the organising ideas from each cross-curriculum priority through their content descriptions. For example:
 - Aboriginal and Torres Strait Islander Histories and Cultures in History and The Arts
 - Asia and Australia's Engagement with Asia in the Humanities and Social Sciences and Languages
 - Sustainability in Geography, Science and Technologies.
- Content elaborations have been revised in all learning areas to ensure they only include authentic illustrations of how the cross-curriculum priorities can support the teaching and learning of the learning area content.

2.2 Stakeholder consultation

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

2.2.1 Online survey

The main channel through which the public participated in the consultation was an online survey, which was set up in Survey Monkey and administered by ACARA. The survey captured stakeholder demographics, organisational details and perceptions on the suggested curriculum changes to the 3 cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability. Respondents could select which of the 3 cross-curriculum priorities they wanted to provide feedback on. For each of the selected cross-curriculum priorities they were then asked to rate their agreement on 3 statements after which they could leave comment in 2 text boxes. The 3 statements were:

- 'The overview is clear about the importance of this cross-curriculum priority.'
- 'The changes to the organising ideas have improved the cross-curriculum priority.'

- ‘The organising ideas provide opportunities to add depth and context to the content of the learning areas.’

The 2 text boxes prompted respondents to comment on aspects of the revised cross-curriculum priorities that had improved and aspects that needed further improvement.

2.2.2 Email submissions

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

2.2.3 Jurisdictional education authority submissions

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

2.2.4 Consultation details

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

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

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

2.3 This report

2.3.1 Purpose of report

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

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

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

- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference; and
- highlighting the potential similarities and differences between stakeholder groups.

2.3.2 Structure of report

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

3. Data processing, analysis and presentation

3.1 Data transfer

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

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

3.2 Data cleaning – survey data

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

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

3.3 Coding of open-ended responses

3.3.1 Developing code frame

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

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

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

Step 2 - Inductive analysis of interim responses

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

Step 3 - Content analysis of interim responses

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

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

3.3.2 Coding

Open-ended responses from 2 open-ended fields were coded to themes. One of the fields prompted the respondents to provide comments about general aspects of the revised curriculum that have improved and the other prompted them to provide comments about general aspects of the revised curriculum that needed further improvement (for the survey questions see Appendix A).

Consistent with the treatment of open-ended responses captured through the online questionnaire, written feedback received via emails was coded on the basis of the code frame. The coding of jurisdictional feedback proceeded in a similar way.

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

3.4 Data analysis and presentation of results

3.4.1 Information captured from the 3 channels for providing feedback

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

In most cases, the email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that sometimes came with additional materials attached. While some submissions contained some information about the stakeholder, such as profession or organisation name, the demographic characteristics that were systematically captured in the survey were largely not provided as part of the email submissions. The analysis of information from the email submissions therefore focuses on the themes and subthemes that emerged without assessing stakeholder differences.

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

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

3.4.2 Reporting of online survey data

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

Overall results for the 3 questions are presented as stacked bar charts that show the percentage breakdown across the 5 response categories (strongly agree, agree, disagree, strongly disagree, don't know). Across the 5 categories, responses add up to 100%.

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

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

Percentages are rounded and may not exactly add up to 100% in tables or graphs. The survey statement 'The organising ideas provide opportunities to add depth and context to the content of the learning areas' was shortened to 'The organising ideas provide opportunities to add depth and context to the LAs' in the graphs in this report.

The survey statement 'The organising ideas provide opportunities to add depth and context to the content of the learning areas' was shortened to 'The organising ideas provide opportunities to add depth and context to the LAs' in the graphs.

3.4.3 Reporting of email submissions

The reporting of email submissions consists of identifying the key themes that emerged after coding, based on the proportion of respondents who expressed the themes and subthemes. This is accompanied by drawing out examples that reflect different dimensions or aspects within a theme. Attention was given to drawing upon examples to illustrate dominant or leading sub themes, defined by being discussed by a relatively large number of respondents. While the reporting of the survey data makes use of percentage breakdowns to explore differences between stakeholder groups (where possible), the analysis of data from email submissions summarises general trends and themes from the feedback. This takes account of the unstructured way the information was provided across the many submissions.

3.4.4 Reporting of jurisdictional feedback

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

Additionally, the invited jurisdictions were encouraged to respond to the 3 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions. Analysis of data from jurisdictional submissions thus summarises general trends and themes from the

qualitative feedback, synthesising this with feedback from the 5 jurisdictions who responded to the 3 survey statements.

3.4.5 Multiple participations

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

3.4.6 Interpretation of results

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

4. Stakeholder participation

Table 1 shows the number of times the online survey was completed for each cross-curriculum priority, as well as the number of email submissions and submissions from jurisdictional organisations received for each cross-curriculum priority. Of the 3 cross-curriculum priority sections in the on-line survey, the Aboriginal and Torres Strait Islander section was completed most often (1,060 times). This cross-curriculum priority also attracted the highest number of email submissions (n=31) and jurisdictional submissions (n=8). There were also 20 email submissions, which commented on the cross-curriculum priorities more generically or in an overarching way.

Nine of the 10 invited jurisdictions and national sector peak bodies provided written submissions.

Table 1: Number of participations by general capability

| | Online survey | Email submissions | Jurisdictional submissions |
|--|---------------|-------------------|----------------------------|
| Aboriginal and Torres Strait Islander histories and cultures | 1,060 | 31 | 8 |
| Asia and Australia's engagement with Asia | 143 | 16 | 5 |
| Sustainability | 308 | 26 | 5 |
| General/overarching | na | 20 | 1 |
| Total respondents[^] | 1,136 | 52 | 9 |

[^] The same survey respondent, email and jurisdictional organisation could provide feedback on multiple cross-curriculum priorities, which is why the total is not the sum of the numbers in a column.

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

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

More detailed information about participation is included in the survey, email submission and jurisdictional feedback-specific sections of this report.

5. Survey

Survey respondents provided feedback on individual cross-curriculum priorities, which is why the reporting of survey results is presented separately for the 3 cross-curriculum priorities.

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

5.1 Aboriginal and Torres Strait Islander histories and cultures

5.1.1 Survey respondent profile

Of the 1,060 survey respondents, teachers (23%), parents (17%) and individuals who self-identified as 'other' (26%) were the 3 largest groups. Among responding teachers, primary teachers were most numerous (Table 2).

Table 2: Type of survey respondent, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

| Type of respondent | n | Percent |
|-------------------------------------|--------------|---------------|
| Individual respondent | | |
| Primary teacher | 132 | 12.5% |
| Secondary teacher | 96 | 9.1% |
| F-12 teacher | 13 | 1.2% |
| <i>Teachers</i> | 241 | 22.7% |
| School leader - Primary | 24 | 2.3% |
| School leader - Secondary | 25 | 2.4% |
| School leader - F-12 | 7 | 0.7% |
| <i>School leaders</i> | 56 | 5.3% |
| Academic | 86 | 8.1% |
| Parent | 182 | 17.2% |
| Student | 114 | 10.8% |
| Employer/business | 42 | 4.0% |
| Other - Individual | 279 | 26.3% |
| Group respondent[^] | | |
| School | 13 | 1.2% |
| Professional association | 8 | 0.8% |
| University faculty | 2 | 0.2% |
| Education authority | 6 | 0.6% |
| Community organisation | 18 | 1.7% |
| Other - Group | 13 | 1.2% |
| Total | 1,060 | 100.0% |

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

About a third of all respondents were from New South Wales (32%). Respondents from Victoria (24%), Queensland (19%) and Western Australia (10%) constituted the next largest groups (Figure 1).

Figure 1: State location, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

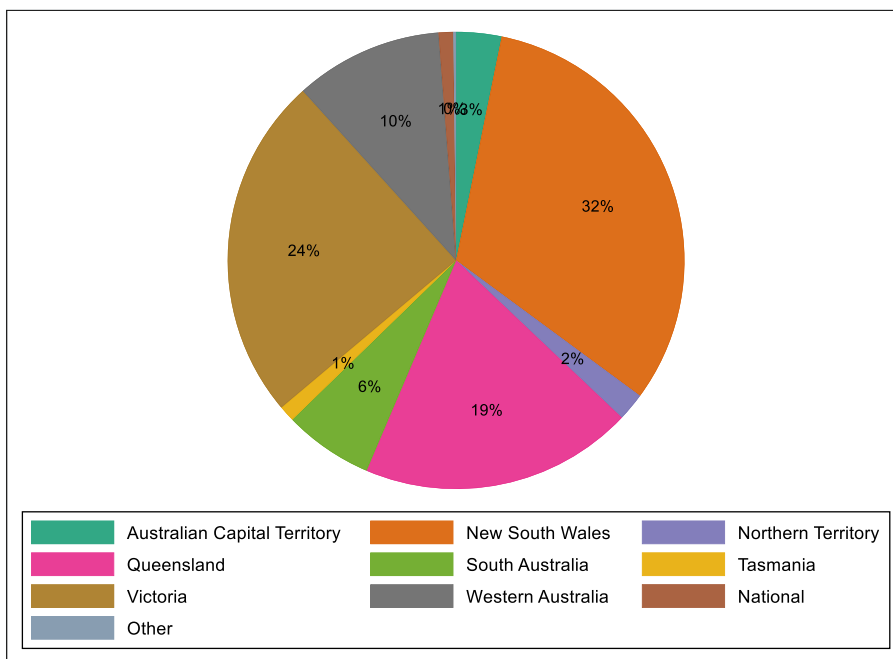
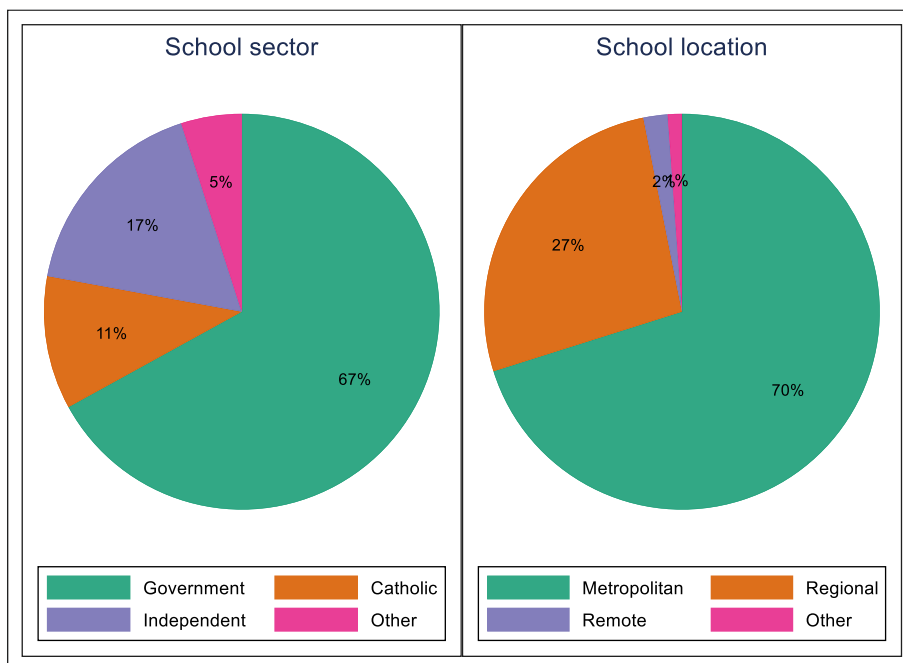


Figure 2: School sector and location, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents^



^ Teachers, school leaders, students, parents and schools. 'Other' responses in the pie charts relate to staff who worked across schools, parents who had children in multiple schools and, in the case of school sector, also to TAFE and University students.

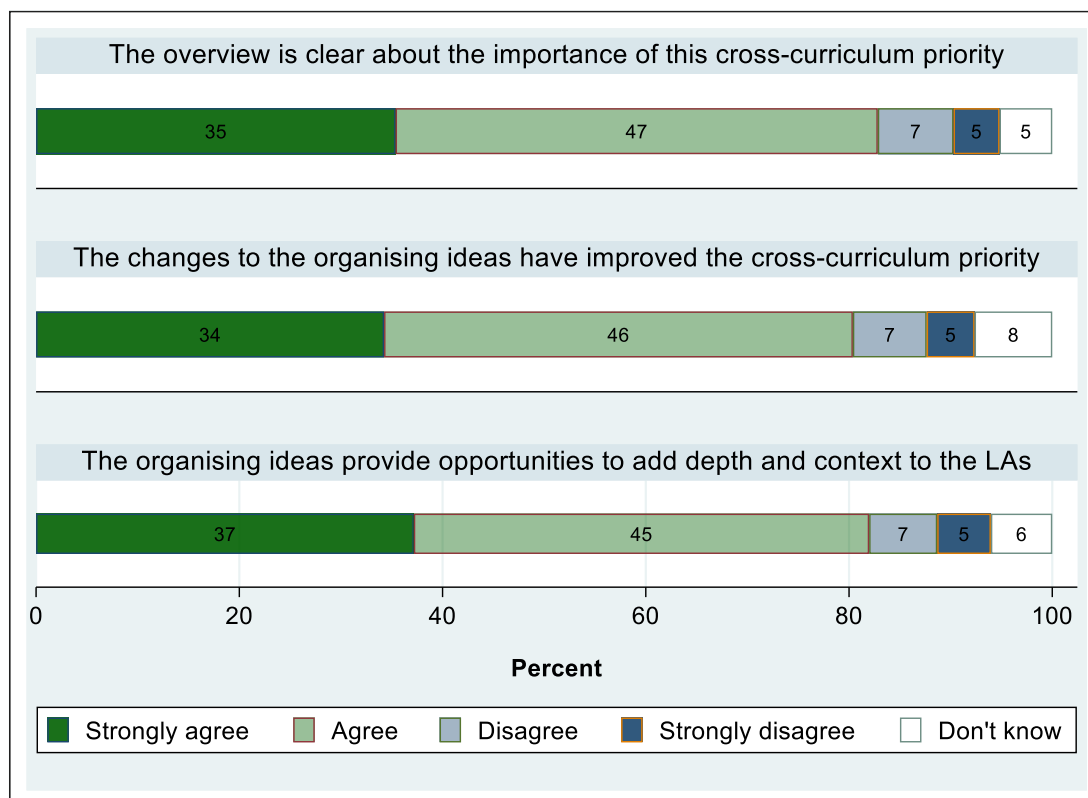
Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child's) school was and in which remoteness region it was located. About 2 in 3 of these respondents indicated a Government school (67%) and that the school was located in a metropolitan area (70%) (Figure 2).

5.1.2 Survey results

Overall results

Responses to the 3 statements that sought agreement ratings are shown in Figure 3. A large majority of respondents agreed or strongly agreed that the overview is clear about the importance of the cross-curriculum priority (82%), that the changes to the organising ideas have improved the cross-curriculum priority (80%) and that the organising ideas provide opportunities to add depth and context to the content of the LAs (82%).

