

Pre-Budget Submission Summary

Institute for Physical Activity and Nutrition (IPAN), Deakin University



The challenge

Australia faces a significant challenge in ensuring the health and wellbeing of its population, particularly its children. Persistent childhood obesity levels, especially in disadvantaged communities, highlight the urgent need for action. Early intervention is crucial to reversing these stubborn trends.

This issue is exacerbated by a cost-of-living crisis that makes healthy choices less accessible. Simultaneously, our schools are grappling with rising student absenteeism and behaviour management issues. Many children are refusing to attend school, and schools are struggling to find enough teachers to manage the complex needs of their students. Families, particularly in disadvantaged areas, need support for their children's health and education now.

The solution

Funding is sought to support the health and education of Australia's infants, children and youth. **INFANT** (Infant feeding, nutrition and active play) and **TransformUs** have each received over 15 years of research funding from the National Health and Medical Research Council and other sources. It is time for the population to benefit from this significant research investment made by the Australian Government.

By investing in the two initiatives outlined in this pre-budget submission, the government can create a healthier, more resilient future for all Australian children. These low-cost initiatives will save the health and education systems money, improve outcomes for Australian children and families, and help the government achieve multiple policy targets.

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Initiative 1: INFANT

Objective

Support families to develop healthy habits early in life, targeting infant feeding, nutrition, active play and screen time.

Expected Outcomes

- Support existing health and early years workforce with training and support to **reach up to 1.5 million parents/carers** over 5 years.
- Significant reduction in health-related costs (potential MBS cost-saving via reduction in child GP visits – **saving \$6,194,090 per annum** - and in paediatrician visits – **saving \$706,156 per annum**).

Demonstrated program outcomes include:

- › Reduced health inequalities
- › Reduced screen time
- › Improved dietary quality of children's diets, including reduced consumption of sweet snacks and increased water and vegetable consumption
- › Improved maternal dietary patterns and improved knowledge and parenting confidence
- › Improved social connections for new parents
- › Sustained improvements in health outcomes at 3.5 and 5 years.

Policy Alignment

INFANT will help the Australian Government deliver on the National Preventive Health Strategy, the National Early Years Strategy, the National Obesity Strategy and aligns with the goals of the National Agreement on Closing the Gap.



Initiative 2: TransformUs

Objective

Support teachers and schools to increase student engagement, academic performance, classroom behaviour and student wellbeing, and reduce school refusal through the creation of active and positive classrooms and school environments.

Expected Outcomes

- **Reach 1 million+ students** from approximately **2,400 primary, secondary and special schools** (government and non-government) over 5 years.
- Estimated healthcare **cost-savings of over \$600 million**.
- Support an **estimated 7,000 Australian teachers** with high-quality professional learning and resources to support them to engage students of all abilities.

Demonstrated program outcomes include:

- › Increased student engagement
- › Enhanced student wellbeing
- › Improved physical wellbeing
- › Reduced sitting time and increased physical activity levels
- › Decreased rates of childhood obesity
- › Reduced health inequalities.

Policy Alignment

TransformUs will help the Australian Government deliver on the Better and Fairer Schools Agreement and the Australian Student Wellbeing Framework, the National Preventive Health Strategy, and the National Obesity Strategy.

The Ask

An investment of \$18.4 million for INFANT and \$20 million for TransformUs (total \$38.4m) over 5 years to scale up both initiatives nationally using proven implementation science methods to ensure equity and effectiveness at scale. This will embed sustainable change into the health and education systems for the long-term benefit of children and young people. Detailed program and budget information for each initiative are outlined in the following pages.

Conclusion

Investing in these two proven initiatives will not only save the health and education system money, it will also help the government meet policy targets in health, education, and social well-being. Australian families and children deserve support in establishing lifelong favourable health and education outcomes ensuring a more positive future for all.



PRE-BUDGET SUBMISSION FOR THE NATIONAL SCALE UP OF INFANT:

Providing all Australian families with evidence-based support to raise healthy, happy children right from the start of life.

Prepared by the INFANT Team
Institute for Physical Activity and Nutrition (IPAN),

Deakin University January 2025



INFANT - Summary proposal

INFANT (Infant feeding, active play and nutrition) can provide families with access to evidence-based support for their baby, regardless of where they live, work and grow in Australia. It is a proven program that empowers parents with practical advice on infant feeding, nutrition and active play.

INFANT includes online training for health and early years professionals to support parents with group sessions, integrated key messages and resources including the INFANT app, as part of routine service delivery in the first 1,000 days of life.

The problem

Despite the critical importance of the Early Years, there is currently no national, coordinated initiative to support families to develop healthy habits early in life for feeding, nutrition, active play and screen time. There is a lack of consistent workforce training for health and early years professionals to deliver up-to-date information and advice to parents on infant feeding, nutrition and active play.

The solution

- INFANT: A proven approach to support parents in the first 1,000 days, based on 15 years of research and successful scale up in Victoria that is internationally recognised for sustained health improvements in young children at 3.5 and 5 years and parents
- Online training and resources for health and early years professionals via the INFANT resource hub, consistent with national nutrition and movement guidelines
- Accessible resources for parents including the INFANT app and parent booklets, available in 'easy English' and six languages to reach priority populations

Cost summary

The indicative total budget sought over 5 years is approximately \$18.4 million for national coordination and jurisdictional support to reach up to 300,000 parents/carers per year. Funding over five years will establish and embed INFANT into existing state/territory systems and upskill the early years workforce, with various flexible implementation models and local implementation support including a focus on priority populations.

Program outcomes

- Already reached more than 14,000 parents in Australia, with evidence-based support
- Improves quality of young children's diets and reduces screen time
- Improves maternal dietary patterns, increased parenting confidence and social connections
- Significant reduction in health-related healthcare costs with fewer GP and Pediatrician visits
- Empowering parents gives children the best start in life while reducing health care costs, preventing chronic disease and reducing health inequalities.

INFANT will help the government deliver on a range of priorities in the early years including; *breastfeeding, improve maternal physical and mental health, support the education of health and early years professionals, engage priority populations, promote health equity and enable all children to thrive in the early years*, in alignment with key national strategies and programs.



INFANT - Detailed proposal

An investment by the Australian Government for the national expansion of INFANT can provide all Australian families with access to foundational support to raise healthy, happy children right from the start of life. Over five years, INFANT can support parents with free-of-charge, evidence-based support for up to 300,000 new families each year including priority populations. INFANT can be **tailored for local families in different service contexts, using various implementation models.**

The funding of approximately **\$18.4 million over five years** will establish and embed INFANT into existing systems and upskill the early years workforce. The national scale up will deliver:

- 1. National coordination and jurisdictional support** to reach up to 300,000 parents/carers per year
- 2. Priority populations support** to enable tailored support for families from priority populations
- 3. Online training** to upskill health and early years professionals and support workers
- 4. Online resource hub** including the **INFANT website** program delivery resources and the INFANT app for parents

About INFANT

INFANT provides families with access to evidence-based support for their baby, regardless of where they live, work and grow in Australia.

INFANT supports parents at a formative time in their baby's life with practical, evidence-based support on optimal feeding, nutrition, active play and reduced screen time in the early years. It starts with the **INFANT app** (Figure 1) during pregnancy, offering trustworthy information 24/7. Once bub arrives, families can join **four, free group sessions** over the first 12 months for support and up-to-date information, while connecting with other parents and their local health and community services.

