**Katerina Poropat:** Good afternoon, and welcome to today's webinar, Introducing the Victorian Curriculum: Health and Physical Education, 7–10. My name is Katerina Poropat and I am the project manager in the Victorian Curriculum F–10 unit here at the VCAA. It is my great pleasure to introduce you to Dr Rachael Whittle, who will be leading our presentation today. I would also like to thank Alicia Farrell from the F–10 unit, who has done a lot of the work behind the scenes to make this webinar possible today.

So before we begin, we'll start with an acknowledgement of country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

So, before we get into the presentation, I'll briefly go over some housekeeping. Please note that the chat function is being used to share relevant information and links from the VCAA. You'll notice that a Q&A box has been set up, so please put your questions and comments in here, as this will help to ensure all your queries are attended to. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in two ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view. Or we will have a Q&A session at the end of the presentation where Rachael will address these queries.

The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint plus transcript will be loaded onto the VCAA's F–10 Resources web pages under the Professional Learning Section.

So without further ado, Rachael, I'll throw over to you for our presentation today.

**Rachael Whittle:** Thank you, Kat, and welcome, everybody.

So this afternoon, as Kat said, we are going to have a look at the F–... No, actually the 7–10 curriculum for Health and Physical Education. And one of the things that I'm hoping that you take out of this afternoon's session is a greater understanding or enhanced understanding of the propositions which underpin the curriculum, the focus areas and the role that they play in the development of your teaching and learning programs, and also, we will look at assessment and how that can be structured within the 7–10 health and physical education program that you run within your own context. Throughout the presentation, please feel free, as Kat said, to pop a question into the Q&A. If I don't get to it throughout the presentation, there will certainly be time at the end. A number of people have already sent through some questions, which I will endeavour to answer either throughout the presentation or at the conclusion of the presentation.

The first little section that we're going to go through is an overview of the curriculum and how it's structured. And how those components can be used and how they should be used when you are actually looking to develop your teaching and learning program.

So, often when we have a look at the curriculum online, one of the things you might skip past is the rationale and the aims and the propositions and just go straight to the content descriptions and the achievement standards. However, I'd like to spend a little bit of time this afternoon in just having a look at the rationale and aims briefly, but in a little bit more detail, the propositions that do underpin the curriculum, because they are really pedagogical signposts. They are there to help in the actual implementation or enactment of the curriculum and should provide context, if you like, and strategies, tools, approaches to how you actually deliver the Victorian Curriculum for Health and Physical Education.

In terms of the rationale and the aims, I think one of the things that has come across in the work that I do is that often that's where people go when you have to make a justification for time in the timetable or if you're looking to put together...you know, it might be a handbook for your students when they're looking to do subject selection and you're looking for those key terms of why health and physical education is important to our student.

I think at this point it's really important to remember that the F–10 curriculum is mandated for students in the first 11 years of schooling. So the intention is that students are exposed to the broad range of learning areas that we have in the curriculum from Foundation right through to Year 10. And so while it might be a good starting point to be able to justify an elective or a stream within health and physical education, it's also important to remember that all students across all levels should be exposed to the knowledge, skills and understanding within not only the health and physical education curriculum, but all learning areas within the Victorian curriculum.

The propositions. Uh, the propositions are there, as I said, as pedagogical signposts, if you like. They provide information around how the content descriptions and the achievement standards can be enacted in a meaningful way for our students. And I would encourage you to use the propositions... Oops, my apologies. Don't know which way my arrows go. Use the propositions to think about how you might get students to build those knowledge, skills and understanding.

So it could be that you're looking at health literacy. So the proposition of health literacy, how can we do that within our program and help students to develop their health literacy based on the content descriptions and how that might occur? We'll talk a little bit more about that later.

When we're thinking about the structure of the curriculum, the health and physical education curriculum, it is in strands and then sub-strands. And it's very common to perhaps look at those strands as what we would consider as the health component and the physical education component. And I think the reality in schools for 7–10 is that's often how it is taught. And while the intention of the curriculum, particularly when it came through from the national curriculum and now we have the Victorian iteration of that, that was never the intent. The intent was that we are able to deliver in an integrated fashion. However, it doesn't...it doesn't scale. I'm not sure if I've used the right word. The...the... What we know is that students' performance in components related to health or personal, social and community health and those related to movement and physical activity, students' performance in those two different areas is distinctly different and there's no correlation between them. So it is quite justified to be thinking about assessing students at the strand level if that works for your context.

And also if you were to have a look at perhaps the division of your teaching, what topics lend themselves much more to the personal and social community health strand. For example, if you're doing transition and change at Levels 7 and 8, you might be delivering that in a classroom context. And when you are in a practical context, you might certainly be looking at the application of movement, skills, sequences, solving movement challenges.

So it's not, um... It's not unheard of that those strands are actually used as organising elements within teaching and learning programs. The sub-strands, to probably a lesser degree in the personal, social and community health strand, but certainly in the movement and physical activity strand.

