

Personal Development, Health and Physical Education (PDHPE)

K–10

Draft Directions for Syllabus Development

**Draft for consultation
18 July – 31 August 2016**

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Phone: (02) 9367 8289
Fax: (02) 9279 1482
Email: mila.buraga@bostes.nsw.edu.au

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BOSTES K–10 syllabus development project

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) process for the development of K–10 syllabuses with consideration of Australian curriculum content involves expert writers and opportunities for broad consultation with teachers and other stakeholder groups in order to receive the highest-quality advice from across the education community.



This project will follow the BOSTES syllabus development process, recognising the substantial review and development work that the Australian Curriculum, Assessment and Reporting Authority (ACARA), together with all states and territories, has undertaken.

The *Draft Directions for Syllabus Development* is the detailed blueprint for the development of a draft syllabus and is structured according to the elements of a K–10 syllabus. Each subsection of the *Draft Directions for Syllabus Development* addresses a syllabus component and includes an explanation of the component's purpose. Content subsections include proposed instructions to the writers in the writing of the draft syllabus.

In developing the draft Directions for Syllabus Development in Personal Development, Health and Physical Education (PDHPE), the Australian curriculum rationale, aims, content and achievement standards have been considered for a NSW context.

Consultation

The following icons are used throughout the document to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

The *Personal Development, Health and Physical Education K–10 Draft Directions for Syllabus Development* is accompanied by an [online consultation survey](#) on the Board of Studies, Teaching and Educational Standards NSW (BOSTES) website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the draft directions for syllabus development. Feedback will be considered in the development of the draft syllabus.

The consultation period is from 18 July to 31 August 2016.

Written responses may be forwarded to:
Senior Curriculum Officer, PDHPE
Curriculum and Assessment Standards Directorate
BOSTES NSW
GPO Box 5300
Sydney NSW 2001


Emailed to: amy.harriman@bostes.nsw.edu.au

Faxed to: (02) 9367 8476

PDHPE K–10 Draft Directions for Syllabus Development

1 Introduction

The K–10 Curriculum

 for your information

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses are developed with respect to some overarching views about education. These include the Board's *K–10 Curriculum Framework* and *Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

BOSTES syllabuses include the agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for Personal Development, Health and Physical Education. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *Personal Development, Health and Physical Education (PDHPE) K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. The syllabus outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Personal Development, Health and Physical Education K–10 Syllabus* will contribute to the curriculum and to students' achievement of the broad learning outcomes is outlined in the syllabus rationale.

Diversity of learners

 for your information

The *Personal Development, Health and Physical Education K–10 Syllabus* is inclusive of the learning needs of all students. The rationale, aim, objectives, outcomes and content have been designed to accommodate teaching approaches that support student diversity as detailed under the sections: Students with special education needs; Gifted and talented students; Students learning English as an additional language or dialect (EAL/D).

Students with special education needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- outcomes from an earlier Stage, using age-appropriate content
- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carers and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- special education needs
- Life Skills Years 7–10.

Gifted and talented students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.


EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the PDHPE syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

2 PDHPE key

 for your information

The following codes will be used in the *Personal Development, Health and Physical Education K–10 Syllabus*.

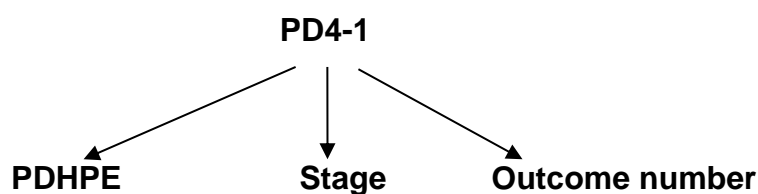
Outcome coding

Syllabus outcomes will be coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

The Stages will be represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5
Life Skills	LS

In the PDHPE syllabus, outcome codes will indicate the subject, Stage and outcome number. For example:




Coding of Australian curriculum content

The syllabus will contain Australian curriculum content for Health and Physical Education, with Australian curriculum codes in brackets at the end of each content description, for example:

Personal identity and strengths (ACPPS070)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACPPS070, ACPPS071).

Learning across the curriculum icons

 for your information


Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Personal Development, Health and Physical Education K–10 Syllabus*.

Aboriginal and Torres Strait Islander histories and cultures 

Asia and Australia's engagement with Asia 

Sustainability 


Critical and creative thinking 

Ethical understanding 

Information and communication technology capability 

Intercultural understanding 


Literacy 

Numeracy 

Personal and social capability 

Civics and citizenship 

Difference and diversity 

Work and enterprise 

3 Rationale

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students study the subject
- how it contributes to the purpose of the *K–10 Curriculum Framework*
- how it prepares students for further schooling.



consult

Proposed rationale for PDHPE K–10

The Personal Development, Health and Physical Education (PDHPE) syllabus significantly contributes to the development of a student's health and wellbeing. It provides opportunities for students to explore the interrelationship between health and physical activity in maintaining a healthy, productive and active life. PDHPE provides students with an experiential curriculum that is contemporary, age and stage appropriate, relevant, challenging and promotes physical activity.

The syllabus reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society. It provides students with a strong foundation to build resilience, develop empathy and take ownership of their own and others' safety, health and wellbeing. Students develop personal values based on an understanding of ethical, cultural and spiritual considerations. The syllabus is designed to be affirming, inclusive and recognise our diverse Australian population.

Learning in PDHPE is perceived by young people as a credible way of raising and exploring health and physical activity issues of significance and importance to them. Students trust teachers to provide accurate, honest information and to establish a safe and supportive environment for learning. The syllabus is designed to give all schools the flexibility to treat sensitive issues in a manner reflective of their own ethos.

Learning in PDHPE encourages young people to take a positive approach to balancing and managing healthy, active lives. Through a strengths-based, critical-inquiry approach, students gain the knowledge, understanding and skills required to maintain and improve their safety, health, wellbeing and participation in physical activity.

Students develop values and attitudes that support them in taking positive action to protect and enhance their own and others' health. They develop a commitment to the qualities and principles that promote respectful relationships, inclusivity and social justice. Students learn

to evaluate a range of health-related sources, services and organisations to protect, promote and improve the health of themselves and others.

