

# ANNUAL REPORT – 2023

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**School sector:** Independent

**Year levels offered:** Year 11 and Year 12

**Co-ed or single sex:** Co-educational

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## PRINCIPAL'S FOREWORD

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### 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 two or three subjects in the following year. Once a student has completed 5 subjects and has passed English or Literature, they become ATAR eligible.

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, the Sunshine Coast, the Gold Coast and beyond.

## SCHOOL CHARACTERISTICS

### Student Enrolments

|  | Total | Female | Male | Indigenous |
|--|-------|--------|------|------------|
| 2020   | 57    | 31     | 26   | 0          |
| 2021   | 64    | 33     | 31   | 2          |
| 2022   | 86    | 49     | 37   | 1          |
| Student counts are based on the enrolments as at 30.06.2023. |       |        |      |            |

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 Sizes

|                   | 2022 | 2021 | 2020 |
|-------------------|------|------|------|
| Year 11 – Year 12 | 11   | 13   | 12   |

### 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:

- 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 Chemistry and Physics practical experiments conducted within our Hubbard's School environment and attended a Biology excursion to the Bunyaville Environmental Education Centre.

Students also attended a special graduation event at the end of the School year.

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 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 Deputy Principal and 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 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 2022**

Parents' feedback was very positive, sharing their love for the school and success stories of how Hubbard's has supported their child. One parent commented: "This program was a game changer for us. We are so very thankful for the support offered to our son. To see him begin to believe that he has potential, and a future is huge. His teachers have consistently encouraged him and that has made a significant impact."

In their feedback through the School survey, parents indicated that they find Hubbard's has been a very positive experience for their students.

Parent survey responses reflect that 92% of respondents "Agreed" or "Strongly Agreed" that the teaching, and teaching aids were satisfactory and that "Suitable facilities were made available" to their students.

Some parents also commented that that they valued having textbooks issued by the School for their students in each of their subject areas to supplement the online resources available through the School intranet platform called MATRIX.

### **Feedback from Students 2022**

As shown in the survey results:

- 95% of students indicated that the teachers were a large influence in their development as a student and as an individual. With reference to their teacher, one student commented: "... *No one else has had this large of an impact on me as a person throughout my years of schooling*".
- The majority of students said that Hubbard's School offered a pleasant, safe and well-cared-for environment, the admin team supported them when necessary and it was easy to communicate with the teachers.

Furthermore, 85% were satisfied with the way the School monitored their physical and emotional wellbeing. 100% of respondents agreed that teachers motivated the student to do their best and the feedback received from teachers was helpful. 94% 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, the majority of students indicated Hubbard's school assisted students to recognise their academic potential.

## **Feedback from Teachers 2022**

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.

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**

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### **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

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### Staff Composition for Year 11 and 12

| Teaching  |           |   |
|---|-----------|---|
| Principal                                       | Full-time | 1 |
| Deputy Principal                                | Part-time | 1 |
| Teachers  | Part-time | 8 |
| Contract Teacher                                | Part-time | 1 |
| Non-Teaching                                    |           |   |
| Admin/Clerical                                  | Full-time | 1 |
| Admin/Clerical                                  | Part-time | 2 |
| There is currently 1 Indigenous Staff employed. |           |   |

### Qualifications of Teachers

| Highest Qualification | No of Teachers with this qualification |
|-----------------------|--|
| Doctorate or higher   | 2                                      |
| Masters               | 4                                      |
| Bachelor Degree       | 6                                      |

## KEY STUDENT OUTCOMES

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### Student Attendance

| Total Number of Students<br>October, 2022 | Average overall school attendance percentage for 2022 |
|---|---|
| 86  | 82%   |

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 2022 was 82%.

### 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, the MATRIX. In some cases, additional notes are emailed directly to the students.

### Year 12 outcomes:

|  |      |
|--|------|
| Number of students awarded a Senior Education Profile<br>(Statement of Results)  | 32   |
| Number of students awarded a Queensland Certificate of Education (QCE)   | 26   |
| 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)                   | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer<br>(University place) | 100% |
| Number of students awarded one or more VET qualifications  | 14   |
| Number of students who are completing or completed a School-based apprenticeship or Traineeship<br>(SAT)               | N/A  |

### Year 12 outcomes:

84% of those eligible for an ATAR applied for tertiary studies. 100% of students who applied for tertiary studies received an offer. All but one student received their first preference.

