

Forest Lake State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Forest Lake State High School acknowledges the shared lands of the Turrbal, Jagera, Yuggera and Ugarapul people of the Yuggera language region. We pay our respects to their Elders, past and present.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	1696
Aboriginal students and Torres Strait Islander students	7%
Students with disability	19%
Index of Community Socio-Educational Advantage (ICSEA) value	976

About the review

 4 reviewers from 22 to 25 July 2025	 290 participants	 117 school staff
 139 students	 17 parents and carers	 17 community members and stakeholders

Key improvement strategies

Domain 8: Implementing effective pedagogical practices Prioritise collaborative discussions and professional learning about pedagogies to develop a common understanding and language about effective pedagogical practices.
Domain 7: Differentiating teaching and learning Create a shared school-wide vision for differentiated teaching and learning, to drive consistent and effective implementation of contextually appropriate differentiation practices.
Domain 1: Driving an explicit improvement agenda Refine leaders' roles and responsibilities to confirm their collective actions include effective oversight of curriculum design and ensure the intended curriculum is enacted in classrooms.
Domain 6: Leading systematic curriculum implementation Develop a strategic curriculum vision reflecting school and system requirements to align curriculum across primary and secondary schooling, incorporating students' interests and aspirations.
Domain 2: Analysing and discussing data Strengthen leaders' and teachers' capability in using, analysing and discussing student data, including disaggregated data, to inform, monitor and evaluate impact of strategies aligned to the Annual Implementation Plan.
Domain 3: Promoting a culture of learning Review current wellbeing approaches, developing an agreed, contextualised, school-wide wellbeing program to provide clear purpose and expectations for all staff, fostering consistent implementation across the school.

Key affirmations



Students describe an inclusive environment that fosters respect for the range of cultures and beliefs.

Students celebrate their diversity and actively encourage the harmonious, safe and caring learning environment. They frequently speak of tolerance and treating others equally. Students highlight multicultural days, National Aborigines and Islanders Day Observance Committee Week activities and other student-led events that demonstrate their connectedness and sense of belonging to their friendship group, special interest groups, sporting teams or year level cohort. Parents convey they appreciate the cohesiveness of student relationships and friendship groups.



Staff members highlight a welcoming, team-based environment that promotes a culture of active collaboration by all staff.

Leaders convey their commitment to encouraging a cohesive and supportive team culture. Staff reference the collegiality of their peers and the ongoing support that is willingly offered. Teachers speak of their colleagues' professionalism and how they share their expertise. They appreciate the approachability of leaders and the collaborative culture. New staff praise the depth and quality of induction processes. Participants in the program describe it as highly valuable in supporting their transition into the school, and mention it includes external coaching and mentoring.



Leaders celebrate the close monitoring of students' learning progress with real-time data tracking to foster a culture of shared responsibility for students' engagement in learning.

Leaders speak proudly of developing and implementing senior schooling and student of concern tracking programs to monitor real-time student progress and optimise timely intervention and support strategies for student achievement and engagement. Vocational Education and Training (VET) partners praise senior data tracking processes as an example of best practice. Parents and students comment that the regular use of academic performance and attendance data snapshots helps to create a shared responsibility for students' learning progress.



Staff, students and parents express appreciation for the breadth of curriculum offerings and programs that motivate students to successfully engage in learning.

Parents, students and staff outline the range of curriculum offerings including 8 learning areas of the Australian Curriculum, Years 7 to 12 excellence programs, 26 Queensland Curriculum and Assessment Authority (QCAA) General subjects, 17 QCAA Applied subjects, and 21 VET courses available in the senior phase. Students communicate the curriculum provides them with opportunities to engage in programs that build their knowledge and skills, and caters to their interests and aspirations. They speak enthusiastically about their future pathways and appreciate the efforts of staff in preparing them for the world beyond school.



Leaders, parents and students speak highly of the transition program that supports Year 6 students to effectively transition into secondary schooling.

Partner primary school principals praise the partnership they share with the high school and acknowledge the Year 6 to Year 7 transition plan is well organised and supported by a significant number of teachers and high school students. They highlight the showcase events, joint activities, and opportunities to participate in programs of excellence offered to incoming students. Students enrolled into the high school speak of their excitement and special interest in one or many of the programs and activities.