

St Margaret's



# St Margaret's

PRE-PREP - YEAR 12 BOARDING YEARS 5-12

State/Federal Annual School Report

# 2015

DISCOVER *the* DIFFERENCE!

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# Forward

This report is compiled to comply with State and Federal Government Reporting requirements. The school provides information to the school and wider community through the Annual Report available via the website each year; the school's weekly newsletter, the school website, the school magazine (The Link) and other special publications, such as the Flyer, provided by the school from time to time. Should anyone require a hard copy of this report or further information on the school and its policies, please contact the Principal's office on 3862 0761.

## Introduction

St Margaret's AGS was established as an Anglican Independent Boarding School in 1895 by the Sisters of the Society of the Sacred Advent and is now one of two schools operated by the Sisters. In 2004, the Sisters inaugurated a Trust: the Society of the Sacred Advent Schools' Trust, to operate the schools (St Aidan's and St Margaret's AGS) in accordance with the Sisters' Philosophy.

Located in the northern suburb of Ascot (11 Petrie Street), St Margaret's is well known for its focus on academic excellence, quality learning and teaching, its commitment to pastoral care and its high performance in girls' sport, music and the visual arts.

St Margaret's has a number of flagship programs which distinguishes it from other schools. These include:

1. The Global Exchange Program - where over 25% of Year 10 students undertake for one term an international exchange. As part of the reciprocal nature of exchange approximately 25 international students (from England, the United States, South Africa, Japan, Germany, Hong Kong, New Zealand and Canada) join the school community for one term
2. The Flyers Program – where students from Years 7-12 are able to negotiate their timetable to accommodate their state level training schedules for example in sport, ballet and music.
3. The Core plus Cluster Curriculum Program in the primary school which allows extension, enrichment and support opportunities for all students. In the Secondary School, the Academic Flyers program provides extension and enrichment opportunities for students.
4. The Triple S (Student Study Sessions) program – a user pay program where students over 12 years are assisted by tutors with homework and academic organisation.

St Margaret's provides for the education of girls from PrePrep to Year 12 and boys in PrePrep. In 2015, St Margaret's had 264 students enrolled in the Primary School (PP – Year 6) and 573 in the Secondary School (Year 7 – 12). St Margaret's is also a Boarding school for Years 6-12. In 2015, 165 were enrolled in Boarding. St Margaret's student body is diverse with over 22 nationalities present.

For more information about the School's Strategic plan, please follow the link:

<http://www.stmargarets.qld.edu.au/OurSchool/Pages/Strategic-Plan.aspx>

## **School Structure**

St Margaret's is divided into two schools: Primary and Secondary. This clearly has an influence on the school's leadership structure. The Principal and Deputy Principal oversee the strategic direction and operation of the whole school. The Secondary School has a Dean of Academics (overseeing the teaching and learning program) and a Dean of Students (overseeing the student and student support activities). In the Primary School, the Head of Primary has an over-arching role, supported by the Head of Teaching and Learning and Head of Planning and Organisation. Reflecting the importance of faith in the school, the school Chaplains are also members of the Educational Leadership team.

## **Faith Community**

St Margaret's is a living faith community. Proudly founded by The Sisters of the Society of the Sacred Advent, the mission and ethos of The Sisters underpins all other. As an Anglican School we aim to live out Christian values at all times from the classroom to involvement in the wider community.

Our School Chapel stands at the heart of daily life. Surrounded by the welcoming Barley Sugar Gardens and passed by students and staff on their journey through the school, the chapel offers to the community a place of contemplation and inspiration. A variety of worship services are held regularly, from Eucharists (communion), alternative youth services, family chapels and morning prayer.

Baptisms for current staff, students and children of Old Girls are frequent. The School Chaplain is available for weddings, funerals and other sacred moments of life.

## **School Mission**

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching the learning within a broad, balanced and flexible curriculum complemented by other school activities, preparing confident compassionate, capable women able to contribute in a global community.

## **School Values**

### **Spirit**

A St Margaret's girl will value and demonstrate an enthusiasm for the School, our heritage and our environment. The St Margaret's spirit is in all students and is there for life. It is a thread which connects St Margaret's girls with each other.

### **Faith**

A St Margaret's girl welcomes and embraces all in sharing the Christian message, the spirit of love through example, compassion, hope and charity. She demonstrates her faith by service to those members of the wider community who need assistance.

## **Integrity**

A St Margaret's girl is known for her honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

## **Courage**

A St Margaret's girl has strength of character and confidence in doing what is right. She has the courage to embrace challenge and change.

## **Respect**

A St Margaret's girl has respect for herself and others. She understands that she is a member of a diverse community and she takes responsibility as a team member to care, support and cooperate with others.

## **Passion**

A St Margaret's girl has a positive outlook on life, she understands that commitment and persistence are necessary for learning and achievement.

## **School Motto**

Per Volar Sunata - Born to Fly Upwards

# PRIMARY SCHOOL

## Curriculum Offerings

St Margaret's Primary School provides quality learning experiences for girls from PrePreparatory level to Year 6 and boys in PrePrep and Prep. The Primary School is a community of learners which fosters relationships with parents, students and staff. Students are encouraged to be responsible, take initiative and be an active participant in their educative journey.

We strive to help our girls and boys to:

- be motivated to achieve and to excel
- be curious, creative, enthusiastic and energetic
- complete tasks to the best of their abilities
- work well individually, and cooperatively in groups
- be confident, self-assured and assertive
- be clever and critical thinkers
- become skilled in the use of information technologies

These goals are shared by our teachers and provide the basis for curriculum design and development.

Learning at St Margaret's is personalised as it acknowledges the different developmental progress of each student and places the needs, interests and learning styles of the students at the centre of learning. It accepts individual differences and focuses on the development of the whole child as an intellectual, physical, spiritual, social and emotional being.

We acknowledge that students learn differently from each other and differentiated strategies and programs implemented in classrooms reflect that reality. There is a focus on providing student specific feedback; this means that our students are empowered to set and monitor their own learning goals, and through reflection, manage the achievement.

Our personalised learning environment, with an emphasis on intervention, enhancement and diverse opportunities, offers the flexibility to engage students through choice and authentic learning experiences.

Throughout the Primary years, and especially in the earlier years, particular attention is devoted to literacy and numeracy – the natural foundation of many learning outcomes encountered in later years.

Students participate in a comprehensive and balanced curriculum, drawing on the following subject areas: Mathematics, English, Science, History, Geography, Health and Physical Education, the Arts (Music and Visual Art), Modern Languages (German – Pre Prep, Prep, French, Mandarin and Japanese Cultural Studies- Year 5), ICT and Religion and Values Education. Health and Physical Education. The Arts and Modern Languages are taught by specialist teachers.

Each Primary School student sets their own learning goals in Literacy, Numeracy and personal areas and these are reflected upon regularly with their class teacher to ensure that each student owns their learning and remains focussed on their learning journey.

The Core Plus Cluster Program is a manifestation of our Personalised Learning philosophy. The main focus of the Core Plus Cluster Program is the development of General Capabilities (as outlined in the Australian Curriculum)

in each of our students. This is also manifested in authentic learning projects that are unique in each cluster grouping.

The phases of learning are:

- P – 2: Focusing on Fundamentals.
- Years 3 – 4: Acquiring and applying learning
- Years 5 – 6: Inquiry with initiative

The curriculum is enhanced by the use of ICT (Information Communication Technologies). Students in Years 3 – 6 are each issued with a laptop for classroom use and students Pre Prep- Year 2 share a bank of Ipads.

A student's pastoral needs are addressed through the school's personal development program – Habit, Heart, Mind and Soul. This programme encompasses You Can Do It, Anti-Bullying, Daniel Morcombe Program, Cyber safety, Personal Development in relation to physical development, Religious and Values Education and Service Learning. Through a holistic approach, we aim to develop social and emotional competencies of individuals in addition to enhancing the various relationships of students through fostering connectedness with different groups.

Excursions and camps are an integral feature of the school curriculum. They are designed to widen girls' horizons and to develop knowledge and skills that might prove more difficult to teach in the classroom. Our formal school camp program involves students in Years 3 – 6, offering a variety of opportunities for the girls to develop independence, initiative, leadership and skills related to the specific activities at the different venues.

## **The Pre-Prep Program**

The purpose of the Pre-Prep year at St Margaret's is to prepare each child for the experiences she/he will encounter later in her/his school life. The educational program aims to extend each child to reach her/his potential by creating a stimulating learning environment. The curriculum views each child as a rich and competent co-constructor of knowledge. The students and teachers learn side by side, constructing knowledge together. The students are encouraged to problem solve, create and test theories.

The Pre-Prep curriculum is based on *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* which is a national document and *The Queensland Kindergarten Learning Guideline (QKLG)* which was developed to support this national document.

*The Early Years Learning Framework (EYLF)* describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The EYLF has a strong emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

The QKLG identifies Learning & Development Areas which are used in programming and planning. These are underpinned by the elements of thinking and communicating:

- Identify – building a confident self-identity through independence, perseverance and trust
- Connectedness – building relationships respecting diversity and environments
- Wellbeing – building a sense of physical, social and emotional wellbeing
- Active Learning – engaging and exploring learning
- Communicating – exploring and engaging in numeracy and literacy in personally meaningful ways

Children have opportunities to learn within each of the five contexts in both indoor and outdoor environments. Longer blocks of time for engagement, active learning through play, real life situations and investigations. These are interspersed within meaningful routines, transitions and focused learning and teaching.

## **St Margaret's Primary School**

### **Co-curricular and Extra-curricular activities**

The St Margaret's Primary School offers a comprehensive Activities Program which encourages participation and recognises excellence. Students have access to a wide range of sporting and cultural activities which suit individual interests and talents, and provides challenges that foster personal development.

### **Sporting Activities**

Sport provides an important balance to the academic and cultural side of school life. It enriches the growth of the girls, especially with regard to the acquisition of recreational skills, desirable social attitudes, fitness, emotional stability, teamwork, leadership and initiative.

Qualified coaches are sourced from sporting associations and include teaching staff and past students.

### **Andrews Cup Sport**

Queensland Girls Primary Independent School Andrews Cup Association is the Primary Interschool Sports Competition. It is held over a number of one-day carnivals throughout the school year.

Students may participate as follows:

- Years 2 – 6 Athletics, Swimming, Cross Country and Gymnastics (eight years and under)
- Years 4 – 6 Netball, Tennis and Touch Football
- Year 5- 6- Softball.

The Andrews Cup competition is enhanced by Metro Meets. Students will play other teams twice before the Andrews Cup competition. These meets will be held for all sports except Gymnastics and Softball.

### **District, Regional and State Sport**

Students who excel in sporting events will have the opportunity to trial for District teams through the Primary School's affiliation with the City District Sports Association. From this, students may then be selected into Regional and State teams.

