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PHASE POLICY DEVELOPMENT AND PROGRAM PLANNING LEVELS 1 - 4

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PHASE POLICY DEVELOPMENT AND PROGRAM PLANNING

Participant Objectives:

At the completion of this module, participants will be able to:

- understand the process in developing a Health, Physical and Sport Education policy;
- understand the process in developing a Health, Physical and Sport Education program;
- understand short and long term strategies to assist the implementation of a Health, Physical and Sport Education program;
- understand how to utilise the Domain of Health and Physical Education VELs in planning and implementing a Health, Physical and Sport Education program;
- understand how to integrate the Domain of Health and Physical Education with other domains in a variety of ways;
- have an understanding of appropriate teaching and learning strategies in Health, Physical and Sport Education;
- have an understanding of how to advocate for greater participation in physical activity in schools;
- have an understanding of resources available to assist in implementation of Health, Physical and Sport Education programs.

PHASE POLICY DEVELOPMENT AND PROGRAM PLANNING

All students should have the opportunity to receive a comprehensive physical, health and sport education program. In order to provide this, four major areas must be addressed:

- health, physical education and sport policy
- program plan
- assessment
- recording/reporting.

The process involved in developing a health, physical and sport education policy and program is a continual one and should be seen as a long term project, involving continual review and modifications.

In order for this task to be manageable, the process must be undertaken in consultation with other staff, students, parents, school councils and the community and it should address the specific school community needs. Once the policies and programs are set, reviews must be undertaken regularly, making modifications if necessary to keep the program relevant, up to date and interesting.

POLICY DEVELOPMENT

Why Develop a Policy?

A written policy:

- provides guiding statements approved by school council;
- allows for the development of a balanced and comprehensive program;
- addresses the needs of students and expectations of parents.

Points to Consider When Developing a Health, Physical and Sport Education Policy

1. Data about students
 - What do they know, what can they do?
 - What is the level of participation?
 - What is the level of interest/attitudes to health and physical education?
2.
 - What is health and physical education?
 - What are the benefits of a comprehensive health, physical education and sport policy?
 - What are the implications of the Victorian Essential Learning Standards on health and physical education policy?
 - What does it mean to be physically educated?

POLICY PROFORMA - PHYSICAL AND HEALTH EDUCATION

1. Philosophy

Develop a statement to show why health and physical education should be part of the curriculum.

2. Rationale

Develop a statement to show the benefits of student participation in a physical and health education program.

(Refer to Health and Physical Education Domain - Introduction to assist in the development of a rationale.)

3. Aims

Refer to

- Movement and Physical Activity Dimension
- Health Knowledge and Promotion Dimension
- Health and Physical Education CSF II Goals to assist in the development of program aims.

4. Standards

Standards define what students should know and be able to do at different levels of schooling. They are outcomes against which student achievement will be assessed and reported on and provide valuable information about student progress which can form the basis of future teaching.

(Refer to the Victorian Essential Learning Standards Health and Physical Education Standards Levels 1 - 4.)

5. Teaching and Learning Strategies

Provide a brief outline of suggested teaching and learning strategies and approaches.

(Refer to the Principles of Learning and Teaching.)

6. Assessment Strategies

Provide details about how the teaching and learning program will be assessed.

(Refer to DEECD's assessment advice on the Curriculum Planning Guideline website.)

7. Implementation Strategies

Provide details about such aspects as:

- Departmental organisation
- Time allocation
- Resources required - facilities/staff/equipment
- Program areas - course content and unit outline; term plans; lesson plans.

8. Evaluation and Review

Consider such aspects as:

- When will the evaluation take place (time)?
- What form will the evaluation take?
- How will the evaluation be conducted?
- Who will conduct the evaluation?

SAMPLE

XYZ Primary School

-A sample of a primary school
Health, Physical and Sport Education Policy.

POLICY PROFORMA – HEALTH AND PHYSICAL EDUCATION

1. Philosophy

Sample:

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in physical activity.

In accordance with DEECD's requirements for curriculum planning: the mandated times for physical education and the requirement to provide appropriate drug education and intervention programs will be followed.

The domain of Health and Physical Education is part of the Physical, Personal and Social Learning Strand. Teachers responsible for the implementation of Health and Physical Education will integrate aspects of the Interpersonal Development domain and the Personal Learning domain into teaching and learning programs and will share responsibility for assessment and reporting against the standards with the classroom teacher.