Figure 3: Agreement rating, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents



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

Respondents could openly comment on aspects of the revised Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 63% of survey respondents commented in one of those boxes (Table 3).

Table 3: Open-ended comment, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

| Commenting status | n | Percent |
|------------------------------------|--------------|-------------|
| Not commented | 396 | 37% |
| Commented in 'have improved box' | 115 | 11% |
| Commented in 'further improve' box | 103 | 10% |
| Commented in both boxes | 446 | 42% |
| Total | 1,060 | 100% |

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have

improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in both boxes are combined for reporting purposes.

The themes and subthemes are listed in Table 4. This includes the number of respondents providing feedback on the themes and subthemes, as well as the percentage of respondents in relation to the total number of survey respondents.

The table presents the themes in ranked order. As can be seen from the table, most of the comments were to do with the theme *clarity and organising ideas*, with 502 respondents commenting on aspects of the organising ideas that have improved or need further improvement. The *perceived value* of the cross-curriculum priority was the next most common theme (with n=399 respondents providing comments), followed by the theme of implementation (n=365). As the final 2 themes (*evidence-based CCP* and *manageability*) captured such a minimal amount of comments, only the top 3 ranked themes are discussed.

The breakdown of responses for the theme *clarity and organising ideas* into its subthemes shows that a large proportion of comments conveyed that the revised organising ideas were well developed and appropriate. Common nuances that emerged from these comments were views that the organising ideas were more honest and reflected greater truth-telling and cultural understanding. Specific references were made to terminology that now recognised colonisation as invasion, as well as references to terra nullius and native title.

“It provides much more depth than the current version and explicitly acknowledges concepts such as invasion, terra nullius, native title and the history of Aboriginal and Torres Strait Islander people before invasion. Through this, students will be able to see themselves better represented in the classroom.” (Primary teacher, New South Wales, Government, Metropolitan).

“Pleased to see the inclusion of language around 'invasion' as an acknowledgement of our history and a step towards truth-telling.” (Secondary teacher, New South Wales, Independent, Metropolitan).

“The use of explicit language and choice of words is an excellent addition to the organising ideas (eg colonisation, invasion, Indigenous Cultural and Intellectual Property, world’s oldest continuous cultures, sophisticated political, economic, and social organisation systems).” (Secondary teacher, Queensland, Independent, Metropolitan).

“The change from Aboriginal Peoples and Torres Strait Islander Peoples, to First Nations communities is more reflective of contemporary indigenous understandings than the previous version. All revised organising ideas demonstrate cultural sensitivity, better reflecting contemporary understandings regarding First Nations culture.” (Secondary teacher, Victoria, Catholic, Metropolitan).

Other commentary included the revised organising ideas and relationships with learning area content provided greater clarity and guidance for teachers to provide meaningful learning.

“The revised curriculum in each learning area provides teachers with clear information as to the key relationships of the learning area content to the cross-curriculum priorities, specifically highlighting those that have the most authentic fit and provide meaningful learning using the learning area content. Cross curriculum priorities are embedded in content descriptions and are also identified in content elaborations.” (Secondary teacher, Victoria, Catholic, Metropolitan).

“The revised organising ideas are more articulate and specific than the previous version. •The Figure 1: Framework for the Aboriginal and Torres Strait Islander Histories and Cultures priority diagram provides a holistic framework, is comprehensive and easy to understand. Explicitly recognising the elements of the previous version which are outdated and addressing these issues in the context of positive action is a major improvement.” (Secondary teacher, Victoria, Catholic, Metropolitan).

In addition to recognition that the organising ideas reflected the past more honestly, were positive comments about the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority taking a more strengths-based approach toward Indigenous people and their culture in current society, with references to richness and diversity.

"I like how they better represent contemporary First Nations Australian communities as strong, resilient, rich and diverse and that truth-telling is better reflected in the curriculum." (Primary teacher, New South Wales, Government, Metropolitan).

"(WE are) in total support of all the Organising Ideas proposed revisions and agree that the proposed revisions better reflect core aspects of Country/Place, People and Culture for today and the future." (Education authority, Tasmania).

There was also recognition that the revisions to the organising ideas were more inclusive of First Nations people and their histories.

"There have been many new improvements to the cross-curriculum, such as: more truth-telling with greater respect for, and inclusion of First Nations Australians histories and cultures throughout the whole curriculum; explicit characterization of First Nations experiences of British Colonisation as an 'invasion'; a more detailed description of Aboriginal and Torres Strait Islander People, Country/Place and Culture; greater historical detail in regards to the Native Title Act (1993), Terra Nullius, and acknowledgment of the First Peoples of Australia as occupiers of the continent for more than 60,000 years." (Student, Queensland, Government, Metropolitan).

The more critical comments about the development and appropriateness of the organising ideas were more around that further work needed to be done to extend what was already proposed. These comments expressed that the organising ideas should go further.

"... the revision of the education curriculum could consider not just the 'organising ideas' but also our Way of learning. In order to teach about Country/Place/ People and Culture, educators must adopt a way of sitting with the 'spaces in between'. Please consider that it is not only content that must change but the fabric of how we impart knowledge about our Peoples." (Other – Individual, Queensland).

"...Could there be something about active reconciliation or relationship?" (Parent, Victoria, Government, Metropolitan).

"Go further! Tell us more about history pre colonisation, the upheavals of colonisation and resistance and strength and contemporary tales. Localise as much as possible - Aboriginal and Torres Strait Islander Histories and Cultures are not homogenous - there are over 350+ nations - each should have capacity to tell their versions of Aboriginal and Torres Strait Islander Histories and Cultures in their local teaching districts." (Parent, Victoria, Government, Regional).

Also aligned with the improvements in the organising ideas, were specific references to improved clarity of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. There was mention that this cross-curriculum priority was clearer, less vague and provided more guidance for teachers to embed in the classroom.

"...and creating more specificity which supports teachers to teach confidently as opposed to previous vague language such as 'special connection', 'many groups' and encompass a diversity." (Student, Queensland, Government, Metropolitan).

Calls to improve clarity were around expanding elaborations and strengthening alignment with learning areas and other cross-curriculum priorities. This was often referenced to make it clearer and easier for teachers.

"Strengthen content descriptions across all learning areas to align with Aboriginal and Torres Strait Islander Histories and Cultures Cross-Curriculum Priority. ... and expand elaborations across all learning areas, to better support educators to embed this priority area appropriately." (School leader – Secondary, New South Wales, Independent, Regional).

“While we support the proposed revisions to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the F–10 Australian Curriculum, there are some key areas that have room for improvement. It is essential that all content descriptions across all learning areas are strengthened to align with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Cross-curriculum priorities must be deeply woven into the content descriptions, not just the elaborations, making them mandatory across all subjects (as they’re intended to be). We believe there could be clearer links between the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority and the Sustainability cross-curriculum priority. We know First Nations knowledge and cultures are inherently sustainable - you don’t become the oldest, continuing cultures in the world by accident. There is opportunity for educators to teach about traditional fire management and other caring for Country practices that have existed for over 80,000 years. There is even an opportunity to link the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority with the Asia and Australia’s Engagement with Asia cross-curriculum priority, by studying trade with the Macassans. Finally, we think there is room to develop and deliver teacher manuals to act as guides for educators. The manuals could expand on elaborations across all learning areas to better support teachers to deeply embed this cross-curriculum priority in appropriate and impactful ways.” (Community organisation, Victoria).

Table 4: Aspects that have improved/need further improvement, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

| Theme/Subtheme | Number of respondents | Percent of total respondents |
|--|-----------------------|------------------------------|
| Clarity and organising ideas | 502 | 47% |
| There is better clarity, including clarity around Organising Ideas | 23.3% | 23% |
| Clarity, including clarity around Organising Ideas, needs further improvement | 27.8% | 28% |
| Organising Ideas are well developed and appropriate | 35.3% | 35% |
| Organising Ideas need further development/revision | 12.7% | 13% |
| Perceived value | 399 | 38% |
| CCP is seen as an important issue, and thus it should remain/emphasis is appropriate or should have more emphasis | 33.9% | 34% |
| CCP is not seen as adding value/important, and thus seen as having too much emphasis for its perceived value. | 3.9% | 4% |
| Implementation support (out of scope) | 365 | 34% |
| Evidenced-based CCP | 13 | 1% |
| The included CCP/Organising Ideas appear evidence-based | 0.4% | 0% |
| The included CCP/Organising Ideas do not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence. | 0.8% | 1% |
| Manageability | 2 | 0% |
| Further decluttering needed to make more manageable | 2 | 0% |

Comments were provided by 664 respondents. Percentages are based on all 1060 Aboriginal and Torres Strait Islander Histories and Cultures survey respondents.

The second largest proportion of comments were in relation to the *perceived value* of the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Related to the subtheme about improvements to the organising ideas, was the subtheme that the revisions were valuable, important, and worthwhile. There was recognition that the proposed level of emphasis was important and appropriate. Comments expressed views about the importance of the improved cross-curriculum priority, with references to its role in Closing the Gap, inclusion of and better outcomes for Indigenous students, as well as improved

understanding and knowledge of non-Indigenous students, and improved relations between Indigenous and non-Indigenous students.

“The cross-curriculum is more accurate in truth telling and provides more nuance in First Nations peoples’ histories, cultures and experiences under colonisation. It is more aligned to Closing the Gap priorities.” (Other – Individual, Victoria).

“It supports Indigenous Rights and works towards Closing the Gap. Studies have shown when Aboriginal and Torres Strait Islander students can see themselves better represented in the classroom it leads to better outcomes.” (Parent, Victoria, Government, Metropolitan).

“It is vitally important to include the histories and cultures of the First Peoples of Australia in the schooling curriculum. Historically, the lack of information about the Aboriginal and Torres Strait Peoples and their knowledges, skills, challenges and resilience has led to a barrier between them and the rest of Australians. There was a lack of understanding and respect that got in the way of us developing relationships. We don’t want that for our children. We want truthful accounts of history and learning about the contributions Aboriginal and Torres Strait Peoples make to our society and to our nation. Our next generations need to have a shared pride in the First Nations journey that is a part of Australia’s journey. Some of the past is uncomfortable but we can never move forward without a truthful acknowledgement of the past - to heal the past, the people and our nation. We can be proud of the positive steps we are achieving through reconciliation and it is important that our young people contribute in small ways in that journey.” (Other – Individual, Queensland).

The theme of *Implementation* was the third most common theme. While technically out of scope of the TOR for the consultation, comments related to resourcing, teacher expertise and capability, methods and practices of teaching and assessment were coded under the theme of *implementation*. In relation to the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures, the sizeable proportion of comments regarding the support for implementation for this cross-curriculum priority called for further support, such as training as well as additional resources or manuals, to implement the cross-curriculum priority. This was expressed repeatedly, from a strong desire to teach authentically and sensitively.

“A requirement of professional development for all Heads of Learning Areas, Members of Leadership and Teachers within schools to roll out over the next 3 years priorities leadership and HOLA’s primarily to ensure cultural awareness, respectful delivery and appropriate delivery.” (Other – Individual, Western Australia).

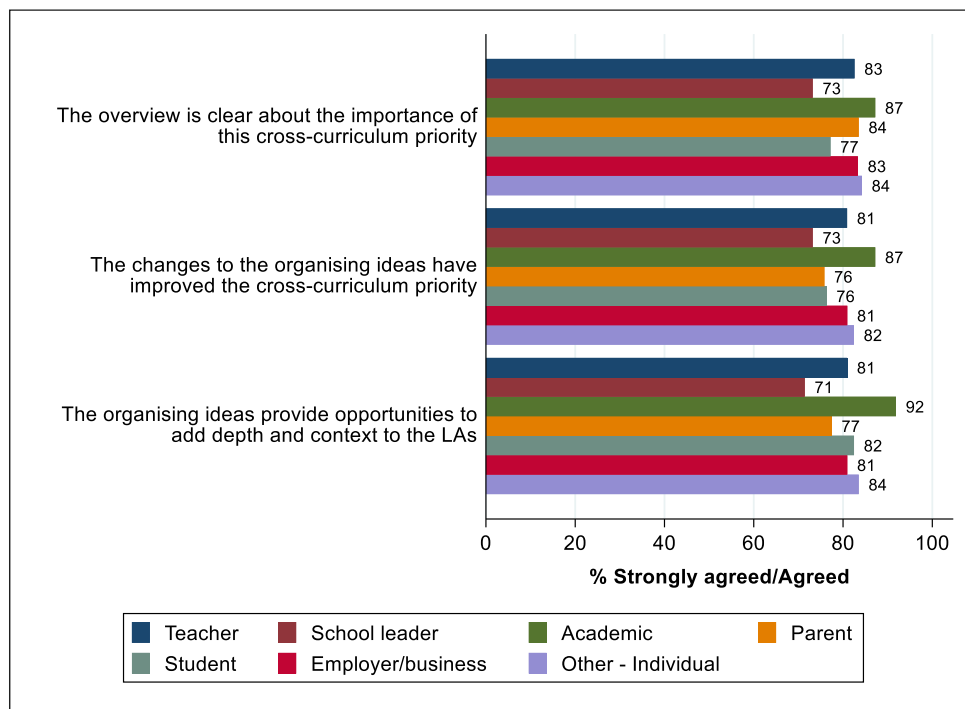
Stakeholder differences

This section explores whether there were differences in responses between the different stakeholder groups. This exploration is based on comparisons of stakeholder categories with at least 30 respondents.

Type of stakeholder

Figure 4 shows the percent of respondents who agreed or strongly agreed with the 3 presented statements for 7 stakeholder categories with more than 30 respondents (for respondent numbers see Table 2). This shows that there was considerable agreement towards the 3 statements among all 7 of these respondent groups. Of the 7 groups, participating academics were most likely to agree or strongly agree with the statements, and participating school leaders were least likely to do so.