### **Club Netball**

St Margaret's Club Netball offers students from eight years of age to participate in the Downey Park Netball Association Competition. All girls who try out for teams are assigned according to their ability. Throughout the netball season, the Downey Park Netball Association provides opportunities for girls to represent the association at Netball Queensland events.



## **Cultural and Other Activities**

We provide many opportunities for students to participate in our Cultural Program.

### **Music**

The Music Program offers a range of Music Ensembles catering for a diverse range of interests and ability levels. Students can learn an instrument, join choirs or instrumental groups, perform at concerts and events. Listed below is the range of groups available:

- String Groups – Junior, Amati String, Guarneri Strings, Beath String Quartet (vertical ability grouping).
- Choirs – Junior (Years 3 ,4) Senior (Years 5, 6) and Chorale (Years 3-6 auditioned)
- Wind Ensemble, Wind Symphony, Regale Percussion and Elayne Jones Percussion
- Primary Rock Band – Highly Strung

Private Music Tuition is also available for most instruments and singing.

### **Speech and Drama**

Private Speech and Drama in the AMEB syllabus is available to students from Years 2 – 12. In addition to the increasing confidence and ability with the spoken word, students find this work brings an enhanced enjoyment of literature in all its forms and a greater understanding of themselves through group and individual activities. All Speech and Drama students in Years 2 – 9 participate in at least one formal play performance a year. Students in Years 5 – 12 also have the opportunity to sit for practical AMEB examinations in both Speech and Drama and Speech in Action. Students also have the opportunity to participate in eisteddfods.

### **Debating**

Students in Year 6 have the opportunity to participate in debating competitions. In Term 2 all students in Year 5 and 6 participate in a debating program as part of their English program. In Term 3, Year 6 girls may elect to participate in extra-curricular debating sessions. Friendly competition is provided in-house and against other schools.

### **Challenge Club**

Challenge Club is a lunchtime club for girls of like-minds, who have a passion for lateral learning. It provides a range of problem-solving activities which extend and enrich whilst requiring the girls to work collaboratively.

In addition to the lunchtime activities, members of the Challenge Club are also offered workshops and competitions organised by outside providers. These include:

- Gateways Programs
- Gateways Challenge Day
- Brainways workshops
- OptiMINDS Challenge
- University of Sydney Sleek Geeks Science Competition

### **Chess**

Gardner Chess runs Chess coaching on Tuesday afternoon in the Primary School Library. Students in Years 1 – 6 can participate and have the opportunity to attend Chess competitions organised by Gardner Chess.

## **Oaktree Foundation – Social Responsibility**

Girls in Years 5 – 6 can work through a levelled program that encourages them to take initiative to support a charity or do volunteer work within the school, while developing leadership and organisational skills, and team work.

## **International Tour**

Year 5 students took the opportunity to travel to Japan for both cultural experiences and to visit the school's sister school, Konan Elementary School. This tour is offered every 2 years for Year 5 and Year 6.

## **Pastoral Care in the Primary School**

Habit, Heart, Mind and Soul Program.

St Margaret's Primary School is also a Better Buddy School and accredited ESmart School.

The school is committed to ensuring a healthy and safe working and learning environment. The school is committed to achieving no bullying. If bullying is reported the school uses one or more of the six interventions applicable to the case of bullying. The consequences of bullying behaviours are clearly outlined online and in the student diary.

## **Strategies used to involve parents in their child's education at St Margaret's**

In 2014, the school developed a handbook and procedure to encourage parent volunteers in the school. This was a successful initiative and parent volunteers have been working in primary classrooms and the senior library. Parents in the Primary School are offered an in-service on how to help children read. This in-service is for parent helpers and other parents who are interested in the topic.

- Welcome to new parents morning tea and Primary School Family Welcome evening for parents and students
- Primary Grandparents, Godparents and Guardians Day and Breakfasts for mothers and fathers
- The Year 3 students host a thank you afternoon tea for parent helpers at the end of each year

The School's P & F is also very active and comprised of both Primary and Secondary parents.

# SECONDARY SCHOOL

## Secondary Curriculum Offerings

St Margaret's Anglican Girls School is committed to providing an environment conducive to quality teaching and learning. To facilitate this we ensure that each student is offered opportunities to make meaningful progress in their learning. As such St Margaret's is a multi-pathway school allowing students' academic programs to be shaped to their meet their needs.

### Years 7 and 8 curriculum

In 2015 students in Years 7 and 8 studied a core curriculum of English, Mathematics, Science, Humanities, (Geography and History), Religious and Values Education, the Arts (Drama, Music and Visual Art) and Health & Physical Education. Students also chose a Language other than English (French or Mandarin) to complete their course. In Year 7 the students studied Science of Learning, a subject focusing on developing the beliefs and behaviours associated with good learning. In Year 8 they studied HOTs (Higher Order Thinking Skills) where they explored the nature of thinking and engaged in units which allowed them to practise deep and complex thought. The links (below) to the Year 7 and 8 Curriculum Handbooks provide more details about the subjects offered.

[Year 7 Curriculum Handbook](#)

[Year 8 Curriculum Handbook](#)

### Years 9 and 10 curriculum

In Years 9 and 10 students' core programs included English, Mathematics, Science, History, Religious and Values Education and Health and Physical Education. They also engaged in a Pastoral Care Program once a week. This core course was enhanced by the addition of two elective subjects per semester. In Year 9 students were required to choose four electives as they were expected to study different electives each semester. The only exception to this was in the case of languages which were studied for the whole year. In Year 10 students were able to choose their two electives as either semester or year-long courses. As in Year 9 languages were studied for the whole year. The links (below) to the Year 9 and 10 Curriculum Handbooks provide more details about the subjects offered.

[Year 9 Curriculum Handbook](#)

[Year 10 Curriculum Handbook](#)

### Years 11 and 12 curriculum

In the Senior Phase of Learning (Years 11 and 12) curriculum guidelines are set by the Queensland Curriculum and Assessment Authority. St Margaret's offers 25 authority (OP) subjects. Most students elect to study a suite of authority subjects making them eligible for an Overall Position (OP) at the end of Year 12. Some students select a senior program which contains a combination of authority and vocational subjects, also resulting in an OP, while others choose a combination which makes them ineligible for an OP, but gives them a QTAC selection rank allowing them access to tertiary studies in Queensland.

In 2015 St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. *Careers Australia* was the provider of the Certificate II in Business and Hospitality, as well as the Diploma of Business. Forty-three (43) students from Years 11 and 12 were enrolled in the Business Diploma in 2015. Thirty-eight (38) of these students attained their Diploma while the remaining five (5) students are aiming to complete the qualification in 2016. As well as this one student completed a Diploma of Project Management

through *Management Frontline and the Leveraging Learning Project*. In addition, sixteen (16) students were enrolled in Certificate II, III and/or IV courses.

All students in Years 11 and 12 are required to study English (or ESL if eligible) and Mathematics (A or B). In rare situations, after consultation with the Dean of Academics there may be variations to this requirement. In addition to these compulsory subjects, students in 2015 chose four subjects from the following list:

- Accounting
- Ancient History
- Biology
- Business Organisation and Management
- Chemistry
- Drama
- Economics
- English Extension (Year 12)
- French
- Geography
- German
- Home Economics
- Information Processing and Technology
- Japanese
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12)
- Physical Education
- Physics
- Visual Art
- Certificate II in Business
- Certificate II in Hospitality

Please view our Year 11 and 12 Curriculum Handbooks below for more details about the courses offered.

[Year 11 and 12 Curriculum Handbook \(2014/2015\)](#)

[Year 11 and 12 Curriculum Handbook \(2015/2016\)](#)

Students were offered the opportunity to participate in a variety of academic competitions and initiatives to enrich their learning this year. These are listed below.

### **Competitions/Initiatives 2015**

- University of NSW ICAS Science Competition
- University of NSW ICAS Mathematics Competition
- University of NSW ICAS English Competition
- University of NSW ICAS Writing Competition
- University of New England Science and Engineering Competition
- National Youth Forum
- UQ Power Engineering Camp
- Vice Chancellor's STEM camp (QUT)

- Music Fest
- National Geographic Channel Australian Geography Competition
- Competitions conducted by teachers' subject associations
- The Courier-Mail Literary Competition
- Creative Generation (Year 12 only)
- Bond University Mooting Competition
- Theatresports
- Queensland Independent Education Union Awards for Excellence in Art
- ASME Young Composer's Competition
- Virgin Australia Melbourne Fashion Festival Future Runway
- Australian Wool Fashion Awards
- The Evatt Competition' (Australia's Model United Nations Youth Diplomacy Competition)
- Queensland Debating Union Junior Round Robin Competition
- Queensland Theatre Company Youth Ensemble
- Australian Geography Competition
- Queensland Economics Teachers Association Competition
- Simpson Prize for History
- STEM Horizons Program

## Academic Results - NAPLAN

### Primary and Secondary School – NAPLAN Data 2015

#### National Testing

Our students achieved well above the average results when compared with both State and National figures. The tables below record St Margaret's results as compared to the State and National averages. These strong results are a reflection of both the quality teaching and learning opportunities provided at St Margaret's and the diligent work of our staff and students in maintaining a focus on literacy and numeracy.

