

Forest Lake State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Forest Lake State High School** from **15 to 18 February, 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Shona McKinlay	Internal reviewer (review chair)
Alan Smith	Internal reviewer
Robyn Burton-Ree	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	High Street, Forest Lake	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year to 12	
Enrolment:	1657	
Indigenous enrolment percentage:	6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	23 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	989	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, 12 Heads of Department (HOD), Head of Special Education Services (HOSES), 59 teaching staff, two guidance officers, four administration officers, 10 teacher aides, information technician, scientific operations officer, Polynesian support officer, canteen/uniform shop convenor, nine cleaners, groundsman, 87 students, 14 parents, four Parents and Citizens' Association (P&C) executive members and school council chairperson.

Community and business groups:

- YXL Institute representative, Queensland University of Technology (QUT) representative, WestTEC Trade Training Centre (TTC) representative, Write That Essay (WTE) representative and University of Southern Queensland (USQ) representative.

Partner schools and other educational providers:

- Pallara State School principal, Carole Park State School principal, Forest Lake State School principal and Grand Avenue State School principal.

Government and departmental representatives:

- Councillor for Forest Lake Ward Brisbane City Council, Federal Member for Oxley and ARD.

1.4 Supporting documentary evidence

Draft Annual Implementation Plan 2021	Strategic Plan 2018-2021
Draft Investing for Success 2020	School Data Profile (Semester 2 2020)
Headline Indicators (2020 release)	School budget overview
OneSchool	Curriculum planning documents
Professional Learning Plan 2021	Student Code of Conduct
School improvement targets	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Equipment replacement schedules
Disability – School Data Reflection	2017 Review
Facebook and Website	SharePoint documents
School Pedagogical Handbook – Teachers Guide	Explicit Improvement Agenda 2021 included in AIP
School based curriculum, assessment and reporting framework	Our Agreed Professional and Consistent Practices of Pedagogy



2. Executive summary

2.1 Key findings

School staff recognise that highly effective teaching is the key to improving student learning and engagement.

Heads of Department (HOD) support their teachers in striving to enact school-wide curriculum expectations. The school's pedagogical approach is The Art and Science of Teaching (ASoT)¹, supported by Write That Essay (WTE)² and Essential Skills for Classroom Management (ESCM). Clarity of the researched documentation is recognised. Teachers describe the benefits of the WTE program for students, recognising improvements in the students' writing ability.

Staff members are committed to the success of all students.

The school's inclusion and diversity policy has been collaboratively developed. Leaders articulate that the current school vision involves every member of the school community working collaboratively to ensure all students are able to access and participate in all aspects of school life. School leaders emphasise that the curriculum must be provided to all students in ways that are age-appropriate and responsive to diverse learning needs. Students, parents and caregivers, in conjunction with other organisations, are respected and valued partners in inclusive education.

School leaders articulate a strong commitment to providing a quality education.


Leaders express that this is achieved through effective leadership practices, data-informed decision making and the implementation of documented systems that align to the school's vision of delivering '*a first class education for every student in our community*'. Teachers demonstrate a commitment to support the learning and wellbeing needs of all students. The school's explicit improvement priorities are indicated as successful learners, excellence in teaching and learning, and positive school identity. Staff awareness of the improvement priorities varies.

School leaders express a belief in staff continually striving to build their capability to refine their teaching and learning practices, individually and collectively.

Teachers are committed to continuous improvement of their own teaching and to develop their knowledge and skills. The support of a culture of continuous professional learning and improvement is viewed as the key to developing an expert teaching team. School leaders

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Association for Supervision and Curriculum Development (ASCD).

² Hunter, I. (2011). *Write that essay: The outrageously helpful guide to writing better essays and achieving higher grades*. Hunter Publishing.



acknowledge that formal programs including supervisory, instructional and peer-to peer coaching and mentoring are yet to be implemented.

Staff members have high expectations for all students.

The five broad pillars of PRIDE (being Prepared, Respectful, Inclusive, Dedicated and Engaged) are used as an agreed framework for the explicit teaching of expectations. Leaders articulate that when students meet their PRIDE expectations teachers are able to do their best work and students can be engaged in dedicated and rich learning experiences. Students articulate an understanding of PRIDE. Some parents, staff and students articulate a belief that agreed behaviour routines and processes are yet to be consistently enacted across the school.

A culture of continuous improvement is being driven by school leaders.

School leaders articulate that understanding of, and attending to, academic attainment, attendance, behaviour, engagement, and wellbeing data provides a focus for maximising the performance of individual students across the school, in addition to determining school improvement priorities. Teachers acknowledge that they are expected to differentiate teaching for all students. Teaching staff identify the need for further Professional Development (PD) in data literacy as essential in assisting them to best support all students.

The school places a strong priority on providing targeted support and resources to advance the improvement agenda and to meet the learning and wellbeing needs of students.

Comprehensive school-wide policies, practices and programs are aligned to the Explicit Improvement Agenda (EIA) and form the foundation for resource allocation. The school has a Bring Your Own Device (BYOD) laptop program and laptop trolleys are located throughout the school. A strategic plan to inform the future provision and use of information technology across the school is yet to be developed.

The school focuses energy and attention on systematic curriculum delivery.

A coherent, sequenced plan for curriculum delivery is developed and aligned to the Australian Curriculum (AC) and the new Queensland Certificate of Education (QCE). HODs indicate that faculty curriculum discussions focus on maximising student learning and where possible focus on locally relevant curriculum.

Partnerships with parents, families, local businesses, industry, community organisations, and other education providers provide a wealth of opportunities and outcomes for students.

Students and parents speak positively regarding the range of co-curricular and extracurricular activities provided by the school. Parents and students specifically cite instrumental music, dance, Esports, and the school's four programs of excellence. Parents speak positively of the levels of care and support afforded their child.



2.2 Key improvement strategies

Collaboratively refine the key priorities to enhance clarity, sustainability and precision of desired practice, and communicate this to staff and the wider community.

Collaboratively develop and implement a collegial engagement framework leading to consistent, school-wide processes for systematic observation, modelling, coaching, mentoring and feedback for all staff, including the sharing of best practice.

Strengthen staff understanding of and commitment to implementing agreed behaviour expectations, routines and processes.

Strengthen and sustain practices that engage all teaching staff members in planned and ongoing PD activities to enable deeper understandings of how data and self-evaluation are able to inform teaching practice.

Collaboratively review student access to technology and develop a strategy to increase the use of technology and as a routine classroom practice for staff and students.