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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 approximately 30% 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 Supervised Study Sessions program – a user pay program where students over 12 years are assisted by tutors with homework and academic organisation.
5. Continuous reporting to parents (in 2016 for Years 9 and 10 students)

St Margaret's provides for the education of girls from Pre-Prep to Year 12 and boys in Pre-Prep. In 2016, St Margaret's had 274 students enrolled in the Primary School (PP – Year 6) and 593 in the Secondary School (Year 7 – 12). St Margaret's is also a Boarding school for Years 6-12. In 2016, 172 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 Studies and Dean of Pedagogy (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 Assistant Head of Primary and Head of Planning and Organisation. Reflecting the importance of faith in the school, the school Chaplain is also a member 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

School Vision

To be an outstanding day and boarding school for girls.

PRIMARY SCHOOL

Curriculum Offerings

St Margaret's Primary School provides quality learning experiences for girls from Pre-Preparatory level to Year 6 and boys in Pre-Prep 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 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 study the Australian Curriculum and participate in a comprehensive and balanced curriculum, drawing on the following subject areas: Mathematics, English, Science, Humanities (History, Geography, Civics and Citizenship, Business and Economics) Health and Physical Education, the Arts (Music and Visual Art), Modern Languages (French and Mandarin), Religion and Values Education. The Arts and Modern Languages are taught by specialist teachers.

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 core literacy and numeracy competency and provides differentiated instruction and is based on students' needs and achievement.

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 to 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

At St Margaret's Primary School, we believe the emotional health and well-being of students, staff and families are important priorities. Through a holistic approach, we aim to develop the social and emotional competencies of

individuals in addition to enhancing the various relationships of students. This is developed through our school based program; Habits, Heart, Mind and Soul.

As a School we have identified key components through which the program is taught. These include Service, Relationships, Safety, (Cybersafety, Daniel Morcombe) and Faith. This program is supported by a curriculum program You Can Do It. This program focusses on 5 Keys to Success: resilience, confidence, getting along, persistence and organisation.

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.

St Margaret's Anglican Girls School parents are also invited to the school regularly for information nights, Open Day, and other special events.

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 2016 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, while 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. Students also engaged in a Pastoral Care Program. 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 chose three electives which they studied for the year. 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 2016 St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. Forty (40) students from Years 11 and 12 have completed the Business Diploma with Careers Australia in 2016 and fifteen (15) students have commenced the Barrington College Business Diploma. As well as this six (6) students completed a Diploma of Project Management through *Management Frontline and the Leveraging Learning Project*. In addition, thirty (30) 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 Pedagogy there may be variations to this requirement. In addition to these compulsory subjects, students in 2016 chose four subjects from the following list:

- Accounting
- Ancient History
- Biology
- 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 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
- 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
- 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
- Australian History Competition
- STEM Horizons Program National Australia Bank (NAB) \$20 Boss Competition
- National Computer Science School Programming Challenge
- 2016 Business Educators' Association of Queensland (BEAQ) Accounting Competition

Academic Results - NAPLAN

Primary and Secondary School – NAPLAN Data 2016

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 2016	Year 3 2015	Year 3 2014	Year 5 2016	Year 5 2015	Year 5 2014	Year 7 2016	Year 7 2015	Year 7 2014	Year 9 2016	Year 9 2015	Year 9 2014
St Margaret's	479	515	469	561	567	547	572	596	587	617	618	620
State	420	418	410	500	495	496	539	543	542	576	572	571
National	425.7	425.8	418.6	501.7	498.2	500.7	541.0	545.9	545.8	580.6	580.4	580.2

Writing:

Average	Year 3 2016	Year 3 2015	Year 3 2014	Year 5 2016	Year 5 2015	Year 5 2014	Year 7 2016	Year 7 2015	Year 7 2014	Year 9 2016	Year 9 2015	Year 9 2014
St Margaret's	461	481	437	515	523	512	546	573	558	596	624	609
State	409	406	390	466	470	457	502	505	505	534	537	544
National	420.5	416.3	402.1	475.4	478.1	468.2	514.7	510.5	511.5	548.4	546.2	550.1

Spelling:

Average	Year 3 2016	Year 3 2015	Year 3 2014	Year 5 2016	Year 5 2015	Year 5 2014	Year 7 2016	Year 7 2015	Year 7 2014	Year 9 2016	Year 9 2015	Year 9 2014
St Margaret's	446	464	446	522	541	519	559	588	566	607	618	619
State	411	397	400	486	489	489	540	544	537	574	580	575
National	420.1	409.2	411.9	492.9	498.1	497.7	542.9	546.4	545.3	580.3	583.3	581.7

Grammar and Punctuation:

Average	Year 3 2016	Year 3 2015	Year 3 2014	Year 5 2016	Year 5 2015	Year 5 2014	Year 7 2016	Year 7 2015	Year 7 2014	Year 9 2016	Year 9 2015	Year 9 2014
St Margaret's	496	505	498	584	580	567	578	605	617	615	608	623
State	433	430	421	506	500	500	538	538	541	569	566	568
National	436.3	432.7	426.2	505.0	503.8	504.1	540.2	541.3	543.9	570.3	567.7	573.5

Numeracy:

Average	Year 3 2016	Year 3 2015	Year 3 2014	Year 5 2016	Year 5 2015	Year 5 2014	Year 7 2016	Year 7 2015	Year 7 2014	Year 9 2016	Year 9 2015	Year 9 2014
St Margaret's	447	453	440	536	546	529	587	597	608	638	625	621
State	397	393	393	488	486	481	546	539	544	582	585	580
National	402.2	397.8	401.8	492.9	492.3	487.2	549.5	542.6	545.9	588.8	591.7	587.8

Percentage of Students above National Benchmark:

Year Level 3	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	100%
2015	100%	100%	100%	100%	100%
2016	100%	100%	100%	100%	100%

Year Level 5	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	100%
2015	100%	100%	99%	100%	97%
2016	100%	100%	100%	100%	100%

Year Level 7	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	97.8%
2015	100%	100%	98.9%	100%	100%
2016	95.8%	99%	97.9%	99%	100%

Year Level 9	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	96%	97%	99%	100%	99%
2015	97.6%	100%	96.5%	98.8%	96.5%
2016	100%	100%	98.4%	100%	96.7%

Year 12 Outcomes for the 2016 cohort

OP Results

Overall Positions 2016		
OP	St Margaret's	State
I - 3	12.22%	11.43%
I - 5	23.33%	21.06%
I - 7	44.44%	32.57%
I - 10	75.55%	51.93%
I - 15	98.88	81.35

79% of students in 2016 were OP eligible

30.7% of students received a VET qualification

QCS Results

On the 2016 Queensland Core Skills Test, 60% of students were awarded an A or a B.

Queensland Certificate of Education

114 (100%) students received a Senior Education profile, 90 of whom were OP eligible.

99% of Year 12 students received a Queensland Certificate of Education (QCE).

