St John’s HPE Curriculum Statement

Health and Physical Education Curriculum

12.10.11.
1. Community Profile

The purpose of this document is to inform curriculum planning and implementation at St John’s by providing a framework for teachers to achieve a consistent approach to Health and Physical Education (HPE) curriculum delivery, assessment and reporting. This meets the requirements of Catholic Education in the Cairns Diocese.

Professional development in HPE has been undertaken during 2011 by St John’s staff at staff meetings and during professional development opportunities provided by the Cairns Curriculum Team to all teachers in the Southern Cluster and to the Curriculum Support Teacher at cluster meetings.

Our small rural school of St John’s at Silkwood prides itself on being both Christ and child-centred, providing excellent teaching delivery to the students it serves. The school is located in the heart of the Southern Deanery in the Johnstone Shire. Geographically placed in between the larger towns of Tully and Innisfail, the school draws many of its students not only from Silkwood but also the surrounding communities of Kurrimine Beach, Mission Beach and El Arish.

St John’s School comprises of children from the Silkwood area who are mainly of Italian descent and whose parents work in the sugar cane, banana and fishery industries. Our dedicated staff continues the proud tradition of quality Catholic Education to many of the children and grandchildren of the first students of St John’s.

St John’s is blessed to have the Three Saints Organisation actively involved with the school. The feast of the Three Saints is held annually on the first weekend of May in the school grounds. The current St John’s community is respectful of the past and excited about the future, as it plays its part in inspiring St John's students to live the school motto of "Always Reaching For New Heights."

In compiling this Mathematics Curriculum Framework all members of the St John’s community
2. Learning Area Rationale

The Health and Physical Education (HPE) Key Learning Area promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to personal safety
- movement skills, physical performance and fitness
- personal development, and in particular identity, interpersonal relationships and resilience.

Students at St John’s are encouraged to act, individually or collectively, in culturally appropriate ways to enhance their own physical, social and emotional health and to enhance physical performance that enables them to participate in a range of games, sports and other physical activities. They are also encouraged to take action to promote structures and environments that support such health and physical performance. With an emphasis on the social justice principles of diversity, equity and supportive environments, teachers should embrace an inclusive teaching approach that maximises opportunities for all students to be healthy, participate in physical activities and promote supportive environments.

When individuals are well informed on health issues and have a sense of control about the decisions that they make, they are more likely to experience self discipline, self respect, positive relationships, maintenance of a healthy society, improved quality of life and health. Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical, social and spiritual wellbeing. Through promoting the fundamental principles of diversity, social justice and supportive environments, students are able to develop skills in self management to foster awareness of how decisions are made in a modern society.

While schools alone cannot turn around the status of young people with respect to health and physical performance, they have an important role to play. The alarming statistics related to health issues associated with nutrition and physical activity, along with those associated with social and emotional wellbeing reinforce the importance of an approach that empowers young people and their families to take action not only in relation to their own health and physical performance, but in relation to others in the community, and to the broader societal and environmental factors that impact on health and physical performance. Closing the gap on health disadvantage is essential to enable our young people to learn, and to participate effectively in the cognitive, social and emotional fabric of society.

The Diocesan Learning framework is reflected in how we teach HPE in the following ways;

- Community Contributor
- Leader and Collaborator
- Effective Communicator
- Quality Producer
• Designer and Creator
• Active Investigator

This is reflected in the following ways;

• Students’ values and attitudes about an appreciation of and a commitment to healthy and socially just ways of living
• Students’ exhibit attitudes and values that promote personal, family and community health and participation in physical activity
• Students’ demonstrate the interpersonal skills necessary for effective relationships and healthy active lifestyles
• Students’ demonstrate self management skills which enable them to make informed decisions for healthy active lifestyles
• Students’ attain knowledge and the composition, performance and appraisal of movement skills and strategies for confident participation in physical activities
• Students’ develop skills to cope effectively with challenge and conflict, including situations associated with identity and relationships. They are able to analyse and take action to improve their communication skills.
• Students’ obtain, possess, sound self management skills that avoid potential health risks, enhance their mental health well being as well as planning for their future
• Students’ develop skills in making, communicating and acting upon health decisions. They are able to make decisions that guide practical actions for a healthy, active lifestyle, considering the influence of other people, media and advertising. They can demonstrate the use of these skills to plan and implement physical activity, manage stress and maintain their self esteem.

Ref: Diocese of Cairns Learning Framework (2007)

3. Broad Subject Aims:

The aim of HPE is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, this will form the basis for students to adopt a responsible and productive role in society.

The core curriculum document for HPE is the QCAR HPE available at


Students at St John’s use the essential processes of ways of working to develop and demonstrate their knowledge and understanding. They individually and collaboratively make decisions, apply skills and take action to promote their own and others’ health and wellbeing, movement capacity and personal development. They reflect on their learning and on the importance of health and physical education in everyday situations.

The Primary Curriculum is developed year by year and into three major groupings:

• Years P–2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age

The learning area of HPE aims to:

- enable students to critically understand biological, social, cultural and environmental factors that determine health (physical, social and emotional) and participate and perform in physical activities
- have knowledges, processes, skills and attitudes to take informed and well-reasoned actions that:
  1. enhance personal, group and community health and safety, especially as it relates to food and nutrition and to personal safety
  2. enhance physical performance and fitness in games, sports and other physical activities
  3. develop personal and interpersonal skills and relationships, identity, sexuality, and resilience
- Advocate for structures and environments to promote health (physical, social and emotional) and physical performance for self, groups and communities.

YEARS P – 2 (TYPICALLY FROM 5 TO 8 YEARS OF AGE)

Students are able to:
- pose questions and plan simple activities and investigations
- identify and collect information and evidence
- draw conclusions and make decisions
- propose and take action to promote health and wellbeing, movement capacities and personal development
- apply fundamental movement skills when participating in physical activities
- create and sequence simple movement patterns in response to stimuli
- apply personal development skills when interacting with others
- follow guidelines to apply safe practices
- reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development.
- reflect on learning to identify new understandings

YEARS 3-6 (TYPICALLY FROM 8 TO 12 YEARS OF AGE)

Students are able to:
- pose and refine questions or issues, and plan activities
- collect, organise and evaluate information and evidence
- draw conclusions and make decisions by identifying connections
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply fundamental and simple specialised movement skills when participating in physical activities
- create and perform movement sequences by selecting and combining movement skills
• apply personal development skills and strategies in team and group situations
• identify and apply safe practices
• reflect on and identify how their own and others’ behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
• reflect on learning to identify new understandings and future applications.

YEARS 7-10 (TYPICALLY FROM 12 TO 15 YEARS OF AGE)

Students are able to:
• identify issues and plan investigations and activities
• collect, analyse and evaluate information and evidence
• draw conclusions and make decisions supported by information and evidence
• propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
• apply movement concepts and make purposeful refinements to movement skills
• create and perform movement sequences through modifying and combining movement skills and applying movement concepts
• identify risks and justify and apply safe practices
• select and demonstrate appropriate personal development skills and strategies in team and group situations
• reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences
• reflect on learning, apply new understandings and identify future applications.

4. Cross Curriculum Priorities

Cross Curriculum Priorities equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

HPE provides considerable opportunity for students to explore, understand and appreciate the wider world through the integration of cross curriculum perspectives. The following statements about cross curriculum content indicate ways in which the following areas are embedded whilst ensuring that subject integrity is maintained.

CATHOLIC ETHOS

The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change, the focus on the holistic growth of the individual remains the surest ways Catholic schools can prepare students for the uncertainties of the future. Defining Features, Diocese of Cairns

The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith.
Through the teaching of HPE students will experience opportunities to:

- Encourage students to be creative thinkers who are inquiring and reflective and who seek the truth
- Work towards helping our students understand the value and important role they have in becoming active, informed Christians who can confidently debate and make reasoned judgments about moral, ethical and social decisions.
- Acquire and apply movement skills, enhance their creativity and aesthetic awareness and develop positive attitudes towards:
  1. thinking
  2. personal futures
  3. global futures
  4. social responsibility
- Understand the independence of the physical, mental, emotional, social, and spiritual dimensions of well being and knows how to make wise choices and contributes positively to the overall well being of others.
- To inspire learners to decrease their ecological footprint and increase their spiritual one, as creatures made in the image and likeness of God.

**ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES**

Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church.

