

Using the NSW Physical Literacy continuum - Canterbury Girls High School

Canterbury Girls High School is an inner city state girls' high school. Canterbury is Australia's city for cultural diversity, reflected in the school's population: a LBOTE population of 72% including both international and refugee students; Aboriginal students; local and out of area enrolments. The school is committed to enacting the principle of continuous improvement, and to building school community capacity to improve learning and social outcomes for girls.

Three members of the PDHPE faculty were involved in the Physical Literacy continuum pilot. Teachers identified Personal and social attributes as the focus aspect for the Physical Literacy continuum pilot. The aspect selected linked well with existing Year 7 units of learning.

Professional learning was delivered by the Physical Literacy continuum coordinator to other PDHPE faculty members. This professional learning was conducted one-on-one to introduce and discuss the Physical Literacy continuum to increase awareness of the Physical Literacy continuum and work with each staff member to determine how continuum implementation would impact on teaching and learning in their existing class load, teaching practice and assessment strategies.

Staff members reviewed existing programs and assessments to incorporate the Physical Literacy continuum markers. Teacher recording sheets were developed and used for different units to guide data collection. A variety of new tasks and different questioning techniques were incorporated into existing programs. Tasks were adjusted as they were completed and evaluated to ensure they were reliable and valid in assessing student outcomes.

After 6 months of continuum use, resource development and data collection, the following was observed and identified by school staff:

- staff communication and morale was improved through working with the Physical Literacy continuum collaboratively and seeing results
- implementing the Physical Literacy continuum over a longer period of time and within a variety of contexts would enable more reliable data to be collected
- students identified what they knew, understood and could do by the end of the program to evaluate their own level of achievement and this data aligned well with teacher recorded data
- students performed well in:
 - assessing and adjusting the environment to ensure safe involvement in physical activity
 - role modelling and promoting inclusion in physical activity and supporting the rights and feelings of others
 - responding to the needs of others and helping peers with difficulties.

- in the sample group, 91% of students were meeting or exceeding the markers for their age group in regards to Aspect 4: Personal and social attributes
- data collected through the continuum pilot will be used to provide explicit feedback in student reports to parents and to evaluate and guide programming to focus on aspects and markers which require improvement across and within student groups.

Staff plan to look at additional aspects in 2016 and use the language of the continuum and data collected to provide explicit feedback to students about their level of achievement and what can be done to progress along the continuum across the aspects and physical activity contexts. They are also planning on introducing the Physical Literacy continuum at a whole-school level, with staff professional development and embedding these elements into their School Sport program. This would include having a 'fortnightly focus' for coaches and reporting to parents on their child's level of achievement each semester.

School contact: Jamie Wirtz, PDHPE staff