



St Margaret's Anglican Girls School  
**2022 ANNUAL REPORT**





## ST MARGARET'S SNAPSHOT

St Margaret's is an independent day and boarding school for girls in Pre-Prep to Year 12 and boys in Pre-Prep. Boarding is available from Years 5 to 12.

### 2022 HIGHLIGHTS

**1332**

students enrolled  
in 2022

**101%**

apparent retention  
rate Years 10 to 12

**94.05**

Class of '22 Median  
ATAR

**100%**

of students received  
a QCE

**5 Star  
Employer  
of Choice**

The Educator



# ABOUT ST MARGARET'S ANGLICAN GIRLS SCHOOL



## OUR SCHOOL

### Our Motto

*Per Volar Sunata (Born to Fly Upwards)*

### School Sector

Independent

### School Address

11 Petrie Street Ascot QLD 4007

### Year Levels Offered

Pre-Prep to Year 12 for girls

Pre-Prep for boys

### Co-educational or single sex

Single sex in Prep to Year 12

Co-educational in Pre-Prep

St Margaret's Anglican Girls School is an independent day and boarding school for girls from Pre-Prep to Year 12 and boys in Pre-Prep. Boarding is available to students from Years 5 to 12.

The school was founded in 1895 by the Sisters of the Society of the Sacred Advent and their philosophy continues to guide the operation of the school today.

### Our Vision

St Margaret's vision is to always be an outstanding day and boarding school for girls.

### Our 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 and 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.

### Our Values

The school's six core values are born from our Christian faith through our Anglican tradition – spirit, inclusivity, integrity, courage, respect and passion. These are embedded in every endeavour that the students undertake.

**Spirit:** A St Margaret's girl will value and demonstrate an enthusiasm for the school, our faith tradition, and our environment. The St Margaret's spirit is in all students and is there for life. It is a thread that connects St Margaret's girls with each other.

**Inclusivity:** A St Margaret's girl knows that every single person reflects the image of God and deserves to be treated with dignity. She demonstrates inclusivity by acting with compassion and charity, celebrating the gifts of every individual.

**Integrity:** A St Margaret's girl is known for her ethical behaviour. She is honest and reliable and acts with integrity.

**Courage:** A St Margaret's girl has strength of character and confidence in doing what is right. She is a part of a long line of women of faith who have had 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 expresses gratitude for the gift of life. She has a positive outlook on life that drives the commitment and persistence necessary for learning and achievement.

### The St Margaret's Way

There's a way in which we strive to do things at St Margaret's, a way in which we seek to treat people throughout our community, and a way in which we aim to serve others. Underpinned by our school values, St Margaret's has developed a document which expresses the St Margaret's Way.

The Anglican faith underpins all that we do at St Margaret's and is enacted daily by each member of the St Margaret's community as we interact with each other.

### Our Commitment

At St Margaret's, we ensure our decisions and programs reflect a lived and intentional focus on the Philosophy of the Sisters of the Society of the Sacred Advent.

## PROFESSIONAL LEARNING

In 2022, St Margaret's offered staff a range of professional learning opportunities for both teaching and support staff. Many of the opportunities that staff accessed through external providers were still able to be completed through a webinar format, allowing staff to connect and build their knowledge with people across Australia and throughout the state even through COVID-19 restrictions and lockdowns. St Margaret's also continued to offer internal professional learning sessions.

Many of our teaching staff continued to engage with QCAA professional development with several staff enrolling as confirmers and endorers.

Increased evidence was placed on the induction of new staff in 2022. The key focus for the teacher induction and retention plan in 2022 was to set up the structure of the 'buddy program'. Buddies played a key role in ensuring the new staff members were supported by line managers and that they had the information they needed around key events, policies, procedures and practices within the school. Sitting above this program was a detailed plan for the buddies and the new staff to follow, including time allocated to the Senior Leadership Team for information sharing and points throughout the year for new staff to meet with key members of staff.