Figure 4: Agreement by type of stakeholder, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

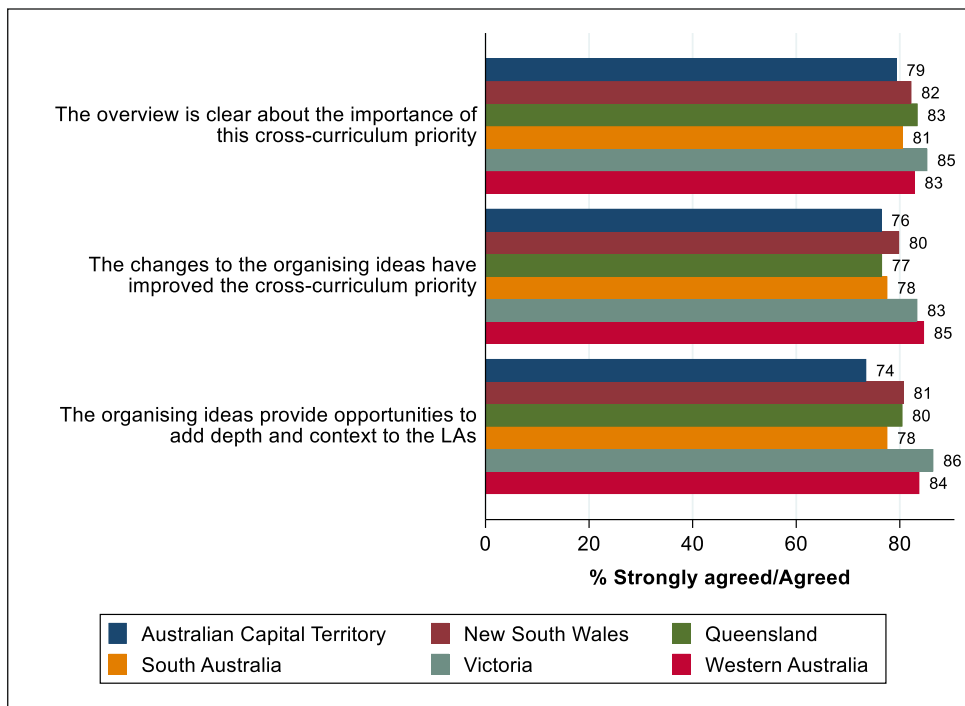


Stakeholder categories with less than 30 respondents are excluded from the graph.

State

The level of agreement with the 3 statements was high across all the mainland states with respondents from South Australia and Western Australia somewhat less likely to express such agreement compared to the other 6 states (Figure 5).

Figure 5: Agreement by state location, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents

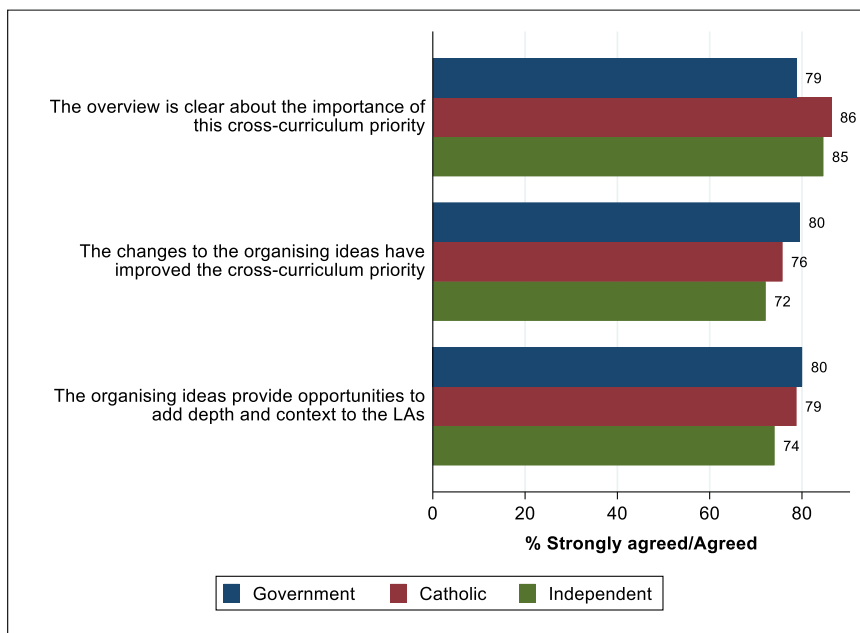


States and territories with less than 30 respondents are excluded from the graph.

School sector

A high level of agreement to the 3 statements was expressed by respondents across the 3 school sectors (Figure 6). Respondents linked to Government schools displayed virtually the same level of agreement (around 80%) for the 3 statements, while respondents linked to Catholic and Independent schools were somewhat more likely to agree or strongly agree that the overview was clear about the importance of the cross-curriculum priority compared with the other 2 statements.

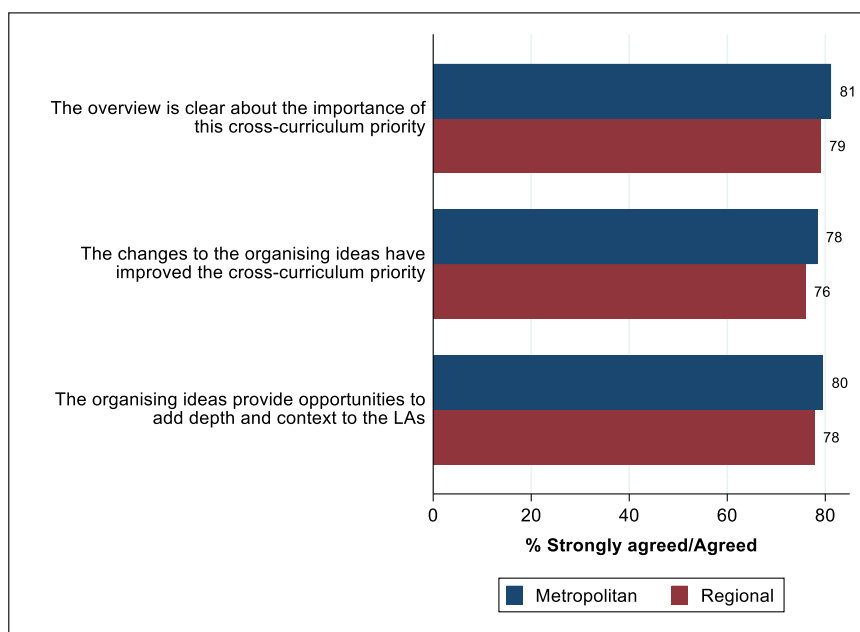
Figure 6: Agreement by school sector, Aboriginal and Torres Strait Islander Histories and Cultures survey respondents^



^ Teachers, school leaders, students, parents and schools.

School location

Figure 7: Agreement by school location, Aboriginal and Torres Strait Islander histories and cultures survey respondents^



^ Teachers, school leaders, students, parents and schools
 Respondents from remote areas are excluded from the graph due to their low number.

There were very few respondents from remote areas so that Figure 7 only shows the percent agreed and strongly agreed responses for respondents linked to schools in metropolitan and regional areas. Levels of agreement with the 3 statements were slightly higher for metropolitan respondents.

5.2 Asia and Australia's engagement with Asia

5.2.1 Survey respondent profile

Of the 143 survey respondents who completed the survey for the cross-curriculum priority Asia and Australia's Engagement with Asia, parents (24%), teachers (20%) and individual respondents who identified as 'other' (18%) were the 3 largest groups. Among responding teachers, secondary school teachers were more numerous (Table 5).

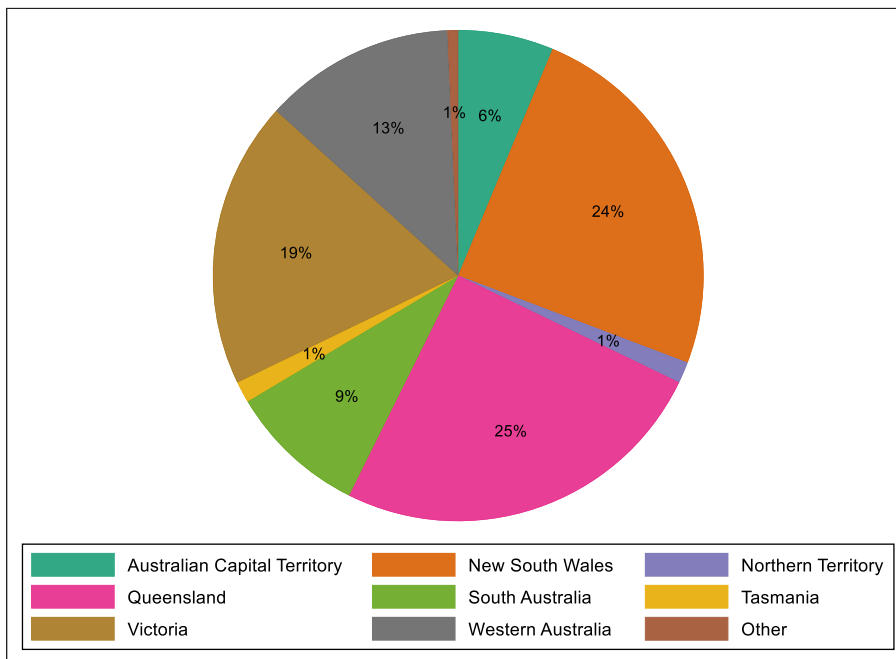
Table 5: Type of survey respondent, Asia and Australia's Engagement with Asia survey respondents

| Type of respondent | n | Percent |
|-------------------------------------|------------|---------------|
| Individual respondent | | |
| Primary teacher | 11 | 7.7% |
| Secondary teacher | 16 | 11.2% |
| F-12 teacher | 1 | 0.7% |
| Teachers | 28 | 19.6% |
| School leader - Primary | 5 | 3.5% |
| School leader - Secondary | 5 | 3.5% |
| School leader - F-12 | 2 | 1.4% |
| School leaders | 12 | 8.4% |
| Academic | 12 | 8.4% |
| Parent | 34 | 23.8% |
| Student | 16 | 11.2% |
| Employer/business | 4 | 2.8% |
| Other - Individual | 26 | 18.2% |
| Group respondent[^] | | |
| School | 6 | 4.2% |
| Professional association | 1 | 0.7% |
| University faculty | 1 | 0.7% |
| Education authority | 2 | 1.4% |
| Community organisation | 1 | 0.7% |
| Total | 143 | 100.0% |

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

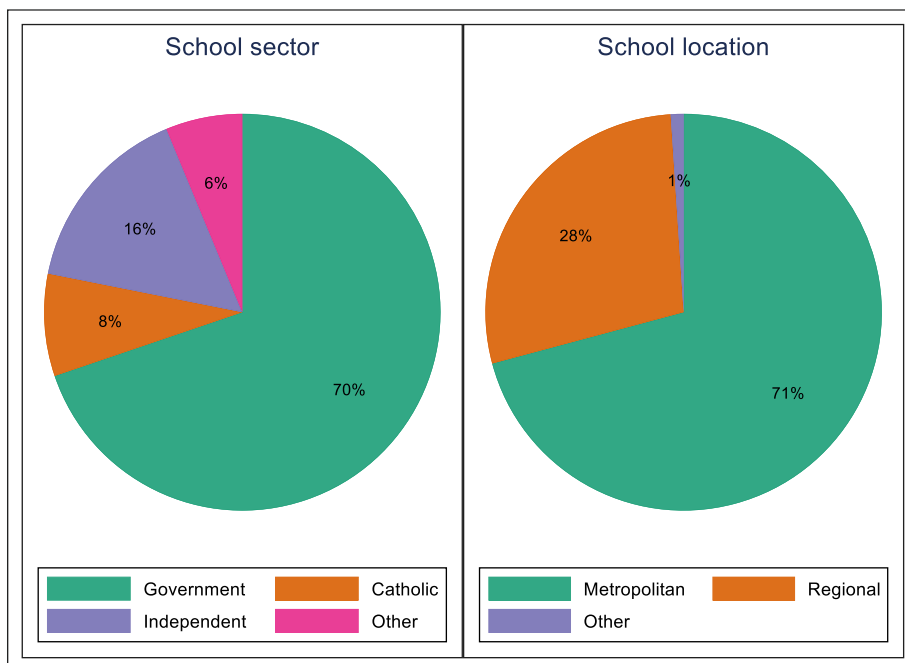
A quarter of all respondents were from Queensland (25%) and about another quarter from New South Wales (24%). Victoria (19%) and Western Australia (13%) constituted the next largest state contingents among survey respondents (Figure 8).

Figure 8: State location, Asia and Australia’s Engagement with Asia survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness area it was located. The majority of these respondents indicated a Government school (70%). Respondents had links to schools in metropolitan (71%) and regional (28%) areas but not remote areas (Figure 9).

Figure 9: School sector and location, Asia and Australia’s Engagement with Asia survey respondents^



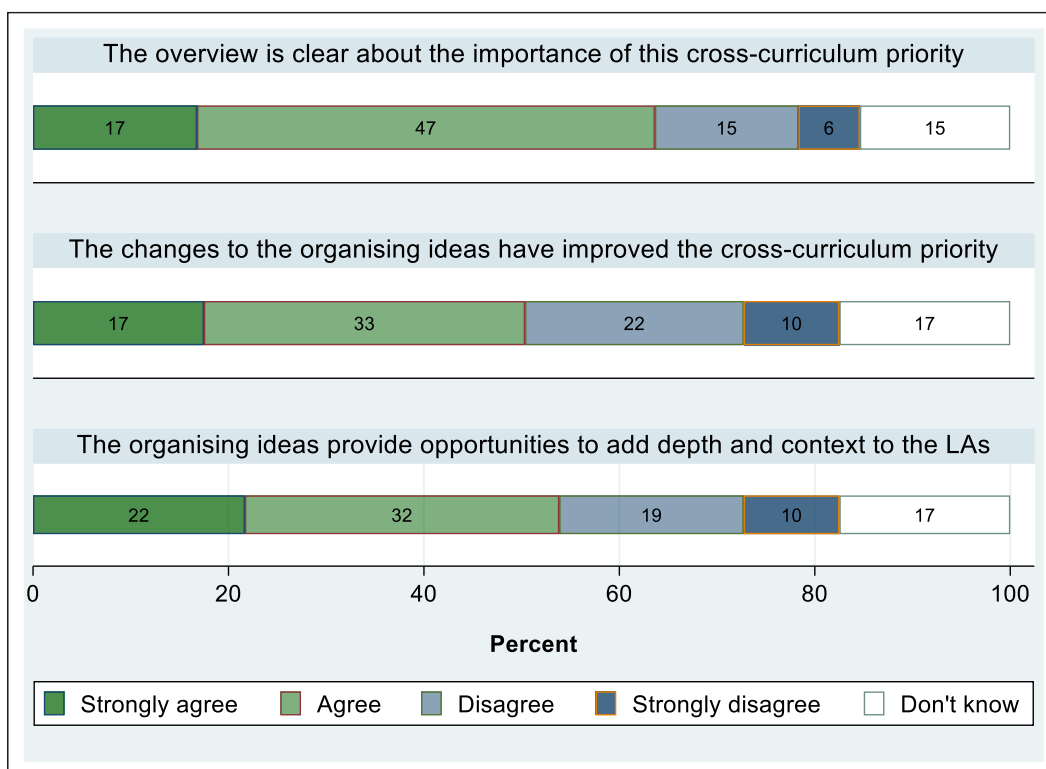
^ Teachers, school leaders, students, parents and schools. ‘Other’ responses in the pie charts relate to staff who worked across schools, parents who had children in multiple schools and, in the case of school sector, also to TAFE and University students.

