

## Writing in Physical Education and Health

### Goal

To gain better results overall in assessments that are less text-dense. A coherent and integrated development of literacy teaching and learning in Physical Education and Health shows clear progressions and links years 9 through 13.

### Links to the Strategic Plan

Providing more equitable access to learning and achievement for students in junior PE (links to Strategic Goal 3- "Equitable access to learning")

How: Department leads identify evaluation focus for Junior Curriculum. Continue to evaluate the junior curriculum and include a focus on mana ōrite mo te mātauranga Māori.

### How

Due to COVID change to the structure of courses and staff turnover, the assessment tasks had become very literacy-dense in design and increased writing expectations of students.

- Collate junior HPE assessment data from 2022-2024
- Identify target students based on PAT Reading Comp Stanine 3 or lower, Writing Level 3A or lower
- Identify the relationship between target group and HPE assessments
- Observe teaching and develop a best practice approach to teaching literacy (writing) in HPE
- Incorporate Te reo Māori

### Description of Baseline Data and Progress - Over 4 Terms

#### Year 9

| Year | Unit TA                                                       | Unit KO                                                      | Unit Ch                                                       | Unit Mo                                                       |
|------|---------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| 2022 | <b>1</b> 4.3% <b>2</b> 23.1%<br><b>3</b> 40.6% <b>4</b> 20.6% |                                                              | <b>1</b> 4.3% <b>2</b> 11.2%<br><b>3</b> 33.9% <b>4</b> 38.8% | <b>1</b> 3.3% <b>2</b> 18.2%<br><b>3</b> 47.4% <b>4</b> 23.4% |
| 2023 | <b>1</b> 9.7% <b>2</b> 30%<br><b>3</b> 27% <b>4</b> 18.8%     | <b>1</b> 0.9% <b>2</b> 9.7%<br><b>3</b> 47% <b>4</b> 39%     | <b>1</b> 0% <b>2</b> 22.6%<br><b>3</b> 37.3% <b>4</b> 40%     |                                                               |
| 2024 | <b>1</b> 8.9% <b>2</b> 26.1%<br><b>3</b> 40.3% <b>4</b> 22%   | <b>1</b> 0.9% <b>2</b> 6.3%<br><b>3</b> 55.4% <b>4</b> 35.5% |                                                               |                                                               |

#### Year 10

| Year | Unit TA                                                        | Unit Fa                                                      | Unit SS *23Ge*22                                              | Unit In                                                        |
|------|----------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|
| 2022 | <b>1</b> 5.5% <b>2</b> 20.8%<br><b>3</b> 37.9 <b>4</b> 19.9%   |                                                              | <b>1</b> 2.2% <b>2</b> 19.5%<br><b>3</b> 27.7% <b>4</b> 20.6% | <b>1</b> 11.1% <b>2</b> 17.4%<br><b>3</b> 52.3% <b>4</b> 20.6% |
| 2023 | <b>1</b> 10.9% <b>2</b> 20.6%<br><b>3</b> 25.1% <b>4</b> 29.7% | <b>1</b> 0% <b>2</b> 19.1%<br><b>3</b> 19.1% <b>4</b> 27.7%  | <b>1</b> 14.6% <b>2</b> 25%<br><b>3</b> 24.3% <b>4</b> 30%    |                                                                |
| 2024 | <b>1</b> 13.4% <b>2</b> 18.9%<br><b>3</b> 39.6% <b>4</b> 26.8% | <b>1</b> 0% <b>2</b> 23.9%<br><b>3</b> 46.27% <b>4</b> 27.61 |                                                               |                                                                |

**Legend: 1= Well Below 2= below 3= Working At 4= Working Above**

## TARGET GROUPS

- Year 9 and 10 Students
- e-asTTLe level 3A and PAT Stanine 3 and below
- Māori and MELAA students

## Description of Leadership Inquiry

Literacy in Physical Education and Health plays a crucial role in helping students critically engage with health-related information, concepts, and values. In the New Zealand curriculum, students are encouraged to think deeply about their wellbeing, the factors that influence it, and the role of physical activity in maintaining health. This involves understanding topics like health issues, nutrition, personal safety, and the impacts of physical and mental health.