QCST		
QCS	St Margaret's	State
A	21.2%	18.64%
B	38.8%	28.88%
C	34.1%	34.72%
D	5.9%	17.77%
E	-	0.02%

QTAC Offers for the 2016 cohort

99% of eligible students received an offer for a tertiary place from QTAC in the January major offer round and 99% received a QCE.

The institution preferences can be found in the table below.

Institution	Percentage
Australian Catholic University	3
Griffith University	8
James Cook University	1
Queensland University of Technology	40
The University of Queensland	42
University of New England	3
University of Southern Queensland	1
University of the Sunshine Coast	1
TAFE Queensland	1
Total	100

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

Field of Education	Percentage
Agriculture, Environmental and Related Studies (e.g. Land, Parks & Wildlife)	3
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	0
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	8
Education (e.g. Early Childhood, Primary, Secondary)	1
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	6
Food, Hospitality and Personal Services (e.g. Beauty Therapy)	1
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	25
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	28
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	8
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	20
TOTAL	100

Pastoral Care at St Margaret's

The St Margaret's Pastoral Care program is designed to prepare confident, compassionate and capable women who are able to contribute in a global community. As such it articulates the beliefs, aims and practices related to the facilitation of student well-being at the school.

The rationale which sits behind this plan rests on four guiding principles which shape both the aims and practices relating to pastoral care at St Margaret's.

1. Student well-being is the central component of high quality education
2. Student well-being sits at the heart of effective learning
3. Student well-being in a school context depends on the twin themes of connection and belonging
4. Student well-being is the responsibility of all staff not just those identified as having pastoral care responsibilities

The pastoral care program aims to establish a connection between each student and the school which promotes a sense of belonging. With the belief that this connection assists students to become dynamic and passionate members of the broader community. The school is committed to building a culture that celebrates difference and diversity, promoting the development of empathy and compassion within each individual. The school is dedicated to fostering the students' social, emotional, spiritual, ethical and physical development in order to reduce risk-taking behaviours and minimise harm. Always striving to imbue students with an understanding of their power as authors of their lives.

The pastoral development program at St Margaret's has recently been reviewed ensuring that information delivered to students is sequential, relative 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 and well-being. These topics are annually revisited catering to the developmental needs of the students.

The beliefs and aims articulated above are manifested in a set of operational practices which can be categorised into six strands those being the year level system, academic care, explicit programs, service opportunities, student and chaplain counselling and boarding care. While every staff member is responsible for student well-being there is a specialised team which oversees the pastoral care program. In the Secondary school (years 7 to 12), the Dean of Students works with the Pastoral Care team which comprises of the Heads of Year, Career and student counsellor, Chaplain, Head of Boarding, Assistant Head of Boarding, The Boarding Pastoral Care Coordinator and the International Student Coordinator and the school's nurse. The Heads of Year provide academic and pastoral support in their year level. The form teachers are also vital to the success of this program where they too monitor students.

Strategies to respond to Bullying

St Margaret's Anglican Girls School is committed to maintaining an environment that: values the inherent worth and dignity of every individual; the school fosters tolerance, sensitivity, understanding and mutual respect; and encourages its members to strive to reach their full potential.

This commitment has its foundation in the philosophy the Sisters of the Society of the Sacred Advent had for their schools. All members of the School community must be able to pursue their goals, educational needs and working lives without intimidation or injury generated by intolerance and harassment. There are a number of interventions used to resolve situations. The Pastoral Care programs and bullying procedures aim to strengthen the students through a shared concern approach. This is occurs through mediation, restorative practices and traditional disciplinary approaches.

Average Student Attendance

Average student attendance in 2016 was 93.89%

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.

How satisfied are the 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 90.42 % of students either strongly agree or agree that the school is providing a quality education and social and emotional environment conducive to the learning and exploring opportunities.

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 2016, 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 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. 2016 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 P&F events; 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 events 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 children's sex education by Judith Krause. 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, 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)
- Stakeholders Meetings (held 3 times per year)
- 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. This survey is conducted every 2 years and the next survey will occur again in 2017.

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 85% rated St Margaret's as an employer 4 or 5 out of 5, with a further 14% giving a score of 3 out of 5. Only 1% of staff gave St Margaret's a less than satisfactory score.

Portion of Teaching Staff retained in 2016

- 90.5% of teaching staff continued their employment in 2016 at St Margaret's
- Average staff sick leave 2.05%

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. 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.

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
- Mathematics tutorials in secondary school

Looking forward to 2017

- Launch of the School's new Strategic Plan
- Further development of the 'Wish you were a Boarder' program
- Launch of a capital campaign for the Sports Precinct
- Expansion of school's exchange program to include a French school and one more English school
- Further development of the Community Service Program
- Launch of the St Margaret's Way
- 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
- Expansion of a trial of continuous reporting for Years 5 - 11
- The introduction of a free supervised study program
- Second year of the Day/Boarder weekend
- Further implementation of the St Margaret's Quality Teaching and Learning Framework
- Final version of the Student Leadership Framework
- Preliminary work on the development of the Centre of Teaching Excellence

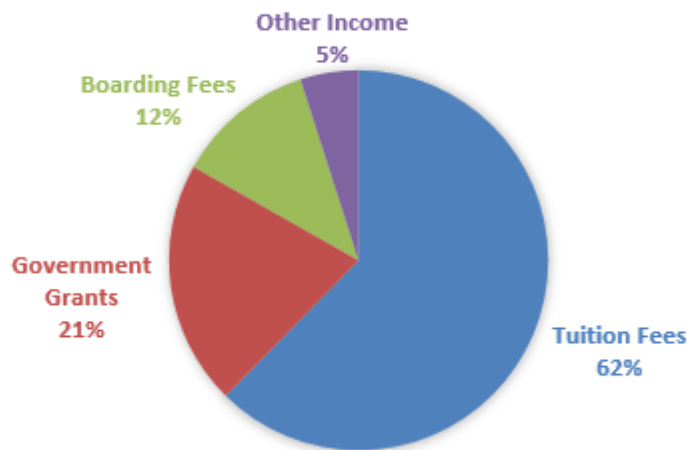
Finance

As a result of prudent financial management, St Margaret's has continued to meet commercial, financial and other relevant key performance indicators in 2016.