5.2.2 Survey results

Overall results

Responses to the 3 statements that sought agreement ratings are shown in Figure 10. Agreement was strongest for the overview being clear about the importance of the cross-curriculum priority (64% agreed or strongly disagreed). While respondents were less likely to agree that the changes to the organising ideas had improved the cross-curriculum priority (50% agreed/strongly agreed) and that the organising ideas provided opportunities to add depth and context to the learning areas (54% agreed/strongly agreed), agreement for these statements still out-weighed disagreement.

Figure 10: Agreement rating, Asia and Australia’s Engagement with Asia survey respondents



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

Respondents could openly comment on aspects of the revised Asia and Australia’s Engagement with Asia cross-curriculum priority that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. Altogether 58 of the 143 respondents used the opportunity to leave comment in one of those boxes (Table 6).

Table 6: Open-ended comment, Asia and Australia’s Engagement with Asia survey respondents

| Commenting status | n | Percent |
|------------------------------------|------------|-------------|
| Not commented | 85 | 59% |
| Commented in ‘have improved box’ | 9 | 6% |
| Commented in ‘further improve’ box | 25 | 17% |
| Commented in both boxes | 24 | 17% |
| Total | 143 | 100% |

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the

emerging themes were often the same in both boxes. Because of this, comments captured in both boxes are combined for reporting purposes.

The themes and subthemes are listed in Table 7. This includes the number of respondents providing feedback on the themes and subthemes, as well as the percentage of respondents in relation to the total number of survey respondents.

As can be seen from the table, most of the comments were to do with the theme *clarity and organising ideas*, with 38 respondents commenting on the revisions to the organising ideas. Comments related to the perceived value of the cross-curriculum priority were the next most common (n=23), followed by the theme of *implementation (out of scope)*, *evidence-based CCPs* and *manageability of content*. As the final 3 themes received comments from less than 3% of respondents (n<4), only the first 2 themes are discussed.

The leading theme for this CCP was around *clarity and organising Ideas*. There were a number of positive comments on the revisions to the organising ideas. Some respondents saw the organising ideas embedded in the content descriptions and elaborations of each learning areas as appropriate, offering improved clarity and opportunities for meaningful learning to achieve long-term outcomes of improved relationships and engagements.

“The revised curriculum in each learning area provides teachers with clear information as to the key relationships of the learning area content to the cross-curriculum priorities, specifically highlighting those that have the most authentic fit and provide meaningful learning using the learning area content. Cross curriculum priorities are embedded in content descriptions and are also identified in content elaborations. Updating terminology to reflect contemporary understandings related to Asia and Australia’s Engagement with Asia. Defining Asia and its regions provides a succinct foundation for student understandings of the domain. Counteracting unintended assumptions and stereotypes contributes to deeper understanding, builds positive relationships and active engagement between Australia and Asia.” (Secondary teacher, Victoria, Catholic, Metropolitan).

There was at times specific references to perceived improvements to the wording around OI7 and OI8, in particular.

“The removal of “Australians play a significant role in social, cultural, political and economic developments in the Asia region. (OI.7)” and “Australians of Asian heritage have influenced Australia’s history and continue to influence its dynamic culture and society. (OI.8)” provides a less patronising tone for the curriculum and respectfully acknowledges and celebrates the contribution of immigrants to our society.” (Secondary teacher, Victoria, Catholic, Metropolitan).

Other responses indicated that the organising ideas need further development/revision. Here there was a concern this change to the wording was misplaced.

“I disagree with removing the point about Asian contribution to Australia’s history and the ongoing contributions to current culture and society. Gold Rush, railways, there needs to be more taught about Asian contribution to building Australia as a nation.” (Other – Individual, New South Wales).

Another respondent recommended that the organising ideas could go further in recognising connections, diversity and the role of language and relations.

“Recognition of the Australian-Asian connections and communities. Recognition of the diversity of Asians in Australia. Organising ideas: There is insufficient attention to the crucial role of Language; and there is no sense of Asia in Australia, no sense of personhood, hybridity, dynamic identity and identity formation. The importance of person to person relations and the role of language needs to be foregrounded.” (Professional association, South Australia).

The second largest proportion of comments were in relation to the *perceived value* of focusing on Asia and Australia’s engagement with Asia, in comparison to other areas of the world. Within this theme, 8 respondents were positive about the emphasis and focus on the Asia and Australia’s Engagement with Asia cross-curriculum priority.

“We are a part of Asia and the Pacific. Do people even know this?? We align ourselves with European countries and yet Asia and all its sub islands are our closest neighbours.” (Parent, South Australia, Government, Metropolitan).

In contrast, 15 people saw the Asia and Australia’s Engagement with Asia cross-curriculum priority as having too much emphasis for its perceived value, often citing the perceived role of other countries as important for Australia

“... I think most people in the public understand that Australia, as a nation, has more in common with democratic nations and allies that we share historical links and values with such as the United States, United Kingdom, New Zealand, Canada, France and India rather than Communist states. Also, it is important to remember that these “cross curriculum priorities” are not meant to have their own curriculum. It states in the Australian Curriculum that: “Cross-curriculum priorities are only addressed through learning areas and do not constitute curriculum on their own, as they do not exist outside of learning areas. Instead, the priorities are identified wherever they are developed or have been applied in content descriptions.” (Secondary teacher, Queensland, Catholic, Regional).

Table 7: Aspects that have improved/need further improvement, Asia and Australia’s Engagement with Asia survey respondents

| Theme/Subtheme | Number of respondents | Percent of total respondents |
|--|-----------------------|------------------------------|
| Clarity and organising ideas | 38 | 27% |
| There is better clarity, including clarity around Organising Ideas | 4 | 3% |
| Clarity, including clarity around Organising Ideas, needs further improvement | 11 | 8% |
| Organising Ideas are well developed and appropriate | 11 | 8% |
| Organising Ideas need further development/revision | 27 | 19% |
| Perceived value | 23 | 16% |
| CCP is seen as an important issue, and thus it should remain/emphasis is appropriate or should have more emphasis | 8 | 6% |
| CCP is not seen as adding value/important, and thus seen as having too much emphasis for its perceived value. | 15 | 10% |
| Implementation support (out of scope) | 4 | 3% |
| Evidenced-based CCP | 1 | 1% |
| The included CCP/Organising Ideas appear evidence-based | 0 | 0% |
| The included CCP/Organising Ideas do not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence. | 1 | 1% |
| Manageability | 2 | 1% |
| Decluttering evident/more manageable | 0 | 0% |
| Further decluttering needed to make more manageable | 2 | 1% |

Comments were provided by 58 respondents. Percentages are based on all 143 Asia and Australia’s Engagement with Asia survey respondents.

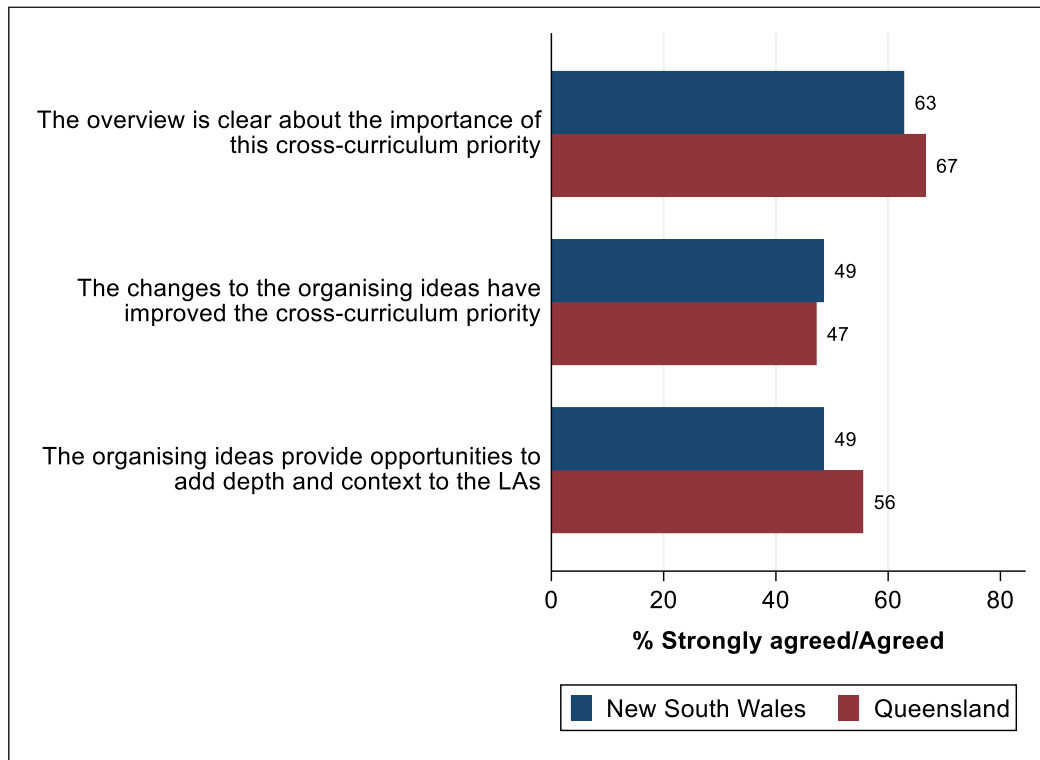
Stakeholder differences

The exploration of stakeholder differences was based on comparisons of stakeholder categories with at least 30 respondents. Due to the relatively low number of survey respondents for this cross-curriculum priority and their distributions across stakeholder categories, only 2 of these categories could be compared. These were the states of New South Wales (n=35) and Queensland (n=36).

State

Figure 11 shows the level of agreement for the 3 statements expressed by respondents from New South Wales and Queensland. There were some differences, with Queensland respondents somewhat more likely to express agreement toward the overview being clear about the importance of the cross-curriculum priority, and the organising ideas providing opportunities to add depths and context to the learning areas. However, the underlying small number of respondents for both results mean that they need to be interpreted with caution.

Figure 11: Agreement by state location, Asia and Australia’s Engagement with Asia survey respondents



States and territories with less than 30 respondents are excluded from the graph.

5.3 Sustainability

5.3.1 Survey respondent profile

Of the 308 survey respondents who completed the Sustainability section of the Cross-curriculum priority survey, parents (24%), teachers (20%) and individuals who identified as 'other' (19%) were the 3 largest groups. Among responding teachers, primary and secondary school teachers were evenly spread (Table 2).

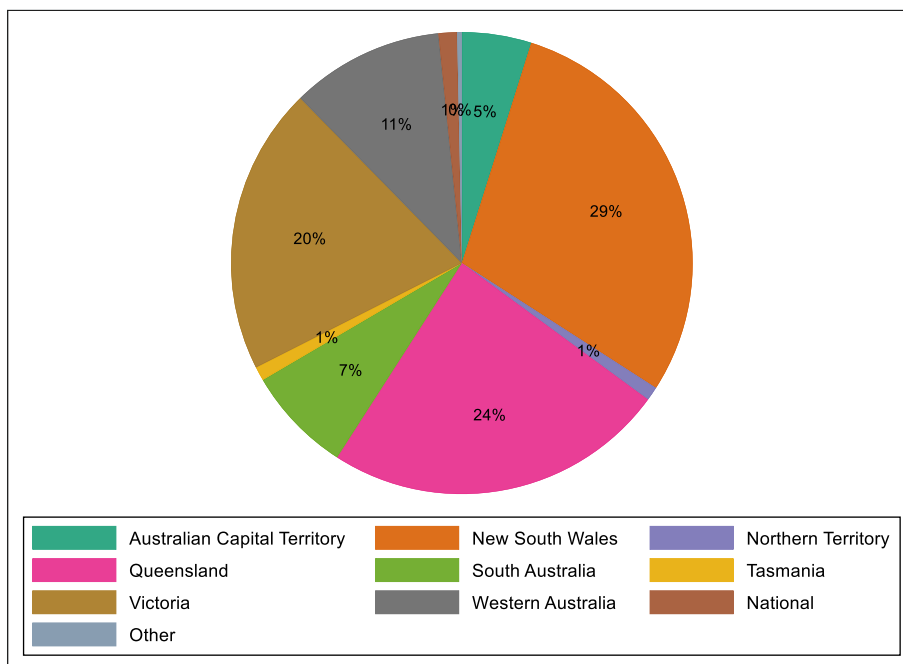
Table 8: Type of survey respondent, Sustainability survey respondents

| Type of respondent | n | Percent |
|-------------------------------------|------------|---------------|
| Individual respondent | | |
| Primary teacher | 28 | 9.1% |
| Secondary teacher | 28 | 9.1% |
| F-12 teacher | 4 | 1.3% |
| <i>Teachers</i> | <i>60</i> | <i>19.5%</i> |
| School leader - Primary | 7 | 2.3% |
| School leader - Secondary | 7 | 2.3% |
| School leader - F-12 | 2 | 0.7% |
| <i>School leaders</i> | <i>16</i> | <i>5.2%</i> |
| Academic | 19 | 6.2% |
| Parent | 73 | 23.7% |
| Student | 25 | 8.1% |
| Employer/business | 25 | 8.1% |
| Other - Individual | 57 | 18.5% |
| Group respondent[^] | | |
| School | 6 | 2.0% |
| Professional association | 7 | 2.3% |
| University faculty | 2 | 0.7% |
| Education authority | 3 | 1.0% |
| Parent organisation | 1 | 0.3% |
| Community organisation | 6 | 2.0% |
| Other - Group | 8 | 2.6% |
| Total | 308 | 100.0% |

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

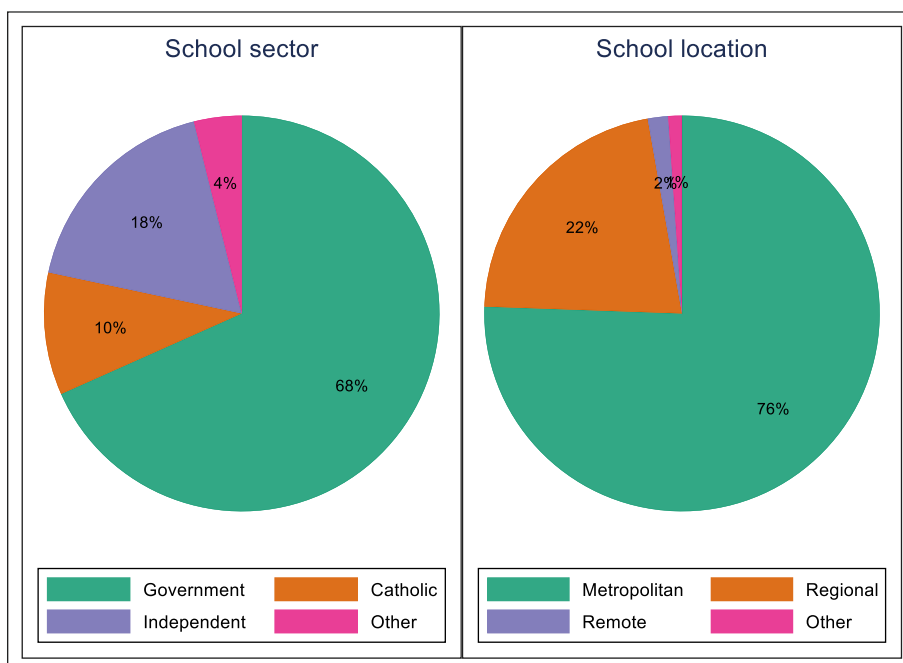
New South Wales (29%), Queensland (24%) and Victoria (20%) were the states most represented among survey respondents (Figure 12).