The sub-strand sometimes also can help with the programming that you would set up within your school and they can be used to help organise your units. And some units may look very specifically at one sub-strand, and others might focus more heavily on another. And once again, that is OK, because we don't need to teach everything all of the time. What we need to do is give students the opportunity to develop those knowledge, skills and understandings and demonstrate the achievement standard across that two-year band. And we'll talk more about the curriculum as a continuum in a little while.

What you've seen so far in terms of structure is pretty consistent across all learning areas in the Victorian curriculum. But health and physical education has another layer, which is the focus areas. And the focus areas provide a lens through which we can deliver content. So it might be that you're looking at a focus area of challenge and adventure activities. And through that focus area, you may deliver on some of the aspects of the curriculum in the personal, social and community health strand, so you might be looking at the building of resilience, or it might be about, you know, looking at students' strengths and building on those personal identity issues. But you also may be looking at content related to the movement of physical activity strand and areas where students might be solving movement challenges or using teamwork to solve a movement challenge.

So the focus area gives you a lens through which to deliver the curriculum. And as I said, they're unique to health and physical education. We do have information on our website around which focus areas are appropriate to which levels of the curriculum. And there is also... And I think another bit of the curriculum that not everybody reads or looks at really closely is the band descriptions, and the band descriptions will actually stipulate which focus areas need to be addressed in each of those levels. So it's worth having a look at, particularly if you're a curriculum nerd like me and you want to have a greater understanding of how the curriculum is structured and why it's structured that way.

So, as I said, the introduction for the curriculum provides you with a number of pieces of information, and it also... If you're looking at our website and the tab around the introduction, you'll be able to also access the scope and sequence charts in that area. And they are really valuable. If you want to have a look at how the curriculum is structured as a continuum, then the scope and sequence charts will actually... They'll show you, visually, if you have it printed out, you can see the increasing cognitive ability across the content descriptions and the increase in skills, knowledge and understanding that students are developing. And I suppose too, that does lead nicely into a couple of questions that came through around differentiation and also the understanding of how we can differentiate our program within a given year level.

So if we're talking about a year level at school, and you might be talking about, for example, you've got a group of Year 9 students and how do you differentiate the program? Well, the scope and sequence charts will allow you to have a look at the content descriptions that are going to be included at Levels 9–10 of the curriculum and what it is the students have to achieve. And you can then also have a look at what is occurring at Level 7 and 8, and, that way, when you're looking at differentiation, you can actually go, "OK, for those students who are not yet achieving at Level 8, I need to consider in my teaching and learning program activities which allow them to demonstrate the content...understand the content descriptions at Levels 7 and 8, achieve at that level, and then I also need to allow students, or allow in my teaching and learning program activities for students who have achieved at Level 8 and are now working towards Level 10 of the curriculum."

And so, once again, it's not a definitive...you know, you're in Year 8, you've finished Level 8 of the curriculum and now we're all moving on. It's a continuum. Students are going to be sitting across that continuum. And what we need to acknowledge is that when we're providing opportunities and we're assessing our students, we have to provide opportunities for students to demonstrate...at the level that they are ready to demonstrate at. And when they've done that, we look at what we can do to continue to progress their learning going forward. And I think that's a really important thing. And as I said, those scope and sequence charts are very valuable in helping you do that.

The other thing you'll find there is a glossary of terms, but within the curriculum itself, as well, whenever you click on one of the abbreviations, it will take you to a definition of that abbreviation. So whether it be health benefits of physical activity or locomotive skills or whatever it is you're looking for, any of the hyperlinks within the curriculum itself will take you to a definition or explanation. So, you know, movement. What do we mean by a movement concept, for example? Or what is a movement challenge? Those things are all there for you and you can have a look at those definitions.

Going to a more granular level in terms of the curriculum, you can see there the key components. So the achievement standards. This is really where we need to start when we're thinking about our teaching and learning program. We start with what it is we want students to be able to understand and do. So what is it they have to do? And then we go back and, in conjunction with those achievement standards, we read the content descriptions, which gives us information about what it is that students are expected to learn. And then, from the content description, if you're looking for an example of how that may look within a classroom, then we have our elaborations.

Now, these are only advisory. They are examples. They are not finite. Which means if you've got a better way to teach the content, then go for it. They're not mandated. They are examples of what you can do.

The level and the band descriptions, I touched on that before, and as I said, specifically, in health and PE, they give a really good indication of which focus areas should be covered within that two-year band. The strands, we talked about and the sub-strands, we talked about. So that's a bit of a general overview of what the curriculum looks like.

I spoke about the tab. So the Victorian curriculum website, which you can see on the screen, it looks like this, which is very different to our actual health and physical education web page, where you'll find all the resources and the 'help me plan' and 'help me assess' and all of those sort of things.

And I think I can see, if I can multi-task, that Alicia is popping links into the chat for you to access these websites, so thanks, Alicia.

And as you go down, you will also see, obviously, that you can access each of those different elements of the curriculum that I spoke about.

Now, I spoke earlier before about...the propositions. So, the propositions, you can see here...

Oh, gosh, my animation is not working. If I remember from Webex last time it didn't work, I should have learnt. My apologies.

