



the

Schools
QUEENSLAND



2026

ANNUAL REPORT

LOGAN & REDLANDS

BASED ON 2025 DATA

Y Schools Queensland – Logan_Redlands - Annual Report 2026 (Based on 2025 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 45% of enrolments, males account for 52%, 3% of other and non-binary students. Ethnicity is predominately Australian, followed by New Zealand citizens. 25% of students identify as Indigenous and/or Torres Strait Islander.

Total Enrolments: *

346 – as at 1st August 2025 (Federal Census)

Workforce Information

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

Full-time staff = 66 (head of school, head of campus, teachers, administration, and counsellors).

Part-time staff = 4 headcount = 2.5 FTE (onsite) plus additional 11.2 FTE (offsite school management team and shared services).

Teaching = 23; Non-teaching = 43. Full-time staff.

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 2025 federal census date there were two 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	5
Bachelor	15
Diploma	3
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 committed to providing a high standard of pastoral care and support for all students. Through small class sizes, personalised learning programs, and regular wellbeing check ins, we aim to ensure that each student's individual needs are recognised and supported.

The safety and wellbeing of young people are at the centre of everything we do. Y Schools Queensland has robust safeguarding processes and procedures in place, including comprehensive child protection policies, rigorous recruitment practices with mandatory Working with Children Checks, and ongoing staff training to maintain a safe and supportive environment.

We are dedicated to acting in the best interests of every young person in our care and take all reasonable measures to protect them from harm. Our goal is to foster a culture where all students feel safe, respected, valued, and free from abuse, neglect, or mistreatment.

Y Schools Queensland values collaboration with parents and carers and actively seeks their input, particularly in the development and review of Individualised Learning Plans (ILPs). As a Special Assistance School, understanding and responding to the unique circumstances and needs of each student is essential to providing meaningful educational opportunities. While we do not currently operate formal parent representative committees,

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

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

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

we welcome feedback and suggestions and consider opportunities for improvement on an individual basis.

Parents / Carers

In 2025, 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 of 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 caregivers said Y Schools Queensland was better than previous schools attended by their young person, and over 87% of caregivers were satisfied or very satisfied with the school.

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

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 PSSM 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 the Y Schools Queensland.

In the same survey, 86% of students reported having formed at least one positive connection with a staff member or volunteer at the school whom they felt comfortable approaching if they experienced a problem. This is a significant finding, as strong relationships with trusted adults are a key factor in promoting student engagement and wellbeing. In the same survey, 88% of students said that they had made at least one friend at the Y School. As a result of attending the Y School, majority of students (62%) said they feel more accepted for who they are.

Some quotations from Logan / Redlands students:

“My learning experience at y schools was amazing hands down the best time of my life the people who work there take their jobs extremely seriously and they care about us like real family I love the Y and I will forever appreciate them for saving my life” Student, Logan

“I was very well supported throughout my years at the YMCA” Student, Logan

“Teachers at Y school is very supportive, always there for me when I needed” Student, Logan

“The best experience of my life” Student, Logan

“I never understood how much I genuinely enjoyed school until I left. The convenience, the friendships. The support is amazing” Student, Redlands

“The staff were very nice and supporting, helping me with work and making it very easy to understand” Student, Redlands

“They treated me and all the students with mutual respect and kindness and are great with helping the young people in need” Student, Redlands

Teachers

The Y administers bi-annual surveys to all staff, called the Employee Engagement Survey. This survey measures outcomes such as;

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

- Rewards and recognition

Last survey administered in 2024, Y Schools 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 School 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
423	56373	22868	33505

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 2025 was 59.43%.

