*Template for page content on the ‘What’s working in Victorian schools’ section of the*[*Framework for Improving Student Outcomes*](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/Home.aspx) *site.*

Please complete this template and email it back to [insert name of staff and email address]. You can call [insert name of staff] on [insert telephone number] if you would like to discuss this further.

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| **Evidenced practice OR promising practice - Office Use Only**  [*To be determined after completion of case study and assessment of evidence*] | *To be determined after completion of case study and assessment of evidence* |
| **Title** | Using Digital Technologies to assess and provide feedback in Physical Education classes |
| **School context (100-200 words)**  *Tell us about your school’s:*   * *student enrolment* * *student population (diversity or areas of disadvantage?)* * *significant resources (eg community hub)* | Leopold Primary School is situated on the outskirts of Geelong at the gateway to the Bellarine Peninsula. The school provides its students with a rigorous and rewarding curriculum and a nurturing and progressive learning environment. Leopold PS believes that,‘ Learning to know, do, be and live together’, equips their students with the knowledge, skills and the disposition to actively embrace their learning, leading all to become confident contributing members of the school and the wider community. The school’s mission is to create an inclusive educational space where students can academically, socially and emotionally ‘SHINE’. Academic, social and emotional outcomes for all of students are strategically planned for, reviewed and celebrated. Student wellbeing and engagement programs clarify and define the cultural signposts and behavioral boundaries for our students. Parents, teachers and students build strong and effective partnerships and promote individual and collective responsibility. Leopold Primary School offers specialist programs covering Science, Art- visual and performing, Physical Education and Indonesian. A successful and accredited OHSC facility operates onsite. The school has 43.8 equivalent full time teaching staff including 3 principal class officers, and 17.7 educational support staff.  Leopold PS is a hub for the local community and it hosts the Leopold Indoor Neighbourhood Centre (LINC) which includes a full size basketball stadium and meeting rooms. |
| **School improvement** [dimension/initiative](https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/SchoolImprovementInitiatives.aspx)  *Select 1-2 dimension/s or initiative/s* | Excellence in teaching and learning: Building practice excellence: Evaluating impact on learning |
| **Intro blurb (50-100 words)**  *Please provide an overview of what this case study is about***.** | Over the past four years, staff at Leopold Primary School have been working to improve their assessment, reporting and feedback processes. They have explored the use of digital technologies to support assessment and feedback to students and reporting to parents. |
| **Purpose –** *Why was this change initiated?*  [e.g. to improve literacy outcomes across the school] | To provide accurate assessment and timely feedback on Health and Physical Education (HPS) outcomes to students and their parents. |
| **The challenge –** *What was the situation that led you to take action?*  [e.g. school review or NAPLAN trend data indicated students outcomes were not met] | Leopold PS principal Jan Rollinson challenged the PE teachers about why most students were ’at level’ in PE and asked why students weren’t spread across and A-E range. Jan proposed that if students were to be spread across the A-E range, evidence would need to be provided to support this judgement so that progress could be accurately reported to parents and students could have purposeful and timely feedback.   * When teachers deliberately and consistently implement a guaranteed and viable curriculum with depth, breadth and confidence, then students expand and deepen their learning. * If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning. |
| **The process –** *What steps did you take?* | * There was an initial challenge around developing a school-based HPE curriculum based on the Victorian HPE curriculum document. Teachers used the *Fundamental Motor Skills* program to develop a skill-based program from P-2 and built on this for years 3-6 with a program of modified games and sports where students are challenged to show mastery of skills and strategies by performing sequenced and more complex movements. A program aimed at developing prescriptive movements required for athletics events in the lead up to the athletics sports for grades 3-6 * The resulting PE program is finely tuned, focuses on explicit teaching of skills and uses High Impact Teaching Strategies. (HITS) * Teachers developed rubrics to indicate skill development at different levels. These paper rubrics on clipboards were in initially used record student progress * Rubrics were digitised and staff reached out to their national and international networks to explore apps that could support the teachers to record their judgements and attach evidence. The gradebook app ‘iDoceo’ gave maximum flexibility and developers have been responsive to feedback from schools * Teachers developed an extensive library of video clips showing performance of indivudal students within their own file. * Teachers explored apps that would allow for the video capture of students’ performance of skills and some they have found useful are   + gif-makers   + split screen tools which allow screen to display exemplar and student performance side by side,   + Video delay apps that allow students to perform a skill in front of an iPad on a stand and immediately check their performance by replaying the video.They are able to identify what they are doing incorrectly and then work to correct this.   + Slow motion video capture using smart phone cameras   + Adobe Spark * Teachers structure PE lesson delivery through rotations – 10-12 activities for groups of four. Eight activities are skill specific and relate to the term’s focus. Four supplematary activities allow students to practise other Fundamental Motor Skills. * Pre test recorded in student file on iDoceo in Week 2 of the unit. * Post test recorded in student file on iDoceo in final week of unit. * Data from pre test informs groupings for rotations; sometimes like-abilities, sometimes mixed, sometimes with common area of need. * A parallel process of introducing (dynamic ) continuous reporting across the school was taking place with an expectation that classroom teachers report to parents on student progress every 4 weeks and specialist teachers report to parents at the end of every term. Over the years various collaborative /reporting on line environments that support continuous reporting have been explored and the school now uses a purchased and school developed Learning Management System ( LEO) Weekly , lesson by lesson, HPE teacher collect evidence based student achievement data against the relevant Victorian Curriculum standards via IDoceo.   