

# achper

VICTORIA  
SECONDARY/VCE  
HPE CONFERENCE

18 JUNE 2021



Powered by La Trobe University, Bundoora



## CONFERENCE PROGRAM

FRIDAY 18 JUNE 2021	
8.00 AM – 8.45 AM	REGISTRATION
8.45 AM – 9.55 AM	SESSION A
9.55 AM – 10.20 AM	MORNING TEA AND EXHIBITION
10.20 AM – 11.30 AM	SESSION B
11.30 AM – 11.50 AM	BREAK AND EXHIBITION
11.50 AM – 1.00 PM	SESSION C
1.00 PM – 1.50 PM	LUNCH AND EXHIBITION
1.50 PM – 3.00 PM	SESSION D

### CONFERENCE FEES

\$288 Members | \$360 Non Members | \$100 Student Members

REGISTRATIONS ARE NOW OPEN>> [Register here](#)

With thanks to our partners for their ongoing support



**A01 CRUNCH TIME! ESSENTIAL CONTENT AREAS FOR EXAM PREPARATION (Lecture)***Emma Griffin and Jessica Brooder, Methodist Ladies College*

In order to best prepare students for the end of year exam, this session will provide teachers with key content areas across the Unit 3 and 4 curriculum which are a 'must review'. This will include directly looking at past exam questions from 2018–2020 and highlighting key terminology and information required where students need to receive full marks on harder content questions.

**A02 LITERACY IN HHD UNITS 1–4 (Lecture)***Shannon Roscoe, Kambrya College*

Do you think your students are not getting as many marks as they should? Looking for tips to help students structure their answers in HHD? This is a great starting point for teachers who want to provide practical ways for students to modify their writing habits and give them the best chance to demonstrate excellence in short answer and extended response questions. VCAA statistics and examination reports will be examined to target weak areas that will maximise growth.

**A03 HEALTHY AND SUSTAINABLE OUTDOOR ENVIRONMENTS FROM AN LGA PERSPECTIVE (Workshop)***Melissa Doherty, Hume City Council Urban Biodiversity Officer*

This session will provide a forum to explore three key concepts with Melissa, including: management strategies to support flora and fauna, local conflicts surrounding urban nature reserves, and how your LGA can be a resource and support for your OES teaching. Concepts explored will link back to VCE OES Unit 4. Ample time will be provided for you to ask questions and take a deep dive into the areas you need support and examples in.

**A04 CONTEMPORARY ISSUES IN PHYSICAL ACTIVITY AND SPORT (Workshop)***Chris Clark, Melbourne Grammar School*

VCE PE Unit 2 AOS 2: Contemporary issues associated with physical activity and sport is an area of the course which has proven challenging for teachers to implement in a meaningful way. This session aims to unpack what is expected from teachers, but most importantly provides the opportunity to explore what are possible contemporary issues that could be studied and how students can explore these issues through participation in physical activity.

**A05 CREATIVE PE FOR SECONDARY SCHOOLS (Practical)***Jacqui Peters, Deakin University and Assoc Prof John Quay, The University of Melbourne*

Many games units taught in schools position the teacher as the expert. Creative PE flips the classroom so that the students take on that role, yet teachers are still able to achieve outcomes concerning skills, strategies, sport and social responsibility. This session will guide secondary school teachers through this pedagogical model that has proven engaging in schools for students up to year 10.

**A06 EXPLORING THRESHOLD CONCEPTS IN HPE (Workshop)***Rick Baldock, ACHPER SA*

Threshold Concepts have been described as the ideas and mindsets crucial to students gaining a genuine understanding of our subject. When students cross these thresholds, new and previously inaccessible ways of thinking about aspects of HPE are revealed. A session for those wanting to extend and engage your students in HPE.

**A07 KIDS CO-DESIGNING HEALTHY SPACES (Workshop)***Assoc Prof Deana Leahy, Monash University*

This workshop will provide you with an overview of the new web resource 'Kids Co-designing Healthy Places'. The resource was developed by researchers at Monash University supported by VicHealth. The website supports councils and schools to engage with kids to co-design healthier places and focuses on the things in our neighbourhoods impacting healthy eating and being active. Kids live, learn and play in the places councils look after. By including them in the design process we can build healthier futures together. The workshop will cover curriculum links, the use of co-design and student voice as a pedagogical approach and an exploration of the major audit tools developed for the resource.