Figure 12: State location, Sustainability survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. About 2 in 3 of these respondents indicated a Government school (68%) and about 3 in 4 (76%) indicated that the school was located in a metropolitan area (Figure 13).

Figure 13: School sector and location, Sustainability survey respondents[^]



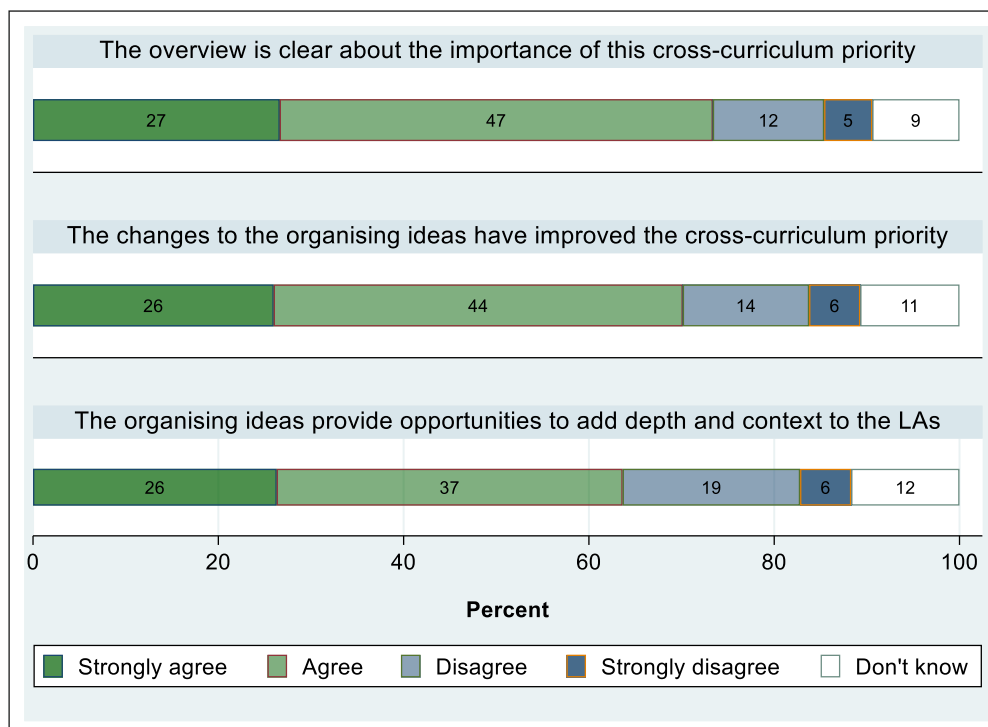
[^] Teachers, school leaders, students, parents and schools. ‘Other’ responses in the pie charts relate to staff who worked across schools, parents who had children in multiple schools and, in the case of school sector, also to TAFE and University students.

5.3.2 Survey results

Overall results

Responses to the 3 statements that sought agreement ratings are shown in Figure 14.

Figure 14: Agreement rating, Sustainability survey respondents



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

The majority of respondents agreed or strongly agreed that the overview was clear about the importance of the cross-curriculum priority (73%), that the changes to the organising ideas had improved the cross-curriculum priority (70%) and that the organising ideas provided opportunities to add depth and context to the learning areas (64%).

Respondents could openly comment on aspects of the revised Sustainability cross-curriculum priority that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. Close to half of all respondents (46%) commented in one of those boxes (Table 9).

Table 9: Open-ended comment, Sustainability survey respondents

| Commenting status | n | Percent |
|------------------------------------|------------|-------------|
| Not commented | 165 | 54% |
| Commented in 'have improved box' | 22 | 7% |
| Commented in 'further improve' box | 56 | 18% |
| Commented in both boxes | 65 | 21% |
| Total | 308 | 100% |

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

The themes and subthemes are ranked in Table 10. This includes the number of respondents providing feedback, as well as the percentage of respondents in relation to the total number of survey respondents.

As can be seen from the table, the leading theme was around *clarity and organising ideas*, with 98 respondents commenting on the revisions to the organising ideas. The *perceived value* of this cross-curriculum priority was the next most common theme (n=48). The 3 remaining themes included *evidence-based CCPs*, *implementation (out of scope)* and *manageability*. However, similar to what has been presented above, as these 3 themes received responses from less than 3% of respondents, only the first 2 themes are discussed.

Table 10: Aspects that have improved/need further improvement, Sustainability survey respondents

| Theme/Subtheme | Number of respondents | Percent of total respondents |
|--|-----------------------|------------------------------|
| Clarity and organising ideas | 98 | 32% |
| There is better clarity, including clarity around Organising Ideas | 15 | 5% |
| Clarity, including clarity around Organising Ideas, needs further improvement | 19 | 6% |
| Organising Ideas are well developed and appropriate | 44 | 14% |
| Organising Ideas need further development/revision | 70 | 23% |
| Perceived value | 48 | 16% |
| CCP is seen as an important issue, and thus it should remain/emphasis is appropriate or should have more emphasis | 31 | 10% |
| CCP is not seen as adding value/important, and thus seen as having too much emphasis for its perceived value. | 17 | 6% |
| Evidenced-based CCP | 7 | 2% |
| The included CCP/Organising Ideas appear evidence-based | 3 | 1% |
| The included CCP/Organising Ideas do not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence. | 4 | 1% |
| Manageability | 4 | 1% |
| Further decluttering needed to make more manageable | 4 | 1% |
| Implementation support (out of scope) | 7 | 2% |

Comments were provided by 143 respondents. Percentages are based on all 308 Sustainability survey respondents.

The breakdown of responses into subthemes for the major theme of *clarity and organising ideas* shows there were many comments positive about the organising ideas, seeing them as well developed and appropriate.

“...The organising ideas fit more naturally within learning areas which can then be applied to content descriptions and elaborations. Revised organising ideas are more dynamic, shifting from static knowledge to implied action. The inclusion of organising ideas for design is valuable.” (Secondary teacher, Victoria, Catholic, Metropolitan)

There was also significant support for the explicit inclusion of organising ideas for design.

“The organising ideas are an improvement. The addition of the design idea is positive and allows for focused areas of study. The organising ideas add a depth of understanding to the learning areas; however, there is some question whether teachers will use them as they have already been embedded in the learning area elaborations.” (Education authority, Queensland).

However, there were also suggestions to further revise the organising ideas of this CCP and improve clarity. Of those that saw the need for revisions to the organising ideas, this was about going further into specific contexts.

“I think a greater emphasis needs to be taken on what sustainability looks like for Australia as a nation: waste, manufacturing laws, emissions, climate policy, the Murray Darling Basin crisis, environmental events, bleaching of the Great Barrier Reef, fishery laws etc. There are so many more opportunities to outline clearly how to embed real-world scenarios about sustainability issues in our own backyard right across the curriculum.” (Parent, Victoria, Regional).

When suggesting revisions to the organising ideas, there was some focus on expanding the focus to include the term circular economy in the cross-curriculum priority.

Critiques around clarity were often expressed as calls to link the cross-curriculum priority to other cross-curriculum priorities.

“Acknowledging First Nations people, especially Elders are the best and most knowledgeable on how to care for this land, given they have been the custodians for over 60,000 years.” (Other – Individual, New South Wales).

The second most prevalent theme was in relation to the *perceived value* of this particular cross-curriculum priority. There were opposing views on this. Many respondents were very positive about the inclusion and saw the emphasis as needed and timely.

“It is absolutely ESSENTIAL that our curriculum teaches us about sustainability. Most of what we actually learn about this is in our own adult lives so if you are not passionate you will never learn. It is something kids need to know about and know that it is an option to live a sustainable life and how.” (Employer/business, Victoria)

In contrast, a smaller subset of respondents felt that emphasis was too great and not seen as adding value, seeing the inclusion as having a political basis.

“All of sustainability in schools at the moment is extremely biased and only promotes the ideas of left wing politics. If you are going to prioritise this priority make the content reflect the views of all political viewpoints.” (Student, South Australia, Government, Metropolitan)

Stakeholder differences

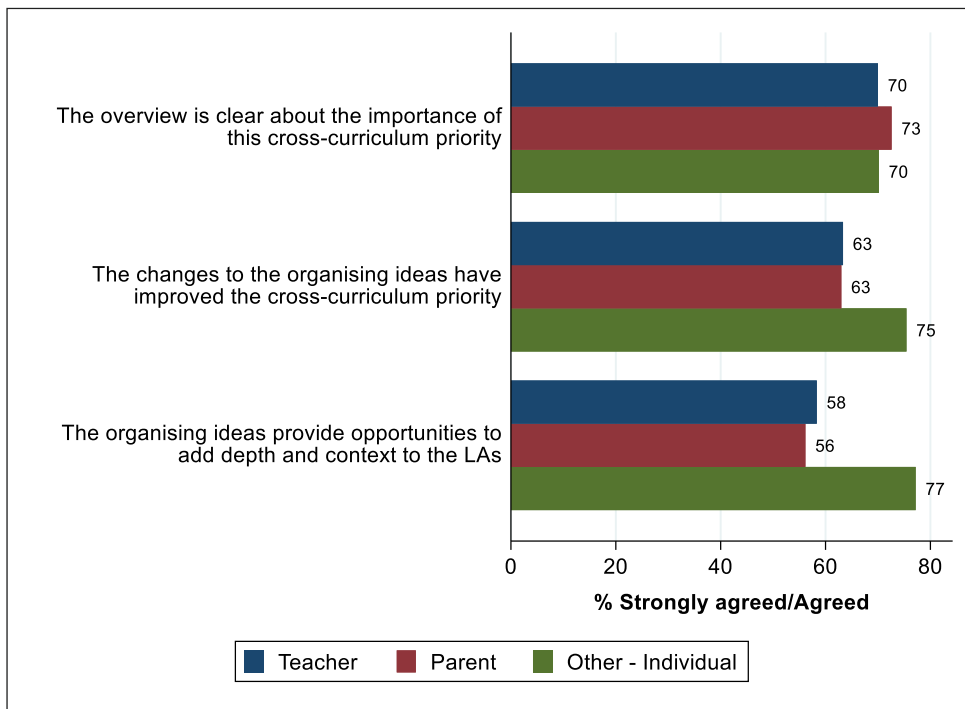
Type of stakeholder

Three stakeholder categories had more than 30 respondents: teachers (n=60), parents (n=73) and ‘Other’ individuals (n=57) (for detailed respondent numbers see Table 8). Figure 15 shows the level of agreement on the 3 statements for these 3 groups.

Teachers and parents show a very similar response pattern: of the 3 statements both were most likely to agree or strongly agree with the statement that the overview was clear about the importance of the cross-curriculum priority and least likely to do so with the statement that the organising ideas provided opportunities to add depth and context to the learning areas. For all 3 statements both groups expressed very similar levels of agreement.

Of the 3 respondent groups ‘Other’ individuals were notably more likely than the other 2 groups to agree or strongly agree that the changes to the organising ideas had improved the cross-curriculum priority (75%) and that the organising ideas provided opportunities to add depth and context to the learning areas (77%).

Figure 15: Agreement by type of stakeholder, Sustainability survey respondents

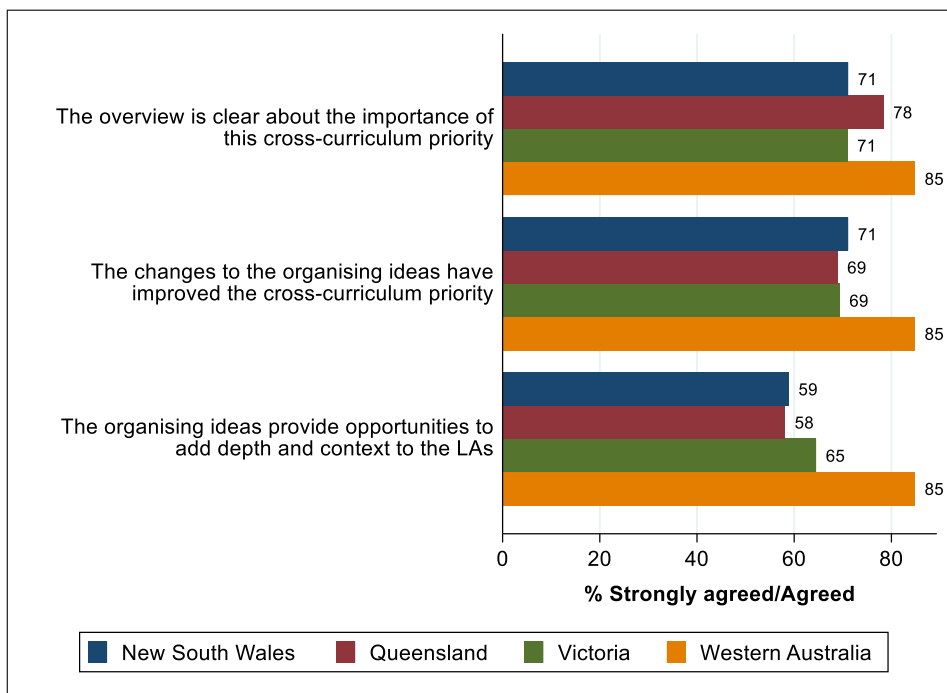


Stakeholder categories with less than 30 respondents are excluded from the graph.

State

Four states were represented by 30 or more respondents: New South Wales (n=90), Queensland (n=74), Victoria (n=62) and Western Australia (n=33). Given the underlying smaller numbers of respondents, the results for New South Wales, Queensland and Victoria can be seen as quite similar. Respondents from Western Australia were most likely to express agreement with all 3 statements (28 of its 33 respondents did so for all statements).