The Aspirant Senior Leaders Program for middle leaders continued with staff from St Margaret's Anglican Girls School, St Aidan's Anglican Girls' School, St Andrew's Anglican College, North Lakes College and St Stephen's College. This was the initial 12 months of an 18-month program. The program involves tailored capacity building based on their specific needs. Its purpose is to position these middle leaders for their next steps and enhance their ability to lead confidently in their current role. Additionally, they complete a professional project – leadership of a school-wide change initiative which they identify, implement and evaluate within their school.

Teachers across the school again engaged in the St Margaret's Professional Learning Community (PLC). We continued Quality Teaching Rounds as part of our Centre for Teaching and Learning Excellence (ceTLe) initiative. The Quality Teaching Rounds involved teachers working in Professional Learning Communities of three to four people to observe, analyse and discuss effective teaching. A teacher would 'host' a round involving observation of their classroom. The host teacher's lesson was observed by the small group of peers. Immediately after the lesson, the small group gathered to discuss their observations, learnings they gained, and how they might use these in their own contexts.

The primary purpose of Quality Teaching Rounds is for teachers making the observations to compare their practices with those observed in the classrooms they visit. It is the discussion at the end of the observation and subsequent self-reflection by observer teachers that is the chief benefit of this model of professional learning.

All staff (both teaching and support) participated in Student Protection Training (in both Semester 1 and Semester 2), Fire Safety Training, First Aid Training, Cybersafety Training and Staff Wellbeing activities.

**\$84,627.53**

Investment in Teacher Professional Learning

**\$25,873.53**

Investment in Support Staff Professional Learning

## EMPLOYER OF CHOICE

St Margaret's was again named Employer of Choice in 2022 by *The Educator*. In addition, Principal Ros Curtis received a Most Influential Educator Award and a School Principal of the Year (non-government) Excellence Award. Teaching staff who received awards and recognition in 2022 included Louise Brown (National Excellence in Teaching Award) and Kerry Daud (Hot List Award).

## OUR STAFF

**112**

Total Teaching Staff

**138**

Total Support Staff

**2**

Indigenous Staff

**95.7%**

Teacher Satisfaction<sup>+</sup>

**85%**

Staff Retention Rate

**97.8%**

Staff Attendance Rate\*

\*Average staff attendance for the school, based on unplanned absences of sick and emergent leave periods of up to five (5) days

+ 2022 Staff Survey (80% + = very high  
- MMG Education Consultants)

## STAFF QUALIFICATIONS

Level of Attainment	All Staff	Teachers	Support Staff
Doctorate	0.40%	1%	0%
Masters	22%	41%	7%
Bachelor Degree	42%	58%	28%
Diploma/Certificate	4%	0%	8%







# OUR STUDENTS

Total Students (Pre-Prep – Year 12)

436

Primary Students

895

Secondary Students

1332

Total Students



Boarders (Years 5-12)

187

Total Boarders

Indigenous/Torres Strait  
Islander Students

38

Total Students



## 2022 ATTENDANCE RATE (%) BY YEAR LEVEL

PRE-PREP TO YEAR 6							
99.45	93.62	95.41	92.93	92.88	93.17	91.83	92.68
Pre-Prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

YEARS 7 – 12					
86.75	86.08	84.04	81.07	85.56	84.18
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

The average student attendance rate for the whole school as a percentage in 2022 was 91.07%.

## Management of Non-Attendance

When a student is absent, the school is notified on the morning of the absence via direct phone message or email. The school will contact the parent if they have not informed the school of their child's absence. In cases of prolonged absences due to illness or school refusal, pastoral care staff work directly with the parents and health professionals to assist with the student's transition back to school. This could be through modifying their work and timetables or sending work home while they are absent from school.

101%

Retention Rate

Year 12, 2022 student enrolment as a percentage of the cohort in Year 10 in 2022.

88%

Overall Student Satisfaction

Year 12, 2022 Exit Survey.  
The overall score is 'very high'.



