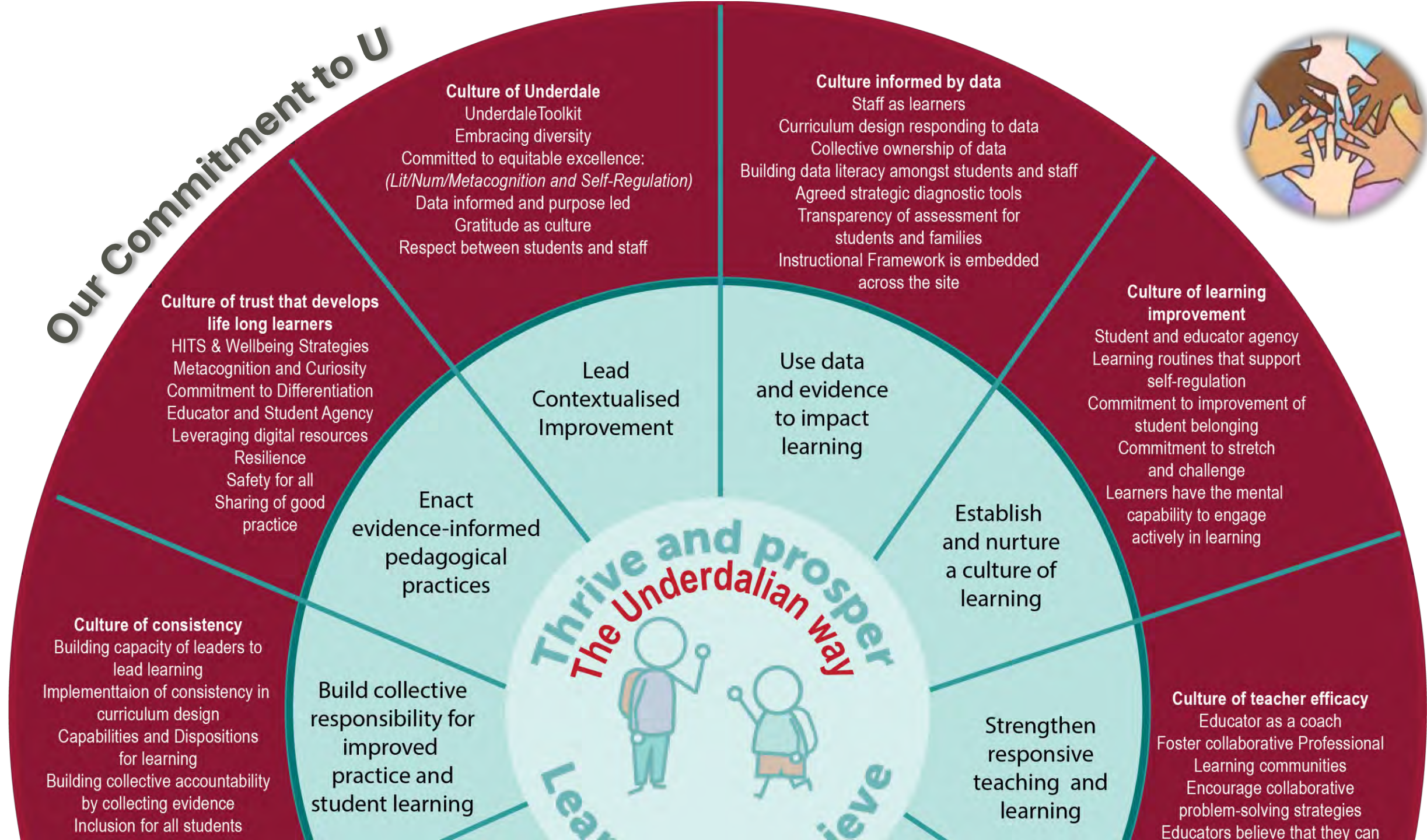


Our Commitment to U



All students have a sense of belonging
Student Agency is consistent

Invest resources where they matter most

Foster connection through community partnerships

Activate the SA Curriculum for meaningful and authentic learning

Educators believe that they can make a difference
High expectations of ALL learners

Culture of equitable resourcing

Transparency in decision making
Equitable investment
Purpose driven investment of resources
Student centered decision making
Professional Learning is not seen as an event, it is shared and embedded into practice
Future focused resourcing

Culture of future-focused curriculum
Create environments that foster Dispositions
Co-design learning for our context
Links to authentic (real-life) experiences
Using AI for learning ethically and safely
Literacy as everyone's business
Student Agency in learning design

Culture of connectedness

Community invitations that are authentic (not just flags and festivals)
Families and community invited to learning experiences
Acknowledging First Nations and the 100 cultures we have at UHS
Celebrations of success
Creating more opportunities to connect with a variety of cultures
All students feel seen
Increase community volunteers in classroom and beyond
Family Wellbeing





Leading Change - Small improvements, making big gains



Researcher - Learning Pit, Learner
Mode vs Performance Mode



Tools for implementing DfE
Strategy - DfE Companion,
Leadership learning, Action Teams,
Learning Walks PLTs and PD Days.



Balcony View & Dance Floor,
balancing strategic and operational.
WEC, Perspective



Student and Educator Agency,
People Business



Collaboration, Trust and Genuinely
Building Capacity, Authentic sharing

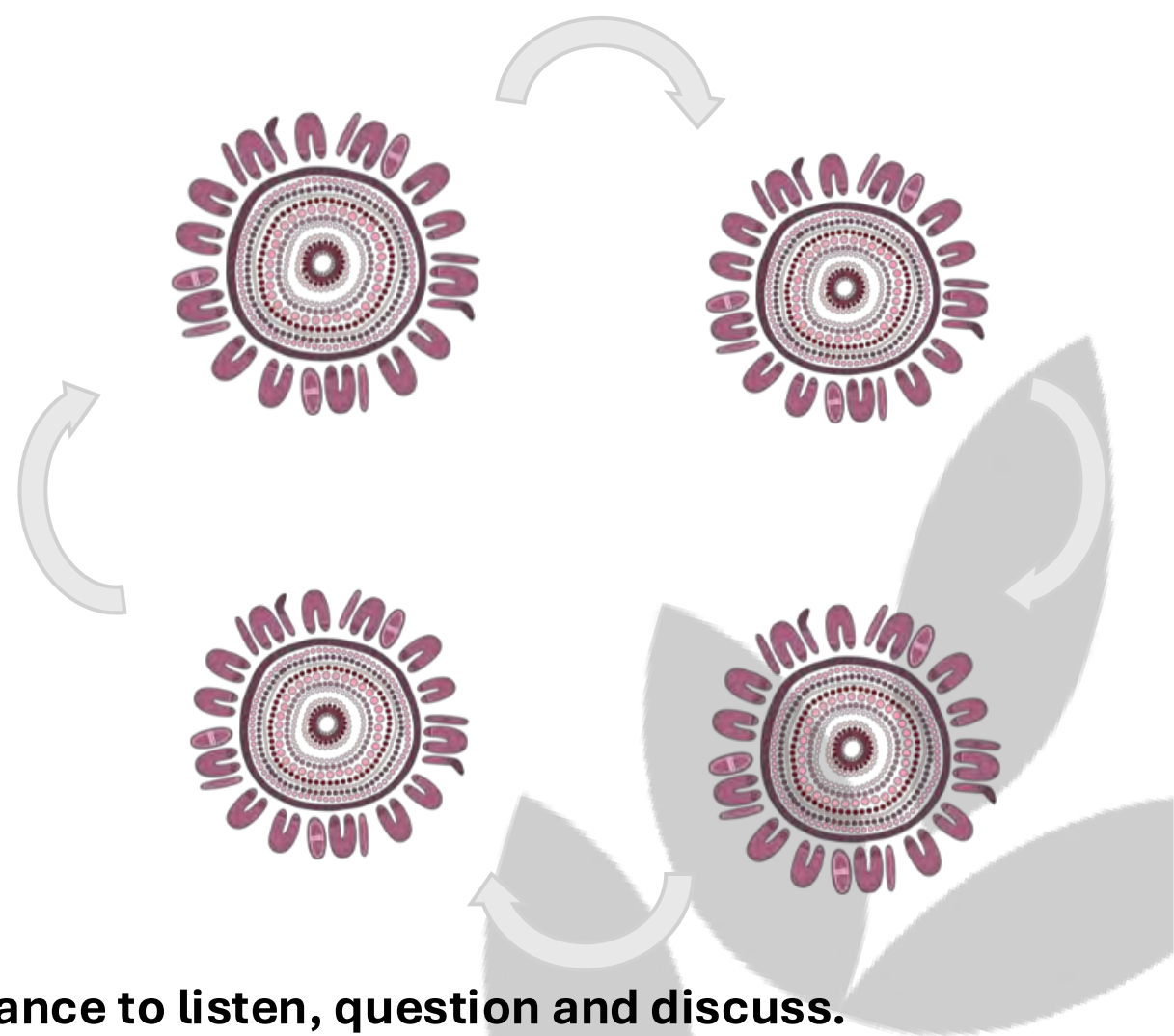
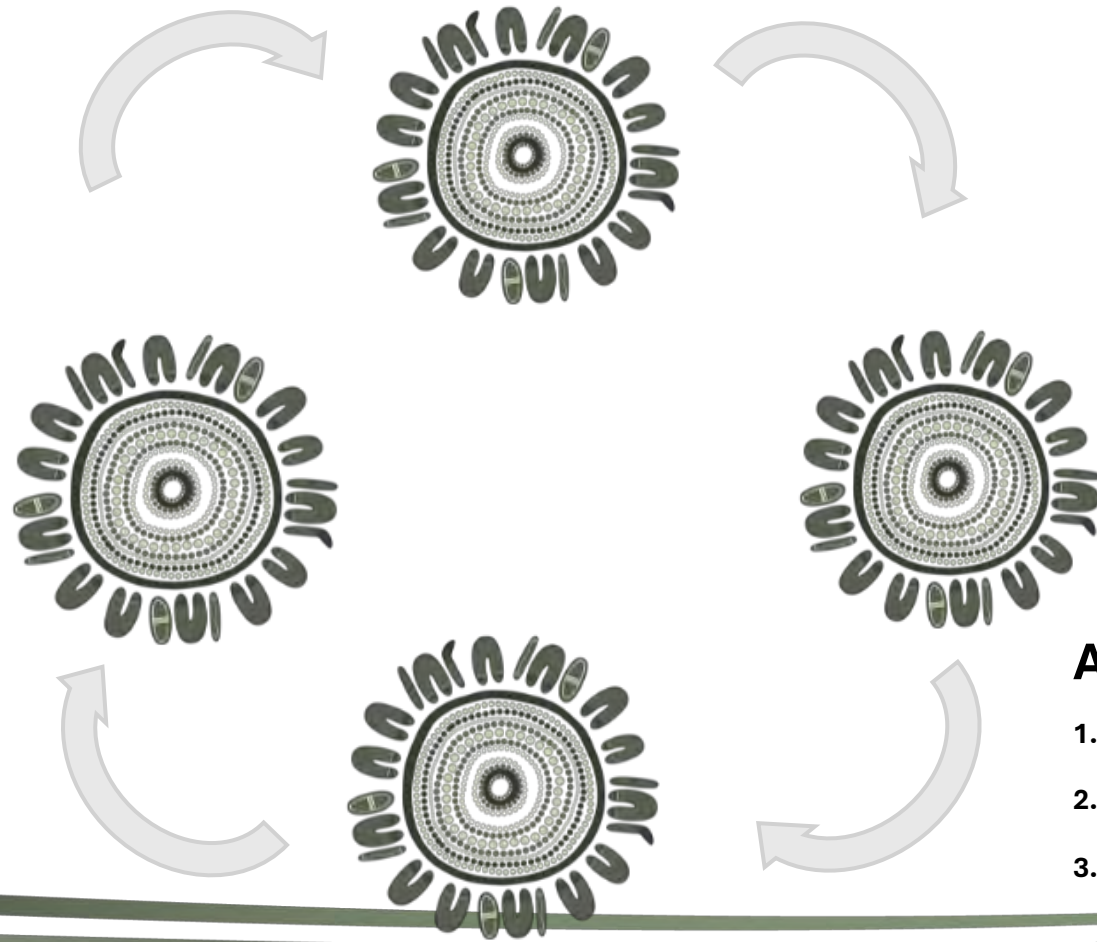


Activating students as agents for
change, beyond voice.



8 Tables - 2 Groups

8 minute sessions



A chance to listen, question and discuss.