Continuously throughout the year the individual student assessments, collected on IDoceo, enable HPE teachers to make accurate and evidence based formative and summative judgements.  Termly, continuous reporting ( LEO) provides students and parents with academic, behavioural and effort progress reports. Mid year and end of year Victorian Curriculum confirmations are made by the HPE teachers via Accelerus. Students and parents access student mid year and and end of the year reports via a link within LEO.   * During **Student led conferences** the HPE teachers are available and the gym is opened up to show parents how a PE lesson is structured, how assessment takes place and how feedback is provided to students. |
| **Enablers (dot points) –** *What factors supported this change?* | * Leopold PS was implementing a school-based continuous reporting system with classroom teachers reporting student progress to parents every four weeks and specialist teachers reporting to parents every term. This exposed a need for clarity in how to report on PE skill development * Leopold PS PE teachers are part of a strong and vibrant local and global network that believes that a school-based Health and PE program is the engine room of a healthy community. * Leopold PS is connected to a Geelong-based research project about Next Level Pedogogies in Physical Education run from the University of Canberra. Former Leopold PE teacher Andy Hair is the Physical Education and Physical Literacy Coach attached to the project. * Leopold PS PE teachers have a drive to solve ‘wicked’ problems around transparent reporting to parents and giving timely feedback to students. * The work in developing reporting and feedback mechanisms has influenced classroom and specialist teachers’ practice. * A school-wide ‘Growth Mindset’ that says “ I’ve nailed it! Whats next’ ‘ The power of yet’ * Students level of PE skill collected, analysed, diagnosed and confirmed using digital technology. |
| **Barriers (dot points) –** *What obstacles did you face?* | * Leopold PS PE teachers needed to develop a F-6 HPE skills program based on the Victorian Curriculum. * PE lessons had to be restructured to allow for small group clinics and rotational groups focused on practising skills. * Community, teacher and student attitudes to the PE program had evolved over a long period of time around a game-focused PE experience. * It was difficult to challenge parent perceptions about skill level of their children. * Teachers needed to develop proficiency in the use of digital technologies * Some equipment needed to be purchased specifically for use in PE classes: ipads for teacher use, ipad and stand for students use, camera, screen for sharing video footage and slow motion replays. * A school wide continuous reporting system has been under development for the last few years and this has been a challenge for all teachers, parents and students. * School leadership was slow to understand the power of thinking differently about how students see and understand their progress. |
| **The impact –** *What changed?* | Reporting to parents against the PE curriculum is fine-grained and transparent. Feedback to parents and students is quick and provides them with visual evidence of skills and a way to correct misconceptions. Eg reversed hand grip of a bat can be identified on a video and corrected easily.  The development of this way of reporting to parents and giving feedback to students has been revolutionary for all specialist teachers who have taken on the aspects that suited their subject.  Moderation of PE tasks has been strengthened by the capture of video evidence and the development of a bank of video examples of skills at all levels.  Pre and post testing of students has made it easy to group students and allow for explicit teaching.  Ongoing reporting in PE classes is easily aggregated for semester reporting. |
| **Evidence –** *What informed you that change occurred?* | We now have:   * student data that presents in a statisitical bell curve demonstrating that students are below, at and above the standard. * video evidence of student performance. * statistical evidence of pre to post test growth. |
| **References –** *What references, if any, did you use to facilitate the change?* | Fundamental Motor Skills Manual https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/fmsactresource09.pdf  ACHPER resources  Cricket Australia Coachiong Program  Real Schools- Adam Voigt ( Coach)  Physical Education, Physical Literacy (Canberra) |
| **Next steps –** *How could this change be consolidated or improved?* | Some next steps in the use of digital technologies to drive assessment in Physical Education might be to introduce opportunities for students to self-assess. It might also be possible to introduce gamification and badging to reinforce progression and growth.  Other specialist and classroom teachers are adapting the work done in HPE classes to suit their own contexts. |
| **Budget –** *How will you spend your budget (especially equity funding) to support this change? [e.g. professional learning, coaching, hard resources etc]* | IT equipment –iPads, Application purchases, equipment-stands, TVS, Chromecast, Apple TV.  Coaching and mentoring- In house, time and application and reflection. |
| **Who can I contact to find out more?**  *[Please provide name, role and eduMail address]* | Chris Williams, Leopold PS HPE teacher [williams.christopher.w@edumail.vic.gov.au](mailto:williams.christopher.w@edumail.vic.gov.au)  Amanda Hotchin, Leopold PS HPE teacher [hotchin.amanda.l@edumail.vic.gov.au](mailto:hotchin.amanda.l@edumail.vic.gov.au)  Andy Hair, Physical Education & Physical Literacy Coach, University of Canberra, [hair.andy.ju@edumail.vic.gov.au](mailto:hair.andy.ju@edumail.vic.gov.au) Twitter**:** @mrhairphysed FB**:** @mrhairpe |
| **Resources used or developed in this project** *Please provide links or attachments.  [e.g. School values document, rubrics, professional learning program]* | Video: "Leopold Primary School: Assessing and reporting in Physical Education using digital technologies"  <http://fuse.education.vic.gov.au/?BY7PBQ> |
| **Images** *[Please supply 3-4 high resolution jpegs of at least 1 megabyte in size]* | Sent by Chris Williams |