



Pre-Budget Submission

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VERSION 1

Pre-Budget Submission for 2026-27

lifeed.org.au



Monday, 5 January 2026

The Hon Dr Jim Chalmers MP
Treasurer of Australia
Parliament House
Canberra ACT 2600
Via: PreBudgetSubmissions@treasury.gov.au

CC: The Hon Jason Clare MP, Minister for Education
Senator the Hon Dr Jess Walsh, Minister for Early Childhood Education and Youth
The Hon Mark Butler MP, Minister for Health and Aged Care
The Hon Amanda Rishworth MP, Minister for Social Services

Dear Treasurer,

Life Ed Australia welcomes the opportunity to make this Pre-Budget Submission for 2026–27. For almost half a century, Life Ed has been Australia’s leading provider of preventative health and wellbeing education, delivered in partnership with schools, families, and communities, providing over 18M educational experiences with the iconic Healthy Harold since inception, culminating in an average of 600,000 children educated annually in recent years.

Building on the success of the Commonwealth-funded ‘Foundations for Healthy Futures’ grant (2023–26), this submission outlines the next phase of our national work – ‘Future Ready Kids: Empowering Healthy, Safe and Connected Learners (2027–2030)’. This proposal seeks \$13.5 million over four years to strengthen children’s health literacy, close equity gaps, and enhance educator and family capability. This will be achieved through an integrated national model which brings together Education, Health and Social Services portfolios, positioning the Commonwealth as a global leader in embedding preventive health education and youth-led health literacy at scale, aligned with OECD and WHO frameworks.

This investment will:

- Establish a National Child and Youth Health Literacy Alliance, or Future Ready Kids Alliance, to champion the voices and needs of children and young people, drive national leadership, and align Education, Health, and Social Services portfolios. The Alliance will co-design strategies with young people, monitor and strengthen child and youth health literacy outcomes across jurisdictions, and ensure joint delivery, shared accountability, and enduring system impact that empowers every child and young person to thrive.

- Strengthen children’s health literacy to tackle the rise in preventable chronic disease and mental ill-health, embedding health literacy in school communities to improve wellbeing and engagement.
- Equip educators and families with resources to support healthy behaviours from the early years through adolescence.
- Close equity gaps by reducing inequities in access to preventative health education for disadvantaged, underserved, regional, and remote communities.

Life Ed’s ‘Future Ready Kids’ initiative directly supports national education reform priorities under the Better & Fairer Schools Agreement (BFSA): Equity and Excellence; Wellbeing for Learning and Engagement; and a Strong and Sustainable Workforce. It operationalises commitments within the National Preventive Health Strategy (2021–2030) and Closing the Gap Priority Reform 3, creating a coherent national platform that delivers measurable outcomes for children, families and communities. It also promotes family wellbeing and supports workforce participation (Women’s Economic Equality Taskforce, 2024), delivers on the prevention domain of the [National Plan to End Violence against Women and Children 2022–2032](#), and is a vehicle for identifying policy opportunities through key government research investments like [Growing up in Australia: The Longitudinal Study of Australian Children \(LSAC\)](#).

Life Ed stands ready to continue to partner with the Commonwealth, to convene and lead the National Child and Youth Health Literacy Alliance, ensuring a coordinated, evidence-informed approach to prevention, health and learning outcomes across Australia.

Yours faithfully,



Karen Robertson
Chief Executive Officer
Life Ed Australia

1. Executive Summary

Life Ed Australia is a national, independent charity delivering evidence-based health, safety, and wellbeing education to children and young people. Our mission is to empower children and young people to make safer, healthier choices through education.

This submission seeks \$13.5 million over four years (FY27 to FY30) to implement the *Future Ready Kids* initiative – a national, curriculum-aligned program that builds on proven outcomes of the ‘Foundations for Healthy Futures’ grant and strengthens national consistency, measurement, and family engagement. It aligns directly with the Better & Fairer Schools Agreement (BFSA) reform priorities: Equity and Excellence; Wellbeing for Learning and Engagement; and a Strong and Sustainable Workforce (Department of Education, 2025).

Future Ready Kids delivers on the Commonwealth’s commitment to equity and excellence by embedding a coherent, nationally consistent child and youth health literacy system across Australian schools. It operationalises preventive health priorities within the Better and Fairer Schools Agreement and National Preventive Health Strategy 2021–2030. It also delivers on the prevention domain of the [National Plan to End Violence against Women and Children 2022–2032](#), and on identifying policy opportunities through key government research investments like [Growing up in Australia: The Longitudinal Study of Australian Children \(LSAC\)](#).

