THE SYCAMORE SCHOOL

2025 ANNUAL REPORT

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ABOUT US

The vision for The Sycamore School began in 2014 when Brisbane parents Cindy and Cameron Corrie, faced with limited schooling options for their autistic son, began exploring what an alternative autism-specific educational environment could look like. After three years of research and planning, The Sycamore School officially opened in January 2017 with 44 young people enrolled from Prep to Year 6. In 2018, the School received accreditation to expand to Year 10, marking an important milestone in its early development.

Today, The Sycamore School is an established Prep to Year 10 school providing a specialist educational environment for autistic young people. The purpose that inspired its beginnings continues to shape the School today: creating an environment where young people can learn in ways that recognise their strengths and respect the diverse ways they learn, communicate, and experience the world.

Our vision is for autistic young people to feel safe and supported, and to experience a strong sense of belonging. From this foundation, young people can recognise and build on their strengths with confidence. Our mission is to provide a safe, inclusive, and autism-affirming environment where young people can engage with learning and grow academically, socially and emotionally through a strengths-based approach aligned with the Australian Curriculum.

At The Sycamore School, we recognise that learning does not look the same for every young person. Our approach considers the individual barriers that can affect engagement at school and seeks to create the conditions in which learning becomes accessible and meaningful. Small class sizes and autism-affirming practice are embedded across the School, with educational programming responsive to each young person's strengths, interests, and needs.

As the School has grown, so too has our understanding of the importance of listening to young people and responding to their individual ways of learning and engaging with school. Our approach continues to evolve through evidence-informed practice, experience, and the voices of our community.

Our story began with one family seeking an alternative educational option. Today, that purpose continues to guide our practice as we create opportunities for more autistic young people to find their strengths, be themselves and build a future of their choosing.

MESSAGE FROM OUR BOARD CHAIR

A Legacy of Growth and Advocacy

Jodi Schmidt, Board Chair

Throughout 2025, the details of our new 30-year lease for the Alexandra Hills campus were given significant attention by the Board. This was necessary given the duration of the agreement, which is unprecedented for a school or TAFE campus in Queensland. Working closely with our State Government partners, we took the time to ensure that the school's needs would be met over the next three decades.

2025 provided an opportunity to reflect on our growth thus far, and the way we have navigated changing funding and regulatory settings over the years. When I joined the Board in late 2017, The Sycamore School hired in-house therapists as part of our education model. In time, as the National Disability Insurance Scheme (NDIS) transformed the funding approach, this workforce moved to become independent service providers who operated externally, in partnership with our School. As our Founder Cindy Corrie articulates in her section of the Annual Report, the recent introduction of the Thriving Kids program anticipates yet another change to how schools like The Sycamore School will function, and how we will be funded. We are actively participating in these discussions, on behalf of our young people, and future students across all education settings.

Our advocacy takes many forms, and I congratulate the multiple staff members who represented The Sycamore School at conferences in 2025 to share their research and teaching experiences. You can read more about these presentations in the sections authored by our Principal, Vocational Pathways Coordinator, and Research Manager. This work incorporates collaborations with our university partners, who share our goal of creating better and more equitable educational experiences for young people with autism.

At the 2025 Annual General Meeting, I shared my decision to step down as Chair. Working with the Board and the wider Sycamore School community in this volunteer role for eight years has been a privilege, and I will remain as a Director in a transitional capacity to assist The Sycamore School as its approaches its second decade of operation.

In my final message as Chair, I am pleased to reflect on the growth of The Sycamore School, and to see the longitudinal data from our staff and family surveys reflect the improvements we have made across academic and social outcomes, and to the broader culture of the School. I have valued the opportunity to collaborate with the Board, our Principal Ronwyn, our partners, school staff and the families of our young people. I look forward to supporting Cindy in her new role as Chair and to the continued growth and development of The Sycamore School.

THE SYCAMORE SCHOOL

MESSAGE FROM OUR PRINCIPAL

Building Foundations for Lasting Growth

Ronwyn Collier, Principal

Last year, I reflected on our rebranding journey and the symbolism of the sycamore tree – a reminder that lasting growth begins with strong foundations. Throughout 2025, this idea continued to shape our work. Across teaching and learning, our operations and our School community, we focused on strengthening the foundations that will support The Sycamore School well into the future.

At Sycamore, we know that every young person learns differently. One of the most significant educational initiatives this year was a new approach to mathematics. By teaching mathematics across high school simultaneously on three days each week, we were able to deliver the curriculum according to where our young people were in their learning, rather than simply according to their age or year level. Young people from different year levels could learn alongside peers working at a similar stage in their mathematical development.

I had the opportunity to teach our Year 9 mathematics class on several occasions throughout the year and saw the impact of this approach firsthand. The concepts were certainly challenging, but what stood out to me was the willingness of our young people to embrace learning when it was presented in a way that recognised where they were, rather than where a curriculum expected them to be. It was a wonderful reminder that when we build learning around the individual, we create the conditions for young people to engage, grow, and demonstrate what they are capable of. The success of this initiative has reinforced our commitment to this approach, which will continue to develop as an important part of our educational program.

Our staff are central to the quality of education and support we provide to our young people. They continue to demonstrate extraordinary professionalism and care. Creating a workplace where they feel valued and supported remains our priority. It was particularly pleasing to see a 19 per cent improvement in our staff culture measure in our annual staff survey, the fourth consecutive year we have used the same survey. The result reflects the work we have undertaken to build a collaborative and supportive workplace where our staff can do their very best for our young people.

We also continued to share our work beyond the School. Together with our Research Manager, Dr Sarah Glencross, I had the privilege of presenting at the Asia-Pacific Autism Conference in Perth, while our Deputy Principal, Roslyn Sullivan, and Vocational Pathways Coordinator, Robyn Canham, shared the success of our Vocational Pathways Program at the Australian Conference on Neurodevelopmental Disorders in Tasmania. I am proud that our staff are contributing to conversations about best practice in autism education and sharing approaches that may benefit autistic learners beyond our own community.

Our refreshed school uniform was also formally introduced during 2025. The response from our community was overwhelmingly positive, with many families embracing the new uniform much sooner than we had anticipated. It has been wonderful to see the pride our young people take in wearing it and the sense of belonging it represents.

I would like to acknowledge our families, Board, staff and partners for the trust, commitment and support they bring to our School. I'd also like to thank our long-time partners, Merlo Coffee, and Redlands Rugby League Old Boys Association whose ongoing generosity continues to enrich opportunities for our young people and School community.

Looking back on 2025, I am proud of what we have achieved and of the foundations we have continued to build together. We have much to look forward to as The Sycamore School continues to grow, and I look forward to seeing what the School can achieve in the years ahead.

WHAT IS AUTISM?

Autism is a lifelong neurodevelopmental difference that shapes how individuals experience and interact with the world. Autistic people often experience a unique mix of strengths and challenges across key areas, including social communication, sensory processing, learning and behaviour.

In the area of social communication, autistic individuals may communicate in ways that differ from neurotypical expectations. This can include challenges with understanding social cues, interpreting tone or facial expressions and managing reciprocal conversations. However, autistic people often bring clarity, sincerity and deep focus to their interactions when their communication preferences are respected [1,2].

Sensory processing differences are also widely reported and can significantly affect day-to-day functioning. These include hypersensitivity or hyposensitivity to stimuli such as light, noise, texture or smell, and may result in either avoidance or sensory-seeking behaviours. When sensory needs are supported appropriately, autistic individuals can engage more meaningfully with their environments [3].

In learning and behaviour, autistic young people often exhibit strong abilities in focused areas of interest and benefit from predictable routines and visual supports. What may be perceived as 'challenging behaviour' often reflects attempts to communicate discomfort, anxiety or unmet needs. Understanding behaviour through a neurodiversity-affirming lens allows educators to respond with empathy and tailored support [4,5].

Understanding Autism Through a Strengths-Based Lens

Autistic people frequently demonstrate strengths such as:

- Advanced pattern recognition and problem-solving abilities
- Creativity and original thinking
- In-depth knowledge of preferred interests
- Strong sense of justice, honesty and fairness.

These strengths are often overlooked due to the historical emphasis on deficits within diagnostic and educational frameworks. Neurodiversity-affirming practices challenge this deficit-based model by recognising autism as a natural variation in human cognition and behaviour. These approaches promote acceptance, support individual strengths and adapt environments to meet the needs of autistic individuals, rather than expecting autistic people to conform to neurotypical norms [6].

Such practices include co-designing supports with autistic people, using identity-first language when preferred and embedding flexibility in communication, sensory and learning strategies. Evidence suggests that when neurodiversity-affirming approaches are adopted in education, autistic young people report higher engagement, better mental health outcomes and a stronger sense of identity and belonging [7,8].

Challenges and the Social Model of Disability
While autistic individuals may experience differences in social communication, sensory sensitivity and emotional regulation, many of the difficulties they face stem from external barriers rather than inherent impairments. Rigid school structures, sensory-unfriendly environments and a lack of understanding or acceptance from peers and educators can lead to stress, anxiety and disengagement from learning [1].

Autistic young people are more likely to thrive when educational settings acknowledge and adapt to these challenges. Research indicates that environmental stressors, such as unpredictable routines, overwhelming noise levels and inaccessible teaching methods, are strongly associated with poorer academic and mental health outcomes [3,4]. These stressors often contribute to school refusal, meltdowns and other behaviours which may actually be distress signals triggered by unmet needs [9].