BOARDING

187  
Boarders

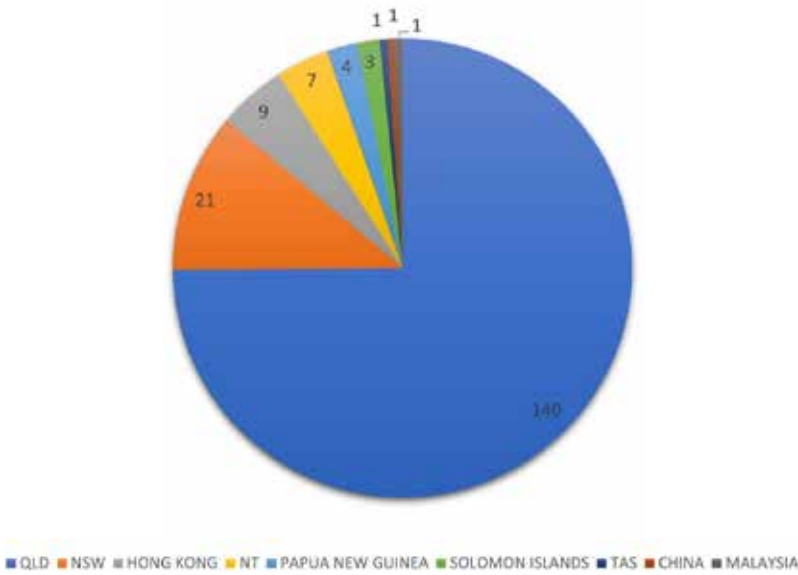
18  
Boarding Staff

1000+  
meals served everyday

St Margaret’s is the only full-time girls boarding school in Brisbane, welcoming boarders from Years 5 to 12. The school has spent 128 years educating generations of women from rural, regional and remote areas of Queensland, Australia and the world.



2022 Boarder Origins



Boarding house staff include a Head of Boarding, supported by a Head of Senior House, Head of Junior House and a Wellbeing Coordinator, along with eleven housemothers. An on-site team of experienced chefs prepare all meals, and the Health Centre is staffed by registered nurses. An activities coordinator plans an engaging social calendar of weekend activities.

All boarding house staff are well-qualified in their roles to care and support the girls. A housemother is assigned to each year level and provides the day to day care of the girls, including supervising study, monitoring the girls’ academic progress, communicating with teachers and providing extra academic support. The Wellbeing Coordinator supports students in their social, emotional, physical and spiritual wellbeing. A structured Big Sister Program sees Years 10 and 11 students taking on the guided responsibility of mentoring new students, ensuring they have an ‘older sister’ to call on. All new boarders also participate in a formal transition program to assist them in settling in.

The boarding house is culturally diverse and one of the ways this is celebrated is through the annual ‘See My Difference, See My Worth’ festival.

Regular communication via email, newsletter and phone calls keeps families connected with their daughters. A Boarders’ Support Group aims to promote a close relationship between boarder parents, school staff and parents of day girls.

In 2022, St Margaret’s staff visited many existing and prospective families on regional tours to locations including Toowoomba, Rockhampton, Goondiwindi, Moree, Gunndedah, Mt Isa and the Northern Territory.

While the start of the 2022 academic year saw a state-wide return to online learning, the agility of the boarding community ensured students were able to learn effectively and remain connected to their peers and community before returning to on-campus classes in Week 3 of Term 1.

# DISTINCTIVE CURRICULUM OFFERINGS

St Margaret's offers a personalised approach to learning within a broad, balanced, flexible curriculum, designed to provide an optimal learning environment for every student. As a multi-pathway school, students' academic programs can be shaped to best meet their individual needs.

## PRIMARY

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. Students benefit from a specialist teaching model with specialist teachers teaching STEM, Health and Physical Education, Modern Languages (French or Mandarin), Visual Art, Music, and Mathematics. Literacy coaches support individual class teachers.

The Core Plus Cluster Program enables teachers to differentiate instruction based on student needs and achievement. The main focus of the Core Plus Cluster Program is the development of core literacy and numeracy competency. In 2022, the focus for the Cluster Literacy Program was reading, and students worked in stages, not age or grade groupings, using strategies including guided reading, literature circles and reciprocal reading.

The curriculum is enhanced using Digital Technologies. Students in Years 2 – 6 are each issued with a laptop for classroom use and students in Pre-Prep to Year 1 use class iPads. Students in Pre-Prep to Year 6 attend weekly STEM classes where lessons are project based and the Digital and Design Technologies curriculum is taught.

