achper SOUTH AUSTRALIA

2026 SECONDARY HPE CONFERENCE PROGRAM

Monday 30 November & Tuesday 1 December



(08) 8363 5700 | info@achpersa.com.au | www.achpersa.com.au



YOU ARE INVITED!

You are invited to attend the ACHPER SA Secondary HPE Conference to be held at The Lights Community and Sports Centre on November 30 and December 1, 2026. The Conference will be professionally stimulating, enjoyable and supportive of those who work in education, sport and community settings. This program provides a range of sessions that are of importance to Health Educators, Physical Educators, Sport Educators and Wellbeing Educators, as well as sport/health professionals, sport coaches and school counsellors.

This engaging Conference will offer best practice strategies and programs to help you to effectively engage your students in Health and Physical Education / Physical Activity / Wellbeing.

Join us for a host of innovative ideas and practical tips to enhance your ongoing work. ACHPER SA continues to innovate, refresh and ensure our relevance to you. Did you know we have 100% satisfaction from delegates from the last 10 years of all Conferences.

This Conference includes a range of new topics & presenters to share expertise and challenge your practice. We also encourage you to consider the many benefits of joining us as an ACHPER member. We look forward to seeing you at The Lights Community and Sports Centre at some stage over Monday 30th November and Tuesday 1st of December for this high-quality professional learning event.

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ACHPER SA SECONDARY HPE CONFERENCE

PROGRAM OVERVIEW

Day 1 - Monday 30th November

8:45am - 9:00am: Sign in & Trade Exhibits

9:00am - 10:30am: Keynote & Networking

10:30am - 11:45am: Session 1

1.1 Learning through playing invasion games - a game sense approach - Ray Breed, Federation University
1.2 Planning for Stage 2 PE in 2027 - Katie Liebelt, ACHPER SA & Andrew Mittiga, Wilderness School
1.3 Pickleball or tennis: ¿por qué no los dos? - Shane Leatham & Darren Marner, Adelaide University
1.4 Discover Innovative and Inclusive Large Ball Games - Wendy Kenbeek, OMNIKIN
1.5 Introduction to NFL Flag - Shannon Austin, NFL Flag

11:45am - 12:10pm: Morning Tea & Trade Exhibits

12:10pm - 1:25pm: Session 2

2.1 Learning through playing net/wall games - a game sense approach - Ray Breed, Federation University
2.2 Stage 1 & 2 Integrated Learning in PE - Sharing Practice and Exploring Options - Katie Liebelt, Aaron Noske & Katie Woodrow
2.3 Reconciliation in Health and Wellbeing - Lori Mulhall & Makayla Kadow, Brighton Secondary School
2.4 New perspectives on ACARA learning and assessment: from curriculum expectations to classroom practice - Glen Urbani, Rostrevor College
2.5 There's golf for that: game-based lessons for any space- Sarah Douglass, Golf Australia

1:25pm - 2:00pm: Lunch & Trade Exhibits

2:00pm - 3:15pm: Session 3

3.1 Learning through playing striking/fielding games - a game sense approach - Ray Breed, Federation University
3.2 Stage 2 PE AT1 Task Planning - Katie Liebelt, ACHPER SA & Manning McInerney, Scotch College
3.3 Unlocking Success in the Stage 2 Health & Wellbeing Inquiry - Graeme Hudson, Marden Senior College
3.4 Badminton as a Vehicle for Contemporary Learning in Physical Education - Glen Urbani, Rostrevor College.

