

PHYSICAL EDUCATION/SPORT POLICY

PURPOSE:

- To provide a variety of physical activities that give students the opportunity to broaden and extend their skills, experiences and recreational pursuits.
- To foster enjoyment and appreciation of sporting activities.
- To encourage students to be actively involved in creating environments which support health and physical activity, extending to recreational pursuits in the community.
- To encourage students to accept themselves as they grow and change and promote their own self esteem and others' worth, dignity and rights as individuals and team members.

GOALS:

- To provide regular P.E. instruction covering the areas of: - fitness, gymnastics, movement, dance, athletics, ball skills, major and minor games and swimming.
- To provide students with the opportunities to develop and extend the eleven Fundamental Motor Skills (FMS) i.e. catch, kick, run, vertical jump, overarm throw, ball bounce, leap, dodge, punt, forehand strike and two-hand side arm strike.
- To ensure that all students, regardless of gender, ability, physical disability or background, can participate to the best of their ability and co-operate together to enjoy games, enhancing their own and others' self concept.
- To provide challenges, risks and situations that encourages safe behaviours and responsibility to maintain safe environments.
- To encourage students to develop positive attitudes towards lifelong participation in regular physical activity.
- To provide the students with software related to Physical Education/Sport, allowing them to develop their knowledge and understanding of sport through interaction with learning technology.
- To develop and identify strategies to apply to different games.
- To encourage sportsmanship and a connection with their College through participation in sports activities and competitions.

GUIDELINES:

- The physical education program will foster a healthy attitude to life and promote fitness and physical activity as an integral part of their lifestyle.
- A Fitness and/or Physical Education /Sport session will be included in the weekly timetable.
- The basis of curriculum planning will be the Victorian Essential Learning Standards (VELS) and together with other appropriate resources
- Although Physical Education is mainly based on the Physical, Personal and Social learning Strand of the VELS model, it will also promote the other two strands, namely, Discipline - based learning and Interdisciplinary Learning, thus contributing to the development of the whole child.
- A Fundamental Motor Skills program will operate, within the PE program, in the early years to provide a sound foundation of sporting skills.
- Through major and minor games, students will learn sports etiquette and be encouraged to develop a positive attitude to sport, enabling them to accept outcomes and focus on enjoyment and participation.
- Through involvement in physical activity, students will be encouraged to promote equity, value diversity and establish supportive environments.
- Where possible, a program to improve coordination and skills will be set up for those students who are identified as needing additional experiences in these areas.
- Baden Powell College Prep to 9 will be an affiliated member of School Sports Victoria (SSV). The students will develop the knowledge and skills necessary to participate in interschool sporting events at both primary and a secondary level.
- The physical education program will also support other sporting events i.e. sporting tournaments (E.G. 5 a side soccer, rugby, Hoop Time and T20 Cricket etc.) through the development of skills and techniques specific for these sports

EVALUATION:

- The different levels within VELS will be used as a basis for assessment as to whether the students have achieved the expected level. Performances will be analysed against Fundamental Motor Skills, skills and tactics, involvement, sportsmanship and annotated work samples where appropriate to help illustrate achievement of progression.

- This policy to be reviewed as part of the college's two year review cycle, individually, in teams and with the community in 2014.