The elaborations as you... Sorry. The propositions you can see on your screen, I'll go through them one by one. So the first is to focus on educative purposes. And I often think when I'm presenting on this that it seems really obvious. Why wouldn't we run an activity that doesn't have an educative purpose? But I think one of the things to keep in mind is that if you've chosen an activity, then you need to think about what it is going to allow the students to demonstrate or learn. So, for example, you kno, it could be that you're playing a game with your students or you're doing a warm-up activity.

So the question I would always come back and ask myself is, "What is the purpose of this activity? What is the educative purpose of this activity?" So if the warm-up activity, the purpose is to warm up the body, then I would challenge you to think one step further and say, "OK, well, rather than using the same warm-up all the time, I need to think about a warm-up that is specific to the outcome that I am looking to achieve with my students today." And that's a really simplistic example but what I'm getting at is that if we question every time, "What is the purpose of the activity I'm doing," whether it be you've got them to read a passage of text and answer some questions, "What is the purpose of that task?" Is this the purpose of that task to get students to analyse food labelling....um, food labelling, uh...practices to increase their health literacy and understand what information is being conveyed through those messaging systems? And that's perfectly fine. But if it is for any other reason, then you need to start thinking to yourself, "Well, why have I actually selected this activity over another?"

So keeping in mind that, that helps us underpin the selection of teaching and learning activities that we use. We also encourage through the propositions for health and physical education to take a strength-based approach. So this is about looking at the strengths of your students and building on those to allow them to improve their own health and wellbeing and the health and wellbeing of those around them. So rather than using a deficit model and always going, "Well, if you don't do physical activity, you are going to be sedentary and more likely to have type 2 diabetes," and all of those negative impacts, we can flip that around and we can talk about saying, "OK, so, you know, 90..." I haven't checked these figures recently, but it was something like 93% of Australian children have very good health outcomes. Like, it's really... Like, we're very lucky in Australia.

So let's have a look at that and talk about from a strength perspective what it is we can do to continue to maintain such high levels of health and wellbeing around our young people. That's not to say we don't talk about the issues or the impact of negative influences on our health and wellbeing, but we look at the strengths that we have to offset or to deal with or we look at strategies to manage those. So while we might talk about the fact that one in five young people are experiencing periods of anxiety and depression, we can also then go, "OK, so as an individual, what strengths do I have? So if I'm experiencing a period of anxiety or depression, what tools and strategies do I already have that I can use to mitigate that risk?"

So taking a strength-based approach rather than this deficit model of preventing illness and disease, let's have a look at what we've got and move forward from there. We want to value movement. And again, it seems such a throwaway line in health and physical education, but valuing movement means that we want kids moving. We want them moving for more than 50% of their time and hopefully in moderate to vigorous physical activity throughout our practical classes.

We want to value all movement. We want to make sure that students are exposed to a wide variety of practical experiences, whether it be dance or outdoor recreation or sports and games, but we want them to have that opportunity to experience a whole range of movement scenarios so that they find...well, hopefully they find an area that they are enjoying and they are getting greater exposure to a range of activities which will hopefully promote lifelong participation in physical activity, which again, is one of our, um...one of our focus areas to have a look at.

So we want students to develop health literacy. And I think it's a really poignant proposition at the moment because, you know, in the experiences of the last 12 months...everybody's health literacy impacted on decisions they made in relation to whether it be going through a pandemic or anything else. So an understanding and an ability to interpret health messaging. You know, in terms of the use of social media in health, there is so much information and misinformation. So if we can develop students' health literacy, they are hopefully making informed decisions about their own and others' health and wellbeing.

And the final proposition is to include a critical inquiry approach. And this is not just about in our personal and community health strand. This is also in our movement and physical activity strand. So setting those challenges for students, allowing them to investigate and inquire and to use a critically inquiry approach in their learning throughout health and physical education. So, as I said, these are like signposts for you in terms of your pedagogical approach and how you develop your teaching and learning program.

The focus areas, I spoke about and, as I said, the band descriptions do provide information on which focus areas you should have a look at. But this table also gives you a very easy-to-read overview of where you do and do not use the different focus areas as a lens through which to deliver the curriculum. So, for example, we don't introduce challenge and adventure activities until Levels 3–4 and probably more importantly, I suppose... "More importantly" – not the right word again, but probably one that's not, er...as well understood is the use of games and sport. At Foundation and Levels 1–2, we sort of avoid that because the focus should very much be on the development of fundamental movement skills, as you can see in the slide.

So there are reasons why we have different focus areas at different levels. And primarily it's about developing students' confidence and competence in fundamental movement skills before moving them onto activities and recreational and sporting activities where they may not have the skill set to do that.

Now, there is probably a very good argument that you could even wait for another level, right through to Level 5–6, before you're introducing any full sized sport activities. And as a 7–10 teachers, one of the things that I often hear is that students coming into Level 7 or Year 7s don't have the necessary skill sets to then participate fully in the activities that are part of the teaching and learning program at Level 7–8.

