

Y Schools Queensland – Annual Report 2025 – Ipswich (Based on 2024 data)

Contextual Information¹

School Sector: *

Independent

Year Levels Offered:

7-12

Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body: *

Females account for 52.3% of enrolments, and males account for 46.6%. Ethnicity is predominately Australian, followed by New Zealand citizens. 29% of students identify as Indigenous and/or Torres Strait Islander.

Total Enrolments: *

176 – as at 2nd August 2024 (Federal Census)

Workforce Information

Workforce Composition, Including Aboriginal and Torres Strait Islander Staff: *²

Full-time staff = 23 (head of school, head of campus, teachers, administration, and counsellors).

Part-time staff = 4.2 FTE (offsite school management team and shared services).

Teaching = 12; Non-teaching = 17.

Y Schools Queensland values diversity and encourages applications from indigenous persons. The Y has a non-mandatory option for staff to provide their indigenous status upon employment. As at 2024 federal census date there were no staff members who identified as Aboriginal and/or Torres Strait Islander.

¹ Australian Education Regulation 2023 s60 (1)(a)

² Australian Education Regulation 2023 s60 (1)(c)

Qualifications of all Teachers: *³

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	2
Bachelor	10
Diploma	0
Certificate	0

Funding Information

School Income Broken Down by Funding Source *⁴

Please refer to the My School website <https://www.myschool.edu.au/> for school funding information.

Social Climate

Parent, Student and Teacher Satisfaction with the School *⁵

Y Schools Queensland is dedicated to providing a high level of pastoral care to all students. Smaller class sizes, personalised education plans and frequent check ins with students facilitate their individual needs being met. The Y is accredited by the Australian Childhood Foundation as a child safe organisation.

Y Schools Queensland has strong processes and procedures to help keep young people safe. We have clear policies, stringent employment procedures including Working with Children Checks, as well as regular staff training.

We strive always, to act in the best interests of young people who are entrusted to our care and take all reasonable steps to ensure their safety. Above all, we are committed to providing an environment where everyone is protected from any form of abuse or mistreatment.

Y Schools Queensland seeks regular input and collaboration from parents and carers, particularly regarding Individualised Learning Plans (ILPs) for students. As a special assistance school, it is critical to ensure that the needs of each individual student are understood in order to provide them with the best educational opportunities. At present, Y Schools Queensland does not have formal parental representation committees, however feedback and opportunities for improvement are welcome and considered on a case-by-case basis.

³ Australian Education Regulation 2023 s60 (1)(b)

⁴ Australian Education Regulation 2023 s60 (1)(g)

⁵ Australian Education Regulation 2023 s60 (1)(f)

Parents/Carers

In 2024, Y Schools Queensland launched a parent and carer survey to gather feedback on key areas concerning their young person's experience at the school. This survey measures outcomes such as;

- Needs of their young person
- Feedback on Y Schools Queensland staff
- Student safety
- Partnership between Y Schools Queensland and parents/carers
- Fairness in student treatment
- Student wellbeing
- Values and culture
- Teaching and learning
- Pathways and skill development

The survey results reveal a high level of satisfaction among parents and carers regarding their young person's experience at Y Schools Queensland. 96% of parents/carers said Y Schools Queensland was better than previous schools attended by their young person, and over 91% of parents/carers were satisfied or very satisfied with the school.

Y Schools Queensland commitment to providing individualised, 1-on-1 support was frequently highlighted by parents/carers. The school's tailored approach to both academic and wellbeing needs is deeply appreciated, with many parents/carers acknowledging the positive impact this support has on their young person's educational journey.

Students

Y Schools Queensland regularly measures five wellbeing outcomes in the student cohort. The outcomes align with the Y Thrive Wellbeing model and are measured via a survey 3 times per year in February, June and October. The outcomes are:

- Mental Wellbeing
- School Connectedness
- Communication and Cooperation
- Self-Efficacy
- Problem Solving

Of these, the School Connectedness subscale is a useful indicator of the school climate across each campus. The measure comes from the validated California Healthy Kids Survey and scores range from 18 (lowest) to 90 (highest) and indicates sense of belonging and psychological engagement. In the October survey, our students achieved a Mean score of 62, which indicates a moderately high sense of belonging and psychological engagement at Y Schools Queensland.

