

School Annual Report 2025 (for 2024)



ABN: 79 253 351 418
[AUTISMQLD.COM.AU](https://autismqld.com.au)

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 the Autism Queensland Education and Therapy Centres (herein referred to as AQ School) providing a range of enrolment options for autistic students from Prep to Year 12. A selection of full time and part time (via shared enrolment) options were available within three campuses during the 2024 school year. Evidence-informed strategies and educational adjustments within our school consider personalised learning needs and aim to support students to participate at school in meaningful, productive and rewarding ways.

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

Sunnybank Hills Campus
437 Hellawell Road
Sunnybank Hills Qld 4109
Ph: 07 3273 0000
Fax: 07 3273 0093

sunnybankschool@autismqld.com.au

Brighton Campus
136 North Road
Brighton Qld 4017
Ph: 07 3631 6300
Fax: 07 3631 6388

brighton@autismqld.com.au

Cairns Campus
15-17 Marr Street
Edmonton Qld 4869
Ph: 07 4034 6600
Fax: 07 3631 6388

cairns.school@autismqld.com.au

Contact:

The Principal. E: principal@autismqld.com.au

W: autismqld.com.au

Total Enrolments for 2024

A total of 224 students (equivalent to 136.6 full-time enrolments) attended the AQ School during the 2024 school year across 31 classes as listed below.

Students as @ August 2024	Full Time Equivalent (FTE)
Ungraded Primary Enrolments	94.8 FTE
Ungraded Secondary Enrolments	41.8 FTE
Total (non-graded)	136.6 FTE

Due to transitions in and out of the school and classes, the total student head count throughout the 2024 year is above the capacity head count and is noted in the table following.

Campus	Part time students (head count)	Full time students (head count)	Total (head count)
Brighton	51	42	93
Cairns	22	7	29
Sunnybank Hills	58	44	102
Total	131	93	224

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.

Students are grouped in multi-aged classes with consideration given to the age, curriculum access levels, and individual adjustments needed to ensure class dynamics provide safe, functional and continuous small group learning opportunities.

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 [Person with disability policy – for accreditation of special education in non-state schools](#).

All students enrolled at AQ School have significant access and engagement barriers. School data provided for the 2024 Commonwealth Census, indicates that 99% of AQ School students were noted as being provided with extensive educational 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 ensure evidence-informed pedagogical practices support the complex and unique needs of AQ School's students through the application of school wide, class and individual student educational adjustments. The AQ School interdisciplinary 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. AQ School 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 consider student:

- 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 Hills 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.

AQ School universal supports including environmental, social 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.

Class Placements

Continuous assessment is used to determine curriculum and learning needs of AQ School students. Students are grouped in small multi-aged classes of approximately six–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/individual learning plans, individual positive behaviour support plans, transition statements, and recent therapy reports.

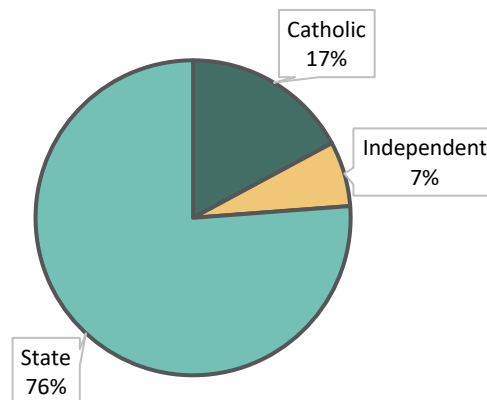
Stakeholder Engagement

Consultation and collaboration with all stakeholders are a key feature of AQ School's personalised educational program. Each student's case management team is identified on Personalised Learning Plan (PLP), PLP Review documents, behaviour support documents, and Semester Reports. This team includes all key stakeholder representatives, including parents/carers and the student, AQ School interdisciplinary team, and staff from the student's shared enrolled school as appropriate. All stakeholders are invited to engage in personalised goal setting and at least six-monthly planned reviews. PLPs, PLP Review documents, Semester Reports and any behaviour support documents are shared with all stakeholders to support the collaboration and the review process.

