Physical Education

Gymnastics, aquatics, dance, games, sport education, sport, outdoor education, physical fitness, athletics
What’s happening in our schools?
Best Practice
St. Elizabeth’s, Tarragindi

- Yr 1-7 (Prep beginning in 2007)
- Two strands (approx 360 children)
- Medium size primary school
HPS model

- Enhancing the emotional, social, physical & moral well being of community members
Curriculum teaching & learning

- Well designed and implemented program “developing concepts and skills for physical activity” (WSP)

- Both teachers and students believe to be important, beneficial and enjoyable
Curriculum teaching & learning

• Clear communication and advocacy

• Experienced HPE specialist provides PA strand (at least 40 mins per week) and assessment for reports

• Classroom teachers responsible for Health & Personal Development strands (Connected curriculum)
The optimum time to begin

- Best time for children to learn and refine their motor skills is in the preschool and early primary school years
Why?

- Natural play structure
- Fewer competing activities
- Early detection of motor problems
- Early start of intervention programs – reducing physical and emotional problems
St. Elizabeth’s: Early Years

- Physical activities are developmentally appropriate, progressive.

- Year 1 & 2 Perceptual Motor Program (PMP)
Expose learners to relatively few stimuli
Keep simple: novices need additional time to detect and track objects in space.
Anticipate upcoming events (allows faster decisions)
Practise decision making strategies under relatively slower than normal conditions
Correct practise makes perfect, under varied conditions and numerous rehearsal
Early Years

• Jack Capon PMP (Term 1 & 2)
• Six stations (Parent helpers)
• balancing, locomotor movements (hop, skip, run, jump, gallop), hand-eye and foot-eye coordination (throw, catch, strike and dribble balls of various sizes, body and space awareness, ocular pursuit (tracking with eyes), laterality (right and left sides)
Early Years

• Swimming Term 1 & 4
• Dancing – Rhythmic Movements through Perceptual Motor Rhythm Games, Motor Fitness Rhythm Games and Bush dancing
• Manipulative skills and body movement further developed include: ball, rope and hoop activities, bean bag and rhythm stick activities, skipping with a rope, throwing underarm & overarm, tracking & trapping, kicking, striking, dribbling, catching and passing
Early Years

- Practice long distance running (500m)
- Athletics – various relays, introduce running technique, starts, sprints and mini tabloid sports
- Fun
St. Elizabeth’s: Middle Years
St. Elizabeth’s: Middle Years

- Builds on development in the early years
- Movement and manipulative skills are extended
- Games approach for development of skills and strategies
- Taught skills are demonstrated with cues
- Practised by students in closed environments and feedback given
- Skills further developed in an open skill medium (minor/modified games)
Middle Years: Skills developed

- underarm throw, over arm throw, cricket bowl, catching with two and one hand, two hand pass (chest and rugby), dribbling a basketball and soccer ball, hand pass (AFL), catching/marking, kicking, correct technique for running, long distance 1300m, sprinting 80m, starts, finishes, lanes, relays, ball games (captain and tunnel ball)
Modified Games

- Mini tennis, bucket ball, zig-zag tee ball, wicket stump hit, tee cricket, diamond cricket, Kanga cricket, Tag (Aussie footy), Touch rugby, roo ball, Gaelic Football, sideline netball and sideline basketball, circle races, chain tag, rats and rabbits, and flag sprints.
Fun games (warm ups and cool downs)

- Tail tag, scarecrow tiggy, poison ball and bopper tag
St. Elizabeth’s: Upper Years
St. Elizabeth’s: Upper Years

- Locomotor and manipulative skills are extended through distance, speed and non-preferred side of the body

- Fewer rule changes used in modification process for games
HPE and Sport

• Sport is a logical extension of the PE program (Commonwealth of Australia, 1992)
Sport at St. Elizabeth’s

