Background:
Forest Lake SHS is located in the Brisbane western suburb of Forest Lake. The College has an enrolment of 1272 students in Years 8 - 12.

Commendations:
- There has been improvement in the domains of Explicit Improvement Agenda, Analysis of Data, A Culture that Promotes Learning, An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices since the previous audit.
- The Principal and leadership team have developed an explicit improvement agenda for the school with a focus on Art and Science of Teaching (ASOT) and reading and it is clearly enacted.
- The support being provided to Indigenous, English as Second Language (ESL), refugee students and students with learning needs within the school is providing them with opportunities to improve their learning outcomes and making them more eligible to embark upon worthwhile future pathways.
- Students tell inspirational stories of encouragement and support they receive from their teachers.
- School Wide Positive Behaviour Support (SWPBS) strategies are embedded into teacher practice throughout the school. These strategies are providing a strong platform for the school’s efforts to provide a first class educational experience for its students, in a safe and supportive environment.
- There are effective tracking procedures in existence to monitor the performance of students in the senior school. These procedures are designed to enable the Principal and other staff members the opportunity to ensure that students are on the most appropriate learning journey for them.

Affirmations:
- The work being undertaken by the Heads of Department (HOD) and teachers to produce work programs aligned to the Australian Curriculum has been a formidable undertaking. Carefully considered professional judgement has been required to ensure that the learning capacity of the range of students has been considered. Curriculum into the Classroom (C2C) resources have been utilised.
- The differentiation strategies being implemented to assist students are providing students with opportunities to gain enriched understanding and improved results.
- There is a professional and collegial atmosphere in the school. Teachers engage in professionally rewarding conversations focusing on curriculum, pedagogy and student achievement.
- The adoption of ASOT as the curriculum framework for the college is providing an expanding platform for advancement in pedagogical practice. This framework will incorporate the college’s current practices and will result improved teaching and learning.

Recommendations:
- Continue to refine the use of data placemats by all teachers with a view to providing teachers with current and precise data to inform teacher interventions that will assist student learning.
- Continue to adopt and embed the ASOT curriculum framework initiatives into the teaching practice of all teachers. Ensure that there is conformity across the school with all teachers.
- Provide professional development aimed at building the data literacy skills of all staff members. Focus the professional development sharply so that teachers become experts in the analysis of student data.
- Provide clear and precise direction to all teachers as to what is required of them in relation to embedding literacy, numeracy and higher order thinking into the teaching practice of all teachers. Ensure that the literacy, numeracy and higher order thinking possibilities are included in all plans.
- Ensure that the delivery of the Australian Curriculum to all students in the relevant year levels remains a focus for teacher discussion. Monitor the changes to C2C and utilise those resources that are appropriate to the school work programs.
- Continue to ensure that quality differentiation practices are a feature of every teachers practice. Concentrate professional development on providing teachers with knowledge and skills to assist students to improve level of achievement, NAPLAN, OP and Vocational data.