The curriculum provides opportunities to value and respect:

1. traditional knowledge and practices
2. culture and natural heritage
3. spirituality

and to critically examine and/or challenge:

1. social constructs
2. prejudice and racism

Through the teaching of HPE students will experience opportunities to

- value and utilise the past and present contributions of Aboriginal and Torres Strait Islanders in HPE knowledge and understanding
- promote and value the incorporation of all Aboriginal and Torres Strait Islanders, students’ backgrounds and experiences within HPE activities
- ensure that content, resources, pedagogy enhance cultural identity in a multi cultural society.
- Identify and challenge, in a supportive school environment assumptions concerning stereotypes
ASIA AND AUSTRALIA’S ENGAGEMENT WITH ASIA

This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia’s engagement with Asia.

The curriculum provides opportunities to know, understand and be able to:

1. Understand ‘Asia’
2. Develop informed attitudes and values
3. Know about contemporary and traditional Asia
4. Connect Australia and Asia
5. Communicate effectively with people of the Asian region both within and outside Australia confidently

Through the teaching of HPE students will experience opportunities to:

- value and utilise the past and present contributions of the Asian Region and their knowledge and understandings
- promote and value the incorporation of a multicultural society respecting all backgrounds and experiences within HPE activities
- ensure that content, resources, pedagogy enhance cultural identity in a multicultural society.
- Explore different views about issues such as gender roles, physical activity, peer group relationships, sexuality, cultural beliefs and what constitutes a healthy environment
- Explore conflicting values, morals and ethics and the importance of considering options and the consequences of actions for well being when making decisions
- Recognising the contribution of and promoting community harmony in Australian communities reflecting social, cultural, economic and biological factors to individual values, attitudes and behaviours.

SUSTAINABILITY

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations. The curriculum provides opportunities to reflect upon:

1. the gift of creation
2. an attitude of responsible stewardship

and to critically examine and/or challenge:

1. the impact of human interaction with the natural, built and social environment
2. current environmental issues

Through the teaching of HPE students will experience opportunities to
recognizing the crucial role that supportive, physical and social environments play in enhancing personal growth and development, physical activity, effective relationships, and safety.

- Assessing changes in structures and practices (such as urbanisation, food consumption) and the impact of these on the well-being of individuals and groups
- Developing the knowledge, skills, attitudes and values needed to achieve effective relationships and taking care of one another, the community and the natural environment.
- To develop in learners the knowledge, skills, attitudes, values and commitment to initiate individual and collective responses that are environmentally responsible and reflective of their ecological vocation
- Reflect on and evaluate the influence of biological, social, cultural and environmental factors

**SOCIAL EMOTIONAL LEARNING**

Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.

The curriculum provides opportunities to develop:

1. Self Awareness
2. Social Awareness
3. Responsible Decision Making
4. Self-Management
5. Relationship Management

Through the teaching of HPE students will experience opportunities to:

- Getting along – Ability to work in groups with others and as a team
- Emotional Resilience – Managing one’s emotions, handling challenging situations appropriately
- Persistence – Coping with setback and working through physical and mental tasks
- Organisation – Preparation of developing appropriate techniques before and after physical activities
- Confidence - Role play, displaying integrity, decision making, students being creative and trialing new ideas

**INCLUSIVE EDUCATION**

It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.

The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.
Through the teaching of HPE students will experience opportunities to
- Concern for the welfare, rights and dignity of all people
- Recognising the challenges experienced by some individuals or groups and promoting actions that are inclusive
- Developing a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments with respect to health, physical activity and personal development.
- Provides a range of teaching strategies and pedagogy that caters for different learning styles.
- Builds on the talents of every student.
- Students have equitable access to learning areas, resources, and assistance with specific tasks within the HPE domain.

5. General Capabilities

General capabilities encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

LITERACY

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

Literacy involves students engaging with the language and literacy demands of each learning area.

As they become literate students learn to:

- interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)
- understand, use, write and produce different types of text (Texts)
- manage and produce grammatical patterns and structures in texts (Grammar)
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary)
- use and produce a range of visual materials to learn and demonstrate learning (Visual information)
NUMERACY

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful.

As they become numerate, students develop and use HPE skills related to:

- Calculation and number
- Patterns and relationships
- Proportional reasoning
- Spatial reasoning
- Statistical literacy
- Measurement

INFORMATION AND COMMUNICATION TECHNOLOGY

Students develop ICT competence when they learn to:

- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

CRITICAL AND CREATIVE THINKING

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

As they develop critical and creative thinking students learn to:

- pose insightful and purposeful questions
- apply logic and strategies to uncover meaning and make reasoned judgments
• think beyond the immediate situation to consider the ‘big picture’ before focusing on the detail
• suspend judgment about a situation to consider alternative pathways
• reflect on thinking, actions and processes
• generate and develop ideas and possibilities
• analyse information logically and make reasoned judgments
• evaluate ideas and create solutions and draw conclusions
• assess the feasibility, possible risks and benefits in the implementation of their ideas
• transfer their knowledge to new situations

ETHICAL BEHAVIOUR

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:

• recognise that everyday life involves consideration of competing values, rights, interests and social norms
• identify and investigate moral dimensions in issues
• develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
• explore questions such as:
  o What is the meaning of right and wrong and can I be sure that I am right?
  o Why should I act morally?
  o Is it ever morally justifiable to lie?
  o What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

PERSONAL AND SOCIAL COMPETENCE

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:
recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)

manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)

perceive and understand other people’s emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)

form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).

**INTERCULTURAL UNDERSTANDING**

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

As they develop intercultural understanding students learn to:

- identify increasingly sophisticated characteristics of their own cultures and the cultures of others
- recognise that their own and others’ behaviours, attitudes and values are influenced by their languages and cultures
- consider what it might be like to ‘walk in another’s shoes’
- compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
- reflect on how intercultural encounters have affected their thoughts, feelings and actions
- accept that there are different ways of seeing the world and live with that diversity
- stand between cultures to facilitate understanding
- take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world
- contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.
### 6. Sequence and Scope

