

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)

Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)

AREA: Athletics Yr 7 & 8

4	APPLICATION — In addition to Score 3; - I can transfer skills from one athletic event to another.
3	LEARNING GOAL (PRIORITISED STANDARD) - I can use feedback to improve performance and demonstrate correct technique in each athletics event. - I can measure / time with accuracy using correct units for all athletics events. - I can demonstrate positive sportsmanship.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) - I can use feedback to improve performance in each athletics event. - I can measure / time with accuracy using correct units for all athletics events with help.
1	THE SIMPLER STUFF - I can measure / time with help or cues for some athletic events.
0	NO UNDERSTANDING - Even with help, no success.

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans(ACPMP083)

Investigate and select strategies to promote health, safety & well being

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)

AREA: Fitness Yr 7/8

4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none">- I participate in fitness lessons with the purpose of improving my own fitness.- I can analyse my personal fitness results and set goals accordingly.
3	LEARNING GOAL (PRIORITISED STANDARD) <ul style="list-style-type: none">- I participate in fitness lessons at satisfactory level.- I can record my personal fitness results.- I can define the attributes of a rigorous physical fitness program.- I know where to go to in our community to participate in activities that promote a healthy lifestyle.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none">- I participate in fitness lessons.- I can describe what a physical fitness program is.- I can list places to participate in physical activities in our community.
1	THE SIMPLER STUFF <ul style="list-style-type: none">- With Help I can perform at Score 2.
0	NO UNDERSTANDING <ul style="list-style-type: none">- Even with help, no success.

PROFICIENCY SCALE

PRIORITISED STANDARD(S)

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans(ACMPMP083)

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)

AREA: Cross Country Yr 7/8

4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none">- I participate in Cross Country lessons with the purpose of improving my own fitness.- I can analyse my personal results and set goals accordingly.
3	LEARNING GOAL (PRIORITYSED STANDARD) <ul style="list-style-type: none">- I participate in Cross Country lessons at satisfactory level.- I can record my personal results.- I know where to go to in our community to further develop my running.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none">- I participate in Cross Country lessons.- I can list places to participate in running in our community.
1	THE SIMPLER STUFF <ul style="list-style-type: none">- With Help I can perform at Score 2.
0	NO UNDERSTANDING <ul style="list-style-type: none">- Even with help, no success.

PROFICIENCY SCALE

PRIORITYSED STANDARD(S)

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Practise and apply strategies to seek help for themselves or others (ACPPS072)

Evaluate health information and communicate their own and others' health concerns (ACPPS076)

AREA: Alcohol and Drugs Yr 8

4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none"> - I can identify and discuss health promoting campaigns in relation to alcohol and drug use. - I can outline the greater cost to the community of alcohol and drug use. - I can respond in an appropriate way to a given situation related to alcohol and drugs.
3	LEARNING GOAL (PRIORITYSED STANDARD) <ul style="list-style-type: none"> - I can list and describe support agencies in the community related to alcohol and drug use. - I can describe and list the short term effects of alcohol and drugs. - I can describe and list the long term effects of alcohol and drugs. - I can list strategies to minimise the risks associated with alcohol and drug use.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none"> - I can list support agencies in the community related to alcohol and drug use. - I can list the short term effects of alcohol and drugs. - I can list the long term effects of alcohol and drugs. - I can list ways to stay safe.
1	THE SIMPLER STUFF <ul style="list-style-type: none"> - With Help I can perform at Score 2.
0	NO UNDERSTANDING <ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE

PRIORITYSED STANDARD(S)

Investigate and select strategies to promote health, safety & well being(ACPPS073)

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities(ACPPS077)

AREA: First Aid Yr 8	
4	<p style="text-align: center;">APPLICATION —</p> <p>In addition to Score 3;</p> <ul style="list-style-type: none"> - I can describe the correct response to a given scenario involving multiple issues. - I can demonstrate the appropriate response to a given scenario.
3	<p style="text-align: center;">LEARNING GOAL (PRIORITISED STANDARD)</p> <ul style="list-style-type: none"> - I can identify and respond to First Aid situations. - I can correctly describe the steps in DRSABCD. - I can demonstrate the recovery position.
2	<p style="text-align: center;">PREREQUISITE SKILLS (INCLUDING VOCABULARY)</p> <ul style="list-style-type: none"> - I can recite the meaning of the acronym DRSABCD. - I know what the recovery position looks like. - I can identify and describe a First Aid situation.
1	<p style="text-align: center;">THE SIMPLER STUFF</p> <ul style="list-style-type: none"> - I know how to send for help in a First Aid situation. - I can identify dangers in a given scenario.
0	<p style="text-align: center;">NO UNDERSTANDING</p> <ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE	
PRIORITISED STANDARD(S)	
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACMP080)	
Practise, apply and transfer movement concepts and strategies with and without equipment (ACMP082)	
AREA: Kicking Yr 8	
4	<p style="text-align: center;">APPLICATION —</p>