As a foundation for lifelong physical activity and enhanced performance, students acquire an understanding of how the body moves through a range of challenging movement-based learning experiences. Students develop positive attitudes towards participation and the importance of physical activity in their daily lives.


Providing for the health and physical activity needs of all students is a shared responsibility. A whole-school approach in collaboration with family, community resources and local, state and national interventions is fundamental in reinforcing consistent messages to students and in establishing supportive environments that promote health.

Through participatory activities, students acquire skills in communication and collaboration and develop the critical and creative thinking skills that support them in managing current and future challenges. The PDHPE syllabus provides opportunities for young people to explore and think critically about the issues that are likely to impact on the health and wellbeing of themselves and others, providing a foundation that enables them to be active contributors in the community, workplace and other pathways beyond school.


Actions for writers

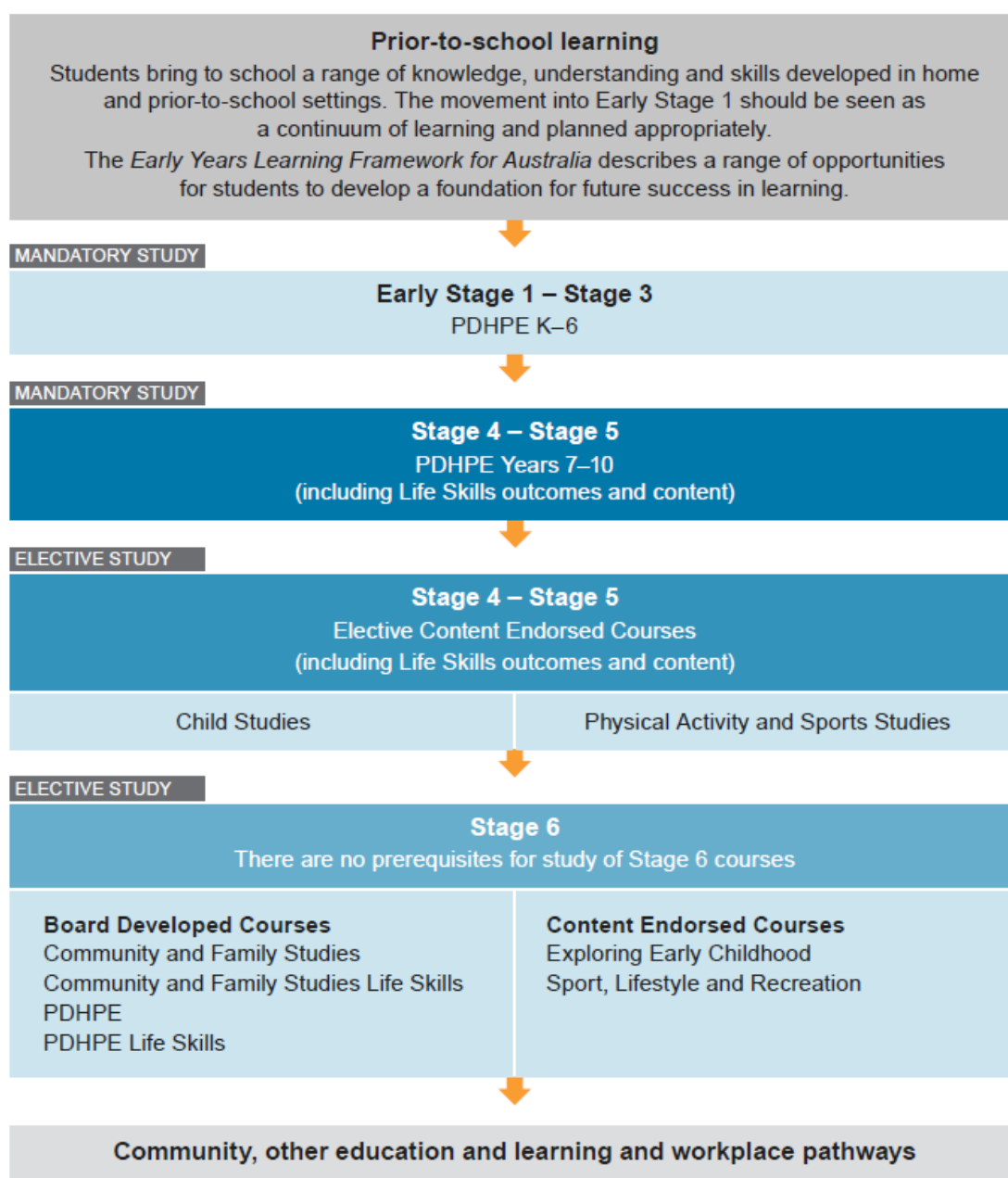
- Review the alignment of the rationale to the aim, objectives and outcomes.
- Review and consider why the subject exists, the theoretical underpinnings and what makes PDHPE distinctive.
- Review and consider why students study the subject, how it contributes to the purpose of the *K–10 Curriculum Framework* and how it prepares students for further schooling.
- Strengthen a focus on the propositions for PDHPE as outlined on the draft syllabus diagram.

4 The Place of the *Personal Development, Health and Physical Education K–10 Syllabus* in the K–12 Curriculum


 for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the K–10 syllabus in the K–12 curriculum as a whole.

 consult




5 Aim

 for your information

In NSW syllabuses the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

 consult


Proposed aim for PDHPE K–10

The aim of the *Personal Development, Health and Physical Education Years K–10 Syllabus* is to provide knowledge, understanding and skills needed for students to lead healthy, active and fulfilling lives. Students are empowered to enhance and advocate safety, health and wellbeing for themselves and others.


Actions for writers

- Review the statement to ensure it aligns with the rationale, objectives, outcomes and proposed content.
- Ensure the proposed aim reflects the scope of the course.
- Refine the aim to better reflect the purpose of PDHPE in the curriculum.

