



2025

BUILDING FUTURES

OUTCOMES REPORT



Schools
QUEENSLAND



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Introduction

Y Schools Queensland is committed to maximising student outcomes and has an established Monitoring, Evaluation and Learning Framework (MEL) to track these results. Each year, students complete three surveys that give the school leadership team insights into student outcomes and the factors influencing them.

A majority (89%), of Y Schools Queensland students participated in at least one survey. A total of 497 (53%) students across all Y Schools Queensland sites participated in multiple data collections, providing an assessment of the year's outcomes in wellbeing, pathways, and academic achievement. This report highlights the results of the paired data analysis.



Paired Data Student Demographics



Year 10 students accounted for the largest share of students (24%), followed by Year 11 (22%), Year 12 (21%), Year 9 (15%), Year 8 (12%), and Year 7 (7%).



About one-third (34%) were new to Y Schools Queensland in 2025.



206 (22%) students identified as Aboriginal and/or Torres Strait Islander.



There were 44 (5%) students who were culturally and/or linguistically diverse (CALD), meaning they were born in another country, spoke a language other than English at home, or were of a nationality other than Australian.



Most students (57%) had at least one recorded social-emotional, cognitive, physical, or sensory disability.



The average attendance for students in Semester 1 was 68%, 63% in Semester 2, and 66% annually, signifying a medium level of attendance (60-80%).



Half (50%) of students were male, 45% female and 2% non-binary.

Wellbeing

The EPOCH Measure of Adolescent Wellbeing follows the EPOCH definition of wellbeing, which comprises five dimensions: engagement, perseverance, optimism, connectedness, and happiness. The averages for the five measures range from 1 to 5.

The Research and Evaluation team consider an average score of two or lower on at least three measures to indicate “low wellbeing”. Students present with “low wellbeing” for a diverse array of reasons, such as relational issues with friends and family, feeling overwhelmed with school and workload, low attendance, requiring more counselling support for mental health struggles, new students adjusting to the school environment, and not honestly answering the survey questions (i.e. ticking random answers).

The number of students flagged throughout 2025 suggests that the circumstances contributing to “low wellbeing” are sustained for some Y Schools Queensland students.

In October 2025, 150 (20%) students had low wellbeing across all 11 campuses. This proportion of students was slightly lower in June (18%) and February (18%). This finding reflects the same trend seen in 2024. Students with low wellbeing scores receive support from on-site caseworkers and counsellors.

Table 1 shows that 10% (n=97) of students had low wellbeing more than once across the 2025 surveys.

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| Y Schools | Total of students flagged more than once |
|-----------------------|--|
| Brisbane South Junior | 6 |
| Brisbane South Senior | 12 |
| Ipswich Junior | 10 |
| Ipswich Senior | 7 |
| Logan Junior | 14 |
| Logan Senior | 4 |
| Moreton Bay Junior | 7 |
| Moreton Bay Senior | 13 |
| Redlands Junior | 5 |
| Redlands Senior | 11 |
| Bundaberg | 8 |
| TOTAL | 97 |

Wellbeing

The EPOCH measure remained consistent throughout 2025, with no statistically significant changes between data collection points. Connectedness was the only measure whose average score changed between February and October, by 0.1.

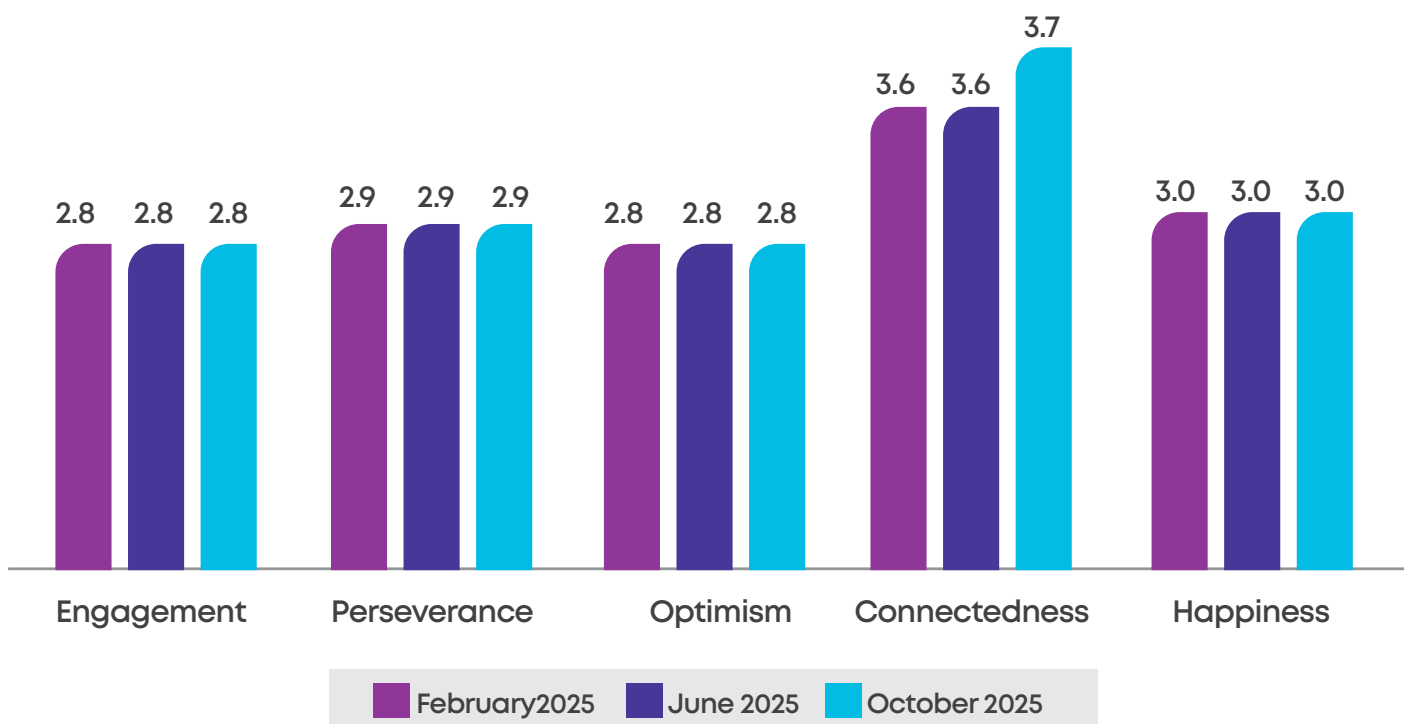
EPOCH average scores have remained largely stable across the years, with annual averages from 2021 to 2025 fluctuating by no more than ± 0.2 (see Figure 3). This result highlights the school's ability to provide a safe and secure learning environment in which students, despite a diverse range of backgrounds and needs, demonstrate stable and consistent wellbeing outcomes over time.

