CONSULTATION SURVEY

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

INTRODUCTION

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

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

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

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

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

THANK YOU FOR YOUR FEEDBACK.

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

1. In which state or territory are you based?

2. Which CATEGORY OF RESPONDENT best describes your perspective?
   - Primary teacher
   - Secondary HPE teacher
   - Secondary Home Economics teacher
   - Secondary Outdoor Education teacher
   - School leader
   - Academic
   - Parent
   - Student
   - Education officer
   - Other (please specify): ___________________________

3. Have I participated in consultation as part of the intensive engagement program (trial) during Term 1, 2013? □

4. If you are providing a group response (e.g., school, professional association, university faculty, education authority) which CATEGORY OF RESPONDENT best describes the group’s perspective?
   - School
   - Professional association
   - University faculty
   - Education authority
   - If other, please specify

5. Please indicate the NAME of the group below.
   - Group name: ______________________________

6. If group response, how many people have contributed DIRECTLY to this response?
   __________________

7. If other organisations or affiliates have contributed to this response, please list below:

   ____________________  ____________________
RATIONALE AND AIMS

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

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

Comments

CONTENT STRUCTURE

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

Comments:

KEY IDEAS

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

Comments:

LINKS TO OTHER LEARNING AREAS

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

Comments:

IMPLICATIONS FOR IMPLEMENTATION

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

Comments:

BAND DESCRIPTIONS

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

Comments:
CONTENT DESCRIPTIONS

15. The draft content descriptions are clear and unambiguous statements of what students should be taught.
16. The draft content descriptions are pitched appropriately for each band level.
17. The draft content descriptions describe an appropriate progression across band levels.
18. The draft content descriptions provide a manageable set for each band level.

Comments:

CONTENT ELABORATIONS

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

Comments:

ACHIEVEMENT STANDARDS

20. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.
21. The draft achievement standards are pitched appropriately for each band level.
22. The draft achievement standards describe an appropriate progression of expected learning across band levels.

Comments:

GENERAL CAPABILITIES

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

Comments:

CROSS-CURRICULUM PRIORITIES

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

Comments:

GLOSSARY

25. The glossary is comprehensive.
26. The glossary definitions are clear and appropriate.

Comments

OTHER COMMENTS

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