

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: Connect

Learning Area: Eat Move Thrive

Teacher/s: Ben Hobbs, Angela Ward, Katie Beattie,
Matt Barry, James McAuliffe, Claire Pullan,
Jo Cook, Niki van Buuren and Angela Cleland

Learning Period: Semester 1, 2024

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:

Throughout Connect this semester, lessons will focus on developing students' Personal and Social capability through Social and Emotional Learning (SEL) opportunities. SEL provides opportunities for students to understand themselves and others, and navigate their relationships, lives, work and learning while supporting students to build their ability to regulate their thoughts, emotions and behaviours.

Across the semester areas of focus will include:

Self-Awareness

including personal awareness, emotional awareness and reflective practice.

Self-Management

including goal setting, emotional regulation, perseverance and adaptability.

Social Awareness

including empathy, relational awareness and community awareness.

Social Management

including communication, collaboration, leadership, decision-making and conflict resolution.

Unit learning outcomes:

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

- manage emotional responses, designing strategies to self-manage in a range of contexts
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- analyse indicators of healthy and challenging relationships, and how to manage the differences
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise and analyse individual and group decision-making processes

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Student reflections and self assessment	Ongoing

Learning Experiences

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

Incursions/Excursions - Guest speakers from both within the school and external organisations will engage with Connect classes across the semester.

Competitions - Connect group challenges will occur twice a term.

Film Studies - various short clips may be shown in relation to the topics as required.