#### Reading:

Average	Year 3 2015	Year 3 2014	Year 3 2013	Year 5 2015	Year 5 2014	Year 5 2013	Year 7 2015	Year 7 2014	Year 7 2013	Year 9 2015	Year 9 2014	Year 9 2013
St Margaret's	515	469	520	567	547	556	596	587	598	618	620	614
State	418	410	408	495	496	497	543	542	533	572	571	572
National	425.8	418.6	419.1	498.2	500.7	502.2	545.9	545.8	540.4	580.4	580.2	580.4

#### Writing:

Average	Year 3 2015	Year 3 2014	Year 3 2013	Year 5 2015	Year 5 2014	Year 5 2013	Year 7 2015	Year 7 2014	Year 7 2013	Year 9 2015	Year 9 2014	Year 9 2013
St Margaret's	481	437	470	523	512	532	573	558	597	624	609	616
State	406	390	407	470	457	470	505	505	515	537	544	548
National	416.3	402.1	415.6	478.1	468.2	477.8	510.5	511.5	516.9	546.2	550.1	553.9

#### Spelling:

Average	Year 3 2015	Year 3 2014	Year 3 2013	Year 5 2015	Year 5 2014	Year 5 2013	Year 7 2015	Year 7 2014	Year 7 2013	Year 9 2015	Year 9 2014	Year 9 2013
St Margaret's	464	446	460	541	519	539	588	566	602	618	619	621
State	397	400	396	489	489	485	544	537	542	580	575	578
National	409.2	411.9	410.7	498.1	497.7	494.0	546.4	545.3	549.2	583.3	581.7	582.7

**Grammar and Punctuation:**

Average	Year 3 2015	Year 3 2014	Year 3 2013	Year 5 2015	Year 5 2014	Year 5 2013	Year 7 2015	Year 7 2014	Year 7 2013	Year 9 2015	Year 9 2014	Year 9 2013
St Margaret's	505	498	518	580	567	578	605	617	621	608	623	641
State	430	421	419	500	500	495	538	541	532	566	568	568
National	432.7	426.2	428.2	503.8	504.1	500.8	541.3	543.9	535.4	567.7	573.5	572.9

**Numeracy:**

Average	Year 3 2015	Year 3 2014	Year 3 2013	Year 5 2015	Year 5 2014	Year 5 2013	Year 7 2015	Year 7 2014	Year 7 2013	Year 9 2015	Year 9 2014	Year 9 2013
St Margaret's	453	440	451	546	529	518	597	608	607	625	621	626
State	393	393	386	486	481	481	539	544	539	585	580	573
National	397.8	401.8	396.9	492.3	487.2	485.9	542.6	545.9	542.2	591.7	587.8	583.7

**Percentage of Students above National Benchmark:**

Year Level 3	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2013	100%	100%	100%	100%	100%
2014	100%	100%	100%	100%	100%
2015	100%	100%	100%	100%	100%

Year Level 5	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2013	98%	100%	98%	96%	100%
2014	100%	100%	100%	100%	100%
2015	100%	100%	99%	100%	97%

<b>Year Level</b> <b>7</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2013</b>	100%	98%	98%	100%	100%
<b>2014</b>	100%	100%	100%	100%	97.8%
<b>2015</b>	100%	100%	98.9%	100%	100%

<b>Year Level</b> <b>9</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2013</b>	98%	100%	100%	98%	98%
<b>2014</b>	96%	97%	99%	100%	99%
<b>2015</b>	97.6%	100%	96.5%	98.8%	96.5%

## **Year 12 Outcomes for the 2015 cohort**

### **OP Results**

OP 1-2	10.75%
OP 1-5	31.18%
OP 1 - 7	44.09%
OP 1-10	65.59%
OP 1-15	91.4%

81.5% of students in 2015 were OP eligible  
23.1% of students received a VET qualification

### **QCS Results**

On the 2015 Queensland Core Skills Test, 62.1% of students were awarded an A or a B.

### **Queensland Certificate of Education**

108 (100%) students received a Senior Education profile, 88 of whom were OP eligible.  
99.1% of Year 12 students received a Queensland Certificate of Education (QCE).



## QTAC Offers for the 2015 cohort

It was gratifying to note that 96.2% of 2015 cohort who applied for tertiary places have received an offer in major QTAC offer round.

The institution preferences can be found in the table below.

Institution	Percentage
Australian Catholic University	4
Griffith University	12
James Cook University	2
Queensland University of Technology	35
The University of Queensland	45
University of the Sunshine Coast	1
Griffith College	1

The preferences by field of education are detailed in the following table.

Field of Education	Percentage
<b>Agriculture, Environmental and Related Studies</b> (e.g. Land, Parks & Wildlife)	2
<b>Architecture and Building</b> (e.g. Urban & Regional Planning, Interior Design)	3
<b>Creative Arts</b> (e.g. Music, Graphic Design, Communication & Media Studies)	16
<b>Education</b> (e.g. Early Childhood, Primary, Secondary)	0
<b>Engineering</b> (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	3
<b>Health</b> (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	16
<b>Information Technology</b> (e.g. Computer Science, Programming)	0
<b>Management and Commerce</b> (e.g. Hospitality Management, Banking & Finance)	24
<b>Natural and Physical Sciences</b> (e.g. Mathematics, Physics, Laboratory Technology)	10
<b>Society and Culture</b> (e.g. Law, Economics, Psychology, Sport & Recreation)	26

## **Pastoral Care at St Margaret's**

Committed to student's well-being, St Margaret's has a strong pastoral care framework where the staff look after the girls needs as they grow and develop to adulthood. The school provides a safe and caring environment where the girls feel very much part of the community. The school's culture celebrates and normalises differences and diversity, within which everyone is treated with respect. St Margaret's places great significance on this sense of belonging students have with their school as it is seen as a key protective factor in their development. Effective pastoral care promotes a positive and supportive environment which is a critical variable to a creative and learning environment. St Margaret's pastoral care aims to promote health and wellbeing, build resilience, enhance academic care and build and maintain social networks for all students. Staff believe that student's learn best when their wellbeing is optimised and this sense of well-being occurs when they experience success.

The pastoral development program at St Margaret's has three sequential strands those being an in-class education, outdoor and community service programs. During 2015 all secondary staff contributed to the Pastoral Care strategic plan for the next 5 years. An audit of the pastoral care programs has also been conducted to ensure that information delivered to students is sequential, relevant and proactive. Specific programs focus on personal identity, self-awareness, self-management, fostering positive relationships and respect, resilience, leadership, careers and physical and mental health well-being. These topic areas are revisited catering to the developmental needs of the students.

While every staff member is responsible for the pastoral care of students, there is a specialised team of pastoral care leaders which oversees the wellbeing of the students. In the secondary (Years 7 – 12), the Dean of Students works with the Pastoral Care team which comprises of the Heads of Years, Career and Personal Counsellor, Chaplain, Head of Boarding, the Boarding Pastoral Care Coordinator, the International Students' Coordinator and the school's nurse to deliver pastoral care. The Heads of Year provide academic and pastoral support to students in their year level. The Form Teachers are also vital to the success of this program where they monitor the students.

## **Strategies to respond to bullying**

St Margaret's bullying procedures are aligned with research and strategies developed by Dr Ken Rigby. The school's culture has zero tolerance to bullying behaviour and is designed to equip teachers and students with the skills required to resolve issues as and when they occur. There are a number of interventions used to resolve situations. Pastoral Care programs and bullying procedures aim to strengthen the victim, through mediation, restorative practices, support group methods and the traditional disciplinary approach.

## **Average Student Attendance**

Average student attendance in 2015 was 94.61%

When a student is absent, the school is notified on the morning of the absence via a direct phone message or email. The school will contact the parent if they have not been informed of the student's absence. On cases of continued illness or school refusal key pastoral care staff work directly with parents and health professionals to assist with the student's transition back to school either with modified timetables or work being sent home in their absence.

## **Strategies used to involve parents in their child's education at St Margaret's**

St Margaret's Anglican Girls School has a number of community groups all working together for the benefit of students, staff and parents.

The School Council comprises current and past parents and community members. The St Margaret's Anglican Girls School Foundation Board also comprises current and past parents and community members.

St Margaret's Parents and Friends' Association has a number of support groups operating under its umbrella. In 2015, this included the Boarders' Support Group, Music Support Group, Drama Support Group, Primary Support Group and various Sports Support Groups, including the large Rowing Support Group.

P & F meetings are also held each term where the Principal provides a report and is also available to parents for questions. In addition to the P & F meeting, the Principal meets with P & F Management Team.

The school calendar at provides a variety of ways for the current parents to become an active member of the St Margaret's community. An example of this is the Friends of Mayo, a specialist group interested in supporting art acquisitions by the school and in promoting the Arts. 2015 offered a number of pathways for effective partnerships to be developed between Principal, teachers, students, parents and the broader community.

In addition, the school:

- Opened the school facilities for community use; with the P&F using the Development office 2 times a week in preparation for a School Ball; the volunteers also using the development office space twice a week. Various community groups using the ACF for function and meeting space.
- Publically invited parents via the eNewsletter to apply for the position of Director for the St Margaret's Foundation Board on behalf of Foundation Chair. Encouraging parents to take a genuine and close interest in the work of the school.
- Welcomed incoming current parents onto the Foundation.
- Supported the P&F with their Community Ball and appreciating them incorporating the Past Student Awards as the platform for the launch the first of this type of awards.

Twice a year, the school conducts Parent-Teacher Interviews in the Primary and Secondary Schools. In addition to this, parents are invited to attend meetings to discuss their daughter's progress with members of staff at any time throughout the year. Teachers are also very accessible through email, by phone or through making appointments throughout the year. The Careers Program in Year 10 also incorporates a SET Plan Interview with the Careers Counsellor to which parents are also invited to attend to specifically discuss educational and career pathways for their daughters.

Parent Information Evenings are held for the Primary School and Secondary Schools and at transition times (Orientation to the Secondary School, Year 9, 10 and 11 Subject Selections, QTAC applications). Each year, parents are also invited to attend a presentation concerning issues relating to the needs of their daughters. This year, the school hosted several sessions for parents (evening and day) on the Over Parenting with Judith Locke, discussing ways to parent for resilient and independent children. These sessions were very well attended.

The school has developed a handbook and procedure to encourage parent volunteers in the school. This was a successful initiative and parent volunteers have been working in Primary classrooms and the Senior Library.

The annual production of a Parent Handbook and Curriculum Handbooks provide parents with school details and specific subject information. These Handbooks are made available through a printed copy as well as accessible through the school website. The access to Parent Lounge, through the school members' portal on the

website continues to provide access to a range of school-specific information regarding the education provided at St Margaret's.

Each year level in the Primary School has designated Class Representatives to both liaise with the School Leadership and to welcome new parents.

A weekly newsletter (enews) and other regular school/home communications are provided – The LINK and The Flyer. On occasion, the Principal writes directly to parents and parents are sent numerous emails throughout the year with relevant information.

A number of school events are held throughout the year where parents are invited to attend. These include:

- Induction of Student Leaders Service
- Welcome to new parents morning tea
- A range of activities hosted by the P&F, including the Mothers' Luncheon, Father/Mother/Daughter Breakfasts, Boarders' Support Group Cocktail Party, Fathers' Dinner, the Community Ball and the St Margaret's Race Day
- Morning /Afternoon Tea hosted by parents at QGSSSA Autumn and Winter Fixtures and the Rowing Support Group hosts the Supporters Tent at BSRA Regattas, Cocktails on the Creek and the Naming Ceremony of new boats at the commencement of the Rowing Season
- Annual Sports Awards Dinner, Swimming Presentation Evening, Cross Country Barbecue
- Annual Music Support Group Dinner
- Specific purpose events – tour organising evenings, Exchange Parent evenings are just some examples
- Celebrations for St Margaret's Day, including the St Margaret's Day Service (and the St Margaret's Day run); Primary Grandparents, Godparents and Guardians Day
- Anzac Day Ceremony
- The St Margaret's Reunion Weekend
- A range of music performances including Classics in the Cathedral; Choral, Bands and Strings Concert
- Activities hosted by the St Margaret's Foundation including the Professional Women's Network events
- Speech Night for Years 5 – 12 and the Primary School Celebration Pre-Preparatory – Year 4
- Valedictory Dinner for Year 12 parents and associated Valedictory Week events such as the Final Assembly (and luncheon), Presentation of Portfolios (and Breakfast)
- Open Day
- Open Mornings (Primary School and Secondary School)
- Principal's Lunches and Quarterly Stakeholders Meetings
- End-of-Year Service at St John's Cathedral incorporating a Year 12 Thanksgiving Service

A parent survey was conducted in 2015 in order to provide feedback to the school community.

