

Health, Sport & Physical Education Policy

Ratified by School Council May 2025

PURPOSE:

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is;

- contemporary,
- relevant,
- challenging,
- enjoyable and
- physically active.

The curriculum promotes resilience, and supports students to make decisions and take actions that promote their health, safety and physical activity participation. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate confidently, competently and creatively in a range of physical activities. Students develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

GUIDELINES:

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. GWPS promotes that;

- Participation in the Health and Physical Education curriculum should be enjoyable and is delivered through the Physical Education and Mind, Body and Us wellbeing programs.
- Student safety is paramount when inside the school grounds (home) and when involved in sporting programs outside the school grounds (away).
- Students are encouraged to pursue a range of active leisure time activities.
- Students will develop appropriate and acceptable social behaviours in line with our Engagement and Wellbeing Policy.
- Students identify healthy eating habits and develop the knowledge and skills to make informed decisions on nutrition and dietary practices.
- Students will identify characteristics of fair play and honest competition. Sporting behaviour will be built from our whole school wellbeing programs, Mind, Body and Us and "The Resilience Project" and focus on developing fair and ethical conduct.
- Positive self-image and self-esteem will be fostered in students.
- All students will be encouraged to view themselves as having lifelong sporting options.
- Students' skills, in all areas, should be developed to their individual capability.
- Students should develop an understanding of their emotional and physical growth and development.

The Victorian Curriculum, Health and Physical Education Learning Area, covers five diverse, research based propositions for a futures-oriented curriculum:

1. Focus on educative purposes - The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement.
2. Take a strengths-based approach - The curriculum has a strong focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.
3. Value movement - Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require, to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education should encourage ongoing participation across their lifespan and in turn lead to positive health outcomes.
4. Develop health literacy - The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:
 - Functional dimension — including researching and applying information in order to respond to a health-related question
 - Interactive dimension —to apply new information to changing circumstances
 - Critical dimension — including accessing and critically analysing health information from a variety of sources which might include scientific information, health brochures or messages in the media, in order to promote personal health and wellbeing or that of others.
5. Include a critical inquiry approach.
The Health and Physical Education curriculum engages students in critical inquiry processes that assist students to research, analyse, apply and appraise knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.

The curriculum develops an understanding that values, behaviours, priorities and actions related to health and physical activity reflect varying contextual factors - the interests individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.

IMPLEMENTATION:

Aims

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.
- develop and use physical, social, psychological and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- .
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
- Sports Innovation program will also be made available for students in Year 5 and 6, who show aptitude or high level of interest in sports.

