



School Annual Report 2024 (for 2023)

COMMONWEALTH AND STATE REPORTING REQUIREMENTS FOR QUEENSLAND INDEPENDENT SCHOOLS

The *Education (General Provisions) Act 2006 (the Act) Section 423 (1)* provides that the Minister may approve a policy about the publication by a state school principal and non-state school governing body of an annual report containing information on the school, its policies and data on the student outcomes for all persons enrolled at the school in the previous year. State school principals and non-state schools' governing bodies must comply with the approved policy.

The policy, which is presented as a checklist of all Queensland and Australian Government requirements, has been approved by the Minister and sets out the annual reporting requirements for all state and non-state schools. By publishing this information, Queensland schools will meet the reporting obligations required by both the Queensland and the Australian Governments.

Autism Queensland Limited governs two Education and Therapy Centres in Brisbane at Brighton and Sunnybank Hills and a third at Edmonton in Cairns, which operate as an accredited independent special school (herein referred to as AQ School) and provide specialist educational support to autistic children.

Approximately 60% of AQ School students share enrolment with their local, mainstream school. Limited full-time enrolments cater for students identified as benefitting from an intensive autism-specific educational program targeting areas that impact students' access to learning.

SCHOOL SECTOR

Independent.

SCHOOL ADDRESS

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TOTAL ENROLMENTS FOR 2023

A total of 186 students (equivalent to 112.2 full-time enrolments) attended the AQ School during the 2023 school year across 30 classes. These students comprised 76 full-time and 110 who attended part-time in shared enrolment with their local primary, secondary or distance education school.

YEAR LEVELS OFFERED

AQ School offers a variety of full time and part time (via shared enrolment) enrolment options for autistic students from Prep to Year 12 at the Brisbane campuses and Prep-Year 6 in Cairns.

Enrolment decisions consider the assessed educational needs of individual students and the availability of enrolment options.

CO-EDUCATIONAL OR SINGLE SEX

Co-educational.

CHARACTERISTICS OF THE STUDENT BODY

All students enrolled in the school have a diagnosis of autism and are assessed as requiring Extensive or Substantial Educational Adjustments as per the Nationally Consistent Collection of Data Students with Disability (NCCD) in accordance with the Queensland Department of Education's guidelines for [accreditation of special education in Non-state schools](#)

Our students have significant access and engagement barriers. School data provided for the 2023 Commonwealth Census, indicates that 98.6% of AQ School students were noted as requiring extensive adjustments to their learning program including personalised curriculum and assessment, alternative

pedagogies, interdisciplinary team support, and a fully adjusted learning environment which includes a high student to staff ratio within classes of 5-8 students allowing for frequent targeted and specialist support.

The AQ School interdisciplinary team ensures evidence informed pedagogical practices support the complex and unique needs of our students through the application of school-wide, class and individual student educational adjustments. This team includes teachers, teacher aides, speech pathologists, occupational therapists, wellbeing facilitators and behaviour support facilitators.

DISTINCTIVE CURRICULUM OFFERINGS

AQ School is committed to ensuring students have access to a high-quality curriculum suited to their individual learning needs. It provides an extensively adjusted specialist education environment including interdisciplinary support, neuroaffirming practice, small classes, and adjustments to assessment, planning, teaching and reporting of Australian Curriculum Learning Areas.

The provision of functional and sequential learning for AQ School students is supported by personalised curriculum decision making each semester. Consideration is given to ensuring a wide range of Learning Area content can be included in class and student curriculum access by identifying and prioritising learning areas, aspects of the achievement standards, class routines that include content descriptors, and cross curriculum planning that provides either formal access and/or exposure to a depth and breadth of learning area content relevant to the school, class and individual student needs.

Curriculum access for students is prioritised into Must, Should and Could access to support the personalised curriculum decision making for AQ School students needed to provide a functional and continuous educational program for students who require Extensive or Substantial educational adjustments (NCCD).

Curriculum decisions for classes and individual students considers a student's:

- Learning history including access to/progress with learning area content throughout the year and from year to year.
- Full Time Equivalent (FTE) attendance at AQ School (e.g., 0.4 FTE, 0.6 FTE, Full time, transitioning in/out).
- Personalised wellbeing, safety and or health needs that impact access to and engagement with the curriculum each semester.