3:15pm - 4:00pm: Conference Networking (Free)

ACHPER SA SECONDARY HPE CONFERENCE
PROGRAM OVERVIEW
Day 2 - Tuesday 1st December

8:45am - 9:00am: Sign in & Trade Exhibits

9:00am - 10:30am: Keynote & Networking

10:30am - 11:45am: Session 4

4.1 Making Active Choices: Practical Strategies for Teaching Through Moving and Thinking - Trent Brown, Deakin University
4.2 Planning for Year 7–10 HPE Programs in 2027 - Katie Liebelt, ACHPER SA
4.3 Reflective practice when evaluating, for health actions - Andrew Mittiga & Ebony Jack, Wilderness School
4.4 Empowering Girls in PE: Strength, Safety, and Support for Lifelong Participation - Alex Hendrick, SASMA

11:45am - 12:10pm: Morning Tea & Trade Exhibits

12:10pm - 1:25pm: Session 5

5.1 Getting Started with HPE: Beginning Teachers and New Teachers to the HPE Learning Area - Katie Liebelt, ACHPER SA
5.2 Intentional learning design in HPE - Mark Woolfall, Department for Education
5.3 Equipping Learners for the SACE Journey: An exploration of Self-Regulated Learning - Elizabeth Stringer & Jessie O'Brien, Glenunga International High School
5.4 From Parkour to the Slopes: Introducing Snow Skills - Snow Australia, Wendy Olsen & Dave De Lacey

1:25pm - 2:00pm: Lunch & Trade Exhibits

2:00pm - 3:15pm: Session 6

6.1 Teaching basketball through game-based learning - Tom Giles, Cedar College
6.2 School Snow Trips - The benefits, the experiences and how we can embed them in our current educational programs - David De Lacy, St Peters College / Snow Australia Interschools
6.3 I have a dance unit..... but I'm not a dancer!!! - Judy Swann, Mitcham Girls High School
6.4 Touch football – a look at the modern game - Joel Nolan, Marryatville High School
6.5 New & Exciting Handball Introductory Program - Anne-Marie Nickless, Handball Australia & Katie Liebelt, ACHPER SA

You're invited to join ACHPER SA

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10 reasons why becoming an ACHPER member is one of the BEST career moves you'll make!

1. You join a **strong professional community** who supports you on your entire journey. Attending member nights are a great way to **network** , share best practise and gain support from like-minded HPE teachers.
2. ACHPER **lobbies and collaborates** with a range of government, non government, educational, community and commercial agencies to improve the environment our members work in – we are here for you! ACHPER SA lobbied ACARA for the inclusion of HPE in the Australian Curriculum and lobbies the State Department for Education to enhance positioning of our subject area.
3. Principals acknowledge that being a member of ACHPER SA outlines your commitment to keep up to date. **Great for your resume** and a chance to highlight your commitment above and beyond.
4. **100% of attendees found all professional learning activities attended throughout the last 5 years valuable**. It's hard to argue with a statistic like that!
5. Memberships are **100% tax deductible** with **special student and graduate rates** available.
6. Membership entitles you to a range of useful resources including updates from the SA office generated monthly '**ACHPERTISER**' informing you of important news, professional learning opportunities, links we like and member updates.
7. ACHPER is a **not-for-profit organisation** which works for your best interests and speaks on your behalf when it comes to input on important industry issues. For example, ACHPER led a strategic and dedicated campaign for the inclusion of HPE in the Australian Curriculum. All the income generated from membership and professional learning goes back into the HPE learning area to enhance your teaching.
8. All members receive a **discount on ACHPER SA resources**.
9. Access to your professional association that offers specific support for Health and Physical Education educators - did you know we have an **online member only area** which includes quality units of work, lesson plans and support materials? This is FREE for members and will save you time, effort and stress when planning.
10. You'll gain **discounts on quality professional learning** activities including conferences, workshops and seminars offering practical ideas, sharing of best practice, networking opportunities and much more. Certificates of attendance with hours for your teacher registration renewal are provided.

Want to know more?

- Call our friendly staff on(08) 8363 5700
- Email info@achpersa.com.au
- Visit www.achpersa.com.au

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CATEGORY INFORMATION

The conference elective sessions program (sessions 1 to 6) are listed on the following pages of this conference program. A summary of these is indicated by session number below in categories to assist identification of relevant sessions. Please ensure you submit your session preferences when you register online. Some sessions will book out so we recommend registering as soon as possible to secure your first preferences.