2. Rationale

Samples:

The domain of HPE:

- provides students with the knowledge, skills and behaviours to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health;
- is unique in having the potential to impact on the physical, social, emotional and mental health of students;
- focuses on the importance of a healthy lifestyle and promotes the potential for lifelong participation in physical activity through the development of physical competence;
- explores the developmental changes that occur throughout the human lifespan including ways of managing transitions, changing roles and responsibilities, personal identity and an understanding of human sexuality;
- explores the contribution of nutrition to health and the prevention of disease, topical issues related to nutrition and the factors that influence food selection;
- emphasises that engaging in physical activity, games, sport and outdoor recreation contribute to a sense of community and social connectedness which are vital components improved wellbeing;
- explores the concepts of challenge risk and safety, develops an understanding of the importance of the right to be safe, identifies the harms associated with particular situations and how to take action to minimize harms.

Definitions

Sample:

“Physical Education is the process by which an individual obtains the optimal physical, mental and social skills through physical activity.”

“ Physical Education is the process through which sport, outdoor education, dance, gymnastics, aquatics and games are used by physical educators to teach students motor skills, and fitness skills as well as assisting with the school’s responsibility to develop personal and social skills in students”
(Moneghetti report, 1993)

“Sport education includes the development of sport skills, an understanding of the rules, tactics and strategies of various sports and an appreciation of codes of behaviour”

“Health Education is the process through which students develop the knowledge to maintain and improve their health, prevent disease and reduce health related risk behaviours.”

Mohnsen, B. *Teaching Middle School Physical Education Human Kinetics*, Champaign IL 2002

3. Aims

Sample:

The Health Physical Education program is designed to assist students to:

- develop knowledge and skills to make informed decisions, plan strategies and implement and evaluate actions which promote growth, development and participation in physical activity, fitness, effective relationships, safety and health of individuals and groups;
- develop confidence in using movement skills and strategies to increase motivation to participate in lifelong physical activity;
- understand that participation in physical activity provides opportunities for challenge, personal growth and enjoyment;
- be actively involved as a skilled participant in play, games, dance, gymnastics, aquatics, sport, outdoor activities, leisure and recreation;
- accept themselves and others as they grow and change and promote their own and others' worth, dignity and rights as individuals and as members of groups;
- select foods that promote health and growth, understand the factors that influence food selection and the role of a healthy diet in the prevention of disease;
- develop strategies to manage significant transitions throughout the lifespan;
- identify harms associated with particular situations and behaviours and develop strategies to minimize harms;
- evaluate and access services, resources, products and facilities which promote health, well-being and participation in physical activity and understand their rights and responsibilities as consumers.

4. Standards

HEALTH AND PHYSICAL EDUCATION DOMAIN - LEARNING STANDARDS

DIMENSION		DIMENSION
Level	Movement and physical activity	Health knowledge and promotion
1	At Level 1 students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and use equipment and space safely.	In this domain, standards for the <i>Health knowledge and promotion</i> dimension are introduced at Level 3.
2	At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmic movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.	
3	At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skills and health and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both co-operative and competitive sporting and games' situations, explain the concepts of fair play and respect the roles of officials. Students follow safety principles in games and activities.	At Level 3 students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain come physiological and economic reasons for people's food choices.
4	At Level 4 students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback base on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game and establish rules and procedures for its safe conduct.	At Level 4 students identify the likely physical, emotional and social changes that will occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.
5	At Level 5 students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.	At Level 5 students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, product and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.
6	At Level 6 students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level and participate in sports, games, recreational and leisure activities that maintain their regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in game situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.	At Level 6 students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

5. Teaching and Learning Strategies

Sample:

To ensure the provision and delivery of quality health and physical education programs, teachers will incorporate the **Principles of Learning and Teaching** as they apply in a health and physical education context. The Principles of Learning and Teaching document the essence of effective learning and teaching and provide a basis for teachers to review and develop teaching practice.

Principles of Learning and Teaching

1. The learning environment is supportive and productive;
2. The learning environment promotes independence, interdependence and self motivation;
3. Students' needs, background, perspectives and interests are reflected in the learning program;
4. Student are challenged and supported to develop deep levels of thinking and application;
5. Assessment practices are an integral part of teaching and learning;
6. Learning connects strongly with communities and practice beyond the classroom.