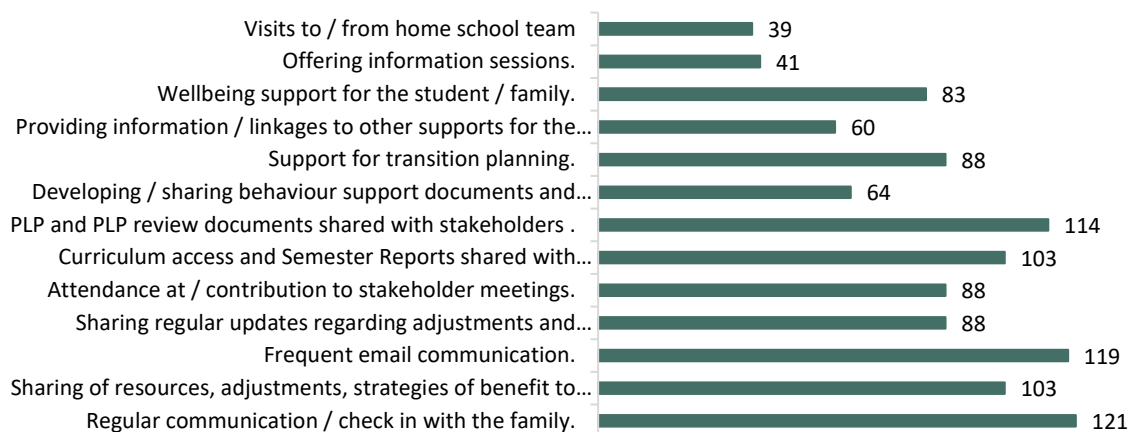
AQ School class teachers with shared enrolled students have additional release time to provide opportunities to collaborate with the student's shared enrolled school team and are specifically allocated for school visits and/or meetings with relevant stakeholders which may occur off site during school hours. This is intended to maximise opportunities for observations of the student in his/her shared enrolled school setting and support the personalised planning needs of each student through sharing of information across all settings. Regular communication between AQ teachers and shared enrolled schoolteachers enables resource sharing, collaboration about strategies and ongoing adjustments to student programs.

Shared enrolled students from the three school sectors are summarised below.

School Sector (shared enrolled students)



Collaboration and communication activities to/from shared enrolled school stakeholders and AQ 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 the 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, 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:

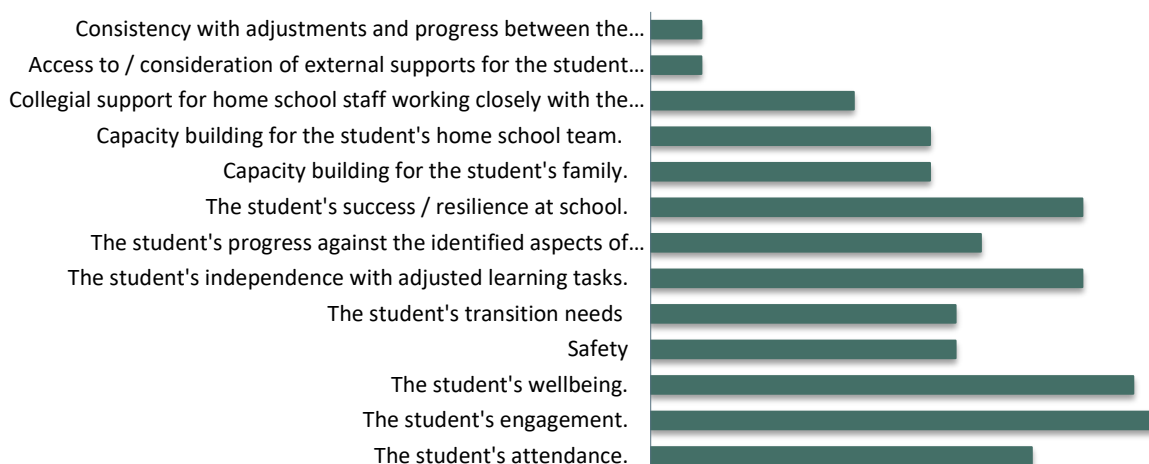
- Our students can be successful and confident.
- Adjustments consider safety, maximise success and are least restrictive.
- Universal strategies, language, resources, and support are evident across our school.
- Students access continuous functional curriculum relevant to their personal needs.
- Inclusive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

Parents, Teachers 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 2024, as well as the impact of this service.

