



Beyond the Classroom:

Partnering with Families to
Support Student Wellbeing
and Success

the **Y** **Schools**
QUEENSLAND

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Executive Summary

The 2025 Parent and Carer Survey offers valuable insights into the experiences, priorities, and perspectives of families across Y Schools Queensland.

A total of 183 valid responses were received, representing a 19% response rate. The findings reaffirm the strong, positive impact Y Schools Queensland has on students and families while also highlighting clear opportunities for continued growth and improvement.

Overall, caregiver satisfaction remains high, with 87% of respondents reporting that they are satisfied or very satisfied with Y Schools Queensland. Families consistently praised the school's smaller class sizes, individualised support, and holistic approach, which set it apart from mainstream schooling.

One caregiver reflected:

“Y schools is a much better option for children who find mainstream schooling too overwhelming with its loud classrooms and too many rules.

Y schools offer a much more holistic approach for children, with extra social worker support, one-on-one assistance, simplified curriculum, artistic and hands-on activities, shorter school days and terms, no uniform requirements, and access to calm, quiet classrooms that feel like a lounge room of a house.” (Redlands Junior)

Survey results show that 82% of caregivers believe Y Schools Queensland supports their young person's needs, 73% feel the school celebrates their child's strengths, and 72% agree it accommodates their interests. For many families, transitioning to Y Schools Queensland represented a turning point:

“We are only on day 2, however, from what I have seen, the school is amazing and my son now has a purpose to get up and feel like he's part of something. He's enjoying going, and after experiencing school refusal for 2 years this is huge for our family.” (Bundaberg Senior)

Caregivers highlighted the responsiveness and approachability of staff as a defining strength, with 86% reporting staff are very responsive to questions and concerns, and 87% finding them approachable.

In total, 95% of caregivers expressed satisfaction with school staff. However, families also identified areas for improvement, including reducing staff turnover, strengthening behaviour management, and increasing staff awareness and training around neurodiversity and disability.

Safety remains a core priority. Awareness of Y Schools Queensland's Safeguarding Children and Young Person Policy increased to 82% (up 3% from 2024), and 78% of caregivers agreed the school has adequate child protection measures in place.

The proportion of caregivers who expressed safety concerns rose from 9% last year to 13% this year, underscoring a continued need for effectively addressing negative behaviour.

Behaviour management emerged as an area for improvement, with fewer caregivers (58%) expressing strong agreement in this area. Related to this, caregivers recommended staff stability and consistency, as well as increased knowledge of neurodiversity and disability, as areas that might contribute to behaviour management.

“...96% of caregivers said Y Schools was better than previous schools attended by their young person.”

Communication between caregivers and the school was viewed positively, with 86% feeling informed about their young person’s progress and 86% believing the school takes their input seriously. ILP meetings, newsletters, information events, and volunteering opportunities were seen as the most effective channels, with newsletters showing improvement compared to 2024.

Finally, nearly all caregivers (99.4%) agreed that Y Schools Queensland supports their young person’s wellbeing. Pathways preparation also showed improvement, with 65% of parents and carers strongly agreeing their young person is supported to pursue employment or further education after graduation, an increase of 4% from 2024.

Taken together, the 2025 results affirm that Y Schools Queensland continues to deliver a high-quality, values-driven education that prioritises wellbeing, inclusivity, and lifelong learning.



At the same time, the findings highlight opportunities to enhance staff consistency, improve behaviour management, increase focus on academic rigour to help students reach their full potential, and expand pathways to ensure every student is fully supported to thrive beyond school.

“Y Schools Queensland received an NPS of 72, up from 71 in 2024.”

NOTE - The NPS is calculated by asking parents and carers, “how likely is it that you would recommend the Y Schools Queensland to a friend or colleague?” Respondents rate their answer on a scale of 0 to 100. Responses to this question can be classified as promoters (90–100), passives (70–80) or detractors (0–60), the NPS is the percentage of promoters minus the percentage of detractors. An overall total score of 70+ considered “world-class” (ISM, 2022).

Partnering with Families to Support Student Wellbeing and Success

Launched in 2024, the purpose of this survey and evaluation was to gather feedback from parents and carers on key areas concerning their young person's experience at Y Schools.

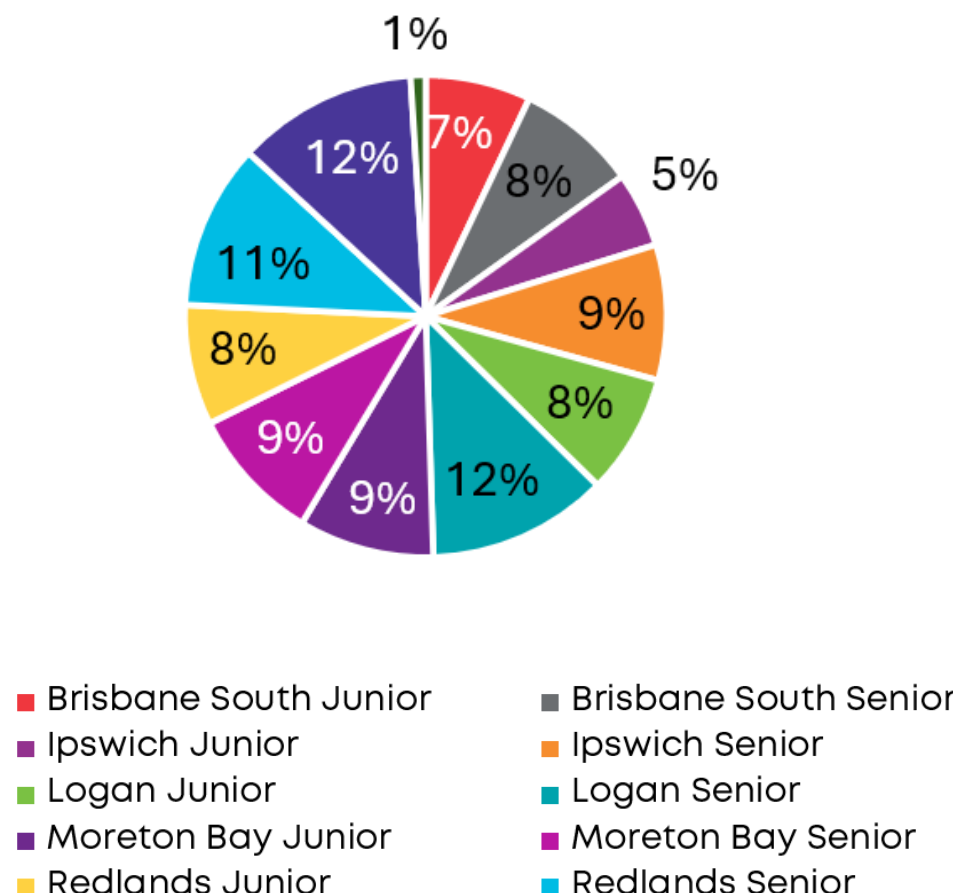
These areas included the specific needs of their young person, the feedback of Y Schools Queensland staff, student safety, strategies to strengthen the partnership between Y Schools Queensland and caregivers, fairness in student treatment, student wellbeing, the school's values and culture, teaching and learning, as well as pathways and skills development. Both quantitative and qualitative data were collected to ensure comprehensive insights.

