



**ROSEWORTH**  
PRIMARY SCHOOL

# Health & GDHR at Roseworth PS

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# ROSEWORTH

PRIMARY SCHOOL

- ▶ Independent Public School
- ▶ 300 students K-6
- ▶ Girrawheen (LSES)
- ▶ 10% Vietnamese
- ▶ 25% Aboriginal
- ▶ African, Malay, Sudanese, Thai
- ▶ 33% transient rate
- ▶ High rate of single parent families
- ▶ High rate of unemployment



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- ▶ Health education is vital for our community.
- ▶ Values is in our school business plan as a priority learning focus.
- ▶ Community Hub with The Smith Family and Child and Parent Centre on site.
- ▶ Breakfast Club 3 days a week.



# ROSEWORTH

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## Whole School Health Coordinator

- ▶ Committee
- ▶ Budget
- ▶ Planning
- ▶ Resources
- ▶ Liaising and networking with health professionals (i.e., school nurse)
- ▶ Professional Learning for staff
- ▶ Health Network with local schools
- ▶ Incursions

Red Text denotes GDHR input



## Planning

- ▶ 1. Consult WA Curriculum (SCSA), School Business Plan & reporting guidelines
- ▶ 2. Development Whole School Health Schedule
- ▶ 3. Map GDHR to School Health Schedule
- ▶ 4. Provide staff with planning documents and resources.



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## SCSA

<https://k10outline.scsa.wa.edu.au/>

- ▶ WA Syllabus
- ▶ Judging Standards (only accessible through extranet)
- ▶ Work samples (only accessible through extranet)





## WA Health & PE Syllabus



### HEALTH AND PHYSICAL EDUCATION – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Attitudes and values</b>	Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.						
<b>Personal, social and community health</b>							
<b>Being healthy, safe and active</b>	<p>Personal strengths of individuals</p> <p>The different parts of the body and where they are located</p> <p>Protective behaviours to keep safe and healthy:</p> <ul style="list-style-type: none"> <li>• saying 'no'</li> <li>• moving away</li> <li>• telling an adult</li> <li>• asking for help</li> </ul> <p>Trusted people in the community who can help individuals feel safe</p>	<p>Personal strengths and how these change over time</p> <p>The strengths of others and how they contribute to positive outcomes, such as games and physical activities</p> <p>Ways in which the body changes as individuals grow older</p> <p>Strategies to use when help is needed, such as:</p> <ul style="list-style-type: none"> <li>• dialling 000 in an emergency</li> <li>• reading basic safety signs</li> <li>• accessing a safety house or a trusted network</li> <li>• asking a trusted adult</li> </ul> <p>The benefits of healthy eating and regular physical activity on health and wellbeing</p>	<p>Personal strengths and achievements and how they contribute to personal identities</p> <p>Changes in relationships and responsibilities as individuals grow older</p> <p>Strategies to use when help is needed:</p> <ul style="list-style-type: none"> <li>• procedure and practice for dialling 000 in an emergency</li> <li>• locating safety houses and trusted networks in the local community</li> </ul> <p>Strategies and behaviours that promote health and wellbeing:</p> <ul style="list-style-type: none"> <li>• personal hygiene practices</li> <li>• healthy eating</li> <li>• sufficient sleep</li> <li>• staying hydrated</li> <li>• regular physical activity</li> </ul>	<p>Factors that strengthen personal identities, such as the influence of:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• school</li> </ul> <p>Physical, social and emotional changes that occur as individuals grow older, such as changes to:</p> <ul style="list-style-type: none"> <li>• the body</li> <li>• friendships</li> <li>• feelings</li> </ul> <p>Assertive behaviours and communication skills to respond to unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• keeping calm</li> <li>• using appropriate non-verbal communication skills</li> <li>• seeking help</li> </ul> <p>Actions in daily routines that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• appropriate levels of physical activity</li> </ul>	<p>Use of persistence and resilience as tools to respond positively to challenges and failure, such as:</p> <ul style="list-style-type: none"> <li>• using self-talk</li> <li>• seeking help</li> <li>• thinking optimistically</li> </ul> <p>Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:</p> <ul style="list-style-type: none"> <li>• positive self-talk</li> <li>• assertiveness</li> <li>• seeking help</li> <li>• sharing responsibilities</li> </ul> <p>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:</p> <ul style="list-style-type: none"> <li>• being alert and aware of unsafe situations</li> <li>• using assertive behaviour and language</li> </ul>	<p>Ways that individuals and groups adapt to different contexts and situations</p> <p>Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• mental</li> <li>• emotional</li> </ul> <p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> <li>• internet-based information</li> <li>• community health organisations</li> <li>• publications and other media</li> </ul> <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• comparing food labels on products</li> <li>• increased physical activity</li> <li>• practising sun safety</li> </ul>	<p>Ways that personal identities change over time</p> <p>Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>• minimising and managing conflict</li> <li>• recognising and building self-esteem</li> <li>• selecting and managing relationships</li> </ul> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>• refusing medicines, tobacco, alcohol or other drugs</li> <li>• improving the nutritional value in meals</li> </ul>





