

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

Subject/s: Health and Physical Education (HPE)

Learning Area: Eat Move Thrive

Teacher/s: James McAuliffe, Katie Beattie, Kurt Halbauer, Kasie Ryan, Patrick Aves

Learning Period: Semester 2, 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 Yindyamarra 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:

Fit for Life

Throughout the Fit for Life topic, students explore physical activities that are accessible across different stages of life. They participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their own lives.

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: Community Health

Throughout the Community Health topic, students will answer the question 'How can we change the health of our community?'. Using solution fluency and Global Digital Citizen skills, they will investigate and explore parts of their local community where access to opportunities for wellbeing may not be equal, and propose solutions for possible health situations they identify. Following the solution fluency process of the '6 D's', at the end of this unit, students will have a product and presentation which is a solution and a summation of their learning. Students will debrief on the process and identify and evaluate their learning process, reflecting on the skills they have developed.

Unit learning outcomes:

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

- They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.
- Proposes and evaluates community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others
- 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

Assessment:

Task	Approximate Due Date
- Practical Skills & Strategy	Ongoing
- Sportsmanship and Fairplay	Ongoing
- Sports Education Task	Week 2
- Health Task	11/09/2026

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)