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CREATE CHANGE

Final Report - Health and Physical Education



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Contents

1.	Executive Summary	6
1.1	Background	6
1.2	Consultation features and caveats	6
1.3	Methodology	7
1.4	Stakeholder response and profile	7
1.5	Stakeholder feedback	7
1.5.1	Online survey	7
1.5.2	Email submissions	8
1.5.3	Jurisdictional feedback.....	9
1.6	Summary and conclusions	9
2.	Introduction	10
2.1	Overview of the Review	10
2.2	Proposed revisions to Health and Physical Education	10
2.3	Stakeholder consultation.....	11
2.4	This report	11
2.4.1	Purpose of report	11
2.4.2	Structure of report	12
3.	Data processing, analysis and presentation	13
3.1	Data transfer	13
3.2	Data cleaning – survey data	13
3.3	Coding of open-ended responses.....	13
3.3.1	Developing code frame	13
3.3.2	Coding	14
3.4	Data analysis and presentation of results.....	14
3.4.1	Information captured from the 3 channels for providing feedback	14
3.4.2	Reporting of online survey data	15
3.4.3	Reporting of email submissions	15
3.4.4	Reporting of jurisdictional feedback.....	16
3.4.5	Multiple participations	16
3.4.6	Interpretation of results	16
4.	Stakeholder participation and profile	17
4.1	Overall response	17
4.2	Stakeholder profile	17
4.2.1	Survey respondents	17
4.2.2	Email submissions	20
4.2.3	Jurisdictional feedback.....	20
4.2.4	Stakeholder summary and implications for overall results	21
5.	Survey results	22
5.1	Overall results	22
5.1.1	Introductory elements	22
5.1.2	Curriculum elements	23
5.1.3	Overall feedback	31
5.1.4	Aspects that have improved and aspects that need further improvement	33
5.1.5	Band-level specific comment	38
5.2	Differences by level of the curriculum.....	38
5.3	Other differences between stakeholder groups	40
5.3.1	States	40

5.3.2	School sector	41
5.3.3	School location	43
5.4	Summary - survey results	43
6.	Feedback from email submissions	46
6.1	Major themes and subthemes	46
6.2	Summary – email submissions	49
7.	Jurisdictional feedback	50
7.1	Jurisdictional responses to Overall feedback statements	50
7.2	Major themes and subthemes	51
7.3	Summary – jurisdictional feedback	53
	Appendix A – Questionnaire	54
	Appendix B – Changes to survey statements in reporting	61
	Appendix C – Code frame	62
	Appendix E – Themes from open-ended survey feedback	65
	Appendix F – List of organisations who submitted feedback via email	69
	Appendix G – Overview of individual jurisdictional feedback	76

Tables

Table 1: Number of participations, HPE consultations.....	17
Table 2: Type of survey respondent, HPE survey	18
Table 3: Type of stakeholder, HPE standard emails.....	20
Table 4: Most prevalent respondent characteristics, HPE survey respondents	21
Table 5: Content that should be removed or revisions needed to make content more manageable (top 5 themes), HPE survey respondents	28
Table 6: Examples of proposed content for removal, HPE survey respondents	31
Table 7: Open-ended comment, HPE survey respondents	33
Table 8: Aspects that have improved/need further improvement (top 5 themes), HPE survey respondents..	37
Table 9: Band-level specific open-ended feedback provided by HPE survey respondents	38
Table 10: Summary of major themes, HPE standard email submissions.....	46
Table 11: Summary of subthemes (top 5 themes), HPE standard email submissions.....	48
Table 12: Overall feedback by jurisdictional stakeholder.....	50

Figures

Figure 1: Level of curriculum selected, HPE survey respondents	18
Figure 2: HPE survey respondents by states and territories.....	19
Figure 3: School sector and remoteness area, HPE survey respondents^	19
Figure 4: Introductory elements, HPE survey respondents	23
Figure 5: Curriculum elements, HPE survey respondents	24
Figure 6: Amount of content, HPE survey respondents	25
Figure 7: Overall feedback, HPE survey respondents	32
Figure 8: Introductory elements by level of curriculum, HPE survey respondents	39
Figure 9: Curriculum elements by level of curriculum, HPE survey respondents.....	39
Figure 10: Overall feedback by level of curriculum, HPE survey respondents.....	40
Figure 11: Differences between states, HPE survey respondents	41
Figure 12: Curriculum elements by school sector, HPE survey respondents^.....	42
Figure 13: Overall feedback by school sector, HPE survey respondents^	42
Figure 14: Differences by school location, HPE survey respondents^	43
Figure 15: Introductory elements, curriculum elements and overall feedback, average ratings, HPE survey respondents	44
Figure 16: All statements, level of agreement, HPE survey respondents.....	45

1. Executive Summary

1.1 Background

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

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

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

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 close and open-ended questions) capturing overall respondents' feedback on the proposed revisions to the introductory sections (rationales, aims, organisational structure, key connections and key considerations), curriculum content (band level descriptions, achievement standards, content descriptions and content elaborations), as well as their demographics and organisational detail;
2. open submission process, which involved providing written feedback by email to ACARA;
3. written feedback from the state and territory education authorities and national non-government sectors provided in response to invitations accompanied by guidelines that reflected the online survey structure.

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

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

1.3 Methodology

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

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

ISSR developed a code frame (Attachment C) that defined the themes and subthemes that emerged from the open-ended responses and established rules for coding 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 234 times, and there were 321 email submissions as well as 9 submissions from the jurisdictions and the sector peak bodies. Just under half (45%) of survey respondents were teachers. Schools were the next largest respondent group (12%), followed by school leaders (9%) and parents (8%). Respondents from Queensland over-represented their state by more than 2 times (46% of all respondents versus 20% of Australia's population share), while New South Wales and Victoria were particularly under-represented among survey respondents. The respondents' distribution across the Government, Catholic and Independent sectors was broadly consistent with the size of these sectors as measured by the share of student enrolments.

Of the 321 email submissions 231 were emails with identical wording received from campaign@good.do. Of the remaining 90 standard email submissions, 35 were submitted by academics or experts, 29 by associations or bodies, 4 by parents and 3 by teachers. The remaining 9 email submissions could not be allocated to any stakeholder category.

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

1.5 Stakeholder feedback

1.5.1 Online survey

The survey (Appendix A) asked a series of 23 quantitative questions that sought agreement ratings¹, and which were grouped into 3 main sections: introductory elements, curriculum elements, and overall feedback. Summary of key feedback is as follows:

- *Introductory elements:* Between 72% and 83% of respondents agreed or strongly agreed with the positive statements about various aspects of the curriculum presented to them. The level of agreement (strongly agreed and agreed) was highest for the rationale being clear about the

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.

importance of the learning area (83%) and the aims identifying the major learnings that students need to demonstrate (82%).

- *Curriculum elements:* Between 62% and 74% of respondents agreed or strongly agreed with the positive statements about various aspects of the curriculum presented to them. Responses were most favourable in relation to the band level descriptions providing a clear overview of learning at year levels, and the achievement standards clearly describing the quality of student learning as well as adequately reflecting a clear developmental progression, with about 74% of respondents agreeing or strongly agreeing to each of these statements. The statement that the content descriptions make it clear to teachers what should be taught attracted least agreement (62% agreed or strongly agreed versus 30% disagreed or strongly disagreed). In addition, respondents were also asked whether the amount of content in the content descriptions can be covered in each band. About 59% agreed or strongly agreed and about 29% of the respondents disagreed or strongly disagreed with the proposition.
- *Overall feedback:* This section asked a set of questions directly related to the terms of reference (TOR) of the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 76% of respondents agreed that the introductory sections provide important information, statements directly related to the TOR received lower agreement (between 55% and 62% agreed or strongly agreed). The statement 'Curriculum content has been refined, realigned and decluttered' received the least favourable responses with 55% of respondents agreeing or strongly agreeing and 32% disagreeing or strongly disagreeing. A visible minority of between 13% and 16% of respondents selected the 'don't know' response for the 5 TOR questions in the Overall feedback section.

All in all, of the 23 statements seeking agreement in the survey, the ones about the rationale and aims received the most positive agreement scores (82%-83% agreement), and the decluttered statement from the Overall feedback section was least well received (55% agreement and 32% disagreement).

The responses to the quantitative statements tended to be more positive for the secondary school curriculum, compared with the primary school curriculum. There were also some differences in feedback by state, school sectors and school locations, which are documented in this report as far as was feasible given the number of respondents in different categories.

Furthermore, respondents were also invited to add their general comments on aspects of the revised HPE curriculum that have improved and on aspects that need further refinement via open-ended questions in the survey. Given that respondents were prompted for positive and critical feedback it is unsurprising that there was mixed feedback in relation to various elements of the curriculum and the revised HPE curriculum overall.

The most prevalent theme that emerged from this feedback related to adding content, however, respondents expressed varied and sometimes contradictory views on what type of content should be added or focused on more to address perceived shortcomings or imbalances in HPE content. Some emphasised the physical education side of the curriculum in the form of suggesting the inclusion of more outdoor education and physical fitness, while others emphasised the health education component of HPE with references to stronger articulations of mental health (including meditation) and sexual health education (including issues surrounding consent) in the curriculum. Further scope or need to increase the clarity of the curriculum, particularly the content descriptions also emerged as a more notable theme from the open-ended feedback in the survey.

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

1.5.2 Email submissions

The majority of respondents focussed on discussing key content that could be incorporated into the curriculum. There were significant numbers of emails calling for a greater focus on consent and respectful relationships from a young age and in an age-appropriate manner, as well as support for further inclusion of mental health content. Some respondents acknowledged the greater inclusivity of content, but more

respondents recommended that this should be extended further, and into other learning areas. Similarly, there was some acknowledgement of improved ease of readability of the overall curriculum as well as the content descriptions and achievement standards. However, there was more feedback recommending further revisions and refinements to improve clarity and conciseness. Implementation issues were raised, such as around pedagogy as well as calls for adequate resources and training to implement the curriculum appropriately.

1.5.3 Jurisdictional feedback

Overall, there was agreement among the jurisdictions that the revised curriculum is an improvement. Positive feedback was provided on the introductory elements, content descriptions, and elaborations. While there was agreement that content was generally reduced, suggestions were provided for further decluttering by various jurisdictions. These recommendations for further reduction, however, appeared alongside suggestions for reinstating previous content in some instances.

Overall, there was support for the inclusion of content related to consent and respectful relationships. Jurisdictions commended explicitly including the language of consent and help-seeking strategies. Some jurisdictions offered cautionary notes; for example, that this area is content-heavy in the elaborations, but this was not reflected in the relatively small number of related mandatory content descriptions.

The inclusion of First Nations perspectives was generally welcomed. The elaborations were seen as clearly identifying opportunities to include this content and the year/band level descriptions as making connections clear. Some jurisdictions noted that there will be a need for learning area specific resources to support this content.

While implementation issues were outside the TOR for the Review, they received considerable attention from participating jurisdictions. For example, some jurisdictions noted that there will be a need for learning area specific resources to support this content, and that time constraints are an issue in HPE.

1.6 Summary and conclusions

The consultations were public and largely anonymous so that stakeholders with varying degrees of understanding of the curriculum, educational issues and the TOR of the Review could participate. While the report abstains from identifying an 'authoritative voice' among the various individual and group respondents, there are some consistent patterns of feedback received through the 3 consultation channels, which are summarised below.

The overall impression from all feedback received is positive: A majority of survey respondents expressed agreement to all statements posed in the survey including those that related to achieving the objectives of the TOR of the Review. All 9 participating jurisdictional stakeholders and national sector peak bodies commented overall positively on the revised HPE curriculum with most explicitly confirming that the objectives of the Review had been achieved. Many of the email submissions also acknowledged improvements of the curriculum, however, email submissions were more focused on suggesting further improvements, in particular via balancing content. Similarly, while jurisdictional and national sector peak bodies commented positively overall, most also pointed out areas for further improvement.

Of the different elements of the curriculum, the phrasing of the rationale and aims were seen most positively. Improvements in content were also commonly seen.

There was also a great variety of perceptions and opinions on individual aspects of the curriculum that came through in feedback within each of the 3 consultation channels. This included quite detailed, at times extensive, feedback and ideas. When this variety is aggregated to a higher level, it emerges that much of the open-ended feedback in the survey and email submissions was concerned with balancing/refocusing of HPE content surrounding topics of consent, sexual health, mental health, outdoor education and fitness. A second (sub)theme, which was fairly prominent in open-ended survey and email submission feedback was concerned with the perceived need or opportunity for rewording some of the content descriptions or for revising the language more generally to make the curriculum clearer.

2. Introduction

2.1 Overview of the Review

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

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

2.2 Proposed revisions to Health and Physical Education

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

- Core concepts that represent the essential learning in Health and Physical Education have been developed.
- Foundation year content has been refined and reduced to privilege depth over breadth, remove duplication and ensure the content is manageable in the time allocated for Health and Physical Education in the early years.
- Sub-strands in the *personal, social and community health* strand have been revised to more closely reflect the core concepts and essential content identified in this strand.
- Band level descriptions have been improved to ensure they provide teachers with a clear overview of the learning that students should experience at each band and how this learning relates to the developmental stages of a student.
- Achievement standards have been refined, they are now presented as a single paragraph and better illustrate the interrelationship between understanding and skills.
- Content descriptions have been refined to provide greater clarity to teachers about what to teach.
- Cognitive alignment between content descriptions and achievement standards has been strengthened.
- Content elaborations have been refined to provide illustrations of authentic and meaningful opportunities to address general capabilities and cross-curriculum priorities through the teaching of Health and Physical Education content.
- More explicit advice has been included within focus area descriptions, content descriptions and elaborations to provide greater clarity for teachers in how to address respectful relationships and consent education in an age-appropriate manner.

2.3 Stakeholder consultation

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

2.3.1 Online survey

The main channel through which the public participated in the consultation was an anonymous online survey, which was set up in Survey Monkey and administered by ACARA. The survey captured stakeholder demographics, organisational details and perceptions on the proposed revisions to the introductory sections (rationales, aims, organisational structure, key connections and key considerations), curriculum content (band level descriptions, achievement standards, content descriptions and content elaborations) and sought overall feedback in relation to the proposed revisions within the scope of the review (an outline of the questionnaire is given in attachment A). The survey posed 23 quantitative statements to capture the level of agreement of respondents to these statements. One of the statements was “The amount of content can be covered in each band”. Respondents who disagreed or strongly disagreed with the statement were asked an open-ended question about what content should be removed or what revisions were needed to make the amount of content more manageable. All survey respondents could also leave open-ended feedback of a general nature as well as open-ended feedback that was year-level specific at the end of the survey.

2.3.2 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.

2.3.3 Jurisdictional feedback

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

2.3.4 Consultation details

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

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

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

2.4 This report

2.4.1 Purpose of report

During the consultation period, qualitative and quantitative data were gathered in relation to various elements of the Australian Curriculum and various band/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 an 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 HPE;
- understanding the level of stakeholder agreement and disagreement with different elements of the revised HPE curriculum;
- identifying the areas of the revised HPE curriculum that stakeholders perceive most positively and those deemed in need of further refinement;
- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference; and
- highlighting the potential similarities and differences in the above based on the level of the curriculum (Foundation to Year 6 [F-6], Years 7 to Year 10 [Y7-10] and F-10) and stakeholder demographics.

2.4.2 Structure of report

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

3. Data processing, analysis and presentation

3.1 Data transfer

ACARA provided responses to the survey and those received via email to ISSR through a secure project folder in the ACARA cloud. Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. ACARA also provided ISSR with the written jurisdiction feedback and the received email submissions. The latter included 231 template emails – emails with identical wording (starting with the same email subject line) in relation to a particular issue. In these cases, ACARA provided ISSR with the relevant template and the number of emails received that applied to the template.

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 peak body feedback which established that the developed codes/themes also largely applied to feedback received through these channels. During all steps ISSR consulted ACARA staff who sense checked the evolving code frame and who provided inputs into its evolution.

3.3.2 Coding

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

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

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

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

3.4 Data analysis and presentation of results

3.4.1 Information captured from the 3 channels for providing feedback

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

In most cases, the email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that sometimes came with additional materials attached. Many emails (n=231) had identical, or largely identical wording (template emails). While some submissions contained some information about the stakeholder, such as profession or organisation name,

the demographic characteristics that were systematically captured in the survey were largely not provided as part of the email submissions. The analysis of information from the email submissions therefore focuses on the themes and subthemes that emerged without assessing stakeholder differences.

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

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

3.4.2 Reporting of online survey data

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

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

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

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

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

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

3.4.3 Reporting of email submissions

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

3.4.4 Reporting of jurisdictional feedback

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

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

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

3.4.5 Multiple participations

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

3.4.6 Interpretation of results

The consultation process used different channels of capturing feedback, which was associated with methodological differences noted in Section 3.4.1. The overall character of the consultation was public, and 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. The Review attracted media attention, and template emails (with identical wording) received during the consultation period indicate some mobilisation of particular stakeholder networks, which could have influenced overall results. 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 and profile

4.1 Overall response

Table 1 shows the number of times the online survey was completed, the number of email submissions received and the number of jurisdictional stakeholders who provided written feedback. The online survey was completed 234 times, 321 email submissions were received and 9 of the 10 invited jurisdictions and national sector peak bodies returned feedback on the revised HPE curriculum.

Table 1: Number of participations, HPE consultations

	n
Online survey	234
Email submissions	321 [^]
Jurisdictional feedback	9

[^] The number of received emails included 231 template emails – emails with identical wording.

For more detail on email submissions see Section 4.2.2. For more detail on jurisdictional participation see Section 4.2.3.

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 priority or general capability specific consultation reports, they have all been considered by ACARA in further refining the Australian Curriculum.

4.2 Stakeholder profile

4.2.1 Survey respondents

Table 2 shows the types of stakeholders who completed the online survey as an individual or as a group. Just under half (45%) of survey respondents were teachers. Schools were the next largest respondent group (12%), followed by school leaders (9%) and parents (8%). These 4 respondent groups constituted 73% of all survey respondents.

