

CEO/22/99

Ms Tracy Puckeridge  
Chief Executive Officer  
The Australian Council for Health,  
Physical Education and Recreation  
(ACIPHER) NSW Branch  
PO Box 58  
BELMORE NSW 2192

Ms Pam Finlay  
President  
NSW PDHPE Teachers' Association

Dear Ms Puckeridge and Ms Finlay

I write in response to your correspondence of 7 December 2022 regarding the status of the Stage 6 Health and Movement Science syllabus and opportunities for consultation during the development of the K–10 Personal Development, Health and Physical Education (PDHPE) syllabus. I note that you have written to the Hon Sarah Mitchell MLC, Minister for Education and Early Learning and the NESAs CEO regarding this matter. The Minister and the CEO have asked that I respond on their behalf.

I understand that you and your members are awaiting the release of the Stage 6 Health and Movement Science syllabus. As you note, the draft syllabus was well received by ACHPER and the PDHPE Teachers' Association and the new syllabus will provide opportunities for students to learn about contemporary content and will prepare them for post school contexts including study and work.

The Stage 6 syllabus will be released in 2023. The timeline has been impacted by the significant work undertaken by the NSW Curriculum Review and the need to ensure alignment between the Stage 6 syllabus and the K–10 syllabus currently under development. Following approval and publication processes the Stage 6 Health and Movement Science syllabus will be published on the new NESAs Digital curriculum platform.

This website will provide teachers with opportunities to customise views of content and examples, and to access newly developed materials to support implementation. The range of support materials will include teaching advice, scope and sequences, teaching units, school-based assessment advice, sample assessment tasks, HSC sample examination questions, and a professional learning module.

The development of the K–10 PDHPE syllabus has been undertaken as part of the NSW Government response to the Curriculum Review. The number of K–12 syllabuses to be developed between 2021–2025 has resulted in a review of syllabus development processes and the development of a refined process for all new syllabuses. The new syllabus development process continues to provide opportunities for consultation and input from key stakeholders and experts such as ACPHER and the PDHPE Teachers' Association.

During the draft syllabus writing phase curriculum writers are guided by concept papers that include the review of the existing syllabuses and standards to identify strengths and areas for improvement, and relevant government recommendations and priorities, research, evidence and academic advice. Data collected from a range of sources is also considered as well as alignment with the Australian Curriculum, where relevant.

In relation to your comments about a lack of transparency and a closed process for syllabus development, a Technical Advisory Group (TAG) is established for each syllabus development project. The TAG provides expert advice on the concept phase of development, the research and evidence included, and assures the quality of the outcomes and content of the draft syllabus. Concepts relating to syllabus development guide curriculum writers at a point in time, are tested in the writing process, and therefore are not a more broadly available document.

NESA seeks recommendations for TAG membership from key stakeholder groups including professional associations, school sectors and unions. TAG members are selected based on their expertise and typically include academics and practising teachers with deep knowledge of their subject area, curriculum development and student learning. The membership of TAGs is consistent across all syllabuses and learning areas to ensure that each syllabus development project is transparent and has clear governance structures.

The names of syllabus writers and reviewers are never disclosed to the public. This enables writers to develop the syllabus content aligned to the concept phase of development including evidence and research, and feedback gathered from consultation, rather than being influenced or pressured by groups or individuals.

The quality of the advice provided by professional associations is an important aspect of syllabus development. There continues to be a range of opportunities for members of professional associations and individuals to provide feedback including through engagement forums, focus groups, membership of Teacher Engagement Networks, membership of a TAG and public consultation periods. Public consultation opportunities are advertised on the NESA website.

I can assure you that input from professional associations remains a valuable and respected component of NESA's syllabus review and development processes. Should you wish to discuss this matter further, please contact Darren Tayler, Group Director, Curriculum Development, by telephone on 02 9367 8151 or email: [darren.tayler@nesa.nsw.edu.au](mailto:darren.tayler@nesa.nsw.edu.au)

Yours sincerely



Dr Paul Cahill  
Executive Director Curriculum Reform  
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