

## ANNUAL REPORT – 2020

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<b>School sector:</b>	Independent
<b>Year levels offered:</b>	The School is governed by the QCAA Senior External Examination Curriculum. All students categorised as Year 12.
<b>Co-ed or single sex:</b>	Co-educational
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## PRINCIPAL'S FOREWORD

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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
2020	64	33	31	2

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

Students in the cohort for this reporting year where predominantly Australian (84%); with English (8%), New Zealand (3%), American (3%) and South African (2%) also represented.

### Average Class Sizes

	2020	2019	2018	2017
Year 11 – Year 12	10	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

Due to COVID-19, some of these events were held virtually but still managed to attract many parents and were well received by all involved.

### **Extra-curricular activities**

Due to COVID-19 restrictions, our students were limited as to the excursions made available outside of Hubbard's grounds. However, our students did participate in a Chemistry laboratory practical conducted within our Hubbard's School environment and were able to conduct a Biology excursion to the Bunyaville Environmental Education Centre.

### **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.

## **Survey Results**

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### **Feedback from Parents 2020**

Parents' feedback was very positive, sharing their love for the school and success stories of how Hubbard's has supported their child.

- "My son has always struggled with mainstream schools, so we moved him to Hubbards for his senior years. I could not ask for a better learning environment for him. He has regained his love of learning and his self-confidence has increase significantly."

### ***Communication with Families***

Throughout the year, Hubbard's School provides opportunities for the school community to come together to seek further information, feedback and create open lines of communication. Feedback from parents indicated that they find this a positive experience.

- "Please thank each of the teachers for their preparation, presentation and obvious commitment to our kids. I loved the way the teachers personified the U-Centric philosophy (i.e. each teacher presented comfortably as who they are and their approach to learning) and in the process, shared some really fundamental principles and tips. It was such a good evening I almost wanted to enrol myself!"

### **Feedback from Students 2020**

Our feedback from students indicated they found Hubbard's School to be a supportive and safe environment to learn in. Further to this, our students revealed through testimonials that they felt the teachers went above and beyond to show their commitment to their education, ensuring they were well informed and prepared for their assessment.

- "All of the teachers at Hubbard's School are so passionate about their subjects. You can see the passion, love and patience that each and every teacher possesses".
- "Teachers were far more supportive and patient than other schools I have attended. They truly helped me rediscover my love of learning".

### **Feedback from Teachers 2020**

Our feedback indicated teachers felt supported in teaching at Hubbard's School as well as with the Administrative Support offered. They agreed that opportunities for professional development were made available, however due to COVID-19, not all professional development could take place.

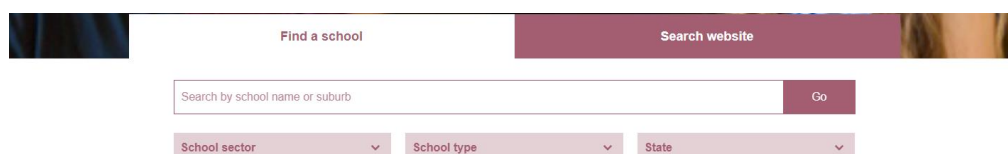
Teachers agreed that they were able to easily source and use the textbooks needed for their subjects, especially with respect to accessing and purchasing resources for the new Senior External Curriculum.

## School Funding

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### 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

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### Staff Composition for Year 11 and 12

Teaching		
Principal	Full-time	1
Teachers	Part-time	8
Non-Teaching		
Admin/Clerical	Full-time	1
Admin/Clerical	Part-time	1
There are currently no Indigenous Staff employed.		

### Qualifications of Teachers

Qualification	No of Teachers with this qualification
Doctorate or higher	2
Masters	1
Bachelor Degree	6

## KEY STUDENT OUTCOMES

### Student Attendance

Total Number of Students October, 2019	Number of Possible Attendance Days	Total number of days absent	Total Attendance Days
64	10880	1790	9090

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 2020 was 84%.