Teachers will need to use a variety of strategies in order to:

- promote deep learning and understanding;
- cater for a diverse range of learning styles;
- promote independence, interdependence and self motivation;
- provide a supportive and productive learning environment.

These include:

- students solving problems, ie. planning, evaluating, creating, analysing and exploring;
- a gradual transfer of decision-making from teachers to students;
- increased opportunities for working in teams with more and less skilled peers;
- communication and discussion;
- students setting goals for improving performance and monitoring progress towards achievement;
- students observing and evaluating the performance of themselves and their peers with the opportunity to provide constructive feedback ;
- students reflecting on their own and others performance in physical activity settings;
- forming opinions by drawing conclusions from evidence and reflective thinking.

6. Assessment Strategies

Sample:

“Assessment is the process of gathering and interpreting evidence of learning to make informed decisions about how well students are progressing”

The following principles will apply to the implementation of student assessment:

- The primary purpose of assessment is to improve student learning.
- Assessment practices are integral to the teaching and learning processes and is ongoing rather than episodic.
- Assessment practices use a range of measures allowing students to demonstrate what they know and can do.
- Assessment processes cater for the range of students' learning styles.
- Assessment practices promote deeper understanding of learning processes by developing students' capacity for self assessment.
- Students are involved in negotiating assessment to ensure a shared understanding of purpose, criteria and standards.

The dimension of Human Movement and Physical Activity will be assessed from Levels 1 - 4 (Prep – 6)
The dimension of Health Knowledge and Promotion will be assessed at Levels 3 - 4 (Years 3 - 6)

Assessment of student learning in health and physical education will be facilitated by the Health and Physical Education co-ordinator and conducted by the relevant teachers. Teachers will use a combination of formative and summative assessment strategies to assess student learning in health and physical education. Assessment tasks will be ongoing, developed at the same time as units of work and include student self-assessment tasks when appropriate.

Strategies include:

- Checklists
- Skills tests
- Structured observation
- Webquests
- Anecdotal records
- Posters
- Video analysis
- Skills/games analysis software
- Heart rate monitors
- Role plays
- Rubrics
- Reflective writing
- Tests
- Interviews
- Goal setting
- Assignments
- Pedometers
- Graphic organizers

7. Implementation Strategies

Sample:

A Health and Physical Education Co-ordinator will be appointed each year and will have the responsibility for ensuring that the policy is implemented throughout the school. The co-ordinator will be allocated a negotiated amount of time to ensure implementation and continued resourcing of the program.

• PHYSICAL EDUCATION

Physical Education Time Allotment

It is the policy of this school to meet the time allocation requirements set out in the Department of Education Executive Memorandum 764.

- Prep - Year 2 20/30 minutes per day of physical education
- Year 3 90 minutes of physical education per week
 60 minutes of sport education per week
- Years 4 - 6 90 minutes of physical education per week
 90 minutes of sport and sport education per week

Program Areas

Teaching and learning activities will be developed primarily from the dimension of Movement and Physical Activity. The physical education curriculum will also draw upon the domains of Interpersonal Development, Personal Learning, Thinking and Communication. The Health and Physical Education Learning Focus statements and Standards contain three broad themes (motor skill acquisition, participation in physical activity and sport education) which will be addressed through the following core components of the physical education program:

Level 1	<ul style="list-style-type: none"> • Gymnastics • Dance • Ball Handling • Aquatics • Minor Games 	Level 2	<ul style="list-style-type: none"> • Dance • Minor Games • Ball Handling • Outdoor Adventure • Aquatics
Year 3/4 Level 3	<ul style="list-style-type: none"> • Gymnastics • Dance • Ball Handling • Minor Games • Outdoor Adventure • Athletics • Aquatics • Sport Education 	Year 5/6 Level 4	<ul style="list-style-type: none"> • Gymnastics • Dance • Ball Handling • Outdoor Adventure • Minor games • Aquatics • Athletics • Sport Education

Note: Fitness Education and Fundamental Motor Skills are incorporated into all components of the Physical and Sport Education program.

