Forest Lake State High School

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Forest Lake State High School is an Independent Public School and provides educational programs and services to over 1500 students in years 7 to 12 in a co-educational setting. Established in 2001 our school community respects and celebrates the multicultural nature of our school. The 2018-2020 Strategic Plan states that the school vision is to provide a first class education for every student in our community.

Our school aims to educate and empower students to become successful global citizens. Our Strategic Plan identifies Successful Learners, Excellence in Teaching and Learning and Positive School Identity as our explicit improvement agenda.   Our school delivers the Australian curriculum in differentiated modes to meet the needs of individual students, including a number of programs of excellence, which provide opportunities for students' success in academic, cultural and sporting pursuits.

We develop caring and supportive relationships with all members of the school community and encourage student leadership through the implementation of our PRIDE expectations: Prepared, Respectful, Inclusive, Dedicated and Engaged.   The school builds workforce capability through focused professional development and learning.

The school values and encourages parent involvement in all aspects of school life. A School Council was established in 2017 to oversee the strategic direction of the school. The Parents and Citizens' Association is welcoming and provides valuable input into school decision making and additional resources to support student success. Forest Lake State High School is an enrolment managed school.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Our school identified three Improvement Priorities for 2017 which were detailed in the Annual Implementation Plan. The three priorities and underlying strategies were:

1. Excellence in Teaching and Learning
    o   Embed consistent classroom pedagogical practices to cater to all learners using ASoT as the school pedagogical framework.
    o   Review the delivery of programs for alignment to current and emerging curriculum programs.
    o   Implementation of the Exemplary Practices in Classrooms (EPIC) Program.
2. Successful Learners
    o   Implement high-yield practices for development of Reading and Numeracy.
    o   Embed effective data tracking systems to measure and celebrate student success.
3. Community Confidence
    o   Embed school-wide ownership of PRIDE expectations and practices.
    o   Celebrate school successes internally and with wider community to build community confidence.

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Key achievements for 2017 were:

- Whole school engagement in the regional "Leading the Implementation of the Australian Curriculum" which led to significant reflection and rewrite of the Junior Curriculum to align with ACARA;
- Analysis of the current use of data in the school which identified inconsistencies of practice which has informed the priorities for 2018;
- Review of PRIDE processes and, as part of the development of the Strategic Plan, renewing the expectations and the employment in 2018 of a Head of Department to oversee the whole school processes of implementation.

Future Outlook

Our school undertook a School Review and developed a new Strategic Plan for 2018-2021. The key Improvement Priorities for the next four years are:

- Successful Learners
- Excellence in Teaching and Learning
- Positive School Identity

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1415	652	763	72	93%
2016	1436	679	757	79	94%
2017	1484	700	784	78	93%

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

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	2015	2016	2017
Year 7 – Year 10	23	23	23
Year 11 – Year 12	20	18	19

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Curriculum Delivery

Our Approach to Curriculum Delivery

Our school programs in 2017 were based on the officially recognised Curriculum Documents adopted by Queensland State Schools:

- Years 7-10 English/Mathematics/Science/Geography and History/Health and Physical Education were based on the Australian Curriculum.

- Year 10 Pre-Prevocational Mathematics is on the Queensland Curriculum and Assessment Authority Prevocational Mathematics syllabus.

- Years 7-10 - All other programs were based on the Queensland Curriculum, Assessment and Reporting Framework.

- Years 11-12 programs were based on the Queensland Curriculum and Assessment Authority syllabi or Nationally Accredited Vocational and Education Programs.

Our dedicated teachers work with students to maximize student success. We are clear that Forest Lake SHS is a learning community that works in partnership with parents to support their child's learning - a critical component of success. We welcome your involvement in our school and your child's learning journey. I am very confident your child will enjoy their time here at Forest Lake SHS and I look forward to sharing their educational journey ahead.

