

## 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> English	<b>Learning Area:</b> Global Perspectives
<b>Teacher/s:</b> Matt Barry, Lauren Eager and Rachel Bartlett	<b>Learning Period:</b> Semester One, 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 Yindjamarra 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:**

### *Creative writing*

This unit will develop students' understanding of writing creatively with clear purpose, and audience in mind. It will focus on exploring text type conventions and narrative structures, with students learning how point of view shapes meaning and influences a reader's response. Using mentor texts as models, students will experiment with different narrative forms and perspectives, learning how to shape and organise ideas effectively. Explicit instruction will support students in applying correct grammar and punctuation, selecting and varying vocabulary, and experimenting with figurative language and other literary devices. By the end of the unit, students will create structured, polished creative texts that demonstrate control of language, form and text type.

## Genre Unit

This Year 9 unit will deepen students' understanding of how texts are shaped by genre, context and perspective. Students will explore genre conventions and learn how different literary criticism lenses can be used to interpret texts in multiple ways. Through guided discussion and explicit instruction, students will develop an understanding of what context means and how social, historical and cultural factors influence the representation of people and ideas in texts. A key focus of the unit will be collaborative learning through Socratic Circle discussions, where students will practise active listening, respond thoughtfully to others and provide structured verbal responses supported by evidence from texts.

### Unit learning outcomes:

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

- Interacts with others, and listens to and creates spoken and multimodal texts including literary texts
- With a range of purposes and for audiences, discusses and expands on ideas, shaping meaning and providing substantiation
- Selects and experiments with text structures to organise and develop ideas when speaking and listening
- Reads, views and comprehends a range of texts created to inform, influence and/or engage audiences
- Analyses representations of people, places, events and concepts, and how texts respond to contexts
- Creates written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation
- Selects and experiments with text structures to organise, develop and link ideas when writing and creating
- Selects and experiments with language features including literary devices, and experiments with multimodal features

### Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- Creative Writing Portfolio	24/03/2026
- Socratic Discussion Task	28/04/2026
- Annotation Test	09/06/2026

### Learning Experiences

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

**Incursions/Excursions** - Creative writing workshop.

**Competitions** - Writing competitions

**Film Studies** - TBA

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

