

School Annual Report 2026 (for 2025)



ABN: 79 253 351 418
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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 six campuses during the 2025 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 47% of AQ School students share enrolment with their local, mainstream school. 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

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Brighton Campus

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Brightwater Campus

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Mackay Campus

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

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Total Enrolments for 2025

A total of 246 students (equivalent to 190 full-time enrolments) attended the AQ School during the 2025 school year across 42 classes as listed below.

Students as @ August 2025	Full Time Equivalent (FTE)
Ungraded Primary Enrolments	136.4 FTE
Ungraded Secondary Enrolments	53.6 FTE
Total (non-graded)	190 FTE

Due to transitions in and out of the school and classes, the total student head count throughout the 2025 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	20	44	64
Cairns	6	14	21
Sunnybank Hills	47	42	89
Brightwater	29	18	48
Rockhampton	6	6	12
Mackay	6	6	12
Total	114	130	246

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 Brighton, Brightwater (Years 11-12 from 2026 onwards) and Sunnybank Hills campuses and Prep-Year 6 in Cairns, Rockhampton (Years 4-6 from 2026 onwards) and Mackay (Years 4-6 from 2026 onwards). Distance Education as an additional mode of delivery is available from the Sunnybank Hills Campus for students in Years 3-10.

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 [Home - 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 2025 Commonwealth Census, indicates that 98% 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 6-8 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 personalised learning needs. AQ School provides an extensively adjusted specialist education environment including interdisciplinary support, neuro-affirming

practice, small multi-aged 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 and access to discretionary learning to support student wellbeing and engagement. 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 connected 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.

The whole school curriculum and assessment plan and approach to curriculum decision making ensures AQ School students access to their fullest potential, a functional and continuous learning program that considers students age, abilities, aptitudes, and development. Curriculum access for students is prioritised into *Must*, *Should* and *Could* access to support personalised curriculum decision making.

For students accessing P- Year 10, aspects of achievement standards from within the key learning areas have been prioritised.

- What **MUST** be taught – this identifies the curriculum that ALL students would be exposed to and ideally, that all students will learn.
- What **SHOULD** be taught – this identifies the curriculum that MOST students should be exposed to and ideally, that most students will learn. This also includes aspects of each achievement standard that can be built into the common routines of each classroom and exposure to Learning Areas via cross connected curriculum units and or electives (Years 9-12).
- What **COULD** be taught – this identifies the curriculum that SOME students could be exposed to and perhaps might learn.

Students in the senior phase of learning (Years 11-12) 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.

Learning priorities are structured into five phases of development for implementation purposes. The implementation phases identify the learning priorities of students based on their enrolled year level.

1. *Prep to Year 2 (Foundations phase)*
2. *Year 3 to Year 6 (Breadth phase – primary)*
3. *Years 7 and 8 (Breadth phase – lower secondary)*
4. *Years 9 and 10 (Pathways and Programs)*
5. *Years 11 and 12 (Senior / Transition phase).*

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.
- Age and phase of learning.
- 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.
- Interests, strengths and enrichment and pathways opportunities.

Teaching and Learning Coordinators, interdisciplinary input, priorities within the identified phase of learning, unit plan reviews, student portfolios of evidence, and internal moderation activities aim to support and guide teacher judgement and curriculum decision making using the three-tiered approach each semester.

AQ School universal supports including environmental, social emotional, instructional, behavioural, and individual supports provide evidence-informed educational adjustments to all students. This support is enriched 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.

Student wellbeing, relationships, connection and regulation needs may be addressed through explicit teaching of elements of the Health and Physical Education Learning Area, discretionary strengths-based learning as well as Personal and Social Capabilities.

All students have a personalised learning plan that identifies and addresses barriers to learning and engagement as well as personalised curriculum access levels and adjustments.

