



**Australian
Human Rights
Commission**

Strengthening human rights education in the Health and Physical Education curriculum

.....
Recommendations on *Shape of the Australian
Curriculum: Health and Physical Education*

6 June 2012

Contents

1	Introduction	3
2	Nature of the Health and Physical Education learning area	5
	(a) <i>Take a strengths-based approach</i>	<i>5</i>
	(b) <i>Focus on the educative outcomes of the learning area</i>	<i>5</i>
	(c) <i>Develop ‘health literacy’ skills</i>	<i>5</i>
	(d) <i>Include an inquiry-based approach.....</i>	<i>5</i>
3	Inclusive practices in health and physical education.....	6
4	Importance of a healthy school environment.....	6
5	Aims of the Australian Curriculum: Health and Physical Education.....	7
6	Structure of the Health and Physical Education curriculum.....	7
7	The organisation of the Health and Physical Education curriculum.....	9
8	General Capabilities and Health and Physical Education	11
9	Cross- Curriculum priorities and Health and Physical Education.....	14
	(a) <i>Aboriginal and Torres Strait Islander histories and cultures.....</i>	<i>14</i>
	(b) <i>Sustainability</i>	<i>14</i>

1 Introduction

The Australian Human Rights Commission welcomes the development of the national school curriculum (the curriculum). We believe that the development of the curriculum is a unique opportunity to ensure all young people in Australia have the opportunity to gain an understanding and respect for human rights.

The Commission congratulates the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the first steps taken to incorporate human rights into the *Shape of the Australian Curriculum: Health and Physical Education* (released in March 2012) (shape paper). In particular, it is with pleasure that the Commission notes references to the right to health – including health literacy and access to information and services, the rights to play and freedom of movement, and human rights principles such as respect, empathy and fairness. The Commission is also pleased to see that the shape paper acknowledges that health and wellbeing is influenced by factors such as gender, sexuality, culture, ethnicity, socio-economic status, environments and geographical location.

It is, however, the Commission's view that the focus on human rights can be further strengthened and integrated into all stages of the Health and Physical Education curriculum. In particular, the Commission recommends the following:

- integrating content on respectful relationships and bystander behaviour
- strengthening and fully integrating relevant general capabilities and cross curriculum priorities
- including relevant human rights case studies as elaborations in the curriculum when it is developed.

Besides these recommendations, the Commission has also made some minor suggestions to ensure that shape paper is articulated in ways that support human rights.

Throughout this submission, the Commission has identified changes and suggestions in *italics*, any suggested words to be removed have been struck through, and the paragraph references have been included.

Human rights and health and wellbeing

The Commission believes it would be beneficial for the shape paper to refer to the Convention on the Rights of the Child (CRC) and to the International Covenant on Economic, Social and Cultural Rights (ICESCR). The CRC and ICESCR provide minimum standards and guidance on the rights of children and young people to health and wellbeing.

The CRC identifies key areas that are relevant to children and young people's health and wellbeing in the context of the curriculum. Specifically, the CRC recognises that all children and young people have the right to the enjoyment of the highest attainable standard of health, the right to life, survival and development, to equality and non-discrimination and to express their views and to have those views taken

seriously.¹ The CRC also recognises that the best interests of the child should be a central consideration in all actions concerning children.²

The United Nations Committee on the Rights of the Child has also articulated that children and young people have a right to be free from violence and that schools have a significant role to play in this through the:

provision of accurate, accessible and age-appropriate information and empowerment on life skills, self-protection and specific risks, including those relating to ICTs and how to develop positive peer relationships and combat bullying; empowerment regarding child rights in general - and in particular on the right to be heard and to have their views taken seriously - through the school curriculum and in other ways.³

The right to the highest attainable standard of health is also recognised in the ICESCR.⁴ The United Nations Committee on Economic, Social and Cultural Rights has also made comments regarding the protection and promotion of the right to health, especially in relation to children and adolescents. In particular, the Committee highlights that governments:

should provide a safe and supportive environment for adolescents, that ensures the opportunity to participate in decisions affecting their health, to build life-skills, to acquire appropriate information, to receive counselling and to negotiate the health-behaviour choices they make. The realization of the right to health of adolescents is dependent on the development of youth-friendly health care, which respects confidentiality and privacy and includes appropriate sexual and reproductive health services.