Now, in terms of, again, coming back to differentiation, if that is the case, then it's not that you go, "No, no, no. You're Year 7, I need to be teaching Level 7–8." It is that you need to look below at the curriculum for levels 5 and 6 and go, "OK, I actually need to work on these aspects of the curriculum because my students are not ready to do the Level 8 content descriptions and they're not ready to demonstrate any of the skills and knowledge required at Level 8." So therefore, in terms of differentiation, you may have some students working at Level 5 and 6, you might have other students working at Level 7 and 8, and others who are quite competent and have demonstrated those skills, knowledge and understanding at Level 8 and they're actually working or progressing towards Level 10. And that's the beauty of the continuum, that we can look at that whole range and have activities for our students, which are allowing them to enter the curriculum, if you like, at the point that they are ready.

And our job or our role as a teacher is to build on that, to progress their learning regardless of their starting point. So if your students are not fully able to refine their fundamental movement skills when they're in Year 7, then go back to Level 5–6 curriculum, look at where they're at, progress they're learning through, and when they're ready, start introducing concepts and topics at Level 7 and 8.

Two strands there, I talked about this earlier in terms of the strands and the sub-strands. And once again, they're just organising structures. It's one of those things that can help when you're doing your unit planning. It can help when you're doing your yearly planning. And so, therefore, it's available to...It has an organising structure. But ultimately, what we want is across the two-year band, that all of the content, hopefully, students have been exposed to all of that content and they are able to then demonstrate achievement of the achievement standard throughout that period of time.

I spoke earlier about the fact that when you click on a hyperlink within our curriculum documents, it will take you through to... In this case, the first circle and arrow there, you will see, is the code, which will take you through to the elaborations. And those elaborations, as I said, will provide you with examples of how you might deliver and act the curriculum within the elaboration. Then there will be another code that you can click and that will show you the focus areas that is suggested for that aspect of the curriculum. And you can also click on those as well.

The achievement standard, which is generally at the bottom of the page, tells us what students need to be able to demonstrate and do. So one of the things to remember about the achievement standard is that you can have a look at it in bits, if you like. So there's nothing wrong with having a look at, for example, in a unit of work students might only be focusing on, in this example here, strategies to manage changes and transitions and their impact on identity. So it might be you're doing a unit around, you know, Who Am I? Who Am I And How Am I Changing? Which would be quite common at Year 7. And Who Am I And How Am I Changing? might only be looking at the social skills that students need, how they're dealing with the changes in relationships, what strategies they might need to help them through that period of change. And then, through the teaching and learning activities, and whatever assessment that you are doing to collect the evidence, you're literally looking at whether or not students have been able to investigate strategies and resource to manage those changes. So that aspect of the curriculum, you might actually cover in semester one of Year 7 and then over the next 18 months, it's that...it's other aspects of the curriculum that you're covering. Doesn't mean you won't go back or revisit or it might be some aspects that overlap a little bit, but just keeping in mind, try not to do everything in one go.

You don't have to do the whole lot every semester of each year. It can actually be a detailed or a really deep dive into some aspects of the curriculum. And there'll be other opportunities where students are able to demonstrate different aspects. As I said, if you then go to the elaborations and click, you'll see the codes that are circled here, and that's for our focus areas, and you will be able to click on those and get a definition of the focus areas and why it's appropriate.

You can see in the elaborations, there's generally about four, but as I said, please don't use them as a checklist. I heard someone try to teach every elaboration and wondered why they couldn't get through the course. They are just examples of how you MAY deliver on the content description. So have a look, they might provide a prompt for you to think about how you might do it in your own school. So, as I said, examples that you can use and not exhaustive.

When you do click on one of the codes for the focus areas, you will come to the explanation of what it is. So I like to use challenge and adventure activities to remind people that, you know, outdoor learning has such great value for our students. And we tend to... I was going to say tick off. We tend to cover challenge and adventure activities on camp programs and things like that but I'd encourage you to think about how you can, with your students, use the challenge and adventure activities focus area more broadly. And thinking about it in not just in terms of those big ticket items that we quite like to do, particularly with our Year 9 students, who are taking the rockclimbing or it's a recreational activity and they're doing all sorts of different recreational activities, but more so about thinking about how we can use this focus area in our day-to-day teaching.

Scope and sequence charts, I spoke about earlier, and as I said, what you will hopefully be able to see is the continuation or the increasing cognitive ability as students go across.

So if we are thinking about... You know, if you're gonna pitch your lesson, if you like, and it's a Year 7 or 8 lesson, you'll probably pitch your lesson at Levels 7 and 8 if your students are ready to learn there. So it might be, if we pick one of these examples, it might be that we're, um... We talked about investing...investigating strategies. So I'll try and choose another one. "Develop skills to evaluate health information and express health concerns." So if that's what we're actually working towards, the content that students are developing knowledge and skills and understandings of, we might need to think about what about the students who are not ready to evaluate the health information? So it might be that there are students within your class who are able to recognise how media and important people in the community influence personal attitudes and beliefs and it might be that's where your starting point is.