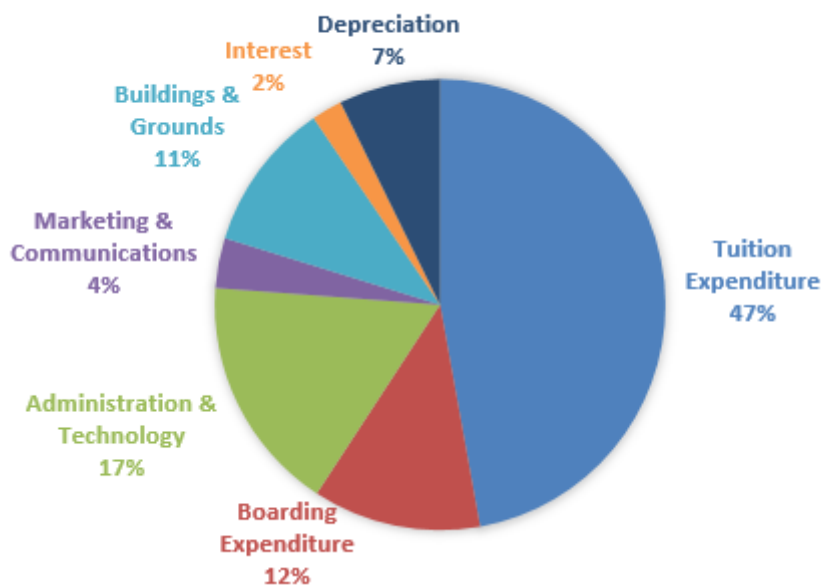
St Margaret's operates in a tightly managed fiscal environment, striving to minimise the increase of tuition fees while maintaining a quality education. Strategic financial planning to accommodate masterplan capital projects, has been focus for 2016 and will continue in 2017.

Sources of recurrent income and areas of expenditure are shown below:

SOURCES OF RECURRENT INCOME



RECURRENT EXPENDITURE



The School participates in the ASBA Somerset Education Financial Performance survey and considers this information when making business and financial decisions.

Looking forward to 2017

- Ongoing fiscal management of operational budgets throughout 2017.
- 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 2016. 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 "All Aboard" newsletter that is published weekly keeps all parents informed of all activities and keeps them up to date on any developments in the Boarding House. 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. This year we have had a clear focus on Cultural Diversity and staff attended a training session at the beginning of the year and were also involved in ongoing professional development in this area. 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. This has been further developed this year with the introduction of a formalised process for these positions ensuring the commitment of the girls to the transition of new boarders. 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 utmost 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.

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%
2012	99	2016	112	113%

These calculations are based on enrolment data collected from St Margaret's through the DETE Census.

SECONDARY SCHOOL

Extra-Curricular Sport

In 2016 we can celebrate once again successful and strongly participated sporting program. Beginning with the Tennis team winning the Year 9/10 Sacre De Coer Tennis Shield. The Senior B team were also victorious sharing the shield with Fairholme. The Cross Country team finished a narrow second in the Joan Benson Percentage Shield with the 16 Year girls winning the age pennant. In May the Cross Country team travelled to the World Junior Cross Country Championships. St Margaret's won the team's event as well as winning a gold and bronze. The Year 7ii Rhythmic Gymnastics team won the pennant and the girls were runners up in the Intercollegiate QLD QIGA Schools Golf competition.

Rowing was our most successful sport in 2016 winning the Aggregate Trophy. The age pennants in Years 8, Year 10 and Senior as well as the four VIII races.

Participation across all seasons continues to be strong. St Margaret's was able to fill the quota of teams across each sporting season with the only exception of Softball and Volleyball where combined teams were entered in the junior grades.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2016, 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

2016 saw a variety of new initiatives into the program;

- Setting up an ergo training facility in PHSC
- Pilates for the Flyers program
- Coaching staff inducted into the Carol Dweck growth mindset to raise expectations around attendance, effort and performance
- Strength and conditioning is now part of all sporting programs
- Team app continued to be the main avenue for communication

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

In our current student body we have had 12 Australian representatives in; Cross Country (6), Rowing, Swimming, Figure Skating, Gymnastics, Athletics and Rugby sevens.

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 2016 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 38 girls competing at State Championships and 28 QLD State representatives competing at National Championships. The Schools Knockout Athletics teams finished 2nd in the Intermediate division and 4th in the Open division at the State Championships.

Sport	State Championships	National Championships
AFL	1	1
Athletics	11	11
Basketball	3	1
Cross Country	4	2
Football	2	1
Golf	1	1
Hockey	2	4
Netball	4	2
Swimming	6	4
Touch Football	3	
Volleyball	1	1

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

Eleven teams competed in the QDU Secondary School's Competition, with one Year 7 team participating in the QDU Junior Round Robin Competition. All grades from 7 to 12 entered at least one team. The Year 8 teams qualified for their finals, as did our 10.3 and Senior A.

Finals results -

Team 8.1 were defeated in the first round of the finals.

Team 8.2 progressed into the second round of finals.

Team 10.3 was defeated in the first round of finals.

The Senior A team were defeated by Terrace in the Semi-Finals in front of a packed St Margaret's crowd of supporters.

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. In 2016, we had success in both these competitions with students performing well.

Mooting

In 2016, six Year 12 girls competed in the Bond University Mooting Program. This was the first year in which schools were able to enter two teams, which allowed a greater level of participation at St Margaret's. The moot case was based on the subject of negligence, and required the participants to apply the Civil Liability Act 2003 (Qld), required us, to disclaim the charges against our client (the Appellant). Although the team did not progress into the finals, the judges praised the St. Margaret's girls' poise, ability to respond closely and thoughtfully to questioning, and teamwork. One of our students also won the Bond University Mooting.

Toc H

The St Margaret's Toc H group has been involved in a variety of activities including our annual collection of Easter eggs and activity packs for the Lady Cilento Children's Hospital. Following this we attended the Toc H annual Anzac Service at midnight and the girls laid a wreath on the School's behalf. In Term 3 we visited Freedom Nursing Home and presented a musical concert and afternoon tea for the residents. We helped a new project this year Share the dignity where we collected sanitary products for the homeless women in need and finally in Term 4 we are collecting Christmas items for those in need.

Astronomy Club

The Astronomy Club meets regularly and provides an opportunity for students to explore, discuss and investigate space. The School's computerised telescope has been used on observing nights to great effect. The activities of the club include a series of challenges and goals for club members to achieve, and progress is recognised with an annual prize at Speech Night. These goals include planning for observations, setting up and using telescopes, and astrophotography.

smART Club

During Term time, smART Club is offered one afternoon each week, teaching media which is not generally included in the Visual Art program. Girls enjoy meeting artists who teach photography, jewellery design and screenprinting. Activities also include set painting for the musical and Christmas decorations for the annual Racecourse Rd Christmas Markets.

smART Holidays

Twice a year during school holidays, we open the wonderful art studios to students in Years 5 – 8 for a week of creativity called smART Holidays. The goal has always been to expose the students to professional young women who are earning their living in arts related fields and to be able to spend extended periods of time learning and making in our wonderful facilities. We are pleased to accept students from any schools to this program thereby showing them our extraordinary Art facilities. The current smART Christmas Holiday program involves the students creating a fantasy photograph with local photographer Jane Long. Past and current Visual Art students are employed as assistants and they develop warm relationships with the younger students.

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

The service component of Body, Heart, Mind and Soul is diverse and benefits the local, national and international communities. This community engagement is embedded as part of our school ethos and learning. It aims to develop a sense of social responsibility in our students. Our service program is addressed through Cornerstone Project, House Charity and Year Level Service Learning Projects. The cornerstone project is conducted in Year 6 and the aim of project is for students to plan and conduct a fundraising venture. Each House raises money to contribute to a school charity. Each year level is involved in a project that is reflective of their understanding and is used as a tool to enhance and enrich classroom learning.

