

## Shirley Smith High School Vision and Values

### *Grow with us.*

*At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.*

Students at Shirley Smith High School are:

### **Curious**

*brave and open minded inquirers with a desire to know and understand*

### **Connected**

*inclusive young people connected to each other, connected to their community and connected to Country*

### **Learners**

*creative empowered learners with boundless potential for their futures and the future of our planet*

## Subject Details

<b>Subject/s:</b>	Health and Physical Education (HPE)	<b>Learning Area:</b>	Eat Move Thrive
<b>Teacher/s:</b>	James McAuliffe, Katie Beattie, Ben Williams, Kasie Ryan	<b>Learning Period:</b>	Semester 1, 2026

## Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, a notebook, a pen or pencil, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindymarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

## Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

## Description of Learning

### **Unit overview:**

#### *Cultural Games*

Throughout the Cultural Games topic, students will examine the cultural and historical significance of physical activities. Students will play games from different cultures and explore modifications to equipment, rules and scoring systems that support fair play and inclusive participation. While completing this topic, students will be required to practise and apply leadership, collaboration and group decision-making processes.

#### *Sports Education*

Throughout the Sports Education topic, students take on leadership roles to plan and run a sporting competition. They

work collaboratively to create teams, draws and rules, and take responsibility for coaching, officiating and organising games. The topic develops leadership, teamwork and decision-making skills while promoting fair play and positive participation. Students are also assessed on their practical participation and skill execution while competing in the student-led tournament.

#### *Racquet Sports, Leisure Sports, Team Sports*

The sports topics in this semester focus on developing the skills and strategies required for successful participation in a range of sports and games. Students will move through a range of topics, each with a specific focus. Racquet Sports emphasises skill execution, Team Sports focuses on tactical awareness and strategy, and Leisure Sports highlights leadership and inclusive participation. Students will be assessed on their practical participation across these topics, as well as their sportsmanship and fair play.

#### *Health: Safe Relationships*

Throughout the Safe Relationships topic, students plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing. They examine how communication strategies such as expressing choices, seeking, giving and denying consent, and sharing opinions support the development of respectful relationships, including sexual relationships. The unit supports students to develop the knowledge, skills and confidence required to build and maintain positive, respectful and safe emotional and physical relationships.

#### **Unit learning outcomes:**

By the end of this unit, students will demonstrate a level of achievement for the following standards:

- Evaluates and refines their own and others' movement skills and performances, and applies movement concepts in challenging or unfamiliar situations
- Adapts and transfers movement strategies to unfamiliar situations to achieve successful outcomes
- Applies and evaluates leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts
- Evaluates how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships
- Proposes and justifies strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk
- Synthesises health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing

### Assessment:

Task	Approximate Due Date
- Practical Skills & Strategy	Ongoing
- Sportsmanship and Fairplay	Ongoing
- Sports Education Task	02/04/2026
- Safe Relationships Task	5/06/2026
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### Learning Experiences

Throughout the unit, students may have the opportunity to engage in the following learning experiences:

**Incursions/Excursions** - Swimming Carnival excursion. Athletics Carnival Excursion. Cross Country Carnival Incursion  
**Competitions** - Interschool Sport competitions (specific events TBC)