So the starting point is - it's about working out what students think about all of the messages that are coming through on social media or print media or whatever it might be, and how that can then influence changes within their community. That's just an…that...that's...that's an examine, if you like, or recognise students need to be able to see that that is happening. There are going to be students who that is... that is going to be enough for them. They're at the point where they need some help with doing that. And there will be others who are ready to start evaluating that health information and to have a look at the messages that are coming through and determining whether or not these messages, are they actually based in science? Are they a fad diet or is it a fad activity that we're all getting... ..that somebody's picked up on a commercial provider, often, to try and encourage people to take on that activity, whatever it might be? And then you might also have students who are ready to evaluate health information from a range of sources and apply to health decisions and situations. So it might be that you have students just going, "I'm going to take THIS information and use it to, you know, promote, um...a healthier, uh...attitude towards being physically active within the school community."

So students could be at different places along the continuum. And in terms of the overarching concept that you're working on in this area, which is about communication around health messages, what you're expecting students to do can change depending on their ability. And sometimes that means that we start with the task in the middle and we allow students to go off into different directions, depending on their ability.

This is a... This is an example where I have actually taken out the content description and the achievement standards and show... I'm showing how they align and how they increase.

So when we are talking about developing teaching and learning programs, the one thing we do say is that the achievement standards need to be read in conjunction with the content description. So there may be other content descriptions that contribute to the achievement standards that I...the aspect of the achievement standard that I've selected here. But what I've done here is to provide a very clear alignment between the content description and the achievement standard. And I've put it from, actually, from Level 4 right through to Level 10. And you'll see an increase in complexity, but you'll see a commonality in the theme or the content that is being delivered. I have put the achievement standard at the top because, once again, start with what you want the students to be able to demonstrate. So what do you want them to be able to do? And then what content are you going to deliver to build their knowledge and skills in able to demonstrate that?

So starting with that end point, starting with what you want the students to be able to do. So, for example, at Level 8, I want students to justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. So it might be that, um... If we want them to justify, then students' higher-order thinking skills, we want them to then have the knowledge and understanding of a whole range of actions.

So the actions might be, in the context that you deliver this, it might be that you're talking about physical activity as an action, involvement in social sport as an action. Or it might be that you're looking at a different action. It might be that they're using mindfulness to manage their own mental health or they're running a reading club at school because it contributes to the wellbeing of the students within the school. There's a whole range of things that you can do and students can actually demonstrate this achievement standard in a whole manner of ways. And that's why we also allow schools the flexibility and the autonomy to enact the curriculum in a way that meets the needs of YOUR students within YOUR context. And I think that's really important too. I was talking to a colleague in the Northern Territory and when we talk about safety, they were saying, you know, for us, one of the biggest things we need to acknowledge is that our students don't have great hand hygiene and that becomes a safety issue and impacts on their health and wellbeing. And the context in which they're delivering the curriculum in a different area impacts on the, uh...the context that you use, the examples that you use, the focus that you have.

You know, it may be that when you're looking at safety as a context, as a focus area...you might be thinking about the fact that within your local context, a majority of your students are actually walking or riding to school, and therefore, road safety or bike safety would be really important. But, you know, it could be the flipside of that is that a school that it has access to waterways, whether that be the beach or rivers, then they might deliver their safety content through a water safety program. Now, that's not to say that everybody won't do water safety and swimming somewhere in the curriculum - you most likely will and should. But the context to which you deliver can differ. And you don't have to do every single context every single year. It can change, depending on the needs of your students.

Lost my arrow. There we go.

OK, so that's probably the curriculum more broadly and that understanding, hopefully, of how all the components of the curriculum fit together. It would be nice to be able to just grab the curriculum document and go, "I'm good to go." But there are other supporting resources and documents that help us in our teaching, help us in our planning to actually find what is the purpose of the propositions. How is that going to signpost my pedagogical approach? What is the purpose of the focus areas? How are they going to provide a lens through which I deliver this content?

So hopefully, after that section, you've got a better understanding of how all of those bits fit together to allow you to develop a teaching and learning program which allows enactment of the curriculum, but also which allows you to meet the needs of the students that you obviously have in front of you every day.

I'm gonna take a quick drink and then we're gonna talk a little bit about assessment.

Alright. OK, so probably one of the most common questions I get is "What should I be assessing students against?" You know, "What am I supposed to be assessing?" Bottom line – we assess students against the achievement standard. OK? What students are typically able to understand and do, and it should form the basis of reporting student achievement.

So, when you look at the achievement standard and you see a lovely broad statement and you say, "OK, well, have I developed a teaching and learning program "that allows students to demonstrate that? Tick. Yes, I've done that. Um, what evidence have I collected that shows that the students are able to do that?" And that's where we start thinking about the assessment tools that we would use to determine if a student has actually demonstrated the achievement standard. So the assessment is generally the measurement of how well a student has demonstrated those knowledge, skills and understandings that are in the achievement standard.

Now, we tend to use, as I said, because the continu...the curriculum is a continuum, we would encourage the language around a student as either 'achieved' so that they have demonstrated achievement of that standard, or they're 'progressing towards'.

