Today we stand in footsteps millennia old. We acknowledge the traditional custodians of this land, who long before us lived, loved, explored, protected the land and educated and raised their children.
About ACARA

• The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority that reports to the COAG Education Council.

• ACARA aims to improve the learning of all young Australians through world-class school curriculum, assessment and reporting.

• ACARA supports parent engagement with reports designed to assist:
  – Selection of schools
  – Tracking student progress
  – Direct involvement in student’s learning
Assessment and Reporting

• National Assessment Program:
  – Literacy and Numeracy (NAPLAN)
  – NAPLAN online
  – Sample (NAP sample)

www.nap.edu.au

• My School:
  – Reporting on performance of 9500 schools around Australia

www.myschool.edu.au
Australian Curriculum

Sets high, shared expectations for what all students should learn:
• wherever they live in this country
• whatever school they attend
• as they progress through schooling
• to be well prepared to learn, live and work in the 21st century

www.australiancurriculum.edu.au/
Dimensions of the Australian Curriculum

Learning areas
- English
- Mathematics
- Science
- Humanities and social sciences – history, geography, economics and business, civics and citizenship
- Arts
- Languages
- Health and physical education
- Technologies – design and technologies, digital technologies

Cross-curriculum priorities
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities
- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding
The structure of Australian Curriculum: Health and Physical Education

Focus areas

- Personal, social and community health
- Movement and physical activity
- Understanding movement
- Moving the body
- Developing health literacy
- Include a critical inquiry approach
- Focus on educative purposes
- Take a strengths-based approach

Value movement

Focus on educative purposes

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety

- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement
HPE propositions

1. Focus on educative purposes
2. Take a strengths based approach
3. Value movement
4. Develop health literacy
5. Include a critical inquiry approach
Achievement standards

Health and Physical Education

Curriculum

Years 3 and 4 Achievement Standard
By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use

Years 5 and 6 Achievement Standard
By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.

They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Years 7 and 8 Achievement Standard
By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others’ and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and...
This page contains a persuasive text about sport in the media. The text argues that the Australian media privileges masculine attitudes in its representation of sports. It highlights how certain sports are more popular and often played by males, and how the national sportsperson stereotype is usually built around masculinity. The text also acknowledges the use of source material and allows the argument to drift.

**Sporting In The Media**

The Australian media privileges masculine attitudes in its representation of sports. The Australian media covers particular sports more than others and the more popular ones are usually played by males, because of the harder, faster game. Our national character is very much shown through sport as we are hard players who never give up if female or male. Our national sportsperson stereotype is someone built masculine and fast that can beat anyone. Sporting in general is a great thing for Australians identity because without it Australians would not have their national character they have today.

Sport in Australian society is a part of life since the first settlers landed. The more popular sports in Australia are Rugby, Cricket, Golf, Netball, Surfing etc (Yes Australia, 2006). The more popular sports are mainly played by Males, but ones Females play are just as good but less televised and on lower watched stations. In a sport played by males and females it has shown that males get the more TV time and slow motion replays (Gender stereotyping in televised sports, 1990). This is because male sport have more aggression and violence, with speed along with bigger hit ups in contact sport. But on the other hand women sports are just as exciting but less televised, because females usually don’t enjoy watching sport with their friends as much as men.
Work sample example - video

Cooking demonstration

http://play.viostream.com/?play=d5949879-500f-4f64-8788-7af9e2a4f93b
Do you follow?

@ACARAeduau and @ACARA_CEO

ACARAeduau
ACARAeduau
ACARAeduau
ACARAeduau

To receive the ACARA Update click subscribe on our website homepage: www.acara.edu.au
Australian Institute for Teaching and School Leadership

Lewis Allan
Project Officer – Quality Teaching
Who is AITSL?

