



PHYSICAL EDUCATION & HEALTH

Faculty Report

2023



Section One: Executive Summary

Department Vision

Physical Education encourages ākonga to engage in movement experiences that promote the development of physical and social skills. By learning in, through, and about movement, ākonga come to understand that movement is enjoyable, it enhances people's lives, and is integral to human expression. They learn to understand, appreciate, and move their bodies accordingly, to relate positively to others and to formulate constructive attitudes and values. This learning takes place as they engage in diverse physical and social environments.

Critical thinking is fostered through physical activity and we encourage ākonga to understand and reflect on the role and significance that physical activity plays in the lives of individuals and within societies. Experienced in a safe and supportive environment, physical education is a vital contributor to a student's physical development and well-being. A broad and balanced curriculum provides for students developing and/or increasing self-confidence in their ability to manage themselves and their bodies. Akonga are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and wellbeing.

Culturally responsive teaching approaches aim to provide stimulating, enjoyable and challenging learning experiences for all students. It is intended that ākonga irrespective of their physical capabilities, will enjoy success and be motivated to further develop their individual potential. Cooperative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every student. They also aim to develop a student's ability to work independently and to respond appropriately to others, irrespective of their age, gender, cultural or ethnic background.

Our Health curriculum embodies our commitment to nurturing the holistic well-being of our students, guided by the principles of Te Whare Tapa Whā. Through our approach, we equip learners with the knowledge, skills, and attitudes necessary to make informed decisions about their health. Our curriculum encompasses physical, mental, emotional, and social dimensions of health, recognizing the interconnectedness of these aspects as outlined in the Te Whare Tapa Whā model. From promoting healthy lifestyles and resilience to cultivating strong relationships and addressing issues that are impacting on ākonga, we endeavour to prepare our students to navigate the complexities of modern life with confidence and compassion.

Department Goals 2023

Charter Goals 2023	Target	Results
<p>1(b) More than 85% of our students leave with NCEA level 2 or move to further education or training.</p> <p>1(c) Level 1 NCEA pass rates will at least be at the national average of 72%</p>	<p>1(b) 85% of students in PED200 achieve 12 credits</p> <p>1(b) 85% of students in SPS200 achieve 12 credits</p> <p>1(c) NCEA Level 1 pass rates in the PED & SPS courses will at least meet the national average of 72%</p>	<p>1(b) PED200 - class of 12 students - 67% of students achieved 12 credits or more. Two of the standards, worth 9 credits total (4 + 5), 1-2 students were withdrawn from these standards, 2-3 students did not achieve.</p> <p>1(b) SPS200 - class of 20 students, 30% of students achieved 11 credits, the most credits achieved in a course that offered a total of 14 credits.</p> <p>1(c) PED100 = 72.5% pass rate and SPS100 (2 classes) = 60% pass rate.</p>
<p>2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.</p>	<p>2(b) Deliver junior physical education and health programs that engage students of all abilities and cultures</p> <p>2(b) The PED/SPS200 & 300 courses cater for student interest and/or tertiary or career pathways</p>	<p>Junior option classes; Outdoor Education & High Performance Sport were popular choices for the majority of students that opted into these courses. These courses are relatively new (3-4 years) with teachers new to the school picking these up. We are continuing to develop these programs.</p> <p>Level 3 - 4/10 students went onto further tertiary study</p>

Highlights for 2023 academic year

- **Exceeded national statistics in Excellence & Merit credits attainment. Also, Pasifika achievement was better than national statistics; nationally = 80% vs NWC = 87%.**