All AQ School students *must* have access to the English, Mathematics and Health and Physical Education Learning Areas (P-10 students) and individual QCIA curriculum goals (Years 11 and 12 only).

Students in the senior phase of learning (Years 10-12) at our Brighton and Sunnybank campuses access a full-time individualised program working towards a Queensland Certificate of Individual Achievement (QCIA). QCIA goals that support the development of independence and transition from school within five curriculum organisers are the focus of a portfolio of achievements finalised in students' final year of schooling. These five curriculum organisers are:

- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

School-wide universal supports including environmental, social and emotional, instructional, behavioural, and individual supports provide evidence-informed educational adjustments to all students. This support is provided by the therapy, wellbeing and behaviour support team via

consultation, data collection, goal setting, the implementation of whole school adjustments, and resource development. Responsive interdisciplinary support provides additional targeted and specialist support to students in the classroom and playground as needed.

All students have a personalised learning plan that identifies and addresses barriers to learning as well as personalised curriculum access levels and adjustments. Student wellbeing, relationships and regulation needs may be addressed through explicit teaching of elements of the Health and Physical Education Learning Area as well as Personal and Social Capabilities.

“For what was probably the most difficult and challenging year of [The student’s] education to date, AQ was a shining light. It’s reduced curriculum, lower student to teacher ratios and Autism friendly practices gives kids like [The Student] an opportunity to participate in an educational environment, building relationships and social skills at the same time.”

Class Placements

Continuous assessment is used to determine curriculum and learning needs of AQ School students. Students are grouped in small classes of approximately six to eight students according to age, curriculum access, and personalised support needs. Each class is staffed by a teacher as case manager and at least one teacher aide, with additional support provided to the class by the interdisciplinary team.

The decision for part or full-time enrolment is made on a case-by-case basis to ensure benefit to the student. Enrolment decisions consider the assessed needs of individual students and availability of enrolment options. The collection and review of a variety of personalised enrolment information supports decision making and includes:

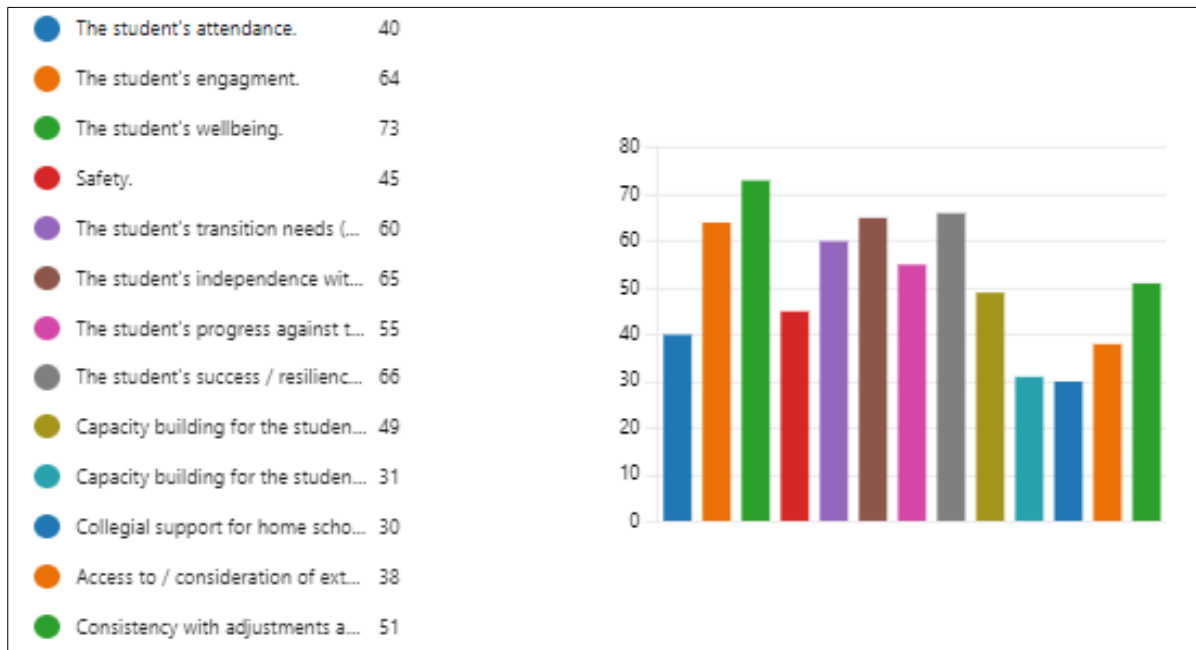
- A diagnosis of autism.
- The collation of current support and transition needs via consultation with relevant stakeholders such as parents and carers, school or educational providers, specialist supports, and the student where possible.
- An enrolment interview with the student and his/her parents or carers.
- Review of recent documents including school reports, current personalised learning plans, individual positive behaviour support plans, transition statements, and recent therapy reports.