Key goals:

- Reach more kids when it counts – delivering education early and often to the two in three children in Australia who are currently missing out on Life Ed. Every child deserves the opportunity to build their healthy literacy, the key to health prevention.
- Strengthen teacher capability to deliver evidence-based wellbeing and health education.
- Extend impact and innovation through a digital Life Ed Learning Lab which supports learning beyond the classroom.
- Improve health literacy and protective behaviours for vulnerable populations.

2. Why Now: The Case for National Investment



Australia is facing an escalating child wellbeing and health crisis. These challenges, largely preventable, impose significant long-term costs on our health, education and social services systems.

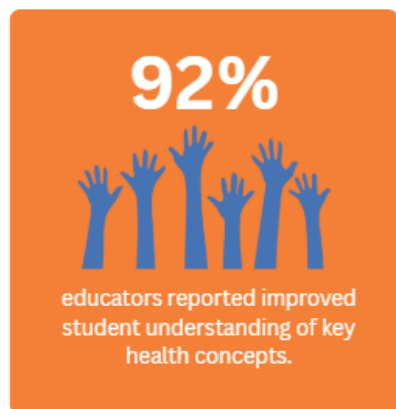
In fact, findings from the Productivity Commission’s research paper, titled [Advances in measuring healthcare productivity](#) reinforces this, stating that “reducing our sizeable risk factors, such as obesity and alcohol consumption, would enable our healthcare sector to do more with less.” Proactively addressing these preventable health challenges will have a direct impact across communities, and Australia’s economy and productivity over time.

Evidence from the ‘OECD Health Literacy Framework (2023)’ and ‘WHO (2021)’ confirms that school-based health education is among the most cost-effective public investments for improving lifelong wellbeing. Embedding health literacy in the school system provides a direct return to the Commonwealth through reduced healthcare expenditure, improved educational engagement, greater workforce readiness and community participation.

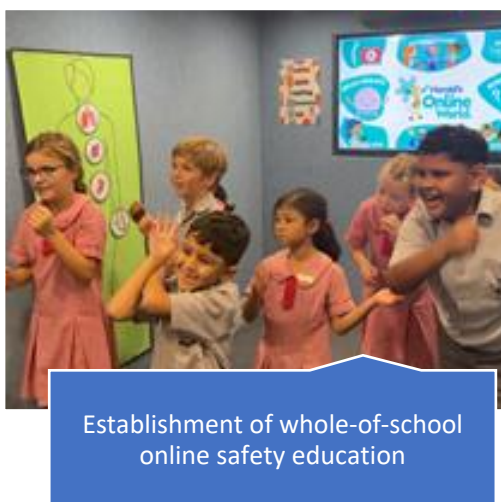
Investing now leverages existing Commonwealth success through ‘Foundations for Healthy Futures’ and ensures national consistency in preventive health education. It positions Australia as a leader in child wellbeing policy aligned to the ‘National Preventive Health Strategy 2021–2030’ and the ‘Better & Fairer Schools Agreement’.

3. Evidence of Impact: Findings from the 2022–26 Foundations for Healthy Futures Grant

Independent evaluations (Independent Evaluation, Life Ed Australia, 2024) demonstrate strong evidence of the Life Ed program’s impact and demand:



With the Commonwealth’s support, Life Ed has also been able to demonstrate wide-reaching impact and innovation through:



Click each tile to view media story.

Educators and families alike recognise Life Ed as a trusted partner. Evaluation findings confirm measurable knowledge gains, improved student agency, and strengthened educator wellbeing. ‘Future Ready Kids’ will scale these results nationally with a stronger curriculum foundation, measurable learning outcomes, and a unified Monitoring and Evaluation Framework (MEL).

The initiative is underpinned by international evidence: early intervention in schools can reduce future chronic disease and mental health costs by up to 40% (OECD, 2023; WHO, 2021). These findings reinforce the fiscal and social imperative for Commonwealth leadership in preventive health education.

4. Investment Summary

The proposed \$13.5 million investment over four years (FY27 to FY30) is strategically profiled to deliver the system build, workforce capability, and national coordination required to embed preventive health education within schools and communities.

The profile is front-loaded in FY27 and FY28 to support infrastructure development, digital build, workforce scaling and the establishment of the National Child and Youth Health Literacy Alliance, with later years reflecting steady-state delivery and co-investment from government, philanthropy and partner organisations.

