

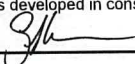
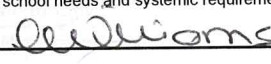
Coombabah State High School: South East Region

2026 SCHOOL STRATEGIC PLAN

School profile Gold Coast Government sector. Secondary – 7-12 enrolment. Index of Community Socio-Educational Advantage (ICSEA) School value 981 Average ICSEA value 1000 School ICSEA percentile 38 Teaching staff 94 Full-time equivalent teaching staff 90.0 Non-teaching staff 47 Full-time equivalent non-teaching staff 37.5 Educational achievement Belonging and engagement		Vision and values Vision: Together, we innovate, empower and excel. Mission Statement: Our mission is to provide an exceptional educational experience that fosters innovation, empowerment, and excellence through academic, cultural, sporting, and community pathways. Central to our commitment is a dedication to quality and inclusive education, emphasising a relationships-first approach. We aim to develop empowered young individuals, equipped with the resilience to pursue their aspirations and excel in all areas of life.
School improvement strategies • Increase enrolment of catchment students (10% increase per year peaking at 1400 students via strong cultural and learning change and marketing in catchment area) • Aligned pedagogical practices linked to strong accountability systems and support via collegial engagement processes. Targeted meeting time and PL plan ensuring signature practices are occurring in all classrooms. • Revitalised PBL student values system: DRIVE to continue to improve student learning culture in the school and beyond. Embedded general capability language and conflict resolution strategies into school pastoral care lessons and weekly PBL focus lessons. Continued focus on restorative justice and internal consequences to reduce SDA's and increase attendance. • Continued student voice to guide school improvement. Introduction of feedback from students to staff regarding our implementation our signature practices in 2026. Student feedback embedded into moderation cycles during post phase. • Reading team initiated and upskilled in 2026 to ensure planned and efficient rollout of whole school reading strategies to all staff in 2027. Reading strategies will begin to be introduced in moderation phases in 2026. * Future priority due to current change management school plan (2027 focus area) Reading team to visit Victorian schools with similar ICSEA and improved Reading results. • Structured case management to include EALD & First Nations students via HOSSES DP Reduction of red tape in day-to-day work, planning and processes include: • AI integration using Toodle as the platform. Company vision is to reduce 10 hours of teacher workload a week. Future cost to the school = approximately \$40 per student due to the inadequate product on offer by the department. • Introduction of a workload reduction committee looking at IT processes that can streamline school processes and reduce admin load on all staff across the school. Mika Heinemann led. Supporting red tape reduction in Queensland state schools	School priority 1: Continued and enhanced student voice across all facets of the school including pedagogical feedback during post moderation phase continually driving pedagogical and curriculum change. Strategies SRC continued growth and expand feedback mechanisms to include more items and more student feedback. Student voice post moderation on curriculum and pedagogy linked to signature practices. Continued Principal snapshot feedback forms to all students asking for school improvement initiatives. Student voice to inform NAPLAN strategy for 2026 and beyond. Measures Performance Post moderation templates – 100% inclusive of student voice feedback summarised. SOS data: my opinions are taken seriously increased by 5% NAPLAN data all areas improving – MSS focus Behaviour Students can/will: feel connected to the direction of the school via multiple feedback platforms Teachers can/will: see student voice as a key improvement strategy for school and classroom practice improvement Teacher aides can/will: actively seek and promote student feedback to staff and school leaders. School priority 2: Aligned signature practices in every classroom Strategies All HODS inducted into Josh Goodrich, Sam Simms, Harry Fletcher, Vivianne Robinson and David Didau instructional coaching styles in 2025 to support effective and rigorous coaching of support and development (S&D) staff on a differentiated scale in 2026. Minor behavioural referral data highlights targeted needs for staff support and development. Measures Performance All strategies will be systematically tracked by school leaders via online data collection and analysed to then inform PL plans for staff. Student voice data will be collected to inform staff of practice effectiveness. Behaviour Students can/will: See alignment across classrooms and an awareness of signature practices. Teachers can/will: demonstrating practices confidently in all classes. Teacher aides can/will: be able to identify signature practices and support teacher practice in the areas of student engagement and literacy intervention. Leadership team can/will: be confident in all strategies to both teach and coach all 10 strategies. Targets: 100 % QCE, 40% AB, 80% AC, NAPLAN state average mean scale scores in all categories. School priority 3: Revitalised PBL student values with higher expectations on student learning culture. Driving sense of belonging and wellbeing in the student body. Strategies Combine staff and student values (DRIVE) for alignment and consistency of behavioural expectations across the school increasing the expectations of our student learning culture. All new signage across the school and all classrooms. Re-written PAS curriculum with DRIVE content. Student led conferencing to embed a self-reflection of DRIVE values and Dr Amy Berry's engagement continuum targeting a holistic approach to student development. Measures Performance 5% reduction in SDA's, minor & major behaviour referrals. SOS student response increase by 5%: this is a safe school and student behaviour is managed well in this school. Behaviour Students can/will: learn in calm and engaged classrooms Teachers can/will: feel confident in managing their classroom and developing positive human traits in students. Teacher aides can/will: feel more confident in addressing student behaviour using the DRIVE matrix Leadership team can/will: embed a common language across the school when managing reactive behaviour responses and use a common PBL language when promoting expected behaviours. School priority 4: Increase school enrolment (in catchment) by 10% through continual improvement in student belonging and wellbeing initiatives. Strategies Continued resourcing of Reactivate restorative justice program Continued 1 FTE for Flexispace Year 9 class. Authentic ABC Primary cluster partnerships. Targeting programs linked to Primary school need assisted by resourcing and HR needs from CSHS. Fulltime marketing person responsible for school, student and staff celebrations on multiple social media platforms. Primary school student masterclasses, Dance classes, ABCCL sport cluster days and any other program that supports our feeder Primary school data deficit. In consultation with ABC cluster to support a cluster approach to target Tier III students across all schools. Measures Performance 2026 – Total enrolment 1200 + 2027 – Total enrolment 1250 + 2028 – Total enrolment 1300 + 2029 – Total enrolment 1350 + SOS common items score at or above regional average. Behaviour Students can/will: discuss CSHS in a positive light when asked about attending there as a school of choice.	

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Leadership team can/will: use student feedback in all school decisions.					Resourcing Additional TRS (approx. 40 days) to take teachers offline for coaching support and pedagogical improvement. IPADS for all leaders for data collection.					Resourcing Approximately \$80 000 in new signage School closure for 2 days to facilitate over 1000 academic interviews during SLC day 1 line x 6 Deans to ensure more effective response to student code of conduct breaches					Teachers can/will: Positively promote the school to community Teacher aides can/will: As above Leadership team can/will: As above Resourcing Approximately \$20000 in resourcing to cover bus transport 1FTE Flexispace class in year 9 1 TA for Reactivate reactivate program Resourcing LCC restructure to include HOD Inclusion allowing greater case management of EALD and FN students. 1 AO3 FTE Marketing officer Approximately 50 TRS days to release staff to enact partnership activities																
Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.					2026	2027	2028	2029	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.					2026	2027	2028	2029	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.					2026	2027	2028	2029					
Developing									Developing									Developing													
Implementing					X	X			Implementing					X	X			Implementing					X								
Embedding							x	X	Embedding							X		Embedding							x	X					
Reviewing									Reviewing								X	Reviewing								X					
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.																															
Principal 					P&C/School Council 														School Supervisor 									13/03/2026			