

Walloon State School

ATHLETE DEVELOPMENT ACADEMY



EST. 2023

Supra et Ultra

Purpose



Students participate in sport for many different reasons. Some students are interested in maintaining an active and healthy lifestyle, others love the thrill of competing with their friends whilst other students strive for the competition to play sport at representative levels. Whatever a student's motivation, sporting programs at Walloon State School enable them to experience opportunities leading into sporting pathways including the school's Athlete Development Academy. You will notice the program motto reads *Supra et Ultra* which is Latin and means **Above and Beyond**. Our school mascot is Walter, an eagle, and we believe our students and staff always go **Above and Beyond**.

For those identified students demonstrating sporting potential or prowess, Walloon's Athlete Development Academy offer specialised coaching and individualised programmes enabling them to have the optimum opportunity to reach goals in their chosen sport or pathway as they move toward secondary school.

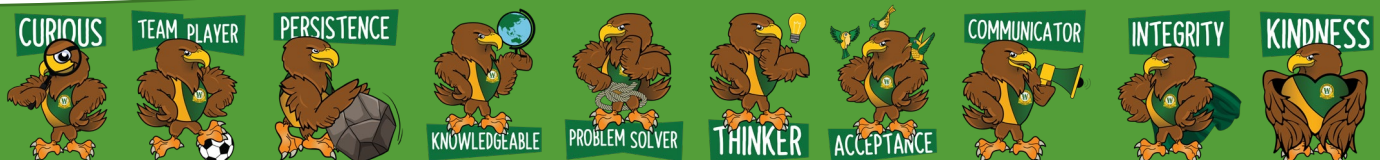


Introduction

Walloon State School's Athlete Development Academy (ADA) is an exciting, new initiative that will commence in 2023. This is a pathway program for athletes (like a school of excellence). The aim of the program is to engage children in learning through a multidisciplinary sport approach, by providing students who are passionate about sport and health. Students' participation in ADA will have with opportunities to expand their skills across a range of sporting contexts.

The program will endeavour to:

- Encourage students to participate and represent Walloon State School at interschool, district, regional and state sporting events.
- Identify pathways for targeted students to participate and gain selection in representative district, regional and state sporting teams and competitions.
- Develop and maintain partnerships with the local and wider business, government and sport community which support Walloon's Athlete Development Academy.
- Develop students' awareness and knowledge around good nutrition, health and wellbeing



ADA – Intended Outcomes



Develop and improve students'

- Sporting skills over various different sports
- Fundamental Movement Skills
- Fitness
- Enthusiasm towards sport and school - growth mindset, mental strength
- Nutrition
- Teamwork skills

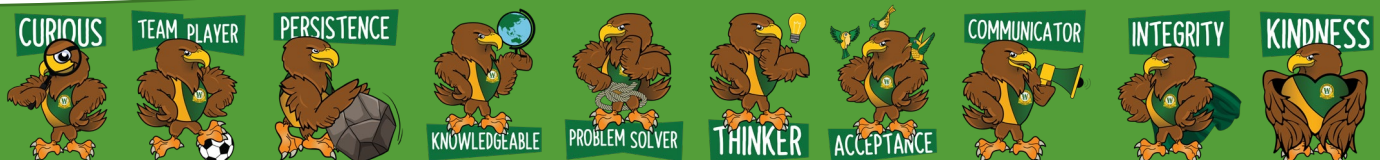
Achievable outcomes of Athlete Development Academy are:

- Students with higher level sporting skills and fitness.
- Students participating in the program representing the school at interschool, zone, district, regional and state sporting events.
- Students living healthier lifestyles and positive wellbeing
- Increased sponsorship and partnerships with the local and wider business community assisting with the provision of financial, physical and human resources to support the enhancement of student needs and resources.



Benefits of the ADA:

- 2 additional hours of HPE with specialist teacher, Mr Mitchell Raine
- A sports 'kit' that is only available to students in this program
- Possibility of a partially funded athlete camp
- Access to High School Excellence Programs
- Tour/s of professional sporting facilities
- Access to Sports Specific Coaches
- All students in the Athlete Development Academy will form 1 class



Curriculum Links:



The Athlete Development Academy will have clear curriculum links. The below information is directly from the Australian Curriculum that is relevant to the Athlete Development Academy.