## **How satisfied are parents?**

Asked how satisfied they are with their children's education at St Margaret's Anglican Girls' School 17% of respondents rate it ten out of ten with a further 47% rating it eight or nine. The mean rating for the school as a whole is 7.96 – for the Primary school it is 8.46 and for the Secondary school it is 7.78. For parents who have only been at the school this year it is 8.25 and for those who have been there 5-10 years it is 7.81.

Thirty-six per cent of boarder parents rate their satisfaction with boarding at ten out of ten with a further 27% rating it 8 or 9.

One of the most critical indicators of overall satisfaction has been determined to be the likelihood of stakeholders recommending a school, or any organisation, to colleagues, relatives or friends. In all, 61% of respondents are 'very likely' to recommend the School and 30% are 'somewhat likely'. Only 3% rate the likelihood as 'very unlikely' or 'somewhat unlikely'. Fifty-nine per cent of boarder parents are 'very likely' to recommend boarding, 27% 'somewhat likely', 5% 'very unlikely'

Using the aggregate satisfaction index (calculated using the average scores for importance and performance across various dimensions of the School's operations) parents' satisfaction comes in at 89.83 out of 100.

## **How satisfied are staff?**

With regard to all staff at St Margaret's, in the Annual Survey 79% rated St Margaret's as an employer 4 or 5 out of 5, with a further 18% giving a score of 3 out of 5. Only 3% of staff gave St Margaret's a less than satisfactory score.

## **How satisfied are students?**

Students are annually surveyed on a range of questions relating to their relationships with teachers, the quality of their learning experiences and the nature of the school environment. In all questions, 89.77% of students either strongly agree or agree with how well the school is providing a quality education and social and emotional environment conducive to learning and exploring opportunities.

## **Portion of Teaching Staff retained in 2013-14**

- 89.75% of teaching staff continued their employment in 2015 at St Margaret's

Average staff sick leave 2.13%

## **Value Added Information**

The following are some of the ways in which our school 'value adds' to students:-

- A commitment to Personalised Learning
- Academic value adding
- Relevant Academic and Vocational Education options
- Small class sizes
- A wide range of subjects to choose from in Years 11 and 12
- A wide range of electives to choose from in Years 9 and 10
- Regular worship and celebration of faith
- A wide range of extra and co-curricular programs with very high participation rates
- Support and mentoring of high achieving performers in sport and music.
- A comprehensive community service program and commitment to philanthropy
- A highly dedicated and motivated staff who engage in on-going professional learning, research and development of programs based in best practice as a way to improving student outcomes

- A respectful relationship between student and teacher
- Specific pastoral care programs
- Extension and enrichment programs to complement in-class activities
- Relationships with universities to further enhance various extension programs
- Afternoon and evening supervised homework sessions for day students run by dedicated and caring staff
- Comprehensive leadership development program, for both staff and students
- Transition programs for new students in the Primary School and between Years 6 and 7
- Social and curriculum interaction with Anglican Church Grammar School
- A rich overseas and interstate tours and exchange program
  - Overseas tours
  - Exchange program: England, USA, Canada, South Africa, Germany, Japan, Hong Kong, New Zealand
- Many opportunities for parents to be involved in the school support base
- Inter-year relationships between students
- House Programs
- Camping Program – year levels and sports

## **Looking forward to 2015**

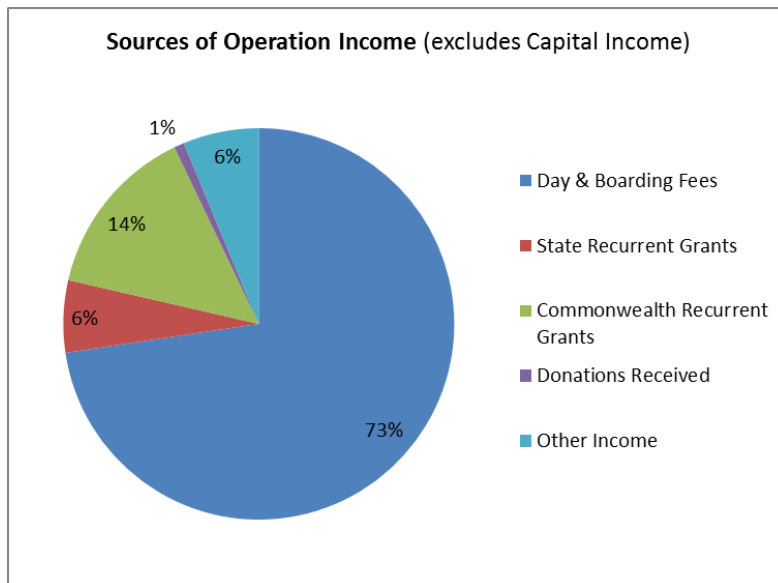
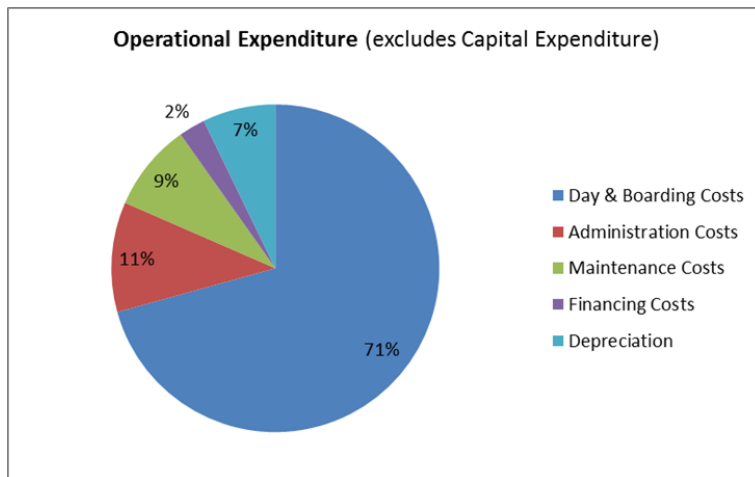
- Introduction of the Ambitious U program
- The ‘Wish you were a Boarder’ program
- Launch of a capital campaign for the Aquatic Centre
- Expansion of school’s exchange program
- Further development of the Community Service Program
- Launch of the St Margaret’s Quality Teaching and Learning Framework
- The incorporation of the Study Tours Program
- Further development of meaningful connection with past students of the school, including a mentoring program
- Further development of Flyers Program, for enrichment of students outcomes
- Launch of the Human Capital Strategy
- Continuation of a trial of continuous reporting for Year 9 and 10 students
- The introduction of the Enrolment Management Plan
- The launch of the St Margaret’s Way for the whole school

# Finance

As a result of prudent financial management, St Margaret's has continued to meet commercial, financial and other key performance indicators in 2015.

St Margaret's operates in a tightly managed fiscal environment, striving to minimise the increase of tuition fees while maintaining a quality education. Strategic and financial modelling will continue to be a focus for 2015.

Sources of operating income and areas of expenditure are shown in the charts below.



St Margaret's continued to prioritise retaining and attracting quality staff and offering opportunities for continuing professional development.

The school participated in the 2015 Somerset Annual Financial Performance Survey and consider this information when decision making on financial matters.

## Looking forward to 2016

- Ongoing fiscal management of operational budgets throughout 2016.
- Strategic and financial modelling in line with the school's implementation of its Master Plan, while maintaining the servicing of its debt associated with the capital works and ensuring the school continues to be financially sustainable.
- The school will continue to work closely with the Foundation to explore new and continuing capital funding from the school and broader community.
- The school will continue to work with St Aidan's to refine the common financial reporting and policies for key issues
- The school will continue work with St Aidan's on the shared business services arrangement in Finance

## Boarding

### Overview

It was a very successful year in Boarding in 2015. Boarding continues to grow and the reputation of the St Margaret's boarding house is increasing. Marketing of the Boarding House has been an integral part of ensuring continued high numbers in Boarding. The St Margaret's Way and the Community Service Program have been highlights and extended the girls learning beyond the Boarding House. The availability of academic staff to help with study in the evenings is invaluable and has clearly increased the girls' academic performance. The academic monitoring of the girls ensures that all girls are focused and receive the help that they need to ensure success. The quality of the staff in the Boarding House has also had a significant impact on the success of boarding.

### Structure

Boarding is built on the basis of relationships. Each Year group has a Housemother (Residential Supervisor) in charge of the year group. This ensures that relationships develop with the girls and importantly with the parents. Quality and frequent communication between the Housemothers and parents is essential and very well received by parents. The Housemothers are then supported by the Pastoral Care Co-ordinator, the Deputy Head of Boarding and Head of Boarding (operational, strategic, marketing and academic monitoring of each student) .

### Programs

Boarding has many different programs running. This include our community service program which is open to all girls. We have developed strong relationships with Ronald McDonald House, Wesley Mission, PJ Foundation, Salvation Army Street Level and this year the RSCPA. With the younger girls we run pastoral programs to ensure the effective settling in of the girls. The buddy system is also an important element in the Boarding and the girls have a buddy from the year above them as well as a Year 11 or 12 big sister. Boarding also has an activities co-ordinator who ensures that the girls are engaged in a number of different activities on the weekends which include beach trips, theatre performances, socials with other schools and a whole range of different opportunities to engage on the weekends.

### Parent Involvement

Parent involvement is of upmost importance in boarding. The relationship with parents is one of the most valuable aspects of boarding. The communication with boarding parents is almost daily and parents are also involved through the Boarder Support Group. The Head of Boarding meets with and talks with the President of the Boarder Support Group regularly. Parents are always welcome and an important part of



the marketing strategy with the Head of Boarding is to ensure that current parents, past and prospective parents feel they are part of boarding. Visiting parents while on marketing trips is essential and engaging them and informing them of what is happening in boarding is vital in building the sense of community that exists in boarding.

## Boarding Student Retention Rates

Year	Year 8 Enrol	Year	Year 12 Enrol	Year 8 - 12 Apparent Retention Rate %
1999	98	2003	115	117%
2000	116	2004	139	120%
2001	139	2005	155	112%
2002	114	2006	157	138%
2003	87	2007	127	146%
2004	119	2008	149	129%
2005	98	2009	127	130%
2006	82	2010	90	110%
2007	99	2011	114	132%
2008	108	2012	113	105%
2009	94	2013	95	101%
2010	101	2014	107	106%
2011	94	2015	114	121%

These calculations are based on enrolment data collected from St Margaret's by the Commonwealth Department of Education Science and Training (DEST) as part of the annual National School Statistics Collection.

