

Draft Shape of the Australian Curriculum: Health and Physical Education

Consultation Report

July 2012

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Executive Summary

This report presents the key findings from consultation feedback received on the draft *Shape of the Australian Curriculum: Health and Physical Education*.

There were two sources of consultation feedback:

- an online survey on the ACARA website where respondents completed a rating scale for each question and were able to write a comment
- written submissions that were faxed, emailed or posted to ACARA.

ACARA personnel were also invited to attend several consultation meetings held by various education authorities, professional associations and government organisations. The records of these meetings have been included as consultation feedback.

In addition, ACARA worked closely with the Health and Physical Education professional associations (ACHPER and PDHPE Teachers Association) and youth organisations to run consultation activities with practising Health and Physical Education teachers and young people.

Feedback was submitted by key stakeholders throughout Australia including:

- State and Territory curriculum authorities and school systems
- Organisations (such as teacher professional associations, schools, universities, non-government organisations, youth organisations)
- Individuals (teachers [current and retired], academics, medical and health practitioners, parents, university students, community members).

Online survey questions are included in Appendix 1. The breakdown of written submissions is included in Appendix 2 and the breakdown for online survey responses is presented in Appendix 3.

Quotes included in this report are representative of the typical comments expressed by a variety of jurisdictions, organisations and individuals Australia-wide.

Interpreting the draft shape paper

Some of the comments made in response to the draft Shape paper indicate that respondents have compared the draft document to current state or territory curricula frameworks or syllabi. The purpose of the Shape paper is to give a broad overview of the intended direction for writing the curriculum.

Some comments refer to implementation concerns of time allocation, pre-service teacher education, teacher professional learning and provision of resources. The 2008 COAG Education Agreement (Section 19e) indicates that states and territories are responsible for implementing the Australian Curriculum. Commentary on implementation concerns is included in this report.

The consultation feedback has been analysed in relation to the sections of the draft *Shape of the Australian Curriculum: Health and Physical Education*. The summary analysis, included in the following pages, provides key strengths and matters for improvement identified in feedback.

Key strengths

Respondents identified the following as strengths of the draft *Shape Paper*:

- The clear, concise and logical structure of the draft *Shape Paper*.
- The clear positioning of Health and Physical Education within the whole school curriculum.
- The five propositions that provide the foundation for the *Australian Curriculum: Health and Physical Education*.
- The proposed structure of the *Australian Curriculum: Health and Physical Education*.
- The recognition of the importance of inclusive practices in Health and Physical Education.
- The proposed ways that the general capabilities will be embedded within the Health and Physical Education learning area.
- The organisation of the curriculum into seven learning bands.

This paper is a forward thinking, poignant yet comprehensive first step for National Curriculum development in HPE - very well written and researched. (Individual, ACT)

A bold and exciting direction for HPE in Australia - let's lead the world on this! (Individual, VIC)

Matters for improvement

The following issues were consistently and clearly raised by a broad range of stakeholders in the consultation feedback.

- Inconsistency in the developmental sequence and progression between learning bands.
- Over-representation of health-related aspects of learning.
- Lack of opportunities for practical application of knowledge, understanding and skills.
- Concern about the way health issues are represented.
- Inconsistency between the title and description of the proposition for an inquiry-based approach.
- Insufficient emphasis on food and nutrition related content.
- Under – representation of explicit outdoor education related content.
- Implementation issues including time allocation, teacher training, professional learning and resources.

The following issues were also raised in regard to specific sections of the draft Shape paper and/or by a small number of respondents.

- Stronger references to research on the links between physical activity and cognitive development.
- More detailed guidance for writers required on how to address student diversity in the curriculum.

- Concern that the proposed two strands will result in separation of content into two separate subject areas of theory and practical.
- Lack of clarity about the difference between “movement” and “physical activity” and why the strand name includes both terms.
- Stronger references to the development of fundamental movement skills in Foundation to Year 4.
- Strengthen the focus on movement-based learning across both strands.
- Concern about the inclusion of learning in relation to puberty in Years 3 and 4.
- Inclusion of stronger reference to relationships, particularly in relation to respect in relationships, negotiating relationships and managing changing relationships.
- Concern about the extent that the F – Year 10 curriculum will adequately prepare students for senior study in Health and Physical Education.
- Consideration should be given to including outdoor education as a third senior secondary subject in Health and Physical Education.
- Concerns that the cross-curriculum priorities are dealt with superficially.
- Concern that the cross-curriculum priorities will take time away from the core learning within Health and Physical Education.
- Teacher expertise and access to resources to effectively teach the cross-curriculum priorities.

Conclusion

It was found that 72% of online respondents “strongly agreed” or “agreed” with the overall intention of the draft Shape Paper, while 28% of respondents “disagreed” or “strongly disagreed”. The percentage of “strongly agreed” or “agreed” increases to 84% when the standard responses that could be identified from outdoor education respondents ($n=40$) are removed from the quantitative data.

Chapter 1: Introduction

1.1 Consultation scope

The draft *Shape of the Australian Curriculum: Health and Physical Education* was released for public consultation on 15 March 2012. The online consultation closed on 4 June 2012. Formal submissions were received until 16 June 2012. All state and territory curriculum authorities submitted formal written responses to the consultation, except for Tasmania, which opted to complete the online survey, and NSW, which is still awaiting approval of its submission from their Board.

In addition, ACARA worked closely with the Health and Physical Education professional associations (ACHPER and PDHPE Teachers Association) to run a series of state- and territory-based video conference sessions to provide additional opportunities for practising teachers during the consultation period. The ACT were the only state or territory that were unable to host a forum due to lack of numbers and a suitable venue.

ACARA also partnered with the Australian Youth Forum to run an asynchronous online discussion forum via their website (www.youth.gov.au/ayf/) from 16 April to 22 May. The online discussion forum was complemented by face-to-face sessions run by AYF partners across Australia. Both the online and face-to-face consultation informed the AYF's written submission.

ACARA also supported the Inspire Foundation (www.inspire.org.au) with online consultation that they ran with young people through their ReachOut Australia Facebook page. This was a synchronous chat that took place on 2 May 2012 from 7.30 pm – 8.30 pm AEST. A total of 199 posts were published in that time with 136 separate people “talking” about the chat on Facebook. There were 315 users who were engaged in the conversation (either through posting, sharing or liking the conversation thread) and a total of 8720 people who viewed the content of the chat on their Facebook timeline. This Facebook chat informed the written submission from the Inspire Foundation.

The consultation report summarises the findings from public consultation and will inform revision of the draft Shape paper which, in its final form, will guide the writing of the *Australian Curriculum: Health and Physical Education*.

Opportunities to provide feedback were promoted through education sectors, professional associations and health and physical education related organisations. Respondents to the online survey included government departments, non-government organisations, external providers, specialist and generalist teachers, professional associations, parents, students and academics. Formal written submissions were also received from some of the abovementioned groups and individuals. A list of respondents is provided in Appendix 2.

1.2 Methodology

The quantitative online survey data were analysed using the online survey software application, Survey Methods, and Microsoft Excel. Quantitative analysis of the online survey data is presented in pie-charts for each section of the survey. The number of respondents

measured in each pie chart is indicated by n. Not all of the 549 survey respondents completed the agree/disagree component for every question.

The instrument used for analysis of the optional commentary accompanying online survey responses and the formal written submissions was NVivo 10 software. For each question in the survey, comments were categorised as concerns, strengths and suggestions as well as against nodes for each specific section of the paper. An identical coding procedure was used for the formal submissions. This analysis of survey respondents' commentary and formal submissions has been used to illustrate the qualitative findings from consultation and demonstrates the diversity of views provided.

1.2.1 Partial responses

Although there were 912 responses in total received through the Survey Methods survey, a significant percentage of respondents only partially completed the online survey (266 respondents did not complete any questions beyond the initial demographic questions). There were also a large number of partial and completed responses that when comments and IP addresses were compared appeared to be duplicate responses. In these cases, the completed surveys from these IP addresses were included and the duplicate partial responses were removed from the data set.

There were also a number of responses in which respondents did not complete the questions related to the general capabilities and cross-curriculum priorities, but all other questions were completed. It was decided to include these partial responses within the datasets as they provided important feedback on key sections of the draft Shape paper even though the response was incomplete. After removing the remaining incomplete survey data, a total of 549 survey responses were considered in the quantitative analysis.

