Health and movement science Stage 6 (Year 12)

Digital health and Australia’s healthcare system

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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Overview

This learning program is intended to be completed in Year 12 as part of Focus Area 1 – Health in an Australian and global context.

Four hours have been allocated to this program of learning.

## Prior learning

Before undertaking this learning program, students should have demonstrated sound understanding of:

* health status of Australians and groups experiencing health inequities
* the range of determinants that influence the health and wellbeing of Australians
* Australia’s healthcare system and its effectiveness on achieving better health for all
* government and non-government organisations’ shared responsibility for the health system
* the importance of being a critical health consumer
* current and emerging changes and challenges to the healthcare system.

## Purpose

This learning program provides students with opportunities to further develop their knowledge and understanding of the impact of digital health on the health care system.

The rate of use of technology is continuing to grow rapidly. It is now a constant part of daily life and we use it to live in a more efficient way by gaining access to information and services quickly. Digital health uses technology to better deliver health information, support and services whenever and wherever it is needed. Through technology it empowers health care users and providers to better manage health outcomes. This sequence explores why digital health is important, the services it provides as well as the challenges and opportunities that are present for Australia’s health care system.

# Syllabus

The following syllabus outcomes and content is addressed if all the teaching activities are completed. Teachers are to use their professional judgement to ensure that the suggested syllabus content is addressed.

## Outcomes

A student:

* examines how technology and data can achieve better health for all Australians **HM-12-02**
* Analysis: critically analyses the relationships and implications of health and movement concepts **HM-12-06**
* Problem-solving: proposes and evaluates solutions to complex health and movement issues **HM-12-09**

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## Content

**Health in an Australian and global context**

How is the growing and changing use of technology and data impacting Australia’s healthcare system?

* Evaluate the impact of digital health on the healthcare system

**Including:**

* what is digital heath?
* what services exist?
* to what extent has digital health been successful in connecting health information?
* what challenges and opportunities does digital health provide for individuals and organisations?

# Learning sequence 1 – digital health

Before undertaking this learning sequence, students should have demonstrated sound understanding of the:

* health status of Australians and groups experiencing health inequities
* the range of determinants that influence the health and wellbeing of Australians
* Australia’s healthcare system and its effectiveness on achieving better health for all.

Opportunities for reflection and adjustments can be made depending on student interest.

## Learning intentions and success criteria

**Explicit teaching note:** learning intentions and success criteria are most effective when they are contextualised to meet the needs of students in the class. The examples provided in this document are generalised to demonstrate how learning intentions and success criteria could be created.

Through these activities, students will:

* gain a deep understanding of what digital health is and the services that exist
* propose reasons and suggest solutions for the challenges associated with digital health
* explore case studies to determine the value of digital health in the health care system to improve health for Australians
* substantiate findings by thinking critically about the implications of digital health on the effectiveness of Australia’s healthcare system for young people in the future.

## What is digital health?

Students brainstorm the words ‘digital’ and ‘health’. Give each group a different word. What do these words look like, sound like, feel like.

Groups then join another group that has the other word to see how the 2 words link and create their own definition of ‘digital health’. Students will continually come back and modify their understanding as they complete the following activities.

**Digital health definition**

The use of technology to manage illnesses and health risks and to promote wellness. Digital health encompasses a range of technologies which are used to treat patients and collect and share a person’s health information.

Explain to students that digital ways of working have become second nature to society as we use apps on our phones for banking, travel, shopping and social media. People often work via online platforms such as Zoom and use all sorts of electronic ways to stay connected and make life easier. Digital health is an opportunity for the health care sector to develop safe, efficient and convenient health service options for everyone.

The Australian Government has established the [Australian Digital Health Agency](https://www.digitalhealth.gov.au/) to develop a digitally enabled health care system, that is accessible to all Australians and embraced by all healthcare professionals.

Class discussion:

* Why has the use of digital technology to support the running of the health care system taken a long time to be used by many compared to other areas such as finance or travel?
* What are some of the limitations of using technology when it comes to supporting people’s health? What are some of the barriers or concerns?
* Are these concerns the same for young people compared to older generations such as your parents or grandparents?
* Why are people less inclined to share their health information online?
* What are some of the positives or advantages of digital health?
* Why do you think digital health is important?

Explain to students that digital health when used effectively has positive impacts on health care users, health care providers and the health care system.

Health care users have greater agency over their own health and health care resulting in better health and health outcomes. For example, wearable devices and online applications which can support people to monitor their own symptoms and make healthier life choices related to their diet, activity and sleep, telehealth services through remote consultations which enable greater access to medical services and save time, uploading health information for their GP to assess information prior to consultation.