Given the EPOCH scale's maximum score of 5, these averages exceed the midpoint of 2.5, indicating generally positive wellbeing levels despite limited growth over time.

Across the previous four years, only one EPOCH domain showed a notable year-to-year change: Connectedness declined by 5% in 2021, Optimism increased by 3% in 2022, and Happiness decreased by 2% in 2023.

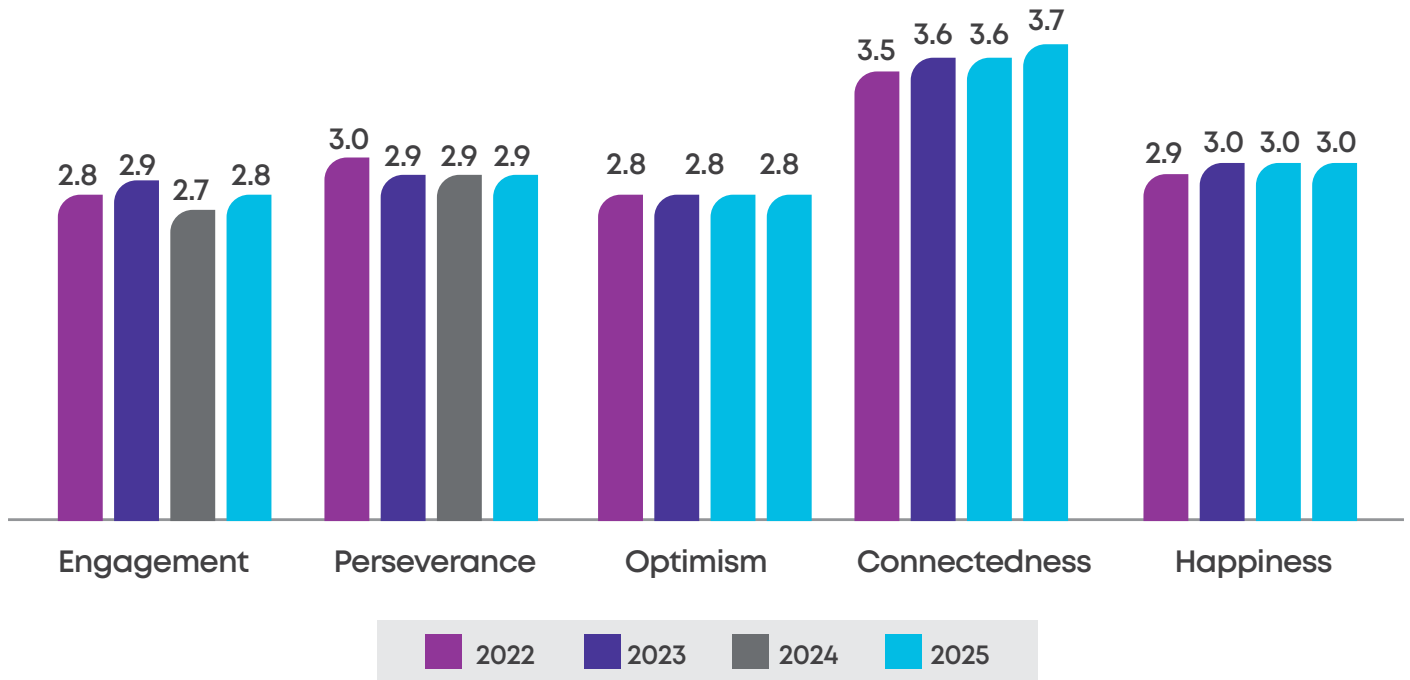
Despite these small annual shifts, a separate analysis conducted in collaboration with the Queensland University of Technology (QUT) of longitudinal data on 45 students who completed the EPOCH in 2022, 2023, and 2024 showed that beginning-of-year scores increased significantly each year, indicating long-term improvement. On average, annual increases were observed across all EPOCH measures, with Engagement rising by 4%, Perseverance by 5%, Optimism by 6%, Connectedness by 3%, and Happiness by 4%.

Figure 2: Whole School EPOCH averages at each time point in 2025.



Wellbeing

Figure 3: End of year paired averages for 2022–2024.