6 Objectives

 for your information

In NSW syllabuses objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

 consult

Proposed objectives for PDHPE K–10

Knowledge, understanding and skills (K–10)

Students:

- develop knowledge and understanding of their personal identity and strengths, diversity and skills that enable them to be resilient, caring and respectful people
- develop the knowledge, understanding and skills required to take action to promote safety, health and wellbeing, strengthen positive relationships and increase opportunities to enhance levels of physical activity within the community
- demonstrate persistence and creativity in developing movement skills, concepts and fitness levels through a broad range of movement contexts
- develop and demonstrate skills in communication, collaboration, critical thinking and creative thinking that enable them to participate in healthy, safe and active lifestyles.

Values and attitudes (K–10)

Students:

- take positive action to protect and enhance their own and others' health
- develop a commitment to the qualities and principles that promote respectful relationships, inclusivity and social justice
- enjoy engaging in regular movement-based learning experiences that challenge personal skill and fitness
- appreciate and value the importance of physical activity in our daily lives, community and culture.

Actions for writers

The objectives should be strengthened to:

- include a strengths-based approach to four distinct knowledge, understanding and skills objectives for K–10
- align with the propositions that underpin the syllabus as outlined in the proposed content diagram
- provide a closer alignment with the rationale to define what is distinctive about the course.

7 Outcomes

 for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.



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Table of objectives and outcomes

Proposed objectives and outcomes for PDHPE K–10

The following table presents a sample of some of the proposed outcomes.

Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of their personal identity and strengths, diversity and skills that enable them to be resilient, caring and respectful people 					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-1 identifies personal strengths and ways to be caring and respectful of others	PD1-1 identifies personal strengths of themselves and others and how this contributes to caring and respectful relationships	PD2-1 describes how respect, empathy and valuing difference can build caring and respectful relationships	PD3-1 describes and applies strategies to manage change and develop skills to build caring and respectful relationships	PD4-1 analyses the qualities and attributes that make us unique, resilient and able to manage change and challenges	PD5-1 evaluates factors that shape identity, build inclusion and promote diversity
PDe-2 identifies people who they can trust when they need help	PD1-2 identifies people and places that can provide support and help manage changes and challenges	PD2-2 recognises physical and social changes and identifies helpful management strategies	PD3-2 investigates and describes personal support networks and available health information and resources that provide support for young people	PD4-2 analyses characteristics that build and maintain caring and respectful relationships and proposes strategies that enhance a sense of belonging and connectedness	PD5-2 examines factors that influence relationships and proposes strategies to build and maintain caring and respectful relationships
				PD4-3 analyses sources of help, support networks and available health information and resources that offer support for individuals	PD5-3 analyses influences on choices and evaluates health information and resources available to individuals


Objective Students: <ul style="list-style-type: none"> develop the knowledge, understanding and skills required to take action to promote safety, health and wellbeing, strengthen positive relationships and increase opportunities to enhance levels of physical activity within the community 					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-3 identifies ways to make safe and positive changes to the safety, health and wellbeing of themselves and others	PD1-3 demonstrates ways to enhance the safety, health and wellbeing of themselves and others	PD2-3 investigates and takes actions to improve safety, health and wellbeing	PD3-3 investigates and applies skills that strengthen relationships, safety, health and wellbeing of individuals and the community	PD4-4 investigates and assesses how the relationship between health and physical activity impacts overall health and wellbeing	PD5-4 applies and evaluates actions to enhance lifestyle behaviours for their health and the health of others
PDe-4 participates in activities that promote healthy living and levels of physical activity	PD1-4 identifies and plans for and participates in activities that promote healthy living and levels of physical activity	PD2-4 plans activities that increase healthy living and levels of physical activity at home and school	PD3-4 proposes actions to promote healthy living and levels of physical activity for individuals and the community	PD4-5 applies strategies that enhance a sense of belonging and connectedness within the community	PD5-5 examines the role community plays in enhancing and promoting the safety, health and wellbeing of individuals
				PD4-6 justifies actions to promote safety, health and wellbeing of individuals and the community	PD5-6 advocates for the health and wellbeing of various groups in society through a range of current health issues

Objective Students: <ul style="list-style-type: none"> demonstrate persistence and creativity in developing movement skills, concepts and fitness levels through a broad range of movement contexts 					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-5 performs movement skills safely in a range of contexts	PD1-5 creates, adapts and performs movement skills safely in a range of contexts	PD2-5 creates, adapts and transfers movement skills safely in a range of contexts	PD3-5 applies movement concepts and strategies to safely perform movement skills in a range of contexts	PD4-7 refines and performs movement skills safely in a range of movement contexts	PD5-7 assesses and performs movement skills safely in a range of movement contexts
PDe-6 applies movement concepts to create and practise movement skills	PD1-6 applies movement concepts and feedback to practise movement skills in a range of contexts	PD2-6 applies movement concepts and feedback to practise and improve movement skills in a range of contexts	PD3-6 proposes and applies movement concepts and feedback to practise and improve movement skills	PD4-8 proposes and applies feedback to refine movement skills and enhance performance	PD5-8 analyses and applies feedback to refine movement skills and enhance performance
				PD4-9 examines elements used to create, perform and solve movement challenges in a range of movement contexts	PD5-9 evaluates and applies elements used to create, perform and solve movement challenges in a range of movement contexts
Objective Students: <ul style="list-style-type: none"> develop and demonstrate skills in communication, collaboration, critical thinking and creative thinking that enable them to participate in healthy, safe and active lifestyles 					
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-7 practises the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts	PD1-7 acquires the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts	PD2-7 demonstrates the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts	PD3-7 acquires, processes and demonstrates the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts	PD4-10 applies and assesses the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts	PD5-10 applies and evaluates he skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts


Actions for writers

- Ensure that objectives and outcomes reflect and complement the rationale and aims.
- Ensure the outcomes align with, and amplify the objectives.
- Outcomes should demonstrate a clear progression from Early Stage 1– Stage 5.
- Review other key learning areas in K–6 and Years 7–10 to align outcome standards and learning intentions for each Stage.
- The propositions should be reflected in the outcomes.