1.2.2 Responses from outdoor education groups and individuals

There was a strong response from many groups and individuals in relation to the inclusion of outdoor education as a subject within the Health and Physical Education learning area. This is evident in both the online survey responses and in the written submissions. A large number of online survey responses were received from outdoor education teachers, academics, associations and providers in Victoria, SA and WA. Outdoor Education Australia, the national professional association, along with other state and territory bodies, forwarded a suggested standard response to the public consultation (Appendix 4). Data analysis showed that fifteen per cent (n=84) of all survey respondents to the draft *Shape* paper followed the standard response suggested by Outdoor Education Australia. Of these 84 respondents, 45% were from Victoria and 18% were from South Australia and Western Australia. After analysing the state breakdown of all of the online survey questions, it was found that the large number of respondents from each of these three states who submitted outdoor education standard responses were the main reason for any discrepancies identified across states. As such, rather than including all state breakdowns for each question, the report instead highlights within the commentary those sections where there were inconsistent responses for a particular state either due to the outdoor education standard submission, or for other reasons,.

Responses from this group were characterised by disappointment about the perceived marginalisation of outdoor education in the Australian Curriculum and passion for the

importance of outdoor education for promoting environmental stewardship and providing students with the opportunities to develop the knowledge, understanding and skills to recreate safely in outdoor and nature settings.

Quantitative analysis of survey responses demonstrated that the standard responses from outdoor education respondents were distributed differently to other responses, and that their comments focused on the omission of outdoor education from the curriculum rather than on the proposed learning within Health and Physical Education. This was particularly apparent for questions 7, 8, 11, 12, 13, 17, 18, 19 and 20. For the purpose of analysis, responses to these questions have been presented as two separate data sets – one incorporating all 549 completed responses and one with the standard outdoor education responses removed.

1.3 Summary of respondent demographics

A total of 549 online survey responses were included in the quantitative data analysis. ACARA also received 102 formal submissions which were included in the qualitative analysis.

1.3.1 Online survey respondents by state and category

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National	Inter'l
Survey *	20	148	31^	56	48	39	99	101	5	2
Individual (total)	15	122	30	45	34	33	72	87	3*	0
Primary generalist	2	17	2	4	1	0	1	0	0	0
Primary specialist	0	6	6	1	2	10	4	3	0	0
Secondary generalist	0	3	0	3	3	0	3	2	1*	0
Secondary specialist	7	52	2	15	10	22	27	60	1*	0
School leader	0	3	1	3	2	0	1	2	1*	0
Academic (Education)	0	2	0	2	0	1	2	0	0	0
Academic (HPE)	2	8	0	3	7	0	7	3	0	0
Outdoor Education specialist	0	2	0	4	3	0	8	10	0	0
Industry	1	2	1	2	1	0	7	0	0	0
Work for Govt	0	6	2	2	0	0	2	3	0	0
Work for non-gov	2	2	1	3	1	0	3	1	0	0
Other	1	19	4	3	4	0	6	3	0	0
Organisation #	5	26	1	11	14	6	27	14	2	2

Note: 3 respondents did not identify a state/territory. They are represented in the National column with an * for the category they identified.

[^]11 respondents from the NT did not identify a category.

A list of organisations that provided online responses is provided at Appendix 2.

1.3.2 State/territory representation of online survey respondents

The largest portion of online survey respondents was 27% from NSW. 18% were from WA, 18% from VIC, 10% from QLD, 9% from SA and 7% from TAS, with less than 6% from each of the NT and ACT. Less than 1% of respondents were international.

1.3.3 Written submissions

The formal written submissions were categorised as follows. (See Appendix 2 for a full list of submissions received).

Category of respondent	Submissions received
Education and curriculum authorities	11
Teacher professional associations	8
Government departments (other than education)	18
Education stakeholders (other than authorities or teacher associations)	12
Health stakeholders	24
Universities	6
Schools	3
Youth organisations	5
Individuals	15
TOTAL	102

Chapter 2: Major findings

The following chapter summarises the major findings from consultation, identifying key strengths and matters for improvement.

2.1 Key strengths

The clear, concise and logical structure of the draft Shape Paper

The majority of respondents felt that the structure of the draft *Shape Paper* is very logical and user friendly and that the flow of the paper makes it easy to read and engage with the proposals. The proposals put forward in the paper were seen as being clear and concise and written in language that is very accessible.

The clear positioning of Health and Physical Education within the whole school curriculum

There was overwhelming support for the importance of the Health and Physical Education learning area within the broader school curriculum. Respondents strongly endorsed the introduction's emphasis on the key role that Health and Physical Education plays in supporting students to become healthy, active and informed citizens and successful learners.

The five propositions that provide the foundation for the Australian Curriculum: Health and Physical Education

The five propositions were strongly supported, particularly the inclusion of a strengths-based approach, the development of health literacy and valuing learning in, about and through movement. They were seen as providing a strong framework of underpinning concepts to guide curriculum development. Section 3.2 provides more detailed analysis of feedback regarding the five propositions for the Health and Physical Education curriculum.

The proposed structure of the Australian Curriculum: Health and Physical Education

There was strong support for the two-strand integrated approach to the development of the Health and Physical Education curriculum. There was also strong support for the teaching of both strands – *Personal, social and community health* and *Movement and physical activity* in all years from Foundation to Year 10. More detail is provided in Section 3.6.

The recognition of the importance of inclusive practices in Health and Physical Education

There was overwhelming support for the inclusive practices section and its emphasis on the importance of recognising and valuing the diverse range of abilities, prior experiences and learning that students bring with them to Health and Physical Education. More detail is provided in Section 3.3.

The embedding of general capabilities within the Health and Physical Education learning area

There was overwhelming support for the proposals for embedding each of the seven general capabilities within the Health and Physical Education curriculum. An overview of feedback related to the general capabilities in Health and Physical Education is provided in Section 3.9.

A full breakdown of quantitative data for each of the seven capabilities can be found in Appendix 5.

The organisation of the curriculum into seven learning bands

Organisation of the curriculum into two-year bands after the Foundation Year was very well received as respondents felt that it would provide teachers with flexibility to adapt and choose activities and approaches to meet the diverse needs, interests and developmental stages of particular year groups.

The lead writer has very succinctly captured the essence of HPE and the paper is clear, easy to read and forward thinking. The extensive reference section indicates that this paper has strong theoretical foundations in relevant contemporary thinking and research. (Independent Schools, Queensland)

Overall the Shape paper provides a solid framework for the development of curriculum in health and physical education (Australian Council for Health, Physical Education and Recreation (ACHPER) National submission, ACHPER Victoria, ACHPER Queensland)

2.2 Matters for improvement

Inconsistency in the developmental sequence and progression between learning bands

Many respondents raised concern that the sequential development of knowledge, understanding and skills is not clearly articulated through the scope and sequence section. Most responses commented that the paragraph structure of this section does not allow the reader to easily identify key underlying ideas or themes as they develop and progress across the bands of learning.

Over-representation of health-related aspects of learning

There were some inconsistencies in feedback related to the balance of content across the two organisational strands. Although some respondents commented that the content is too heavily weighted to the movement components, the majority of respondents who reported concerns about the balance of content indicated that there is an over-representation of the health aspects.

Lack of opportunities for practical application of knowledge, understanding and skills

There was consistent feedback across all groups of respondents that the draft Shape paper does not emphasise the importance of practical application of knowledge, understanding and skills learnt within Health and Physical Education.

Concern about the way health issues are represented

There was consistent feedback in relation to the *Personal, social and community health* strand that the use of examples identifying specific health issues within the document is unhelpful. Many respondents felt that this would unnecessarily privilege some health areas over others in guiding the writing of the curriculum.

Insufficient emphasis on content related to food and nutrition

There was strong feedback received from the Home Economics Institute of Australia (HEIA), a number of government health departments and several nutrition-related organisations

expressing concern that there is not enough content related to food and nutrition included within the draft Shape paper. Of particular concern to HEIA was the omission of content traditionally taught as key aspects of home economics subjects in secondary schools.

Under-representation of explicit content related to outdoor education

There was a strong response from the outdoor education fraternity recommending the inclusion of outdoor education as a key subject area within the Health and Physical Education learning area. More than 80 responses were received that followed a suggested format circulated by Outdoor Education Australia and other interest groups. The suggested response called for the inclusion of outdoor education within Health and Physical Education and recommended including the knowledge, understanding and skills for undertaking outdoor recreation in natural settings, developing awareness of sustainable practices, environmental skills and stewardship for nature.

