

ANNUAL REPORT - 2024

| | |
|----------------------|---|
| School sector: | Independent |
| Year levels offered: | Year 11 and Year 12 |
| Co-ed or single sex: | Co-educational |
| Address: | 1/50 McDougall Street MILTON QLD 4064 |
| Telephone: | (07) 3371 5999 |
| Email: | admin@hubbards.qld.edu.au |
| Website: | https://www.hubbards.qld.edu.au |
| Contact Person: | Cathy Pappalardo, Principal |

PRINCIPAL'S FOREWORD

HUBBARD'S SCHOOL - A "U-centric" senior school learning experience

Hubbard's School is a co-educational, independent private school which offers an academic program catering exclusively for senior school-aged students.

The Hubbard's program is recognised as a differentiated, rigorous academic pathway which prepares students for tertiary studies. This pathway and pedagogical approach are 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 the need for a differentiated program that caters for:

- Alternative learning styles
- Flexibility to pursue heavy training or rehearsal schedules in sports, dance, theatre and/or music
- Extension for Gifted and Talented students
- Flexibility to cater for medical circumstances

Hubbard's offers a unique pedagogical model that sees students study via the QCAA compressed curriculum in General subjects. At Hubbard's, students complete each senior school subject in one scholastic year through the QCAA compressed curriculum mode - not over two years as is the norm in mainstream schools. Most Hubbard's students complete three full subjects in one year and another three subjects in the following year. The completion of 5 Hubbard's subjects (with at least a pass in English or Literature) allows students to attain an ATAR. Additionally, with the successful completion of at least one unit of Mathematics and the successful completion of 4 Hubbard's subjects (with at least a pass in English or Literature) also makes students eligible for a QCE.

As class sizes are small (approximately 15 students per class), each teacher is able to check on the learning of individual students and give additional support or extension to students as required in each lesson. The unique teaching experience offered at the School attracts experienced and enthusiastic teaching staff, most of whom have had admirable careers within their teaching areas, prior to being employed at the School. Hubbard's teachers are consequently well-placed to ensure their classes are enriched by their unique insights and real-world examples. This in turn, gives students the opportunity to engage with the subject content at a much deeper and practical level.

In the classroom, students are taught how to tailor their study for each individual subject. The School acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents and teachers in the learning process.

The Hubbard’s senior school model allows students the flexibility to tailor their studies to meet their personal and career goals within their own established timeline. Students attend classes at the scheduled times for their chosen areas of study. Study Blocks are allocated so that students may engage in self-directed learning at other times.

The small teacher-student ratio is instrumental to the success of the student-centred education approach at Hubbard’s School. The Hubbard’s School paradigm, strategy and pedagogy are all directed towards the focus of small, supported face-to-face instruction.

Hubbard’s School staff and teachers work in partnership with parents and students to assist students to achieve their potential. The smooth transition from the Hubbard’s academic program into university, TAFE or the workforce is made possible through a focus on assisting students with their personal strategic planning, including goal setting, developing study skills and positive attitudes to learning and problem-solving strategies as well as future orientation. This approach helps our students to gain the confidence and skills they need to be successful and independent life-long learners.

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, Ipswich City, Somerset and beyond.

SCHOOL CHARACTERISTICS

Student Enrolments

| | Total | Female | Male | Indigenous |
|------|-------|--------|------|------------|
| 2022 | 86 | 49 | 37 | 1 |
| 2023 | 90 | 52 | 38 | 0 |
| 2024 | 79 | 53 | 26 | 0 |

Student counts are based on the enrolments as at 30.06.2024.

100% of students attending Hubbard’s School are Australian citizens or have permanent residency. Hubbard’s School doesn’t cater for international students.

Average Class Size

| | 2022 | 2023 | 2024 |
|-------------------|------|------|------|
| Year 11 - Year 12 | 11 | 12 | 9 |

Distinctive curriculum offerings

The Orientation Program at Hubbard's is a whole day event that is held prior to the start of the teaching period each year. By attending the day, the students gained valuable skills in:

- Problem solving team building event with the award-winning Directors of the Extraordinary.
- Study Skills and time management.

Hubbard's offers a personalised and differentiated learning program for each individual student.