So there's this notion - and there was a question about it, and I don't even like saying the word - but there was a question around progression points and how they would be used. We don't have progression points in the Victorian curriculum. And I think what teachers are looking for is some guidance around... You know, it's a two-year band so we want some guidance around what it means when a student is 'progressing towards'.

So say, for example, you've got a student in Year 7 and they have not yet achieved the Level 8 standard. Then what are they doing? Well, they are 'progressing towards'. They're not below standard, they're not above standard, they're progressing towards the Level 8 achievement standard. Same if you've got that same student and at the point that you are collecting evidence at, then they are progressing towards the Level 6 achievement standard, or they've achieved Level 6 and they are progressing towards Level 8 skills. So we want to think about what it is the student can actually do. And then we want to think about where that sits in terms of the continuum, and then we want to progress their learning. So assessments should be part of your teaching and regular...your regular teaching and learning program.

So we've talked a lot about the curriculum, and that is... That's the what. That's what students are going to learn. We've talked about how we might use the propositions and the focus areas in terms of how we deliver that. So how are we going to teach our students? So our pedagogical approach that we are going to use. Assessment is how well a student has actually done that. And that's what we're going to focus on there. And then reporting, which is really not our remit, is where they are in that learning continuum at any given time. And I think that's important to remember, too, that regardless of the type of assessment that we use, it's a point in time measure and it's evidence for you as a teacher to go, "That's where Rachael is right now. What can I do to progress her learning going forward?" Um, point in time.

So in terms of assessment, how well has the student been able to do that? So when we think about the role that assessment and curriculum and pedagogy all play in this mix... I should have, um...I should have redone this slide and have had curriculum first because assessment comes out of curriculum. But realistically, these three things are part of a three-legged stool and you take one out of there and the whole thing will fall down.

We do need to start with what it is students need to demonstrate. So once again, I keep saying it, we start with the achievement standard and work backwards from there. So students demonstrate control and accuracy when performing specialised movement skills. That's what we want them to do. We want them to demonstrate control and accuracy in specialised movement skills. The content in order to allow them to do that, the content descriptions - and once again, this is not exhaustive. There are other content descriptions which may contribute to that achievement standard. But in this example, they use feedback to improve body control and coordination when performing those specialist movement skills. So this is about students demonstrating the skill, whether it be in a game situation or in a small-sided drill, in an activity that you have planned for them. And then they are getting feedback. They can get feedback internally, externally from their peers, from you as a teacher. And what you want them to do is then use that to improve their control and accuracy and you should see growth.

OK, so we're trying to develop a students' specialist movement skills, we need to provide them with opportunities to practise the skill, get the feedback and then refine and improve. So the activity might be that they actually video their own and others' dance performance and implement feedback to enhance performance. It could be that you're giving written feedback. It could be that you're giving verbal feedback. And the activity and the feedback that you provide your students doesn't have to be formal, it can be as you're moving around the classroom. It could be that you set this up as a task for students. So the task may be that they develop a dance routine, they perform that routine and they film it. And then over the coming weeks, they look at how they can improve after somebody else has reviewed it. So it could be that one group of students performs the dance, they take their video recording, give it to another group of students and they trade feedback. But then what we want to see is that they've actually used that feedback to improve their performance. So that's just one example of how you might align the curriculum and the assessment task with the pedagogy...pedagogical approach that you select.

So when we think about how students do actually demonstrate achievement, I really like this because I think it's so simple. What can they do, say, make or write? And so in terms of collecting evidence for students, they can tell you what they know. And again, it doesn't have to be in a formal oral presentation or, you know, a stand-up performance that they give. But they can actually articulate their knowledge and you can use that as evidence. Might be that you make notes about a student as you're, you know, going through your teaching and learning program.

We do a lot to 'do' in physical education, particularly, and that's fantastic. So what can the student actually do? Can they perform the skill? Can they use strategic thinking in their gameplay? Can they, you know, manipulate the ball in a way that's going to have a positive outcome in a netball game or something like that? So we do a lot of 'do', which is obviously value movement. That's what we want. They can make stuff as well, you know, and that 'make' is so broad. They could make you a web page or they can make you a video or they could make you a model or they could make you a pyramid. You know, in terms of the people in the class, 'make' is quite broad. And I suppose 'write' Is the go-to for so many assessment tasks, particularly in the health space. And that's OK. That's one of the things that students often write, that they might write and show you a visual representation of something that they understand. They might write you a blog, they might write you an inquiry, piece of work. There's lots of ways that students can actually demonstrate their achievement.

So, as I said, assessment should be part of the regular teaching and learning program and hopefully that you are using a range of methods in order to collect that evidence. It should align to the curriculum outcomes. And I think that's probably key throughout the presentation, that whole notion of taking the achievement standard and determining what it is your students need to be able to show you that they can do. And then looking back and going, "OK, well, if they have to show me they can do that, what content is actually going to lead to them developing the skills, knowledge and understanding to actually show me what they can do?"