Stakeholder Engagement

Consultation and collaboration with all stakeholders is a key feature of AQ School’s personalised educational program. Support is provided by AQ School staff for the students’ whole team including parents and carers, shared enrolment teachers and team, as well as other relevant external stakeholders as appropriate. AQ School teachers of classes with shared enrolled students have additional release time to provide opportunities to collaborate with the student’s shared enrolled school team and is specifically allocated for school visits and/or meetings with relevant stakeholders which may occur off site during school hours.

This is intended to maximise opportunities for observations of the student in his/her shared enrolled school setting; and to support the personalised planning needs of each student through sharing of information across all settings. Regular communication between AQ School teachers and the student’s shared enrolled teachers enables resource sharing, collaboration about strategies and ongoing adjustments to student programs. Stakeholder surveys regarding the support providing during the 2023 school year to enrolled students collated information from parents/carers, external stakeholders and supports including shared enrolled school teams, AQ School students, and staff. Responses included the following:

- **97%** of respondents noted the **AQ School team regularly collaborated** with the student's stakeholders (parents, home school team, external supports) **relating to the student's personalised learning needs**. Often collaboration occurred on a weekly basis.
- The **collaboration** between the AQ School team and stakeholders during the 2023 School year **benefitted the student's wellbeing (77.7%)**, their success/resilience at school (**70%**), the student's **independence with adjusted learning tasks (69%)**, and their **engagement (68%)**, as well as other measurable outcomes including the student's **independence with adjusted learning tasks**, their **success/resilience at school**, their **transition needs**, and their **progress** against identified aspects of the **Australian Curriculum achievement standards**.



- **90% of parents/carers** noted that overall, the collaboration from AQ School had most benefit on their **child's engagement and wellbeing**; **87%** noted most benefit was in their child's **progress at school**.
- **100%** of shared enrolled school staff surveyed felt that **AQ School provided support and capacity building** for the student's family and stakeholders.
- A survey completed by **73 AQ School students** noted that **79% of students** identified they could **use learnt strategies to help them stay calm and ready to learn** at AQ School or their other/previous school during the 2023 school year.
- **100% of parent/carer feedback** agreed or strongly agreed **the AQ School team collaborated** with them to support their child's stakeholders to provide for **their child's personalised learning needs**.
- **90% of parents/carers** noted that overall, the collaboration from AQ School had most **benefit on their child's engagement and wellbeing**; **87%** noted most benefit was in their child's **progress at school**.

"AQ teachers reached out regularly with information directly relevant to our child's goals and made sure to keep us up to date on challenges and successes."

"We appreciate the weekly updates [The student's] teacher sends on his progress in the classroom and playground (both positive and items that need addressing), giving us the opportunity to discuss with [The student] at appropriate times and seek advice from allied health if required."

Shared enrolled school teams highlighted the benefits of receiving the student's AQ School documents such as Personalised Learning Plans and Reviews, Semester Reports, Behaviour Support Documents

and the sharing of planning, resources and supports with their team. Attendance at, and contribution to, stakeholder meetings by AQ School staff was also noted as of benefit to the shared enrolled school and the student's team.

"The AQ team regularly collaborates by meeting to discuss [The Student's] PLP and finding ways to maximise [The Student's] interest in learning by utilising his strengths and interests."