In all policies and programmes aimed at guaranteeing the right to health of children and adolescents their best interests shall be a primary consideration.⁵

Respectful and responsible relationships

The Commission encourages the inclusion of additional content relating to respectful relationships. The Commission has significant experience in the impact of discrimination, including violence, harassment and bullying, on the wellbeing of individuals. There is now considerable evidence regarding the benefit of positive bystander behaviour. Research has shown that bullying occurs within a group context, with peers present as onlookers in around 85% of bullying interactions.⁶ Positive bystander behaviour relates to respectful relationships and is consistent with the vision of the revised national safe schools framework which identifies that:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.⁷

Recent research conducted by the Child Health Promotion Research Centre at Edith Cowan University identifies the importance of young people taking appropriate bystander action if they witness cyberbullying. The research identifies potentially effective ways to motivate young people to take safe action when they witness cyberbullying.⁸ The research found that messages which target young peoples' emotions and real life situations, and which evoke empathy, are the most effective. This research provides the springboard for a social media campaign, BackMeUp, which the Commission is launching on 19 June 2012. This campaign focuses on assisting 13-17 year olds to understand what it means to be a bystander to cyberbullying, and how to safely and effectively intervene in these situations.⁹

The Commission has also supported research on bystander anti-racism in the Australian context. The research completed to date identifies that when racism occurs in schools, bystander anti-racism actions have the power to change social norms and are an important part of anti-racism strategies.¹⁰ Further the associated Challenging Racism: The Anti-Racism Research Project has compiled a list of useful, practical anti-racism initiatives and strategies to assist in counteracting the existence of racism and to address cultural prejudices.¹¹

The Commission recommends that consideration be given to the research on bystander cyberbullying and anti-racism actions and strategies in the development of the health and physical education curriculum, and that the Challenging Racism Project anti-racism strategies be considered and adapted where appropriate in the development of curriculum elaborations and examples.

2 Nature of the Health and Physical Education learning area

(a) Take a strengths-based approach

The Commission supports the use of a strength based approach to health and physical education. This requires strengths based approaches being developed that are accessible and appropriate for all students, including groups that may be vulnerable. For example, curriculum outcomes, indicators, and teaching resources need to be relevant for Aboriginal and Torres Strait Islander students, students from diverse socio-economic, cultural and linguistic backgrounds, from refugee backgrounds, students with a disability, and inclusive of students' sexual orientation and gender identity.

(b) Focus on the educative outcomes of the learning area

Paragraph 14 appropriately identifies that the health and physical education curriculum should not be seen as a 'cure all' for social problems that may negatively impact on children and young people's health and wellbeing. However, the Commission believes that the curriculum should provide children and young people with the tools to critically reflect on their health and wellbeing in the context of individual, interpersonal, organisational, community environmental and policy influences at a level appropriate to their developmental stage.

(c) Develop 'health literacy' skills

The Commission is supportive of health literacy skills being a central element of the curriculum. This could be complemented by including examples of health as a human right in the development of the curriculum and supporting elaborations.

(d) Include an inquiry-based approach

The Commission supports the adoption of an inquiry-based approach that encourages students to question social, cultural and political factors that influence health and wellbeing. While this section appropriately encourages students to explore inclusiveness, inequality, diversity and social justice, the Commission recommends

that 'human rights' be explicitly integrated. The Commission recommends the following in paragraph 20:

- In doing so students will explore matters such as inclusiveness, power inequalities, taken-for-granted assumptions, diversity, and social justice and *human rights*, and develop strategies to improve their own and others' health and wellbeing.