The following is used with the permission of Education Queensland

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<thead>
<tr>
<th></th>
<th>In Prep</th>
<th>In Year 1</th>
<th>In Year 2</th>
<th>In Year 3</th>
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<tbody>
<tr>
<td>c</td>
<td>The student will focus on personal hygiene.</td>
<td>The student will focus on personal hygiene and the people who can help us.</td>
<td>The student will focus on making healthy environments.</td>
<td>The student will focus on healthy options and health related services.</td>
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<td></td>
<td>Describes and demonstrates what people do to stay healthy including: brushing teeth, washing hands before eating and after toileting, blowing nose effectively, coughing safely, being physically active, resting, eating a variety of foods, using appropriate sun protection, drinking plenty of water, and the safe use of medicine.</td>
<td>Describes and demonstrates what people do to stay healthy. (e.g. sun safety)</td>
<td>Discusses the need for healthy food, physical activity and safety including: drinking extra water in hot weather and wearing protective clothing while outdoors. Discusses disease transmission, via touch, open sores and body waste, and that good hygiene (personal, home, school) is the best protection for me and my family. Takes action to minimize risks from infectious disease including: turn away and use tissues to blow nose and cough, wash regularly, cover cuts and sores, and control insect pests.</td>
<td>Describes on a Y chart what a healthy person looks like, feels like and sounds like in terms of activity, food, rest/sleep, hygiene and connections to family, friends and community. Demonstrates basic first aid treatment including protecting an open wound with a ‘band aid’.</td>
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<td><strong>Personal health dimensions</strong></td>
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<td></td>
<td>Encouraged to make decisions considering personal health. (e.g. sun safety, toileting)</td>
<td>Makes decisions considering personal health (e.g. toileting, hand washing, eating)</td>
<td>Makes decision by considering options and consequences (e.g. says ‘I will wash my hands because if I don’t I might spread germs’).</td>
<td>Demonstrates basic decision-making skills in familiar health-related situations (e.g. what food to buy from the tuck shop) and explains their decision.</td>
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<td><strong>Healthy Choices</strong></td>
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<td><strong>Decision making for health</strong></td>
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|---|---|---|---|---|
| Healthy foods | Classifies food into healthy and unhealthy categories.  
Associates foods with particular events such as breakfast, a birthday party, or other celebrations. | Awareness of foods in the five food groups: vegetables, fruit, meat, cereals and dairy products and identifies a selection of ‘extra’ foods that should only be eaten occasionally. | Devises a healthy menu (e.g. a lunch-box, picnic) by choosing nutritious foods based on a simple classification such as ‘eat lots of these foods’; ‘eat moderate amounts of these foods’; ‘eat only small amounts of these foods’. | Explains why we need to select food from each of the five food groups.  
Sets goals to replace foods that should be eaten only occasionally with healthy foods in their own diet. |
| Personal safety | Discusses how rules keep us safe in various settings including: home, school, and around water.  
Identifies physical signs to feeling safe and unsafe.  
Discusses the concept of ‘personal space’ and how we can take action to maintain our personal space and respect the personal space of others, (e.g. No, Go, Tell, to maintain personal safety).  
Describes physical reactions to appropriate and inappropriate touching (e.g. smile, laugh, feeling sick, increased heart beat). | Identifies and explains safety rules in the classroom and play areas (e.g. walk when carrying scissors).  
Describes physical reactions to appropriate and inappropriate touching (e.g. smile, laugh, feeling sick, increased heart beat).  
Describes physical reactions to appropriate and inappropriate touching (e.g. smile, laugh, feeling sick, increased heart beat). | Identifies safe and unsafe situations including: around people; in the playground; on and near roads; travelling to and from school; in and near water.  
Develops and demonstrates confidence in dealing with potential hazards.  
Demonstrates safe movement and storage of familiar hool equipment including: chairs, classroom tools, sports equipment, small AV appliances, books and art equipment. | Describes characteristics and personal reactions that signal safe/unsafe persons, places and circumstances (e.g. being away from trusted adults and feeling nervous). |
<p>| Community and environmental health | Lists the people who help us to be healthy and safe including: nurse or clinic sister, teacher or teacher aide, dentist, chemist, friend/s, and parent or other relative. | Recommends ways to make the classroom or school environment healthier (e.g. open more windows, keep walkways uncluttered, plant more trees, be kind to each other, minimise litter or recycle waste). | Identifies and names places where health information and services can be obtained (e.g. clinic for treatment of minor injuries, shop/chemist for medicines). | Discusses/explains interdependence of individuals, groups (e.g. family) and service providers (e.g. clinic/ hospital) in promoting individual and community health (e.g. advice from the clinic nurse and follow-up treatment at home can help heal injury). |</p>
<table>
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<tr>
<th>Movement Skills</th>
<th>In Prep</th>
<th>In Year 1</th>
<th>In Year 2</th>
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<tbody>
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<td><strong>In Prep</strong></td>
<td>The student will focus on acquiring fundamental motor skills and patterns.</td>
<td>The student will focus on applying Fundamental Motor Skills and Patterns.</td>
<td>The student will focus on developing sports specific skills through active games.</td>
<td>The student will focus on developing sports specific skills through mini stationed active games.</td>
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<td><strong>Movement</strong></td>
<td>Develops foot patterns (e.g. hop, jump, skip, leap, slide) and can transition from one surface or position to another (e.g. jump, step, swing, roll). Manipulates equipment (e.g. hoop, ball, rope, floatation aid) Creates simple movement sequences with or without music. Experiments with simple movement concepts (e.g. balance – spread feet wider, bend knees on landing).</td>
<td>Demonstrates correct foot patterns (e.g. hop, jump, skip, leap, slide) alone and in combinations and can transition from one surface or position to another (e.g. jump, step, swing, roll). Manipulates equipment (e.g. hoop, ball, rope, floatation aid) using techniques (e.g. grip, twist, swing, throw, hit). Creates simple movement sequences with or without music (e.g. imitating familiar animals) while stationary and while moving utilising change of direction, levels, pathways, force, speed and transition of weight. Experiments with simple movement concepts (e.g. balance – spread feet wider, force absorption – bend knees on landing).</td>
<td>Demonstrates skills of chasing, fleeing and dodging to avoid or catch others and moves in response to different cues. Demonstrates increasing mastery of object control skills individually and with a partner (e.g. hand dribble, foot dribble, kick and strike, catching) using hands, feet and equipment (e.g. bean bag, small bat and soft ball) while stationary and moving on a range of surfaces. Demonstrates movement sequences and basic dance. Pushes off from shallow water, swims 10 metres and treads water. Demonstrates a range of ways to use movement concepts (e.g. body position, balance, acceleration) to participate effectively in play and simple games.</td>
<td>Demonstrates increasing confidence in a range of movement skills (e.g. underarm and over arm throw, catch and kick, skips a rope turned by self or others, bouncing a ball, leaping and dodging). Demonstrates good body management skills (e.g. moving through, over and around equipment, other participants, at different levels and on different surfaces, travelling forward, sideways or backwards and changing direction quickly and safely) in dynamic situations. Demonstrates rhythmic actions with hands and feet and simple dances of various formations (e.g. squares, lines, circles). Swims confidently over 20 metres using breaststroke, (crawl) freestyle, or sidestroke. Understands how movement outcomes can differ because of change in technique (e.g. throw – angle of release, stand side – on and follow through, catch – ready position).</td>
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<td><strong>Spatial Awareness</strong></td>
<td>Be aware of where they are and location of others.</td>
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</table>

### St John’s HPE Curriculum Document, 19th October 2011
### Movement Skills

**In Prep**
The student will focus on acquiring fundamental motor skills and patterns.

**In Year 1**
The student will focus on applying Fundamental Motor Skills and Patterns.

**In Year 2**
The student will focus on developing sports specific skills through active games.

**In Year 3**
The student will focus on developing sports specific skills through mini stationed active games.

#### Participation and skill application: Applying skill repertoire for health enhancement, competitive advantage, personal satisfaction and enjoyment

- Teacher negotiated games or adventure circuits/obstacle course (e.g. parachute, beam)
- Participates in physical activities on a daily basis and describes indicators that reflect physical outcomes (e.g. hot, puffed and thirsty).
- Developing the ability to follow rules, procedures and safe practices.
- Ability to take turns and play safely

- Participates in simple teacher-led games (Rob the Nest)
- Participates in moderate to vigorous physical activities on a daily basis and describes indicators that reflect physical outcomes (e.g. hot, cold, sweaty, puffed and thirsty).
- Demonstrates the ability to follow rules, procedures and safe practices and work independently for short periods.

- Demonstrates cooperative teamwork (e.g. calling for the ball, sharing the ball) when participating in minor games.
- Engages in a range of activities (e.g. walk-jog-run) of changing intensity and describes how (e.g. sweating, increased heart rate, increased respiration, warm up, cool down) and why (e.g. fit, unfit) the body responds to the activities.
- Works well as a member of a team and is respectful of those with different abilities.
- Describes the benefits of physical activity including having fun and being with friends.
- Applies the rules of playground games (e.g. games-chase) and has the confidence to join in

- Demonstrates effective use of space in minor games (e.g. moves to receive a thrown ball or moving to evade an opponent) and teamwork.
- Participates in a range of fitness activities and records change in heart lung capacity (e.g. jogging), muscular strength (e.g. pull-ups) and muscular endurance (e.g. push-ups), flexibility (e.g. stretches).
- Demonstrates independence and good use of time while practicing physical activity.
- Demonstrates ways to manage the risk involved with physical activities (e.g. falls and feeling tired).