**A08 GYMNASTICS: PUTTING THE EDGE ON YOUR GAME (Practical)***Emma Carmody, Gymnastics Victoria*

Gymnastics provides individuals with a multitude of life enhancing benefits and will prepare them for a lifetime of success. Whether the individual is a dancer, footballer, netballer, tennis player or ice skater - Gymnastics can put the edge on their game and takes an individual's development to a whole new level! Learn how Gymnastics can benefit your athletes!

**A09 INVASION GAMES – STUDENTS THINKING THROUGH TRANSFERABLE STRATEGIES (Practical)***Sarah Hogan, Yarra Valley Grammar School*

This session will see a number of game-sense strategies and set-ups transferred from invasion sports such as netball to other invasion sports, helping students create more game awareness. This session aims to enable teachers and coaches to empower the thinkers in their class, that may not always stand out when participating in games.

## SESSION B

## 10.20 AM – 11.30 AM

**B01 DEVELOPING ALTERNATIVE TASK TYPES IN VCE (Lecture)***Dr Rachael Whittle, VCAA*

School based assessment in VCE PE, HHD and OES U 3 & 4 is intended to provide students with the opportunity to demonstrate their knowledge and skills through a variety of assessment tasks. Based on the VCE Assessment Principle, VCE assessment should be balanced, therefore school-based assessment must provide a range of opportunities for students to demonstrate in different contexts, task types and conditions, the knowledge, skills, and understanding and capacities set out in the curriculum. This session will explore the structure and development of task types other than structured questions and provide you with the opportunity to ask questions and start scaffolding tasks for you to use with your students.

**B02 VET SPORT AND REC EXAM PREPARATION (Workshop)***Samantha Downward, Kambrya College*

This session will help you prepare your students for the exam. We will break down and analyse previous VCAA exams looking at trends in the data. We will discuss a range of revision activities and how to structure responses to VCAA questions. A focus on subject specific literacy will be included in the session to ensure your students are prepared for their exam.

**B03 PRACTICAL ACTIVITIES TO TEACH UNIT 1 PE (Practical)***Tony DiFalco and Brent Wallace, Templestowe College*

Come along to this practical workshop to gain ideas to deliver in your VCE PE Unit 1 course. Activities will focus on easy and engaging tasks which you can facilitate to help students connect practical experiences to the key knowledge and skills.

**B04 CURRICULUM PLANNING FOR 7–10 PE (Workshop)***Samantha Barrow, Mentone Girls' Grammar School*

Let's face it, curriculum planning can be a complex, time consuming process, and some of us just want to jump straight into the unit planning! Effective curriculum planning should take into account some overarching considerations before you get into the detail to maximise student achievement. If you want clear guidance on how to structure the PE curriculum within your school's context, then this is the session for you. We will look at the BIG PICUTRE and get started today in developing a meaningful program for your students. You will learn from the redesign of a curriculum that took shape in 12 months, was further restructured, to cater for remote learning and is now working successfully throughout 2021. It is easier than you think!

**B05 DEVELOPING STUDENT LEARNING THROUGH THE GAME SENSE MODEL (Workshop)***Ray Breed, Swinburne University*

This theoretical presentation will include an overview of the game sense model and how it can be applied in your curriculum and teaching. It will provide an overview of the content, including the development of units as thematic categories, and also focus on the pedagogy applied to small-sided designer games (for example, outcomes, questioning, modifying task-constraints) used to enhance student tactical, technical and personal/social skills. The session will provide plenty of opportunity for discussion and questions.

**B06 THE IMPACT OF SPORT UNIFORMS ON BODY IMAGE, COMFORT AND CONFIDENCE OF ADOLESCENT GIRLS (Lecture)***Elliot Flowers and Dr Kara Dadswell, Victoria University*

More girls drop-out of sport during adolescence than boys, and many of them fail to return. One of the reasons why girls drop-out of sport is they do not feel comfortable, confident, or ready to play sport in the sport uniforms that they are required to wear. We asked over 700 girls what they thought about school sport uniforms. Find out what they said, and how some sports are listening.