Sport/Sport Education – Years 3, 4, 5, 6

Each year children will participate in:

- a variety of games and sports from invasion games, field games, net/wall games and target games
- games that interest both boys and girls
- a mixture of individual and team activities
- games from a variety of cultures

Core Sports

- | | |
|--------------|---------------------------------|
| • Football | • Soccer |
| • Basketball | • Swimming |
| • Cricket | • Tennis/Bat Tennis |
| • Hockey | • Track and Field/Cross Country |
| • Netball | • Volleyball |
| • Softball | • Rounders |
| • Tee Ball | |

These sports are to be introduced in modified form in Years 3 and 4 and extended over a further two year cycle in Years 5 and 6.

There will be intra-school sport for all students in Years 4, 5 and 6 and interschool sport for Years 5 - 6 students.

Year 6 students will have priority with inter-school team selection.

• HEALTH EDUCATION

From Prep – Year 2 Health Education content will be delivered as part of the Integrated Studies program.

From Year 3 – 6 Health Education will be timetabled for one period per week.

Teachers will develop teaching and learning activities from the dimension of Health Knowledge and Promotion. The health education curriculum will also draw upon the domains of Interpersonal Development, Personal Learning, Thinking and Communication. The Health and Physical Education Learning focus statements and standards contain four broad themes (human development and identity, safety, health promotion and nutrition) which will be addressed through the following program areas. The Health and Physical Education co-ordinator will assist classroom teachers develop curriculum.

Program Areas

PREP – Year 2	Basic health needs to promote health Personal identity Safe behaviours Healthy food choices Recognising emotions and developing relationships
Year 3 – 4	Physical growth and development The impact of self talk on emotions Factors affecting identity and self worth Skills for maintaining self worth Safety at home school and community Strategies to prevent harms and create safe environments Factors influencing food choices Goal setting to improve healthy food choices
Year 5 – 6	Transitions between life stages Puberty Changing relationships Assessing potentially harmful situations and behaviours and responding with appropriate harm minimisation strategies Physical, social, emotional and mental health Goal setting for improving personal health Food selection models Safe and hygienic food storage and preparation Relationship between health and physical activity Challenge, risk and safety

8. Evaluation and Review

Sample:

The evaluation of the Health and Physical Education program will occur annually at a whole school level and be facilitated by the HPE co-ordinator and school leadership team.

REFERENCES

Victorian Essential Learning Standards, VCAA 2006
Curriculum and Standards Framework II, Board of Studies

PHASE MODULE
- PROGRAM PLANNING -

WHY IS PROGRAM PLANING IMPORTANT?

- To translate DEECD's documents into workable plans suited to pupils' needs and context.
- To develop a comprehensive program.
- To provide for sequencing of units of work.
- To allow for a consistent approach from all teachers in making reliable judgements towards achievements of standards.
- To provide a reliable structure for effective teaching and learning.
- To collect information to make reliable judgements towards achievement of standards.
- To collect information to make reliable, balanced judgements for assessment and reporting.
- To develop units, courses and an overall school curriculum that allows students to demonstrate achievement and show progression.

Curriculum Planning for Health and Physical Education

The Victorian Essential Learning Standards provide a new approach to organising the curriculum in schools. They identify what is important for students to achieve at different stages of their schooling.

The three strands are equally important, interrelated, cannot be planned in isolation.

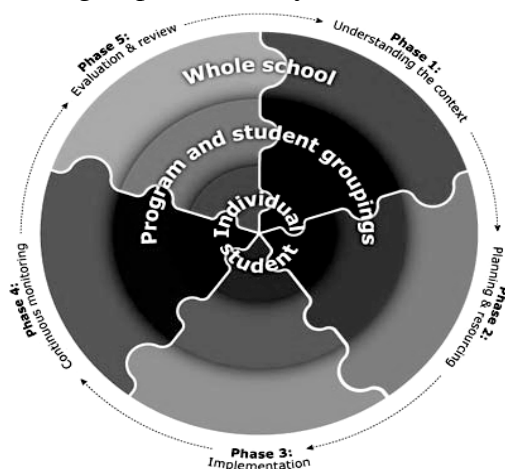
It is up to individual schools teams to decide how to weave the strands of essential learning together. This may be through:

- incorporating new domains into existing KLA based subjects
- creating units of work which address a number of standards across domains
- combining all three strands in context of extended projects

The essence of the new Essential Learning Standards is not just that all three components are required to prepare students for the future but that their **interaction** matters as well.