Table 2: Type of survey respondent, HPE survey

Type of respondent	n	Percent
Individual respondent		
Teacher	105	44.9%
School leader	21	9.0%
Academic	15	6.4%
Parent	18	7.7%
Student	6	2.6%
Employer/business	1	0.4%
Other - Individual	8	3.4%
Group respondent[^]		
School	27	11.5%
Professional association	15	6.4%
University faculty	2	0.9%
Education authority	4	1.7%
Parent organisation	1	0.4%
Community organisation	6	2.6%
Other - Group	5	2.1%
Total	234	100.0%

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

About 40% of survey respondents gave feedback on only Years 7-10 (Y7-10) curriculum, about 1 in 4 (26%) respondents on only Foundation-Year 6 (F-6) curriculum and about 1 in 3 (34%) respondents gave feedback on F-10 curriculum (Figure 1).

Figure 1: Level of curriculum selected, HPE survey respondents

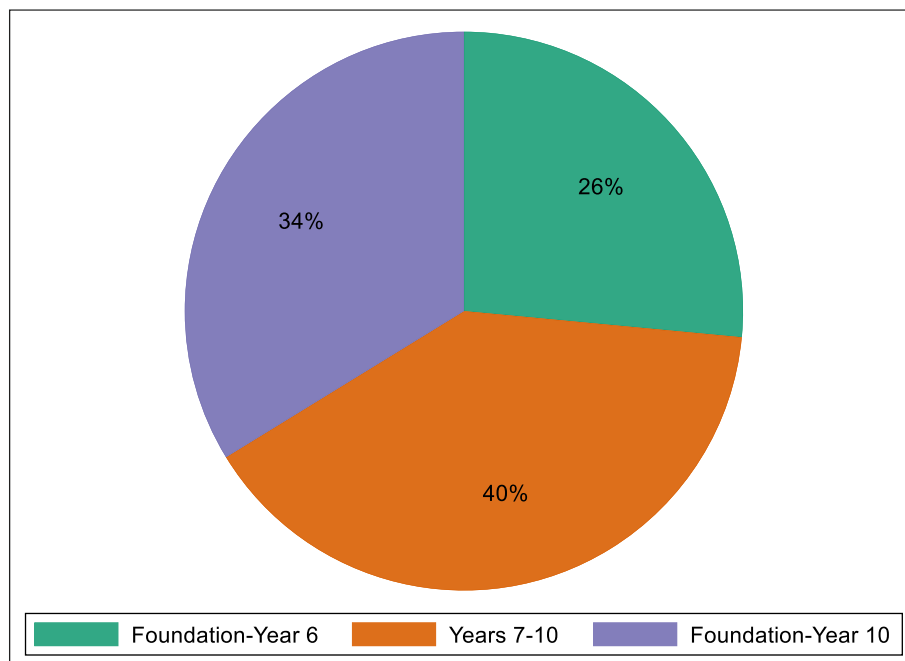


Figure 2 shows the distribution of HPE survey respondents among the states and territories of Australia. Queensland had the largest representation of survey respondents, with 46% of respondents based in that state. In relation to state and territory populations, respondents from Queensland over-represented their state by more than 2 times (46% of all respondents versus 20% of Australia’s population share²). Based on jurisdictional shares in the national population, the 2 largest states, New South Wales and Victoria, were particularly under-represented among survey respondents.

Figure 2: HPE survey respondents by states and territories

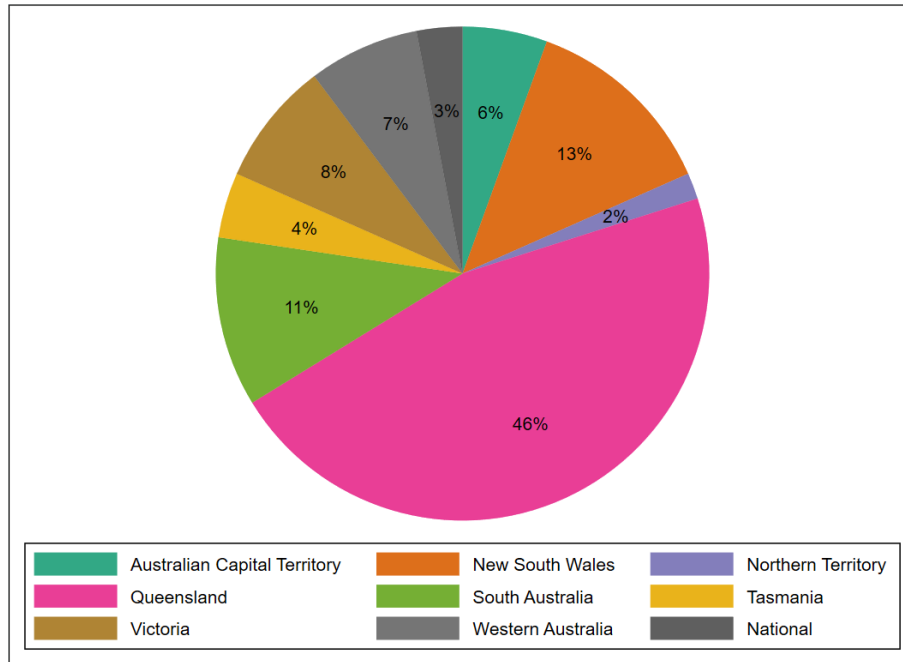
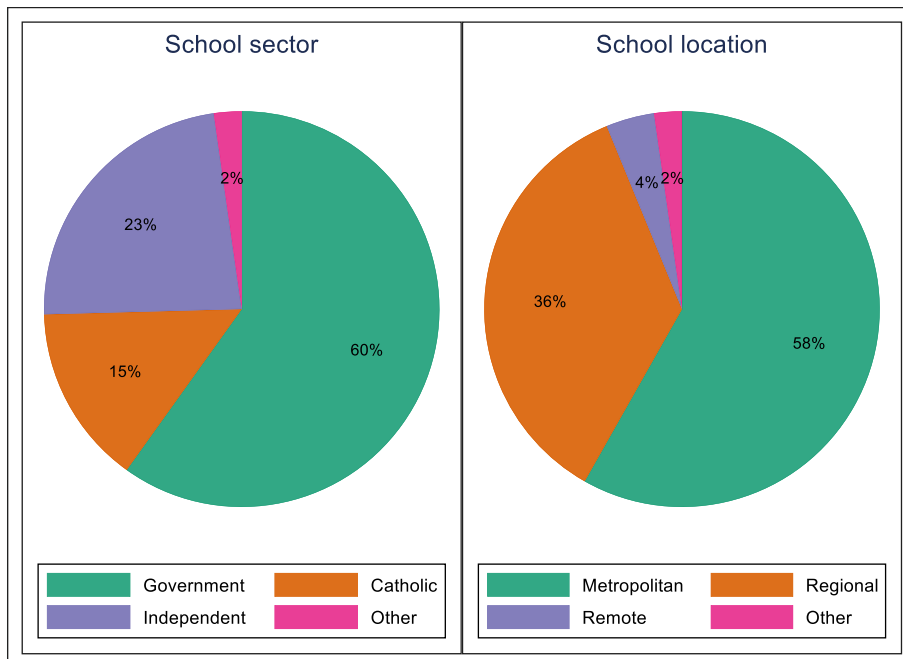


Figure 3: School sector and remoteness area, HPE survey respondents[^]



[^] 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.

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

Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child's) school was and in which remoteness area it was located. About 3 in 5 (60%) of these respondents indicated a Government school, 15% indicated a Catholic school and 23% an Independent school (left panel in Figure 3). This distribution somewhat reflects the student enrolment distributions in 2020 (66% for Government, 19% for Catholic and 15% for Independent)³.

The right panel in Figure 3 also shows in which remoteness area their (child's) school was located. Almost 3 in 5 (58%) respondents indicated their school's location as metropolitan, 36% as regional and 4% as remote. Based on student enrolment distributions in 2020 (72% of students were enrolled in major cities [equivalent to metropolitan], 26% in regional areas and 2% in remote areas⁴), non-metropolitan areas are over-represented among HPE survey respondents.

4.2.2 Email submissions

Of the 321 email submissions related to the learning area of HPE, 231 were emails with identical wording based on a template.

Of the remaining 90 standard email submissions, there were 45 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. The findings from this analysis are presented in the section on Feedback from email submissions (see Section 6).

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. For instance, it could be determined that of email respondents in this learning area, the majority identified as academics or some form of expert in the field, or represented some form of association or body (Table 3).

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

Table 3: Type of stakeholder, HPE standard emails

Type of Stakeholder	Number of email submissions	Percentage
Teachers or schools	3	3.3%
Association or body	29	32.2%
Academics or experts	35	38.9%
Parent	4	4.4%
Unclear	9	10.0%
Total	90	100.0%

4.2.3 Jurisdictional feedback

Submissions were invited from each state and territory as well as the national sector 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.

The jurisdictions were invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed. Of the 9 jurisdictions who submitted feedback on the revised HPE curriculum, Western Australia and Queensland provided extensive and

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

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

detailed feedback. South Australia, Victoria, Independent Schools Australia (ISA), and the National Catholic Education Commission (NCEC) provided substantial specific feedback. New South Wales provided targeted feedback in relation to key areas; in particular, consent and respectful relationships. Tasmania and the Northern Territory provided broad feedback.

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

4.2.4 Stakeholder summary and implications for overall results

Of the 234 completed surveys, 45% were submitted by teachers and about 46% of respondents resided in Queensland. The overall survey results are therefore notably influenced by teachers and respondents who were based in Queensland.

Overall survey results are further largely influenced by respondents who are linked to Government schools and metropolitan areas. However, the proportions of Government sector and metropolitan respondents in the survey are still below those of the school student population in Government schools and metropolitan schools. Finally, 40% of survey respondents participated in relation to the secondary year levels (Y7-10) compared with 26% giving feedback on the primary school levels (F-6) of the curriculum and the remaining respondents (34%) commenting on the F-10 curriculum so that overall responses for HPE are more influenced by the secondary level feedback.

Table 4: Most prevalent respondent characteristics, HPE survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Levels of curriculum	Y7-10	93	40%
State/territory	Queensland	108	46%
Type of respondent	Teacher	105	45%
School sector [^]	Government	106	45%
School location [^]	Metropolitan	103	44%

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

Of the 321 email submissions related to the learning area of HPE, 231 were emails with identical wording based on a template. The remaining 90 standard email submissions were received from a wide range of stakeholders/stakeholder groups with various perspectives and interests. Academics and experts, and professional associations and bodies account for about 71% of the received standard email submissions.

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

5. Survey results

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

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

5.1 Overall results

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

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

5.1.1 Introductory elements

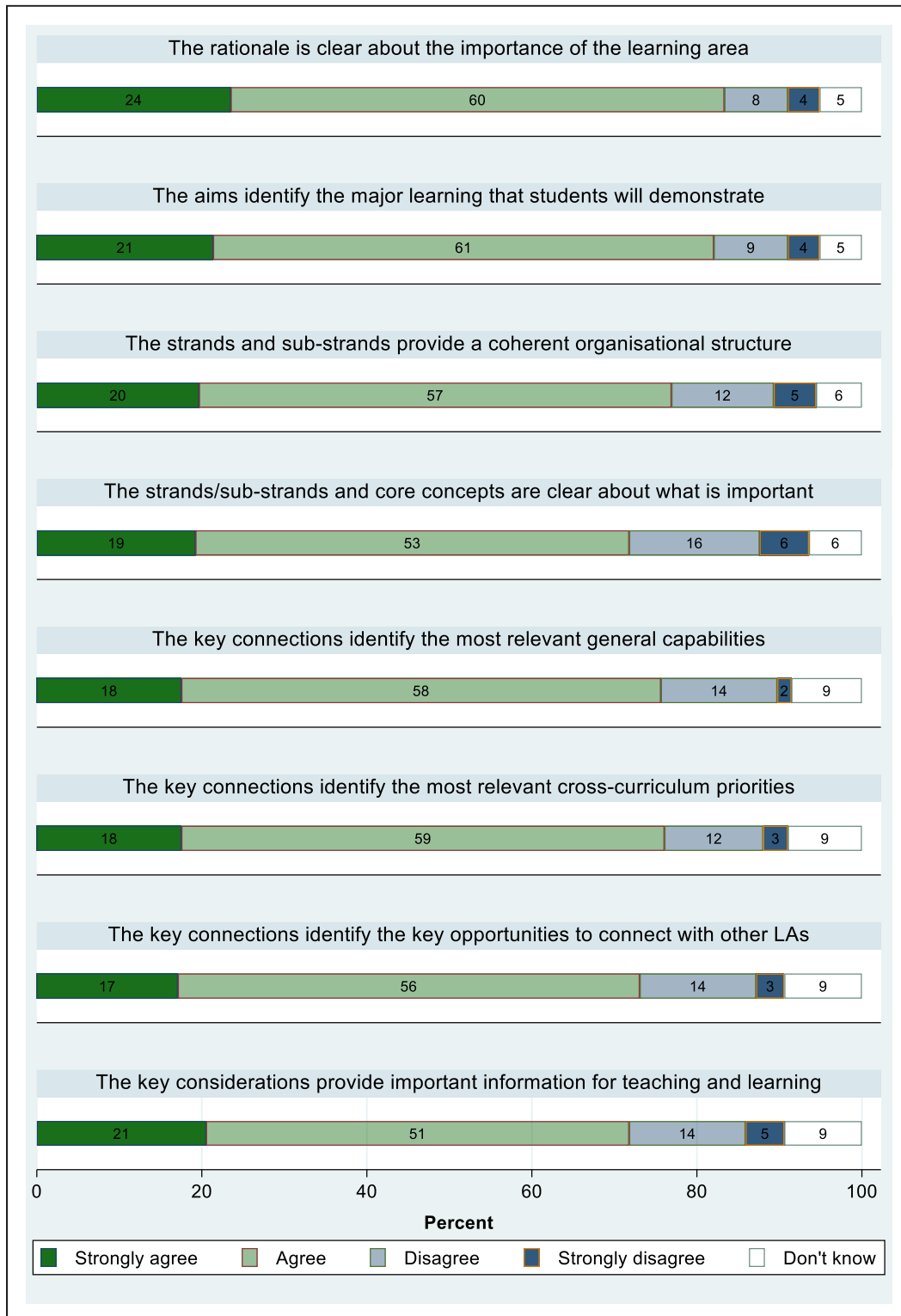
Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, key connections and key considerations in the introductory sections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

Overall, between 72% and 83% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the first 2 statements: on the rationale being clear about the importance of the learning area (83%) and the aims identifying the major learnings that students need to demonstrate (82%).

Levels of disagreement ranged from 12% to 22%. They were lowest for the statements on rationale (12% disagreement) and aims (13% disagreement) and highest for the proposition that the strands, sub-strands and core concepts are clear about what is important (22% disagreement).

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

Figure 4: Introductory elements, HPE survey respondents

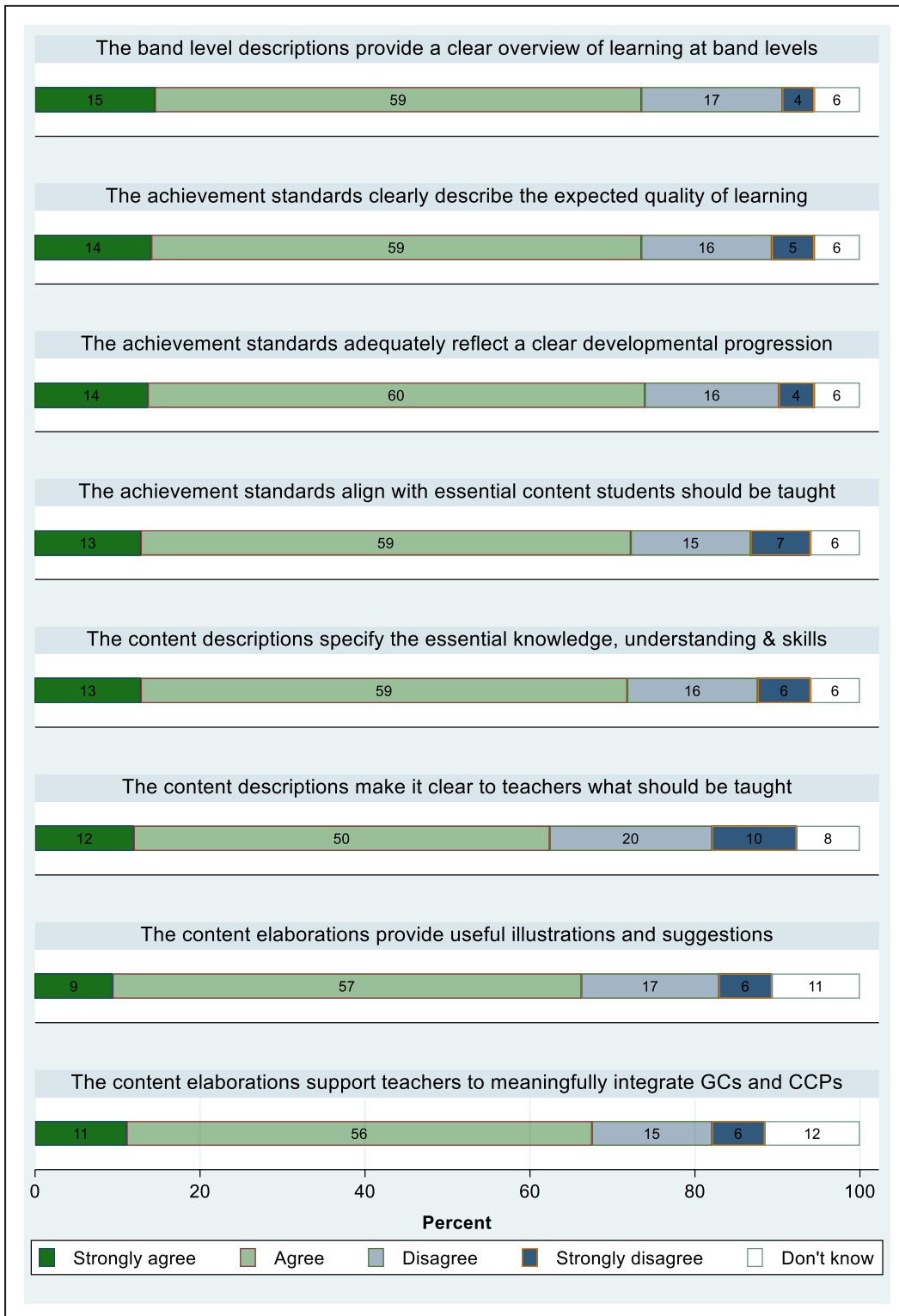


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

5.1.2 Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 5. Between 62% and 74% of respondents agreed or strongly agreed, and between 21% and 30% disagreed or strongly disagreed with the presented statements.

