

# Evans Bay Intermediate School

## SCHOOLWIDE ACHIEVEMENT REPORT

IN

## PHYSICAL EDUCATION

September 2009

### INTRODUCTION

This report is based on data provided from the **Long Ball** unit. It provides a schoolwide picture of what was reported home to parents in the mid year reports about student achievement in physical education. The learning focus was on small ball skills.

The achievement objectives taught were:

- **B1 MOVEMENT SKILLS** Demonstrate consistency and control of movement in a range of situations. This is the achievement objective that was formally assessed and reported on, in this unit. Levels given were “best fit levels” on the NZCF.
- **B2 POSITIVE ATTITUDES** Demonstrate willingness to accept challenges, learn new skills and strategies, and extend abilities in movement related activities. This achievement objective was not formally assessed.

The EBIS school value that was reinforced in this unit was **Whanaungatanga** as it required students to show their ability to co-operate with others and show tolerance of others levels of ability.

The Key Competency that was taught through this learning context was **participating and contributing**.

There are a number of students at Evans Bay Intermediate School who do not know the correct techniques for throwing and catching a small ball and they do not feel confident when participating in games that require these skills.

These skills are fundamental to a lot of games that are played, both at school and in students' own time.

Teaching focused on making sure that students all learnt the correct techniques, thereby ensuring that they would be better equipped to have success in a variety of different small ball game situations.

The following were the Learning Intentions from this unit.

### **Learning Intentions:**

- Use the correct technique for throwing a tennis ball.
- Use the correct technique for catching a tennis ball.
- Identify the correct technique you would use in particular game situations.
- Use the correct technique for striking a tennis ball with a padder tennis bat.

## **DATA ANALYSIS**

### **STRENGTHS**

Year 8 students overall are achieving better than the Year 7 students. **89%** of this group of students achieved a Level 3 or better. It is also worth noting that **11%** gained a Level 5 which is extremely good.

Year 8 Female students also achieved very well. Only **11%** of this group achieved below a Level 3 and **11%** achieved a Level 5.

Both Year 8 Maori and Pacific students achieved well in this unit of learning. Only **7%** of both these groups achieved less than a Level 3. No students in these groups achieved a Level 1.

Year 8 Pacific Students achieved very well in looking at Level 5. **15%** of this group achieved a Level 5 which is excellent. **67%** of this group were achieving in the Level 4 – 5 area.

This data shows us that we were right to put our focus and energy into developing small ball skills across the school. Small balls are used in a number of different games that students play.

The large majority of students at EBIS are achieving at either Level 3 or Level 4. There are only a very small number of students who are achieving a Level 1 or Level 2.

### **The reasons for this can be attributed to the following things:**

- Very specific teaching of physical education in our school Rotations programme. This ensures that all students in all classes do receive teaching time for physical skills.
- Our students are taught and given multiple opportunities to work collaboratively in their classes and syndicate teams.
- Students play various games that enhance physical skills.
- Students support each other.

### **TARGETS**

There does not appear to be any one specific group of students that stands out as needing further help. The Year 7 girls however are the group that has the lowest number of students achieving at a Level 5.

There will always be students who have skills that are not as well developed as others in their peer group. Through playing games in the various sporting codes, students will have the opportunity to build on their prior learning and to improve their skills and abilities in small ball handling.

It is important that teachers provide opportunities for students to practice the skills they have learnt, just as they would in any other curriculum area in the classroom. Ensuring that students feel comfortable to join in game situations is one way to do this. Making sure that teams are balanced with less able and more able students, encouraging students to support each other and using more able students to get alongside less able students are all ways that everyone can support those who need more help.

### **CONCLUSION**

The school is on the right track.

It is important that we develop the fundamental skills that students need to enable them to participate in a wide variety of physical activities. As in all curriculum areas, once the basics are in place other skills will follow and students will become more confident in having a go.

It is important that we develop all round students and that they feel confident and competent to join in a range of activities. Students need to feel secure enough to step outside their comfort zone. They need to be willing and able to try something that they may not have previously thought of.

For some students physical activity is not something that they particularly enjoy and we need to find ways to make it more enjoyable for these students.

Our Term 4 unit is again another small ball unit, this time based around Cricket and Softball. There are some generic skills that all students can use where it does not matter what type of small ball equipment is being used. We will be focusing on Throwing and Catching and the skills developed through the tennis ball unit, will be evident when it comes to using a cricket ball and a softball. This will allow students to use prior learning as the building blocks for future learning.

Through this unit of learning, we can conclude that the majority of students enjoy physical education and with structured learning, most students are able to master the skills that will enable them to be active participants. It is critically important that we get students to become interested in, feeling able to take part in, some form of sport in light of the national focus on fitness and healthy living.

This report was compiled by Chris Cordell on 4 September 2009
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