

Health and Physical Education Policy

1. Definitions:

- 1.1 IB-PYP - International Baccalaureate – Primary Years Programme
- 1.2 H & PE - Health and Physical Education (AusVELS)
- 1.3 PE - Physical Education
- 1.4 PMP - Perceptual Motor Program
- 1.5 AusVELS - Australian National Curriculum / Victorian Essential Learning Standards
- 1.6 GESAC- Glen Eira Sports and Aquatic Centre
- 1.7 DET - Department of Education and Training
- 1.8 IB-PYP/PSPE - Personal, Social and Physical Education Scope and Sequence

2. Purpose:

The Health and Physical Education program in an IB- PYP school is an essential part of student development. Its purpose is to:

- 2.1 Develop a combination of transferable skills promoting physical, intellectual, emotional and social development.
- 2.2 Encourage present and future choices that contribute to long-term healthy living.
- 2.3 Understand the cultural significance of physical activities for individuals and communities.
- 2.4 To develop the student's attitudes of cooperative play and good sportsmanship.
- 2.5 To develop in students, the ability to make safe/wise decisions about personal health and to encourage students to take responsibility for such decisions.
- 2.6 Encourage 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 throughout their lives.

3. Guidelines:

The Health & Physical Education program will:

- 3.1 Provide students from Prep to Grade 6 with regular, comprehensive and sequential physical activity, as set out in the Department of Education and Training (DET) guidelines.
- 3.2 Enable students to participate in play, dance, gymnastics, aquatics, sport, outdoor activities, recreational pursuits, skills sessions, adventure challenges, team sports, health and fitness activities.
- 3.3 Facilitate the gradual acquisition and application of a broad range of skills which can be applied to minor games and prepare students for recreational & competitive pursuits.

- 3.4 Enable students to further develop a wide range of skills, build resilience and experience enjoyment, stimulation and a sense of achievement through physical activity, cooperative learning and teamwork.
- 3.5 Develop knowledge, confidence and positive attitudes towards physical activity and develop life-long habits.
- 3.6 Aim to develop each student's anaerobic and aerobic fitness.
- 3.7 Provide opportunities for students to communicate and interact with others and explore responsible and positive social behaviour for health and wellbeing.
- 3.8 Provide students with the necessary knowledge and understanding on how to stay healthy, safe and active.
- 3.9 Develop students understanding of what it means to be physically, socially, emotionally and spiritually healthy.
- 3.10 Allow students to explore different perspectives on health, how to contribute to healthy and active communities and identify the way in which the community influences health outcomes.

4. Implementation:

PE lessons

- 4.1 A specialist teacher is appointed to teach Physical Education from Prep to Grade 6.
- 4.2 Each class is provided with a 50-minute lesson per week.
- 4.3 The PE program is supplemented by additional sessions within class groups to ensure DET physical activity requirements are met 100-150 minutes in (Prep-Grade 3) and 180 minutes in Grades 4-6). This may include PMP, fitness training, sports programs, and athletics, swimming and interschool sports.
- 4.4 The PE Coordinator manages the PE program budget and resources.
- 4.5 The PE program is based upon AusVELS, PSPE guidelines and school-based Scope & Sequence documentation and includes the essential expectations of the IB-PYP.
- 4.6 Multiple forms of assessment are used in PE. Students are provided with opportunities for self-assessment and peer-assessment. Student assessment includes reflecting on activities, observation of skill attainment and fitness level development. Student attitudes, sporting behaviour and team contribution including social skills, co-operation, punctuality and motivation are also assessed.

Inter School Sports

- 4.7 Grade 6 and selected Grade 5 students are involved in Inter-School sports, both summer and winter seasons. Coatesville PS is part of the Bentleigh District.
 - 4.7.1 Grade 6 students are offered first preference of sports selection at the commencement of each season.
 - 4.7.2 Grade 5 students, not participating in interschool sports, will undertake Lawns Bowls in summer and Tennis in winter. These programs are facilitated and organised in consultation with the Coatesville Bowls and Coatesville Tennis clubs.
 - 4.7.3 Grade 5 students selected for a summer sport are ineligible for selection in the winter sports program. They can become eligible for selection after all the Grade 5 students who didn't participate in summer have been placed in a sport.