The survey was conducted over two weeks in July 2025, with a survey link distributed via text message to all parents and carers of current Y Schools Queensland students. A total of 183 valid responses were received, resulting in a 19% response rate (calculated as one caregiver per student).

Figure 1 shows the distribution of response rates by Y Schools Queensland campus. Throughout this report, comparative results from the 2024 survey are included to provide context and insight.

However, it is important to acknowledge that our caregiver cohort changes slightly each year as students exit and new students enrol. As the data is not matched to individual students, comparisons are intended to reflect general trends rather than longitudinal outcomes.

***Figure 1:** Percentage of Y Schools Queensland parents and carers who completed the survey.*



Strengthening Educational Support

As part of understanding how Y Schools Queensland can further strengthen educational support, parents and carers were invited to state their opinion on how well the school meets their young person's individual needs, celebrates their strengths, accommodates their interests, supports their learning, and equips them with valuable skills.

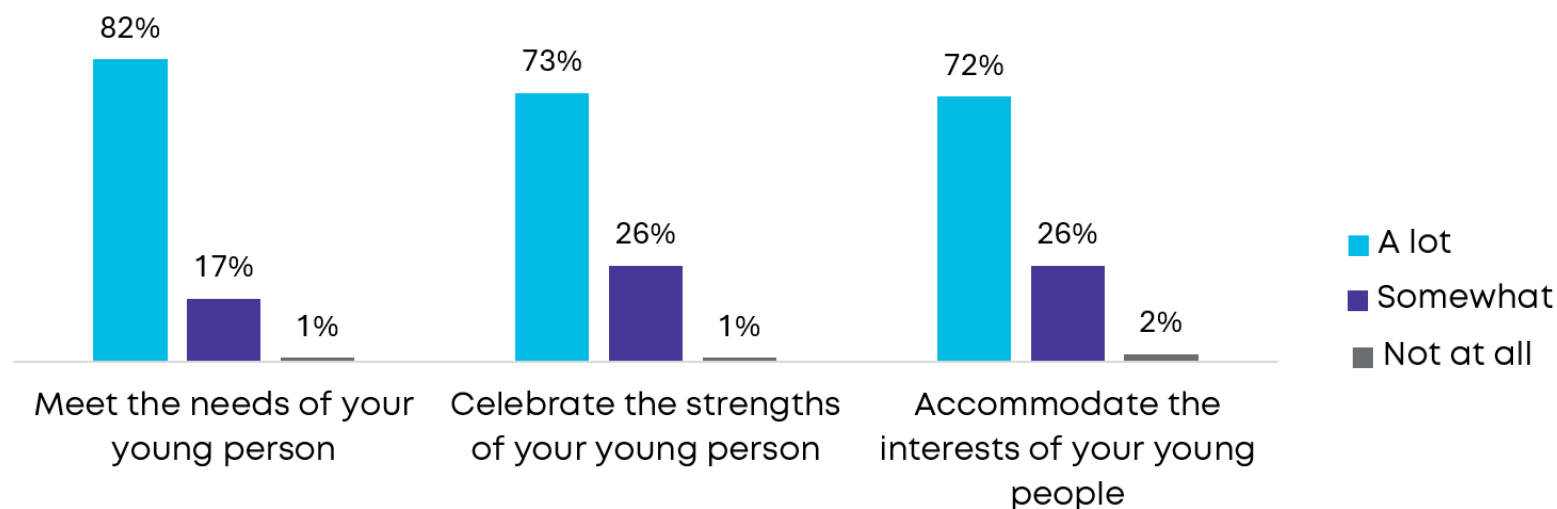
Figure 2 shows the majority of caregivers agreed that Y Schools Queensland meets their young person's needs (82%), celebrates their strengths (73%), and accommodates their interests (72%).

Compared to the 2024 survey, the proportion of caregivers that responded that these aspects are done "a lot" decreased by 2% for needs, 4% for strengths, and 3% for interests.

"Y Schools Queensland is committed to delivering the highest quality support and education for its young people..."

Y Schools Queensland is committed to delivering the highest quality support and education for its young people, particularly in areas where mainstream schooling has not met their needs.

Figure 2: Percentage of parents and carers rating how well Y Schools Queensland meets the needs, celebrates strengths, and accommodates interests of their young person.



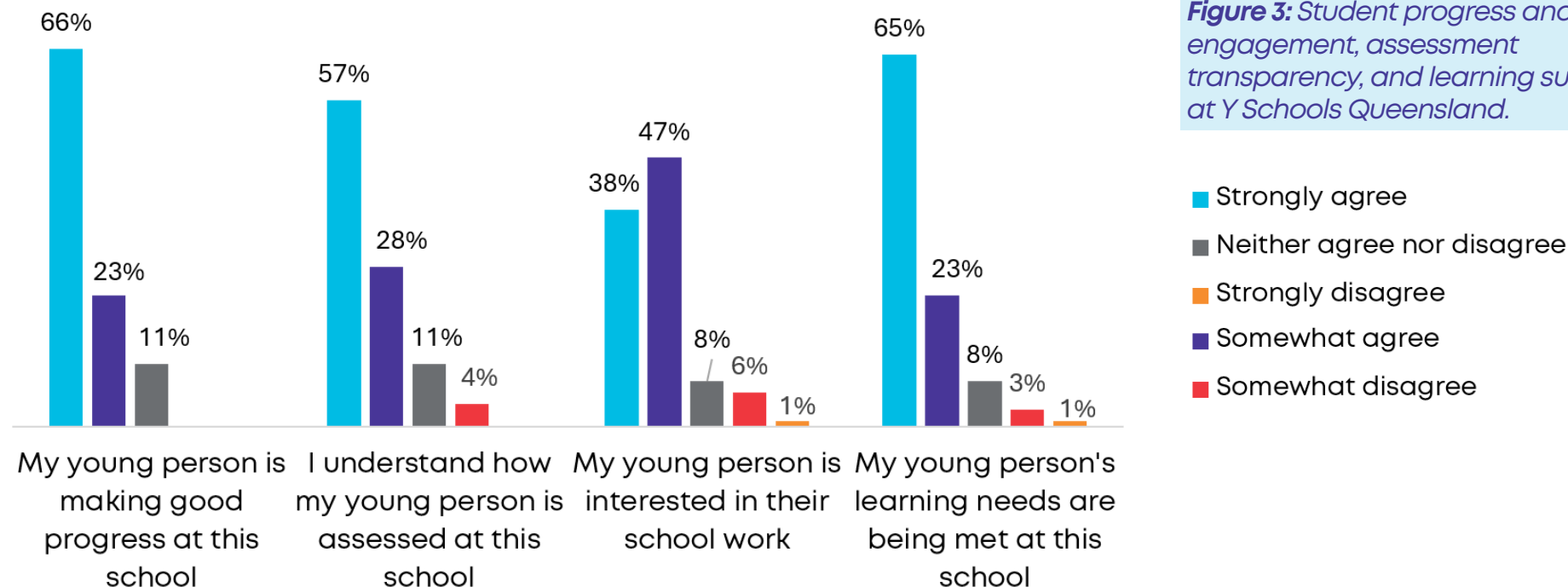
To gauge how Y Schools Queensland compares with other institutions, caregivers were first asked whether their young person had attended a different school. 78% reported prior attendance elsewhere, a 9% decrease from last year's survey.