St Margaret's has long been recognised for its commitment to service in the community. Girls enjoy the experience of being part of a vibrant community, both within the school environment and beyond. The Community Service program offers students meaningful and worthwhile opportunities to engage with organisations and projects that foster personal growth, leadership skills, activism and humanitarianism in a safe and supportive environment.

Closely aligned with the School's six core values, the Community Service Program is structured in a way that supports all girls to service many needs within our community. Overseen by the Service Learning Educator, Heads of Year play a vital role in implementing and monitoring the Program within each year level. There is a focus on years 7-9 and encouragement of our senior students to carry on with their contribution to the community in a more independent and interest-based capacity.

In 2016, the Service Learning program consisted of:

- Year 7 – Service to the Elderly
- Year 8 – Service through Faith
- Year 9 – Service to the Community & Birthing Kit Foundation of Australia
- Year 10 – Interest based and in dependent Community Service
- Year 11 & 12 - Interest based and in dependent Community Service

Philanthropy Group

The culture of philanthropy at St Margaret's has continued to develop throughout 2016. beyondblue was selected as the focus organisation for the year and this was well supported by the whole school community. Beyondblue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live. The major fundraiser and awareness campaign of the year was the beyondblue Big Bash which saw a large gathering of girls on circular drive to enjoy food, music and a staff verse student dodgeball competition. Great fun was had by all, but most importantly the issue of mental health was put front and centre and the Philanthropy group were able to make a proud donation of funds to the beyondblue charity as a result.

There were many other recipients of the work of the Philanthropy group and the generosity of the St Margaret's community throughout 2016. Free dress days supported the Bush Ministry Fund, Anglicare, Micah and The Archbishop's November Appeal. The girls also supported the Prefects in their work with the Queensland Cancer Council and the hugely successful Ponytail Project, as well as other humanitarian groups in the school such as Toc H and Oaktree.

The role of the Philanthropy group is well recognised in the school and their work is significant and appreciated by many.

Duke of Edinburgh

The Duke of Edinburgh's International Award has been a challenging, adventurous and fun series of activities that all participants have enjoyed completing. Along the way we have developed our friendships, learnt new skills, had a lot of fun and helped others in our community. In a new initiative we have seen over 24 Year 9 students start the Duke of Edinburgh scheme where the school camp was adapted to meet the criteria of the award. Many of the co-curricular activities that our girls participate in can be used for this award.

Sony Camp

During the first weekend of September holidays, Year 11 St Margaret's and Year 11 and 12 Churchie students participated in the annual Sony Foundation Children's Holiday Camp. The camp saw a dedicated team of St Margaret's and Churchie full time carers, helpers and numerous staff and parents take on the primary care role of a group of 36 children who lives have been affected by both physical and mental disabilities. These three days allowed the children's families a much needed respite. This 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.

Co-Curricular – Music

The Co-curricular Music Department has continued to provide St Margaret's students with numerous opportunities to develop their musical abilities beyond the classroom.

Successful concerts were presented throughout the year including Strings, Band and Choral Concerts. Each of these concerts involved both Primary and Secondary students with the aim of presenting a whole of school co-curricular music program. 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 each of the above events.

The Co-curricular Program offered a camp to co-curricular music students in Years 7-12 in Term 1 as a means of building community within the program. Ninety students attended the camp over a weekend in March at Mt Tamborine. It was a very successful weekend and provided the opportunity to prepare for upcoming performances such as Open Day.

Informal performances have continued to be presented throughout the year with a number of the ensembles providing morning tea performances in the Barley Sugar Gardens. These Wednesday morning tea performances have become a regular part of the music programs' schedule and provide students with an excellent opportunity to present musical performances to their peers. Special thanks must go to the Primary staff who have been very supportive of these performances, bringing all Primary Students each Wednesday to the Barley Sugar Gardens to listen to the music.

Musical connections with Churchie have continued to occur. This year the Churchie boys from Morris Winds visited St Margaret's for a combined workshop with girls involved in Wind Symphony. The girls were able to spend time rehearsing with the boys to put together a combined performance presented in the Arts Centre Foyer. The Rock Band also performed alongside members of the Churchie Rock Band at the St Margaret's/Churchie netball game held in Term 4.

Community performances throughout the year have included an Éncorah performance at St Mark's Anglican Church, the Brisbane Art Prize at the Judith Wright Centre and the St Augustine's Racecourse Rd Christmas Festival. The String Quartet performed at numerous events including the Wilston/Grange Business Community event and the Royal Australian and New Zealand College of Radiologists Annual Ceremony. A special performance was also given by two of our students at the Mother's Union 110th Anniversary Celebration at which the Governor of Qld was in attendance. A number of ensembles competed in the 2015 Music Fest in Term 4 with all ensembles acquitting themselves extremely well.

The Co-curricular Music Program provided musical performances at numerous school functions throughout the year including the four Professional Women's Networking Breakfasts, the Alliance of Girls Schools Conference Opening Ceremony, the Anglican Schools Music Festival, MAYO Arts Festival, Open Day/Open Morning and Speech Night.

Community Choir was a significant community event with over fifty participants involved in 2016. A broad cross-section of members from the St Margaret's community rehearsed every Monday evening throughout Term 3 and performed at both Classics in the Cathedral and the school's choral concert. Feedback was very positive from those who participated and it is anticipated that this opportunity will be offered again in 2017.

Towards the end of Term 3 a Boarder Music Practice program was implemented. This program has been developed to support boarders who undertake private music lessons. Boarders are now able to undertake supervised practice in the Darnell Music rooms during prep time from Monday evening through to Thursday evening.

The Music Support Group has continued to be very active throughout 2016 and has provided outstanding support to the Co-curricular Music program through fundraising, and providing assistance/refreshments at all of our concerts. The Music Support Group has made numerous purchases throughout the year. Most notably the group has been able to purchase a number of brass instruments used in the Year 5 Band program.

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.

Strings	Tutti Strings / Amati Strings / Stradivari Strings / Chamber Strings / Sculthorpe String Quartet / Beath String Quartet / Brophy String Quartet
Bands	Wind Ensemble / Wind Symphony Flute / Saxophone / Clarinet / Percussion Ensembles Stage Band
Choral	Primary Rock Band (Highly Strung) / Junior and Senior Secondary Rock Bands Junior and Senior Choir / Primary Chorale Elevarsi Voices / Éncorah

Overseas Tours

In 2016, students had the opportunity to broaden their horizons through a number of international tours.

Ski Trip

This year the St Margaret's ski trip, organised by Mrs Krynauw, was to New Zealand's picturesque Queenstown. The trip was from 18 June to 24 June and the group stayed at Pinewood Lodge in Queenstown. The 25 Year 11 and 12 students were accompanied by three teachers.