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:

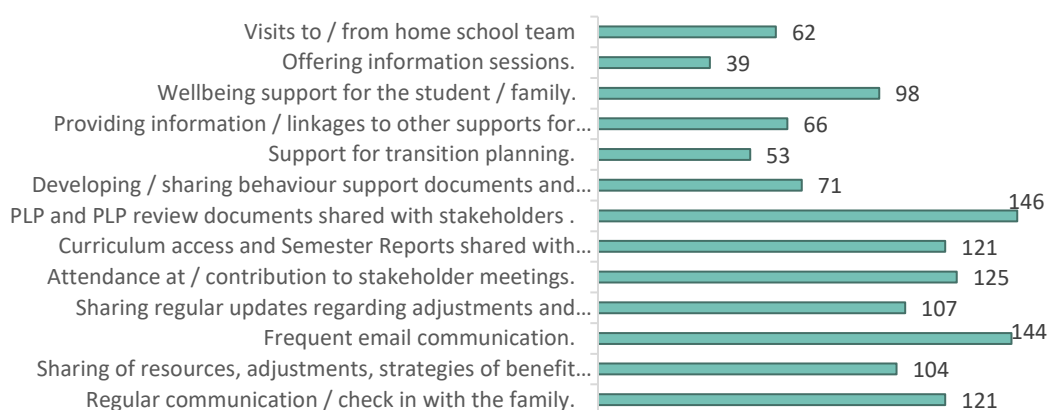
- A diagnosis of autism.
- The collation of current support and transition needs via consultation with relevant stakeholders such as parents and carers, school or educational providers, specialist supports, and the student where possible.
- An enrolment interview with the student and his/her parents 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

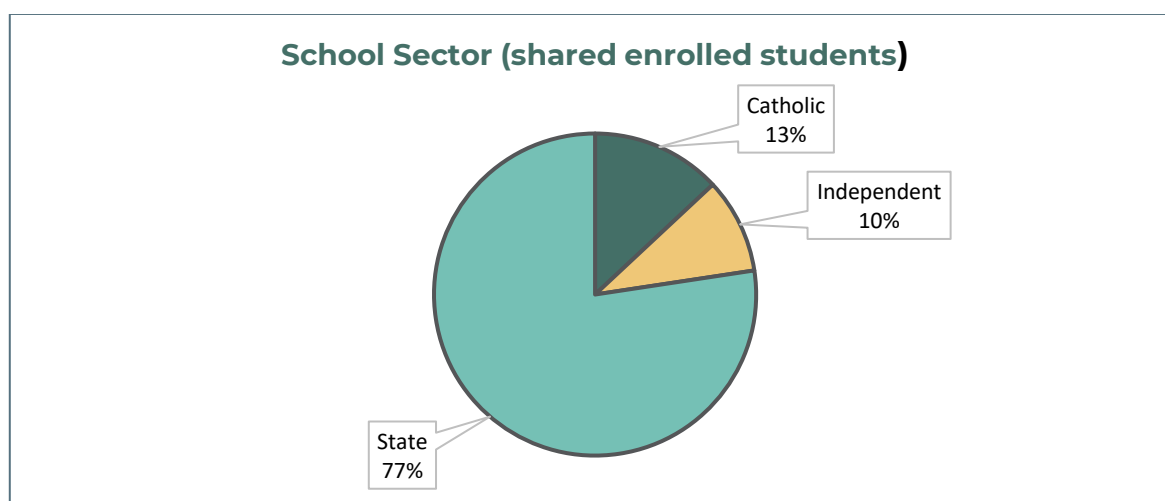
Consultation and collaboration with all stakeholders are a key feature of AQ School's personalised educational program. Each student's case management team is identified on Personalised Learning Plan (PLP), PLP Review documents, behaviour support documents, and Semester Reports. This team includes all 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.

Collaboration and communication activities to/from shared enrolled school stakeholders and AQ School team.



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



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.