- INFANT sessions are facilitated by health and early years professionals who have completed the self-paced, online training and refresher training to maintain up-to-date knowledge
- Online resource hub with training and resources including parent booklets and videos translated into six languages
- INFANT resources are suitable for both group sessions and routine, individual child health appointments such as health and development checks and immunisations.

WHAT IS INFANT?
Infant feeding active play and nutrition

Four group sessions for parents at 3,6,9 and 12 months with anticipatory guidance around feeding, active play and limiting sedentary time

The INFANT app provides tailored support from pregnancy to 18 months of age

Figure 1: Key components of INFANT

“The **INFANT** program and the app were awesome. It was just really handy.... knowing that it is research-based was really important to me because you get a lot of spam and it felt very reputable. Just knowing that it was coming from a good source, it was great!”

- First-time parent attending INFANT session

INFANT has proven feasibility and scalability

- Successfully trialled^[1,2] and scaled up in Victoria^[3], supported by an NHMRC partnership grant and funding for implementation from the Victorian Department of Health
- National advisory committee established since 2019 will enable the national expansion, addressing the strong interest from all jurisdictions to access INFANT training, resources and implementation support
- Established partnership with **existing supporters** from national organisations including ARACY and the Maternal, Child and Family Health Nurses Australia (MCAFHNA) and links to reputable websites such as Raising Children Network that support families in the early years
Consistent health messages and workforce training for early years services
- Consistent, effective approach for the existing health and early years workforce to empower parents with evidence-based support to promote their child's optimal growth and development
- INFANT key messages (Figure 2) consistent with national infant feeding, nutrition and movement guidelines, feature in group sessions and resources
- Research shows INFANT training increases the confidence of Maternal/Child Health Nurses to engage parents in more discussions about screen time, active play and family meals during routine consultations

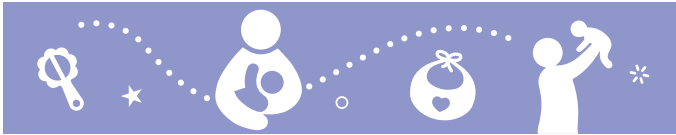
"INFANT has equipped health and early years professionals with a wide range of tools, skills, and knowledge through online training and ongoing refresher training. Besides that, professionals have access to a wide range of online resources, a handbook, power points, parent hand outs and INFANT app."

- Maternal/Child Health Nurse trained in INFANT



INFANT key messages

Feeding is a learning curve



Feeding is a learned skill for both parents and babies. It can take time, practice and patience. Breastmilk is all baby needs until around 6 months of age and commercial infant formula is the only safe alternative. Ask a health professional for help to find an approach that works for you.

Colour every meal with veg & fruit



Try to provide different coloured vegetables and fruits at every meal. It may take up to 10-15 tries before your child learns to like some vegetables, don't give up! This helps your child to learn to enjoy these foods. Fresh, frozen or canned vegetables and fruits are all great choices.

Eat together, play together



From birth, children watch and copy their parents. They learn about their world with you. Enjoy sharing mealtimes together and find time for active play with your child each day.

Tap in to water



Start to give your baby water in a sippy cup from 6 months of age. From 1 year old, water straight from the tap is the best drink for children. Offer water regularly and make sure that it's always available. Avoid fruit juice, cordial, soft drink and other sweetened drinks.

Parents provide, kids decide



Parents provide a range of healthy foods and activities. From these, let kids decide what and how much to eat and do. Keep offering a variety of healthy foods and active play opportunities so they learn to enjoy these with you.

Off and running



Screens of any type are not recommended at all for children under 2 years of age. Children learn more from you and the world when screens are off. Encourage your child to be active every day and get active together.

Snack on veg and fruit



Eating a wide range of vegetables and fruits is one of the most important things we can do for our health. Vegetables and fruits make great finger foods and are perfect for snacks!

Figure 2: Seven clear, evidence-based key health messages are the foundation of INFANT

Impact in the early years: key statistics

Fifteen years of research and collaboration shows INFANT can deliver:

Significant economic benefits and value-for-money for the health care system

- Parents using the INFANT app had fewer primary health care visits and they were 64% less likely to use one or more health services for advice on infant feeding, growth and development over the first nine months of life compared to parents receiving 'usual care'^[4]
- Health economic modelling suggests significant potential MBS cost-saving via reduction in child GP visits (**\$6,194,090 per annum**) and in paediatrician visits (**\$706,156 per annum**) alone.

Sustained improvements in health outcomes for young children and parents

- Positive effects on the health behaviours of young children at age 18 months^[1], sustained at ages 3.5 & 5 years, with reduced screen time and 1.7 serve reduction in discretionary food per week^[2]
- Health economic modelling shows a 1 serve reduction in discretionary food per week results in approx. **\$1.287 Billion savings** in healthcare costs during a lifetime, and could prevent over 50,000 cases of type 2 diabetes and 20,000 cases of heart disease nationally^[5]

Benefits for young children:

- Reduces screen time, with children watching 25% less television^[1]
- Improves dietary habits, with children consuming 25% fewer sweet snacks^[1] and improving dietary quality^[6], with children of younger and less educated mothers reporting higher water and vegetable intakes^[7]

Benefits for parents

- Healthier dietary patterns of mothers^[8]
- Improves mothers' knowledge and parenting confidence^[9]
- Improves social connection with other parents and local health and community services^[9]
- Provides opportunities for 'soft' referral of children/parents for health and other concerns



Case study 1 - A modern parenting dilemma

At an online INFANT session, Kath* mentioned she was worried about her 14-month-old daughter Lucy's eating habits and screen time. As a busy working mum, Kath was juggling multiple responsibilities and noticed Lucy preferred sitting with toys or watching TV over active play. Lucy was also selective with food, often refusing healthy options.

Laura*, an INFANT facilitator and Maternal/Child Health Nurse, provided practical strategies to encourage healthy eating, such as introducing a variety of fruits and vegetables, consistent mealtimes, and modelling positive eating behaviours. She also shared ideas to promote movement, including crawling and playing with toys that encourage movement. She introduced Kath to the INFANT app for recipe and play ideas.

When Kath tried the strategies, she found Lucy became more open to trying new foods and engaging in play time. Limiting screen time also improved Lucy's sleep. Kath felt more confident and empowered, while Lucy's health and development showed positive progress.

*Names changed

Budget details

The funding sought is approximately **\$18.4 million over five years** (GST exclusive) for the progressive establishment of the workforce in the first 12 months. The budget for the national scale up in each state/territory is focused on widespread reach including priority populations. Over five years, this funding will establish and embed INFANT into existing systems and upskill the health and early years workforce, with a structured but flexible approach to support families nationally.