Stage statements

 for your information

In NSW syllabuses Stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each Stage of learning.

 consult

Proposed Stage statement for PDHPE Stage 2

By the end of Stage 2, students describe the skills and qualities that build caring and respectful relationships. They recognise physical and social changes and personal management strategies. Students investigate ways to improve their safety, health and wellbeing. They propose and plan activities that increase opportunities to develop and maintain healthy lifestyle behaviours. Students create and transfer movement skills, adapting concepts and skills to various contexts. They apply feedback and practise movement skills to improve their performance in a range of physical activities and games. Students practise and demonstrate skills in communication, collaboration, critical and creative thinking by participating in activities that enhance their safety, health and wellbeing.


Proposed Stage statement for PDHPE Stage 4

By the end of Stage 4, students propose strategies to enhance their health and wellbeing by exploring the interrelationship between health and physical activity. They recognise factors that influence changes and transitions and analyse ways to cultivate resilience. Students analyse the characteristics of respectful relationships and the importance of belonging and connecting to others. They propose actions to promote safety, health and wellbeing for themselves and others in relation to a range of health and physical activity issues. Students are able to think critically about accessing support and health information. Students appreciate the need to develop lifelong physical activity habits for health gains. Students perform specialised movement skills by proposing and combining movement concepts. They demonstrate the elements of movement to create, perform and solve movement challenges. Students apply and assess skills in communication, collaboration, critical and creative thinking in a variety of contexts.

Actions for writers

- Develop Stage statements that describe the achievement of the typical student by the end of the Stage.
- Ensure Stage statements relate to the syllabus outcomes and content.
- Review a range of standards materials and descriptions for K–10 PDHPE.
- Review Course Performance Descriptors where appropriate to remain consistent with the set standard.
- The stem of the Stage statement commences with: By the end of Stage 3 students...

8 Content

 for your information

In NSW syllabuses for Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content will provide a sound basis for students to successfully move to the next Stage of learning.

Organisation of the content



consult

Proposed organisation of content for PDHPE K–10

For the purpose of consultation, 3 different options for content structure will be considered. Names of strands remain consistent across Early Stage 1–Stage 5.

	Option 1	Option 2	Option 3
Number of strands	4 strands	3 strands	2 strands (6 sub strands)
Early Stage 1–Stage 5	1. Strengthening Wellbeing and Relationships	1. Strengthening Wellbeing and Relationships	1. Individual and Community Health and Wellbeing <ul style="list-style-type: none"> – Being healthy, safe and active – Communicating and interacting for health and wellbeing – Contributing to healthy and active communities
	2. Promoting Health and Wellbeing	2. Health into Action (integrated)	
	3. Improving Fitness, Skill and Performance	3. Improving Fitness, Skill and Performance	2. Movement Skill, Performance and Lifelong Activity <ul style="list-style-type: none"> – Moving our body – Understanding movement – Learning through movement
	4. Empowering Physically Active Communities		

STAGE 4 SAMPLE

Option 1: 4-strand model

The 4-strand model would provide a continuum of learning across K–10. The structure would be similar to the current model in PDHPE Years 7–10. A move to this model would mean the merging of 8 strands into 4 strands for K–6 programs, consolidating and strengthening what currently exists in the PDHPE K–6 syllabus.

Strand	Key Inquiry Questions
Strengthening Wellbeing and Relationships	<ul style="list-style-type: none"> • What are the qualities and attributes that make us unique and resilient people? • How can I build and maintain caring and respectful relationships with others? • Where can I go when I need help and support?
Promoting Health and Wellbeing	<ul style="list-style-type: none"> • What actions can we take to ensure the safety, health and wellbeing for ourselves and our community? • How can we promote the safety, health and wellbeing of young people in our community?
Improving Fitness, Skill and Performance	<ul style="list-style-type: none"> • What fundamental skills do we need to participate in activities, games and sports? • What do we need to transfer, practise and improve our movement skills safely? • What tools can we use to create, perform and solve movement challenges in different contexts?
Empowering Physically Active Communities	<ul style="list-style-type: none"> • How does increasing levels of physical activity impact on the health and wellbeing of our self and our community? • What skills do we need to be inclusive team players and leaders? • How can we increase physical activity opportunities that make us more active and connected with our school and community?
<ul style="list-style-type: none"> • Key Inquiry Questions will underpin, shape and drive learning in each strand. A broad range of learning opportunities will be included with the Key Inquiry Questions. • Names for content strands will be updated to align with new content. 	

STAGE 4 SAMPLE

Option 2: 3-strand model

The 3-strand model would provide a continuum of learning across K–10. The structure would include a personal development/ health focused strand, a physical education focused strand and an integrated strand designed to support the authentic integration of PDHPE themes/ concepts, linking personal development and health concepts with opportunities to take action and be physically active.

Strand	Key Inquiry Questions
Strengthening Wellbeing and Relationships	<ul style="list-style-type: none"> • What are the qualities and attributes that make us unique and resilient people? • How can I build and maintain caring and respectful relationships with others? • Where can I go when I need help and support?
Health into Action (integrated)	<ul style="list-style-type: none"> • What is the relationship between health and physical activity and how does this impact our overall health and wellbeing? • How can we increase opportunities that make us feel connected with our school and community? • How can we enhance and promote the safety, health and wellbeing of individuals and communities in a range of environments?
Improving Fitness, Skill and Performance	<ul style="list-style-type: none"> • What fundamental skills do we need to participate in activities, games and sports? • What do we need to transfer, practise and improve our movement skills safely? • What elements can we use to create, perform and solve movement challenges in different contexts?
<ul style="list-style-type: none"> • Key Inquiry Questions will underpin, shape and drive learning in each strand. A broad range of learning opportunities will be included with the Key Inquiry Questions. • Names for content strands will be updated to align with new content. • Explicit student-centred learning opportunities will be included in all strands, with extra emphasis in the integrated strand <i>Health into Action</i>. The integrated strand would support project-based learning opportunities where students drive their learning. 	

STAGE 4 SAMPLE

Option 3: 2-strand model

The 2-strand model would provide a continuum of learning across K–10. The structure would include a personal development/ health focused strand and a physical education focused strand.