The student attendance rate decreased during 2020 due to the COVID -19 pandemic. As some of our students, or their family members, suffered with high-risk medical conditions, they were medically advised to remain at home for periods of time throughout the year. In addition, students were required to stay at home if they showed any symptoms of colds or flu due to the risk of contagion of their fellow students.

### How non-attendance is managed:

Absences are monitored closely, and all absences are recorded in the school database. Students and/or parents are contacted daily 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 due to absenteeism. 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. If students are required to isolate for COVID-19 reasons, they are able to access class activities, PowerPoints and homework tasks on the school intranet. In some cases, additional notes are emailed directly to the students.

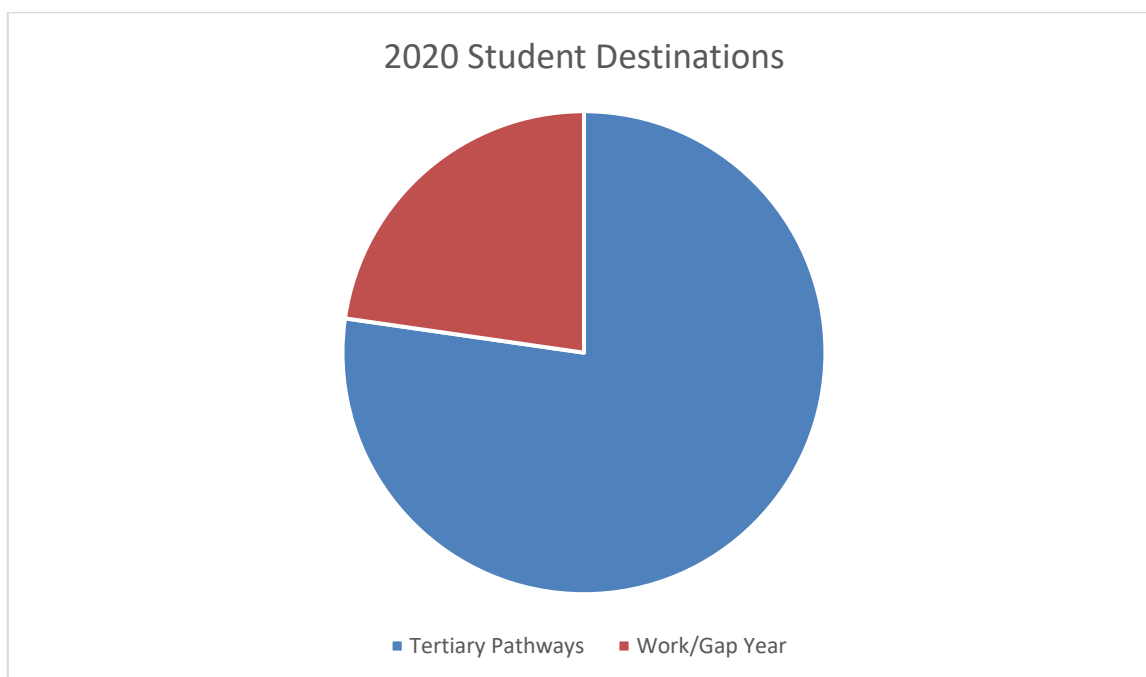
### Year 12 outcomes:

Number of students awarded a Senior Education Profile (Statement of Results)	N/A
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Percentage of students who received an Australian Tertiary Admission Rank (ATAR) (Students doing Senior External subjects only are not eligible for this award)	100%
Number of students who are completing or completed a School-based apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	3
Percentage 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.)	100%
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.	N/A
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.

<b>Student Destinations</b>	<b>No.</b>	<b>% of Graduating Students</b>
Attending University	15	68%
TAFE or Private College	2	9%
Work Force/Gap Year	5	23%
<b>Total</b>	<b>22</b>	



*Visual representation of the destinations of graduating students.*

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

**- END OF REPORT -**