In the same survey, 85% of our students said they had made at least one good connection with an employee or volunteer at the school, that they could talk to if they had a problem. This is an

important result as it is essential for school engagement that young people feel they have at least one positive relationship with an adult at their school. In the same survey, 90% of students said that they had made at least one friend at Y Schools Queensland. As a result of attending Y Schools Queensland, 63% of students said they feel more accepted for who they are.

Some quotations:

"The Y impacted my life in so many ways. I'm grateful to the Y because I wholeheartedly believe that I would not have graduated high school without this school." Student, Brisbane South

"My favourite thing is probably how invested all of the teachers are with students and how well everyone is treated." Student, Logan

"Proving to myself that I can try again at school even if I don't go as much or do as much work, I feel proud to be coming to school because it was a very big step to take." Student, Moreton Bay

"I feel more confident in myself and now have the sufficient life skills to navigate life." Student, Redlands

"Being in senior year has been quite the experience, being a student leader as well. Trying to connect more with the students around the YMCA. And being more involved with activities, excursions and friends making those good memories. And finally whenever I was going through something stressful or negative, the YMCA has always been so positive and always help me find my way around things with all the support, whether if it was friends, teachers, youth workers or even people at the Y who I've never met but always cheered me on. I've never felt so accepted, appreciated being at the YMCA." Student, Logan

"The staff push me to be the best version of myself." Student, Ipswich

Teachers

The Y administers annual Employee Engagement Surveys to all staff. The survey measures outcomes such as;

- Engagement
- Work tasks
- Diversity and inclusion
- Empowerment and autonomy
- Collaboration
- Work/life balance
- Career and development

- Rewards and recognition

In the survey administered in 2024, Y Schools Queensland staff achieved mean scores of 52% in overall engagement (moderate zone), 79% in work tasks, 71% in diversity and inclusion, 63% in empowerment and autonomy and 62% in collaboration. Furthermore, Y Schools Queensland staff scored 51% for work/life balance, 42% in career and development and 32% in rewards and recognition.

Student Outcomes

Average student attendance rate (%) for the whole school: *⁶

Number of possible attendance days = number of school days x number of students in the school

Total number of days absent = sum of all days absent by all students

Total attendance days = number of possible attendance days – total number of days absent

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
205	34030	13547	20483

To calculate average attendance rate:

$$\frac{\text{Total attendance days}}{\text{Number of possible attendance days}} \times 100 = \text{Average attendance rate}$$

The average student attendance rate for the whole school in 2024 was 60%.

Average student attendance rate for each year level: *⁷

(This calculation is to be completed and reported for each year level at the school.)

Number of possible attendance days for year level = number of school days x number of students in year level

Total number of days absent for year level = sum of all days absent by all students in year level

Total attendance days for year level = number of possible attendance days for year level – total number of days absent for year level

Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level
Year 7 – 16	Year 7 – 2656	Year 7 – 692	Year 7 – 1964
Year 8 – 22	Year 8 – 3652	Year 8 – 1152	Year 8 – 2500

⁶ Australian Education Regulation 2023 s60 (1)(d)

⁷ Australian Education Regulation 2023 s60 (1)(d)(i)

Year 9 – 40	Year 9 – 6640	Year 9 – 2582	Year 9 – 4058
Year 10 – 31	Year 10 – 5146	Year 10 – 2001	Year 10 – 3145
Year 11 – 55	Year 11 – 9130	Year 11 – 4065	Year 11 – 5065
Year 12 – 41	Year 12 – 6806	Year 12 – 3055	Year 12 – 3751

To calculate average attendance rate for a particular year level:

$$\frac{\text{Total attendance days for year level}}{\text{Number of possible attendance days for year level}} \times 100 = \text{Average attendance rate for year level}$$

Year levels	Average attendance rate for each year level as a percentage in 2024
Year 7	74%
Year 8	68%
Year 9	61%
Year 10	61%
Year 11	55%
Year 12	55%

A description of how non-attendance is managed by the school: *⁸

Unexplained absence reports are reviewed by pastoral teams multiple times per week. Pastoral teams are allocated time to contact parents and carers to understand and document in the school information system (SIS), the reason for absence. The primary purpose of this process is to monitor the wellbeing of each student and respond accordingly. If the parent/carer is not able to be contacted by phone or e-mail, attempts at contact are recorded in the SIS for tracking and process reasons. If contact can't be made after multiple attempts, three non-attendance letters are sent to parents/carers to notify them that the student may be exited if contact isn't made. If no contact is made after the third notification letter, the student will be exited.