Implementation issues

Time allocation

The notional time allocation for writing the curriculum of 80 hours per year was seen as insufficient for in-depth and sustained learning. 376 individual comments from online survey respondents expressed concern about the notional time and similar concerns were raised in 64 formal submissions. Many respondents felt that any reduction in time for Health and Physical Education would compromise opportunities for students to be physically active during school teaching time, which in many states and territories is a mandated requirement of at least two hours per week (80 hours per year).

Teachers and resources

Respondents indicated concern regarding the teacher training and resources needed for implementing the proposed Health and Physical Education curriculum. Comments and questions related to pre-service teacher education programs, access to in-service professional learning for teachers, and funding for accessing resources were frequently raised.

The purpose of the Shape paper

Some respondents commented that the paper fails to provide enough detail about what knowledge, understanding and skills will be taught in each band of learning. These respondents perceived the draft shape paper to be “too general” and “lacking in detail”. In many cases these comments appeared to reflect some misinterpretation of the purpose of the Shape paper as needing to prescribe detailed content for inclusion in the final curriculum.

Chapter 3: Analysis of draft Shape Paper

3.1 Introduction

Overall, respondents indicated that the introduction provides the necessary direction for the teaching of Health and Physical Education and adequately reflects the important role that the learning area plays in the Australian Curriculum.

73% of online survey respondents “strongly agreed” or “agreed” that the introduction makes clear the important contribution of the Health and Physical Education curriculum to students’ education, while 27% of online survey respondents “disagreed” or “strongly disagreed”. The proportion of “strongly agreed” or “agreed” responses increases to 85% when the standard responses received from outdoor education respondents ($n=82$) are removed from the quantitative data.

Key strengths

Clear, concise, purposeful and logical rationale for Health and Physical Education

Respondents commented that the introduction demonstrates that Health and Physical Education is valued as an important learning area within the whole curriculum and this message is continued throughout the whole document. The inclusion of statements that the curriculum will support the development of advocacy-based competencies that will develop students’ ability to enhance their own and others’ health and wellbeing received strong support from sectors, professional associations, academics and individuals.

The inclusion of the holistic strengths-based approach with an inclusive preventative health focus was strongly supported in submissions from government departments, professional associations, education sectors and non-government organisations. Responses from several professional associations and individuals supported the strong emphasis on cognitive, social

and emotional aspects of health and wellbeing. The inclusion of health literacy competencies as a focus within the Health and Physical Education curriculum was strongly supported by online survey respondents and through written submissions.

Matters for improvement

Over-representation of health-related aspects of learning

Many online survey respondents and written submissions drew attention to the strong emphasis on health-related content at the expense of movement- and physical activity-related content. Responses from education authorities, professional associations, academics and individuals consistently recommended that the introduction, as well as other aspects of the draft paper, should include a greater focus on movement and physical activity concepts.

Paragraphs have a strong bias towards health and tend to justify Physical Education solely as a means to better health. Physical Education as a discipline of study as a stand alone should be emphasised in the introduction. (Individual, VIC)

Reference to health issues inadequate

A significant proportion of respondents to the online survey identified that the introduction fails to acknowledge the important aspects of mental health, food and nutrition, safety and drug use. Many respondents felt that the inclusion of specific health areas as examples would unnecessarily privilege some health areas over others in guiding the writing of the curriculum.

This section could demonstrate more balance for the breadth of health topics to be addressed within the HPE curriculum, particularly through greater inclusion of food and nutrition. (National Heart Foundation)

Inclusion of outdoor education

There was a strong response from the outdoor education fraternity through a coordinated lobbying campaign for the inclusion of outdoor education as a key subject area within the Health and Physical Education learning area. The following feedback was received in reference to the introduction:

The introduction does not include the important role of outdoor activity in health and wellbeing, nor does it acknowledge how outdoor activity can lay a foundation for environmental stewardship. (Outdoor Education Australia)

The formal written submission from AISWA also supported the inclusion of outdoor education in the curriculum.

3.2 The nature of the Health and Physical Education Learning Area

The draft Shape paper describes five propositions that are to provide the foundation for the development of the *Australian Curriculum: Health and Physical Education*. Each of the propositions were strongly supported by respondents to the online survey and overwhelmingly supported by the written submissions received. 65% of the online survey respondents “strongly agreed” or “agreed” that the five propositions provide a clear direction for the development of a 21st century Health and Physical Education curriculum, while 35% of online survey respondents “disagreed” or “strongly disagreed” (see graph below). The standard response suggested that respondents disagreed for this question. The reason for disagreement was that the propositions need to be broadened to include the role of outdoor environments and ecological literacy in health and wellbeing. If these standard responses (n=80) are removed from the quantitative data then the percentage of “strongly agreed” or “agreed” increases to 81%.

Key strengths

Provides a clear evidence base and strong foundation for the development of the curriculum

Sectors and professional associations commented that the propositions are underpinned by credible evidence and provide a solid basis for the development of the curriculum. There was overwhelming support across all written submissions for the inclusion of each of the five propositions.

A strengths-based approach is a positive move and may alleviate some difficulties with the previously used harm minimisation approach (National CEC)

Valuing in, through and about movement – Fantastic that this section is included and must be kept as an integral component of physical education and its philosophical history and work (ACHPER Vic)

Evidence of credible research around not only education but health and wellbeing to substantiate the development of the curriculum (ISQ)

Matters for improvement

Over-representation of health-related concepts

There was a consistent message through the survey responses and written submissions that health aspects are over-represented in the propositions. 16 respondents, including ACHPER Vic and ACHPER National, suggested including an additional proposition on developing movement literacy or physical literacy to improve the balance between the strands.

While the Shape paper uses the term movement competence the question of whether we should be using the term physical literacy is pertinent. It is not a term without relevance and the fact that the concept of health literacy is promoted in the Paper raises the question why not physical or movement literacy? (ACHPER National)

Inconsistency between the title and descriptor for the proposition for an inquiry-based approach

Although there was strong support for the fifth proposition there was some concern from respondents about its naming as an “inquiry-based approach”. Respondents strongly supported the descriptive paragraphs included under this proposition (paragraphs 20 and 21) but noted a discrepancy with the title of ‘inquiry-based approach’ which implies a particular pedagogical approach.

Many respondents who had concerns preferred ‘socio-critical approach’, ‘socio-ecological approach’ or ‘critical inquiry approach’ as possible titles that would not be confused with a pedagogical approach.

ISQ's only concern is that the Socio-critical approach, evident in the Initial Advice Paper has now been replaced by the Inquiry-based approach. ISQ would argue that the ideology of a Socio-critical approach includes thinking which is much richer and more explicit than the thinking covered by the term an “Inquiry-based approach”. Although an Inquiry based approach might conceivably take a socio-critical perspective, inquiry of itself does not dictate a socio-critical perspective. Writers of the curriculum could very conceivably miss the nuances when developing this principle into specific content descriptions. (ISQ)

Whilst contemporary, inquiry-based learning is supported, there is insufficient acknowledgement of the importance of a socially critical approach and an action-oriented empowerment approach. An inquiry approach can be very theoretical whereas socially critical and empowerment approaches are much more action centred. (HEIA)

While there was strong support for the content of paragraphs 20 and 21, the use of the term ‘inquiry-based-approach’ was seen as confusing pedagogy with curriculum. Teachers with a primary school background considered this to be especially confusing as it differed from how they used the term inquiry. The title ‘Include an inquiry-based approach’ needs to be changed to better reflect the content of paragraphs 20 and 21. Some stakeholders from the tertiary sector identified this as ‘taking a socio-critical perspective’ and felt strongly that it should be named as such. (VIC)

Inclusion of research on the links between physical activity and cognitive development

Respondents from South Australia, including ACHPER South Australian branch, SA Department of Education and Child Development, ACHPER National and several academics suggested that this section would be strengthened by the inclusion of references to research on the links between physical activity and cognitive development.

The propositions need to make a stronger case for the evidence base of the powerful role that movement and physical activity play in improving learning, memory retention, behaviour and cognition (SA DECD)

The issue of movement as central to cognitive development / learning generally is skimmed over on the basis that the evidence is not unequivocal. ACHPER argues that there is sufficiently, strong evidence to require recognition of its growing importance (ACHPER National)

3.3 Inclusive practices in Health and Physical Education

There was overwhelming support for how the Health and Physical Education curriculum will address student diversity. 83% of online respondents either “strongly agreed” or “agreed”.

