

BULIMBA STATE SCHOOL

Health and Physical Education Program

1. Curriculum

The Bulimba State School Health and Physical Education program is aligned with the Australian National Curriculum, and the Curriculum Assessment and Reporting Framework. Grading for Health and Physical Education is combined, with equal weight between the theory and practical units. Bulimba SS has a strong emphasis on Swimming and Water Safety Units. Students will be taught basic water safety knowledge, entries and exits, buoyancy, submergence and swimming for survival.

Program outline:

Prep:

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

Content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Year 1 & Year 2:

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

Content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings.

Year 3 & Year 4:

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

Content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Year 5 & Year 6:

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

Content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

2. Time

All classes from Prep to Year 6 have a single, half hour Physical Education lesson once per week.

3. Uniform

Students are to wear their school hat at all times if lessons are located outside as per the school rule. A drink bottle is also recommended to be brought to all lessons, especially during warmer weather.

4. Expectations

Just like in the classroom, there are rules and expectations in Physical Education lessons for safety and to maximise skill development. Students in lessons need to:

- **Be prepared to learn:** This includes wearing the appropriate school uniform to enable movement, being on time and bringing enthusiasm and energy to the lesson.
- **Try your best:** Regardless of the difficulty of the skill, it is expected students will give their best effort in each activity.
- **Demonstrate good sportsmanship:** In sport we are constantly interacting with others: opponents, team mates, coaches, referees. It is important we speak to each other respectfully at all times, and display 'sportsmanship' in competitive games.
- **Stop, Look, Listen Rule:** Students need to respond immediately when they hear the whistle blown. Stop or "freeze", look at the teacher and listen for the instruction.
- **Listen and follow teacher instructions:** Lessons and instructions are structured to promote a safe learning environment. It is important students follow instructions at all times to maximise skill development, and keep our class safe.
- **Controlled behaviour in a physical setting:** It is expected students remain in control of their bodies while performing tasks. Teacher instruction/demonstration will provide information on how the task should be performed to reduce the risk of injury to themselves or other students.
- **Respect:** For each other and the equipment. We need to make sure we are using the equipment appropriately at all times to avoid any damage or injury from occurring.

5. Participation

It is expected that all students participate in all lessons. If there is a genuine reason that a student cannot participate (such as injury or illness), then a note needs to be written and signed by a parent prior to the lesson commencing. If a student misses more than 50% of the term's lessons (due to any reason), a letter grade of N will be given for that particular unit of work.

6. Cross Country, Athletics and Swimming Carnivals

All students in Years 4 to 6 will compete in the School Cross Country and students in Years 1-6 will be involved with the Athletics Carnival. Students who are turning 10, 11 and 12 years old will have the opportunity to represent Bulimba State School at the Lytton District Trial. Qualifying times and conditions may apply to certain events.

7. District Sport (Lytton District)

Students who are turning 10, 11 and 12 years of age during the school year, will have an opportunity to trial for the Lytton District Team in a wide range of different sports. Sports include: **Swimming, Athletics, Cross Country, AFL, Basketball, Netball, Tennis, Soccer, Softball, Touch, Hockey, Triathlon, Rugby Union, Rugby League, Volleyball and Cricket**. All students who wish to trial must keep an eye on the trial dates and nomination deadlines as per parade notices and newsletter items.

To trial students MUST:

- Notify their intention to trial at least 2 weeks prior to the trial date (signup sheet outside of the PE office)
- Be currently playing regularly at a competitive club level
- Be training externally from school hours
- For Athletics/Cross Country: Students MUST finish in the top 4 or 6 place getters on Sports Day, AND meet qualifying times or distances as directed by Lytton District Sport

If multiple students wish to nominate for the trial, an in-house school trial will be conducted to select the top participants. All sports equipment, transportation and levy payment must be provided by the student's families.

8. Gala Day

The Gala Day format has now replaced Interschool Sport for students in Years 4-6. It is anticipated that, twice a year, students will participate in a full day of sport, with choices including Soccer, Netball, Basketball, Touch and T-ball. Sports may vary.

9. Assessment and Reporting:

Health and Physical Education is one of the Key Learning Areas within our curriculum. Each semester, students will receive a grade for both the Health component, and a practical grade. An overall grade for HPE will be awarded based on both the Health and Movement aspects of HPE. Assessments are based on the achievement standards within PE lessons including student participation, effort and behaviour.

It is important to note that extra-curricular sport, interschool sport and other achievements outside of lessons does not factor into the PE grade. Students are assessed on the skills for each unit during each lesson. Even though a student may be successful in certain sport outside of school, they may be assessed on a different set of skills within lessons.

10. Office Location and Sport Information

The Physical Education office is located on the ground floor in C block (in between the Music Classroom and Instrumental Music Room). There is a pin board with sport notices near the C block toilets. For the most up-to-date information, please read the Sport section in the weekly school newsletter. Sport notices will also be read out to students at weekly parades where needed.

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