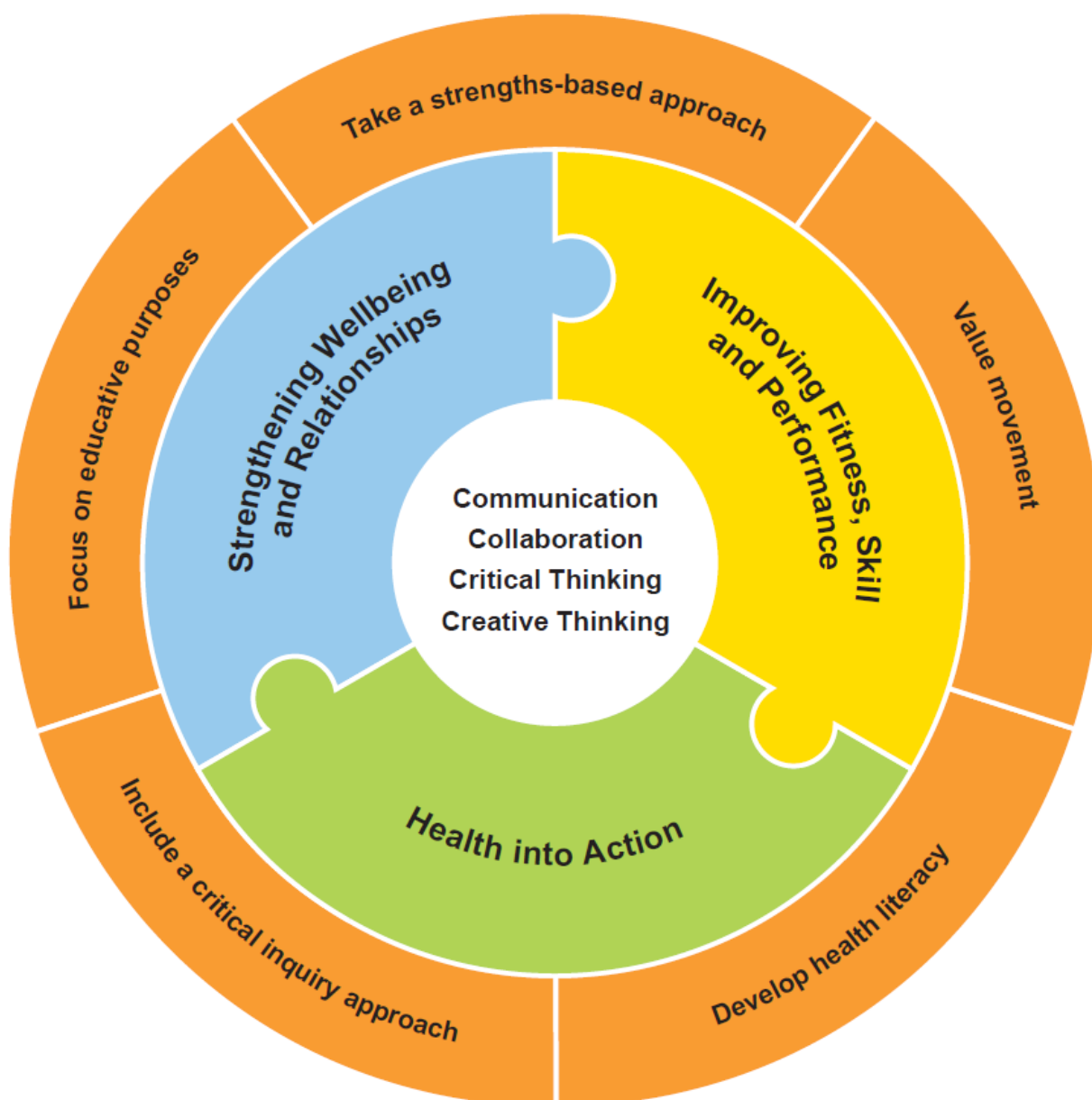
Strand and sub strands	Key Inquiry Questions
Individual and Community Health and Wellbeing <ul style="list-style-type: none"> Being healthy, safe and active Communicating and interacting for health and wellbeing Contributing to healthy and active communities 	<ul style="list-style-type: none"> What are the qualities and attributes that make us unique and resilient people? How can I build and maintain caring and respectful relationships with others? Where can I go when I need help and support? What actions can we take to ensure the safety, health and wellbeing for ourselves and our community? How can we promote the safety, health and wellbeing of young people in our community?
Movement Skill, Performance and Lifelong Activity <ul style="list-style-type: none"> Moving our body Understanding movement Learning through movement 	<ul style="list-style-type: none"> What fundamental skills do we need to participate in activities, games and sports? What do we need to transfer, practise and improve our movement skills safely? What elements can we use to create, perform and solve movement challenges in different contexts? How does increasing levels of physical activity impact on the health and wellbeing of our self and our community? How can we increase physical activity opportunities that make more active and connected with our school and community?
<ul style="list-style-type: none"> Key Inquiry Questions will underpin, shape and drive learning in each strand. A broad range of learning opportunities will be included with the Key Inquiry Questions. 	

The NSW Personal Development, Health and Physical Education K–10 Syllabus will be organised in Stages in the following way:


This diagram is based on the Option 2 model, outlined in the organisation of content section. This diagram is a draft and may be amended as the syllabus is developed, based on the model selected.



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Learning across the curriculum

 for your information




BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

The learning across the curriculum areas include the cross-curriculum priorities and general capabilities from the Australian curriculum as well as other areas identified by BOSTES as important learning for all students.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:




- Aboriginal and Torres Strait Islander histories and cultures 
- Asia and Australia's engagement with Asia 
- Sustainability 

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 



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Proposed learning across the curriculum statements for PDHPE K–10

Critical and creative thinking ⚙️

In PDHPE, students develop critical and creative thinking as they investigate the interrelationship between health, physical activity and wellbeing. Students think critically about the qualities and attributes that build resilience, enhance and maintain caring and respectful relationships. They develop and practice critical and creative thinking by using strategies to assess the credibility and accuracy of available health information and resources. Students take action to promote the safety, health and wellbeing of various groups in relation to a range of health issues. Students think critically and creatively to propose strategies that build inclusivity, promote a sense of belonging and connectedness in their communities. Developing and refining movement concepts and strategies requires students to think both critically and creatively to improve performance, solve movement challenges and persist in achieving set goals.