**B07 HEALTH-BASED PHYSICAL ACTIVITY APPROACHES TO TEACHING (Workshop)***Dr Trent Brown, ACHPER Victoria*

The Victorian Curriculum HPE clearly articulates the importance of the health benefits of physical activity and lifelong physical activity as contexts for learning across all year levels. The purpose of this presentation is to introduce secondary teachers to innovative content and pedagogical models of practice, looking beyond fitness testing as the only way to integrate this important curriculum area.

**B08 TARGET GAMES – A DIFFERENT LENS (Practical)***Ben Clark and Andrew Rae, Keysborough Secondary College*

Target games can be a tricky theme to address as without the same variety of sports to draw from as we might see in other themes, we can quickly exhaust our repertoire. This practical workshop will take you through a variety of fast paced target games steered towards fostering game understanding through 'targeted' questioning, team collaboration and maximum engagement.

**C01 TRAINING TO IMPROVE PERFORMANCE (Lecture)***Mark Corrie*

This session will review and expand your knowledge on teaching the training principles and methods in the VCE PE Unit 4 context. You will discuss changes in the Study Design specific to this area, as well as activity ideas to implement into your classroom. This session will breakdown content into concise, easy to deliver steps and cover data collection, program design and evaluation.

**C02 PREPARING FOR THE HHD EXAM (Workshop)***Laura Blackson, Cranbourne East Secondary College*

This workshop will provide teachers with guidance through key and challenging concepts of the VCE HHD Units 3 and 4 study design to prepare your students for their end of year examination. Learning activities will be explored to enhance student knowledge to assist them in achieving their full potential in the exam setting.

**C03 INQUIRY DESIGN TO GET THE MOST OUT OF OES STUDENTS (Workshop)***Amanda Lucas, Melbourne Girls' College*

How do you get students enthusiastic and involved in their own learning in OES both inside and outside the classroom? This session will unpack the use of Kath Murdoch's Inquiry style learning model, Bloom's Taxonomy and the study design to deliver an engaging and differentiated learning experience where all students can improve. Practical Unit 4 examples of how lessons are structured will be provided, along with the opportunity to collaborate with other delegates to prepare options using this delivery style.

**C04 VET SPORT AND REC CONTENT REVIEW (Workshop)***Shaun Bowes and Adrian Beadles, St Helena Secondary College*

This session will provide you with resources, ideas, and tips for preparing your students for the end of year VCAA examination. It will focus on all examinable content of the Units of Competency and also equip you with examination revision techniques you can use to engage your students.

**C05 DEVELOPING TOOLS OF ASSESSMENT FOR PE (Workshop)***TBC*

This session aims to assist teachers in the development of effective tools of assessment within PE. Underpinning this session will be the Backwards by Design Process. This will be used to develop clear and explicit learning outcomes, followed by the development of rubrics and other assessment tools to measure student progress.

**C06 LIFESKILLS: GOING BEYOND THE HPE CURRICULUM (Workshop)***Dean Taylor and Julie Wachter, Aitken College*

This session unpacks the evolution of the Health Education program at Aitken College called 'Lifeskills'. Since its introduction in 2010, students have been more engaged and teachers able to work flexibly to meet the needs of the students. The 'Lifeskills' program structure, including sequencing and topics, from 7–12 will be unpacked, and activities used in different topics shared.

**C07 FMS TO SMALL SIDED GAMES IN LOWER SECONDARY (Practical)***Dr Bernie Holland, ACHPER Victoria*

Many students enter secondary school still needing to develop core fundamental movement skills to be successful movers in more complex games, sports, and activities as they get older. Using practical small group activity and game examples this session will encourage you to consider how we can change activity constraints to increase student success. Key skills and concepts will be considered from a theme-based approach to maximise student understanding of where they can apply what you teach in physical education.