AITSL works with the education community to:

• define and maintain standards
• lead and influence improvement
• support and recognise quality

We don’t…

• register teachers
• produce educational resources for use by students/children
• employ teachers
• formulate the national curriculum
AITSL’s Statement of Intent

AITSL’s goal is to “promote excellence so that more teachers and school leaders work like the best to have maximum impact on student learning in all Australian schools”
# Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Domains of teaching</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>1. Know students and how they learn</td>
</tr>
<tr>
<td></td>
<td>2. Know the content and how to teach it</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
</tr>
<tr>
<td></td>
<td>4. Create and maintain supportive and safe learning environments</td>
</tr>
<tr>
<td></td>
<td>5. Assess, provide feedback and report on student learning</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
</tr>
<tr>
<td></td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
</tr>
</tbody>
</table>
Australian Professional Standards for Teachers

Dual purpose:
- improvement
- career progression
Educative purposes

• 1.2: Understand how students learn
• 2.1 Content and teaching strategies of the teaching area
• 2.2 Content selection and organisation
Strengths-based approach

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability
- 4.1 Support student participation
Valuing movement

- 3.1 - Establish challenging learning goals
- 4.1 Support student participation
- 4.4 - Maintain student safety
- 7.4 - Engage with professional teaching networks and broader communities
Developing health literacy

- 3.4 - Select and use resources
- 4.5 - Use ICT safely, responsibly and ethically
- 7.3 - Engage with the parents/carers
Include a critical inquiry approach

- 3.3 Use teaching strategies
Illustrations of Practice

Composite language class (Highly Accomplished teachers)
The teacher caters for students at different ability levels within the class, with different abilities and backgrounds, to improve her understanding of students and their learning.

Professional Knowledge | Standard 2

Joint planning for EAL/D (Highly Accomplished teachers)
An English as an additional language (EAL/D) teacher and another teacher meet to plan instruction for EAL/D students in a Year 6 classroom, with a focus on information-processing strategies...

Professional Practice | Standard 3 | Focus Area 3.2

Evaluating and improving language programs - (Highly Accomplished teachers)
Three teachers of Indonesian meet to evaluate an assessment task that they have attempted to adapt from a previous unit of work. The assessment task has been reused within a new unit on 'friendship'...

Professional Practice | Standard 3 | Focus Area 3.6
Maths and Science Illustrations of Practice
Connect with us

eNews
aitsl.edu.au/enews

Facebook
facebook.com/aitsl

YouTube
youtube.com/aitsl.edu.au

Twitter
twitter.com/aitsl

aitsl.edu.au
What's new in Scootle

Scootle has been updated to allow teachers to browse the collection for resources to support up-to-date learning and subject areas across the Australian Curriculum.

Why join Scootle?

Browse and filter
Browse over 20,000 quality-assured digital learning resources aligned to the Australian Curriculum. Filter your search to uncover a wealth of relevant teaching and learning items.

Personalise and share
Organise, annotate and share your curriculum resource collections with students or colleagues by building Learning Paths and Collaborative Activities.

Explore and connect
Explore ESA’s Learning Services including Scootle Community, Improve, the Language Learning Space, ABC Splash and more to connect with like-minded teachers from around Australia.

Featured resources

Useful links

- ESA News
- Subscribe to ESA News
- Scootle Lounge
- Free Creative Commons resources
# Browsing by topic

Topics are structured using a controlled education vocabulary - the Schools Online Thesaurus (ScOT).

For further information, visit the [ScOT website](#).

## Health and physical education

### Health

**Disability**

- Cognitive impairment
- Physical impairment
- Hearing impairment
- Visual impairment
- Olfactory impairment

**Diseases**

- Animal diseases
- Digestive diseases
- Immune disorders
- Organ-specific pathologies
- SIDS
- Cancer
- Disease transmission
- Mental disorders
- Paralysis
- Cardiovascular disease
- Drug addiction
- Metabolic disorders
- Respiratory disease

**Drugs**

- Anaesthetics
- Antiseptics
- Analgesic drugs
- Psychiatric medication
- Antibiotics
- Substance abuse

**Health promotion**

**Medicine**

- Alternative medicine
- Dentistry
- Disease diagnosis
Health and Physical Education

Scootle resources are currently aligned with the Australian Curriculum: Health and Physical Education. Use the filters below to refine the curriculum results shown by year level, strand, general capability or cross curriculum priority.