And so therefore, we're constantly aligning the achievement standard with the content descriptions to then think about the appropriate teaching and learning activity which will lead to those outcomes for our students. In physical education, there's a... And not just health and physical education, but the idea that assessment needs to be authentic and not just a...you know, not just a one-off or a random task which doesn't have any relationship to what the students have been doing throughout their teaching and learning.

And the other thing is that assessment should provide feedback to students. So if... You know, one thing, when people talk about using summative assessment, it's like there's a full stop there. You're done. We're moving on. You finished the unit. You've done the task. But if we can't provide feedback to students, then they can't progress their learning any further. They can't develop their knowledge, skills and understanding any further. I think I learnt very quickly, when my daughter came home from school one day and she'd done really well on a task, like, she got something like 94%, and she'd ask the teacher, "Well, what did I do wrong? You know, you've ticked all my work. You wrote the score on there, there's is no feedback. But clearly I did something wrong because I didn't get 100%." And I think that when we think about all students, and the feedback we can provide to them, we need to be very clear in our own mind that what more did you want and how do I articulate that so that the student can learn and continue to progress in their learning.

So coming back very quickly to what I spoke about before and not using the idea of progression points. At the VCAA, we acknowledge that students aren't going to go from Level 6 to Level 8 to Level 10. There's bits in between. They're not quite there yet. And that's legitimate. When you've got content and achievement standards which spans a two-year band, then throughout that period of time, students will be progressing towards an achievement standard at a certain level. So, indicative progress talks about what it looks like in between. So when the student has achieved at Level 6 and they've come to you in Year 7 and, you know, they have demonstrated the achievement of Level 6 achievement standard, then, you know, halfway through Year 7, or even at the end of Year 7, they may not have achieved the Level 8. So therefore, what does it look like in between? So, indicative progress looks at what it might look like when you're partially through, you haven't delivered all of the content and students are still working through towards the next achievement standard.

So indicative progress allows us to articulate that. And at the VCAA, we have produced some templates which will hopefully help you in working out what it is or where it is that your students are. So, Alicia might find them for us and pop the link in the chat. But essentially we start with a blank template and just basically talk you through the steps that you would go through in order to use these effectively. So obviously, in health and PE, our curriculum area is health and PE, now, the context is where school level comes in. So how are you going to deliver this? Are you gonna do it through, you know, an invasion games unit or a party safety unit or a circus skills unit? That's the context through which you are going to deliver.

The content descriptions are the specific areas of the curriculum, the content that you will actually address here. And my advice is less is more. If you are only identifying one or two content descriptions per unit that you are delivering for your students, then I think you're doing a great job. I think sometimes there's resources that suggest that if you teach this lesson, you're going to hit off on 17 content descriptions, and that...that's unlikely. But it also means that we're not teaching in any depth. So we're just giving the kids a bit of a taster of what we're doing, we're not actually building their...we're not asking them to be critical. We're not asking them to have a good understanding of anything. So less is more is my advice when you're looking at which content descriptions to address in your units of work.

You then want to think about what it looks like below and above. So with your students, if they have achieved at Level 6, then you would have the aspect of the achievement standard of what they can already do. Then you would think about what they need to be able to demonstrate in order to be at the next level. So when we see Level X achievement standard, Level Y achievement standard in the template, think about that as it might be Level 6, and then Level 8, or might be Level 8 and then Level 10, particularly in the secondary space.

Now, the bit in the middle is where you need to have a think about what it is that students should be expected to do, make, say, or write as they progress towards the next achievement standard. So they've already done at the previous level, what can they do here as they are progressing towards the next achievement standard? For each curriculum area, this one obviously is specific to health and physical education. We have provided an example of an indicative progress template. So this one is in, obviously, health and PE. It is in the Level 8, it's looking at Level 8. And the context is swimming and water safety, which obviously, we hope everybody is doing. So students will have a look at aquatic activities in a range of environments. You can have a read of this yourself. And that's the context through which we're going to deliver on these content descriptions. Now, it's... You'll notice that there's content descriptions from both strands and as I said, the absolute intention is that we integrate the strands within the curriculum. And in this unit, we can because it's swimming and water safety. And what it allows us to have a look at, you know, for example, investigate strategies that promote health, safety and wellbeing.

So, if we're talking about water safety, it might be that, you know, we're reminding students about if we're going to be outdoors and in the water, it's not just about being sun-smart, it's about the safety aspects around being able to identify a rip or to be able to swim between the flags. There's a whole range of strategies that we can teach the students or expose the students to to make sure they are aware of how to promote their own health, safety and wellbeing, because those things are interrelated.

So you can see there, the content descriptions and then you'll notice that the aspects of the achievement standard have been identified for Level 4 and Level 6 in this example. Now, you'll notice that it's not all there, the achievement standard isn't all there, because students won't be able to demonstrate the entire achievement standard from this unit of work. But we've also split it just for ease of readability, I suppose, in terms of the content that is associated with the first two content descriptions as opposed to the second two content descriptions.

So, if you want to do it in layman's terms, we'd say, you know, the pinky colour is about the health component of the curriculum and the blue is about the physical education component of the curriculum.

