

Underdale High School

Instructional Framework for Teaching and Learning

Our commitment to learning is built on the principle that students, with the mentorship, will rise to the level of expectations presented to them. At Underdale High School we value the importance of teacher efficacy and know that the role of all our staff is to support the conditions that create an optimal learning environment for our students. We are committed to ensuring that all learning environments provide our students with engaging, meaningful, relevant and challenging tasks and activities. We aspire to a learning culture that builds effective learners by modelling, teaching and using self-regulation and metacognitive strategies for learning. We value *student agency* as a significant aspect of the learning process and know that *educator agency* is important to shape this. We have high expectations of classroom routines, respectful behaviour and engaging lessons for both students and staff that are inclusive and celebrate diversity.

1. Overview

This Learning Framework provides clarification and direction to staff, students and families about quality teaching and learning across all levels of schooling at Underdale High School years 7-12. Underdale High School is a diverse community of approximately 100 different cultural backgrounds, The Learning Framework is guided by our purpose and vision, our Site Learning Plan, the [DfE Purpose Statement and Strategic Plan](#) and the [Culturally Responsive Framework](#). Our actions are guided by student data, research, and resources from the [Education Endowment Foundation](#). Specifically, we aim to:

- engage all students in diverse, rich, and futures-oriented learning experiences that foster stretch, challenge and a seamless transition to life-long learning and intercultural understanding.
- create a safe, inclusive, and caring environment that using effective and coordinated student support services to ensure the holistic development of all students.
- build a 7-12 culture that is focused on the co-design of improvement, achievement and engagement and is characterised by collaborative and positive relationships between educators, learners, and the community.
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2. Scope

This framework will be used as basis ensuring that our purpose, vision and values are evidenced in practice. The framework applies to all Educators, Curriculum Support Staff, Student Teachers and Administration Support Staff.

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This is the framework that guides:

Clear focus on learning and teaching that embeds the DfE Purpose Statement

Common shared language of teaching and learning\ a common understanding for planning, developing and assessing learning

Focus and direction of professional learning teams (PLTs)

Use of evidenced based instructional (teaching) models

A student-centred pedagogical approach and practice to improve learning that is evidence based.

Use of timely and meaningful feedback to support student's engagement and improvement.

Established common lesson expectations for the classroom environment at UHS, so that the environment is challenging, active, supportive, safe and positive.

This includes but is not limited to:

- High quality curriculum development, documentation and implementation.
- Engaging, contemporary pedagogical approaches that support expert teaching
- Explicit modelling, teaching and using of Self-Regulated Learning strategies
 1. Metacognition: how a learner thinks regulates their cognition
 2. Cognition: how a learner thinks
 3. Motivation: a learner's reason to act
- Performance Development Plans (in line with the AITSL framework and DfE expectations)
- Quality Professional Learning informed by students data
- Approaches for implementing change and sharing practice (Teaching Sprints and PLTs)
- Instructional Leadership (Learning walks, Quality Teaching Rounds, Student Rounds and Learning Conversations)
- Assessment for and of learning
- Student Feedback methods/ pulse checks
- Reporting to all stakeholders

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4. Detail

4.1 Curriculum

The curriculum at Underdale High School is determined by the Australian Curriculum and SA Curriculum for Year 7 to Year 10 and by the SACE Board for Years 11 and 12. All teachers develop Learning and Assessment Plans that reflect a seamless delivery of curriculum from Year 7 to Year 12 meeting the educational needs of a diverse range of students and fostering excellence. Learning tasks and assessment plans are published in our Learner Management System (LMS) Daymap, teaching sequences, units and class activities are imported into FROG, and Teaching Units of work a published into UHS Learning Area Team.

Current specialisations are in:

Football Academy

Industry Pathways (Cert III Automotive, Cert III, Sport & Recreation)

STEM and Entrepreneurship including specialist subjects offered from year 7 to 10 in areas of Robotics, Digital Technology, Virtual Reality & Programming.

