

# Indicative Progress

**The Victorian Curriculum F–10: Health and Physical Education and Personal and Social Capability, including Respectful Relationships**

# Overview

- a) What is indicative progress?
- b) Continuum of learning
- c) How does indicative progress support our assessment of students?
- d) How can we plan for progression of learning?

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## Levels 3 and 4

## Levels 5 and 6

## Levels 7 and 8

### Levels 3 and 4 Achievement Standard

By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.

Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

### Levels 5 and 6 Achievement Standard

By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

### Levels 7 and 8 Achievement Standard

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

# Personal and Social Capability

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## Levels 3 and 4

## Levels 5 and 6

## Levels 7 and 8

### Levels 3 and 4 Achievement Standard

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.

Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.

### Levels 5 and 6 Achievement Standard

By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.

Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.

### Levels 7 and 8 Achievement Standard

By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

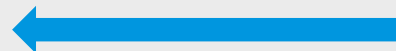


## Curriculum planning

Whole-school curriculum planning plays a key role in enabling schools to deliver the F–10 curriculum for all students and reflects the decisions, resources and priorities of the school. As part of a comprehensive whole-school plan, schools are asked to consider the extent to which they have documented their teaching and learning plan for each curriculum area across the years of schooling to support a progression of learning.

More information and advice is available from the [Curriculum Planning Resource website](#)

Indicative Progress



An [annotated example \(docx - 56kb\)](#) is provided to assist teachers in visualising the steps in the process for developing indicative progress descriptions that link elements or consecutive achievement standards.

Indicative Progress templates

Health and Physical Education: [Primary \(docx - 69.91kb\)](#) | [Secondary \(docx - 59.68kb\)](#)

Indicative Progress examples

Indicative progress examples are designed to be used with the indicative progress templates as a stimulus material, to support teachers to develop their own descriptions of indicative progress.

# Indicative Progress

Indicative progress is an important aspect of curriculum planning to be able to articulate **what student progress looks like**, using the achievement standards in the curriculum continuum.

# Why do we need indicative progress?

Indicative progress supports teachers to tie together **what is being taught** and the **progress between achievement standards** that has been described and demonstrated.

# Continuum of learning

Increasing complexity



## Level 3-4

Students recognise strategies for managing change.



## Level 5-6

Students investigate developmental changes and transitions.



## Level 7-8

Students investigate strategies and resources to manage changes and transitions and their impact on identities.



## Level 9-10

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.

Health and Physical Education Achievement Standards



## Level 3-4

Students recognise strategies for managing change.



## Level 5-6

Students investigate developmental changes and transitions.



## Level 7-8

Students investigate strategies and resources to manage changes and transitions and their impact on identities.



## Level 9-10

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.



How do you track where your students are at when they are in-between levels?

What evidence are you using to know where your students are at in their progression of learning?





## CURRICULUM AREA: Health and Physical Education toward Level 8 Achievement standard

### Context:

Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relational health and well-being.

The content descriptions explicitly covered will be:

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [\[VCHPEP124\]](#)

Examine barriers to seeking support and evaluate strategies to overcome these [\[VCHPEP125\]](#)

*Step 1: Identify the Curriculum area and the achievement standard level students will be working toward*

### Health and Physical Education Level 6 Achievement Standard

By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviour and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by

*Step 2: Complete the contextual information. The Context is drawn from teacher's teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*

### Example of Indicative Progress toward Level 8 Achievement Standard

In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:

- identify information and services in their local community and make some recommendations about their suitability for young people
- identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.

*Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.*

### Health and Physical Education Level 8 Achievement Standard

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and in the community. Students refine movement concepts and apply them in different situations. They apply the concepts and perform movement sequences.

*Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.*

## CURRICULUM AREA – Health and Physical Education

**Context:**  
**Content Descriptions:**

## CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard

### **Context:**

Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.

### **Content Descriptors:**

The content descriptions explicitly taught will be:

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [\[VCHPEP124\]](#)

Examine barriers to seeking support and evaluate strategies to overcome these [\[VCHPEP125\]](#)

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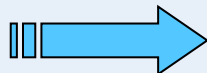
Health and Physical Education Level 6 Achievement Standard	Example of Indicative Progress toward Level 8 Achievement Standard	Health and Physical Education Level 8 Achievement Standard
<p>By the end of Level 6:</p> <ul style="list-style-type: none"><li>• Students investigate developmental changes and transitions.</li><li>• They understand the influences people and places have on personal identities.</li><li>• They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</li><li>• They describe their own and others' contributions to health, physical activity, safety and wellbeing.</li><li>• They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</li><li>• They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</li><li>• Students demonstrate skills to work collaboratively and play fairly.</li><li>• They access and interpret health information.</li><li>• They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.</li><li>• They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li><li>• They apply the elements of movement when composing and creating movement sequences.</li></ul>	<p>In <b>Health and Physical Education</b>, indicative progression towards the Level 8 achievement standard may be when students:</p>	<p>By the end of Level 8:</p> <ul style="list-style-type: none"><li>• Students investigate strategies and resources to manage changes and transitions and their impact on identities.</li><li>• Students evaluate the benefits of relationships on wellbeing and respecting diversity.</li><li>• They analyse factors that influence emotional responses.</li><li>• They gather and analyse health information.</li><li>• They investigate strategies that enhance their own and others' health, safety and wellbeing.</li><li>• They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.</li><li>• They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</li><li>• Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.</li><li>• They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.</li><li>• Students demonstrate control and accuracy when performing specialised movement skills.</li><li>• They apply and refine movement concepts and strategies to suit different movement situations.</li><li>• They apply the elements of movement to compose and perform movement sequences.</li></ul>

# Planning for progression in learning

## **Achievement standard Level 6**

By the end of Level 6- They contribute to groups and teams suggesting improvements for methods used in group projects and investigations.

**What will the students be able to demonstrate as they are progressing towards the standard?**



## **Achievement standard Level 8**

By the end of Level 8 – They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.

## CURRICULUM AREA – Health and Physical Education

### Context:

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- They gather and analyse health information.
- They investigate strategies that enhance their own and others' health, safety and wellbeing.
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- They apply the elements of movement to compose and perform movement sequences.

# Benefits

- Clarity on exactly what knowledge, skills and content the student needed to know and where you need to target teaching
- Easier to make a judgement through evidence, focus on achievement standard and a context for teaching