Key strengths

Affirming and supportive of the full range of student diversity

A consistent message in comments from online survey respondents and in written submissions was support for the affirming and supportive nature of the statement. Respondents strongly supported the range of student diversity emphasised in the statement and commended the positive nature of the statement.

We welcome reference to inclusive practices that recognise the strengths and abilities of all students and that respect diversity. (Australian Human Rights Commission)

Matters for improvement

More detailed guidance for writers on how to address diversity in the curriculum

There were a number of respondents who felt it would be beneficial to curriculum writers for the inclusion of further guidance on how to embed inclusive practices. These respondents felt that it is not explicit in the draft paper how the curriculum will address diversity.

There is limited direction provided for curriculum writers to guide how they can provide the flexibility to support teachers in planning programs that build on each student’s strengths and abilities. (PDHPE TA)

3.4 Importance of a healthy school environment

The inclusion of the importance of a healthy school environment to students' health and wellbeing was strongly endorsed, with 87% of online survey respondents "agreeing" or "strongly agreeing" that this section is relevant for the development of the *Australian Curriculum: Health and Physical Education*.

Key strengths

There was consistent feedback that this is a well-constructed and articulated statement and is an essential inclusion in the Shape paper. Although the vast majority of respondents agreed with the inclusion of this section, it was noted by several respondents that given the purpose of the document is focussed on curriculum design, not implementation, this statement should be regarded as supporting information only.

Matters for improvement

Recognition of the importance of school – family – community partnerships

The key area for improvement identified by several respondents from government departments was that the wording in this section could be strengthened to assist schools to see how whole-of-school health promoting activities they engage in support the delivery of the Health and Physical Education curriculum. The same respondents also felt that the important role that family and community partnerships play in this area needs to be strengthened.

It is unclear how partnerships with communities and family will be included and what strategies will be used to engage families in their children or young person's learning. (Department of Health and Human Services, Tasmania)

3.5 The Aims of the Health and Physical Education curriculum

The draft Shape paper proposes five broad aims of the *Australian Curriculum: Health and Physical Education*. These aims are strongly supported by respondents to the online survey and overwhelmingly supported by the written submissions received. 68% of online survey respondents “strongly agreed” or “agreed” that the Aims make clear the intended learning for students in the *Australian Curriculum: Health and Physical Education*, while 32% of online survey respondents “disagreed” or “strongly disagreed”.

The standard responses from the outdoor education respondents disagreed (n=79) or strongly disagreed (n=3) with this statement, and recommended that an additional aim is required that refers specifically to participation in outdoor activity and play. When these standard responses related to outdoor education are removed from the quantitative data the percentage of “strongly agreed” or “agreed” increases to 84%.

Key strengths

Clear, explicit, concise, straight forward, easily understood, well structured.

Many respondents commented that the aims are written in concise and clear terms and provide strong overarching statements of what the curriculum should aim to achieve for students. Respondents also commented that the aims broadly reflect important outcomes for students in the Health and Physical Education learning area.

Matters for improvement

Imbalance across the two strands

The main area of concern raised by respondents was a perceived imbalance across the two strands. Many respondents felt that the learning from the *Personal, social and community health* strand is over-represented in the five aims. These respondents also felt that a focus on

demonstrating knowledge, understanding and skills through movement needs to be strengthened. Several respondents suggested that the aims should be separated under the two strands and others recommended more emphasis on fundamental motor skills and movement activities. A small number of respondents also commented that the aims do not currently reflect the science of movement.

The experiential nature of the movement and physical activity strand has not been adequately described in the aims. Stakeholders expressed concern that the aims tend to reflect 'learning about' physical activity but do not adequately include 'doing' physical activity. (VCAA)

The balance between health education and physical activity as outlined in the paragraph needs revision. In its current form it signals too great a focus on health education over physical activity. (WA response)

Key content from the Personal, social and community health strand omitted

A broad range of respondents commented that key health issues are not reflected in the aims. Concerns about omissions were mainly in relation to food and nutrition, safety, relationships, resilience, mental health and risk taking and consequences.

The aims neglect to clarify the scope of 'relationships' in item 27.2. The term 'Relationships' needs to necessarily include the self, others and the natural environment. (Individual, ACT)

It is not clear what the intended learning is about the role of diet and nutrition in health. (Individual, NSW)

Safety is also a recurring theme throughout the draft document and therefore it should be mentioned in the aims statement. (Individual, VIC)

3.6 Structure of the Health and Physical Education Curriculum

This section of the draft Shape paper focuses on the proposed structure of the Health and Physical Education curriculum. The structure proposed in the draft Shape paper is for the curriculum to be developed in two strands from Foundation to Year 10. The quantitative data from survey respondents and the written submissions received indicates strong support for the two-strand approach.

69% of the online survey respondents “strongly agreed” or “agreed” that the proposed two organising strands – *Personal, social and community health* and *Movement and physical activity* – provide a robust structure for teaching Health and Physical Education from Foundation to Year 10.

The standard responses received from the outdoor education fraternity disagreed with the proposal for two strands, indicating that the difference between movement and physical activity is unclear and suggesting that two strands may encourage teaching of related content as if separate. Many of these responses also suggested the need to include a third strand titled ‘outdoor education’. When the outdoor education data is removed (disagreed = 74; strongly disagreed = 11) the percentage of respondents that “strongly agreed” or “agreed” with the proposed structure increases to 85%.

3.6.1 Personal, social and community health

67% of the online survey respondents “strongly agreed” or “agreed” with the proposed description of the *Personal, social and community health* organising strand. Of those respondents who “disagreed” or “strongly disagreed” almost half (n=83) were standard outdoor education responses and commented that there is insufficient attention given within the strand descriptor to environmental factors in health and that the descriptor should include access to nature along with other socioeconomic factors.

3.6.2 Movement and physical activity

Overall, the vast majority of respondents strongly supported the description of the *Movement and physical activity* strand. 81% of online respondents “strongly agreed” or “agreed”.

Key strengths

Two strands are concise and logical and provide for a balanced curriculum

The two-strand approach and the descriptions provided for each of the two strands were strongly supported by respondents with numerous comments stating that the strands provide

a balance across the health and movement aspects of intended learning and provide a logical structure for organising the curriculum content.

Many respondents commented that the *Movement and physical activity* strand descriptor is broad enough to allow for a range of movement based experiences, whilst also integrating the skills developed in the *Personal, social and community health* strand.

Several respondents indicated that the division of the two strands is excellent for primary teachers as it provides effective linkages across the two strands to support integration of learning through the theory and the movement aspects. Several respondents also commented that the focus on movement and physical activity represents a positive shift away from the strong focus on sport that currently exists in some school programs.

Several respondents also felt that the description of *Personal, social and community health* is very progressive and provides a new direction in the theory component of the learning area.

The two strands provide a balanced structure for a holistic approach to Health and Physical Education to ensure that not only the acquisition of movements skills is achieved but also the personal, social and health development of individuals to support healthy and safe behaviour. (ACHPER)

Matters for improvement

The proposed strands may encourage separation of content into separate subjects of theory and practice

Outdoor education respondents, as well as a small number of other respondents, regarded two strands as too limiting. There was concern that the two strands could be interpreted as a delineation of content into Health Education and Physical Education as two separate subjects. In contrast to this view, many respondents felt that the delineation into two strands is a strength of the proposed structure as it provides strong opportunities for integration across the theory and practical aspects of the learning area. Some outdoor education respondents also suggested including a third strand for outdoor education.

The difference between movement and physical activity

Feedback indicated that the relationship between movement and physical activity in the second strand is not clear and requires clarification. Several respondents commented that physical activity is an overarching term that includes movement and therefore including both terms in the title of the strand was considered unnecessary.

What is the difference between movement and physical activity? I think I can rationally understand why this may be the case but would like the actual document to be more explicit in examining these differences. (Academic, Vic)

Strengthen the focus on movement-based learning in both strands

Many respondents commented that the language used is passive and does not require students to be active participants in their learning. Feedback around this issue was particularly prevalent in relation to the *Movement and physical activity* strand, where respondents

indicated that there is an overemphasis on developing an understanding about movement concepts without students being required to apply this understanding through movement.