#### Social cultural influences in sport and physical activity

- Can relate to family and self physical activities and gives some reasons for participation and enjoyment (e.g. says ‘I like watching football because our team kicks the goals’ and ‘I like playing hopscotch because I always win’).
- Identifies the range of physical activity that they watch and do and gives some reasons for participation and enjoyment (e.g. says ‘I like watching football because our team kicks the goals’ and ‘I like playing hopscotch because I always win’).
- Identifies physical activities in which they, their friends and family participate, and suggest reasons for different choices (e.g. cost, transport, access, facilities, convenience – says ‘we go swimming because the pool is just over the road’).
- Identifies role models in family, community and media who demonstrate healthy, active lifestyles (e.g. says ‘my aunt goes swimming every day and my teacher walks to school because they say it helps keep them healthy’).
<table>
<thead>
<tr>
<th>Personal Development</th>
<th>Identity and personal development</th>
<th>In Prep the student will focus on themselves within the school and home environments.</th>
<th>In Year 1 the student will focus on themselves and others.</th>
<th>In Year 2 the student will focus on themselves, others and community.</th>
<th>In Year 3 the student will focus on commonality and differences within families and their community.</th>
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<td></td>
<td></td>
<td>Explores understandings of the ‘self’ and describes characteristics and qualities that make all people unique (e.g. eye colour, generosity, friendliness). Explores different roles, perspectives and identities within families, various groups of people in school settings through role play, conversation and representation. Discusses changes in their life that are being experienced (e.g. growing taller, learning to read, making new friends, losing baby teeth).</td>
<td>Describes and communicates understandings of ‘self’ and describes characteristics and qualities that make all people unique (e.g. eye colour, generosity, friendliness). Explores different roles, perspectives and identities within families, various groups of people in school and local settings through role play, conversation and representation. Discusses and investigates changes in their life that are being experienced (e.g. growing taller, learning to read, making new friends, losing baby teeth).</td>
<td>Describes themselves in terms of their abilities, the friends they have and the groups to which they belong and identifies personal qualities, interests, learning styles and other characteristics; determines how their identity changes in different situations (e.g. family, friendship groups and school). Considers what they like about themselves, what they can improve and how they feel when those attributes are acknowledged and valued. Describes personal needs and interests and how they have become more independent from infancy to the present time (e.g. development of friendships, joining sport and interest groups).</td>
<td>Identifies common and unique characteristics (e.g. ethnicity, culture, gender, appearance, ability) of other people and discusses how these characteristics influence the way people value and treat themselves and others. Discusses physical differences between males and females (e.g. terminology for body parts and functions). Discusses how a variation in growth rates among peers is normal. Discusses how roles and responsibilities change as we grow older and that males and females may have different needs and interests.</td>
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<tr>
<td>Personal Development</td>
<td>In Prep the student will focus on themselves within the school and home environments.</td>
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<tr>
<td><strong>Relationships and communicating</strong></td>
<td>Identifies a circle of family and friends in who they can confide and share personal problems and describe who they can turn to for help (e.g. grandparents or elders, teachers, parents or carers). Demonstrates cooperation in small groups at school (e.g. taking turns, sharing equipment, making friends, communicating effectively). Develops appropriate conventions, including manners and school procedures and models ways to show care and respect (e.g. offering and accepting help, asking permission).</td>
<td>Identifies a circle of family and friends in who they can confide and share personal problems and describe who they can turn to for help (e.g. protective behaviours). Demonstrates cooperation in small groups at school (e.g. taking turns, sharing equipment, making friends, communicating effectively). Applies appropriate conventions, including manners and school procedures and models ways to show care and respect (e.g. offering and accepting help, asking permission).</td>
<td>Explores the diversity of individuals in the family (e.g. roles and responsibilities, relationships, language, celebration). Demonstrates acceptance of situations where there are winners and losers. Shows ways to encourage and support others (e.g. listening attentively, playing with friends, inviting others to join, advocating for a friend). Role plays assertive voice and posture - brave talk (e.g. when a friend wants to break a school rule or when reporting an incident, or advocating for a friend).</td>
<td>Identifies how roles and responsibilities within families change over the lifespan. Shows how they can support their family and friends through demonstrating love and affection. Demonstrates ways to join a new group and initiate and maintain conversation (e.g. asking others about their interests, demonstrating confidence). Identifies appropriate friends and family to seek help from when feeling lonely, unsafe or simply wanting company.</td>
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<tr>
<td><strong>Self-management and resilience</strong></td>
<td>Describes emotions (e.g. happy, excited, shy, frightened). Discusses the importance of managing emotions Discusses the importance of managing emotions and the associated consequences— that it’s OK to feel angry and tell someone but it’s not OK to react violently in anger.</td>
<td>Role play and identify emotions (e.g. happy, excited, shy, frightened). Identifies and discusses the importance of managing emotions – that it’s OK to feel angry and tell someone but it’s not OK to react violently in anger. Plans for and applies alternative reactions to challenging situations (e.g. take three deep breaths before retrying a difficult task).</td>
<td>Identifies body cues (e.g. butterflies) that signal changes in personal feelings and how thoughts can impact on feelings, attitudes and behaviours. Manages these emotions in challenging situations (e.g. speaking in front of the whole class and attempting a new skill).</td>
<td>Demonstrates managing emotions using a variety of strategies (e.g. counting to ten, self-talk, taking deep breaths).</td>
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<tr>
<td>Promoting Health</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
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<tr>
<td>The student will focus on dimensions of health.</td>
<td>The student will focus on personal health decisions and the impact on others.</td>
<td>The student will focus on making appropriate health decisions.</td>
<td>The student will focus on transitions and increasing responsibility.</td>
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<tr>
<td>Discusses the dimensions of health: physical, social, spiritual, mental and emotional health – and that promoting health requires attention to all the dimensions.</td>
<td>Identifies factors that may impair health (e.g. poor nutrition, disease/sickness and inactivity) and describes ways to promote health (e.g. regular physical activity). Recognises common diseases (e.g. asthma and influenza) and how they can be avoided and treated.</td>
<td>Explores the relationship between personal strengths and health behaviour (e.g. the value of self-understanding in making sound health decisions). Demonstrates basic first aid procedures including calling for help, and controlling bleeding.</td>
<td>Discusses the challenges of transitions (e.g. primary school to high school, childhood to adolescence) and researches a range of coping strategies, particularly from a mental-health perspective. Demonstrates increasing responsibility for self-motivation, goal setting, diet, exercise, making friends and other self-improvement and self-monitoring activities. Develops an action plan and keeps a journal to track progress.</td>
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<td>Personal health dimensions</td>
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**Healthy Choices**

**Decision making for health**

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<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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<tbody>
<tr>
<td>Demonstrates basic decision-making processes and their application to health (e.g. considers costs, beliefs and health goals before making food choices).</td>
<td>Uses a guided approach to planning and deciding personal health behaviour. Considers rights and responsibilities, the impact of choices on self and others, the impact of emotions, resources available and capacity to carry out chosen actions.</td>
<td>Makes personal health decisions, recognising the effects that decisions have on self and others. Uses a structured approach to support follow-up action (e.g. a written plan of action with objectives, milestones, people who can help). Explores the relationship between personal strengths and health behaviour (e.g. the value of self-understanding in making sound health decisions).</td>
<td>Demonstrates increasing sophistication in decision-making processes including: setting realistic, measurable, short-term goals and reflects these in decisions (e.g. balancing energy in (from food) against energy out (from activity). Demonstrates decision-making that includes an appreciation of beliefs and values and how these impact on health and activity choices. Predict risks and benefits from a range of choices. Applies ways to monitor and manage the impact of personal decisions (e.g. peer influence). Develops and uses strategies to monitor and evaluate self through giving and receiving feedback, reviewing goals, weighing costs and benefits.</td>
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<td>Promoting Health</td>
<td>In Year 4</td>
<td>The student will focus on dimensions of health.</td>
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<td>Healthy foods</td>
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<td>Prepar...</td>
<td>Investigates and describes the factors that influence food choices including media, family, culture and knowledge of nutritional needs.</td>
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<td>Healthy menu by selecting appropriate serves of a range of foods.</td>
<td>Devises a healthy menu by selecting appropriate serves of a range of foods.</td>
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<tr>
<td>Personal safety</td>
<td></td>
<td>Identifies and demonstrates the ability to deal with unsafe environments and situations including bullying.</td>
<td>Assesses the safety of situations in home, school, water and outdoor environments and identifies appropriate responses to manage risk and avoid harm including maritime safety and/or safety in the bush.</td>
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<td>Discusses/explores and role plays a range of personal safety strategies for use in threatening or abusive situations. Discusses how they have a responsibility for the safety of themselves and others.</td>
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<thead>
<tr>
<th>In Year 5</th>
<th>The student will focus on personal health decisions and the impact on others.</th>
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<tbody>
<tr>
<td></td>
<td>Investigates the relationship between food intake, energy expenditure, healthy body weight and personal identity.</td>
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<td></td>
<td>Analyses the influence of the media on their own food choices.</td>
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<tr>
<td>In Year 6</td>
<td>The student will focus on making appropriate health decisions.</td>
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<td></td>
<td>Relates food groups to specific nutrients and their function in the body (e.g. dairy foods contain calcium and this gives strong bones) and takes action to improve their own nutritional health.</td>
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<td>Takes action to address a negative societal impact on healthy eating and body image.</td>
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<tr>
<td>In Year 7</td>
<td>The student will focus on transitions and increasing responsibility.</td>
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<td></td>
<td>Discusses the influence of the media on their own food choices.</td>
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</table>