# SECONDARY SCHOOL

## Extra-Curricular Sport

For St Margaret's in 2015 the spirit was well and truly alive. It was also an historical year as we welcomed the Year 7 students into the QGSSSA program. Beginning with the Cross Country team, St Margaret's won the Joan Benson Percentage Shield followed by record participation numbers in the Autumn Sport Season, Rowing winning the Aggregate Trophy, Head of the River, in addition to Netball winning the two premier divisions of Senior A and Open.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2015 St Margaret's participated in a variety of sporting associations;

- QGSSSA (QLD Girls Secondary Schools' Sports Association)
- BSRA (Brisbane Schools Rowing Association)
- Downey Park Netball
- BWPI (Brisbane Water Polo Inc)
- Brisbane Basketball Association
- Brisbane Metropolitan Touch Association
- Royal Life Saving Society Queensland
- Equestrian Queensland
- QIGA QLD Intercollegiate Golf Association – new for 2015

2015 saw a variety of new initiatives into the program;

- All coaching staff trained in Fifa 11+ Warm up program
- St Margaret's Team apps across sports as a form of communication with the St Margaret's community
- Strength and conditioning embedded into the training programs
- St Margaret's participating and winning the Schools Knockout Cross Country Championships
- St Margaret's participating and winning the Brisbane All Schools Touch Football Carnival
- St Margaret's participating in the QLD All Schools Touch Championships
- St Margaret's participating in the QIGA and finishing second.
- Sacre Coer Tennis Competition
- Knowles Cup Inter-School Tennis Competition

Term 1	Term 2	Term 3	Term 4
	Life Saving	Rowing	
<b>Cricket</b>	Artistic Gymnastics	Hockey	Water Polo
<b>Senior Softball</b>	Cross Country	Netball	Junior Softball
	Basketball	Tennis	Athletics
	Touch Football	Volleyball	Badminton
	Soccer	Rhythmic Gymnastics	
<b>Swimming</b>			Swimming
<b>Water Polo</b>			

## Metropolitan North

Our school's regional competition is Metropolitan North. Students 13 to 19 years are invited to trial for team sports through the North Independent Sports Association and students 12 years trial through City Districts Sports Association. In the core sports of Athletics, Cross Country and Swimming all students compete at the Metropolitan North Carnivals. In 2015 the table below shows the number of students who competed at the State and National Championships through the school sport pathway. To summarise, St Margaret's had 44 girls competing at State Championships and 22 QLD State representatives competing at National Championships. The Schools Knockout Athletics teams finished 3rd in the Intermediate division and 2nd in the Open division at the National Championships in Adelaide at the end of 2014. The Schools Knockout Cross Country team won the National Championships in Melbourne in August and will compete at the World Schools Cross Country Championships in April 2016.

<b>Sport</b>	<b>State Championships</b>	<b>National Championships</b>
<b>AFL</b>	2	1
<b>Athletics</b>	12	8
<b>Basketball</b>	1	
<b>Cross Country</b>	8	6
<b>Golf</b>	2	
<b>Hockey</b>	2	1
<b>Netball</b>	2	2
<b>Swimming</b>	8	2
<b>Softball</b>	1	
<b>Triathlon</b>	2	
<b>Volleyball</b>	4	2

## Carnivals

In addition to the opportunities listed above, St Margaret's conducts interhouse competitions in athletics, swimming and cross country. These events focus on maximum participation and developing house spirit.

## Cultural Activities

### Debating

Students at St. Margaret's are provided opportunity to develop their active listening, verbal communication, and critical thinking skills, through the School's involvement in the Queensland Debating Union (QDU). The School's Debating Programme allows students to engage with real-world issues in a supportive inter-school, co-curricular competitive environment. In 2015, St. Margaret's entered 9 teams in the QDU Competition and a further four students tried out for the Queensland State Debating Team, with one student competing through the 2015 year. St. Margaret's Debating required the involvement of five staff and two external coaches.

### Public Speaking

St Margaret's offers students the opportunity to participate in a range of public speaking competitions, including Rostrum 'Voice of Youth' and Lions 'Youth of the Year'. Public speakers write and present prepared speeches and have limited preparation time speeches. As with debating, the opportunity to engage in public speaking sharpens intellect and builds confidence in the individual.

## **Mooting**

St Margaret's participates in the Bond University Mooting Competition with over 100 schools from around Australia. The prestigious competition introduces students to the courtroom environment, allowing them the opportunity to confront cases they may encounter in the future as practising lawyers. It develops a student's ability to think critically, analyse, problem solve and communicate orally. This year's St. Margaret's Mooting team, performed impressively against Brisbane State High School in the Regional Rounds with the Senior Counsel being awarded an Advocacy Merit Award.

## **Oaktree Foundation**

Oaktree began at the school after a visit to St Anne's in South Africa. A team of staff and students were given the task of studying how the Social Responsibility Program worked there and how it might work here. The Foundation was begun by Hugh Evans in Australia in 2003 and we were fortunate enough to have Hugh come to school to launch our program. Since its inception, we have had a three prong approach by supporting local, national and global charities. This year we supported local homeless people through St Vincent De Paul Society by holding a sleep out in July, [\$500 was raised], World Vision's 40 hour famine where we raised over \$14,000 for less fortunate children in one or two African countries, and finally in term 4, we provided over 40 shoeboxes for Samaritans Purse that will be sent to Vanuatu and Cambodia.

## **Toc H**

The St Margaret girls have great joy in being involved in the service and fellowship of Toc H. In this 100 year celebration of Toc H activities, we have been involved in a multitude of activities. We collected Easter eggs for our annual visit to the Lady Cilento Children's Hospital. On Easter morning 15 girls and the Easter bunny had the privilege of visting some of the those children who unable to go home for Easter. The delight of such a small gift of an egg or a toy brought home the true meaning of Easter.

## **Astronomy Club**

In 2015, the Astronomy Club was fortunate to receive a boost with the gift of a highly advanced 10" Meade telescope. This computerised telescope has been used on observing nights to great effect. The activities of the club now include a series of challenges and goals for club members to achieve, and progress will be recognised with an annual prize at Speech Night. These goals include planning for observations, setting up and using telescopes, and astrophotography.

## **smART Club**

smART holidays, a children's holiday program offered by the Art Department, has operated for the third year now. The goals are to promote creativity, our beautiful Art facilities and to introduce children to young women who are making careers in the arts. Art workshops offer regular studio time to students who need time to complete their artworks which are often too big to carry home or require special equipment. We also welcome girls who are not currently studying Visual Art who enjoy creative activities without the academic expectation and deadlines.

## **Theatresports**

Theatre Sports is a fast-paced competition based on impromptu theatrical performance. This activity is closely tied to Drama studies; however, all Secondary students are encouraged to participate. Workshops are held after school and competitions are held throughout Semester one.

## **Speech and Drama**

The Private Speech and Drama Department at St Margaret's offers a program designed to develop communication, presentation and performance skills and is available to interested students in Year 2 to Year 12. Depending on their year level, students participate individually, in small groups or in pairs, allowing them to acquire valuable skills in a fun, supportive environment.

All students have the opportunity to showcase their developing skills through a range of performance opportunities provided throughout the year. Students in Year 4 and above undertake a Speech and Drama examination or pre-exam conducted by the Australian Music Examinations Board (AMEB).

### **Community Service**

While St Margaret's provides many avenues for students to undertake community service, it forms an important part of the Pastoral Care Curriculum in Year 9.

The Projects initiated and/ or supported by the Year 9s included:

- Holiday Technology Advice for Seniors at Burnie Brae Centre
- Shoe Polishing
- Baking Morning Teas for Sony Camp
- Assisting at the McIntyre Centre, Riding for the Disabled 'Party in the Paddock'
- Knitting squares to construct rugs for homeless people
- Sewing and filling toiletry bags for the Anglicare Women's shelter

Finally, all of the Year 9 students raised money to purchase the materials and then constructed 600 Birthing Kits for the Birthing Kit Foundation of Australia.

### **Philanthropy Group**

In 2015, the Philanthropy Group consisted of six Senior students. They provided the School with a focus for the many philanthropic endeavours for which the community is known. The group chose Camfed as their charity to support throughout the year. Camfed is an international non-profit organisation tackling poverty and inequality by supporting girls to go to school and succeed, and empowering young women to step up as leaders of change. Camfed invests in girls and women in the poorest rural communities in sub-Saharan Africa, where girls face acute disadvantage, and where their empowerment is now transforming communities. The Philanthropy Group also worked alongside many of our cultural and community groups within the school to assist them with their fundraising efforts and awareness raising campaigns.

### **Duke of Edinburgh**

The Duke of Edinburgh's Award Scheme is a personal challenge and as each individual is different so too are the challenges that can be undertaken to achieve each of the three levels of the award. The award encourages the girls at St Margaret's to explore their interests, abilities and ambitions and then set challenges in each of the four sectors of the award – service, physical activity, skill and adventurous journey. The commitment demonstrated in achieving these awards and the life skills including team building, leadership and decision making will stand the girls in good stead for the future. Currently, we have 24 students involved in the program with two of these girls nearing completion of the Gold Award.

### **Sony Camp**

During the first weekend of the September holidays, Year 11 St Margaret's and Churchie students joined forces to participate in the annual Sony Foundation Children's Holiday Camp. The camp saw a dedicated team of St Margaret's and Churchie full time carers, relief carers, helpers and numerous staff and parents, take on the primary care role of a group of 36 children whose lives had been affected by both physical and mental disabilities. These three days allowed the children's parents a much needed respite, which was aided with the gifting of a Pamper Pack for each family with a range of items kindly donated and made by the year 11 St Margaret's cohort.

### **Extra-Curricular - Music**

The Co-curricular Music Department continued to present innovative concerts throughout 2015 including Strings, Band and Choral Concerts. These concerts have sought to involve many Primary students combining

them in performances with the Secondary students with the aim of providing the girls with a clear pathway through the co-curricular music program into the Secondary School. Classics in the Cathedral was another significant performance event in the school's performance calendar with many successful performances provided. Audience numbers have been higher than previous years with the Music Support Group reporting a significant increase in ticket sales at all of the events.

The school musical Annie was held in Term 1 at La Boite theatre. The three performances were all sold out and received critical acclaim. The cast and orchestra involved approximately 90 students with all involved experiencing the buzz of putting together a musical production.