3 Inclusive practices in health and physical education

The Commission welcomes reference to inclusive practices that recognise the strengths and ability of all students and that respect diversity. The Commission draws ACARA's attention to requirements relating to the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, particularly noting the requirement to make 'reasonable adjustments' for students with a disability in the curriculum. The Commission also recommends that reference is made to the implementation of Area 5 – Learning and skills in the *National Disability Strategy 2010-2020*.¹²

The Commission welcomes the recognition of the health and physical education curriculum as an opportunity to challenge stereotypes based on difference and to develop inclusive attitudes, beliefs and behaviours. The Commission recommends, however, that inclusive practices in health and physical education would be strengthened with specific reference to the wide range of diverse backgrounds that students come from, including sexual orientation, gender identity, disability, race, and varying socio-economic backgrounds.

4 Importance of a healthy school environment

Physical School Environment

The Commission commends the inclusion of the importance of a healthy physical school environment to student's health and wellbeing.

The Commission recommends that reference be made to children and young people having a right to access to information aimed at promoting their physical and mental health and wellbeing.¹³ This includes access to information about health and nutrition.¹⁴

The Commission recommends that reference be made to the recommendations of the *National Preventative Health Strategy Roadmap for Action*. In particular, key action area 3.1 supports the promotion of school programs that encourage physical activity and enable healthy eating.¹⁵ In order to support the development of healthy school environments and to harness a human rights focus it may be useful to incorporate good practice examples into the health and physical education curriculum elaborations. The Stephanie Alexander Kitchen Garden Foundation Schools Program is a powerful example of a school-based initiative with a human rights consistent message.¹⁶ The program facilitates students to grow, harvest, prepare and share their own food. This supports health and wellbeing, a sense of ownership and leadership, and a culture of sharing. These are all factors that enhance a human rights focus in schools and amongst students.

Social Environment

Acknowledging that being safe and supported at school is essential for student wellbeing and effective learning, the revised *National Safe Schools Framework's* guiding principles affirm the rights of all members of school communities to feel safe and be safe at school.¹⁷ The Framework commits Australian schools to creating a safe school environment through a whole of school and evidence based approach, and to actively support young people to develop understanding and skills to keep themselves and others safe.

Significantly, Element 6 of the *National Safe Schools Framework* refers to student engagement, skill development and a safe school curriculum.¹⁸ In particular, it highlights the importance of teaching social and emotional skills (for example, listening, negotiation, sharing, empathic responding) in all subjects and across all year levels, together with teaching understanding and skills that promote cybersafety and counter harassment, aggression, violence and bullying. In relation to student wellbeing, the Framework promotes the adoption of strength-based approaches to student learning and participation and the provision of a range of opportunities for student participation and decision-making.¹⁹

The Commission recommends that the revised *National Safe Schools Framework* be reflected in this section of the shape paper and throughout the health and physical education curriculum as it is developed.

5 Aims of the Australian Curriculum: Health and Physical Education

The Commission supports the aims of the curriculum outlined in paragraphs 26-27.

In order to enhance the human rights content in the curriculum, the Commission recommends that reference to respectful relationships be included in the aim, for example:

- Develop and use personal and social skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive *and respectful* relationships.

The Commission further recommends that the following additional aim connected to the revised *National Safe Schools Framework* be included:

- *Develop skills to promote cybersafety and to counter harassment, violence and bullying.*²⁰

6 Structure of the Health and Physical Education curriculum

(a) *Personal, social and community health*

The Commission supports the four key factors that affect health outcomes (human biology, personal behaviour, physical environment and psychosocial environment) identified in paragraph 33. The Commission believes it would be beneficial if social,

and environmental determinants of health and human rights were included in this section:

The health related aspects of the curriculum are informed by areas of study such as medicine, epidemiology, sociology of health, psychology of health, health promotion *and human rights*. *The curriculum should also be informed by the environmental determinants of health to the extent they are not captured above.*

The Commission recommends that Close the Gap campaign be used as a rich example of an initiative that covers many areas of study such as medicine, epidemiology, sociology of health, psychology of health, health promotion, and human rights. Close the Gap work also provides examples of sport being used to promote health and wellbeing for example, through the positive use of sport for health promotion.²¹

(b) Movement and physical activity

While this strand of the health and physical education curriculum emphasises the important place and meaning of physical activities and sports locally, nationally and internationally, it does not mention the important role that sports can play in enhancing respect for human rights and social inclusion. Sport provides an opportunity for students to learn about fair play and team spirit. In addition, creating safe and harassment-free sport involves treating others with dignity and respect, behaving in a manner that does not put anyone at risk of harm; and responding to situations where others may be being treated unfairly, bullied or harassed.

