K-6 PDHPE program evaluation tool

This evaluation tool supports teachers to reflect on existing practice, recognise and build on strengths and identify opportunities to refine and change practice.

## Whole school PDHPE scope and sequence evaluation

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| Criteria | Yes | No |
| PDHPE is timetabled for 1.5-2.5 hours per each week to meet the [NESA K-6 curriculum requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/k-6-curriculum-requirements) |  |  |
| All outcomes are addressed across each stage of learning (listed in the syllabus on pages 14-19) |  |  |
| All strands are addressed in each year (listed in the syllabus on pages 25-26) |  |  |
| At least one skill from each skill domain is addressed in each year (listed in the syllabus on pages 27-30) |  |  |
| Content related to child protection, road safety and drug education are addressed in each stage of learning |  |  |
| The stage-based scope and sequence reflects the school context, available resources, school calendar and addresses contemporary health issues and contexts that are relevant to students needs and interests   |  |  |
| There are opportunities to contribute to 150 minutes of planned physical activity per week to meet the [Department’s Sport and Physical Activity policy requirement](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/policy-and-programming-requirements#Sport5) |  |  |
| The stage-based scope and sequence incorporates a wide range of contexts for learning embedded throughout the [PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) (listed in the syllabus on page 26) |  |  |
| Spiral curriculum is promoted where knowledge, understanding and skills are introduced, revisited and built on in each stage of learning |  |  |
| There are various opportunities for the application of all three categories of movement skills across various physical activity contexts and situations across K-10 (listed in the syllabus on pages 29-30) |  |  |

## Unit of learning evaluation

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| Criteria | Yes | No |
| Appropriate syllabus outcomes and content for each stage are clearly identified |  |  |
| The teaching program corresponds with the scope and sequence for the stage of learning  |  |  |
| Relevant and purposeful formative and summative assessment, related to key concepts and skills are planned and integrated appropriately across the year |  |  |
| There are opportunities for timely, effective and appropriate feedback about student achievement relative to their learning  |  |  |
| The teaching program reflects the holistic nature of health and wellbeing – physical, mental, emotional, social and spiritual health and wellbeing |  |  |
| Learning experiences recognise and reflect the needs, interests and broad continuum of student experiences to connect to life outside of school and in the future |  |  |
| Students have input into the learning experiences they undertake, including assessment |  |  |
| There are meaningful opportunities to address and develop skills related to learning across the curriculum content. This includes cross-curriculum priorities, general capabilities and areas identified in NESA syllabuses as important learning for all students (listed in the syllabus on page 9) |  |  |
| Learning experiences incorporate interactive learning approaches to develop understanding, reflect on values, attitudes and behaviours and practise skills |  |  |
| Knowledge, understanding and skills are integrated across syllabus strands where appropriate in a meaningful manner  |  |  |