Café Culture

Creative Arts (Music, Visual Arts & Design, Media, Drama, Dance)

International Student Program - ISEC - Intensive Secondary English Course, High School Graduate Program and SAP – Study Abroad Program)

Intensive Literacy Program for Yr7 and Yr8

EAL

Languages (Greek and Japanese)

The **Keeping Safe: Child Protection Curriculum** (KS:CPC) meets the needs of the DfE '*Child Protection in Schools, Early Childhood Education and Care Policy*' is delivered during Home Group. The learning program during this time also support students to set learning goals and SMART targets to improve their learning outcomes. In 2024 we will begin investigating a UHS Learner Profile to strengthen the value of the General Capabilities.

All year levels attend **Project U** to ensure the implementation of the **KS:CPC**, the DfE Career Strategy provide mentoring, peer support and ensure that we are meeting the needs of [DfE Areas of Impact – Equity & Excellence](#) and [DfE - Area of Impact Wellbeing](#).

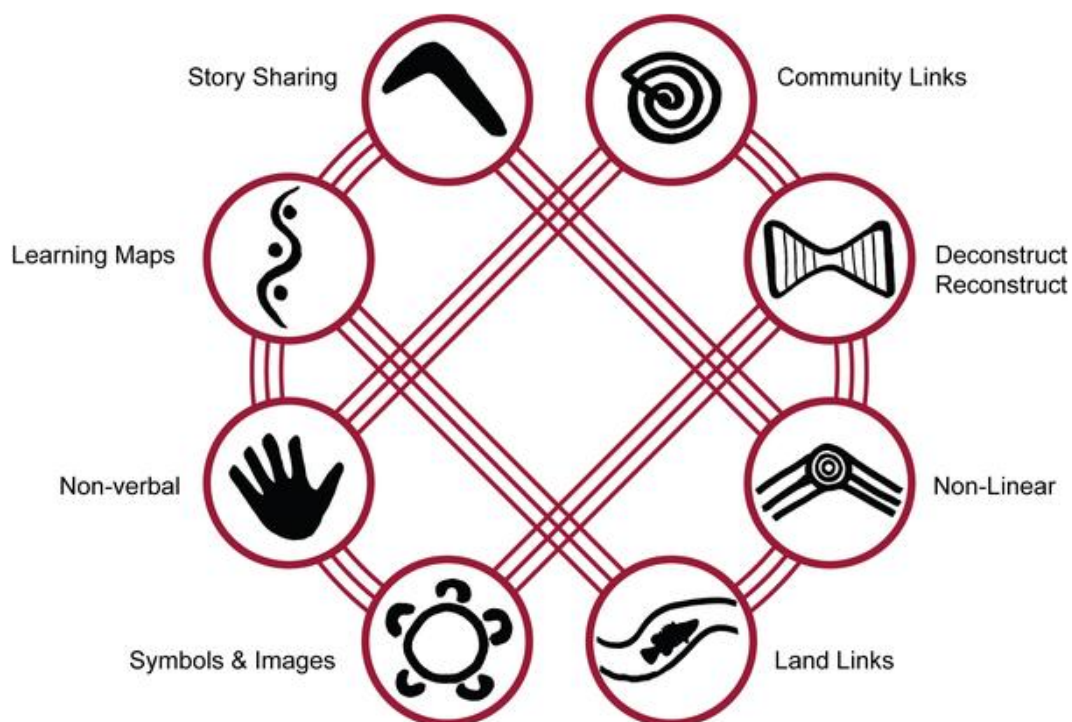
4.2 Pedagogy

All educators are expected to base their pedagogy on the [South Australian Teaching for Effective Learning Framework \(TfEL\)](#) to ensure that *how* they teach, and design learning improves student engagement, intellectual challenge and achievement. We encourage staff to access the [TfEL Companion](#), and the [DfE Teachers Companion](#).

At Underdale High School we develop our students as lifelong learners through:

- Creating safe, caring, and inclusive learning environments [DfE - Area of Impact Wellbeing](#)
- Collaborative approaches to learning where students have agency [DfE - Areas of Impact - Learner Agency](#)
- The innovative use of emerging technologies, [DfE Areas of Impact - Equity and Excellence](#)

- Empowering students to become self-directed and resilient; and to develop a growth mind set, [DfE Areas of Impact - Effective Learners](#)
- Reference to the [Culturally Responsive Framework](#) respecting the way Aboriginal Learners learn:



Educators will use achievement data and student feedback (such as [TfEL Compass](#)) and feedback from trusted colleagues to drive improvement of their teaching practice and to inform their Performance Development Plans (in line with the [AITSL Framework](#) and DfE expectations).