<p>|          |          | Analyzes the influence of the media on their own food choices. |
|          |          | Discusses how they have a responsibility for the safety of themselves and others. |
|          |          | Takes action to address a negative societal impact on healthy eating and body image. |</p>
<table>
<thead>
<tr>
<th>Community and environmental health</th>
<th>Describes and demonstrates age-appropriate responsibilities for community health including: personal hygiene to avoid transmission of infection, getting help to resolve conflict, and personal involvement in health-promoting activities (e.g. ‘Jump Rope for Heart’, sports teams and active leisure). Creates a media campaign or documentary, for a specific target audience, to promote a healthy lifestyle or explore a health issue. Discusses standards and values and how these impact on personal health (e.g. how food-handling standards and school values influence our health).</th>
<th>Explores social, cultural and environmental influences on health including: immunisation, diet, over-exposure to the sun and substance abuse. Identifies media images and advertisements for products and services targeting young people; describes their impact on health and well being.</th>
<th>Identifies implements and evaluates personal and community strategies that address health-related situations (e.g. planning thoroughly, being assertive, learning first aid, and advertising). Uses critical literacy skills to acquire process, question, challenge and evaluate a range of health information, services and products and describes how they can be applied to meet the health needs of young people. Uses strategies such as SWOT analysis (strengths, weaknesses, opportunities, threats) or Field Analysis (barriers and enablers) to analyse health issues or challenges (e.g. rubbish disposal; land, water, noise and air pollution; diabetes or other preventable disease).</th>
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</thead>
<tbody>
<tr>
<td><strong>Community and environmental health</strong></td>
<td>Identifies sources of information about health and health services including: product labels, the health clinic/chemist, friends, magazines and other media; assesses the value and validity of information from each of these sources. Identifies products and substances that have positive and negative effects on the body (e.g. food, drinks, prescription and non-prescription medication, alcohol and tobacco). Describes features of places of work (including schools) that can pose threats to health, safety and wellbeing (e.g. noise control, air quality, and lighting) and proposes action plans to promote health.</td>
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<td>Movement Skills</td>
<td>In Year 4</td>
<td>In Year 5</td>
<td>In Year 6</td>
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<td></td>
<td>The student will focus on applying sports specific skills through active games.</td>
<td>The student will focus on applying sports specific skills through modified sports.</td>
<td>The student will focus on creating and developing movement sequences to perform in physical activity and modified sports.</td>
</tr>
<tr>
<td>Acquiring and mastering skills for a range of circumstances including games, sport, recreation, leisure and fitness</td>
<td>Demonstrates consistency in and control of combined movement skills (e.g. throw to a partner while they run to catch, dribble and pass a ball, kick on the run, long jump). Demonstrates changes in speed during straight, curved, and zigzag pathways in various situations (e.g. tag, keeping off). Creates a sequence that combines shapes, levels and pathways and basic dance steps (e.g. grapevine, step-together - step). Demonstrates technical improvement in basic movement skills (e.g. throw – step, release, follow through).</td>
<td>Demonstrates coordinated performance of movement skills (e.g. kick, over arm throw, forehand strike, two-hand side-arm strike) through and around obstacles and in modified games (e.g. soccer, basketball and football). Performs a complex sequence involving travel, rolling, balance and weight transfer with smooth transitions and changes of direction, speed and flow. Demonstrates technical improvement in combinations of basic movement skills (e.g. long jump – run [acceleration], take off [trajectory], landing [force absorption]). Recognises, describes and applies movement principles such as dynamic balance and stability (e.g. in throwing), adjusting the body to prevent overbalance (e.g. in kicking), lowering body position when turning and pushing off with the opposite foot (e.g. basketball).</td>
<td>Demonstrates correctly a wide range of movement skills and competently combines skills into specialised sequences (e.g. serve in tennis and volley ball, basketball lay-up). Applies knowledge of complex movement concepts (e.g. over arm throw – summation of forces) to monitor and adjust own performance. Participates in a range of moderate to vigorous physical activities and applies movement with increased confidence, coordination and precision.</td>
</tr>
<tr>
<td>Movement Skills</td>
<td>In Year 4</td>
<td>The student will focus on applying sports specific skills through active games.</td>
<td>In Year 5</td>
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</table>

<p>| Participation and skill application: Applying skill repertoire for health enhancement, competitive advantage, personal satisfaction and enjoyment | Demonstrates the ability to switch between attack and defence as the game changes. Engages in a variety of activities that improve heart-lung (cardio-respiratory) capacity, muscular strength, muscular endurance and explains the effects of these activities on the general fitness and well-being of the body (e.g. pulse checking, use of heart rate monitors, number of repetitions). Works towards positive solutions in resolving team issues (e.g. I think she should have a turn as captain this time). Compares the effects on the body of participation in physical activities of different types and intensities including the difference in heart rate when at rest, walking and jogging; explains why these changes occur. | Demonstrate basic offensive and defensive tactics (e.g. shadowing an opponent, dodging, backing up, working with a team mate to outmaneuver an opponent) in minor games. Understands the basic principles of training (e.g. frequency, intensity, time, type = FITT) and determines how these impact on improving their fitness, performance and health. Participates reliably and responsibly in physical activity. Participates confidently and skillfully in games and modifies sports demonstrating a command of the rules. | Demonstrates basic offensive and defensive tactics while playing modified games (e.g. body fakes, changing speed, moving to open spaces, closing the spaces through which a ball or person can pass, using the body to protect the ball). Identifies and participates in physical activities that develop particular components of fitness (e.g. speed, flexibility, agility, heart-lung endurance) and takes and records simple measures (e.g. heart rate) to track the body’s response to physical activity. Demonstrates appropriate sports conventions (e.g. fair play, games etiquette) and safety principles. Devises and implements a basic game plan. | Demonstrates confident use of common offensive and defensive tactics across different games (e.g. alternating the speed and direction of the ball, invasion-fakes, give and go, backing up other players, staying between an opponent and the goal). Identifies and participates in physical activities that develop particular components of health-related fitness including strength, speed and endurance and uses fitness data to develop goals for improving personal fitness; evaluates fitness and makes appropriate changes for improvement. Investigates the health risks associated with a sedentary lifestyle, devises a personal plan and monitors and sets goals for adjusting daily and weekly physical activity levels to eliminate or reduce the risk. Demonstrates supportive behaviours that promote the inclusion and safety of others. |</p>
<table>
<thead>
<tr>
<th>Movement Skills</th>
<th>In Year 4</th>
<th>The student will focus on applying sports specific skills through active games.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social cultural influences in sport and physical activity</td>
<td>Understands how various factors (e.g. gender, age, race, economic, media) and physical differences (e.g. body shape, physical capacity) influence participation.</td>
<td>Describes barriers (e.g. time, cost, gender, facilities, environmental factors, stereotypes) to regular participation in physical activity and suggests some ways to enhance participation by all people.</td>
</tr>
<tr>
<td>In Year 5</td>
<td>The student will focus on applying sports specific skills through modified sports.</td>
<td>Explains how images of physical activity (e.g. elite, social, recreational) influence their own and others’ participation in, and beliefs and attitudes toward, physical activities (e.g. increased popularity of a sport during the televised season, images of disabled athletes during Paralympics).</td>
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<tr>
<td>In Year 6</td>
<td>The student will focus on creating and developing movement sequences to perform in physical activity and modified sports.</td>
<td>Analyses how the body is represented in media and popular culture (e.g. skill, appearance, sexuality) and evaluates its impact on participation in physical activity. Investigates the factors that influence participation in physical activity taking into consideration the changes that may take place when moving to high school. Chooses active pursuits that suit personal interests and body characteristics and justifies activity choices in terms of interests, abilities, cost, convenience and health benefits.</td>
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<tr>
<td>In Year 7</td>
<td>The student will focus on basic tactics and strategies for games and modified sports</td>
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</tr>
<tr>
<td>Personal Development</td>
<td>In Year 4 the student will focus on identifying skills and attitudes relating to resilience in challenging situations.</td>
<td>In Year 5 the student will focus on applying skills and attitudes relating to relationships and group cohesion.</td>
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<tr>
<td>Identity and personal development</td>
<td>Identifies how behaviours, attitudes and choices (e.g. peer group, clothes, playing sport) affect identity and analyses their influence on sense of worth, belonging and acceptance by other people and groups. Describes the physical, mental, emotional and social changes that occur during puberty and how the rate of change varies among individuals (e.g. increasing influence of peers, mood swings, pubic hair, growth spurts). Identifies the physical changes that occur as people age such as getting taller, stronger and knowing more, and how these changes can be effected by good health (e.g. a balanced diet and active lifestyle).</td>
<td>Discusses and reports on how stereotypes affect the way people relate to each other (e.g. stereotypical reactions to body type, abilities and socio-economic status). Identifies behaviours that indicate the positive management of changes associated with puberty for males and females (e.g. personal hygiene).</td>
</tr>
<tr>
<td>Personal Development</td>
<td>In Year 4 the student will focus on identifying skills and attitudes relating to resilience in challenging situations.</td>
<td>In Year 5 the student will focus on applying skills and attitudes relating to relationships and group cohesion.</td>
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<tr>
<td>Relationships and communicating</td>
<td>Demonstrates sensitivity, tolerance and consideration of friends and family when dealing with concerns about relationships (e.g. managing disagreements). Applies assertive verbal and non-verbal communication with friends and family (e.g. explaining views about a sensitive issue). Demonstrates actions, behaviours and attitudes that support positive relationships with different groups of people including people from other cultures (e.g. ways to include others in social activities, learning about the beliefs and traditions of other cultural groups).</td>
<td>Plans and demonstrates positive strategies to reduce stress in conflict situations with peers, parents, teachers and carers. Actively contributes to group cohesion and effectiveness (e.g. seeking clarification, accepting responsibility, following instructions). Examines ways to manage being left out, ignored, put down (e.g. manage emotions, where to get help). Demonstrates ways to show care and respect including assisting others to communicate, offering and accepting help, and asking permission.</td>
</tr>
<tr>
<td>Personal Development</td>
<td>In Year 4 the student will focus on identifying skills and attitudes relating to resilience in challenging situations.</td>
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<tr>
<td>Self-management and resilience</td>
<td>Discusses and demonstrates how to adjust emotions to suit different situations (e.g. expressing your emotions in some situations and being more reserved in other situations, counting to ten, prioritising tasks, taking preventative action, self-talk, early recognition, changing things that can be changed through planning and practice). Devises and role plays strategies to solve problems and manage conflict while recognising and accepting differences and the rights, values and feelings of others.</td>
<td>Describes a wider range of feelings and emotions associated with change and describes how people manage them; explains how emotions can be regulated by managing circumstances, developing autonomy and deepening self-understanding; uses richer vocabulary (synonyms) to describe emotions (e.g. amused, delighted, thrilled or overjoyed instead of happy). Identifies ways of developing self esteem, considering feelings and beliefs of others.</td>
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</tbody>
</table>
7. Learning and Teaching
Our school vision is:

PLANT THE SEED,

NURTURE THE GROWTH,

CELEBRATE THE HARVEST

Our pedagogical principle is:

ALWAYS REACHING FOR NEW HEIGHTS

Philosophy:
The pedagogy that underpins the teaching of HPE involves the consideration of the individual learning needs and styles of all students and the creation of a learning environment that assists students to achieve the outcomes of the Sequence and Scope. There is no single, universal approach that suits all situations, thus the Staff at St John’s incorporate a variety of teaching strategies to support the development of inquiring and reflective learners. HPE engages students in inquiry learning practices; developing students’ ability to enhance personal, group and community dimensions of health and health promotion to develop citizens who can consciously make ethical decisions.
At St John’s teachers plan with a constructivist view of learning, recognizing that students actively construct their own cognitive understandings within a social context. In response, teaching takes account of students’ views’, ideas and explanations as well as their level of cognitive development.

Throughout the HPE curriculum development program, teachers are encouraged to provide opportunities for their students to explore and challenge their ideas, practices and behaviours. The class teacher and/or HPE specialist teacher will be responsible for implementing the HPE curriculum. A range of support materials are available as identified in the Resource Section and listed in the Appendix section of this document.

**Time Allocation:** 2.5 hours per week is set aside for the learning and teaching of HPE. In accordance with the mandated requirements set by the Federal Government in the Schools Assistance Act, 2004, all schools must set aside 2 hours for physical education with the remaining 30 minutes being dedicated to the teaching of Health.

**Planning Requirements:**
Schools are required to refer to their schools “Agreed Practice for Planning” Teachers will use the planning template in **Appendix One** and include assessment information using Assessment Task Sheets and Criteria sheets as included in **Appendix Two**. The St John’s Agreed Practices for Planning Document can be located on the school server in the Teacher’s drive – curriculum documents folder. Teaching programs will be reviewed by the Curriculum Support Teacher and feedback provided as outlined in the Agreed Practices for Planning document **Appendix Three**.

**Curriculum Activity Risk Assessment**
All staff members (existing, newly appointed or temporary) have responsibility for considering the associated hazards and level of risk to students and others involved in the activity.

Before undertaking PE activities a teacher should consider the activity in terms of the inherent level of risk. To do this, consider planned activities in terms of:

- Which students will be involved? (Age, maturity, experience, special needs, number)
- What will students be doing? (Running, jumping, swimming, cutting, cooking, etc.)
- What will students be using? (Hazardous materials, sporting equipment, tools, etc.)
- Where will students be? (Classroom, outdoors, pool, beach, at height etc.)
- Who will lead the activity? (Experience, qualifications etc.)

Teachers **MUST** make reference to Catholic Education Services “Risk Management for School Curriculum Activities”.

**Note:** Curriculum Activity Risk Assessment Guidelines have been developed for many common curriculum activities, and are available online. If a CARA Guideline exists for a planned activity, adhere to its requirements and complete it as your risk assessment for approval. If a CARA Guideline does not exist for a planned high or extreme risk activity, a Curriculum Activity Risk Assessment Template MUST be completed.

Supporting documents for sport such as rules for ballgames can be located in Appendix Four of this document and in the Sport folder located in the Admin drive of the server.

## 8. Assessment and Reporting

### ASSESSMENT

**Assessment** is the process of gathering and interpreting information about student progress for a variety of purposes. Assessment Criteria and types of Assessments Task are crucial to measuring student achievement. Before an Assessment Task can be constructed, it is important to identify suitable criteria for making judgments about students. Assessment Criteria are the standards of which student work is judged or appraised.

Planning identifies a number of learning activities that can be used to gather information about the nature and extent of student learning. As these activities form an integral part of the teaching and learning sequence, the alignment of the Assessment with the Curriculum expectations should be ensured. The Assessment Task should be recognized by the learners as being both relevant and worthwhile. The St John’s school’s Task Sheet and Criteria Assessment Sheet are to be included with the Unit Planning.

An identified Assessment Task provides opportunities for students to demonstrate both **Knowledge and Understanding** and the **Ways of Working**. Both of these components must be incorporated into the Assessment Program for it to provide a valid measure of the valued student learning. The Assessable Elements and the descriptors of quality are used to link the essential learnings and standards to assist teachers to make judgments concerning student achievement.

Students will be provided with the appropriate knowledge by the teacher (e.g. Criteria Sheet/Checklist) to develop knowledge of the understandings, skills and acquisitions of the physical and social components of HPE and ways to improve strategic awareness, ability and health related fitness before judgments are made.

Assessment **practice** at St John’s clearly and directly **links** with the current curriculum and its assessable elements i.e. the components which the curriculum highlights and considers the significant ways of working within the learning area.

At St John’s assessment will be **undertaken collaboratively**; it will involve the teacher along with the student, and the opportunity for moderation between teachers from other Diocesan schools during Consistency of Teacher Judgment days annually. At a school level, teacher moderation will be conducted each term.

### Assessment occurs in a variety of ways:

At St John’s, teachers have agreed to use a range of quality assessment strategies that reflect the dimensions of Contemporary Learning to inform their teaching and learning practices.

This may include but is not limited to:
Assessment needs to occur on a continuing basis during the teaching of a learning area and will involve:

**Assessment for Learning** – the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

**Assessment as Learning** – a process which enables students to monitor and reflect on their own learning, providing them with direction to fulfill their future learning goals.

**Assessment of Learning** – the process of seeking evidence of student learning and making a comparison of this evidence against a set of achievement standards for this learning area and for the purpose of reporting to parents.

**How and When We Use Assessment Strategies**

There are three types of assessment, each distinguished by the types of questions it answers. With exception of very simple diagnostic tools, the same contexts, methods and tools can be used to collect data for each of the three types of assessment - diagnostic, formative and summative.

**Diagnostic Assessment**

Diagnostic assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

**Formative Assessment**

Formative assessment is an ongoing collection of information that occurs throughout the day/unit/term that enables teachers to track, support and guide students' continuous progress and improvement towards achievement of the expectations. It is this ongoing assessment that
determines what the student knows and is able to do and can apply, and points to the next steps for teaching and learning.

**Summative Assessment**

Summative assessment occurs at the end of a period of learning and provides students with opportunities to demonstrate their achievement of the important/enduring learning addressed during that period of time. It is used in combination with data from formative assessment.