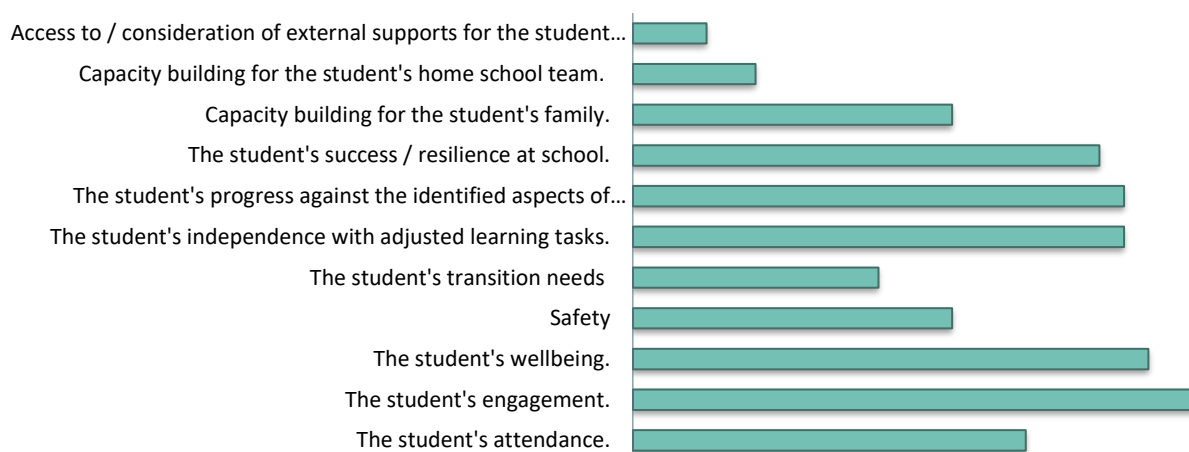
- ✓ Students access continuous functional curriculum relevant to their personal needs.
- ✓ Inclusive opportunities are identified and supported.

Parent, Teacher and Student Satisfaction within the School

As part of AQ School's annual data collection process, stakeholders were surveyed regarding the services provided to students, families, and partner schools during 2025, as well as the impact of these services. Feedback was overwhelmingly positive, with stakeholders highlighting the collaborative approach of the AQ School team as a significant contributor to improved student engagement, achievement, and overall success.

- **97%** of respondents noted the AQ School team regularly **collaborated with the student's stakeholders** (parents, shared enrolled school team, external supports) in regarding the student's personalised learning needs. Often collaboration occurred on a weekly basis.
- **90.9%** of stakeholders agreed or strongly agreed that regular AQ School collaboration and communication with stakeholders **provided support and capacity building opportunities** for them.

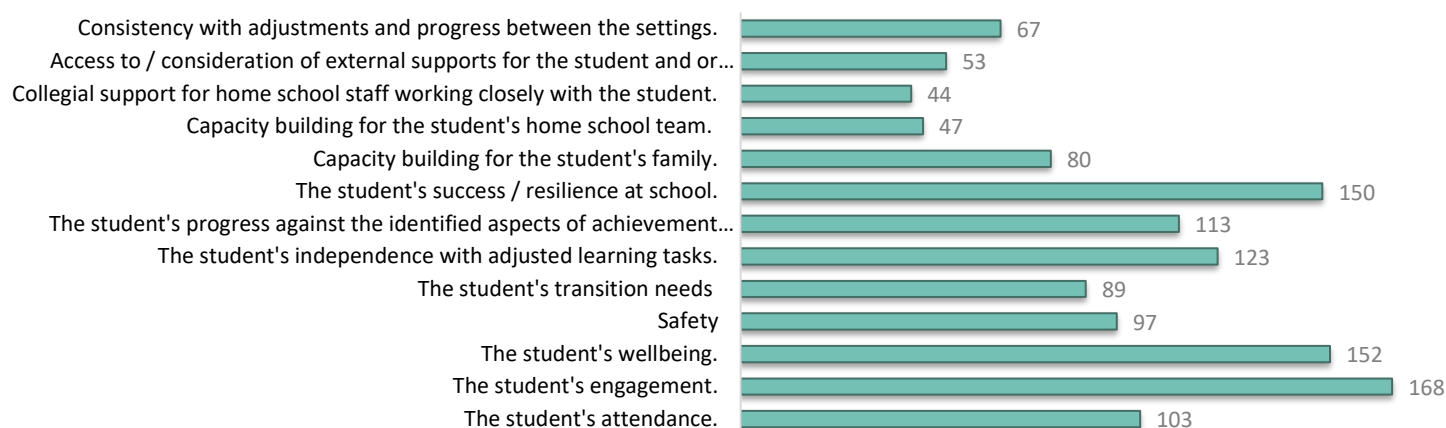
Collaboration between AQ School and stakeholders: *Parent / carer identified benefits for the student.*



- **92.6% of parent / carer** 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, their child's **independence with learning tasks** and their **progress at school (77.8%)**.

