



Forest Lake State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	PO Box 4063 Forest Lake 4078
Phone:	(07) 3714 2333
Fax:	(07) 3714 2300
Email:	principal@forestlakeshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Denise Kostowski, Principal

School Overview

Forest Lake State High School provides educational programs and services to approximately 1500 students in a co-educational setting. The school comprises a junior school (years 7, 8 and 9) and a senior school (years 10, 11 and 12). Established in 2001 the school is committed to providing a quality education to meet the needs of 21st century students by providing educational programs and services to the diverse group of students enrolled.

The Australian Curriculum Assessment and Reporting Authority inform the curriculum. This is augmented by differentiated pedagogy to meet the needs of identified groups and individual students and by providing opportunities for student excellence in academic, cultural and sporting pursuits. The school develops caring and supportive relationships with all members of our school community and encourages student leadership through the implementation of school expectations: PRIDE – Prepared, Respected, Included, Dedicated and Engaged.

The school develops workforce capability through focused professional development and learning. The school values and encourages parent involvement in all aspects of school life. The Parents and Citizens' Association is welcoming and provides additional resources critical to our success. Forest Lake State High School is an enrolment managed school.

Principal's Forward

Introduction

School Progress towards its goals in 2016

This report proudly outlines the achievements of Forest Lake State High School and the statistics related to it from 2016. It depicts a successful and dynamic high school that is continually seeking further improvement.

We are very proud of the achievements documented in this Annual Report. It reflects the efforts and talents of over 160 dedicated staff members and 1436 students.

Future Outlook

In 2017 the school will focus on the following School Improvement Priorities:

- Excellence in Teaching
 - Embedding consistent classroom pedagogical practices
 - Reviewing the delivery of programs
- Successful Learners
 - Implementing high yield practices for developing Reading and Numeracy
 - Embedding effective data tracking systems to measure and celebrate student success
- Community Confidence
 - Embedding ownership of PRIDE
 - Celebrating school successes widely

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1246	594	652	62	92%
2015*	1415	652	763	72	93%
2016	1436	679	757	79	94%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body

Overview

The student population is very diverse – ethnically and socio-economically. Approximately forty different ethnic groups are represented in the school. Major groups include students from the Pacific Islands and New Zealand, Philippines, Samoa, England, Sri Lanka, Korea, China, Zimbabwe, India, Vietnam, and South Africa. Approximately 5.2% of students identify as being of Aboriginal and Torres Strait Islands descent. Students with physical impairment, intellectual impairment, Autistic Spectrum Disorder (ASD) and other disabilities are also catered for in an inclusive manner. The school values its diversity and this is reflected in all aspects of school life.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7 – Year 10	24	23	23
Year 11 – Year 12	20	20	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school uses Marzano's Art and Science of Teaching (ASoT) as the basis of its pedagogical framework.

In addition to a full range of academic subjects and vocational education and training options, the school offers:

- An exceptional instrumental music program consisting of Drum-line, Jazz and Concert bands
- School based literacy, numeracy and ICT subjects developed to scaffold the learning of students in years 7 – 10

The strength and breadth of the Forest Lake SHS industry partnerships resulted in the school successfully partnering with three local state high schools at the WesTEC Trade Training Centre. The Centre, located beside Woodcrest State College became operational in 2014 with approximately twenty-eight students from Forest Lake engaging in VET Certificate course including Construction and Automotive in 2016.

In 2014 and 2015, the school partnered with Griffith University to develop the Accelerated Literacy Learning (ALL) program which is an evidence-based reading development program. Results have been outstanding with significant improvements across the board. In 2016 the school took ownership of embedding these practices into classrooms.

Co-curricular Activities

Arts

Forest Lake State High School is highly regarded for its extensive Arts programs and offerings, including extra-curricular activities. Music and instrumental music programs offer pathways of success for FLSHS students.

