
School sector: Independent

Year levels offered: The School is governed by the QCAA Senior External Examination Curriculum. All students categorised as Year 12.

Co-ed or single sex: Co-educational

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PRINCIPAL'S FOREWORD

Hubbard's offers an alternative academic program for senior school-aged students considering tertiary pathways. We pride ourselves in offering an education experience that caters to the personal needs and characteristics of each individual student. That is why we describe our learning as "U-Centric"; the teaching and learning is centred on "YOU" as a unique learner. Excellent teaching requires each teacher to know their students and their specific method or approach to learning. Hubbard's teachers have a special rapport with their students. They tailor their individual support to students' needs and coach each student to perform to the best of their ability. The support that students receive and the skills gained enable them to undertake the final summative External Examinations at the end of the academic year.

The Hubbard's program is recognised as a differentiated, rigorous academic pathway which prepares students for tertiary studies. This pathway and pedagogical approach is tailored to prepare and support academic students who require a flexible education program to cater to their personal situation. Some of the reasons students choose Hubbard's include:

- Extension for Gifted and Talented students
- Flexibility to pursue their heavy training schedules in sports, dance, theatre and music
- The need for a differentiated program that caters for medical circumstances, learning styles as well as work and other study commitments.

Hubbard's School offers academic subjects only. Students attend classes at the scheduled times for their chosen areas of study. At all other times, students are free to pursue their interests and extra-curricular commitments. The School does not offer extra-curricular activities such as sports or a religious program. There are no formal assemblies, house group meetings or year level meetings scheduled in school time. The Hubbard's model allows students the flexibility to tailor their studies to meet their personal and career goals within their own established timeline.

Hubbard's students can tailor their study load based on their personal circumstances. Typically, mainstream senior students in Queensland schools are required to be enrolled in at least five (usually six) subjects. In mainstream schools, all six subjects are assessed with assignments and other on-going internal assessments for the duration of Years 11 and 12. On the other hand, Hubbard's students can pace their learning based on their personal circumstances. Hubbard's students can complete three full subjects in one year and another two subjects in the following year. At Hubbard's School students complete each senior school subject in one scholastic year; not over two years as is the norm in mainstream schools. All Hubbard's students are assessed externally with exams administered by the Queensland Curriculum and Assessment Authority. Students at Hubbard's sit Senior External Examinations at the end of October each year. These exams equate to 100% of the mark derived for each subject. The Queensland Tertiary Admissions Centre (QTAC) allocates an ATAR using Schedules to interpret each student's

best results in five subjects and no fewer than two subjects. The majority of students transition to University after completing their studies at Hubbard’s School. Over the last few years, 100% of Hubbard’s students who applied for tertiary studies were made an offer through QTAC.

The small teacher-student ratio is instrumental to the success of the student-centred education approach at Hubbard’s School which in turn, is critical to the way it operates as a teaching and learning centre. The smooth transition from the Hubbard’s academic program into university, TAFE or the workforce is made possible through a focus on establishing quality relationships with students. Hubbard’s School staff and teachers work in partnership with parents and students to assist students to achieve their potential. A focus on personal strategic planning, including goal setting, developing study skills and positive attitudes to learning and problem-solving strategies as well as future orientation, helps our students gain the confidence and skills they need to be successful.

The close proximity of the School to public transport attracts students from the greater South-East Queensland region. Our student population is not only from the local Northern and Western suburbs but also from the Southern suburbs and outer suburbs including Redlands Shire, Logan City, Beaudesert, Ipswich City, the Sunshine Coast, the Gold Coast and beyond.

SCHOOL CHARACTERISTICS

Student Enrolments

	Total	Female	Male	Indigenous
2017	58	30	28	1
2018	59	31	28	0
2019	57	31	26	0

Student counts are based on the Census (August) enrolment collection.

Students in the cohort for this reporting year were predominantly Australian (78%); with English (12%), South African (5%), The Netherlands (2.5%) and New Zealand (2.5%) also represented.

Average Class Sizes

	2019	2018	2017
Year 11 – Year 12	10	10	10

Distinctive curriculum offerings

- Orientation Program
 - Problem solving team building event with the award winning Directors of the Extraordinary.
 - Study Skills and time management sessions were offered.
- Differentiated learning program for each individual student.
- Parent Information Evenings were held throughout the year to introduce parents to topics such as:
 - The QCAA Senior External Examination process
 - The application for tertiary studies through QTAC; Access to information for Career Development

These events were well attended and well received by parents.

Extra-curricular activities

- Chemistry laboratory practical at Brisbane Boys' College.
- Legal Studies excursion to the Magistrates Court and Supreme Court Library.
- Modern History excursions to the Queensland State Library.