1. What was our grapple, what was messy?
2. What has worked and why?
3. What's next?



Green Group: (40 min concurrent with Maroon)

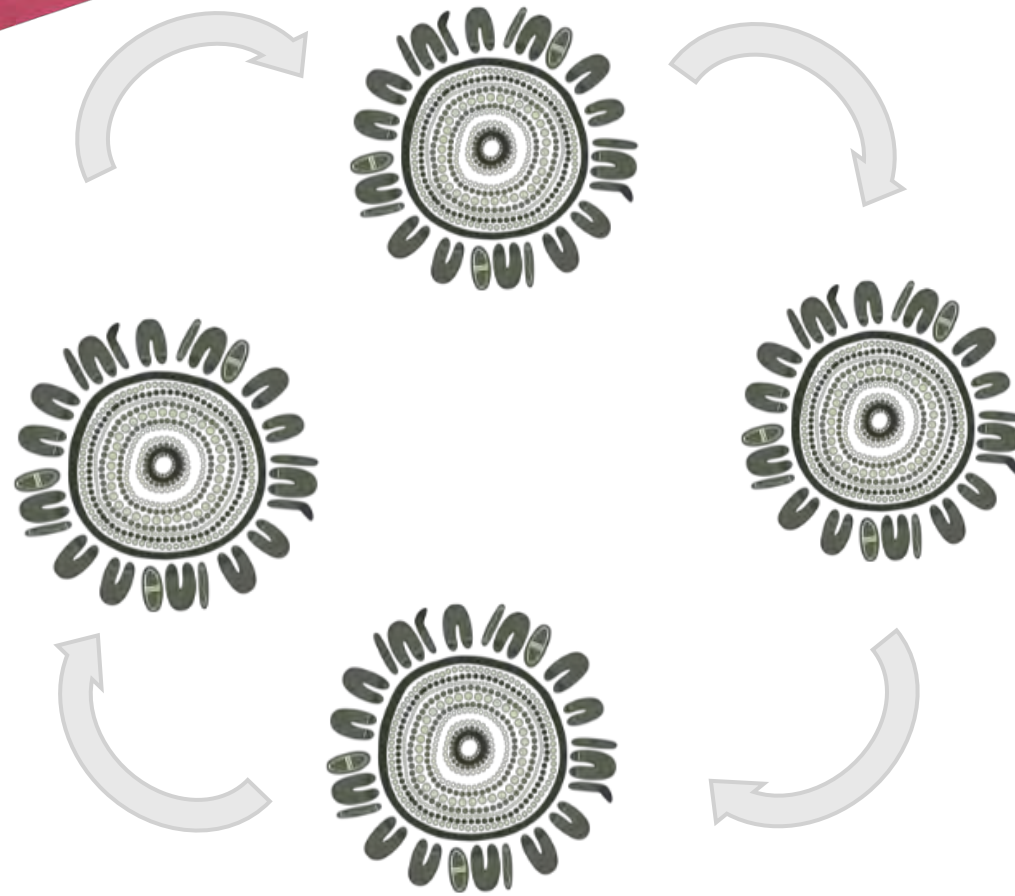
- **Effective Learners** – Collect Data – Learning Walks / Pulse Checks/ Elli Data review of Learning Walks questions: Paul with Ryan
- **Elevating Public Profile** - Uniforms, Website, Newsletter: PJ
- **From Data to Difference** - Change in achievement since 2021, NAPLAN, Leadership and culture driving improvement: Maja with Lena
- **Meaningful connections** - Wellbeing + Belonging + Youth Opps, RAISE mentoring, Youth Workers, School mental health practitioner: Lauren with Evan



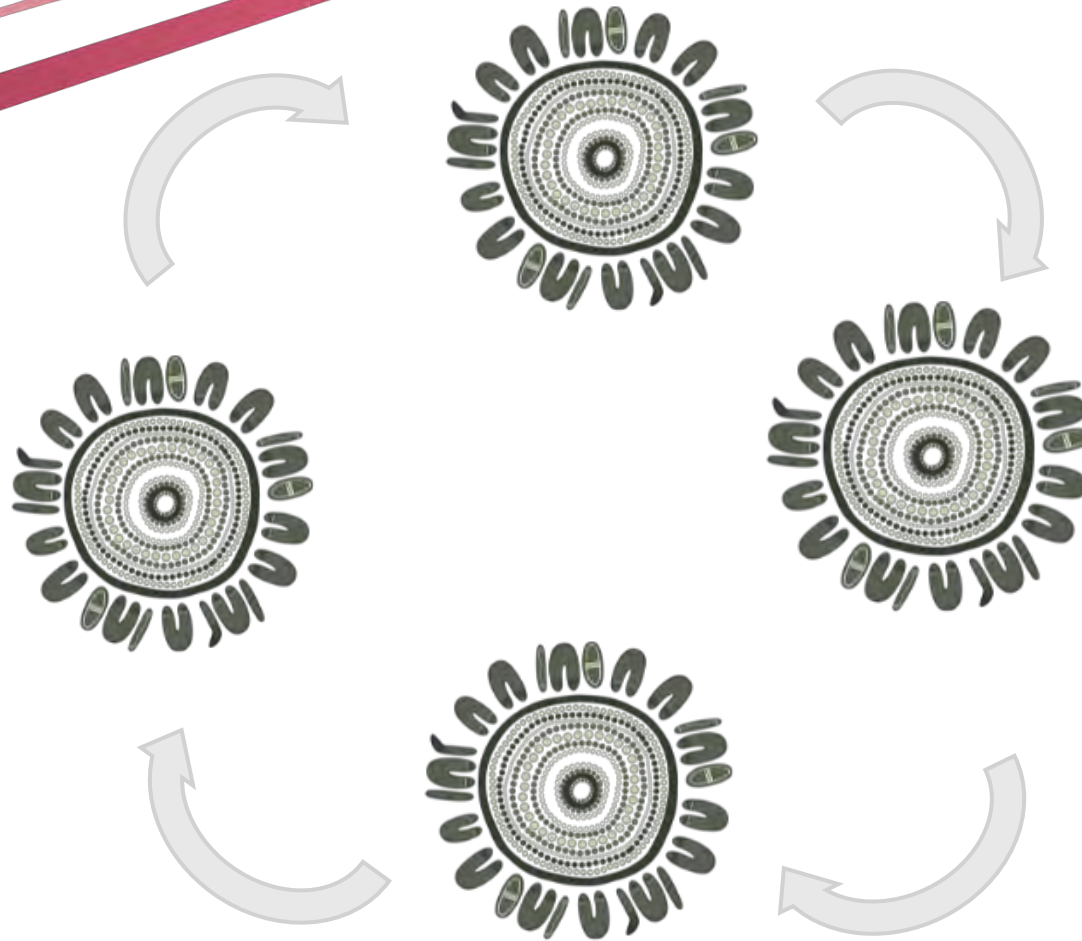
Maroon Group: (40min concurrent with Green)

- **Cobwebs to Google...**Raising our digital profile : Leisa Westerhof with Ruben
- **Challenging the thinking for Literacy** - Speech pathology Buy-in - PLTs and Sprint tracker: Gail & Lachlan with Dhruva
- **Mentoring Mindset - Project U**, Interventions, SACE SSO (leadership structure), Y12 Mentoring, difference in data: Cohan with Yasmine
- **Chaos to Calm** - Conditions for Learning and Behavior Data + Raising Whole-School Culture – Student Clubs, House Culture (Daily points, House Day): Jake & Josh with Emma/Taylan

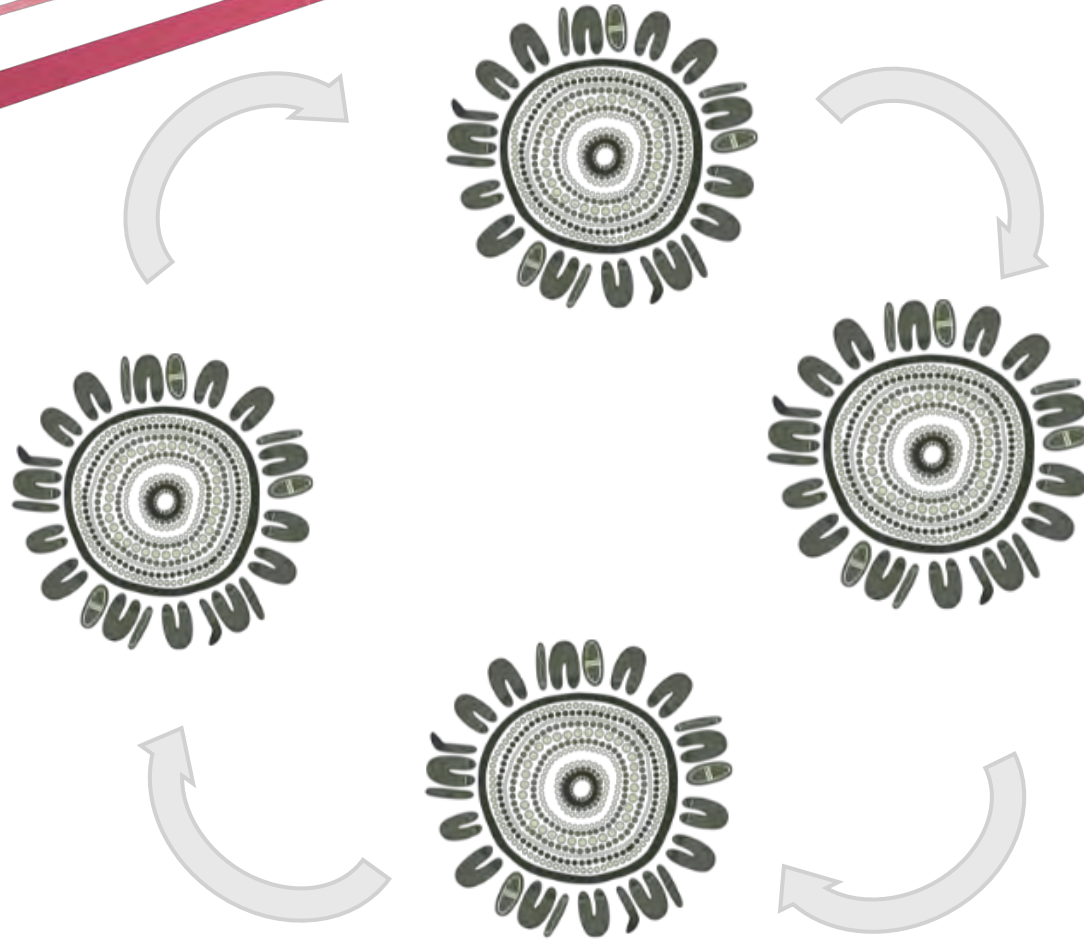
Rotation 1



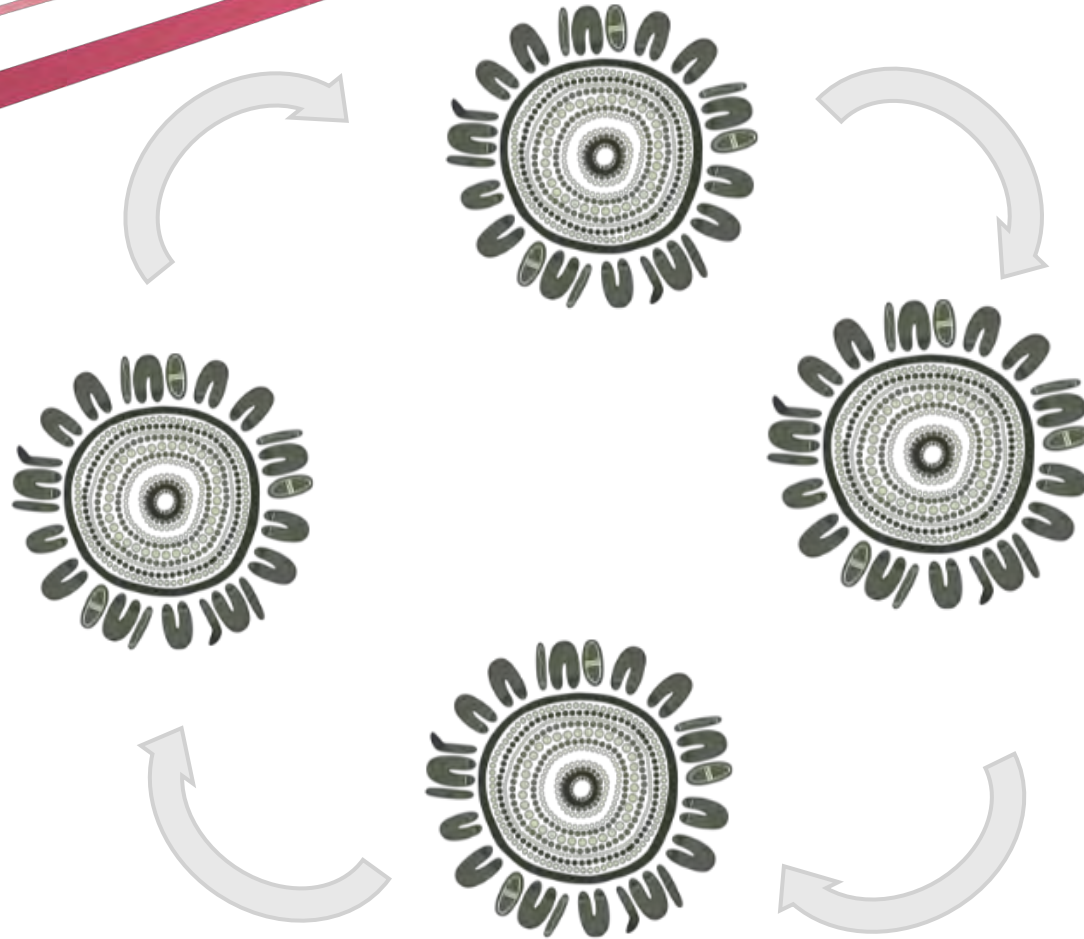
Rotation 2



Rotation 3



Rotation 4



Underdale Begins with U - Roadmap

Culture of Underdale

Embracing diversity, equitable excellence, respect between students and staff.

Culture of Teacher Efficacy

High expectations, collaboration, educators as coaches.

Culture of Trust

HITS & Wellbeing strategies, resilience, safety for all.

Culture of Consistency

Capacity building, inclusion for all, student agency.

Culture Informed by Data

Collective ownership of data, transparency, instructional framework.

Culture of Equitable Resourcing

Transparency, purpose-driven investment, future-focused resourcing.

Culture of Connectedness

Community engagement, celebrating cultures, wellbeing.

Culture of Future-Focused Curriculum

AI literacy, co-design, authentic learning experiences.

Culture of Learning Improvement

Stretch & challenge, belonging, self-regulation.

Panel Questions

Resources:



From Cobwebs to Google

Raising our Digital Profile

Leisa Westerhof

2026 and beyond

2022

A 'new' build with new leadership

Development ICT Strategic plan

Move to a personal approach to ICT support – customer service focus for staff and students

2023

Invest in technology *and* people

- staff laptops
- TV connectivity
- Vivi for promotions
- VR lab
- Laser cutter

EMS Pilot school

2024

Google for Education and Chromebooks

Development of the Hub as our centre (VR, Cyber, ICT support)

Re-defining culture through bells

Prescribed Devices for students introduced

2025

VET Course on site
Certificate III in Information Technology

DGU Review and re-develop ICT strategic plan

Hosting Google Summit

SLP focus on AI for literacy and differentiation working with SIES

Listen,
Learn
Consolidate and
continue to pivot



1. What was our grapple, what was messy?
2. What has worked and why?
3. What's next?

Action Teams and Innovative Technologies

Action teams have replaced committees with all staff selecting an action team to join. Action teams link with our school priorities and teams evolve each year. One constant team has been our Innovative Technologies Team.

Through the innovative tech action team we have:

- Collected data around staff skills / interests and needs
- Focussed on PD to match
- Explored effective use of what we have e.g. Plasma Cutter, Laser Cutter, VR lab.
- Exploration of new ideas connected to our curriculum and beyond



- What technology do you use?



- What technology do you want?



- What training / PD do you need?



Musical Bells

The why?

- Offers a more pleasant and less jarring transition between classes, fosters a more positive school environment and even boosts morale. Student / staff agency with forms for bells requests.
- We implemented a system that is multipurpose, paging, audio, bells.

The messy....

