

Holloways Beach Environmental Education Centre – Abseil



“Where education comes alive”

Holloways Beach EEC upholds the focus of **“Every Student Succeeding”** by providing students with the opportunity to engage with content identified from the Australian Curriculum in Science, General Capabilities and Cross Curriculum Priorities. The activities highlight a range of year level standards and descriptions that enables the offered curriculum to be differentiated according to student need.

EVERY STUDENT SUCCEEDING: Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

AUSTRALIAN CURRICULUM: Students have the opportunity to engage with content identified from the Australian Curriculum in Science, General Capabilities and Cross Curriculum Priorities

NB: Schools need to ensure that the Holloways Beach EEC is aware of the differentiation requirements of students who attend.

<p>Year 5 & 6</p>	<p>ACHIEVEMENT STANDARD By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on 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 physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences 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 performing movement sequences.</p>
	<p>Content Descriptions Personal Social and Community Health</p> <ul style="list-style-type: none"> • Practise skills to establish and manage relationships (ACPPS055) • Examine the influence of emotional responses on behaviour and relationships (ACPPS056) • Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) • Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060) <p>Movement and Physical Activity</p> <ul style="list-style-type: none"> • Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

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	<ul style="list-style-type: none"> Propose and apply movement concepts and strategies with and without equipment (ACPMPO63) Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO6) Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMPO68)
	<p>General Capabilities: Personal and Social, Literacy, Critical and Creative Thinking, Ethical Understanding</p>
<p>Year 7 & 8</p>	<p>ACHIEVEMENT STANDARD</p> <p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select 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.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>
	<p>Content Descriptions</p> <p>Personal Social and Community Health</p> <ul style="list-style-type: none"> Investigate and select strategies to promote health, safety and wellbeing (ACPPSO73) Analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity (ACPPSO75) <p>Movement and Physical Activity</p> <ul style="list-style-type: none"> Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMPO82) Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMPO86)
	<p>General Capabilities: Personal and Social, Literacy, Critical and Creative Thinking, Ethical Understanding</p>

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<p>Year 9 & 10</p>	<p>ACHIEVEMENT STANDARD</p> <p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>
	<p>Content Descriptions</p> <p>Personal Social and Community Health</p> <ul style="list-style-type: none"> Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk (ACPPS091) <p>Movement and physical Activity</p> <ul style="list-style-type: none"> Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099) Develop implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101) Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
	<p>General Capabilities: Personal and Social, Literacy, Critical and Creative Thinking, Ethical Understanding</p>