A neurodiversity-informed, trauma-sensitive approach to education can significantly reduce these barriers. This includes designing environments that promote predictability, emotional safety, sensory regulation and genuine inclusion. When barriers are removed and autistic strengths are recognised, young people are more likely to engage confidently and build a positive sense of identity within their school community [6,8].

Key Facts About Autism in Australia

4%
4% of Australian children aged 5–14 are identified as autistic [10]

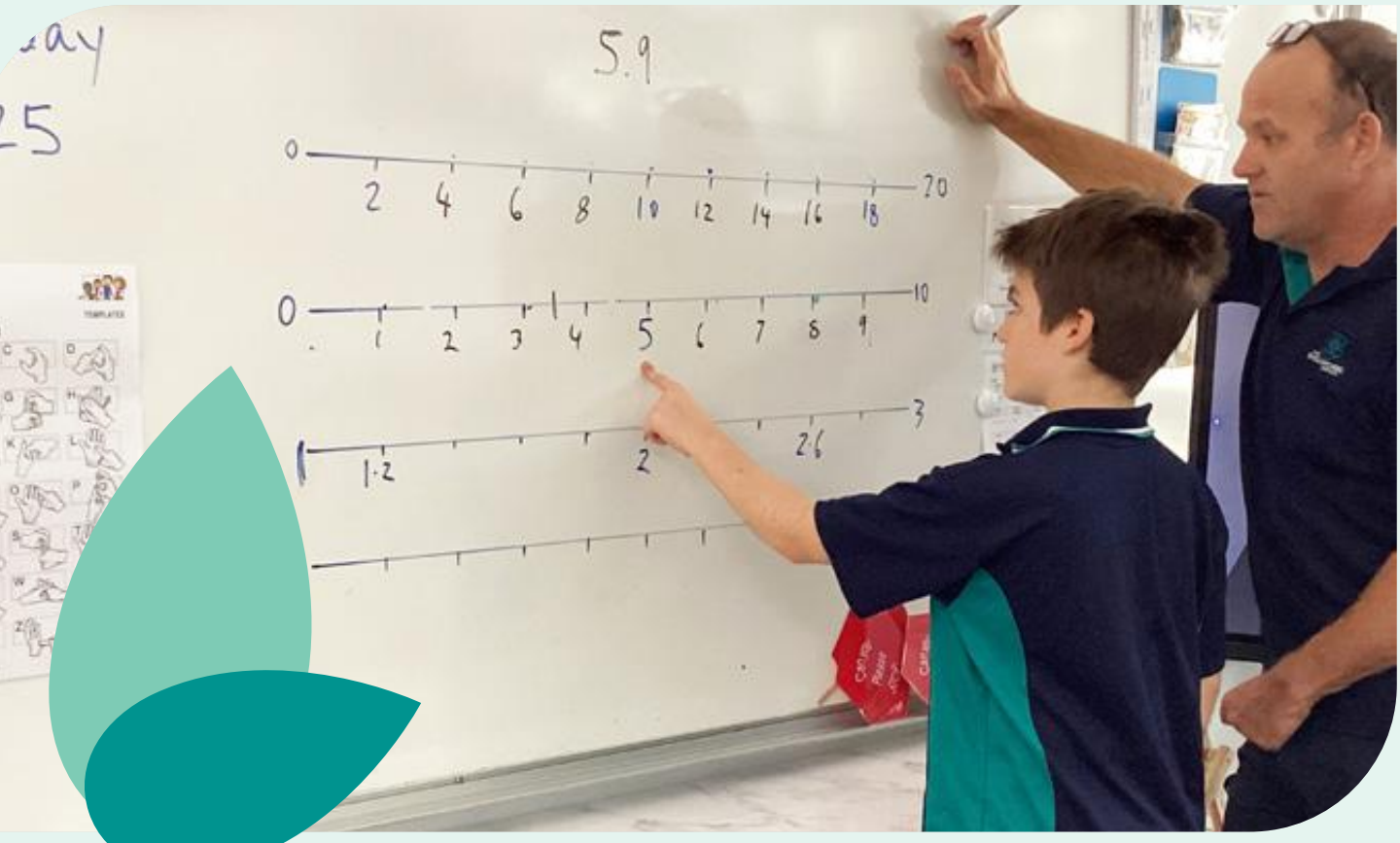
47%
of active NDIS participants have a primary diagnosis of autism, making it the most common disability for NDIS participants[11]

Autistic young people **miss at least four times more school** days than their peers, with the most common reason for absence being school refusal[9]

23%
of autistic NDIS participants aged 15 – 64 years reported that they had a paid job[11]

35%
of autistic children participating in the NDIS do not attend a mainstream school [13]

Risk of bullying in autistic young people is 2.4 higher than for neurotypical students and two times higher than for young people with other disabilities [12]



The Importance of Belonging and Supportive Education

Autistic young people who feel connected to their school community show better academic, emotional and social outcomes [4,7]. Personalised support, inclusive practice and staff training are essential to creating environments where autistic young people can thrive.

At The Sycamore School, we create safe, inclusive learning environments where young people are supported to 'Find Their Strength'. Our curriculum and support frameworks are designed around the strengths, interests and needs of autistic learners. With a commitment to neurodiversity-affirming practice, our staff co-design personalised plans that honour the voice and identity of young people, while also addressing barriers to participation through proactive support strategies.

This inclusive, research-informed approach positions The Sycamore School as a leader in autism education. This was recognised in 2024 with the acceptance of a poster presentation for the 2025 Asia Pacific Autism Conference. The presentation shared the outcomes from a 2022 Professional Learning Community initiative that built educator confidence in teaching emotional self-awareness to autistic young people. Guided by a Theory of Change, the project supported co-design, reflective practice and consistent, evidence-based approaches to strengthen emotion regulation instruction. These findings have since informed our ongoing work to embed supports for the social and emotional wellbeing of autistic young people. Together, we are refining approaches that empower autistic young people to thrive.

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THE SYCAMORE SCHOOL

OUR STRATEGIC PRIORITIES

EVIDENCE	
Strategic Priority	**Rationale**
Building our Evidence Base Foundation	Continuous development of our curriculum model, data collection processes and reporting methods to build and evidence base foundation
Autism Specific	Contributing to longitudinal autism research projects through the execution of our Research Strategy
GROWTH	
Opening additional campuses	Establishing a second campus and prioritizing future campuses based on our Demand Analysis
ASD Allied Health Support	Obtain NDIS registration and service provision
Post-Secondary Opportunities	Partnering with universities and vocational education organisations to provide post-school pathways for students
SUSTAINABILITY	
Internal Frameworks	Ensuring our policies and procedures are compliant and support our everyday work
Strategic Financial Plan	Establishing financial policies and frameworks that support our growth
Technology	A three-year strategic technology and infrastructure plan
Workforce Plan to Build our People	Building our people by investing in leadership, sustainable staffing models, employee value proposition, collaborative team work, culture development, attraction and retention
Fundraising	Lifting our profile, diversifying our income streams
Educational Model Towards Sustainable Staffing	Facilitating extra-curricula education in autism for educators and professionals

JACOBI FAMILY STORY

Finding a school with a feeling of safety and belonging

The Sycamore School encourages every young person to explore learning through their own lens. For Archie Jacobi, this often means incorporating his favourite character, Yoshi.

Archie's mother Kerryn says the iconic green dinosaur from the Super Mario games has become a classroom "mascot" for her son, and an important method of communication as well.

"The school embraces that," Kerryn explains.

"They allow him to express his feelings and mood using a traffic light system incorporating Yoshi. So he's able to communicate with the teachers how he's feeling – green is good, blue is good, orange is a warning, red is bad.

"It's behavioural support as well as academic support."

Archie commenced Year 4 at Sycamore in 2021. He joined the school in Term 4, having reached a point where mainstream schooling could no longer support his needs.

"I think the number one thing is the feeling of safety and belonging," Kerryn says when reflecting on the difference between Sycamore and Archie's previous school.

"He feels like he belongs there. He's valued. His academic achievements and successes are celebrated at their own pace. There's no pressure to compare yourself to peers."

Kerryn is enthusiastic about the recent changes to maths classes, which group young people by their ability in the subject, rather than their grade level.

"I think that has been a real positive for the kids, because they all feel comfortable in their group," she says.

"For some subjects they may do really well, and in others they may be challenged. This approach allows them to be in their comfort zone, and they're not feeling like they're an underachiever or an overachiever. They're just able to be comfortable and work as a group."

Kerryn has also been pleased to see the strides that her son has made in his social life, as he feels safe to share his “authentic self” with his peers.

“Especially now he's getting a bit older and in high school, they just have this lovely friendship group, and they're not just friends because they are in the same class,” she says.

“Another thing that Sycamore does really well is they genuinely celebrate the diversity of the students. And the students show so much maturity in terms of accepting people with different cultural backgrounds, LGBT identification-type changes that they might go through as they grow, and other differences – verbal, nonverbal, all those things.

“I think that culture is really, really strong at Sycamore.”

“I think the number one thing is the feeling of safety and belonging,” Kerryn says when reflecting on the difference between Sycamore and Archie’s previous school.

RESEARCH IN ACTION

Informing Practice and Creating Impact

Dr Sarah Glencross, Research Manager

Research at The Sycamore School is driven by our commitment to improving life outcomes for autistic people. Throughout 2025, research continued to play an important role in helping us answer that question, informing educational practice, strengthening partnerships and creating opportunities for young people to have a greater voice in decisions that affect them.