- Resistance to change
- Compliance with Evacuation / Invacuation
- Balancing the volumes, community impact
- Research, research, research.
- Pivot when you learn

The future

- Student radio
- Music in the yard

- | |
|---|
| ▶ 2025 T3 WK10 Staff Will you be there |
| ▶ 2025 T3 WK10 Student Good Riddance |
| ▶ 2025 T3 WK3 Student Gangnam Style |
| ▶ 2025 T3 WK3 Student Gangnam Style limit |
| ▶ 2025 T3 WK4 Staff Jurassic Park |
| ▶ 2025 T3 WK4 Student Super Shy |
| ▶ 2025 T3 WK5 Staff Hakuna Matata |
| ▶ 2025 T3 WK5 Student Count on me |
| ▶ 2025 T3 WK6 Staff Adventure Song |
| ▶ 2025 T3 WK6 Student Innerbloom |
| ▶ 2025 T3 WK7 Staff September |
| ▶ 2025 T3 WK7 Student Bloom |
| ▶ 2025 T3 WK8 Staff All in this together |
| ▶ 2025 T3 WK8 Staff Star Wars |
| ▶ 2025 T3 WK8 Student Wedding Nasheed |
| ▶ 2025 T3 WK9 Student California Gurl |



Staff Choice – Monday AM, Friday PM
Students Choice – one song for the week



ICT Support – our journey so far...



Our beginning

- Fixed Day Support with part time ICT SSO2
- No ICT support in holidays
- Located in a central hallway
- No oversight or connection to our SLP



And now

- ICT Manager + Full time SSO2 ICT and Hub + Dfe Account Manager
- In our newly redeveloped Manager
- ICT Strategic Committee - Principal, Business Manager, ICT Manager, Account Manager and Innovative Tech Senior Leader



Our people and our location is everything!

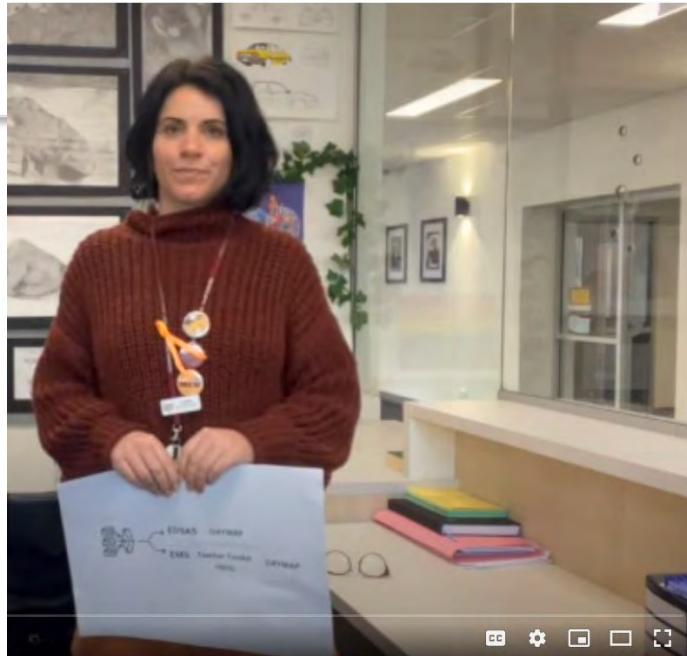


EMS Pilot

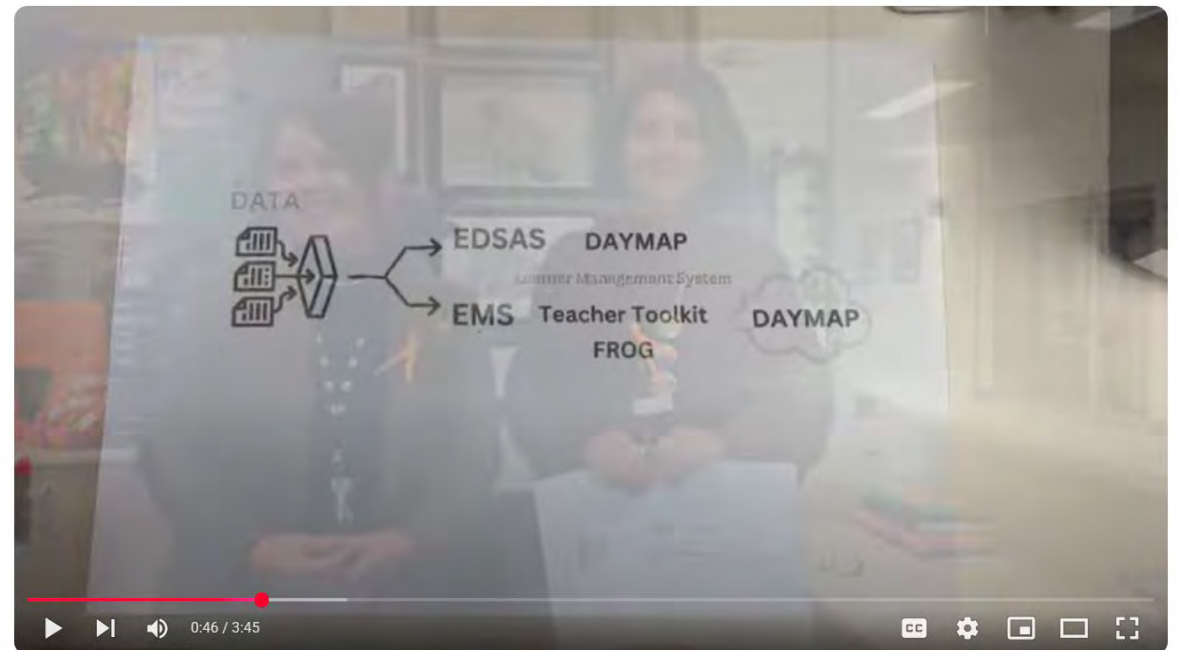
1. Edsas and Daymap
2. EMS, Teacher Toolkit and Frog
3. EMS, Daymap supported by Google Classroom / One Note

What we learnt...

- Be Honest, over communicate and bond over the learnings



EMS system update



EMS system update

Unlisted

Underdale Community
3 subscribers

Subscribe

6

Share

Save

...



Some
of our strategic choices

Why Vivi?
Why Google?
Why VR?

Project Albus

- Google for Education / University of Adelaide / PANL
- Focus on student agency
- Equity of access and shift stronger shift to prescribed devices
- Resistance to Chromebooks, but why?

And now.....

- Fleet of Chromebook are serving us well
- TRTs, Day Loan devices, International Short Stay students



Underdale High School requires students to have a laptop to support our integration of innovative technologies in teaching and learning. This ensures all students benefit from enhanced curriculum delivery and assessment, becoming competent, discerning, and creative users of technology.

Laptop Requirements

Students are required to bring a laptop as part of their day-to-day school requirements. The purchase of this device is the responsibility of the parent/guardian and must be completed using the **UHS Laptop Ordering Portal**. Please note that devices cannot be purchased at the school. Purchases include extended on-site warranty and accidental damage insurance. Students are required to maintain a well-functioning laptop during their enrolment period at Underdale High School. In Year 7, purchasing a Chromebook is mandatory. It is advisable to buy a replacement in Year 10, with a Windows laptop recommended for students interested in Media or Creative Arts to support them through their senior years.

Prescribed Devices

Year 7 in 2024 less than 1% with prescribed device
In 2025 75% of Year 7 with prescribed device

The move from BYOD to Designated Devices has been a strategic choice.

- Less down time when warranty issues arise
- Consistency of devices in classroom
- Inappropriate devices

All of the above impact on teaching **and** learning

This is the messy. A lot of parent communication. Hard line on connecting student devices.

Challenging the Thinking for Literacy.

Speech pathology-Buy-in, PLTs and Sprint tracker

Gail Atkinson and
Lachlan Davidson

SLP: Literacy/Oral Language Goal:

Coach and support educators to strengthen oral and written literacy.

Speech Pathology – Buy-in

Collaborating with the speech pathologist and literacy leader is key to addressing language needs and enhancing literacy for diverse learners.

PLTs

Collaborating with the whole school and speech pathologist through PLTs is vital for literacy goals. PLTs enable sharing best practices and insights, ensuring strategies that address language/literacy needs and improve outcomes.

Sprint Tracker

Sprint trackers monitor progress and adapt strategies, ensuring continuous improvement in achieving literacy goals.

What's Next?

Strengthen partnerships, enhance PLT collaboration, utilise sprint trackers, refining data-driven strategies, integrate inclusive technologies, and promote continuous literacy improvement.

1. What was our grapple, what was messy?
2. What has worked and why?
3. What's next?



Challenging the Thinking for Literacy!

What was our grapple, what was messy?

Teacher Preparedness: Getting everybody on board, allocating time for session

Started BIG!
Too many options. Needing to hone down into simpler topics and focus on less options

Sprint Tracker Consistency:
Avoiding the perception of the sprint tracker as a mere formality.

What has worked well and why?

Collaborative Teaming:
Teaming up with colleagues and external services has enhanced teaching and sharing good practice.

Implementing whole-site dialogic teaching has been effective in engaging students.

Honing down options allowed for more focus, made it clearer, and outcome was easier to measure.

What's Next?

Enhance Data Analysis:
Encourage student voice, refining data collection and analysis to better inform teaching strategies.

Ongoing Training and support to enhance skills in implementing inclusive and effective Literacy practices.

Revisit and Extend:
Opportunities to explore in more depth for colleagues and students alike.



2024 UHS School Buy-in Speech Pathology Snapshot

In 2024 Underdale High School commenced Speech Pathologist Buy-in Services to build educator capacity to **modify oral and written language to create language friendly classroom**. The speech pathologist was onsite 2 days each week and provided a combination of training and development, coaching, and consultation.

Project goals

Educators will...

- Intentionally select and teach curricular vocabulary within the learning environment.
- Modify their oral language within the learning environment to teach new topic content.
- Provide accessible written materials within their learning area.

Top accessibility strategies chosen by teachers

- Oral language accessibility:
 - Breaking down and simplifying instructions
- Written accessibility:
 - Simplifying content
 - Breaking tasks down into smaller steps or components
 - Including more visuals

example

All Teachers worked in **Professional Learning Teams** to consolidate and **reflect** on oral language strategies in the classroom and accessibility of written tasks. Several teachers accessed individual **coaching**.



Assessment Task – Arts

Creates an acrylic painting in the style of the street artist

Task Title	Teacher Name
Task Title	XXX
Year Level	9
Subject	Visual Arts
Due Date	

Learning Intention

- Students will explore and apply the elements of line, shape, and colour, along with the principles of balance and unity to create a symmetrical composition inspired by the work of Basquiat.
- They will develop skills in design, symmetry, painting techniques and colour mixing, as well as learning how to analyse artwork.

Description of Task

Create an Acrylic painting that is a symmetrical composition in the style of the street artist 'Basquiat' using a colour scheme of your choosing.

Part A (Research)

- Complete online research to find 4 examples of artist Basquiat's work and print copies for your art folder.
- Analyse one of the compositions (the thing that artwork is made up of) in Basquiat's artwork. Describe:

- Elements:
- Line
 - Shape
 - Colour
- Principles:
- Balance
 - Unity



Figure 1: Basquiat's artwork, 'Orange and reds' (1982)

- Draw two different options for a symmetrical (matching halves) composition, use a variety of curved shapes and lines.
- Decide on a colour scheme.
- Present these options in your art folder.
- Look at how Basquiat draws his shapes, use pointed ends, and layer the shapes and lines.

Part B (Creation)

- Take a piece of paper in half and draw half the chosen design along the fold.
- Transfer the paper and trace the design on the second half of the page.
- Paint with acrylic paint using your chosen colour scheme.
- Keep the edges crisp and clean and the colours bright and strong.
- Use black pen to outline the shapes and add a variety of thick and thin lines when the paint is dry.

☒ 4 examples of Basquiat's artwork
 ☐ Analysis of one artwork
 ☐ 2.4 sketch composition
 ☐ Final artwork

☒ 4 examples of Basquiat's artwork
 ☐ 2.4 sketch composition
 ☐ Final artwork

Key Outcomes

Teachers who completed evaluations reported...

A positive shift in teacher practice supporting access of oral and written language

Increased confidence in scaffolding:

Vocabulary instruction
(e.g. selecting, teaching, activating words)

Spoken instructions and questions

Accessibility of written information
(e.g. language, procedural and visual elements)



Teacher comments

"I have made my instructions and delivery clearer so students can access learning easier. The instructions are now sequential enabling students to independently complete classroom work"

"Shifting focus on the types of questions asked in class helped me to reframe some of my thinking about the use and accessibility of inquiry learning in my classroom"

"I have shifted my perspective and incorporated more visual elements to support student understanding of language"

Plan for 2025

Term 1: Accessible oral and written language

Term 2: Dialogic Talk

Term 3: Inclusive technologies/Artificial Intelligence

Term 4: Reading Comprehension Strategies

Exemplar: Sprint Tracker

Teaching Sprint planner (Flinders Park 2 Portfolio: Leading Learning Groups- LET'S SPRINT for teachers)

Prepare Phase		
Step 1 – Focus Area	Step 2 – Professional Learning	Step 3 – Commitment to change?
Dialogic Talk (group strategies)	Professional learning with Lachlan (PLT's, etc.) consultation through 1:1 meeting with Lachlan, classroom observations, personal professional learning	This term I will focus on using group dialogic strategies such as think-pair-square and see-think-wonder in my Year 10 History class. I will focus on group strategies for peer-to-peer conversation.