Budget components include:

1. **National coordination** for the setup of the INFANT program nationwide:
 - National coordination team and the online resource hub with training and resources
 - Major upgrade of the INFANT app in year 1
 - Reaching up to 300,000 parents/carers with a new baby in Australia each year
2. **National online resource hub** with centralised access to:
 - Evidence-based INFANT app, available to all parents/carers with a new baby
 - INFANT booklets for parents/carers, including low literacy and in-language booklets
 - INFANT facilitator training, via secure portal with electronic and printable resources
3. **National priority populations support**
 - Tailored support for families from priority populations including Aboriginal and Torres Strait Islander families and Culturally and Linguistically Diverse groups
 - Dedicated, centralised budget allocated to partnering with priority populations and tailoring local program delivery and resources, including cultural adaption and translation
 - In-language resources available in Simple Chinese, Arabic, Vietnamese, Punjabi, Urdu and Hindi, developed in partnership with bi-cultural workers and local communities
4. **Jurisdictional coordination**
 - Implementation support to the local workforce in each state/territory
 - Progressive recruitment in year 1 of pilot sites in metro, regional and rural locations
 - Collaborative approach to build capacity of the health and early years workforce in local communities, supported by key agencies, partners and supporters
5. **National online INFANT facilitator training**
 - Upskill health and early years professionals and support workers
 - Up to 4 training cycles per year, starting with pilot sites in each state/territory in year 1
 - Refresher training offered up to 4 times per year for trained professionals to maintain competencies (required every two years)
6. **Free group sessions for parents**
 - Access to evidence-based information on infant feeding, nutrition and active play and social support, led by trained INFANT facilitators
 - Available in-person or online in local parenting hubs at baby's ages of 3, 6, 9 & 12 months
 - Integrated into existing service delivery with referrals via child and family health, parenting support and early years health services



Delivering on government policies

INFANT has the potential to make a significant contribution to delivering key outcomes for national policy priorities. It has been implemented in more than half of local government areas in Victoria with the support of the Victorian Department of Health, as part of routine service delivery. It is recommended by the [Commonwealth Communities for Children program](#) targeting priority populations in Australia. **INFANT is strongly aligned with the Australian Government's strategic priorities for families including:**

National Obesity Strategy 2022-2032 ambitions:

- Establish healthy habits from childhood, with sustained, positive effects on the health behaviours of parents and children at age 18 months^[1] and 3.5 years^[2]
- Improve knowledge, skills and confidence, related to mothers' knowledge and parenting confidence^[9]
- Enable better access to services and programs, creating connections and soft referrals to local services

National Women's Health Strategy 2020-2030 priorities:

- Maternal, sexual and reproductive health, showing healthier dietary patterns of mothers^[8]
- Physical, mental and social wellbeing across all stages of life, starting in pregnancy with the INFANT app

National Preventive Health Strategy 2021-2030 actions:

- Improving access to and consumption of a healthy diet, with health outcomes including more fruit, vegetable and water intake, reduced sugar-sweetened beverage intake at 5 years of age^[2]
- Increasing physical activity, with less television watching sustained at 5 years of age^[2]
- Promoting and protecting mental health, and improves social connection with other parents^[9]

Australian National Breastfeeding Strategy: 2019 and beyond actions:

- Health professionals' education and training, with self-paced online training & refresher training
- Universal breastfeeding education, support and information, via the INFANT app starting in pregnancy
- Breastfeeding support for priority groups, with culturally diverse resources on infant feeding

National Agreement on Closing the Gap priority:

- Increase the proportion of Aboriginal and Torres Strait Islander children to thrive in the early years, working with local partners to codesign First Nation specific resources

National Action Plan for the Health of Children and Young People 2020 – 2030 priorities:

- Support children from all backgrounds, including diverse communities via translated resources
- Improve equity, successfully trialled with families receiving enhanced support & living in regional areas
- Address preventive health, promoting healthy behaviours in the formative early years
- Strengthen the early years workforce, increasing confidence of health and early years professionals to engage parents in more discussions about screen time, movement & mealtimes at routine appointments.

Early Years Strategy 2024 - 2034 priorities:

- Support all children thrive in their early years, via existing universal child health services and upskilling the health and early years workforce
- Value the early years, prioritising support for parents to establish healthy behaviours early in their baby's life that can be sustained^[2]
- Empower parents, caregivers & families, with evidence-based advice and support via groups, resources and the INFANT app and improving parenting capabilities and confidence
- Support communities, partnering with families, agencies and professionals to support child development, parent engagement and social connection and engagement with local services
- Strengthen accountability and coordination, with a robust evaluation framework that contributes key outcomes related to child health, development and wellbeing.

Overview of implementation

Implementation models

- Flexibility to implement INFANT according to the service delivery context in local jurisdictions
- Three existing models that leverage established partnerships with key partners including health departments, leading national and state/territory organisations and agencies that support families including priority populations
- New implementation model/s could also be developed in partnership with local partners
- Informed by consultation with local advisory/delivery partners and likely to be a mix of the group-based, individual and integrated models within each jurisdiction (Table 1)

Table 1. Three implementation models

Potential delivery	1. Group-based model	2. Individual model	3. Integrated model
Program model	Offer INFANT groups + app with universal programs by Maternal/Child Health Nurses and other health and early years professionals	INFANT messages + app used in routine 1:1 individual consultations by Maternal, Child Health Nurses and other health and early years professionals	Integrate INFANT messages + app into targeted group-based sessions by health, cultural & support workers
Target individuals/families	Attend universal groups for new parent information & social support	Receive 1:1 parent support or tailored support during child immunisations & health and development checks, allied health visits	Attend targeted parent groups for priority populations, with NGOs or other groups suitable for integrated health messages



Case study 2 - Meeting parents where they're at

In the outer suburbs of Melbourne, INFANT offers online group sessions run by trained local Maternal/Child Health Nurses. Online sessions are popular with busy parents, reducing travel time and helping families balance other commitments. Facilitators note how the sessions increases parents' confidence to support their child's development, knowing they are following best practices for nutrition, activity and limiting screen time.

“As more parents, caregivers and health professionals adopt INFANT practices, the overall knowledge about infant nutrition, activity and screen time increases. This helps create a culture of health and wellbeing in our community. INFANT has been highly effective in its approach to improving infant health and development. The integration of healthy eating, physical activity, and limiting screen time is especially beneficial as it addresses the holistic needs of children during early developmental stages.”

- Maternal/Child Health Nurse in Melbourne

Partnerships

Since inception, INFANT has taken a partnership-based approach to conceptualisation, piloting, implementation and evaluation. The program, training and resource materials have had significant input from our long-standing partner organisations and the community.

The project team will leverage these established and emerging partnerships with the Australian, State and Territory Governments, and local advisory/ delivery partners to inform the national scale up. This includes the INFANT national advisory committee who will provide oversight along with the Centre of Research Excellence in Translating Early Prevention of Obesity in Childhood (EPOCH-Translate CRE), funded by the National Health and Medical Research Council (2022-2026).

Existing supporters with jurisdictional sub-branches in states/territories will be engaged for expert consultation. Additional national networks that support evidence-based services to families will also be considered for opportunities to coordinate local service delivery.

Along with our long-term Victorian-based partners and supporters listed on the INFANT website, leading, national organisations are also key supporters of the proposed national scale up of INFANT outlined in this pre-budget submission (Figure 3).



Figure 3: Supporter logos



Future sustainability

The INFANT team will build on established partnerships and actively seek strategic alignment with state/territory priorities to guide the longer-term sustainability of INFANT. The INFANT team led by A/Professor Rachel Laws at IPAN, Deakin University has significant experience and expertise in sustainability and is well-placed to guide implementation support strategies that are needed to scale-up a population health intervention^[10].

After the initial investment by the Australian Government to accelerate the national scale up, the proven scale-up model in each state/territory will be used to promote the adoption of subsidised and/or maintenance funding from jurisdictions. This is likely to include coordinator roles that are embedded into local policy priorities and service delivery, and proportional funding from each jurisdiction to contribute to ongoing training delivery and the INFANT resource hub, including the INFANT app. The development of a national, coordinated INFANT network will enable the evidence-based support to continue to reach parents and carers with a new baby, and help the Australian Government to deliver on key priorities.