Throughout 2025, we continued to strengthen our research culture and expand our partnerships, while also taking important steps towards embedding research-informed practice across all areas of the School. This work reflects our ongoing commitment to ensuring that every young person has opportunities to thrive, develop their strengths and achieve meaningful quality of life outcomes.

Supporting Student Voice and Transition Planning

One of the most significant research activities undertaken during 2025 was the expansion of our work exploring student goal setting and self-determination. Building on a pilot study commenced in 2024, The Sycamore School partnered with the University of the Sunshine Coast to investigate strategies to support goal-setting for autistic young people in Year 10.

The project explores how structured goal-setting approaches can support autistic young people to identify their aspirations, communicate their priorities and take an active role in planning for adulthood. Consistent with the School's commitment to strengths-based and neurodiversity-affirming practice, the research places student voice at the centre of the process.

Interest in this work extended beyond our School community, with presentations on the project accepted at both the Australian Conference on Neurodevelopmental Disorders and the Asia Pacific Autism Conference. These presentations provided opportunities to share our experiences with educators, researchers and practitioners from across Australia and internationally.

Sharing Evidence-Informed Practice

During 2025, The Sycamore School also shared the findings of research examining the impact of professional learning communities within the School. The project explored how structured collaboration and reflective dialogue support educators to develop their practice and respond to the diverse needs of autistic learners.

The findings highlighted the value of creating dedicated opportunities for staff to collaborate, reflect on evidence and learn from one another. Importantly, the research demonstrated how professional learning can support both educator confidence and continuous improvement in teaching practice.

The project was accepted for presentation at the Asia Pacific Autism Conference, providing an opportunity to contribute to wider discussions about effective professional learning and school improvement.

Strengthening Research Partnerships

Partnerships continued to be a cornerstone of research at The Sycamore School throughout 2025.

Our collaboration with the University of the Sunshine Coast expanded through the goal-setting project and several emerging research initiatives focused on improving educational and quality-of-life outcomes for autistic young people.

The School also supported external research projects led by university partners. These included participation in research being undertaken through Griffith University's Autism Centre of Excellence, providing opportunities for our students and families to contribute to studies exploring important issues affecting autistic young people.

These partnerships ensure that The Sycamore School remains connected to current research while also contributing specialist expertise from our unique educational context.

Extending Our Impact Through Professional Learning

Research at The Sycamore School is not only used to inform practice within our own community but is also shared more broadly to support educators working with autistic young people in a range of settings.

During 2025, members of our team delivered professional learning workshops focused on autism, executive functioning and evidence-informed classroom practice. These workshops drew on contemporary research as well as the extensive practical experience of educators working within our specialist setting.

Highlights included presentations at researchED Brisbane, hosted by Anglican Church Grammar School (Churchie), and professional learning sessions delivered for educators at The Village School. These sessions explored the cognitive processes that underpin executive functioning, the ways executive functioning differences may present in autistic learners and practical strategies that educators can use to support planning, organisation, self-regulation and learning.

Feedback from participants was overwhelmingly positive, with educators valuing the combination of research evidence and practical classroom applications. Many participants reported increased confidence in supporting neurodivergent learners and highlighted the relevance of the strategies presented.

These opportunities demonstrate the important role specialist schools can play in sharing expertise beyond their own communities. Alongside conference presentations and research dissemination activities throughout the year, our professional learning workshops enabled The Sycamore School to contribute to broader conversations about autism, executive function and evidence-informed practice. By sharing both research findings and practical experience, we are helping to promote greater understanding of autism and support more inclusive educational experiences for autistic young people.

Looking Ahead

As we continue to grow our research program, our focus remains firmly on improving outcomes for autistic young people and their families.

Future research will continue to explore student agency, wellbeing, learning and quality of life, while also strengthening partnerships that enable autistic voices to shape both research and practice.

We are grateful to the students, families, staff and research partners who contribute their time, expertise and experiences to this work. Their contributions ensure that research at The Sycamore School remains relevant, meaningful and focused on what matters most.

At The Sycamore School, research is not simply about generating knowledge. It is about creating opportunities, informing practice and helping every young person to Find Their Strength.

VOCATIONAL PATHWAYS

Building Individualised Futures

Robyn Canham, Vocational Pathways Coordinator

In 2025 we built upon the foundations of the new Vocational Pathways program that had been established in 2024. At the start of the year, we began drafting an individualised transition plan (ITP) for each Year 10 young person, informed by their own goals.

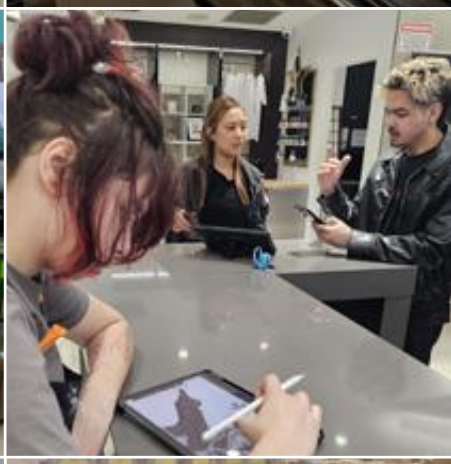
A customised approach for our young people is essential, given the unemployment rate is six times higher within the neurodiverse community. Empowering each young person to imagine and take control of their post-Sycamore transition is the focus of my work with them, and we had two lessons each week throughout the year to refine and reflect on the ITPs and their sub-components.

A post-Sycamore transition looks different to each young person. The pathways to mainstream education, alternative education, and specialist education involve their own steps and accreditation processes. Likewise, working in an Australian Disability Enterprise is an entirely different experience to engaging in the open employment market. We focus on building this knowledge, and the soft skills required, so that each young person can excel during their work placements, which occur in Term 3.

Before the placements commence, we complete a certificate on workplace health and safety, in addition to discussing their rights under the Discrimination Act. I also work closely with the employers to understand their perspectives, and ensure our young people will be supported to complete their placement successfully. In 2025, our young people chose diverse workplace environments including a planetarium and a tattoo studio. (So successful were these placements, that multiple young people chose to complete a second placement during Term 4.) At the end of the school year during the Year 10 graduation ceremony, we read out the feedback supplied by employers, and this is a moment of great pride for our young people, their families, and Sycamore staff.

In 2025, myself and Deputy Principal Ros Sullivan were invited to speak at the ACND Conference in Tasmania to share some of our learnings with colleagues from across the country. Reflecting the conference theme “Connecting through play”, our presentation focused on one of our young people, whose goal-setting was best realised through their love of the game Minecraft. We shared how this student’s aptitude for the game allowed them to complete the goal-setting process, in an environment where they felt empowered and supported. This facilitated a discussion with the young person on post-Sycamore pathways that may not have been unlocked otherwise.

The Sycamore way of exploring vocational pathways and transitions looks very different to that of other schools, and that is something we can be proud of.



MCKINLESS FAMILY STORY

Unlocking Potential: How The Sycamore School Changed Everything for the McKinless Boys

Briony McKinless was homeschooling her son, Harry, when a Facebook post about The Sycamore School changed everything.

“Homeschooling was just not working at all for us. And then a miracle spot opened up at Sycamore and it improved our lives dramatically,” Briony shares.

Harry joined Sycamore in Grade 8, graduating from Grade 10 in 2025. From his first days at the school, he was supported by his teachers and fellow students, Briony says. Eve, the school’s former therapy dog, also played a key role to help him settle in to the new environment.

“She was a godsend to Harry on any rough days, and to any student,” Briony explains.

“Most of the Class Dojo photos I would receive of Harry were him laying all over Eve, or Eve just underneath Harry's feet at the table.”

By the time Harry’s younger brother Chase was due to begin Prep in 2025, there was no question that he should join his sibling at Sycamore.

“He strutted in there and he just hasn't looked back,” Briony says.

“Chase had quite limited communication at the time and would shut down and just sign. And now he talks nonstop to anybody.”

Harry is a history buff, and his teachers used that passion to lead the discussion of other subjects to make them more engaging. While in Grade 10, Harry worked closely with Vocational Pathways Coordinator Robyn Canham to share his goals and build a plan for what life after Sycamore would look like.

“Once Robyn gave him a list of different things, he said to me: ‘I'm actually really good with kids. Maybe I could be a swimming teacher.’ And I was like: ‘You can be whatever you want to be.’

“He's got confidence in what he's doing when he's in the pool. He taught Chase to swim over the holidays.”

Although Briony and her husband were pleased to see Harry’s academic progress, it was his social development while at Sycamore that surprised them the most. Within a month or two of starting at the school, Harry was invited

to a classmate's birthday party, which was a first for him.

"He was off having a great time and playing and we were like: 'Wow, they're actually including him.' He was able to be himself."

These days, Harry is happy to socialise in large groups, and has remained close with many of his classmates.

"Our friends have commented on the young man Harry is now, compared to the child he was five years ago, where he was reserved and he couldn't be himself. Now, he's the life of the party."

ADVOCACY AND ENGAGEMENT

Shaping the Future of Autism Education

Cindy Corrie, Founder and Director

In 2025 our advocacy and engagement focused on future-proofing the unique role that The Sycamore School plays in the Australian educational landscape.