Sprint Phase - Planning				
What will it look like in your classroom?	How will you track and document your progress in this sprint?	When will you make time to review and reflect on your progress?	Who can support you during your sprint?	What evidence could you bring to the next LLG meeting to share with others?
<p>Encouraging group dialogue through particular strategies such as think, pair, share/square and see-think-wonder.</p> <p>Revisiting group norms in the classroom to ensure a meaningful experience for all.</p> <p>Think, Pair Share/Square: Give students time to think about a question individually, discuss their thoughts with a partner, and then share their ideas with the class. This encourages all students to participate and fosters peer-to-peer dialogue and collaborative learning. To further this, you can ask</p>	<p>Self-Reflection – What am I doing well, what is not working well, what can I adjust?</p> <p>Student Feedback – What are the students telling me about class dialogue? How am I using this?</p> <p>Video evidence + reflection – Looking at video of the dialogic teaching strategies and seeing how many students are engaged in dialogue. Reflecting on how to make this better.</p>	<p>At the end of each week, consider the use of questioning</p> <ul style="list-style-type: none"> Reflect on what types of strategies were used throughout the week and if it was successful in creating dialogue. <p>Video evidence + reflection – Looking at video of the dialogic teaching strategies and seeing how many students are engaged in dialogue. Reflecting on how to make this better.</p>	<p>Lachlan – 1:1 feedback, observations, meetings, etc.</p> <p>Students – What is their feedback on the use of strategies in the classroom and how can I use that to support my growth?</p> <p>Peers – observations, feedback, etc.</p>	<p>PowerPoints – embedded strategies that allow for peer-to-peer dialogue.</p> <p>Recording – Snippet of recording from the classroom when using dialogic teaching strategies.</p> <p>Student Feedback – What feedback did the students give me and how did I use this?</p>

Review Phase	
Reflection	Where do I want to go next?
<p>What worked?</p> <p>Getting students to use different dialogic tools, particularly in small groups worked well as it gave the students different opportunities to talk through their ideas and wonderings. I thought that the See-Think-Wonder was the strongest strategy that I used in my Year 10 class as it gave students a way to interact and give each other indirect feedback on their assessment tasks. Allowing students to choose their partner in this situation was useful and allowed them to feel more comfortable in sharing their work with each other.</p> <p>What challenges did you face?</p> <p>Initially, the main challenge I faced was having students share beyond the think and pair phase. This was challenging because they did not feel that they could share openly with other people in the class. Out of the whole class, only two pairs opened themselves up to the square phase. The lack of sharing was a challenge that I need to continue to grow within this class.</p> <p>What would you keep/change/eliminate next time?</p> <p>Keep: Using See-Think-Wonder strategies for visual assessment tasks as a strategy for peer feedback. Using dialogic teaching strategies with my classes to discuss ideas, learning and wonderings.</p> <p>Change: Setting of explicit group norms in the classroom. Gradually building up from working with people you know, to people that you may not usually talk to. The set up of the dialogic teaching strategies to ensure greater success.</p> <p>Eliminate: There is nothing I would eliminate.</p>	<ul style="list-style-type: none"> Test new dialogic strategies in the classroom – socratic circles, etc. Refine the explicit teaching of these strategies. Model using these strategies prior to asking students to use them. Setting better class norms. Use follow-up questioning in the sharing phase of the dialogic teaching strategies.

**Sprint
Tracker
Example**

How did you establish a clear connection between the Site Learning Plan (SLP) and the Speech Pathology buy-in charter?

What are some challenges you faced in promoting oral and written language accessibility, and how can we address them collaboratively?

How are Professional Learning Teams (PLTs) effective in developing teacher capacity?

How are you encouraging teachers to collect evidence/data?

Can you share an experience where a task sheet helped you to complete an assessment more independently?

How does engaging in collaborative discussions such as "see, think, wonder," enhance your learning experience?

Areas of Impact

Effective Learners

Paul Davies

SLP Effective Learners

Goal:

Visible Effective Learners in the domains of Self-Regulation, metacognition and curiosity.

Why Effective Learners?

Collaborating with the whole school to unpack the 4 Areas of Impact. We did a 'Four corners' activity. The question 'Which area do we do well in?'

How will we know if our students are Effective Learners?

Opportunity to develop our Learning Walk questions. We were using Lyn Sharratt 5 questions. Collaboration with Teachers and students to re-develop the 5 questions to incorporate the 5 domains of Effective Learners

What other data could we use?

Following the SASPA Data 4 Impact PD, we connected with the Strategic Data Initiatives who invited school to pilot a 'Pulse checker survey' collecting student data on Effective Learners

How would students recognise changes in themselves as Learners?

Elli pre-and post test measurement of 7 learner dispositions to support learners by helping them identify and develop key learning dimensions such as resilience, creativity, and critical thinking, which are essential for continuous personal and academic growth.

Why Effective Learners?

Things we do well

Wellbeing



Excellence and Equity



Effective Learners



Learner Agency



How do we know if are students are Effective learners?

What are students saying or doing?

Underdale High School Leaders will each commit to at least one intentional and recorded walkthrough every week. We strongly encourage all staff to conduct a learning walk during the term when convenient. Learning Walks help us focus on our Strategic Direction of Effective Learners.

	Student #1	Student #2
Curiosity – How does the teacher give you the opportunity to ask questions and engage in discussion? How can you use the learning in other contexts? How does your teacher encourage you to think beyond what you already know? How are you encouraged to talk through ideas with others in class?		
Creativity – How are you encouraged to share your thinking in class and hear other ideas? How do you take risks in your learning? How have you used your imagination to look at things differently? How are you encouraged to learn in different ways?		
Meaning Making – How is what you're learning relevant to you? What strategies does your teacher use to connect new and prior knowledge to relate to real life contexts? How can you connect your current learning to the real world? How can you apply your learning in other experiences/real life?		
Strategic Awareness – What do you do when you don't know what to do? Provide examples of what you can do when you don't know what to do? When you are stuck, how can you get unstuck? How do you plan your next steps when you are stuck? How do you solve problems when you are stuck?		
Metacognition and Self-Regulation – How do you plan for success? How do you manage your behaviour in this class to ensure everyone has the right to learn? If you find yourself distracted or off task, what skills do you have to enable you to be successful? What opportunities do you have to share your thinking about how you learn something? Explain.		

Student Learning Walks

STEP 1: Sources of Evidence - Student Learning Round

This proforma is so student volunteers can observe teaching/learning spaces. Eight student teams will conduct learning rounds; students will visit the classroom, with a 20-minute observation in each space. This page gives prompts for students to write observations to.

Observation data is

- descriptive, not evaluative; specific;
- about the learning core; and
- related to the learning the teacher is trying to facilitate (i.e look out for the learning intentions and success criteria).

Class	Year 8 Art (Lesson 3)	Teacher	Ms Birrell
Activity	Lino Printing/Primitives	Date	13/03/23
● Copy given to teacher			

Prompts	Observations (What is happening? What are people doing?) Sentence Starters; I noticed that... Students/teachers did... I observed... I saw...when...
Does the task, or activity encourage students to seek, receive and use feedback in learning?	I noticed that the task creates students to not ask as many questions self-driven. Once the practical started feedback was asked.
Does the learning activity increase the ratio of student to teacher talk? Explain.	The learning activity creates the teacher to talk more to students. Teacher is making them think and work individually. Students do their own work, sitting quietly.
How often does the teacher talk to students? What about?	The teacher started off with engaging with students about the topic. Asking examples of questions asked the teacher had asked. Asking to list water living animals, which will be used for their lino print.
How often do the students talk to the teacher? What about?	The students mention non-related things to topic. Most of the time not relating to each other, since it being a small class.
How often do the students talk to each other? What about?	The students don't chat too much since it's a small, quiet class. Some chat between students about ideas or just general chat.

	Student #1 Christina	Student #2 Paris
Curiosity – Does the teacher give you the opportunity to ask questions and engage in discussion? How can you use the learning in other contexts? How does your teacher encourage you to think beyond what you already know? How are you encouraged to talk through ideas with others in class?	Yes. He makes it a fun environment so that it's not very stressful because he makes it easy to ask questions.	Yes. When we swabbed the different parts of the school it made us more aware of the different germs that could be around the school.
Creativity – Are you encouraged to share your thinking in class and are you hearing other ideas? How do you take risks in your learning? How have you used your imagination to look at things differently? How are you encouraged to learn in different ways?	Doing different kinds of work when you're learning new things.	
Meaning Making – How is what you're learning relevant to you? What strategies does your teacher use to connect new and prior knowledge to relate to real life contexts? How can you connect your current learning to the real world? How can you apply your learning in other experiences/real life?	Learning about different areas can help you figure out what you like and don't like. Also you can understand things in the real world.	I think I agree with that, it helps us in the real world (learning about diseases). Let's say we get symptoms of a disease, it helps make you more aware.
Strategic Awareness – What do you do when you don't know what to do? Provide examples of what you can do when you don't know what to do? When you are stuck, how can you get unstuck? How do you plan your next steps when you are stuck? How do you solve problems when you are stuck?	The first thing I'd do is ask the people around me what they are doing. Sometimes there isn't a task sheet but if there is one look at that. Ask the teacher for help.	
Metacognition and Self Regulation – How do you plan for success? How do you manage your behaviour in this class to ensure everyone has the right to learn? If you find yourself distracted or off task, what skills do you have to enable you to be successful? Have you had opportunities to share your thinking about how you learn something?	1. Listen to the teacher. 2. Take notes 3. Time management: ask questions right when you need help, use your time in class, get things done on time.	I have a note pad where I write what I have to do and reminders. I also make notes on my computer so that when I open it it <u>reminds</u> I remind myself.

Pulse Checker Survey

My teacher shows me interesting or unusual facts about what I am learning and this makes me curious

Never	30
Rarely	40
Sometimes	213
Most of the time	193
Always	84



How does your teacher encourage you to think beyond what you already know?

My teacher encourages us to think beyond what we know by trying to help us get out of our comfort zone and try to learn things that we haven't learned before.

he asks us questions that make us think deeper

he shows me new ways to learn in a more enjoyable way

He introduces new questions and keeps us curious.

He always pushes me to do my best and tells us different things which I don't understand which makes me want to learn more.

My teacher provides me with additional tasks and encourages me to try new things

making me think outside the box

all teachers encourage you to learn and so does our Hass Teacher

by encouraging and explaining what might need expanding within the task.

By using prompting questions and asking further questions to spark research and to think deeper.

By not telling me all the answers, resulting in me researching and imagining new possibilities.

Group projects/discussions, research tasks, allowed to design projects without assistance, provides real life examples etc.



Robert is in the 6th Form and a Maths and Physics student.

Robert's profile is fairly typical for someone who favours the sciences and maths in particular. He knows what he wants and once he understands the theory, prefers to go his own way in solving a problem rather than asking for help. In cases such as Robert's, resilience and investigative and connectivity skills are often preferred by teachers to the interactivity that strong scores in *Learning Relationships* would indicate. Robert clearly understands that he can't be totally independent but is a natural problem-solver and likes to persist in finding his own solutions.

Strong Meaning Making and Critical Curiosity scores are usual in those with a scientific bent their resourcefulness rarely extends to creativity ... they are much more interested in fact than fiction.



Engaging our students with the strategy for public education.

Students present professional learning at our 'Pupil Free' Days

Next Steps

Revisit our Learning walk questions.

Explicitly teach for self Regulated Learning.

Use Elli for pre and post test outcomes.



What are students saying or doing?

We strongly encourage all leaders, teachers and students to conduct learning walks throughout the academic year. Learning Walks provides opportunities to enter the classroom environment to talk to students about their learning, as well as focus on our Strategic Direction of Effective Learners.

	Student #1	Student #2
Curiosity – Describe something new you learned recently in this subject and how did you discover it? In this subject, what are some questions you have about the world that you would like to find answers to? What are some questions you still have about this topic? Where might you find the answer?		
Creativity – Describe a project or activity where you used your imagination to solve a problem. What is a creative idea or solution you came up with recently, and how did you develop it? What strategies do you use to keep your creative ideas flowing?		
Meaning Making – Explain how you relate what you're learning to your own experiences or interests. How can you connect your current learning to the real world? Where else can you use what you have learned? Are there any other subjects or outside experiences where you have come across this learning/content?		
Strategic Awareness – What tools/strategies do you use to plan for your school learning? What strategies do you use to strengthen your learner mode? What else could you do to improve your learning in this subject?		
Metacognition and Self-Regulation – Describe a time when you turned a mistake or failure into a learning opportunity? If you find yourself distracted or off task, what could you do next?		

Chaos to Calm

- Conditions for Learning and Behaviour Data

Josh Hilditch and
Jake Carrick-Smith

2022 The grapple

Attempting to address behaviour / wellbeing data with inconsistent approaches across site

2023 Back to Basics

Uniform Tier 1 strategies including entry/exit expectations

Explicitly teaching Social vs. Learning time

Staff PD - Bill Rogers

2024-25 Action Team - Positive Behaviours

Staff champions across faculties

Seat at the table faculty meetings

Exit strategies across different contexts

2026 Where to next?

Effective Learners

-self regulation / metacognition

Embedded into pedagogy across the site



Raising Whole-School Culture ↻





The ROCK Cup

*Colour indicates leading House 2025

Sports Day

Daily Individual Points

Academic GPA

House Day

House Activities

100%

Attendance

“Catch students doing the right thing”