Middle Years (MY)
1.1, 1.3, 1.4, 1.5
2.1, 2.4, 2.5
3.1, 3.4
4.1, 4.2, 4.4
5.1, 5.2, 5.3, 5.4
6.1, 6.2, 6.3, 6.4, 6.5

Stage 1 (S1)
1.1, 1.3
2.3,
3.1
4.3
5.3
6.1, 6.2, 6.4

Senior Years (SY)
1.1, 1.3, 1.4
2.2, 2.5,
3.1, 3.4
4.1, 4.3, 4.4
5.1, 5.2, 5.3
6.1, 6.2, 6.4

Stage 2 (S2)
1.1, 1.2, 1.3
2.2, 2.3
3.1, 3.2, 3.3
4.3
5.3
6.1, 6.2, 6.4

Health & Wellbeing (HW)
1.4
2.3
3.3
4.3
4.4

Sport Coaches (SC)
1.1, 1.3, 1.5
2.1, 2.5
3.1, 3.4
4.4
5.2, 5.4
6.1, 6.4, 6.5








KEYNOTE

RAY BREED

LECTURER, HEALTH AND PHYSICAL EDUCATION, FEDERATION UNIVERSITY

BIO:
Ray Breed lectures in Health and Physical Education at Federation University (Melbourne). He is best known for his teaching, coaching and research in game sense. Ray has published multiple papers and written two books on game sense, the most recent titled "Developing game sense in Physical Education and Sport" (2021, Human Kinetics). He has presented over 150 sessions at national and international conferences and PD for schools, teachers and sport coaches. Ray has previously held positions at Swinburne University, Head of PE and sport at two Melbourne schools and been a high performance coach in the AFL. After recently founding PD4PE, Ray has developed a world-first online course on teaching game sense, called: “Mastering Game-Based Approaches for Physical Education teachers”. We welcome Ray to the Conference.

Keynote: Teaching Games in Physical Education – what have we learned, and where are we going?

The first structured PE curriculum featured games (and sports) as a major part of the subject. Almost 100 years on, and games still make up about 50-60% of the PE content. Within a culture that historically encourages sport and physical activity, it makes sense that games form a core part of our physical movement curriculum. However, have we been maximising the huge potential that students can learn from playing games? We will compare traditional multi-sport vs thematic game-based curricula, explore the concept of Models-based Practice and focus on a game sense model providing vast opportunities for learning. There will be opportunity for reflection and to challenge our current beliefs and practice with contemporary ideas and concepts.

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SESSION ONE

Monday 30th November 10:30 - 11:45am

1.1 LEARNING THROUGH PLAYING INVASION GAMES - A GAME SENSE APPROACH (MY, SY, SC, S1, S2)

Ray Breed, Federation University

Come prepared for lots of action, learning and play in this practical session. Playing many small-sided invasion games, you will learn how to organise and scaffold the games, develop your understanding and skills of questioning and how to structure student learning through modifying game task-constraints. We will experience how students can learn decision making and technical skills, game appreciation, teamwork and problem-solving skills during small-sided invasion games. Learning outcomes: You will develop your skills and understanding of: (1) structuring small-sided invasion games, (2) questioning, and (3) modifying games to develop student learning outcomes. *Practical*

1.2 PLANNING FOR STAGE 2 PE IN 2027 (S2)

Katie Liebelt, ACHPER SA & Andrew Mittiga, Wilderness School

Following the 2026 Stage 2 PE Professional Learning Sessions, where Andrew and Katie explored AT2, AT3 and Collaborative Moderation, this 'one-stop' planning session will bring together key learnings, shared practice and practical strategies to support teachers in planning effectively for Stage 2 PE in 2027. The session will provide an opportunity to share ideas, strengthen assessment practices and build confidence in delivering the Stage 2 PE course.