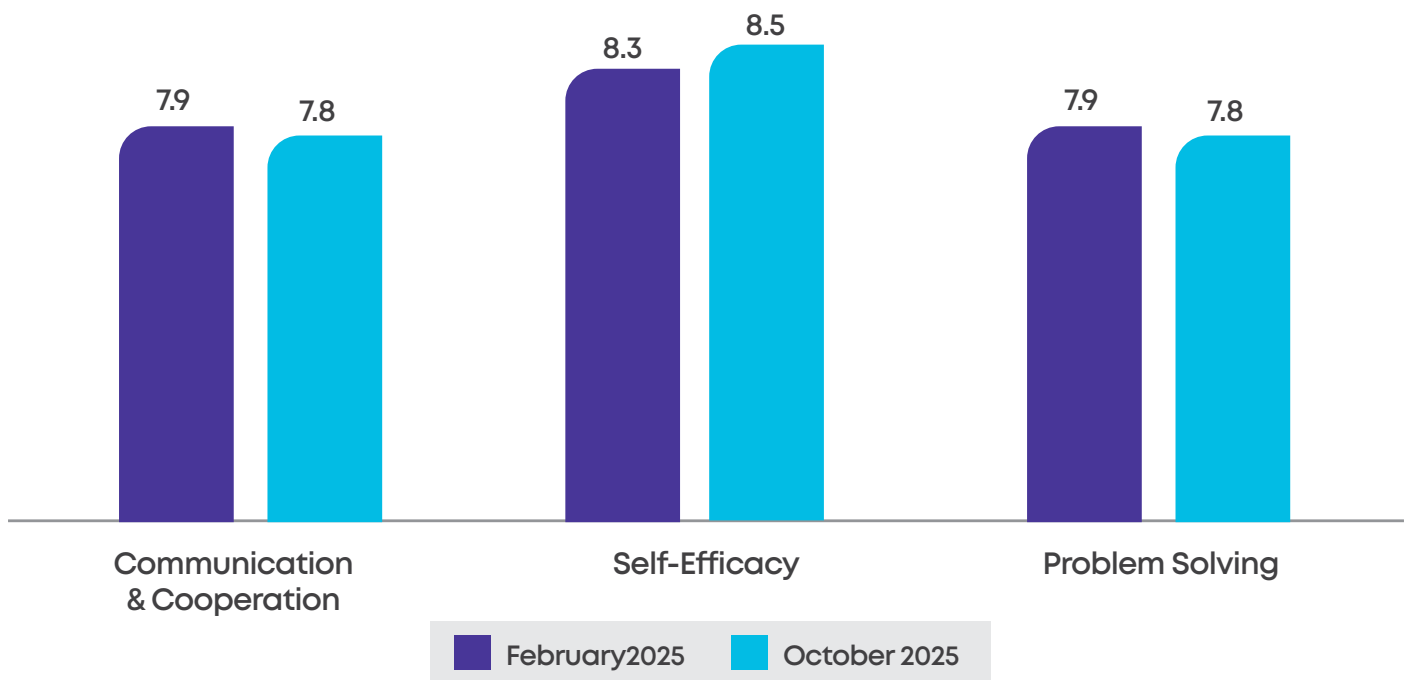


Wellbeing

The California Healthy Kids Survey (CHKS) is another set of measures used in Thrive to measure wellbeing. The CHKS aims to measure young people’s socio-emotional competencies, using three sub-scales: Communication and Cooperation, Self-Efficacy, and Problem Solving. Students receive an average score of 12 across measures.

Self-Efficacy had a statistically significant increase of 2% from February to October. Communication & Cooperation and Problem Solving only decreased by 0.1.

Figure 4: Whole School CHKS averages at the two time points in 2024.



The California Healthy Kids Survey (CHKS) has demonstrated inconsistent results since its introduction in 2022. Findings from the 2025 QUT research collaboration identified limitations in the scale’s validity and reliability, particularly when compared with the EPOCH measure. As a result, the CHKS will be removed from the Thrive survey going forward. Increasing reliance on the EPOCH to measure student wellbeing will also help reduce student fatigue associated with longer surveys.

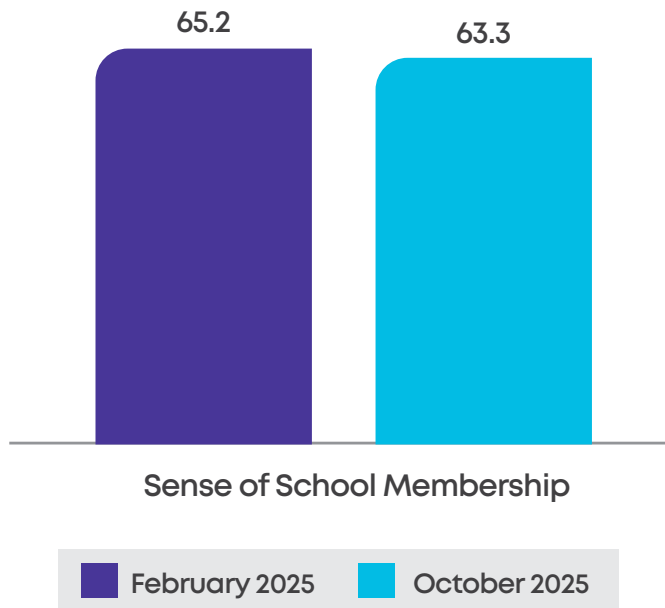
The Psychological Sense of School Membership Scale (PSSM) is the final wellbeing measure. This scale assesses the extent to which students feel accepted, respected, included, and supported within the school social environment, with scores ranging from 18 to 90. In 2025, Sense of School Membership scores decreased by 2% from February to October (see Figure 5).

Wellbeing

Across the previous four years, this measure has shown inconsistent patterns of change, with a 2% decrease in 2024, an 8% increase in 2023, and a marginal 0.2% increase in 2022.

The QUT project further indicated that the PSSM demonstrated limited validity, with negatively worded items potentially affecting its reliability. Consequently, the PSSM will also be removed from the Thrive survey going forward.

Figure 5: Whole School PSSM average at the two time points in 2024.