Students are introduced to the Accelerated Reader Program in Year 3. Students in Years 3 to Year 6 then engage in this individualised program. Personalised reading goals are set around three main factors including comprehension, quantity and complexity. The program aims to foster motivation, engagement and a love of reading by matching students with books aligned to their interests and reading level.

Students in Years 5 and 6 utilise Continuous Reporting. This process enables teachers to provide timely feedback on assessed work. Throughout the term, Years 5 and 6 are provided with assessment grades and feedback on a range of assessment tasks. Feedback on each task is provided to assist students to identify areas that require improvement and to acknowledge success.

## SECONDARY

### Years 7 and 8 Curriculum

In 2022, students in Years 7 and 8 studied a core curriculum of English, Mathematics, Science, Humanities (Geography and History), Religious Values and Education, the Arts (Drama, Music and Visual Art), and Health and Physical Education. Students also chose a Language other than English (French or Mandarin) to complete their course. Year 7 students study Science of Learning, a subject focusing on developing the beliefs and behaviours associated with good learning, while in Year 8 they studied Digital Technology, where they explore the tools of the digital world.

### 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 three elective subjects. In Year 9, students select three electives to study across Years 9 and 10. They select one major (4 lessons per week) and two minors (3 lessons per week).

In Year 10, all students completed either a Certificate II or Certificate III delivered on campus at St Margaret's. The Certificate II offerings included Hospitality, Community Service, Health, and Sport and Recreation. Some students elected to complete a Certificate III in Agriculture, taking advantage of holiday time at home to complete the required practical hours.

### Years 11 and 12 Curriculum

In Years 11 and 12, curriculum guidelines are set by the Queensland Curriculum and Assessment Authority. St Margaret's offers 25 General Subjects. Most students elect to study a suite of General Subjects making them eligible for an Australian Tertiary Admissions Rank (ATAR) at the end of Year 12. Some students selected to study the Portfolio Pathway, which makes them ineligible for an ATAR but gives them a QCE and access to tertiary studies in Queensland. Students studying the Portfolio Pathway select up to three General Subjects and complete a Diploma and Certificate II courses. There were 28 Year 12 students who studied the Portfolio Pathway in 21/22. Of these students, 23 students studied the Diploma of Business and five students studied the Diploma of Project Management. All students also studied a range of Certificate II courses delivered either on campus at St Margaret's (Certificate II Hospitality or Certificate II Skills For Work) or TAFE Queensland campuses. Ten students achieved a Certificate III qualification at TAFE Queensland Campuses and private Registered Training Organisations. Courses of study included: Animal Studies, Fashion Design, Fitness, Graphic Design, Health Services, Early Childhood, Information Technology, and Sport and Recreation. In 2022, Years 11 and 12 students studying the new QCE system ATAR Pathway are required to study an English subject (including Literature, English or EAL). Students were recommended to study five subjects to enable them to narrow the focus of their study and maximise their ATAR. In rare situations, after consultation with the Dean of Academics, there may be variations to this requirement. In addition to the compulsory subjects, students in 2022 chose four subjects from the following list:

### Years 11 and 12

- English
- EAL
- Literature
- Chemistry
- Physics
- Biology
- Economics
- Legal Studies
- Accounting
- Mathematical Methods
- Specialist Mathematics
- General Mathematics
- Digital Solutions
- French
- Chinese
- Music
- Modern History
- Ancient History
- Geography
- Drama
- Visual Art
- Design
- Physical Education
- English and Literature Extension (Unit 3 and 4 only)
- Music Extension (Unit 3 and 4 only)



# ST MARGARET'S SIGNATURE PROGRAMS

St Margaret's has several flagship programs that distinguish it from other schools.

## CAREERS EDUCATION

All students in Years 9 to 12 participate in a careers development program which helps students identify and develop the necessary skills to participate, thrive and lead in a global economy. As part of this program, students in Year 10 gain a Certificate accreditation across a range of industries including sport, hospitality, health, community services, engineering and agriculture. The 2022 Year 10 cohort was the first to select a Certificate II or III qualification as part of their subject selection. Completing a Certificate qualification while at school not only provides students with knowledge, experience and insight before they make their senior subject selections/or before they start tertiary studies, but it also gives students credit points towards their QCE.