# Judging Standards



School Curriculum  
and Standards  
Authority

## JUDGING STANDARDS IN YEAR 6

### HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Assessment pointers validate teachers' professional judgement when reporting against a five-point scale. The pointers:

- are examples of evidence in relation to the achievement standard
- should be used with the annotated student work samples
- exemplify what *students may demonstrate* rather than a checklist of *everything they should do*.

### YEAR 6 HEALTH EDUCATION ACHIEVEMENT STANDARD

At Standard, students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information.

Students describe skills and strategies to establish and manage positive relationships, such as using active listening and accepting differences. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

### YEAR 6 HEALTH EDUCATION ASSESSMENT POINTERS

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement	E Very low achievement
Being healthy, safe and active	<p>Provides effective strategies and recommends relevant resources to help manage the changes associated with puberty.</p> <p>Develops own criteria to assess the credibility of different sources of health information and provides a logical explanation as to why they are credible.</p>	<p>Provides strategies and recommends a relevant resource to help manage the changes associated with puberty.</p> <p>Applies given criteria to assess the credibility of different sources of health information and provides a simple explanation as to why they are credible.</p>	<p>Provides some strategies to help manage the changes associated with puberty.</p> <p>Identifies and applies given criteria to assess the credibility of different sources of health information.</p>	<p>Provides a strategy to help manage the changes associated with puberty.</p> <p>Identifies a simple source of information and help, such as a teacher.</p>	<p>Does not meet the requirements of a D grade.</p>



## Annotated Work Samples



School Curriculum  
and Standards  
Authority

### JUDGING STANDARDS

The annotated work samples support teachers:

- when reporting against the achievement standard
- when explaining differences between one student's achievements and another's
- in implementing internal moderation practices.

The annotations include black text which reflect an assessment pointer relevant to the task and/or coloured text which is the task-specific evidence.

### YEAR 3 HEALTH AND PHYSICAL EDUCATION

#### WORK SAMPLE REFLECTING EXCELLENT ACHIEVEMENT

##### SUMMARY OF TASK:

###### Positive relationships

As a class, students discussed the characteristics that positively influence relationships. They examined how people react and respond in different situations.

Students were then given the scenario:

*John and Kai are playing on the adventure playground at recess. They notice Lucy is standing all by herself looking sad. On Friday the class had a goodbye party for Rachael who went to another school. She was Lucy's best friend and now Lucy has nobody to play with.*

Students wrote conversation text into a comic strip based on the scenario. They were asked to show how the characters might show empathy and respect to others and explain how emotional responses can influence positive friendships.

##### CONTENT RELEVANT TO THIS TASK

###### Health Education

- Behaviours that show empathy and respect for others

##### KEY WORDS:

Assertive, Respect, Empathy, Relationships, Positive, Friends, Friendship

Student achievement is reported at the end of the semester or year using the letter grades and achievement descriptors. Letter grades and achievement descriptors should only be used to describe student achievement for the purpose of reporting.