A vast array of extracurricular activities occur in the Arts department. Students have opportunities to participate in:

- School performances, including regular junior and senior assemblies
- Community events (Open Day)
- The Arts Showcase Night
- Senior Drama performance Night
- Music Tour or Music Camp (alternating each year)
- State Honours Ensemble Program (music)
- Music Extension recitals/concerts
- Dance competitions (including eisteddfods, Remix [hip hop])
- Brisbane Performing Arts Challenge (dance)
- Drama Club
- Fanfare (music)
- Dreamworld performance (music)
- Dance Night
- Music Theatre excursions (music, dance, drama, film and television)
- Artists in Residence (drama, dance)
- Feeder primary schools music workshops
- University experience day (music)

Sport

Sport is a vibrant and integral component of our culture at Forest Lake. There are several inter-house competitions including swimming, athletics and cross country. The school captains and house leaders are actively involved in the promotion of house spirit.

A number of students go on to represent both the region and the state in these areas.

The sporting highlights for 2016 were:

- South East Queensland Metropolitan Year 10 Boys Basketball Champions
- One student representative – Queensland 12 Years Boys Rugby League
- Two teams – Touch Football Metropolitan semi finalists
- Eleven students – Metropolitan West Regional representatives

The school is a member of the Yagera sporting district and participates in an interschool sporting competition that takes place after school each Tuesday. Each sport is represented in three age groups, under 13, under 15 and Open. The following sports are on offer for students:

- Netball
- Basketball
- Soccer
- Touch
- Rugby League
- Volleyball

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technology is integral to learning. The use of ICTs can accelerate, enable, improve and transform student learning in all key learning areas and phases of education. Through use of ICTs, teachers can engage the digital generation, improve individual learning opportunities, spark innovation and enhance pedagogy.

eLearning is a transformative process that empowers teachers and students to work in new ways, provides unlimited access to knowledge and information, and enhances students' abilities to construct new knowledge.

- The school has five fully equipped computer classrooms and 7 clusters x 15 computers across Junior Secondary School pods/classrooms. The computer classrooms have hardware that is capable of running high end applications including AutoCAD and the Adobe software suite.
- Data projectors are installed in every classroom to enable teacher and student access to a range of eLearning opportunities
- Virtual classrooms (online classrooms) are set up for every key learning area/subject. These are especially helpful for students who are unable to attend school for a period of time as they can access the curriculum materials online from home or an alternate location.

Forest Lake State High School is a *Bring Your Own Device* school. In 2016 the school provided laptops to students in years 8 and 9 Academic Signature Program classes.



Social Climate

Overview

In 2016 the following contributed to a positive and supportive school climate:

- The school's PRIDE program (positive behavioural support basis) continues to be refined to ensure consistent practice and expectations for staff and students across the whole school. Students received weekly explicit PRIDE lessons targeting PRIDE values and expectations, cyber-bullying, enhancing student social skills, resilience and tolerance. The school has a zero tolerance to bullying, and while acknowledging that some instances of bullying and/or harassment will always occur, each reported incident is fully investigated and followed up in accordance with the school's Responsible Behaviour Plan for Students.
- PRIDE processes are closely aligned to the pedagogical framework, ASoT, which ensures that students across the school are receiving a consistent message, behaviourally, academically and socially.
- The Junior Secondary School is structured in pods, creating a supportive cluster of classrooms to provide a stable environment for students in Junior Secondary and to support the transition of year 6 students into high school.
- The junior secondary ACCESS program focuses on the health and wellbeing of adolescent learners.
- The year 10 ACCESS program focuses on career planning, life skills, personal health and safety issues.
- The student support team consists of two Guidance Officers, a Youth Support Coordinator, School-based Health Nurse, Student Welfare Worker and Aboriginal and Torres Strait Islander Coordinator. This is supplemented by a Success Coach whose primary purpose is to support at risk students in years 8 and 9.
- Caring and supportive staff who are individually and collectively committed to supporting students achieve their many and varied goals and dreams.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	93%	88%
this is a good school (S2035)	96%	95%	91%
their child likes being at this school* (S2001)	92%	90%	94%
their child feels safe at this school* (S2002)	95%	95%	97%
their child's learning needs are being met at this school* (S2003)	92%	91%	88%
their child is making good progress at this school* (S2004)	93%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	88%
teachers at this school motivate their child to learn* (S2007)	93%	88%	88%
teachers at this school treat students fairly* (S2008)	83%	81%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	100%
this school works with them to support their child's learning* (S2010)	95%	91%	88%
this school takes parents' opinions seriously* (S2011)	90%	88%	88%
student behaviour is well managed at this school* (S2012)	89%	88%	83%
this school looks for ways to improve* (S2013)	96%	91%	94%
this school is well maintained* (S2014)	98%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	91%	96%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they like being at their school* (S2036)	86%	88%	91%
they feel safe at their school* (S2037)	90%	87%	90%
their teachers motivate them to learn* (S2038)	93%	82%	85%
their teachers expect them to do their best* (S2039)	96%	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	83%
teachers treat students fairly at their school* (S2041)	79%	68%	69%
they can talk to their teachers about their concerns* (S2042)	73%	69%	72%
their school takes students' opinions seriously* (S2043)	82%	72%	72%
student behaviour is well managed at their school* (S2044)	72%	64%	64%
their school looks for ways to improve* (S2045)	91%	86%	88%
their school is well maintained* (S2046)	82%	89%	87%
their school gives them opportunities to do interesting things* (S2047)	80%	85%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	99%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	92%	90%
students are encouraged to do their best at their school (S2072)	99%	100%	97%
students are treated fairly at their school (S2073)	99%	100%	97%
student behaviour is well managed at their school (S2074)	98%	100%	96%
staff are well supported at their school (S2075)	96%	93%	90%
their school takes staff opinions seriously (S2076)	92%	89%	88%
their school looks for ways to improve (S2077)	98%	98%	94%
their school is well maintained (S2078)	98%	98%	98%
their school gives them opportunities to do interesting things (S2079)	90%	95%	88%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Forest Lake State High School is a genuine reflection of its residential community. The school has an active Parents and Citizens' Association (P&C) with a significant input into the school's decision making processes. The P&C Association is consulted about all major decisions and also supplies funds for school projects. Parents are also involved in their students' education through fortnightly newsletters, media articles and parent information and parent-teacher meetings. The staff are proactive in contacting parents where there are concerns with students' progress, attendance and behaviour.