**C08 DEVELOPING PERFORMANCE, PARTICIPATION AND ENJOYMENT IN NET/WALL SPORTS (Practical)***Helen Owies and Alistair Doherty, Tennis Victoria*

A Game Sense approach in physical education places the game at the heart of the session. It encourages the player to develop skills in a realistic context, to become more tactically aware, to make better decisions and to have more fun. Applying the Game Sense approach, this practical workshop will identify generic tactical problems and solutions within net/wall sports through focusing on a variety of tennis games and play practices. These games will form the foundation for enhanced game understanding and performance in other sports in the net/wall category and broaden your teaching repertoire of net/wall games.

## SESSION D

## 1.50 PM – 3.00 PM

**D01 DEVELOPING LITERACY IN PE (Lecture)***Ann-Maree Dell'orso and Shaun Bowie, Parade College*

This session is designed to support teachers with the application of literacy in the VCE PE Units 1–4 curriculum. In this session teachers will be shown different activities to support their students in writing and reading for Physical Education, particularly linking to interpreting and responding to questions. Activities shared are easy to apply within the classroom setting and support a range of student learning styles.

**D02 ROAD TO ZERO: BRINGING HEALTH PROMOTION TO LIFE (Workshop)***Chrissy Collins, Thornbury High School*

Help your HHD students understand the Ottawa Charter and Health Promotion through the Road to Zero experience and newly developed student app. Come to this session to learn more about the app and how you can use the Road to Zero offerings to drive student application in HHD Units 3 and 4.

**D03 OES CURRICULUM AND EXAMINATION DEVELOPMENT (Lecture)***Belinda Dalziel, Beaconhills College*

This session will provide an overview of the Units 3 and 4 OES study design and a summary of resources and ideas for each key knowledge point. Effective and practical revision strategies for each area of study as well as examination preparation concepts will be explored.

**D04 UNIT 2 HHD TEACHING AND LEARNING ACTIVITIES (Workshop)***Laura Blackson and Belinda Moss, Cranbourne East Secondary College*

This workshop will focus on implementing engaging teaching activities for the 21st century learner. The activities presented will have a strong focus on Unit 2, but these activities are flexible, and can be adapted to suit your learners' needs. Participant involvement is encouraged as the workshop will involve active learning.

**D05 WHAT DOES SEPEP LOOK LIKE? (Practical)***Ben Clark and Andrew Rae, Keysborough Secondary College*

With all that teachers are required to do each day, it can be difficult to include a variety of teaching methods. This workshop will take you through what a Sport Education model could look like in your classroom and what it can mean for you as a teacher when meeting curriculum expectations, fostering a high engagement culture and promoting student voice.

**D06 TEACHING TPSR THROUGH PHYSICAL ACTIVITY (Practical)***Rick Baldock, ACHPER SA*

This practical session will demonstrate how the Teaching Personal and Social Responsibility through Physical Activity (TPSR) model can be incorporated into your PE classes and coaching. Developed by David Hellison it has proven effective in school-based physical education. TPSR in Physical Education is consistent with aspects of the VC:HPE Achievement Standards and many of the key ideas of HPE. Educators consistently report that once TPSR has been taught that their classes ran more smoothly and there was less need for class management as the students increasingly self-managed.

**D07 FOSTERING AN ACTIVE SCHOOL COMMUNITY (Lecture)***Adriana Pinder, ACHPER Victoria*

The DET's Active Schools Framework highlights the importance of all schools prioritising increased physical activity as a whole of school target. Health and Physical Educators are key to getting this physical activity initiative off the ground and supporting the wider school community to foster a strong culture of physical activity. This engaging session will unpack the DET Active Schools framework and outline strategies of how the HPE team can support their school community in increasing student physical activity and positive attitudes towards movement.

**D08 STRIKING AND FIELDING IN SECONDARY (Practical)***Danielle Rigg and Tim Hatzi, Softball Victoria*

In this session we will be focusing on the game sense classification of striking and fielding. After introducing the main concepts of striking/fielding activities, this practical workshop will present a variety of games and activities using softball to develop students' movements skills and movement concepts. Teachers will be provided with the CHANGE IT approach thus allowing them to apply this to other areas of the curriculum.