Figure 16: Agreement by state location, Sustainability survey respondents

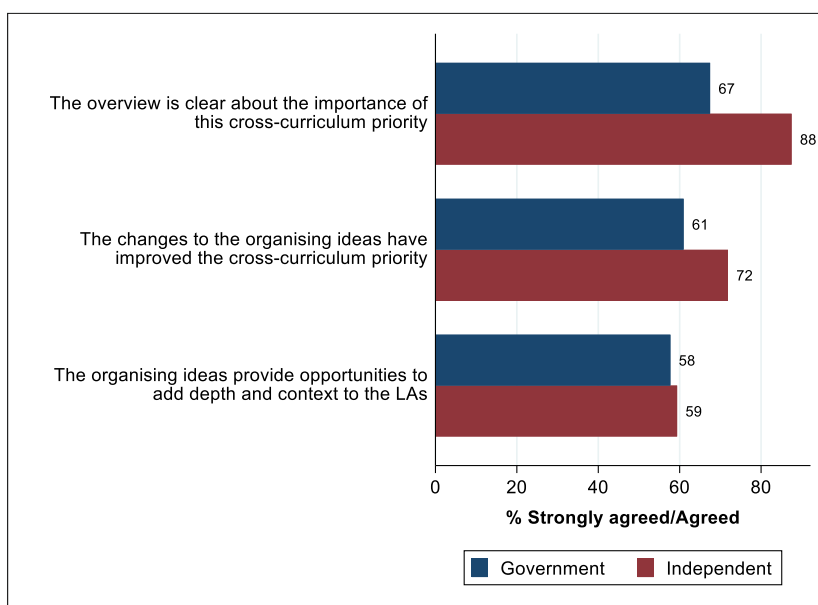


States and territories with less than 30 respondents are excluded from the graph.

School sector

Respondents linked to Government schools and Independent schools numbered 30 or more: Government schools (n=123), Independent schools (n=32). Their levels of agreement to the 3 statements are shown in Figure 17. Of the 2 groups, respondents linked to Independent schools were more likely to express agreement, particularly with the statement that the overview is clear about the importance of the cross-curriculum priority.

Figure 17: Agreement by state location, Sustainability survey respondents[^]

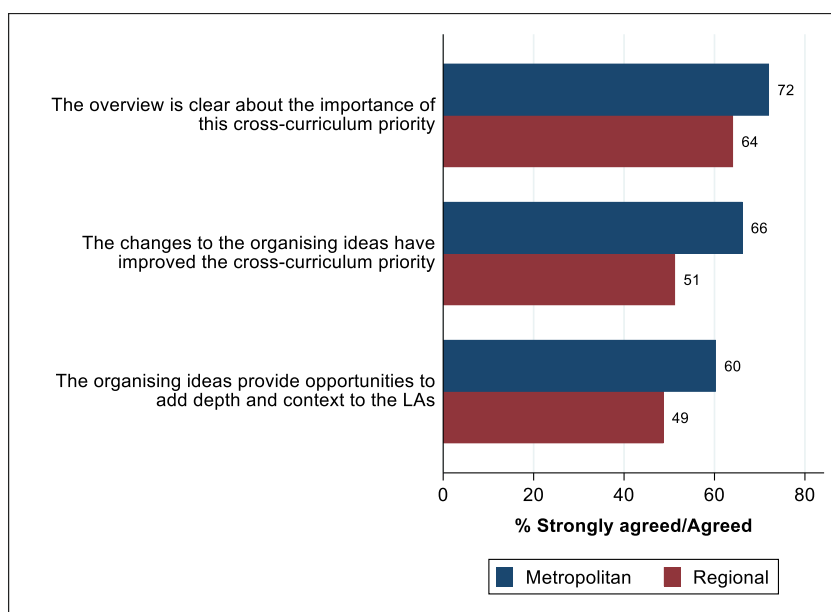


[^] Teachers, school leaders, students, parents and schools. Respondents from Catholic schools are excluded from the graph due to their low number (n=18).

School location

Respondents linked to schools in metropolitan areas were more likely to agree or strongly agree with the 3 statements than respondents linked to schools in regional areas.

Figure 18: Agreement by state location, Sustainability survey respondents[^]



[^] Teachers, school leaders, students, parents and schools. Respondents from remote areas are excluded from the graph due to their low number (n=3).

5.4 Cross-curriculum priorities – survey summary

The Cross-curriculum priority survey was completed by 1,136 respondents. The majority of those (77%) completed only one of the cross-curriculum priority sections. The remaining 23% completed multiple sections. The number of times each cross-curriculum priority section was completed is shown in Table 11. It ranged from 143 for the cross-curriculum priority Asia and Australia's Engagement with Asia to 1,060 for the cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures.

Table 11: Most prevalent respondent characteristics by cross-curriculum priority, Cross-curriculum priority survey respondents

| | Aboriginal and Torres Strait Islander Histories and Cultures (n=1,060) | Asia and Australia's Engagement with Asia (n=143) | Sustainability (n=308) |
|------------------------------------|--|---|---------------------------|
| Respondent type | | | |
| Teacher | 23% | 20% | 19% |
| Parent | 17% | 24% | 24% |
| Other individual | 26% | 18% | 19% |
| State of residence | | | |
| New South Wales | 32% | 24% | 29% |
| School sector[^] | | | |
| Government | 38% | 47% | 40% |
| Remoteness area[^] | | | |
| Metropolitan | 40% | 48% | 44% |

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

The predominant respondent categories for all cross-curriculum priorities are also shown in Table 11. Across all 3 cross-curriculum priority sections, teachers, parents and 'Other' individuals were the largest respondent types, and respondents with links to Government schools and schools in metropolitan areas further constituted the dominant respondent characteristics. New South Wales was the state/territory most represented among respondents for 2 of the 3 cross-curriculum priorities.

There were some, but no major, differences in the stakeholder characteristics between survey respondents who participated in the different cross-curriculum priority sections. However, the large differences in respondent numbers indicate a much higher level of engagement with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority compared with the other 2.

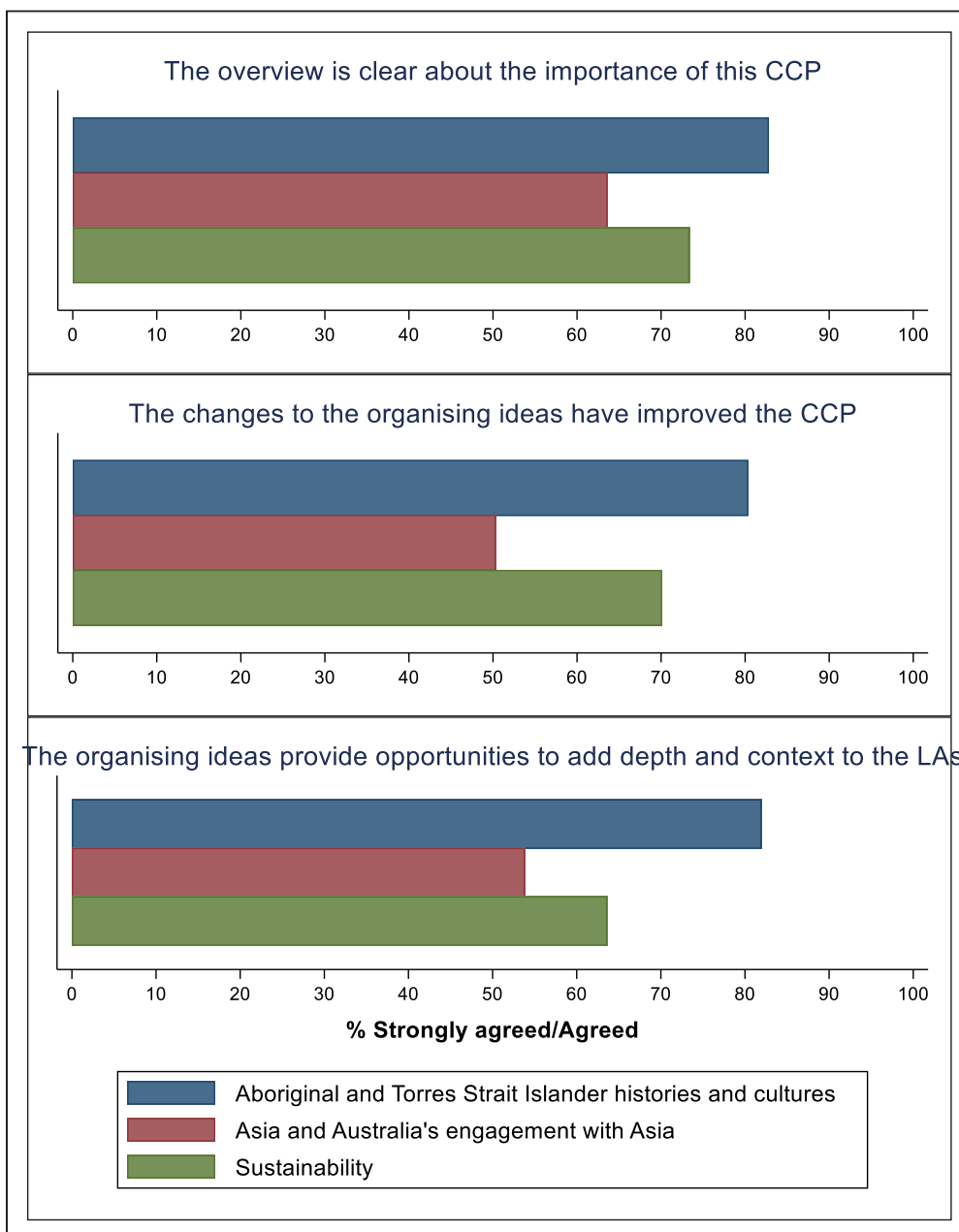
Figure 19 shows the level of agreement shown for the 3 statements for each of the 3 cross-curriculum priorities. It ranged from 64% to 83% for the statement that the overview was clear about the importance of the cross-curriculum priority, from 50% to 80% for the statement that the organising ideas have improved the cross-curriculum priority, and from 54% to 82% for the statement that the organising ideas provide opportunities to add depth and context to the learning areas.

Of the 3 cross-curriculum priorities, agreement levels were highest for the cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures and lowest for the cross-curriculum priority Asia and Australia's Engagement with Asia.

The majority of open-ended feedback for each of the 3 cross-curriculum priorities was focused on the improvements that had been made to the organising ideas or suggestions for how to further improve them. Largely, feedback relating to the organising ideas of the revised Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority indicated that the revised organising ideas have been improved. Feedback for Asia and Australia's Engagement with Asia and Sustainability tended to focus more on opportunities to improve the organising ideas, including its clarity.

For each of the 3 cross-curriculum priorities, feedback was also focused on the perceived value and the amount of emphasis being placed on the cross-curriculum priority. The majority of respondents who commented under this theme considered the revised Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability cross-curriculum priorities to be relevant and to have appropriate emphasis. Comments around the value of the Asia and Australia’s Engagement with Asia were more varied about its emphasis.

Figure 19: Agreement statements by cross-curriculum priority, Cross-curriculum priorities survey respondents



6. Email submissions

6.1 Submissions received

Of the email submissions, there were a total of 52 specifically related to the cross-curriculum priorities.

Of the 52 email submissions, there were 31 submissions that had an attachment that was coded alongside the email message provided. The remainder did not have an attachment, but the content within the emails was coded.

Table 12 presents the breakdown of email submissions, according to cross-curriculum priority. The majority of respondents commented on the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures, followed by Sustainability and then Asia and Australia's Engagement with Asia. Almost 40% made a general comment about the overall cross-curriculum priorities.

Table 12: Breakdown of email submissions, according to cross-curriculum priority

| Cross-curriculum priority | Number of email submissions | Percentage of respondents |
|--|-----------------------------|---------------------------|
| Aboriginal and Torres Strait Islander Histories and Cultures | 31 | 59.6% |
| Asia and Australia's Engagement with Asia | 16 | 30.8% |
| Sustainability | 26 | 50.0% |
| General | 20 | 38.5% |

6.2 Stakeholder profile

A number of email respondents had self-disclosed their position and/or affiliation, making it possible to summarise some of the demographic characteristics of respondents. It could be determined that of email respondents submitted responses for the cross-curriculum priorities, that the largest identifiable group was an association or body, followed by academics or experts (Table 13).

Table 13: Type of Stakeholder, email submissions

| Type of Stakeholder | Number of email submissions | Percentage |
|----------------------------|-----------------------------|---------------|
| Teachers or schools | 3 | 5.8% |
| Association or body | 25 | 48.1% |
| Academics or experts | 2 | 3.8% |
| Parent or community member | 2 | 3.8% |
| Unclear | 20 | 38.5% |
| Total | 52 | 100.0% |

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

6.3 Feedback from email submissions

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

Table 14 summarises the top 5 main themes and subthemes that could be coded from the feedback of the 52 email submissions for the cross-curriculum priorities. This includes the number and percentage of email

respondents discussing this theme. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single email would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

6.3.1 Major themes and subthemes

As can be seen from Table 14, the two leading themes were *perceived value* and *clarity and organising ideas*.

The leading theme was *perceived value*. There were more respondents who saw the cross-curriculum priorities as valuable and relevant, than respondents who did not see them as valuable. For instance, the Queensland Department of Education had positive comments overall.

- *“Revisions to the Aboriginal and Torres Strait Islander Histories and Cultures CCPs are an improvement on the current curriculum. The notion of truth telling, respect and consultation are supported. The overarching framework for this priority is clear about the need for Australians to understand that Australia’s First Nations Peoples form significant, diverse and resilient living communities historically, in the present and into the future.”*
- *“The CCP Asia and Australia’s Engagement with provides a sharpened focus on the significance of the diverse peoples and countries of Asia, Asia’s place in the world, and the growing engagement between Australia and Asia. It unpacks the 3 renamed key elements, which better reflect that they are action-oriented: Knowing Asia and its diversity, Understanding Asia’s global significance and Growing Asia-Australia engagement.”*
- *“The CCP Sustainability includes a broad definition of Sustainability that enhances this CCP. It includes specific descriptions about how to embed the CCP with a focus on actions, what is developed, and its future-oriented design. The overview provides a purpose for embedding the priority within learning areas and the importance of students as custodians of the future.” (Qld Department of Education)*

However, when looking at comments about the cross-curriculum priorities more generally, rather than specific cross-curriculum priorities (see Table 14), this balance of value shifted, with a greater number of respondents perceiving they were not valuable or the emphasis was too great.

When commenting on the *clarity and organising ideas* of the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, respondents were mostly positive. For sustainability, the views were more mixed. Often, the recommendations respondents made were to strengthen the cross-curriculum priority, either through the inclusion of additional material or evidence, or through improved clarity. However, these were generally discussed as potential refinements, rather than any major revision.

For the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, a number of comments highlighted support for the changes, although there were also some calls for the inclusion of a wider range of content.

