RATIONALE
In our rapidly changing society, there is increasing community awareness of the importance of healthy lifestyles. This syllabus aims to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lives. This is done by developing self-esteem, social responsibility and well-being, movement skills, personal fitness, and the ability to make informed health and lifestyle decisions.

OUTCOMES
Students will develop:

- knowledge of ways in which individuals grow, change and develop
- an understanding of how individuals interact positively with others
- a sense of responsibility for personal and community health
- a willingness to participate in regular physical activity
- a range of games and sports skills
- an enjoyment of dance and movement as a form of self expression
- a commitment to realising their full potential.

IMPLEMENTATION
The syllabus is organised around eight content strands:

1. Growth and Development
2. Interpersonal Relationships
3. Personal Health choices
4. Safe Living
5. Fitness and Lifestyle
6. Games and Sport Skills
7. Gymnastics
8. Dance

Each of these eight strands is to be addressed each year to achieve the outcomes of the syllabus.

Current research clearly supports a minimum time requirement of 3 x 20 minutes of practical fitness sessions each week. An additional 60 minutes per week should be allocated to the development of skills.

Health, Lifestyle and Personal Development classes are also required.

Special programs which operate throughout the year include:

- Swimming School (Term 4) for all students
- Camp – Years 5 and 6 – 1 week
- Regular entry into PSSA carnivals to allow talented children to realise their full potential.
- Child Protection Lessons
- Life Education Van – all classes.

**ASSESSMENT & REPORTING**

Assessment is an ongoing process of gathering evidence of making judgements about students’ needs, strengths, abilities and achievements. Assessment of students’ progress is an integral part of the teaching and learning process and forms the basis for further action by both teacher and student.

Anecdotal records (eg. Recording of times for runs) provide feedback for both student and teacher. Teacher observation of enjoyment, development and participation will form the basis of assessment. Reporting to parents will be undertaken twice annually.