

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	Learning Area:	Eat Move Thrive
Teacher/s:	Katie Beattie, James McAuliffe, Ben Williams, Kasie Ryan	Learning Period:	Semester One

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:

Modified Games

Throughout the Modified Games topic, students will participate in and explore how these games are modified to support full inclusivity and diversity of all individuals. Students will explore the rules, equipment and scoring systems of different games and investigate how they support skill development, fairplay and inclusivity.

Basketball/ Netball

The Basketball/Netball unit focuses on further development of the throw and catch skills learned in Year 7. The essential learning priority builds on the execution of these skills and begins the introduction of rules and strategies of the sport so

that students may participate in a variety of team games utilising all of the skills. The introduction of game sense and strategy becomes a focus after students have developed skills, with students demonstrating which movement strategies and skills would be most effective in different movement situations.

Touch Football/Oztag

The Touch Football/Oztag unit focuses on further development of the invasion skills learned in Year 7. The essential learning priority builds on the execution of these skills and begins the introduction of rules and strategies of the sport so that students may participate in a variety of team games utilising all of the skills. The introduction of game sense and strategy becomes a focus after students have developed skills, with students demonstrating which movement strategies and skills would be most effective in different movement situations.

Soccer/Futsal

The Soccer/Futsal unit focuses on further development of the kicking skills learned in Year 7. The essential learning priority builds on the execution of these skills and begins the introduction of rules and strategies of the sport so that students may participate in a variety of team games utilising all of the skills. The introduction of game sense and strategy becomes a focus after students have developed skills, with students demonstrating which movement strategies and skills would be most effective in different movement situations.

Athletics

The Athletics topic focuses on the development of correct technique in the athletics events including running, jumping and throwing events. Students will participate in these events, and use teacher and peer feedback to demonstrate how movement strategies can be manipulated to improve movement outcomes.

Health: Healthy Relationships

The Healthy Relationships topic focuses on how stereotypes, respect, empathy and valuing diversity influence relationships. Students will examine how roles, decision-making and levels of power, coercion and control can be influenced by stereotypes and how these relate to developing respectful relationships. Students will also analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They will learn to explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent.

Unit learning outcomes:

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

- Selects, uses and refines strategies to support inclusion, fair play and collaboration across a range of movement contexts
- Applies and transfers movement skills and movement concepts across a range of situations
- Implements and evaluates the effectiveness of movement strategies on movement outcomes
- Analyses health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing
- Analyses the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Assessment:

Task	Approximate Due Date
- Practical Skill & Strategy	Ongoing
- Modified Games Task	20/02/26
- Basketball Skills Task	12/03/26
- Healthy Relationships Classwork & Assignment	05/06/26

- Touch Football Strategy Task

08/05/26

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

Competitions - Interschool Sport competitions (specific events TBC)