- “Best PLP meeting and plan I have ever received for my child. I feel confident he is supported now. I loved how all parties were involved in the process, including my child.”

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



- The collaboration between the AQ School team and stakeholders during the 2025 School year benefitted the **student's engagement** (89.9%), **wellbeing** (81.3%), **success / resilience at school** (82.2%), **independence with adjusted learning tasks** (65.8%), **progress against identified aspects of the achievement standards** (60.4%), **attendance** (55.1%) at school, and **safety** (39%) as well as other measurable outcomes.
- “The supports and processes implemented through AQ School were highly beneficial for both [Student] and the school team and would be valuable to see continued where possible. “Consistent, collaborative communication between all stakeholders has supported a shared and responsive approach to [Student]’s needs.”
- Stakeholder feedback also highlights the personalised support to increase access to inclusive opportunities. “When [Student] first began, he faced significant challenges. He was unable to tolerate music, struggled to communicate effectively, and often became overwhelmed with frustration. Through the guidance, patience, and collaborative communication from Autism Queensland, we have seen remarkable growth. [Student] is now not only communicating more confidently, but he is also thriving academically. Thanks to the continued support of your team, [Student] has now reached a stage where he is able to attend mainstream school part-time, something we once thought may not be possible. With ongoing support from Autism Queensland, we have every confidence that [Student] will soon transition to full-time
- “The shared enrolment has been a real success for our student. I look forward to continuing the connection that we have at AQ in 2026.”
- “Knowing that we could reach out to AQ for support and advice was of great service.”

- *“Collaboration between the school team, [Student]’s family, and AQ School has been positive and supportive throughout the 2025 school year. There has been consistent communication within the school team, supporting a shared understanding of [Student]’s needs and ensuring consistency in approaches and strategies. Team members have worked collaboratively to reflect on his progress and adjust supports as required.”*
- *“Felt that our follow through and AQ follow through were aligned.”*
- A survey completed by 116 AQ School students noted that 90.5% of students identified that they could **ask for what they need at school**, and 85.3% could **use learnt strategies to help them stay calm and ready to learn** at AQ School or their other school during the 2025 school year.
- **Student feedback** taken at the end of the 2025 school year regarding their **experiences at AQ School and / or their shared enrolled school** noted overall **positive schooling experiences** for the 2025 school year. **92.2%** of AQ School students **liked being at school**.
- **88%** of AQ School students surveyed felt like **their teachers listened** to them.
- **Student feedback** regarding their experiences at AQ School and/or their shared enrolled school during the 2025 school year noted that 85.5% felt they were **treated fairly** at school and 84.6% **felt safe at school**
- Overall AQ School **students gave AQ School a rating of 8.2** out of 10 and noted the **students** (62.1%), the **staff** (59.5%), **break times and games** (55.2%), and **getting help** (26.7%) as most preferred priorities indicating school connection, and an adjusted learning environment including access to support as important.
- Feedback from students highlighted their meaningful engagement with learning and with others at AQ School as significant stating, *“I really enjoyed writing film scripts in English and then making a short film.” “Overall, I love this school because of friends and all activities that we do here! overall, this school is a place that I come to for education and making friends.” “I enjoyed my work experience at a watchmaker and at E-Waste.”*

Stakeholder feedback noted the attendance, wellbeing and engagement benefits from AQ School enrolment.

- **93.6 %** of stakeholders noted that the AQ School adjusted learning environment and small group learning opportunities **supported students’ personalised engagement, wellbeing and or behaviour support needs**.