In parallel with the negotiations regarding our new, 30-year lease for the Alexandra Hills campus, we contributed to an ongoing conversation about funding in the context of a major change to the National Disability Insurance Scheme (NDIS) that will directly affect our operations. In August, the Federal Government announced the creation of the Thriving Kids program, which fundamentally changes how some NDIS participants under the age of nine will be supported moving forwards. With a short runway for implementation (by January 2028), we focused on sharing our successes and methodologies with both the State and Federal Governments in order to advocate for our young people now and into the future.

We worked closely with Independent Schools Australia (ISA) to share Sycamore's story as part of their submission in response to sector-wide questions about how the Thriving Kids program will best achieve its goals. ISA represents 745,000 students, 1,230 schools, and 128,600 staff across the country. To be given the opportunity to highlight our School within this submission reflects the relationships and trust we have built in our short but eventful history.

We believe that The Sycamore School has some important perspectives to share, and that our voice will help other independent special schools, and mainstream schools as well. With Thriving Kids funding intended to cover students up to Year 3, and the NDIS maintaining its role for supporting those in Year 4 and above, the reality of "dual reporting" will need to be carefully calibrated and managed.

As our section of the ISA submission argues, The Sycamore School can play a key role in this transition. I would like to see our school function like a teaching hospital for educators, building workforce capacity to support students who struggle in mainstream settings. Supporting teachers in building their capabilities to implement autism-specific strategies in their classrooms will also become more critical as the Thriving Kids initiative is implemented.

These conversations are complex, and cut across state and federal reporting and funding responsibilities. During the year I met with our Federal Member Henry Pike MP, and the Queensland Minister for Education John-Paul Langbroek MP. During these meetings I have advocated for Sycamore to be a working model that can inform what success looks like moving forwards. We were also pleased to welcome Queensland MPs Russell Field (Capalaba) and Amanda Stoker (Oodgeroo) to our 2025 graduation ceremony.

2025 was also notable for a transition in the School's governance. At the Annual General Meeting in November, Jodi Schmidt announced that she would step down as Chair. Jodi has led the Sycamore Board since late 2017 – taking the school from its "startup" phase on a journey to become the mature and respected organisation it is today. Jodi's deep commitment continues as a Board Director, and on behalf of The Sycamore School community, I want to thank Jodi for her pivotal role in building and strengthening our School as we approach our first decade of operation.

REPORTING INFORMATION

SCHOOL INFORMATION

Address
TAFE Campus
29 Windemere Road
Alexandra Hills QLD 4161

Postal address
PO Box 5699
Alexandra Hills QLD 4161

Contact
admin@sycamore.qld.edu.au

Phone
07 3117 0966

School sector
Independent

Co-educational or single sex
Co-educational

Year levels offered
Prep – Year 10

OUR VISION

To improve life outcomes for people on the autism spectrum.

OUR MISSION

The Sycamore School provides specialist support and education to people on the autism spectrum, their care networks and the community.

OUR VALUES

RESPECTFUL
We value all perspectives.

KIND
We are selfless and giving.

ACCEPTING
We value uniqueness.

BRAVE
We face our challenges with conviction.

CREATIVE
We think outside the box.

PATIENT
We accept that all things happen in their own time.

OUR CURRICULUM OFFERINGS

Curriculum Area	Organisation
English	Taught by own classroom teachers P – 10
Mathematics	Taught by own classroom teachers P – 10
Science	Taught by own classroom teachers P – 10 STEM taught by a Specialist Teacher across P – 10
HASS	Taught by own classroom teachers P – 6
History Geography Civics and Citizenship Economics and Business	Taught by specific classroom teachers across 7 – 10 (may not be own classroom teacher)
Health and Physical Education	Taught by own classroom teachers P – 10 as well as Taught by a Specialist Teacher across P – 10
The Arts	The Arts, taught by a Specialist Teacher P – 10 Music taught by a Specialist Teacher across P – 8
Technologies	Taught by a Specialist Teacher across P – 10
Languages	AUSLAN taught by a Specialist Teacher P – 8

OUR STUDENT WELFARE

We provide a supportive learning environment.

Our students have access to the following support network.

- Allied Health Assistant
- Behaviour Specialist
- Behaviour Support Assistants
- Chaplain
- Deputy Principal
- Education Support Officers
- Head of Teaching and Learning
- Social Worker
- Teachers
- Principal

OUR STUDENTS

Student Enrolments by Year Level

Year Level	2025	2024
Prep	1	4
Year 1	5	4
Year 2	4	6
Year 3	6	4
Year 4	4	8
Year 5	8	7
Year 6	10	7
Year 7	10	17
Year 8	16	13
Year 9	14	12
Year 10	12	9
Total	**90**	**91**

Notes
1. Student count based on Non-Government School Census data.

Student Attendance Rates by Year Level

Year Level	2025	2024
Prep	84.4%	92.19%
Year 1	86.46%	84.52%
Year 2	83.18%	81.60%
Year 3	77.78%	86.97%
Year 4	81.77%	86.77%
Year 5	83.33%	84.82%
Year 6	91.44%	78.88%
Year 7	85.21%	82.26%
Year 8	86.07%	90.14%
Year 9	86.46%	79.51%
Year 10	77.78%	79.28%

Notes
1. The student attendance rate is based on Student Attendance (STATS) Term 3.

How our Students Describe their Gender

	2025	2024
Male	67	69
Female	23	22
Non-Binary	-	-
Total	**90**	**91**

Notes
1. Student count based on Non-Government School Census data.

Overall Attendance

	2025	2024
Total attendance	84.33%	83.35%

Notes
1. The student attendance rate is based on Student Attendance (STATS) Term 3.

How We Manage Absences

Our School has several students who have previously experienced school refusal in other educational settings. We work with these families to ensure each student is supported to attend school daily. When attendance is deficient, the Collaborative Education Team (CET), Leadership Team and/or Student Specialist Support Team (Social Worker, Behaviour Specialist, Behaviour Support Assistants, Allied Health Assistant) meet with the parents and student to put strategies in place to support full-time school attendance.

Parents are asked to communicate with The School when their child is likely to be absent. Parents who do not notify the school are contacted so The School can follow up and support the families and student where necessary.

If a student is absent because of an incident which occurred on the previous day, the CET, Leadership Team and/or Student Specialist Support Team work through a re-connection process. The re-connection process is in place

to ensure the student can return to school and re-connect with those involved as soon as possible.

If a student is continually absent due to school refusal, the Principal and Student Specialist Support Team work alongside the family and CET to address any underlying concerns.

Accommodations are put in place, starting with the student attending a portion of the day and then lengthening the day when the student is comfortable and has experienced success.

NAPLAN Results – Below Reporting Threshold

Schools with very small student populations may have their results suppressed to ensure that individual student privacy is protected, Our results are not reported as there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

OUR PEOPLE

Staff Composition

	Teaching Staff		Non-Teaching Staff	
	2025	2024	2025	2024
FTE	17.2	17	20.4	20.8
Headcount	18	19	24	25
Indigenous Staff	<5	<5	-	-

Notes

1. Staff count based on Non-Government School Census data.
2. FTE – full-time equivalent.
3. Teaching staff includes school leaders.
4. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Teaching Staff Positions

	Teaching Staff		Non-Teaching Staff	
	2025	2024	2025	2024
FTE	11	11.2	6.2	5.8
Headcount	11	12	7	7

Notes

1. Staff count based on Non-Government School Census data.
2. FTE – full-time equivalent.
3. Specialist teachers includes school leaders.

OUR PEOPLE

Number of Teaching Staff at Each Level of the Australian Professional Standards for Teachers

	2025	2024
Permission to Teach	0	1
Graduate/Provisional	4	3
Proficient/Full	14	15
Highly Accomplished Teachers	-	-
Lead Teachers	-	-

Notes

1. Based on staff included in the Non-Government School Census data.

Highest Qualification Level of Our Staff

	Teaching Staff		Non-Teaching Staff	
	2025	2024	2025	2024
Doctorate or higher	-	-	<5	-
Masters	<5	<5	-	-
Postgraduate Certificate/Diploma	<5	5	<5	-
Bachelor Degree	11	11	7	8
Diploma	-	-	<5	5
Certificate	-	-	7	7

Notes

1. Based on staff included in the Non-Government School Census data.
2. Teaching staff includes school leaders.

Staff Attendance and Retention

	Teaching Staff		Non-Teaching Staff	
	2025	2024	2025	2024
Average Attendance	94.6%	93.1%	91.4%	89.6%
Retention Rate	80.0%	77.8%	62.5%	81.8%

Notes

1. Average staff attendance is based on absences of 5 days or less.
2. Retention rate is the proportion of permanent staff who were retained from the end of 2022 for the entire 2025 school year.
3. Teaching staff includes school leaders.

Expenditure on Staff Professional Development

	2025 $	2024 $
All Staff (both teaching and non-teaching)	$15,385	6,164
Teaching Staff	$18,655	14,909
Non-Teaching Staff	$7,451	14,785
Total	**$41,491**	**35,858**

Notes

1. Teaching staff includes school leaders.

Number of Professional Development Courses Attended by Staff

Category of professional development activity	Number of teaching staff participating in activity	Number of non-teaching staff participating in activity
Administration	-	5
Autism Specific	4	15
Curriculum	26	7
ICT	1	1
Leadership	9	5
Other	3	7
Positive Behaviour Support	8	14
Student Safety & Wellbeing	34	45
Work Health & Safety	51	71
Total	**136**	**170**

Notes

1. Teaching staff includes school leaders.

Total Number of Staff Participating in at Least One Professional Activity

All permanent employees participated in one or more professional development activities throughout the year.