Table 1. Proposed Investment and Phasing - Total: \$13.5 million (FY27 to FY30)

Recommendation	2026–27 (\$m)	2027–28 (\$m)	2028–29 (\$m)	2029–30 (\$m)	Total (\$m)
1. National Health Literacy in Schools Program	2.00	2.00	2.00	1.60	7.60
2. Digital Life Ed Learning Lab	0.60	0.50	0.50	0.50	2.10
3. Closing the Gap in Preventive Health Education	0.70	0.60	0.60	0.60	2.50
4. Future Ready Kids Alliance – Establishment and leadership of National Child and Youth Health Literacy Alliance	0.40	0.30	0.30	0.30	1.30
Annual Total	3.70	3.40	3.40	3.00	13.50

Recommendation investment breakdown

1. National Health Literacy in Schools Program — \$7.6M

Investment focuses on scaling evidence-based preventive health and wellbeing education through schools, with quality assurance, educator training, and national alignment to the Australian Curriculum. Funding supports program enhancement, teacher professional learning, and evaluation, delivering consistent, measurable wellbeing outcomes for children and young people nationwide.

2. Digital Life Ed Learning Lab — \$2.1M

Funds the expansion of Life Ed’s digital infrastructure to enable equitable access to health education and innovative content for students, teachers and parents, particularly in rural, remote and low-SES areas. This supports development of digital learning platforms, interactive content, and analytics for national reach, complementing face-to-face delivery.

3. Closing the Gap in Preventive Health Education — \$2.5M

Targeted tailored program delivery and co-design with Aboriginal Community Controlled Organisations, remote communities and schools serving high-needs populations. Investment supports culturally responsive resources, workforce partnerships and place-based adaptation, aligning with *Closing the Gap Priority Reform 3* and reducing inequities in access to preventative health education.

4. Future Ready Kids Alliance — \$1.3M

Establishment and leadership of a National Child and Youth Health Literacy Alliance, or Future Ready Kids Alliance, to champion the voices and needs of children and young people, drive national leadership, and align Education, Health, and Social Services portfolios. The Alliance will co-design strategies with young people, monitor and strengthen child and youth health literacy outcomes across jurisdictions, and ensure joint delivery, shared accountability, and enduring system impact that empowers every child and young person to thrive.

5. Recommendations in Detail

Recommendation 1: National Health Literacy in Schools Program

Proposal: Deliver a nationally coordinated approach to health literacy in schools, aligned with the Australian Curriculum and WHO Health Literacy outcomes (WHO, 2021). This includes development of educator professional development, digital learning tools, and real-time monitoring systems (MEL) to track student outcomes.

Rationale: Builds protective factors reducing chronic disease risk; supports attendance, engagement, and wellbeing; and strengthens teacher capability. Independent evaluation of the Life Ed program shows measurable improvements in student knowledge, educator confidence, and family engagement.

Investment: \$7.6 million over four years to expand educator workforce, enhance digital infrastructure, and embed health literacy outcomes in national reporting frameworks.

Expected outcomes:

- 85% of participating students demonstrate improved health knowledge (Independent Evaluation, 2024).
- \$3.20–\$5.00 return for every \$1 invested through avoided health costs (Deloitte Access Economics, 2023).
- Integration of MEL dashboards for system-wide transparency and impact tracking.
- Strengthened teacher confidence and wellbeing integration in learning environments.
- Reach more kids when it counts – delivering education early and often to the two in three children in Australia who are currently missing out on Life Ed. Every child deserves the opportunity to build their healthy literacy, the key to health prevention.

Recommendation 2: Digital Life Ed Learning Lab

Proposal: Establish and maintain a national digital learning lab which connects schools, educators, and families with credible, evidence-based resources and professional learning and development opportunities. The platform will extend learning beyond classrooms and reinforce protective health behaviours at home (OECD, 2023).

Rationale: Responds to evaluation findings that schools, educators and families seek ongoing support and trusted information beyond a single classroom session. The learning lab will connect school learning with family environments, reinforce protective behaviours, and promote overall wellbeing. This evolution moves Life Ed from ‘trusted program provider’ to national system enabler.

Investment: \$2.1 million over four years for platform development, content creation, promotion, and evaluation.

Expected outcomes:

- 500,000 families and community members engaged annually.
- 40% increase in parental confidence discussing health and wellbeing topics (Life Ed Survey, 2024).
- Strengthened family-school partnerships that improve wellbeing for learning and engagement (ARACY, 2023).

Recommendation 3: Closing the Gap in Preventative Health Education

Proposal: Expand program delivery for Aboriginal and Torres Strait Islander, culturally and linguistically diverse, and remote communities through co-designed and culturally safe methods (NIAA, 2024).