1.3 PICKLEBALL OR TENNIS: ¿POR QUÉ NO LOS DOS? (MY, SY, SC, S1, S2)

Shane Leatham & Darren Marner, Adelaide University

With the rapid growth of pickleball and the continued success of the Tennis in Schools program, deciding which sport to include within an already crowded HPE curriculum can be challenging. This workshop explores how a thematic approach to teaching net and wall games can integrate both tennis and pickleball within a single unit. Initially, the shared technical and tactical principles of the two sports are used to demonstrate common learning experiences. The workshop then examines where the sports diverge due to the unique constraints and tactical demands of each game. By recognising these similarities and differences, educators can teach both sports in parallel before bringing students together in authentic game contexts. *Practical*

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SESSION ONE

Monday 30th November 10:30 - 11:45am

1.4 DISCOVER INNOVATIVE AND INCLUSIVE LARGE BALL GAMES (MY, SY, H&W)

Wendy Kenbeek, OMNIKIN

Discover why OMNIKIN is a favorite resource for active, inclusive, and engaging PE. Built on cooperation, participation, and fun, OMNIKIN's colorful, lightweight balls inspire students of all abilities to move and succeed together. In this practical workshop, you'll experience game concepts that maximise participation and keep every student involved. Explore how these activities develop teamwork, communication, and movement skills, and leave with a toolkit of adaptable games for all year levels. Whether you want to boost activity or build an inclusive culture, this session will have you moving and learning. Come play! *Practical*

1.5 INTRODUCTION TO NFL FLAG (SC, MY, SY)

Shannon Austin, NFL Flag

This introductory NFL Flag session is designed to equip teachers with the knowledge and confidence to deliver flag football in their schools. Participants will learn the core rules, game format, and fundamental skills of NFL Flag, while gaining practical experience through engaging on-field activities. The session will also showcase the resources and curriculum available to support classroom and extracurricular delivery, making it easy to integrate the program regardless of previous experience. Whether you're looking to introduce a new sport, increase student participation, or create pathways into competition, this workshop provides the tools and support needed to successfully launch and grow NFL Flag within your school community. *Practical*

MORNING TEA

Monday 30th November 11:45am - 12:10pm - Function Room 1



SESSION TWO

Monday 30th November 12:10pm - 1:25pm

2.1 LEARNING THROUGH PLAYING NET/WALL GAMES - A GAME SENSE APPROACH (MY, SY, SC, S1, S2)

Ray Breed, Federation University

There will be lots of activity, learning and play in this practical session. Playing small-sided net/wall games, you will learn how to organise and scaffold the games, develop your questioning skills and structure student learning by modifying game task-constraints. We will develop skills to ensure student success in ball striking by carefully sequencing the level of difficulty within each game. Finally, we will learn how students can develop decision making and technical skills, game appreciation, and problem-solving skills through playing small-sided net/wall games. You will develop your skills and understanding of: (1) structuring small-sided net/wall games, (2) questioning, and (3) modifying games to develop student learning outcomes. *Practical*

2.2 STAGE 1 & 2 INTEGRATED LEARNING IN PE - SHARING PRACTICE AND EXPLORING OPTIONS (S2)

Aaron Noske, Murray Bridge High School, Katie Woodrow, Playford International & Katie Liebelt, ACHPER SA

As more schools explore Integrated Learning options to support students within the Physical Education learning area, this collaborative session will showcase a range of approaches and teaching experiences across Stage 1 and Stage 2. Presenters will share practical insights into delivering Sport Studies and Healthy Lifestyles through both standalone subjects and co-taught models alongside Stage 2 PE. The session will provide an opportunity to share practice, explore possibilities and consider how Integrated Learning can broaden opportunities for students and strengthen PE pathways within schools.

2.3 RECONCILIATION IN HEALTH AND WELLBEING (HW, S2)

Lori Mulhall & Makayla Kadow, Brighton Secondary School

Have you ever wanted to explore Reconciliation concepts in Health & Wellbeing but felt a little nervous about getting it wrong, using the wrong language or unintentionally causing offence? So, you've played it safe and avoided it? I know the feeling! A few years ago, I decided to take the plunge, with the guidance and support of Makayla Kadow - BSS Aboriginal Secondary Education Transition Officer, and have since been developing, teaching and refining a Reconciliation task within Stage 2 Health & Wellbeing. Come and join Makayla and I as we unpack the task, share our experiences, explore practical ideas and, most importantly, create a safe space to ask questions. No question is too small, and you don't need to have all the answers before you start!