Rationale

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.



Technology and media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. New forms of physical activity will become available. Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.



Health and Physical Education propositions



The Australian Curriculum: Health and Physical Education has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum:

Focus on educative purposes

The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning health and physical education and how students will make meaning of and apply them in contemporary health and movement contexts.

Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area.

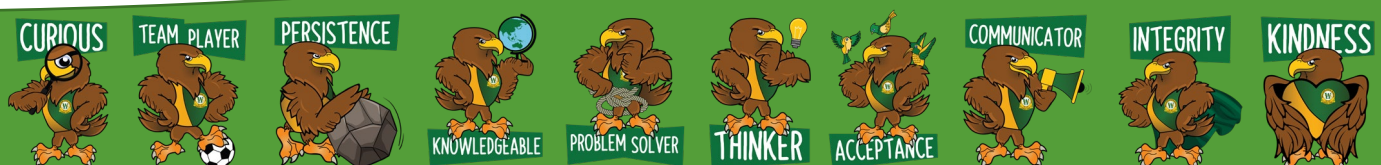
Take a strengths-based approach

The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

Value movement

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students need to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.



Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life – from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.



The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

Develop health literacy

Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- critical dimension – the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

Years 5 and 6 Band Description

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.



Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.



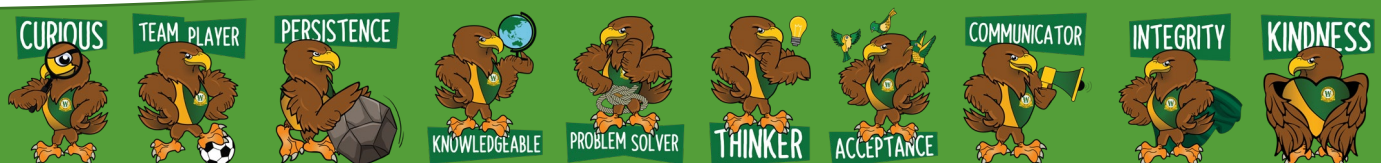
Focus areas to be addressed in Years 5 and 6 include: (ADA will cover the following focus areas)

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities



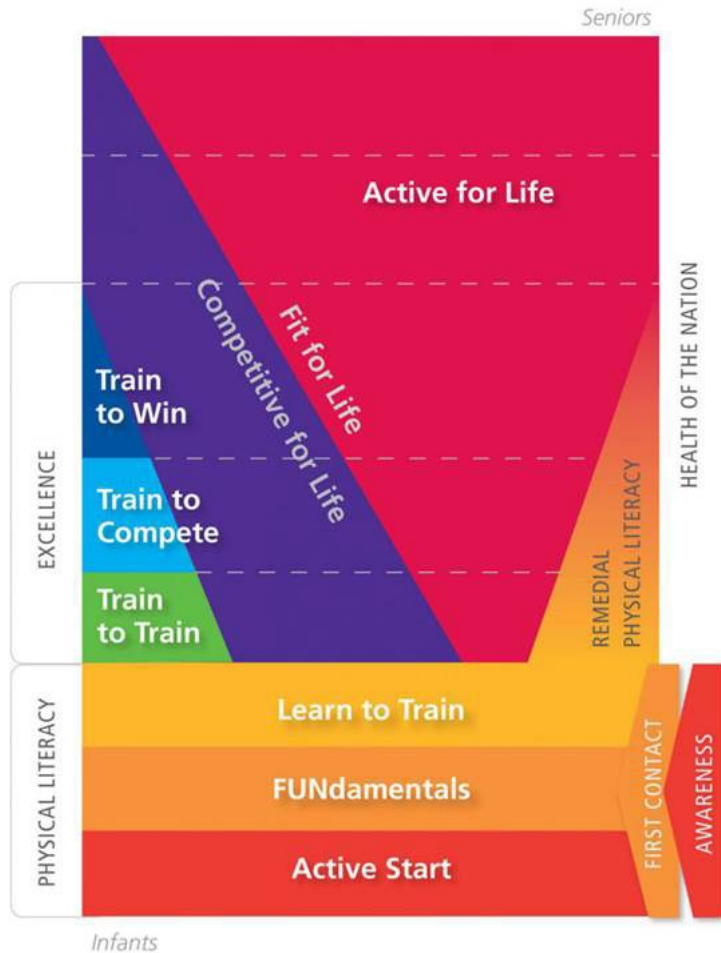
Students in the ADA will be exposed to and assessed on the following aspects of the achievement standard