Rationale: Only one-third of Aboriginal and Torres Strait Islander children are developmentally on track by five years of age across all five Australian Early Development Census domains (Department of Education, 2025). This recommendation directly supports Priority Reforms 1 and 3 of the National Agreement on Closing the Gap, addresses inequities in health education access and outcomes, aligns with BFSa bilateral commitments for priority cohorts, and promotes community-led wellbeing solutions that build trust and engagement.

Investment: \$2.5 million over four years for adapted delivery resources, community partnerships, and culturally adapted learning resources.

Expected outcomes:

- 250,000 children from priority communities engaged.
- Resources co-designed with community partners.
- Improved attendance, engagement, and health literacy outcomes.

Recommendation 4: Future Ready Kids Alliance

Proposal: Life Ed Australia proposes the establishment of a National Child and Youth Health Literacy Alliance, or Future Ready Kids Alliance, to champion the voices and needs of children and young people, drive national leadership, and align Education, Health, and Social Services portfolios. The Alliance will co-design strategies with young people, monitor and strengthen child and youth health literacy outcomes across jurisdictions, and ensure joint delivery, shared accountability, and enduring system impact that empowers every child and young person to thrive.

Rationale: Although significant investment is made in school wellbeing and health promotion, no national, youth-inclusive mechanism currently connects these efforts across portfolios or jurisdictions. Fragmentation has led to the duplication of efforts and limited data consistency, evaluation capacity, and shared accountability for outcomes. The Future Ready Kids Alliance addresses these gaps and delivers on recommendations 1 and 3 of The State of Australia's Children Report 2025 which states "a coordinated, rights-based approach that strengthens leadership, accountability and collaboration across all levels of government can improve outcomes for children."

The proposed National Child and Youth Health Literacy Alliance (Future Ready Kids Alliance) will provide the structure, governance, and capability to:

- **Champion the voice and leadership of children and young people**, giving them the agency to shape the Alliance's agenda and priorities from the outset, and embedding their perspectives in policy, program design, and evaluation.
- **Align Commonwealth, state, and territory initiatives** across Education, Health, and Social Services through a shared national framework.
- **Monitor and report on national child and youth health literacy outcomes** through an agreed, evidence-based measurement and accountability framework.
- **Convene partners** across universities, philanthropy, national agencies, and youth organisations to **translate research and lived experience into practice**.
- **Advise government on policy and investment priorities**, strengthening preventive health, wellbeing, and health literacy across schools and communities.
- **Reduce duplication and increase efficiency** through integrated reporting, shared datasets, and clear mechanisms for accountability and continuous improvement.

By embedding prevention and health literacy within the education system, and by empowering young people as co-designers and advocates, the Alliance will drive better outcomes for children and youth, improving engagement, wellbeing, and lifelong productivity while reducing future health and social services expenditure.

Investment: \$1.3 million over four years delivers enduring national leadership, cross-portfolio alignment, and measurable improvement in the health, wellbeing, and learning outcomes of Australian children and young people. This includes:

- Establishment of an Alliance Secretariat, co-chaired by young leaders in partnership with Life Ed Australia, the Department of Education, the Department of Health and Aged Care, and the Department of Social Services.
- Design of a National Child and Youth Health Literacy Measurement and Reporting Framework, ensuring consistent data and accountability across portfolios and priorities.
- Convening of cross-agency working groups and a Child and Youth Reference Council to guide priorities and evaluate progress.
- Publication of annual National Child and Youth Health Literacy Reports to inform policy, budget, and investment decisions.

Expected outcomes:

- **Connect Commonwealth, state, and territory agencies** across Education, Health, and Social Services to align strategies, funding, and data collection.
- **Embed child and youth leadership** within system design and decision-making, strengthening alignment with the National Children's Wellbeing Strategy.
- **Monitor and report on health literacy outcomes** through a unified national measurement and accountability framework.
- **Drive whole-of-government alignment** with the *National Preventive Health Strategy, Closing the Gap Priority Reform 3 (Transforming Government Organisations)*, and ACARA and ACECQA wellbeing frameworks.
- **Integrate evidence and innovation** by coordinating research, evaluation, and translation across universities, philanthropy, youth networks, and national agencies.

Impact: This reform lever will consolidate Commonwealth leadership while amplifying the role of children and young people as partners in system reform. It ensures shared accountability for the health, wellbeing, and learning outcomes of all Australian children and youth, positioning Australia as a global leader in embedding preventive health education and youth-led health literacy at scale, aligned with OECD and WHO frameworks.

6. Reform Leverage and National Leadership

The *Future Ready Kids* initiative provides a practical mechanism to deliver on the Commonwealth's reform ambitions across Education, Health and Social Services portfolios. It transforms national policy commitments to equity and excellence into an integrated, preventive health education system that partners with children and young people to strengthen health literacy from early years through to adolescence.