The strands form the **key concepts of a whole school planning document**.

The express intent is that each of the three strands should be incorporated into all curriculum planning, rather than particular domains being implemented by teachers without reference to any of the other domains.



This model of planning is designed to assist schools with future curriculum planning.

It represents the five phases of curriculum planning at 3 levels:

- a whole school approach
- program planning for particular student groupings
- planning for the needs of individual students.

It identifies five phases through a continual cycle of analysis, planning, implementation, monitoring and evaluation.

*The Department of Education and Training website and the **Student Learning** DVD (delivered to schools in February 2006) contain a range of tools to assist schools in the curriculum planning process.*

DEECD Requirements and Key Curriculum Considerations for curriculum planning

The Department of Education and Training has reaffirmed that government schools;

- must meet compulsory time requirements for sport and physical education for students from Prep to Year 10.

This means that schools will need to timetable:

Prep – Year 3 Twenty to thirty minutes of physical education a day;

Years 4 – 6 Three hours of physical education and sport a week with a minimum of 50% for physical education

Years 7 – 10 One hundred minutes per week each for physical education and sport

- must provide appropriate drug education prevention and intervention programs.

These policies can be viewed online at: www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase1 click DEECD Requirements, then click Checklist Tools.

Victorian Government Schools Reference Guide

The guide consolidates all relevant legislative, regulatory and policy information for government schools in Victoria and is available online at www.eduweb.vic.gov.au/referenceguide (for non-government schools requiring access to this guide contact Information Victoria to obtain a site licence. Tel: 1300 366 356 or website www.information.vic.gov.au).

Policy and guidelines relevant to student health, health education, physical education, sport and outdoor education are included in a number of sections. It is essential that professionals working in schools are fully informed about all relevant policy and advice from the Department of Education and Early Childhood Development.

Physical Activity and Physical Education - What's the Difference?

Physical education programs are not the same as Physical Activity opportunities and initiatives. Many schools have introduced physical activity options in their Out of School Hours Care services, before and after school and lunchtime activities, walk/ride to school. These programs may aim to address issues such as obesity, playground conflict, traffic congestion and increasing physical activity opportunities.

Physical Activity initiatives cannot be included as part of the mandated time allocation for physical education and sport.

Physical education differs from physical activity initiatives because it:

- is a planned instructional program with educational objectives that reflect curriculum documents;
- is conducted by teachers;
- aims to increase physical development and competence;
- integrates intellectual, social and emotional learning through movement;
- takes place during timetabled school time;
- all students participate;

Participation in physical activity is an outcome of a physical education program as well as a goal. Teachers should provide considerable opportunity for physical activity in their lessons. A successful Physical Education curriculum will result in children choosing to pursue physical activity outside of timetabled physical education.

CURRICULUM PLANNING CHECKLIST

EVALUATION

- of students, staff, overall program

PHILOSOPHY

- school and physical and health education department

POLICY

- Health and Physical Education/Sport policy completed

STANDARDS

- decision reached on learning outcomes

TEACHING AND LEARNING STRATEGIES

DEPARTMENTAL ORGANISATION

eg facilities, staffing

SYLLABUS

- for each level
- including
 - *time allocations*
 - *course content*
 - *resources*
 - *evaluation and assessment*

YEARLY PLAN

- overview, including evaluation

TERM PLAN

- overview, including assessment, facilities, staffing

UNIT PLAN

- learning focus and standards addressed, including area, number of lessons, assessment

LESSON PLANS

- specific plans, tasks, assessment

ONGOING EVALUATION

EVALUATION

In order to keep school programs relevant, up to date and interesting, it is vital to undertake an audit of your existing program to evaluate what you are doing well and what areas could be improved. It is also important to audit your program against the Victorian Essential Learning Standards.

Refer to a variety of sources for information on your current program, such as:

- student results
- student feedback
- staff
- school council
- local community
- parents.

An audit can consist of any factors you feel that are relevant and impact on your program.