- PED200, our Maori and Pasifika achievement was very pleasing when comparing it with national statistics, in particular Maori stats, nationally = 83% achievement (= Achieved, Merit & Excellence) vs NNC = 88% and Pasifika stats, nationally = 82% vs NNC = 85%.
- PED300, Neme Vallin's (Pasifika) success. He gained 11 Excellence credits and has gone on to Otago University to study Sport & Exercise. Also, Rhys Lowitt and Gaylar Mu (Asian migrant), whose literacy capabilities were weak and for Gaylar, English was her second language. Both achieved the necessary credits in Physical Education to be accepted into Sport & Exercise at Otago University and Nursing at Massey University, respectively.
- SPS100, Christian Jepson (SNU student) achieved 12 credits - Highest number of credits achieved within both classes, one of only 5 students to achieve 12 credits - except for Salman Deed who achieved 15 credits, the only student to do so. Did the extra's to complete one standard in his own time.
- Y10 student Liana Pecteau gained a "Merit" at Level 2 for the performance standard with her time in the Tough Gal & Challenge that the Y10 High Performance Sports class took part in.

Concerns for 2023 academic year

- Despite prerequisites and/or needing HOF approval, students that are not physically inclined are still being left or being put into senior PE/Sport Studies courses. This puts pressure on the classroom teacher who has to deal with a lack of effort from those students as well as dealing with the range of learning abilities, especially in the low literacy Sport Studies courses.
- Lack of support for ELL students, especially in low literacy senior Sport Studies courses.
- Need to better prepare junior students for the higher literacy component and heavier workload in senior PE courses.
- Student's not completing their work because they choose to focus on other subjects to gain their credits, or they've already achieved the necessary credits they require.
- SPS100 & SPS300 courses, very disappointing results. Literacy levels/abilities were very low in the SPS100 classes. Motivation and effort levels were not great with the Y13 students reflected in low attendance and poor completion of work.

Staffing 2023

Staff/Code	Responsibility	LAR	Y9	Y10	Y11	Y12	Y13
Kim Shave (HOF)	HOF	CHAS	JOSE	JOAN JOHN JOEL	SPIN		
Michael Kavanagh (HOF)	Whanau Head Term 1	MSK	TEA	JOHN JOHN	SVCA	SPIN	
Chris Chao (SC)			JOHN JOHN	JOHN JOHN			JOHN
Maria Tuiapu (HOF)	PCT2		JOHN JOHN	JOHN JOHN		SPIN	



Leegan Merwood TMDR	TIC Health	BIMMIR	BIMMIR	WJSA	WJSA		
Tom Fisher (PCT)	PCT1				WJSA		
Chris Taylor (TRC)	Principal						WJSA

Te Whānau Tahī

We endeavour to create a supportive and inclusive environment which embodies our Te Whānau Tahī uara and in turn the gym is a space and Physical Education is a subject where students feel safe and valued and enjoy physical activity in whatever capacity they choose to engage in. This also includes being a member of this department.

Our Te Whānau Tahī uara are naturally embedded in our subject. They are constantly applied and reinforced by teachers in whatever context is the focus at the time, students are then expected to reflect and share with others how they have demonstrated these 'uara'. When the behaviour is not the expected behaviour, students are asked to reflect on who is being affected and how they could be better at demonstrating our 'uara'.

When there is a particular school focus on a specific Te Whānau Tahī uara, that becomes the main focus in the gym and the classroom, students are continually asked to demonstrate, reflect and refine (if needed) on their behaviour and language; we observe and expect them to 'walk the talk'. We have large Te Whānau Tahī uara posters hanging in the big gym, they are visually appealing and stand out and are often used as a point of reference for teachers and students. In Health, a common starter activity is a reflection journal where students write about a Te Whānau Tahī uara they have demonstrated in a given context.

Within our department, we are very caring and supportive of each other, even when we are having 'off days'. Often we will cover each other's classes when one of us is away because it 'just helps out' the absent teacher and it is way more engaging for their class as opposed to having a reliever. This is often reciprocated, but it is not expected. In the everyday craziness that has become being a teacher, we regularly check in with each other to ensure 'we are all good'.