Figure 5: Curriculum elements, HPE survey respondents



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

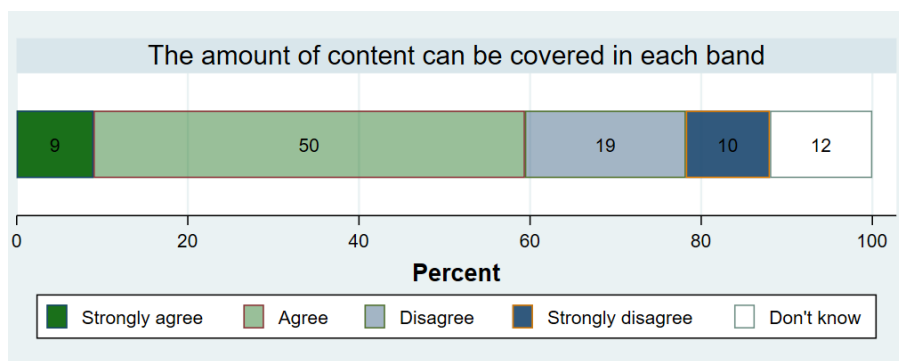
Responses were most favourable in relation to the band level descriptions providing a clear overview of learning at band levels, and the achievement standards clearly describing the quality of student learning as well as adequately reflecting a clear developmental progression. About 74% of respondents agreed or strongly agreed to each of these statement with 21% disagreeing or strongly disagreeing. The level of agreement was similarly high for perceiving the achievement standards to align with essential content

students should be taught (72% agreed or strongly agreed) and that the content descriptions specified essential knowledge, understanding and skills that should be taught (71% agreed or strongly agreed).

Respondents were somewhat less likely to agree that the content elaborations provided useful illustrations and suggestions (66%) and that they provided a range of contexts that support teachers to meaningfully integrate the general capabilities (GCs) and cross-curriculum priorities (CCPs) (68%). This was more associated with proportionately higher 'don't know' responses rather than larger disagreement. The statement that the content descriptions make it clear to teachers what should be taught attracted least agreement (62% agreed or strongly agreed versus 30% disagreed or strongly disagreed).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. About 59% agreed or strongly agreed and about 29% of the respondents disagreed or strongly disagreed with the proposition (Figure 6).

Figure 6: Amount of content, HPE survey respondents



The 29% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 67 respondents who were asked this follow-up question, 51 provided a comment.

One quarter of respondents who provided a comment to this follow-up question were able to provide specific examples or ideas of content to remove (see A number of respondents were of the view that overlapping and repetitive content remained that could be easily combined. There were very few specific examples of what though. Of particular note is the number of suggestions in the movement and physical activity strand for merging threads. For example, it was thought that Years 1 and 2 - AC9HP2PO2 & AC9HP2MO4 are very similar and could be combined in one description.

The 2nd leading theme was about *content should be added*. This included suggestions and recommendation for further content to be added into the curriculum. In particular, there was also a push for the expansion of content in the Sexual Health and Relationships. While there were some mixed views on this through the feedback, self-identified experts in the field reinstated the need to teach children about sexual health from a young age, in an age-appropriate manner, if there really was a priority to keep children safe.

"I work in the Child Protection sector, what I feel needs revision is the Sexual Health and Relationships subjects from Prep-12. Everyday I work with normal children and young people who have encountered significant harm, part of what can keep children and young people safe is age appropriate information. In the Year 2 section of the content I noticed that only relationships are being spoken about in the reviewed syllabus, and not sexuality. Before my time in Child Protection, I worked as an education presenter across South East QLD and would deliver different programs across primary and secondary schools. One of the most requested topics was Sexual Health - because teachers felt uncomfortable teaching the content. I think that this is equally important in helping frame a safe lens for children to protect themselves from, especially when predators will often align their language with what children connect with safety, eg: "we are friends", or "playing a game", this can be very confusing for children, especially when they have not had education from parents/care givers at home to appropriately navigate their bodies, and private parts being private

etc. Negotiating difficult conversations with children and young people is important in order for them to have full awareness of risk, give consent (when age appropriate), and for them to know how to effectively disclose and report harm appropriately. I will ensure to safe guard my children with the age appropriate content to keep them safe, but I know many other children do not get that opportunity and as such consequence puts them at high risk for harm. I am aware that there are parents out there who do not want their children to be "exposed" to content before their years. The reality though is that children are already most likely exposed to that on the playground through conversations and the internet. If parents don't wish to have their child in the class on that day, then they should have the right to keep them home or have them not attend. However I think the greater cost is for the children who actually need it, who are in prep or grade 1 and who have been abused, or are being groomed and yet are too afraid to ask questions, or connect the inappropriate behaviour to identified harm. How will they know what is happening if they are never taught about safe guarding their bodies." (Academic, Queensland).

The inclusion and emphasis on health and mental health was welcomed, but there was a sentiment for this to be expanded further, with reference to high rates of mental health issues and suicide in Australia as reasons as to why this was seen as so important.

"Mental Health needs to be addressed in more detail and stress management and coping mechanisms, access to help, and preventative action due to the fact that deaths by suicide represented 40% of all deaths in young people aged 15–17 in 2019. Nutrition, sleep, and exercise all reduce the effects of mental health issues. We are past the point of saying parents should teach these things to their kids at home. We all know not all students have parents or an environment at home that may educate them on these things. Further, many parents don't know about these things themselves. Educate students on the importance of sleep, maintaining a healthy diet and exercise, and the benefits they reap for individuals' mental health. You should also be addressing bullying, body image, toxic masculinity, and the effects and dangers of social media. We are now in 2021 where everything is online. You also need to go further into sex education and address the effects of pornography and the fact that internet pornography is not realistic and MORE ON CONSENT!!!! Education on any other topic should be secondary to education on health - what's the point of knowing math, science, or English if students aren't going to be alive to practice them???" (Student, Queensland, Government, Regional).

Other comments about content that should be added into the curriculum contained various other comments that were specific to Health and Physical Activity, such as particular content descriptions.

"Things to be added back in follow rules when participating in physical activities (ACPMP014) identify rules and fair play when participating in physical activities (ACPMP032) cooperate with others when participating in physical activities (ACPMP012) participate in games with and without equipment (ACPMP009) create and participate in games with and without equipment (ACPMP027) identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)" (Primary teacher, Australian Capital Territory, Government, Metropolitan).

The 3rd most prevalent theme related to clarity of the curriculum. While commentary expressed comments about improvements to overall clarity, the organisation of material and the specific elements, there were also suggestions to improve clarity further, particularly in relation to the content descriptions.

"The content descriptions in the main show some improvement and clarity and in particular there is great improvement in the themes running across the curriculum in the personal, social and community health strand (linked to areas such as respectful relationships, health messaging, social-emotional learning and child safe standards). The writers need to be commended. We also believe that a focus on LLPA/HBPA has been improved. We would argue that the theme within the MPA strand related to effort, flow, time and force is perhaps redundant, given our belief that these are in fact movement concepts. Having said this if our interpretation of movement concepts is different than

these then there is a need to clarify this in the curriculum document.” (Professional association, Victoria).

“The content descriptions specify the essential knowledge, understanding and skills that should be learned. The content descriptions make it clear to teachers what should be taught.” (Community organisation, South Australia).

One of the remaining themes in the top 5 themes was *manageability of content*. These comments generally related to a perception that there was still too much content to be covered and/or there was room to further declutter the curriculum. These responses are perhaps not surprising given they were prompted by a question specifically about perceptions of refining and decluttering the curriculum.

“The issue is not the content or that content needs to be removed, it is whether the content can 1. be meaningful taught and achieved in the indicated hours (I assume still to be 80): that is, indicative hours should be at least a minimum of 120 hours (2 hours PE per week and 1 hour HE per week for 40 weeks)” (Academic, South Australia).

Implementation was another one of the top 5 prevalent themes conveyed in the feedback. Whilst comments in this theme were technically out of scope, they were coded given their predominance in the feedback in most learning area surveys. These comments often raised issues of resourcing and time to be able to implement the content in the curriculum, with respondents (often teachers) seeing that there could be some challenges with this. In the context of Health and Physical Activity, there were some comments about teachers being sufficiently skilled in this area to competently teach children.

“I feel that too many teachers that are not adept at gross motor skills themselves are trying to 'model' them to students which then develop poor or sub-standard understanding of what the skills involve. I would like to see a return to designated sports teachers in each school who are skilled in modelling skills and presenting activities and games. If I am being honest most teachers go through the motions with sport and FMS, either a more pro-active approach or specific up-skilling would help.” (Primary teacher, Australian Capital Territory, Government, Metropolitan).

The theme of *content has improved or should remain* was equally ranked as the 5th most dominant theme. Within this theme were comments that the content in the revised curriculum had improved, such as the example provided.

“Year 3 and 4 -inclusion of valuing diversity, practicing strategies to manage emotions, the influence of health messages on decisions and behaviours.” (Community organisation, South Australia).

Table 6). Further, the comments from the 51 respondents who provided were also coded according to the code frame (Appendix C).

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. The top 5 themes and their subthemes that emerged from feedback given by those 51 are listed in **Error! Not a valid bookmark self-reference.** together with their prevalence based on all respondents (not only those that commented). It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

The main themes were around content that should be added, content that should be removed (already summarised in **Error! Not a valid bookmark self-reference.**), clarity, content that has improved, manageability of content, as well as implementation (although this was technically out of scope).

Not unexpectedly given the question prompt, the leading theme was around *content that should be removed*. A number of the respondents suggested removing or reducing content that focuses on actions and strategies they feel are just common sense (e.g., wellbeing) or they see as a role for families (e.g., making healthy and active choices). There were a number of comments of note about the personal, social and community health strand suggesting the number of focus areas could be reduced. Suggested areas to be removed included developing identities, nature of consent, respectful relationships and sexuality and gender fluidity. Some

comments suggested the content was not suitable or right for children of a particular age. For example, the content around sexual relationships could be reduced in the early years.

As well as reducing the content to be covered in the personal, social and community health strand, some saw opportunities to combine content seen as duplicated in content descriptions covered under this strand. For example, it was thought that overlap in content descriptions (AC9HP8P03), (AC9HP8P04) and (AC9HP8P05) still remained.

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

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	20	8.5%
General views that additional or new content should be added	2	0.9%
Additional or new content should be added for better alignment with rationale/aim of learning area	3	1.3%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	7	3.0%
Various other LA specific content that should be added	18	7.7%
Content should be removed	18	7.7%
General views that there is content that should be removed	7	3.0%
Various other LA specific content that should be removed	13	5.6%
Clarity	13	5.6%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	1.3%
The wording of the content descriptions is clearer and/or easier to understand	3	1.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	3.0%
The wording of the achievement standards is clearer and/or easier to understand	1	0.4%
The wording of the achievement standards need further clarity	1	0.4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.4%
Manageability (amount of content)	10	4.3%
Decluttering of content evident, the amount of content is more manageable	2	0.9%
Still too much content/further decluttering needed	8	3.4%
Content has improved/should remain	7	3.0%
General views that content has improved	5	2.1%
The level of emphasis on Indigenous cultures and perspectives is appropriate	1	0.4%
Content has better alignment with who we want our children to become	1	0.4%
Various other LA specific content that has improved or should remain	3	1.3%
Implementation (out of scope)	7	3.0%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	2	0.9%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	1	0.4%

Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	5	2.1%
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Comments were provided by 51 respondents. Percentages are based on all 234 HPE survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E1 in Appendix E.

A number of respondents were of the view that overlapping and repetitive content remained that could be easily combined. There were very few specific examples of what though. Of particular note is the number of suggestions in the movement and physical activity strand for merging threads. For example, it was thought that Years 1 and 2 - AC9HP2PO2 & AC9HP2MO4 are very similar and could be combined in one description.

The 2nd leading theme was about *content should be added*. This included suggestions and recommendation for further content to be added into the curriculum. In particular, there was also a push for the expansion of content in the Sexual Health and Relationships. While there were some mixed views on this through the feedback, self-identified experts in the field reinstated the need to teach children about sexual health from a young age, in an age-appropriate manner, if there really was a priority to keep children safe.

"I work in the Child Protection sector, what I feel needs revision is the Sexual Health and Relationships subjects from Prep-12. Everyday I work with normal children and young people who have encountered significant harm, part of what can keep children and young people safe is age appropriate information. In the Year 2 section of the content I noticed that only relationships are being spoken about in the reviewed syllabus, and not sexuality. Before my time in Child Protection, I worked as an education presenter across South East QLD and would deliver different programs across primary and secondary schools. One of the most requested topics was Sexual Health - because teachers felt uncomfortable teaching the content. I think that this is equally important in helping frame a safe lens for children to protect themselves from, especially when predators will often align their language with what children connect with safety, eg: "we are friends", or "playing a game", this can be very confusing for children, especially when they have not had education from parents/care givers at home to appropriately navigate their bodies, and private parts being private etc. Negotiating difficult conversations with children and young people is important in order for them to have full awareness of risk, give consent (when age appropriate), and for them to know how to effectively disclose and report harm appropriately. I will ensure to safe guard my children with the age appropriate content to keep them safe, but I know many other children do not get that opportunity and as such consequence puts them at high risk for harm. I am aware that there are parents out there who do not want their children to be "exposed" to content before their years. The reality though is that children are already most likely exposed to that on the playground through conversations and the internet. If parents don't wish to have their child in the class on that day, then they should have the right to keep them home or have them not attend. However I think the greater cost is for the children who actually need it, who are in prep or grade 1 and who have been abused, or are being groomed and yet are too afraid to ask questions, or connect the inappropriate behaviour to identified harm. How will they know what is happening if they are never taught about safe guarding their bodies." (Academic, Queensland).

The inclusion and emphasis on health and mental health was welcomed, but there was a sentiment for this to be expanded further, with reference to high rates of mental health issues and suicide in Australia as reasons as to why this was seen as so important.

"Mental Health needs to be addressed in more detail and stress management and coping mechanisms, access to help, and preventative action due to the fact that deaths by suicide represented 40% of all deaths in young people aged 15–17 in 2019. Nutrition, sleep, and exercise all reduce the effects of mental health issues. We are past the point of saying parents should teach these things to their kids at home. We all know not all students have parents or an environment at home that may educate them on these things. Further, many parents don't know about these things themselves. Educate students on the importance of sleep, maintaining a healthy diet and exercise, and the benefits they reap for individuals' mental health. You should also be addressing bullying,

body image, toxic masculinity, and the effects and dangers of social media. We are now in 2021 where everything is online. You also need to go further into sex education and address the effects of pornography and the fact that internet pornography is not realistic and MORE ON CONSENT!!!! Education on any other topic should be secondary to education on health - what's the point of knowing math, science, or English if students aren't going to be alive to practice them???" (Student, Queensland, Government, Regional).

Other comments about content that should be added into the curriculum contained various other comments that were specific to Health and Physical Activity, such as particular content descriptions.

"Things to be added back in follow rules when participating in physical activities (ACPMP014) identify rules and fair play when participating in physical activities (ACPMP032) cooperate with others when participating in physical activities (ACPMP012) participate in games with and without equipment (ACPMP009) create and participate in games with and without equipment (ACPMP027) identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)" (Primary teacher, Australian Capital Territory, Government, Metropolitan).

The 3rd most prevalent theme related to clarity of the curriculum. While commentary expressed comments about improvements to overall clarity, the organisation of material and the specific elements, there were also suggestions to improve clarity further, particularly in relation to the content descriptions.

"The content descriptions in the main show some improvement and clarity and in particular there is great improvement in the themes running across the curriculum in the personal, social and community health strand (linked to areas such as respectful relationships, health messaging, social-emotional learning and child safe standards). The writers need to be commended. We also believe that a focus on LLPA/HBPA has been improved. We would argue that the theme within the MPA strand related to effort, flow, time and force is perhaps redundant, given our belief that these are in fact movement concepts. Having said this if our interpretation of movement concepts is different than these then there is a need to clarify this in the curriculum document." (Professional association, Victoria).

"The content descriptions specify the essential knowledge, understanding and skills that should be learned. The content descriptions make it clear to teachers what should be taught." (Community organisation, South Australia).

One of the remaining themes in the top 5 themes was *manageability of content*. These comments generally related to a perception that there was still too much content to be covered and/or there was room to further declutter the curriculum. These responses are perhaps not surprising given they were prompted by a question specifically about perceptions of refining and decluttering the curriculum.

"The issue is not the content or that content needs to be removed, it is whether the content can 1. be meaningful taught and achieved in the indicated hours (I assume still to be 80): that is, indicative hours should be at least a minimum of 120 hours (2 hours PE per week and 1 hour HE per week for 40 weeks)" (Academic, South Australia).