FLSHS champions diversity. Students are involved in events such as Harmony Day, Sorry Day and NAIDOC Week and cultural performances from the school's diverse community are showcased where appropriate. All learning experiences, excursions and extra-curricular activities are designed for maximum inclusion.

Forest Lake State High School seeks to interact extensively with its community. The school provides a venue for community, cultural and sporting activities and takes a leading role in community celebrations such as Clean Up Australia Day and ANZAC Day. The school also supports a range of charitable causes and gives preference to local tradespeople. It interacts extensively with local businesses through school-based apprenticeships and traineeships and work experience.

In consultation with the P&C, the school successfully applied to become an Independent Public School commencing in 2017.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The HPE curriculum covers topics such as: Human Relationships, Role Models, Resilience and Risk Taking, Health Frameworks, Peer Health (covering Mental Health and dealing with bullying), Family Health (covering domestic violence), Binge Drinking and Sexual Health.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	219	339	353
Long Suspensions – 6 to 20 days	10	14	9
Exclusions	11	20	16
Cancellations of Enrolment	18	5	13

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Staff and students are attempting to reduce the school's environmental footprint. Energy use is minimized by conservation measures such as switching off lights and fans in unoccupied rooms. The introduction of the follow-me printing process in 2015 resulted in greatly reduced use of paper in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	743,410	5,495
2014-2015	746,686	11,241
2015-2016	765,514	15,663

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	117	52	<5
Full-time Equivalent	111	38	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctor of Philosophy (PhD)	2
Masters	10
Graduate Diploma etc.**	39
Bachelor degree	59
Diploma	7
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 are \$76,375.00.

The major professional development initiatives are as follows:

- Literacy and Numeracy
- eLearning
- QCAA syllabus implementation compliance and monitoring
- Vocational education and training compliance and industry currency
- Key learning area specific professional development
- Strategic planning
- Art and Science of Teaching implementation
- School pathways
- ATSI perspectives
- School Wide Positive Behaviour

