

**Teacher(s):** Carly Olsen-Lea

**Faculty:** *Physical Education*

**Unit Duration:** Semester 1, 2026

The **Australian Curriculum Achievement Standards:** Outdoor Education is not a separate subject in the Australian Curriculum. Instead, Outdoor Education is implemented through the *Outdoor Learning Curriculum* resource published by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

**Australian Curriculum Achievement Standard:** ACARA's *Outdoor Learning Curriculum* enables schools to connect relevant content from the following learning areas: Health and Physical Education (especially outdoor recreation, challenge and adventure activities), Geography, Science and Humanities and Social Sciences (HASS). It also connects Outdoor Education to general capabilities such as personal drive, social capability and critical thinking and has links with cross-curriculum priorities such as sustainability and understanding Aboriginal and Torres Strait Islander cultures.

**Unit Description:** Outdoor Education integrates Health and Physical Education with real-world outdoor experiences. Students will explore principles of physical activity in outdoor natural environments, including ocean environments and bushland, develop safety and first aid skills, and apply decision-making related to weather and environmental conditions. Activities are designed to support students to meet the achievement standards for Years 7 to 10 by applying movement concepts, assessing risk and safety and evaluating strategies that support health, wellbeing and competence in outdoor contexts. More specifically during semester 1, students will learn about and engage in ocean sports (surfing, stand up paddling, swimming and snorkelling), bushwalking, navigating, basic first aid and camping. Students will also participate in physical and initiative games that focus on teamwork, build resilience and enhance health and well-being. **Please note:** this unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

### **Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:**

1. **AC9.HP.10.P01** - Analyses factors that shape identities and evaluate how individuals influence the identities of others (supports understanding self and group roles during team-based outdoor tasks).
2. **AC9.HP.10.P02** - Refines, evaluate and adapts strategies for managing changes and transitions (useful when planning and adapting activities in changing outdoor environments such as weather changes or route variations).
3. **AC9.HP.10.P03** - Plans, rehearses and evaluates options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (directly linked to first aid and outdoor safety planning).
4. **AC9.HP.10.M07** - Transfers and adapts skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations (directly relevant for applying movement skills in outdoor contexts such as bushwalking challenges, ocean sports).
5. **AC9.HP.10.M08** - Demonstrates fair play and reflects on how ethical behaviour can influence physical activity outcomes for individuals and groups (supports teamwork and leadership in outdoor activities).
6. **AC9.HP.10.M09** - Devises implements and refines strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills (key for group outdoor challenges and cooperative risk-based tasks).
7. **AC9.HP.10.M10** - Evaluates and refines movement skills and performance when applied to increasingly challenging or unfamiliar movement situations (linked to outdoor movement tasks, including adapting to terrain or water conditions).

**Materials and Equipment Required:** Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device.

**Absences from Class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work and/or attend Catch Up sessions on Friday mornings.

**Use of IT in Class:** A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

**Homework:** Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include: catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

**Late Work:** Extensions may be negotiated with individual teachers before the due date

**Plagiarism:** Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

**Assessment Portfolio:** This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

**Portfolio Assessment Tasks for this subject will include:**

	<b>Week / Date Due</b>	<b>Essential Learning</b>
1. In class tasks and e-learning course	<b>By weeks 7 and 16</b>	<b>1 – 3, 7</b>
2. Physical participation and feedback	<b>Ongoing</b>	<b>1 – 7</b>
3. Leadership and fair play	<b>Ongoing</b>	<b>1 – 7</b>
4. Assessment – exams	<b>During weeks 7 and 14</b>	<b>1, 2, 7</b>

**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

**A** Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

**B** Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

**C** Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

**D** Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

**E** Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

**S** **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

#### **Grade Descriptors and the "C" grade**

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

#### **Appeals**

*A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.*

#### **Executive Teacher**

Michelle Coleman

12/02/2026