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 offered four signature programs:
- Academic Signature Program
- Aspiring Athletes Program
- Rugby League Program
- Instrumental Music Program

Co-curricular Activities

The 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, Shopping Centre, Park, Public performances)
- The Arts Showcase Night
- Senior Drama performance Night
- Music Tour or Music Camp (alternating each year)
- State Honors Ensemble Program (music)
- Music Extension recitals/concerts
- Dance competitions (BPAC, Beenleigh Eisteddfod, House of Champions, Dance Life Unite)
- Brisbane Performing Arts Challenge (dance)
- Fanfare (music)
- Film in Music Day (Movie World)
- Night of Dance
- My Fair Lady Excursion
- Artists in Residence (drama, dance)
- Feeder primary schools music workshops
- Griffith University Popular Music Day
- The Scene Project (Queensland Theatre)
- Polyfest

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 2017 were:
- South East Queensland Metropolitan Year 7 Boys Rugby League and Year 8 Rugby League
- Two teams – Touch Football Metropolitan semi finalists
- Fifteen 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

Other:
- Work Experience
- Australian Mathematics Competition
- Bionauts
- Bugs Ed Entomological Workshop
- Day in the Life of a Scientist – QIMR Berghoffer
- National Questacon Invention Convention
- STEM Girl Power Day
- Need for Feed
- GriffithBusiness Ambassadors Program

Student Leadership Association
- Mentoring of peers through the Lion Mentoring program.
- Leadership of school events such as: the Student Leadership Association School Dance, ANZAC Day, Harmony Day, NAIDOC Week, Talent Quest and more.
- Leadership of community events such as: Clean up Australia Day and ANZAC Day.
- Raising awareness of community and social issues such as Domestic and Family Violence, Bullying, No Way.
- Fundraising for various causes.

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 four fully equipped computer classrooms, four special education classrooms, and 7 clusters of laptop trolleys to support students (this equals more than 370 devices) across 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.

Social Climate

Overview

In 2017 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, and 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:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	93%	88%	88%
this is a good school (S2035)	95%	91%	93%
their child likes being at this school* (S2001)	90%	94%	93%
their child feels safe at this school* (S2002)	95%	97%	91%
their child's learning needs are being met at this school* (S2003)	91%	88%	91%
their child is making good progress at this school* (S2004)	93%	91%	88%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	88%	79%
teachers at this school motivate their child to learn* (S2007)	88%	88%	75%
teachers at this school treat students fairly* (S2008)	81%	91%	64%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	91%
this school works with them to support their child's learning* (S2010)	91%	88%	85%
this school takes parents' opinions seriously* (S2011)	88%	88%	88%
student behaviour is well managed at this school* (S2012)	88%	83%	84%
this school looks for ways to improve* (S2013)	91%	94%	87%
this school is well maintained* (S2014)	95%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	91%	96%	97%
they like being at their school* (S2036)	88%	91%	93%
they feel safe at their school* (S2037)	87%	90%	95%
their teachers motivate them to learn* (S2038)	82%	85%	94%
their teachers expect them to do their best* (S2039)	94%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	83%	95%
teachers treat students fairly at their school* (S2041)	68%	69%	75%
they can talk to their teachers about their concerns* (S2042)	69%	72%	72%
their school takes students' opinions seriously* (S2043)	72%	72%	81%
student behaviour is well managed at their school* (S2044)	64%	64%	79%
their school looks for ways to improve* (S2045)	86%	88%	87%
their school is well maintained* (S2046)	89%	87%	89%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	85%	89%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	89%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	89%	88%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	90%	81%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	100%	97%	95%
student behaviour is well managed at their school (S2074)	100%	96%	86%
staff are well supported at their school (S2075)	93%	90%	73%
their school takes staff opinions seriously (S2076)	89%	88%	70%
their school looks for ways to improve (S2077)	98%	94%	89%
their school is well maintained (S2078)	98%	98%	93%
their school gives them opportunities to do interesting things (S2079)	95%	88%	78%

* 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 pro-active 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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.