Key Professional Development Initiatives

- Assessment and Moderation
- Autism in Schools
- Child and Youth Mental Health
- Child Protection
- Collaborative Workshops
- CPR and First Aid
- Curriculum Planning
- Disability Standards for Education
- Fire Awareness and Extinguisher
- Manual Tasks for Workers
- Positive Behaviour Support
- Slips, Trips and Falls
- Team Teach

OUR FUNDING

	2025 $	2024 $
Australian Government Recurrent Funding	$3,240,744	3,242,703
State Government Funding	$669,671	1,059,806
Fees, Charges and Parent Contributions	$893,342	887,568
Other income	$124,248	93,207
Total	**4,928,005**	**5,283,284**

OUR SOCIAL CLIMATE

Parent Satisfaction

The Sycamore School Parent/Carer Opinion Survey is designed to obtain parents and carer views on how The Sycamore School is doing and what we can improve. The set questions used are from national and state survey tools.

Below is the result of our 2025 survey of parents/carers. The average rating is out of 5.

Question	Average rating
1. Staff at this school expect my child to do their best.	4.4
2. Staff at this school treat students fairly.	4.2
3. My child feels safe at this school.	4.1
4. I can talk to staff about my concerns.	4.4
5. My child likes being at this school.	4.4
6. Staff at this school motivate my child to learn.	4.4
7. My child is making good progress at this school.	4.4
8. My child's learning needs are being met at this school.	3.9
9. This school works with me to support my child's learning.	4.3
10. This school celebrates student achievements.	4.7
11. This school fosters respectful relationships among students.	4.1
12. This school treats students equally, regardless of gender.	4.4
13. This school has a strong sense of community.	4.4
14. Staff at this school are interested in my child's wellbeing.	4.6
15. This school keeps me well informed.	4.3
16. Staff at this school are responsive to my enquiries.	4.6
17. Staff at this school are approachable.	4.6
18. This school looks for ways to improve.	4.5
19. This school takes parents' opinions seriously.	4.4
20. The school is well maintained.	4.6

How We get Our Parents Involved in Their Child's Education

- ClassDojo
- Coffee catchups with the Principal
- Facebook
- Fortnightly newsletters
- Meet and Greets
- Parent Information Sessions

OUR BOARD

Jodi Schmidt, Board Chair

Jodi is a highly accomplished and experienced chief executive officer with extensive knowledge of vocational education and training (VET) and human service sectors both in Australia and the UK. Jodi believes in lifelong learning and that everyone should be given the best opportunity to make their start. For this reason, Jodi is committed to using her expertise to see The Sycamore School's success in supporting autistic children and their families. She has an impressive track record, having senior roles across government, vocational education and training, and human service sectors where she has implemented significant government policy and led major reforms. Jodi is frequently called upon for her expertise in strategy and organisational performance and has been a member of numerous National Review boards and expert panels.

Cindy Corrie, Board Deputy Chair

Cindy in the Founder of The Sycamore School. Cindy has dedicated the past 10 years to the establishment and continuous evolution of The Sycamore School through her continuing advocacy, oversight, and community leadership. Cindy's experience took her on a journey that would harness the knowledge and skills required across advocacy, governance, government liaison, social impact, investment, strategic planning and community engagement and development. Cindy has a Bachelor Degree in Social Science from University of Queensland, Graduate Certificate in Autism Studies from Griffith University, and runs a community engagement, advocacy, and communications consultancy.

Katrina Beavon, Board Secretary

Kat is an accomplished lawyer and brings valuable experience and knowledge in the areas of corporate governance, strategic planning, and commercial expertise. Kat has shaped her career around advising clients on their property and commercial matters. Kat also has a deep appreciation for community and regularly engages in charitable initiatives. Kat has been a Director of The Sycamore School since July 2023 and is passionate about serving and contributing to the aspirations of The Sycamore School.

Adam Pasfield, Board Director

Adam combines extensive expertise in property development, construction, and executive management with a passionate commitment to supporting communities. As General Manager of Fiteni, an iconic Redlands construction and development company, and co-founder of a prominent digital agency, he holds an Executive MBA from Queensland University of Technology. His professional journey is marked by strategic innovation and a dedication to excellence in team management, marketing, information technology and financial planning. Deeply committed to the mission of supporting families and autistic children, Adam's involvement is further enriched by his personal experience as a parent of an autistic child. His unique blend of skills and personal dedication contributes significantly to his endeavours.

Rukshana Sashankan, Board Director

Rukshana Sashankan brings over 18 years of senior leadership experience in the property industry and is currently General Manager – Practitioners at Property Exchange Australia (PEXA). She holds a Bachelor of Laws, a Bachelor of Arts (Psychology), and a Graduate Diploma of Legal Practice. Rukshana has led high-performing teams, driven operational growth, and championed diversity and inclusion throughout her career. Her passion for creating inclusive environments is deeply personal, shaped by her family's experience supporting an autistic child through the education system. She has mentored with Deakin University's CREATE Program and Sisterworks, and helped establish PEXA's Diversity and Inclusion Committee. As a Board Director at The Sycamore School, Rukshana continues her advocacy for neurodivergent individuals and inclusive, equitable opportunities in education and beyond.

Toni Banfield, Board Director

Toni brings extensive educational leadership experience across diverse school settings, including roles as Executive Principal in senior secondary, special assistance, vocational pathways, and P–12 environments. She has supported Queensland schools through her work with QCAA and Independent Schools Queensland.
Toni is committed to creating supportive, practical learning environments while ensuring compliance with educational standards. Her passion for inclusive education and leadership has led her to serve on various governance boards. Toni was appointed as Executive Principal in late November, and resigned as Board Director.

THE DENNER SIBLINGS FIND THEIR SPACE

How tailored support and neurodivergent role models boosted self-confidence and learning outcomes for three young learners.

An early interaction with a staff member made Heidi Denner realise that The Sycamore School was the right fit for her family, after all.

It was the start of 2024, and Heidi and her husband had recently transferred all three of their children to Sycamore at once – Max (year 2), Annabelle (Year 4) and Ebony (Year 6) – a complicated process that had become necessary after their previous school could no longer support the needs of neurodivergent learners.

“We had to have a meeting with Mandy, the social worker, to look at our children's specific needs. And I was quite anxious because my son at the time was having pretty significant meltdowns. My middle daughter is very strong-minded, like her mother, and can sometimes be a bit vocal,” Heidi explains.

“I said to Mandy: ‘I'm worried that if they start to show these things, we are going to get kicked out.’ And I remember Mandy just stopping and smiling and actually saying: ‘At the end of the day, when children start to unmask, we are excited because it means that they're on a healing journey.’ And I was like: ‘Oh.’"

Heidi had first visited The Sycamore School two years prior but had not been ready to commit to transferring her children from their existing school (which she and her husband had also attended). In time, she realised that Sycamore was the right environment moving forward.

“Another thing that my children have benefited from, particularly my middle daughter, is that there's so many autistic or neurodivergent people at the school, including teachers,” Heidi says.

“And it's spoken about not as a deficit. It's like: ‘This is who we are and we're proud of that.’ And I think that has really boosted my daughter's self-confidence – going from a place where she felt like there was something wrong with her, to actually being really proud.”