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SESSION TWO

Monday 30th November 12:10pm - 1:25pm

2.4 NEW PERSPECTIVES ON ACARA LEARNING AND ASSESSMENT: FROM CURRICULUM EXPECTATIONS TO CLASSROOM PRACTICE (MY)

Glen Urbani, Rostrevor College

This session offers a fresh perspective on implementing the Australian Curriculum: Health and Physical Education Version 9.0, exploring curriculum expectations, teaching and learning, and the design of purposeful learning and assessment experiences. Participants will explore how curriculum understanding and innovative course design can connect learning experiences to achievement standards. A key focus will be assessing the practical component and capturing authentic evidence of student learning and achievement. Drawing on the presenter's experience as a long-standing SACE advisory committee member, the session will explore the challenges of practical assessment and the development of a contemporary assessment model used at the College. Through practical examples and discussion, participants will consider how to connect curriculum, learning and assessment, identify meaningful evidence and make consistent, evidence-informed judgements about student achievement.

2.5 THERE'S GOLF FOR THAT: GAME-BASED LESSONS FOR ANY SPACE (MY, SY, SC)

Sarah Douglass, Golf Australia

By the end of this session, participants will be able to: -Deliver engaging game-based golf activities in a variety of indoor and outdoor settings -Implement curriculum-aligned lessons that support fundamental movement skills and HPE outcomes -Use simple, modified equipment and adaptable games to maximise inclusion and participation -Apply ready-to-use lesson structures to save planning time and streamline delivery -Identify opportunities to link golf activities to cross-curricular learning (e.g. numeracy, science, problem-solving) -Adapt lessons to suit different spaces, class sizes, and abilities). *Practical Comercial*

LUNCH & TRADE EXHIBITS

Monday 30th November 1:25pm - 2:00pm in Function Room 1



SESSION THREE

Monday 30th November 2:00pm - 3:15pm

3.1 LEARNING THROUGH PLAYING STRIKING/FIELDING GAMES - A GAME SENSE APPROACH (MY, SY, SC, S1, S2)

Ray Breed, Federation University

You will be playing small-sided games and learning about game sense applied to striking/fielding games. In this session, you will learn how to organise and scaffold the games to maximise skill development, enhance your questioning skills and structure student learning by modifying game task-constraints. We will develop skills to ensure student success in striking a ball with a bat by carefully sequencing the level of difficulty within each game. Finally, we will learn how students can develop decision making and technical skills, game appreciation, and problem-solving skills through playing small-sided striking/fielding games. Learning outcomes: You will develop your skills and understanding of: (1) structuring small-sided striking/fielding games, (2) questioning, and (3) modifying games to develop student learning outcomes. *Practical*

3.2 2027 STAGE 2 PE AT1 TASK PLANNING (S2)

Manning McInerney, Scotch College & Katie Liebelt, ACHPER SA

Take a deeper dive into the Stage 2 PE AT1 Task through this targeted professional learning session. Together, we will unpack the Performance Standards, explore task expectations and examine exemplars to strengthen teacher understanding of assessment requirements. The session will provide practical insights, shared approaches and strategies to support effective AT1 task planning and assessment practice.

3.3 UNLOCKING SUCCESS IN THE STAGE 2 HEALTH & WELLBEING INQUIRY (H&W, S2)

Graeme Hudson, Marden Senior College

What separates a good Inquiry from an outstanding one in Stage 2 Health and Wellbeing? This practical session will unpack what high achievement looks like in the externally assessed Inquiry, with a focus on helping students reach the A grade band. Drawing on authentic student work samples, we will explore the features of successful inquiries, common pitfalls that limit achievement, and how to apply the performance standards to strengthen student outcomes. Teachers will gain practical strategies for supporting students to develop purposeful inquiries, demonstrate critical analysis, and produce insightful evaluations. Walk away with clear, actionable tips, examples of quality student work, and greater confidence in guiding students towards their best possible results.