## Annotated Work Samples – Year 3 Limited

School Curriculum and Standards Authority

**WORK SAMPLE**
**ANNOTATIONS**

John and Kai are playing on the adventure playground at recess. They notice Lucy is standing all by herself looking sad. On Friday the class had a goodbye party for Rachael who went to another school. She was Lucy's best friend and now Lucy has nobody to play with.

Fill in the speech bubbles and complete the last two frames of the comic strip. In the comic strip John, Kai and Lucy should show respect and empathy for each other.

<p>How does showing respect and empathy make you a good friend?</p> <p>Whats makes a good friend by is caring, playing with them and being nice.</p> <p><small>Playground image retrieved September, 2014, from <a href="http://openclipart.org/detail/255917/rob-on-a-jungle-gym-by-jl4p4-20993/">http://openclipart.org/detail/255917/rob-on-a-jungle-gym-by-jl4p4-20993/</a>              Girl image retrieved September, 2014, from <a href="https://openclipart.org/detail/51852/a-little-girl-by-johnny_actonm45">https://openclipart.org/detail/51852/a-little-girl-by-johnny_actonm45</a></small></p>	

States the behaviours required to be a good friend, with few references to empathy and respect, e.g. 'Whats (What) makes a good friend (friend) by is caring (caring), playing with them and being nice.'



# Annotated Work Samples – Year 3 Excellent



### WORK SAMPLE

### ANNOTATIONS

John and Kai are playing on the adventure playground at recess. They notice Lucy is standing all by herself looking sad. On Friday the class had a goodbye party for Rachael who went to another school. She was Lucy's best friend and now Lucy has nobody to play with.

Fill in the speech bubbles and complete the last two frames of the comic strip. In the comic strip John, Kai and Lucy should show respect and empathy for each other.

COLLECT FOR ASSESSMENT

**Panel 1 (Top Left):** Kai asks Lucy, "Lucy are you sad that Rachael has left? Do you want to play with us?" John replies, "Are you? Because you look lonely and are you thinking of Rachael?"

**Panel 2 (Top Right):** Lucy is thinking, "Thinking of Rachael".

**Panel 3 (Middle Left):** Lucy says, "Yes I am thinking of Rachael! I am very sad that Rachael left because she was my only best friend! So I am lonely now because I don't have any friends left! Yes I would love to play with you".

**Panel 4 (Middle Right):** Kai says, "Great! Do you know how to play on the monkey bars, we are also your friends if you want us to be your friend, it's your choice?" John adds, "I guess you will because you don't have any other friends at this school. It is also great that we have another friend".

**Panel 5 (Bottom Left):** Lucy says, "I know how to play on the monkey bars, I would love to be your friend Kai and John. Can we play on the monkey bars now because I am so excited".

**Panel 6 (Bottom Right):** John and Kai say, "We are just going to do tricks on the monkey bars, and when we start, it's". Lucy replies, "Let's have lots of fun on the monkey bars, Lucy. Your new friends do lots of tricks now on the monkey bars".

**Text at the bottom of the comic strip:**  
 How does showing respect and empathy make you a good friend?  
 You are a good friend if you have empathy is because that you can feel what someone else's feeling like. If you give respect you get respect if you have respect you can care for another person. You get friends by showing respect and showing empathy.

COLLECT FOR ASSESSMENT

Explains empathy and respect and describes, in detail, how they relate to positive friendships. Uses the communication in the comic strip to show respect, e.g. 'Do you know how to play on the monkey bars? We are also your friends if you want us to be your friends, it's your choice (choice)?'

