The Younity School

School Annual Report 2025

School Sector	Independent
Year Levels Offered	Years 7 to 9
Co-educational or Single Sex	Co-educational
Reporting Year	2025
Location	Burpengary, Moreton Bay Region, Queensland
Governing Body	Younity Community Services Ltd

Contextual Information

The Younity School provides targeted support and evidence-based educational programs for young people aged 10 to 15 years during the middle years of schooling who have become, or are at high risk of becoming, disengaged from school. The school recognises the middle years as an important period of individual growth and learning, and also as the time when students are at greatest risk of disengaging.

2025 was the school's first full year of operation, following its opening on 8 July 2024. The school is governed by Younity Community Services Ltd, a not-for-profit company limited by guarantee.

Aligned with the Alice Springs (Mparntwe) Education Declaration, The Younity School's philosophy is grounded in the belief that all young people have the capacity to become confident, creative and resilient individuals, successful lifelong learners, and active and informed community members.

It is the vision of The Younity School to give young people the best opportunity to maintain their schooling during the middle years, and to support them and their parents, carers and families to create positive pathways into future education and employment.

The Younity School is an independent special assistance school for students aged 10 to 15 years old who:

- have complex, often multiple, learning and social support needs;
- experience educational disadvantage; or
- are disengaged, or are at risk of disengaging, from their learning.

The school supports young people and their families to develop positive, meaningful and continuing engagement with learning through the middle years. It does this by delivering flexible, targeted educational programs and holistic support in a safe and inclusive learning environment.

The Younity School aims to be a centre of excellence in special assistance education by delivering programs that are evidence-based, co-designed with young people and their communities, and monitored and evaluated for continuous improvement.

The Younity School aims to support students and families to:

- explore and develop their individual strengths, abilities and interests
- realise their potential as resilient, confident and capable lifelong learners
- experience a sense of belonging and connection within the school and wider community
- build networks of support and create positive pathways into future education and employment
- understand, navigate and thrive through the physical, emotional and educational transitions of the middle years.

The Younity School values the differences each student brings and is committed to building positive understandings of all people and cultures, including Aboriginal, Torres Strait Islander and all First Nations peoples.

Creating trauma-informed, strengths-based classrooms

Our programs support students to build their self-regulation, develop a sense of relatedness and belonging at school, and apply wellbeing principles that help them grow and recognise their strengths. Drawing on evidence-based models, including the Berry Street Education Model, restorative approaches and middle schooling practice, our classrooms support student wellbeing and build students' willingness to engage at school, so they can use their strengths for learning and future pathways.

Characteristics of the Student Body

Enrolments below are from the Australian Government Non-Government Schools Census (August 2025), with 2024 Census figures for comparison.

Year Level	2024 Students	2025 Students	Mode of Delivery
Year 7	18	22	Classroom (face to face)
Year 8	14	21	Classroom (face to face)
Year 9	13	12	Classroom (face to face)
Total Students	45	55	

Student Body

Aboriginal and/or Torres Strait Islander	20.0% (11 students)
Students receiving adjustments for disability (NCCD)	100%
Male	*[TO CONFIRM]*
Female	*[TO CONFIRM]*

All students enrolled at the 2025 Census were receiving adjustments under the Nationally Consistent Collection of Data on School Students with Disability, with 50 of 55 students at the extensive level of adjustment. All students attended full time.

Workforce Information

Workforce Composition, Including Aboriginal and Torres Strait Islander Staff

At the August 2025 Census, The Younity School employed 26 staff (15.9 full-time equivalent) across full-time and part-time roles. This was an increase from 19 staff at the 2024 Census.

Role	Headcount	FTE
Principal	1	1.0
Teaching staff	5	4.5
Specialist support staff	16	8.4
Administrative and clerical staff	4	2.0
Total	26	15.9

All teachers are registered with the Queensland College of Teachers. Specialist support staff, including teacher aides and youth support staff, work alongside teachers in classrooms and with families, and many hold qualifications in areas such as child safety and first aid.

Three staff members (11.5% of all staff) identify as Aboriginal and/or Torres Strait Islander.

Qualifications of all Teachers

Qualification	Percentage of classroom teachers and school leaders who hold this qualification
Masters	*1*
Bachelor	*5*

Funding Information

School Income Broken Down by Funding Source

School income broken down by funding source can be found on the My School website at www.myschool.edu.au.

Social Climate

Parent, Student and Teacher Satisfaction with the School

Staff satisfaction

In September 2025 the school ran an anonymous staff survey covering role clarity, supervision, professional learning, communication, wellbeing and job satisfaction. 21 staff responded, including classroom teachers, learning support, student wellbeing and operations staff. Responses were rated on a five-point scale, and the table below shows the share of staff who gave a rating of 4 or 5.

Survey item	Staff rating 4 or 5
Usefulness of supervision and check-ins	100%
Feel safe and comfortable in the work environment	90%
Feel supported by their line manager	90%
Feel connected to The Younity School staff team	90%
Feel appreciated and acknowledged in their role	90%
Confident raising concerns or feedback safely	90%
Feel supported to learn new skills	90%
Hopeful about the direction of the school	90%
Feel supported to maintain their wellbeing at work	80%
Overall job satisfaction	80%

Staff comments pointed to supportive leadership, a strong team and the students themselves as what they value most about working at the school. Areas staff identified for improvement were closer working and communication between school staff and Younity Community Services staff who work on site, more training in behaviour support, de-escalation and trauma-informed practice, and dedicated wellbeing spaces for students and staff, which are planned as part of the school's building works. These have been built into the school's 2026 planning.