Implementation was another one of the top 5 prevalent themes conveyed in the feedback. Whilst comments in this theme were technically out of scope, they were coded given their predominance in the feedback in most learning area surveys. These comments often raised issues of resourcing and time to be able to implement the content in the curriculum, with respondents (often teachers) seeing that there could be some challenges with this. In the context of Health and Physical Activity, there were some comments about teachers being sufficiently skilled in this area to competently teach children.

"I feel that too many teachers that are not adept at gross motor skills themselves are trying to 'model' them to students which then develop poor or sub-standard understanding of what the skills involve. I would like to see a return to designated sports teachers in each school who are skilled in modelling skills and presenting activities and games. If i am being honest most teachers go through the

motions with sport and FMS, either a more pro-active approach or specific up-skilling would help.”
(Primary teacher, Australian Capital Territory, Government, Metropolitan).

The theme of *content has improved or should remain* was equally ranked as the 5th most dominant theme. Within this theme were comments that the content in the revised curriculum had improved, such as the example provided.

“Year 3 and 4 -inclusion of valuing diversity, practicing strategies to manage emotions, the influence of health messages on decisions and behaviours.” (Community organisation, South Australia).

Table 6: Examples of proposed content for removal, HPE survey respondents

Remove/Reduce	Merge
Remove content around wellbeing.	Further decluttering by removing the duplication in the content related to respectful relationships.
Remove content around developing identities.	The meanings and intentions between personal, social and community health strand and movement and physical activity strand duplicated e.g., Years 1 and 2 - AC9HP2PO2 & AC9HP2MO4 are very similar and could be combined in one description.
Reduce content around sexual relationships in the early years.	Merge the valuing diversity thread and cultural significance of physical activity thread.
Remove all the content, in particular relationships and sexuality and gender fluidity and nature of consent.	Merge the teamwork and leadership thread and ethical behaviour thread.
Reduce the number of focus areas in the personal, social and community health strand from Years 3-10.	Further decluttering by removing the duplication in the content related to movement.
In the personal, social and community health strand there is still overlap in content descriptions (AC9HP8P03), (AC9HP8P04) and (AC9HP8P05) and too many elaborations.	
Content descriptions could be moved to technology and content covered in a single year level e.g., AC9HP4P06 in Years 3 and 4 and AC9HP6P06 in Years 5 and 6.	
Remove the theme under the movement and physical activity strand related to effort, flow, time and force.	
Remove content around performance enhancing drugs in sport.	
Reduce the number of descriptors for health content.	
Reduce emphasis on the health strand.	
Remove content in Years 5 and 6. e.g., suggest removing AC9HP6P08 and AC9HP6P04 due to repetition and lack of relevance.	

While this section reported on the top 5 most prevalent themes it should be noted that the prevalence for all themes was relatively low when it is based on all survey respondents (as was done in Table 1).

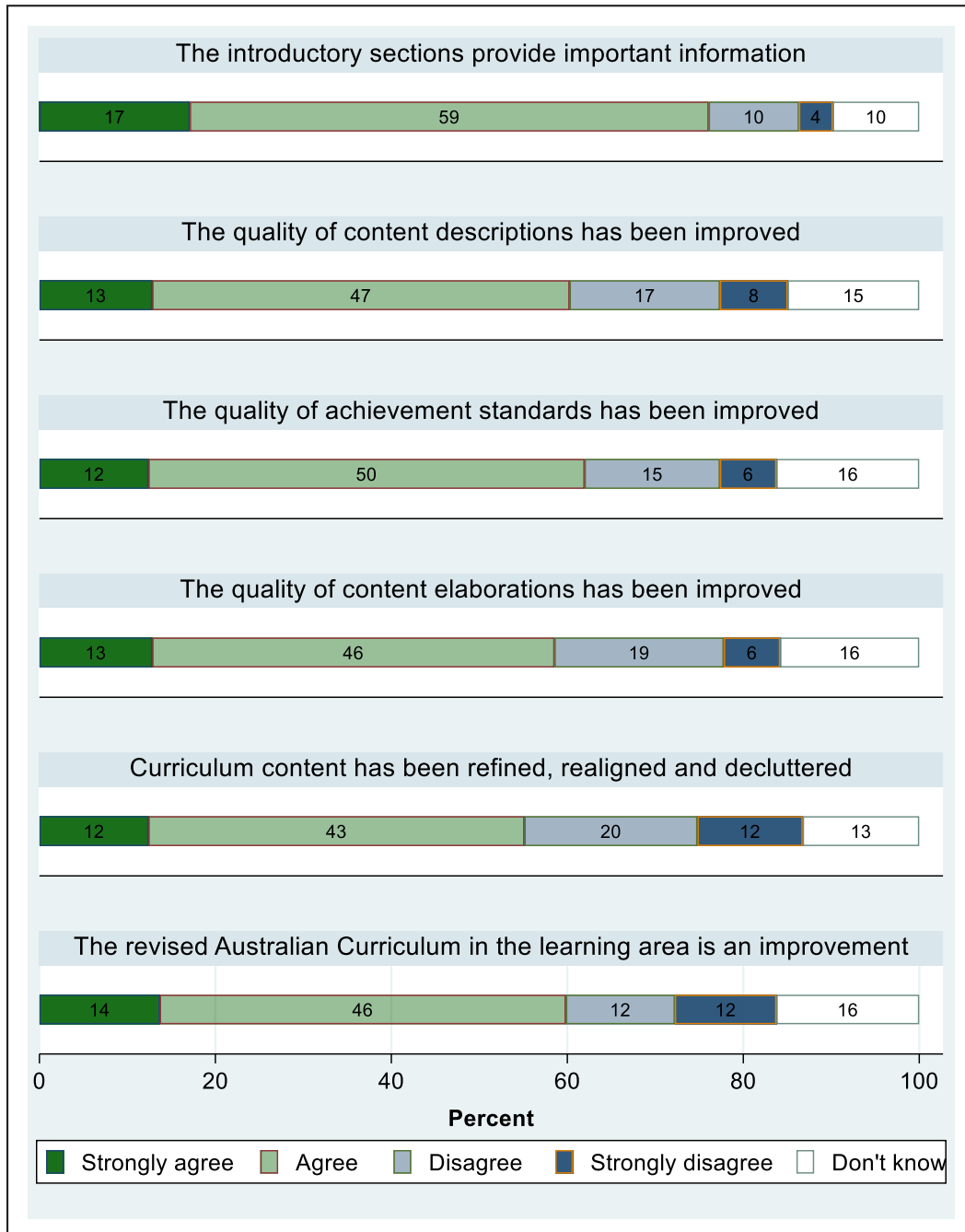
5.1.3 Overall feedback

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

The Overall feedback section also asked respondents whether the introductory sections provide important information. Results for all these questions are shown in Figure 7. They show that the statements directly related to the TOR received notably lower agreement (between 55% and 62% agreed or strongly agreed) than the statement about the introductory section (76%).

The statement ‘Curriculum content has been refined, realigned and decluttered’ received the least favourable responses with 55% of respondents agreeing or strongly agreeing and 32% disagreeing or strongly disagreeing. A visible minority of between 13% and 16% of respondents selected the ‘don’t know’ response for the 5 TOR questions in the Overall feedback section.

Figure 7: Overall feedback, HPE survey respondents



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

5.1.4 Aspects that have improved and aspects that need further improvement

Respondents were also invited to add their general comments on aspects of the revised HPE curriculum that have improved and on aspects that need further refinement. Responses were captured in 2 text boxes that were respectively labelled. About 61% of survey respondents commented in one or both of those boxes (Table 7).

Table 7: Open-ended comment, HPE survey respondents

Commenting status	n	Percent
Not commented	92	39%
Commented in 'have improved' box	43	18%
Commented in 'further improve' box	43	18%
Commented in both boxes	56	24%
Total	234	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 these boxes are reported combined below.

The top 5 most prevalent themes together with their subthemes of the responses to the open-ended questions are listed in Table 8. These were: *content should be added*, *clarity*, *content has improved/should remain*, *the manageability of the content* and *introductory elements*.

Content should be added was the predominant theme in this section. Almost one quarter of the HPE survey respondents suggested that additional or new content should be added. Most of these comments were around topics that were specific to the topic of Health and Physical Education, particularly outdoor education, mental health, physical activity and sexual health.

One of the leading discussion points related to calls to include more focus on outdoor education. Whilst it is noted that many of these comments were exactly the same across respondents, the sentiment was that this was an area that was backed by evidence and required further focus.

“The Australian Curriculum should continue down the path of embedding Outdoor Education as an essential part of the PDH/PE Syllabus. Further Outdoor Education should be supported as a stand alone subject that would allow teachers to gain specific education in order to teach and allow students more connection to the outdoors and outdoor learning experiences. As a NSW teacher my Outdoor Education teaching method is not recognised by the department as it is in other states. The Australian Curriculum should allow for the recognition of Outdoor Education as a valid teaching method as it is such an important part of our changing world to get students into the outdoors having meaningful experiences.” (Secondary Teacher, New South Wales, Government, Regional).

Similarly, several respondents praised the inclusion of sexual education, but emphasised that it should go further, and from a younger age.

“Students need more explicit sex and relationship education throughout prep-year 10. I do not suggest teaching prep students about sex, but following along with some progressive European schooling curriculums in which topics of consent are covered from age 4-5 and are taught regularly all the way through schooling in an explicit manner. Students need to be taught about how to identify if they have been sexually assaulted, where to go to, who to talk to, what help is available. Students need to understand how to behave in a range of scenarios that may occur regarding consent as it is not a straightforward topic. I think the Curriculum should create lesson plan guides and resources for teachers to educate students on these matters in an age appropriate manner throughout Prep to

Year 10. I also think more extensive sex education needs to occur at a younger age while maintaining age appropriateness.” (Primary Teacher, Queensland, Government, Regional).

“Every student needs to understand the importance of keeping sexually safe and the crucial role of consent.” (Student, Queensland, Government, Regional).

“Consent and basic bodily autonomy needs to be taught in primary schools, as it is far too late by the time students reach high school.” (Student, Queensland, Catholic, Metropolitan).

As highlighted in the section on Curriculum elements there was a view that there could be a further strengthening of content around mental health.

“Not enough health education compared to physical education. Students benefit just as much from learning healthy mental health and coping strategies.” (School leader – Secondary, Western Australia, Catholic, Metropolitan).

“There seems to be much more emphasis on the physical health aspect than on the overall wellbeing of the person including mental health. Many of the physical aspects can only be achieved if the child has sound mental and social wellbeing. This is not reflected in the curriculum.” (Academic, Queensland).

Another subtheme within this theme was the amount of focus that was given to physical activity, with some feeling that further emphasis should be placed on physical activity. These comments often cited increasing rates of obesity in Australia as justification for a renewed focus on physical activity.

“As a teacher who has been teaching for over 20 year I have noted that the Australian PE curriculum has moved away from any focus on physical performance or fitness. Students are now assessed according purely on their ability to analyze data and information with no emphasis put on physical ability. This is disappointing especially considering the dropping levels of fitness in young people as well as the rising levels of obesity. The pendulum has swung to far in my opinion and needs to be adjusted.” (School Leader – Secondary, South Australia, Independent, Metropolitan).

“I have seen a decline in the general co-ordination and movement patterns of students in years 7-10 in my 20 years in Health & Physical Education. I understand that many young people have less 'play' in their lives with the use of more personal technology at home which is why I believe they need to move more and progress on fundamental movement skills that can't be being taught that well in Prep - Year 6. We absolutely need a curriculum that incorporates Personal, Social & Community health that investigates Drugs & Alcohol, Nutrition and relationships, however, I am still concerned that when reading through content structure/strands/sub strands/achievement standards that movement and physical activity is still not as prioritised as the 'health strand'. A 'perfect' Health & Physical Education curriculum would flip figure 1 which describes the interrelationships between strands and sub strands and place movement and physical activity at the top, with the health strand being 'underneath'. A majority of Health and Physical in Years 7-10 would be based on giving students a near daily access to movement and physical activity supported by topics on drugs & Alcohol, Nutrition, Relationships & mental health and well being (Which movement & Physical activity has huge benefits on). Potential for an ongoing in depth study into each focus area. Eg - Nutrition Year 7, Relationships Year 8...” (Secondary teacher, Queensland, Other, Regional).

The 2nd leading theme related to *clarity*. Comments within this theme included those which discussed the overall ease of readability of the curriculum and organisation of materials, as well as the clarity and specificity of specific elements, such as content descriptions and achievement standards. There were many comments endorsing some of the proposed revisions made by ACARA, including attempts to improve overall clarity, particularly the content descriptions, as well as improvements to the Introductory elements.

“Content descriptions and achievement standards are more articulate and concise throughout the HPE curriculum resulting in decreased ambiguity.” (Secondary teacher, Victoria, Catholic, Metropolitan).

“Refinement has certainly occurred. Content descriptions and elaborations are much clearer and therefore more accessible for teachers” (Secondary teacher, Queensland, Government, Metropolitan).

Many respondents reported that the revised names and language provided greater clarity to the structure.

“The new descriptions of the strands and sub strands are easier to read and understand, whilst also creating greater connection.” (Secondary teacher, Tasmania, Government, Regional).

“The connections between the focus areas are now clear and easy to see the connections between the core concepts, achievement standards and content descriptions. The new use of words likes choices, respect, power are more valuable and the changes to include more/less analyse/describe that have made the content more easy to access and articulate to students.” (Secondary teacher, Tasmania, Government, Regional).

Some saw a greater alignment of content descriptions to achievement standards.

“Alignment of achievement standard statements to content descriptions is clear. The core concepts are clearly outlined.” (School leader – Primary, Queensland, Government, Regional).

However, again there was feedback to indicate that respondents felt there was room for further improvement. For instance, feedback in regard to the wording of achievement standards and introductory elements is that they are clearer and/or easier to understand. However, there were twice as many respondents suggesting the overall language of the curriculum could use further revisions to be clearer and/or easier to understand compared to respondents commenting that the overall language of the curriculum is clearer and/or easier to understand.

“Greater detail in content descriptors would be beneficial or further elaborations.” (School, Queensland, Government, Metropolitan).

“FPV teaches Relationships and Sexuality Education. Teachers and schools require the content to be specified at each level. This revision is still unclear on what is 'appropriate' in each level. sexuality is removed form F-2. This leaves teachers unable to address specific safety concerns. Puberty is hinted at but not specified in 3- 4. Primary school students also require basic information about sex and reproduction. Secondary school students require information on sexual decision making, sexual health, contraception, STI. These are not explicit in the curriculum” (Community organisation, Victoria).

The 3rd third leading comment was *content has improved*. There were several areas where respondents saw that the content of the curriculum had improved, and this was largely around the increased emphasis placed on social and emotional skills, relationships and mental health.

“I think it is great that more emphasis is being placed on social and emotional skills as well as positive relationships and mental health of children. Not all schools provide a comprehensive social skills program so this move to include these skills in the curriculum will ensure there is much more chance of their inclusion. I have always felt the existing curriculum did not provide suggestions on specific sports skills which could be taught at a particular level so I am hoping this is covered in some way in this revised document.” (Primary teacher, Australian Capital Territory, Government, Metropolitan).

“Improvements in the revised HPE curriculum were noted with the Cross-Curricular Priorities (except for links to Asia) and the ability to link to other learning areas (except for the exclusion of Mathematics). The revised HPE curriculum is seen to have good breadth and depth as it addresses social, emotional, and physical aspects of HPE that are relevant to all learners. It shows good developmental progression and is age appropriate. The Content Elaborations are seen as being improved compared with the current HPE curriculum and they provide useful examples that will assist teachers with their planning.” (Education authority, South Australia).

Another example of positive comments of improvements was the links to the Aboriginal and Torres Strait Islander Histories and Cultures, including the refinement of content elaborations to provide more authentic

illustrations of how to embed the teaching of the general capabilities and Aboriginal and Torres Strait Islander histories and cultures.

“Strengthening of Aboriginal and Torres Strait Island perspectives is a positive.” Academic, South Australia.” (Secondary teacher, Victoria, Catholic, Metropolitan).

“New content description elaborations in the cross curricular priority area of Aboriginal and Torres Strait Islander Histories and Cultures have strengthen this area.” (Secondary teacher, Victoria, Catholic, Metropolitan).

Another aspect that was often recognised as improved was the attempt for a more inclusive curriculum (i.e., diversity).

“One of the key considerations for schools, in the delivery of the HPE curriculum, is to meet the needs of diverse learners. The following statement is a great addition, particularly in light of the language used to describe the importance of inclusive education that is relevant to lived experience: “... when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex.” Employer/business, Victoria.

“The inclusion also of the meeting the needs of diverse learners and the importance of a healthy school environment is also a welcome addition.” Primary teacher, Queensland, Catholic, Regional.

The 4th leading theme in this section related to the *manageability of content*, particularly the extent to which it appeared that the curriculum had been decluttered. It should be noted that the statement ‘Curriculum content has been refined, realigned and decluttered’ received the least favourable responses (see Figure 16).

Of these comments, more respondents saw that there was room for further decluttering, highlighting that there was still too much content to cover.

“Needs to be more decluttered, and the level of knowledge and understanding increased significantly. the new topic are good but other need to combined or removed as they are not used.” Secondary teacher, Queensland, Independent, Metropolitan.

However, there was also some acknowledgement that some decluttering had occurred, and that the HPE curriculum was more concise as a result.

“Decluttering is successful in many areas. Meaning and language has been made clearer a d more specific in most of the proposed changes. Removed descriptors in the Foundation Band is welcome because the expectations were too complex for that year level.” Primary teacher, South Australia, Government, Metropolitan.

“It appears to be more concise, less repetitive.” Primary teacher, South Australia, Government, Metropolitan.

The fifth most prevalent theme related to the *introductory elements*. The feedback given was mostly positive, indicating these elements in the introductory sections have improved, such as the key connections.

“The connections between the focus areas are now clear and easy to see the connections between the core concepts, achievement standards and content descriptions. The new use of words likes choices, respect, power are more valuable and the changes to include more/less analyse/describe that have made the content more easy to access and articulate to students.” Secondary teacher, Tasmania, Government, Regional.