The social climate of the school

Hubbard's School seeks to work in partnership with its students, and where applicable their parents, to enable them to grow in confidence and self-worth and so achieve their academic potential. The School aims to provide a supportive and caring educational environment in which every student is welcomed and encouraged as an independent and capable learner. At Hubbard's an excellent rapport exists between staff and students. Teachers are presented to students as their "coaches" and "mentors" who understand how to structure and accelerate learning to fine-tune skills, knowledge and capability with the student's future outcomes in mind. Furthermore, the Principal encourages students to discuss concerns about study, prioritising and future planning. For students experiencing difficulties with study skills, motivation and/or confidence in their ability, early intervention and intensive support by all staff creates a warm, welcoming and supportive environment. This support is maintained and extended as required.

Parental involvement

Hubbard's School works in partnership with all stakeholders in the school community to ensure that the needs of its students are met. Through links with parents, universities, and other support agencies, the school continues to develop and build relationships, providing opportunities for students to engage in their learning and focus on achieving long term career pathways. Parents and teachers work closely to identify and build on the strengths of each student, whilst being supportive and rigorous in areas needing more assistance. Strategies used by the school for parental involvement include:

- As part of the Enrolment Process, parents are encouraged to attend the initial consultation with their student.
- Parent Information Evenings are held throughout the year. These sessions provide parents with important school, career and university application information. Parents stay informed about the academic and application issues facing their student. This enables parents to play an integral role in that process.
- Parent/teacher Interviews are conducted twice a year and provide valuable feedback to parents. Teachers are also available throughout the year with progressive comments.
- Open lines of communication - parents are encouraged to contact the school about any matter of interest to them and their student.
- Parents are encouraged to have direct contact with the Principal either over the telephone or via email. The Principal also welcomes walk-in appointments. These strategies foster positive two-way communication channels.
- Parent Surveys are conducted and provide the school with valuable feedback from which to shape the goals and activities for the following year.

Survey Results

The fundamental principle for reporting survey information is to assist us with our process of continuous improvement and to provide a profile to our community.

Parent Survey Findings 2019

Parent's commented positively, including the following:

- "I am sincerely grateful to the principal, teachers and support staff who, together, deliver a terrific academic program and make all the students feel comfortable as learners. It's a great model and I hope the Hubbard's tradition continues to provide a great educational experience to many young Queenslanders in the years to come."
- "From my experience the key benefit that attending Hubbard's gave to us as a family and to my daughter was that it gave a way forward when mainstream school was not viable. Although Hubbard's is a school of excellence it also really helps students who are not fitting and thriving in the system. I think that that message needs to come through more. Many people don't realise. Also the support, high teacher student ratio, the fostering of a love of learning and ability to learn and perform was excellent..."

Communication

All parents responded positively to the Principals clear explanation of the Senior External Examination system. They also found phone call and email feedback to be sufficient, timely and helpful and the content of the school reports sufficiently informative. Administration Staff were also found to have offered a high level of support. A majority of parents, 95%, agreed that parental involvement at Hubbard's School was satisfactory.

Educational Program

All parents agreed that the Teaching Staff ensured students were sufficiently included in classroom activities and encouraged to engage with their subjects. Furthermore, all parents agreed that the educational program offered at Hubbard's School caters to student's age, academic ability and aptitude. Ninety-five percent of respondents found their student to have been sufficiently extended in their area of study. Furthermore, 90% found that Staff consistently encouraged the students to reach/maintain a satisfactory level of commitment to homework/study.

Future Planning

Between 35% and 50% of respondents elected the "Not Applicable" code when answering questions in this section. Of those that did respond, they either "Agreed" or "Strongly Agreed" with the questions asked. Notably, parents found the information evenings and personalised career planning sessions useful and beneficial.

Student Development

A majority of respondents in this section "Agreed" or "Strongly Agreed" when asked questions regarding the School's approach to student development:

- 95% agreed that their son/daughter was encouraged to persevere in order to achieve outcomes.

- 95% agreed the School offered enough flexibility to allow son/daughter to develop and maintain interest in learning.
- 90% agreed the School encouraged their son/daughter to achieve to his/her potential.