Caregivers were then asked to compare their experiences; an overwhelming 96% felt Y Schools Queensland was better, 3% said it was about the same, and 1% (two respondents) indicated it was worse.

The proportion of parents and carers rating Y Schools Queensland as better has remained identical to 2024, however previously no respondents stated that they believe Y Schools Queensland is worse than their previous school.

Caregivers consistently identified several defining features that distinguish Y Schools Queensland from mainstream education. These include smaller class sizes, access to personalised one-on-one support, the application of compassion before correction, and a holistic approach that prioritises individualised adjustments. Collectively, these elements foster an environment in which young people feel heard, valued, and positioned for success.

Figure 3: Student progress and engagement, assessment transparency, and learning support at Y Schools Queensland.



“Mainstream high school was not a good experience for my son. The Y offers everything he needs, the support, the shorter days, the relaxed atmosphere, smaller classes, the relationships between staff and students.” (Redlands Junior).

Student progress and learning needs

The majority of parents and carers reported satisfaction with their young person's progress at Y Schools Queensland and felt that the support provided effectively meets their learning needs (see Figure 3 below).

Compared to last year's survey, agreement levels decreased slightly—by 1% for those who felt their young person was making good progress, and by 2% for those who believed their young person's learning needs were being met. Parents and carers were less likely to agree that they understand how their young person is assessed, suggesting a potential need for targeted information sessions to improve caregiver awareness of marking and assessment criteria or more direct communication from teachers.

The proportion of caregivers who agreed that their young person is interested in schoolwork, and that they understand how their young person is assessed, remained largely consistent with last year's results.

In Redcliffe State High School's 2023 annual report they found that 80% of their caregivers agreed that their young person is making good progress at this school, while 89% of Y Schools Queensland caregivers agreed to this statement. Furthermore, 74% of Redcliffe caregivers agreed that their young person's learning needs are being met, in comparison to 88% of Y Schools Queensland caregivers.

Skill development

Learning and improving key skills, such as communication, cooperation (working well with others), problem solving, goal setting, and applying for jobs, are valuable for young people at Y Schools Queensland to develop to ensure they are best equipped for life post-school.

- 74% of parents and carers believe Y Schools Queensland has helped their young person to develop communication skills – a 4% decrease from 2024.
- 76% of parents and carers believe Y Schools has helped their young person develop their skill of cooperation and working well with others – a 9% increase from 2024.
- 58% of parents and carers believe Y Schools Queensland has helped their young person develop problem solving skills – a 3% decrease from 2024.
- 64% of parents and carers believe Y Schools Queensland has helped their young person develop goal setting skills – an 11% decrease from 2024.
- 43% of parents and carers believe Y Schools Queensland has helped their young person develop skills to apply for jobs – a 9% increase from 2024.

Cooperation and the ability to work well with others received the highest number of caregivers stating that Y Schools Queensland has helped their young person develop. However, Y Schools Queensland needs to continue prioritising pathways support that foster skills needed for successful job seeking, as parents and carers identified this as an area where Y Schools is currently falling behind.



Recommendations for strengthening educational support

Parents and carers identified several skills they believe require greater focus from Y Schools Queensland, including financial literacy, career planning, emotional regulation, and self-reflection.

“To think about things before she acts and to have more confidence in who she really is not follow other students.”
(Logan Junior)

Many emphasised the importance of equipping students with practical abilities to support their transition beyond school such as budgeting and money management, job-seeking skills, recognising personal strengths and abilities, understanding and processing emotions, and completing tasks on time.

“Applying for jobs, self-care and self organization skills, budgeting for life, advocating for themselves in medical, academic or professional settings. Nutrition awareness.”
(Ipswich Senior)

This aligns with the 2024 findings, highlighting the need to prioritise the development of key life skills and emotional regulation to better prepare students for independence and success in their post-school journey.

Caregivers were asked to provide recommendations to improve the school’s ability to meet the needs of their young person, celebrate their strengths, accommodate their interests, and support their learning.

Higher expectations and accountability

In line with the 2024 survey, caregivers this year expressed concerns that many students are not being sufficiently challenged in their schoolwork.

Parents and carers highlighted the need for greater academic rigour to help students reach their full potential, alongside consistent accountability for completing tasks. They also emphasised the importance of fostering active engagement in learning, rather than passive attendance.

Communication with caregivers about assessments

Parents and carers suggested that they should be better informed about what their young person is learning and the status of their assessments.

Being informed about assignments and the topics covered would allow them to discuss it with their young person if more assistance is required at home. Furthermore, communicating with caregivers if their young person is beginning to fall behind in any of their schoolwork, so they can provide support before it becomes a larger issue.

Cultivating A Positive School Culture

Y Schools aims to create a positive school environment that values its students, creates connections between staff and students, instils the Y Queensland core values, promotes positive wellbeing, and achieves equal treatment of all students.

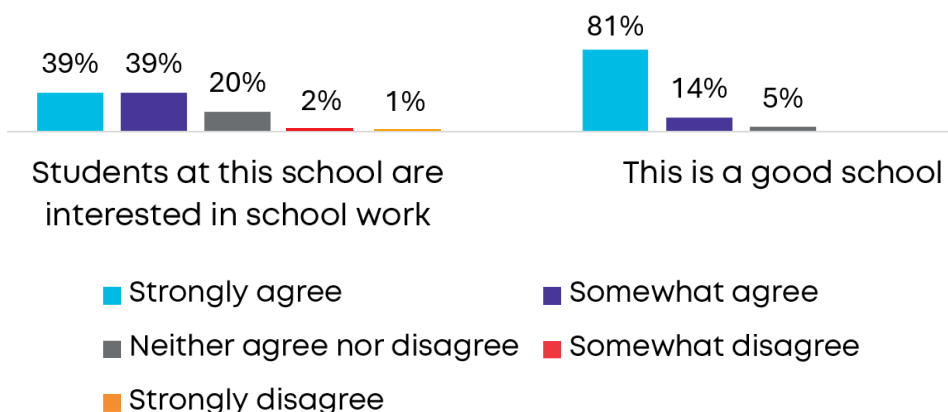
To understand how parents and carers view the current school culture, questions covered student achievements, relationships among students, staff supporting learning, the school's willingness to improve, management of student behaviour, opinions on school work, equal treatment, and sense of community.