Positioned as the child health literacy platform within the Better and Fairer Schools Agreement (2025–2034) and the National Preventive Health Strategy (2021–2030), the initiative establishes the foundation for cross-portfolio collaboration, evidence-based investment, and accountability for outcomes.

7. National Partnership Alignment

The *Future Ready Kids* initiative advances cross-portfolio objectives and reinforces Commonwealth priorities. By leveraging existing Commonwealth investments and infrastructure, the proposed National Child and Youth Health Literacy Alliance will deliver efficiency, consistency, and sustainability, while avoiding duplication, improving return-on-investment, and embedding lived experience at the heart of system reform.

Alignment includes:

- **Education:** Delivers on the Better & Fairer Schools Agreement priorities of equity, wellbeing, and workforce capability (Department of Education, 2025).
- **Health and Aged Care:** Aligns with the National Preventive Health Strategy 2021–2030 (Department of Health, 2024).
- **Social Services:** Promotes family wellbeing and supports workforce participation (Women's Economic Equality Taskforce, 2024). Delivers on the prevention domain of the [National Plan to End Violence against Women and Children 2022–2032](#), and on identifying policy opportunities through [Growing up in Australia: The Longitudinal Study of Australian Children \(LSAC\)](#).
- **Treasury:** Generates fiscal benefits by reducing preventable health expenditure (AIHW, 2024).4. Implementation and Evaluation

8. Return on Investment and Economic Benefits

Economic modelling (Deloitte Access Economics, 2023) demonstrates that preventive health education delivers \$3.20–\$5.00 in return for every \$1 invested, primarily through reduced health system burden and improved

productivity. School-based programs reduce behavioural risk factors linked to chronic disease, mental illness, and poor educational attainment.

Impact Area	Mechanism	Estimated ROI	Source
Chronic disease prevention	Reduced risk factors via school health literacy	\$5.00 : \$1	Deloitte Access Economics, 2023
Mental wellbeing	Improved resilience and attendance	\$3.20 : \$1	Independent Evaluation, 2024
Workforce participation	Increased parent and teacher capacity	\$2.40 : \$1	OECD Health Literacy Framework, 2023

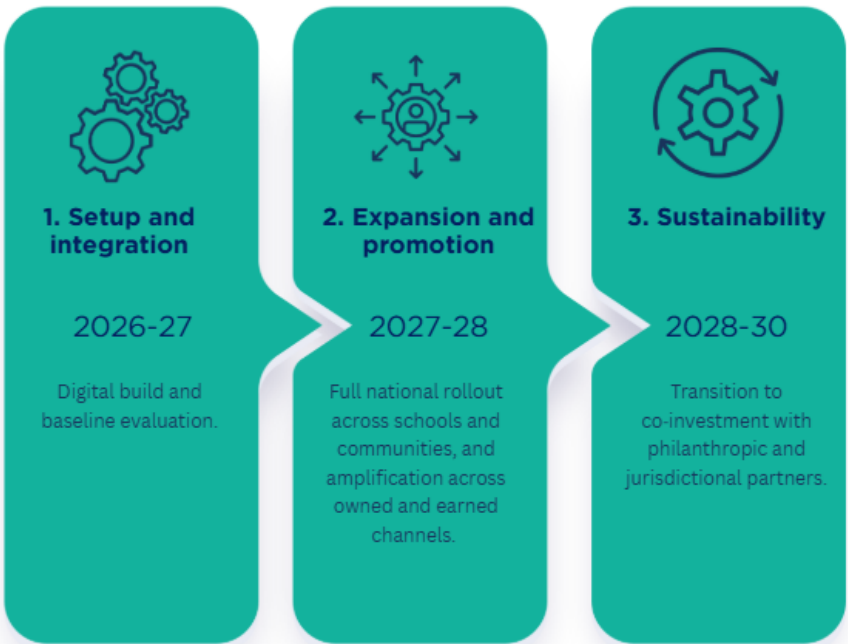
By strengthening health literacy and life skills, *Future Ready Kids* contributes to long-term fiscal sustainability, aligning with Treasury’s objectives to improve economic participation and social outcomes while addressing intergenerational inequality.

The *Future Ready Kids* initiative extends, deepens, and systematises prior investment and:

- Builds on proven delivery and evaluation.
- Operationalises [Life Ed’s Theory of Change](#) at scale.
- Answers the Commonwealth’s call for national impact and accountability in child wellbeing education.

9. Implementation and Evaluation

Life Ed’s national footprint provides the capacity for immediate scale-up. Implementation will follow in three structured phases:



As a federated organisation, Life Ed Australia will lead on national setup, integration, expansion and sustainability, and work in partnership with Life Ed state and territory teams who drive local outreach and state and territory government relationships.

