

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:	English	Learning Area:	Global Perspectives
Teacher/s:	Josh Newham, Lauren Eager, Joshua Chaney-Maroney and Matt Barry	Learning Period:	Semester Two, 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:

Search for Social Justice - Creative Children's Book

This unit will build students' understanding of writing and designing with purpose and for an audience and genre. It will focus specifically on writing creatively and students will learn about the tropes and features of the Children's genre. Students will learn about the art of inserting social justice themes into Children's texts. They will analyse texts, identifying

features which build the Children's genre purpose and construct meaning. Using samples of writing as models, students will work on creating, designing and producing a children's text. Students will also discuss and analyse the techniques of oral presentations before justifying their creative choices in an oral presentation rationale.

Eye to Eye with AI - Sound, Video and Print

This unit builds students' understanding of the benefits and limitations of Artificial Intelligence. It focuses on developing critical thinking and digital literacy as students examine the role of AI in society. Students explore how AI can assist in problem-solving, creativity, and efficiency, while also considering ethical concerns such as bias, privacy, and misinformation. Students will analyse case studies and media examples to identify the opportunities and challenges AI presents. Using their research as a foundation, students will create a project that demonstrates both the potential and the risks of AI in a real-world context. Students will display their expertise by producing video products.

Unit learning outcomes:

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

- interact with others, and listen to and create spoken and/or multimodal texts including literary texts
- select and vary text structures to organise, develop and link ideas in performance
- select and vary language features including literary devices, and/or multimodal features and features of voice.
- Explains the aesthetic qualities of texts
- Explains how text structures shape meaning
- create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.
- select and vary text structures to organise, develop and link ideas; and
- select and vary language features including literary devices, and/or multimodal features.

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- Picture Book: Written Text and Image	04/09/2026
- Picture Book Rationale (Oral Presentation)	16/09/2026
- Video Product	23/11/2026

Learning Experiences

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

Incursions/Excursions - Reading Club.

Competitions - Writing competitions, Write a Book in a day
Film Studies - TBA

Please contact your child's teacher if you do not wish for your child to view these films.