The Commission recommends that these important opportunities to develop social, interpersonal, intercultural, ethical skills and behaviours that are consistent with human rights be reflected in the movement and physical activity strand of the health and physical education curriculum shape paper.

The Commission is a partner in a web-based ethical sporting initiative called Play by the Rules.²² Play by the Rules provides information and online learning for community and school sport and recreation on how to prevent and deal with discrimination, harassment and child abuse, and how to develop inclusive and welcoming environments for participation.

The Commission recommends that Play by the Rules could serve as a valuable example or elaboration in the development of the health and physical education curriculum.

It is also important that movement and physical activity encourage inclusive practices that are aimed at maximum participation of all students and are respectful of their diversity. The Commission recommends that this section incorporate reference to the *Disability Standards for Education 2005*.

7 The organisation of the Health and Physical Education curriculum

The Commission congratulates ACARA on incorporating human rights into the organisation of the health and physical education curriculum. Below are some suggestions to further strengthen the human rights content of the curriculum. The Commission has only made suggestions in areas where it has expertise and believes human rights content could be incorporated more strongly.

(a) Foundation (typically 5–6 years of age)

The Commission congratulates ACARA especially on paragraphs 48 to 51, in particular the references to learning to interact with others with care, empathy and respect and developing their understanding of fairness. However, the Commission believes that this section could be strengthened with reference to the *Early Years Learning Framework*, which aims to extend and enrich children's learning from birth to five years, including through the transition to school.²³ Of particular relevance is 'Outcome 2: Children are connected with and contribute to their world', which promotes the importance of children understanding rights and responsibilities, respecting diversity, developing an awareness of fairness, becoming socially responsible, and showing respect for the environment.²⁴

The Commission recommends that specific reference to Outcome 2 of the *Early Years Learning Framework* would both strengthen the human rights content of the curriculum and create important links between early childhood and primary school education.

(b) Year 1–2 (typically 6–8 years of age)

The Commission congratulates ACARA on the inclusion of reference to the importance of students developing an understanding of reciprocal rights and responsibilities, sharing and respecting others. However, to further strengthen the human rights content, the Commission recommends that 'respect for diversity' be included in this section. For example in paragraph 59 the Commission recommends the following:

- As these relationships are formed, students need to develop an understanding of reciprocal rights and responsibilities and the ability to see things from other people's viewpoints, *including respect for diversity*.

Further, the Commission recommends that Paragraph 60 include 'cooperative and inclusive behaviour' as key social skills. For example:

- It is at this time that students need support to further develop and practise key social skills, such as sharing, expressing needs and feelings appropriately, negotiating, respecting others, making decisions, *and cooperative and inclusive behaviour* in both movement-based and classroom activities.

(c) Years 3–4 (typically 8–10 years of age)

The Commission congratulates ACARA on the inclusion of respecting diversity and valuing difference in paragraph 67. However, the Commission also recommends that to further enhance the human rights content, reference to ‘respectful relationships’ is included. For example in paragraph 68:

- Interpersonal skills and understanding take on an increasing importance, and the *Australian Curriculum: Health and Physical Education* will provide explicit learning opportunities to develop the knowledge, understanding and skills to identify and compare ways of establishing *respectful* relationships, including online interactions, and develop strategies for managing the changing nature of peer friendships and family relationships.

