

# Review of the Australian Curriculum F-10 Cross-curriculum priorities

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## Respondent details

### 1) Please provide your email address:\*

A copy of your feedback will be emailed to you. The School Curriculum and Standards Authority will not identify you or your feedback. You will be given the option to allow us to contact you to discuss your feedback further, if the Authority deems this necessary.

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### 2) This response is from (please select all that apply):\*

- Community member
- Curriculum Advisory Committee (CAC) member
- Head of Learning Area
- Industry representative
- Member of school board or council
- Parent
- Professional association
- School faculty/department
- School leader
- School systems/sector representative
- Student
- Teacher - Pre-service
- Teacher - Primary
- Teacher - Early Childhood
- Teacher - Secondary

- Teacher - Special Education
- Textbook author
- University representative
- Other - Write In: \_\_\_\_\_

**3) Please select the Learning Area that the majority of your work relates to:**

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts
- All of the above

**4) If you are/were a teacher, please indicate the number of years you have been a practising teacher/school administrator:\***

- 0 – 5
- 6 – 10
- 11 – 15
- 16 – 20
- 21 – 25
- 26 – 30
- More than 30 years
- Not applicable

**5) I am:\***

- an Aboriginal person
- a Torres Strait Islander person
- an Aboriginal and Torres Strait Islander person
- not an Aboriginal and/or Torres Strait Islander person
- I prefer not to say

**6) Type of school or organisation:\***

- Catholic education system
- Government education system
- Independent education system
- Not applicable
- Other - Write In: \_\_\_\_\_

**7) Location**

**Please enter your suburb, town or city in the relevant space below:**

Metropolitan Perth: \_\_\_\_\_

Regional - south west of Western Australia: \_\_\_\_\_

Regional - east of Western Australia: \_\_\_\_\_

Regional - north west of Western Australia: \_\_\_\_\_

International school: \_\_\_\_\_

**8) Number of people contributing to this survey:\***

- 1
- 2
- 3
- 4
- 5
- 6
- Other - Write In: \_\_\_\_\_

**9) If you are a member of a school community, please specify which type of school:\***

- Pre-primary to Year 6 school
- Pre-primary to Year 12 school
- Middle school (Years 7 – 10)
- High school (Years 7 – 12)
- Senior school (Years 11 and 12)
- Other - Write In: \_\_\_\_\_

**10) Please indicate your current teaching status in relation to Pre-primary–Year 10 Curriculum:\***

- currently teaching Kindergarten
- currently teaching P–2
- currently teaching 3–6
- currently teaching 7–10
- currently teaching 11–12
- previously taught K–2
- previously taught 3–6
- previously taught 7–10
- previously taught 11–12
- have never taught P–10

**11) I am completing this survey:\***

- Without attending a face to face / online meeting
- After attending a face to face meeting
- After attending an online meeting

**12) I am providing feedback on the following Cross-curriculum priority: \***

- Aboriginal and Torres Strait Islander Histories and Cultures
  - Asia and Australia's engagement with Asia
  - Sustainability
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# Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priority

13) To what extent do you agree with the following statements related to the Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priority overview:\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>overview</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>overview</b> outlines the intent of the Cross-curriculum priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**14) To what extent do you agree with the following statements related to the Aboriginal and Torres Strait Islander Histories and Cultures framework:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>framework</b> is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**15) To what extent do you agree with the following statements related to the interconnected aspects of Country/Place, Culture and People:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Language in the dot points provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these dot points into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the dot points are clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**16) To what extent do you agree with the following statements related to the Organising ideas 1–3 Country/Place:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed organising ideas 1–3 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**17) To what extent do you agree with the following statements related to the Organising ideas 4–6 Culture:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 4–6 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**18) To what extent do you agree with the following statements related to the Organising ideas 7–9 People:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 7–9 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**19) I would require support to embed this Cross-curriculum priority into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**20) Please provide any further comments or suggestions you would like to make about the Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priority:**



# Asia and Australia's engagement with Asia Cross-curriculum priority

21) To what extent do you agree with the following statements related to the Asia and Australia's engagement with Asia Cross-curriculum priority overview:\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>overview</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>overview</b> outlines the intent of the Cross-curriculum priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**22) To what extent do you agree with the following statements related to the Defining Asia section:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The defining Asia section clearly describes the different geographical definitions and regions to be applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**23) To what extent do you agree with the following statements related to the Asia and Australia's engagement with Asia framework:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>framework</b> is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language within the <b>framework</b> headings (Systems, worldviews, design, futures) provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed key ideas from the <b>framework</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**24) To what extent do you agree with the following statements related to the Organising ideas 1–2 Knowing Asia and its diversity:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed organising ideas 1–2 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**25) To what extent do you agree with the following statements related to the Organising ideas 3–4 Understanding Asia's global significance:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 3–4 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**26) To what extent do you agree with the following statements related to the Organising ideas 5–6 Growing Asia-Australia engagement:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 5–6 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**27) I would require support to embed this Cross-curriculum priority into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**28) Please provide any further comments or suggestions you would like to make about the Asia and Australia's engagement with Asia Cross-curriculum Priority:**

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## Sustainability Cross-curriculum priority

29) To what extent do you agree with the following statements related to the Sustainability Cross-curriculum priority overview:\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>overview</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>overview</b> outlines the intent of the Cross-curriculum priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**30) To what extent do you agree with the following statements related to the Sustainability framework:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>framework</b> is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language within the <b>framework</b> headings (systems, worldviews, design, futures) provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed key ideas from the <b>framework</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>framework</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**31) To what extent do you agree with the following statements related to the Organising ideas 1–3 Systems:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed organising ideas 1–3 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**32) To what extent do you agree with the following statements related to the Organising ideas 4–5 Worldviews:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 4–5 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**33) To what extent do you agree with the following statements related to the Organising ideas 6–8 Design:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 6–8 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**34) To what extent do you agree with the following statements related to the Organising ideas 9–10 Futures:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
There is adequate detail for teachers to embed the organising ideas 9–10 across all 8 Learning Areas and all year levels from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content is relevant and can be embedded across all 8 Learning Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pitch is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**35) I would require support to embed this Cross-curriculum priority into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**36) Please provide any further comments or suggestions you would like to make about the Sustainability Cross-curriculum priority:**

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## Personal details (optional)

37) If required, would you be available to discuss your feedback with a representative of the Authority?

Yes

No

38) Please provide your details:

Name:: \_\_\_\_\_

School/Institution: \_\_\_\_\_

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**Thank you for your feedback.**  
**Please email this survey to [scsa-consultation@scsa.wa.edu.au](mailto:scsa-consultation@scsa.wa.edu.au)**

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