Average student attendance rate for each year level: *7

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 – 33	Year 7 – 4049	Year 7 – 1288	Year 7 – 2761
Year 8 – 58	Year 8 – 7219	Year 8 – 2654	Year 8 – 4565

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

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

Year 9 – 64	Year 9 – 8713	Year 9 – 3691	Year 9 – 5022
Year 10 – 102	Year 10 – 13498	Year 10 – 6100	Year 10 – 7398
Year 11 – 91	Year 11 – 12341	Year 11 – 4772	Year 11 – 7569
Year 12 – 75	Year 12 – 10553	Year 12 – 4363	Year 12 – 6190

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 2025
Year 7	68.19%
Year 8	63.24%
Year 9	57.64%
Year 10	54.81%
Year 11	61.33%
Year 12	58.66%

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 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 2025 ^{*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 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	N/A	N/A	408	416
Average Score (National)	N/A	N/A	408	447
Writing				
	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	N/A	N/A	393	354
Average Score (National)	N/A	N/A	393	372
Spelling				
	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	N/A	N/A	447	463
Average Score (National)	N/A	N/A	458	486
Grammar and Punctuation				
	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	N/A	N/A	422	350
Average Score (National)	N/A	N/A	445	403
Numeracy				
	Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)
Average Score (School)	N/A	N/A	416	413
Average Score (National)	N/A	N/A	434	432

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

Year 12 Outcomes: *¹⁰

Outcomes for our Year 12 cohort 2025	
Number of students awarded a Senior Education Profile	78
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)	14
Number of students awarded one or more Vocational Education and Training (VET) qualifications	50
Number of students awarded a Queensland Certificate of Education at the end of Year 12	27
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	82%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	N/A

Post-school Destination Information*¹¹

The Destination survey results outlined here represent all the students across the school campuses. Y Schools Queensland 2025 Year 12 graduates' most common post-school focus was employment, followed by studying, apprenticeship and traineeship. Additionally, 11% of the respondents indicated they are not engaged in any after-school activities, while 20% were uncertain about their plans after school.

Employment

A total of 27 alumni, which represents 39% of the respondents, indicated that their primary focus this year is employment. Among them, 38% are in casual roles, 29% are working part-time, and 12% hold full-time positions. The most reported industries where these alumni are employed include *food services* (21%), *education* (12%), and various other sectors (15%), such as *hospitality, logistics, bar and gaming, factory work, and TV technology*.

Most employed respondents (89%, or 24 individuals) indicated that they hold only one job, while 11% (3 individuals) reported having multiple roles. One of these alumni also plans to volunteer at a local museum this year.

Studying

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

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

15 (21%) respondents indicated that studying is their primary focus for the year. Of these, 40% (n=6) are enrolled part-time and 60% (n=9) full-time. The most common qualifications being pursued are:

- Certificate III (40%) n=6
- Diploma (27%) n=4
- Certificate IV (13%) n=2
- Certificate II (13%) n=2
- Certificate I (7%) n=1

Nearly half (40%) of the students reported that they are also engaged in paid employment alongside their studies.

Apprenticeship/Traineeship

Five alumni reported that they are currently engaged in an apprenticeship or traineeship, spanning a diverse range of industries, including *legal, furniture making, beauty, construction, and automotive and mechanics.*

Notably, two of these alumni are also enrolled in formal study alongside their apprenticeship or traineeship, both undertaking diploma-level qualifications, demonstrating a commendable commitment to building their skills across multiple pathways simultaneously. One graduate is also volunteering in addition to their apprenticeship.

Caregiving Duties

No graduates 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

Three respondents have indicated plans to volunteer with local animal welfare organisations, including the RSPCA, Horses, and Red Collar Rescue, reflecting a strong sense of community spirit and purpose among this group.

Not doing anything

Eight respondents (11%) indicated that they are not currently engaged in any form of work, study, apprenticeship, traineeship, or volunteering. Encouragingly, five of these alumni have expressed an intention to seek employment in the future, with interests spanning hospitality, nursing, and airport-based roles. One graduate plan to undertake a Certificate IV in Nursing, demonstrating a clear sense of direction toward a future career pathway.

For campus specific post-school destination information please refer to the Destination Survey Report 2026, available alongside the annual reports on the school website.