The 11 questions regarding school culture are represented in **Figure 4** as a subcategory of student engagement and satisfaction, **Figure 5** as school environment and support, and **Figure 6** as equality and inclusivity of students.

The highest percentage of parents and carers responded that they strongly believe Y Schools Queensland is a good school, this was also seen in the previous year's survey. The number of caregivers who strongly or somewhat agree that students are interested in school was identical.

In 2024, more parents and carers responded that they only somewhat agreed to this statement, while in 2025 slightly more caregivers neither agreed nor disagreed. Almost all (95%) parents and caregivers agreed that Y Schools Queensland is a good school, the remaining 5% were neutral. This was 9% more caregivers, compared to Redcliffe State High School caregivers.

Figure 4: Student engagement and satisfaction.



Within the subcategory of school environment and student support, the majority of caregivers strongly agreed that school staff are supportive of learning and that the school is continuing to improve. Caregivers also strongly agreed that the school celebrates student achievements, fosters positive peer relationships, and promotes a strong sense of community.

Behaviour management emerged as an area for improvement, with fewer caregivers (58%) expressing strong agreement in this area. However, Y Schools Queensland had 17% more caregivers agree that student behaviour is well managed compared to Redcliffe State High School.

While this is still an area that requires work, it suggests Y Schools Queensland is managing behaviour more effectively compared to a typical mainstream school. Overall, all items in this subcategory received a lower proportion of strong agreement compared to 2024, with the most significant decline (8%) relating to caregivers' confidence that staff support their young person's learning.

These findings suggest the need for renewed focus on strengthening staff support for learning and enhancing behaviour management strategies to rebuild caregiver confidence.

Caregivers also strongly agreed that the school celebrates student achievements, fosters positive peer relationships, and promotes a strong sense of community.

Parents and carers were asked about equality and inclusivity of students within the school culture, majority of caregivers strongly agreed that the school treats students equally, regardless of differences (7% decrease from 2024), and that the school aids in developing acceptance, respect, and inclusivity in their young person (4% decrease from 2024).

Figure 5: School environment and support for students at Y Schools Queensland.

■ Strongly agree
■ Somewhat disagree
■ Somewhat agree
■ Strongly disagree
■ Neither agree nor disagree

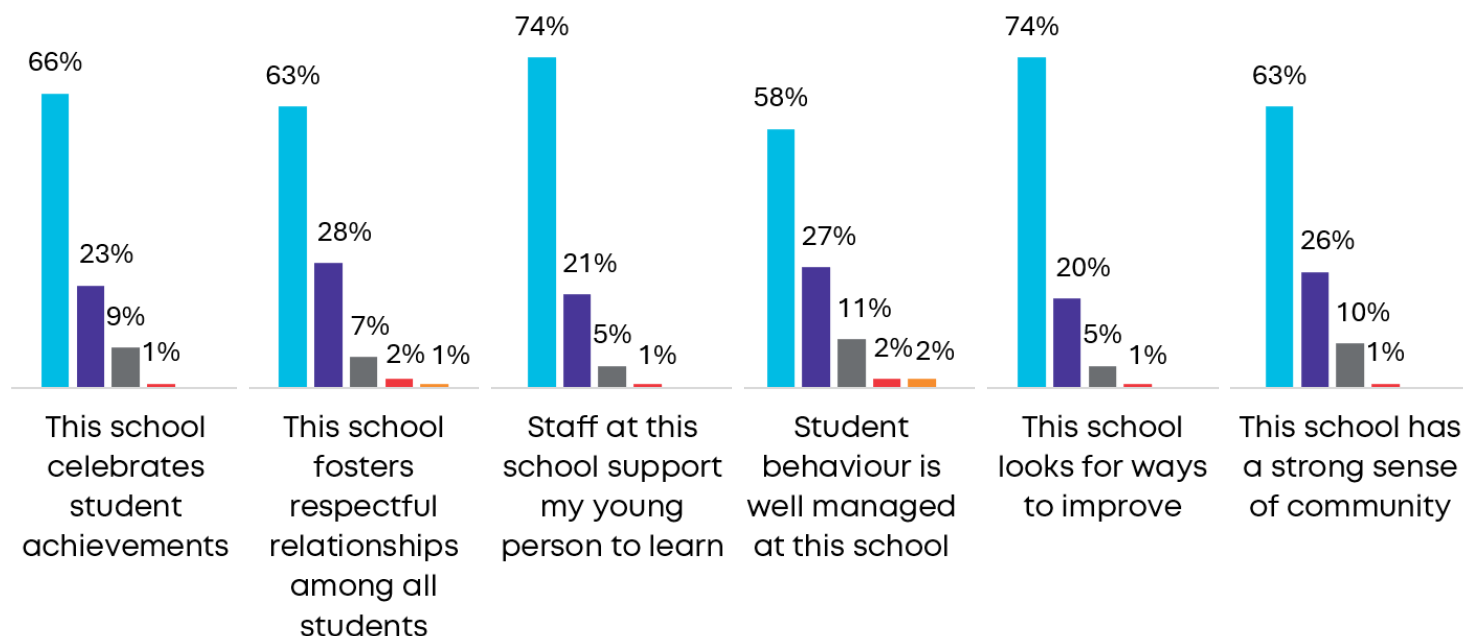
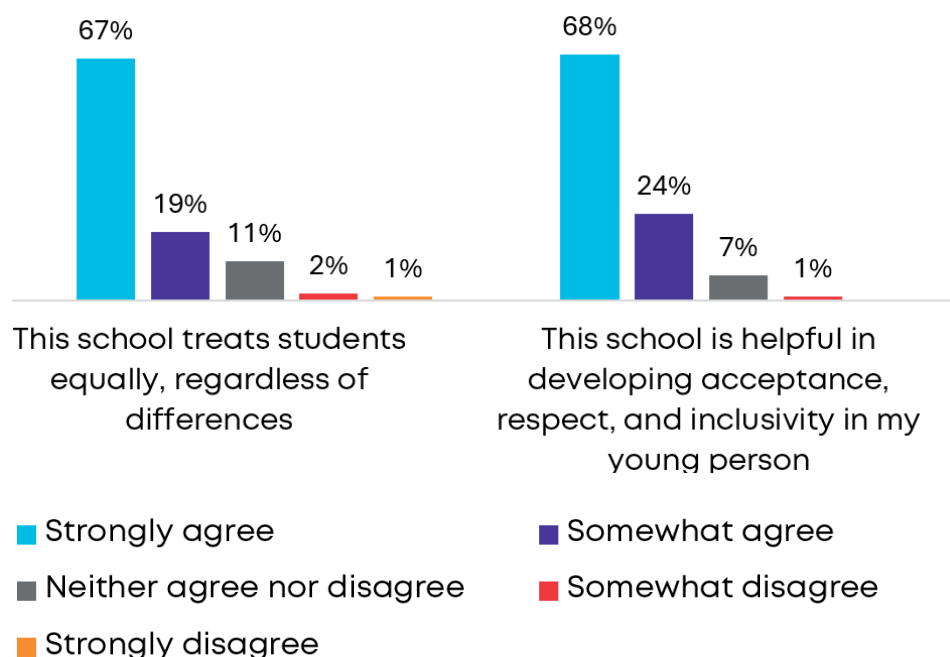