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SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	339	353	397
Long Suspensions – 11 to 20 days	14	9	12
Exclusions	20	16	7
Cancellations of Enrolment	5	13	4

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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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	746,686	11,241
2015-2016	765,514	15,663
2016-2017	726,929	10,983

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

School name   GO

Suburb, town or postcode

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	119	54	<5
Full-time Equivalents	115	40	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	8
Graduate Diploma etc.**	34
Bachelor degree	73
Diploma	2
Certificate	

*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 2017 were $64,336.92

The major professional development initiatives are as follows:

- Leading the Australian Curriculum in the Junior School
- Leadership Development: QSPA Conference and Regional Cluster meetings, Leadership Retreats
- Data Literacy Training – Putting Faces on the Data
- Curriculum Delivery - VET, Drama, English, Music, Business Educators, HPE conferences
- IT – OneSchool Training, Orange Card training
- Supportive School Environment - Trauma informed Practices, Behaviour Management, Diversity and Differentiation, Complex Behaviours
- WH&S - First Aid

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	85%

*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.

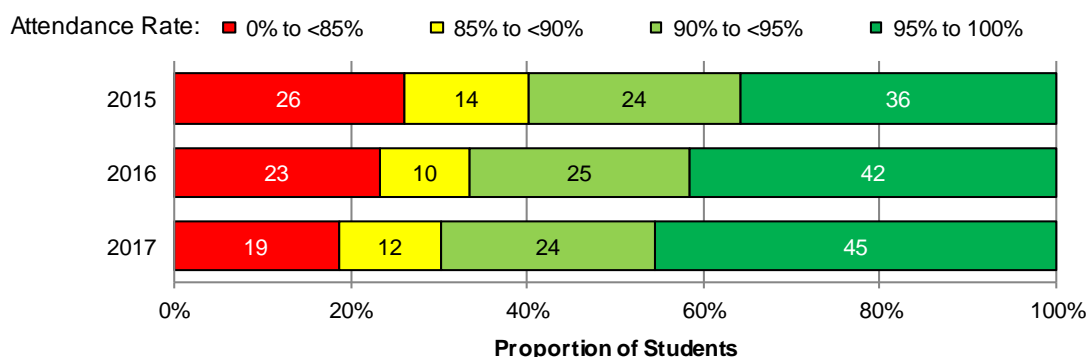The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	90%	88%	87%	88%	90%
2016	93%	90%	90%	87%	90%	89%
2017	92%	91%	89%	89%	90%	92%

*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:

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	26	14	24	36
2016	23	10	25	42
2017	19	12	24	45

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education 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.

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- 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 truancies 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 truancies. 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.**

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	2015	2016	2017
Number of students receiving a Senior Statement	213	241	209
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	5
Number of students receiving an Overall Position (OP)	51	80	83
Percentage of Indigenous students receiving an Overall Position (OP)	17%	31%	20%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	27	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	171	163	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	146	152	102
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	210	240	203
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.	84%	76%	83%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	92%	98%

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**
2015	8	18	17	7	1
2016	14	19	28	18	1
2017	19	25	25	12	2

As at 14th February 2018. 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**
2015	46	129	31
2016	34	106	74
2017	46	92	27

As at 14th February 2018. The above values exclude VISA students.

VET Qualifications completed in 2017 include:

- Certificate I in Business
- Certificate I in Information, Digital Media and Technology
- Certificate II in Engineering Pathways
- Certificate I in Construction
- Certificate II in Automotive Underbody Technology
- Certificate II in Business
- Certificate II in Electro-technology
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Logistics
- Certificate II in Salon Assistant
- Certificate II in Tourism
- Certificate II in Workplace Practices
- Certificate II in Active Volunteering
- Certificate II in Retail
- Certificate II in Retail Cosmetics
- Certificate II in Animal Studies
- Certificate III in Business
- Certificate III in Children's Services

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- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education and Care
- 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	92%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	114%	84%	86%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
https://forestlakeshs.eq.edu.au/Pages/default.aspx

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 2017, 97 students in year 10-12 left the school 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 (52); transitions to full-time VET or further education and training (22); relocating interstate or overseas (17) or cancellation of enrolment/exclusion from school (6).

Forest Lake SHS has a strong culture of school wide positive behaviour 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.

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