17 Student Clubs *65% of school cohort!



**Brew Crew
Coffee Club**
Optimism



Environmental Club
Mon/Wed/Fri Recess
Wednesday Lunch
Front Veggie Garden



Gaming
Mon Lunch
Learning Hub



Boys Futsal
Mon Lunch
Gym



Girls Futsal
Thurs Lunch
Gym



Cricket
Mon Lunch
Nets



English Club



**Strength &
Conditioning**
Mon & Tues Lunch
EFM Gym



Tennis
Tues Lunch
Outside Courts



Basketball
Wed Lunch
Gym



Pickleball
Fri Lunch
Gym



**Japanese
(Nihon-go)**
Thurs Lunch



LGBTQIA+
Wed Lunch
Front Garden



Maths Club



Breakfast Club




**Musical Theatre
Club**



Girls Empowerment
Thurs Lunch
EFM Gym









ENTRY



UNDERDALE
HIGH SCHOOL
RESILIENCE OPTIMISM COURAGE KNOWLEDGE

BEFORE ENTERING CLASS

- HAVE YOUR TOOLS FOR LEARNING 
- LINE UP AT THE DOOR 
- WAIT FOR INSTRUCTIONS 
- ENTER QUIETLY 



EXIT



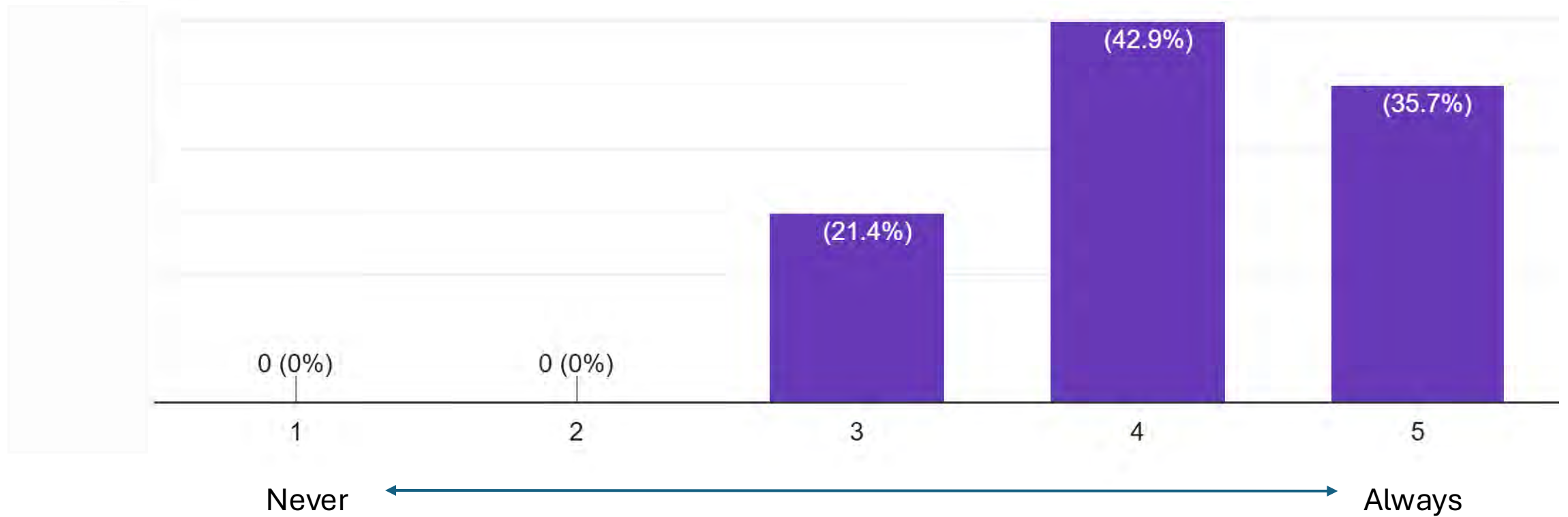
UNDERDALE
HIGH SCHOOL
RESILIENCE OPTIMISM COURAGE KNOWLEDGE

BEFORE LEAVING CLASS

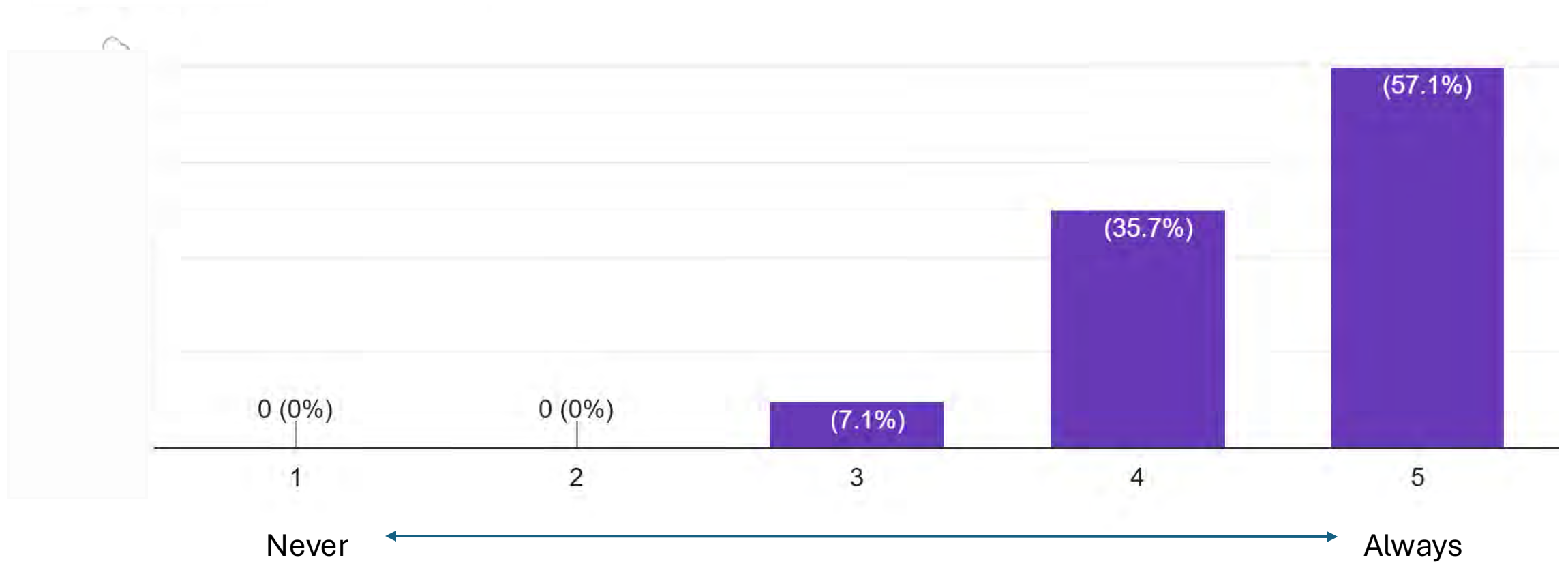
-  IS YOUR SPACE TIDY?
-  HAVE YOU BEEN DISMISSED?
-  IS YOUR CHAIR PUSHED IN?
-  IF SO, BE SURE TO SAY GOODBYE!



I implement these strategies in my classes...



I feel that a whole school approach makes it easier for me to implement these strategies....



Staff PD

School's approach supplemented with expert PD from Dr Bill Rogers

'behaviour awareness...'

'behaviour ownership..'

What is challenging student behaviour costing your school?

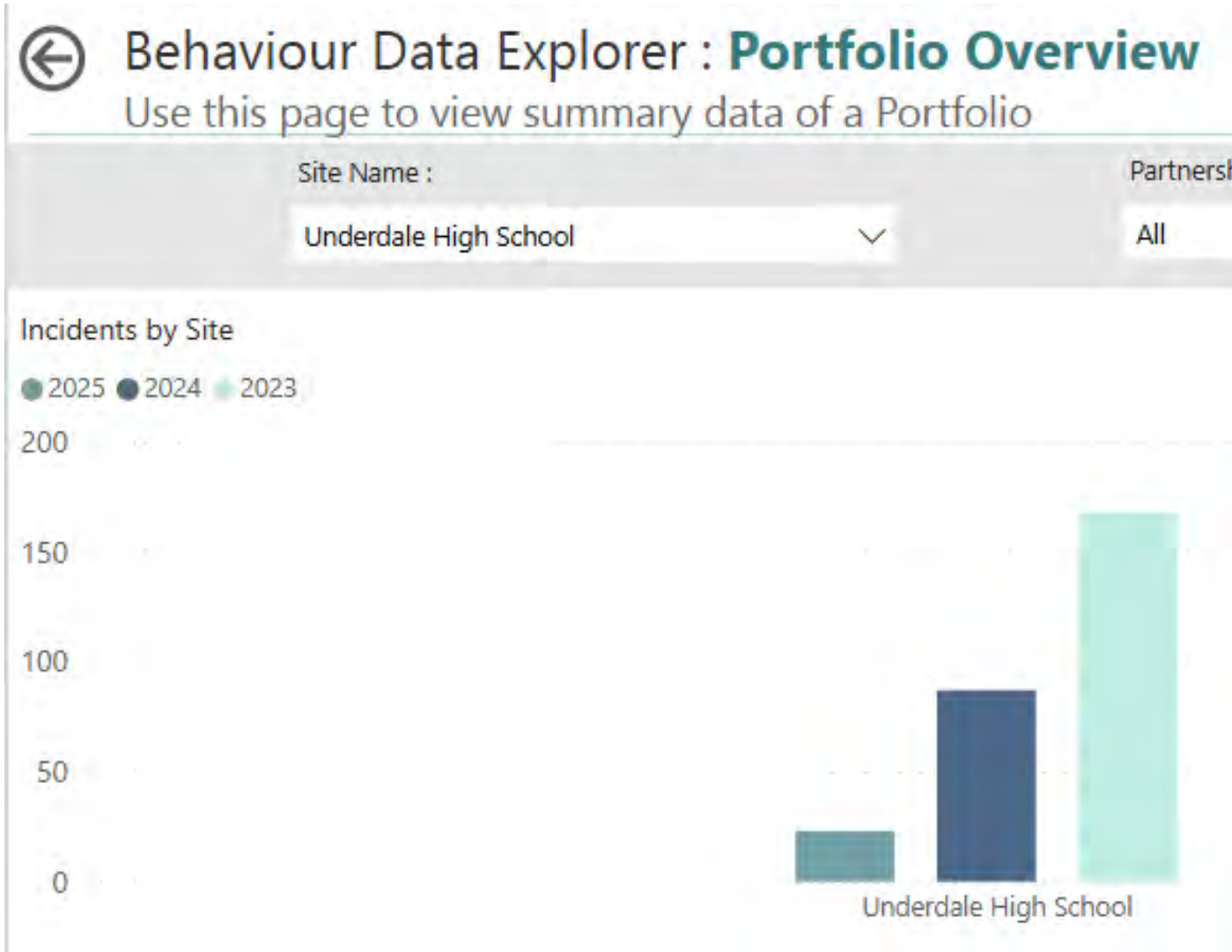
- ☒ Students' reaching their highest potential
- ☒ A good night's sleep
- ☒ An outstanding Ofsted rating
- ☒ Valuable teaching time

Invest in expert guidance with Dr Bill Rogers!

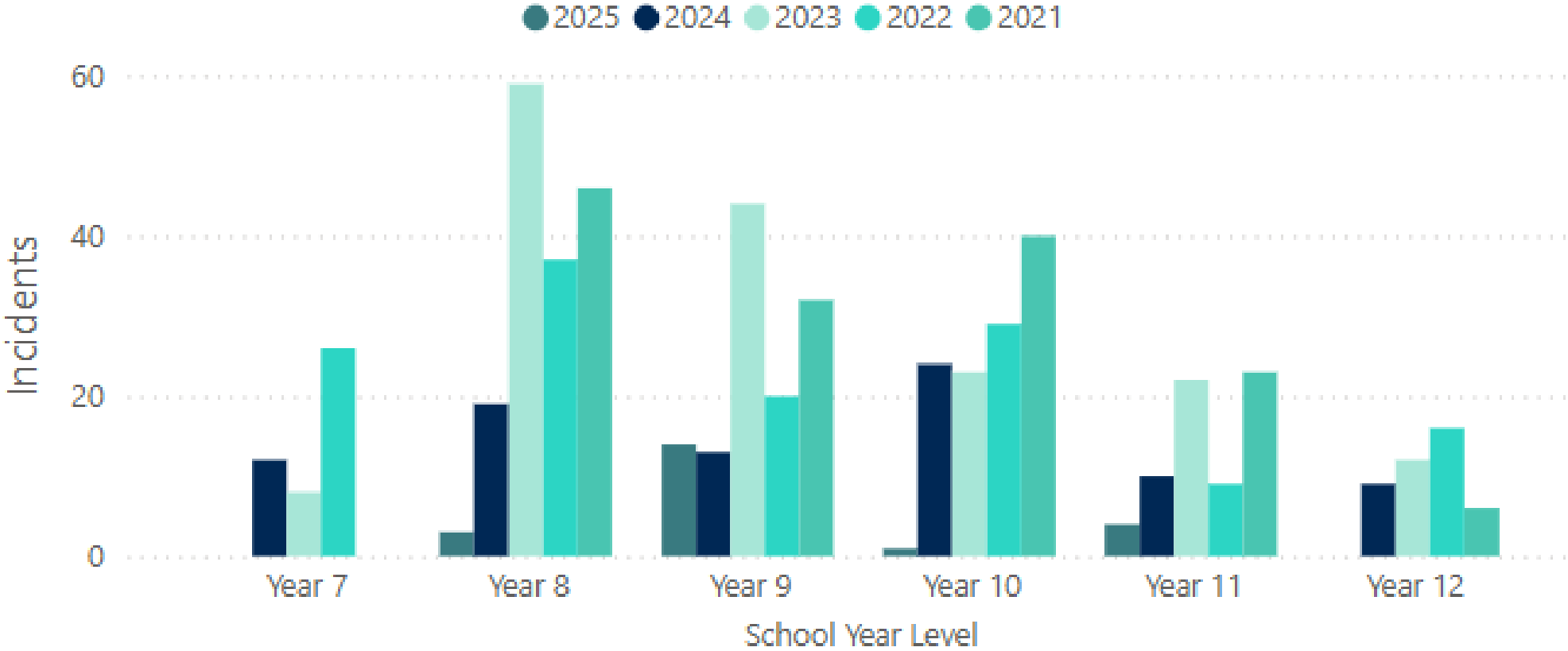


Behaviour Coach – Damien Mellow

Our 2023 data indicates substantial
improvement in behaviour.

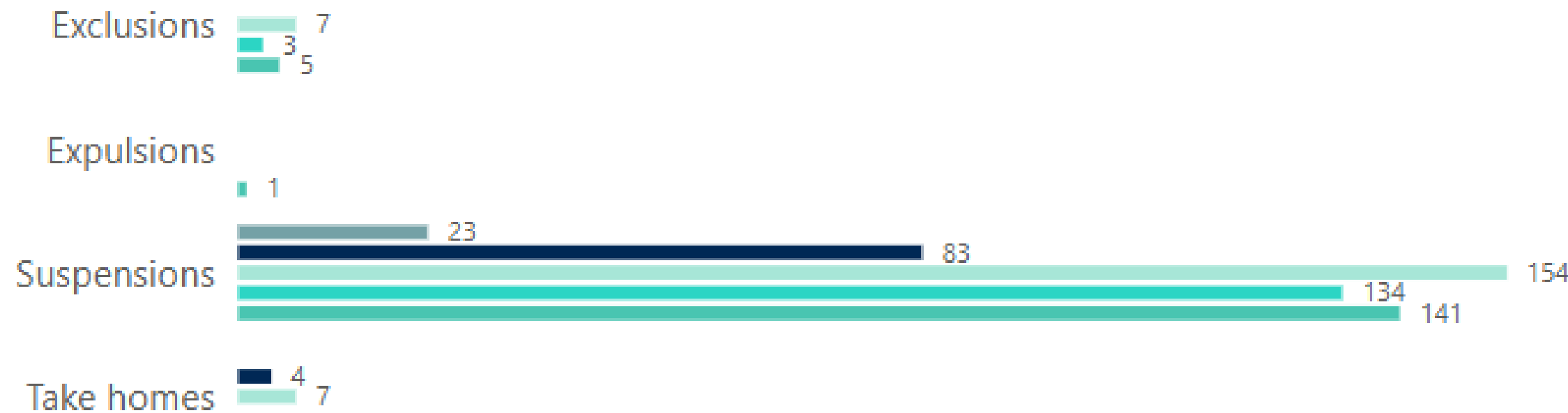


Incidents by Year Level



Incidents by Behaviour Action, Category and Subcategory

2025 2024 2023 2022 2021



Year 12 Mentoring and Project U

Cohan Morris

Our Grapple

WEC data for 2024 Year 11s shows that 41% of students identified an important adult at school, and 34% demonstrated high perseverance, a concern given its importance in Year 12. Feedback from students and teachers indicates that homegroup time could be used more effectively to support students in managing their academic load efficiently.