Parent Information Evenings were held throughout the year to introduce parents to topics such as:

- Subject Information and Study Tips
- The QCAA Curriculum requirements and AARA processes
- ATAR and QCE
- QTAC application for tertiary studies and the Education Adjustment Scheme, EAS
- Access to information for Career Development

Some events were held virtually and they attracted many parents, and were well received by all involved.

Extra-curricular activities

Hubbard's students participated in Physics practical experiments conducted within our Hubbard's School environment and attended a Biology excursion to the Bunyaville Environmental Education Centre, and a Chemistry excursion to the Brisbane Boys' College laboratory.

Students also attended a special graduation event at the end of the School year where all students' performance is recognised and awards are issued to outstanding students for their excellence and in Academic, Sports or Citizenship areas.

The parent body organised a Formal event for the students to celebrate in a more relaxed environment at the end of the year.

The social climate of the school

Hubbard's School seeks to work in partnership with its students and 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 described to students as their "coaches" and "mentors" who understand how to structure and accelerate learning to fine-tune skills, knowledge, and capability with each individual student's future outcomes in mind. Furthermore, the Principal has an open door policy and 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 as well as the Principal 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 required 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

Feedback from Parents 2024

Parents' feedback was very positive, sharing their love for the school and success stories of how Hubbard's has supported their child. Some of the parent comments are as follows:

"Hubbards is amazing in how our daughter feels calm coming into ATAR exams (she initially experienced extreme exam anxiety/panic when she came across from ... College). With the incredibly emotional and practical support from the school, our daughter has learnt to manage exam anxiety which is still work in progress."

"My only regret is not finding you for the start of year 11. My only wish is that a similar model might be available for younger students/grades in the future (although I'm not sure if that would work). Congratulations Cathy and team for all that you do and all that you offer! I cannot speak highly enough of my son's wonderful year at Hubbards".

With regards to the premises and the school physical environment, one parent commented: "Pleased to see the school is moving to bigger complex nearby - a refreshed environment will complement the quality teaching commitments to enable students to continue to flourish".

Generally parents were very satisfied with what Hubbard's offers. The atmosphere and culture at Hubbard's was captured by the comments of one parent as follows: "My son enjoyed being out of a typical high school environment. The space at Hubbards was clean, welcoming and well laid out. Students seemed to really enjoy the shared kitchen space. It was a quiet and calm environment which, I could imagine, would bring out the best in students and encourage autonomy and responsibility. I was also impressed by the school's organisation, with textbooks and workbooks being available for students to collect at the beginning of the year (instead of parents having a lengthy and expensive resource list to buy). I LOVE that students still use books and pens to take notes in class (with loan laptops available if necessary).

Feedback from Students 2024

Students generally strongly agreed that Hubbard's School offers a pleasant, safe and well cared for environment

One student said: "I was satisfied with the way Hubbard's School supported my mental health needs".

Other student comments included: "I developed greatly as a student during the year." "My grades have improved :) and the environment was inviting and a safe place to grow as student".

Students generally enjoyed the small class sizes and the smaller student cohort at the school: "The smaller environments allowed me to gain confidence and comfort within the classroom, and maintain stronger connections with my teachers."

The Hubbard's timetable is also appreciated by the students: "The alternative timetable allowed me to improve my focus and engagement with schoolwork and overall improve my enjoyment of the schooling experience." Students also reported that they were well supported by their teachers: "Teachers gave extra support and meetings when it was requested".

Feedback from Teachers 2024

Frequent informal discussions between the Principal and the teaching staff help monitor the progress and well-being of students as well as teaching staff.

The Principal works hard to foster an environment where all staff feel welcome and secure.

Hubbard's School holds the overall safety of students and staff of the highest importance, and this can be demonstrated in the administrative and teaching staff daily dealings with students and student and parent positive responses to the schools regular operations through the end-of-year survey.

Our feedback indicated teachers felt supported in teaching at Hubbard's School as well as with the Administrative Support offered. The Principal has an "open-door" policy that applies to all students and staff members. This practice, implemented by the Principal, ensures that everyone is welcome to discuss any issues of concern at any point in time.