**REPORTING**

The information provided in reports should be constructive and should encourage parents and students to reflect on the progress and areas of strength and weakness, encouraging students to set future goals for their learning. Teachers are encouraged to communicate frequently through a formal and/or informal basis with parents and students identifying concerns and areas requiring praise in relation to the student’s achievements. If teachers have serious concerns about a student’s progress, they should arrange a formal meeting with parents to discuss their concerns. They should also discuss these concerns with the classroom teacher (if a specialist HPE teacher) /Learning Support Teacher if they have major concerns in the area of development of Gross Motor skills. Teachers are encouraged to discuss with the student, parents and the Learning Support teacher the progress of gifted and talented students and how these students might be extended. Teachers should ensure that parents are kept up to date with levels of student achievement.

Reporting communicates information that has been obtained from a variety of assessment processes and involves a professional judgement on behalf of the teacher. Teachers maintain an assessment schedule in their term program to highlight the timing of significant assessment tasks.

Teacher professional judgement is fundamental to assessment and reporting processes, decisions should be based on explicit criteria using a range of evidence to determine achievement level.

Materials and processes to support the consistency of teacher judgements between schools can be developed through

- Shared understandings
- Criteria sheets
- Common planning and assessment tasks
- Examination of students portfolios
- Moderation process (formal & informal)

**WRITTEN AND ORAL REPORTS**

Reporting in HPE from Prep to Year 10 will follow the schools existing reporting format. Reporting requires teachers to make judgements of standards based on a five point scale of A – E with A being the highest level of achievement and E being the lowest level of achievement.
Specialists/Classroom teachers formally report on student achievement and effort in terms 2 and 4.

The overall achievement in HPE is based on the following strands;
- Movement Skills
- Promoting Health
- Personal Development

Teacher/Student/Parent interviews are arranged by request of parent or teacher.

On-Track reporting software is utilised by St John’s to formally report on student achievement in terms 2 and 4. In addition 3-way conferences are used to provide feedback to parents and students in terms 1 and 3. These processes are supplemented by informal feedback to parents on an as needs basis.

Teachers maintain an assessment schedule in their term program to highlight the timing of significant assessment tasks. Assessment task sheets provide a detailed summary of the assessment task criteria. Criteria sheets/rubrics are an integral component of major assessment tasks at St John’s. It is preferred that criteria sheets utilise A-E standard descriptors. Student achievement in assessment tasks is maintained in teacher programs as assessment results. A hard copy of student reports is archived on the school premises until the student reaches the age of 25 years. Additional student samples are also archived into student archive folders annually. A copy of the student archive folder recording sheet can be found in Appendix Five.

Student portfolios further supplement the reporting process at St John’s. Student portfolios typically contain samples of student work and major assessment tasks selected for all LA’s. Student portfolios are representative of student achievement throughout the school year. The portfolio is presented to parents during semester 2.

A presentation evening at the end of the school year acknowledges student achievement in the following categories:
- Spirituality
- SEL awards
- Sporting awards
- Academic achievement awards
- Academic improvement awards

Students with a disability who are unable to access any of the learning areas with their same age-cohort peers will receive a modified report that shows achievement ratings against learning areas indicated in their individual goals.

Parents of students who are engaged in individualised education programs receive regular feedback and support from the classroom and learning support teachers.
St John’s participates in Consistency of Teacher Judgement professional development every year. This provides a forum for St John’s teachers to compare student work samples with teachers from other schools in the Southern Cluster in order to achieve consistency in grading student work samples.

10. Evaluation

Evaluation occurs in three ways:

- Evaluation of planning by the teacher/learning area coordinator
- Evaluation of learning and teaching strategies/resources etc
- Evaluation of the school curriculum document to ensure it reflects current understandings and practices.

Evaluation is the process of making judgements about the effectiveness of curriculum documents, teaching programs, procedures and resources. Evaluation is an inherent part of our professional lives as teachers and as a school.

**EVALUATION OF PLANNING BY THE TEACHER/LEARNING AREA COORDINATOR**

At St John’s the ultimate stage of evaluation is the integration of the evaluation information into a modified and improved program that will lead to:

- more appropriate teaching strategies;
- more effective assessment/evaluation;
- more efficient and effective use of resources.

The process of school-level evaluation highlights the need for reflection and provides opportunities for:

- identifying areas of need;
- addressing the professional growth of teachers;
- recognising school/system achievements.

The evaluation of a particular area of the school’s operation will provide a starting point for a cycle of future action.

**EVALUATION OF LEARNING AND TEACHING STRATEGIES/RESOURCES ETC**

At St John’s the ultimate stage of evaluation is the integration of the evaluation information into a modified and improved program that will lead to:

- more appropriate teaching strategies;
- more effective assessment/evaluation;

St John’s HPE Curriculum Document, 19th October 2011
• more efficient and effective use of resources.

EVALUATION OF THE SCHOOL CURRICULUM DOCUMENT TO ENSURE IT REFLECTS CURRENT UNDERSTANDINGS AND PRACTICES

This document will be reviewed October 2013 in consultation with CES Curriculum Team, School Leadership and representatives from the Curriculum Support Teachers and HPE teachers within the Diocese.
Appendix 1

Planning Template
HEALTH AND PHYSICAL EDUCATION, TERM ???

<table>
<thead>
<tr>
<th>Unit Focus:</th>
<th>Unit Title:</th>
<th>Length:</th>
<th>Year Level:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Content Descriptors</th>
<th>Assessment (A)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**DEVELOPING INQUIRING AND REFLECTIVE LEARNERS**

- Community Contributor
- Effective Communicator
- Designer and Creator
- Leader and Collaborator
- Active Investigator
- Quality Producer
## CROSS CURRICULA PERSPECTIVES

<table>
<thead>
<tr>
<th>Catholic Ethos</th>
<th>Aboriginal and Torres Strait Islander Education</th>
<th>Asian Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future.</td>
<td>Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church.</td>
<td>This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia’s engagement with Asia.</td>
</tr>
<tr>
<td>Defining Features, Diocese of Cairns</td>
<td>The curriculum provides opportunities to value and respect:</td>
<td>The curriculum provides opportunities to know, understand and be able to:</td>
</tr>
</tbody>
</table>
| The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith. | 4. traditional knowledge and practices  | 6. Understand ‘Asia’  
7. Develop informed attitudes and values  
8. Know about contemporary and traditional Asia  
9. Connect Australia and Asia  
10. Communicate effectively with people of the Asian region both within and outside Australia confidently |
| and to critically examine and/or challenge: | 5. culture and natural heritage  | |
| 1. social constructs  
2. prejudice and racism | 6. spirituality  | |

<table>
<thead>
<tr>
<th>Sustainability Education</th>
<th>Social Emotional Learning</th>
<th>Inclusive Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to current information about environmental</td>
<td>Social and emotional competencies are integral to</td>
<td>It is by the quality of interactions and relationships</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Diocese of Cairns, Catholic Education Services
issues and promotion of a reflective and responsive attitude towards stewardship of the gifts of creation.

The curriculum provides opportunities to reflect upon:

3. the gift of creation
4. an attitude of responsible stewardship

and to critically examine and/or challenge:

1. the impact of human interaction with the natural, built and social environment
2. current environmental issues

academic and work success and are the basis of resilience, relational quality and social capital.

The curriculum provides opportunities to develop:

1. Self Awareness
2. Social Awareness
3. Responsible Decision Making
4. Self-Management
5. Relationship Management

that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.