Wellbeing

Factors Influencing Wellbeing Scores

Analyses of the interactions between demographic and behavioural variables with scores revealed the following:

Gender

Male students reported higher wellbeing than all other students. When compared with female students, male students scored:

- 6% higher on Optimism
- 6% higher on Happiness
- 4% higher on Engagement

When compared with non-binary students, male students scored:

- 17% higher on Optimism,
- 13% higher on Happiness.

When compared with students who preferred not to disclose gender, male students scored:

- 14% higher on Happiness

Female students scored 12% higher on Happiness than non-binary students.

Year Level and Age

Year 12 and Year 7 students achieved better wellbeing scores.

Year 12 students scored 6% higher on Perseverance than Year 10 students; 7% higher on Communication & Cooperation, and 7% higher on Perseverance than Year 8 students.

Year 7 students scored 10% higher than Year 8 students, 11% higher than Year 10 students, and 9% higher than Year 11 students on Happiness.

Age had a very weak positive correlation with Perseverance ($r=.133$), Communication & Cooperation ($r=.107$), and Self-Efficacy ($r=.111$).

Student, Indigenous, and Disability Status

Returning students from 2024, in comparison to new students, displayed higher scores. When compared to new students, continuing students scored:

- 3% higher on Problem Solving
- 3% higher on Optimism
- 3% higher on Perseverance

Attendance

Students with high annual attendance (80%+) scored higher than students with low annual attendance (<60%) on Perseverance (6%), Optimism (5%), and Happiness (5%). Students with high annual attendance scored 4% higher on Perseverance than students with medium attendance. Students with medium annual attendance scored 4% higher on Happiness than students with low attendance.

Compared to previous years, Indigenous students and students with disabilities have historically recorded notably different wellbeing scores. Specifically, at several Y Schools Queensland campuses, Indigenous students scored higher on multiple wellbeing measures than non-Indigenous students. This finding suggests that Y Schools Queensland's targeted supports and inclusive practices are contributing to more equitable wellbeing outcomes for these students.

Wellbeing

Sense of Belonging and Social Connection

At the end of 2025, 62% of students responded yes to the sense of belonging question that, as a result of attending Y Schools Queensland, they feel more accepted for who they are. This percentage dropped by 8% from June. However, this was a 2% increase from October 2024.

In October 2025, 88% of students responded that they had made at least one new friend at Y Schools Queensland.

This was a 1% decrease from June 2025 and October 2024. Similarly, 86% of students answered that they had made at least one good connection with a staff member at Y Schools Queensland in October 2025. This was a 1% decrease from June 2025, and the same result as October 2024.

Safeguarding

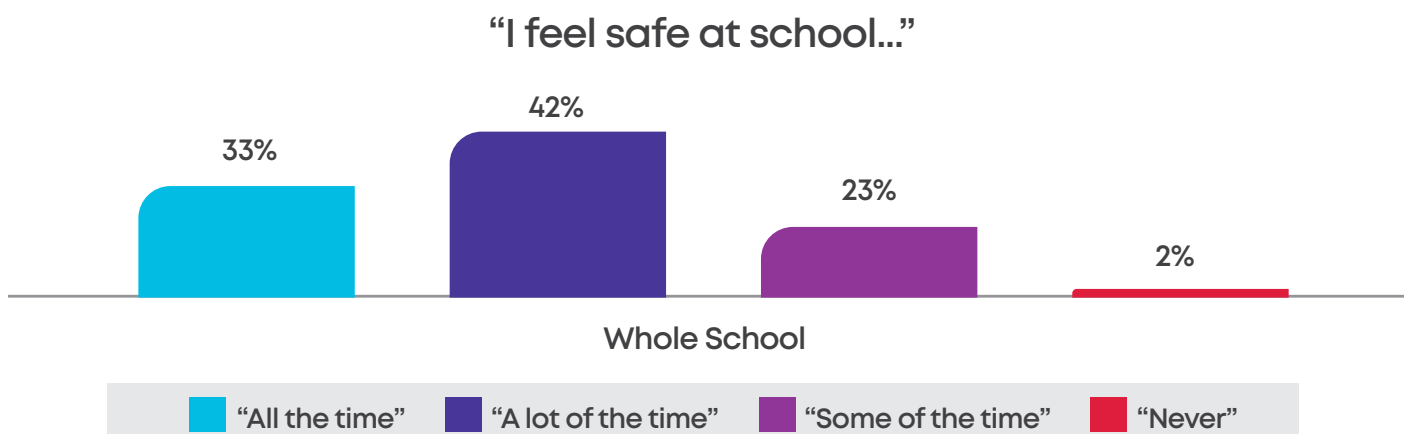
The majority of students (42%) responded that they feel safe “a lot of the time”, this was closely followed by 33% of students responding with “all the time” (see Figure 6).

While this means 75% of students feel safe, we have a duty to understand why five students (2%) responded “never”, and how Y Schools Queensland can improve their experience. Students made recommendations for how safety could be improved across Y Schools Queensland. These recommendations include fair treatment and discipline for all students, taking action against homophobia and sexism, more chill-out spaces, and removing students who make others feel unsafe.

Cultural Safety

At the end of the 2025 survey, three cultural safety questions were added. 69% of students responded that Y Schools Queensland celebrates diverse cultures, including their own. Similarly, 73% of students responded that the staff respond appropriately when cultural issues arise (e.g., bullying, discrimination, misunderstandings). Lastly, 88% of students responded that staff respect cultural differences. These results indicate that more work could be done to ensure that young people at Y Schools Queensland feel celebrated in their culture, including through extracurricular activities and events.

Figure 6: Safety at Y Schools Queensland.