- One student highlighted their sense of safety and belonging *“They help me and I have lots of movement breaks it’s awesome I also feel really safe these days as the community grow stronger it’s a very very good school.”*
- **85.2% of parent / carers** noted that overall, the collaboration from AQ School had most benefit on their child's **engagement**. *“He loves school so much that he wants to be there every day.”*
- *“You have made a big difference in our child’s wellbeing. It’s lovely to see her in a community that not only understands and accepts her but values her. Thank you.”*
- *“A significant area of growth during the year was in supporting [Student] to manage periods of dysregulation and return to the classroom. At times, when dysregulated, [Student] would leave the learning space and engage in wandering behaviours, often seeking preferred visual stimuli. In response, the team implemented more structured and consistent regulation supports. This included the use of clear visual schedules and explicit “first/then” and timed visuals to guide expectations. For example, [Student] was supported with defined periods such as a set time in a quiet space (e.g., 10 minutes), followed by a structured movement activity (e.g., 5 minutes on the trampoline).”*

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 and engagement needs of AQ School students. The 2025 AQ School team of 187 (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 Quality and Safeguarding, AQ Enabling Services Team (Finance, Technology, People and Culture, 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 120.6 FTE.

Staff composition, including Indigenous staff

Staff Composition	Number
Total number of teaching staff	48
Full-time equivalent teaching staff	34.7 FTE
Total number of non-teaching staff	120 (excludes transport staff)
Full-time equivalent non-teaching staff	76.4 FTE (excludes transport staff)
Total number of Indigenous staff	6
Total number of staff inclusive of transport staff	187
Total number of school staff:	120.6 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	9
Postgraduate Degree	12
Bachelor's Degree	24
Diploma	3
Certificate	0

Proportion of teaching staff retained from the previous year

Number of permanent teaching staff at end 2024	Number of these staff retained in 2025	% retention rate
31	23	74.2%

Professional Development

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 continued implementation of explicit teaching programs including the Multi-Lit Systematic Synthetic Phonics program, Assessment, Planning and Teaching Support within Australian Curriculum Learning Areas, Staff Induction Supports, Universal Supports within AQ School, Positive Behaviour Supports, Restorative Practices, NCCD, Neuro-affirming Practices, Case Management/the Role of the Interdisciplinary Team and Safeguarding and Child Safe Standards. Professional development activities are listed below.

2025 Professional Development Expenditure	
Total funds expended professional development in 2025	\$112,837
Proportion of the teaching staff involved in professional development activities during 2025.	100%

Major professional development activities during the 2025 school year 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.
- Neurodiversity Affirming Practices.
- Positive Behaviour Support.

- Deescalation Strategies.
- Universal Strategies.
- Pathological Demand Avoidance Strategies to Support Student Engagement
- Client Data Safety and Compliance (attendance data, child protection, incident reporting, client files, document storage).
- Understand Case Management and Interdisciplinary Support within AQ School
- Curriculum Planning, Assessment and Reporting Processes (includes assessment documentation, updated unit planning documentation and processes, connected curriculum planning).
- Client Behaviour Risk Assessments: purpose and processes.
- Trauma Informed Practice.
- 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).
- Embedding Augmentative and Alternative Communication (AAC) use within the AQ School program.
- Curriculum Leadership; Leading Teaching and Learning; Leading Improvement; Innovation and Change.
- QCAA Learning Area assessment and teaching support.
- Using the QCAA Planning app to implement quality, inclusive planning processes for the range of learners in the classroom.
- Beginning Teachers Program: developing high impact teaching strategies, collegial connections, reflective practice and the development of portfolios of professional evidence.
- Asia Pacific Autism Conference.
- NSSAB's Revised Guideline for Educational Programs.
- Managing Critical Incidents Forum.
- Child Safe Standards.
- AQ Work Health and Fire Safety.
- AQ Policies and Procedures including AQ Code of Conduct and AQ Safeguarding 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 identified Australian Curriculum achievement standards and measures of student engagement are provided to parents and shared enrolled school teams at the end of each semester.