Students will be supported to develop [independent study skills](#) from year 7 to 12. Students are supported by homework club, supervised study, focussed study and intensive study support sessions to take responsibility for their learning.

Teachers explicitly deliver self-regulation for learning (SRL) strategies for learning. A significant direction for our Site Learning Plan.

Teachers will co-design learning that incorporates the [Appendix A: Key Principles for Effective Learning](#)

Teachers identify the language demands of the task; and explicitly teach the students the genres needed for success in schooling.

Teachers makes explicit the learning intention and success criteria for each stage of the cycle, with a focus on deep learning of the content together with learning the language of the content area.

4.2.1 Learning Conversations

At Underdale we believe that learning conversations are an important tool for strengthening teacher pedagogy.

Learning Walks – are routinely used by leaders, teachers and students. They provide an opportunity to see high-impact assessment and instructional approaches in action. During a Learning Walk the facilitator will select one or two students in each class, when they are not involved in direct instruction, to answer questions based on the following 5 principles based on Effective Learners:

1. Curiosity
2. Creativity
3. Meaning Making
4. Strategic Awareness
5. Metacognition and Self-Regulation

After each learning walk, there is an opportunity to record reflections and feedback to the teacher to be used as a growth promoting strengthening practice.

Quality Teaching Rounds - A key component of our teaching and Learning Framework that places an emphasis on collaborative and reflective practice aimed at improving teaching and student outcomes. These rounds include leaders, teachers and students, who gather to observe and analyse the learning in the classroom. This process promotes a culture of continuous improvement, fosters professional growth, and enhances the overall quality of education. Through Quality Teaching Rounds, leaders, teachers and students engage in meaningful dialogue, share best practices, and collectively work towards the common goal of creating a more effective and student-centred learning environment.

Influenced by [Justin Baeder Instructional Leadership](#) model and training, Underdale High School has co-designed Instructional Rubrics for school level improvement. In 2023-24 three rubrics were collaboratively designed for *Literacy, Numeracy and Positive Behaviours* to assist with identifying a focus during classroom observations that helps to develop key components and levels of fluency. Feedback is provided at different levels of fluency. In 2025, staff are aligning our focus towards identifying how we teach self-regulation and metacognition. This work will inform further rubric development. Our PLTs (Professional Learning Teams) will begin to engage in Quality Rounds in 2025-26.

Student Rounds - At UHS we value student agency in learner improvement, student feedback from multiple classroom settings often provides valuable insight to educators. Students provide a unique view, contributing to a better understanding of teaching dynamics and supporting continuous improvement in an authentic way.

4.3 Evidence of Learning – Formative and Summative Assessment

Assessment methods incorporate authentic and meaningful real-world contexts that can be applied beyond the school setting.

Teachers track the progress of students and refine and modify their teaching plans in response to formative assessment data and information.

Teachers provide continuous constructive feedback to provoke thinking and improve learning outcomes to provide evidence for learning. Contemporary technologies are used to provide feedback to students.

Summative Assessment Tasks are outlined on the Learning and Assessment Plans which teachers are responsible for updating and publishing to students and families via the Community Portal using LMS. Summative Assessment due dates and results with feedback are published in LMS. All summative submissions are uploaded to LMS.

Tasks are designed to assess student knowledge, understanding and skill development against the Achievement Standards of the Australian Curriculum and Performance Standards of the SACE.

Teachers, within Teaching and Learning Area teams, moderate student work samples to ensure consistency amongst cohorts.

Assessment Task design considers:

- The Learning Intention
- Opportunities for students to meet aspects of the Achievement Standard or Performance Standard to the highest level
- Accessibility for all students (differentiation)
- OCOP's, Special Provisions and Modified SACE
- Transparency of assessment criteria (eg: tools such as rubrics, marking schemes...)
- Specified milestones to support students' planning for successful completion of task

Exemplars or Model Texts are to be co-constructed with students and/or provided with every unit of work.