Staff indicated that they were satisfied that the school had provided sufficient opportunities for informative professional development so that they could maintain currency in their profession.

One teacher commented: "I have thoroughly enjoyed my first year teaching at Hubbards. Thank you to all of the admin staff for providing such wonderful support".

Teachers were generally very satisfied with the productivity of the use of their time as a teacher. One teacher stated: "Meetings are productive and meaningful".

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

School Funding

Source of Funding

The School continued to receive both Australian Federal and State Government funding in keeping with the funding allocation based on Census Data and Community Socio-Educational Advantage. Census data is based on:

Student enrolments; Number of full-time equivalent students; number of students who identify as Aboriginal and Torres Strait Islanders; number of students identified with a Disability.

STAFF PROFILE

Staff Composition for Year 11 and 12

| Teaching Staff | | |
|--------------------|-----------|---|
| Principal | Full-time | 1 |
| Teachers | Part-time | 9 |
| Contract Teacher | Part-time | 1 |
| Non-Teaching Staff | | |
| Admin/Clerical | Full-time | 1 |
| Admin/Clerical | Part-time | 1 |

There were no Indigenous Staff employed in 2024

Qualifications of Registered Teachers

| Highest Qualification | No of Teachers with this qualification |
|-----------------------|--|
| Doctorate or higher | 0 |
| Masters | 4 |
| Bachelor Degree | 5 |

STUDENT OUTCOMES

Student Attendance

| Total Number of Students October, 2024 | Average overall school attendance percentage for 2024 |
|---|--|
| 67 | 79% |

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 2024 was 79%.

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 request the reason for every absence if the absence is unexplained. 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. Individual teachers email the students directly to encourage them and let them know that they look forward to their return to school. 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) | 39 |
| Number of students awarded a Queensland Certificate of Education (QCE) | 36 |
| Number of students awarded a Queensland Certificate of Individual Achievement | N/A |
| Number of students awarded an International Baccalaureate Diploma (IBD) | N/A |
| Percentage of eligible graduating students who received an Australian Tertiary Admission Rank (ATAR) | 75% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer (University place) | 100% |
| Number of students awarded one or more VET qualifications | 5 |
| Number of students who are completing or completed a School-based apprenticeship or Traineeship (SAT) | N/A |

Year 12 outcomes:

Of the 25 students who graduated from Hubbard's School in 2023, 88% of those eligible for an ATAR applied for tertiary studies through QTAC with 17 receiving their first preference. 100% of students who applied for tertiary studies received an offer.

Hubbard's encouraged all the exiting Year 12 students to apply for an early offer to a university. Those who applied gained an early offer prior to their ATAR results being published.

The majority of Hubbard's applicants selected QUT and UQ for their first and second preferences and accepted offers in these institutions for 2024. One student applied for and was made an offer for SAE and one student applied for and was made an offer for Bond.

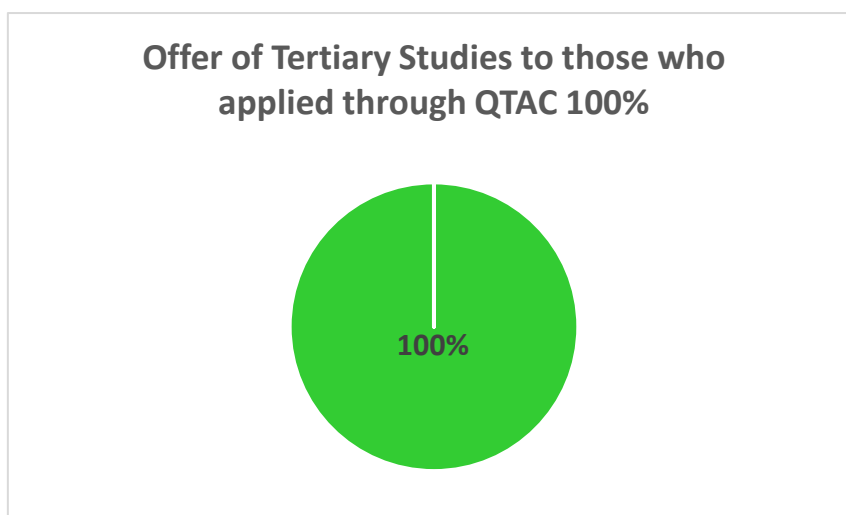
More than 50% of students received an ATAR of 90 or higher. One student received an ATAR over 99.