Parent and student satisfaction

The following information from 2025 indicates how families and students have responded to the school.

- Enrolments grew from 45 students at the 2024 Census to 55 students at the 2025 Census, and the school reached its enrolment capacity during Term 1.
- In Term 1, 21 parents and carers attended four school events, which included two morning teas, a question and answer session and an online workshop.
- Every student had an Individual Education Plan developed with input from their family, school staff and external support services.
- Behaviour incidents fell from 24 in Term 4 2024 to 13 in Term 1 2025.

Students describe the school in their own words: "It's the first school I've wanted to come back to" (Year 9 student) and "I like that I can be myself here" (Year 7 student).

Pastoral care and wellbeing

The Berry Street Education Model is used across all classrooms to build relationships and help students manage their own regulation. Students and families with higher needs receive individual case management through the YAMBI program for students and the CARE program for families. The PUSH! youth development program runs group-based engagement, resilience and leadership activities, and the Indigenous Pathways Program supported 12 students in Term 1. Weekly yarning circles and NAIDOC Week activities with Elder involvement support cultural connection for all students. Bullying and conflict are addressed through restorative practices.

Student Outcomes

Average student attendance rate (%) for the whole school

Attendance is recorded in Compass for each timetabled class session. The figures below count every student enrolled at any time during the 2025 school year (28 January to 12 December 2025), so the student total is higher than the August Census figure.

Total number of students	Number of possible attendance sessions	Total number of sessions absent	Total attendance sessions
61	49,643	17,261	32,382

The average student attendance rate for the whole school in 2025 was 65.2%, compared with 64.2% in Semester 2, 2024.

Average student attendance rate for each year level

Year Level	2025	2024 (Semester 2)
Year 7	73.6%	69.5%
Year 8	62.0%	65.2%
Year 9	57.7%	53.1%

Explained absences for the 2025 school year were 99.6% of all absences.

How non-attendance is managed by the school

The Younity School enrols full-time students only. Attendance is recorded in Compass, with rolls marked by the timetabled classroom teacher at the start of each session. Parents and carers of students who are not present when the morning roll is marked receive a text message from Compass advising of the unexplained absence and asking them to contact the school on 0468 782 452.

A valid reason for each absence must be provided by the parent or carer, either in writing or verbally. Explanations are not accepted from students. The Principal considers explained absences when approving student attendance records.

Attendance is tracked daily and staff contact families on the same day when a student is absent. Where attendance becomes a concern, the school works with the student and family to understand the barriers to attending, which for many of our students include past trauma and school refusal. Support can include adjustments in the student's Individual Education Plan, individual case management through the YAMBI and CARE programs, and involvement of external support services.

NAPLAN results for Years 7 and 9 in 2025

The Younity School caters for Years 7 to 9, so NAPLAN is reported for Years 7 and 9 only. In 2025, 6 of 15 Year 7 students and 7 of 11 Year 9 students sat the NAPLAN tests.

Privacy and interpretation of data. Many students at The Younity School enrol after long periods of disrupted schooling, and all receive adjustments for disability. With small groups

sitting the tests, the result of one or two students can move the school average a long way, so these results should be read with care and are not a reliable guide to the progress of individual students or to year-on-year trends.

Reading

	Year 7 (2025)	Year 9 (2025)
Average score (School)	449	535
Average score (Queensland)	527	556
Average score (National)	*[TO CONFIRM]*	*[TO CONFIRM]*

Writing

	Year 7 (2025)	Year 9 (2025)
Average score (School)	434	489
Average score (Queensland)	525	564

Spelling

	Year 7 (2025)	Year 9 (2025)
Average score (School)	441	511
Average score (Queensland)	532	561

Grammar and Punctuation

	Year 7 (2025)	Year 9 (2025)
Average score (School)	470	502
Average score (Queensland)	530	549

Numeracy

	Year 7 (2025)	Year 9 (2025)
Average score (School)	464	488
Average score (Queensland)	534	559

School and Queensland means are from the QCAA 2025 NAPLAN school summary reports. NAPLAN results are also available on the My School website at www.myschool.edu.au.

Other Information

Curriculum

In Term 1 2025 the school finalised its whole-school curriculum for all year levels and subjects, aligned to Version 9 of the Australian Curriculum. This included unit plans, assessment tasks and rubrics, a scope and sequence, and a moderation and assessment framework. Literacy and numeracy support is delivered one-to-one and in small groups by education support staff, and Aboriginal and Torres Strait Islander perspectives are built into units of work in line with the Mparntwe Education Declaration.

Involving parents in their child's education

Families are involved in developing and reviewing each student's Individual Education Plan. The school runs parent engagement events during the year, and the CARE program provides family-focused case management for families who need more support.

Teacher professional development

All staff took part in professional development in 2025. Weekly professional learning and mentoring were embedded for all staff, and a Senior Teacher appointed in 2025 led weekly Professional Learning Team inquiry cycles with direct coaching and classroom modelling. Professional development topics included rubric development, formative and summative assessment, Individual Education Plan design, use of AI in the classroom, workplace health and safety, child protection and first aid.