Playground image retrieved September, 2014, from <http://i.pinimg.com/originals/1/6/5/1659173c0e-a-jungle-gym-by-464n-196917>  
 Girl image retrieved September, 2014, from [https://openclipart.org/detail/5285/a-869-girl-by-johnny\\_automatic](https://openclipart.org/detail/5285/a-869-girl-by-johnny_automatic)



### K-6 Health Schedule

Focus Areas	K-PP	Years 1-2	Years 3-4	Years 5-6
<b>Wellness - Values</b> (All year) Use GDHR, "You Can Do It" and CLOSE as resources to achieve these wellness outcomes.	<i>Identity</i> – personal identity. <i>Relationships</i> – my relationships. <i>Resilience</i> – expressing feelings.	<i>Identity</i> – enhancing personal identity. <i>Relationships</i> – building relationships. <i>Resilience</i> – identifying feelings of others, what bullying looks like and what you can do, school bullying policy.	<i>Identity</i> – influences on identity. <i>Relationships</i> – accepting relationships. <i>Resilience</i> – positive self-talk, assertiveness, dealing with bullying effectively, revise school bullying policy.	<i>Identity</i> – positive thinking and maintaining self-esteem. <i>Relationships</i> - changing relationships. <i>Resilience</i> – problem solving, conflict resolution, revise school bullying policy.
<b>Safety</b> (Link with Earth and Space Sciences)	Protective behaviours: <ul style="list-style-type: none"> <li>- Private vs public body parts</li> <li>- Safe vs unsafe rules (including internet safety)</li> </ul>	Road safety: <ul style="list-style-type: none"> <li>- Rules</li> <li>- Pedestrian safety</li> <li>- Bike safety</li> </ul> Internet safety: <ul style="list-style-type: none"> <li>- Logins and passwords</li> </ul>	Safety in the community: <ul style="list-style-type: none"> <li>- Services in the community who can help keep us safe</li> <li>- What do we do in an emergency</li> </ul> Internet safety: <ul style="list-style-type: none"> <li>- Appropriate use of photos</li> </ul>	Online safety: <ul style="list-style-type: none"> <li>- Cyberbullying</li> <li>- Sexting</li> <li>- Online predators</li> </ul>
<b>Nutrition</b> (Link with Biological Sciences)	<ul style="list-style-type: none"> <li>- What is healthy food?</li> <li>- Rainbow foods (taste, colour, smell, texture).</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce Healthy Food Guide.</li> <li>- Safety in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>- Revise healthy food guide.</li> <li>- Safe food storage.</li> <li>- Reduce food waste.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding food labels.</li> <li>- Factors that influence healthy eating.</li> <li>- Responsible shopping.</li> <li>- Cultural implications.</li> </ul>
<b>Growth &amp; Development</b> (link with Physical Sciences)	<ul style="list-style-type: none"> <li>- External body parts</li> <li>- Skeletal system</li> <li>- 5 senses</li> <li>- Basic hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Internal body parts and basic functions</li> <li>- Digestive system</li> <li>- Revise personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring changes in growth</li> <li>- Respiratory system</li> <li>- Importance of healthy eating and exercise</li> <li>- How germs and diseases are spread. Germ prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Puberty – physical, emotional and social changes</li> <li>- Menstruation</li> <li>- Reproductive system</li> <li>- Maturity</li> <li>- Independence</li> <li>- Contagious diseases and immunisations.</li> </ul>
<b>Drug Education</b> (Link with Chemical Sciences)	Medicines <ul style="list-style-type: none"> <li>- Uses and rules</li> <li>- alternatives</li> <li>- Safe storage and warning symbols</li> </ul>	Caffeine <ul style="list-style-type: none"> <li>- What is it?</li> <li>- Effects</li> <li>- consumption</li> <li>- Why isn't it good for children?</li> </ul>	Smoking <ul style="list-style-type: none"> <li>- Facts</li> <li>- How it affects us</li> <li>- Influences on smoking decisions</li> <li>- Passive smoking</li> </ul>	Alcohol <ul style="list-style-type: none"> <li>- Facts</li> <li>- Short term and long term harms</li> <li>- Influences</li> <li>- Making decisions</li> </ul>