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TransformUs®

Summary proposal



TransformUs® is an innovative primary and secondary education initiative for students (Foundation to Year 12) to increase classroom engagement, improve academic outcomes, support teachers to manage classroom behaviour, and benefit students' health and well-being.

The problem

The Australian education system is at a crisis point. Over the last decade there has been:

- Decreased levels of student engagement
- Increased rates of student absenteeism and behavioural concerns
- A decline in academic performance
- Decreased stamina for and enjoyment of learning
- Concerns about teacher and student wellbeing
- Low levels of student physical activity and high levels of sitting time

Currently, there's a significant burden on teachers resulting in high teacher attrition rates, absence rates, stress and burnout.

Our solution

What if we could improve students' learning, create enjoyable learning environments, help teachers manage classroom behaviours and improve students' health?

This can be achieved with TransformUs®:

- An accessible and engaging Australian curriculum-aligned education initiative for teachers that covers all subjects from Foundation to Year 12
- A scalable, low-cost approach backed by 16 years of research evidence.

Cost summary

A modest Australian Government investment of just under \$4 million per annum indexed could reach an additional 1 million+ students over a 5-year period.

Total Investment over 5 years = \$20 million

Program outcomes

- Reach 1 million+ students over 5 years.
- Support the teaching workforce by offering professional learning and resources to support them to engage students of all abilities.
- Increase engagement, enjoyment of learning, physical activity levels and improve physical and mental health for all Australian students.

Program components	Cost over 5 years
Program operations and administration	\$ 5,497,263
Delivery of face-to-face Professional Learning	\$ 8,942,568
Resource development	\$ 1,549,068
TransformUs® website and app maintenance	\$ 1,374,189
TransformUs® Higher Ed in 5 additional Universities	\$ 1,150,369
Program evaluation	\$ 1,450,169

TransformUs®

Detailed proposal



Picture an ordinary Australian classroom.

It's 10:15am on a Monday morning and instead of staring out the window thinking about recess, the students are focused on their learning and a real sense of joy is palpable.

The lesson is about molecules and the students are standing in the centre of the classroom. When instructed by the teacher, they form small groups and use their bodies to demonstrate the different states of matter.

This is an example of embodied learning where movement is being cleverly utilised as part of instructional practice.

About TransformUs®

TransformUs® is a cost-effective education approach for all Government and non-Government primary, secondary and special schools across Australia. It builds teacher capacity to deliver the Australian Curriculum in engaging ways (refer to appendix 1 for more details).

TransformUs® is a whole-of-school, active pedagogical education initiative, that targets the classroom, the broader school environment (such as playgrounds) and the home (by providing strategies for active homework). TransformUs® supports teachers to activate classrooms and engage students, using movement, to maximise learning outcomes and student health and wellbeing.

TransformUs® supports Australian teachers by providing high-quality professional learning and resources to engage students of all abilities. Professional learning includes online support and resources, hands on face-to-face experiential workshops in schools, videos and online webinars.

All resources are aligned to the Australian Curriculum (and some state specific curriculum) and include:

- >500 existing teaching resources across Mathematics, Science, English, Geography, History, Health (wellbeing and nutrition) and Vocational Major, including tailored resources for students with additional needs (Sensorial, Physical, Cognitive and Social-Emotional)
- Guidelines and policy templates to support an active school environment
- Leadership support, parent support and student agency

Developed over 16 years using an implementation science approach by the Institute for Physical Activity and Nutrition (IPAN), Deakin University.

TransformUs® offers a proven solution to all levels of the Education system.

It supports:

- **Governments** to achieve targets and meet multiple, cross-government priorities
- **Schools and school leaders** to retain and support teachers, improve teaching and learning
- **Teachers** to engage students, improve learning outcomes and proactively manage classroom behaviour
- **Pre-service teachers** with proven, practical, sustainable and best practice teaching strategies to enhance student and teacher outcomes
- **Parents** by providing tools to engage in their child’s learning at home
- **Students** by providing access to evidence-based teaching that demonstrates a positive impact on student physical activity and wellbeing.

Through previous research funding, TransformUs® has already reached nearly 800 schools (526 primary, 86 secondary, 115 combined and 58 special schools) around Australia (refer to appendix 2 for more detail). Our research shows TransformUs® can be implemented successfully in a range of settings (metropolitan, regional and remote). The initiative was co-designed with teachers, students and other key informants across the education and health systems.

Ensuring sustainability into the future

TransformUs® also includes a program, called ‘TransformUs® Higher Ed’ which is currently embedded in Initial Teacher Education (ITE) degrees across five Australian universities.

It helps:

- Build capacity in ITE programs
- Prepare confident, effective, classroom-ready graduates
- Empower future teachers to improve students’ learning, wellbeing, and physical activity levels
- Enhance the learning and health outcomes for students.

By supporting the expansion of TransformUs® Higher Ed to five more Accredited Teaching Programs around the country, the Australian Government will ensure a sustained change in the education sector in the long term.

Significant economic benefits and value for money

An economic evaluation of TransformUs® found it was good **‘value for money’** and could lead to health benefits and healthcare cost-savings arising from the prevention of chronic disease in later life if intervention effects are sustained.¹

Health economic research shows when the health benefits demonstrated are applied to the broader Australian population it would have **healthcare cost-savings of over \$600 million.**¹

TransformUs® has 4 streams. Training and resources provided are tailored for each target audience.



Primary² Schools
teachers and students
(Foundation-year 6)



Secondary³ Schools
teachers and students
(years 7- 12)



All Abilities
(Foundation- year 12
and A-D Curriculum)



Higher Ed⁴⁻⁶
(Pre-service teachers)

Why this is important

Sixteen years of research have demonstrated this program works.

- 85% of teachers reported their students experienced **greater concentration**⁷; and
- 82% reported improvements to **time-on-task** after an active break⁷.

Compared to non-TransformUs[®] schools delivering traditional lessons, children in the TransformUs[®] schools:

- Spent up to 63 minutes **less time sedentary**⁸ and 5 minutes **more active** on school days⁸; and
- Had **lower Body Mass Index (BMI), waist circumference and blood pressure** and **higher vitamin D** levels.⁸

TransformUs[®] offers a solution to support the Australian Government to achieve targets and health priorities:

- Better and Fairer Schools Agreement (BFSA)
- Australian Student Wellbeing Framework
- National Preventive Health Strategy
- Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years)
- National Obesity Strategy

(refer to appendix 3 for more detail)

A great society needs great teachers, and great teachers deserve great support.

Budget details

Sixteen years of research funding have already been invested in TransformUs[®]. Now is the time to maximise translation and impact of this research by investing in this proven education initiative.

A modest Australian Government investment of just under **\$4 million per annum indexed** could reach an additional 1 million+ students over a 5-year period. This equates to a cost of **\$4 per student per year**.

This funding will:

- **Build capacity** of the national teacher workforce through the delivery of **ongoing face-to-face Professional Learning and webinars**
- Provide 3000 new online resources, in addition to the current 500 + **resources available, all aligned with the Australian Curriculum** (including videos, case studies, webinars)
- Employ State/Territory coordinators to **support the local schools and workforce** in their jurisdiction
- Provide access to, and maintenance of, the **TransformUs[®] website and app**
- Establish a **customer support/helpline**
- **Expand TransformUs[®] Higher Ed** into a further five University Teaching Programs to support sustained change
- Include **Program evaluation** to monitor program adoption across all jurisdictions to determine if reach is equitable, as well as impact on student attendance and completion rates, and teacher retention rates
- Promote TransformUs[®] to schools via a range of communication channels and the **Implementation Working Group** to raise awareness and uptake of TransformUs[®]

Why 5 years?