Pathways

The Vocational, Education, and Training (VET) pillar, now known as the Pathways pillar, focuses on preparing Y Schools Queensland students for employment. The key outcomes tracked are employment, Career Confidence, Job Search Skills, Goals and Aspirations, and qualifications obtained.

Employment

The percentage of students who reported employment increased from 18% in February to 26% in October. An 8% increase in employment was observed in both 2025 and 2024. Employment amongst Year 12 students increased by 14% from February (26%) to October (40%).

The analysis found that employed students scored 13% higher than unemployed students on Job Search Skills. In 2024, employed students scored higher on all Pathways measures.

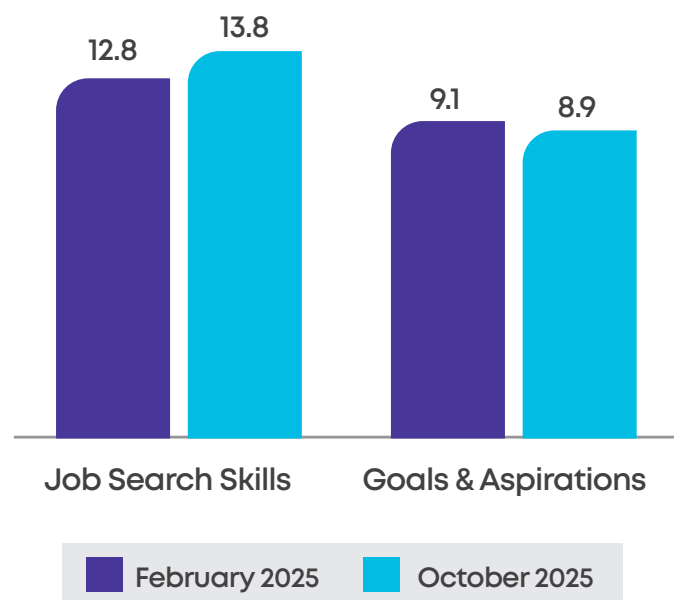
The increase in employment rates over the school year suggests that Y Schools Queensland is effectively providing sufficient training and VET opportunities that help students find jobs and build greater aspirations for their future.

Job Search Skills, Goals and Aspirations, and Career Confidence

Job readiness outcomes are measured using two validated scales: a goals and aspirations scale and a job search skills scale (see Figure 7). In 2025, Job Search Skills significantly increased by 4% from February to October.

This increase was larger than 2024 (2%). Goals and Aspirations decreased by 1% from February to October, and by 2% in 2024.

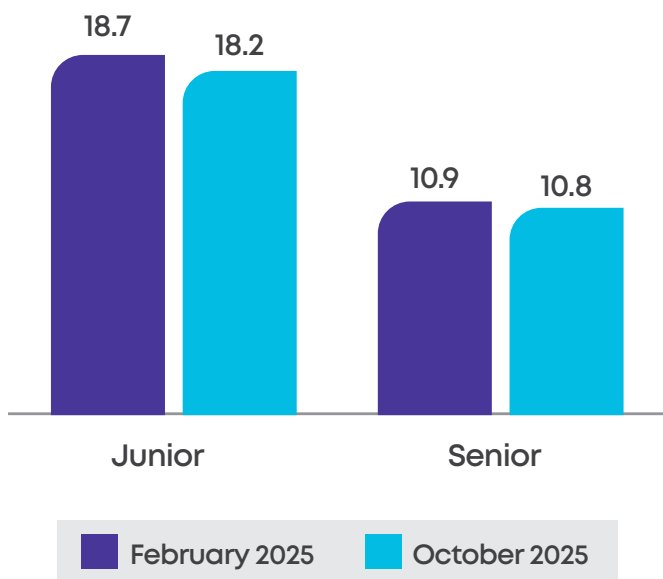
Figure 7: Whole School Job Search Skills and Goals and Aspirations averages at two time points in 2025.



Pathways

Career Confidence is a Y-designed set of self-efficacy questions that measure confidence and optimism towards succeeding in future careers, and having sufficient skills to achieve these goals. As shown in Figure 8, this measure is split by junior and senior averages because junior students answer two additional questions. In 2025, Career Confidence did not significantly change. In 2024, senior students experienced a statistically significant 3% decrease from February to October.

Figure 8: Junior and Senior Career Confidence averages at two time points in 2025.



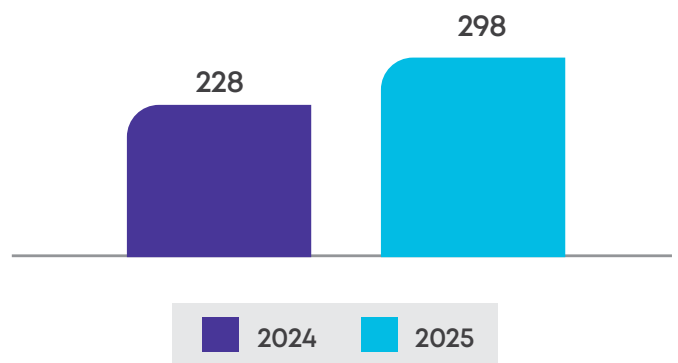
Ultimately, these findings indicate a need for additional Pathways support to improve students' optimism and confidence in their future employment prospects.

As students' self-efficacy increases, the number of employed students should ideally increase as well.

Certificates

Y Schools Queensland aims to provide students with sufficient vocational training to support their journey to employment or further training after school. In 2025, 298 certificates were completed by students across all Y Schools Queensland sites. This was a 70-certificate increase from 2024. Additionally, the number of students who completed a school-based apprenticeship or traineeship increased by 15 students from 2024 (n=19) to 2025 (n=34).

Figure 9: Number of certificates achieved (Cert I – IV).