Evaluation Framework:

- Annual reporting to Treasury and departments on reach, engagement, and outcomes.
- Biennial independent evaluations tracking knowledge, attitudes, and behaviour changes.
- Real-time MEL dashboards to support transparency and continuous quality improvement.

10. Summary Statement

The *Future Ready Kids* initiative represents a nationally coordinated, evidence-informed approach to strengthening children's health literacy, wellbeing and learning engagement across Australia.

Through four integrated recommendations, the National Health Literacy in Schools Program, Digital Life Ed Learning Lab, Closing the Gap in Preventive Health Education, and establishment of a National Child and Youth Health Literacy Alliance, Life Ed Australia provides the Commonwealth with a practical, scalable mechanism to operationalise the Better and Fairer Schools Agreement (BFSA), the National Preventive Health Strategy (NPHS) and Closing the Gap Priority Reforms.

A targeted investment of \$13.5 million over four years (2026–27 to 2029–30) will:

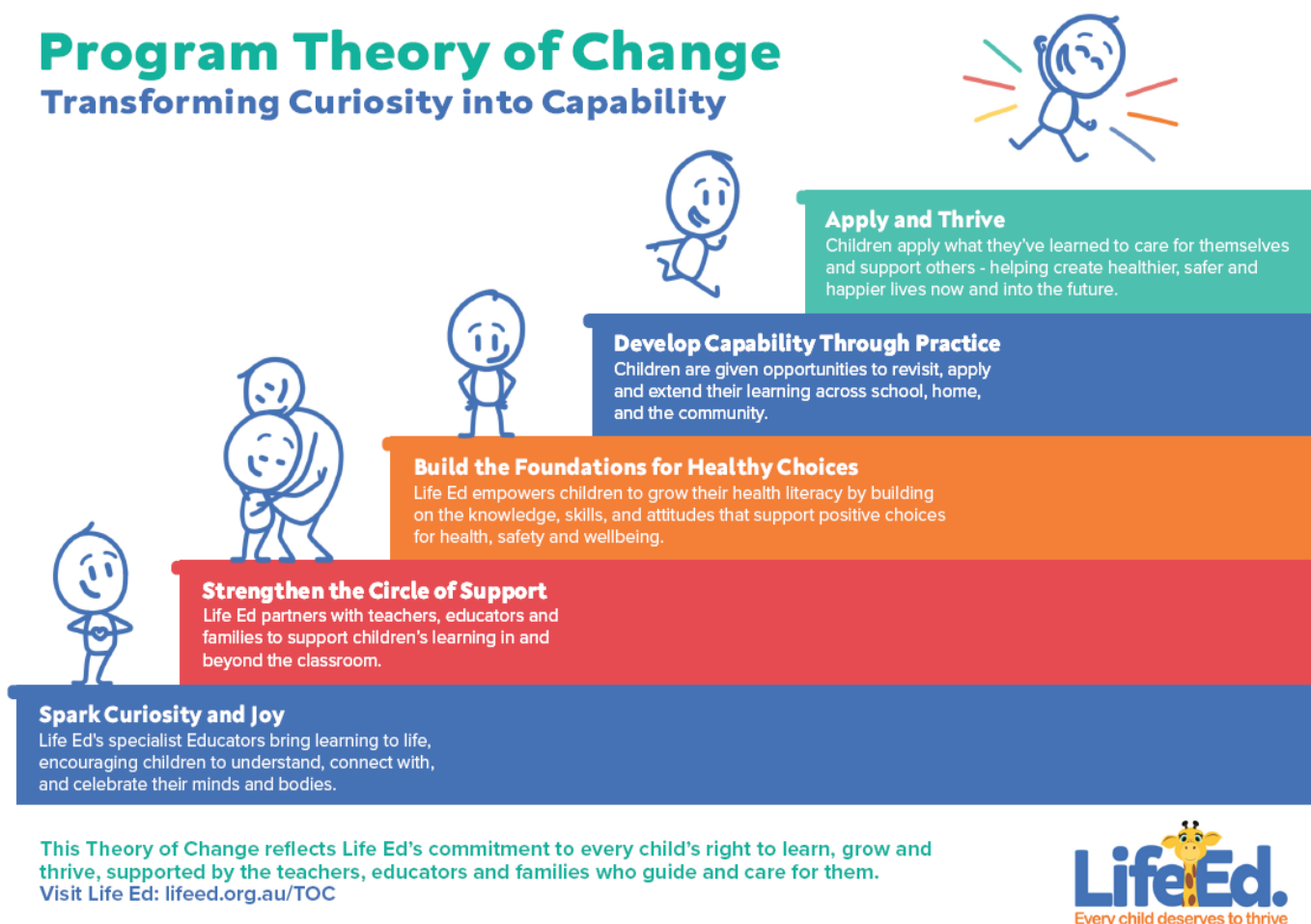
- Embed health literacy and prevention across school communities nationwide;
- Equip educators and families to foster healthy, safe and connected learners;
- Reduce inequities for disadvantaged, regional and remote children; and
- Establish a cross-portfolio governance framework which elevates the voices of children and young people, ensuring an authentic approach to accountability and sustainable impact.