(d) Years 5–6 (typically 10–12 years of age)

The Commission supports the inclusion of conflict resolution skills and appropriate and respectful behaviour in paragraph 74. The Commission is also pleased to see that a celebration of students’ unique qualities and valuing diversity is included in paragraph 76. To further strengthen the human rights content in relation to gender the Commission recommends that paragraph 77 include a reference to rights with a new sentence at the end of the paragraph:

- Students are developing an understanding of gender expectations and stereotypes and will learn skills to critique the appropriateness of role models they look to in the media, through the internet and in their community. *Students are also learning about their rights to non-discrimination and equality, including their right not to be stereotyped on the basis of their sex and/or gender.*

(e) Years 7–8 (typically 12–14 years of age)

The Commission congratulates ACARA recognising that students need to develop knowledge and skills in identifying discrimination and harassment, and to develop abilities in acting responsibly to support their own rights in paragraph 84. However, the Commission recommends that human rights could be strengthened by expanding it to include the following:

- Students need to develop the knowledge and understanding *of their rights and the rights of others including* and skills to recognise instances of discrimination and harassment, and to act responsibly to ~~support~~ *protect and promote* their own rights and feelings and those of others.

The Commission further recommends that paragraph 87 include reference to the right to be free from physical, emotional, psychological violence and harassment in the online setting and also refer to the right to right to privacy, in order to ensure human rights content is fully incorporated into these Year levels. For example, the Commission recommends the following additional sentence at the end of the paragraph:

- Increasing levels of independence and access to mobile technologies gives students the capacity to be connected and online 24 hours a day. It is important for students to develop the knowledge, understanding and skills

necessary to manage their online engagements, particularly in relation to their online identities and balancing their time online with schoolwork, sleep and other commitments. *Students need to be aware of their right to be free from physical, emotional, psychological violence and harassment in the online setting and also be aware of their right to privacy.*

(f) Years 9–10 (typically 14–16 years of age)

The Commission congratulates ACARA’s inclusion of developing students’ concepts of equity, fair play, respect, valuing of diversity and difference and social justice in paragraph 98. However, the Commission recommends that the human rights content could be enhanced with reference, in paragraph 95, to employment rights as in the following:

- This is also a time when some young people begin part-time work and students need opportunities to develop an understanding of how to manage the added pressure of work commitments. *Students also need to be aware of their rights regarding employment and fair working conditions, particularly their right to be free from sexual harassment in the workplace.*

The Commission also recommends that paragraph 98 could refer to the protection of rights, as follows:

- Students also develop an understanding of how attitudes towards difference can influence people’s interactions with others and how they can take positive action *to protect their rights and the rights of others* and value diversity in their school and community.

The Commission’s recent consultation on the experiences of people who may have been discriminated against on the basis of their sexual orientation and sex and/or gender identity, revealed numerous and distressing stories of how people’s lives had been impacted and damaged by discrimination, violence or bullying on the basis of their sexual orientation and sex and/or gender identity.²⁵ In order to specifically recognise the serious impact of discrimination, violence and bullying on the health and wellbeing of lesbian, gay, bisexual, trans and intersex students, the Commission recommends that paragraph 99 incorporate reference to sexual orientation and gender identity as follows:

- Students develop the knowledge, understanding and skills to analyse how a range of socio-cultural and personal factors influence sexuality, *sexual orientation, gender identity, sexual attitudes and behaviour and their rights in relation to them.*

8 General Capabilities and Health and Physical Education

The Commission has only made recommendations on general capabilities that it has particular expertise in and where it is considered the human rights content could be strengthened.

- (a) *Information and communication technology (ICT) capability*

Students use ICT to relate to others, access information and socialise. It is important that ethical behaviour online is recognised in this capability. The Commission recommends that paragraph 114 conclude with the following final sentence:

- *Students will develop an understanding of ethical online behaviour including using ICT for respectful communication.*

(b) *Personal and social capability*

The Commission supports the emphasis on students learning to understand themselves and others, to manage relationships, lives, work and learning as it is integral in building personal and social capability. The Commission further commends the inclusion of recognising and regulating emotions, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. It is especially important that empathy and understanding of others is included.

The Commission recommends that 'respectful relationships' be emphasised, as it is important that relationships are both positive and respectful. Personal and social capability also requires skills in respecting diversity, something that could be also emphasised in this capability. Human rights values are embedded more successfully when students can display empathy. This is also important in students being able not only to develop their own personal identity but also being able to appreciate and understand other's personal identities.