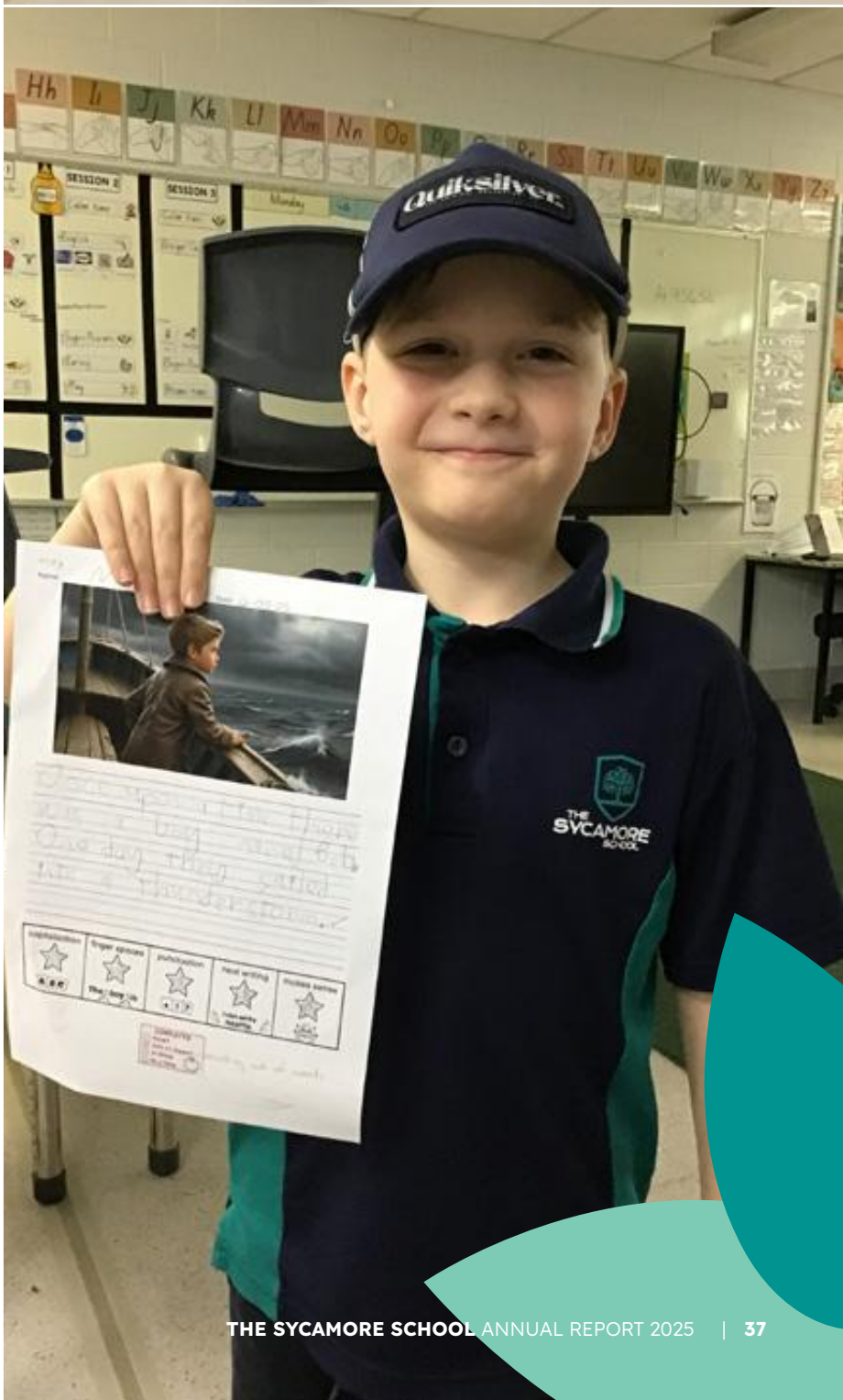
The three Denner siblings have each improved their academic outcomes while at Sycamore, on their own terms. Max is excelling at maths, thanks to the encouragement of his teacher. Annabelle used to struggle with focusing on her schoolwork, but now needs gentle reminders to take a break. And Ebony has made such huge strides in English that she’s begun writing a novel.

Heidi, who was also recently diagnosed as neurodiverse, says that the hard work put in at school has greatly improved behaviours at home as well. The most recent Christmas holidays were a case in point.

“By then they'd done a year and three quarters at Sycamore,” Heidi explains.

“My husband and I commented that it was the first time we've ever had a holiday where our children weren't in complete meltdown the whole time. Our son was off riding bikes and camping, and we were doing things because our children had capacity.

“School used to drain their capacity, so we would see the worst of everything at home. And holidays, it was like an unleashing of all this masking, whereas now we are getting to see who they are, and that's helped us so much as parents. It's changed our lives.”



THE SYCAMORE SCHOOL

2025
FINANCIAL REPORT

For the Year Ended 31 December 2025

FINANCIAL REPORT

For the Year Ended 31 December 2025

Financial Statements

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DIRECTORS' REPORT

The directors present their report on ASD Learning Ltd for the financial year ended 31 December 2025.

1 GENERAL INFORMATION

Information on directors
The names of each person who has been a director during the year and to the date of this report are:

Mrs Cindy Corrie (Chair) appointed Chair Nov 2025 (previously Deputy Chair)
Ms Rukshana Sashankan (Deputy Chair) appointed Deputy Chair Nov 2025
Ms Jodi Schmidt served as Chair until Nov 2025 (continuing as non-exec. director)
Mrs Katrina Beavon (Secretary)
Mr Adam Pasfield
Ms Toni-Leigh Banfield resigned Nov 2025

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Principal activities
The principal activity of ASD Learning Ltd during the financial year was the advancement and promotion of education via The Sycamore School. The Sycamore School is a school for prep to year 10 young people from the autistic community which supports its students to reach their developmental and academic potential and independence.

No significant changes in the nature of the company's activity occurred during the financial year.

Short term objectives
The company's short term objectives are split into two streams.

Current:
- Business continuity
- Curriculum
- Technology
- Workforce

Growth:
- Fundraising
- Post-secondary opportunities
- Second campus

Long term objectives
The company's long term objective is to improve life outcomes for people on the autism spectrum.

Strategy for achieving the objectives
The Company's strategy has three pillars- Evidence, Growth and Sustainability.

How principal activities assisted in achieving the objectives
The Sycamore School is providing specialist support and education to people on the autism spectrum, their care networks and the community.

Performance measures
The following measures are used within the company to monitor performance:

- Student/teacher ratio
- Percentage of relief teachers to teachers
- Percentage of relief education support officers to education support officers
- Income per student
- Teaching salaries per student
- Salaries as a percentage of total operating expenses
- Grant income as a percentage of total recurring income

1 GENERAL INFORMATION
(continued)

Members' guarantee
ASD Learning Ltd is a company limited by guarantee. In the event of, and for the purpose of winding up of the company, the amount capable of being called up from each member and any person or association who ceased to be a member in the year prior to the winding up, is limited to $10 for all members, subject to the provisions of the company's constitution.

2 OPERATING RESULTS AND REVIEW OF OPERATIONS FOR THE YEAR

Operating results
The loss of the company after providing for income tax amounted to $ (644,152) (2024: $ (152,440)).

Review of operations
The Company continued to engage in its principal activity, the results of which are disclosed in the attached financial statements.

3 OTHER ITEMS

Significant changes in state of affairs
There have been no significant changes in the state of affairs of the company during the year.

Events after the reporting date
No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the company, the results of those operations or the state of affairs of the company in future financial years.

Environmental issues
The company's operations are not regulated by any significant environmental regulations under a law of the Commonwealth or of a state or territory of Australia.

Company secretary
The following person held the position of company secretary at the end of the financial year:

Mrs Katrina Beavon has been the company secretary since January 2024.

Meetings of directors
During the financial year, 17 meetings of directors were held. Attendances by each director during the year were as follows:

Director	Meetings	Attended
Mrs Cindy Corrie (Chair)	17	17
Ms Rukshana Sashankan (Deputy Chair)	17	17
Ms Jodi Schmidt	17	16
Mrs Katrina Beavon (Secretary)	17	16
Mr Adam Pasfield	17	17
Ms Toni-Leigh Banfield	15	15

Indemnification and insurance of officers and auditors
ASD Learning Ltd is fully insured. No indemnities have been given, during or since the end of the financial year, for any person who is or has been an officer or auditor of ASD Learning Ltd.

DIRECTORS' REPORT

The directors present their report on ASD Learning Ltd for the financial year ended 31 December 2025.

AUDITOR'S INDEPENDENCE DECLARATION

The lead auditor's independence declaration in accordance with section 60-40 of the Australian Charities and Not-forprofits Commissions Act 2012, for the year ended 31 December 2025 has been received and can be found on page 6 of the financial report.

Signed in accordance with a resolution of the Board of Directors:

Director: Signed by: Cindy Corrie 15F399EC16024C5... Mrs Cindy Corrie (Chair)

Director: Signed by: Rukshana Sashankan 629B41856E10424... Ms Rukshana Sashankan (Deputy Chair)

Dated this 29th day of June 2026

AUDITOR'S INDEPENDENCE DECLARATION
UNDER SECTION 60-40 OF THE AUSTRALIAN CHARITIES AND NOT FOR PROFITS COMMISSION ACT 2012

To the Members of ASD Learning Ltd:

As lead auditor for the audit of ASD Learning Ltd for the year ended 31 December 2025, I declare that to the best of my knowledge and belief, there have been:

+ no contraventions of the independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit; and

+ no contraventions of any applicable code of professional conduct in relation to the audit.

AHO AUDIT PTY LTD

LUKE BOLLMEYER
DIRECTOR

Dulwich, 29 June 2026

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Dulwich + Clare

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STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

For the Year Ended 31 December 2025

	Note	2025 $	2024 $
Revenue	4	893,342	887,569
Other income	4	4,034,663	4,395,716
Employee benefits expense		(4,302,428)	(4,054,303)
Depreciation and amortisation expense		(169,649)	(196,867)
Provision for loan recovery	10	-	(300,000)
Other expenses	5	(1,100,080)	(884,555)
Profit/(loss) before income tax		**(644,152)**	**(152,440)**
Income tax expense		**-**	**-**
Total comprehensive income/(loss) for the year		**(644,152)**	**(152,440)**

STATEMENT OF FINANCIAL POSITION

As at 31 December 2025

	Note	2025 $	2024 $
ASSETS			
Current assets			
Cash and cash equivalents	6	1,683,505	2,196,126
Trade and other receivables	7	58,833	40,685
Inventories	8	13,910	-
Other assets	9	60,912	76,787
Total current assets		1,817,160	2,313,598
Non-Current Assets			
Property, plant and equipment	11	182,881	249,651
Right-of-use assets	12	-	102,879
Total non-current assets		182,881	352,530
Total assets		2,000,041	2,666,128
LIABILITIES			
Current liabilities			
Trade and other payables	13	286,042	243,901
Lease liabilities	12	-	117,790
Employee benefits	14	152,880	119,709
Deferred income		3,495	-
Total current liabilities		442,417	481,400
Non-current liabilities			
Employee benefits	14	205,620	200,572
Holding deposits		67,000	55,000
Total non-current liabilities		**272,620**	**255,572**
Total liabilities		**715,037**	**736,972**
Net assets		**1,285,004**	**1,929,156**
EQUITY			
Retained earnings		1,285,004	1,929,156
Total equity		**1,285,004**	**1,929,156**

The accompanying notes form part of these financial statements.