Student engagement and achievement

During the 2025 Commonwealth Nationally Consistent Collection of Data (NCCD), Students with Disability, 98% 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 shared enrolled school. During the 2025 school year, 63 full time Years 3, 5, 7 and 9 students were eligible to sit a total of 252 individual tests in the National Assessment Program Literacy and Numeracy (NAPLAN) tests. In consultation with parents / carers, students were withdrawn from 55% of individual tests due to philosophical or other reasons; students were exempt from testing due to disability from 34% of tests; 4.8% of students were no longer enrolled in individual tests; and 4.8% of tests were completed by AQ School students.

During the 2025 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. 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 connected curriculum learning. As not all Learning Areas were formally assessed and reported for all students, this data is highly personalised and therefore not reported below.

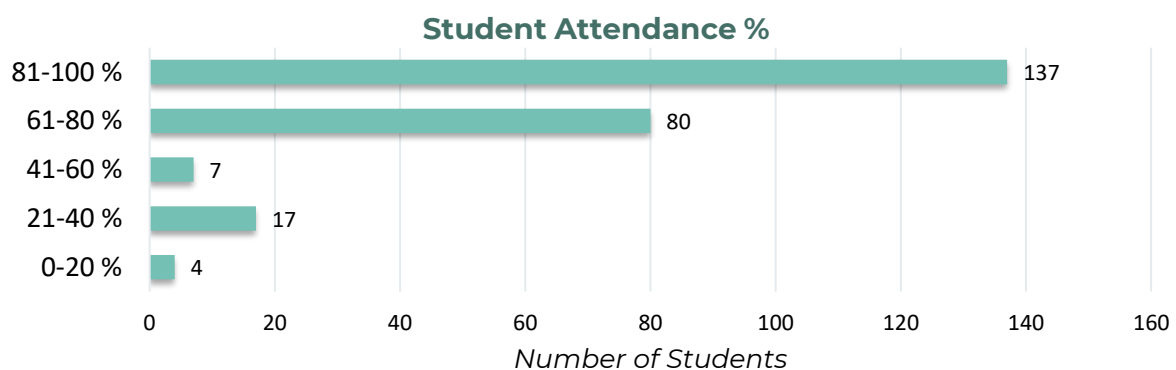
- **82.3%** of students **demonstrated progress within elements of the English Learning Area** at the appropriate curriculum access level during the 2025 school year.
- **82%** of students **demonstrated progress within elements of the Mathematics Learning Area** at the appropriate curriculum access level during the 2025 school year.
- **78%** of students **demonstrated progress within elements of the Health & Physical Education Learning Area** at the appropriate curriculum access level during the 2025 school year.
- **90.1%** of shared enrolled students **made progress** overall within curriculum learning areas.

Feedback from stakeholders highlighted the improved outcomes due to increased engagement as school. *"...our experience so far has been that the teachers are dedicated and have the student's best interests at heart. Our child feels safe at the school and understood. Our child has engaged with learning again and is building capacity. Our child is aiming for increased attendance. Our child seems happier in all aspects."*

The PLP has helped [Student] develop regulation skills, which in turn helps [Student] with everyday situations.

Attendance

- **43%** of AQ School **fulltime students in Years 1-10 attended school 90% or more** of the time; **89% of fulltime students in Years 1-10 attended school 80% or more** of the time.
- The **average attendance** rate for full time students in Years 1-10 was **80%**, a **5% increase** on equivalent 2024 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.
- **47% of AQ School students attend part time** and share enrolment with their local primary, secondary or distance education school.
- 78% of stakeholders supporting shared enrolled students noted that the student's **attendance at school improved** during the 2025 school year and or remained consistent.
- 24% of stakeholders supporting shared enrolled students confirmed that there was a **plan in place to support the student's attendance** during the 2025 school year.
- 81.9% of stakeholders supporting shared enrolled students noted that AQ School enrolment **benefited the student's wellbeing** during the 2025 school year; 78.1% highlighted benefits to students' **engagement**; 76.3% noted benefits to students' **success / resilience at school**.
- **Student feedback** taken at the end of the 2025 school year regarding their **experiences at AQ School and / or their shared enrolled school** noted 85.5% felt they were **treated fairly at school**, and 84.6% **felt safe at school**.