"Site visits to AQ and regular sharing supported [shared enrolled school] staff to develop strategies to use when working with [the student]. Email communication confirmed that both school teams were seeing improvements with engagement and communication skills as well as growth and independence with personal hygiene tasks."

AQ School staff documented extensive contacts with stakeholders during the 2023 school year. Contacts with the student/stakeholders include:

- Sharing of documents such as PLPs, PLP reviews, Semester Reports, behaviour support documents, term letters and planning.
- Frequent phone calls and emails to parents, shared enrolled school teams, and other stakeholders to share progress, resources, adjustments, and strategies of benefit to the student.
- Curriculum access discussions and sharing of information to support curriculum decision making.
- Stakeholder meeting records (face to face and or via Teams).
- Goal setting activities and meetings with students, parents / carers, and shared enrolled school teams including PLP / PLP Review meeting records.
- Transition visits, transition planning meetings, enrolment support and or advice.
- Follow up regarding incidents and behaviour support and wellbeing needs.
- Stakeholder feedback.
- Visits to and from shared enrolled school teams.
- AQ School enrolment expressions of interest and offers of enrolment including transition supports, and transition activities including visits and information sessions.
- The provision of information and linkage to other supports of benefit to the student, the family and or the home school team.

SOCIAL CLIMATE

AQ School places students at the centre of their education by supporting the explicit development of student voice and ensuring each student's educational program celebrates and supports their strengths and provides opportunities for personal and academic growth and outcomes.

The Alice Springs (Mparntwe) Education Declaration provides the policy framework for the Australian Curriculum delivered within AQ School. The Alice Springs (Mparntwe) Education Declaration aligns with the AQ core values of:

- **Integrity and Authenticity:** We are genuine, honest and accountable for what we do.
- **Diversity and Inclusion:** We respect and celebrate all people and their right to participate and belong.
- **Strengths Focus:** We strive to support the development of every person's potential, recognising that a strengths focus enables growth and empowers decision-making and self-advocacy.

- **Safety and Wellbeing:** We provide and promote safe, respectful, caring and engaging people and environments that support positive development and relationships.
- **Evidence-informed Practice:** We use professional reasoning to bring together current high quality research evidence and the values, strengths and preferences of individuals and families to optimise outcomes.

Collaboration between the AQ School interdisciplinary team and the student, parents/carers and external stakeholders such as shared enrolled school team and other specialist support staff is utilised to develop appropriate plans to meet the personalised needs of students. Regular consultation and collaboration through school visits, emails and phone calls and meetings ensures personalised goals are responsive to student needs during their AQ School enrolment.

There is a strong emphasis on evidence informed educational practice that meets the specific needs of autistic students. Evidence-informed strategies and educational adjustments within our school consider the impact of autism on each student and address barriers to curriculum access to ensure:

- Our students can be successful and confident.
- Adjustments consider safety, maximise success and are least restrictive.
- Universal strategies, language, resources, and support are evident across our school.
- Students access continuous functional curriculum relevant to their personal needs.
- Inclusive opportunities are identified and supported.

PARENT, TEACHER AND STUDENT SATISFACTION WITHIN THE SCHOOL

As part of AQ's data collection process, stakeholders were surveyed regarding the service provided by AQ School to students, families, and other schools during 2023, as well as the impact of this service.

- **99%** of respondents noted that the AQ School **adjusted learning environment** and **small group learning** opportunities supported the student's **personalised learning needs**.
- *"AQ school has been amazing for our son. He has learnt how to do school. AQ has been fantastic in providing support and information to our son's part time state school doing so AQ staff have been educating staff at the other school. AQ school has been a wonderful life changing experience for my son and our family."*
- **100%** of parent/carer feedback agreed or strongly agreed the **AQ School team collaborated** with them to support their child's stakeholders to provide for their child's **personalised learning** needs.
- *"[The student] has benefited from the shared communication between his AQ and [shared enrolled school] setting this year to set goals and support his learning and development."*
- **90%** of parents/carers noted that overall, the collaboration from AQ School had most benefit on their child's **engagement and wellbeing**; **87%** noted most benefit was in their child's **progress at school**.
- Parent feedback noted the positive outcomes due to the collaboration from the AQ School team. *"The reduced student to teacher ratio, a well-being officer and therapists on staff are all supports we would like to see continue as this is so helpful to [The Student], [The Shared Enrolled] School and at home and to us as a family."*
- Stakeholder feedback noted the **collaboration** between the AQ School team and stakeholders during the 2023 School year **benefitted the student's wellbeing (77.7%)**, their **success/resilience at school (70%)**, the student's **independence with adjusted learning tasks (69%)**, and their **engagement (68%)**.
- A shared enrolled student's school case manager noted shared enrolment and interdisciplinary input had a positive impact on the student's educational outcomes noting *"[The student] has made*