Health care providers can deliver better services through improved communication. It can ensure the continuity of care, reduce waiting times for health care users and put patients at the centre of their support. For example, streamlining access to health care user information to be able to make informed and improved clinical decisions for patients, patient screening and medication reminders.

Health care systems through digital health increase in quality and efficiency due to the increase of interconnectedness of health data across and between services. They can respond faster to emergencies and better understand service needs in real time. It can also support health system performance and help provide quality indicators.

Students are to explore the [AIHW – Digital health website](https://www.aihw.gov.au/reports/australias-health/digital-health) and build their understanding of digital health to ensure they have an understanding of:

* what it is
* why it is important
* the recent digital health technology and services in Australia.

## Digital health services

Explain to students that there are a variety of digital health services used with the intent of supporting the treatment of patients and collecting and sharing a person’s health information.

To gain a better understanding of what digital health services exist, students are to access the short [Connected healthcare](https://www.youtube.com/playlist?list=PL2TkKrYs5jBbRMASNPhhv6G-H4xJWZNFs) and [Digital Bytes](https://www.youtube.com/playlist?list=PL2TkKrYs5jBacqAci_41kypV5EmvPL53T) case studies provided by the Australian Digital Health Agency. These videos highlight the different ways digital health services have been used to support different population groups and some of those groups experiencing health inequities. Students are to build their understanding of digital health services through viewing a number of these videos. Students are to use Table 1 below to assist in answering the following questions:

* Identify a group that needs support.
* What digital health services are or were being used to support this group?
* What does the digital health service do?
* What are the advantages of the service?
* What are the limitations of the service?
* How is the digital health service being used to improve the health of the population group or group experiencing health inequities? Provide examples.

**Note:** consider different ways to share the videos among your students so that all the videos are collectively viewed. This ensures diverse opinions and viewpoints can be represented in your classroom discussions.

A shared document using a table or programs such as Google slides or PowerPoint may be helpful to collate their understandings. Further [resources](#_Resources) may be accessed to support students’ understanding of the digital health service.

Table 1 – digital health services recording table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Digital health services | What does it do? | Advantages | Limitations | Benefits to the population group |
| Electronic prescriptions | Provides prescriptions electronically which alleviates the need for paper which can get lost. | Improving communication between doctors, patients and pharmacists and linking everyone together.  Electronic so there is always a reference point to refer to.  Leading to further developments, for example, active script list – the pharmacist can see all the medicines prescribed to a patient and easily dispense. | Patients with lots of medications means lots of electronic tokens which are difficult to track at times. Can easily delete an SMS or email.  Patient must have access to digital resources such as the internet and a computer or phone. | E-prescriptions save trips to healthcare facilities and pharmacies, cutting transportation costs and time off work. This is particularly valuable for socio-economically disadvantaged people, helping them manage their health without added financial strain. |
| My Health Record | A secure digital record that holds electronic healthcare information for individuals and health care providers to help inform and improve clinical decision making. | Connections with specialists in private practice, emergency departments and residential aged care facilities.  Health information all in one place, for example, pathology, medications, past history, making it easier for doctors. | Functionality needs continual improvement.  Some platforms don’t allow updates of health information.  Potential for unwanted sharing of data.  Level of computer literacy. | Respects cultural preferences, language choices and privacy control of health data which fosters trust, ensures respect and promotes understanding in healthcare interactions for Aboriginal and/or Torres Strait Islander peoples. |
| Telehealth | A consultation with a health care provider by phone or video call. Allows healthcare at a distance. | Improves accessibility, quality, safety and efficiency.  Don’t have to visit in person and can reduce the spread of illness.  Removes the access barrier for those in rural and remote areas. | Potential breach of health information, privacy and confidentiality.  Lack of technological infrastructure.  Limitations in conducting a physical examination. | Allows people with a disability or older people to consult with healthcare professionals from the comfort of their homes especially those with mobility issues or those who live in rural and remote areas. |

Students report back to the class sharing the different digital health services used to support their population group. Examples may include:

* electronic health record, for example, [My Health Record](https://www.digitalhealth.gov.au/initiatives-and-programs/my-health-record)
* [electronic prescriptions](https://youtu.be/s8XIT_d2lnk?si=TavK64cdQUnLRqHt) (0:30) and dispensing of medicines
* [telehealth](https://www.digitalhealth.gov.au/initiatives-and-programs/telehealth) and virtual care
* [active script list](https://www.digitalhealth.gov.au/initiatives-and-programs/electronic-prescriptions#ASL)
* immunisations
* symptoms checker
* clinical systems in aged care
* SMS vaccination reminders
* [Medicare online app](https://www.servicesaustralia.gov.au/medicare-online-account)
* wellness and fitness apps
* pathology and diagnostic imaging reports
* hospital electronic records
* electronic referrals
* online booking systems
* wearable devices like smart watches, fitness trackers and monitors
* shared summary of allergies, medicines and adverse reactions
* discharge summaries
* specialist letters
* electronic medication charts
* access to trusted data.

