



Forest Lake State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

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 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. We offer a number of programs of excellence, which provide opportunities for student's 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. Our 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.



School progress towards its goals in 2019

Our school identified three Improvement Priorities for 2019 which were detailed in the Annual Implementation Plan. The three priorities and underlying strategies were:

1. Excellence in Teaching and Learning
 - Plan and implement the delivery of a whole school curriculum in response to emerging AC and SATE programs.
 - Develop school assessment and moderation protocols to ensure that student results reflect curriculum standards.
 - Collaboratively develop and implement a systematic and deliberate approach to coaching, observation and feedback to improve teaching practice which is aligned with the school's pedagogical model of ASoT.
2. Successful Learners
 - Implement school wide goal setting program that empowers students to take personal ownership of their learning and progress.
 - Develop school leaders' data analysis skills to lead the improvement of learning outcomes.
 - Focus on Writing as a school-wide Literacy/Numeracy improvement agenda.
 - Embed consistent teaching strategies tailored to meet the specific learning needs of individual students.
3. Positive School Identity
 - Develop and communicate a School Leaders Accountabilities Framework which clarifies the roles and responsibilities for achieving school improvement priorities.
 - Refine PRIDE strategies, as part of ASOT implementation, to maximize student engagement and improved learning outcomes.
 - Develop/review formalised agreements for all agencies that work with students to ensure the clarity of roles, responsibilities and accountabilities.
 - Promote and communicate positive student achievement and wellbeing outcomes to the wider community.

Key achievements for 2019 were:

- Delivered the year 11 New QCE units and developed new curriculum units in preparation for the commencement of the Year 12 program of New QCE rollout in 2020.
- Commenced implementation of school writing program – Write That Essay.
- Enacted and Embedded school protocols for classroom moderation.
- Publication of PRIDE Handbook for staff to promote consistency of Practice.
- Completion of the new Arts Centre of Excellence.
- Approval for air-conditioning for all classrooms to be completed over summer vacation.

Future outlook

Our focus for 2020 is: Successful Learners

- New QCE - full delivery of year 11 and 12 New QCE programs and preparation for External Exams

Teaching and Learning

- Continue implementation of Write That Essay to support development of Writing Skills.

Positive School Identity

- A culture that promotes learning – consistent implementation of behaviour management processes to reward and redirect students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1484	1491	1491
Girls	700	691	683
Boys	784	800	808
Indigenous	78	89	92
Enrolment continuity (Feb. – Nov.)	93%	92%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

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 5.5% 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Year 7 – Year 10	23	24	24
Year 11 – Year 12	19	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Our approach to curriculum delivery

Our school programs in 2019 were based on the officially recognised Curriculum Documents adopted by Queensland State Schools:

- Year 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 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 parent involvement in our school and their child's learning journey.

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 programs of excellence:

- Academic
- Dance
- Instrumental Music
- Rugby League

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
- Choir Performances and eisteddfods
- Community events (Open Day, Shopping Centre, Park, Public performances)
- Community ANZAC Day Ceremony and Performances
- Excursions to GOMA and Art Galleries
- USQ Springfield – Radio Broadcast Day
- Being Heard Project (Partnership with DVAC – Domestic Violence Action Centre)
- Music Tour or Music Camp (alternating each year)
- State Honours Ensemble Program (music)
- Dance competitions (BPAC, Beenleigh Eisteddfod, House of Champions, Dance Life Unite)
- National Dance Life Unite Titles in Sydney
- Fanfare (music)
- Night of Dance
- A Night of Music
- School of Rock (QPAC)
- Feeder primary schools music workshop
- The Scene Project (Queensland Theatre)
- Polyfest
- FRAMED: A night with Visual Art and Media

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 a variety of different sports that are offered as representative school sports in Queensland.