3.7 The organisation of the Health and Physical Education Learning Area

This section provides an overview of the organisation of the curriculum. Online survey respondents were asked to respond to two questions in relation to this section, one about the appropriateness of developing the curriculum across seven bands of learning, and the second on the proposal that both strands be taught in every year of schooling, Foundation to Year 10.

3.7.1 Bands of learning

The majority of respondents strongly supported the proposal that the curriculum will be developed across seven bands of learning with Foundation Year as a separate band and then two-year bands from Year 1 to Year 10. 84% of respondents to the online survey either “strongly agreed” or “agreed” with the proposed seven bands of learning. The consistent reason given for support was that they provide flexibility for teachers to develop programs that meet the individual developmental needs of students. The separation of Foundation from Years 1 and 2 was strongly supported through online survey comments and written submissions, particularly those from education authorities.

There was inconsistency between Tasmanian responses and those received from all other states and territories for this question. Of the 39 Tasmanian respondents, 41% “disagreed” or “strongly disagreed” with the curriculum being developed across seven bands of learning. They felt that the curriculum being developed in two-year bands could be problematic in relation to reporting against achievement standards.

3.7.2 Both strands to be taught each year from Foundation to Year 10

An overwhelming majority of respondents (92%) “strongly agreed” or “agreed” that the two strands should be taught in every year from Foundation to Year 10. The consistent reason given was that the two strands complement each other and must be taught through an integrated program to achieve the intended aims of the learning area.

Matters for improvement

Time allocation

There was concern about the implication of the indicative time for the teaching of each of the two strands. Several respondents requested clarity around how the strands would be covered in the allocated time of 80 hours per year and whether a 50:50 split is intended.

It should be noted that the indicative time is provided as a guide for writers only, as some authorities recognised.

3.8 Scope and sequence of learning in Health and Physical Education

Overall feedback indicated that the paragraph structure of the scope and sequence section makes the progression of learning difficult to follow. The naming of this section as ‘scope and sequence’ also appears to have contributed to some comments suggesting this section does not include enough detail to develop a teaching and learning program. However, the level of detail provided in the learning descriptors was also identified as a strength by education authorities in their written submissions.

The overarching statements are relatively helpful summaries of both the need for a changing focus in the learning of HPE through the maturation process of the student and the need to developmentally sequence the complexity of the concepts and experiences presented to students in the curriculum. (All Saints College, WA)

Key strengths

Recognition of the Early Years Learning Framework

The recognition of the Early Years Learning Framework was identified as a strength, however a small number of respondents commented that further connection to the framework should be included to strengthen the Foundation to Year 2 descriptions.

Inclusion of play-based learning

The emphasis of movement skills and play-based learning in Foundation to Year 2 received strong support from education authorities, primary teachers, and professional associations. Respondents commented that the Foundation year descriptor appears to be well-researched and is appropriately focused on students’ growing self and social awareness.

Matters for improvement

Strengthen the sequential development across the bands of learning

Although 87% of respondents “strongly agreed” or “agreed” that there is a logical progression across the bands of learning, there were many respondents who raised concerns in their commentary that the sequential development of knowledge, understanding and skills is not clearly articulated through the scope and sequence section. Most responses commented that the paragraph structure of this section does not allow the reader to easily identify key underlying ideas or themes as they develop and progress through the bands of learning. Most respondents who raised this concern suggested that a mapping of how the key conceptual elements are sequenced across the bands of learning would provide a clearer representation.

There is a lack of progression throughout the bands relating to risk taking, consequences, decision making and safety, particularly relating to safe travel to and from school. The progression for these items is sporadic and not consistent. For example, Year 1- 2 level covers safety near roads and water, but this is not explicitly spelled out in other levels, even though it should be a crucial component to the curriculum (with the addition of safety near railway tracks). Another example is responding to emergency situations, which is mentioned at a basic level in Year 1-2, then not mentioned again until Years 5 & 6 where again a basic level is expected. This crucial skill needs to progress consistently, and to a higher level, throughout the bands. (Individual, NSW)

The overarching statements (Pg.10, point 45-47), are relatively helpful summaries of both the need for a changing focus in the learning of HPE through the maturation process of the student and the need to developmentally sequence the complexity of the concepts and experiences presented to students in the curriculum. (Individual, WA)

Concern about the way health issues are represented

Many respondents felt that the inclusion of some health areas while omitting others unnecessarily privileges specific health areas in guiding the writing of the curriculum. Use of examples, in relation to health issues and physical activities, was considered problematic as it could be perceived that specific issues would be prioritised in the curriculum writing process ahead of others. A number of respondents suggested a need for greater emphasis on issues related to safety and substance use.

It seems unclear as to where nutrition and information about drugs such as tobacco, alcohol, caffeine and medicines are placed within these descriptions. Nutrition is not explicit in the middle/upper primary year levels, we assume that across these year levels it will be absorbed in learning activities related to decisions and influences about 'health behaviours' or come out in more detail in the next stage. (Individual, NSW)

Inconsistent coverage of the two strands within the learning sequence

There were some inconsistencies in feedback related to the balance of content across the two organisational strands. Although some respondents commented that the draft paper is too heavily weighted to the movement components, the majority of respondents who reported concerns about the balance of content across the two strands indicated an over-representation of health aspects.

73 respondents commented on a perceived imbalance between the health and movement aspects of the curriculum. Of these responses, 60% considered that there is an over emphasis on the health- or theory- related content, 27% considered that the balance between the two strands is satisfactory or equal and 14% considered there to be an overemphasis on the movement aspects of the curriculum.

Stakeholders reported an imbalance between the two strands in the scope and sequence. Stakeholders had varying perceptions about the prominence of one stand over another and this tended to reflect their preference or experience. Some stakeholders identified that health components of the Scope and sequence are not as specific as those relating to physical education, which were seen as more explicit. Other stakeholders commented on the number of points attributed to physical education as being less than those identified as having a health focus. While the number of points is not necessarily an indication of the amount of content or time that should be devoted to a strand, this confusion probably results from stakeholders not being able to clearly differentiate between the two strands. Perceptions about what belongs in the Personal, social and community health strand compared to the Movement and physical activity strand could contribute to this apparent imbalance. (VCAA)

Online survey respondents were asked to rank their level of agreement for whether the description of Health and Physical Education learning is appropriate for each band of learning. The following section includes graphs that represent the breakdown of quantitative responses for each band of learning. As many of the comments for each band of learning were related to the sequential progression of learning, over-representation of health-related content, and the lack of opportunities for practical application, the commentary related to these matters has not been duplicated again in this section.

3.8.1 Sequence of learning for each Band

The specific matters for improvement identified within each band of learning have been summarised below the quantitative breakdown of responses for each band.

Health and Physical Education learning in Foundation

Overall there was strong support for the description of learning in the Foundation Year with 73% of respondents agreeing or strongly agreeing with the description. The outdoor education standard responses disagreed with the description and felt that it should have included specific reference to the importance of healthy outdoor play and skills. The percentage of “strongly agreed” or “agreed” increases to 89% when the standard responses received from outdoor education respondents (n=83) are removed from the quantitative data.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Strengthen the references to fundamental movement skill development in the Foundation year.
- Strengthen links to prior learning through the Early Years Learning Framework.
- Include stronger focus on the importance of families and diversity of families.
- Include a stronger focus on the development of social skills and the importance of social interaction.
- Strengthen the emphasis on the element of fun, enjoyment and success in relation to movement activities.

Health and Physical Education learning in Years 1 – 2

Overall there was strong support for the description of learning in the Years 1 and 2 band of learning with 73% of respondents agreeing or strongly agreeing with the description. The outdoor education standard responses disagreed with the description and suggested that there should be a new paragraph emphasising the importance of outdoor activity and play in promoting health. The percentage of “strongly agreed” or “agreed” increases to 88% when the standard responses received from outdoor education respondents ($n=83$) are removed from the quantitative data.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Improve the balance of content between the two strands noting that, of the nine statements, seven of them are directly related to health and health education.
- Include a continuing focus on the development of fundamental movement skills in these years.
- Review the progression of development from Foundation to Years 1 and 2.