The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.
### GENERAL CAPABILITIES

<table>
<thead>
<tr>
<th>📖 Literacy</th>
<th>🧮 Numeracy</th>
<th>🌐 Information and Communication Technology</th>
<th>💡 Critical and Creative Thinking</th>
</tr>
</thead>
</table>
| **Students** become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas. | **Students** become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. | **Students** develop ICT competence when they learn to:  
- Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems  
- Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks  
- Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)  
- Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed  
- Apply appropriate social and ethical protocols and practices to operate and manage ICT. | **Students** develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation. |
| **Literacy** involves students engaging with the language and literacy demands of each learning area. | As they become numerate, students develop and use mathematical skills related to:  
- Calculation and number  
- Patterns and relationships  
- Proportional reasoning  
- Spatial reasoning  
- Statistical literacy  
- Measurement. | As they become literate students learn to:  
- interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)  
- understand, use, write and produce different types of text (Texts)  
- apply logic and strategies to uncover meaning and make reasoned judgments  
- think beyond the immediate situation to consider the ‘big picture’ before focussing on the detail  
- suspend judgment about a situation to consider alternative pathways | As they develop critical and creative thinking students learn to:  
- pose insightful and purposeful questions  
- apply logic and strategies to uncover meaning and make reasoned judgments  
- think beyond the immediate situation to consider the ‘big picture’ before focussing on the detail  
- suspend judgment about a situation to consider alternative pathways |
- manage and produce grammatical patterns and structures in texts
  (Grammar)
- make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary
  (Vocabulary)
- use and produce a range of visual materials to learn and demonstrate learning (Visual information)
- reflect on thinking, actions and processes
- generate and develop ideas and possibilities
- analyse information logically and make reasoned judgments
- evaluate ideas and create solutions and draw conclusions
- assess the feasibility, possible risks and benefits in the implementation of their ideas
- transfer their knowledge to new situations

### Ethical Behaviour

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

As they develop ethical behaviour students learn to:

- recognise that everyday life involves consideration of competing values, rights, interests and social norms
- identify and investigate moral dimensions in issues
- develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles
- explore questions such as:
  - What is the meaning of right and wrong and can I be sure that I am right?
  - Why should I act morally?
  - Is it ever morally justifiable to lie?

### Personal and Social Competence

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

As they develop personal and social competence students learn to:

- recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)
- manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and

### Intercultural Understanding

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

As they develop intercultural understanding students learn to:

- identify increasingly sophisticated characteristics of their own cultures and the cultures of others
- recognise that their own and others’ behaviours, attitudes and values are influenced by their languages and cultures
- consider what it might be like to ‘walk in another’s shoes’
- compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these
<table>
<thead>
<tr>
<th>o What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?</th>
<th>initiative (Self-management)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• perceive and understand other people’s emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)</td>
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<tr>
<td>• form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).</td>
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<tr>
<td>• reflect on how intercultural encounters have affected their thoughts, feelings and actions</td>
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<tr>
<td>• accept that there are different ways of seeing the world and live with that diversity</td>
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<tr>
<td>• stand between cultures to facilitate understanding</td>
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<tr>
<td>• take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world</td>
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<tr>
<td>• contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.</td>
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<tr>
<td>CD</td>
<td>Learning and teaching experiences/assessment</td>
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<tr>
<td></td>
<td>WEEK ONE</td>
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<td>WEEK TWO</td>
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<td>WEEK THREE</td>
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<td>WEEK FOUR</td>
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<td>WEEK FIVE</td>
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<td>WEEK SIX</td>
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<td>WEEK</td>
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<td>SEVEN</td>
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<td>EIGHT</td>
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<tr>
<td>NINE</td>
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<tr>
<td>TEN</td>
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<tr>
<td>DIFFERENTIATION</td>
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</tbody>
</table>
**Educational Modifications**

<table>
<thead>
<tr>
<th><strong>Classroom Accommodations</strong></th>
<th><strong>For Whom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seat near teacher</td>
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<tr>
<td>Assign student to low-distraction area</td>
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<tr>
<td>Seat near positive peer models</td>
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<tr>
<td>Use support groups / cooperative learning</td>
<td></td>
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<tr>
<td>Use rows instead of tables</td>
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<tr>
<td>Use learning centre</td>
<td></td>
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<tr>
<td>Use of time-out</td>
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<tr>
<td>Stand near student when giving instruction</td>
<td></td>
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<tr>
<td>Arrange classroom for safe visibility, accessibility and movement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation of Lessons</strong></th>
<th><strong>For Whom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust work load, reduce assignments or give alternative assignments</td>
<td></td>
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<tr>
<td>Use visual aids with oral presentation</td>
<td></td>
</tr>
<tr>
<td>Teacher gives student outlines or study guides</td>
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<tr>
<td>Ensure regular lesson revisits/reviews</td>
<td></td>
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<tr>
<td>Highlight instructions (marker or highlighter tape)</td>
<td></td>
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<tr>
<td>Give clear behavioural objectives</td>
<td></td>
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<tr>
<td>Ask student to repeat instructions for clarification and understanding</td>
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<tr>
<td>Use high-impact game-like materials</td>
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<tr>
<td>Call on student often</td>
<td></td>
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<tr>
<td>Acknowledge effort put forth</td>
<td></td>
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<tr>
<td>Give reminders for student to stay on task, monitor student is on task/topic</td>
<td></td>
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<tr>
<td>Use large type/font and dark ink</td>
<td></td>
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<tr>
<td>Keep page format simple</td>
<td></td>
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<tr>
<td>Use visual prompts</td>
<td></td>
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<tr>
<td>Divide page into clearly marked sections</td>
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<tr>
<td>Remove distractions from paper</td>
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</tbody>
</table>

**alternative evaluation procedures**

<table>
<thead>
<tr>
<th><strong>For Whom</strong></th>
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</thead>
<tbody>
<tr>
<td>Reduce number of items</td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Practice completely similar questions</td>
</tr>
<tr>
<td>Arrange for oral testing</td>
</tr>
<tr>
<td>Have support staff administer test</td>
</tr>
<tr>
<td>Permit student to type or use word processing</td>
</tr>
<tr>
<td>Adjust grading criteria based on individual</td>
</tr>
<tr>
<td>Adjusted grading option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note taking strategies</th>
<th>For Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide student the means to record</td>
<td></td>
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<tr>
<td>Arrange for note taker e.g. Aide</td>
<td></td>
</tr>
<tr>
<td>Give student a copy of notes</td>
<td></td>
</tr>
<tr>
<td>Provide time for periodic review of student’s notes (written, dictated, word processed)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Organisational strategies</th>
<th>For Whom</th>
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</thead>
<tbody>
<tr>
<td>Use calendar to plan assignments</td>
<td></td>
</tr>
<tr>
<td>Use of assignment notebook or work checklist especially diary</td>
<td></td>
</tr>
<tr>
<td>Daily schedule</td>
<td></td>
</tr>
<tr>
<td>Give time to organise desk during class</td>
<td></td>
</tr>
<tr>
<td>AM check-in to organise for the day</td>
<td></td>
</tr>
<tr>
<td>Lunch-time check-in to organise for PM</td>
<td></td>
</tr>
<tr>
<td>PM check-out to organise for homework</td>
<td></td>
</tr>
<tr>
<td>Arrange a duplicate set of classroom material for use at home</td>
<td></td>
</tr>
<tr>
<td>Develop parent/school contract</td>
<td></td>
</tr>
<tr>
<td>Training in time management</td>
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</table>

<table>
<thead>
<tr>
<th>Support services</th>
<th>For Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer tutoring</td>
<td></td>
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<tr>
<td>Cross-age tutoring</td>
<td></td>
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<tr>
<td>Student buddy</td>
<td></td>
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<tr>
<td>Work with school officer</td>
<td></td>
</tr>
<tr>
<td>Meet with staff during available times</td>
<td></td>
</tr>
<tr>
<td>Teach student to monitor own behaviour</td>
<td></td>
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<tr>
<td>Implement behaviour contract/reward</td>
<td></td>
</tr>
<tr>
<td>Self advocacy/communication skill training</td>
<td></td>
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<tr>
<td>Conflict resolution strategies</td>
<td></td>
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<tr>
<td>Other ______________________</td>
<td></td>
</tr>
</tbody>
</table>

Adapted with permission from Positive Partnerships PD Facilitators Guide

Module 5 Support materials
Appendix Two

Assessment Templates
Assessment Task Sheet

Student Name: 

Year Level: 

Name of Task: 

Teacher: 

Learning Area/s: 

Date Commenced: 

Date Due: 

Type of Task: 

☐ Oral 

☐ Written 

☐ Other 

Task Conditions: 

☐ Individual 

☐ Pair 

☐ Group Work 

☐ In Class 

☐ Homework 

☐ Other 

Opportunity to Access: 

☐ Books 

☐ Notes 

☐ Library 

☐ Technology 

Assessed By: 

☐ Self 

☐ Peer 

☐ Teacher 

Task Description 

Procedure 

Resources:
# Criteria Sheet Title

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student work demonstrates evidence of:</strong></td>
<td></td>
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</tbody>
</table>

## Feedback

Signed:

Date:
Appendix Three

Agreed Practice for Planning Document

St John’s School Planning Feedback Proforma
Appendix Four

- P.E. resources list
- Swimming program
- Kanga cricket
- Softball- t-ball
- Ten Pin bowling
- Handball
- Cross country
- Athletics
Appendix Five

Student Archive Folder