On most days the group skied Coronet Peak and The Remarkables, where they received instruction according to their ability levels. As well as the skiing component of the trip, students explored Queenstown, rode luges, took in a scenic jet boat ride and attended a Haka performance.

The trip was very well organised and highly successful.

Antipodeans Abroad Tour

In 2016 students in the Secondary School have the opportunity to visit Peru in December as part of the Antipodeans Abroad program.

In preparation for the trip, students set a fundraising goal and raised funds for the community service project to be undertaken when in-country. These took the shape of bake-sales, raffles, and approaching the community for donations.

Other preparatory activities, facilitated by Antipodeans and the employed leader were parent information nights, a travel simulation day, weekend training camp, itinerary planning and gear check meetings.

Three elements of the expedition are the service project, trek and tourism.

These exercises enabled the group to establish teamwork and leadership skills that have been core to making decisions during preparation at home and when they travel in a foreign environment.

Two teaching staff have accompanied and facilitated these fundraising and team work activities throughout the year and will travel with the group in December.

The duration of the trip is three weeks, departing the 30 November, landing in Lima, travelling throughout areas such as Arequipa, Puno, Machu Pichu and Cusco. Arriving home 21 December.

List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2016

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, FICHEM, 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
	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 (Journalism), GCertDM
	Ms Zoe Connolly	BA, LLB
	Ms Frances Becker	LLB
	Ms Ros Curtis	BA (Hons), Dip. Ed., M. Lit. St. M. Ed, ASDA, GAICD, FAIM, MACE, FACEL
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert), GAICD

P&F Association

President
Vice President
Secretary
Treasurer
Committee Members

Roger Traves
Michael Smith
Miranda Dunning
Susan Stephens

Anthony Morris
Anthea Damman
Margaret Carey
Megan Stanley
Jane Bartlett
Hilary Coates
Caroline Tomkins

Old Girls' Association

President
Vice Presidents

Secretary
Treasurer
Committee

Jan Moody
Deborah Love
Nicole Devlin
Sally Thomson
Dipti Shankar
Alison Black
Jacky Garnsworthy
Anne Muggleton
Nikki Johnston
Alice McCarthy
Isabelle Slipper
Alexandra Watson
Harriette Watson

Teacher Professional Learning

In 2016, St Margaret's offered teachers a range of professional learning opportunities on both a group and individual basis via conferences, workshops, and information sessions or through the assistance in attaining higher or additional qualifications. During Semester One there was an emphasis on internal peer-to-peer professional learning, whilst during Semester Two the focus moved to individual teacher presentations.

At the commencement of the year, St Margaret's and St Aidan's teachers again combined for their January Professional Learning Day. Chris Rider (CEO of QCAA) presented to teaching staff on the external assessment practices planned for introduction in 2019. The presentation was followed by further investigation in faculty groups across both schools, of specific external assessments.

During Semester One 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 the implementation of The Quality Teaching and Learning framework within the classroom. This was done through discussion, observation and feedback to each other on the delivery of their learning intentions, student engagement and the types of thinking expected of and delivered by students in the lessons observed. Teachers then implemented this feedback in follow up lessons. 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.

In Semester Two numerous teachers presented seminars during lunchtimes which were well attended by their colleagues. Examples of topics presented are:

- Tips for Internet Research for Primary Students
- GeoGebra Modelling Data
- Excel for Teachers – The Basics
- Play to Learn (Primary and Secondary)
- OneNote for Beginners
- Sick of Powerpoint? How about a Prezi?
- Unpacking Assignments Critical Thinking
- Making thinking visible in the Classroom
- Learning Strategy. Assisting girls with analysis of data

Throughout 2016 teachers attended QCAA seminars and workshops focussed on the upcoming introduction of the ATAR system in Queensland for tertiary entrance and the changes to the syllabus. Numerous staff have also been involved in the development of the new system as markers of trial exams, endorsers and members of the Expert Writing Teams. Staff have also attended Panel meetings, ACHPER conferences, Alliance of Girls Schools conferences, AHISA conferences, the IFHE World Congress in South Korea and student wellbeing sessions such as The National Summit on Student Engagement, Learning and Behaviour. A number of staff had the opportunity to participate ISQ facilitated projects such as:

- Coaching partnerships
- ISQ Middle Leaders program
- Professional Growth Review Service trial
- Self-Improving Schools
- Research in Schools: How does the implementation of research based pedagogy in mathematics effect the academic achievement of Year 1-4 students and the teachers' conceptual understanding of pedagogical practice?

Mentoring and coaching programs are part of the leadership development within the school. In particular, Middle Leaders and teachers had the opportunity to shadow members of the leadership team at St Margaret's or externally for two to three days; the Dean of Studies, Nicole Devlin, shadowed the Principal Melbourne Ladies College for two days; Science teacher, Jayne Schinckel participated in the Teacher Exchange at St Catherine's Toorak, Victoria for a week; and Head of the Arts, John O'Sullivan Williams, participated in the Teacher Exchange at Emma Willard School in New York State, USA.

Numerous teachers attended leadership conferences or sessions during 2016:

- Aspiring Women Leaders' Conference
- Aspiring Women Leaders' Circle
- Conversations for School Performance
- World Educational Leadership Summit in Singapore
- Australian Council of Educational Leaders Conference

This year, the school has again provided a training opportunity for all staff to maintain currency with their CPR and First Aid certification. And with a continued focus on risk mitigation, various members of the leadership team attended Legalwise School Law Seminars and legal and duty of care obligations regarding mental health issues and briefings on the Student protection in Anglican Schools' policy and procedures.

2016 also saw the introduction of dedicated support staff professional development sessions, such as Advanced Excel and Making the Most of your Signature Strengths.

Post graduate study remains a strong focus among St Margaret's teachers, with 14 teaching staff studying towards Masters Degrees in 2016. The school financially supports staff undertaking postgraduate qualifications in addition to providing approved leave for study.

In total the following was spent on teacher professional learning in 2016 (as of 17 October 2016): \$67 448.45

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.

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.

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.

