

Health and Physical Education - Below satisfactory - Foundation Year

Portfolio summary

This portfolio of student works shows that the student can identify a single basic personal need as they have grown from a baby (WS5) and a single body cue that indicates an emotion they feel in a given situation (WS6). They can, with assistance, describe how to keep themselves healthy and how the body responds to physical activity (WS1) and identify people and a single action for staying safe at school (WS6). The student explores object control skills of pushing and trapping using trial and error (WS4) and attempts fundamental movement skills of running, dodging and jumping to avoid a moving shadow (WS3). The student attempts two balances and is able to explain why the balances did not work (WS2).

Verbal response: Body responses to physical activity

Sample summary

During the term, students had discussions about how the body responds to physical activity. As part of their learning, students used stethoscopes and apps to monitor heart rates.

Students were asked to provide a response to teacher-generated questions to demonstrate their understanding of how the body reacts to movement and physical activity.

The task was undertaken individually after students had been actively moving.

This assessment task relates to the focus area: health benefits of physical activity.

Achievement standard

Learning Area

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

Verbal response



Please note:

Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.

Annotations:

1. Identifies huff and puff as the only body response to physical activity
2. Identifies, with assistance, the need to drink water to stay healthy

Watch on YouTube

Demonstration and verbal response: Creating balances

Sample summary

Students were taught a short unit on balance, particularly looking at balance points and safety. The students were shown a variety of balances on a large screen. They discussed the points of balance and were given time to experiment and practise.

Students were asked to create three separate balances by identifying and drawing balance points on a picture of the body. The students practised and performed their three individual balances on a mat. Students were asked to explain which were the easiest and hardest balances and give reasons why.

This assessment task relates to the focus areas: fundamental movement skills, and safety.

Achievement standard

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Demonstration

The image shows a YouTube video player interface. At the top left is the AC logo and the video title 'HPE F WS2 Creating Balances B'. On the top right are icons for 'Watch later' and 'Share'. The main video area is blurred, showing a person in a classroom setting. Overlaid on the video is a text box with the following content:

*Please note:
Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.*

Annotations:

1. Plans two individual balances
2. Identifies that the balances did not work
3. Identifies a safety risk with prompts

At the bottom left of the video player, there is a 'Watch on YouTube' button.

Demonstration: Shadow dodge

Sample summary

The class was exposed to and practised a range of fundamental movement skills through a variety of games.

The teacher projected a film of moving objects on a wall. The students were asked to demonstrate running, walking, dodging/ducking and jumping in different directions to avoid their shadow colliding with the moving objects. At various points, the class was stopped to discuss how they managed to avoid their shadow colliding with the moving objects.

This assessment task relates to the focus area: fundamental movement skills.

Achievement standard

Learning Area

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Demonstration

The image shows a YouTube video player interface. At the top left is the AC logo and the video title 'HPE F WS3 Shadow Game B'. At the top right are icons for 'Watch later' and 'Share'. The main video area is blurred, with a large play button in the center. Overlaid on the video are two text annotations:

*Please note:
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Annotations:

1. Demonstrates a small jump to avoid a moving shadow
2. Attempts to avoid moving shadows through trial and error

At the bottom left of the player is a 'Watch on YouTube' button.

Demonstration: Rolling rally

Sample summary

In Term 4, Foundation students participated in a ball control unit utilising a variety of ball types and ball sizes.

Students were asked to design a court space with boundaries, including a line to divide the area in two. Students were then required to use a racquet to rally the ball backwards and forwards to a partner, pushing and trapping the ball.

This assessment task relates to the focus areas: active play and minor games, and fundamental movement skills.