These paragraphs do not appear to build on or show progression from foundation. Students should begin to develop competency in a number of fundamental motor skills and practice a wide variety of movement skills. It would also be expected that students develop control over locomotor activities that require a change of speed, direction and level. Students also advance from creating and playing games on their own or with a partner to playing in small and large groups. (Vic response)

Health and Physical Education learning in Years 3 – 4

There was strong support for the description of learning in Years 3 and 4 with 72% of respondents agreeing or strongly agreeing with the description. The outdoor education standard responses disagreed with the description although the accompanying commentary stated that they agreed with the sentiment of the description but felt it might be more appropriate in the next band of learning. The percentage of “strongly agreed” or “agreed” increases to 89% when the standard responses received from outdoor education respondents ($n=83$) are removed from the quantitative data.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Respondents from the Catholic education sectors considered the inclusion of content related to puberty in Years 3 and 4 as inappropriate. These respondents suggested that there needs to be some flexibility within the curriculum around when to introduce sensitive concepts such as puberty that vary with cultural background and gender.
- There was consistent feedback that this band of learning requires more explicit references to children participating in movement and physical activity.

Health and Physical Education learning in Years 5 – 6

Overall there was strong support for the description of learning in the Years 5 and 6 band of learning with 70% of respondents agreeing or strongly agreeing with the description. The outdoor education standard responses disagreed with the description and suggested that there should be a new paragraph highlighting the role of outdoor recreation activity specifically as part of the Australian way of life. These respondents also recommended inclusion of ecological factors in health. The percentage of “strongly agreed” or “agreed” increases to 85% when the standard responses received from outdoor education respondents ($n=83$) are removed from the quantitative data.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Emphasise a strengths-based approach to include students reflecting on their own strengths and how this contributes to their sense of identity.
- Include more links to physical activity (only two of the eight statements currently require any form of movement).
- Include reference to team work and communication.
- Improve the progression from the Years 3-4 band. Respondents felt that students should be refining and expanding their range of skills, and performing them with increasing precision, accuracy and control in more complex movements, sequences and games.

Health and Physical Education learning in Years 7 – 8

Overall there was strong support for the description of learning in Years 7 and 8 with 76% of respondents “agreeing” or “strongly agreeing” with the description.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Emphasise performing or demonstrating learning rather than just reflecting and proposing actions.
- Emphasise enjoyable physical movement learning with a social emphasis.
- Include greater emphasis on relationships including respect in relationships, negotiating relationships and consensual relationships.
- Mixed feedback was received in relation to the term ‘rites of passage’. Some respondents considered it to be a dated concept, others affirmed its inclusion, while some recommended it be included in Years 9-10.

Health and Physical Education learning in Years 9 – 10

Overall there was strong support for the description of learning in the Years 9 and 10 band of learning with 75% of respondents “agreeing” or “strongly agreeing” with the description.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Include content that broadens movement experiences and enhances community connections outside the school environment.
- Identify the interrelationship of health issues to ensure that the decision-making scenarios used within learning experiences reflect real-life experiences of students.
- There was some concern expressed regarding the extent to which adequate preparation is provided for senior secondary studies.

Health and Physical Education learning in the senior secondary years

Overall there was strong support for the description of the senior secondary years, with 75% of respondents “agreeing” or “strongly agreeing” with the description.

Matters for improvement

The key matters for improvement or suggestions made by respondents were:

- Include further information on which health and physical activity topics will be covered, and what students will learn overall from each of the two subjects.
- Strengthen the detail in relation to what will be taught in Year 11 and what will be taught in Year 12 for each of the two proposed subjects.
- Give consideration to including outdoor education as a third senior secondary subject to be developed by ACARA.

3.9 Health and Physical Education and the general capabilities

The vast majority of respondents strongly supported the broad outlines of the general capabilities in the Health and Physical Education learning area. On average, 87% of online survey respondents regarded each of the broad outlines for the seven general capabilities as appropriate. Graphs indicating the detailed breakdown of responses for each of the seven capabilities are provided in Appendix 4.

Written submissions from educational authorities and teacher professional associations indicated this section demonstrates a solid link between Health and Physical Education and the general capabilities.

Respondents regarded the identification of opportunities for where Health and Physical Education learning can develop general capabilities to be a strength of the paper, yet considered that the relationship between the scope and sequence, general capabilities and the cross-curriculum priorities could be strengthened. It was suggested that the examples provided for each of the capabilities should be embedded within the scope and sequence to make the general capabilities come to life.

3.10 Health and Physical Education and the cross-curriculum priorities

Most respondents supported the cross-curriculum priorities section of the draft Shape paper. On average, 80% of online survey respondents agreed or strongly agreed that the outline of each cross-curriculum priority in the Health and Physical Education learning area is appropriate. Graphs indicating the detailed breakdown of responses for each of the three priorities are provided in Appendix 5.

Of those respondents who agreed or strongly agreed with the online survey statements, the majority indicated that this section soundly places the Health and Physical Education learning area at the forefront of developing a culture of understanding, respect and of valuing diversity within the community. Written submissions indicated similar levels of support for the inclusion of each of the cross-curriculum priorities.

Matters for improvement

Of those respondents who disagreed or strongly disagreed with the appropriateness of the descriptors for each of the priorities, the majority of concerns related to the following issues:

Superficial treatment of the priorities

Superficial or tokenistic treatment of the priorities, particularly Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's engagement with Asia was raised as a concern by several respondents. Some respondents also commented that they struggled to see the relevance of the cross-curriculum priorities to the Health and Physical Education learning area.

Concern that these priorities will take time away from core Health and Physical Education learning

Many respondents were concerned that the Health and Physical Education learning area was already a crowded curriculum and with the addition of cross-curriculum priorities the time

available for delivering the Health and Physical Education curriculum would result in superficial coverage of core learning.

Teacher expertise and access to appropriate resources

Written submissions from academics, professional associations and educational authorities raised concerns about the ethical issues and sensitivities in delivering Aboriginal and Torres Strait Islander histories and cultures, and cultures of other countries in the Health and Physical Education curriculum. These concerns were related to the training of teachers and resources needed for teaching, with particular comments in relation to the teaching of traditional Indigenous games.

Some feedback suggested that there needs to be stronger connection between intercultural understanding as a general capability and the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia and that there should be broader representation of diversity throughout the document.

3.10 Glossary of key terms

The online survey asked respondents to comment on the Glossary. 37% of respondents commented (n=205).

The most frequently noted concern in this section was the omission of definitions for the terms, “outdoor education” and “outdoor recreation” (n=90).

The definition of school sport as an extra-curricular activity was also considered problematic. It was suggested that school sport should be referred to as a co-curricular activity.

A range of extra terms were recommended for inclusion in the glossary.

Chapter 4: Key issues and actions

The following issues were consistently and clearly raised in the consultation feedback by a broad range of stakeholders. Each issue and ACARA's response to each issue are summarised in Table 1 below.

Table 1: Key issues for response

Issues	ACARA's response
Inconsistency in the developmental sequence and progression between learning bands <ul style="list-style-type: none">• While there was strong support for the descriptions of learning included in the scope and sequence of the draft Shape paper, there were concerns around the clarity of the developmental progression across the bands of learning.• Submissions from education authorities, professional associations and online survey respondents also indicated some inconsistency in the language and learning expectations across the bands of learning.• Submissions from Victoria, Queensland, Western Australia and the professional associations suggested that a content mapping exercise should be undertaken to inform clearer representation of the sequence of learning.	<ul style="list-style-type: none">• Undertook a mapping exercise to ensure appropriateness of expectations across the bands as well as consistency in the language used.• Restructured the sequence of learning section into table format to more clearly represent progression across the bands of learning for readers.
Over-representation of health-related aspects of learning <ul style="list-style-type: none">• There was varying feedback from a range of respondents about an over-representation of content from either the health or movement aspects of the learning area. 60% of these respondents had concerns that the health aspects were over-represented throughout the draft Paper.	<ul style="list-style-type: none">• Revised the introduction, propositions, aims and sequence of learning to ensure balanced representation of health and movement-based content.
Lack of opportunities for practical application of knowledge, understanding and skills <ul style="list-style-type: none">• There was consistent feedback across all groups of respondents that the draft Shape paper did not sufficiently emphasise the importance of practical application of knowledge, understanding and skills learnt within Health and Physical Education.	<ul style="list-style-type: none">• Strengthened references to practical application of knowledge, understanding and skills in a range of classroom and movement contexts throughout the paper, including within the Aims, strand descriptors and sequence of learning.
Concern about the way health issues are represented <ul style="list-style-type: none">• There was consistent feedback in relation to the <i>Personal, social and community health</i> strand that the use of examples identifying specific health issues within the document was unhelpful. Many respondents felt that this would unnecessarily privilege some health issues over others in guiding the writing of the curriculum.	<ul style="list-style-type: none">• Removed the examples from the sections identified.• Inserted text after the sequence of learning tables providing contextual information about how the knowledge, understanding and skills of the learning area can be developed through a range of focus areas.