• District trials for representative sports
• Play a wide scope and variety within HPE
• Inter-school sports include (Year 5,6 & 7): Soccer, netball, AFL & cricket (Terms2,3 & 4)
HPS model

- Scope of HPE considered WHOLE
- Enhancing the emotional, social, physical & moral well being of community members

![Diagram showing the overlap of School organisation, ethos and environment, Curriculum, teaching and learning, and Partnerships and services.]
School organisation, ethos and environment
HPE Behaviour Management Policy

1. Must wear a hat (sunscreen encouraged)
2. Whistle signals stop, look and listen
3. Do not touch the sports equipment unless you are instructed
4. Be kind to others
School organisation, ethos and environment
Sharing equipment
| Yr 1S   | 2 Skipping Ropes  
|         | 1 Soccer Ball    
|         | 1 Football       
|         | 1 Bouncy Ball    
|         | 1 Tennis Ball    
| Yr 1V  | 1 Soccer Ball    
|         | 1 Bouncy Ball    
|         | 1 Football       
|         | 2 Skipping Ropes 
|         | 1 Tennis Ball    
| Yr 2M  | 1 Football       
|         | 1 Bouncy Ball    
|         | 3 Skipping Ropes 
| Yr 2S  | 1 Football       
|         | 1 Bouncy Ball    
|         | 2 Skipping Ropes 
| Yr 3H  | 2 Basketballs    
|         | 1 Football       
|         | 2 Tennis Balls   
|         | 4 Skipping Ropes 
| Yr 3LG | 1 Basketball     
|         | 2 Footballs      
|         | 2 Skipping Ropes 
|         | 1 Tennis Ball    
| Yr 4W  | 1 Soccer Ball/Basketball 
|         | 1 Football       
|         | 3 Skipping Ropes 
| Yr 4RB | 1 Soccer Ball/Basketball 
|         | 2 Footballs      
|         | 3 Skipping Ropes 
| Yr 5S  | 1 Football       
|         | 3 Skipping Ropes 
|         | 1 Basketball     
|         | 2 Tennis Balls   
| Yr 5R  | 1 Football       
|         | 1 Basketball     
|         | 3 Skipping Ropes 
|         | 2 Tennis Balls   
| Yr 6M  | 4 Skipping Ropes 
|         | 1 Football       
|         | 1 Basketball     
|         | 4 Skipping Ropes 
|         | 1 Tennis Ball    
| Yr 6LM | 1 Football       
|         | 1 Basketball     
|         | 4 Skipping Ropes 
|         | 1 Tennis Ball    
| Yr 7C  | 1 Basketball     
|         | 1 Football       
|         | 2 Skipping Ropes 
| Yr 7H  | 1 Basketball     
|         | 1 Footballs      
|         | 2 Skipping Rope  

- Teachers and students are responsible for their own equipment
- If a class has more this is because they either purchased it themselves or have taken great care in the past
- Make sure all equipment is labeled
- Students can get balls inflated at the end of Break at the Sportsroom
- Cricket equipment will be left outside the Sportsroom for all to share
- If equipment is not sufficient, students are encouraged to bring in their own (eg. Tennis Balls)
- Please encourage students to share across Year levels
Healthy living is promoted

- healthy food at tuckshop
- no hat no play sun safety rule
- Walk to School Program (QUT)
- Auskick program
- Basketball hoops program
- lunch time touch football & netball competitions
- Rugby League, Rugby Union, Soccer, Futsal, Netball skill clinics
• Sporting organisations are an extension to the HPE program not a replacement
HPS model

- Enhancing the emotional, social, physical & moral well being of community members
Partnerships and Services
South’s Junior Rugby Club
Parents
Gregory Terrace, Tennyson
Socio-cultural approach
the answer

• Social justice principles of diversity, equity and supportive environments

• Quality teaching – Eclectic pedagogy (Correct technique, maximum participation)

• Enjoyment & Fun, Inclusive

• Students can discover suitable physical activities that they enjoy for life

• Safe