

## **Examples of past applications receiving seeding grants:**

### **Project A:**

#### **Proposed Project and number of students involved:**

Senior students will conduct a survey to research student activity levels during lunch breaks. Gender issues seem to determine that the girls are less active in their play than the boys. Data gathered will be analysed and used to inform teaching programs for PE, health and personal development, addressing any gender issues which are underlying girls' levels of participation in active play at school.

Equipment will be provided to support higher levels of active participation in sport for all students during lunch breaks.

585 students will be involved.

#### **Reasons for requiring the funding for running the project:**

Teachers will use the survey data to determine necessary changes to current teaching programs to support the development of student understanding around the importance of physical activity as part of a healthy lifestyle. The school is participating in the Live Life Well @ School program, as well as focusing on teaching fundamental movement skills in PE Lessons. Funding from this grant will support these programs through the purchase of additional equipment that will be used during PE lessons and by students during lunch breaks to build on the learning programs being implemented.

#### **How does the project link with the curriculum?**

The project links in with PDHPE by supporting teaching outcomes in sport, health and gender equity. It also supports the Live Life Well @ School program run by Health Promotion and the Department of Education. It will build on the whole school focus on teaching fundamental movement skills.

#### **How does the project develop a positive school climate?**

A core anticipated outcome is that the girls will participate in physical activity at the same levels as boys. Teachers will be participating in the 10000 steps program at the same time to model their participation in a personal program aimed to build activity levels. This will develop a climate of positivity around participating in physical activity.

#### **How does the project strengthen family/ school/ community partnerships?**

The project will support teachers and students to develop an understanding about the importance of active lifestyles. Parent information will be provided via the school newsletter to engage parents in this focus. The project will also reinforce understanding across the school community of the importance of fundamental movement skills in generating positive attitudes from students towards active lifestyles.

#### **Proposed partners and resources they will contribute:**

DET- professional learning funds for teacher release

P&C – financial support

SRC- time to undertake students surveys  
Staff/teachers- time and leadership  
A local sports personality- address school assembly to motivate students.

**Ongoing benefits of the program:**

Changes to teaching practice will be sustained through teacher programming. Purchased equipment will be available to teachers and students to encourage physical activity after the project has concluded. The school will then maintain the levels of available equipment.

**Project B:**

**Proposed Project and number of students involved:**

The project aims to increase student participation, enjoyment and skill in a wide range of sports by introducing orienteering to students who are not involved in the PSSA or knockout competitions.  
30 students will be involved.

**Reasons for requiring the funding for running the project:**

As a very academic school boasting a number of opportunity classes as well as promoting a wide variety of extra curricular activities such as chess, dance, band and debating. The school has identified sport and fitness to be a focus for improvement.

The school has less than 2.5 m squared of playground per student so orienteering is an activity that suits this situation.

The funding will go towards training five or six teachers, setting up a five or six week progressive program that can continually be reused, producing maps of the school and surrounding areas suitable for orienteering, and buying compasses and other orienteering equipment.

**How does the project link with the curriculum?**

The foundation statements by the Department state that students demonstrate teamwork, tactics and strategies when participating in team games. Students participate in a range of moderate to vigorous physical activities. They take responsibility for personal decisions, recognising the effects those decisions have on self and others. Orienteering fits well with these requirements. It requires students to work as a group, make team decisions, cooperate and deal with the consequences of their decision, all in a fun environment that promotes physical activity.

**How does the project develop a positive school climate?**

Orienteering promotes enjoyment, cooperation and teamwork. It proactively encourages positive behaviours and burns off excess energy, particularly in such confined spaces.

**How does the project strengthen family/ school/ community partnerships?**

Orienteering is a new activity that is going to be introduced to the school and will open new doors and relations with NSW orienteering. It will involve guest

speaker from NSW orienteering. Parents will also be working with the students and be involved in the project finale.

**Proposed partners and resources they will contribute:**

Staff/teachers - time for training and running the project, manage the course, writing a 5/6-week program.

NSW orienteering will come to the school to train staff and assist in the running of the first few weeks, provide maps and also help create the program for the remaining weeks.

Students will participate in the orienteering and then provide feedback.

**Ongoing benefits of the program:**

The orienteering program will form part of the annual school sports program.

The program will be used during terms two and three. It will cater for thirty students within a five-week program. Ongoing professional learning will be provided to support experienced and new teachers.

**Project C:**

**Proposed Project and number of students involved:**

The School is involved with the Live Outside the Box project and a new fruit break scheme which both raise the awareness of a healthy diet. The school intends to build on these projects by establishing a number of new garden beds to grow herbs, vegetables and flowers. Composting and worm farming food scraps to then use in the garden has also begun and links in with all the programs that are currently running.

The canteen is starting to use the produce from the first of the gardens.

All of K-6 is involved.

**Reasons for requiring the funding for running the project:**

Funding is needed for materials/ equipment to create/ extend the garden beds and to promote the schools Healthy Eating Campaign and food scrap-recycling program.

**How does the project link with the curriculum?**

The project covers HSIE units – ‘Wet and Dry Environments’ (stage1), ‘Living in Communities’ (stage2) and links across other units such as science - ‘Living things’, Maths – ‘Tables and graphs’, PDHPE – ‘Individual choice and safe practices’.

**How does the project develop a positive school climate?**

Through educating students and parents about healthy eating the school is helping to create a healthier student body. There is already pleasing early results with parents supporting the Q4 Live Outside the Box and fruit break projects that K-2 classes are doing.

**How does the project strengthen family/ school/ community partnerships?**

Newsletters and notes to parents ensure that communication lines are open and families and community members are kept informed. Future weekday

working bees are in the process of being organised as needed which further involves the community.

**Proposed partners and resources they will contribute:**

Parents – working bee.

Staff – teaching and raising student awareness.

SRC – Leadership, supporting project and promoting to other students.

School canteen- promoting a healthy diet.

Health Promotion-Q4 Live Outside the Box program and resources.

Local Council – some garden resources.

**Ongoing benefits of the program:**

Each year stage 1 and 2 will reap all the benefits of having a school garden.

Students, staff and the parent body will maintain it.