## ST MARGARET'S PLUS (STM+)

The purpose of StM+ is to identify and document the essential skills students develop outside the classroom/alongside the academic program. It aims to develop a whole picture of students by promoting engagement and well roundedness to enhance employability outcomes for students as they graduate.

## MENTORING PROGRAM

Introduced in 2022, the St Margaret's Mentoring Program gives Years 11 and 12 students the opportunity to be matched with appropriate mentors from the St Margaret's alumni community in the field they are aspiring to study or enter when they graduate. What sets the program apart is its disciplined structure and the fact it is highly personalised to each student. This program was the recipient of an Innovative Schools Award in 2022.



## ACADEMIC ADVISING

In 2022, all students in Years 9 to 12 were assigned an academic advisor who they met with in small groups, twice weekly during timetabled academic advising sessions. With assistance from their advisor, students set academic goals and tracked their progress through Learning Analytics. Academic advising gives students the tools and confidence to personally evaluate their results and take ownership of their own learning and its outcomes.

## YEAR 10 GLOBAL EXCHANGE PROGRAM

St Margaret's is committed to developing students' global outlook. One of the ways in which the school develops students' global citizenship is through the signature Year 10 Global Exchange Program, which offers students in Year 10 the chance to study at one of 11 schools in Canada, USA, Germany, Japan, New Zealand and South Africa.

## FLYERS PROGRAM

Our signature Flyers Program supports outstanding scholars, athletes and performers to follow their passion, while successfully balancing all other aspects of their education.

### Academic Flyers Program (Years 7 to 10)

The Flyers Program for outstanding scholars provides students with opportunities to extend themselves academically and embrace intellectual challenge. The program's objective is to inspire, encourage and extend students through:

- extension electives in the fields of Science, English and Music
- Science, Technology, Engineering and Maths (STEM) programs
- workshops with experts in various fields; for example, writing workshops with published authors.

Students are selected based on the recommendation of Heads of Faculty or one of the Academic Deans in consultation with the Deputy Principal. Selection is based on records of high achievement and demonstrated ability.

### Sports and Performance Flyers Program

The Flyers Program for outstanding athletes and performing artists assists students to achieve both their academic and extracurricular goals through personalised learning. The program assists students through:

- independent learning options
- mentoring
- access to specialist seminars and workshops
- practice and training opportunities
- communication with key staff and coaches
- networking with professionals and organisations
- scholarship and grant application assistance
- academic care
- peer to peer meetings.

Each student reports to a Flyers mentor, such as the Head of Performance, Head of Faculty – The Arts, or Director of Sport. Students must be performing at an exceptional level to apply. Potential music participants should be performing at the level of the Queensland Youth Orchestra; athletes must be state or national representatives in the relevant semester; and candidates in other fields will only be accepted if they are performing at comparative eligibility levels to sport and music.

## EXTRACURRICULAR ACTIVITIES

At St Margaret's we believe education is more than an academic result; it is a holistic learning experience, and art, music and sport all play an important part in a well-rounded education.

St Margaret's students are encouraged to develop their curiosity, find their passion and seek knowledge in all areas of life through the school's many and varied extracurricular activities and clubs.

# 21

Secondary Sports

# 25

Music Ensembles

### SPORT

All students in Years 2 to 12 are encouraged to participate in a wide variety of sports across several competitions and associations throughout the year including:

- Andrews Cup
- Queensland Girls Secondary Schools Sports Association (QGSSSA)
- Brisbane Schoolgirls' Rowing Association (BSRA)
- Brisbane Water Polo Association Inc (BWPI)
- Downey Park Netball Association (DPNA)

Secondary sports on offer in 2022 included:

- AFL
- Athletics
- Artistic Gymnastics
- Badminton
- Basketball
- Cricket
- Cross Country
- eSports\*
- Football
- Hockey
- Lifesaving
- Netball
- Club Netball
- Rhythmic Gymnastics
- Rowing
- Swimming
- Club Swimming
- Tennis
- Touch Football
- Volleyball
- Club Water Polo

\*eSports was added as a sport in 2022, along with the appointment of inaugural eSports Captains.