By linking Education, Health and Social Services, the *Future Ready Kids* initiative would deliver measurable improvements in student wellbeing, school engagement and lifelong health outcomes, positioning the Commonwealth as a global leader in embedding preventive health education and youth-led health literacy at scale, aligned with OECD and WHO frameworks.

Appendices

Appendix A – How does Life Ed make an impact and measure success?

Life Ed's Theory of Change is a roadmap for how we drive impact and why it has worked for almost half a century:



Life Ed measures this impact through a national Measurement, Evaluation and Learning framework which includes:

- The collection of data using national teacher and parent surveys.
- Literature and data review to inform follow-up surveys.
- Rapid Impact Evaluation Workshops and supporting activities like review of project documents, literature review, evaluation design workshop and feedback processes.
- Evaluation Deep Dive PD Workshop to support capability building in evaluation nationally.
- Establishment of a national Impact Log, an essential resource for understanding the broader effects of our work. It will also provide a way for us to document the types of impact that may not be easily quantified, such as personal stories and meaningful interactions.
- Ongoing planning for learning and reflection cycles.

This approach ensures that every voice and moment contributes to the ongoing development of the Life Ed program.

Appendix B – How many students currently benefit from Life Ed?

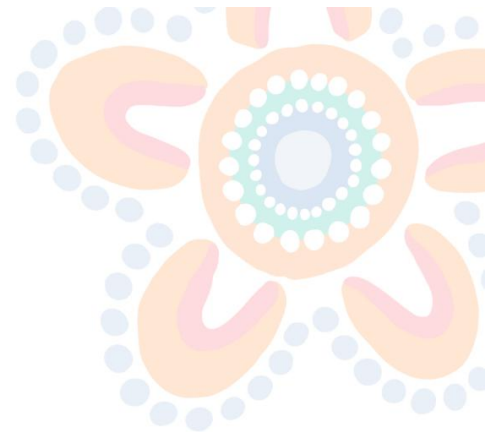
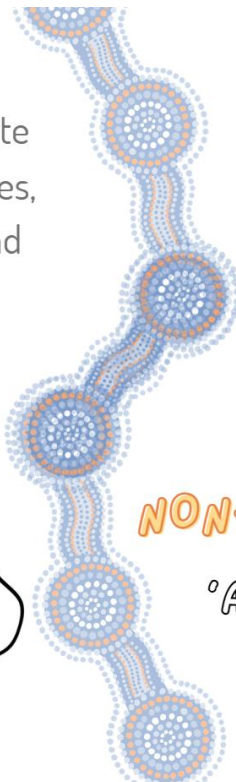


Appendix C – Case study: co-design in action

In 2022, Life Ed Northern Territory team undertook an extensive, culturally grounded consultation and co-design process to develop a suite of educational resources tailored specifically for Aboriginal and Torres Strait Islander young people across the Northern Territory.

GOAL

To develop a range of culturally appropriate resources that reflect the needs, challenges, and demographics of our communities and young people.



NON-NEGOTIABLE FACTOR

**'ALL RESOURCES NEEDED
TO BE DEVELOPED BY
COMMUNITY, FOR
COMMUNITY.'**

At the heart of this project was a clear commitment to ensure that communities—not organisations—set the direction. The model followed a looping, collaborative approach:

ENGAGE → EDUCATE → EMPOWER → CONSULT → DEVELOP → EVALUATE → DELIVER

Consultation involved continuous collaboration with:

- Elders and Traditional Owners
- Local Authority Action Groups (LAAGs)
- Aboriginal Health Promotion Officers
- Health Boards (KWHB, PHN, TIS teams)
- First Nations Teacher Assistants & Aboriginal educators
- Cultural liaisons and community connectors
- Young people
- Families and caregivers
- Local stakeholders and service partners
- Life Ed NT educators and project staff



Life Ed NT used a **continuous, overlapping consultation model** rather than working through isolated, linear phases.

