2026 SITE LEARNING PLAN

CHRISTIES BEACH HIGH SCHOOL

OUR VISION

Christies Beach High School is a safe and inclusive learning community where high expectations and support enable every learner to feel known, be challenged and achieve success. We foster a culture of belonging in which students are engaged in their learning, recognised for their growth, and equipped with the knowledge, capabilities and dispositions for a successful future.

OUR VALUES

RESPECT

INCLUSION

INNOVATION

ACHIEVEMENT

AREAS OF IMPACT

LEARNER AGENCY

Partners in learning:

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

To get better at this we will:

Embed consistent formative assessment and feedback practices across Years 7–12 to strengthen learner agency and improve student achievement.

Develop students' capability to effectively engage in giving and responding to feedback, ensuring feedback is kind, specific and helpful, and related to learning intentions and success criteria.

Design tasks for which there are different possible solutions where understanding can be shared in a variety of ways.

Have high expectations for all learners and demonstrate this in high quality SA Curriculum and SACE learning design.

WELLBEING

Belonging and Safety:

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

To get better at this we will:

Consider and respond to the different perspectives and experiences students bring to the school community and learning.

Strengthen consistent trauma-informed and Positive Behaviours for Learning (PBL) practices to create safe, predictable and inclusive environments.

Partner with the community, engaging families' sense of belonging to the school.

EQUITY AND EXCELLENCE

Knowledge, skills, competencies and capabilities:

Learners develop literacy and numeracy skills and can apply them successfully in their learning and everyday life.

To get better at this we will:

Have high expectations for all learners and demonstrate this in high quality learning design.

Use evidence from DIBELS, NAPLAN and PAT data to identify learning needs early.

Intentionally choose impactful pedagogical approaches that align with intended learning outcomes – specifically in mathematics and reading.

Government of South Australia
Department for Education