Project U

A program across year 7-12 specifically designed to develop vital skills in cyber safety, the child protection curriculum, self-regulation for learning, student agency, and career education. Project *U* also supports students in identifying strengths and interests, setting goals, and exploring future pathways through tailored activities and guidance.

Mentoring

The new initiative focuses on academic guidance, career advice, and exploration for students. It supports goal setting, study techniques, time management, and subject-specific advice. Wellbeing check-ins and self-regulation and stress management strategies for Year 12 are also included, guided by Thrive and the School Mental Health Practitioner (SMHP).

Outcomes

In Term 2, SACE A and B grade data increased by 35% with similar cohort sizes. SACE intervention data showed a 33.33% decrease in students at risk. The same cohort saw a 20% improvement, from 41% to 61%, in students identifying an important adult at school.

Next Steps

WEC data indicates a need for improvement in peer belonging and resilience. Student feedback is being collected, and ways to leverage community connections for mentoring are being explored. Mentor feedback will be reviewed at the end of Term 3 in preparation for 2026.



The **Mentoring** model aims to coincide with the current Project U/Home group program which is compulsory on a Monday (1 hour lesson). The model was shared with all Project U teachers and leaders for feedback which enabled a unified approach. This mentoring initiative involves all year 12s being assigned a mentor based on their preference. All current home group teachers and leaders at the site are involved in the program and built a profile for themselves detailing their strengths and expertise. This was shared with students and allowed them to make an informed decision about their mentor selection. Year 12 are required to check in with their mentor once a week.

INDIVIDUAL MENTORING YEAR 12

LENGTH
Full Year

CONTACT PERSON
Year Level Leader

CONTENT
Students will learn a range of skills which will support them across many aspects of their transition to career pathways, learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, assessing risk and peer networks for support
- University presentations and applying for tertiary courses

Life skills and study skills developed at the start of the year with support of School Mental Health Practitioner (SMHP). Multiple exposures to this for students and staff.

Flinders University THRIVE program sequenced in Project U/Mentoring to explore post school pathways and set measurable goals.

Leaders were upskilled by school's SMHP to have purposeful wellbeing check ins with students. Supporting students with self-regulation.



Year 12 Mentoring Quotes

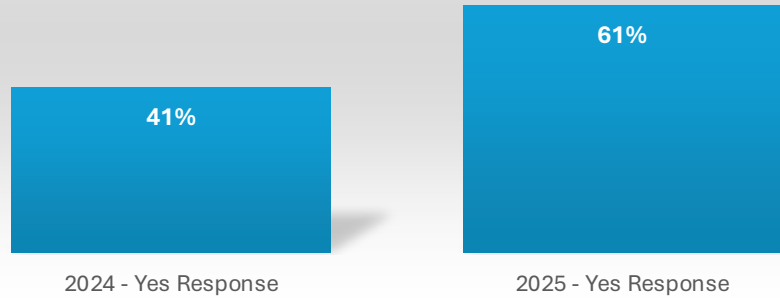
“Having a mentor kept me accountable and helped me stay on track when I felt overwhelmed.”

“The tips I got on managing my time made a big difference, especially balancing assignments and study.”

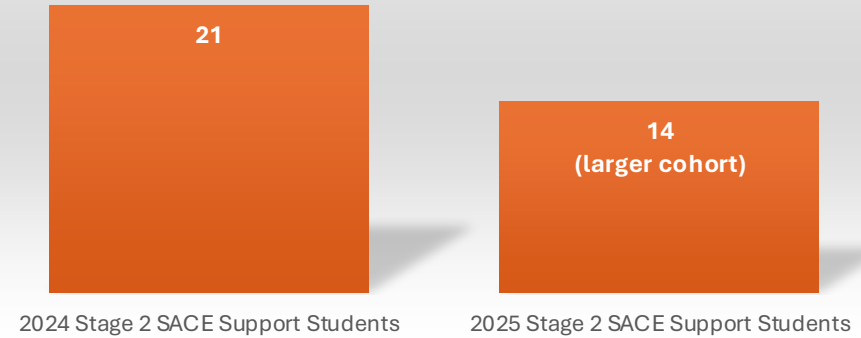
“Breaking big goals into smaller steps with my mentor made Year 12 feel more manageable. It was great to be able to choose a mentor that had the skills to help me, especially with Maths.”

Data Comparison

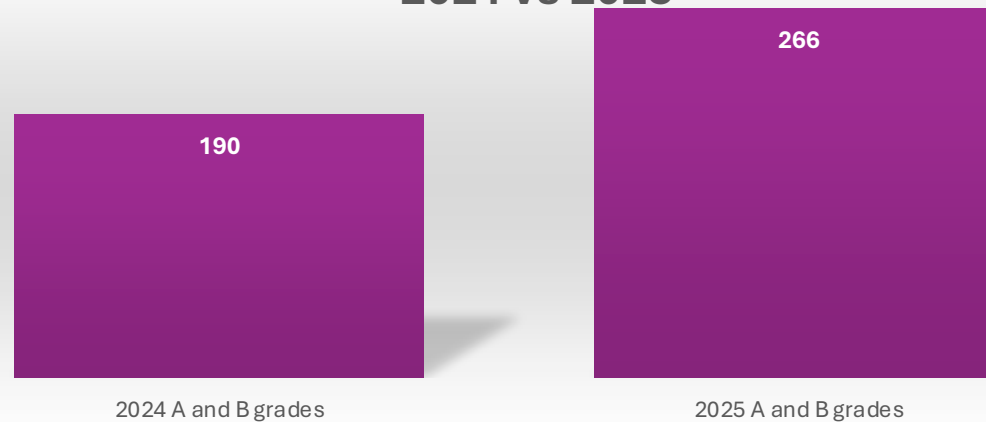
WEC DATA - Trusted Adult in School 2025 Year 12 Cohort



Stage 2 Intervention Data 2024 vs 2025



Stage 2 A and B Grades 2024 vs 2025



Meaningful Connections

Lauren De Bono

Our grapple

To improve our students' sense of belonging, connectedness to school and connections with important adults.

Proactive Programs

Change of wellbeing structure to include full time Youth Worker and SMHP in addition to Tailored Learning Youth Worker, ASETO, Pastoral Care Worker.
Implementation of Raise Mentoring (Yr 9), Youth Opportunities (Yr 10) Ice Factor, Bike Ed programs.
Project U focus on wellbeing and life skills, inclusion of Open Parachute program.
Established Wellbeing Action Plan.

Learner Agency & Student Voice

Increased opportunities for learners to make meaningful choices in the classroom, engage in staff PD days and conduct learning walks.
Growth in our student leadership program through Learning Area Prefect roles, student voice and the collaboration of student and staff action teams.

Next Steps

WEC data suggests areas for improvement in peer belonging and resilience. Continue to grow learner agency and student voice.



Our Grapple

2023 WEC

- Important adult at school 41% (2021) and 46% (2023) in high wellbeing
- Connectedness to school 51% in high wellbeing
- School belonging 26% in high wellbeing
- Emotional engagement with teachers 57% in high wellbeing

How do we create an environment where our students feel safe, they belong and can be curious learners?



Wellbeing

Our learners feel safe, included, and valued. They have access to support, experiences, teaching, and resources to build their resilience and social and emotional skills to positively and confidently engage in learning.

Belonging and safety

Learners feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened.

Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations.

Cognitive engagement

Learners have the mental capability to engage actively in learning and feel stretched and challenged.

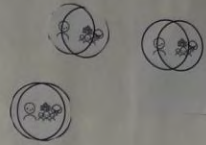
Wellbeing Team Around the Child

- Project U Teachers
- Year 12 Mentors
- Subject Teachers
- Year Level Leaders
- Curriculum Leaders
- Wellbeing Team
- Assistant Principals & Principal



Student Forums

Happiness amongst peers
Trust/respect
Harmony
inclusiveness
Proper behaviour for school environment
Working as a unit
acceptance
empowered
Supporting



they interact with teachers and peers.

Academic achievements

Joining activities / excursions / sports / clubs.

Camp, sports day, house day, achievement assemblies.

Knockout Sports teams / clubs.

Student based activities

Student leadership / voice.

Fund raisers

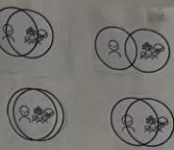
- Cross year ^{activities} ~~activities~~ based on making students feel like they belong.
- Hold more events that are enticing to young and older year levels.
- celebrate each others successes.

Words associated with:

- trust
- harmony
- kindness
- happy
- togetherness
- diverse
- peace
- inclusivity
- cooperation
- unity
- welcoming
- positivity
- respect
- accepted
- supported.
- equality

What strategies could further improve belonging?

- individual and group activities to contribute to school culture based on individual interests and strengths.
- team building and group activities in HG.
- better celebration of awards and successes.



Belonging

How do we tell if students belong?

- Wearing uniform
- School and class attendance
- excursion follow up and attendance
- classroom participation
- School clubs
- Harmony and sports day.
→ involve
- Group and social participation during break times
- Showing the kids what's right and what's wrong.
- better advertisement and explanation of school events (e.g. house points)
- Use of more school areas to build collaborative teams and environments (open courts)
- team building (camp, canberra trip)
- peer strength awareness.

Learner Agency & Student Voice

- Started with 20 student voice leaders in 2020.
- Grown to 70 different student leadership roles in 2025, including Head Prefects, Student Voice, House Captains and Learning Area Prefects.



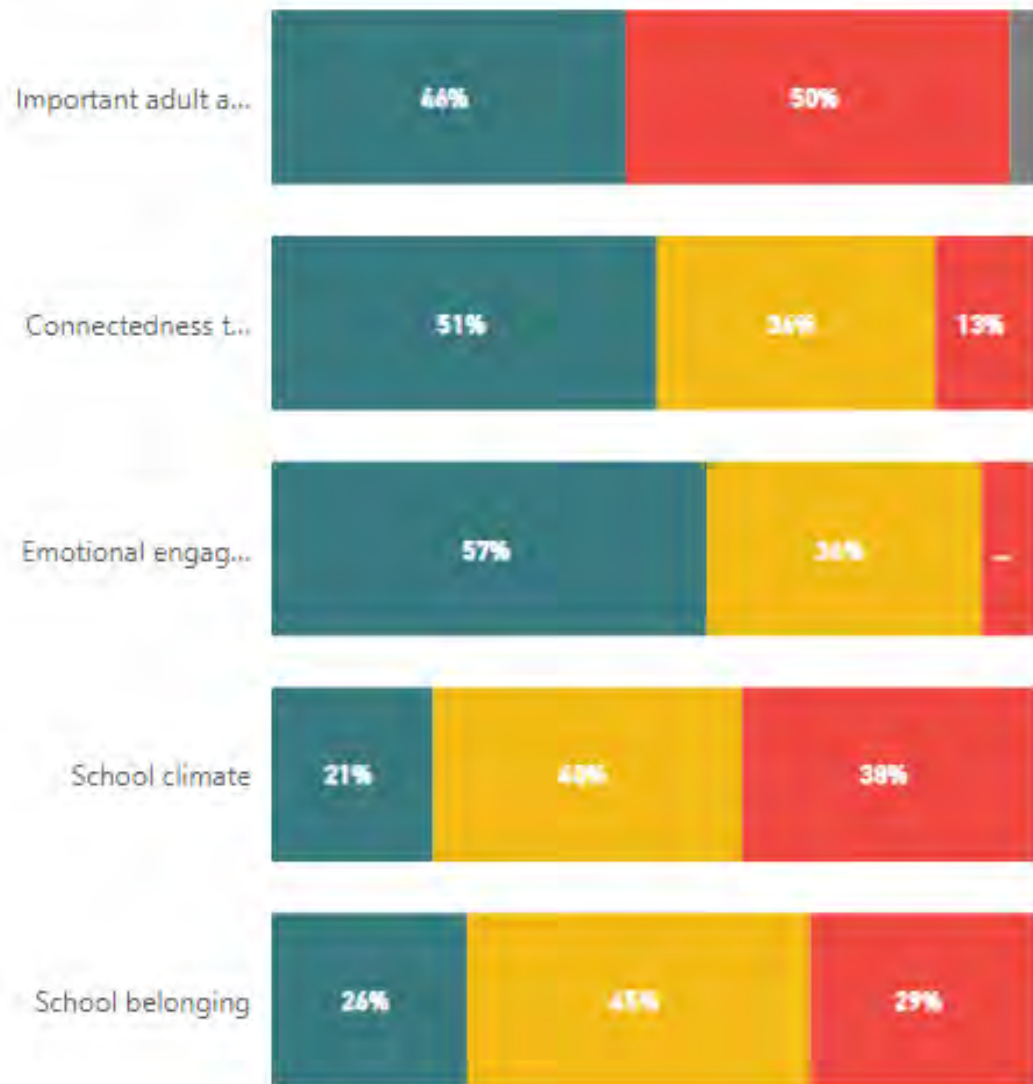
Change in high wellbeing 2025

Subdomain	Survey year	% high	% change
Happiness	2025	52	5 ↑
Optimism	2025	45	3 ↑
Satisfaction with life	2025	36	1 ↑
Emotion regulation	2025	38	0 →
Sadness	2025	44	-6 ↓
Worries	2025	39	0 →
Distress	2025	77	6 ↑
Resilience	2025	6	2 ↑
Resilience (coping skills)	2025	28	
Wellbeing literacy	2025	23	1 ↑
Important adult at school	2025	50	5 ↑
Connectedness to school	2025	58	0 →
Emotional engagement with teachers	2025	70	6 ↑
School climate	2025	24	-1 ↓
School belonging	2025	30	0 →
Peer belonging	2025	48	5 ↑
Friendship intimacy	2025	68	5 ↑
Physical bullying	2025	75	2 ↑
Verbal bullying	2025	58	2 ↑
Social bullying	2025	62	-2 ↓
Cyberbullying	2025	75	0 →