Informal performances have grown throughout the year with a number of the ensembles providing morning tea or lunch time performances in the Barley Sugar Gardens and the Primary Atrium. These ensembles include the percussions ensembles, saxophone ensemble, clarinet ensemble, stage band and rock bands. The Primary staff have been very supportive of these events bringing the Primary Students over to the Barley Sugar Gardens to listen to the music.

Connections with Churchie have continued with a combined workshop for girls involved in Wind Symphony. The girls were able to spend time rehearsing with the boys to put together a combined performance in Morris Hall.

Community performances throughout the year have included an Encorah performance at St Mark's Anglican Church, the Gondwana Voices fundraiser for indigenous students and the Racecourse Rd Christmas Festival, Rock Band performances at the Ascot Primary School Fair and at the opening of the Wolff Coffee Roastery, String Quartet performance at the Wilston Grange Business Community Fair and a solo performance by Nina Wildman at the Brisbane Art Fair Exhibition opening. A number of ensembles competed in the 2015 Music Fest in Term 4. All ensembles acquitted themselves well with the standout performance being that of Stradivari Strings who received a Platinum Award for their performance.

Community Choir was a significant community event that brought together a wide range of members from the St Margaret's community to sing throughout Term 3. The choir rehearsed every Monday evening and performed at the school's choral concert in the final week of Term 3. Feedback was very positive from those who participated and it is anticipated that this opportunity will be offered again in 2016.

This year saw the release of the Best of Classics in the Cathedral CD. This recording includes performances from the event over the past five years. It is hoped that the CD may be used as an effective marketing tool for the St Margaret's Music Program and for the school generally.

There has been some work on improvement of resources. The Music Support Group redeveloped the spaces in Jackson 002 and Jackson 003 to create a bigger, more appropriate space for rock band rehearsals. This year all of the instruments used for the Year 3 Strings Program were replaced with instruments of a much better quality.

### **Private Music Tuition**

As part of the music program at St Margaret's Anglican Girls School, visiting specialist music teachers offer their services to students from Pre-Prep – Year 12. Music lessons are offered in the following:

- Trumpet/French Horn/Euphonium/Trombone/Tuba
- Violin/Viola/Cello/Double Bass
- Flute/Oboe/Clarinet/Saxophone/Bassoon
- Guitar/Bass Guitar
- Percussion (including drum kit)
- Piano
- Voice
- Theory

## Music Ensemble Program

Listed below are a range of music ensembles students may wish to become involved in. This program is sequential and developmental, allowing students to join an ensemble and develop their musical abilities at their own particular skill level.

<b>Strings</b>	Tutti Strings/Amati Strings/Guarneri Strings / Chamber Strings / Sculthorpe String Quartet
<b>Bands</b>	Wind Ensemble/Wind Symphony Flute / Saxophone / Clarinet / Percussion Ensembles Jazz Ensemble Primary Rock Band (Highly Strung)/Junior and Senior Secondary Rock Bands
<b>Choral</b>	Junior and Senior Choir/Primary Chorale Elevarsi Voices/Encorah/Chamber Encorah

## Overseas Tours

In 2015, students had the opportunity to broaden their horizons through a number of international tours.

### Humanities Tour

In the September holidays three staff members, nineteen students and eight parents had the opportunity to become involved in a Humanities study tour to Europe. With the nation's focus this year on the centenary of the ANZAC landing at Gallipoli it was a poignant time for the girls and several parents to visit this significant battlefield of World War One. In addition to Turkey, the girls also visited a number of Italian ancient sites in Rome and the UNESCO sites of Pompeii and Herculaneum near Naples before flying to the Somme. Again the touring party visited many of the key WWI battle sites and took time to remember fallen Australians in a wreath laying ceremony at the Menin Gate in Ypres. The tour concluded in Paris with visits to the Palace of Versailles and the Eiffel Tower.

### Antipodeans

Two Antipodean teams of 10 students thoroughly enjoyed their two week trip to Borneo during the June/July holidays. The teams successfully completed their service projects in separate locations, investing their hard earned fundraising money, at total of nearly \$6000, into the local communities. The accompanying teachers observed a genuine development of team work and leadership skills in each student. There was never a dull moment as students conversed, laughed, and often sang. It was a great opportunity to disengage from social media, learn more about one another and oneself. The Antipodeans leaders appointed to each team facilitated the development of these skills, equipping the girls with worthwhile life-skills that will enable them to learn through reflection, be courageous in their travels and seek activities that benefit others.

### French tour

In the October holidays, 8 St Margaret's French students from Year 10 and 11 joined 17 boys from Churchie for the combined France Study Tour. We spent 10 days with our sister school, Lycée Sacre-Coeur in Aix-en-Provence, where the students were billeted out to stay with families and attended school with their partner. During this time we also undertook day trips to Arles, Avignon and Nîmes as a group.

The final six days were spent in and around Paris, visiting places of cultural significance such as the Louvre, the Musée d'Orsay, the Palace of Versailles and the Eiffel Tower. A day trip to Villers-Bretonneux in the Somme region also enabled students to learn about Australia's close connection with this village, due to it being saved by Australian soldiers during WWI, and a visit to the Newfoundland monument enabled them to see preserved trenches and learn more about what life was like for soldiers on the Western Front.



# List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2015

## **School Founders**

Sisters of the Society of the Sacred Advent

## **St Margaret's School Council**

Chair	Alison Quinn	BCom, FAIM, FUDIA
Deputy Chair	Annie Dunning	B.Law, BA, G.Dip Legal Practice, M Law
Directors	Annette Quayle	BBus, MComm, CertManagement, MAICD, CPA
	Janine Walker	BEdu, GradDip Business
	Jodi Phillips	BCom, MScience(IT), GradDip Technology Management
	Paul Vincent	B.Bus; FCA, GAICD
	The Rev Canon Dr Murray Harvey	BA (Hons), BTh, MAPS, DHSc
	Ros Curtis	BA (Hons), Dip. Ed., M. Lit. St. M. Ed, ASDA, GAICD, FAIM, MACE, FACEL
	Kate Gray	BCom
Debbie Smith	BCom, CA, MAICD	
John McGagh	BEng (Hons), Chemical Engineering and Management, FIChemE, FAATSE, FIOM3	
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert), GAICD

## **St Margaret's Foundation**

Chair	Mr Roger House	
Deputy Chair	Mrs Kylie Lamprecht	BBus, CA
Directors	Hume Campbell	Dip. Transport
	Robert Bloxsom	
	Mark Williamson	MAICD
	Dr Annette Quayle	BBus, MComm, CertManagement, MAICD, CPA
	Ms Annie Dunning	B.Law, BA, G.Dip Legal Practice, M Law
	Mrs Wendy Johnston	BEM, BA
		Ms Ros Curtis
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert), GAICD

***P&F Association***

President	Roger Traves
Vice Presidents	Michael Smith
Secretary	Janetta McDiarmid
Treasurer	Anthony Morris
Members	Maria Fleming Susie Long Miranda Dunning Susan Stephens Madeleine Schlyder Jillian Scott Isabelle Slipper Harriette Watson

***Old Girls' Association***

President	Jan Moody
Vice President	Deborah Love
Secretary	Sally Thomson
Treasurer	Dipti Shankar
Committee	Alison Black Nicole Devlin Denice Foley Jacky Garnsworthy Anne Muggleton Nikki Johnston

# Teacher Professional Learning

In 2015, St Margaret's offered teachers a range of professional learning opportunities on both group and individual basis via conferences, workshops, and information sessions or through the assistance in attaining higher or additional qualifications. The emphasis, however, was on internal peer-to-peer professional learning.

At the commencement of the year, St Margaret's and St Aidan's teachers again combined for their January Professional Learning Day. Dr Joann Lukins delivered a professional development activity in preparation for the 2015 teaching year. Her presentation included a session offering tools relevant to Positive Education and personal development. In preparation for the session, staff completed the VIA Survey of Character Strengths on the Authentic Happiness website in order to determine their strongest signature strengths.

During 2015 teachers at St Margaret's focused on internal professional development. Teachers worked in professional learning groups across both the Primary and Secondary Schools. They focused on specific educational issues which were researched and discussed within their groups, and then observed the implementation of these within each other's classrooms. The opening up of classrooms by inviting colleagues to observe and give constructive feedback is a powerful tool for collaborative professional development and, thus student learning.

The focus areas that teachers chose from were all centred on student learning and were geared towards increasing St Margaret's girls' engagement in deep level thinking and understanding:

- *Differentiation in the classroom*
- *Strategies for Teaching Higher Order Thinking*
- *Literacy Promoting Strategies*
- *Growth Mindset (language use by Teacher and Student)*

Numerous teachers have presented seminars during lunchtimes which have been well attended by their colleagues. Examples of topics presented are:

- Allowing students to 'Play'. Authentic/ Project based learning using Augmented Reality
- Classroom management strategies as a support for student engagement in learning
- Using Collaborative OneNote to enhance and facilitate learning
- Using Camtasia and Office Mix to flip the classroom
- Using the Harvard Thinking Routines to make thinking "visible"

Throughout 2015 teachers also attended QCAA seminars and workshops, Panel meetings and student wellbeing sessions such as *Generation Next: The Mental Health of Young People* and a number of staff had the opportunity to participate in ISQ facilitated projects such as:

- Teachers as Researchers, concentrating on what comprises best practice within the mathematics classroom.
- Professional Review Service: Anglican Schools Pilot
- Cyberbullying Project
- Teacher Performance and Development Symposium
- Self-Improving Schools

Mentoring and coaching programs are part of the leadership development within the school. In particular, the Head of the Arts Faculty, John O'Sullivan Williams shadowed the Deputy Principal for three days; the Deputy Principal, Kim Cohen, shadowed the Principal of The Grammar School in Melbourne for two days; Science

teacher, Claire Bloomer participated in the Teacher Exchange at St Catherine's Toorak, Victoria for a week; and Science and Physical Education teacher, Kirsty Findlater participated in the inaugural Teacher Exchange at Emma Willard School in New York State, USA.

Numerous teachers attended leadership conferences or sessions during 2015:

- Aspiring Women Leaders Conference
- Aspiring Leaders Conference - Bond University
- Emerging Leaders Conference
- Conversations for School Performance

In addition to this, Middle Managers also attended the following school based seminars:

Term One: Practising the difficult conversation with Josephine Wise (ISQ)

Term Two: Middle leaders are key to the professional culture and continuous improvement in a school

Term Three: Creating personal middle leadership goals with Josephine Wise (ISQ)

Term Four: Reporting back on goals and future planning for 2016 in the middle leadership team. Goal setting with Josephine Wise (ISQ)

This year, the school has again provided a training opportunity for staff to maintain currency with their CPR and First Aid certification. With a continued focus on risk mitigation, various members of the leadership team attended Legalwise School Law Seminars, ABSA Conferences, Legal and Duty of Care Obligations regarding Mental Health issues and briefings on the *Student protection in Anglican Schools policy and procedures*

Post graduate study remains a strong focus among St Margaret's teachers, with 18 teaching staff currently undertaking Masters Degrees, Doctorates or Post Graduate Diplomas. The school financially supports staff undertaking postgraduate qualifications in addition to providing approved leave for study.