Refine by

Year level
- All levels
- Foundation
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

General capabilities
- All types
- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social education

Foundation Year

Personal, Social and Community Health
- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Movement and Physical Activity
- Moving our body
- Understanding movement
- Learning through movement

Years 1 and 2

Personal, Social and Community Health
- Being healthy, safe and active
- Communicating and interacting for health and wellbeing

Movement and Physical Activity
- Moving our body
- Understanding movement

Jump to:  F  1-2  3-4  5-6  7-6  9-10

Add 0 item(s) to my learning paths
Health and Physical Education

Scootle resources are currently aligned with the Australian Curriculum: Health and Physical Education. Use the filters below to refine the curriculum results shown by year level, strand, general capability or cross curriculum priority.

Refine by

Year level
- All levels
- Foundation
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

General capabilities
- All types
- Literacy
- Numeracy
- Information and communication technology capability

Jump to: 3-4

Years 3 and 4

Personal, Social and Community Health

- Being healthy, safe and active
  - Examine how success, challenge and failure strengthen personal identities (ACPPS033)

Movement and Physical Activity

- Moving our body
  - Practise and refine fundamental movement skills in different movement situations (ACPMP043)
  - Explore strategies to manage physical, social and emotional change (ACPPS034)
  - Perform movement sequences which link fundamental movement skills (ACPMP044)

View matching resources
Years 5 and 6 / Personal, Social and Community Health / Being healthy, safe and active / ACPPS051

Content Description

Examine how identities are influenced by people and places

Elaborations

- identifying how personal qualities contribute to identities and inform world views (MH)
- recognising how individual personalities and teamwork contribute to achieving success in physical activities (RS, CA)
- exploring how personal and cultural identities change over time (MH, RS)
- investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected (RS)
- exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations (RS)
- discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds

ScOT catalogue terms

- Personal identity
- Adaptability
- Cultural identity

Discover resources

scootle
Health and physical education / Year 5 and 6 / Personal, Social and Community Health / Being healthy, safe and active

Curriculum content descriptions
Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)

Elaborations
- identifying how personal qualities contribute to identities and inform world views
- recognising how individual personalities and teamwork contribute to achieving success in physical activities
- exploring how personal and cultural identities change over time
- investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected
- exploring how family, peers and the media influence how individuals interact in given situations

General capabilities
- Literacy
- Critical and creative thinking
- Intercultural understanding
- Personal and social capability

ScOT terms
- Personal identity
- Cultural identity
- Adaptability

Discuss in the community

Search results

Refine results by
- Year level
- S-5
- Resource type
  - All types
  - Learning Object
  - Image
  - Audio

Your search returned 13 results

- Select all

Save this search
- Add 0 item(s) to my learning paths

Who influences me? – C2C Health and Physical Education Year 6 Unit 1
Networks results for "physical education"

Sort by:
- Rank
- Newest to Oldest

Filter by:
- All (1256)
- Australian Curriculum (0)
- Scootle (16)
- Australian Professional Standards for Teachers (0)
- OER Commons (1157)
- Status (4)
- Media (1)
- Networks (5)
- Wiki (9)
- Blogs (13)
- Events (3)
- Users (28)
- Discussions (20)
- Course (0)

1. Network: 'Health and Physical Education'
   Teachers with a interest in Health and Physical Education.
   By Bruce Lee 3w ago

2. Network: 'Health and physical education'
   By Corey Millers 12mo ago

3. Network: 'Physical Education Minor Games'
   Add your schools student's favourite minor games. Even if it is modification 187 of Skittles (War Ball, Dodge Ball etc)
   By Julie Ashdown 1mo ago

4. Network: 'NTCET - Health and Physical Education Learning Area'
   A network for NTCET teachers, containing general information and announcements relating to the Health and Physical Education Learning Area.
   By NTCET 12mo ago

5. Network: 'ACHPER Victoria'
   Peak body representing Health, Outdoor, Sport & Physical Education teachers in...
Health and physical education / Year 5 and 6 / Personal, Social and Community Health / Being healthy, safe and active