Research shows it takes time to provide adequate training and support to enable schools to deliver the benefits of TransformUs® to their school community.

Our research showed over a five-year period that 25% of all primary schools adopted TransformUs® in Victoria. With adequate investment, a national roll out will be able to reach $\geq 25\%$ of schools in a five-year time frame and embed a sustainable change.

Why the Federal Government?

National coordination by the Australian Government will ensure equitable access across all states and territories. Federal leadership is required for this national roll out that will benefit all students, regardless of their location. Additionally, federal oversight will facilitate the sharing of best practice and successful strategies nationwide, fostering a collaborative approach to education reform and maximising the impact of the TransformUs® initiative. The TransformUs® team cannot continue to support Australian teachers and students without ongoing funding (refer to appendix 3 for more detail).

Implementation working group

We will establish an implementation working group, from our extensive existing networks, with a representative from each State/Territory. Jurisdictions will play a critical role in helping with local implementation and support. A Coordinator/School Relationship Officer will be located in each State/Territory to support the local schools in their jurisdiction. At the completion of the five years of federal funding each State/Territory would be provided the opportunity to fund it at the State/Territory level to continue to make TransformUs® available to schools in their jurisdiction.

In kind support

Deakin University and the Institute for Physical Activity and Nutrition (IPAN) will continue to support the project with in-kind contributions equivalent to \$225,000 per annum.

Partnerships

Since inception, TransformUs® has taken a partnership-based approach to conceptualisation, piloting, implementation and evaluation. The program, training and resource materials have had significant input from our long-standing partner organisations and the community.

This submission reflects input from many collaborators and colleagues in partner organisations across the health and education system. Consultation has also been undertaken with the Australian Government Department of Education and Department of Health. Briefings have been provided to relevant Ministerial Offices throughout 2024, including Minister and Assistant Minister for Health and Aged Care, and the Minister for Education. Shadow Ministers have also been briefed.

We gratefully acknowledge the contributions of all our partner organisations and academic colleagues over the past 16 years.

Along with our long-term Victorian-based partners and supporters listed on the TransformUs® website, key supporters of the proposed national scale up of TransformUs® in this pre-budget submission include:

- Department of Education, SA Government
- Department of Health, Tasmanian Government
- Department of Education / ACHPER, Northern Territory
- Health and Wellbeing Queensland

A comprehensive list of partners and Letters of Support are included in Appendix 4.

Contact

Deakin Distinguished Professor Jo Salmon
IPAN Director
Institute for Physical Activity and Nutrition (IPAN)
Deakin University

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Appendix

1. About TransformUs®
2. Pathway to implementation and map of reach to date
3. Alignment to Government Priorities
4. TransformUs® Partner Organisations and Letters of Support

Appendix 1. About TransformUs®



TransformUs® revolutionises classroom teaching

What if we could improve students' learning, create enjoyable learning environments, help teachers manage classroom behaviours and improve students' health?

What if we could support teachers to get students moving and more engaged in classrooms across Australia?

TransformUs® makes it easy to create active school environments by integrating meaningful movement into existing curriculum.

TransformUs® is a program that supports primary and secondary students of all abilities to be more active and more engaged in their learning. TransformUs® is low cost¹ and backed by 16 years of scientific evidence² showing the program is effective to improve student engagement, health and wellbeing³⁻⁴.

Classroom environments are significantly different to those teachers and students left a few years ago. Currently there is significant burden on the education system including high teacher attrition rates, absence rates, and stress and burnout.

We've also seen declining academic outcomes, high student absenteeism rates, low engagement, high levels of poor mental health, and low levels of physical activity.

TransformUs® provides schools and teachers with online professional learning and hundreds of lesson plan resources designed to improve student learning in maths, science, English, geography and history. All TransformUs® resources are linked to the Australian Curriculum.

The delivery method is changed - not the content.

"TransformUs® has given teachers the 'ah ha' moment... and they love it! They look at the website and go, 'this fits exactly with what I am needing to teach and it is what and how our children need to learn.' "

Anita Elliott - Principal

"TransformUs® has really allowed me to think that movement is an ally in teaching, rather than an enemy...it really gave me a love of learning and enjoying what my kids are doing."

Rhianna McNee - Graduate Teacher

"TransformUs® is about recognising how we can do the things we already plan to do, in a slightly different way, so we get the benefits of being physically active without needing to incorporate something else."

Ken Chatterton - Principal

Appendix 1. About TransformUs® contd.

TransformUs® works. Here's the evidence.

We tested the impact of TransformUs® over two-and-a-half years on around 600 primary school children's engagement, physical activity, sedentary time, and health:²

85% of teachers reported their students experienced greater concentration after an active break.⁵

82% of teachers reported their students time-on-task improved after an active break.⁵

Compared to non-TransformUs® schools delivering traditional lessons, children in the TransformUs® schools:³

63 minutes less time spent sedentary



body mass index (BMI), waist circumference and blood pressure; and

5 minutes more active on school days



vitamin D levels

TransformUs® is good value for money.

An economic evaluation of TransformUs® found it was good 'value for money and could lead to health benefits and healthcare cost-savings arising from the prevention of chronic disease in later life if intervention effects are sustained.¹

When the costs and effects of the intervention were applied to the broader Australian population, results suggested significant potential as an obesity prevention strategy, saving around 60,780 health adjusted life years (HALYs) and \$641 million in healthcare cost savings if the effect can be sustained over the lifetime.

TransformUs® has received 16 years of research funding.

TransformUs® has received more than \$4 million from the National Health and Medical Research Council (NHMRC); VicHealth; Diabetes Australia and the Victorian Department of Education.

TransformUs® has also successfully secured grants for pilots in Tasmania (Tasmanian Department of Health & Human Services), Saudi Arabia (Prince Faisal bin Fahad Award for Sports Research) and Victorian secondary schools (Victorian Department of Education).

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Project Director: Professor Jo Salmon
Email: TransformUs@deakin.edu.au
Phone: 9244 3033

TransformUs® is based at the Institute for Physical Activity and Nutrition, Deakin University