Hubbard's encouraged all the existing Year 12 students to apply for an early offer to a university. Four students applied for an early offer to university. Each of them gained an early offer prior to their ATAR results being published.

One student gained an early offer in September 2022 and was also awarded a \$15,000 scholarship to support their tertiary studies.

One of the students who gained an early offer was awarded a part residential scholarship thus benefiting from the opportunity to have accommodation in a university residence with all its associated academic and social support.

Of the 30 students who exited Year 12 in 2022, two of those eligible for entry to a degree opted to enter the workforce in 2023.



Two students deferred their tertiary studies to undertake travel or work in their own business. Two students established their own business and are self-employed.

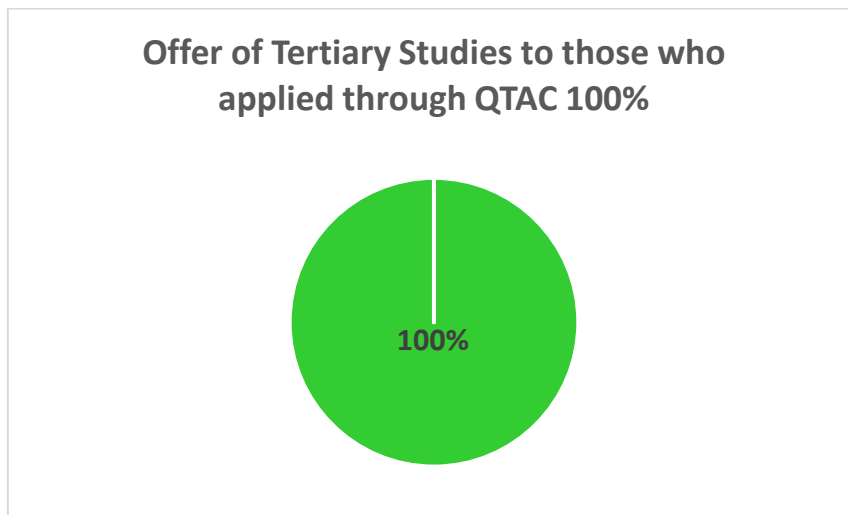
Two students considered that TAFE provided them with the best opportunity for following their career paths. Of the 20 students who accepted their offer of a university place, Bachelor of Engineering at the University of Queensland was a popular choice. 35% accepted an offer in a dual degree.

Five students selected a Bachelor of Business degree or a dual degree with business degree with another degree. These five students entered directly into the second year of a Bachelor of Business at QUT using their credit from the Diploma of Business that they completed while at Hubbard’s School.

One student who was ATAR eligible chose to accept an apprenticeship in his chosen career path.

### Destination Results for 2022

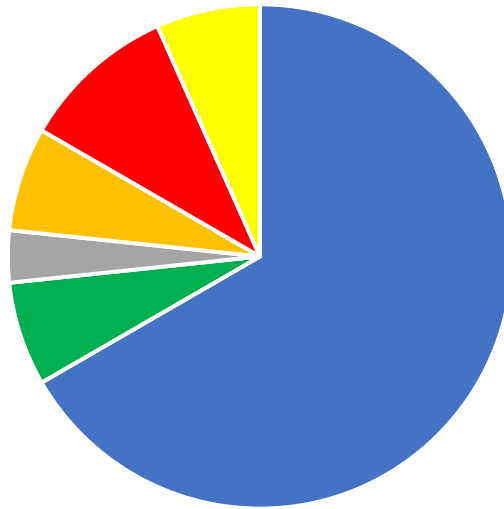
Students are contacted in February of the current year to determine the destination information below.



Although all graduating students were eligible for tertiary studies, their chosen pathway for 2023 is as follows:

| Student Destinations             | No.       | % of Graduating Students |
|----------------------------------|-----------|--------------------------|
| University or Tertiary Institute | 20        | 66%                      |
| TAFE or Private College          | 2         | 7%                       |
| Apprenticeship                   | 1         | 3%                       |
| Self-Employed                    | 2         | 7%                       |
| Work Force                       | 3         | 10%                      |
| Gap Year                         | 2         | 7%                       |
| <b>Total</b>                     | <b>30</b> |                          |

## 2022 Student Destinations



■ University or Tertiary Institute ■ TAFE or Private College ■ Apprenticeship  
■ Self-Employed ■ Workforce ■ Gap Year

*Visual representation of the destinations of graduating students.*

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

**- END OF REPORT -**