# Forward Planning Document

## WA Curriculum: Health Planning Document

Class: E3

Year Level: 1/2

Teacher: T Lee

### Term 1 Focus: Wellbeing – Getting Along

General Capabilities							
Literacy	Numeracy	ICT	Critical & Creative Thinking	Creative & Critical Thinking	Intercultural Understanding	Personal & Social Competence	Ethical Behaviour
Cross Curriculum Priorities							
Aboriginal & Torres Strait Islanders Histories and Cultures			Asia and Australia Engagement with Asia			Sustainability	
Health: Personal, Social and Community Health							
Integrated Curriculum Plan							
English:			History:			Maths:	
Sub-Strands	Being healthy, safe and active		Communicating and interacting for health and wellbeing			Contributing to healthy and active communities	
Teaching and Learning Ideas				Resources		Assessment/Outcomes	
Engage Explore Explain Elaborate Evaluation							
<a href="#">Lesson 1 – Identifying Personal Strengths</a> <i>Students explore things they are good at and identify these as strengths, and explore how these can change over time.</i>				<ul style="list-style-type: none"> <li>- Worksheet: My Strengths</li> </ul>		<a href="#">ACPPS015 (BHS&amp;A)</a>  Describe own strengths and achievements and those of others and identify how these contribute to personal identities.	
<a href="#">Lesson 2 – Reading emotions in others</a> <i>Students identify external body cues and verbal cues that people demonstrate when they are feeling a range of emotions.</i>				<ul style="list-style-type: none"> <li>- Book about feelings</li> <li>- Resource: Feelings cards</li> <li>- Worksheet: Reading feelings in others</li> </ul>		<a href="#">ACPPS020 (C&amp;I)</a>  Understanding emotions <i>Ways to describe emotions</i> <i>How to identify emotions before taking action</i> <i>How to use body cues to help recognise your feelings</i>	
<a href="#">Lesson 3 – Tricks for making friends</a> <i>Students develop an understanding that having friends makes us feel happy and that personal and social skills are required to build and maintain friendships.</i>				<ul style="list-style-type: none"> <li>- 6 hula hoops</li> <li>- Music</li> <li>- Paper plates (1/student)</li> <li>- Large leaf shaped paper (1/student)</li> </ul>		<a href="#">ACPPS019 (C&amp;I)</a>  Describe ways to include others to make them feel that they belong.	



# ROSEWORTH PRIMARY SCHOOL

## Reporting to Parents

Department of Education | DOE | Reporting to Parents [Version 3.12.2690]

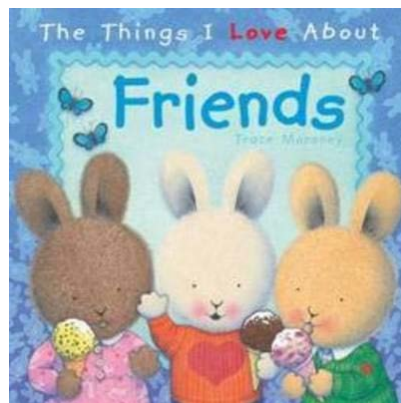
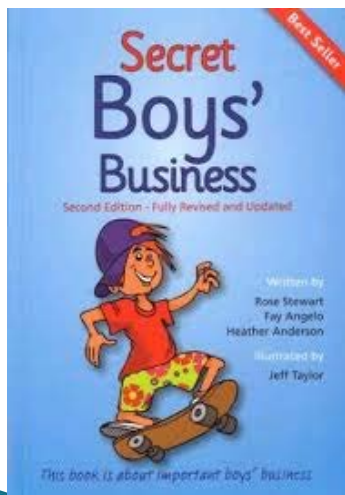
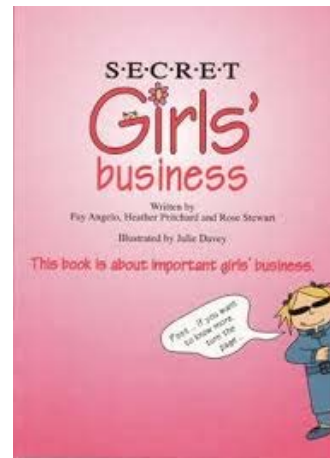
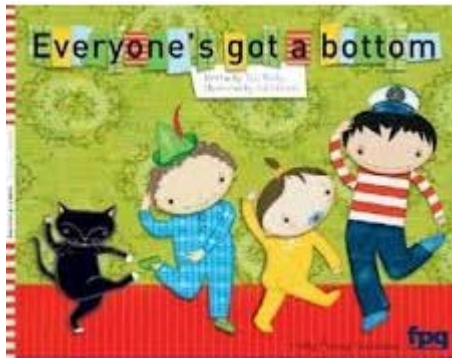
Main Menu | Select Group | Individual Report Data Entry | Logout | Help