Figure 6: Equality and inclusivity of students at Y Schools.



Wellbeing of students

Student wellbeing, as one of the core pillars of Y Schools Queensland, received the best review from parents. When asked whether they believe the school supports their young person's wellbeing, 99.4% of parents and carers responded 'yes' – a 1% increase from 2024.

Caregivers value the staff's commitment to wellbeing, their ability to build rapport and positive relationships with students where they feel valued and heard. The smaller class sizes, more one-on-one time with staff, and treating students as equals



were all elements of Y Schools Queensland that caregivers recognised as a lead contributors for fostering these close relationships between staff and students, and consequently greater wellbeing.

“[In comparison to other schools, Y Schools Queensland has] Better support with well-being. Treats students with respect and like they are not just a number. Actually cares.” (Brisbane South Senior)

Figure 7: Percentage of parents and carers rating how effective Y Schools Queensland values are in shaping their young person.

- Extremely effective
- Somewhat effective
- Not effective at all

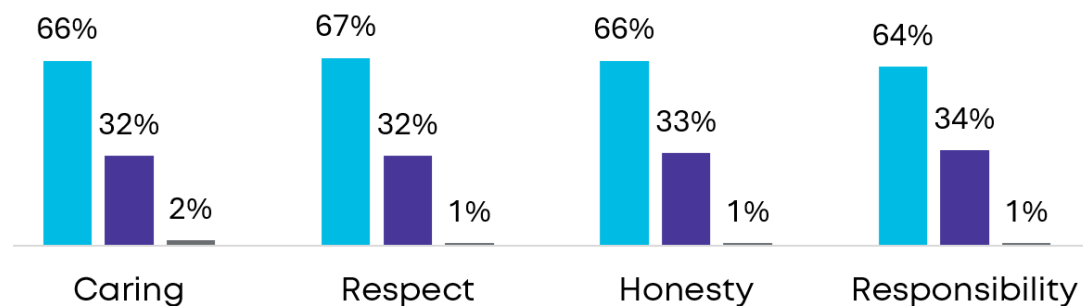
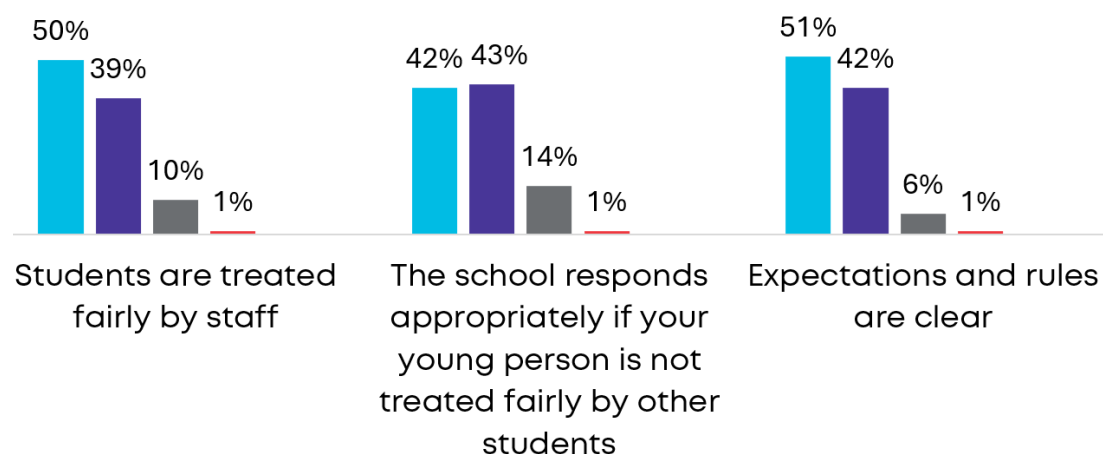


Figure 8: Percentage of parents and carers that responded to fair treatment at Y Schools Queensland.

- Strongly agree
- Neither agree nor disagree
- Strongly disagree
- Agree
- Disagree



Overall, the majority of caregivers strongly agreed that Y Schools Queensland respond appropriately to unfair treatment by other students (a 7% decrease from 2024) and that the school has clear and fair rules for all students (an 8% decrease from 2024).



Y Schools Queensland values

The Y's core values, honesty, caring, respect, and responsibility are central to the Y Schools Queensland mission of inspiring young people to embody these principles throughout their schooling.

As shown in **Figure 7**, the majority of parents and carers reported that they believe all four values are extremely effective in influencing their young person. Notably, a greater proportion of caregivers in 2025 felt Y Schools Queensland is extremely effective in instilling these values compared to 2024.

Fairness

Parents and carers were asked to reflect on how their young person is treated by staff and peers, as well as on the fairness of school rules designed to safeguard equitable treatment.

Figure 8 presents the responses across these three areas.

Overall, the majority of caregivers strongly agreed that Y Schools Queensland respond appropriately to unfair treatment by other students (a 7% decrease from 2024) and that the school has clear and fair rules for all students (an 8% decrease from 2024).

However, a growing proportion of caregivers indicated they only 'agreed', rather than 'strongly agreed', that the school responds effectively to unfair treatment by peers, representing a 9% decline from 2024. This shift highlights an important area for Y Schools Queensland to strengthen in order to rebuild caregiver confidence in the school's approach to fairness.



Recommendations for cultivating a positive school culture

Caregivers were asked how Y Schools Queensland could further improve school climate and support student wellbeing. The majority of responses highlighted the need for stronger management of student behaviour and negative peer interactions.