significant progress with his ability to advocate for his needs with peers and teachers both inside and outside the classroom. He has worked with the support of the AQ team to develop an advocacy board and regularly uses it”.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

A breakdown of AQ School funding for all campuses can be viewed on the *Autism Queensland Education and Therapy Centre, Sunnybank Hills* page of the My School website: [Finances | My School](#) .

STAFFING

An interdisciplinary team approach is utilised to support the complex learning needs of AQ School students. The 2023 AQ School team of 129 (full and part-time) staff included teachers, therapy, behaviour support and wellbeing staff, teacher aides, administration staff, and bus team staff. Additional support and oversight were provided to the school leadership team and other members of the AQ School interdisciplinary team as appropriate from the AQ Manager of Client Safety and Wellbeing, AQ Manager Quality and Risk, AQ Enabling Services Team (Finance, Technology, Human Resources, Property and Maintenance), AQ Customer Service Team (enrolments), AQ Practice Excellence Panel members including lead therapists, and the AQ Executive Leadership Team. The AQ School staff full time equivalent totalled 78 FTE.

Staff Composition, Including Indigenous Staff

Staff Composition	Number
Total number of teaching staff	34
Full-time equivalent teaching staff	25.9 FTE
Total number of non-teaching staff	95 (includes transport staff)
Full-time equivalent non-teaching staff	52.1 FTE (includes transport staff)
Total number of Indigenous staff	4
Total number of staff less transport staff	106
Total number of school staff:	129

Qualifications of all Teachers

Qualification	Number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	1
Masters	6
Bachelor's Degree	25
Diploma	2
Certificate	0

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end 2022	Number of these staff retained in 2023	% retention rate
33	28	82.4%

STAFF PARTICIPATION IN AND EXPENDITURE ON PROFESSIONAL DEVELOPMENT IN 2022

AQ is governed by a practice excellence framework reflecting the interaction between the values and ethos of AQ, current best practice, research, and active collaboration with people with lived experience. All school staff including teachers, allied health professionals, teacher aides and ancillary staff such as bus drivers and bus aides participate in relevant professional development focusing on critical elements of their roles, AQ School policies and procedures, and priorities identified within strategic planning and/or the improvement register.

Staff also participate in annual reviews to identify strengths and areas where performance can be enhanced through coaching and mentoring, professional development and access to training opportunities. The performance review process facilitates an individually tailored approach to professional development alongside school wide or discipline specific professional development.

Focus areas for staff professional support and growth included the implementation of explicit teaching programs such as preparing to implement the Multi-Lit Systematic Synthetic Phonics program, Assessment, Planning and Teaching Support for the Transition to Version 9.0 of the Australian Curriculum, Universal Supports within AQ School, Neuroaffirming Practices, Positive Behaviour Supports including De-escalation strategies, Restorative Practices, and the Science of Regulation.