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. 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.



ADA Research:

The Athlete Development Academy is research based. See below for information about Long Term Athlete Development (LTAD). Walloon States School's Athlete Development Academy will primarily focus on the Learning to Train Stage

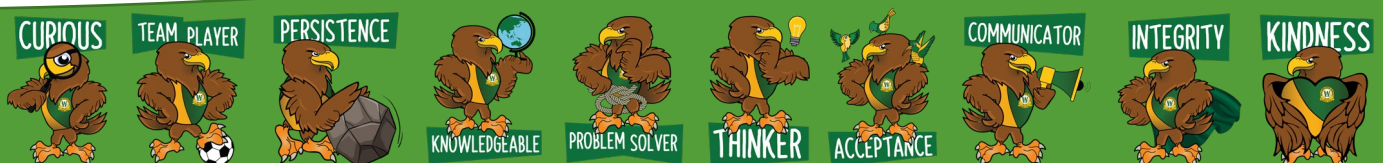


What is the long-term athlete development?

The original driving force for Balyi and Way's LTAD model was to improve the quality of sport programmes. The idea was to enable all participants to reach their full potential.

It is the planned, systematic and progressive development of individual athletes. It's also referred to as long-term participant development or long-term player development (LTPD). LTAD is the answer to one fundamental question:

What needs to be done at each stage of human development to give every child the best chance of engaging in lifelong, health-enhancing physical activity? And for those with drive and talent, the best chance of athletic success?



Effective long-term athlete development focuses on what's best for the participant throughout their life, rather than short-term gains and early success, as well as providing positive experiences for all participants.



LTAD model explained

The LTAD model is a seven-stage framework. It guides the participation, training, competition and recovery pathways in sport and physical activity. This is used from infancy through all stages of adulthood. The seven stages are:

1. Active Start
2. FUNdamentals
- 3. Learn to Train**
4. Train to Train
5. Train to Compete
6. Train to Win
7. Active for Life

LTAD focuses on the needs of participants and their individual stages of development. It also provides a point of reference for coaches, administrators, parents and sport scientists. The model recognises both participation and performance-orientated pathways in sport and physical activity. It also comes after the fun-based development of physical literacy in the early years. The framework also provides guidance to improve the quality of sport and physical activity by helping children become physically literate.

Athletes under the LTAD model experience developmentally appropriate training and competition programmes at all ages. This increases their participation and optimises performance. People also develop physical literacy during the first three stages of LTAD. This allows them to move on to the later stages

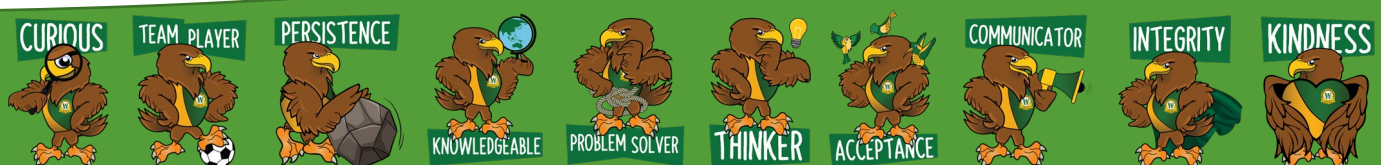
LEARNING TO TRAIN

Building Technique!