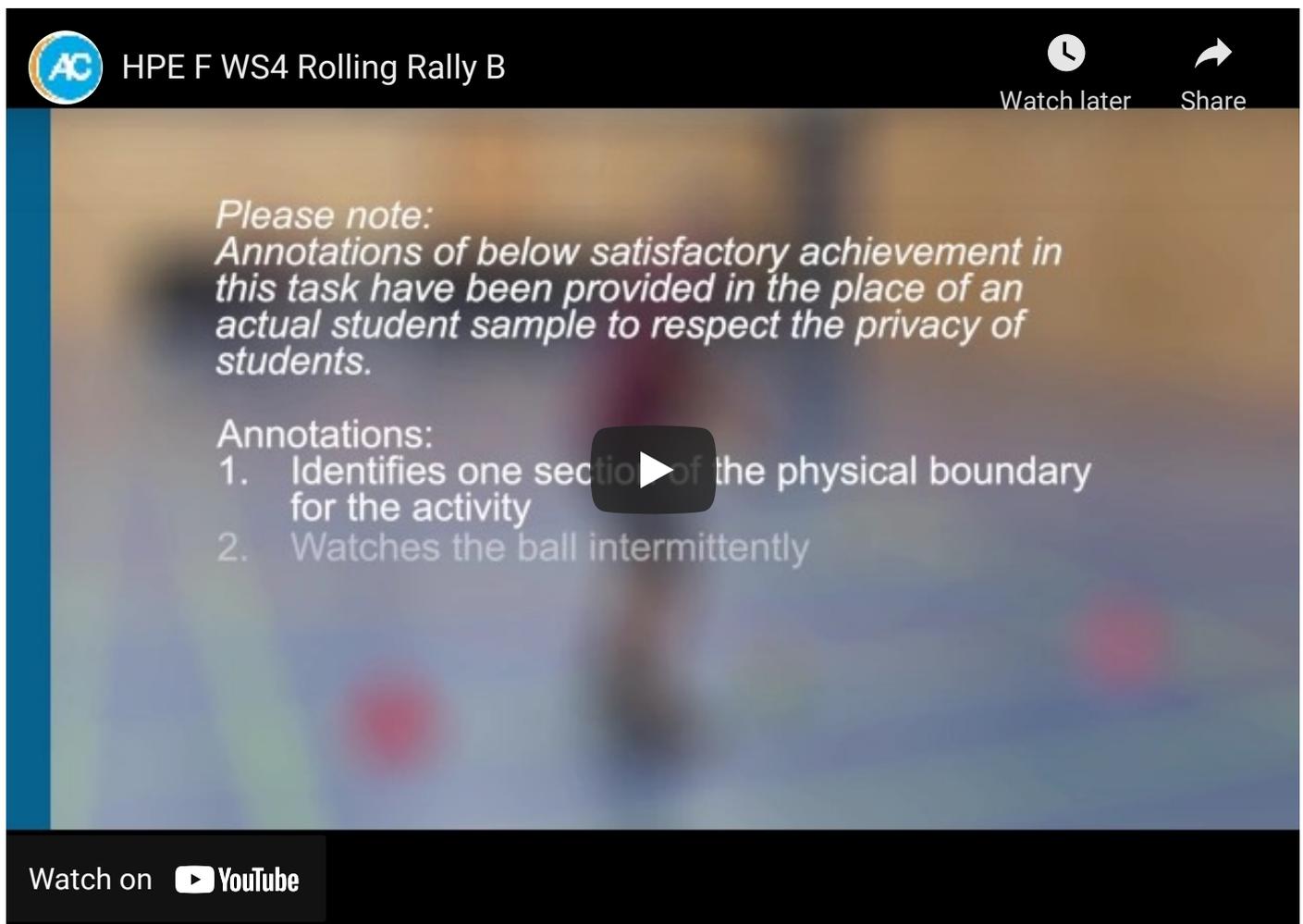
Achievement standard

Learning Area

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Demonstration



The image shows a YouTube video player interface. At the top left is the AC logo and the video title 'HPE F WS4 Rolling Rally B'. On the top right are icons for 'Watch later' and 'Share'. The main video area is blurred, with a large play button in the center. Overlaid on the video is the following text:

*Please note:
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Annotations:

1. Identifies one section of the physical boundary for the activity
2. Watches the ball intermittently

At the bottom left, there is a 'Watch on YouTube' button.

Scribed response: Growth and change

Sample summary

The students and teacher discussed the concept of growth and change.

Students were asked to bring in two photos of themselves: one as a baby and one as a school student. Using those photos, students identified their needs at these two points in time and changes that had occurred. Students undertook the task with support. They verbalised their understanding, and responses were scribed by the teacher.

This assessment task relates to the focus area: relationships and sexuality.

Achievement standard

Learning Area

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Scribed response

Growing up - Changes		Annotations
 <p>Photo of the child as a baby</p>	 <p>Photo of the child as a school student</p>	1 Annotation 1 Identifies one change that has occurred since they were a baby
<p>Things I needed help with as a baby...</p> <p>Mum helped me to eat and changed my nappy.</p> 2	<p>Things I can do by myself now...</p> <p>I can eat by myself now.</p> 1	2 Annotation 2 Identifies basic needs they required help with as a baby

Verbal response: Staying safe

Sample summary

Students identified feelings in day-to-day activities and distinguished between safe and unsafe situations. Students identified and explained warning signs and how to take action to keep themselves safe in their small rural community.

Students were asked to tell the teacher how they could keep themselves safe while at school, down the street

and at a local sporting event. This conversation was recorded in writing or as an audio conversation depending on what the student felt comfortable with. The teacher directed the conversation by asking questions that prompted the student to identify how they would know if they were feeling unsafe, and protective behaviours they could use in each setting.

This assessment task relates to the focus areas: safety, relationships and sexuality, and mental health and wellbeing.

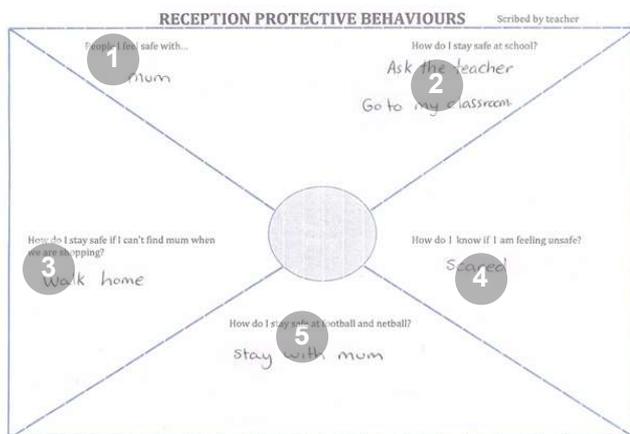
Achievement standard

Learning Area

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Response



Annotations

- 1 Annotation 1**
Identifies that parent provides safety
- 2 Annotation 2**
Identifies a basic action for staying safe at school
- 3 Annotation 3**
Identifies a potentially risky strategy for staying safe
- 4 Annotation 4**
Identifies one body cue that indicates they may be unsafe
- 5 Annotation 5**
Identifies a simple strategy for maintaining safety