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

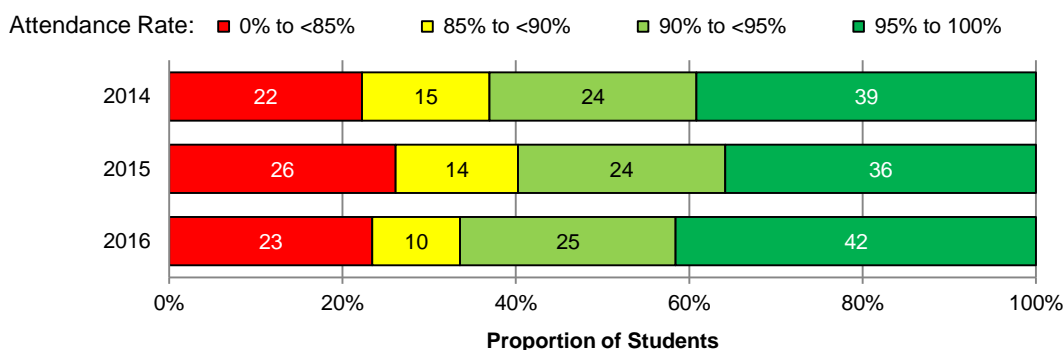
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		92%	89%	88%	88%	89%
2015	91%	90%	88%	87%	88%	90%
2016	93%	90%	90%	87%	90%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

- As per the above policies, rolls are marked each morning during a 10 minute roll marking class. Parents of students identified as absent during the whole school roll marking (10 minutes) are notified via text message of the absence at approximately 10:30am each morning.
- Teachers subsequently mark class rolls in each of the 4 periods throughout the day. Follow up of students who are marked present at the whole school roll marking and are absent from individual lessons is the responsibility of a team comprising heads of department for each year level, roll mark teachers and class teachers. This may include an email or phone call to parents.
- Processes are in place to monitor and manage student truancy. Verified trancies result in phone or email contact with the parent to notify them of the student absence and consequent make up time. ID Attend software is used to record and follow up trancies. If the problem persists, it is escalated to the respective associate deputy principal or deputy principal.
- Parents of students with excessive unexplained absences are contacted by associate deputy principals or deputy principals and are requested to explain such absences to the school. Continuing unexplained absences in years 11 and 12 may result in the student's enrolment being cancelled.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	208	213	241
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	1
Number of students receiving an Overall Position (OP)	66	51	80
Percentage of Indigenous students receiving an Overall Position (OP)	8%	17%	31%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	35	42	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	147	171	163
Number of students awarded an Australian Qualification Framework Certificate II or above.	122	146	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	204	210	240
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	84%	76%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	92%	92%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	15	18	19	13	1
2015	8	18	17	7	1
2016	14	19	28	18	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	61	99	42
2015	46	129	31
2016	34	106	74

As at 3rd February 2017. The above values exclude VISA students.

VET Qualifications completed in 2016 include:

- Certificate I in Business
- Certificate I in Information, Digital Media and Technology
- Certificate I in Engineering
- Certificate I in Construction
- Certificate I in Work Education
- Certificate II in Automotive Servicing
- Certificate II in Business
- Certificate II in Electro-technology
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Workplace Practices
- Certificate II in Active Volunteering
- Certificate II in Retail
- Certificate II in Animal Studies
- Certificate III in Business
- Certificate III in Children's Services
- Certificate III in Hospitality
- Certificate III in Information Technology
- Certificate III in Retail
- Certificate III in Fitness
- Diploma of Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	92%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	93%	114%	84%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:



Early leavers' information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

In 2016, 124 students in year 10-12 who began the year as students of Forest Lake SHS left before the end of the school year. Students left school early for a variety of reasons including personal/family reasons, eg work, moving or illness (99), unknown reasons (2) or cancellation of enrolment/exclusion from school (23). Less than 2% of students in year 10-12 exited the school due to cancellation of enrolment/exclusion. 22 out of 44 year 10 students who left early re-enrolled with new schools and left for personal/family reasons or unknown reasons. 12 students in Year 11 had their enrolment cancelled with 2 transitioning to the TAFE sector and 1 enrolling interstate.

Forest Lake SHS has a strong culture of school wide positive behavior to encourage students to positively engage in schooling. Year 10-12 students have support from a year coordinator and an associate deputy principal or deputy principal for each year level who builds a solid understanding of students and develops strong relationships with them and their families. As a school we engage with external providers to access alternate programs that support transition of students beyond school and we continue to differentiate our curriculum in the senior school to provide for a diverse range of academic and vocational pathways to meet the needs of individual students.