

# Health & P.E

## POLICY

**Responsibility:** James Sait (Physical Education Co-ordinator)

**Rationale:**

- Implementation of the Australian Curriculum in Health & Physical Education across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against expected achievement standards in Health & Physical Education.

**Aims:**

- To optimise student learning through the implementation of the Australian Curriculum in Health & Physical Education across each learning area from Foundation to Year 6 in a manner consistent with departmental requirements and locally identified needs.

**Implementation:**

- Our school is committed to the successful implementation of each of the Australian Curriculum learning areas from Foundation to Year 6.
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Australian Curriculum understanding and implementation needs of each staff member.
- All teachers are required to work together to contribute to the development and implementation of guaranteed and viable Australian Curriculum based courses for all students, and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Student achievement will be measured and reported to students, parents, Department of Education and the wider community against the Australian Curriculum achievement standards, in each of the learning areas.
- All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student achievement data.
- School council and allocated budgets will provide adequate resources for the implementation of the Australian Curriculum through equipment, student attendance at related days and associated professional development etc.

**Method:**

This domain is taught by teaching staff and instructors supplemented by:

- Inter-school Sport (Lightening Premiership) 3-6
- Inter-school Athletics P-6
- Swimming Program & Inter-school Sports P-6
- Sports clinics
- Healthy Eating program

- VET sporting programs P-6

**Timetable:**

- 1hr45min a week

**Programs:**

Over the year the sports that are explicitly taught are: fundamental skills, cricket, basketball, tennis, cross country, tee-ball, netball, soccer, AFL football, athletics and swimming.

**Lesson structure and strategies:**

- Explicit teaching for each lesson
- Whole-part-whole teaching
- Scaffolding teaching
- Independent development
- Team development

**Assessment:**

Assessment is carried out by teacher observation, which is driven by the progression points in AusVels.

**Planning:**

Staff create an annual sports plan aligned with AusVels and inline it network sporting events.

**Professional Development:**

Staff are to attend any professional develop available in the network.

**Budget:**

A budget is allocated to Physical Education each year, which is managed by the Sports Coordinator in alignment with the schools' Strategic Plan and annual Implementation Plan.

**Content:**

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.

**This policy is to be implemented in conjunction with the Health and Physical Education Scope and Sequence AusVels documentation.**

**Evaluation:**

- This policy will be reviewed as part of the school's review cycle.

This policy was last ratified by School Council ...

9<sup>th</sup> June 2015

School Council President Leanne Cordina .....