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3.4 BADMINTON AS A VEHICLE FOR CONTEMPORARY LEARNING IN PHYSICAL EDUCATION (MY, SY, SC)

Glen Urbani, Rostrevor College

How can badminton drive essential learning in PE? This practical session explores how purposeful activities engage middle and senior school students in self-directed learning, movement concepts, tactical thinking, and collaborative problem-solving. Through modified games and guided inquiry, participants will explore ways to foster student agency, differentiate learning, and link skill development to decision-making. Grounded in game-based learning and constraints-led pedagogy, the session demonstrates how questioning, peer feedback, and reflection help students adapt and evaluate their performance. Come ready to move and take away practical ideas for your classes. *Practical*

CONFERENCE NETWORKING

Monday 30th November 3:15pm - 4:00pm

Join us upstairs in Function Room 1 after Session 3 for a chance to have a drink, nibbles and network with your colleagues.





KEYNOTE

TRENT BROWN

GRADUATE RESEARCH COORDINATOR
DEAKIN UNIVERSITY

BIO

Associate Professor Trent D. Brown is a health and physical education (HPE) researcher and teacher educator at Deakin University, where he serves as Graduate Research Coordinator. He holds a Bachelor of Applied Science (Physical Education) and a PhD from RMIT University. His research and teaching are informed by his experience as a school-based physical education and science teacher and his longstanding contribution to the HPE profession. Trent's research focuses on HPE curriculum, pedagogy and assessment, with a particular interest in concepts-based approaches to physical education. A central concern of his work is how students develop meaningful conceptual understandings of physical education, health, movement and physical activity, and how these understandings can inform their participation, decision-making and lifelong engagement in physical activity. He is interested in moving beyond approaches that privilege participation and the development of physical skills alone, towards pedagogies that explicitly support students to understand, apply and critically engage with the concepts underpinning physical education. In recognition of his professional leadership and service, Trent was awarded Fellowship of the Australian Council for Health, Physical Education and Recreation (ACHPER) in 2014 and has previously served as President of ACHPER Victoria. Welcome to the conference Trent.

Keynote: Knowing, Thinking, Moving: Reimagining Learning for Lifelong Physical Activity

Students are more likely to participate in physical activity across the lifespan when they not only experience movement, but understand it, think about it, and see themselves as capable, autonomous decision-makers within it. This keynote presentation argues that conceptual knowledge and behavioural skills can, and should, coexist with practical learning. Learning in HPE is not strengthened simply through participation; it is enhanced when students are cognitively activated to think, reason, evaluate, and solve movement problems. Engaging with conceptual knowledge helps students understand why movement matters, how activity influences health, and how to apply this knowledge in changing contexts.

Drawing on motivation theories, conceptual learning supports students' needs for autonomy, competence, and relatedness. Understanding key concepts enables students to make informed choices (autonomy), experience success through deeper application (competence), and collaborate through shared inquiry (relatedness)—building the foundation for lifelong engagement.

Finally, the presentation proposes practice principles aligned with the Australian Curriculum, highlighting how HPE teachers can design cognitively engaging, motivationally supportive, and educationally rigorous experiences for lifelong participation.

SESSION FOUR

Tuesday 1st December 10:30am - 11:45am

4.1 MAKING ACTIVE CHOICES: PRACTICAL STRATEGIES FOR TEACHING THROUGH MOVING AND THINKING (MY, SY)

Trent Brown, Deakin University

This practical workshop positions physical activity knowledge as a core outcome of quality HPE, showing how learning is enhanced when students are physically active, cognitively engaged, and motivationally supported. Through practical activities from the Health Benefits of Physical Activity (HBPA) and Lifelong and Leisure Physical Activity (LLPA) focus areas, participants will experience how conceptual learning can be embedded within active lessons. Drawing on research into cognitive activation in physical education, participants will explore how questioning, problem-solving and reflection can deepen learning through movement. Combined with environments that support autonomy, competence and relatedness, these approaches strengthen both motivation and understanding. Focusing on the revised Making Active Choices sub-strand, the workshop provides practical strategies for integrating knowledge, motivation and movement to support students' health literacy, physical literacy and lifelong participation in physical activity. *Practical*

4.2 PLANNING FOR YEAR 7–10 HPE PROGRAMS IN 2027 (MY)

Katie Liebelt, ACHPER SA

Looking ahead to 2027, this collaborative session will provide an opportunity for teachers to reflect on current practice, share ideas and explore approaches to planning engaging and purposeful Year 7–10 Health & Physical Education programs. We will consider curriculum requirements, assessment opportunities and strategies to develop students' personal/social, tactical and technical understanding. Through shared practice and professional discussion, teachers will leave with practical ideas and strategies to support effective Year 7-10 HPE program planning for the year ahead.