While there were very few comments about the rationale or aims or key connections, there were comments on the organisational structure of the learning area. Some responses were suggesting the strand/sub-strands/core concepts needed further improvement.

“There is little clarity regarding the intent of the sub-strands. Further elaboration regarding the intent of the sub-strands would improve the clarity of the curriculum for educators.” Professional Association, Queensland.

Table 8: Aspects that have improved/need further improvement (top 5 themes), HPE survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	69	29.5%
General views that additional or new content should be added	12	5.1%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.4%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	6.4%
Various other LA specific content that should be added	57	24.4%
Clarity	61	26.1%
The overall language of the curriculum is clearer and/or easier to understand	12	5.1%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	22	9.4%
The wording of the content descriptions is clearer and/or easier to understand	10	4.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	24	10.3%
The wording of the achievement standards is clearer and/or easier to understand	9	3.8%
The wording of the achievement standards need further clarity	5	2.1%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	10	4.3%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	2	0.9%
Content has improved/should remain	34	14.5%
General views that content has improved	21	9.0%
Content has better alignment with rationale/aim of learning area	2	0.9%
Content has better alignment with who we want our children to become	3	1.3%
Various other LA specific content that has improved or should remain	18	7.7%
Manageability (amount of content)	28	12.0%
Decluttering of content evident, the amount of content is more manageable	18	7.7%
Still too much content/further decluttering needed	12	5.1%
Introductory elements	19	8.1%
The rationale/aims have improved	3	1.3%
The rationale/aims need further improvement	2	0.9%
The strand/sub-strands/core concepts have improved	8	3.4%
The strand/sub-strands/core concepts need further improvement	11	4.7%
The key connections have improved	6	2.6%
The key connections need further improvement	3	1.3%

Comments were provided by 142 respondents. Percentages are based on all 234 HPE survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E2 in Appendix E.

There was some commentary about the need to refine the wording of achievement standards to highlight the demonstration of learning through moving and balance.

“The amount of the achievement standard dedicated to learning in, through and about movement, which has been removed is concerning. The increased focus on the health aspects means that

students who predominantly learn through movement and achieve success in practical contexts are overlooked.” School, Queensland, Independent, Regional.

5.1.5 Band-level specific comment

Respondents were also prompted to make comment about specific band levels. Of the 234 respondents 38 provided such detailed feedback, some of whom commented in relation to multiple band levels. Table 9 lists the number of respondents who provided feedback for each band level. This band-level specific feedback has been scrutinised by ACARA personnel.

Table 9: Band-level specific open-ended feedback provided by HPE survey respondents

Band level	Number of respondents
Foundation	13
Year band 1-2	13
Year band 3-4	10
Year band 5-6	12
Year band 7-8	25
Year band 9-10	22

5.2 Differences by level of the curriculum

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

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

The difference in the level of agreement between primary and secondary curriculum respondents was least pronounced in relation to the statement that strands/sub-strands and core concepts were clear about what was important (3 percentage points) and was otherwise between 9 and 16 percentage points (Figure 8). The level of agreement expressed in relation to the F-10 level of the curriculum tended to be between those for the primary and secondary levels.

This response pattern was almost the same for the statements on band level descriptions, achievement standards, content descriptions, content elaborations and the question on whether the amount of content can be managed. Of the 3 levels of the curriculum, responses were more positive for the secondary school curriculum, tended to be less positive for the primary school curriculum and somewhat in between for the combined F-10 curriculum (Figure 9). The largest difference occurred for the statement that the content descriptions specify the essential knowledge, understanding and skills that should be learned, with 84% of secondary curriculum respondents compared with 63% of primary and 65% of the F-10 curriculum respondents agreeing or strongly agreeing with that statement.

Similarly, when it came to the Overall feedback statements the response pattern from Figure 8 and Figure 9 held for the most part. However, there were only small differences in the levels of agreements for the last 2 statements that the curriculum content had been refined, realigned and decluttered and that the revised curriculum in HPE was an improvement, and the statement that the quality of achievement standards had improved (Figure 10).

Figure 8: Introductory elements by level of curriculum, HPE survey respondents

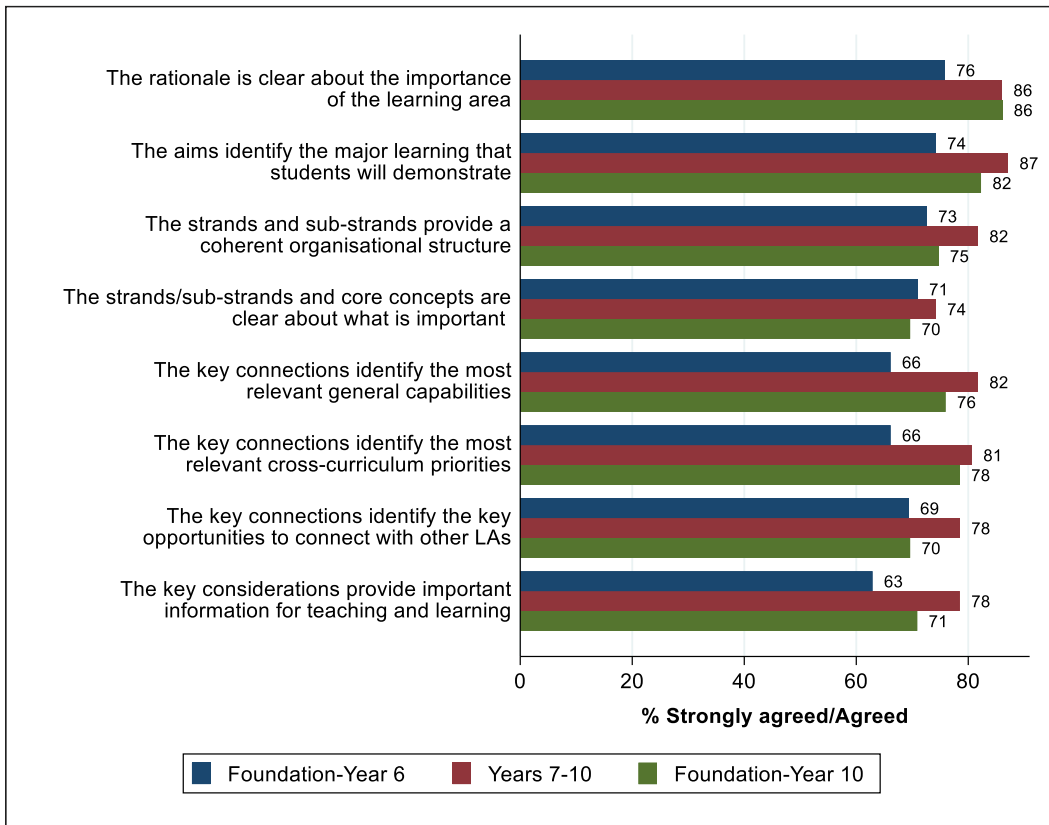


Figure 9: Curriculum elements by level of curriculum, HPE survey respondents

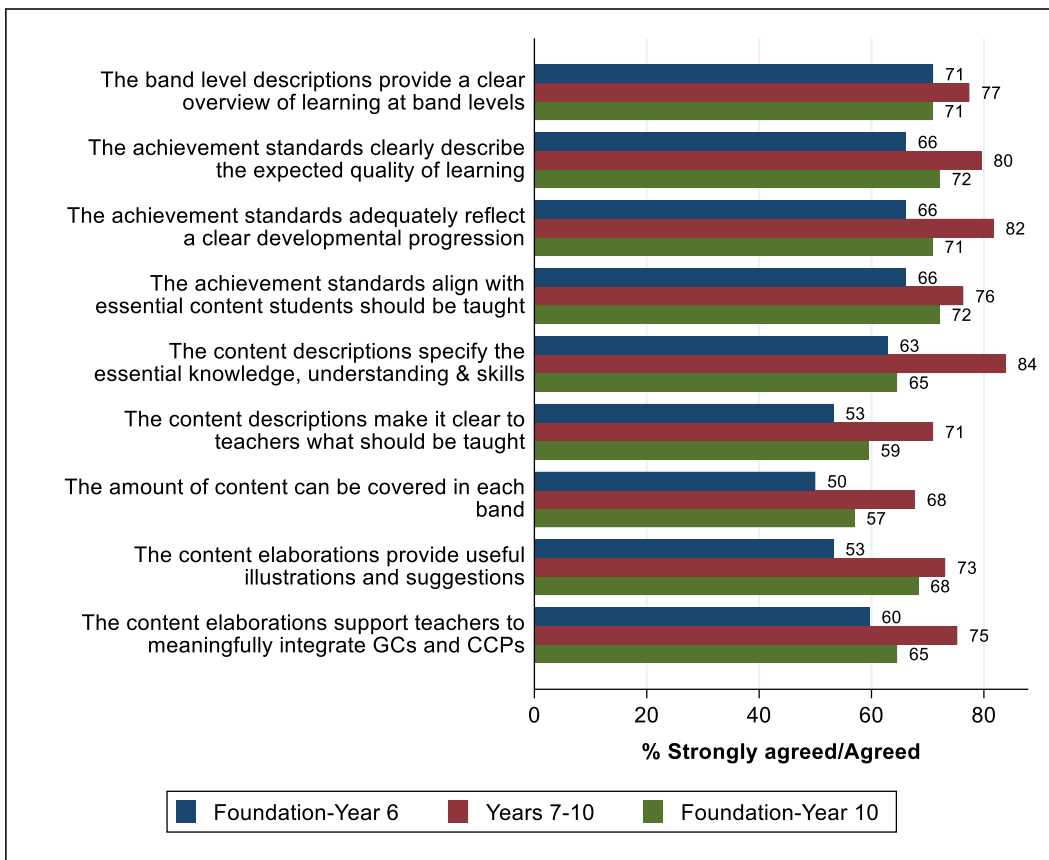
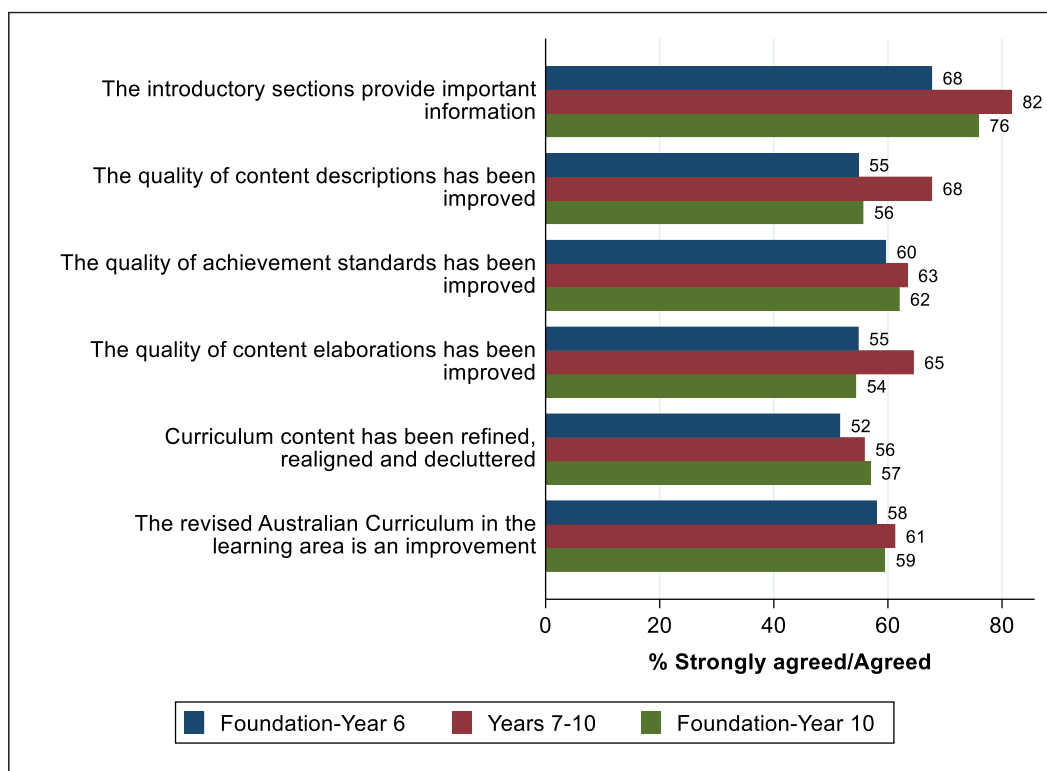


Figure 10: Overall feedback by level of curriculum, HPE survey respondents



5.3 Other differences between stakeholder groups

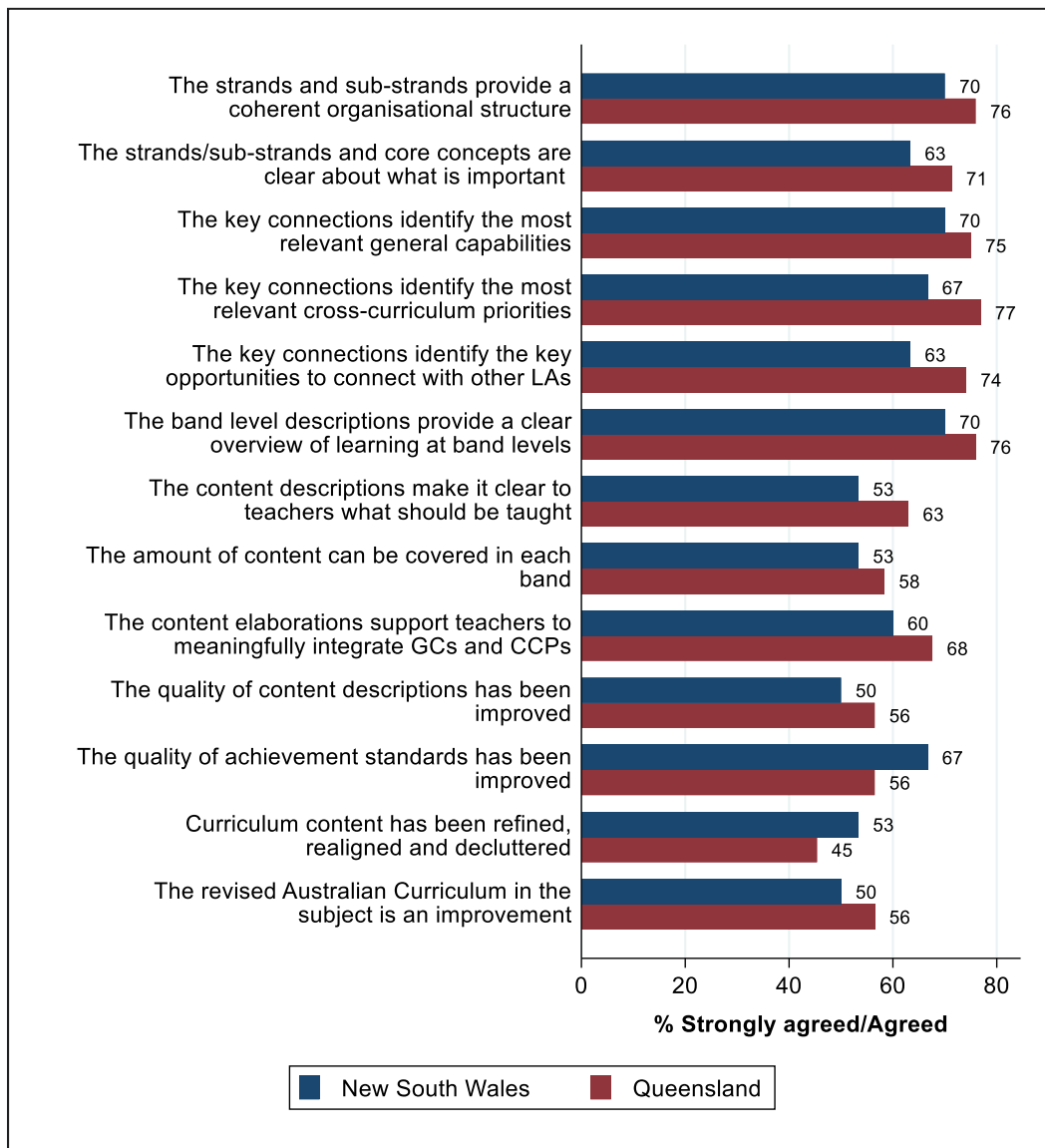
5.3.1 States

New South Wales and Queensland were the only states with 30 or more respondents (30 for New South Wales and 108 for Queensland). The percentages of agreement between these 2 states are shown in Figure 11 for the survey statements for which they deviated from one another by 5 or more percentage points.

Respondents from Queensland expressed a higher level of agreement than New South Wales respondents in a number of areas across the Introductory elements and Curriculum elements. These pertained to the organisational structure of strands/sub-strands and core concepts, key connections, band level descriptions, content descriptions and content elaborations. In line with this pattern, Queensland respondents were also more likely to agree or strongly agree that the revised curriculum is an improvement. Yet, it was the New South Wales respondents who were more likely to agree or strongly agree that the quality of the achievement standards had been improved and that the curriculum content had been refined, realigned and decluttered.

These results alert to the differences in the framing of the statements related to Introductory elements and Curriculum elements on the one hand, and the Overall feedback on the other. In the former 2 sections, survey statements sought an agreement rating on a perceived state of a curriculum element. In the latter section, the 5 TOR survey statements sought an agreement rating on a perceived change of the curriculum.