Some of the feedback indicated that:

- “Hubbard’s has been flexible – this enables my daughter to improve her wellbeing. She developed better study practices and organisation skills with time. She felt that she did her best and was proud of herself and this is the best outcome for future learning I think that she did develop better responsibility – however if this had been emphasised too much to her on entering she may have been turned off the school as she was overwhelmed already. She wanted to improve and the school provided that support to enable her to do that. I think that emphasising that you provide that support and scaffolding is important for Hubbard’s...”
- “I cannot thank Hubbard’s staff enough for all they have done for my children. I say often Hubbard’s saved their lives – I mean this literally. At least one of them may not have made it through the last two years had it not been for this school, the staff and the friendships.”
- “I truly cannot thank you enough for your help over the past year. It has been one of the most beautiful things to see a child who was not engaged in learning become interested and be keen to attend. I am aware that he will never be a genius but to have an interest in reading, learning and developing as a person has been more valuable than any exam grade. We are a very grateful family.”

Student Survey findings 2019

When respondents were asked if they would recommend Hubbard’s to prospective students, 100% answered in the affirmative. Furthermore, when reflecting on their year, all respondents indicated they felt proud to be a Hubbard’s student.

Orientation Program

In this section respondents either agreed or strongly agreed with the statements. For example, 92% of respondents believed that the Orientation Program was important for students and that at Orientation, school procedures and expectations were made clear. When asked if a student felt they benefited from Orientation, 83% agreed, with the same number of students recording feeling more relaxed about attending classes with new students in a new environment. One student noted:

- “I do have to say I really enjoyed the orientation day at Hubbard’s, but being naturally quite shy I found that I only interacted with the people at my table, and no-one else. I think that (in the same situation) further activities that mixed up groups and allowed people to meet with every student in some way or another would be very beneficial to people like me in the future.”

Careers and QTAC

Fifty-two percent of students strongly agreed that it was important to have access to ongoing career planning discussions with the Principal. Furthermore, 76% recorded that as a result of the availability of the QTAC

information at the School they knew how to access further information if needed. Fifty-two percent indicated they felt confident in completing their QTAC application.

Support

This section of the survey scored very highly amongst students with 95% indicating:

- Hubbard's School offered a pleasant, safe and well-cared-for environment
- The Admin Team supported when necessary
- It was easy to communicate with the Teachers

Furthermore, 85% were satisfied with the way the School monitored their physical and emotional wellbeing. A majority, 81%, found it easy to communicate with the Principal; with 76% satisfied with their parents' level of involvement.

Personal/Skill Development

Ninety-five percent of students agreed they acquired different subject specific study and revision techniques whilst at Hubbard's. Furthermore, 89% indicated a strong belief in the importance of the school to encourage students to achieve academically and personally; and their confidence improved during their time at Hubbard's.

The feedback received in this section was overwhelmingly positive:

- "The environment is always encouraging and has given me the hope and confidence that I can learn and achieve my goals."
- "Teachers were far more supportive than other schools I have attended and focused on the progression of students rather than just finishing the class and going home."
- "I think the teaching I received during my time at Hubbard's was exceptional. Both of my teachers were incredibly knowledgeable, and this allowed room for my curiosity as a learner. I felt I was able to ask questions with confidence. The amount of care taken in lesson structure and delivery was also brilliant, it definitely kept me focused where I might otherwise have got easily distracted by endless information from textbooks or research. I really felt like my teachers wanted me to be successful, too. They were really invested in seeing that I understood what had been taught and was able to apply it independently. I think it's a huge morale boost to know that your teachers want to see you achieve."

Learning/Academic Progress

100% of respondents agreed that teachers motivated the student to do their best and the feedback received from teachers was helpful. Ninety-four percent indicated the teachers made their subjects interesting with 89% indicating a high importance placed on being part of a group of students and staff committed to learning. Furthermore, 84% indicated that Hubbard's school assisted students to recognise their academic potential and these same students indicated they had taken more responsibility for their learning this year.

Teacher Survey findings 2019

All teachers agreed that they were able to source and use the textbooks needed for their subject and that books and stationery resources were well -maintained and readily available. All teachers commented on the need for laptops to be upgraded, and this is something the Executive Team have begun to project manage.

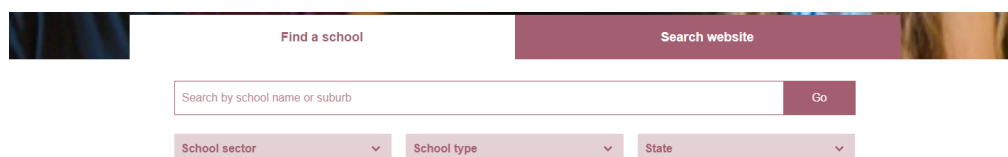
All teachers felt supported in teaching at Hubbard’s School as well as with the Administrative Support offered. All respondents agreed that opportunities for professional development were made available. Teachers also requested further QCAA specific professional development to continue to prepare and deliver teaching for the new syllabus requirements.