2023 Professional Development Expenditure	
Total funds expended professional development in 2023.	\$60,765
Proportion of the teaching staff involved in professional development activities during 2023.	100%

Major professional development initiatives included:

- Embedding Neurodiversity Affirming Approaches Within Practice
- Coaching As a Tool To Support Goal Setting And Agency
- Sensory Processing and Using The Draft My Sensory Experience Tool (MYSET) To Support AQ Students Express Sensory Preferences and Advocate For Tools and Adjustments
- Administration Of Medication At School
- Use Of Lumio Software and SMART Boards Within AQ Classrooms
- Exploring and Transitioning to Version 9.0 of the Australian Curriculum
- Assessment and Reporting The Australian Curriculum
- Curriculum Leadership
- Cross Curriculum Planning
- High Impact Teaching Strategies
- Positive Behaviour Supports Within AQ School: The Importance Of Identifying The Function Of Behaviours Of Concern; De-Escalation Strategies; Restorative Practices, and The Science Of Regulation

- Application Of The Student Self Advocacy Program
- Sentral School Management Training For Enrolments and Attendance
- The Science Of Reading
- Multi-Lit Literacy (Systematic Synthetic Phonics) Program training for the implementation of the Initial Lit Whole Class Literacy Program
- Educator Wellbeing Practices
- Nationally Consistent Collection of Data (NCCD) and The Disability Standards For Education
- Protocols For Student Use Of AQ Devices As An Educational Adjustment
- Assistive Technology Use For AQ School Students
- AQ School Induction Program
- Team Teach Positive Handling - Foundation, Refresher and Facilitator Training
- Universal Strategies To Support Students With Autism And Anxiety
- First Aid and CPR
- Client Safeguarding
- AQ Work Health and Fire Safety
- AQ Policies and Procedures including AQ Code of Conduct
- Incident Management
- Risk Management
- Complaints and Feedback Management.

STUDENT PERFORMANCE

Due to the complex learning and support needs of AQ School students, student success is measured against personalised learning goals and the delivery of a personalised curriculum.

The teaching and learning coordinator and therapy coordinator roles within the school leadership team drive the complex personalised assessment, planning and reporting of student progress with personalised goals and curriculum access and achievement. Teacher judgement regarding educational adjustments, personalised supports, progress against aspects of achievement standards, and ongoing curriculum decision making is guided by these coordinators.

Consideration is also given to identifying and clarifying student engagement as a measure of the support provided and student access to learning opportunities. Student engagement data identifies increased access to the curriculum and may demonstrate progress when progress against the identified achievement standards is limited and or difficult to measure quantitatively.

All students attending AQ School have a personalised learning plan with goals set to support access to and engagement with learning. These plans are reviewed six-monthly, in collaboration with the AQ School interdisciplinary team, the student and family, and other stakeholders such as the shared enrolled school team. Semester progress reports documenting achievement against the Australian Curriculum achievement standards and measures of student engagement are sent to parents and shared enrolled school teams at the end of each semester.

Student Engagement and Achievement

During the 2023 Commonwealth Nationally Consistent Collection of Data (NCCD), Students with Disability, 98.6% of AQ School students were identified as having been provided with Extensive educational adjustments at school. Curriculum adjustments to content, delivery and assessment also consider the highly personalised adjustments to the physical and learning environment such as

addressing sensory preferences, relationship and interactional needs, communication needs and the social and emotional wellbeing of AQ School students.

Explicit support is provided to AQ School students to ensure their participation in the development, implementation and review of their learning goals and codesign of educational adjustments to ensure student agency with their learning program.

Part-time students attending the AQ School do not participate in NAPLAN testing during their attendance but may participate at their 'home school.' No fulltime Year 3, 5, 7 and 9 student enrolled in the AQ School in 2023 completed NAPLAN testing, with all eligible students exempt or withdrawn from testing in consultation with each student's parents.

During the 2023 school year, data was collected regarding student progress against the identified aspects of the English, Mathematics, and Health and Physical Education Learning Areas and is provided below.

- **81%** of shared enrolled students **made progress** overall within curriculum learning areas.
- **85%** of students **demonstrated progress within elements of the English Learning Area** at the appropriate curriculum access level during the 2023 school year.
- **87%** of students **demonstrated progress within elements of the Mathematics Learning Area** at the appropriate curriculum access level during the 2023 school year.
- **84%** of students **demonstrated progress within elements of the Health & Physical Education Learning Area** at the appropriate curriculum access level during the 2023 school year.
- **71.4%** of students improved their ability to engage in learning tasks as the 2023 school year progressed.