Teachers have a responsibility to provide feedback to students and ensure that students know what they need to improve and what constitutes an A to E grade (exemptions for ISEC and modified SACE). Feedback on summative tasks should be documented and accessible on LMS.

Students are empowered to develop their academic integrity and are supported through the school policies and procedures. [Policies](#)

4.4 Reporting and Data

Student data serves as a potent catalyst for cultivating agency by enabling students and teachers to visualise and take ownership of their academic data. Through Power BI data visualisation capabilities students, families and teachers can track progress, set goals, and make informed decisions about learning, fostering a sense of responsibility and motivation. This tool promotes collaboration and problem-solving skills, equipping students with real-world data analysis abilities that are invaluable for their future endeavours.

TERM	REPORT FORMAT	INTERVIEWS & DISTRIBUTION
1	<ul style="list-style-type: none">● All Assessment Tasks & Grades● Traffic Lights● Term Report	Continuous via LMS – Formative Continuous via LMS - Summative Traffic Light and Term Report published in LMS

2	<ul style="list-style-type: none"> ● All Assessment Tasks & Grades ● Traffic Lights ● Term Report 	<p>Continuous via LMS – Formative</p> <p>Continuous via LMS - Summative</p> <p>Traffic Light and Term Report published in LMS</p> <p>Parent/Student - Teacher Interviews</p>
3	<ul style="list-style-type: none"> ● All Assessment Tasks & Grades ● Traffic Lights ● Term Report 	<p>Continuous via LMS – Formative</p> <p>Continuous via LMS - Summative</p> <p>Traffic Light and Term Report published in LMS</p> <p>Parent/Student Subject Confirmation Interviews</p>
4	<ul style="list-style-type: none"> ● All Assessment Tasks & Grades ● Traffic Lights ● Term Report 	<p>Continuous via LMS – Formative</p> <p>Continuous via LMS - Summative</p> <p>Traffic Light and Term Report published in LMS</p> <p>Presentations of Learning</p>

Teachers will contact parents/caregivers for students at risk within the first five weeks of any assessment period.

4.5 Professional Learning

All teachers must undertake Professional Learning to meet the requirements for Teacher Registration and the Australian Professional Standards for Teachers.

It is an expectation that all teachers participate in site based Professional Learning days.

Site based Professional Learning days are designed to engage staff in learning that meets the objectives of the:

- [Purpose for Education \(DfE\)](#)
- [PDP cycle](#)
- [DfE quality improvement cycle](#)
- [DfE Purpose and Strategic Plan](#)
- Flinders Park Partnership Directions

All teachers will work in Professional Learning Teams, Learning Area teams, and School Teams including Action Teams, to continue to explore the learning concepts introduced during Professional Learning days.

4.5.1 Teaching and Learning Cycle

The teaching and learning cycle is based on the notion of teachers having high expectations supported by strong scaffolding and explicit teaching.

Teachers recognise students' culture, language, diversity, unique strengths and abilities and ensure their learning needs are addressed through pedagogy and learning tasks that are designed to support the range of learners.

There will be evidence of differentiated teaching practices and flexible learning groups in the design of learning tasks, activities and within all learning environments.

AN EXAMPLE OF A BASIC TEACHING AND LEARNING CYCLE

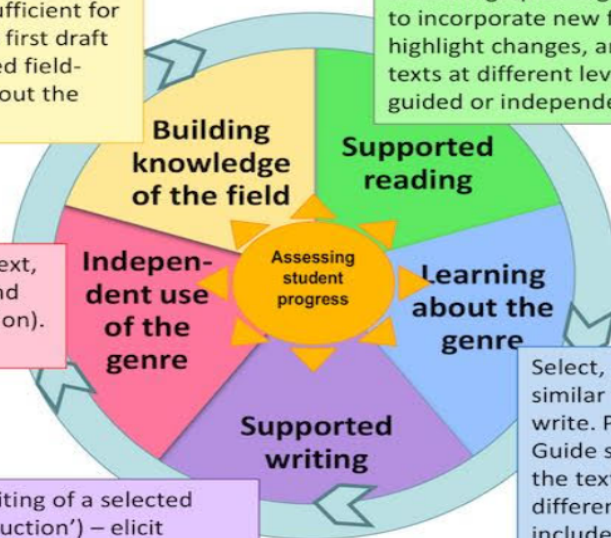
Introduce students to topic (e.g. discussion, prior knowledge, key vocab, various media e.g. videos) – sufficient for students to write a very rough first draft of the mini-task. (More detailed field-building will continue throughout the unit.)

