

# Physical health and wellbeing domain

## Key concepts



- Dressed appropriately
- On time
- Doesn't arrive hungry
- Alert (not tired)
- Understand their own needs
- Established hand preference
- Well-coordinated
- Display fine motor skills
- Display gross motor skills
- High energy levels



## Connections to key documents

<p>Early Years Learning Framework (EYLF)</p>	<p><b>Outcome 1: Strong sense of identity</b></p> <ul style="list-style-type: none"> <li>&gt; Children are developing emerging autonomy, inter-dependence, resilience and sense of agency</li> </ul> <p><b>Outcome 3: Children have a strong sense of well-being</b></p> <ul style="list-style-type: none"> <li>&gt; Children take increasing responsibility for their own health and physical wellbeing</li> </ul>
<p>National Quality Standard (NQS)</p>	<p><b>Quality area 1: Educational program and practice</b></p> <p><b>1.1.1:</b> Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p> <p><b>1.1.2:</b> Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program</p> <p><b>1.1.3:</b> All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning</p> <p><b>Quality area 2: Children's health and safety</b></p> <p><b>2.1.1:</b> Each child's health and physical activity is supported and promoted</p> <p><b>2.1.2:</b> Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation</p> <p><b>2.1.2:</b> Effective illness and injury management and hygiene practices are promoted and implemented</p> <p><b>2.1.3:</b> Healthy eating and physical activity are promoted and appropriate for each child</p> <p><b>Quality area 3: Physical environment</b></p> <p><b>3.2.1:</b> Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments</p> <p><b>3.2.2:</b> Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning</p> <p><b>Quality area 6: Collaborative partnership with families and communities</b></p> <p><b>6.1.2:</b> The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing</p> <p><b>6.1.3:</b> Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</p> <p><b>6.2.3:</b> The service builds relationships and engages with its community</p>

<p>Australian Curriculum</p>	<p><b>Health and physical education</b></p> <p><b>Strand: Personal, social and community health</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-Strand: Being healthy, safe and active</li> <li>&gt; Sub-Strand: Communicating and interacting for health and wellbeing</li> <li>&gt; Sub-Strand: Contributing to healthy and active communities</li> </ul> <p><b>Strand: Movement and physical activity</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-Strand: Moving our body</li> <li>&gt; Sub-Strand: Learning through movement</li> <li>&gt; Sub-Strand: Understanding movement</li> </ul>
<p>Australian Professional Standards for Teachers (AITSL)</p>	<p><b>Standard 1: Know students and how they learn</b></p> <ul style="list-style-type: none"> <li><b>1.1:</b> Physical, social and intellectual development and characteristics of students</li> <li><b>1.2:</b> Understand how students learn</li> <li><b>1.5:</b> Differentiate teaching to meet the specific learning needs of students across the full range of abilities</li> <li><b>1.6:</b> Strategies to support full participation of students with disability</li> </ul> <p><b>Standard 2: Know the content and how to teach it</b></p> <ul style="list-style-type: none"> <li><b>2.3:</b> Curriculum, assessment and reporting</li> </ul> <p><b>Standard 3: Plan for and implement effective teaching and learning</b></p> <ul style="list-style-type: none"> <li><b>3.6:</b> Evaluate and improve teaching programs</li> </ul> <p><b>Standard 5: Assess, provide feedback and report on student learning</b></p> <ul style="list-style-type: none"> <li><b>5.4:</b> Interpret student data</li> </ul> <p><b>Standard 6: Engage in professional learning</b></p> <ul style="list-style-type: none"> <li><b>6.2:</b> Engage in professional learning and improve practice</li> <li><b>6.3:</b> Engage with colleagues and improve practice</li> <li><b>6.4:</b> Apply professional learning and improve student learning</li> </ul> <p><b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b></p> <ul style="list-style-type: none"> <li><b>7.3:</b> Engage with the parents/carers</li> <li><b>7.4:</b> Engage with professional teaching networks and broader communities</li> </ul>
<p>Australian Professional Standard for Principals</p>	<p><b>Leading teaching and learning</b></p> <p><b>Leading improvement, innovation and change</b></p> <p><b>Leading the management of the school</b></p> <p><b>Engaging and working with the community</b></p> <p><b>Developing self and others</b></p>

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