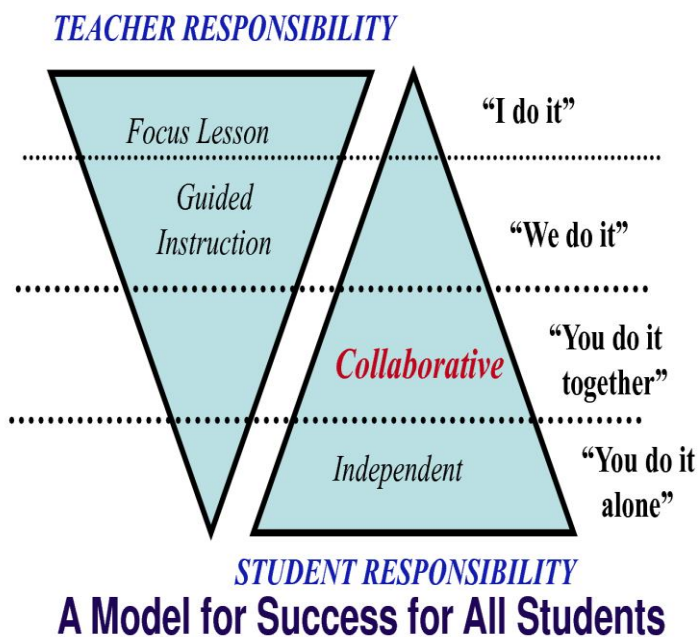
General

- Health and Physical Education Teachers will be appointed each year and will have the responsibility for ensuring that the policy is implemented throughout the school.
- Budget expenditure is to be coordinated by the Health and Physical Education Teachers. They are responsible for allocation of funds and the purchase of resources to support the program.
- All students will have access to the program.
- An equipment trolley is provided in the gym for students to borrow at recess and lunchtime. Students in Year 6 to be given priority when filling teams to compete in interschool sports competitions.
- Connections will be built with external groups and associations to enhance the Health, Sport and Physical Education program.
- Regular communication between parents, students and teachers will take place in order to promote and enhance the Health and Physical Education program across the school.
- Students will be given the opportunity to attend District and Zone trials and events in a range of sports including Swimming, Basketball, Soccer, Athletics and Tennis, where suitable.
- An annual school Athletics Day and Cross Country event will be organised each year for all students in years 4-6.
- A swimming program will be made available to all students within the school each year; with the transport costs to be covered by participants.
- In accordance with the school's "Sun Smart Policy", the wearing of broad-brimmed hats between September 1st to 30th April is compulsory for outdoor activities. During Term 1 and 4 and Term 2 the wearing of hats will align with Principals discretion.
- The school will assist in organising opportunities for students to participate in outside school hours extra-curricular sporting activities on a user pay basis.
- If a student is unable to participate in a P.E or sport session due to injury or illness, then a letter of non-participation is required from a parent or doctor.
- In accordance with the guidelines on Sexuality Education provided by the Department of Education and Training (VIC), Sexuality Education will be provided in Year Five and Six by an external provider. Course content will be explained to parents at a Parent Information Evening conducted at the school, prior to the program's commencement.

Lesson Structure

The effective teaching of Health and Physical Education incorporates a varied response depending on the lesson's content.

Each Physical Education lesson is to be based upon the Gradual Release of Responsibility and may include;



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Warm-Up: (1-2 minutes) 5 minutes
Engage the students, explore the Learning Intention for the lesson.

The Mini Lesson: (5-15 minutes) 5-10 minutes
Identify and articulate a four-tiered Success Criteria while clarifying the lesson purpose.
Explicit teaching and I do in this section

The Learning Task: (40 – 45 minutes)
Focus teaching – explicit and targeted, incorporating and mix of collaborative and independent learning with teachers providing feedback and forward to students

Share/Reflection: (2-7 minutes)
Reflecting, exploring, measuring or reviewing learning, linking back to

the Learning Intention, Success Criteria with Feedback and Feed-Forward.

Planning:

- Every class is to be timetabled for one hour of Physical Education each week with a Specialised Physical Education teacher.
- The Health and Physical Education program will be planned in accordance with the Victorian Curriculum 2.0 Health and Physical Education content descriptors and achievement standards.
- Planning will cater to the needs of students with additional behavioural, intellectual and physical needs.
- Students will identify links between Physical and Sport Education and other curricular activities.
- Planning will provide a range of experiences and activities that take into consideration all students' interests and previous experiences.
- Transferable skills will be taught so that they can be utilised during activities or games both in and out of school.
- The Learning Intention and Success Criteria with Solo Taxonomy language is used to drive the teaching and learning in the language program. They are visibly displayed to all students throughout the lesson.

Assessment and Reporting:

The assessment and reporting of Health and Physical Education is to be conducted in line with the Assessment and Reporting Schedule which is reviewed on a regular basis.

At the end of each Semester, each student deemed capable will receive a progression point in their school report, indicating progress against Victorian Curriculum 2.0 achievement standards and a set

of skill statement assessments, to communicate student growth in the key skills learned during that semester.

RELATED LEGISLATION:

The following guidelines are provided by The Department of Education (DE).

<https://www2.education.vic.gov.au/pal/sexuality-education/resources>

Victorian Curriculum 2.0 Guidelines

[Health and Physical Education - Victorian Curriculum F–10](#)

RELATED POLICIES:

- Engagement and Wellbeing Policy
- Sun Smart Policy
- Curriculum Policy
- Assessment & Reporting Policy
- Perceptual Motor Program Policy
- Equal Opportunity Policy
- House System Policy
- Outdoor Education Policy
- Students with Disabilities Policy
- Swimming and Water Safety Policy
- Food Handling Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Policy Review (Education) Sub Committee of the School Council.

DUE DATE FOR REVIEW:

Due for review May 2027