Change in low wellbeing 2025

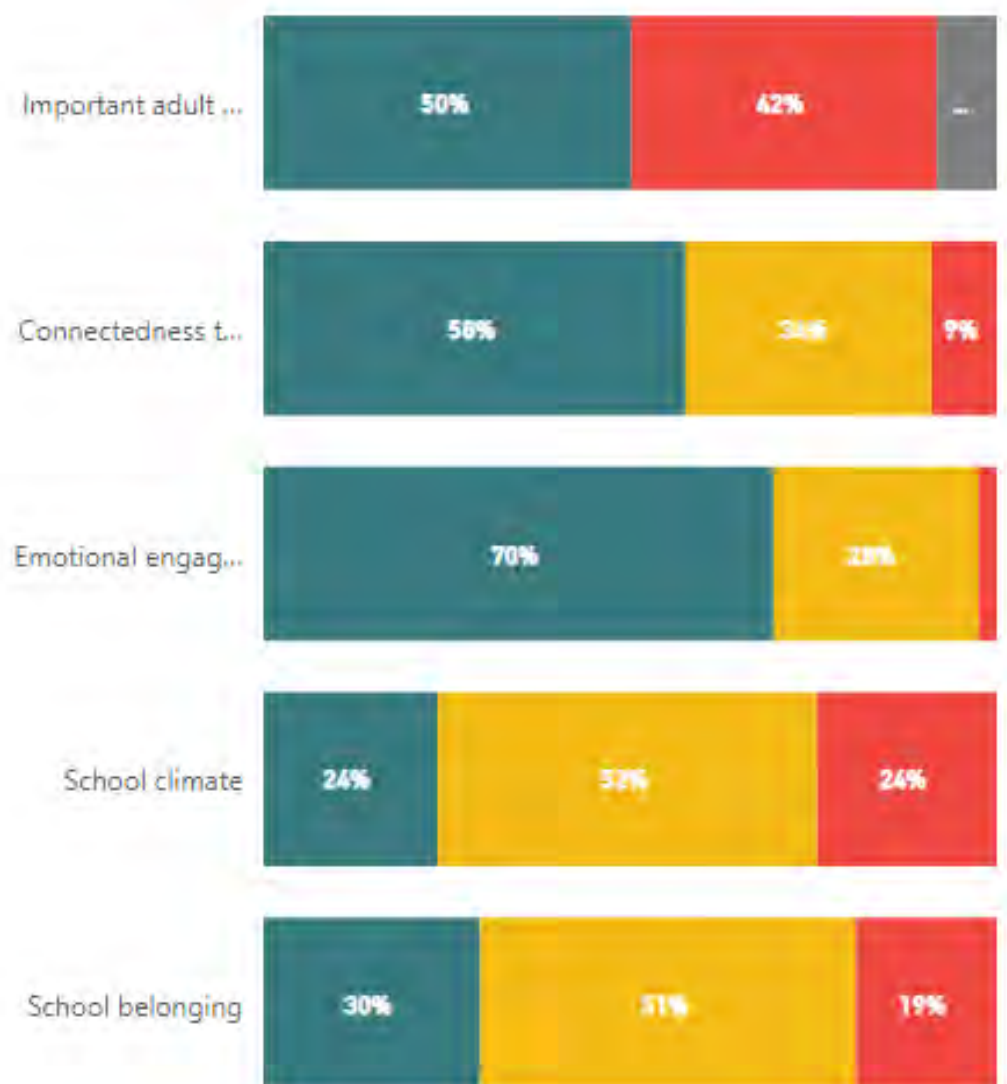
Subdomain	Survey year	% low	% change
Happiness	2025	10	-4 ↓
Optimism	2025	13	-3 ↓
Satisfaction with life	2025	20	-2 ↓
Emotion regulation	2025	15	-3 ↓
Sadness	2025	13	-5 ↓
Worries	2025	21	-2 ↓
Distress	2025	5	-4 ↓
Resilience	2025	23	-4 ↓
Resilience (coping skills)	2025	17	
Wellbeing literacy	2025	18	-3 ↓
Important adult at school	2025	42	-6 ↓
Connectedness to school	2025	9	-6 ↓
Emotional engagement with teachers	2025	2	-2 ↓
School climate	2025	24	-7 ↓
School belonging	2025	19	-7 ↓
Peer belonging	2025	15	-2 ↓
Friendship intimacy	2025	8	-3 ↓
Physical bullying	2025	6	0 →
Verbal bullying	2025	13	0 →
Social bullying	2025	10	0 →
Cyberbullying	2025	7	0 →

2023



● High ● Yes ● Medium ● No ● Low ● Missing Information

2025



● High ● Yes ● Medium ● No ● Low ● Missing Information

Elevating UHS Public Profile

Pieta-Jane (Pj) Willmott

Digitising Public Profile - To improve accessibility, engagement, and communication with families and the wider community.
Procurement Journeys – Bus Procurement, Uniform Update, Canteen Procurement.

Term 3 2024

Website

Initial Consultation
Website Audit & Needs Analysis
Project Scope & Timeline
Agreement

Bus

Creating a strong visual identity whilst extending learning beyond the classroom.
Tender process working with the DfE Procurement team

Uniform

To modernize the school's visual identity with a more contemporary, cohesive look.

Term 4 2024

Website

Design & Content Development
Design Concepts
Content Creation & Collection
Photoshoot

Bus

Procurement finalised
Drivers on staff established



Term 1 2025

Website

Development/Testing
Website Build & Feature Integration
Internal Testing & Feedback
Final Review & Approval

Newsletter

Transitioned to a digital format with interactive features and student contributions

Uniform

Introduction of new charcoal pants phased in during 2025 with the exception of Yr 12's



Term 2 2025

Website/Newsletter

Launch & Promotion
Staff Training
Launch & Promotion

Bus

Wrap design finalised
UHS process & procedures developed

Canteen

Procurement process begins 8th July



Term 3 2025 and beyond

Website/Newsletter

Maintenance & Evaluation
Ongoing updates as required

Bus

Delivered & 1st excursions begun
SSO Staff to be trained with LR licence

Uniform

Begin Uniform procurement process

Canteen

Tender evaluation team submissions due



What was our grapple, what was messy

What has worked and why?

What's next?



Digitising Public Profile

Purpose

- Enhance accessibility, engagement, and communication with families and the broader community.
- Replace outdated, non-mobile-friendly platforms.
- Embrace a digital-first approach for sustainability and real-time updates.

What was our grapple, what was messy?

- Outdated website and PDF newsletter
- Elevating the UHS Public Profile
- Difficulty engaging families and the wider community online
- Unclear ownership of digital content and updates

What has worked and why?

- Launch of a refreshed website with streamlined navigation partnering with EWS (Education Web Solutions)
- Branding message utilising U e.g. 'Underdale begins with U', 'The Journey Starts with U', 'Learning with U'
- Increased engagement through visual storytelling and student-led content
- Launch of digital Newsletter fostering community connection partnering with Hail
- Increase access for staff and students contribution to digital newsletter content



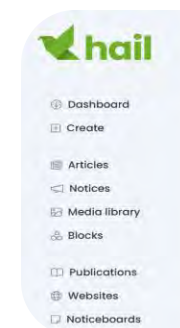
What next?

- Integrating student voice into digital content creation
- Expanding into multimedia formats (e.g., video newsletters, podcasts)
- Training staff in digital literacy and content strategy
- Exploring analytics to guide future improvements

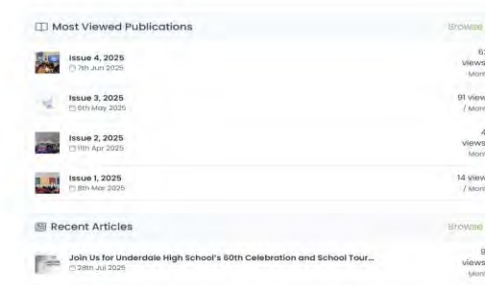
Link to UHS Website - [Underdale High School - Department for Education](https://www.underdale.sa.edu.au/)



Link to UHS newsletter - <https://www.underdale.sa.edu.au/issue-4-2025/>



/ Stats



Purpose

- ## What was our grapple, what was messy?

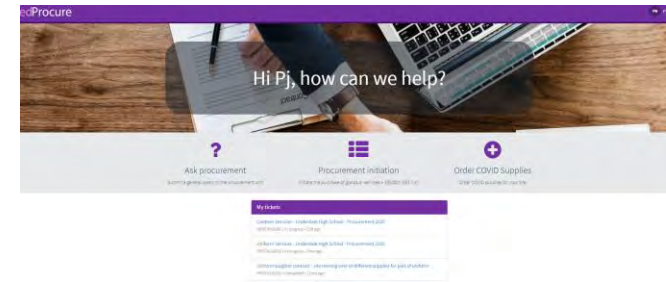
- Inconsistent procurement information regarding supplier
- Delays due to unclear approval pathways with Procurement
- Budget constraints and reactive purchasing

What has worked and why?

- **Consultation:** Engaged students, Governing Council, and staff through surveys and focus groups.
- **Phased Rollout:** Two-term transition to ease financial impact on families.
- **Communication:** Provided visual guides, updates via newsletters, and student ambassadors to support awareness.

What next?

- Tender for ongoing supplier for 2026 onwards to begin in September
- Further consultation with students, staff, families



Purpose

- A clear procurement process helps source food that meets nutritional guidelines and supports healthy eating habits
- promote student wellbeing with a range of healthy food options
- Aligns with broader school values and community expectations

What was our grapple, what was messy?

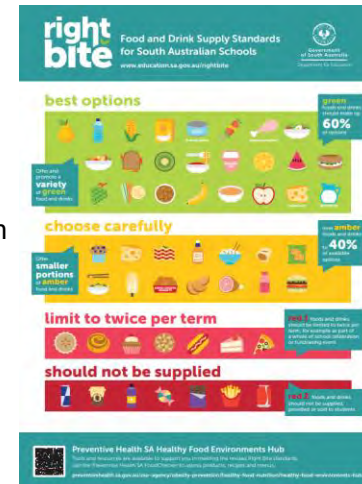
- no current contract in place with DfE
- No online ordering platform
- Limited transparency and documentation
- Required collaboration with the site

What has worked and why?

- Ease of procurement process
- Working with GC committee

What Next?

- Tender evaluation team submissions due by end of August



Procurement Journey

School Bus Acquisition

Purpose

- Underdale High School's new bus reflects our commitment to extending learning beyond the classroom and fostering equity, identity, and community.
- Proposal from UHS staff in 2023, then approved for 2024 by Governing Council.

What was our grapple, what was messy?

- Budget Constraints: Misalignment between desired features and available funding.
- Shipping delays, almost 12-month delay
- Navigating government regulations, safety standards, and tendering rules.



What has worked and why?

- Strengthened School Identity: Custom design showcases Underdale's vibrant spirit, values, and diversity.
- Clear specifications: Detailed needs assessment before tendering.
- Vendor Vetting: Choosing suppliers with proven reliability and service history.
- Onsite staff with required LR license, as per site needs.

What next?

- Develop a Driver recruitment plan: including internal communications and training pathways.
- Review Insurance & Policy to ensure safety, compliance, and efficiency.



From Data to Difference

Maja Williams

2022 - The Grapple

- Fairly low results
- Many behaviour records
- Disengaged staff
- Low sense of belonging for students
- 24 leaders

Leadership change: The challenge was not just the numbers but knowing how to mobilise leadership across the school to improve practice consistently

2023 – Creating opportunities

Leadership consolidation: Learning Walks, Teaching Sprints

Student agency: students involved in Learning Walks, belonging improved (WEC data). Staff select Action Teams.

Extended leadership: once a term, half-day for all leaders leading to capacity-building and shared direction.

2024 – Deepening Leadership

Student forums on uniform & learning design, developing authentic agency. Middle leadership trained in Business Chemistry, coaching, difficult conversations, and leading challenges of practice. All staff engaged in co-creating the Site Learning Plan. Committees activated in response to staff voice.

2025 – Embedding Culture

Small change of B1 leadership to ensure continuity of culture. Learning expeditions & dialogic teaching embedding. Staff confidence increased, reporting anxiety around change reduced, engagement in PD/staff meetings is comprehensive. Perspective data shows growth across all measures

2026 and beyond

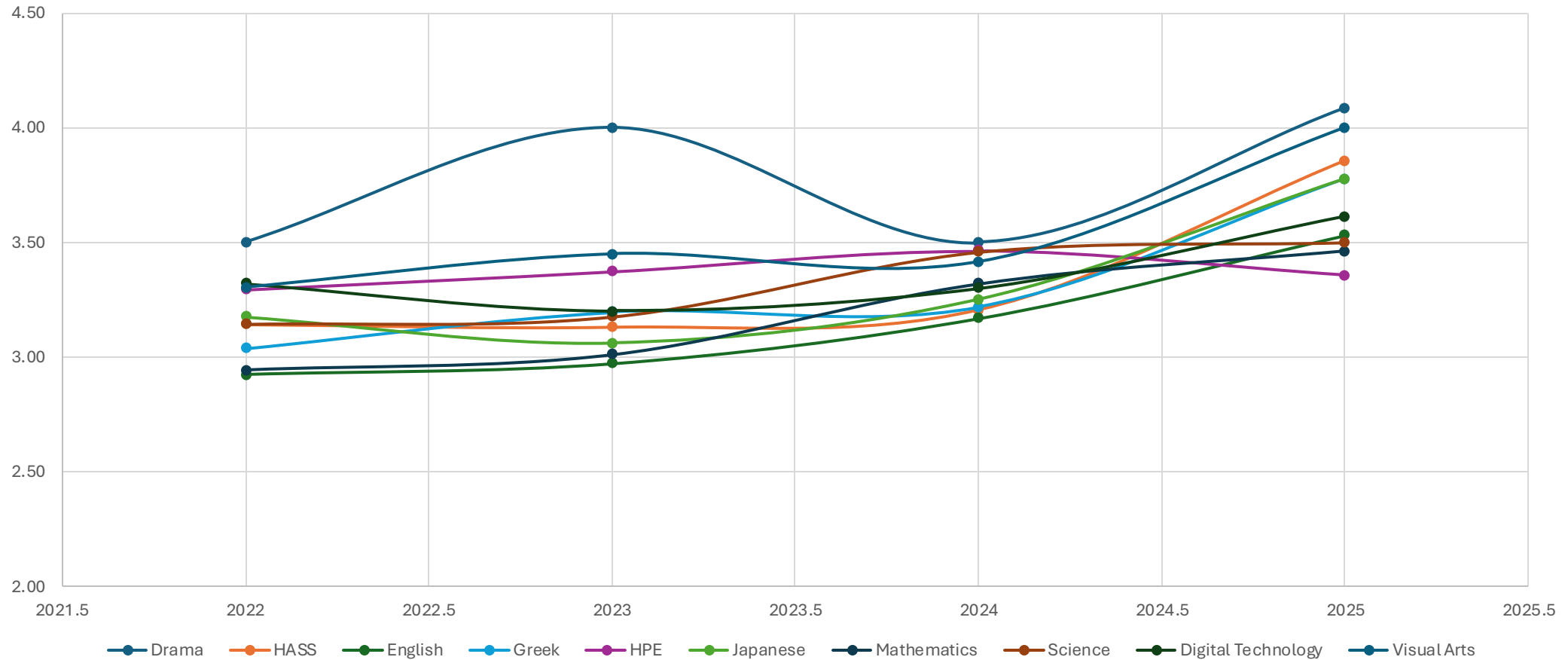
Future planning: Sustain and deepen growth in student agency Embed self-regulation for learning and metacognition across all learning areas. Ensure our leadership pipeline stays strong, with every middle leader equipped to drive improvement.