Personal and social capability 👤

In PDHPE, students develop personal and social capabilities as they engage in meaningful experiences that build a strong sense of personal identity, recognising their personal strengths and those of others. They develop a capacity to empathise with others. Students develop skills to navigate through changes and challenges in life. They learn to value diversity and understand the importance of building caring and respectful relationships. In PDHPE, students are provided with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply the knowledge and skills of health and physical activity to choices they make both now and in the future. Through working collaboratively in the classroom and the natural environment, students develop their interpersonal and social skills and learn to appreciate the different insights and perspectives of their peers. Using the elements of movement, concepts and feedback, students develop their personal capabilities to improve performance and solve movement challenges.

Actions for writers

- For each learning across the curriculum area, develop a succinct statement that describes how the subject provides opportunities to develop knowledge, understanding, skills, values and attitudes related to the area and its relevance.
- Ensure alignment with the rationale, aim, objectives and content statements for each learning across the curriculum area.
- Ensure the approach taken in the learning area maintains a consistent expectation with the approaches used for learning across the curriculum in other K–10 syllabuses.



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The following draft content page presents a sample of Stage 2 and Stage 4 content from the Option 2 Health into Action strand outlined in the organisation of content section.

Stage 2 content sample:

HEALTH INTO ACTION

OUTCOMES

A student:

- investigates and takes actions to improve safety, health and wellbeing **PD2-3**
- plans activities that increase healthy living and levels of physical activity at home and school **PD2-4**
- demonstrates the skills of communication, collaboration, critical and creative thinking through participation in a variety of contexts **PD2-7**

KEY INQUIRY QUESTIONS

- How can we become more healthy and active at home and at school?
- What actions can we take to improve our safety?

OVERVIEW OF TEACHING AND LEARNING

Health into Action is an integrated learning strand, designed to provide opportunity for students to participate in meaningful learning experiences that combine health concepts with physical activity opportunities. Teaching and learning activities should be age and stage appropriate. Content sequencing decisions are based on the context of the school and the needs of students.

CONTENT FOCUS

Students explore a range of safety, health and physical activity concepts. Students describe and apply strategies to enhance their own and others' safety. Students explore how choices can positively impact their overall safety, health and wellbeing. Students experience opportunities to plan activities and take action to increase healthy living, reduce sedentary behaviour and increase levels of physical activity at home and at school.

CONTENT

How can we become more healthy and active at home and at school?

Students:

- investigate and plan activities to increase healthy behaviour and levels of physical activity at home and at school (ACPPS040, ACPPS041, ACPPS042, ACPMP046, ACPMP048)

- examine the benefits of regular physical activity for health and wellbeing eg improved physical, social and emotional health, sleep, concentration and fitness ⚙️💻
- identify, rehearse and adopt inclusive practices when participating in games and activities eg using positive communication and collaboration skills, encouraging others, listening to group members and teammates, modifying rules and activities to ensure that everyone is included ♿️👤
- propose and plan changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels at home and at school eg organised and non-organised sports and physical activities, screen time vs active time, incidental exercise 📅
- explore and participate in physical activities in natural and built environments eg outdoor natural environments, in the playground, in the community and local area 🏞️👤
- collect and organise information to investigate which physical activities and sports people engage in to improve healthy behaviour and levels and physical activity eg designing short surveys, organised and non-organised sports and physical activities, hobbies, the benefits of learning a new sport 📅✳️
- examine the influence of sleep efficiency and develop ways to build healthy sleep patterns eg improved concentration and memory, using technology to monitor bedtime and hours slept, removing distractions for sleep efficiency 📅
- examine their own eating patterns by researching guidelines developed by reputable organisations and identify ways to make healthier choices eg Australian Government, guidelines and advice for children and young people, investigating how food practices differ between families, communities and cultural groups 🍽️🌐
- investigate ingredients used to create healthy lunches or snacks and how to source them eg establish a small fruit and vegetable garden at school, foods from different cultures, grocery shopping 🌱🌐
- create promotional posters to display around the school that feature positive health and physical activity messages eg using various forms of multimedia 📺🎧
- research games from their country of heritage and teach the class how to play them eg Aboriginal and Torres Strait Islander games and dances, world games 🙌🌐
- explore and develop responsible and sustainable classroom practices to improve environmental health eg effects of pollution, recycling, composting, energy saving 🌱
- discuss and interpret health information from different multimedia sources eg behaviours and messages conveyed, accuracy of sources, how health messages influence health decisions ⚙️👤

Stage 4 content sample:

HEALTH INTO ACTION

OUTCOMES

A student:

- investigates and assesses how the relationship between health and physical activity impacts overall health and wellbeing **PD4-4**
- applies strategies that enhance a sense of belonging and connectedness within the community **PD4-5**
- justifies actions to promote safety, health and wellbeing of individuals and the community **PD4-6**
- applies and assesses the skills of communication, collaboration, critical and creative thinking in a variety of contexts **PD4-10**

Related Life Skills outcomes: *PDLS-4, PDLS-5, PDLS-6, PDLS-10*

KEY INQUIRY QUESTIONS

- What is the relationship between health and physical activity and how does this impact our overall health and wellbeing?
- How can we increase opportunities that make us feel connected with our school and community?
- How can we enhance and promote the safety, health and wellbeing of individuals and communities in a range of environments?

OVERVIEW OF TEACHING AND LEARNING

Health into Action is an integrated learning strand, designed to provide opportunity for students to participate in meaningful learning experiences that combine health concepts with physical activity opportunities. Teaching and learning activities should be age and stage appropriate. Content sequencing decisions are based on the context of the school and the needs of students.

CONTENT FOCUS

Students explore a range of health and physical activity concepts, thinking critically about the information and resources available and how these can influence and inform their choices. Students investigate how health and physical activity are interrelated and the impact this can have on their overall health and wellbeing. Students devise and evaluate plans, personal goals and take actions to promote the health and wellbeing of individuals and communities.