STATEMENT OF CHANGES IN EQUITY

For the Year Ended 31 December 2025

2025	Retained Earnings $
Balance at 1 January 2025	1,929,156
Profit/ (Loss) attributable to members of the parent entity	(644,152)
Balance at 31 December 2025	**1,285,004**

2024	Retained Earnings $
Balance at 1 January 2024	2,081,596
Profit/ (Loss) attributable to members of the parent entity	(152,440)
Balance at 31 December 2024	**1,929,156**

STATEMENT OF CASH FLOWS

For the Year Ended 31 December 2025

	Note	2025 $	2024 $
CASH FLOWS FROM OPERATING ACTIVITIES:			
Receipts from customers		913,293	899,096
Payments to suppliers and employees		(5,317,716)	(4,831,387)
Donations received		30,594	32,285
Interest received		67,696	37,250
Receipts from grants		3,910,414	4,302,909
Other receipts		3,355	7,655
Net cash provided by/(used in) operating activities	19	**(392,364)**	**447,808**
CASH FLOWS FROM INVESTING ACTIVITIES:			
Loan provided to related party		-	(94,613)
Purchase of property, plant and equipment		-	(46,840)
Net cash provided by/(used in) investing activities		**-**	**(141,453)**
CASH FLOWS FROM FINANCING ACTIVITIES:			
Payment of lease liabilities		(120,257)	(160,343)
Net cash provided by/(used in) financing activities		(120,257)	(160,343)
Net increase/(decrease) in cash and cash equivalents held		(512,621)	146,012
Cash and cash equivalents at beginning of year		2,196,126	2,050,114
Cash and cash equivalents at end of financial year	6	**1,683,505**	**2,196,126**

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

The financial report covers ASD Learning Ltd as an individual entity. ASD Learning Ltd is a not-for-profit company limited by guarantee, incorporated and domiciled in Australia.

The functional and presentation currency of ASD Learning Ltd is Australian dollars.

The financial report was authorised for issue by the Directors on 29 June 2026..

Comparatives are consistent with prior years, unless otherwise stated.

1 BASIS OF PREPARATION

In the Directors' opinion, the company is not a reporting entity since there are unlikely to exist users of the financial statements who are not able to command the preparation of reports tailored so as to satisfy specifically all of their information needs. This special purpose financial report has been prepared to meet the reporting requirements of the *Australian Charities and Not-for-profits Commission Act 2012.*

The financial statements have been prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and Accounting Interpretations, and the disclosure requirements of AASB 101 *Presentation of Financial Statements,* AASB 107 *Statement of Cash Flows,* AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors* and AASB 1054 *Australian Additional Disclosures.*

2 MATERIAL ACCOUNTING POLICY INFORMATION

(a) Revenue and other income

Revenue from contracts with customers
The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the company expects to receive in exchange for those goods or services. Revenue is recognised by applying a five-step model as follows:

1. Identify the contract with the customer

2. Identify the performance obligations

3. Determine the transaction price

4. Allocate the transaction price to the performance obligations

5. Recognise revenue as and when control of the performance obligations is transferred

Generally the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the company have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

Specific revenue streams
The revenue recognition policies for the principal revenue streams of the company are:

Tuition fees
Tuition fees are recognised on a straight-line basis over the term of tuition as performance obligations are satisfied over time.

Grant revenue
Government grants are recognised at fair value where there is reasonable assurance that the grant will be received and all grant conditions will be met. Grants relating to expense items are recognised as income over the periods necessary to match the grant to the costs they are compensating. Grants relating to assets are credited to deferred income at fair value and are credited to income over the expected useful life of the asset on a straight-line basis.

Other income
Other income is recognised on an accruals basis when the company is entitled to it.

(b) Income Tax
The company is exempt from income tax under Division 50 of the Income Tax Assessment Act 1997.

(c) Property, plant and equipment
Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Land and buildings
Land and buildings are measured using the cost model.

Plant and equipment
Plant and equipment are measured using the cost model.

Depreciation
Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to the company, commencing when the asset is ready for use.

The estimated useful lives used for each class of depreciable asset are shown below:

Fixed asset class	Useful life
Furniture and Equipment	10 years
Fixtures and Fittings	10 years
Computer Equipment	3-4 years

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

(d)Leases
At inception of a contract, the company assesses whether a lease exists- i.e. does the contract convey the right to control the use of an identified asset for a period of time in exchange for consideration.

This involves an assessment of whether:

- The contract involves the use of an identified asset- this may be explicitly or implicitly identified within the contract. If the supplier has a substantive substitution right then there is no identified asset.

- The company has the right to obtain substantially all of the economic benefits from the use of the asset throughout the period of use.

- The company has the right to direct the use of the asset i.e. decision making rights in relation to changing how and for what purpose the asset is used.

Lessee accounting
The non-lease components included in the lease agreement have been separated and are recognised as an expense as incurred.

At the lease commencement, the company recognises a right-of-use asset and associated lease liability for the lease term. The lease term includes extension periods where the company

believes it is reasonably certain that the option will be exercised.

The right-of-use asset is measured using the cost model where cost on initial recognition comprises of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

The right-of-use asset is depreciated over the lease term on a straight line basis and assessed for impairment in accordance with the impairment of assets accounting policy.

The lease liability is initially measured at the present value of the remaining lease payments at the commencement of the lease. The discount rate is the rate implicit in the lease, however where this cannot be readily determined then the company's incremental borrowing rate is used.

Subsequent to initial recognition, the lease liability is measured at amortised cost using the effective interest rate method. The lease liability is remeasured when there is a lease modification, change in estimate of the lease term or index upon which the lease payments are based (e.g. CPI) or a change in the company's assessment of the lease term.

Where the lease liability is remeasured, the right-of-use asset is adjusted to reflect the remeasurement or is recorded in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

Exceptions to lease accounting

The company has elected to apply the exceptions to lease accounting for both short-term leases (i.e. leases with a term of less than or equal to 12 months) and leases of low-value assets. The company recognises the payments associated with these leases as an expense on a straight-line basis over the lease term.

(e) Economic dependence and going concern

The financial report has been prepared on the going concern basis. However, your attention is drawn to the following matter:

ASD Learning Ltd is dependent on the State and Federal governments for the majority of its revenue used to operate the business. At the date of this report the directors have no reason to believe the State and Federal governments will not continue to support ASD Learning Ltd.

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended 31 December 2025

3 CRITICAL ACCOUNTING ESTIMATES AND JUDGMENTS

The directors make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

The significant estimates and judgements made have been described below.

Key estimates - impairment of property, plant and equipment
The company assesses impairment at the end of each reporting period by evaluating conditions specific to the company that may be indicative of impairment triggers. Recoverable amounts of relevant assets are reassessed using value-in-use calculations which incorporate various key assumptions.

Key estimates - provisions
Provisions are measured at management's best estimate of the expenditure required to settle the obligation at the end of the reporting period. These estimates are made taking into account a range of possible outcomes and will vary as further information is obtained.

Key estimates - receivables
The receivables at reporting date have been reviewed to determine whether there is any objective evidence that any of the receivables are impaired. An impairment provision is included for any receivable where the entire balance is not considered collectible. The impairment provision is based on the best information at the reporting date.

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

4 REVENUE AND OTHER INCOME

Revenue from Continuing Operations

	2025 $	2024 $
Revenue from contracts with customers (AASB 15)		
- Tuition fees	881,927	883,948
- Discounts and concessions	(15,699)	(19,144)
- Enrolment and application fees	11,364	12,045
- Compulsory charges / levies	15,750	10,720
Total	**893,342**	**887,569**
Other Income		
- Donations received	30,594	32,285
- Interest income	75,531	52,867
- Other income	3,355	2,416
- Sale of goods	14,768	5,239
- State government grants	669,671	1,059,806
- Non-government grants	-	400
- Federal government grants	3,240,744	3,242,703
Total	**4,034,663**	**4,395,716**

5 OTHER EXPENSES

	2025 $	2024 $
Other Expenses		
- Academic expenses	92,525	80,442
- Board expenses	46,475	54,008
- General staff expenses	63,071	71,135
- Professional fees	215,917	14,686
- Property expenses	272,557	276,022
- Telecommunications & IT expenses	271,699	287,662
- Other expenses	137,836	100,600
Total	**1,100,080**	**884,555**

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

6 CASH AND CASH EQUIVALENTS

	2025 $	2024 $
Bank balances	1,683,897	2,196,126
Other cash and cash equivalents	(392)	-
Total	**1,683,505**	**2,196,126**

7 TRADE AND OTHER RECEIVABLES

	2025 $	2024 $
CURRENT		
Trade receivables	25,381	34,420
Other receivables	33,452	6,265
Total	**58,833**	**40,685**

The carrying value of trade receivables is considered a reasonable approximation of fair value due to the short-term nature of the balances. The maximum exposure to credit risk at the reporting date is the fair value of each class of receivable in the financial statements.

8 INVENTORIES

	2025 $	2024 $
CURRENT		
At cost:		
Stock- clothing shop	13,910	-
Total	**13,910**	**-**

Due to rebranding that has occurred in January 2025, all clothing shop stock remaining at the end of the 2024 yearhad been written off.

