

Using the NSW Physical Literacy continuum - Sydney Secondary College – Leichhardt Campus

Sydney Secondary College Leichhardt Campus is a 7-10 co-educational school. The specialist 7 - 10 campus has a selective stream (two classes in each year), a comprehensive stream and a Support Unit with IO, IM and Autism classes. The school enjoys a diverse community of students and celebrates this. Leichhardt are one campus of Sydney Secondary College with students progressing to the young adult style campus at Blackwattle Bay for years 11 and 12.

All PDHPE teaching staff were involved in the Physical Literacy continuum pilot. Teachers identified Movement Competencies and Tactical Movement as the focus aspect for the Physical Literacy continuum pilot. These aspects were chosen as they linked well with the thematic shift the faculty has taken with practical units of learning. Staff identified that some students entering their school were not equipped with the movement competence or tactical movement competencies expected, therefore saw a focus on these aspects as a way of identifying student capabilities and tracking progress.

The PDHPE faculty focused on assessment and used the Physical Literacy continuum to evaluate the effectiveness of teaching, learning and assessment. Data collection processes informed teachers on the capabilities and areas for further work for class groups, year groups and individual students. The faculty were involved in professional learning to review their existing assessment processes. Staff from SSC Balmain Campus joined the professional learning to collaborate and increase collegial discussion and reflection.

Assessment tasks have been reviewed and updated to reflect the thematic approach of units. Physical Literacy continuum markers have been incorporated into the reviewed assessment tasks. Assessment tasks focus more on the skills and capabilities of students (movement, decision making, problem solving, communication, critical thinking), using a combination of teacher feedback, peer feedback and self-reflection.

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

- the continuum has increased collaboration and networking using a common language
- opportunities have arisen to connect to the metalanguage of the subject which has assisted with feedback to students and parents
- opportunities to share experiences, resources and assessment processes with other schools would assist with continuum use and professional development in the future.

School contact: Liz Jones, Relieving Head Teacher PDHPE