- **90.7%** of stakeholders agreed or strongly agreed that regular AQ School collaboration and communication with stakeholders **provided support and capacity building opportunities**.
- **98%** of respondents noted that 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.
- **90.1%** of AQ School students surveyed felt like **their teachers listened** to them.
- **Student feedback** regarding their **experiences at AQ School and/or their home school** during the 2024 school year noted that **85.5% felt they were treated fairly at school and felt safe at school**.
- **100% of parent/carers** feedback agreed or strongly agreed that the **AQ School team collaborated** with them to support their child's stakeholders to provide for their child's **personalised learning** needs.
- **95% of parent/carers** noted that overall, the collaboration from AQ School had most benefit on their child's **engagement and wellbeing**; **81%** noted most benefit was in their child's **independence with learning tasks and their success/resilience at school**.
- **71%** of parents reported that the collaboration from AQ School benefited their child's **attendance**.

Collaboration between AQ School and stakeholders: *Parent / carer identified benefits for the student*

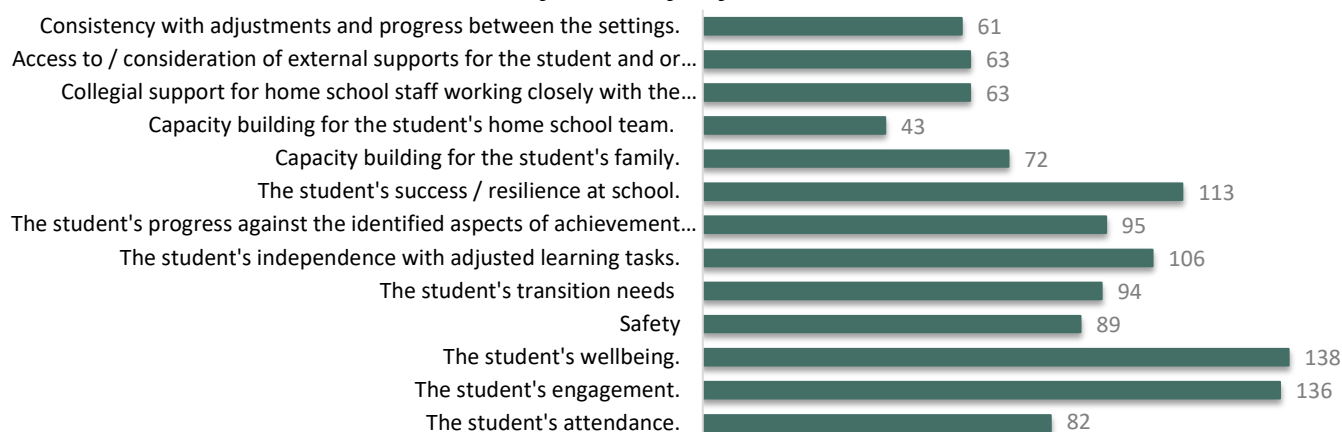


Stakeholder feedback regarding the most important benefits of the **collaboration** between the AQ School team and stakeholders during the 2024 School year as benefitting their student's

- Wellbeing (85.7%),
- Engagement (84.5%)
- Independence with adjusted learning tasks (65.8%),
- Success/resilience at school (64%),
- Attendance (51%) at school, and
- Stakeholders (39%) including their home school team and parents/carers).

"Regulation and engagement saw significant growth for this student at AQ. Communication and collaboration between AQ School and family had positive impacts on supporting needs of the student. Family accessed devices, strategies and external supports as outcome of collaboration with AQ teachers and therapists. Communication and collaboration with [Shared Enrolled School] site allowed AQ Staff to share successful strategies and offer resources to improve engagement in different setting. Individualised support and smaller class size has benefited the regulation of this student which has improved engagement and access to the curriculum. A significant improvement was noticed with the communication skills of this child- started the year using only non-verbal communication skills and now access a device to communicate confidently as well as uses verbal communication in familiar settings."

Collaboration between AQ School and stakeholders: Stakeholder identified benefits for the student.



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 2024 AQ School team of 129 (full and part-time) staff includes teachers, therapy, behaviour support and wellbeing staff, teacher aides, administration staff, and bus team staff. Additional support and oversight are 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 Client 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 63.9 FTE.