Issues	ACARA's response
<p>Food and nutrition in the Australian Curriculum</p> <ul style="list-style-type: none"> Submissions from health, nutrition and home economics organisations indicated that references to food and nutrition needed to be strengthened and that a statement regarding the relationship between Technologies and HPE in the teaching of content about food and nutrition was needed. 	<ul style="list-style-type: none"> Strengthened references to food, nutrition and health throughout the paper and inserted a paragraph explaining the relationship to Technologies and other learning areas.
<p>Outdoor education in the Australian Curriculum</p> <ul style="list-style-type: none"> There was a strong response from the outdoor education fraternity recommending the inclusion of outdoor education as a subject within the Health and Physical Education learning area. Outdoor education respondents wanted to see the inclusion of outdoor education as a third subject in the senior secondary curriculum. The outdoor education respondents recommended key learning for inclusion related to outdoor education. This included knowledge, understanding and skills for undertaking outdoor recreation in natural settings, developing awareness of sustainable practices, environmental skills and stewardship for nature. 	<ul style="list-style-type: none"> Strengthened references to opportunities for participation in outdoor recreational activities in the Shape paper. Inserted a paragraph on how outdoor education is addressed in the Australian Curriculum. No decision has been made in regards to the senior secondary subjects that may be developed in Health and Physical Education. Inserted references to developing knowledge, skills and understanding to undertake activities in outdoor settings within the broad learning sequence and included reference to developing awareness about sustainable practices when participating in physical activity in outdoor settings through the embedded Sustainability cross-curriculum priority. .
<p>Inconsistency between the title and description of the proposition for an inquiry-based approach</p> <ul style="list-style-type: none"> There was some concern from respondents about the naming of the fifth proposition as “including an inquiry-based approach”. Respondents strongly supported the descriptive paragraphs included under this proposition (Paragraphs 20 and 21) but noted a discrepancy with the title of ‘inquiry-based approach’. Queensland, Victoria and several professional association responses recommended reinstating the ‘socio-critical perspective’ in the title as per the Initial Advice Paper that was presented at the National Forum, or renaming the proposition as ‘include a critical inquiry approach’. 	<ul style="list-style-type: none"> Renamed the proposition to “include a critical inquiry approach”. Revised text to ensure that it accurately describes a critical inquiry approach.

Issues	ACARA's response
<p>Notional indicative time</p> <ul style="list-style-type: none"> There was substantial negative feedback about the potential for the indicative hours for writing to be misinterpreted as indicative teaching time. 	<ul style="list-style-type: none"> Revised the text referring to notional time to ensure clear messaging that indicative teaching time allocation remains a jurisdictional decision.

The following issues presented in Table 2 were also raised in relation to specific sections of the draft Shape paper and/or by a small number of respondents.

Table 2: Other matters for consideration

Matters for consideration	ACARA actions
<ul style="list-style-type: none"> Suggested inclusion of stronger references to research on the links between physical activity and cognitive development. 	<ul style="list-style-type: none"> Reference already included in introduction that highlights research findings on links between physical activity and cognition and readiness to learn.
<ul style="list-style-type: none"> Suggested inclusion of more detailed guidance for writers on how to address student diversity in the curriculum. 	<ul style="list-style-type: none"> Included reference directing writers to the Universal Design for Learning Framework to guide writing of inclusive curriculum.
<ul style="list-style-type: none"> Some concern that the proposed two strands will result in separation of content into two separate subject areas of theory and practical. 	<ul style="list-style-type: none"> This feedback was received from the outdoor education respondents. Feedback from other stakeholders strongly endorsed the two strand structure.
<ul style="list-style-type: none"> Some lack of clarity about the difference between “movement” and “physical activity” and why the strand name includes both terms. 	<ul style="list-style-type: none"> There was strong support for the naming of this strand. Messaging about the different meanings intended by the two terms has been included in the glossary and strand description.
<ul style="list-style-type: none"> Suggested inclusion of stronger references to the development of fundamental movement skills in Foundation to Year 4. 	<ul style="list-style-type: none"> References to movement skills in Foundation to Year 4 have been amended to read ‘fundamental movement skills’.
<ul style="list-style-type: none"> Suggested strengthening of the focus on movement-based 	<ul style="list-style-type: none"> Relevant sections have been

learning across both strands.	revised to strengthen references to movement-based opportunities for learning.
<ul style="list-style-type: none"> Some concern about the inclusion of learning in relation to puberty in Years 3 and 4 raised by stakeholders from the Catholic Education sectors. 	<ul style="list-style-type: none"> Research supports the inclusion of teaching about the changes related to puberty at this age. The description in the sequence of learning has been altered to refer to “knowledge, understanding and skills to manage the physical, emotional and social changes they begin to experience during this stage of life.”
<ul style="list-style-type: none"> Suggested inclusion of stronger reference to relationships, particularly in relation to respect in relationships, negotiating relationships and managing changing relationships. 	<ul style="list-style-type: none"> Strengthened references to relationships to include respect, managing relationships and negotiating respectful relationships.
<ul style="list-style-type: none"> Some concern about the extent that the F – Year 10 curriculum will adequately prepare students for senior secondary study in Health and Physical Education. 	<ul style="list-style-type: none"> Respondents indicating concerns about this issue were from WA and these concerns were not raised by any other stakeholders.
<ul style="list-style-type: none"> Some concern that the cross-curriculum priorities are dealt with superficially. 	<ul style="list-style-type: none"> Revised text to ensure examples provided are authentic opportunities within the Health and Physical Education context.
<ul style="list-style-type: none"> Some concern that the cross-curriculum priorities will compete, in terms of teaching time, with core Health and Physical Education learning. 	<ul style="list-style-type: none"> Guidance to be provided to writers to ensure that the cross-curriculum priorities are embedded within the core expected learning for Health and Physical Education only where relevant and appropriate, and in authentic and non-tokenistic ways.
<ul style="list-style-type: none"> Some concern about availability of and access to relevant teacher expertise and resources to effectively teach the cross-curriculum priorities. 	<ul style="list-style-type: none"> The cross-curriculum priorities will be embedded within the curriculum content for Health and Physical Education. It is also acknowledged that these are implementation issues that fall outside of ACARA’s current remit.

Chapter 5: Conclusion

It was found that 72% of online respondents “strongly agreed” or “agreed” with the overall intention of the draft Shape Paper, while 28% of respondents “disagreed” or “strongly disagreed”. The percentage of “strongly agreed” or “agreed” increases to 84% when the standard responses that could be identified from outdoor education respondents ($n=40$) are removed from the quantitative data.

Appendix 1

Online Survey Questions

Q1-6 were identification questions

From Q7 onwards, the respondents could choose from ‘Agree’, ‘Strongly Agree’, ‘Disagree’ or ‘Strongly Disagree’

7. The Introduction for the *Australian Curriculum: Health and Physical Education* makes clear the important contribution of the Health and Physical Education curriculum to students’ education.
8. The five propositions for the *Australian Curriculum: Health and Physical Education* provide a clear direction for the development of a 21st century Health and Physical Education curriculum.
9. The *Inclusive practices in Health and Physical Education* section appropriately shows how the Health and Physical Education curriculum will address student diversity.
10. The *Importance of a healthy school environment* section is relevant for the development of the *Australian Curriculum: Health and Physical Education*.
11. The Aims make clear the intended learning for students in the *Australian Curriculum: Health and Physical Education*.
12. From Foundation to Year 10 the two organising strands: *Personal, social and community health* and *Movement and physical activity*, provide a useful organisational structure for the development of the *Australian Curriculum: Health and Physical Education*.
13. The description of the *Personal, social and community health* strand provides clear direction for the learning that will take place in this strand.
14. The description of the *Movement and physical activity* strand provides clear direction for the learning that will take place in this strand.
15. The development of the *Australian Curriculum: Health and Physical Education* in seven learning bands – Foundation, Year 1 and 2, Year 3 and 4, Year 5 and 6, Year 7 and 8, Year 9 and 10, and senior secondary is appropriate.
16. It is appropriate for both strands of the *Australian Curriculum: Health and Physical Education* to be taught in each year from Foundation to Year 10.
17. The description and sequence of Health and Physical Education learning in the Foundation year is appropriate.
18. The description and sequence of Health and Physical Education learning in Years 1 and 2 is appropriate.

