

Forest Lake State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Forest Lake State High School** from **2 to 5 May 2017**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Whitfield	Internal Reviewer, SIU (review chair)
Janelle Amos	Peer Reviewer
Mel Phillips	External reviewer
Jim Horton	External Reviewer



1.2 School context

Location:	High Street, Forest Lake
Education region:	Metropolitan Region
Year opened:	2001
Year levels:	Year 7 to Year 12
Enrolment:	1510
Indigenous enrolment percentage:	5.3 per cent
Students with a disability enrolment percentage:	6.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2017
Full-time equivalent staff:	116
Significant partner schools:	Carole Park State School, Forest Lake State School, Grand Avenue State School, Pallara State School, Australian International Islamic College, Durack State School, Inala State School, Serviceton South State School, St Mark's Catholic Primary School, St John's Anglican College – Primary & Secondary Campuses, Glenala State High School
Significant community partnerships:	WestEC Trade Training Centre, Youth Justice, Transition 2 Success (T2S), Department of Health – Good Start, University of Queensland (UQ), Griffith University, External Registered Training Organisations (RTO), School Plus VET Leads to Employment (DET), School-based Traineeships and Apprenticeships
Significant school programs:	Academic Signature Programs: Lighthouse Program, Innovate Program, Aspiring Athletes Program, Rugby League Excellence Program, Transition Program – Carole Park State School



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two associate deputy principals, Head of Special Education Services (HOSES), 12 Heads of Departments (HOD), 51 teachers, guidance officer, Parents and Citizens' Association (P&C) president, Support Teacher - Literacy and Numeracy (STLaN), Business Services Manager (BSM), six administration officers, eight teacher aides, tuckshop convenor, 42 students and 12 parents.

Community and business groups:

- Principal Grand Avenue State School and Principal Carole Park State School, Transitions 2 Success Co-ordinator, WestEC Manager, School Based Health Nurse and Queensland Police Service (QPS) representative.

Government and departmental representatives:

- State Member for Algeester, 2 Brisbane City Councillors, ARD.

1.4 Supporting documentary evidence

School Improvement Priorities 2017	2017 Coaching Map
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (Semester 1 2017)	School Data Profile (Semester 1 2017)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical handbook	Annual Performance Development Plans
School data plan and Data Collection Schedule	Readiness for learning and Student Engagement Trial Survey
Teacher Induction Program	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum Plan Year 7 – Year 12 2017	Whole School Assessment Overview
Quality Learning Circle 2016 - 2017	Literacy and Numeracy Improvement Plan
Action Plan for Implementation of Art and Science of Teaching (ASoT) 2016-2017	Stop, Check, Reflect Data Conversation Record



2. Executive summary

2.1 Key findings

There is a school-wide belief that every student is capable of successful learning.

The principal and other school leaders are explicit about their core objective to improve learning outcomes for every student. There is a genuine sense of pride and belonging apparent in the school. The tone of the school is calm and positive. Students acknowledge they are receiving a good education at the school

Interactions between staff members, students and parents are caring, polite and inclusive.

Parents indicate that deep care and concern for the wellbeing of students permeates school culture. Staff members place high priority on building and maintaining positive, caring relationships and ensuring student and staff member wellbeing. Teachers understand these factors are important in developing positive attitudes in students and constructive engagement in learning.

Protocols and practices for the alignment of curriculum documents to unit plans and assessment review processes vary across the school.

Unit planning and assessment task development are monitored by Head of Departments (HOD). A consistent and rigorous whole-school approach to further develop staff knowledge of the Australian Curriculum (AC) requirements to support curriculum planning and assessment is yet to be fully developed and consistently implemented.

A school data plan is developed and outlines school process for the collection, storage and use of student achievement data.

School leaders analyse and discuss systemic and whole-school data to inform the strategic direction. Student achievement data is collected at routine intervals, discussed and reflected on in 'Stop, Think, Reflect' meetings. These are scheduled and conducted regularly between school leaders, HODs and teachers. The level of consistent application of this practice varies across faculties.

School leaders place high priority on ongoing Professional Development (PD) of staff in school improvement priorities.

Funds have been allocated within the budget to support the training and development of teachers, support staff and school leaders. A whole-school professional learning plan is yet to be developed.



The school has adopted Art and Science of Teaching (ASoT) as the research-based pedagogical framework of the school.

School leaders and teachers have made progress towards consistent classroom practices and common pedagogical language. There is a published pedagogical handbook that identifies teacher evidence and student evidence for each of the design questions.

Three strategic priorities, '*Excellence in Teaching and Learning, Successful Learners and Community Confidence*', are outlined in the 2015 – 2018 Strategic Plan.

The annual implementation plan is documented as the School Improvement Priorities Agenda 2017 and includes seven key strategies to support the implementation of school improvement priorities.

The student enrolment reflects a diversity of cultural backgrounds.

Students articulate a major factor in their pride at being part of the school is the success achieved with the diverse cultural enrolment. Staff members and students comment on the success of Harmony Day that celebrates the cultural diversity and inclusivity of the school.

The recruitment and allocation of human resources is strategic and purposeful.

The leadership team gives high priority to understanding and addressing the learning and wellbeing needs of all students through appropriate resourcing.

The school is held in high regard by parents and the wider community.

Partnerships are established strategically to address identified student needs and to extend the school's capability to deliver comprehensive educational opportunities. A wide range of partnerships are established for the purpose of improving student outcomes and wellbeing.



2.2 Key improvement strategies

Refine the school improvement priorities to develop and implement a narrow and sharp improvement agenda.

Develop and implement a process that further develops the knowledge and skills of each staff member to implement the requirements of the AC.

Develop and implement consistent whole-school Quality Assurance (QA) protocols to ensure that curriculum planning and assessment are aligned with the AC or appropriate Queensland Curriculum and Assessment Authority (QCAA) curriculum documents.

Build the capacity of curriculum leaders to analyse data and to lead discussions on the use of data to improve teaching practices and learning outcomes.

Refine the ASoT implementation plan to clearly articulate its staged implementation ensures the framework is embedded consistently in practice school-wide.

Develop, implement and rigorously monitor a professional learning plan focused on supporting the attainment of the key school priorities.