Curriculum content descriptions
Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)

Elaborations
- identifying how personal qualities contribute to identities and inform world views
- recognising how individual personalities and teamwork contribute to achieving success in physical activities
- exploring how personal and cultural identities change over time
- investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected
- exploring how family, peers and the media influence how individuals interact in given situations

General capabilities
- Literacy
- Critical and creative thinking
- Intercultural understanding
- Personal and social capability

ScOT terms
- Personal identity
- Cultural identity
- Adaptability

Discuss in the community

Search results

Refine results by
Year level: 5-6
Resource type: All types, Learning Object

Your search returned 13 results

Sort: Relevance

Select all
Clear Selections
Save this search
Add 13 item(s) to my learning paths

Who influences me? – C2C Health and Physical Education Year 6 Unit 1
TLF-ID: 87563 | Learning areas: Health and Physical Education | Year levels: 6 | Publisher: Queensland Department of Education, Training and Employment | Published: 07/01/2015
Add to learning path

To add the items to a learning path, please provide the following details:

* denotes a required field

* Save to
  
  Community Resources

Create new folder

* Specify learning path
  
  ○ Create new learning path  ○ Add to existing learning path

* Name
  
  Health and Physical Education

Description

A collection of resources to support the ...

* Type
  
  ○ Learning path  ○ Collaborative activity

Add to learning path  Cancel
Health and Physical Education

Title: Health and Physical Education
Description: A collection of resources to support the implementation of the Australian Curriculum - Health and Physical Education (F-10).
PIN number: VKTDMJ

Drag and drop content blocks to reorder the learning path

Teacher resource

Move it mob style: class activities
Arts, Health and physical education | Published 28/01/2015 | TLF-ID M013101 | Rating Not rated

This is a set of ten classroom activities related to the dance, music, health and culture content of the Australian Curriculum. Move it mob style: Each activity is based on an associated verse, and...
Learning path

Title: Health and Physical Education
Description: A collection of resources to support the implementation of the Australian Curriculum - Health and Physical Education (F-10).
PIN number: YKTDMJ

M013101 Move it mob style: class activities
Learning area: Arts, Health and physical education | Published: 28/01/2015 | TLF-ID: M013101
This is a set of ten classroom activities related to the dance, music, health and culture content of the television program 'Move it mob style'. Each activity is based on an associated video, and activity sheets for students are provided. The videos cover a range of stories featuring young people engaging in visual arts, music, dance, sport, workplace training and community involvement.

View resource

M006578 Yulunga: giriga
Learning area: Health and physical education | Published: 01/09/2015 | TLF-ID: M006578
A duck 'catching' game was played by little boys and girls at Cape Bedford, Cooktown and the McIvor regions in north Queensland. This game was recorded by Walter Roth in the early 1900s. This is a role-play, running-and-chasing tag game suitable for younger children. The Yulunga: Traditional Indigenous Games resource was developed to provide all Australians with a greater understanding and appreciation of Indigenous culture by celebrating the games that Indigenous Australians have been playing across the country for hundreds of years.

View resource
Leigh Murphy

Member Since: May, 2013    Date Of Birth: July 03, 1985    Location: Melbourne, VIC, AU

Contact

✉ leigh.murphy@esa.edu.au
📞 0383309452
🌐 https://www.twitter.com/@leighgmurphy

Platform Activity

724 Following
233 Contributions
4 Courses taken

Most Active Networks

The #EdFest Network
Bastow Leading Numeracy
The Curriculum Leadership Network

Professional Experience

Eastern Lions Football Club
Senior Coach
October, 2013 - Current

ESA
User Engagement Project Manager
January, 2014 - Current

ICT In Education Victoria
Professional Learning Manager
September, 2012 - September, 2014

Digital Learning And Teaching Victoria
Professional Learning and Communications Manager
September, 2013 - January, 2014

Orchard Grove Primary School
Leading Teacher (ICT)
January, 2007 - September, 2012