Primary sports on offer in 2022 included:

TERM 1	TERM 2	TERM 3	TERM 4
<b>Core Sports: Andrews Cup</b>			
Swimming Cross Country	Cross Country Athletics	Athletics	Swimming
<b>Elective Sports: Andrews Cup</b>			
Touch Football Tennis	Soccer	Netball Gymnastics Cricket Basketball	Cricket Gymnastics Basketball
<b>Club Sports:</b>			
Netball	Netball	Netball	Netball

Eligible students for the different sports include:

- Girls in Years 2 to 6 – athletics, swimming, cross country and gymnastics
- Years 4 to 6 – basketball, cricket, netball, soccer, tennis and touch football



## MUSIC

Extra-curricular music at St Margaret's offers students a broad range of opportunities through which they can experience music at a variety of levels. In 2022, there were:

- over 495 students involved in the Music Program
- 25 string, band or choir ensembles
- choirs from Prep (with the introduction of the Piccolos in 2022 – a choir for students in Prep-Year 1)
- curriculum Strings from Year 3 and private lessons/Tutti from Prep
- curriculum band from Year 5 with private lessons available to younger students
- 17 qualified music specialist teachers
- performance opportunities throughout the year including Classics in the Cathedral, Soaring Upwards Festival, MAYO Arts Festival (biennial), and the Anglican Schools Music Festival (biennial).

### 2022 Music highlights included:

- the implementation of the Interhouse Solo Music Competition. 2022 was the first year this was offered in the hope of providing more interhouse activities of an artistic nature. Approximately 120 students participated, performing solo items and it is hoped this competition will grow in 2023.
- students performing in the local community including St Mark's Anglican Church and Bernborough Ascot Retirement Living.
- the Secondary Rock Bands performing at Churchie at their Viking Run Fundraiser.

## Performing Arts

- Students in Years 7 to 12 can audition for St Margaret's dance troupe, Ballare
- Private Speech and Drama tuition is available for students in Years 2 to 12

## Clubs and Activities

St Margaret's has a variety of thriving clubs and activities giving students the opportunity to broaden their horizons and to find their true interests and passions.

Secondary Clubs and Activities offered in 2022 included:

- Astronomy
- Chess
- Dance
- Debating
- Digital Art Club
- Duke of Edinburgh Award
- Environmental Committee
- Maggies Podcast
- Philanthropy Group
- Private Speech and Drama
- Robotics Club
- smART Club
- STEM Club
- Student Representative Council
- TOC H

Primary Clubs and Activities offered in 2022 included:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Debating</li><li>• Garden Club</li><li>• Japanese Club</li><li>• Robotics</li><li>• Strategy Club</li><li>• Homework Club</li><li>• Writing Club</li><li>• Maggies Podcast</li></ul> | <p>User Paid</p> <ul style="list-style-type: none"><li>• Strength and Agility Training</li><li>• Chess Club</li><li>• Club Netball</li><li>• Little Moves Dance</li><li>• Magnettes Netball</li><li>• Mandarin</li><li>• Rise Tennis</li><li>• Skipping</li><li>• Yoga and Mindfulness</li><li>• Swim Club</li><li>• Water Polo Club</li></ul> |
|--|--|





## PASTORAL CARE AND WELLBEING

St Margaret's is well known for being a highly inclusive school with excellent student care. Our unique culture is intentionally nurtured by the School Council, Senior Leadership Team and staff. The school's wellbeing framework is designed to prepare confident, compassionate and capable women who are able to contribute in a global community. As such, the framework articulates the beliefs, aims and practices related to the facilitation of student wellbeing at St Margaret's

Social and emotional wellbeing is vital for academic success; we believe student wellbeing and successful learning are intrinsically linked. At St Margaret's we value the pursuit of continued growth and wellbeing. A well-rounded pastoral care program aims to develop social and emotional competencies in individuals and enhances various student relationships from Prep to Year 12. This program consists of:

### **Student Support and Wellbeing**

St Margaret's provides a connected and caring community where students feel valued and known, and hence develop a sense of belonging to their school. The focus of the school is for students to feel safe and supported. Our student wellbeing team encourages students through various initiatives and programs to be ethical, compassionate, and creative thinkers prepared to contribute capably to society.