1. What was our grapple, what was messy?
2. What has worked and why?
3. What's next?



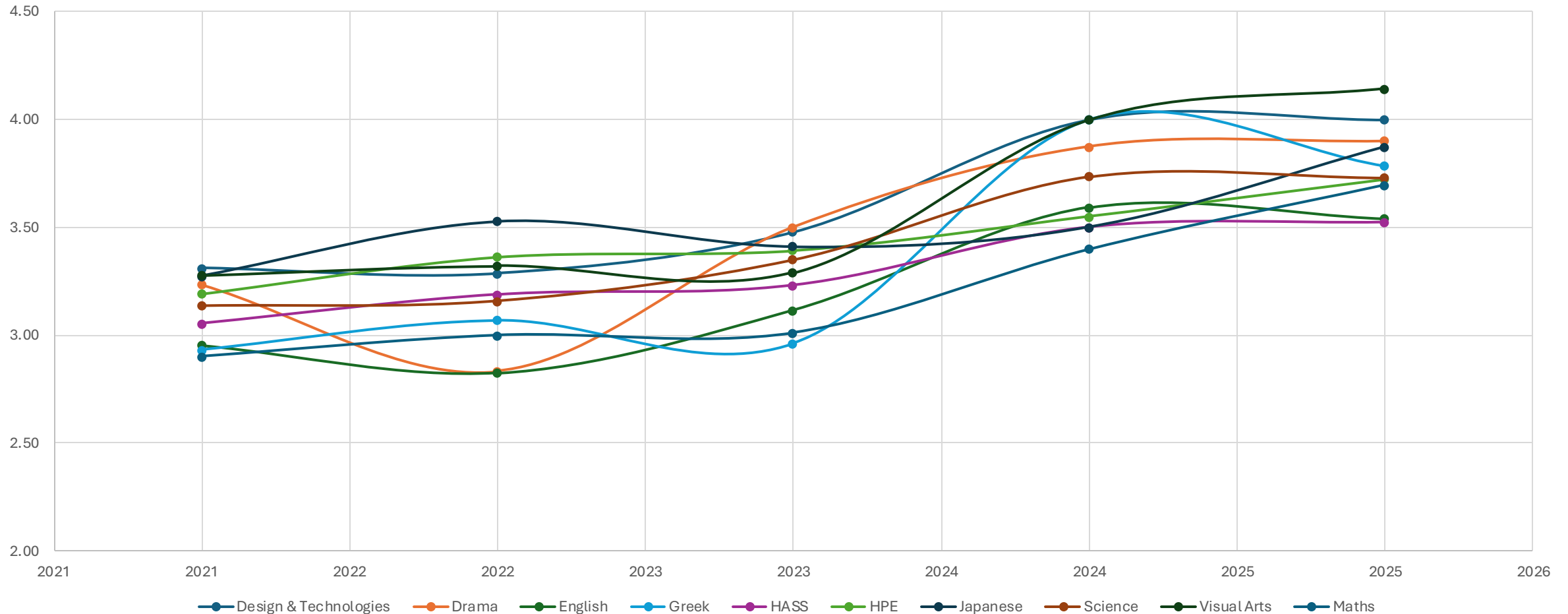
Grade Data Y7 2022-2025 (Semester 1 only)

Year 7 2022-2025



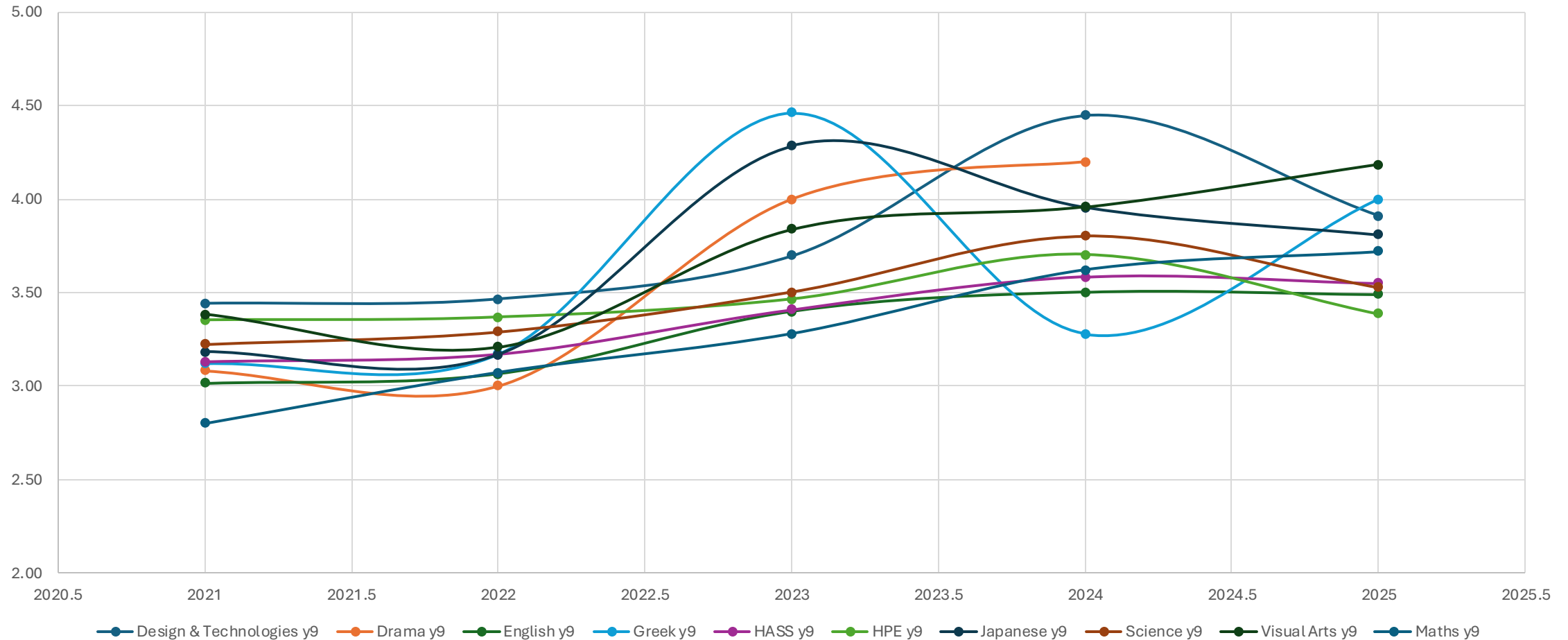
Grade Data Y8 2021-2025 (Semester 1 only)

Year 8 grades 2021-2025

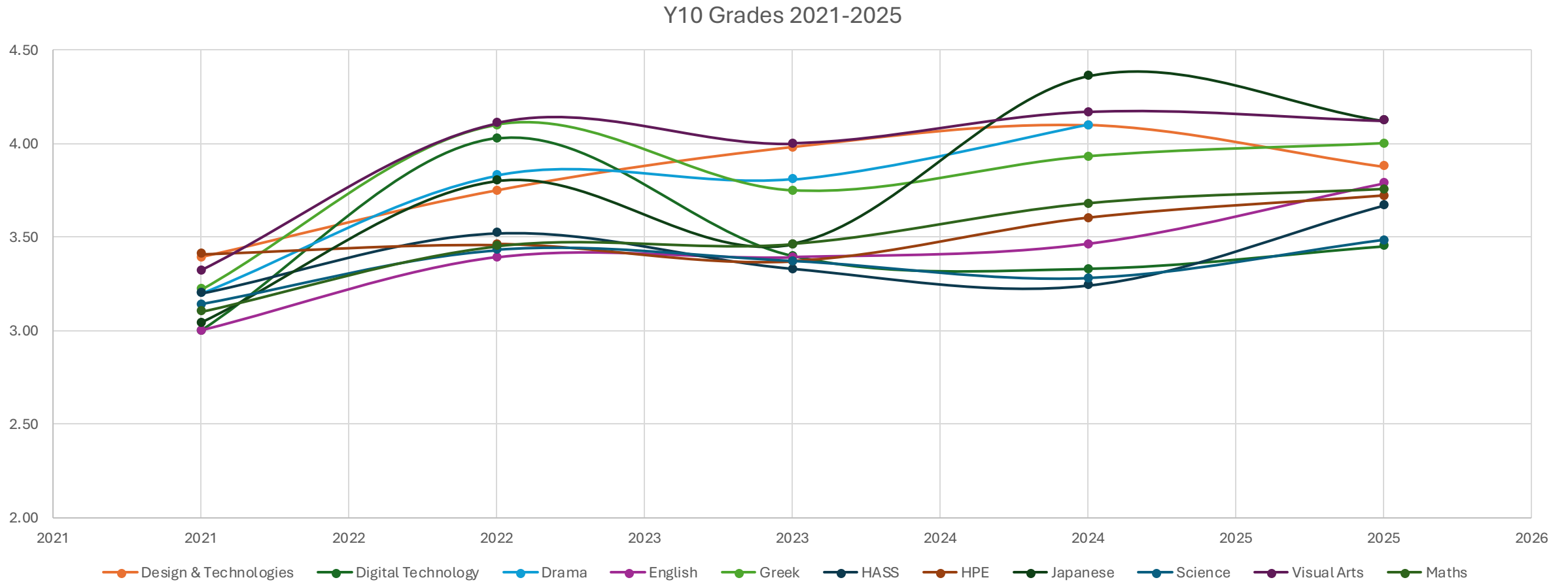


Grade Data Y9 2021-2025 (Semester 1 only)

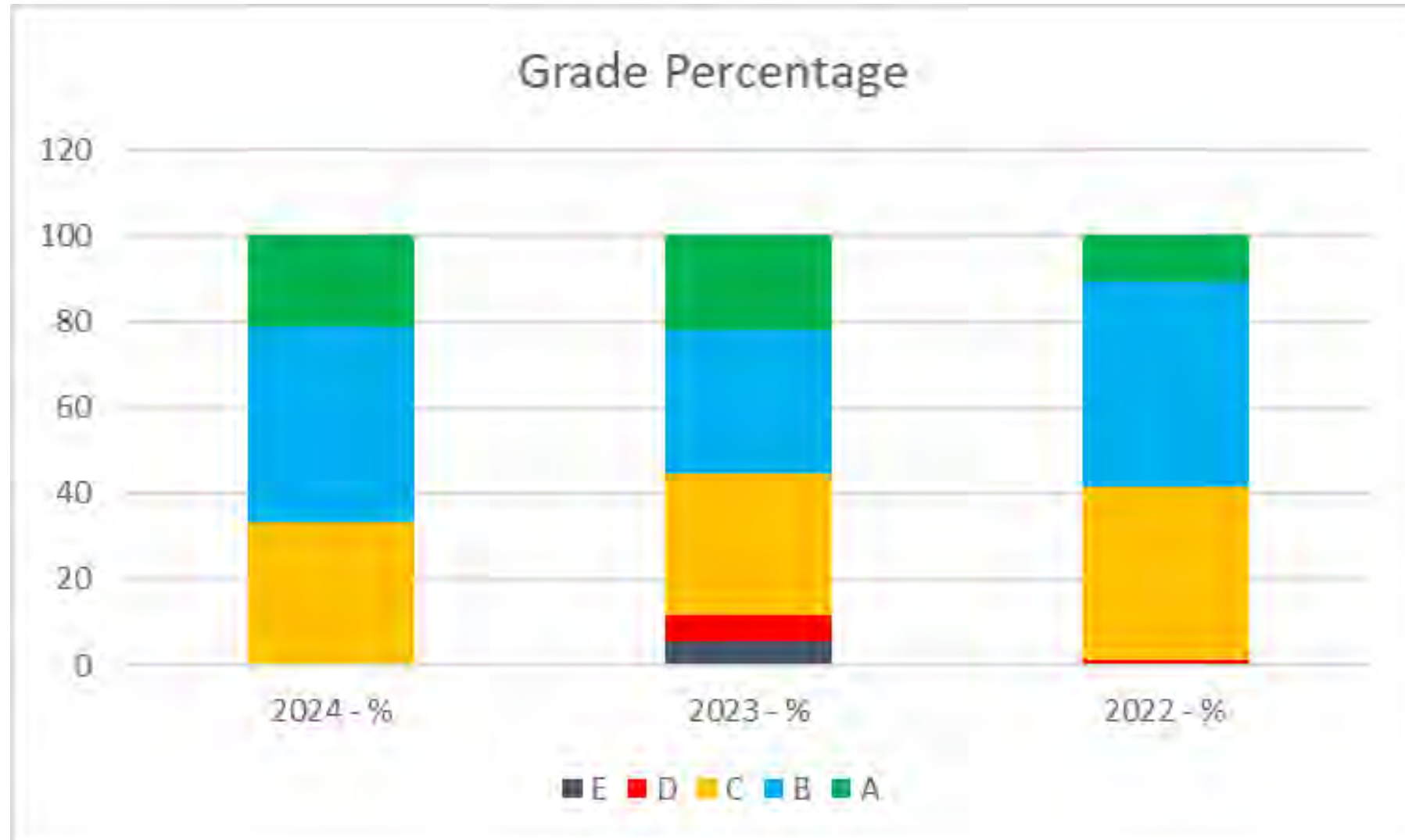
Year 9 2021 - 2025



Grade Data Y10 2021-2025 (Semester 1 only)



Stage 2 Grades 2022 - 2024



ATAR Improvement 2023 - 2024