Figure 11: Differences between states, HPE survey respondents



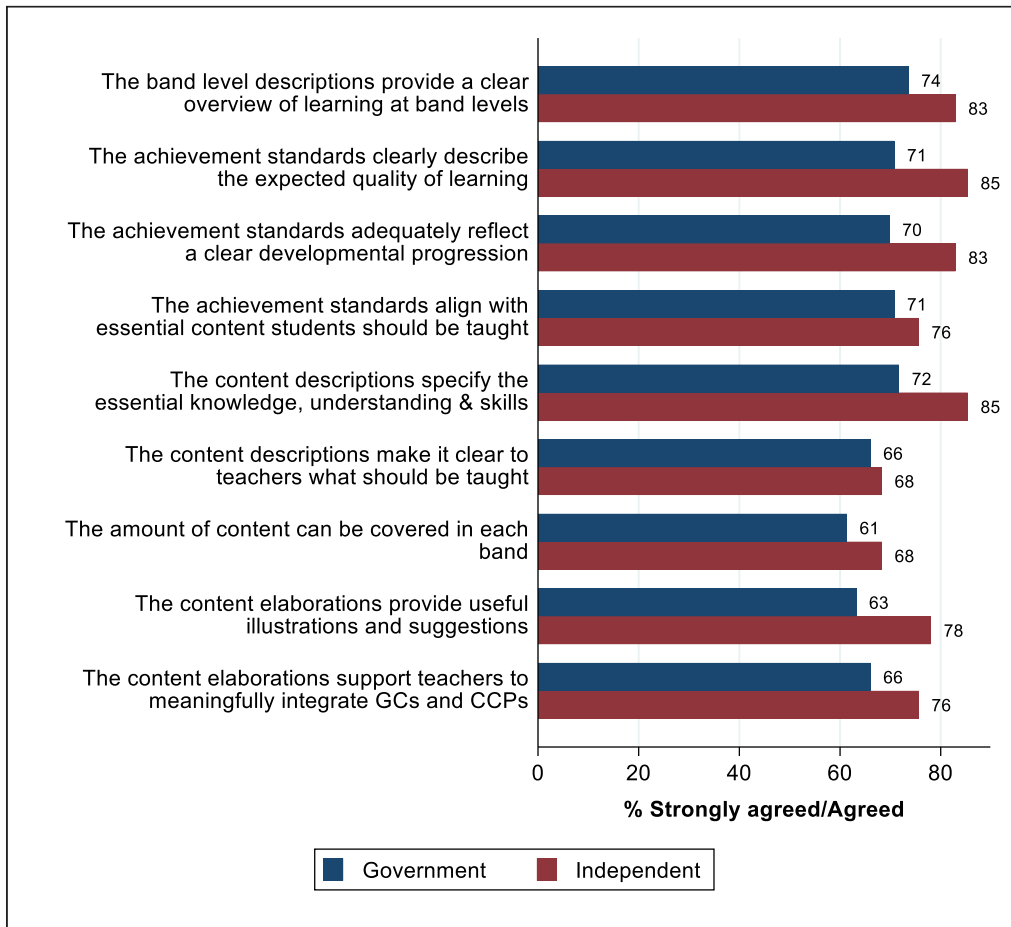
5.3.2 School sector

Teachers, school leaders, students and schools were asked to indicate which school sector they work or study in, and parents were asked to indicate in which sector their child(ren) learn. Government schools and Independent schools were the only sectors with 30 or more respondents (106 for Government schools and 41 for Independent schools). These are compared here.

Independent school respondents were consistently more likely to agree with the statements related to Introductory elements and Curriculum elements than Government school respondents. This is shown for the curriculum elements in Figure 12.

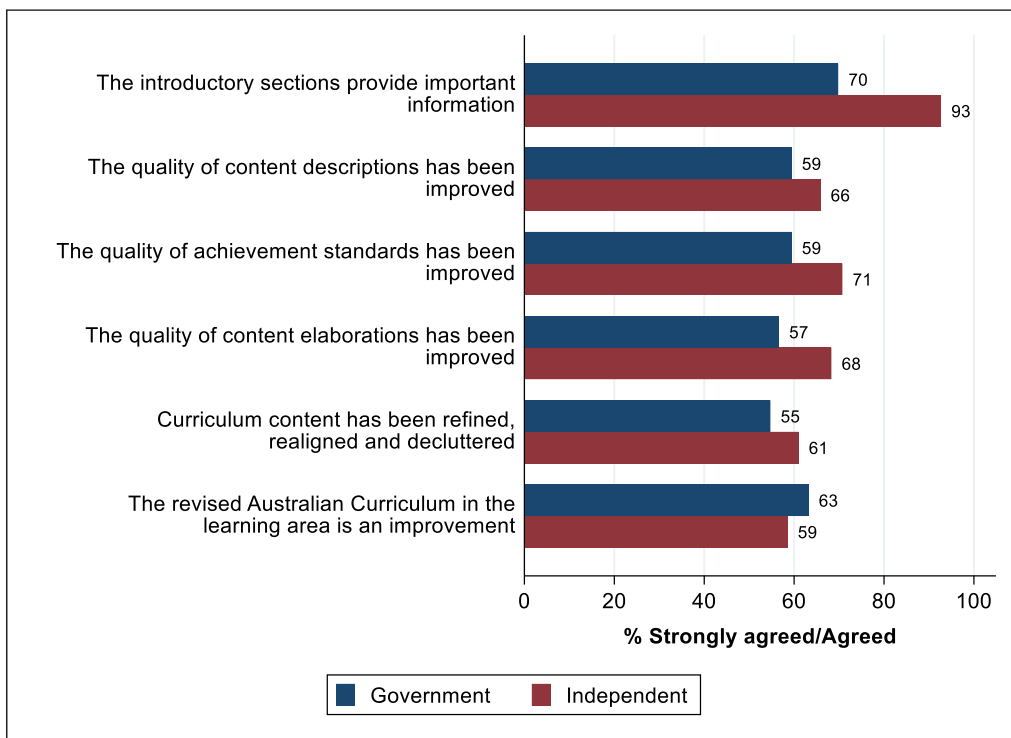
Independent school respondents were also more likely to strongly agree or agree with the statements in the Overall feedback section with the exception of the statement that suggests that the revised curriculum is an improvement on the current version for which Government school respondents responded with a somewhat higher level of agreement (Figure 13).

Figure 12: Curriculum elements by school sector, HPE survey respondents[^]



[^] Respondents who identified as teachers, school leaders, parents, students and schools.

Figure 13: Overall feedback by school sector, HPE survey respondents[^]

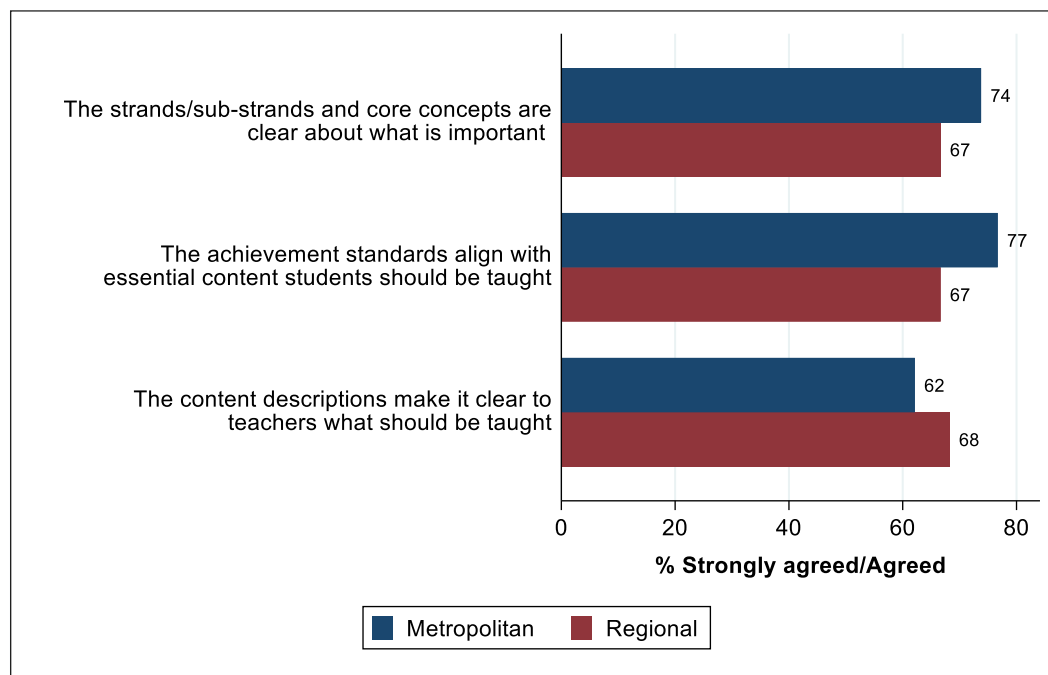


[^] Respondents who identified as teachers, school leaders, parents, students and schools.

5.3.3 School location

Respondents who identified as teachers, school leaders, parents, students and schools were also asked their school's location. The majority of these respondents indicated metropolitan areas (n=103 or 44% of all survey respondents), followed by regional areas (n=63) and remote or 'Other' (n=11). Differences between metropolitan and regional responses in the level of agreement with the statements are explored here.

Figure 14: Differences by school location, HPE survey respondents[^]



[^] Respondents who identified as teachers, school leaders, parents, students and schools

There were few notable differences (of 5 or more percentage points) between metropolitan and regional respondents in perceiving the revised curriculum. Compared to their regional peers, the agreement of respondents linked to schools in metropolitan areas was higher for strands/sub-strands and core concepts being clear about what is important and the learning described in the achievement standards aligning with the essential content that students should be taught. Regional respondents were somewhat more likely to express agreement with the proposition that the content descriptions make it clear to teachers what should be taught (Figure 14).

5.4 Summary - survey results

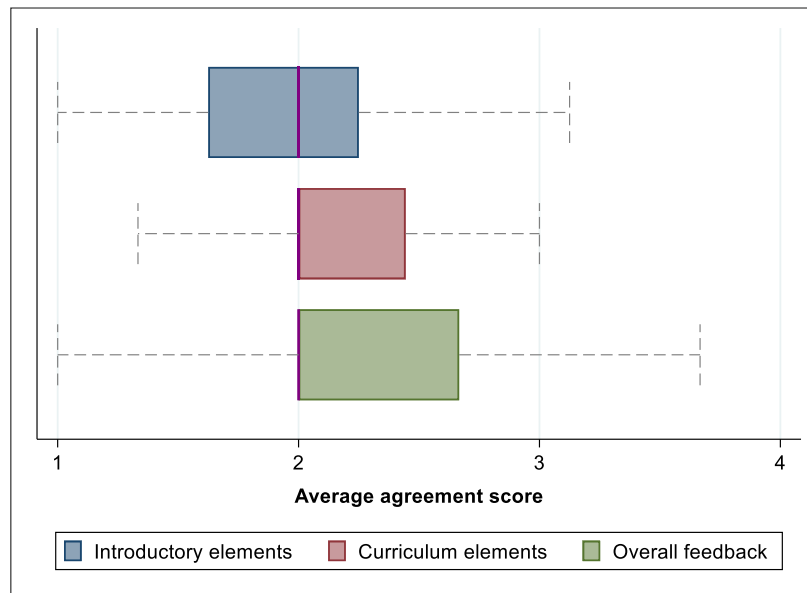
Respondents from Queensland (46%), those who identified as teachers (45%), those who were linked to Government schools (45%⁵) and those linked to schools in metropolitan areas (44%⁶) were the largest respondent groups that influence the overall survey results for the HPE curriculum. Overall responses were also more influenced by those in relation to the Y7-10 curriculum (40%) than those who participated for the primary school level of the curriculum (26%), with 34% of respondents giving feedback on the combined F-10 curriculum.

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

⁵ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

⁶ As above

Figure 15: Introductory elements, curriculum elements and overall feedback, average ratings, HPE survey respondents



Response options: 1 – Strongly agree, 2 – Agree, 3 – Disagree, 4 – Strongly disagree

Boxplots⁷ show the distribution of average ratings across the 8 agreement statements in the Introductory elements section, across the 9 agreement statements in the Curriculum elements section and the 6 agreement statements in the Overall feedback section. Don't know responses were excluded from calculating averages.

The median is indicated by the pink line in each of the boxes.

This is also reflected in the distribution of the average agreement scores of respondents when responding to statements in the different sections. These are plotted in Figure 15, where agreement is higher to the left end of the scale and lower toward the right end of the scale.

This shows that average scores for the Curriculum elements were further distributed to the right on the 4-point agreement scale than those for the Introductory elements, and that average scores for the Overall feedback statements were further to the right (the disagreement end) than the average scores for the Curriculum elements.

This also emerges clearly when the statements are ranked based on the level of agreement they attracted as is done in Figure 16. Of all 23 statements seeking agreement in the survey, the ones about the rationale and aims received the most positive agreement scores (82-83% agreement), and the decluttered statement from the Overall feedback section was least well received (55% agreement and 32% disagreement).

Notwithstanding differences in the level of agreement for individual statements, all 23 propositions made in the survey received agreement ratings from a minimum of over half of the survey respondents. Based on the relative position of the statements' ranking in Figure 16, the proposed attributes of content descriptions and content elaborations, and the extent of content that is foreseen to be taught appear to be the issues most in need of further attention.

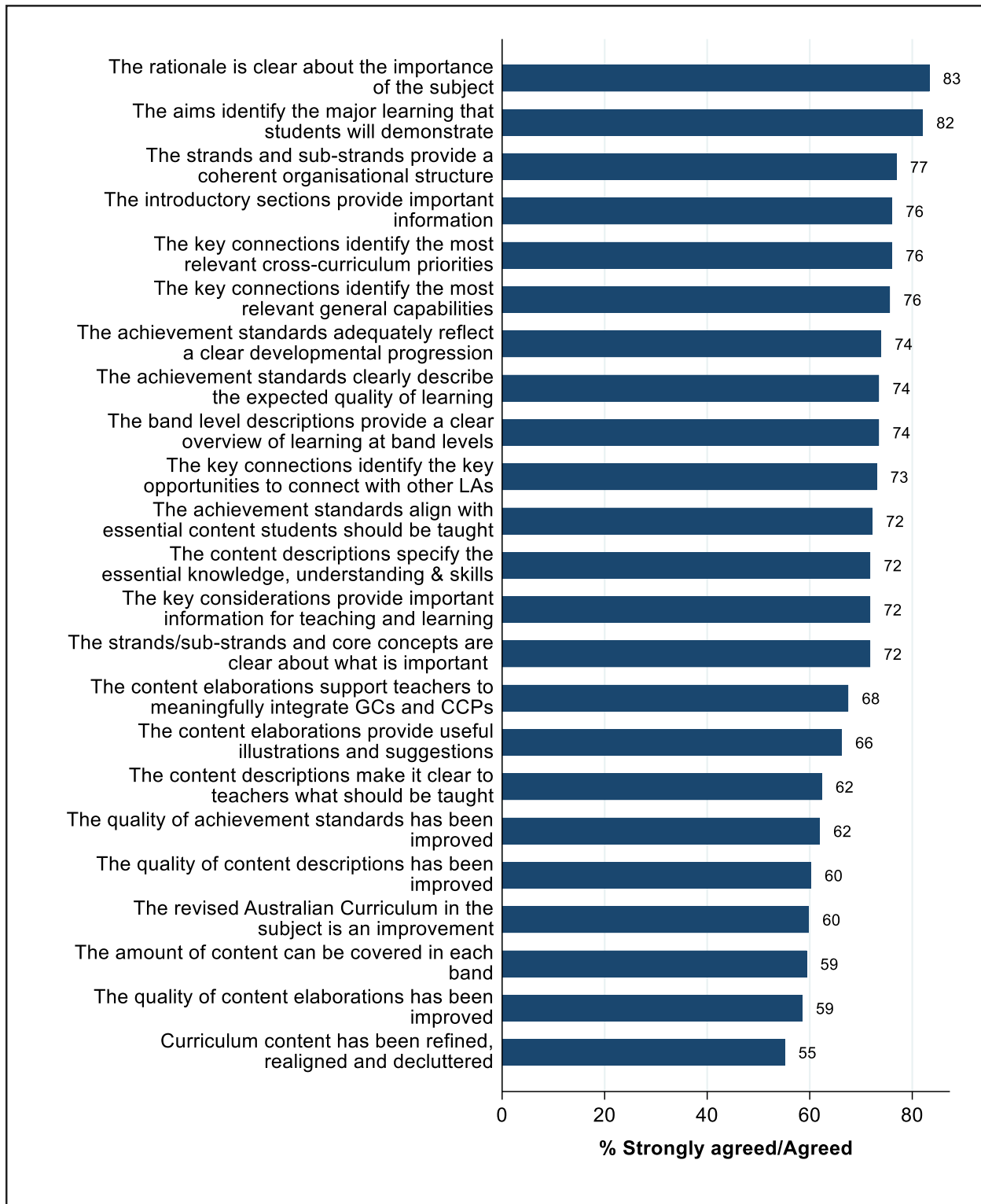
Secondary school level respondents were generally more favourable towards Introductory and Curriculum elements of the revised curriculum than primary school level respondents or respondents giving feedback on Foundation-Year 10. They also tended to be more likely to agree with the statements under the Overall feedback section.

Other differences in respondents' perceptions were reported for states, school sectors and school locations as far as was feasible given the number of respondents in different categories.

⁷ A box plot displays the distribution of a variable in a way that highlights key summary statistics of the distribution: the median (a line separating the top 50% of values from the lower 50% that would appear in the middle of the box for a normally distributed, and any symmetric, variable); the 25th and 75th percentiles (Q1 and Q3), which mark the 2 ends of the box; and the whiskers, which mark the so-called upper and lower adjacent values (which are the most extreme values within 1.5 times the inter-quartile range (Q3-Q1) from the end of the box).

Most of the general comments about the proposed revisions made to the introductory sections of the HPE curriculum were of the view that the rationale, aims and key connections have been improved on the current version. They further suggest that content has been improved with the proposed revisions. Some comments suggest further opportunities to remove content in the personal, social and community health strand and to merge content in the movement and physical activity strand to omit duplication.

Figure 16: All statements, level of agreement, HPE survey respondents



6. Feedback from email submissions

The code frame (see Appendix C), was utilised to code 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.