Pathways

Factors Influencing Pathways Scores in 2025

We explored the effects of demographic variables on pathways outcomes. Statistically significant results were noted on the following:

Gender:

Female students scored higher on Job Search Skills than male students by 4%, and non-binary students by 12%. Female students scored 6% higher on Goals & Aspirations than male students.

Year Level:

Year 12 students scored higher on Job Search Skills than Year 7 (17%), Year 8 (13%), Year 9 (9%), and Year 10 (9%) students. Year 11 students scored higher on Job Search Skills than Year 7 (13%) and Year 8 (9%) students. Year 12 students scored higher on Goals & Aspirations than Year 7 (7%), Year 8 (9%), Year 9 (7%), and Year 10 (7%) students.

Student status:

Continuing students from 2024 scored higher than new students on Job Search Skills (3%) and Goals & Aspirations (3%). Academic Analysis by Suite



Academic

Academic Analysis by Suite

In 2025, the academic performance of Y Schools Queensland students was analysed to examine changes in achievement across the school year, the influence of attendance, and to identify patterns of movement from satisfactory (i.e. A–C) to unsatisfactory (i.e. D–E) grades.

The analysis showed that students who maintained satisfactory performance recorded higher average annual attendance. However, changes in attendance from one semester to the next were not a reliable predictor of academic improvement.

The strength of the relationship between attendance and grades varied by cohort, with stronger alignment observed in Essentials 1 & 2 and weaker or more inconsistent patterns evident across Middle School, Foundation Skills, and Essentials 3 & 4.

Higher attendance was most strongly associated with maintaining satisfactory outcomes in English and Maths, while the relationship between attendance and grades was less consistent across Science, HPE, Art, Technology, and Social and Communities Studies (SaCs).

The most notable academic improvements occurred in HPE (Middle School), Maths and English (Essentials 3 & 4), and Maths and History (Foundation Skills), while the greatest declines were observed in Maths and Science (Middle School), English and Technology (Foundation Skills), and SaCs (Essentials 3 & 4), highlighting priority areas for targeted support.

Moving forward, strengthening early identification of students at risk of transitioning to unsatisfactory grades and increasing access to targeted literacy and numeracy interventions is recommended,

as a substantial proportion of students experienced declines in English, Maths, and Science despite only a minority of flagged students receiving targeted support.

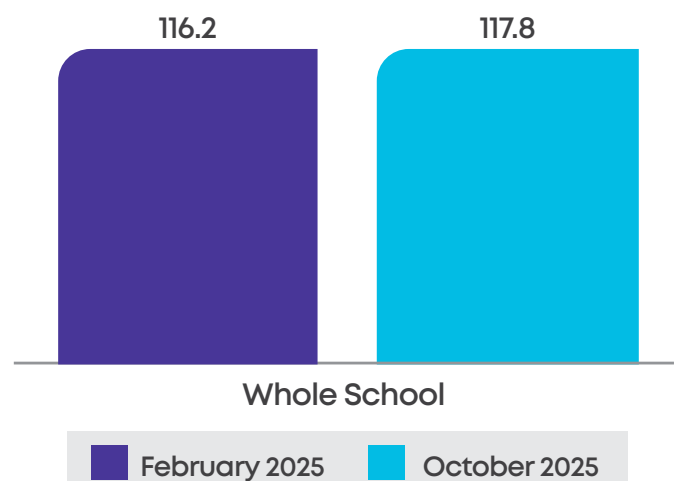
PAT

Y Schools Queensland uses the personalised, adaptive PAT assessments to monitor student progress in Reading and Maths. Baseline scale scores were collected in February, and follow-up assessments were conducted in October. PAT scale scores range from 40 to 160, and students are expected to achieve a specific growth target over the school year based on their initial score. Each student's February and October scores were allocated to a growth band and assessed as either meeting expected growth or not. Analyses were conducted separately for Years 7–10 and Years 11–12.

Reading

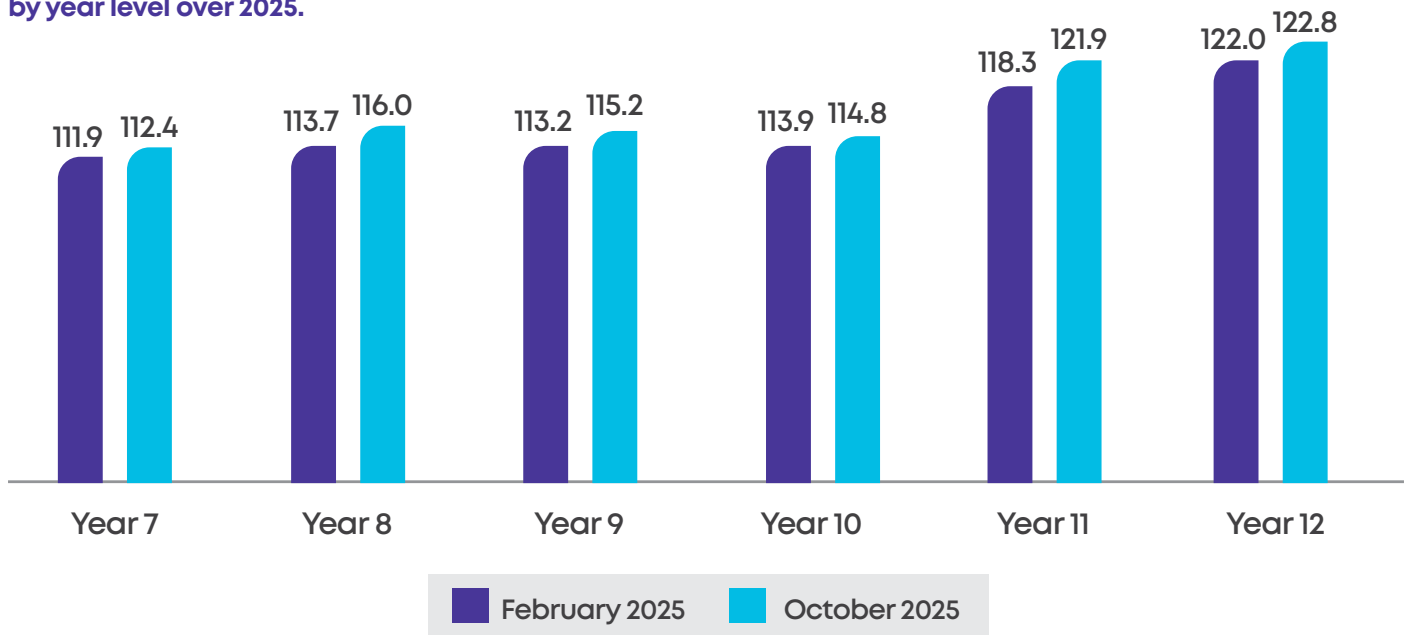
The whole school Reading scale scores increased slightly from February to October (see Figure 9). Most Year 7 to 10 students (67%) and Year 11 to 12 students (64%) met or exceeded the expected growth for Reading in 2025.