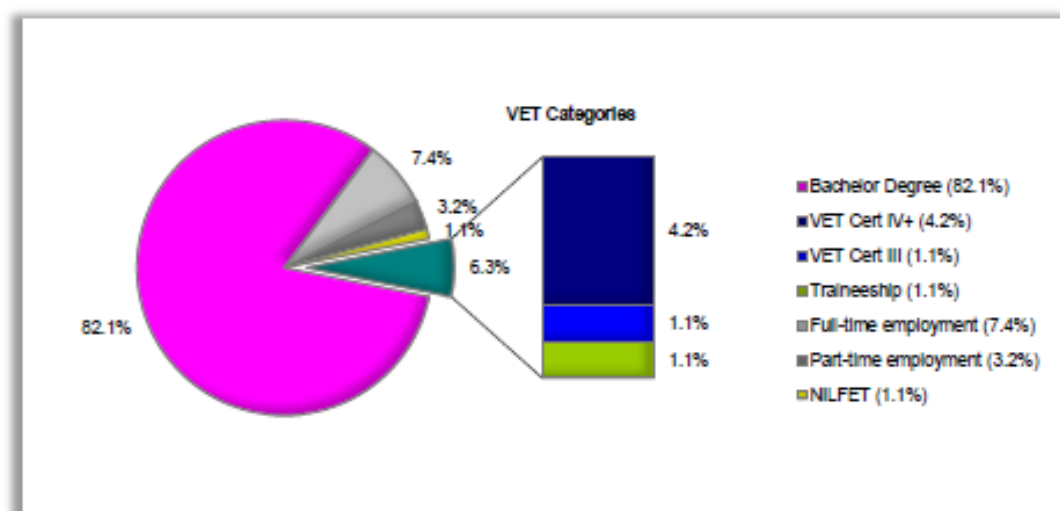
The most common study destination was Bachelor Degree (82.1%). The combined VET study destinations accounted for 6.3% of respondents, including 5.3% in campus-based VET programs, with 4.2% of Year 12 completers entering programs at Certificate IV level or higher.

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



Staff List

School Founders		
Sisters of the Society of the Sacred Advent		
School Council		
Ms Alison Quinn	BCom, FAIM, FUDIA	Chair
Ms Annie Dunning	BLaw, BA, GradDip Legal Practice	Deputy Chair
Mrs Kim Cohen		
Mrs Ros Curtis		
Mrs Kate Gray	BCom	
The Rev. Canon Dr Murray Harvey	BA (Hons), BTh, MAPS, DHSc	
Ms Jodi Phillips	BCom, MScience (IT) GradDip Technology Management	
Ms Annette Quayle	BBus, MCom, CertManagement, MAICD, CPA	
Ms Debbie Smith	BCom, CA, MAICD	
Mr Paul Vincent	BBus, FCA, GAICD	
Ms Janine Walker	BEd, GradDip Business	
Mrs Toni Williams		
Principal		
Ms Ros Curtis	MEd (Leadership and Management), MLitSt, BA(Hons), DipEd, ASDA, FACE, FACEL, FAIM, GAICD	Principal
Deputy Principal		
Mrs Kim Cohen	MEd (Leadership), BSc, HdipEd	Deputy Principal
Director of Business Operations – SSA		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA (Cert), GAICD	Director of Business and Operations – SSA
Chaplain		
The Reverend Nicki Colledge	MEd (Leadership), MTh, BA, GradDipEd (Sec)	Chaplain
Dean of Pedagogy		
Ms Samantha Bolton	BA, DipEd, ATCL	Dean of Pedagogy
Dean of Studies		
Mrs Nicole Devlin	MEd (Leadership and Management), BEd	Dean of Studies
Dean of Students		
Ms Nikki Townsend	MEd (Guid & Coun), MEd (Leadership and Management), BSc, GradDipEd (Sec), GradDipEd (EC)	Dean of Students
Head of Primary School		
Mrs Angela Drysdale	GradDipEd (EC), DipT, ASDA	Head of Primary School
Assistant Head of Primary School		
Mrs Trudi Edwards	MEd, BEd, DipT	Assistant Head of Primary School
Head of Planning and Organisation (Primary)		

Miss Mary Surtees	MEd (Leadership and Management), BHMS (Ed), BEdSt, BA, GradDipHE	Head of Planning and Organisation (Primary)
Head of Boarding		
Ms Lesa Fowler	BA, GradDipT	Head of Boarding
Director of Human Resources		
Mrs Kate Curran	BBus	Director of Human Resources
Director of Marketing and Communications		
Ms Wendy Johnston BEM	BA (Journalism), GCertDM	Director of Marketing and Communications
Chief Information Officer SSA		
Mr Greg Anderson	BComm (Informatics)	Chief Information Officer SSA
Heads of Faculty		
Mr John O'Sullivan Williams	MEd (Leadership and Management) BAarts, BEdu, GradCert (Theology)	Heads of Faculty – The Arts
Ms Naomi Holley	MEd (Leadership and Management), BEd (Sec), Cert IV in Training and Assessment	Head of Faculty – Business and Technology
Mr Peter Cottle	Barts, GDipEd	Head of Faculty – eLearning and Research
Ms Alina Layton	BA, BEd (Sec), Cert IV – Theology	Head of Faculty – English
Miss Desley Upton	BEd, DipT (HPE)	Head of Faculty – Health and Physical Education
Ms Anne-Marie Gerlach	MEnvEd, BA (Hons), DipT (Sec), MACE, MACEL	Head of Faculty – Humanities
Ms Vicki Strid	BEd	Head of Faculty – Mathematics
Mr Steven Rowe	MEd, BA, GradDipT (Sec), MACE	Head of Faculty – Modern Languages
Ms Trish Kirkpatrick	BSc, DipEd	Head of Faculty – Science (Acting)
Head of Year		
Ms Angela Bowen	BMus (Hons), BEd (Hons), AMusA, CSTD	Head of Year 7
Mrs Kelly Alford	BEd (Sec), JP (Oual), Cert IV (Workplace Training and Assessment)	Head of Year 8
Mrs Katie Flanagan	BEd	Head of Year 9
Ms Jenny Matheson	MA (Counselling Psychology), BA (Hons), GDipEd (Sec)	Head of Year 10
Mrs Jenny Lishman	MEd, BEdSt, DipT (Sec)	Head of Year 11
Mrs Teagan Davidson	BEd, BA	Head of Year 12
Assistant Heads of Faculty and Area Coordinators		
Mr Noel Peinke	BA, HDipED, Bed, MEd	Assistant Head of Faculty – English
Mr Matthew Pinnick	BSc (Hons) PGCE QTS	Assistant Head of Faculty – English
Mr Tom McCormick	BSc (Hons) PGradCertED	Coordinator Humanities and History – 7-10
Deputy Head of Boarding		
Miss Dimity Harris	MEd, BA BEd, DipEd	Deputy Head of Boarding
Head of Co-curricular Music		