"Our AQ teacher greatly assisted our child to overcome learning barriers and to make significant progress in academic learning, which had not happened since 2020. AQ worked extensively with our child's other school to support their transition from primary to high school."

"You have supported our child to be a successful learner, helped her relationships particularly around conflict, social engagement and being confident to communicate with others."

"AQ has been a god send for my family and my child who would otherwise not have just complete year 6. I just wish there was more capacity."

Student feedback collected at the end of the 2023 school year regarding their experiences at both schools noted overall **positive schooling experiences** for the 2023 school year; **82%** reported their **teachers listened** to them; **78%** reported they felt like they were part of their school(s); **82%** reported they were able to use **strategies to help them stay calm**; and **79%** reported they could **ask for what they needed** (self-advocate); and 73 **students** gave the school an overall combined **rating of 8.48 out of a total 10**.

One student noted: *"This school always supports me no matter what and staff will help me learn. There are a lot of friendships to be made and places where I can feel safe. Thank you!"*

"AQ teachers reached out regularly with information directly relevant to our child's goals and made sure to keep us up to date on challenges and successes."

"Our AQ teacher greatly assisted our child to overcome learning barriers and to make significant progress in academic learning, which had not happened since 2020. AQ worked extensively with our child's other school to support their transition from primary to high school."

"You have supported our child to be a successful learner, helped her relationships particularly around conflict, social engagement and being confident to communicate with others."

Attendance

60% of AQ School students attend part time and share enrolment with their local primary, secondary or distance education school.

Of the full-time students in Years 1-10, 48% attended school 90% of the time or more. The **average attendance rate** for these students was **87%**, a **7% increase** on equivalent 2022 data despite significant increases in the number of full time early secondary school aged students, many of whom also presented with additional mental health and/or school refusal barriers.

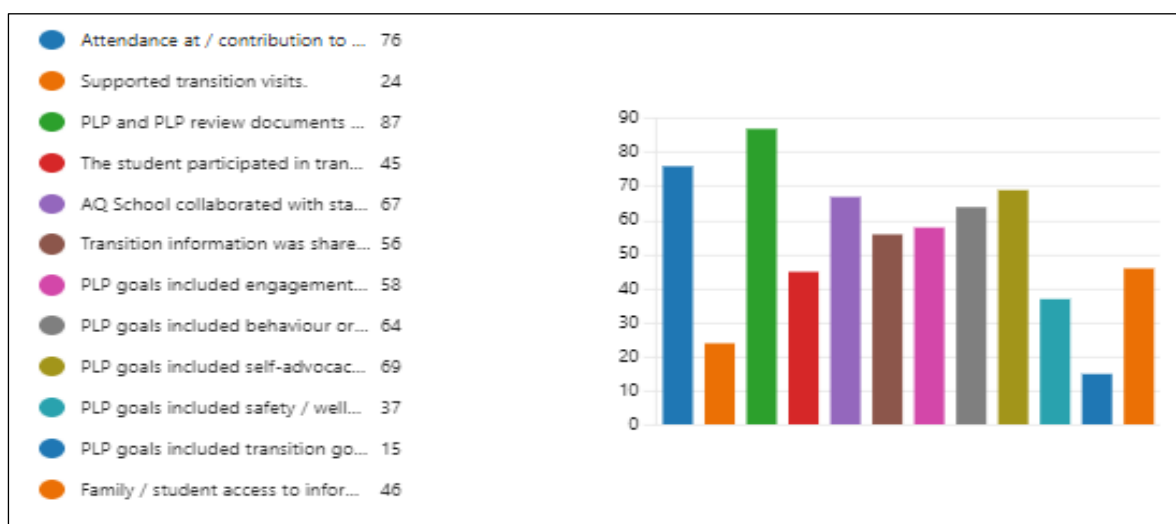
Wellbeing facilitators provide universal, targeted and specialist support to students, classes and families to provide preventative and responsive supports with the management of attendance and engagement. This may include the provision of universal capacity building information for families regarding the management of sleep disruptions/challenges that impact attendance and wellbeing as well as direct support for students and families when attendance at one or both schools is identified as disrupted and or at risk.