221 Burwood Highway, Burwood VIC 3125
ipandir@deakin.edu.au

June 2024

Appendix 2. Pathway to implementation and map of reach to date

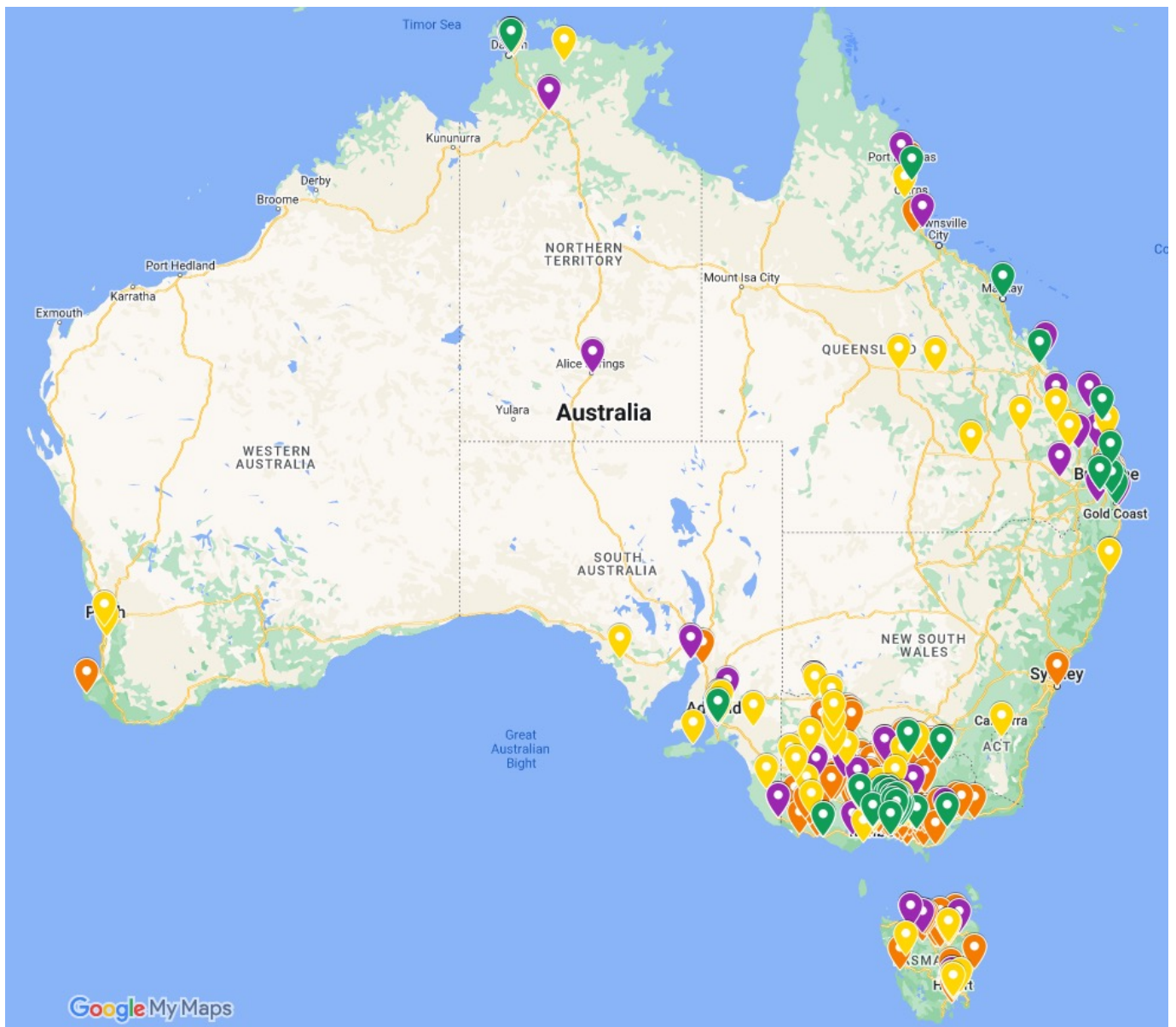
Pathway to implementation and map of progress to date

Development and Testing	Victorian Primary School Scale Up	Adaption and National Roll Out	Impact at Scale	State/territory Funding
<p>2008 – 2012</p> <p>TransformUs® was originally developed and tested in 20 primary schools across Melbourne.</p> <p>Conducted a randomised control trial (RCT) and collected data from over 550 primary students, 220 teachers in 20 schools.</p> <p>Funding: NHMRC project grant- \$871,633.</p>	<p>2017 – 2021</p> <p>Following the successful outcomes of the RCT it was made available to all Victorian primary schools.</p> <p>18 Victorian partners from education, health and sport sectors played a critical role in dissemination and implementation of TransformUs® in schools.</p> <p>Conducted a hybrid implementation and effectiveness trial.</p> <p>Funding: NHMRC partnership grant- \$549,822 + equivalent partner contributions + \$150,000 cash from VicHealth</p>	<p>2020 – 2024</p> <p>TransformUs® was adapted and expanded to secondary schools, the tertiary sector (Higher Ed) and for students with additional needs. TransformUs® wellbeing was developed to include resources with focus on wellbeing.</p> <p>Collaborated with partners from education, health and sport sectors.</p> <p>Conducted a hybrid implementation and effectiveness trial.</p> <p>TransformUs® launched state by state and is now available to every primary, secondary and special school in Australia.</p> <p>TransformUs® directly informed education policy and was offered as part of a government grant funding program for schools.</p> <p>Funding: NHMRC Investigator grant Level 2- \$2,409,428.</p> <p>Victorian Department of Education funding- \$400,000.</p> <p>VicHealth TransformUs® Wellbeing- \$159,000.</p>	<p>2025</p> <p>Continue to make TransformUs® equitably available to every primary, secondary and special school in Australia.</p> <p>Improve student engagement, academic and health and wellbeing outcomes.</p> <p>Assist governments to meet health and education priorities with proven initiatives.</p> <p>Evaluate TransformUs® uptake and impact.</p> <p>Continue to inform education and health policies.</p> <p>Strengthen collaborations with health and education department representative from each state and territory.</p> <p>Funding: Yet to be funded</p>	<p>2030</p> <p>Through extensive consultation and collaboration with representatives from each state and territory funding will be sought to support TransformUs®, ensuring its continued reach and impact in schools so that every teacher and student can benefit across their jurisdiction.</p> <p>Funding: Yet to be funded</p>

Appendix 2. Pathway to implementation and map of reach to date contd.

Map of reach to date

To date, TransformUs® is reaching almost 800 schools, more than 2,200 teachers and 52,000 students across the country. TransformUs® Higher Ed is in 5 universities across Australia.



Key

- Primary schools
- Primary/Secondary combined
- Secondary schools
- Special schools

Appendix 3. Alignment to Government Priorities

Alignment to Government Priorities

TransformUs® aligns with the following national strategic priorities, targets, guidelines, principles and objectives for children and adolescents across Australia:

The Australian Student Wellbeing Framework - Department of Education, Australian Government

Principle	Principle	Practice
<p>Leadership: Principals and school leaders play an active role in building positive learning environments where the whole school community feels included connected, safe and respected.</p>	<p>Inclusion: All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.</p>	<p>Student Voice: Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.</p>

Better and Fairer Schools Agreement 2025 - 2034

Outcome	Directives
<p>Wellbeing for learning and engagement: Students are provided with appropriate support, experiences, teaching and resources to positively and confidently engage in learning.</p>	<ul style="list-style-type: none"> • Initiatives which support student engagement in learning, for example through greater student participation, attendance, inclusion and/or enhanced school-family engagement.
<p>Equity and excellence: All students are provided access to high-quality evidence-based teaching that is inclusive, where young Australians of all backgrounds and levels of need are supported to achieve their full educational potential.</p>	<ul style="list-style-type: none"> • Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with evidence-based teaching and a 'multi-tiered systems of support' approach.
<p>Strong and sustainable workforce: All staff are supported to innovate, consistent with evidence-based teaching, and be at their best to ensure young Australians thrive in their education. Teaching is valued and more Australians consider a career in education, and there is a high teacher retention rate.</p>	<ul style="list-style-type: none"> • Access to high-quality and evidence-based professional learning for teachers and school leaders and providing quality-assured curriculum resources that have been developed in partnership with the teaching profession. • Initiatives to increase teacher attraction and retention.