A number of students deferred their tertiary studies to undertake travel or pursue other interests. One of these students took this time to volunteer in Cambodia.

Of the students who accepted their offer of a university place, Health Sciences and the Physical Sciences at the University of Queensland were the most popular choices. Some of the other areas of tertiary studies included Medical Imaging, Engineering, Justice, Business, Games and Interactive Environments, Mathematics, Laws, Information Technology and Film.

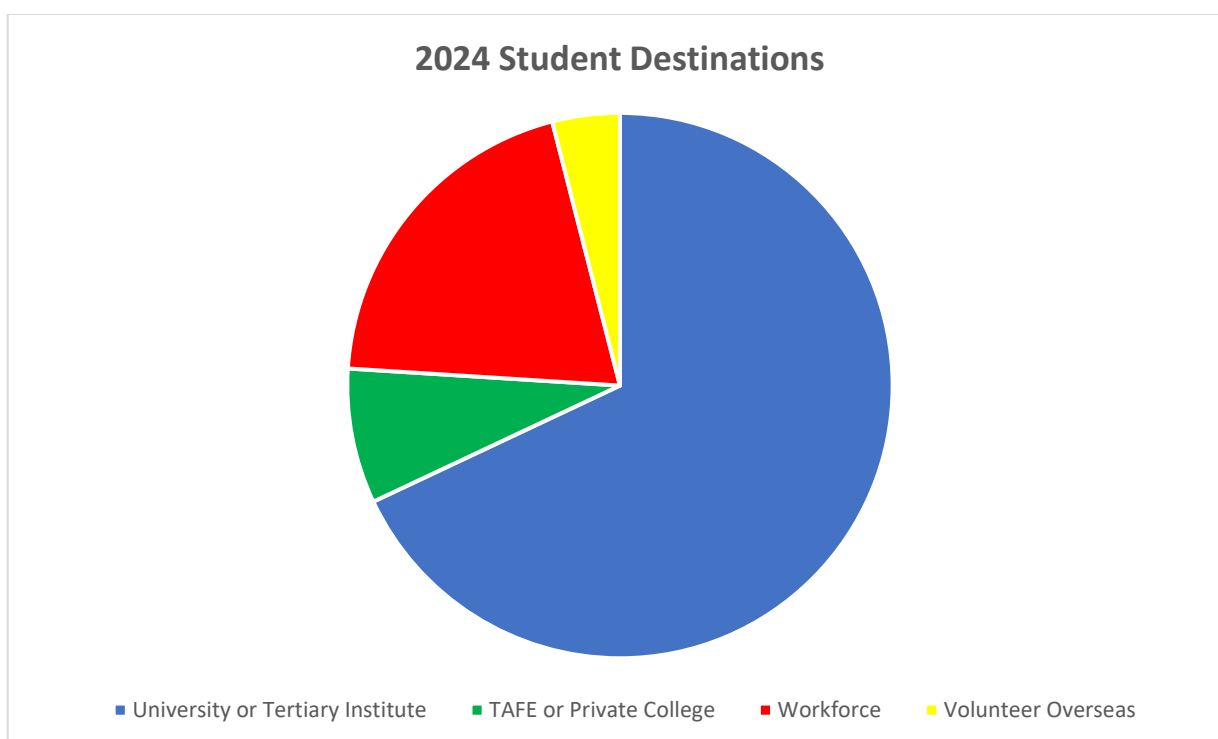
Destination Results for 2024 Graduating Students

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



Although all graduating students were eligible for tertiary studies, their chosen pathway for 2024 is as follows:

| Student Destinations | No. | % of Graduating Students |
|----------------------------------|------------|---------------------------------|
| University or Tertiary Institute | 27 | 75% |
| TAFE or Private College | 2 | 08% |
| Work Force | 5 | 20% |
| Volunteer Overseas | 1 | 04% |
| Total | 25 | |



Visual representation of the destinations of graduating students.

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

- END OF REPORT -