“AQ has benefited my child’s wellbeing. They have welcomed my son into their school community. Every morning at drop-off, teachers, teacher aides, office staff and bus drivers greet my son by his name with a friendly smile. He feels confident and happy to attend AQ school.”

- **71%** of stakeholders supporting shared enrolled students noted the student’s **attendance** at their home school improved during the 2023 and or remained consistent.
- Personalised stakeholder feedback identified **that students’ wellbeing needs such as school refusal and or anxiety impacted a significant proportion of students’ attendance** at one or both schools during the 2023 school year. Due to the variances with schools collecting data on school refusal and/or anxiety impacts on attendance across schools, there is no quantitative data available for the 2023 school year.
- **Student feedback** collected at the end of the 2023 school year regarding their **experiences at both schools** noted that **98% felt safe at school**; and **96% felt they were treated fairly at school**.
- **97%** of parents reported that their child **liked being at AQ School**.

Student Transition Supports

AQ School team supported stakeholders during the 2023 School year with transition planning by **identifying transition intentions and plans within PLP and PLP review documents (93%)**, attendance at, and/or contribution to, **stakeholder meetings where transition planning was discussed (81%)**, **collaboration** with stakeholders **regarding transition intentions and planning (71%)**, as well as other measurable outcomes as noted in the following graph.



- During the 2023 school year, **61 new students commenced enrolment, and 49 students ended enrolment** due to either finishing school, moving out of state/overseas, or transitioning back to their shared enrolled or previous school, or into a new school. All students accessed transition support from the AQ School team.
- During the year, **72 students were supported to change their enrolment** in response to identified needs. They either changed to/from full- time enrolment to/from part time enrolment or changed classes, for example to attend AQ on different days of the week to support their shared enrolled school needs.
- **85%** of parents noted their child’s **AQ School team provided support for transition planning** during the 2023 school year.
- 2023 student enrolment and transition data noted most **students (80%) maintained enrolment for more than one year**; some students had maintained enrolment for more than 5 years.

“The AQ teacher attended transition to high school planning meetings and provided lots of beneficial information to our child’s new high school team.”

Year 12 school leavers

Two students finished Year 12 at the end of the 2023, achieving a QCIA portfolio. Information regarding NDIS services and support for school leavers was shared with students and families of Years 10 to 12 students.

2023 HIGHLIGHTS

During the 2023 school year, significant events included:

- The Cairns campus added an additional part time class at the beginning of the school year and worked towards preparing to increase enrolment options and subsequent staffing needs for the 2024 school year in response to overwhelming enquires.
- AQ School successfully applied for accreditation to deliver distance education as an additional mode of delivery for students in Years 3-6 from the Sunnybank Campus. This program will commence at the beginning of the 2024 school year and prioritises enrolments for regional and remote students who are unable to access current campuses.
- Early secondary aged full-time classes at Sunnybank and Brighton campuses continue to have substantial waitlists and currently support students in years 6-9 who demonstrate significant challenges accessing and engaging with learning and with others as they transition to the high school learning environment.
- Cairns AQ School successfully submitted their Non-State Schools Accreditation Board (NSSAB) compliance review for Years 4-6.
- 2023 saw the highest enrolments recorded in the school’s history across the three campuses.
- The Cairns campus enrolled their first full time student.
- Two students exited Year 12 with a Queensland Certificate of Individual Achievement (QCIA) Our Sunnybank and Brighton senior graduation and semi-formal events for students in Years 11 and 12 held in November were a highlight for students, their guests, parents, and staff.
- The roadmap to transition to Version 9 of the Australian Curriculum was revised with implementation activities developed and enacted by the school leadership team to support the preparation of staff knowledge and confidence and school processes necessary for successful implementation.
- The Multi Lit literacy instruction program was chosen as the preferred systematic synthetic phonics program for AQ School with professional learning and resource preparation commencing for the roll out from the beginning of the 2024 school year.

- AQ School commenced leasing student-use laptops, and a revised student access process aimed to provide improved access, security, and consistency, for students accessing AQ managed devices for learning purposes.
- The Sentral school management system was implemented in 2023 as part of AQ's organisation-wide digital transformation project. Sentral supports client data security and administration and reporting processes including student attendance reporting.