This meant all groups contributed at multiple stages, shaping, reviewing, refining and approving concepts in ongoing cycles. Everyone—youth, Elders, educators, health professionals, families, schools—had a seat at the table throughout the entire process. This culturally aligned approach created a dynamic loop of:

Listen → Develop → Return → Check → Refine → Approve → Repeat

It ensured the final resource suite was grounded in trust, co-ownership, cultural guidance and authentic lived experiences.

A cross-agency reference group (LENT, LEA, KWHB, Elders, educators) reviewed progress and ensured cultural and educational alignment.

Through this community-led model, Life Ed produced:

- 30 Vox Pops
- 9 Animations
- 15 Story Wheels
- 14 Flashcard Sets
- Learning and Game Mats
- Direct Delivery Boards

All resources reflect authentic voices, cultural identity, NT environments and lived experiences.

The consultation and co-design model developed by Life Ed demonstrates:

- Genuine community leadership
- Youth voice at the centre
- Collaboration across health, education and cultural sectors
- Respectful, culturally aligned practice
- Strong, trust-based relationships
- Sustainable, community-owned outcomes

This project shows that culturally strong resources are not created *for* community — they are created **with community**, through time, presence, humility and continuous consultation.

[Click here to view the full lifecycle of the project.](#)

Appendix D – Testimonials

What students have to say:

"It's too long ago to remember what was said. I do however remember how it made me feel. For context, I had a bit of a rough childhood - bullied at school, abusive parent, older siblings who struggled themselves. When I think back to that Healthy Harold memory now, I felt safe. I was made to feel safe. It's a weird thing to say, but thank you for more than 40 years of making kids feel safe and seen." – Healthy Harold graduate

"I remember how excited I used to be in primary school when Healthy Harold came to visit. I can't believe I've had the chance to work with him and that kids today will go in the van and see me. It was also good to be able to wear my Hijab and to represent my Pakistani culture. I'm really proud of myself." – Rabia Majeed, student featured in Take a Breath module, NSW

"We learnt about how to handle drugs and sorted them into categories - legal and illegal, and then helpful and unhelpful. We also learnt about friendships and what makes a positive friend." – Year 5/6 student

What teachers have to say:

"I found it super engaging, as did my students. I've personally attended the Life Ed van in my childhood. The skills and strategies that are taught are such important skills for all children." – Teacher, Drouin Primary School, VIC

"Life Ed taught our otherwise isolated, rural students how to shape their futures with healthy choices. And it was fun." – Joyce Dinan, previous Principal, Frances Primary School, SA

"We completed Take a Breath and I believe it opened the eyes of some of our students. They were very engaged - and I love that even the Year 5/6 students classically love Harold!" – Teacher, Pembroke Primary School, VIC

"Thank you to the Life Ed Thrive Children's Fund which was able to support 96 students to understand key issues such as being a good friend, being resilient and making healthy eating choices." – Hilary Abadi, Deputy Principal, Avonvale Primary School, WA

“Just wanted to let you and the team know that the kids LOVED the [Healthy Harold R U OK? Day] videos – particularly the younger group. The kids were literally saying “play it again, play it again” after the music video and it was such a joy to see them interacting with the content.” – Bowral Public School, NSW

“Because my students are new to English, using Life Ed’s resources was met with great feedback! We learnt about the body. It worked well as it was appropriate for their English level and so engaging.” – Adam, ESL teacher at TESOL Australia

Appendix E – Reference list

- [Advances in measuring healthcare productivity](#), Productivity Commission, 2024
- ARACY, 2023
- [Deloitte Access Economics](#), 2023
- Health Literacy Outcomes, WHO, 2021
- Independent Evaluation, Life Ed Australia, 2024
- [Co-Design Lessons Learned Report](#), National Indigenous Australians Agency (NIAA), 2024
- OECD Health Literacy Framework, 2023
- [The State of Australia’s Children Report](#), ARACY, 2025

Policy alignment

- Education: Delivers on the Better & Fairer Schools Agreement priorities of equity, wellbeing, and workforce capability (Department of Education, 2025).
- Health and Aged Care: Aligns with the National Preventive Health Strategy 2021–2030 (Department of Health, 2024).
- Social Services: Promotes family wellbeing and supports workforce participation (Women’s Economic Equality Taskforce, 2024). Delivers on the prevention domain of the [National Plan to End Violence against Women and Children 2022–2032](#), and on identifying policy opportunities through [Growing up in Australia: The Longitudinal Study of Australian Children \(LSAC\)](#).
- Treasury: Generates fiscal benefits by reducing preventable health expenditure (AIHW, 2024).4. Implementation and Evaluation.