### **Respectful Relationships**

Respectful relationships apply to all members of the school community. This is communicated through the St Margaret's Way and our anti-bullying policy. Both communiques outline the school's stance on positive respectful relationships. Restorative practices are used to manage behaviour issues.

### **Leadership and Service Learning**

At St Margaret's, we firmly believe that students learn leadership through service learning. Students welcome responsibility as well as the opportunity to show leadership by making a positive difference in the community through service.

### **Anglicanism**

Anglicanism sees spiritual growth as a journey of exploration and discovery through tradition, reason and experience. It is exploratory and inclusive, warmly welcoming of students from any or no denomination. All students embark on a spiritual journey, which encourages them to seek a deeper meaning in their lives.





# OUR COMMUNITY

## Parents and Friends Association

St Margaret's Parents and Friends Association (P&F) supports the school through fundraising and social events. The P&F Association is further enhanced by Support Groups that operate under its umbrella to serve the needs of students at the school including:

- Athletics/Cross Country Support Group
- Boarders Support Group
- Hockey Support Group
- Music Support Group
- Netball Support Group
- Rowing Support Group
- Swimming Support Group
- Tennis Support Group
- Water Polo Support Group

The P&F Committee is elected annually at the Annual General Meeting held in February.

In 2022, the P&F Committee organised a number of social fundraising events, including the Fathers' Dinner, Mothers' Luncheon, the Father Daughter Breakfast and the Mother Daughter High Tea.

The P&F welcomes and encourages members of the community to volunteer their time and efforts to be part of the P&F and its support groups.

## Old Girls' Association

St Margaret's Old Girls' Association encourages past students to maintain active and supportive contact with the school and one another. In 2022, St Margaret's launched a new Old Girls' online network aimed at facilitating the connection of Old Girls with fellow past students based all over the world.

The annual Past Student Awards recognised Grace Tobin ('05) as our 2022 Young Past Student of Distinction and Christine Wells ('91) as our Distinguished Past Student.

Each year, the association also awards the coveted OGA Prize to a senior girl for outstanding leadership and achievement, actively supports Reunion Weekend and the Professional Women's Network series facilitated through the school's Development Office, and hosts two signature events for Old Girls to come together. The OGA also publishes a quarterly e-newsletter for which contributions are most welcome and sought after from the past student community.

St Margaret's Old Girls continued to generously give back through mentoring students, speaking at Professional Women's Network or Aspiring Young Women's Network events, presenting at careers days and through involvement in the school's 'Imagine Your Future' marketing campaign.

## St Margaret's Foundation

St Margaret's Foundation is focused on delivering meaningful engagement opportunities and activities for those who have, or could have, an interest in the activities of the school, and to encourage their philanthropic support in return.

Current and past parents and community members are eligible to apply for a position on the Foundation Board.

The giving snapshot over the page highlights the contribution the Foundation made to the school in 2022.



# 2022 DONOR IMPACT SNAPSHOT

## DONOR COMMUNITY

**525  
DONORS**

of which **106** were Old Girls

**100%** of St Margaret's  
Foundation Directors donated

**100%** of St Margaret's  
Senior Leadership Team donated



## BURSARIES

**16** students received bursary support to assist with tuition fees to continue their St Margaret's education

## BOARDING BURSARY DONOR CIRCLE

Thanks to the generosity of our Boarding Bursary Donor Circle, along with bursary support for tuition fee assistance, girls in the boarding house received the support they needed to continue their St Margaret's education and participate in key school activities with dignity.

- 4** students were given financial assistance to purchase uniforms.
- 8** students were able to attend important events, such as the Year 10 Lunch, Semi-Formal, Valedictory Dinner, Year 12 Boarder Dinner and Formal, which they otherwise would have missed.
- 4** students were assisted with transport costs to attend appointments.
- 11** students were given financial assistance to participate in weekend boarding activities.
- 22** students received support in acquiring necessary personal items including casual weekend clothing and toiletries.



## GIVING DAY

Third annual Giving Day raised

**\$328,977**

in 12 hours from **484** donations



## BUILDING FUND

**\$220,000**

raised for the creation of  
The Canopy Cafe – a new cafeteria  
and adjoining greenspace.