9 OTHER ASSETS

	2025 $	2024 $
CURRENT		
Prepayments	52,662	68,537
Bank guarantee	8,250	8,250
Total	**60,912**	**76,787**

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

10 RELATED PARTY LOANS

	2025 $	2024 $
NON-CURRENT		
Loan to ASD Learning (Therapy Services) Ltd	-	300,000
Provision for loan recovery	-	(300,000)
Total	**-**	**-**

Management has determined that it is appropriate to fully write off this loan in the financial report, critically noting that ASD Learning (Therapy Services) Ltd ceased operations at end of June 2025.

See note 18 for further details on related party transactions during the year.

11 PROPERTY, PLANT AND EQUIPMENT

	2025 $	2024 $
Furniture and equipment		
At cost	191,450	191,450
Accumulated depreciation	(132,444)	(111,230)
Total furniture and equipment	**59,006**	**80,220**
Computer equipment		
At cost	96,667	96,667
Accumulated depreciation	(68,603)	(41,288)
Total computer equipment	**28,064**	**55,379**
Fixtures and fittings		
At cost	182,537	182,537
Accumulated depreciation	(86,726)	(68,485)
Total fixtures and fittings	**95,811**	**114,052**
Total property, plant and equipment	**182,881**	**249,651**

12 LEASES

Company as a lessee
The company has leases over land and buildings, and had leases over computer equipment.

Information relating to the leases in place and associated balances and transactions are provided below.

Terms and conditions of leases

i. Land and buildings

The Company leases land and buildings for its site at Alexandra Hills. During the current year, the existing lease expired in October 2025. Due to negotiations following expiry, a new lease was not formalised until March 2026.

For the intervening months, the Company was effectively paying monthly rent on a periodic basis. Accordingly, no new right-of-use asset nor lease liability has been recognised for this lease at 31 December 2025 as there was no formal commitment to the lease at that point in time.

The new lease commencing March 2026 is for a period of 25 years, expiring March 2051, with an option of a further 5 years. The lease fee comprises annual base rent of $250,000 plus GST (inclusive of outgoings) payable in monthly instalments in advance.

Right-of-use assets	**Land and Buildings $**	**Total $**
Year ended 31 December 2025		
Balance at beginning of year	102,879	102,879
Amortisation charge	(102,879)	(102,879)
Balance at end of year	**-**	**-**
Year ended 31 December 2024		
Balance at beginning of year	240,358	240,358
Amortisation charge	(137,479)	(137,479)
Balance at end of year	**102,879**	**102,879**

12 LEASES (continued)

Lease liabilities

The maturity analysis of lease liabilities based on contractual undiscounted cash flows is shown in the table below:

	< 1 year $	1 - 5 years $	> 5 years $	Total undiscounted lease liabilities $	Lease liabilities included in this Statement Of Financial Position $
2024					
Lease liabilities	120,257	-	-	120,257	117,790

Lease liabilities in this Statement of Financial Position	2025 $	2024 $
Current	-	117,790
Non-current	-	-
Total	**-**	**117,790**

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

13 TRADE AND OTHER PAYABLES

	2025 $	2024 $
CURRENT		
Trade payables	43,367	55,357
GST payable	47,437	52,160
Sundry payables and accrued expenses	81,125	35,845
Superannuation payable	41,748	35,211
PAYG withholding payable	72,365	65,952
Other payables	-	(624)
Total	**286,042**	**243,901**

Trade and other payables are unsecured, non-interest bearing and are normally settled within 30 days. The carrying value of trade and other payables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

14 EMPLOYEE BENEFITS

	2025 $	2024 $
CURRENT		
Provision for annual leave	152,880	119,709
Total	**152,880**	**119,709**
NON CURRENT		
Provision for long service leave	205,620	200,572
Total	**205,620**	**200,572**

15 KEY MANAGEMENT PERSONNEL DISCLOSURES

The total remuneration paid to key management personnel of the company is $ 222,952 (2024: $ 195,986).

16 AUDITORS' REMUNERATION

	2025 $	2024 $
Remuneration of the auditor, AHO Audit Pty Ltd, for:		
- auditing the financial statements	8,850	8,500
- compilation of financial statements	2,000	2,000
Total	**10,850**	**10,500**

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended 31 December 2025

17 CONTINGENCIES

In the opinion of the Directors, the company did not have any contingencies at 31 December 2025 (31 December 2024:None).

18 RELATED PARTIES

(a) The company's main related parties are as follows:

ASD Learning (Therapy Services) Ltd- this entity has been established to provide specialised support services under the National Disability Insurance Scheme (NDIS). The establishment of this company achieves a strategic priority of ASD Learning Ltd to provide allied health support to The Sycamore School community by establishing a NDIS provider. ASD Learning Ltd is the sole member of ASD Learning (Therapy Services) Ltd.

During the year the decision was made for ASD Learning (Therapy Services) Ltd to cease operations on 27 June 2025. Operations have been wound down and it is now a dormant entity.

Any person(s) having authority and responsibility for planning, directing and controlling the activities of the entity, directly or indirectly, including any director (whether executive or otherwise) of that entity are considered key management personnel.

The Directors of ASD Learning Ltd are not remunerated in their capacity as such. Mrs Katrina Beavon is remunerated in her capacity as company secretary.

(b) Transactions with related parties

During the year, $22,500 was advanced ASD Learning (Therapy Services) Ltd to assist in winding up; this amount has been expensed in these financial statements. The total amount owed to the company from the related party at balance date was $300,000. However, this has been fully written off in these financial statements- see note 10.

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended 31 December 2025

19 CASH FLOW INFORMATION

(a) Reconciliation of result for the year to cashflows from operating activities
Reconciliation of net income to net cash provided by operating activities:

	2025 $	2024 $
Profit /(loss) for the year		
Cash flows excluded from profit attributable to operating activities	(644,152)	(152,440)
Non-cash flows in profit:		
- depreciation and amortisation	169,649	196,867
- interest expense on lease liabilities	2,467	9,933
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(18,148)	(20,090)
- (increase)/decrease in prepayments	15,875	(2,157)
- (increase)/decrease in inventories	(13,910)	5,024
- (increase)/decrease in deferred income and holding deposits	15,495	16,000
- increase/(decrease) in trade and other payables	42,141	(13,907)
- increase/(decrease) in employee benefits	38,219	108,578
- increase/(decrease) in provision for loan recovery	-	300,000
Cashflows from operations	**(392,364)**	**447,808**

20 EVENTS AFTER THE END OF THE REPORTING PERIOD

The financial report was authorised for issue on 29 June 2026 by the Board of Directors.

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the company, the results of those operations or the state of affairs of the company in future financial years.

21 STATUTORY INFORMATION

The registered office and principal place of business of the company is:

The Sycamore School
29 Windemere Road
Alexandra Hills, QLD 4161

DIRECTORS' DECLARATION

The Directors have determined that the company is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies described in Note 2 to the financial statements.

The Directors of the company declare that:

1. The financial statements and notes, as set out on pages 7 to 21, are in accordance with the Australian Charities and Not-for-profit Commissions Act 2012 and:

   (a) comply with Accounting Standards as stated in Note 1; and

   (b) give a true and fair view of the company's financial position as at 31 December 2025 and of its performance for the year ended on that date in accordance with the accounting policies described in Note 2 to the financial statements

2. In the Directors' opinion, there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors.

Director ..... Signed by: Cindy Corrie 15E399EC16224C5..... Director ..... Signed by: Rukshana Sashankan 82984165E10424.....

Mrs Cindy Corrie (Chair) Ms Rukshana Sashankan (Deputy Chair)

Dated this 29th day of June 2026

INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF ASD LEARNING LTD

Report on the Audit of the Financial Report

Opinion

We have audited the financial report of ASD Learning Ltd (the Entity), which comprises the Statement of Financial Position as at 31 December 2025, the Statement of Profit or Loss and Other Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, Notes to the Financial Statements, including Material Accounting Policy Information, Directors' Report and Directors' Declaration.

In our opinion, the accompanying financial report of ASD Learning Ltd, is in accordance with Division 60 of the *Australian Charities and Not-for-Profits Commission Act 2012*, including:

+ giving a true and fair view of the registered entity's financial position as at 31 December 2025, and of its financial performance for the year then ended; and

+ complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 the *Australian Charities and Not-for-profits Commission Regulations 2022*.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the registered entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the registered entity's financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of Committee of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the financial reporting requirements of the Australian Charities and Not-for-profits Commission Act 2012 and for such internal control as management determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

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Perth + Hobart

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Dulwich + Clare

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Liability limited by a scheme approved under Professional Standards Legislation

Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

+ Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

+ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the registered entity's internal control.

+ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by responsible entities.

+ Conclude on the appropriateness of responsible entities' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the registered entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the registered entity to cease to continue as a going concern.

+ Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with responsible entities regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Independence

We confirm that the independence declaration required by the ACNC Act, which has been given to the responsible entities of ASD Learning Ltd, would be in the same terms if given to the responsible entities as at the time of this auditor's report.

AHO AUDIT PTY LTD

LUKE BOLLMEYER
DIRECTOR

Dulwich, 29 June 2026

The way autistic young people are viewed as capable, insightful, powerful and valuable members of the community, and the way our voices as parents are encouraged and honoured as part of our children's learning journey at The Sycamore School has been life changing!

THE SYCAMORE SCHOOL

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