“I submit that the National Curriculum should include

- *the devastating consequences of the invasion of this land and colonization.*
- *past and current systemic racism in Australia.*
- *the need for Truth-telling. ‘Truth-telling’ is an essential part of the reconciliation process.*
- *recognition of the local spirituality, language, history, beliefs, ways of learning, and culture of First Nations’ Peoples in their country.*
- *greater participation by First Nations’ Peoples in teaching students about local country, spirituality, language, history, beliefs, ways of learning, and culture.*
- *an understanding of, and encouragement of ‘Reconciliation Action Plans’.” (Unknown)*

However, as per the survey feedback, this often related to implementation support, and stronger links to learning areas, such as detailed in the following recommendations:

- *“Teachers are aware of, and accountable to, the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.*
- *Explicit connections to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority are made within content descriptions and elaborations across all year levels and within all subject/learning areas.*
- *Stronger messaging, resourcing and illustrations of practice are available for teachers that: are informed by anti-racism principles and practices; actively address teacher’s anxieties about being culturally inappropriate, insensitive or unsafe; and reflect age and stage appropriate truth-telling.” (Reconciliation Australia)*

A number of respondents suggested revisions to the organising ideas for sustainability.

“We would urge ACARA to consider the addition of one or 2 organising ideas that galvanise action and encourage reflective and responsible behaviours in response to sustainability-related issues.” (Cool Australia)

“The department recommends the term ‘circular economy’ be included in the cross-curriculum priority for Sustainability as it provides the framework and the tools to achieve sustainability and support contexts across the curriculum.” (Qld Department of Education)

“Design is not an organising idea but a means. Design posits environmental, social and economic impacts as equal concerns. This continues a trend that allows consumption and economic growth to drive the agenda (e.g. green growth).” (Unknown)

A number of respondents also provided suggestions or recommendations to include additional content to ensure students were prepared for our climate future and to strengthen alignment with the UN Sustainable Development Goals, as well as strengthening connections to the learning areas.

Table 14: Summary major themes and subthemes by cross-curriculum priority, email submissions

| | Aboriginal and Torres Strait Islander Histories and Cultures | | Sustainability | | Asia and Australia’s Engagement with Asia | | General | |
|---|--|--------------|----------------|--------------|---|--------------|-----------|--------------|
| Clarity and Organising Ideas | 10 | 19.2% | 10 | 19.2% | 5 | 9.6^ | 7 | 13.5% |
| Clarity improved | 3 | 5.8% | 1 | 1.9% | 1 | 1.9% | 4 | 7.7% |
| Clarity needs further improvement | 4 | 7.7% | 3 | 5.8% | 1 | 1.9% | 2 | 3.8% |
| Organising ideas are well developed and appropriate | 6 | 11.5% | 2 | 3.8% | 3 | 5.8% | 3 | 5.8% |
| Further revision/development needed of organising ideas | 4 | 7.7% | 7 | 13.5% | 3 | 5.8% | 1 | 1.9% |
| Perceived value | 19 | 36.5% | 17 | 32.7% | 7 | 13.5% | 15 | 28.8% |
| Valuable | 10 | 19.2% | 10 | 19.2% | 4 | 7.7% | 3 | 5.8% |
| Not valuable | 9 | 17.3% | 7 | 13.5% | 3 | 5.8% | 12 | 23.1% |
| Implementation Support | 1 | 1.9% | 0 | 0.0% | 0 | 0.0% | 1 | 1.9% |
| Other | 6 | 11.5% | 4 | 7.7% | 3 | 5.8% | 12 | 23.1% |

Further, when suggesting changes with the theme of *clarity and organising ideas* for the cross-curriculum priority of Asia and Australia's Engagement with Asia, there were some suggested refinements to improve clarity, and some similarities to the open-ended survey feedback in terms of retaining vs removing OI.8.

"However, despite agreeing broadly with the revisions to the cross curriculum priority proposed in this review, we believe the current organising idea OI.8, should not be removed. It reads: "Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society." Asian Australians, including Asian Australian school students, are an integral part of historical and contemporary Australian society. In the interests of recognising diversity within Australian communities and the upholding the values of inclusion, this organising idea should be preserved. This is especially important given the rise of anti-Asian racism across in the globe in the wake of COVID-19 and Australia's evolving relations with the Asia-Pacific region and the concomitant impact on students' mental health and wellbeing as a result." (Australian Education Union)

A number of comments were captured in an 'other' category, and these were wide ranging, including the suggested inclusion or more emphasis on Western civilization and Christianity, as well as widening the cross-curriculum priority of Asia and Australia's Engagement with Asia to other countries, as well as proposed, new cross-curriculum priorities.

6.4 Summary from email submissions

In total, there were 52 email submissions related to the cross-curriculum priorities, with sustainability and Aboriginal and Torres Strait Islander Histories and Cultures being more commented upon by respondents. The key themes were around the value of these cross-curriculum priorities, and suggestions and recommendations to improve or refine. Overall, support for the specific cross-curriculum priorities was high. The suggested revisions to the organising ideas were focussed on improved clarity, as well as incorporating a wider range of relevant content.

7. Jurisdictional feedback

7.1 Stakeholder profile

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

Table 15 lists the participating jurisdictions and national sector organisations that provided feedback on the revised cross-curriculum priorities. Six of the 9 participating jurisdictions and national sector organisations commented on all 3 cross-curriculum priorities.

The jurisdictions were invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed. As indicated by the content of Table 15, jurisdictions chose to comment on different elements of the curriculum and to very different degrees.

Table 15: Participating jurisdictional stakeholders, cross-curriculum priorities

| | Aboriginal and Torres Strait Islander Histories and Cultures | Asia and Australia's Engagement with Asia | Sustainability | Overarching |
|---|---|--|----------------|-------------|
| New South Wales | ✓ | | | |
| Victoria | ✓ | ✓ | ✓ | |
| Queensland | ✓ | ✓ | ✓ | |
| South Australia | ✓ | ✓ | ✓ | |
| Western Australia | ✓ | ✓ | ✓ | |
| Northern Territory | | | | ✓ |
| Tasmania | ✓ | ✓ | ✓ | |
| Independent Schools Australia | ✓ | | | |
| National Catholic Education Commission | ✓ | ✓ | ✓ | |

Jurisdictions used a variety of methods to generate feedback from their stakeholders, such as learning area focus groups, forums, and webinars, but specific details around these methods was not always provided. Examples of stakeholders include state and independent schooling sectors, and professional associations.

The code frame (see Appendix B) was utilised to analyse the content of the feedback from the 9 jurisdictional submissions. As per the open-ended survey and email feedback, a jurisdictional submission may make the same point multiple times with different examples, but a theme is only coded once for that respondent. The jurisdictions were also invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed.
















Of the 9 jurisdictions who submitted feedback on the revised cross-curriculum priorities (CCPs), Tasmania and the Northern Territory provided broad feedback indicating strong support for the revised priorities. Western Australia and Queensland provided extensive and detailed feedback for all CCPs. Victoria provided substantial feedback on the CCPs. In relation to Aboriginal and Torres Strait Islander Histories and Cultures, Victoria provided very lengthy and detailed feedback, including a summary of the response from the Victorian Aboriginal Education Association Incorporated (VAEAI). The VAEAI is positive about the revised CCP, noting that content has been improved and refined and better reflects First Nations' perspectives. A range of specific, feedback is provided by the VAEAI on all CCP elements. South Australia and the National

Catholic Education Commission (NCEC) provided feedback on all CCPs. ISA only provided feedback on the Aboriginal and Torres Strait Islander Histories and Cultures CCP. New South Wales provided a little feedback in relation to the CCPs, generally in the context of various learning areas.

7.2 Jurisdictional responses to survey statements

As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 3 statements from the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions for at least one of the CCPs. The following tables present the results for the relevant jurisdictions that responded to the 3 survey statements. The Northern Territory gave one rating for all CCPs. This rating is repeated in all the tables.

Figure 20: Aboriginal and Torres Strait Islander Histories and Cultures, survey statements by jurisdiction

| | ISA | NT | TAS | WA | QLD |
|--|---|---|---|---|---|
| The overview is clear about the importance of this cross-curriculum priority |  |  |  |  |  |
| The changes to the organising ideas have improved the cross-curriculum priority |  |  |  |  |  |
| The organising ideas provide opportunities to add depth and context to the content of the LA |  |  |  |  |  |

VIC, NSW, NCEC and SA did not provide ratings to the survey questions. The Northern Territory provided one rating for all 3 cross-curriculum priorities combined. The ACT did not provide a submission.














| | | | |
|--|---|--|---|
|  Strongly agree |  Agree |  Disagree |  Strongly disagree |
|--|---|--|---|










Figure 21: Asia and Australia's Engagement with Asia, survey statements by jurisdiction

| | NT | WA | QLD |
|--|---|---|---|
| The overview is clear about the importance of this cross-curriculum priority |  |  |  |
| The changes to the organising ideas have improved the cross-curriculum priority |  |  |  |
| The organising ideas provide opportunities to add depth and context to the content of the LA |  |  |  |



VIC, NSW, NCEC, SA, ISA and TAS did not provide ratings to the survey questions. The Northern Territory provided one rating for all 3 cross-curriculum priorities combined. The ACT did not provide a submission.

| | | | |
|--|---|--|---|
|  Strongly agree |  Agree |  Disagree |  Strongly disagree |
|--|---|--|---|

Figure 22: Sustainability, survey statements by jurisdiction

| | NT | WA | QLD |
|--|---|---|---|
| The overview is clear about the importance of this cross-curriculum priority |  |  |  |
| The changes to the organising ideas have improved the cross-curriculum priority |  |  |  |
| The organising ideas provide opportunities to add depth and context to the content of the LA |  |  |  |

VIC, NSW, NCEC and SA did not provide ratings to the survey questions. The Northern Territory provided one rating for all 3 cross-curriculum priorities combined. The ACT did not provide a submission.

| | | | |
|--|---|--|---|
|  Strongly agree |  Agree |  Disagree |  Strongly disagree |
|--|---|--|---|

As can be seen from the tables and their accompanying notes, collectively, jurisdictions responded in a fragmented way to the 3 survey statements, which prevents drawing a fuller picture of jurisdictions' feedback. The next section considers the written feedback provided by participating stakeholders.

7.3 Major themes and sub themes

The following section reports on jurisdictional positions in relation to major themes and subthemes that emerged from the jurisdictional feedback around the 3 CCPs.

Aboriginal and Torres Strait Islander Histories and Cultures

The themes that were most prominent in participating jurisdictions' feedback on this CCP were, in order, *perceived value, clarity and organising ideas*, and *implementation support*.

In terms of *perceived value*, there was overwhelming jurisdictional support for the inclusion of this CCP:

"The Department of Education, through Aboriginal Education Services Tasmania fully supports of all the Organising Ideas proposed revisions and agree that the proposed revisions better reflect core aspects of Country/Place, People and Culture for today and the future, and provide greater clarity to support their inclusion in selected content descriptions and elaborations in each learning area. The term First Nations Australians is applauded." (Tasmania)

"This area has been extended significantly – a welcome and important focus." (ISA)

"In nearly all the feedback received by the VCAA, there has been overwhelming support for the inclusion of stronger links between the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority and the learning areas." (Victoria)

Nevertheless, there were some mixed views on how effectively ACARA has achieved its goals in the revised version. There was also a sense that this CCP could be better integrated with learning area content.

"The importance of teaching Aboriginal and Torres Strait Islanders Histories and Cultures is secondary in the overview, which would appear to be subject to politicisation by the inclusion of closing the gap references" (Western Australia)

"The CCPs have always posed a problem for teachers since they sit outside of the written curriculum. It is implied that the CCPs will be taught through the learning areas. To make this more explicit, we would suggest that this CCP be redrafted so that it highlights where, in each of the eight learning areas, teachers can support and implement its themes." (Victoria)

"Consider incorporating explicit opportunities for engagement with local communities and/or organisations where appropriate and possible. This could be achieved through learning area content elaborations." (Queensland)

"The Aboriginal and Torres Strait Islander histories and culture cross-curriculum priority is positioned as best incorporated into history and the arts." (NCEC)

In terms of *clarity*, inconsistencies in terminology were noted by most jurisdictions and recommendations were made to address this. Some terminology was disputed; for example, the term 'non-First Nations' was seen as deficit by Queensland, New South Wales was not supportive of the term 'First Nations' as it was not reflective of usage among Indigenous people groups in New South Wales, and South Australia suggested that care should be taken to foreground the diversity of Indigenous peoples and cultures through deliberate language choices.

"The language is clear and supports integration of the cross-curriculum priority [but] During consultation, many respondents expressed concern over the use of some terms, e.g. 'non-First Nations Australians'. The use of 'non' to describe any person was identified as deficit language during consultation." (Queensland)

“There is a need to achieve greater clarity and consistency regarding language and terminology in the proposed CCP. For example more care should be taken with the advice about use of First Nations, Aboriginal and Torres Strait Islander and, for Victoria, Koori.” (Victoria)

“Should it also be now known as ‘Australian First Nations Peoples Histories and Cultures’ to achieve and maintain consistency in using respectful and culturally responsive language?” (NCEC)

“First Peoples of Australia (Aboriginal Peoples); First Nations Peoples of Australia; Aboriginal Peoples and Torres Strait Islander Peoples; and First Nations Australians are all used. This is unclear and makes terminology appear ambiguous.” (South Australia)

In terms of *organising ideas*, while most saw the overview and organising ideas as improved, all jurisdictions suggested potential improvements.

“Whilst in general the changes to the organising ideas have improved the cross-curriculum priority, the following concerns remain ...” (Western Australia)

“There are a range of opinions and varying levels of support for the proposed organising ideas. It is recommended that the: • organising ideas are revised to ensure that they align with strong evidence-based positions...” (Queensland)

“There appears to be some overlap in the organising ideas, and some ambiguity about the distinction between, for example, Country/Place and People. (See below.) This ambiguity could result in teachers interpreting the organising ideas in quite different ways.” (Victoria)

While *implementation issues* were beyond the scope of the Review, this theme did attract jurisdictional commentary:

“Increasingly, there is a growing awareness of the many First Nations across Australia. Teachers are aware that in their teaching, stereotypes are to be avoided and therefore actively seek reliable and authentic resources which have been endorsed for classroom use. Securing such resources for teachers will ensure these understandings and knowledge components for this cross-curriculum Priority are taught with fidelity, consistency and confidence.” (NCEC)

“The ongoing support of educators with culturally appropriate resources is fundamental to continued growth in this area.” (ISA)

“A list of culturally responsive, classroom-ready resources would need to be provided across all learning areas to provide teachers with the confidence to embed the priority in a meaningful and respectful way.” (Western Australia)

Asia and Australia’s engagement with Asia

The themes that were most prominent in participating jurisdictions’ feedback on this CCP were *clarity and organising ideas* and *perceived value*.