In paragraph 118 the Commission recommends the inclusion of 'respectful relationships' as follows:

- The capability involves students in a range of practices, including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive *and respectful* relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

The Commission also recommends the inclusion of a reference to respect for diverse identities in paragraph 120 as follows:

- The *Australian Curriculum: Health and Physical Education* enhances personal and social capability by providing opportunities for students to explore their own personal identity, *and respect diverse identities* and to develop an understanding *and appreciation* of factors that influence and shape their sense and others sense of identity.

(c) *Ethical behaviour*

The Commission commends the focus on the importance of ethical behaviour as behaviour that treats others with integrity, compassion and respect. These values are important in fostering human rights values in students.

Ethical behaviour is an important part of developing health and physical education, especially through physical movement and principles of fair play in sport.

The Commission recommends that in paragraph 122 'respect for diversity', together with reference to ethical consumption and ethical behaviour online is included. For example:

- Students will value *and respect* diversity and reflect on ethical principles and codes of practice appropriate to different contexts at school, in relationships, in the community, the workplace, the sporting field, *when using ICT and when consuming goods and services* and develop the commitment and capacity to consistently apply these principles.

The Commission also recommends that paragraph 122 explicitly includes 'human rights' in the sentence. For example:

- As students explore the *human rights* concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they will develop the skills to support them in making ethical decisions and the capacity to apply these skills to everyday situations.

(d) *Intercultural understanding*

The Commission supports the inclusion of not only developing respect for their own culture, languages and beliefs but also respect for others difference. As national data from the Challenging Racism Project shows racism is still prevalent in Australia.²⁶ As such, the Commission believes that strengthening the human rights content of intercultural understanding will promote a more inclusive society.

The Commission recommends that respect of other cultures be emphasised. For example the Commission recommends that Paragraph 124 include the following:

- In the *Australian Curriculum: Health and Physical Education* students will become aware *and respect* that there are culturally different ways of thinking about personal, family and social health issues and about individual, group and intergroup participation in physical activity.

The Commission recommends that Paragraph 125 include reference to human rights by starting the paragraph with:

- *Students will recognise that all people have equal human rights.*

9 Cross- Curriculum priorities and Health and Physical Education

(a) *Aboriginal and Torres Strait Islander histories and cultures*

In relation to health and physical education the Commission recommends an emphasis on the affects that colonisation has had and continues to have on Aboriginal and Torres Strait Islander people's health and wellbeing. As identified above, a valuable case study that draws together these elements and focuses on health and human rights is the Close the Gap campaign and the resulting government and community initiatives.²⁷

(b) *Sustainability*

The Commission recommends that paragraph 136 includes human rights and the social and environmental determinants of health. For example:

- They will explore concepts of social justice and *human rights* as they relate to promotion and maintenance of health and wellbeing and the *social and environmental determinants of health*, and the importance of ensuring equitable access and participation for all community members.

If ACARA would value more detailed suggestions on how human rights could be incorporated into the next stages of the Health and Physical Education curriculum drafting, or would like to discuss any details in this submission further then please contact Dr. Annie Pettitt, Director, Community Engagement, annie.pettitt@humanrights.gov.au or Ph: (02) 9284 9806.

¹ *Convention on the Rights of the Child, (CRC)*, 1989, arts 3, 6, 12, 24.

² *Convention on the Rights of the Child, (CRC)*, 1989, article 3.

³ Committee on the Rights of the Child, *General Comment no. 13- Article 19: The right of the child to freedom from all forms of violence*, UN Doc CRC/C/GC/13 (2011) para 44 (b).

⁴ *International Covenant on Economic, Social and Cultural Rights*, 1966, art 12.

⁵ Committee on Economic, Social and Cultural Rights, *General Comment no. 14, UN Doc E/C.12/2000/4/11* August 2000, paras 22 -24.