Students engage in a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=99efbd3e-4a96-809d-f51b-207a73387e0) activity to answer the following questions:

* How do digital health services impact population groups that require support?
* To what extent do digital health services address the inequities experienced by different groups? Groups may include, Aboriginal and/or Torres Strait Islander peoples, socio-economically disadvantaged people, rural and remote populations, culturally and linguistically diverse populations, people with disability or older people.
* How might digital health support Australia’s healthcare system as a whole?

**Note:** a shared document using a table or programs such as Google slides or PowerPoint may be helpful to collate their understanding. Further [resources](#_Resources) may be accessed to support students’ understanding of the digital health service.

Students watch the video [What is digital health? (2:47)](https://youtu.be/9mZ61Ya-RVY?si=7x7H8jDwCehEz7t5) and use their knowledge gained from previous activities to answer the question:

* To what extent has digital health been successful in connecting health information? Use examples from your population group explored earlier.

**Formative assessment opportunity – outcome HM-12-02**

Students will show evidence of their knowledge and understanding gathered from exploring what digital health is, the digital health services available and the groups experiencing inequities to answer the question:

* To what extend has digital health been successful in connecting health information?

**Note:** the words ‘to what extent’ have the word judgment in their definition and students will need to make decisions based on the value of digital health. Therefore, they can decide whether digital health is valuable or not. Students might show the advantages or disadvantages to their groups experiencing inequities with examples or make a statement on the benefit of impact, or lack of impact, on the group. Therefore, you can see from this language that there needs to be a presentation of both sides of the argument and a judgment made.

## Challenges and opportunities

Explain to students that while digital health can have positive impacts on health care users, health care providers and health care systems, it can also bring several challenges. The Government’s Australian Digital Health Agency has created a [National Digital Health Strategy](https://www.digitalhealth.gov.au/national-digital-health-strategy) to help minimise the challenges that come with digital health.

As a class, brainstorm some of the challenges of digital health. Answers may include:

* access (internet access, devices up to date and secure)
* data literacy (interpret and understand health data)
* data citizenship (health care consumers using their own health data in a meaningful and informed manner, with their full consent, while feeling empowered to do so. It also requires healthcare providers to have a clear understanding of the ethical, governance and legal aspects related to health data management)
* security and privacy (safe storage and sharing of data)
* interoperability and data development (systems working together to share information)
* digital literacy (health care users and providers have the skills to use, evaluate and use the technology).

Students are to return to the AIHW website and read the [Case study: A health care user’s journey using digital health (Part 2)](https://www.aihw.gov.au/reports/australias-health/digital-health) in the challenges and opportunities section.

* What are some of the potential concerns or challenges that Chris may have faced?
* Suggest strategies or ways to overcome some challenges for Chris and other users of digital health care services.
* Propose strategies that the Australian Digital Health Agency could employ as part of their National Digital Health Strategy to rectify or support some of the challenges associated with digital health.

Students use the table below to highlight the challenges and opportunities for individuals and organisations when using digital health. They can draw on their knowledge from various case studies to support their answers. Sample answers have been provided.

Table 2 – digital health challenges and opportunities for individuals and organisations

|  |  |  |
| --- | --- | --- |
| People | Challenges | Opportunities |
| Individuals | * Issues with technology * Access to technology, for example, the elderly and those living in remote locations * Digital literacy * Cyber security | * Greater access to health services * More empowered to take responsibility for their health * Individuals can take a more preventative approach to their health through symptom tracking apps and monitoring of chronic conditions through smart watches and fitness trackers |
| Organisations | * Individualised budgets * Systems could cause doubling up of patient data * Volume of patients * Continual updates of the health record are needed and therefore often not up to date * Security and privacy of health information | * Share clinical results with hospitals to ensure things are not missed for patients and clinicians * Telehealth provides healthcare to rural and remote Australians, greater connection to patients as they feel that the doctor and specialists are part of the health care team * Silos of information come together when looking after a patient. Ensures all the information is available to make the best decision * Brings together health system providers in a diverse, integrated and safe way |

## Impacts of digital health

Students watch the video [What is the future of digital health? (21:51)](https://www.youtube.com/watch?v=BHo_3MrA5cA), which highlights the work being done, impacts and future possibilities of digital health to support healthcare in Australia. Students work in pairs or small groups to discuss how digital health has connected health information for the individual, health care providers, broader community (population groups) and the health system. Students may use the Plus, Minus, Improvement table below to collate their knowledge.