Suggestions:

- Victorian Essential Learning Standards
- Health and Physical Education Domain
- facility audit (including community facilities)
- equipment
- student results (fitness levels, attitudes etc.)
- student numbers
- school policies affecting your program
- current content
- current teaching and learning styles
- expertise on staff
- budget constraints
- use of information technology
- middle years strategies
- wet weather programs
- links to community
- school calendar constraints
- professional development needs
- assessment
- reporting
- current policies (accidents, uniforms, equipment loan, medical excuses, supervision etc)

SAMPLE PROGRAM EVALUATION AUDIT

Student participation in quality health and physical education programs from P - 6.

Where does your school stand?

Support for Physical Education	Yes	No	Comments
The school follows the mandated times for timetabled physical education.	<input type="checkbox"/>	<input type="checkbox"/>	
Other opportunities for students to engage in physical activity are planned.	<input type="checkbox"/>	<input type="checkbox"/>	
One lesson per week is allocated to the teaching of planned health education.	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment, facilities and resources are adequate and maintained.	<input type="checkbox"/>	<input type="checkbox"/>	
Programs, resources and facilities are accessible to all students.	<input type="checkbox"/>	<input type="checkbox"/>	
A designated leader in the school co-ordinates the delivery of health and physical education.	<input type="checkbox"/>	<input type="checkbox"/>	

Effective Planning	Yes	No	Comments
All students' needs and interests are identified.	<input type="checkbox"/>	<input type="checkbox"/>	
The effectiveness of programs is evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	
A long term strategic plan exists that guides policies, classroom practice, resources and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents, students and community groups review the policy.	<input type="checkbox"/>	<input type="checkbox"/>	

Assessing Student Achievement	Yes	No	Comments
Student performance is regularly assessed against the Victorian Essential Learning Standards.	<input type="checkbox"/>	<input type="checkbox"/>	
A variety of formative and summative assessment strategies are used to monitor student performance.	<input type="checkbox"/>	<input type="checkbox"/>	
Students are provided with opportunities to self-assess their performance.	<input type="checkbox"/>	<input type="checkbox"/>	
Students and parents are kept informed of the assessment process/procedures being used.	<input type="checkbox"/>	<input type="checkbox"/>	
The school report provides useful and relevant feedback about student achievement in health and physical education.	<input type="checkbox"/>	<input type="checkbox"/>	

Physical Education Programs	Yes	No	Comments
All students are involved in dance games, gymnastics, aquatics, athletics, sport education and outdoor education across a P-6 program (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	
All students are physically active in enjoyable and motivating physical education lessons (for 120-150 minutes per week).	<input type="checkbox"/>	<input type="checkbox"/>	
Teachers use strategies that challenge students to become more responsible for their own learning and health.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Classroom Practice</i>	<i>Yes</i>	<i>No</i>	<i>Comments</i>
Activities students engage in are developmentally-appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	
Health and physical education practices have planned links to other curriculum learning areas (where appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	
Strategies are in place to encourage at risk students to participate in regular physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are implemented to assist in the development of personal and social skills.	<input type="checkbox"/>	<input type="checkbox"/>	
Activities are implemented to assist in the development of strategic thinking and problem-solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	
High activity rates are achieved in all physical contexts.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>School and Community Links</i>	<i>Yes</i>	<i>No</i>	<i>Comments</i>
Parents, students and teachers ensure that activities provided in school physical education lessons and after-school programs are complementary.	<input type="checkbox"/>	<input type="checkbox"/>	
Schools work with local government, local clubs, health services, state sporting associations to plan physical activity programs that operate during and after school hours.	<input type="checkbox"/>	<input type="checkbox"/>	
the school physical education program provides clear pathways/links to community physical activity programs.	<input type="checkbox"/>	<input type="checkbox"/>	
Programs encourage all children to regularly participate in enjoyable physical activity programs in and out of school hours.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Ongoing Professional Development of Teachers</i>	<i>Yes</i>	<i>No</i>	<i>Comments</i>
Teachers enhance their teaching skills through personal professional development outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	
Schools commit time and resources to personal development of staff.	<input type="checkbox"/>	<input type="checkbox"/>	
Key organisations (education providers, State Government departments and professional associations) collectively ensure that adequate, quality professional development is provided for teachers of health and physical education.	<input type="checkbox"/>	<input type="checkbox"/>	

Adapted from the ACHPER Advocacy Kit