6.1 Major themes and subthemes

Table 10 lists the major themes that were coded according to the code frame, from the feedback from the 90 standard email submissions. This includes the number and percentage of email respondents discussing each main theme. Table 11 presents the top 5 major themes and their associated subthemes, which were also coded according to the code frame. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one major theme. Likewise, a single response could be coded to more than one subtheme (listed in Table 11).

As can be seen from Table 10, the majority of respondents (nearly 70%) felt that further content should be added to the HPE curriculum. This was the leading major theme. Other leading major themes were to do with: *implementation* (which was technically out of scope of the terms of reference), *inclusive content*, as well as *clarity*.

Table 10: Summary of major themes, HPE standard email submissions

Major Theme	Number of email submissions	Percentage
Introductory elements	15	16.7%
Content has improved & should remain	18	20.0%
Content should be added	62	68.9%
Content should be removed	12	13.3%
Evidenced-based content	12	13.3%
Inclusive Content	36	40.0%
Manageability of Content	17	18.9%
Sequencing of Content	21	23.3%
Achievement Standards	3	3.3%
Clarity	31	34.4%
Implementation	36	40.0%
Other	20	22.2%

As shown in Table 11, the leading major theme was to do with *content should be added*. There was broad support for the additional content on sex education. However, commentary around this topic often expressed that this content should be expanded. Most stated the importance of greater focus on consent and respectful relationships, including addressing the gender driver of violence against women and children and for it to be essential content across all band levels and supported by quality teaching resources and staff who are trained appropriately.

"Young people need to be taught about consent and respectful relationships especially considering domestic and family violence is running rampant in this country" (Social worker)

"The addition of more information about consent in high school, and an increase in focus on the online space is an astute response to need, and True is also being called upon more regularly to teach these topics in schools. The increased focus of healthy relations is also a constructive change" (True Relationships & Reproductive Health)

"For respectful relationships education to successfully contribute to the prevention of gender-based violence, it is critical that the curriculum includes learning objectives and content specifically focused on gender and power –the underlying drivers of gender-based violence –and incorporate an intersectional analysis. Age-appropriate teaching of relationships and sexuality education that has a gender lens can support students to understand and critically analyse gender roles, stereotypes, norms and relations." (Our Watch)

Further, there were concerns noted over the removal of certain elements from the curriculum at Foundation level, such as the naming of parts of the body, with recommendations to add further content or clarity:

"We note the removal of ACPPS002 and ACPPS003 at Foundation where children learn about parts of their body and how to identify people, protective behaviours and feelings to keep themselves safe" (Young Women's Christian Association of Canberra)

"the compulsory sections of the curriculum (i.e. the content descriptors) are vaguely written. This is going to result in huge variability regarding how health will be taught across the country, and what topics will or will not be covered" Australian Association for Adolescent Health

There were calls to consult with key stakeholders, including young people themselves, to further develop materials.

"consult with key stakeholders and experts to ensure the Australian Curriculum aligns with international best practice provision of comprehensive sexuality education" (Family Planning NSW)

"the voices and participation of young people are included and incorporated into the development, implementation and evaluation of the revised Australian Curriculum, wherever possible" (Our Watch)

"Children and young people have told us they wanted a more relevant and engaging curriculum, to learn more life skills that will prepare them for adulthood. Their views should be considered when reviewing and amending the Australian Curriculum, to make sure their education meets their needs and supports them to enjoy their rights" (Queensland Family and Child Commission)

There was praise for the inclusion of content but also a recognised need to move towards mandatory, not optional, delivery (i.e. it was seen that elaborations should be mandatory). These concerns were captured under the theme of *implementation* (2nd leading theme), which captured issues around methods and practices of teaching, as well as teacher training and resources to implement appropriately.

"most of our concerns are related to what we see as a move from a 'focus on' to a 'may include' approach to some of the concepts we believe should be a mandatory component of the curriculum" (Bravehearts Foundation)

"Based on the newly proposed curriculum documents, it is still too easy for a school or classroom teacher to avoid teaching students about RSE if they don't feel comfortable or haven't been trained to deliver this content. One recommendation to address this is to introduce a consistent number of hours taught in all schools." (Academic)

Still within the theme around content, the replacement of the term 'healthy eating' with 'food literacy' was noted and generally supported amongst respondents.

"As noted in the attached research of McManus (2021), food literacy is a more current and relevant term that is less ambiguous and explores the interaction between knowledge and skills related to healthy food choices" Home Economics Institute of Australia (Queensland)

There was also mention of the importance of looking after mental, not just physical health, even from a young age. There were comments urging for additional content on this area.

"We have physical education to strengthen and keep our bodies healthy, but what about our mind?...I urge the government to seriously consider implementing some kind of self reflection or meditation program in schools to help our youth have a balanced well-being." (Sole person / Unknown)

Table 11: Summary of subthemes (top 5 themes), HPE standard email submissions

Major Theme and Subtheme	Number of email submissions	Percentage
Content should be added	62	68.9%
General views that additional or new content should be added	21	23.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	11	12.2%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	37	41.1%
Various other LA specific content that should be added	46	51.1%
Implementation (out of scope)	36	40.0%
Pedagogy	26	28.9%
Implementation support (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	23	25.6%
Inclusive Content	36	40.0%
The curriculum content is inclusive of diverse learners' interests and capabilities.	2	2.2%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	22	24.4%
There are concerns around the age-appropriateness of content	21	23.3%
Clarity	31	34.4%
The overall language of the curriculum is clearer and/or easier to understand	3	3.3%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	19	21.1%
The wording of the content descriptions is clearer and/or easier to understand	2	2.2%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	24	26.7%
The wording of the achievement standards is clearer and/or easier to understand	3	3.3%
The wording of the achievement standards need further clarity	6	6.7%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	2	2.2%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	5	5.6%
Sequencing of Content	21	23.3%
The sequencing of content has improved	1	1.1%
The sequencing of content needs further improvement	20	22.2%

There were some respondents who praised the proposed revisions for accommodating to the diversity of learners, yet a larger number of respondents commented on the need for further refinement to achieve a greater *inclusivity of content* (3rd leading theme). This was evidenced from Table 11. However, it should be noted that some of these comments related to the curriculum more broadly and not just the learning area of HPE.

"should be mentioned in all other curriculum and guidance documents created by ACARA. All learning areas should be directed to ensure their teaching is inclusive and reflective of lived

experience" (BLOOM)

Further, there was some positive feedback in relation to improved *clarity* (4th leading major theme) of the curriculum overall and the specific elements of content descriptions and achievement standards. However, there was more feedback to suggest respondents saw that further refinements or revisions were needed to improve the ease of readability and conciseness of the curriculum.

The 231 template emails sent from campaigns@good.do urged ACARA to include respectful relations education in the Australian Curriculum, thereby expressing similar sentiments to those captured in some of the standard email submissions.

6.2 Summary – email submissions

In total, there were 321 email submissions related to the learning area of HPE, of which 231 emails were template emails with identical text. The majority of respondents focussed on discussing key content that could be incorporated into the curriculum. Similar, to the open-ended responses from the survey, there were calls for a greater focus on topics around consent and relationships, from a young age and in an age-appropriate manner. There were also some who felt the focus on mental health could be expanded. Implementation issues were raised, such as around pedagogy as well as calls for adequate resources and training to implement the curriculum appropriately. There was some acknowledgement for the greater inclusivity of content, but recommendations to take this further, and into other learning areas.

7. Jurisdictional feedback






























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

7.1 Jurisdictional responses to Overall feedback statements





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

Table 12 presents these results individually for the 5 jurisdictions that responded to the 6 survey statements.

Table 12: Overall feedback by jurisdictional stakeholder

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

Victoria, New South Wales, National Catholic Education Commission and South Australia did not provide ratings to the Overall feedback survey questions. Tasmania did not provide a rating for the achievement standard question. The Australian Capital Territory did not provide a submission.

 Strongly agree	 Agree	 Disagree	 Strongly disagree
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It is evident from Table 12 that of the 5 jurisdictions who responded to the Overall feedback statements there was broad support for the revised HPE learning area except from Western Australia, which notably dissented. Queensland also indicated that further work is needed on the achievements standards and that further decluttering is needed.

While Victoria, New South Wales, South Australia, and the National Catholic Education Commission (NCEC) did not respond to the TOR statements, analysis of the qualitative data provided by South Australia, Victoria and the NCEC indicate that there was broad support for the introductory elements, although suggestions were made for further improvement, particularly in relation to key connections. In terms of the achievement standards, the NCEC regarded these as improved while Victoria and South Australia suggested further improvements. Victoria noted that more alignment with content descriptions is needed in places. Victoria, New South Wales, South Australia and the NCEC all indicated aspects of content that have improved. Victoria noted that some of the information in the supporting materials is better placed in the content descriptions. New South Wales indicated that some content descriptions are less clear in the revised curriculum and felt that there are further opportunities to strengthen aspects of consent education. Victoria indicated that the curriculum has achieved greater manageability through refinement and reduction, but the

NCEC felt that there is still a lot of content given that many schools only allocate relatively little time to Health in their timetables.

7.2 Major themes and subthemes

The themes that were most prominent in participating jurisdictions' feedback were *introductory elements* (commented on by 7 jurisdictions), *clarity* (commented on by 7 jurisdictions), *implementation* (commented on by 7 jurisdictions), *content has improved/should remain* (commented on by 8 jurisdictions), *content should be added* (commented on by 8 jurisdictions), and *manageability* (commented on by 6 jurisdictions). Each of the 9 participating jurisdictions also provided feedback on aspects of the curriculum that were not captured by the categories in the code frame. This is included in the 'Other' category.

In relation to the *introductory elements*, most jurisdictions felt that aspects of the introductory elements had improved but some suggested further improvements. The key connections section attracted the most comments in this regard:

"The connections to other learning areas are a useful inclusion that help teachers understand the connection between learning areas, how knowledge and skills can be transferred and possibilities for planning interdisciplinary units." (Queensland)

"The proposed Health and Physical Education curriculum is tightly aligned to the Personal and Social capability and provides ample opportunities for students to develop these skills. The cross-curriculum priorities for HPE in the proposed curriculum focus on Aboriginal and Torres Strait Islander histories and cultures, and Sustainability." (Victoria)

"The capabilities are relevant to the contexts of HPE, more contextual information is required to ensure the connections." (South Australia)

"Some cross-curriculum priorities statements may detract from the content to be taught and assessed." (Western Australia)

Within the theme of *clarity*, feedback was mixed, particularly with regard to the content descriptions and achievement standards:

"The increased clarity and layout of the achievement standards which now have less duplication as in the current version (in understanding and skills) [are supported]." (Tasmania)

"Many of the content descriptions have been refined to remove ambiguity and provide greater clarity about what to teach and what students will learn. At times, the content descriptions are made clearer through engagement with the content elaborations. Therefore, some further refinements are recommended." (Queensland)

"The achievement standards have been stripped back considerably. We note, however, that the alignment of the achievement standard to the content descriptions is still not explicit. This is problematic for schools and teachers who are seeking clear guidance on how to determine students' level of achievement." (Victoria)

"Achievement standards have been condensed but have not provided clarity. There needs to be a better alignment with the content descriptions." (South Australia)

Within the theme of *implementation*, while implementation issues were not within the terms of reference of the Review, it was notable that this theme attracted the third highest number of comments, equal to the number of comments received for *content should be added*:

"The restructuring of the achievement standards makes them more useful when designing strategies for assessment students' progress." (ISA)

"It was strongly felt that a rubric, based on achievement standards and produced by ACARA, would provide a consistent method of assessment for all schools to use." (ISA)

“The inclusion of content elaborations that provide authentic opportunities to recognise and explore the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is positive. However, associated learning area specific resources would be beneficial to assist teaching, learning and assessment.” (Queensland)

“As a stand-alone document, the content descriptions and achievement standards are not enough to allow schools and teachers to deliver the curriculum as is intended. For that reason, we recommend that some of the very specific information contained in the supporting materials be included in the content descriptions themselves.” (Victoria)

Within the theme of *content has improved/should remain*, many jurisdictions offered positive feedback, particularly but not only in relation to proposed changes to consent and respectful relationships:

“The proposed changes to the consent & respectful relationships by the strengthening of content and guidance [has general support].” Tasmania

“The strengthened focus on the content and guidance around consent and respectful relationships is an improvement.” (South Australia)

“The department welcomes a focus in the HPE learning area in addressing issues including consent education within the context of respectful relationships. There is opportunity to strengthen the language further in an age-appropriate way ensuring there is explicit content for teaching about the issue.” (Northern Territory)

“The addition of creating a positive self-identity is important in Years 5-6 especially with outside influences and social media permanency. The introduction of media into Years 7-8 as a consideration and perspective is also welcomed.” (ISA)

Within the theme of *content should be added*, a variety of subject matter and focus areas were suggested by 8 of the 9 jurisdictions:

“It doesn’t teach kids to take responsibility over their health by preventing health issues through good eating, physical activity and wellbeing. The original curriculum is much better and stronger for overall health and wellbeing.” (ISA)

“Some educators have noted there less emphasis/visibility around outdoor education in the secondary sector in the revised curriculum – this is not favoured.” (Tasmania)

“Decision making has been removed from Years 9-10; however, this is an important aspect to Year 10, it is recommended this is included.” (South Australia)

“There is limited reference to students being physically active in the standards as the strand is dominated by passive and theoretical content. There is not sufficient learning through doing in the curriculum.” (Western Australia)

“Questions were raised around the possibility of exploration/reference of the effects/ways to deal with a pandemic or other devastating events considering what has unfolded over the past few years and the lasting effects this may have, or if there is scope for discussion around choices and the responsibility of keeping our society safe? (e.g. vaccinations)” (NCEC)

In terms of *manageability*, 6 jurisdictions indicated that this had improved in some manner, with 4 of the 6 jurisdictions who offered feedback in relation to manageability also suggesting further refinements. Some commentary around manageability intersects with the theme of Implementation:

“The decluttering of content descriptions across Foundation to Year 2 is to be commended. This aspect of the revision provides greater opportunity for the content to be explored in depth within the suggested time allocations. There is, however, concern around the increase in the number of content descriptions from Year 2 into Years 3 and 4.” (Queensland)

“Overall, there is an improvement in the reduction and decluttering of content descriptions in the F/1/2 bands. However, further consideration could be given to the refining of the 3/4 content descriptions.” (South Australia)

“While there has been a particularly notable reduction in the content descriptions at Foundation and year-levels 1 and 2, the total number of content descriptions has been reduced for all year-levels, from 103 to 77. The proposed curriculum has also reduced the number of ‘threads’ – an additional organising element in the HPE curriculum – inside the sub-strand in the Health and Physical Education curriculum.” (Victoria)

“A consistent theme in the feedback is that there is a large amount of health content to be covered, especially as many schools only have one dedicated health lesson per week. As such, it is felt that ACARA should stipulate how many minutes per week should be allocated to HPE. One 40-minute lesson is not enough to address the breadth of the curriculum. Concern was also raised about the amount of content that may need to be covered by composite classes.” (NCEC)

7.3 Summary – jurisdictional feedback

Overall, there was agreement among the jurisdictions that the revised HPE curriculum is an improvement. Positive feedback, as well as aspects that could be further improved, was provided on the introductory elements, content descriptions, and elaborations. While there was agreement that content was generally reduced, suggestions were provided for further decluttering by various jurisdictions. These recommendations for further reduction, however, appeared alongside suggestions for reinstating previous content in some instances. Overall, there was support for the inclusion of content related to consent and respectful relationships. Jurisdictions commended explicitly including the language of consent and help-seeking strategies. Some jurisdictions offered cautionary notes; for example, that this area is content-heavy in the elaborations, but this was not reflected in the relatively small number of related mandatory content descriptions. The inclusion of First Nations perspectives was generally welcomed. The elaborations were seen as clearly identifying opportunities to include this content and the year/band level descriptions as making connections clear. While implementation issues were outside the TOR for the Review, they received considerable attention from participating jurisdictions. For example, some jurisdictions noted that there will be a need for learning area specific resources to support this content, and that time constraints are an issue in HPE.

Appendix A – Questionnaire

Consultation survey questions For the learning areas and subjects

Introduction

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

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

The survey has 3 sections.

1. Background information:

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

2. General questions

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

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the TOR for the Review.

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

3. Year/band level specific feedback

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

Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

- Foundation - Year 6 curriculum
- Years 7 - 10 curriculum
- Foundation - Year 10 curriculum

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

Individual

Group

Individual response follow up questions

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 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 two additional questions.*

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).

In which sector is your school?

- Government
- Catholic
- Independent

Describe the membership of your group.

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

What best describes your school's location?

- Metropolitan
- Regional
- Remote

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key considerations section provides important information for planning teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum elements*Year/band level descriptions*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achievement standards

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

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?					

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	<i>Don't know</i>
The introductory sections provide important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<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 general aspects of the revised learning area/subject that **have improved**, please use the comments box.

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

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?

- Yes
- No

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following two questions.

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

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

Appendix B – Changes to survey statements in reporting

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

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

Appendix C – Code frame

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

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

Theme/Subtheme

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

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

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

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

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

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

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

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

Various other LA specific content that should be removed

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

The included content appears evidence-based

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

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

The curriculum content is inclusive of diverse learners' interests and capabilities

The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.

There are concerns around the age-appropriateness of content

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

Decluttering of content evident, the amount of content is more manageable

Still too much content/further decluttering needed

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

The sequencing of content has improved

The sequencing of content needs further improvement

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

Achievement standards align with content descriptions

Achievement standards need better alignment with content descriptions

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

The overall language of the curriculum is clearer and/or easier to understand

The overall language of the curriculum could use further revision to be clearer and/or easier to understand

The wording of the content descriptions is clearer and/or easier to understand

The wording of the content descriptions could use further revision to be clearer and/or easier to understand

The wording of the achievement standards is clearer and/or easier to understand

The wording of the achievement standards need further clarity

The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand

The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand

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

Pedagogy - this overarching theme encompasses feedback about how children should be taught

Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.