	<p>In addition to Score 3;</p> <ul style="list-style-type: none"> - I can demonstrate an understanding of positional play. - I can anticipate and react accordingly during game play. - I can demonstrate an understanding of the rules and scoring systems in kicking games.
3	<p>LEARNING GOAL (PRIORITYSED STANDARD)</p> <ul style="list-style-type: none"> - I can kick the ball in a particular direction for a tactical advantage during game play. - I can receive the ball to gain a tactical advantage during game play. - I can transfer skills from one game to another.
2	<p>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</p> <ul style="list-style-type: none"> - I can kick the ball using a specific technique in an “open” situation. - I can apply the appropriate skill into a game situation (e.g. Punt, drop kick, instep pass, dribbling, etc.).
1	<p>THE SIMPLER STUFF</p> <ul style="list-style-type: none"> - I can kick a ball using correct technique in a “closed” situation.
0	<p>NO UNDERSTANDING</p> <ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE	
PRIORITYSED STANDARD(S)	
Evaluate strategies to manage personal, physical and social changes that occur as they grow older	
Investigate and select strategies to promote health, safety & well being	
Evaluate health information and communicate their own and others' health concerns (ACPPS076)	
AREA: Risk Taking & Decisions Yr 8	

4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none"> - I can identify factors that influence young people to take risks. - I can identify positive choices in a variety of risky situations. - I can independently select relevant websites to access credible information.
3	LEARNING GOAL (PRIORITYSED STANDARD) <ul style="list-style-type: none"> - I can describe a variety of risky situations. - I can identify ways to minimise harm to myself and others. - I can navigate a given website to access relevant information.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none"> - I can list risky situations - I can list ways to stay safe - I can use information from a given website.
1	THE SIMPLER STUFF <ul style="list-style-type: none"> - With Help I can perform at Score 2.
0	NO UNDERSTANDING <ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE	
PRIORITYSED STANDARD(S)	
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACMP080)	
Practise, apply and transfer movement concepts and strategies with and without equipment (ACMP082)	
AREA: Striking Games Yr 8	
4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none"> - I can demonstrate an understanding of positional play.

	<ul style="list-style-type: none"> - I can anticipate and react accordingly during game play. - I can demonstrate an understanding of the rules and scoring systems in striking games.
3	LEARNING GOAL (PRIORITYSED STANDARD) <ul style="list-style-type: none"> - I can strike the piece of equipment with an implement in a particular direction for a tactical advantage during game play. - I can transfer skills from one game to another.
2	PREREQUISITE SKILLS (INCLUDING VOCABULARY) <ul style="list-style-type: none"> - I can strike the piece of equipment with an implement using specific technique. - I can apply the appropriate skill into a game situation (e.g. forehand, backhand, volley, smash etc.).
1	THE SIMPLER STUFF <ul style="list-style-type: none"> - I can strike the piece of equipment using correct technique in a “closed” situation.
0	NO UNDERSTANDING <ul style="list-style-type: none"> - Even with help, no success.

PROFICIENCY SCALE	
PRIORITYSED STANDARD(S)	
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPPM080)	
Practise, apply and transfer movement concepts and strategies with and without equipment (ACPPM082)	
AREA: Throwing and Catching Games Yr 8	
4	APPLICATION — In addition to Score 3; <ul style="list-style-type: none"> - I can demonstrate an understanding of positional play. - I can anticipate and react accordingly during game play.

	<ul style="list-style-type: none"> - I can demonstrate an understanding of the rules and scoring systems in throwing and catching games.
3	<p>LEARNING GOAL (PRIORITYSED STANDARD)</p> <ul style="list-style-type: none"> - I can throw the ball in a particular direction for a tactical advantage during game play. - I can receive the ball to gain a tactical advantage during game play. - I can transfer skills from one game to another.
2	<p>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</p> <ul style="list-style-type: none"> - I can throw the ball using a specific technique in an “open” situation. - I can receive the ball using a specific technique in an “open” situation. - I can apply the appropriate skill into a game situation (e.g. chest pass, shoulder pass, lob, bounce etc.).
1	<p>THE SIMPLER STUFF</p> <ul style="list-style-type: none"> - I can throw a ball using correct technique in a “closed” situation - I can receive a ball using correct technique in a “closed” situation
0	<p>NO UNDERSTANDING</p> <ul style="list-style-type: none"> - Even with help, no success.