There was a significant drop in junior assessment achievement from 2022 to 2023, with low engagement in the reflective written component, particularly among Māori students. Assessments using a holistic grading approach, however, showed improved engagement and success across all students.

The New Zealand education system emphasises the need for equitable access to quality learning experiences, particularly for Māori, Pasifika, and other target students who may face barriers to full participation in education. In PE and Health, creating assessments that balance written work, actions, interpersonal skills, and conversations ensures that students can demonstrate their learning in multiple ways, rather than being confined to one mode of assessment.

For Māori students, assessments should reflect diverse ways of learning, including the importance of whānau (building relationships) and manaakitanga (care for others), which align with interpersonal and group interactions. Incorporating Māori perspectives like Te Whare Tapa Whā (a model of wellbeing that includes physical, mental, social, and spiritual dimensions) ensures that students see their cultural identity reflected in the curriculum and assessment.

Written reflections and conversations allow students to process their experiences and decisions, promoting critical thinking and literacy. Self and peer reflection further encourage deeper engagement by fostering self-awareness, collaboration, and shared responsibility in learning. These reflective practices, combined with teacher judgment, create a holistic, inclusive, and culturally responsive assessment model where each student's strengths, identity, and learning style are valued, ensuring equitable access to success for all learners.

## Actions

Review the assessment data from previous years.

Discuss with department, our aspirations around assessments and teaching of literacy in HPE

Research around Literacy in HPE, Developing common literacy practices, assessment in HPE,

Made changes to assessments for Yr9 and 10 HPE

1. Decreased the amount of text, the wording (some was aimed at level 6) of assessments
  1. use an assessment that students could show understanding through writing, verbal, peer, and self-reflection, as well as teacher review, to show understanding of learning.
  2. Increase use of Māori language and concepts weaved through teaching, learning and assessments
  3. Create a common approach to writing reflections in HPE, showing progressions from Yr9 -Yr13
  4. Decreased formally assessed contexts from 3 to 2
  5. Locate cohort data for Reading and writing
  6. Reflect and review Semester 1

## Outcomes including specific links to Data Analysis

Te Whare Tapa whā based assessment in both Years 9 and 10 required students to invest time in an action and write reflections on this action based on Mason Durie's Whare Tapa Wha model of Hauora. **The data shows an increased number of students working AT or Above the expected level from 2023.**

For Māori students we saw **a drop in students not attempting and an increased number of students working AT or above.** Year 9 showed an increase of 85% 2023 to 97% completing this assessment. Yr 10 showed an increase of 86% 2023 to 99% completing this assessment.

Ko Yr 9 assessment based on Kotahitanga which involved show understanding through writing, verbal, peer, and self-reflection, as well as teacher review showed some movement from percentages working below to at and above. Over 96% of students completed this assessment.

FA Yr 10 Factors that increase the enjoyment of movement. Involves reflective writing and in a group creating and teaching an activity to the class. Data shows an increase in overall student achievement from 2023 to 2024. Māori student's achievement remained the same over both years. In 2023, 100% and 98% 2024 of students completed the assessment.

## Highlights

1. Increased level of engagement of all students from 2023 to 2024
2. Movement of the percentage of students working below to working at or above across assessments.
3. Increased achievement and engagement of Maori students
4. Engagement of the department in working together.

## Challenges

- Access to data such as PATs, e-asTTLe
- Identifying target students with data
- Time to complete all goals
- Unable to correlate cohort data with assessment data to properly identify target students.
- Getting an incomplete data set for 2024 due to the semesters.
- Adjusting teaching to create better learning outcomes due to moving to semester
- Collective approach to writing across the school not consistent
- Writing data available across school.

## Where to next

1. Streamline the approach to the Inquiry it had too many moving parts and created a monster of goals
2. An across school/kāhui ako literacy goal would provide clarity

## Specific to HPE

- Early access to school wide assessments in Literacy and Numeracy to identify target students
- Make sure the te ao māori approach in HPE is authentic
- Using paper based/work book assessments as opposed to all online, using online to create differentiation
- Providing keywords and weekly expectations next learning steps for writing
- Explicit teaching of literacy skills - Note taking, Skimming and Scanning