So the important bit is the bit in the middle, number...point five, where we've actually identified what it might look like in between. Now, this is the bit that, as a teacher, you will need to think about it. And the best way to think about it is, "OK, so if I've got a student who can actually demonstrate achievement of the higher level and I've got a student who can't, what is it that they CAN do?" Again, strength-based approach. But what is it that they can do? So they CAN actually swim already but can they demonstrate control and accuracy when doing those specialised skills? And it could be that their technique needs improving so they can - and that's what the blue is in here - that in this aspect, their technique for swimming is that their breathing technique needs some further work or that they can only breathe on one side of their body. But again, they also need to listen to the feedback and incorporate that feedback before they can be determined to be achieving at the higher level. So the example is there for you on our website.

And there is also... Whoops. I'll go back. Um, which Craig and Alicia, I think, have put in the chat for us, is that there are then blank templates for you to actually go and fill them in for the context.

So this might be your unit of work, if that makes more sense for you. So this is your unit. This is the content that you are going to deliver on. These are the achievement standards that you're gonna allow students the opportunity to demonstrate. And then you can actually articulate that in between...what it looks like for students in between levels.

OK. So, coming to the resources that we have, and... I really should have just sent the links to Alicia so she could put them all in rather than putting them in the slide, but we have developed a series of assessment posters to break down, and they are for the movement and physical activity strand, to break down what it might look like that you are actually assessing students against.

So the assessment posters are on our website. If you would like hard copies, you can either email the F–10 unit or me and we can post them out to you. We do have some hard copies that we're happy to share with people. So they are there on our website.

We also have the swimming and water safety activities. Now, there's two things within those resources. We have the mapping template which shows both water safety and swimming across all levels, which activities could be based in the classroom and which couldn't, and it's specific examples of those activities. The other thing we have developed in conjunction with LSV, Life Saving Victoria, is the alignment of the national framework to the Victorian curriculum. So basically, excuse me, if you're running a swimming and water safety program within your school, what is the expectation for students in terms of their abilities and the competencies that they can demonstrate in water safety and in swimming and how that then relates to the curriculum? So they are there for you.

We also have some cross-curricular resources and the respectful relationships resources are extensive. They cover all eight topics in the respectful relations...respectful relationships, resilience and rights program. There are units of work, there are assessment tasks. There are rubrics, there are videos. There's a whole range of resources to support that. Keeping in mind that if you do deliver your health... If you deliver the respectful relationships program, um...it will tie into health and physical education. It's not additional. It will actually allow students to demonstrate a whole range of the skills, knowledge and understanding within health. So keep that in mind. It is not additional. It is actually part of the health curriculum.

Home economics, we have just published, actually, the assessment tasks to accompany the units of work, which looks at the designer technology's curriculum and health and PE. And we also have a dance unit which looks at, obviously, the arts and health and PE.

The indicative progress descriptors we've talked about. We also have a full range of formative assessment resources which are across Foundation to Year 10 in the 7–10 space. We have an invasion games, formative assessment, rubric, task and videos to support that.

And in the health space, we have a social, emotional health and wellbeing task and rubric as well to help support teachers in that space. And we also have a range of frequently asked questions which, as you can see the picture, often relate to swimming and water safety for me.

OK, so a bit of a summary. So, the Victorian Curriculum for Health and Physical Education is underpinned by five propositions. There are two strands. There are...five propositions and two sub-strands and 12 focus areas, and they all contribute to your teaching and learning program. I've put the contact information for the F–10 unit because, um...they will be your best go-to people for any help that you may need.

I think just a reminder that, uh... Oh, the question. Thank you, Kat, you did prompt me.

One of the questions that did come through was about the Year 10 curriculum. And I will revert back to say the Level 9–10 curriculum and how the intention is to prepare students for VCE. I think one of the things to keep in mind is what I said at the very start, that the F–10 curriculum, all learning areas, the intention is that they form the basis of the first 11 years of students' schooling. So that's really important.

It is also important to remember that when you have a look at the content descriptions, there are certainly content that is related to exercise physiology. There is content related to biomechanical principles. There is content related to physical activity across the lifespan and the national physical activity guidelines, et cetera. So the idea is that the knowledge, skills and understandings that students develop across all learning areas should prepare them for their VCE pathways. So it's... If students have that broad exposure to multiple areas of content, then hopefully what they are developing is the skill set to then take a more tailored path through their senior secondary years.

So, I know that many schools use electives, particularly at years 9 and 10, and these are intended to prepare students if they are particularly going to take VCE physical education or VCE health and human development or outdoor and environmental studies. But we would argue very strongly at the VCAA that if students are being exposed to the entire Victorian curriculum within those first 11 years, then they will have the required knowledge, skills and understandings which will prepare them and set them up really nicely for a successful transition into senior secondary school.

**Katerina Poropat:** Excellent. Thanks, Rachael. So that's brought us to time. So again, thank you so much for presenting that fantastic session and thank you, everyone, for attending today. We hope you enjoy the rest of your night.

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