Section Two: Results Analysis for Years 11 - 13

- Results analysis -



- ~~PEP200 KC~~ Results analysis - [click here](#)
- ~~PEP300 SO~~ Results analysis - [click here](#)
- ~~SPS100 SH/ER~~ Results analysis - [click here](#)
- ~~SPS200 TUA~~ Results analysis - [click here](#)
- ~~SPS300 TRG~~ Results analysis - [click here](#)

Section Three: Analysis of Year 9 and 10 Courses

We use the New Zealand Curriculum and our Te Whanau Tahi uara to provide a framework for our junior PE, Health and option courses; Outdoor Education and High Performance Sports. We make holistic judgements when assessing in our junior courses and assess against the Health and Physical Education strands, achievement objectives and levels that typically relate to years 9 & 10. If we assess at lower or higher levels ie Level 4< and >5 then students are demonstrating below or above the expected level/behaviours of the majority of students in their cohort. Students performing at a higher level ie >5 are assessed against Y11 students taking senior PE courses.

Junior Physical Education is about providing enjoyable learning experiences for all students regardless of their physical capabilities. In this day and age where digital media has become a staple in the lives of younger generations we are seeing more and more students who are less coordinated, less physically active and who lack confidence in our curriculum area. Alongside of that we still have plenty of sports enthusiasts amongst our students. Our aim is to cater to these different abilities and attitudes by pitching our lessons to get engagement from all. This was done in a number of ways; grouping students into ability groups, which often saw classes combining. A tuakana-teina approach where more able students led/supported their less able peers. Skills focus lessons, where basic fundamental skills were taught, practised and then applied in competitive games. TGFU (Teaching Games for Understanding) approach where understanding tactics and strategies of a sport were the key focus, with the skills being learnt through game play. Introducing new sports and new games. At the forefront of all our junior courses are our Te Whanau Tahi uara.

In Health, we aim to provide the students with the skills and knowledge to make informed decisions regarding their health. We focus on topics like Nutrition, Drugs & Alcohol, Sexual health, Mental and Emotional resilience and Hauora. These topics are all taught through the lens of Te Whare Tapa Whā and other health models.



Junior Option courses

● Outdoor Education

- Pleased with the different outdoor activities students experienced; mountain biking, Hang Dog (climbing), fire building, map reading, building a shelter. Students planned for a tramp but this did not eventuate due to time restraints. Te Awa Kairangi on our back doorstep is a bonus.
- Can be seen as a 'dumping' ground for students that don't have a preferred junior option or are 'left over'.
- Need to cap the class at 20 students or offer two option classes per year. Any more than 20 students, for trips outside of school, ~~we need more vehicles and a driver.~~
- Through trial and error and refining, both the Y9 & Y10 courses are taking better 'shape' in terms of the content/skills we want to cover at these year levels and the progression from Y9 to Y10.

● High Performance Sports

- The intensity and engagement of students in this course was generally at a higher level as the majority of the students wanted to be there.
- A highlight was ~~the~~ students that stuck with the training and competed in the Tough Gal & Challenge. By no means were they endurance athletes but their attitude and the resilience they demonstrated to complete this physically strenuous activity, 'ka mau te wehi!' Te whanau tahi at it's best.
- Another notable highlight, ~~Miana Petteau gained a 'Merit' at Level 2 with her time in the Tough Gal & Challenge.~~
- ~~10/39 students (27%) went onto Level 1 PED or SPS courses in 2024.~~
- The course still needs fine tuning and whoever teaches this course needs to have a clear plan as to the context/activities they could use to teach subject-specific content to prepare students for NCEA Level 1 Physical Education.

Section Four: Department goals and Student Achievement Targets for 2024

Department/Faculty Goals 2024

2024 Department/Faculty Goals	School Strategic Goal this links to	Specific Strategies to achieve the goal	Who is responsible	Time Frame for completion
2.1 To ensure all ākonga in Y9-11 receive a	2.1 To ensure all ākonga in Y9-11 receive a	*Advocate for the inclusion of a senior Health program/course at curriculum	_____ _____	*End of year