4.3 REFLECTIVE PRACTICE WHEN EVALUATING, FOR HEALTH ACTIONS (HW, SY, S1, S2)

Andrew Mittiga and Ebony Jack, Wilderness School

This session explores how the reflective practice specific features can be applied when evaluating health actions within SACE Health and Wellbeing. Participants will examine the performance standards and the KOLBS reflective practice framework to understand how purposeful reflection supports critical thinking and evaluation.

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SESSION FOUR

Tuesday 1st December 10:30am - 11:45am

4.4 EMPOWERING GIRLS IN PE: STRENGTH, SAFETY, AND SUPPORT FOR LIFELONG PARTICIPATION (MY, SY, H&W, SC)

Alex Hendrick, SASMA

How can we create PE environments where girls feel confident, build physical capacity, and thrive? This practical, evidence-informed session explores strategies to develop strength, support bone health, reduce injury risk, and enhance the physical wellbeing of adolescent girls. Discover effective strength and impact-based activities for school settings, alongside simple ways to integrate ACL injury prevention and movement skills into everyday lessons. Gain valuable insights into female athlete health—including menstrual health, low energy availability, and RED-S—and learn to recognize concerns early. We'll also explore how lesson design, uniform options, body confidence, and inclusive environments directly drive participation. Leave with actionable strategies and ready-to-use resources to make your PE classes more supportive and empowering for every girl. *Practical*

MORNING TEA

Tuesday 1st December 11:45am - 12:10pm - Function Room 1





SESSION FIVE

Tuesday 1st December 12:10pm - 1:25pm

5.1 GETTING STARTED WITH HPE: BEGINNING TEACHERS AND NEW TEACHERS TO THE HPE LEARNING AREA (SY, MY)

Katie Liebelt, ACHPER SA

Designed for teachers who are new to the Physical Education learning area or beginning their teaching journey, this supportive and practical session will explore the foundations of planning, teaching and assessing quality PE programs. We will share ideas, strategies and resources to build confidence in delivering engaging PE lessons, developing student learning and navigating curriculum and assessment expectations. An opportunity to connect with colleagues, ask questions and build a toolkit of practical approaches to support your PE teaching practice.

5.2 INTENTIONAL LEARNING DESIGN IN HPE (MY, SY, S1)

Mark Woolfall, Department for Education

The HPE curriculum provides the foundation for bringing what we value most in Health and Physical Education to life. What would we like HPE learners to be like, be able to do and understand when they leave school and is our current practice achieving this? In this session we will look at how to intentionally design learning to bring out HPE specific dispositions, capabilities and conceptual understandings in Health and Physical Education classrooms and how this Middle School learning prepares students for the SACE.

5.3 EQUIPPING LEARNERS FOR THE SACE JOURNEY: AN EXPLORATION OF SELF-REGULATED LEARNING (MY, SY, S1, S2)

Elizabeth Stringer & Jessie O'Brien, Glenunga International High School

What does it mean to be a self-regulated learner? How are we explicitly teaching and modelling these skills to students? This session explores personal examples of integrating self-regulated learning (SRL) strategies in learning design to help students build their own toolkit for planning, monitoring, and evaluating their own learning. Through embedding strategies, the aim is to better prepare students for the demands of SACE and become lifelong learners.

