

Curriculum leader: Clay Murray

Budget: \$5,000

Physical Education Values and Beliefs

All children can learn

- All students are entitled to regular Physical Education as part of a balanced curriculum
- Physical Education provides opportunities for students to acquire, practise and refine personal, behavioural, social and cognitive skills
- Students develop a sense of self, where they are encouraged to build and manage satisfying relationships
- Physical Education encourages team work, positive decision making and resilience
- Students are encouraged to actively participate in the community which helps to create a sense of belonging
- Physical Education provides opportunities for students to develop skills, self-efficacy and dispositions to positively influence their own and others' health and wellbeing

Overarching Teaching Approach

- Plan with West Australian Curriculum (SCSA)
- Students in PP-2 focus on Fundamental Movement Skills
- Students in 3-6 begin developing sporting skills and tactics through games and activities with a 'hands-on' focus
- Students from P-6 participate competitively in the whole-school Faction Athletics Carnival, both individually and as part of a team
- Years 3-6 students participate in a variety of Inter-School events, both individually and as part of a team
- Years 1-2 compete in a Friendly Swimming Carnival
- Years 3-6 compete in a Faction Swimming Carnival
- Years 1-6 compete in a Faction Cross Country Carnival
- Year 6 Girls participate in the Freo Dockers Cup (Australian Rules)
- Year 6 Boys participate in the Stuart MacGill Cup (Cricket)
- Years 1-6 participate in In-Term swimming lessons
- Years 5-6 students participate in Senior Sport once a week
- Years 4-6 selected students compete in the State Cross Country
- Years 5-6 Netball team if selected compete in the Champion Interschool Competition
- Teachers promote and provide daily fitness
- All students participate in Edu Dance.
- All students have access to Running Club each morning before school.
- Provide students with sporting opportunities outside of school times (before and after school)
- Modifying activities to promote inclusivity for students with physical and learning disabilities and difficulties
- Provide students with regular opportunities to participate in Physical Education
- Ongoing, developmentally appropriate and explicit Physical Education learning experiences
- Student driven programs where students become responsible for their own learning

Physical Education Teaching Approach

- The focus is on the holistic nature of children's development.
- Planning includes child-initiated, self-directed activities
- Students are provided with opportunities to develop movement skills which are included and reinforced throughout the year
- Students work both individually and collaboratively to explore, reflect and adapt skills and strategies
- Teaching and learning experiences related to the personal, social and community health strand reflect school policies and protocols. Specific content may be sensitive to cultural and/or religious groups.
- To engage students in Health and Physical Education, teachers typically create learning experiences which:
 - Draw on students' personal interests, real-life experiences or use stimulus materials to create meaningful linkages to the outside world
 - Include current and/or recent health and physical activity events, issues or 'hot topics' that are relevant to young people to exemplify content
 - Use new and emerging technologies to engage students and facilitate the development of critical health literacy skills
 - Integrate health-related content and skills into other learning areas to allow for holistic learning
 - Adapt to the skill level of the students, such as through the modification of warm-up drills and skill development activities
 - Engage students in problem-solving in a variety of movement challenges
 - Develop students' knowledge of health and performance-related concepts related to physical activity
 - Enable students to develop interpersonal skills used in physical activity
 - Enable students' access to adequate shade cover when the weather becomes too hot or too wet for PE
 - Allow teacher directed demonstration for younger years to follow, then reinforce with student demonstration
 - Lead with student demonstrations of new skills for older years and correct them in front of the class to create visual and verbal cues to ensure consolidation of the information being taught.

Support Team & Resources	Assessment and Monitoring	Reflections and Evaluations
<ul style="list-style-type: none"> • Administration & School Board • Staff - Teachers/EAs/Principal/DPs • Parents / P&C • Faction Captains • External Providers – Therapists, VTs, Coaches • IPS Cluster • North Metro Cell PE network • Connect Communities and networks • Equipment purchasing and maintenance • Dept of Sport & Rec • State Sporting Associations 	<ul style="list-style-type: none"> • WA Curriculum / SCSA • SEN/SAER • Teacher Handover (Student Transition) • SEN/ IEP/Groups • Moderation Tasks-Cluster/Network • Observations • Formal Reporting • Skills checklists and anecdotal records • Fitness testing • Student surveys • Student self-assessments • School and Inter-School community • Videos for assessment using iPads • Group activities and participation 	<ul style="list-style-type: none"> • Whole school reflection and evaluation processes • School Priorities and Business Plan targets • School Review IPS • Performance Management • Cross Cluster moderation • Class Observations • Continue to build the profile of Physical Education by updating the community • Promote parent involvement • Seek feedback from teachers in Sport Carnivals/Days to improve • Seek feedback and advice in teaching and learning from colleagues