In terms of *clarity and organising ideas*, these were generally regarded as improved with some suggestions for further refinement provided by some jurisdictions:

“The revised organising ideas have improved emphasis and are more contemporised ... Changing the naming of the organising ideas (AAK1) will make it easier for teachers to identify and find in the elaborations.” (South Australia)

“The CCP is somewhat refined in the proposed curriculum, largely thanks to the removal of 2 organising ideas under ‘Growing Asia-Australia engagement’. These changes also shift the balance of emphasis away from an overly economic focus. Overall, the wording of the organising ideas is improved and should be more accessible for teachers looking to build content to address the elaborations. We note that terms have also been modernised. However, the definition of Asia is now too broad. We have several concerns about this change and its possible repercussions for classroom teaching...” (Victoria)

*“The 3 key ideas and the associated organising ideas are written in a concise manner.”
(Queensland)*

*“The language in the framework is clear to understand, however the format could be improved by ...”
(Western Australia)*

There was also commentary around the definition of Asia:

“The CCP in the proposed curriculum provides a much broader definition of the Asia region than its predecessor. ‘Asia’ now appears to encompass 3 quarters of the globe. The rationale for such an extensive list of areas or countries is not clear.” (Victoria)

“It is recommended the term “Asia” is broadened in the overview to “engagement between Australia and the countries of Asia or between Australian people and the peoples of Asia”. (South Australia)

In terms of *perceived value*, there was overwhelming jurisdictional support for the inclusion of this CCP:

“Inclusion of the intention for students be active, informed and responsible local and global citizens is important and makes the intent clear for teachers. Inclusion of the knowledge, understanding and active engagement between Australia and Asia counteract unintended assumptions and stereotypes.” (South Australia)

“Respondents affirmed that the introductory description highlights the importance for young Australians to have the capacity to examine issues of local, regional and global significance, understand and appreciate different perspectives and worldviews, establish positive interactions with people of different backgrounds and take constructive action through connection and collaboration.” (NCEC)

Sustainability

The themes that were most prominent in participating jurisdictions’ feedback on this CCP were *clarity and organising ideas*, and *perceived value*.

In terms of *clarity and organising ideas*, there was general support for the organising ideas and suggestions for further clarity of language from some jurisdictions:

“The overview is clear and accessible for classroom teachers. The changes to the organising ideas are an improvement.” (Western Australia)

“The revised organising ideas for systems are a significant improvement as they have broadened the systems thinking to incorporate the interdependent nature and complex ideas that reflect current and future thinking for all the Earth’s systems.” (South Australia)

“In our view, the organising ideas do not provide an appropriate framework to help teachers incorporate sustainability principles into their specific learning areas, and we therefore question their usefulness as part of this cross-curriculum priority. Specific sustainability principles should be nominated so that teachers can determine how they relate to their discipline content.” (Victoria)

“In some instances, the language throughout the organising ideas is imprecise.” (Queensland)

“Some changes to terminology and language – and the omission of some vital terms or concepts – should be reconsidered.” (Victoria)

In terms of *perceived value*, there was overwhelming jurisdictional support for the inclusion of this CCP. Including Design was welcomed as a tool for foregrounding the value of this CCP:

“This inclusion [design] complements the existing organising ideas, particularly the organising idea Futures, as innovative and future-focused design sits at the core of finding new and more sustainable ways of living.” (Queensland)

“The emphasis around community action to effect change for sustainable futures is very contextual at this point in time and is strongly supported.” (Western Australia)

“Recognising interdependent and dynamic systems, respecting the diversity of worldviews, designing sustainable solutions and building the capacity to think and act for a sustainable future are essential concepts.” (NCEC)

7.4 Summary

Overall, jurisdictional responses to the CCPs tended to be positive. The CCP that attracted the most commentary was Aboriginal and Torres Strait Islander Histories and Cultures, for which there was overwhelming support tempered by some concerns around implementation support and clarity. In terms of Asia and Australia’s Engagement with Asia, there was a general sense that this CCP was improved. Improvements to this CCP seen by jurisdictions included the organising ideas (with some dissent and suggestions for further refinement), the use of more concise language, and the clear foregrounding of the contemporary value and relevance of this CCP. There was mixed feedback in response to the broader definition of Asia, with some seeing this as problematic and others seeing this as a strength through acknowledging the diversity of the Asian region. Several jurisdictions provided no specific feedback on this CCP while others provided detailed and specific feedback. In terms of the Sustainability CCP, jurisdictional responses tended to be positive about the revisions in some manner. Queensland was notably supportive of this revised CCP. Including Design as a new organising idea was explicitly welcomed by Queensland, South Australia, and the NCEC. Aspects for further consideration included refining language for clarity, ensuring structural consistency with the other CCPs, providing implementation support in the form of professional learning and resources, and foregrounding climate change as a critical 21st century issue.

Appendix A – Questionnaire

Consultation survey questions For the cross-curriculum priorities

Introduction

The cross-curriculum priority survey gives you the opportunity to provide feedback on the proposed changes to any of the 3 cross-curriculum priorities.

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

The survey has 2 sections.

1. Background information

The survey begins by gathering some demographic information and asking you to nominate the cross-curriculum priorities you wish to comment on.

2. Introductory section and organising ideas

In this section of the survey you will be asked to respond to a number of statements about the overview section and organising ideas in the cross-curriculum priority document.

You will also be invited to add your general comments about what has improved and what needs further refinement.

Section 1: Background information questions

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

Individual

Individual response follow up questions

In which state or territory are you based?

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

Group

Group response follow up questions

In which state or territory are you based?

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

Which CATEGORY best describes you?

- Primary teacher*
- Secondary teacher*
- F-12 teacher*
- School leader – Primary*
- School leader – Secondary*
- School leader – F-12*
- Academic
- Parent*
- Student*
- Employer / Business
- Other

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

In which sector is your school?

- Government
- Catholic
- Independent

What best describes your school's location?

- Metropolitan
- Regional
- Remote

Which CATEGORY best describes you?

- School*
- Professional association
- University faculty
- Education authority
- Parent organisation
- Community organisation
- Other

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

Describe the membership of your group.

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

Section 2: Introductory section and organising ideas

Select the cross-curriculum priorities you want to provide feedback on.

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Indicate your level of agreement with the following statements.

Overview

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The overview is clear about the importance of this cross-curriculum priority. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Organising ideas

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The changes to the organising ideas have improved the cross-curriculum priority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The organising ideas provide opportunities to add depth and context to the content of the learning areas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Optional comments

If you would like to provide feedback about aspects of the revised cross-curriculum priority that **have improved**, please use the comments box.

If you would like to provide feedback about aspects of the revised cross-curriculum priority that **need further improvement**, please use the comments box.

Appendix B – Code frame

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

The themes and subthemes of the code frame which apply all cross-curriculum priorities are described in this section. The structure of main themes and subthemes is below.

The themes and subthemes of the code frame which apply to all cross-curriculum priorities are described in this section. The structure of main themes and subthemes is below. An *Other* category is included and typically captures a wide variety of opinions and suggestions. It does not represent a homogenous subtheme that can stand meaningfully by itself.

- **Clarity and Organising Ideas** – this theme captures the overall clarity and readability of the cross-curriculum priority, as well as the appropriateness and development of the organising ideas.
 - There is better clarity, including clarity around organising ideas
 - Clarity, including clarity around organising ideas, needs further improvement
 - Organising ideas are well developed and appropriate
 - Organising ideas need further development/revision
- **Perceived value** – this theme captures views of the perceived value/worth of the cross-curriculum priority and the extent to which the level of emphasis is appropriate.
 - Cross-curriculum priority is seen as an important issue, and thus it should remain/emphasis is appropriate or should have more emphasis
 - Cross-curriculum priority is not seen as adding value/important, and thus seen as having too much emphasis for it's perceived value.
- **Evidenced-based cross-curriculum priority** – this theme captures the extent to which the cross-curriculum priority and/or organising ideas are evidence-based.
 - The included cross-curriculum priority /organising ideas appear evidence-based
 - The included cross-curriculum priority /organising ideas do not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.
- **Manageability** – this theme captures views of implementing the cross-curriculum priority(ies) and overall curriculum
 - Decluttering evident/more manageable
 - Further decluttering needed to make more manageable
- **Implementation Support** – this theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference, they were considered predominant enough in the responses to be coded. This theme captures comments around the need for professional development, teacher training, resources such as planning advice and resources, classroom resources
- **Other** - any comments that could not be captured in the themes above, were coded here.

Appendix C – Groups participating in the survey

Aboriginal and Torres Strait Islander Histories and Cultures

Group name provided in on-line survey

| |
|---|
| Australian Indigenous Mentoring Experience |
| Australian Research Council RC IN210100038 Research Team |
| Aboriginal Education Services Department of Education Tasmania |
| Amnesty International Australia |
| Ascolta Women |
| Australian Institute of Aboriginal and Torres Strait Islander Studies |
| Australian Marine Sciences Association |
| Australian Psychological Society |
| Baringa Early Learning Centre |
| Books n Boots |
| Catholic Education Tasmania |
| Children's Ground Limited |
| Common Ground |
| Early Childhood Australia Queensland Branch |
| Ecological Society of Australia |
| Elfin House Community Childcare Inc. |
| Forbes Wiradyuri Language Group |
| Goodstart Early Learning Helensvale |
| Independent Schools Queensland |
| Indigenous Curriculum Taskforce, Melbourne Graduate School of Education |
| Kate group |
| Learning Adventures Kingswood |
| Making PeaSCe |
| Multicultural Education and Languages Committee (MELC) |
| NSW Primary Principals' Association (NSWPPA) |
| National Indigenous Youth Education Coalition |
| National Museum of Australia - Education team |
| Rainas Family Day Care Scheme |
| Reconciliation Australia |
| Reconciliation NSW |
| Reconciliation Queensland |
| Samford Valley Steiner School |
| Savage Interactive Pty Ltd |
| Stronger Smarter Institute |

The Royal Society of Victoria

The Smith Family Advisory Group on issues concerning Aboriginal and Torres Strait Islander peoples

The Song Room

Victorian Student Representative Council LTD

Women in STEMM Australia

World Vision Australia

YANS

Youth Action NSW

Youth Affairs Council Victoria (YACVic).

Asia and Australia's Engagement with Asia

Group name provided in on-line survey

Catholic Education

Goodstart Early Learning Helensvale

Multicultural Education and Languages Committee (MELC)

School of Education, Deakin University

Sustainability

Group name provided in on-line survey

Ascolta Women

Australian Council of Engineering Deans

Australian Association for Environmental Education Inc

Australian Association for Environmental Education SA Chapter, in partnership with Green Adelaide Education

Australian Parents for Climate Action

Baringa Early Learning Centre

Circular Economy Victoria

Darling Downs South West Education Department

Elfin House Community Childcare Inc.

Go Circular

Goodstart Early Learning Helensvale

Home Economics Institute of Australia

Hunter Central Coast Circular Economy Facilitators Group

Kate group

Learning Adventures Kingswood

Multicultural Education and Languages Committee (MELC)

NSW Circular

NT Farmers Association

Planet Ark Foundation

Queensland University of Technology (QUT) Education for Sustainability Working Group

The Song Room

Victorian Student Representative Council Ltd

Water Services Association of Australia

Wilson Environmental Compliance

World's Biggest Garage Sale.

Appendix D – List of organisations who submitted feedback via email²

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

² This list includes all organisations which self-identified in the email submissions across all learning areas, general capabilities and cross-curriculum priorities.

Organisation Name

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

Organisation Name

Bravehearts

Burwood Presbyterian Church

Business Council of Co-operatives and Mutuals

Business Educators Australasia

Canberra Academy of Languages

Canberra Declaration

Catholic Education Diocese of Parramatta

Catholic Education South Australia (CESA)

Catholic Education, Archdiocese of Canberra and Goulburn

Catholic School Parents Australia

Catholic Women's League Australia

Catholic Women's League Australia-New South Wales Inc

Catholic Women's League Victoria and Wagga Wagga Inc

Christian Democratic Party

Christian Schools Australia (CSA)

Christian SRE (Special Religious Education) NSW

Commissioner for Children and Young People

Cool Australia

Council for the National Interest

Covenant Christian School

Daniel Morcombe Foundation

Democracy Matters

Department for Education South Australia

Department of Education of Tasmania

Design and Technologies Teacher Association (DATTA)

Domestic Violence Resource Centre Victoria (DVRCV)

Domestic Violence Victoria (DV Vic)

Drama Australia

Drama Queensland

Einstein First project

Ending Violence Against Women Queensland (EVAWQ)

Engineers Australia

eSafety

Executive Council of Australian Jewry

Faculty of Education, Monash University

Faculty of Education, University of Tasmania

Family Planning Alliance Australia

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

Organisation Name

Melbourne Graduate School of Education
The University of Melbourne

Melbourne School of Population and Global Health -
The University of Melbourne

Menzies Research Centre

Modern Language Teachers' Association of South Australia

Multicultural Education and Languages Committee (MELC)

Multilit

National Advocates for Arts Education (NAAE)

National Alliance of Christian Leaders

National Association of Services against Sexual Violence (NASASV)

New South Wales Council of Churches

Northern Territory's Department of Education

Office of the Victorian Information Commissioner (OVIC)

Office of the Women in STEM Ambassador

OneSchool Global Australia

ORIGO Education

Our Watch

Outdoors New South Wales and Australian Capital Territory

Outdoors Queensland

Physical Literacy Special Interest Group (PL SIG)

Primary Mathematics Association of South Australia (PMA)

Qld Special Education Curriculum Cluster

Queensland Association of Mathematics Teachers

Queensland Association of Special Education Leaders (QASEL)

Queensland Ballet

Queensland Department of Education

Queensland Economic Teachers Association

Queensland Family and Child Commission (QFCC)

Queensland Global Citizenship Education Network (QGCEN)

Queensland History Teachers' Association

Queensland Private Enterprise Centre

Queensland Society for Information Technology in Education (QSITE)

Queensland Society for Information Technology in Education Inc. (QSITE)

Ramsay Centre for Western Civilisation

Reconciliation Australia

Royal Geographical Society of Queensland (RGSQ)

Royal Historical Society of Victoria (RHSV)

Organisation Name

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

Organisation Name

True Relationships & Reproductive Health

University of Queensland

University of Tasmania

University of Western Australia

Victorian Commercial Teachers Association (VCTA)

Victory Life Centre

Visual Arts and Design Educators Association New South Wales (VADEA NSW)

Voiceless Limited

Water Services Association of Australia

Wellbeing SA

Western Australia Health Promoting Schools Association.

Western Australian Primary Principals' Association (WAPPA)

Whitlam Institute

Women's Health East

Women's Health Goulburn North East

Young Women's Christian Association of Canberra (YWCA Canberra)



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