This phase is appropriate for boys aged 9 to 12 and girls aged 8 to 11. The main objective should be to learn all fundamental sports skills.

The key points of this phase are:

- Develop fundamental movement skills – aim to master the basics.
- Learn general sports skills.





- Develop strength with bodyweight exercises, sandbags and medicine balls – other gym equipment can be used if accessible.
- Continue to develop endurance with games and relays.
- Introduction to basic flexibility and mobility exercises.
- Continue to develop ABCs during warm-ups and in specific SAQ (speed, agility and quickness) sessions.
- Further develop understanding of warm-ups, cool downs, stretching, hydration, nutrition, recovery, relaxation and mindset.
- Basic periodization can be incorporated into the school year.
- Competition is structured, and a 70:30 training/practice to competition ratio is recommended

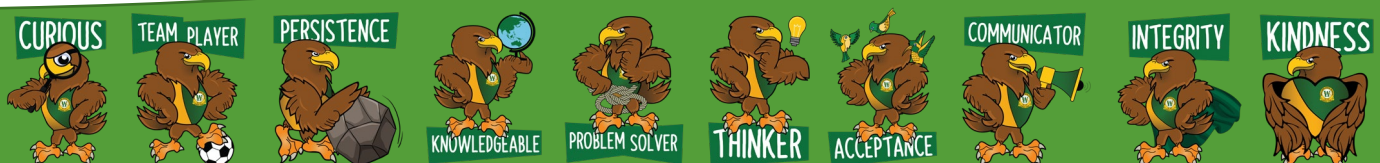
How to get involved:

Students will need to complete the attached application and parent terms and conditions. After the application is completed and returned, students will undergo a screening process based on the selection criteria below. Successful applicants will be notified via a letter towards the end of Term 4.

Selection Criteria

To gain acceptance and maintain a position in the Athlete Development Academy students will need to:

- Have a 90% attendance rate
- demonstrate a high level of enthusiasm and commitment to sport
- maintain **very good** effort and participation in HPE classes, ADA and sports carnivals and events
- Achieve benchmark Fitness testing
- Maintain **acceptable behaviour standards** aligned to our Student Code of Conduct
- Demonstrate a satisfactory or above for effort and behaviour on their report card for ALL subjects
- Adhere to the **3-strike system** to maintain their position in the ADA class



The 3-Strike System



Participation in the Athlete Development Academy is contingent upon students making positive choices, being responsible in their actions, displaying a good attitude along with consistent effort in all that they do in schooling life at WSS.

When a student sways from making responsible choices in behaviour, the school will adhere to the following process...

WARNING – this level means a discussion with the student about their actions, attitude or decisions and is an official WARNING that if this behaviour continues it may result in a strike. The parent/carer will be informed of the WARNING.

STRIKE 1 - this level means a discussion with the student about their actions, attitude or decisions and is the 1st STRIKE. The student is made aware that if this behaviour continues it may result in more severe consequences. This 1st strike means that student will not participate in the ADA special sessions for **one week**, will not wear the ADA gear and will be required to complete work in another classroom or at the office for the duration of the ADA session times. The parent/carer will be informed of the strike.

STRIKE 2 – this level means a discussion with the student about their actions, attitude or decisions and is a 3rd and final chance that if this behaviour continues it will result in removal from the program. The 2nd Strike means that student will not participate in the ADA special sessions for **two weeks**, will not wear the ADA gear and will be required to complete work in another classroom or at the office for the duration of the ADA session times. The parent/carer will be informed of the strike. In addition, the student will not externally represent the school in any sporting events during this 2-week period. The parent/carer will be informed of the STRIKE.

STRIKE 3 and out – the 3rd strike results in removal from the class and ADA program. The student has been given 3 opportunities to make responsible choices in their behaviour. The student will be moved to another class for the remainder of the school year.

Our school aligns to our Student Code of Conduct. Strikes are not redeemable. Students are given 3 opportunities to make changes to their attitude, actions and decisions and we believe this is more than reasonable. A strike is not given lightly and always comes with full investigation around any event or issue. The Principal will make the decision to award a warning or strike.

