

Using the NSW Physical Literacy continuum – Cheltenham Girls High School

Cheltenham Girls High School is a comprehensive high school for girls, located in Cheltenham, a north-western suburb of Sydney. The school celebrates outstanding student achievement across the comprehensive range of interests and abilities. The school provides a quality learning environment which promotes the best possible educational, social, cultural and recreational development of the individual.

All teaching staff were involved in the Physical Literacy continuum pilot. As part of the implementation of the continuum, all staff were involved with review and redevelopment of assessment tasks. Two staff members used the Physical Literacy continuum as part of formal data collection processes. Teachers identified Movement Competencies and Tactical Movement as the focus aspects for the Physical Literacy continuum pilot. These aspects were consistent through the units of work focused on for the pilot.

Faculty meeting professional learning time and a section of the faculty's planning day was used to redesign assessment task criteria to reflect the aspects and markers of the Physical Literacy continuum. Professional learning was led by the Head Teacher PDHPE. The initial focus of professional learning was to increase awareness and understanding of the Physical Literacy continuum and plan for action as part of the pilot. The faculty then discussed and planned ways to match task rubrics and marking criteria with continuum markers from the identified aspects.

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

- using the continuum has resulted in a more streamlined and consistent approach to practical PDHPE assessment tasks. A more consistent, streamlined marking criteria for all practical tasks has been developed providing greater guidance for students.
- use of methods of formative assessment has added greater depth to practical tasks. Staff have increased confidence in using formative assessment methods. This has been a focus and goal for the PDHPE faculty.
- utilising methods that allow for progressive assessment has allowed for greater student growth in each task
- data collected through the continuum pilot has guided the faculty in their redesign tasks and formulate feedback for students and marks/ grades for each task
- the continuum layout provided a helpful way for teachers to track student progress, taking notes over the course of the unit and offering a common language of indicators to guide teachers and students toward the higher achieving end
- opportunities to share experiences, resources and assessment processes with other schools would assist with continuum use and professional development in the future.

The data collected has informed the faculty's assessment schedule for 2016. Reporting outcomes for 2016 reflect Physical Literacy continuum terminology and language to provide more explicit feedback to students and parents.

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