Concerns were raised about repeated antisocial behaviours, with some caregivers feeling that students were given too many chances before facing appropriate consequences. To address this, caregivers suggested incorporating more team-building activities to strengthen peer connections, encourage kindness and respect, and promote an understanding of personal boundaries.

They noted that such initiatives would be particularly valuable for neurodivergent students, who may face additional challenges in forming friendships and feeling a sense of belonging within the school community.

Partnership Between Caregivers and Y Schools Queensland Staff

Establishing strong, positive connections between families and Y Schools Queensland staff is essential for effective communication, supporting learning outcomes, and ensuring families have access to information about school activities and opportunities for involvement.

Survey results indicated that 87% of caregivers were satisfied or very satisfied with Y Schools Queensland, 5% were neutral, and 8% were dissatisfied or very dissatisfied.

Compared to 2024, the proportion of satisfied and very satisfied caregivers decreased by 4%, neutral responses remained the same, and those dissatisfied or very dissatisfied increased by 4%. Notably, Brisbane South Senior had the highest proportion of very satisfied caregivers at 100%.

Additionally, 90% of caregivers reported that their young person enjoys attending Y Schools (a 1% increase from 2024), with Moreton Bay Junior achieving 100% positive responses.

Caregivers were also asked to rate their satisfaction with school staff, including responsiveness to concerns and approachability. Results showed that 86% of caregivers found staff very responsive, 14% somewhat responsive, and none reported staff were unresponsive.

Similarly, 87% of caregivers found staff very approachable (a 2% decrease from 2024), 13% somewhat approachable (a 2% increase), and none reported staff were not approachable. Overall, 72% of caregivers were very satisfied with school staff, 23% satisfied, 4% neutral, and two caregivers were very dissatisfied.

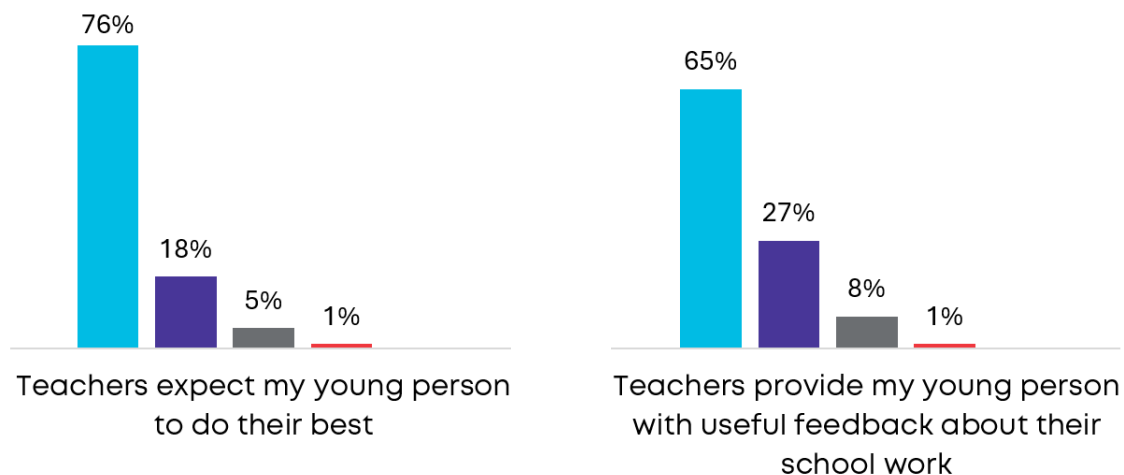


Figure 9: Expectations and appropriate feedback of teachers at Y Schools Queensland.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Teaching and learning

The teaching and learning questions in this survey aimed to gather insights on how well Y Schools Queensland supports students' learning, communicates expectations and feedback, tracks progress, engages students, and meets individual needs.

When asked whether parents and carers believe teachers at the school expect their young person to do their best, majority (76%) strongly agree (shown in **Figure 9**). Similarly, most (65%) parents and carers also strongly agree that teachers at Y Schools Queensland provide their young person with appropriate feedback regarding their school work. In comparison to 2024, this question saw a 6% decrease in the number of caregivers who strongly agreed.

Communication and involvement of caregivers at Y Schools Queensland

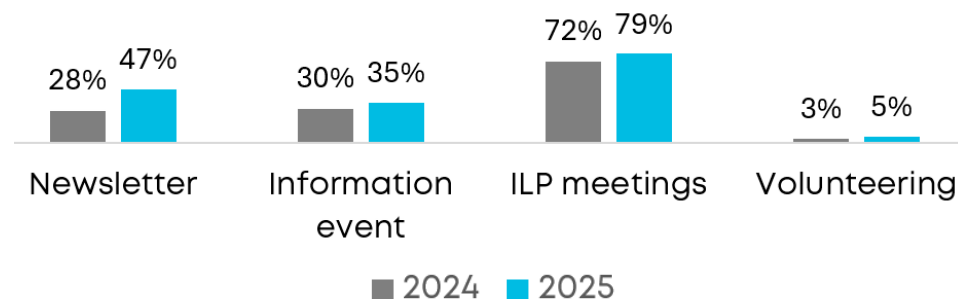
This section of the survey aimed to explore the relationship between parents or carers and Y Schools Queensland, with a particular focus on caregiver involvement and whether their feedback is valued and acted upon by the school.

When asked whether they felt informed about their young person's progress, the majority of caregivers (86%) agreed or strongly agreed, representing a 3% decrease from 2024, while 5% disagreed or strongly disagreed. Similarly, 84% of caregivers agreed or strongly agreed that the school actively seeks their input, with 5% expressing disagreement.

When asked whether they believed the school takes caregiver input seriously, 86% agreed or strongly agreed, and 5% disagreed or strongly disagreed.



Figure 10: Percentage of caregivers who believe this method of communication is done well to keep them informed.

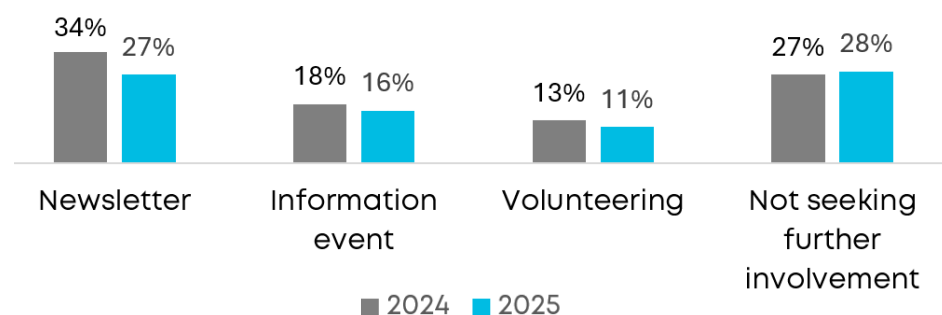


In comparison, Redcliffe State High School found that only 68% of the caregivers believe that their school takes parents' opinions seriously. Evidently, Y Schools Queensland demonstrate that it not only listens to caregivers but ensures that their input is enacted.