CONTENT

What is the relationship between health and physical activity and how does this impact our overall health and wellbeing?


Students:

- investigate and assess the relationship between nutrition, mental health and physical activity and how this impacts our overall health and wellbeing (ACPPS077, ACPMP083)
 - discussion of the multidimensional nature of health including physical, social, emotional, spiritual and intellectual dimensions, mind-body-spirit connection 🧠 👤
 - evaluating the sociocultural influences on food choices and planning for healthy eating in relation to guidelines developed by reputable organisations eg Australian Government 🤝 ⚙️ 🌐
 - examining the impact an individual's mental health can have on their own and others health and wellbeing ⚙️ 👤
 - planning to enhance and maintain positive mental health eg relaxation, mindfulness, mental fitness, managing stress, resilience and connectedness, increasing levels of physical activity 👤
 - planning and participating in regular physical activity eg setting personal goals, researching options available, designing competitions to boost participation 📅 🖥️
 - setting goals to improve health and skill related components of fitness eg pre and post testing, designing personal goals, applying persistence and determination 📅 👤
 - planning to balance key components of a healthy lifestyle eg family and friends, sleep, rest, school and work, physical activity and sport, leisure and recreation ⚙️ 👤
 - accessing and assessing health information and services that support young people to balance and manage their health and wellbeing effectively 🖥️ ⚙️

Actions for writers

- The following aspects of content should be reviewed and strengthened:
 - underpin the syllabus content with a strengths-based approach
 - increase critical inquiry and critical thinking opportunities
 - review learning across the curriculum areas to ensure they are authentically and appropriately represented in the content and identified by icons. In particular:
 - Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's engagement with Asia content in relevant and meaningful ways
 - technology based opportunities for learning and suggestions for ways students can engage with appropriate technologies (eg removal of 'mail merge') and the inclusion of more relevant language, content and learning opportunities using digital technologies
 - online safety and media literacy skill development across all Stages
 - stronger integration of numeracy with movement and performance
 - gender, diversity and inclusivity themes
 - pro-social behaviour focussing on respectful relationships
 - awareness of the effect of explicit material accessed online and through various forms of multimedia
 - awareness of the effect of gambling on health and relationships
 - a more consistent approach to, and clearer understanding of the fundamental movement skills students need
 - swimming, aquatics, water safety and a clearer concept of the key skills students need across all Stages.
- Australian curriculum codes will be included where appropriate in brackets after the content description.
- The Overview of Teaching and Learning information will guide teachers on how content can be delivered in an age-appropriate and sensitive way. The information will briefly summarise:
 - the importance of a whole school approach in delivering sensitive content to achieve consistent messages across the school community
 - guidance for teachers in how to integrate content across strands
 - how to sequence content that is age and stage appropriate and meets the needs of the students within the school context.
- Ensure there is a clear continuum across all Stages of learning.

9 Years 7–10 Life Skills outcomes and content

 for your information

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Personal Development, Health and Physical Education K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the PDHPE Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.


The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Special education needs
- Life Skills Years 7–10.

Table of objectives and outcomes

 for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.



consult

Proposed Life Skills outcomes for PDHPE 7–10

The following table presents the draft Life Skills outcomes developed from the regular syllabus objectives. These outcomes may be amended as necessary during syllabus development.

Objective Students: <ul style="list-style-type: none">• develop knowledge and understanding of their personal identity and strengths, diversity and skills that enable them to be resilient, caring and respectful people.
Life Skills outcomes A student: PDLS-1 recognises personal characteristics and changes that make us unique during adolescence PDLS-2 uses appropriate strategies to form and maintain positive relationships PDLS-3 recognises people and places to go to when help is needed
Objective Students: <ul style="list-style-type: none">• develop the knowledge, understanding and skills required to take action to promote safety, health and wellbeing, strengthen positive relationships and increase opportunities to enhance levels of physical activity within the community.
Life Skills outcomes A student: PDLS-4 recognises components of a healthy lifestyle PDLS-5 uses appropriate and safe behaviours in social situations PDLS-6 describes ways young people can stay safe in relation to current health issues

<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> demonstrate persistence and creativity in developing movement skills, concepts and fitness levels through a broad range of movement contexts.
<p>Life Skills outcomes</p> <p>A student:</p> <p>PDLS-7 demonstrates a range of movement skills</p> <p>PDLS-8 demonstrates skills required to participate in a range of activities across environments</p> <p>PDLS-9 communicates creative ideas to solve movement challenges</p>
<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> develop and demonstrate skills in communication, collaboration, critical thinking and creative thinking that enable them to participate in healthy, safe and active lifestyles.
<p>Life Skills outcomes</p> <p>A student:</p> <p>PDLS-10 uses appropriate communication skills in a variety of meaningful contexts</p>


Actions for writers

- Life Skills outcomes should demonstrate a clear link to Stage 4 and Stage 5 outcomes.
- Ensure the outcomes align with the objectives.
- Ensure that Life Skills outcomes reflect and complement the rationale and aims.
- Consider the PDHPE K–10 continuum of learning.

Content

 for your information

The Years 7–10 Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

 consult

Proposed Life Skills content page for PDHPE Years 7–10

The following sample Life Skills content page demonstrates how Years 7–10 Life Skills content will be represented. It presents a sample of content from the Option 2 Health into Action strand outlined in the organisation of content section. It is intended to guide writers and does not describe all the learning that will occur. The draft Life Skills content may be amended as the syllabus is developed.

HEALTH INTO ACTION

OUTCOMES

A student:

- recognises components of a healthy lifestyle **PDLS-4**
- uses appropriate and safe behaviours in social situations **PDLS-5**
- describes ways young people can stay safe in relation to current health issues **PDLS-6**
- uses appropriate communication skills in a variety of meaningful contexts **PDLS-10**

Related Stage 4/5 outcomes: *PD4-4, PD4-5, PD4-6, PD4-10, PD5-4, PD5-5, PD5-6, PD5-10*

KEY INQUIRY QUESTIONS

- What activities help us feel a sense of belonging and connectedness to our school and community?
- How can we stay safe in a range of environments?
- How can a healthy lifestyle improve our overall health?