Due to the emphasis on internal professional development, in total the following was spent on teacher professional learning in 2015: \$34 391

## Staff List

<b>School founders</b>		
Sisters of the Society of the Sacred Advent		
<b>School Council</b>		
Ms Alison Quinn (Chair)	Reverend Dr Murray Harvey	Mr Paul Vincent
Mrs Kim Cohen	Mr John McGagh	Ms Janine Walker
Ms Ros Curtis	Ms Jodi Phillips	Mrs Toni Williams
Ms Annie Dunning	Mrs Annette Quayle	
Mrs Kate Gray	Ms Debbie Smith	
<b>Principal</b>		
Ms Ros Curtis	MEd(Leadership and Management), MLitSt, BA(Hons), DipEd, ASDA, FACE, FACEL, FAIM, GAICD	Principal
<b>Deputy Principal</b>		
Mrs Kim Cohen	BSc, HDipEd	Deputy Principal
<b>Chaplains</b>		
Reverend Nicki Colledge	MTh, BA, GradDipEd(Sec)	Chaplain
<b>Dean of Academics</b>		
Ms Samantha Bolton	BA,DipEd,ATCL	Dean of Academics
<b>Dean of Students</b>		
Mrs Nikki Townsend	MEd(Guid & Coun), MEd(LEM), BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(Ed Law)	Dean of Students
<b>Head of Primary School</b>		
Mrs Angela Drysdale	GradDipEd(EC), DipT, ASDA	Head of Primary School
<b>Head of Teaching and Learning (Primary)</b>		
Mrs Tansy Cruttenden	MEd, BEd, Dip T, MACEL	Head of Teaching and Learning - P-4
Mr Michael Crowe	BA(BusS)(Hons), PGradCertEd	Head of Teaching and Learning - 5 & 6
<b>Head of Planning and Organisation (Primary)</b>		
Miss Mary Surtees	MEd(Leadership and Mgt), BHMS(Ed), BEdSt, BA, GradDipHE, MACEL	Head of Planning and Organisation (Primary)
<b>Head of Boarding</b>		
Ms Lesa Fowler	BA, GradDipT	Head of Boarding
<b>Deputy Head of Boarding</b>		
Mrs Leonie Betts	BEd, GradDip (comm Teach), GradDip EC, DipTeach (Primary)	Deputy Head of Boarding
<b>Head of Co-curricular Music</b>		
Mr Brad King	MEd (Leadership & Mgt) BMus(Ed)(Hons), DipMm, AMusA, ATCL	Head of Co-curricular Music.
<b>Head of Sport</b>		
Mrs Nicky Barrie	BTeach, BEd, AssocDip Social Science, CIV Fitness, CIII Sport & Recreation	Head of Sport
<b>Heads of Faculty</b>		
Ms Anne-Marie Gerlach	MEnvEd, BA(Hons), DipT(Sec), MACE, MACEL	Head of Faculty - Humanities
Mr Chris Farrelly	MSc, BEd, GradDipBus, BAppSc, MACE, STAQ	Head of Faculty - Science
Ms Alina Layton	BA, Bed (Sec), Cert IV – Theology	Head of Faculty - English
Mrs Amanda Minotti	BA, PGradDipEd,Cert IV TAE	Head of Faculty - Business and Technology
Ms Vicki Strid	BEd	Head of Faculty - Mathematics
Miss Desley Upton	BEd, DipT(HPE)	Head of Faculty - Health and Physical Education
Mr John O'Sullivan -Williams	BArts, BEdu, GradCert(Theology)	Head of Faculty - The Arts
Mr Steven Rowe	MEd, BA, GradDipT(Sec), MACE	Head of Faculty - Languages
Mr Peter Cottle	BArts, GDipEd	Head of Faculty - e-Learning and Research

<b>Head of Year</b>		
Ms Kelly Alford	BEd(Sec), JP(Qual), Cert IV (Workplace Training and Assessment)	Head of Year - 7
Mrs Katie Flanagan	BEd	Head of Year - 8
Ms Jenny Matheson	MA(Counselling Psychology), BA(Hons), GDipEd(Sec)	Head of Year - 9
Mrs Jenny Lishman	MEd, BEdSt, DipT(Sec)	Head of Year - 10
Ms Naomi Holley	MEd (Leadership & Management), BEd(Sec)	Head of Year - 11
Ms Angela Bowen	B.Mus(Hons), BEd(Hons), AMusA, CSTD	Head of Year - 12
<b>Personal Counsellor</b>		
Mrs Trish Barlow	MHealthCouns, MEd, BA, GradCertTSL, DipEd	Personal Counsellor
Ms Simone Firmin-Sarra	MCouns, GradDipPsych, GradDipOE, DipEd	Personal Counsellor
<b>Careers Counsellor</b>		
Ms Elizabeth Johnston	MEd, BA, DipEd	Careers Counsellor
<b>Vocation and Alternative Pathways Coordinator</b>		
Mrs Kirsteen Devine	BBus(Accy), BEd(Sec)(PG)	Vocation and Alternative Pathways Coordinator
<b>Academic Data Manager</b>		
Ms Helen Lobegeiger	BEd(PhysEd), DipFitness	Academic Data Manager
<b>Coordinator - International Students</b>		
Mrs Lisa Chadwick	BEd(Sec)	Coordinator - International Students
<b>Teachers-Secondary</b>		
Ms Teagan Ford	BEd, BA	Secondary Teacher
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Ms Therese Garrahy	MSc, BEdSt, GradDipScEd, DipT, MACE	Secondary Teacher
Mr Ray Geise OAM	BA, BEdSt, DipAcc, RTC, MACE, KSJ	Secondary Teacher
Ms Jane Hacking	B.Sc. Dip.Ed. (NSW) Grad. Dip. Bus. Admin. (QUT)	Secondary Teacher
Mrs Marilyn Ivers	BA, DipEd(RE), CertT	Secondary Teacher
Ms Melinda Kanowski	BAppSci, BEd(Sec)	Secondary Teacher
Ms Sonika Kaul	M.teach, M.Sc, B.Sc	Secondary Teacher
Mrs Stacey Kelly	BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)	Secondary Teacher
Ms Trish Kirkpatrick	BSc, DipEd	Secondary Teacher
Mr Karl Mandla	BSc, DipEd	Secondary Teacher
Mr Tom McCormick	BSc (Hons), PGradCertEd	Secondary Teacher
Ms Kate Montgomery	BA DipEd, GradDipLanguages, PG Cert TESOL	Secondary Teacher
Ms Meredith Morris	BBus(Marketing and Economics), GradDipEd(Economics and Social Studies)	Secondary Teacher
Ms Talia O'Callaghan	BEd(Sen&MiddleSch)	Secondary Teacher
Mrs Shirley Patton	BSc, BEdSt, DipEd	Secondary Teacher
Mr Noel Peinke	BA, HDipEd, BEd, MEd	Secondary Teacher
Ms Faye Ryan	BA(IntBus), MBA, GradDip(Ed), Cert IV (Training & Assessment)	Secondary Teacher
Ms Lisa Smith	GradDipT, DipFA	Secondary Teacher
Mrs Kathy Thorne	BSc(Hons), HDipEd	Secondary Teacher
Mrs Nicole Walker	BMusEd, AMusA	Secondary Teacher

<b>Teachers - Primary</b>		
Mrs Katie Bryant	BBus(IntMgt), BA(Jap), MEnvLaw, GradCertEd(Early)	Year 2B
Miss Tahlia Butler	BEd(Primary), GCertCoachCouns	Year 5R
Mr Evan Chia	BHlthSc, BEd, DipRT	Year 5B
Mrs Deborah Cohen	BAE(MusEd)	Primary Music Teacher and Extra-Curricular Music Coordinator
Mrs Janice Emmett	MEd, DipEd	Year 5G
Miss Sarah Flamsteed	BEd(Pri), DipLan(French)	Prep G
Mrs Susan Forbes	BEd(EC)(Hons)	Year 3B
Ms Melissa Garbutt	MEdSt, BEd, DipT	Year 3G
Miss Tamara Garvey	BEd(EC), B Psych.Sc (Hons)	Prep B
Mrs Ros Lawrence	BEd, DipT, CertT, ASDA	Year 6R
Mrs Vivienne Mace	BEd, CertT, DipT	Year 4G
Miss Lauren Richards	BA, GradDipEd	Primary Teacher - HPE and Sports Educator
Mrs Kerry Rider	GradDipEd(Sec), Dip Fine Art	Art
Miss Louise Sands	BOccThy, BEd(Pri), GradCertBus	Year 1B
Miss Jacqui Smith	BEdPri(EC)	Pre-Prep
Mrs Georgina Stevenson	BEd, BEdSt	Year 6B
Miss Mary Surtees	MEd(Leadership and Mgt), BHMS(Ed), BEdSt, BA, GradDipHE, MACEL	Year 6R
<b>Learning Enhancement</b>		
Mrs Ailsa Crockett	MEd, BA, GradDipSpecEd, DipT, COGE	Primary Teacher - Learning Enhancement
Mrs Marilyn Ivers	BA, Grad Dip Ed (R.E.), Cert Teach	Teacher - Learning Enhancement
Mrs Christene Wall	BEd(Pri/EC)	Primary Teacher
<b>Teacher Aides</b>		
Mrs Tracey Bruce	Dip Educational Support Services	Teacher Aide - Primary
Mrs Emma Cullen	BEd (Physical and Health Education).	Teacher Aide - Learning Enhancement
Miss Julie Davies	BA(Drama), BEd.	Teacher Aide - Learning Enhancement
Mrs Katy Hobbs	NNEB Diploma in Nursery Nursing	Teacher Aide - Pre-prep
Mrs Fiona Kurnadi	HCertFA	Teacher Aide - The Arts
Mrs Liane Mohr	Cert III Education Support	Teacher Aide - Learning Enhancement
Ms Gina Pertile	BA, DipT(EC)	Teacher Aide - Learning Enhancement
Mrs Charmaine Stevens	BDes	Teacher Aide - The Arts
Mrs Jo Wade	HNatCertBus&Fin	Teacher Aide - Technology
<b>Library Staff</b>		
Miss Anna Siddans	Dip of Library and Information Services	Library Technician
Ms Debra Black	DipT - ECE, GradDipEd – Art	Library Assistant
Mrs Donna Jackson	Cert III Business Administration	Assistant - Library/Teacher Aide
<b>Laboratory Staff</b>		
Mr David Graham	BSc(Hons)	Laboratory Manager
Mrs Rachael Ames	PhD, BAppSc(Hons), GradDip(Ed)	Laboratory Assistant
<b>Private Speech and Drama</b>		
Mrs Maria Chamberlain	BBusCom, ASDA	Private Speech & Drama Coordinator
Ms Maree Clancy	ATCL, Cert IV - Training & Assessment	Private Speech & Drama
Mrs Maria Elisseos	DipT, LTCL, ASDA, ATCL	Private Speech & Drama
<b>Activities</b>		
Mr Jonathon Voller	BScApp(HMS-ExMan)	Head of Rowing
Miss Bree Fuimaono		Coordinator - Netball
Miss Morgan Rowe		Coordinator - Primary Sport and Activities
Mrs Delia Eastland	MEdSt(G&C), BScApp(HMS-Ed)	Associate Registrar /Assistant Extra Curricular
Mr Kevin Sargent		Transport Officer