All teachers agreed that the physical and emotional wellbeing of students is adequately monitored as is their academic progress and attendance. Eighty percent of teaching staff agreed that the level of parental involvement was appropriate with all staff agreeing that the expectations for student achievement is reasonable.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>. To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.



Where it says ‘Find a school’, type in the name of the school you wish to view and select <GO>. On the next screen click ‘View School Profile’ where you will be given access to the school’s *profile* webpage. School financial information is available by selecting ‘Finances’ in the menu box at the top of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

STAFF PROFILE

Staff Composition for Year 11 and 12

Teaching		
Principal	Full-time	1
Teachers	Part-time	10
Non-Teaching		
Admin/Clerical	Full-time	2
There are currently no Indigenous Staff employed.		

Qualifications of Teachers

Qualification	No of Teachers with this qualification
Doctorate or higher	1
Masters	1
Bachelor Degree	9

KEY STUDENT OUTCOMES

Student Attendance

Total Number of Students October, 2019	Number of Possible Attendance Days	Total number of days absent	Total Attendance Days
55	8965	893	8072

All students complete Year 11 and 12 subjects in one year. As such, all students are considered to be one year level: Year 12. Therefore, the average student attendance rate in 2019 was 90%.

How non-attendance is managed:

Absences are monitored closely and all absences are recorded in the School database. Students and/or parents are contacted by phone or email to ascertain the reason for every absence. Students are encouraged to seek medical advice to minimise extended periods of absence. Students are offered one-on-one tuition to catch up on lessons missed. When students are absent due to sporting competitions, they are given work to take with them to continue their study during their planned absence while away on tournaments etc.

Year 12 outcomes:

Number of students awarded a Senior Education Profile (Statement of Results)	55
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Number of students who received an overall Position (OP) (Students doing Senior External subjects only are not eligible for this award)	N/A
Number of students who are completing or completed a School-based apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12 * (Students doing Senior External subjects must apply independently for a QCE.)	*Not known
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A
Percentage of exiting students eligible for a Rank who obtained a Rank within the range equivalent to OP equivalent 1–15 or an IBD.	100%
Percentage of year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification (All students who commenced modules from the Certificate IV in Adult Tertiary Preparation completed them successfully)	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer (University place)	100%

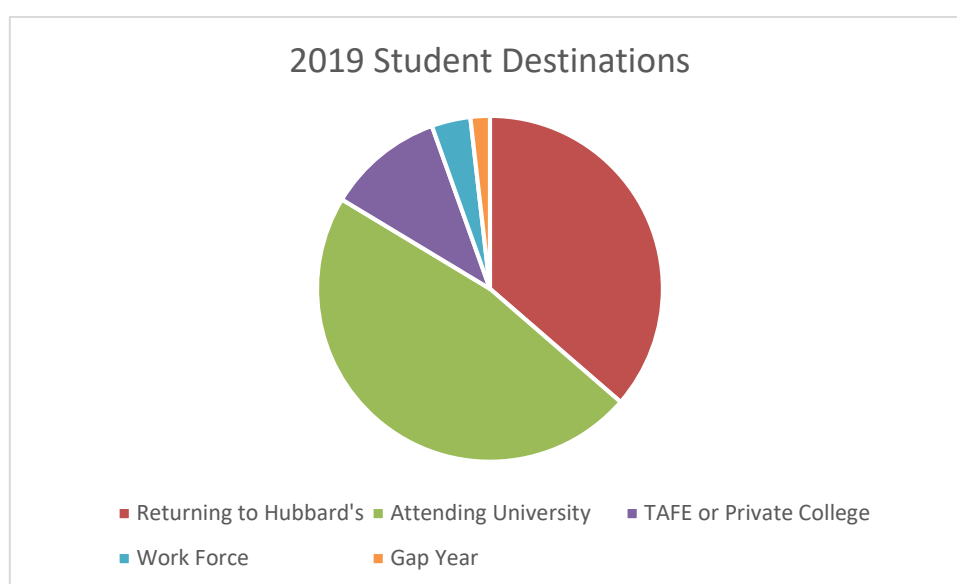
Destination Results for 2019

Students are contacted in February of the current year to determine the destination information below.

Student Destinations	No.	%	% of Graduating Students
Returning to Hubbard's	20	36%	-
Attending University	26	47%	74%
TAFE or Private College	6	11%	21%
Work Force	2	4%	4%
Gap Year	1	2%	1%
Total	55		

Percentage of Students returning to Hubbard's School or going on to further study

95%



Visual representation of the destinations of graduating students.

Hubbard's Students are not included in the Next Step Survey.

- END OF REPORT -