Mr Brad King	MEd (Leadership and Management) BMus(Ed) (Hons), DipMm, AMusA, ATCL	Head of Co-curricular Music
Head of Sport		
Mrs Nicky Barrie	BTeach, BEd, AssocDip Social Science, CIV Fitness, CIII Sport & Recreation	Head of Sport
Student Counsellor		
Ms Sharon Stone	BBehavSc(Psych), GDPS, MLI, BEd, DipEd(Prim)	Student Counsellor
Careers Counsellor		
Ms Elizabeth Johnston	MEd, BA, DipEd	Careers Counsellor
Vocation and Alternative Pathways Coordinator		
Mrs Kirsteen Divine	BBus(Accy), BEd(Sec)(PG)	Vocation and Alternative Pathways Coordinator
Coordinator – International Students		
Mrs Lisa Chadwick	BEd(Sec)	Coordinator – International Students
Teachers – Secondary		
Miss Nikki Anderson	BEd(Sec)	Secondary Teacher
Miss Claire Bloomer	BSc, BEd(Sec)	Secondary Teacher
Mr Bruce Bullpitt	BA, BEd, CertT, DipT(Sec), CertTESOL	Secondary Teacher
Mr Ryan Carson	BSc, GDipEd	Secondary Teacher
Mrs Jolie Cowen	BA, DipEd, GradDipAppSc	Secondary Teacher
Ms Caitlin Craik	BA(CumLaude), BSocSc(HonsPsy), PGCE	Secondary Teacher
Ms Sue Cullum	BA, CertT, CertTh	Secondary Teacher
Ms Alison Davis	BSc (Hons), PGCE	Secondary Teacher
Mrs Nanette Dodd	BEd, DipT, CertT	Secondary Teacher
Mrs Kirsty Krynauw	BAppSci(HMS – Ed)(Hons)	Secondary Teacher
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Ms Therese Garrahy	MSc, BEdSt, GradDipScEd, DipT, MACE	Secondary Teacher
Ms Jane Hacking	BSc, DipEd, GradDipBusAdmin	Secondary Teacher
Mrs Meg Kerr	MEd(CogPsycEducPrac), BEd(Sec), BA	Secondary Teacher
Ms Emily Labinsky	BA, PGCE, MEd	Secondary Teacher
Ms Phoebe Mawer	BHlthSc(Nutr&Diet), GradDipEd	Secondary Teacher
Mr Karl Mandla	BSc, DipEd	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
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
Teachers – Primary		
Mrs Katie Bryant	BBus(IntMgt), BA(Jap), MEnvLaw, GradCertEd(Early)	Year 2B
Miss Tahlia Butler	BEd(Primary), GCertCoachCouns	Prep B
Mr Evan Chia	BHlthSc, BEd, DipRT	Year 5B
Mrs Deborah Cohen	BAE(MusEd)	Primary Music Teacher and Extra-Curricular Music Coordinator
Mr Michael Crowe	BA(BusS)(Hons), PGradCertEd	Year 6G
Mrs Tansy Cruttenden	BEd, MEd, DipT, MACEL	Year 5R
Mrs Suzy Edwards	BAppSci(HMS – Ed)(Hons)	Teacher – Health and Physical Education
Mrs Janice Emmett	MEd, DipEd	Year 5G
Mrs Susan Forbes	BEd(EC)(Hons)	Year 4B
Mrs Jessica Fumar	BEd	Year 6R
Ms Melissa Garbutt	MEdSt, BEd, DipT	Year 3B
Miss Tamara Garvey	BEd(EC),BPsych,Sc (Hons)	Year 1B
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 4G
Miss Jacqui Smith	BEdPri(EC)	Pre-Prep
Learning Enhancement		
Mrs Georgina Stevenson	BEd, BEdSt	Year 6B
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
Teacher Aides		
Ms Debra Black	DipT - ECE, GradDipEd – Art	Teacher Aide - Primary
Mrs Tracey Bruce	Dip Educational Support Services	Teacher Aide - Primary
Mrs Gaye Johnson	BA, DipEd	Teacher Aide - Learning Enhancement
Mrs Katy Hobbs	NNEB Diploma in Nursery Nursing	Teacher Aide - Pre-Prep
Mrs Kirsty Longworth	DipEd	Teacher Aide – Primary
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
Library		
Miss Anna Siddans	Dip of Library and Information Services	Library Technician
Ms Sharon Mahony		Library Assistant
Mrs Donna Jackson	Cert III Business Administration	Assistant - Library/ Teacher Aide
Laboratory		
Mr David Graham	BSc(Hons)	Laboratory Manager
Mrs Rachael Ames	PhD, BAppSc(Hons), GradDip(Ed)	Laboratory Assistant
Private Speech and Drama		
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
Activities		
Mr Jared Bidwell	BBA	Head of Rowing
Ms Jayne Schinckel	BExSc, GradDipEd	Head of Netball
Miss Morgan Rowe		Coordinator - Primary Sport and Activities
Mrs Delia Eastland	MEdSt(G&C), BScApp(HMS-Ed)	Assistant Extra Curricular
Mr Kevin Sargent		Transport Officer
Private Music Instructors		
Ms Regina Brennan	BA, GradDipEd	Private Music Instructor
Ms Alison Brown	BMus(Hons), MMus, AMus, Dip Music Performance, GradCert 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 (harpsichord), ARCM (harpsichord), GradDip (harpsichord), 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
Boarding		
Mrs Sandra Johnson	Adv Dip Couns & Psych, Dip YthWk, Cert Residential Care	Pastoral Care Coordinator - Boarding
Mrs Cheryl Harrison	BA, BEd Stud, DipHPE, Cert Teaching	Boarding House Supervisor
Mrs Leonie Betts	BEd, GradDip (Comm Teach), GradDip EC, DipTeach (Primary)	Boarding House Supervisor
Mrs Linda High		Boarding House Supervisor
Ms Emily Labinsky	BA, PGCE, MEd	Boarding House Supervisor
Mrs Janet Caitens		Boarding House Supervisor
Miss Gracemere Brown		Boarding House Supervisor
Mrs Fiona Spooner	BBus(Man)	Boarding House Supervisor
Miss Melita Gul		Boarding House Supervisor
Ms Chris Vidal		Boarding House Supervisor
Miss Nina Wildman		Boarding House Assistant - Activities
Mrs Angela Crowe		Student Reception &

		Administration Assistant - Boarding
Miss Alice Finlay		Administration Assistant - Boarding
Health Centre		
Miss Helene Pallot	RN	Health Centre Supervisor
Ms Mary-Jo Sutton	RN	Health Centre Nurse
Ms Kellie Bamford	BA Nursing Science	Health Centre Nurse
Mrs Lisa Tomczak	RN	Health Centre Nurse
Business and Finance Shared Services		
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 – SSA
Mrs Elizabeth Elks	BBusAcc, CA	Assistant Accountant
Miss Ellishea Cotter		Assistant Accountant
Mrs Tmanna Dogra	MCom, BCom, MPA	Assistant Accountant
Mrs Lorraine Burns		Accounts Receivable / Fees Officer
Ms Sue Castanho	BBus	Accounts Receivable Officer
Mrs Delna Venter		Finance Officer - Accounts Payable
Mrs Lisa Duce		Payroll Officer
Mrs Lyn Leishman		Personnel Officer
Ms Sharon Hill-Lewis		Executive Assistant - Business Office - SSA
Mrs Natalie Niethe	BA (Hons)	Administration Assistant - Compliance
Human Resources		
Mrs Maree Varvari	BBus(HRM)	Administration Assistant - Human Resources
Marketing		
Ms Pamela Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Ms Victoria Nikolova	BA(Photography) (Hons)	Marketing and Communications Assistant
Miss Skye Paine		Marketing and Communications Intern
Development and Community		
Ms Lu Wishart		Director of Philanthropy and Stakeholder Engagement
Mrs Marisa Elder		Administration Assistant - Development and Community
Mrs Helen Ferguson	BA	Administration Assistant - Development and Community
School Archivist		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
Admissions and Community Relations		
Ms Helen Lobbegeiger	MEd(Leadership and	Head of Admissions &