The current methods of communication and partnership between Y Schools Queensland and caregivers include newsletters, information events, ILP meetings, and volunteering. Parents and carers were asked to identify which methods were currently well organised to keep them informed.

As seen in **Figure 10**, caregivers identified ILP meetings as being the best method for keeping them informed and involved with the school, followed by newsletters, information events, and volunteering. Parents and carers were also able to suggest other methods of communication that keep them informed. These included more frequent newsletters, phone calls, emails, and direct text messages.

Figure 11: Percentage of caregivers that believe this method could be improved.



Parents and carers were then asked to identify which communication methods could be improved to enhance their involvement. As shown in Figure 11, the largest proportion of caregivers indicated they were not seeking additional involvement. Among those seeking more engagement, newsletters were most frequently identified as an area for improvement, followed by information events, and volunteering opportunities.

Recommendations for fostering the partnership between caregivers and Y Schools Queensland staff

Parents and carers were asked what other methods could Y Schools try that would encourage their involvement. The recommendations suggested by caregivers were as follows:

“A parent login to stay updated on daily happenings.”
(Ipswich Junior)

“Have a parent day where parents can come see [their] children work.” (Brisbane South Junior)

“I’d be keen to meet some of the other parents and families from time to time. So like doing a BBQ or breakfast for families would be nice.” (Redlands Junior)

While the majority expressed satisfaction with the existing partnership between families and the school, several valuable suggestions were provided. Recommendations included a parent login or app to access personalised updates on their young person’s progress, opportunities to observe school operations during class hours, after-hours P&C meetings, and informal caregiver events such as family BBQs or breakfasts to strengthen community connections.

These findings are consistent with the recommendations identified by caregivers in the 2024 survey.

When prompted to reflect on how staff could improve the experience of families, most caregivers praised staff for their approachability, supportiveness, and overall performance. Terms such as ‘perfect,’ ‘amazing,’ ‘awesome,’ and ‘brilliant’ were frequently used, highlighting widespread appreciation for staff efforts. However, two areas for improvement were consistently noted: staff stability and consistency, and increased knowledge of neurodiversity and disability.

Staff stability and consistency

Many caregivers noted that frequent staff turnover strongly affects the relationships between families and the school, in addition to greatly impacting the wellbeing of their young person, especially for students with additional needs.

While this is largely out of the control of many staff, staff turnover has been brought to attention not only by parents and carers but also students in their Thrive surveys. Undoubtedly, highlighting the significant impact these staff changes have on the school community.



“They are wonderful. The only thing I could say is that it is sad for her when teachers leave but there isn’t really much that can be done about that.” (Redlands Senior)

Increase knowledge for neurodiversity and disability

A number of caregivers recommended more professional development to build staff awareness and capability in supporting neurodivergent students and those with disabilities. Requests included a stronger focus on understanding invisible disabilities, chronic illness, and the specific needs that present.

“Not sure we are all human it would be hard to be 100% everyday when working with at risk, vulnerable and disabled youth... I think ongoing PD, broader awareness of invisible disabilities and the lived experiences of teens with chronic illness would help my daughters daily experience.” (Ipswich Senior)

Parents and carers were asked about their perceptions of student safety at Y Schools, including their awareness of protective measures, the effectiveness of current safety procedures, and any additional concerns they may have.

Eighty two percent (82%) of caregivers reported being aware of the Y Schools Queensland Safeguarding Children and Young Person Policy, a 3% increase from 2024, while 5% were unaware and 13% were unsure.

A majority (78%) believe the school has adequate child protection measures in place, a 4% decrease from 2024, with 3% disagreeing and 19% unsure. When asked if they had any safety concerns for their young person, 13% indicated they did, 76% said they did not, and 11% were unsure.

Success of Safeguarding Protocols within Y Schools Queensland

This represents an increase from 2024, when only 9% of caregivers expressed safety concerns, highlighting an area for further improvement.

Many parents and carers expressed satisfaction with the school's anti-bullying measures, noting that these initiatives have helped create a safe environment for their young person, particularly following negative experiences at previous schools.

However, a notable proportion of caregivers indicated that there remains significant scope for improvement in this area, underscoring the importance of maintaining and enhancing safety initiatives as a top priority.

“I’ve never worried about the safety of my child. In mainstream I worried every second of the day...” (Brisbane South Senior)

Recommendations to ensure the success of safeguarding protocols

Suggestions were made for Y Schools Queensland to improve the safety of young people at school. These included improved school security measures, supervision and staff presence, communication with caregivers and proactive conflict resolution. While these recommendations are largely identical to those identified in 2024, this year transport concerns were not raised as frequently.





School security measures

Caregivers highlighted the importance of physical infrastructure and visible safety protocols. Suggestions included secure fencing, closed gates, surveillance cameras, safe storage for bikes, and clear visitor identification procedures to control access and monitor external risks.

“Have closed fencing and gates around the school so that visitors have to ring a bell and identify themselves. Have visitors check in by sharing their details, arrival time and time of departure and wear a lanyard with a visitor card so staff and students know this person is a stranger.” (Bundaberg Senior)

Supervision and staff presence

There was a strong call for increased adult supervision, particularly at school gates, bus stops, and during transitions. Caregivers expressed that regular staff presence helps deter negative behaviours and provides reassurance for both students and families.

“Make sure there is a teacher outside the school and stop them from smoking at the gate.” (Ipswich Senior)

Communication with caregivers

Several caregivers noted the value of clear, consistent communication between the school and families. They wanted to better understand the safety measures in place and encouraged the school to maintain open lines of communication, especially when concerns arise.

“Just be responsive when matters arise.” (Redlands Junior)

Proactive conflict resolution

Caregivers advocated for early intervention when conflicts emerge and a continued focus on teaching respect and empathy. They praised the school’s current efforts and encouraged the continuation of programs that build positive peer relationships and a culture of care, that safeguard bullying outside of school.