Table 3 – plus, minus, improvement chart for digital health connecting health information

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Plus | Minus | Improvement |
| Individuals | * Greater agency over health services * Monitor symptoms * GP can be better prepared for consultation * Saves time in sharing information | * Privacy of information * Breaches of health information | * Upload historic health records to new system so that they don’t get overlooked when providing patient care |
| Health care providers | * Continuity of care * Reduce waiting times for health care users * Clinical decisions for patients are more thorough | * Issues with data systems sharing information in real time, leading to double up of health information and services * Budget for digital heath service and security to support * Data management and storage of information |  |
| Broader community or population groups | * Access to medical services for example, rural and remote * Specific support for the needs of the population group * Reduce stigma attached | * Limitations in access for example, elderly * Digital literacy | * Education on use of facilities |
| Healthcare system | * Time saving * Responding faster to emergencies * Reliable digital record * Allocation of resources | * Maintaining the security and privacy of health information * Interoperability and data development (systems working together to share information) |  |

Using their knowledge of digital health, the services it provides for population groups and the challenge and opportunities that arise to individual, broader groups and the healthcare system, students are to formulate a response to one of the following questions:

* Describe how digital health and connecting health information improves the health of Australians? For example, the impact on Australians and the healthcare system.
* To what extent is digital health a solution for the burden experienced within our healthcare system?
* Predict what impact digital health could have on the health status and life expectancy of Australians?

# Resources

These resources are suggested ideas and should be reviewed to ensure they suit your student context.

* Australian Digital Health Agency
* [Digital health services](https://www.digitalhealth.gov.au/)
* [National Digital Health Strategy](https://www.digitalhealth.gov.au/national-digital-health-strategy)
* [My Health Record](https://www.digitalhealth.gov.au/initiatives-and-programs/my-health-record)
* [Electronic prescriptions](https://www.digitalhealth.gov.au/initiatives-and-programs/electronic-prescriptions)
* [Telehealth](https://www.digitalhealth.gov.au/initiatives-and-programs/telehealth)
* [Active script list](https://www.digitalhealth.gov.au/initiatives-and-programs/electronic-prescriptions#ASL)
* Australian Institute of Health and Welfare
* [Digital health](https://www.aihw.gov.au/reports/australias-health/digital-health)
* Department of Health and Aged Care
* [Health technologies and digital health](https://www.health.gov.au/topics/health-technologies-and-digital-health/about)
* [Electronic prescribing](https://www.health.gov.au/our-work/electronic-prescribing)

# Further reading

CESE (Centre for Education Statistics and Evaluation) (2020a) [*What works best: 2020 update*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update), NSW Department of Education, accessed 1 November 2023.

CESE (Centre for Education Statistics and Evaluation) (2020b) [*What works best in practice*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice), NSW Department of Education, accessed 1 November 2023.

Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 1 November 2023.

# Additional information

The information below can be used to support teachers when using this teaching resource for Health and movement science.

## Support and alignment

**Resource evaluation and support:** all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the PDHPE Curriculum team by emailing [PDHPEcurriculum@det.nsw.edu.au](mailto:PDHPEcurriculum@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards:** this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**Consulted with:** Curriculum and Reform and subject matter experts

**NSW syllabus:** Health and Movement Science 11–12 Syllabus

**Syllabus outcomes:** HM-12-02, HM-12-06, HM-12-09

**Author:** PDHPE Curriculum Team

**Publisher:** State of NSW, Department of Education

**Resource:** Learning program

**Related resources:** further resources to support health and movement science Stage 6 can be found on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage and the [HSC hub](https://hschub.nsw.edu.au/).

**Professional learning:** relevant professional learning is available through the [PDHPE Statewide staffroom](https://teams.microsoft.com/l/team/19%3a93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

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Australian Digital Health Agency (n.d.) [*National Digital Health Strategy*](https://www.digitalhealth.gov.au/national-digital-health-strategy), digital health website, accessed 1 November 2023.

Australian Institute of Health and Welfare (AIHW) (2022) [*Digital health*](https://www.aihw.gov.au/reports/australias-health/digital-health), AIHW website, accessed 1 November 2023.

Department of Health and Aged Care (2022) [*About health technologies and digital health*](https://www.health.gov.au/topics/health-technologies-and-digital-health/about), Department of Health and Aged Care website, accessed 1 November 2023.

State of New South Wales (Department of Education) (n.d.) [*Digital Learning Selector*](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=4cf93), NSW Department of Education website, accessed 1 November 2023.

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