Select a text or part of text that is critical to students' understanding of the topic. Modify it if necessary. Project it and give students a copy. Teach students how to read such a text (e.g. skimming, scanning for task-related information, close reading activities, using a relevant graphic organizer to take notes.) Ask students to incorporate new field knowledge into their draft, highlight changes, and save a copy. Repeat with other texts at different levels of complexity for shared, guided or independent reading.

Students do final revision of text, edit it (polishing for clarity) and proofread (spelling, punctuation). Save copy and share.

Engage students in shared writing of a selected stage of the text ('joint construction') – elicit content from students and model how you would form it up into a coherent written text, incorporating insights from 'learning about the genre'. Ask students to revise their own text, highlight changes, save a copy.

Select, modify or write a model text similar to the one you expect students to write. Project it and give students copies. Guide students to identify the purpose of the text, how it is structured, the different stages and phases that can be included. Ask students to structure their own text and save copy. Select one or two relevant language features to teach – related to the task, the genre, the curriculum and/or identified student needs.



[The Teaching and Learning Cycle – VicTESOL Video](#)

Documentation of adjustments for students with Individual Learning Plans will occur on the 'OCOP'. Teachers of SACE will implement [modified SACE](#) for identified students and apply special provisions to support students to achieve their SACE.

Teachers will explore ways to incorporate Aboriginal perspectives into units of work.

5. Roles and responsibilities

Role	Authority/responsibility for
Deputy Principal	<ul style="list-style-type: none"> Instructional Leadership and Professional Learning Days Assessment and Reporting Guidelines Whole School Moderation Senior School QA Support Differentiated Learning Leadership Reporting Lead Instructional Rounds
Assistant Principals'	<ul style="list-style-type: none"> Teaching Sprints Teaching and Learning Leaders Support Implement Assessment and Reporting Guidelines Learning Agreement with Families Student Learning Prefects Lead Student Rounds
Emergent Technologies Senior Leader	<ul style="list-style-type: none"> Data Analysis and Sharing Reporting Timelines, Implementation and Guide NAPLAN / PAT Testing schedule and oversight
Teaching and Learning Leaders	<ul style="list-style-type: none"> Teaching and Learning Teams (Staff) Collective accountability around accuracy of assessment and design including Moderation Weekly Learning Walks Support Staff Instructional Rounds and review using rubric Lead Student Rounds
Teaching staff	<ul style="list-style-type: none"> Implementation of policy Responsive to student and staff Feedback
Staff Action Team	<ul style="list-style-type: none"> Reviewing aspects of the framework
Student	<ul style="list-style-type: none"> Student Learning Prefects conduct Instructional Rounds and provide feedback to staff Effective Learners Provide feedback to staff

	Practice formal gratitude once a year to three members of staff
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6. Monitoring, evaluation and review

WHEN:

Term 3, 2026

HOW this will occur:

Leadership Team

Review will occur through consultation with all members of the school Leadership Team. Leaders of Teaching and Learning Teams, Action Teams and Years Teams will be responsible for consulting with these teams of teachers. Members of the student body will also be involved in consultation and review of this framework.

By WHOM:

Principal and Deputy Principal will have primary responsibility for leading the review. Consultation for approval will occur with the Governing Council.

7. Definitions

Term	Meaning
UHS	Underdale High School
TfEL	Teaching for Effective Learning
DfE	Department of Education
PLT	Professional Learning Team
SIP	School Improvement Plan
TRB	Teachers' Registration Board
ISEC	Intensive Secondary English Course
OCOP	One Child One Plan
SACE	South Australian Certificate for Education

8. Appendices

- [Appendix A: Key Principles for Effective Learning](#)

9. Supporting information

- [UHS Site Learning Plan](#)
- [Australian Professional Standards for Teachers](#)

10. References

- [DfE Curriculum, Pedagogy, Assessment and Reporting Policy](#)
- [Reporting on the Australian Curriculum in DfE Schools](#)