<b>Private Music Instructors</b>		
Ms Regina Brennan	BA, GradDip Ed	Private Music Instructor
Ms Alison Brown	BMus(Hons), MMus, AMus, Diploma in Music Performance, Graduate Certificate in Music Practice	Private Music Instructor
Mr Evan Clements	BA/BMUS, DipEd	Private Music Instructor
Mr Michael Gillespie	AMusA (Jazz), GradDip Ed, Examiner AMEB	Private Music Instructor
Ms Elena Katahanas	BMus (Perf)	Private Music Instructor
Ms Samantha McDonell	BMus (Hons), AdvDip Min	Private Music Instructor
Mr Jonathan Ng	LMusA (piano), AMusA (violin), AMusA (piano), BPharm	Private Music Instructor
Mr Colin Noble	BMus (Hons), MMus	Private Music Instructor
Dr Camille Olin	DMA, MM, BMus (Perf), GradDipEd, LMusA, AMusA	Private Music Instructor
Mrs Bianca Hickey	BMus (Perf)	Private Music Instructor
Ms Catherine Stirling	MMus (harpichord), ARCM (harpichord), GradDip (harpichord), BMus (piano), LMusA (piano Accompanying), AMusA (piano)	Private Music Instructor
Ms Eleanor Streatfeild	AMusA, BMus, GradDip (Applied Linguistics)	Private Music Instructor
Ms Chloe Williamson	MPhil (Music), GradCertMusSt, BMus (Hons),	Private Music Instructor
<b>Boarding Staff</b>		
Mrs Sandra Johnson	Adv Dip Couns & Psych, Dip YthWk, Cert Residential Care	Pastoral Care Coordinator - Boarding
Mrs Cheryl Harrison	BA, B.Ed. Stud, Dip. HPE, Cert Teaching	Boarding House Supervisor
Mrs Linda High		Boarding House Supervisor
Miss Emily Labinksky	BA, PGCE, MEd	Boarding House Supervisor
Mrs Janet Caitens		Boarding House Supervisor
Miss Elizabeth Greentree	BA(Hons), MDiv	Boarding House Supervisor
Mrs Fiona Spooner	BBus(Man)	Boarding House Supervisor
Miss Melita Gul		Boarding House Supervisor
Miss Nicole Robertson-Cornes	Dip. YthWk	Boarding House Supervisor
Miss Nikola Sterling		Activities Coordinator - Boarding House
Miss Gracemere Brown		Boarding House Assistant
Miss Lily Reynolds		Boarding House Assistant
Miss Amy Kramer		Boarding House Assistant
Miss Tess Cohen	BA	Student Reception & Administration Assistant - Boarding
Miss Alice Finlay		Administration Assistant - Boarding
<b>Health Centre Staff</b>		
Miss Helene Pallot	RN	Health Centre Supervisor
Ms Mary-Jo Sutton	RN	Health Centre Nurse
Ms Rozina Daley	RN	Health Centre Nurse
<b>Business and Finance Shared Services</b>		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD	Director of Business and Operations - SSA
Mr Matthew Clapham	BCom	Finance Manager - SSA
Mrs Leah Saul	BCom,CA, DipMgmt	Executive Officer - Business - SSA
Mr Dilruk Rajapakse	BSc,CPA, CA(SL)	Accountant
Mrs Karen Lewis	AIPA	Accountant
Mrs Elizabeth Elks	BBusAcc, CA	Assistant Accountant
Mrs Lorraine Burns		Accounts Receivable / Fees Officer
Ms Sue Castanho	BBus	Accounts Receivable Officer
Mrs Tmanna Dogra	MCom, BCom, MPA	Finance Officer
Mrs Jan Hunt		Accounts Payable Officer
Mrs Lisa Duce		Payroll Officer
Mrs Lyn Leishman		Personnel Officer



Mrs Nicole Cornelius		Executive Assistant - Business Office - SSA
<b>Director of Human Resources</b>		
Mrs Kate Curran	BBus	Director of Human Resources
<b>Marketing Staff</b>		
Ms Wendy Johnston, BEM	BA	Director of Marketing and Communications
Ms Pam Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Ms Victoria Nikolova		Marketing and Communications Assistant
<b>Development and Community Staff</b>		
Ms Lu Wishart		Director of Development and Community
Mrs Jenelle Hobbs		Administrative Assistant
Mrs Corrine Fry		Administrative Assistant
<b>School Archivist</b>		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
<b>Global Exchange Coordinator</b>		
Ms Sharon Mahony		Global Exchange Coordinator
<b>Registrar</b>		
Mrs Judy Robinson	BBus	Registrar - Enrolments and Communications
Mrs Delia Eastland	MEdSt(G&C), BScApp(HMS-Ed)	Associate Registrar /Assistant Extra Curricular
<b>Information Technology Staff</b>		
Mr Greg Anderson	BComm(Informatics)	Chief Information Officer SSA
Mr Jack Hudson		IT Customer Support Officer SSA
Mr Peter White		IT Customer Support Officer SSA
Mr Geoff Robinson		IT Customer Support Officer SSA
Mr Josh Craig		IT Customer Support Officer SSA
Mr Matthew Duncan		IT Customer Support Officer SSA
<b>School Support Staff</b>		
Ms Jennifer Eisentrager		Office Manager
Mrs Norma Tucker		Administration Assistant - School Support
Mrs Sharon Benson	CertIVTrain&Assessment	Administration Assistant - School Support
Mrs Melissa Tuffley	PGDip Marketing	Administration Assistant - School Support
<b>Administration Staff</b>		
Mrs Dionn Bichel		Executive Assistant to the Principal
Mrs Jodi Fisher-Grimshaw		Executive Assistant to the Deputy Principal
Mrs Lisa Beeney		Assistant to the Dean of Academics
Mrs Janelle Benson-Lloyd		Assistant to the Dean of Students
Miss Grace Davies		Receptionist
Mrs Diane Vandreike		Administration Assistant - Music
Mrs Elise Martin		Administration Assistant - Primary
Mrs Rosemarie Parisi		Administration Assistant - Primary
<b>Facilities Staff</b>		
Ms Kathy Wone		Manager Facilities and Functions
Mr Andrew Cameron		Facilities Coordinator
Mr Zac Perry		Facilities Assistant
Mr George Mogilski		Facilities Assistant
Mr James McHugh		Facilities Assistant
Mrs Paige Fitzpatrick		Functions Coordinator
Ms Shirley Mill		Laundry/Cleaning Assistant

<b>Catering Staff</b>		
Mr Scott Johnson		Catering Operations Manager
Mr Shelly Verma		Sous Chef
Mr Steven Cunningham		Chef
Mr Ian Garrioch		Chef - Tuckshop
Mr Chris Watts		Chef
Mr Gavin Woodrow		Functions Coordinator
Ms Anna Gahang		Catering Assistant
Ms Leanne McGurk		Catering Assistant
Mr John Peisley		Kitchen Hand
<b>School Supplies Staff</b>		
Mrs Terisa Arnold		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
Mrs Bernice Munro		Assistant - School Supplies Shop
Mrs Sharon-Lee Sagar		Assistant - School Supplies Shop
<b>OSHC</b>		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Ms Emma Swan		Educator - Group Leader
Miss Samantha Sims		Educator - Group Leader
Ms Nickieta Grant		Educator - Assistant
Mr Michael McKenzie		Educator - Assistant
Mr Timothy Todd		Educator - Assistant
Miss Ellen Sinclair		Educator - Assistant
<b>On extended leave</b>		
Mrs Meg Kerr	BEd(Sec), BA	Secondary Teacher
Mrs Jessica Fumar	BEd	Primary Teacher
Miss Katrina Dekker	BA, GradDip Ed (Primary), Grad Cert Couns	Boarding House Supervisor
Mrs Andrea Dragona	BAppSc(HMSc), BEd, BSc(Psych)	Secondary Teacher
Mrs Suzy Edwards	BAppSci(HMS – Ed)(Hons) Maternity leave	Secondary Teacher

Please note: A hard copy of this document is available upon request.

Further information on the school and its policies are available from our Reception:

Phone: +61 7 3862 0777

Fax: +61 7 3862 0701

Email: [reception@stmargarets.qld.edu.au](mailto:reception@stmargarets.qld.edu.au)

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11 Petrie Street  
ASCOT QLD 4007

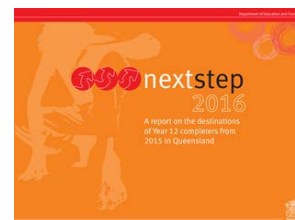
ABN: 93 492 310 839  
CRICOS Code: 00511K

A School of the Sisters of the Sacred Advent

# NEXT STEP 2016

## DESTINATIONS OF 2015 YEAR 12s

### St Margaret's Anglican Girls School



#### Introduction

This page presents a summary of results of the annual *Next Step* survey for St Margaret's Anglican Girls School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

#### Response rate for St Margaret's Anglican Girls School

Table 1 below reports the response rate for St Margaret's Anglican Girls School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended St Margaret's Anglican Girls School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

**Table 1: Survey response rate, St Margaret's Anglican Girls School 2016**

Number of respondents	Number of students who completed Year 12	Response rate (%)
95	114	83.3

#### Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

#### Summary of findings

In 2016, 88.4% of young people who completed Year 12 at St Margaret's Anglican Girls School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (82.1%). The combined VET study destinations accounted for 6.3% of respondents, including 5.3% in campus-based VET programs, with 4.2% of Year 12 completers entering programs at Certificate IV level or higher.

1.1% commenced employment-based training, all as trainees.

In addition to the above study destinations, a further 11.6% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

11.6% did not enter post-school education or training, and were either employed (10.5%) or not in the labour force, education or training (1.1%).

**Figure 1: Main destination of Year 12 completers, St Margaret's Anglican Girls School 2016**