⁶ See for example, Atlas, R.S. and D.J. Pepler, Observations of bullying in the classroom. *The Journal of Educational Research*, 1998. 92(2): p. 86-99. Also, Hawkins, D.L., D.J. Pepler, and W.M. Craig, Naturalistic observations of peer interventions in bullying. *Social Development*, 2001. 10(4): p. 512-527.

⁷ Ministerial Council for Education Early Childhood Development and Youth Affairs, Revised National Safe Schools Framework (2011). Available at <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx> (viewed 16 May 2012).

⁸ Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. 2009. Australian Covert Bullying Prevalence Study (ACBPS). Child Health Promotion Research Centre, Edith Cowan University, Perth. Available at <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/research.aspx> (viewed 4 June 2012).

⁹ Australian Human Right Commission, *Cyberbullying and the Bystander Project, Research Findings and Insights Report*, conducted by Child Health Promotion Research Centre, Edith Cowan University (2011).

¹⁰ J Nelson, K Dunn, & Y Paradies, 'Bystander Anti-Racism: A Review of the Literature' (2011) 11(1) *Analyses of Social Issues and Public Policy* 263.

-
- ¹¹ *Challenging Racism: The Anti-Racism Research Project*, available at http://www.uws.edu.au/ssap/school_of_social_sciences_and_psychology/research/challenging_racism (viewed 2 June 2012).
- ¹² Council of Australian Governments, *National Disability Strategy 2010 - 2020*, Outcome Area 5 Learning and Skills, p 58. Available at http://www.fahcsia.gov.au/sa/disability/progserv/govtint/nds_2010_2020/Pages/default.aspx (viewed 16 May 2012).
- ¹³ *Convention on the Rights of the Child*, 1989 art 17.
- ¹⁴ *Convention on the Rights of the Child*, 1989 art 24(2)(c).
- ¹⁵ National Preventative Health Taskforce, *National Preventative Health Strategy Roadmap for Action, Key action area 3: Embed physical activity and healthy eating in everyday*. Available at <http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/nphs-roadmap-toc~nphs-roadmap-2~nphs-roadmap-2.3~nphs-roadmap-2.3.3> (viewed 16 May 2012).
- ¹⁶ National Preventative Health Taskforce, *National Preventative Health Strategy Roadmap for Action, Key action area 3: Embed physical activity and healthy eating in everyday*. Available at <http://www.preventativehealth.org.au/internet/preventativehealth/publishing.nsf/Content/nphs-roadmap-toc~nphs-roadmap-2~nphs-roadmap-2.3~nphs-roadmap-2.3.3> (viewed 16 May 2012).
- ¹⁷ Ministerial Council for Education Early Childhood Development and Youth Affairs (MCEECDYA), *National Safe Schools Framework* (revised 2011). Available at <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx> (viewed 16 May 2012).
- ¹⁸ MCEECDYA, above 7.
- ¹⁹ MCEECDYA, above.
- ²⁰ MCEECDYA, above.
- ²¹ See for example Oxfam Australia, *Close the Gap* (2012). Available at <https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/> (viewed 16 May 2012)
- ²² Play by the Rules, available at <http://www.playbytherules.net.au/> (viewed 2 June 2012).
- ²³ Department of Education, Employment and Workplace Relations (DEEWR), *Belonging, Being and Becoming – The Early Years Learning Framework for Australia* (2009). Available at http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx (viewed 5 June 2012).
- ²⁴ DEEWR, above, 26.
- ²⁵ Australian Human Rights Commission, *Addressing sexual orientation and sex and/or gender identity discrimination* (2011). Available at http://www.humanrights.gov.au/human_rights/lgbti/lgbticonsult/report/index.html (viewed 5 June 2012).
- ²⁶ This project was based on random phone interviews with 12,500 people. *Challenging Racism Project - Findings*. Available at http://www.uws.edu.au/social_sciences/soss/research/challenging_racism/findings_by_region (viewed 4 June 2012).
- ²⁷ See for example, Oxfam Australia, *Close the Gap* (2012). Available at <https://www.oxfam.org.au/explore/indigenous-australia/close-the-gap/> (viewed 16 May 2012)