Five 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 school 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. *"My child enjoyed attending AQ and described the difference to mainstream was that 'he could be himself more'. The knock-on effect of this was his increased self-esteem as well as improved attendance and capacity for mainstream school. Many thanks for all the amazing work you do at AQ!"*
- *[Student] changed from fighting everything to cooperating at home and at school. He is now happy and relaxed instead of anxious. [Student] is positive now instead of negative. [Student] has stopped throwing tantrums at school and at home. I can now leave [Student] at school all day. [Student] proudly tells people that he is autistic."*

Student transition supports

Transition supports included personalised goals and or activities that scaffolded or prepared the student and or the student's stakeholder team for transition (both immediate and future).

- **89.4%** of stakeholders noted that the **AQ School team provided support for transition planning** during the 2025 school year.
- **92%** of **parents /carers** surveyed agreed or strongly agreed that the **AQ School team provided support** to their child **for transition planning** during the 2025 school year.

Transition support into AQ School was also noted to be of benefit to the student, family and shared enrolled school team as it reduced overall demands on the student and stakeholders therefore reducing disruptions to attendance and engagement.

The AQ School team supported stakeholders during the 2025 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).	113
Supported transition visits.	48
PLP and PLP review documents shared identified transition intentions and or plans.	123

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.)	82
AQ School collaborated with stakeholders (student, parents, school) regarding transition needs.	105
Transition information was shared (social stories, calendar, photos, strategies / adjustments, information).	92
PLP goals included engagement and task completion goals	111
PLP goals included behaviour or emotional regulation goals.	101
PLP goals included self-advocacy/communication goals.	116
PLP goals included safety/wellbeing goals.	80
PLP goals included transition goals.	36
Family/student access to information/information sessions.	64

- **59%** of all AQ School students during the 2025 school year (144 students) **commenced enrolment** during 2025, a **32.3% increase in new students accessing transition support** from 2024.
- During the 2025 school year, **94 students ended enrolment** due to either finishing school (3 students), moving to homeschooling, or transitioning to their shared enrolled or previous school or a new school. This is a **9% increase in students transitioning back to mainstream schooling options** in comparison to 2024. All students accessed transition support from the AQ School team.
- Additionally, a number of students were supported to change their AQ School enrolment during the course of the year 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.

Transition needs and the support provided was noted to be collaborative and highly personalised. *“Over the course of his enrolment in 2025, [Student] gradually increased his capacity to attend and participate in the school environment for longer periods. ..., this has continued to build towards more consistent and sustained attendance. The structured supports and consistent approach implemented at AQ School have played a key role in preparing him for a gradual transition toward full-time schooling.”*

2025 total head count data is above 2024 data in response to the increased enrolments within all campuses and the commencement of three new regional campuses. There are

some consistencies noted in the number of transitions/changes throughout the year with families generally ending enrolment at the end of the year.

Year 12 school leavers

Three students finished Year 12 at the end of the 2025, 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.

2025 Highlights

During the 2025 school year, significant events included:

- Highest enrolments recorded in the school's history across the six campuses.
- The commencement of the three additional regional AQ School campuses:
 - Brightwater (Sunshine Coast): Prep–Year 10
 - Rockhampton: (Prep to Year 3)
 - Mackay: (Prep to Year 3).
- Extension of the distance education program delivered from the Sunnybank Hills Campus to include early secondary students. The program is now available for students in Years 3-10. This program continues to prioritise enrolments for regional and remote students who are unable to access current campuses.
- Significant growth in the enrolment of regional and or remote students was recorded for the 2025 school year due to the extension of the Distance Education program and the commencement of the three additional regional AQ School Campuses for the 2025 school year.
- The Non-state Schools Accreditation Board confirmed compliance with accreditation requirements for the three additional regional AQ School campuses:
 - Brightwater (Sunshine Coast): Prep–Year 10
 - Rockhampton: (Prep to Year 3)
 - Mackay: (Prep to Year 3).
- Presentation at the Asia Pacific Autism Conference in Perth covering the design, commencement and progress thus far of the purpose-built Brightwater Campus incorporating 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 AQ School Educational Program was reviewed to provide clearer processes and guidelines that support personalised curriculum decision-making through five defined phases of implementation.
- Three 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.