Support for implementation

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

Sub-themes indicating improvement

Sub-themes indicating further refinements

Appendix D – Groups participating in the survey

Group name provided in on-line survey

Australian Association of Christian Schools

Australian Council for Health Physical Education and Recreation (ACHPER) QLD Board

Australian Council for Health Physical Education and Recreation (ACHPER) - Victorian Branch

Australian Tertiary Outdoor Education Network

Catholic Education Cairns

Catholic Education South Australia

Catholic Education Tasmania - Tasmanian Catholic Education Office - Learning and Teaching team

Family Planning Alliance Australia (FPAA)

Family Planning NSW

Family Planning Victoria

Fertility Matters Foundation

Home Economics Institute of Australia (NSW Division)

Home Economics Institute of Australia (Queensland) Incorporated

Home Economics Institute of Australia Inc.

Independent Schools Queensland

Indigenous Eye Health, Melbourne School of Population and Global Health, the University of Melbourne

Multicultural Education and Languages Committee (MELC)

My Food Allergy Friends - Allergy Education Program

Outdoor Educators' Association of South Australia

Private Outdoor Education Company

SHINE SA

The Land's Edge Foundation (LEF)

The Matilda Centre for Research in Mental Health and Substance Use - School-based Prevention Research Team

True Relationships & reproductive Health

Western Australia Health Promoting Schools Association (WAHPSA)

ausEE Inc.

Appendix E – Themes from open-ended survey feedback

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

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	5	2.1%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	3	1.3%
The strand/sub-strands/core concepts have improved	0	0.0%
The strand/sub-strands/core concepts need further improvement	3	1.3%
The key connections have improved	0	0.0%
The key connections need further improvement	2	0.9%
Content has improved/should remain	7	3.0%
General views that content has improved	5	2.1%
Content has better alignment with rationale/aim of learning area	1	0.4%
Content has better alignment with who we want our children to become	1	0.4%
The level of emphasis on Indigenous cultures and perspectives is appropriate	0	0.0%
Various other learning area specific content that has improved or should remain	3	1.3%
Content should be added	20	8.5%
General views that additional or new content should be added	2	0.9%
Additional or new content should be added for better alignment with rationale/aim of learning area	3	1.3%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	7	3.0%
There should be more emphasis on Indigenous cultures and perspectives	0	0.0%
Various other learning area specific content that should be added	18	7.7%
Content should be removed	18	7.7%
General views that there is content that should be removed	7	3.0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
There is too much emphasis on Indigenous cultures and perspectives	0	0.0%
Various other learning area specific content that should be removed	13	5.6%
Evidence-based content	3	1.3%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	3	1.3%
Inclusive content	5	2.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	0.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0.0%
There are concerns around the age-appropriateness of content	4	1.7%

Manageability (amount of content)	10	4.3%
Decluttering of content evident, the amount of content is more manageable	2	0.9%
Still too much content/further decluttering needed	8	3.4%
Sequencing of content	1	0.4%
The sequencing of content has improved	0	0.0%
The sequencing of content needs further improvement	1	0.4%
Achievement standards	4	1.7%
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	4	1.7%
Clarity	13	5.6%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	1.3%
The wording of the content descriptions is clearer and/or easier to understand	3	1.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	3.0%
The wording of the achievement standards is clearer and/or easier to understand	1	0.4%
The wording of the achievement standards need further clarity	1	0.4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.4%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	7	3.0%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	2	0.9%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	1	0.4%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	5	2.1%
Other	5	2.1%

Comments were provided by 51 respondents. Percentages are based on all 234 HPE survey respondents.

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

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	19	8.1%
The rationale/aims have improved	3	1.3%
The rationale/aims need further improvement	2	0.9%
The strand/sub-strands/core concepts have improved	8	3.4%
The strand/sub-strands/core concepts need further improvement	11	4.7%
The key connections have improved	6	2.6%
The key connections need further improvement	3	1.3%
Content has improved/should remain	34	14.5%
General views that content has improved	21	9.0%
Content has better alignment with rationale/aim of learning area	2	0.9%
Content has better alignment with who we want our children to become	3	1.3%
The level of emphasis on Indigenous cultures and perspectives is appropriate	0	0.0%
Various other learning area specific content that has improved or should remain	18	7.7%
Content should be added	69	29.5%
General views that additional or new content should be added	12	5.1%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.4%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	6.4%
There should be more emphasis on Indigenous cultures and perspectives	0	0.0%
Various other learning area specific content that should be added	57	24.4%
Content should be removed	14	6.0%
General views that there is content that should be removed	3	1.3%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
There is too much emphasis on Indigenous cultures and perspectives	0	0.0%
Various other learning area specific content that should be removed	12	5.1%
Evidence-based content	11	4.7%
The included content appears evidence-based	2	0.9%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	9	3.8%
Inclusive content	12	5.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	4	1.7%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	3	1.3%
There are concerns around the age-appropriateness of content	8	3.4%
Manageability (amount of content)	28	12.0%
Decluttering of content evident, the amount of content is more manageable	18	7.7%
Still too much content/further decluttering needed	12	5.1%

Sequencing of content	18	7.7%
The sequencing of content has improved	7	3.0%
The sequencing of content needs further improvement	13	5.6%
Achievement standards	8	3.4%
Achievement standards align with content descriptions	3	1.3%
Achievement standards need better alignment with content descriptions	5	2.1%
Clarity	61	26.1%
The overall language of the curriculum is clearer and/or easier to understand	12	5.1%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	22	9.4%
The wording of the content descriptions is clearer and/or easier to understand	10	4.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	24	10.3%
The wording of the achievement standards is clearer and/or easier to understand	9	3.8%
The wording of the achievement standards need further clarity	5	2.1%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	10	4.3%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	2	0.9%
Implementation (out of scope)	18	7.7%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	6	2.6%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	4	1.7%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	9	3.8%
Other	9	3.8%

Comments were provided by 142 respondents. Percentages are based on all 234 HPE survey respondents.

Appendix F – List of organisations who submitted feedback via email⁸

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)

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

Organisation Name
Australian Computer Society (ACS)
Australian Council for Educational Leaders
Australian Council for Health, Physical Education and Recreation New South Wales (ACHPER NSW)
Australian Council of Art and Design Schools (ACUADS)
Australian Council of Engineering Deans (ACED)
Australian Council of State School Organisations (ACSSO)
Australian Councils for Computers in Education (ACCE)
Australian Earth Science Education (AusEarthEd)
Australian Education Union
Australian 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)

Appendix G – Overview of individual jurisdictional feedback

Tasmania

Positive feedback

- Tasmania's position on the changes to Health and Physical Education is predominantly positive, with clarity and alignment seen as improved.
- The proposed changes to consent and respectful relationships align with the Department's current stance.
- The language of Achievement standards, Content descriptions, and Elaborations is regarded as explicit and helpful.
- It is felt that the revised curriculum is appropriately balanced in its focus, allowing other issues to be addressed as they emerge over time.

Aspects that need further revision and/or consideration

- There is some concern that outdoor education appears to be less visible.

Queensland

Positive feedback

- Queensland agrees that the revised curriculum is an improvement on the current curriculum.
- The revised curriculum is commended for maintaining the intent of the current curriculum in relation to the 5 propositions and the 12 focus areas; this will promote continuity.
- The Rationale is succinct and clear; it addresses the integration of learning in the learning area and the focus on movement is supported.
- Aims are refined, clear and concise; the revised fourth aim is particularly commended.
- Most content descriptions are clearer.
- The revisions made to the content elaborations are clear and provide meaningful and authentic illustrations of how the content could be delivered.
- Alignment of content elaborations to Aboriginal and Torres Strait Islander Histories and Cultures CCP is commended.
- Significant removal of content descriptions in F – Year 2 is commended.
- Explicitly including the language of consent and help-seeking strategies is commended.
- The core concepts articulate the essential content for Health and Physical Education.
- Key connections are valid and appropriate, identifying relevant Cross curricular priorities and connections to other learning areas.
- The year/band level descriptions are clear, age-appropriate and provide a thorough explanation of what students should experience in this learning area.
- Most achievement standard statements demonstrate an appropriate progression from band to band.

Aspects that need further revision

- Adding core concepts into the learning area adds another layer for teachers when accessing the curriculum. While the core concepts effectively organise the content and declutter the curriculum across Foundation to Year 2, the inclusion of sub-strands causes ambiguity and unnecessary duplication; examples are given. It is recommended that sub-strands are removed and the core concepts made the sole framing mechanism.

- Some content descriptions require further clarity and refinement, as they do not make sense without the content elaborations. Others do not appear to align with content descriptions. Examples are given.
- More content can be removed across 3 – 10.
- Language needs to be used more consistently across all curriculum elements:
 - Language use changes depending on the curriculum section and/or year or band but this does not appear to be the result of a developmental progression.
 - Language of the Aims is not consistent throughout; examples are given.
- Each of the statements within the Achievement standards should align with a 5-point scale as required by national policies.
- Stronger alignment of cognitive demand between an achievement standard and associated content descriptions is required. Examples are provided.
- ‘Knowledge’ should be added to the Rationale.
- In Key connections, the Literacy GC should be linked to the Movement strand.
- In the respectful relationships and consent thread, there needs to be clearer distinction between the Achievement standards across bands.
- There is an increase in the number of content descriptions from Year 2 into Years 3 and 4; more decluttering is needed.
- Learning area specific resources to support the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority are needed.

Victoria

Positive feedback

- Content has been reduced across F–10, most notably in F–6.
- Content descriptions are more closely aligned with the sub-strands, removing the duplication evident in the current curriculum.
- The revised curriculum provides a more balanced and realistic approach to the teaching of Health, through the ‘Personal, social and community health’ strand, and Physical Education, through the ‘Movement and physical activity’ strand.
- The removal of the content descriptions that were content disguised as pedagogy is a positive change.
- The proposed content descriptions will provide greater clarity. They are more explicit and provide more detail about content.
- There is tight alignment to the Personal and social capability.
- Elaborations clearly identify opportunities in relation to Aboriginal and Torres Strait Islander histories and cultures.
- The redevelopment of the focus area descriptions is welcome.

Aspects that need further revision

- The various additional support materials complicate the curriculum. While meritorious, teachers need a clear and concise document. On their own, the Content descriptions and Achievement standards are insufficient. It is recommended that some information in the supporting material be integrated into the Content descriptions.
- Some proposed changes to the Content descriptions appear to shift the focus of the content rather than remove ambiguity and unnecessary duplication.

- Achievement standards are still not explicitly aligned to content descriptions.
- The connection to Sustainability in the elaborations is not as strong.
- More specific examples in the elaborations are needed.
- 'Health' has been lost as an organising element and should be clear in the sub-strands.
- The 'Personal, social and community health' strand of the curriculum reads very much like a social and emotional learning program.
- While the idea of interrelated core concepts may have merit, in practice it will be difficult for schools and teachers to implement and teach.
- Recommendations are made to clarify language in relation to specific Content descriptions.

New South Wales

Positive feedback

- The revised curriculum is welcomed as a positive step towards better consent education in Australia.
 - The guidance on teaching about respectful relationships has clearly been strengthened in the proposed revisions.
 - Consent and the role of power in relationships are explicitly referenced in the mandatory content points and elaborations, and the concepts are introduced at age-appropriate years of schooling.

Aspects that need further revision

- Further consideration should be given to the large proportion of consent-related content located in the optional elaborations, as there is a community expectation that this material will be taught in classrooms. Consent is only included twice in mandatory content descriptions and all other references are in the elaborations.

South Australia

Positive feedback

- Refining and decluttering has improved the curriculum in F – 2.
- Inclusion of core concepts and the sections on diversity and healthy school environment provides clarity.
- Content is of contemporary relevance.
- Content and guidance around consent and respectful relationships is an improvement.
- The rationale is an effective overview of the curriculum.
- Aims are clear and concise.
- Key connections section is clearer.
- The capabilities are relevant to the contexts of HPE.

Aspects that need further revision

- More decluttering is needed in 3 – 4 content descriptions.
- More clarification around dance and rhythmic and expressive movement and its place in the HPE and The Arts curriculum is needed.
- The critical and creative elements seem to be lost in the Achievement standards i.e., strategies have been removed from Year 5-6 band.
- Having aims and core concepts can be confusing; more clarity is needed.
- Some language and terminology needs to be used more consistently. Examples are given.

- There is an imbalance in the amount of content in the 'Relationships and Sexuality' focus area, compared to other focus areas. Rebalancing is needed.
- Strands could be further enhanced in relation to ethics and integrity and Intercultural understanding.
- Some sections could be enhanced by clearer layout and organisation; examples are given.
- More examples and detail are needed in some sections; specific examples are provided.
- Achievement standards need to be clearer and better aligned with Content descriptions; in-game experiences could be better represented.
- Content descriptions are too broad and need altering to align with introductory elements; specific examples are given.
- Some content that has been removed should be reinstated; examples are given.

Northern Territory

Positive feedback

- The focus on issues including consent education within respectful relationships is welcomed.
- Connections to the Early Years Learning Framework (EYLF) are particularly strong in HPE and provide an example of how other learning areas can also strengthen connections to the EYLF in Foundation year.

Aspects that need further revision

- Language could be more age-appropriate in relation to consent education.

Western Australia

Positive feedback

- Rationale provides a concise overview.
- The Aims are reasonable statements.
- The Key connections are generally positively received.
- Including a diverse learners statement in the Key considerations is supported.
- Content elaborations are broadly useful and support engagement with General capabilities and CCPs.
- Introduction of 'consent' content descriptions is supported.

Aspects that need further revision

- The Rationale and Aims need to foreground movement skills and tactics.
- Core concepts are dense and the pragmatics of interrelated strands could be challenging in some school contexts.
- Aspects of the Key connections seem overly ambitious. Examples are given.
- Propositions in the Key considerations are implicit in the content and should guide planning rather than being treated as explicit content.
- The year level descriptions are broad, vague, and idealistic, and language and details are inconsistent.
- Year level descriptions need more balance; currently, health descriptions are dominant.
- 7 – 8 Year level descriptions introduce more content and may have resourcing implications. Specific examples are provided.
- Achievement standards need further refinement:

- Standards and content need to be better aligned.
 - Some standards are pitched too high.
 - Language is sometimes vague and cognitive verbs used inconsistently.
 - Passive and theoretical content is foregrounded at the expense of physical activity.
 - Some standards cannot be measured or assessment; examples are given.
 - Standards do not support decisions about development progress or appropriateness
 - The evidence based underpinning the standards is not apparent.
- Decluttering content has created ambiguity; as such, Content descriptions need further refinement:
 - Content is ambiguous and vague and the elaborations are needed to interpret it.
 - More specific language is needed in relation to sexuality and consent to support developmental appropriateness.
 - Content elaborations need further refinement:
 - Elaborations are very detailed and often not developmentally appropriate.
 - Teachers may rely on elaborations as a 'checklist' rather than drawing on content descriptions.
 - Consent elaborations need refinement to support developmental appropriateness.

Independent Schools Australia

Positive feedback

- Overall, the revised HPE curriculum is positively received.
- Content reduction is appreciated, especially in Health. The curriculum is now more realistic.
- Achievement standards are useful for assessment design.
- Core content is 'enthusiastically endorsed'.
- Content and Achievement standards are better aligned.
- Achievement standards show developmental progression.
- Language is clearer and more succinct; examples are given.
- Much additional content is welcomed; examples are given.

Aspects that need further revision

- Inter-cultural and inter-community connections should be restored to PE.
- Culture section should be reinstated in the movement and physical activity section.
- The original curriculum is much better and stronger for overall health and wellbeing.
- Content is still substantial, especially in Years 9 & 10 with such little time allocated.

National Catholic Education Commission

Positive feedback

- The HPE curriculum is robust and comprehensive with the revisions representing an improvement in quality.
- Content has been refined and realigned.
- The HPE rationale is clear about the importance the learning area, provides a thorough overview and attends to breadth of the curriculum area.
- Aims identify the major learning that students will demonstrate.
- Strands and sub-strands provide a coherent organisational structure.
- Generally, Key connections identify the most relevant GCs.

- Key considerations section is seen as providing important information for planning teaching and learning and that the 'strengths-based approach' description in the key considerations section is seen as positive.
- Year level descriptions provide a clear overview of the learning that students should experience at the year/band level.
- Language of Year level descriptions is clearer.
- Year/band level descriptions make clear connections to Aboriginal and Torres Strait Islander people, histories, and culture.
- Most Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.
- Achievement standards reflect a clear developmental progression
- Achievement standards align with essential content.
- Content descriptions specify essential knowledge, understanding and skills and demonstrate developmental progression. Years 5 – 9 are especially effective; examples are given.
- Introductory sections provide important information.
- Content elaborations are useful.
- Content elaborations generally support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities.

Aspects that need further revision

- Rationale is lengthy and perhaps could be presented as a separate tab.
- Some stakeholders feel HPE is increasingly important and should be treated with equal importance as Maths, English, and Science. Increased mental and physical health issues among students needs increased opportunities to address social, emotional, and physical health.
- Key connections do not identify connections with other learning areas.
- Concern that there is no mention of intercultural capability in the Key connections given that the elaborations often engage with the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.
- Key connections could engage more with Asia and Australia's engagement with Asia.
- Reconsider the use of the term 'proposition' in the Key considerations.
- Year level descriptions appear to make it more difficult to achieve the standards given the limited time allocated to HPE in many schools. Health content is especially heavy. ACARA should specify time allocations.
- Some aspects of Achievement standards are not easily assessed. Examples are given.
- A rubric accompanying the Achievement standards is needed for consistency across schools.
- Recommendations for adding some content, and moving some content to the elaborations or to a different year level are made.
- Introductory section is quite long and layout needs improvement.
- Curriculum still feels crowded and more decluttering is needed.



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