	Management), BEd(PhysEd), DipFitness	Community Relations
Mrs Judy Robinson	BBus	Admissions and Community Relations - Secondary and Boarding
Ms Angelin Achari	CAHRI, MMgt(HRM), PostGradDip (HRM), GradDip (Housing Policy & Mgt), BCOM (Commercial Law & Industrial Relations), BA (Economics)	Admissions and Community Relations - International
Ms Elizabeth Hook	BBehSc	Admissions and Community Relations – Primary
<i>Information Technology</i>		
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 Tyler Stosic		IT Trainee
Mr Geoff Robinson		IT Customer Support Officer SSA
Mr Josh Craig		IT Customer Support Officer SSA
Mr Matthew Duncan		IT Customer Support Officer SSA
<i>School Support</i>		
Ms Jennifer Eisentrager		Office Manager
Mrs Sharon Benson	CertIVTrain&Assessment	Administration Assistant - School Support
Mrs Melissa Tuffley	PGDip Marketing	Administration Assistant - School Support
Ms Tess Rival-Quinn		Administration Assistant - School Support
<i>Administration</i>		
Mrs Dionn Bichel		Executive Assistant to the Principal
Mrs Jodi Fisher-Grimshaw		Executive Assistant to the Deputy Principal
Mrs Lisa Beeney		Executive Assistant- Pedagogy and Studies
Mrs Diane Vandreike		Assistant to the Dean of Students
Miss Grace Davies		Receptionist
Mrs Janelle Benson-Lloyd		Administration Assistant - Music
Mrs Elise Martin		Administration Assistant - Primary
Mrs Rosemarie Parisi		Administration Assistant - Primary
<i>Facilities</i>		
Mr Steve Fleming		Operations Manager - SSA
Mr Andrew Cameron		Facilities Team Leader
Mrs Paige Fitzpatrick		Functions & Facilities Coordinator
Mrs Nicola Agnew	BSocSc(Hons)	Administration Assistant - Facilities
Mr George Mogilski		Facilities Assistant
Mr James McHugh		Facilities Assistant
Mr Nicholas Spiller		Facilities Assistant
Mr Peter Gibbons		Facilities Assistant
Ms Shirley Mill		Laundry/Cleaning Assistant

Catering		
Mr Scott Johnson		Catering Operations Manager
Mr Gavin Woodrow		Assistant Catering Operations Manager
Mr Shelly Verma		Sous Chef
Mr Steven Cunningham		Chef
Mr Ian Garrioch		Chef - Tuckshop
Mr Chris Watts		Chef
Mrs Alamoni Murray		Food and Beverage Attendant
Ms Anna Gahang		Catering Assistant
Ms Leanne McGurk		Catering Assistant
Mr John Peisley		Kitchen Hand
School Supplies		
Mrs Terisa Arnold		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
Mrs Sharon-Lee Sagar		Assistant - School Supplies Shop
OSHC		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Ms Emma Swan		Educator - Group Leader
Miss Samantha Sims		Educator - Group Leader
Miss Sharney Florence		Educator - Assistant
Miss Lara Gill		Educator - Assistant
Ms Nickieta Grant		Educator - Assistant
Mr Michael McKenzie		Educator - Assistant
Mr Timothy Todd		Educator - Assistant
Miss Ellen Sinclair		Educator – Assistant
St Margaret's College		
Dr Kylie Armstrong	PhD, BEd, DipTeach	College Director
Ms Marie Bosiljevac		Administration Assistant
On Extended Leave		
Mrs Emma Cullen	BEd (Physical and Health Education).	Teacher Aide - Learning Enhancement
Mr Chris Farrelly	MSc, BEd, GradDipBus, BAppSc, MACE, STAQ	Head of Faculty - Science
Mrs Jenelle Hobbs		Administrative Assistant
Mrs Stacey Kelly	BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)	Secondary Teacher
Mr Ray Geise OAM	BA, BEdSt, DipAcc, RTC, MACE, KSJ	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

NEXT STEP 2017 DESTINATIONS OF 2016 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 2016, 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 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

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90	114	78.9

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Summary of findings

In 2017, 83.3% of young people who completed Year 12 at St Margaret's Anglican Girls School in 2016 continued in some recognised form of education and training in the year after they left school.

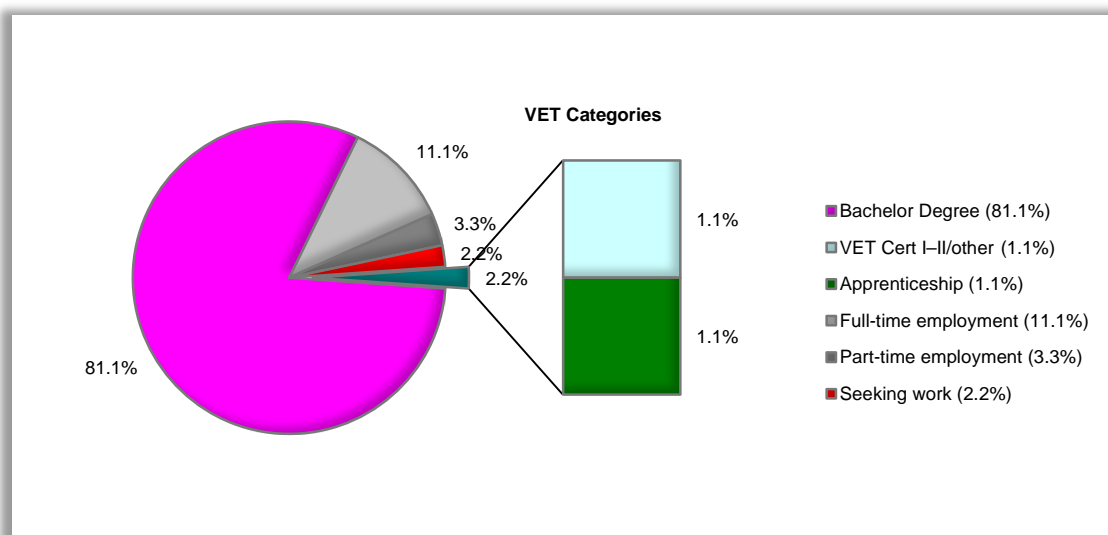
The most common study destination was Bachelor Degree (81.1%). The combined VET study destinations accounted for 2.2% of respondents, including 1.1% in campus-based VET programs.

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

In addition to the above study destinations, a further 13.3% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

16.7% did not enter post-school education or training, and were either employed (14.4%) or seeking work (2.2%).

Figure 1: Main destination of Year 12 completers, St Margaret's Anglican Girls School 2017



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