Staff composition, including Indigenous staff

Staff Composition	Number
Total number of teaching staff	31
Full-time equivalent teaching staff	25.4 FTE
Total number of non-teaching staff	98 FTE (includes transport staff)
Full-time equivalent non-teaching staff	63.9 FTE (includes transport staff)
Total number of Indigenous staff	6
Total number of staff less transport staff	108
Total number of school staff:	129 FTE

Qualifications of all teaching staff

Qualification	Number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	-
Masters	5
Postgraduate Degree	5
Bachelor's Degree	21
Diploma	0
Certificate	0

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end 2023	Number of these staff retained in 2024	% retention rate
34	31	91%

Staff participation in, and expenditure on, professional development in 2024

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 professional development 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 including the implementation of the Multi-Lit Systematic Synthetic Phonics program, Assessment, Planning and Teaching Support for the Transition to Version 9.0 of the Australian Curriculum, Staff Induction Supports, Universal Supports within AQ School, Pathological Demand Avoidance, Trauma Informed Practice, NCCD, Neuroaffirming Practices, Restorative Practices, and Case Management/the Role of the Interdisciplinary Team. Professional development activities are listed below.

2024 Professional Development Expenditure	
Total funds expended professional development in 2024	\$107,748
Proportion of the teaching staff involved in professional development activities during 2024.	100%

Major professional development activities included:

- First Aid and CPR Training.
- Team Teach Training (Foundation and Refresher Course for all staff and Facilitator Accreditation): a comprehensive program focusing on positive behaviour support, de-escalation techniques, and building relationships within teams.
- Induction Program for New AQ Staff.
- Pathological Demand Avoidance Strategies To Support Student Engagement.
- Client Data Safety and Compliance (attendance data, child protection, incident reporting, client files, document storage).
- Tool Box for Difficult Conversations.

- Understand Case Management and Interdisciplinary Support within AQ School.
- Curriculum Planning, Assessment and Reporting Processes (includes assessment documentation, updated unit planning documentation and processes, cross curriculum planning).
- Client Behaviour Risk Assessments: purpose and processes.
- Embedding Therapy And Wellbeing Driven Priorities Into HPE Planning.
- Trauma Informed Practice.
- Using Support Staff Within The Classroom.
- Behaviour Support Data Collection Processes And Tools.
- Strategies to Support Students with Attention Deficit Hyperactivity Disorders.
- Educator Wellbeing Practices.
- NCCD and The Disability Standards For Education.
- Applying Restorative Practices Within AQ School.
- Evidence-Based Whole Class Literacy Program (Initial Lit Program, Mac Lit Program, Pre-Lit Program).
- Using Assistive Technology and Online Program and Subscription Applications Within AQ School Classes.
- Exploring and Transitioning to Version 9.0 Of Australian Curriculum with the Mathematics and Health and Physical Education Learning Areas.
- Curriculum Leadership; Leading Teaching and Learning; Leading Improvement; Innovation and Change.
- Implementing My Sensory Experiences Tool (MY SET) with AQ Students.
- Universal Strategies for Supporting Students with Autism and Anxiety.
- 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 2024 Commonwealth Nationally Consistent Collection of Data (NCCD), Students with Disability, 99% 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 generally do not participate in NAPLAN testing during their attendance but may participate at their 'home school.' One fulltime student only from eligible Years 3, 5, 7 and 9 students completed NAPLAN testing, with all other eligible students exempt or withdrawn from testing in consultation with each student's parents.

During the 2024 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.

- **94.4%** of stakeholders noted the AQ School **adjusted learning environment** and **small group learning** opportunities supported the student's **personalised learning needs**.

- **100%** of parents/carers noted the AQ School **adjusted learning environment** and **small group learning** opportunities **supported their child's personalised learning progress**.
- **85.1%** of shared enrolled students **made progress** overall within curriculum learning areas.

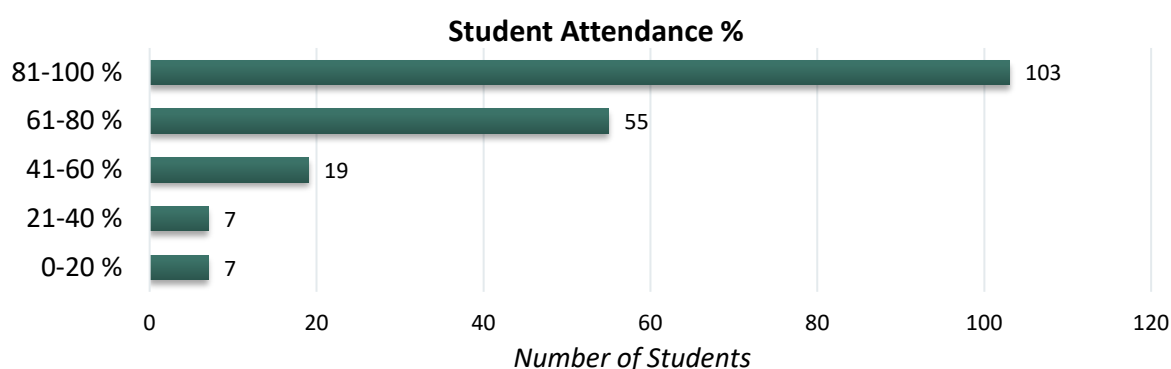
All AQ School students accessed English, Mathematics and Health and Physical Education Learning Area content. Other Learning Areas including Science, Humanities and Social Sciences (HASS), Technologies, and The Arts were either formally taught, assessed and reported on or the content was accessed via exposure, conceptual links and/or cross curricular learning. As not all Learning Areas were formally assessed and reported for all students, this data is highly personalised and therefore not reported below.