W6 Student [ ] Group Complete  Show Previous Grades  Calculate Learning Area Grades  Show Overall Comments Save

Learning Area	W6	A	B	C	D	E	A	B	C	D	E	N/A
<b>Science</b> W6 Science Science Understanding Science Inquiry Skills Science as a Human Endeavour Simone Beatty	A	B	C	D	E	A	B	C	D	E	N/A	
+ demonstrates appropriate effort in this learning area												
<b>Humanities and Social Sciences</b> W6 HASS Susan Smith	A	B	C	D	E							
+ demonstrates appropriate effort in this learning area												
<b>Health and Physical Education - Health Education</b> W6 Personal, social and community Simone Beatty	A	B	C	D	E	A	B	C	D	E	N/A	
+ demonstrates appropriate effort in this learning area												
<b>Health and Physical Education - Physical Education</b> W6 PE Anna Reardon	A	B	C	D	E	A	B	C	D	E	N/A	
+ demonstrates appropriate effort in this learning area												
<b>The Arts - Music</b> W6 Music Rosemary Weldon	A	B	C	D	E	A	B	C	D	E	N/A	
+ demonstrates appropriate effort in this learning area												
<b>The Arts - Visual Arts</b> W6 Art Susan Smith	A	B	C	D	E	A	B	C	D	E	N/A	
+ demonstrates appropriate effort in this learning area												

Overall Comments | Principal Comments | Parent/Guardian interview recommended  Yes  No | 0 Half Days Absent

Only report on "Personal, social and Community" has a whole strand for Health.



## Resources

- ▶ 1. Consult with staff
- ▶ 2. Purchased new resources to support the facilitation of health lessons as recommended by GDHR.
- ▶ 3. Have multiple copies available in the library for students to borrow too.





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Department of Health



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Home

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Learning

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Questions



### Using a Question Box in the classroom

A useful tool for students to ask those embarrassing or unsafe and confidential questions

[READ MORE](#)



Read this first



Find a resource



Learning Activities



Events



Ask a Question



Search the site



# ROSEWORTH PRIMARY SCHOOL

## Connect

Navigation bar with icons and labels: Classes, Communities (active), My Connect, Manage, Resources, Learn. User profile: Trisha Lee, 11 messages.

Back to Communities | Roseworth Primary School

- Summary
- Notices
- Discussions
- Content
- Library**
- Members

### Library

Permissions

+ Add More

Library > Learning Areas > Health Resources

Select All Copy Move Remove Download

Showing 1 to 10 of 11 Page 1 of 2 First Prev Next Last

Name	Size	Modified
<input type="checkbox"/> Drug Education		22 Mar '16
<input type="checkbox"/> Fire Safety Resources		10 Oct '15
<input type="checkbox"/> Friendship Tree		28 Jan '15
<input type="checkbox"/> SDERA - Drug and Road Education		27 Jan '15
<input type="checkbox"/> Protective Behaviours		25 Jan '15
<input type="checkbox"/> AC Aug 2015.pdf	126 Kb	22 Mar '16
<input type="checkbox"/> Scope and sequence.pdf	268 Kb	22 Mar '16



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## Activity: Puberty Kits



<https://gdhr.wa.gov.au/-/puberty-kits>



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Thank you  
Questions?