Figure 10: Whole School PAT Reading scale scores over 2025.



Academic

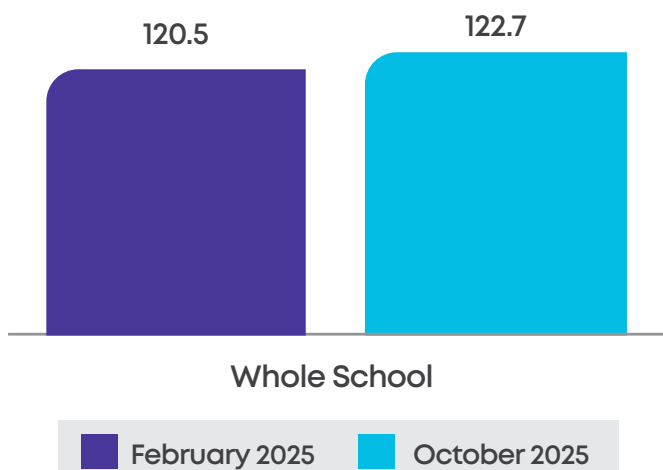
Figure 11: PAT Reading scale scores by year level over 2025.



Maths

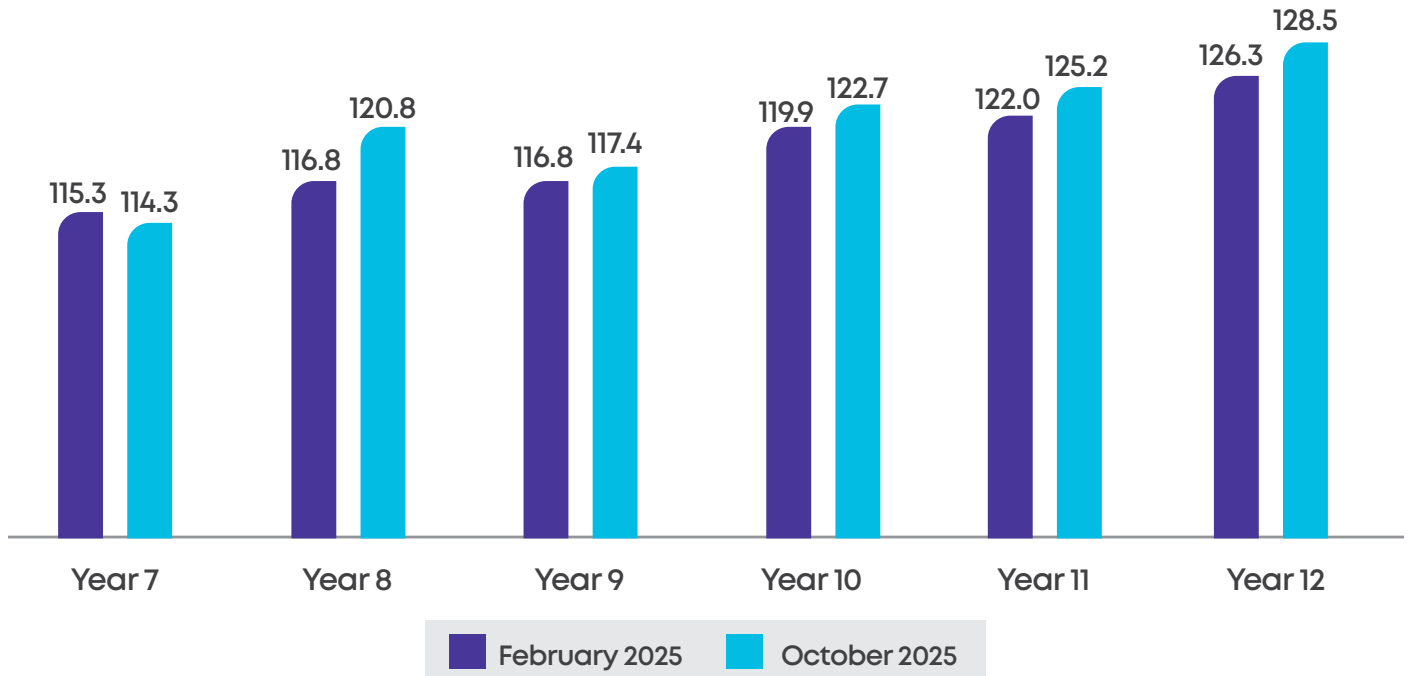
The entire school's Maths scale scores increased by 1.3% from February to October (see Figure 11). Most Year 7 to 10 students (78%) and Year 11 to 12 students (81%) met or surpassed expected growth for Maths in 2025.