19. The description and sequence of Health and Physical Education learning in Years 3 and 4 is appropriate.
20. The description and sequence of Health and Physical Education learning in Years 5 and 6 is appropriate.
21. The description and sequence of Health and Physical Education learning in Years 7 and 8 is appropriate.
22. The description and sequence of Health and Physical Education learning in Years 9 and 10 is appropriate.
23. In the senior secondary years (Years 11 and 12) it is appropriate that students have the opportunity to select from two subjects in the Health and Physical Education learning area – one subject based on the health dimensions and one based on the movement dimensions of the learning area.
24. The progression from one band to another in the Health and Physical Education scope and sequence is logical.
25. The broad description of the Literacy general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
26. The broad description of the Numeracy general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
27. The broad description of the ICT general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
28. The broad description of the Critical and creative thinking general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
29. The broad description of the Personal and social general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
30. The broad description of the Ethical behaviour general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
31. The broad description of the Intercultural understanding general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

32. The broad description of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and culture, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
33. The broad description of the cross-curriculum priority, Asia and Australia's engagement with Asia, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
34. The broad description of the cross-curriculum priority, Sustainability, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.
35. Please make any comments on the Key terms.
36. The overall direction of the Draft *Shape of the Australian Curriculum: Health and Physical Education* paper is on track.

Appendix 2

Breakdown of formal submissions by category

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

Education authorities (11)

Association of Independent Schools, WA (AISWA)

Catholic Education Commission, NSW (CEC NSW)

Independent Schools, Queensland (ISQ)

National Catholic Education Commission (NCEC)

Northern Territory Department of Education and Training (NT DET)

Queensland Catholic Education Authority (QCEC)

Queensland Department of Education, Training and Employment (Qld DETE)

Queensland Studies Authority (QSA)

SA Department of Education and Child Development (SA DECD)

Victorian Certification and Assessment Authority (VCAA)

WA School Curriculum and Standards Authority (WA SCSA)

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

Teacher professional associations (8)

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

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

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

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

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

Home Economics Institute of Australia (HEIA)

PDHPE Teachers Association (PDHPETA)

Australian Primary Principals Association (APPA)

Education stakeholders (5)

Asia Education Foundation

HPE Tertiary Alliance of Victoria (HTAV)

Life Education

Principals Australia Institute (PAI)

South Australia Department of Education and Child Development Coalition against bullying (SADECDCaB)

Outdoor education stakeholders (7)

ACT Outdoor Education Association (ACT OEA)

Leave No Trace Australia Ltd

National Outdoor Education Council (NOEC)

Nature Play WA

Outdoors WA (OWA)

Queensland Outdoor Recreation Foundation (QORF)

University of Notre Dame, Outdoor Education class

Health stakeholders (25, includes two international respondents)

AustCycle

AUSTSWIM

Australian Human Rights Commission

Beyondblue

Coolola Physical Activity and Nutrition Taskforce Together for humanity

Dairy Australia and Nutrition Australia Victoria

Children by Choice

Clinical Excellence Commission

Dietitions Association of Australia

Eat Well Queensland

Family Planning NSW

Family Planning TAS

Family Planning VIC

McCusker Centre for Action on Alcohol and Youth

National Heart Foundation

NSW Anti-homophobia Interagency

Public Health Association of Australia

Road Safety Education Reference Group Australasia

Royal Life Saving Australia

Scripture Union of Tasmania

South Australian Nutrition Network

Sports Medicine Australia

St John Ambulance Australia

Surf Life Saving

Government departments (18)

Australian Securities and Investment Commission

Australian Sports Commission
Central Regional Services, Queensland: Public Health, Nutrition and Healthy Children
Centre for Public Health, NSW Health
Child Protection Support, Department of Education, WA
Commissioner for Children and Young People, Western Australia
Dental Health Services Victoria
Department of Families, Housing, Community Services and Indigenous Affairs, Australian Government
Department of Health, South Australia
Department of Health, Western Australia
Department of Sport and Recreation, WA
Government of Western Australia, Drug and Alcohol Office
Health Promotion Branch, Department of Health, ACT
National Medicines Policy Committee
Office for Sport, Australian Government
Premiers Physical Activity Council TAS
Tasmanian Department of Health and Human Services
Victorian Department of Health

Youth organisations (5)
Australian Youth Affairs Council/ Youth Empowerment Against HIV/AIDS
Australian Youth Forum
Inspire Foundation
Youth Affairs Council of SA
Youth Network of Tasmania

Universities (6)
Appleton Institute, Central Queensland University
Australian Research Centre in Sex, Health and Society, La Trobe University
Centre for Accident Research and Road Safety, Queensland University of Technology

Queensland University of Technology, School of Exercise and Nutrition Sciences

University of Notre Dame, Fremantle Campus

University of Western Australia – Health and Physical Education faculty

Schools (3)

All Saints College, WA

Mindarie Senior College, WA

Rossmoyne Senior High School, WA

*** Individuals**

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

Appendix 3: Organisational responses to the online survey

A. B. Paterson College

Albury Zone PSSA

Aquatics and Recreation Victoria

Asia Education Foundation

Australasian Sleep Association

Australian Camps Association

Australian Catholic University

Australian Council of Health, Physical Education and Recreation, Queensland Branch

Australian Rugby Union

Australian Securities and Investments Commission

Badminton Australia

Baptist Camping Victoria

Bindaree Outdoors

Bluearth Foundation

Camp Rumbug

Cancer Council Victoria - Achievement Program

Cancer Council WA

Catholic Education Commission New South Wales

Cecil Andrews Senior High School

Central Queensland University and University of South Australia

Cross sector - Catholic Education SA, DECD, Association of Independent Schools SA

Cross sector School Drug Strategy

Department for Education and Child Developmet

Department of Education, Tasmania

Early Childhood Teachers' Association (ECTA)

Family Planning Welfare Association Northern Territory

Ferny Grove State High School
Fort Street HS
Family Planning WA Sexual Health Services
Golden Grove High School
Got Game
HDL Publishing Pty Ltd
Healthy Kids Association
HEIA
Home Economics Institute of Australia (WA Division)
Home Economics Victoria
Hunter Valley Grammar School
Indigenous Eye Health Unit, Melbourne School of Population Health The University of Melbourne
Kinglake Ranges Wilderness Camp
Lakeland SHS
Life Education Australia
Life Saving Victoria
Macintyre High School
Mercedes College
Methodist Ladies College (MLC)
MindMatters and KidsMatter
Mount Gambier High School
Mount Gambier High School Home Economics staff
Nature Play WA
National Catholic Education Commission
North West Christian School
Maitland Grossmann High School, NSW

NSW Ministry of Health, Centre for Oral Health Strategy
Nutrition Australia Qld
Outdoor Education Australia.
Outdoor Educators' Association of South Australia (OEASA)
Outdoors WA
Outward Bound Australia
Pascoe Vale Girls College
Pemberton Camp School, Department of Education
Physical Activity Foundation Ltd
Prospect High, NSW
Quit Victoria
Radford College
ROSA - Residential Outdoor Education Association
Royal Life Saving Society - Australia
AUSTSWIM, Surf Life Saving Australia
Ryan Catholic College
School of Sport Science, Exercise & Health The University of Western Australia
SHine SA (Sexual Health information, networking and education SA)
South Fremantle Senior High School
St Joseph's College Albany
Steiner Education Australia
Strathfield Girls High School PDHPE faculty
Sydney Distance Education High School
Tasmanian Parks & Wildlife - -Education & Interpretation Section
The Great Aussie Bush Camp
The Peer Support Foundation Limited
Titan Education Pty Ltd

trackSAFE Foundation

University of Newcastle - Third Year HPE undergraduate students BTeach (Secondary)

University of Southern Queensland

Victoria University

Victoria YMCA

Wanganui Park Secondary College HPE Staff

Woodleigh School, Baxter

Youth Network of Tasmania

Appendix 4: Standard suggested response from Outdoor Education Australia

To be inserted as a PDF into final document.

Appendix 5: General capabilities online survey response breakdown

Literacy

Numeracy

Information and communication technologies

Critical and creative thinking

Personal and social capability

Ethical

behaviour

Intercultural understanding

Appendix 6: Cross-curriculum priorities online survey response breakdown

Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia's engagement with Asia

Sustainability