- **79.8%** of students **demonstrated progress within elements of the English Learning Area** at the appropriate curriculum access level during the 2024 school year.
- **79.8%** of students **demonstrated progress within elements of the Mathematics** Learning Area at the appropriate curriculum access level during the 2024 school year.
- **75.8%** of students **demonstrated progress within elements of the Health & Physical Education** Learning Area at the appropriate curriculum access level during the 2024 school year.

Feedback from students noted they perceived their progress was improved by the support provided by AQ School. *"AQ school is more suited to my needs and helps me to learn better."*

Attendance

- **60% of AQ School students attend part time** and share enrolment with their local primary, secondary or distance education school.
- **82.6%** of stakeholders supporting shared enrolled students noted that the student's attendance at school improved during the 2024 school year and or remained consistent.
- Feedback from a home school case manager noted that *"Attendance was close to 100% with significantly reduced behaviour incidents"* during 2024.
- **33.8%** of stakeholders supporting shared enrolled students noted that AQ School enrolment benefited the student's school attendance during the 2024 school year.
- **36%** of AQ School **fulltime students in Years 1-10 attended school 90% or more** of the time; the **average attendance** rate for full time students in Years 1-10 was **83%**, a 5% decrease on equivalent 2023 data despite significant increases in full time early secondary school aged students many of whom also presented with additional mental health and or school refusal barriers.



Personalised stakeholder feedback identified that students' wellbeing needs such as school refusal and or anxiety was noted as impacting a significant proportion of students' attendance at one or both schools during the 2024 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 2024 school year.

Three campus-based 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.

Stakeholder feedback noted the wellbeing and engagement benefits from AQ School enrolment. *"The extra help was the mental health benefit for our whole family being able to relax at the end of the week knowing our child was in a completely safe space that catered for him 100%."*

Stakeholder feedback noted the **personalised support to increase attendance at school** via transition to a shared enrolled placement with gradual increase in attendance hours at both schools during the semester. *"Initially, he only attended the first session of the day, as he had been on reduced hours at [his home] school. The student increased his hours across the last 2 weeks and then he consistently attended full days throughout Term 4 (94% attendance). With adjustments and support, he became more confident to engage with the curriculum."*

A shared enrolled school case manager reported that from the commencement of the shared enrolled agreement in 2024, *"Attendance was close to 100% with significantly reduced behaviour incidents"*.

Student transition supports

- **92.4%** of stakeholders noted that the **AQ School team provided support for transition planning** during the 2024 school year. Transition supports included personalised goals and or activities that scaffolded or prepared the student for transition (both immediate and future).

The AQ School team supported stakeholders during the 2024 School year with transition planning and preparing for major transitions via a variety of ways to produce the measurable outcomes as noted in the table below.

Personalised Transition Support Provided	Number of students supported
Attendance at/contribution to stakeholder meetings (face to face/online).	107
Supported transition visits.	38
PLP and PLP review documents shared identified transition intentions and or plans.	124
The student was supported to participate in transition activities at AQ or their other school (visits, accessing a transition story, provision and sharing of personalised of visual information or supports.)	61
AQ School collaborated with stakeholders (student, parents, school) regarding transition needs.	118
Transition information was shared (social stories, calendar, photos, strategies / adjustments, information).	89
PLP goals included engagement and task completion goals	100
PLP goals included behaviour or emotional regulation goals.	100
PLP goals included self-advocacy/communication goals.	100
PLP goals included safety/wellbeing goals.	64
PLP goals included transition goals.	33
Family/student access to information/information sessions.	59

- During the 2024 school year, **104 new students commenced enrolment, a 35% increase from 2023.**
- During the 2024 school year, **86 students ended enrolment** due to either finishing school (2 students), moving to homeschooling (1 student), or transitioning to their shared enrolled or previous school or a new school. This is a **54% increase in students transitioning back to mainstream schooling options** in comparison to 2023. All students accessed transition support from the AQ School team.
- During the 2024 school year, **50 students were supported to change their AQ School enrolment** in response to identified needs. Students 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.