⁸ Australian Education Regulation 2023 s60 (1)(d)(ii)

NAPLAN results for Years 3, 5 and 7 and 9 in 2024 ^{*9}

Benchmark Data for Year

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	N/A	N/A	406	494
Average Score (National)	404	492	535	565
Writing				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	N/A	N/A	419	447
Average Score (National)	416	485	540	574
Spelling				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	N/A	N/A	422	492
Average Score (National)	401	486	540	567
Grammar and Punctuation				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	N/A	N/A	416	442
Average Score (National)	409	498	537	555
Numeracy				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	N/A	N/A	448	461
Average Score (National)	404	489	540	565

⁹ Australian Education Regulation 2023 s60 (1)(e)

Year 12 Outcomes: *¹⁰

Outcomes for Year 12 cohort 2024	
Number of students awarded a Senior Education Profile	40
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an ATAR	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students awarded one or more Vocational Education and Training (VET) qualifications	22
Number of students awarded a Queensland Certificate of Education at the end of Year 12	8
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an ATAR above 90	0%
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	63%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	N/A

Post-school Destination Information*¹¹

Y Schools Queensland's 2024 cohort that completed Year 12 had the most common post-school focus was employment (37%), followed by studying (19%), apprenticeships or traineeships (18%), not currently engaged in any activities (16%), caregiving responsibilities (7%) and volunteering (3%).

Employment

For 2024 Year 12 cohort students that are employed, 50% are in casual roles, 30% in full-time positions, and 20% in part-time work. The most frequently reported industries include retail (24%), food services (19%) and warehousing (9%). Additional industries, each reported by one respondent, include cleaning, education, IT/gaming, animal care, office administration, printing, sales, removals and social media. The majority (86%) of employed respondents indicated that this is their sole job, while 14% reported holding multiple jobs.

Studying

Of those studying, 64% are enrolled part-time and 36% full-time. The most common qualifications being pursued are:

- Certificate III (36%)

¹⁰ Australian Education Regulation 2023 s60 (1)(h)(i)

¹¹ Australian Education Regulation 2023 s60 (1)(h)(ii)

- Certificate IV (27%)
- Certificate II (18%)
- Diploma (n=1)
- Undergraduate degree (n=1)

Nearly half (45%) of the students reported that they are also engaged in paid employment alongside their studies.

Apprenticeship/Traineeship

The most frequently mentioned industries were construction (30%) and childcare (20%). Other industries, each cited by one respondent, included hospitality, body modification (i.e. piercings and tattoos), community services, electrical and youth work. Among these, 40% reported they were also enrolled in formal study, and one individual noted volunteering in addition to their apprenticeship. Of those studying while completing an apprenticeship or traineeship, three are undertaking a Certificate III, and one a Certificate II. Study loads were evenly split between part-time and full-time.

Caregiving Duties

No 2024 Year 12 cohort students reported receiving government support for these duties. When asked about their future plans, two expressed an intention to pursue both employment and further education, one planned to seek employment and one aimed solely to continue with further education.

Volunteering

Two respondents reported that their main focus this year is volunteering, with placements in youth work and retail. One of these individuals is also studying concurrently.

Not doing anything

16% of 2024 Year 12 cohort students indicated they are currently not engaged in any form of work, study, apprenticeship/traineeship, or volunteering. When asked about future intentions, only three expressed plans to seek employment, specifically in cleaning, hospitality, or retail sectors.

For campus specific post-school destination information please refer to the *Next Steps – Student Destination report*. At the time of publishing this School Annual Report, the results of the 2024 post-school destinations survey, *Next Steps – Student Destination report* for the school was not yet available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.