Figure 12: Whole School PAT Maths scale scores over 2025.



Academic

Figure 13: PAT Maths scale scores by year level over 2025.



These results indicate improved outcomes in Reading and Maths, for all year levels with the exception of Year 7. Both the academic analysis and PAT assessments show that Y Schools Queensland students are falling further behind in literacy than in numeracy, highlighting the importance of focusing on literacy interventions.

Queensland Certificate of Education

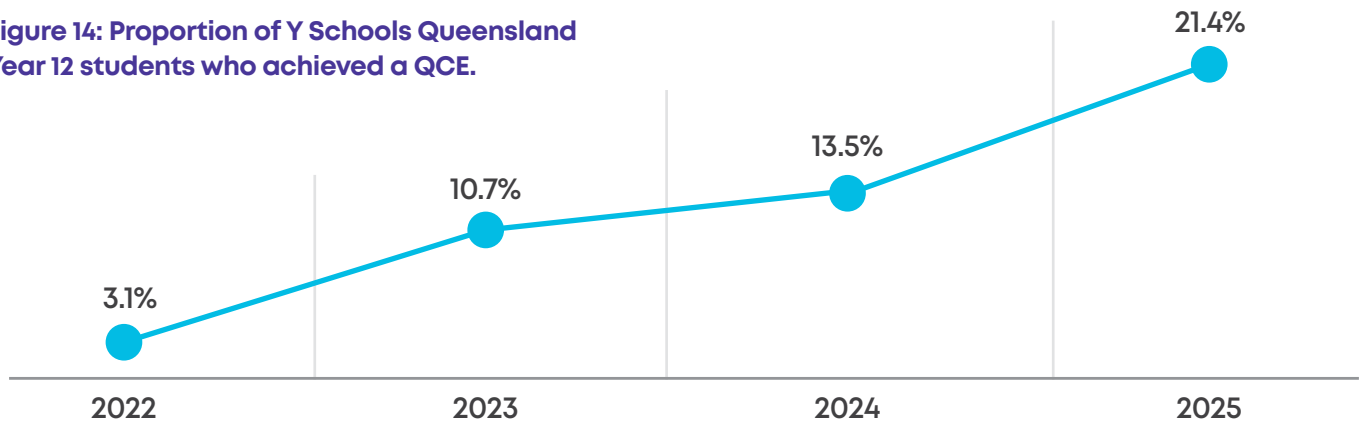
The number of Year 12 students awarded a Queensland Certificate of Education (QCE) increased by 8% from 2024 to 2025 (see Figure 13). In 2025, 37 Year 12 students (21.4%) were awarded their QCE.

This was an increase from 21 students (13.5%) in 2024, 13 students (10.7%) in 2023, and 3 students (3.1%) in 2022. The increase in the number of students awarded a QCE highlights the Y Schools’ commitment to breaking down barriers for students who have the potential to achieve their QCE but were previously held back by mainstream schooling.



Academic

Figure 14: Proportion of Y Schools Queensland Year 12 students who achieved a QCE.



Factors Influencing Academic Achievement

When investigating the independent variables, the following factors influenced scores:

Gender:

Female students scored 4% higher on Reading than male students. Non-binary students scored 10% higher than male students and 7% higher than female students on Reading.

Students who preferred not to disclose their gender scored 10% higher on Reading than male students.



Student status:

Continuing students from 2024 scored 2% higher on Maths than new students.

Indigenous status:

First Nations students scored 2% lower on Maths than students who don't identify as Aboriginal and/or Torres Strait Islander.

Overall, the 2025 academic findings highlight the need for a stronger focus on improving literacy across all Y Schools Queensland students, with particular attention to male students and First Nations students. In 2026, academic interventions should prioritise early identification and support for students at risk of declining from satisfactory to unsatisfactory grades or scale scores.

Conclusion

The 2025 outcomes for the Y Schools Queensland Pillars highlight the complexity of supporting young people with diverse needs while also demonstrating the positive impact of a wellbeing and pathways-focused approach. Overall, **student wellbeing** remained stable throughout the year, with EPOCH results showing minimal year-to-year growth.

While a consistent proportion of students continued to experience low wellbeing, the systematic identification of flagged students and the provision of targeted supports reflect a strong and responsive wellbeing framework. Findings from the QUT collaboration have also informed important refinements to the 2026 survey design, strengthening the validity of future data collection while reducing student survey fatigue.



Pathways outcomes showed encouraging progress, particularly in employment participation, job search skills, and certificate completions. These gains suggest that Y Schools Queensland continues to play a critical role in supporting students to build vocational skills, confidence, and meaningful post-school pathways. However, static or declining trends in career confidence, goals, and aspirations indicate an ongoing need to strengthen self-efficacy and future-oriented optimism, particularly for students earlier in their pathways journey.

The **Academic** findings emphasise the importance of targeted intervention, particularly in literacy, and the notable progress of QCE attainment. While many students met expected growth benchmarks in PAT assessments, overall declines in Reading and English grades highlight literacy as a key priority area for 2026, alongside continued support in Maths and Science. Strengthening early identification processes and expanding targeted literacy and numeracy interventions will be critical to preventing declines from satisfactory to unsatisfactory outcomes.

The 2025 data reinforce Y Schools Queensland's commitment to equity, continuous improvement, and evidence-informed practice. By refining measurement tools, deepening targeted supports, and maintaining a strong focus on wellbeing, pathways, and academics, Y Schools Queensland is well positioned to further improve student outcomes and continue breaking down barriers to engagement, achievement, and future success in 2026 and beyond.

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