Appendix 3. Alignment to Government Priorities

The National Preventive Health Strategy 2021 - 2030

Target

- Reduce the prevalence of physical inactivity amongst children, adolescents and adults by at least 15% by 2030.
- Reduce the prevalence of Australians (≥ 15 years) undertaking no physical activity by at least 15% by 2030.

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years)

Guidelines

- At least 60 minutes of moderate to vigorous physical activity per day, mainly aerobic activities.
- Limiting sedentary recreational screen time to no more than 2 hours per day.
- Break up long periods of sitting as often as possible.
- Replace sedentary time with additional moderate to vigorous physical activity

National Obesity Strategy 2022 - 2032

Target

Reduce overweight and obesity in children and adolescents aged 2-17 years by at least 5% by 2030.

Strategy

Enable school and early childhood education and care settings to better support children and young people to be healthier.

Actions

- Build professional knowledge and skills to embed physical activity and wellbeing across the learning and education environment.
- Embed physical activity and wellbeing into school curriculum design and delivery, aligned with national guidelines.
- Establish whole-of-school/facility policies and practices to support healthy behaviours and skills (for example, incorporating movement across the day and reducing sitting).
- Create safe and inclusive physical environments and infrastructure to support healthy behaviours and skills e.g. active play areas.

Appendix 4. TransformUs[®] Partner organisations and Letters of Support

TransformUs[®] Partner Organisations

Primary school partners:

Victorian Government, Department of Education
Victorian Health Promotion Foundation (VicHealth)
Victorian Independent Schools
Victorian Principals Association
Australian Council for Health, Physical Education and Recreation (ACHPER Victoria)
Peak Phys Ed
Achievement Program - Cancer Council Victoria
Melbourne Archdiocese Catholic Schools
Municipal Association of Victoria
Victorian Curriculum and Assessment Authority
Victorian Government, Department of Health
Hawthorn Football Club
DPV Health
Sport and Recreation Victoria
KIDDO Program
Geelong Football Club
Tasmanian Government, Department of Health

Secondary school and all abilities partners:

Victorian Government, Department of Education
Principals Association of Special Schools Victoria
Health and Wellbeing Queensland
Queensland Government, Department of Education
Northern Territory Government, Department of Education
ACIPHER NT
Tasmanian Government, Department of Education
Tasmanian Government, Department of Health
South Australian Government, Department of Education
ACHPER SA
IVET

Higher Education partners:

RMIT
University of Newcastle
Flinders University
Australian Catholic University
University of Tasmania

Saudi Arabia TransformUs[®] partners:

King Saud University (Mezna Almarzooqi) Institute at Ministry of Sport



Department of Education

School Education Programs and Support

2 Treasury Place
East Melbourne Victoria 3002
Telephone: 03 9637 2000

To whom it may concern

I am pleased to provide a letter of support for TransformUs for their Australian Government's 2024-25 pre-Budget submission.

The Department of Education (the department) aims to provide every Victorian student with equal access to high-quality public education. Our vision is to provide a great education for every child and young person – so they can thrive now, and in the future, for a fairer, smarter, and more prosperous state. We are committed to working with our staff and partners to deliver our vision for children and young people across Victoria.

The department has been a partner of TransformUs for the last nine years. TransformUs uses a whole-of-school approach that increases children's physical activity, decreases sitting time, improves health outcomes, and increases time on task and concentration through pedagogical, organisational, cultural, and environmental changes in schools.

The joint ministerial statement – [Active Schools, Active Kids, Active Communities \(PDF, 8.7MB\)](#) – highlights the Victorian Government's commitment to improving physical activity in all Victorians to improve health, wellbeing and educational outcomes.

The Active Schools program is a key part of this statement and supports schools to take a whole school approach to physical activity and builds on the support and resources for schools to get students more active. TransformUs is identified in the Active Classrooms section of the Active Schools Toolkit and is an evidence-based resource to support the department's goal of increasing student physical activity.

Over the last nine years the department has supported TransformUs in a number of ways including the provision of funding for a TransformUs secondary school pilot (\$400K) in 2021-2022. TransformUs secondary has since been expanded and is now available to all secondary schools across the country.

If you would like further information, you can contact Karen Gray, A/Director, Child and Youth Health Branch, Wellbeing Health and Engagement Division, Department of Education at karen.gray@education.vic.gov.au.

Yours sincerely



Claire Tobin
Executive Director
Wellbeing Health and Engagement Division

17 / 01 / 2025



October 4, 2024

To whom it may concern,

I am pleased to provide a letter of support for TransformUs in relation to their request for Federal funding.

The Victorian Principals Association (VPA) was originally formed in 1971 to represent the professional interests of principals in Victorian primary schools. Today the organisation has grown, representing Educational Leaders – Principal Class and Leading Teachers - in Victorian government primary and P-9 and P-12 schools, along with leaders of Specials schools. The VPA recognises the opportunities and challenges that are faced by educational leaders and actively advocates for them in their complex roles of school leadership, by ensuring they are connected, united and empowered. The VPA seeks to shape the future of education through effective, progressive leadership. We value collegiality, integrity, learning, commitment and representation of school leaders.

The VPA aims to provide a range of key services and support for leaders in Victorian government primary schools. School leaders are kept up to date with information that affects the education sector, participate in professional learning and are represented at State, Federal and International levels. As educational leaders, VPA members are committed to achieving the very best possible outcomes for all students in their schools and to supporting system-wide initiatives that facilitate this. Primary school educators recognise their invaluable role in establishing the foundation for student attainment in all areas of learning and development.

The research contributes to our understanding, as educators, of the links between capacity to learn, reducing sitting time, increasing physical activity and student health and wellbeing. Based on this, VPA members have an evidence base to make appropriate responses in their individual schools and to advocate for a system-wide response. As such, the research has the potential to increased student physical activity, increased student wellbeing and increased student achievement.

The program has helped school leaders meet the targets set in the Education State agenda to increase by 20% the number of children in Victoria participating in physical activity at least five days a week. The program provides a model and whole school approach for transforming the environment in which teaching and learning occurs based on compelling evidence that active learning has the potential to improve children's classroom behaviour, concentration and academic outcomes.

VPA are one of TransformUs 7 founding partners. Over the past 8 years myself, Andrew Dalgeish and my predecessor, Anne Marie Kliman have supported TransformUs in the following ways:

- VPA representation on the Project Steering Committee
- promotion of program and disseminating information to VPA members via school networks, Board and State Council meetings, weekly VPA eletter, VPA website and Facebook
- Advocacy in meetings with the Department of Education and Training and in meetings with association affiliates
- Presenting at the TransformUs launch (Anne-Maria Kliman)
- Inviting the TransformUs team to present to principals at multiple Principal Meetings

Regards,

Andrew Dalgeish
PRESIDENT



October 9th, 2024

Re: PARTNER ORGANISATION STATEMENT FOR TRANSFORMUS

To Whom It May Concern,

Peak Phys Ed are proud to partner with TransformUs in an effort to promote positive outcomes for teachers, students and their school communities via increased awareness of the benefits of participation in regular physical activity.

Peak Phys Ed actively promotes programs and both teaching and learning opportunities to schools throughout Australia with one of the biggest benefits for us being the ability to include and embed key curriculum changes into everyday practice occurring in schools.