5.4 FROM PARKOUR TO THE SLOPES: INTRODUCING SNOW SKILLS (SC, MY)

Wendy Olsen, Snow Australia & David De Lacy, St Peters College / Snow Australia Interschools

What do parkour, skiing and snowboarding have in common? More than you might think! Discover Snow Skills, an innovative program connecting parkour-inspired activities with the fundamental movement skills used in snow sports. Explore how student choice, progressive challenges, goal setting and circuit design can build physical literacy, confidence and a love of movement. Explore the lesson plans, activity posters, instructional videos and student worksheets available to support straightforward delivery in schools. *Practical*

LUNCH & TRADE EXHIBITS

Tuesday 1st December 1:25pm - 2:00pm in Function Room 1

This is your final chance to chat to the trade exhibitors and get your passport stamped, as winners will be drawn at the end of lunch.



SESSION SIX

Tuesday 1st December 2:00pm - 3:15pm

6.1 TEACHING BASKETBALL THROUGH GAME-BASED LEARNING (SC, MY, SY, S1, S2)

Tom Giles, Cedar College

Bring basketball to life through game-based learning that gets students moving, thinking and making decisions. This practical session progresses from 1v1 through to 5v5, building skills and tactical understanding as each additional player introduces new challenges. Explore how modified games and purposeful questioning teach students to create space, support teammates and recognise scoring opportunities. Discover ways to adapt activities for different abilities, building confidence and keeping every student involved. Leave with practical games and teaching strategies ready for your next PE lesson. *Practical*

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SESSION SIX

Tuesday 1st December 2:00pm - 3:15pm

6.2 SCHOOL SNOW TRIPS - THE BENEFITS, THE EXPERIENCES AND HOW WE CAN EMBED THEM IN OUR CURRENT EDUCATIONAL PROGRAMS (SC, MY, SY, S1, S2)

Dave De Lacy, St Peters College / Snow Australia Interschools

There are so many benefits for students and staff, through school snow trip experiences. Have you ever wanted to run one, but just had no idea how to get started? Where do you go? What is the best way of doing it? How do I get the support of my school leadership? Come along and experience where snow trips can fit within our educational offerings and value add the great programs that we are already running. Seeing our students learn new skills is why we do what we do. Learning new skills in a beautiful alpine environment makes it even better.

6.3 I HAVE A DANCE UNIT..... BUT I'M NOT A DANCER!!! (MY)

Judy Swann, Mitcham Girls High School

This fun workshop will give you some practical tips and tricks on how to provide an awesome Dance experience, without being much of a 'dancer' yourself! Take the risk, come on in, and learn how to 'fake it 'til you make it'. Adaptable for a range of year levels. No leotards, tutus or tights required. *Practical*

6.4 TOUCH FOOTBALL – A LOOK AT THE MODERN GAME (SC, MY, SY, S1, S2)

Joel Nolan, Marryatville High School

A promotion for touch football extending from last year's session. Aiming to help develop teachers (and coaches) technical and tactical understanding of the game with a more in-depth look at the adjustments occurring in the modern game. With the end goal of supporting teachers scaffold their units for the level of their group or further develop touch as a sport within their school. Utilising constraints-based teaching, box drills, weighted number and small sided games to teach a wide range of concepts. Looking to help extend those with some prior knowledge. *Practical*

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SESSION SIX

Tuesday 1st December 2:00pm - 3:15pm

6.5 NEW & EXCITING HANDBALL INTRODUCTORY PROGRAM (SC, MY)

Anne-Marie Nickless, Handball Australia & Katie Liebelt, ACHPER SA

Handball Introductory Program (HIP) is designed for teachers. HIP offers fun, inclusive and easy-to-deliver activities that build students' movement skills, game sense, confidence and teamwork. Curriculum-aligned and ready to use, HIP includes simple activities and short instructional videos to help you get started. No prior handball experience is needed! HIP gives teachers the confidence and tools to introduce handball through engaging, easy-to-deliver PE lessons Handball is a fun, gender-inclusive, non-contact invasion game that is easy to learn and encourages participation. *Practical*



GET IN TOUCH



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ACHPER SA PARTNERS

TRADE EXHIBITORS

Program current as at 5th November 2026. Please note the program may change due to unforeseen circumstances.