2024 total head count data is above 2023 data, but consistencies are noted in the number of transitions/changes throughout the year with families generally ending enrolment at the end of the year.

It is with the deepest gratitude and the heaviest heart that I write to formally advise that my son, [Student], will not be continuing with your incredible program in 2025. While this decision has been incredibly difficult, it reflects the next chapter of [Student]'s educational journey. The time [Student]

has spent in your program has been nothing short of transformative. He has absolutely flourished, academically and socially, in ways I could only have dreamed of. Your personalized approach and unwavering support have helped [Student] rediscover his love of learning and re-engage with education on every level. I cannot thank you enough for providing such a nurturing, innovative environment that has set him on the path to success. [Student]'s positive experiences with your program have given him the confidence and enthusiasm to embrace this next step. We will carry the fondest memories of this program and its amazing community with us for life."

Year 12 school leavers

Two students finished Year 12 at the end of the 2024, 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.

2024 Highlights

During the 2024 school year, significant events included:

- Highest enrolments recorded in the school's history across the three campuses.
- Distance education program delivered from the Sunnybank Hills Campus for students in Years 3-6 commenced at the beginning of the school year. This program aimed to prioritise enrolments for regional and remote students who are unable to access current campuses.
- The collaborative co-design and build of the Brightwater campus, combining student voice, inclusive design principles, and collaborative meaning-making to design and build an exemplary model of an inclusive learning environment for autistic students on the Sunshine Coast. The design highlights sensory, cognitive, and physical features that promote inclusivity and a sense of community for all. Brightwater was designed to be a functional, meaningful, and welcoming school community through the collaborative co-design process with teachers, students, and professionals. The Campus opens for students in Prep to Year 10 for the 2025 school year.
- AQ School successfully applied to the Non-state Schools Accreditation Board to extend accreditation to deliver distance education as an additional mode of delivery for students in Years 7-10 from 2025.
- In October, the Non-state Schools Accreditation Board confirmed accreditation for three additional regional AQ School campuses from the commencement of the 2025 school year as listed below.
 - Brightwater (Sunshine Coast): Prep–Year 12
 - Rockhampton: (Prep to Year 6)
 - Mackay: (Prep to Year 6).
- The Cairns campus added a full-time class at the beginning of the 2024 school year seeing enrolments in the campus increase by 108% for 2024.

- Brighton campus enrolments increased by 6.5% during the 2024 school year.
- Sunnybank campus enrolments increased by 23% during the 2024 school year. This increase included a 7% increase in classroom enrolments and the addition of the distance education students.
- Demand for full time enrolment within secondary aged classes for students to support transition to the high school learning environment at Brighton and Sunnybank Hills campuses is high. Brighton supported 22 students in years 6-10.
- Significant growth in the enrolment of regional and or remote students are anticipated for the 2025 school year due to the Distance Education class, increased enrolments at the Cairns campus, and the accreditation of the three additional regional AQ School Campuses for the 2025 school year in response to demands for enrolment across Queensland.
- Two students exited Year 12 with a Queensland Certificate of Individual Achievement (QCIA) Our Sunnybank Hills senior graduation and semi-formal events for students in Years 11 and 12 in October were a highlight for students, their guests, parents, and staff.
- Implementation activities to support the transition to Version 9 of the Australian Curriculum including professional learning and development activities for the school leadership team and or teachers, a revision of planning, assessment and reporting processes and documents, and the development of tools to support teachers within key learning areas including band level Curriculum and Assessment Plans (CAPs), tracking documents, unit plan templates, and assessment and reporting templates.
- Implementation of the Multi Lit literacy instruction program commenced in Semester 1. Additional professional learning and resource preparation continued during the school year as the delivery of the program expanded.
- Additional student use laptops were leased to provide improved access, security, and consistency, for students accessing AQ managed devices for learning purposes.