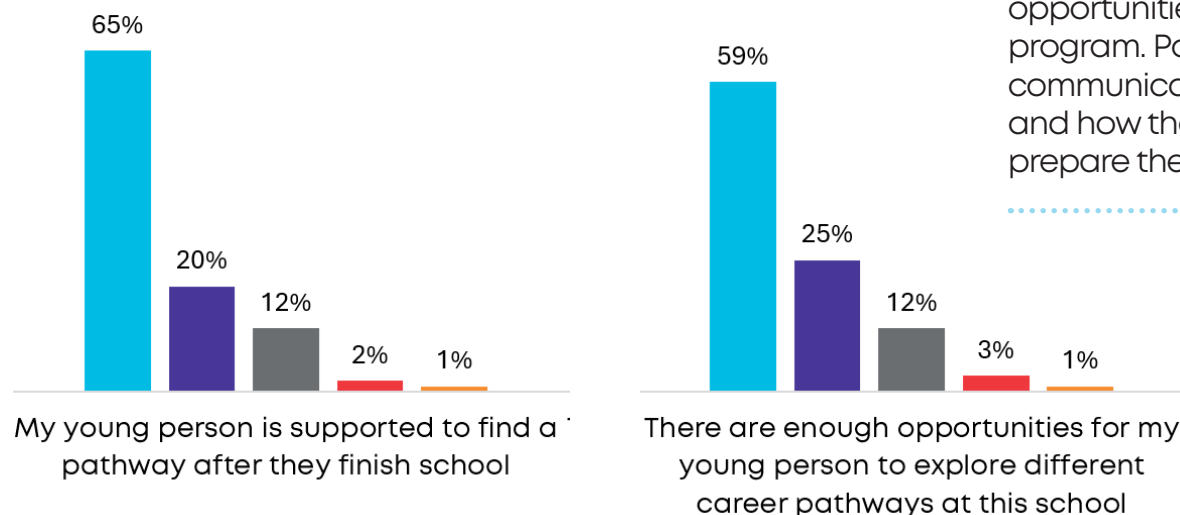
“Continue what they are doing with effective conflict resolution and creating a community where kids care about each other.” (Moreton Bay Junior)

Pathways to Success

“The Y Schools Queensland set a new benchmark in education, offering a model that significantly surpasses other schooling options available in Queensland.” (Brisbane South Senior)

As a core pillar of Y Schools Queensland, preparing students for future pathways and employment remains a key focus. As shown in Figure 12, 65% of parents and carers strongly agreed that their young person is supported to gain employment or pursue further education after leaving Y Schools Queensland, representing a 4% increase from 2024.

Additionally, 59% of parents and carers strongly agreed that their young person is provided with sufficient opportunities to explore career options, a 2% increase from 2024.



Recommendations for increasing the pathways to success

In addressing the topic of pathways, parents and carers were invited to provide suggestions for enhancing this crucial area at Y Schools Queensland. The feedback focused on three key areas: increasing communication with families, building industry and training provider partnerships, and expanding work experience opportunities.

Increase communication with families about pathways

Many caregivers indicated that they were unaware of the opportunities available to their young person through the VET program. Parents and carers emphasised the need for clearer communication about students' strengths and interests, and how these can be supported within the school to better prepare them for employment.

Figure 12: Support and opportunity for students to explore pathways at Y Schools Queensland.

*“Due to junior campus, I believe the school is planting a lot of seeds... I love this however having more information on the seeds planted would assist parents and care team to further explore and solidify interests that stand out to my child.”
(Brisbane South Junior)*

Build industry and training provider partnerships

Caregivers suggested working with external training organisations (RTOs/TAFE) to increase access to certificates and work-based learning. This would be particularly beneficial for students with additional or complex needs, who may require extra support or special consideration when completing external training.

“Work with TAFE and other RTO to have other options for disabled and chronically ill people i.e. online certs II or flexible / hybrid cert II.” (Ipswich Senior)

Expand work experience opportunities

A major theme was the desire for increased, diverse, and meaningful work experience opportunities, giving students exposure to real-world environments before they leave Y Schools Queensland and seek full-time employment. Experiencing a work environment and the expectations that come with a job would make the transition to employment easier and more comfortable for many students.

*“Help them feel comfortable in a workplace environment.”
(Logan Senior)*

“A major theme was the increased, diverse, and meaningful work experience opportunities, giving students exposure to real-world environments before they leave Y Schools.”



Net Promoter Score (NPS)

The Net Promoter Score (NPS), developed by Reichheld at Bain & Company in 2003, is a widely used measure of customer loyalty that gauges the likelihood of recommending a service.

For Y Schools Queensland, parents and carers were asked: 'How likely is it that you would recommend Y Schools Queensland to a friend or colleague?' Responses are rated on a scale from 0 to 100 and categorised as Promoters (90–100), Passives (70–80), or Detractors (0–60). The overall NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters.

In 2025, Y Schools Queensland achieved an NPS of 72, up from 71 in 2024. According to Independent School Management (ISM), which analysed more than 28,000 parent responses across 95 schools in the United States, schools with an NPS between 70 and 100 are considered 'world class' (ISM, 2022).

While published NPS data for Australian schools remains limited, McCrindle (2018) found that the average NPS across Australian schools was just 9, with 25% of parents identifying as Detractors, 41% as Passives, and 34% as Promoters.

By comparison, the 2025 Y Schools Queensland survey revealed only 5% of caregivers as Detractors (a 2% decrease from 2024), 18% as Passives (a 2% increase from 2024), and 77% as Promoters (unchanged from 2024).



For further context, in 2024 Y Schools Queensland benchmarked its results against St Paul's School in Brisbane, which reported an NPS of 41 (Browning, 2022). This comparison highlights the strong and positive relationship caregivers have with Y Schools Queensland and reinforces that they are significantly more likely to recommend the school to other parents and carers.

Conclusion

The 2025 Parent and Carer Survey highlights both the significant progress Y Schools Queensland has made and the areas where continued attention is needed. Caregivers consistently affirmed the school's strength in providing a supportive, individualised, and values-driven environment that prioritises wellbeing alongside academic learning.

High levels of satisfaction with staff responsiveness and approachability, as well as the overwhelmingly positive Net Promoter Score, demonstrate the trust and confidence families place in Y Schools Queensland. At the same time, the survey results point to clear opportunities for growth.

These include strengthening behaviour management, ensuring greater consistency in staff continuity, enhancing communication with families particularly around assessments,

supporting students towards academic achievement, expanding pathways opportunities, and expanding staff knowledge of neurodiversity and disability.

By addressing these areas, Y Schools Queensland can further reinforce its commitment to equity, inclusivity, and preparing students for life beyond school. The feedback provided through this survey is invaluable in shaping ongoing improvement. It reflects the deep partnership between caregivers and Y Schools Queensland, a partnership that remains central to fostering student success.

By continuing to listen, respond, and evolve, Y Schools Queensland is well-positioned to build on its achievements and ensure it remains an educational environment where every young person feels supported, challenged, and empowered to thrive.



“What sets Y Schools apart is the way it truly sees and supports each young person as a whole individual. James has always thrived in environments where he feels genuinely known, encouraged, and engaged and this school delivers that in ways most traditional schools simply don’t.”

- Redlands Junior



Danica Jones

Research and Evaluation Project Officer | 0467 778 389

Nomxolisi Malope-Rwodzi

Research and Evaluation Manager | 0499 853 272

107 Brunswick St, Fortitude Valley QLD 4006