The sporting highlights for 2019 were:

- South East Queensland Rugby League Broncos Cup – Champions (Year 7) and Runners-up (Year 8)
- Two students – Queensland Representatives
- Nineteen students – Metropolitan West Regional representatives
- Two Yagera Premierships (9/10 Boys Basketball and Open Boys Basketball)

The school is a member of the Yagera sporting district and participates in an interschool sporting competition that takes place as summer and winter gala days. Each sport is represented in three age groups, Yr 7/8, Yr 9/10 and Open. The following sports are on offer for students:

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

Other:

- Work Experience
- Australian Mathematics Competition
- Bionauts
- Bugs Ed Entomological Workshop
- Participation in eSports competitions
- STEM Girl Power Day

Student Leadership Association

- Mentoring of peers through the Lion Mentoring program.
- Leadership of school events such as: Sport Challenges, ANZAC Day, Multicultural 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 14 clusters of laptop trolleys to support students (this equals more than 485 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 2019 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. To support the transition of year 6 students into high school Year 7 students have a 'home room' in the year 7 PoD. Other PoDs were converted in 2019 to be KLA focussed with the relevant Head of Department in their office in the Pod.
- The junior secondary IRL program focuses on the health and wellbeing of adolescent learners.
- The year 10 IRL 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 Well-being Officer and Community Education Counsellor. This is supplemented by a Success Coach whose primary purpose is to support at risk students in years 7, 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	88%	96%	93%
• this is a good school (S2035)	93%	84%	84%
• their child likes being at this school* (S2001)	93%	86%	84%
• their child feels safe at this school* (S2002)	91%	88%	84%
• their child's learning needs are being met at this school* (S2003)	91%	86%	84%
• their child is making good progress at this school* (S2004)	88%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	95%	97%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	88%	82%
• teachers at this school motivate their child to learn* (S2007)	75%	82%	81%
• teachers at this school treat students fairly* (S2008)	64%	74%	74%
• they can talk to their child's teachers about their concerns* (S2009)	91%	87%	85%
• this school works with them to support their child's learning* (S2010)	85%	78%	78%
• this school takes parents' opinions seriously* (S2011)	88%	73%	76%
• student behaviour is well managed at this school* (S2012)	84%	60%	65%
• this school looks for ways to improve* (S2013)	87%	80%	79%
• this school is well maintained* (S2014)	89%	76%	80%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	84%	92%
• they like being at their school* (S2036)	93%	88%	88%
• they feel safe at their school* (S2037)	95%	82%	88%
• their teachers motivate them to learn* (S2038)	94%	80%	84%
• their teachers expect them to do their best* (S2039)	98%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	86%	85%
• teachers treat students fairly at their school* (S2041)	75%	60%	67%
• they can talk to their teachers about their concerns* (S2042)	72%	63%	64%
• their school takes students' opinions seriously* (S2043)	81%	65%	72%
• student behaviour is well managed at their school* (S2044)	79%	55%	65%
• their school looks for ways to improve* (S2045)	87%	84%	85%
• their school is well maintained* (S2046)	89%	72%	81%
• their school gives them opportunities to do interesting things* (S2047)	92%	79%	85%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	89%	77%	76%
• they feel that their school is a safe place in which to work (S2070)	93%	69%	76%
• they receive useful feedback about their work at their school (S2071)	72%	63%	55%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	75%	74%
• students are encouraged to do their best at their school (S2072)	97%	80%	81%
• students are treated fairly at their school (S2073)	95%	80%	75%
• student behaviour is well managed at their school (S2074)	86%	44%	55%
• staff are well supported at their school (S2075)	73%	45%	55%
• their school takes staff opinions seriously (S2076)	70%	48%	58%
• their school looks for ways to improve (S2077)	89%	67%	75%
• their school is well maintained (S2078)	93%	72%	76%
• their school gives them opportunities to do interesting things (S2079)	78%	62%	63%

* 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 and a School Council commenced operation in 2018.

Respectful relationships education 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.

During the month of May the school participated in a range of activities for the Prevention of Family and Domestic Violence Month.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	397	518	427
Long suspensions – 11 to 20 days	12	32	27
Exclusions	7	16	17
Cancellations of enrolment	4	6	15

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Our school uses automated processes as often as possible to reduce our impact on the environment. We have some solar panels to reduce energy usage. QParents is promoted to parents as an effective means of communication to reduce paperwork. Reports are emailed home to parents with paper copies only printed on request.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	170,688	699,146	728,387
Water (kL)	9,909	12,197	8,972

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a rectangular button with the text 'View School Profile' in a pink font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	120	58	3
Full-time equivalents	118	27	2

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	10
Graduate Diploma etc.*	37
Bachelor degree	65
Diploma	6
Certificate	

* 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 2019 were \$209,141

The major professional development initiatives are as follows:

- Implementation of new QCE
- Leadership Programs
- Leadership Development: QSPA Conference and Regional Cluster meetings, Leadership Retreats
- Curriculum delivery – VET, Drama, English, Music, Business Educators, HPE, Languages, Design, Students with Disabilities
- IT – OneSchool Training, Use of Technology in classrooms
- Supportive School Environment – Trauma informed Practices, Behaviour Management, Diversity and Differentiation, Complex Behaviours
- WH&S – First Aid
- Writing Improvement focus (Write That Essay)
- Programs of Excellence (Academic, Dance, Instrumental Music, Rugby League)
- Beginning teacher program

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	89%	88%
Attendance rate for Indigenous** students at this school	85%	84%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

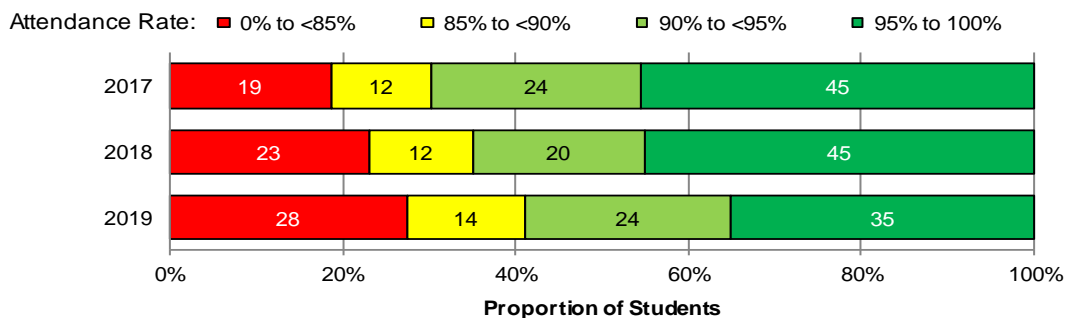
Year level	2017	2018	2019
Year 7	92%	91%	90%
Year 8	91%	89%	87%
Year 9	89%	89%	88%
Year 10	89%	88%	85%
Year 11	90%	88%	88%
Year 12	92%	91%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

- 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 truantries 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 truantries. 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	209	218	154
Number of students awarded a QCIA	5	2	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	203	215	153
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	75%
Number of students who received an OP	83	81	52
Percentage of Indigenous students who received an OP	20%	36%	0%
Number of students awarded one or more VET qualifications (including SbAT)	128	146	114
Number of students awarded a VET Certificate II or above	102	136	98
Number of students who were completing/continuing a SbAT	23	25	14
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	83%	78%	81%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	95%	94%

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	19	14	9
6-10	25	23	14
11-15	25	26	19
16-20	12	17	9
21-25	2	1	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	46	21	49
Certificate II	92	119	81
Certificate III or above	27	66	40

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

VET Qualifications completed in 2019 include:

- Certificate I in Business
- Certificate I in Construction
- Certificate I in Information, Digital Media and Technology
- Certificate I in Financial Literacy
- Certificate II in Active Volunteering
- Certificate II in Automotive (Heavy, Vocation Preparation)
- Certificate II Banking
- Certificate II in Business
- Certificate II Community Services (Early Childhood)
- Certificate II in Electro-technology
- Certificate II in Engineering Pathways
- Certificate II Furniture Making Pathways
- Certificate II Health Support Services
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Manufacturing Technology/Certificate III Engineering
- Certificate II in Plumbing
- Certificate II in Salon Assistant
- Certificate II Kills for Work & Vocational Pathways
- Certificate II in Sport and Recreation
- Certificate II in Tourism
- Certificate III in Business
- Certificate III in Children's Services
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood
- Certificate III Engineering Fabrication
- Certificate III in Engineering Technology
- Certificate III in Fitness
- Certificate III Health Support Assistance
- Certificate III in Hospitality
- Certificate III Information, Digital Media and Technology
- Certificate III in Information Technology
- Certificate III Music Industry
- Certificate III in Retail
- Certificate III Sport & Recreation
- Certificate III Sport Coaching
- Certificate IV in Crime and Justice Studies
- Certificate IV in Fitness
- Diploma of Business

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	90%	84%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	86%	75%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://forestlakeshs.eq.edu.au>.