Being able to leverage on research conducted by TransformUs and connect volunteer schools and ambassadors within has been a significant outcome Peak has experienced. Schools have embraced teacher professional learning offered by TransformUs and used in-school ambassadors to increase the level of physical activity both inside and outside the classroom.

Rather than being satisfied with small, short-term 'wins', the programs TransformUs has been able to introduce and grow in schools have, and will continue to have long term uptake and benefits – the largest being the continued, regular participation in physical activity and active lifestyle habits which become entrenched and life-long.

We hope to continue our partnership with TransformUs into the future and know their work, and ours, is both valued and valuable in school settings and broader communities.

Kind regards

Rob Malpeli

24 January 2024

Jacqui Della Gatta
Transform-Us! Project Manager
Deakin University

Dear Jacqui,

The Achievement Program delivered by Cancer Council Victoria (CCV) has been a proud partner of TransformUs since 2017. We support the TransformUs program's endeavour to secure further funding to continue the valuable work you do.

The Achievement Program is part of the Victorian Government's vision for a Victoria free of the avoidable burden of disease and injury, so that all Victorians can enjoy the highest attainable standards of health, wellbeing and participation at every age. The Achievement Program provides a framework to guide early childhood services and schools to implement a whole of setting approach to support the health and wellbeing of all children, students, staff and families.

TransformUs has been instrumental for schools to use as a support mechanism to meet best-practice Achievement Program benchmarks for physical activity and movement. TransformUs is explicitly mapped to the Achievement Program benchmarks and provides easy to use, tangible and evidence-based resources to help schools meet these benchmarks.

Since establishing a partnership workplan in 2018 to strengthen collective efforts, TransformUs and the Achievement Program partnership highlights have included:

- Cross promotion of TransformUs and the Achievement Program through EDMs, websites, social media, presentations and events.
- Promotion of TransformUs as a valuable resource for Achievement Program education settings.
- Collective evaluation efforts.
- Bi-annual TransformUs partner meetings.
- TransformUs academics contributing invaluable expertise to the 2024/25 Achievement Program benchmark review for physical activity and movement.

I thank the TransformUs team for your partnership and reiterate the value we see in the program continuing to be funded.

Yours sincerely,



Craig Sinclair
Head of Prevention
Cancer Council Victoria

Preventing Cancer • Empowering People • Saving Lives

Cancer Council Victoria
ABN: 61 426 486 715
ACN: 608 530 972

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 Cancer Information
and support
13 1120



09 October 2024

To whom it may concern,

I am pleased to provide a letter of support for TransformUs in relation to their request for Federal funding.

Founded in 2011, IVET Group is one of Australia's leading Registered Training Organisations specialising in supporting and empowering Schools to deliver a wide range of VET Delivered to Secondary Schools programs across the Country. With over 30,000 students participating in IVET programs across Australia annually, the IVET Group is the preferred and trusted partner to hundreds of Schools. We aim to ensure all Students and Teachers using IVET's products and/or services achieve the best possible results, be it competency, completion, or scored assessment. Drawing on years of collective experience in Education, working with Teachers, their Schools, and Students, and as RTO professionals, IVET is committed to providing a high-quality experience and achieving high-quality outcomes, in and out of the classroom.

The IVET group has been partners with TransformUs for the last two years. We have attended stakeholder workshops on adapting the TransformUs program to secondary schools and have actively disseminated this opportunity to the secondary schools in our networks. In addition, IVET and TransformUs have partnered to produce the new VCE Vocational Major Literacy Stream package.

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways), or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world. The purpose of the change from VCAL to VCE VM is to remove the negativity that currently exists towards the VCAL program. More schools are expected to offer the Vocational Pathway under the new model (VCE VM). It is mandatory for Government schools to offer the VCE VM pathway.

Many schools have commented that they do not have the capacity or capability to create appropriate learning resources for students undertaking the VCE VM. This is partly due to the current chronic shortage of teaching staff in secondary schools in Victoria. The consensus among schools is that they will likely utilise poor-quality content created internally or adapted from the existing VCAL curriculum.

In partnership, IVET and TransformUs have developed a multipronged product that reflects the TransformUs active learning principles and pedagogies, honours the guiding principles of VCAL whilst fulfilling the requirements and reflecting the standards of the new VCE VM. The package includes 1) teacher handbook, which includes 50 thorough lesson plans per unit that are designed using TransformUs active strategies, utilise the High Impact Teaching Strategies (HITS) and follow the GANAG instructional model, as well as all assessment task sheets and rubrics; 2) A student workbook containing the key knowledge focused on each lesson, support resources, and learning tasks linked to lessons and assessments; and 3) a teacher resource book containing all resources needed, listed and referenced throughout the entire package. The innovative IVET/ TransformUs VCE VM Literacy Stream content will service 200+ of IVET's partner schools in Victoria.

Kind regards,



Brent McGregor
General Manager – Product and Compliance
IVET Group



Reference: 2024-08817-DE24/28999

Professor Jo Salmon
Director, Institute for Physical Activity and Nutrition
Deakin University
221 Burwood Highway
BURWOOD VIC 3125

Curriculum & Learning
31 Flinders Street
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GPO Box 1152
Adelaide SA 5001
Tel 8226 1017

Dear Professor Salmon

I refer to your request for a letter of support regarding the TransformUs program, and your efforts to expand the program nationally. Please feel free to include this letter of support in your submissions to the Australian Government.

The South Australian Department for Education has been pleased to support and promote the TransformUs program in South Australia. TransformUs aligns with the Australian Curriculum, builds capacity in our teacher workforce and provides resources to help teachers improve student engagement and learning outcomes as well as proven benefits for their health and wellbeing.

If TransformUs is successful in receiving funding, a representative from the Curriculum & Learning division within the department is prepared to participate in an implementation working group, attending at least two meetings per year, and supporting dissemination activities.

We believe that TransformUs has the potential to make a significant positive impact on the education and health outcomes of Australian children. The program's evidence-informed and whole-of-school approach aligns with our *Strategy for public education in South Australia*, and promotes improved educational and health outcomes for our students.

We strongly encourage the Australian Government to support this initiative.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Rod Nancarrow'.

Rod Nancarrow
**EXECUTIVE DIRECTOR,
CURRICULUM & LEARNING**

17 January 2025

To whom it may concern,

We have been involved in assisting with dissemination and scale-up of the TransformUs initiative in our State/Territory. TransformUs aligns with the Australian Curriculum and builds capacity in our teacher workforce and provides resources to help teachers improve student engagement and learning outcomes as well as proven benefits for their health and wellbeing.

We support the Institute for Physical Activity and Nutrition (IPAN), Deakin University's Pre-Budget Submission to the Australian Government to support the national expansion of the TransformUs program.

If TransformUs is successful in receiving funding, a representative from our Department/Organisation is prepared to support the initiative through participation in an implementation working group, attending at least two meetings per year, and supporting dissemination activities. We believe that TransformUs has the potential to make a significant positive impact on the education and health outcomes of Australian children. The program's whole-of-school approach and 16 years of research evidence align well with our goals of promoting improving educational and health outcomes for our students.

We strongly encourage the Australian Government to support this important initiative.

Yours sincerely,

Billie Gordon
Manager – Equity and Communities
Health and Wellbeing Queensland

Fiona Ness
Teaching and Learning Advisor. Curriculum, Pedagogy and Assessment 7-12
Department of Education and Training- Northern Territory

Rebekah Harrison
Physical Activity Officer
Public Health Services, Department of Health, Tasmania