- 4.7.4 Inter-School teams are developed through students nominating their preferred sport. If the nominated sport is oversubscribed then a selection is done randomly.
- 4.7.5 The PE teacher makes the final decision regarding the composition of teams representing Coatesville PS.
- 4.7.6 Notices for inter-school sports are sent home at the commencement of each season.
- 4.7.7 All District representatives are notified and receive a notice, distributed at least one week prior to the events.
- 4.7.8 As students reach State and National levels of competition there are different procedures that are beyond the school's control. As such, parents need to be aware of their responsibilities regarding their own child's participation in these events. The school does not provide transport or staff for these events, unless exceptional circumstances arise.

House Carnivals (from 2016)

- 4.8 Grade 4 to Grade 6 students participate in House Carnival competitions throughout the year in Athletics, Swimming and Cross Country events.
 - 4.8.1 A District team is formed based upon the results of the House Carnivals. The PE teacher makes the final decision regarding the composition of teams representing Coatesville PS at District Level.
 - 4.8.2 House Captains take a leadership role in all House Carnivals.
 - 4.8.3 Prep and Grade 1 students participate in a Junior School Athletics Carnival.
 - 4.8.4 Grade 2 and Grade 3 students will participate in a Middle School Athletics carnival.
 - 4.8.5 House captains take an active role in the organisation and running of both the Junior and Middle school carnivals.
 - 4.8.6 All District representatives are notified and receive a notice, distributed at least one week prior to the events.

Swimming

- 4.9 Swimming takes place each year for students from Prep to Grade 6.
 - 4.9.1 All students are expected to participate in swimming as part of the PE program. Swimming is a parent subsidised activity.
 - 4.9.2 Swimming is conducted at GESAC as an intensive program, over 8 sessions in a two week period.
 - 4.9.3 Notices for swimming are sent home 4 weeks prior to the commencement of the program. Payment in full is required prior to the students beginning the swimming program. Parents experiencing financial hardship may contact Principal, regarding payment options.
- 4.10 Bike Education will be introduced for Grade 4 Students in 2015.
- 4.11 Grade 4 and 5 Students will undertake Bike Education from 2016 onward.
- 4.12 Extra-curricula programs are offered, when available.

Health Knowledge and Promotion

- 4.13 Health Knowledge and Promotion connects strongly to the Transdisciplinary Themes, is taught by classroom teachers and PE specialist teachers and explored through the Coatesville PS Programme of Inquiry.
- 4.14 Throughout the Coatesville PS Programme of Inquiry there is a focus on:
- Food and Nutrition
 - Mental Health and Wellbeing
 - The Health benefits of Physical activity
 - Safety
 - Relationships and Sexuality (Grade 5 & 6)
 - Alcohol & other drugs (Grade 5 & 6)
- 4.15 The Relationship and Sexuality Program is a specific program for Grade 5 and 6 students and is delivered in Term 4, every year. The program includes hygiene and puberty education, including Emergency First Aid. A parent/caregiver information session about the Relationship and Sexuality Education program is held prior to the program's commencement.
- 4.16 From July 2015, a school wide approach to Mindfulness is being implemented to support students' wellbeing
- 4.17 Classroom teachers and PE specialists will collaborate to assess and report on components of the Health Knowledge and Promotion learning area

5. Evaluation:

- 5.1 Program evaluation is undertaken annually in terms of meeting the needs of all children according to social, personal, emotional and physical skill development. The program evaluation takes into consideration the opportunities provided for involvement in both mixed and single sex settings, student leadership and levels of instruction, including parent and community involvement and organisational factors.

6. Review:

- 6.1 This policy will be reviewed every three years as part of the school's review cycle.

This policy was last ratified by School Council on 28 July 2015