OVERVIEW OF TEACHING AND LEARNING

Health into Action is an integrated learning strand, designed to provide opportunity for students to participate in meaningful learning experiences that combine health concepts with physical activity opportunities. Teaching and learning activities should be age and stage appropriate. Content sequencing decisions are based on the context of the school and the needs of students.

CONTENT FOCUS

Students explore a range of health and physical activity concepts, thinking about the information and resources available that influence their safety, health and wellbeing. Students discuss relationships between health-focussed concepts such as nutrition, mental health and physical activity, communication and teamwork. Students explore and plan to improve levels of connectedness in their school and community. Students discuss the challenges young people face in relation to a variety of health issues. From discussion and exploration, students plan and put into action ideas to improve the health and wellbeing of themselves and their community. Students reflect upon their success in improving aspects of their lifestyles.

CONTENT

What activities help us feel a sense of belonging and connectedness to our school and community?


Students:

- identify the types of activities that make us feel connected eg being a part of a sporting team, special interest groups, cultural and religious groups and traditions, social media 🤝🌐
- recognise the role health and physical activity play in developing the skills that help us become effective team members eg listening skills, positive communication skills, working together in collaboration ⚖️👥
- explore how positive communication helps us solve problems eg active listening, resolving conflict, various modes of communication 📺👥
- identify how physical activity brings people together and helps us form friendships 🌐✊
- participate in games in different environments eg outdoor, indoor, connecting with the natural environment 🌿⚙️
- recognise how fair play helps people feel safe and included when participating in a range of activities eg modifying rules and scoring systems to allow fair play and safety ⚖️✊

Actions for writers

- Ensure Life Skills content aligns with objectives and outcomes.
- Life Skills content should demonstrate a clear link to Stage 4 and Stage 5 content.
- Content should cater for the diverse range of students with special education needs.
- Ensure learning across the curriculum areas are represented with icons.

10 Assessment

 for your information

Specific assessment advice relating to PDHPE will be provided in support materials.

Standards

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

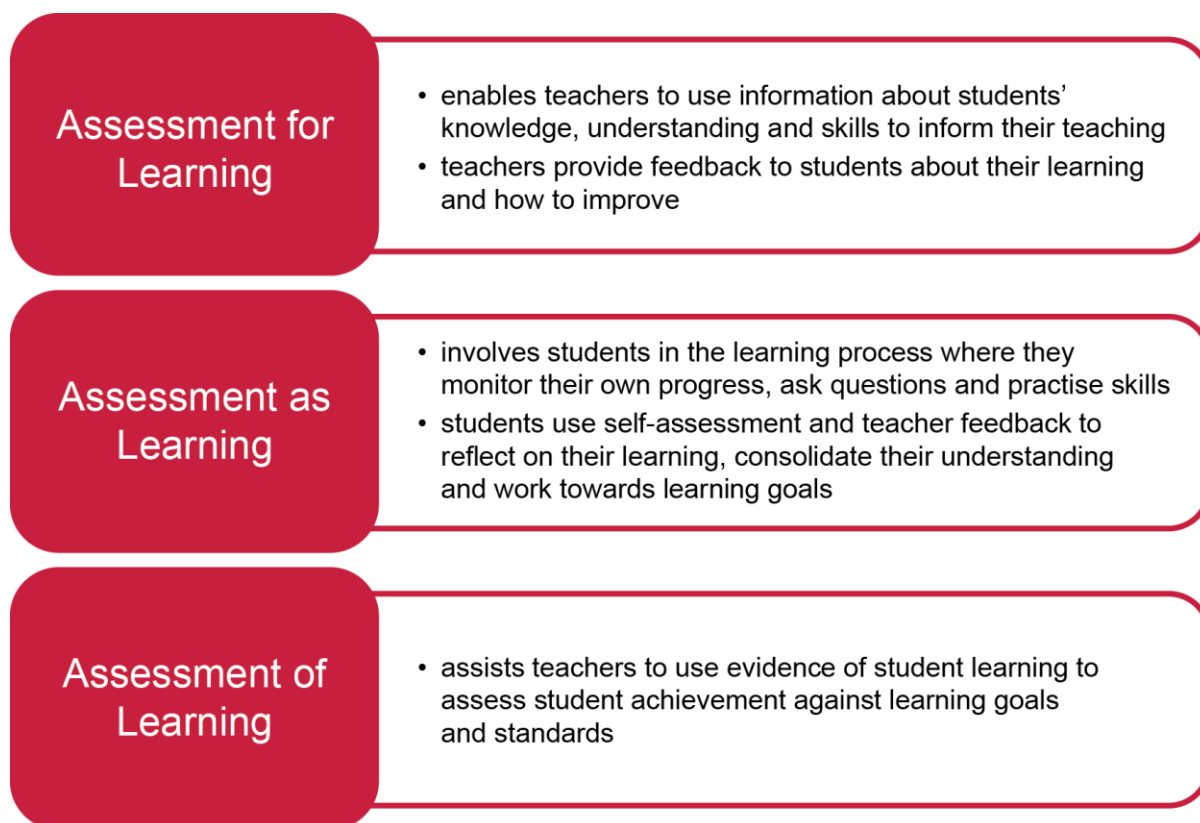
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in PDHPE contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the PDHPE syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- PDHPE
- Special education needs
- Life Skills Years 7–10.

Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.


Teachers use assessment evidence to extend the process of *Assessment for Learning* into their *Assessment of Learning*. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in PDHPE provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

 for your information

This section will draw on existing PDHPE glossaries.

Actions for writers

- Review the current NSW PDHPE K–6 and Years 7–10 glossary to identify subject specific terminology that will be relevant in the K–10 syllabus.
- Review the Australian curriculum Health and Physical Education glossary to identify terminology for inclusion in the K–10 syllabus as relevant.
- Review and identify additional subject specific terminology and definitions to be included from the rationale, aim, objectives, outcomes and proposed content.