## BEQUESTS

Eton Society: **33** members of the community intend to leave a gift to St Margaret's in their Will.



## INVESTING FOR THE FUTURE

The Endowment Fund reached

**\$502,000**



# OUR COMMUNITY

## Parent Involvement

St Margaret’s welcomes and encourages parent involvement at the school and aims to build a strong, collaborative partnership with families.

Aside from those opportunities already highlighted, in which parents can volunteer, attend social events and hold positions within the school, parent involvement is also encouraged in other ways.

Formal Parent-Teacher interviews are conducted twice a year in both the primary and secondary schools. Continuous Reporting ensures the delivery of timely and targeted feedback to students and their families about the learning progress in a subject, and parents are invited to discuss their daughter’s progress with members of staff at any time throughout the year. The Careers Program in Year 10 also incorporates a SET Plan Interview with the Careers Counsellor and senior staff to which parents are invited to attend to specifically discuss educational and career pathways for their daughters.

Regular Parent Information sessions are held on specific topics and around significant transitions including Orientation and Years 9-11 subject selections. Special guest speakers are engaged throughout the year to support parents on various parenting topics.

Parents receive a variety of communications from the school, including a weekly eNews, POD notifications and printed publications including *The Link* and the *Flyer*. A Parent Handbook and Curriculum Handbooks are also available to parents on the school website and Parent Lounge, accessed via The POD, and provide school-specific information.

Parents are also invited to attend many events held throughout the year, including the MAYO Arts Festival (biennial), Classics in the Cathedral, Sports Awards, Speech Night, Open Day, Professional Women’s Network breakfasts and special assemblies.

We have a number of other active groups in which parents can become involved including: the Child and Youth Risk Management Strategy Committee, and the Friends of MAYO and MAYO Gallery committees.

In the primary school, many parents volunteer their time for reading groups, excursions and activities or as a Year Level Class Representative who liaises with school leadership and welcomes new parents.

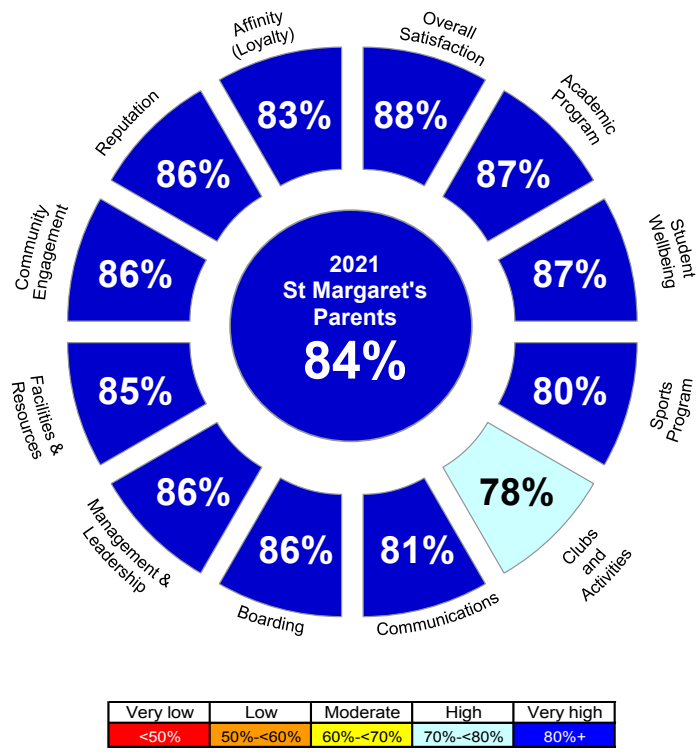
## Parent Satisfaction

As part of St Margaret’s pursuit of continual improvement, in 2021 the school engaged MMG, a leading provider of school stakeholder research and performance benchmarking, to undertake an independent, confidential survey of school parents (Pre-Prep-Year 12) regarding their views, expectations and satisfaction with key elements of the school’s value proposition.

The ‘MMG Wheel’ below reflects the average scores of all parents in key areas. Parents noted ‘very high’ score in 11 of the 12 key areas and ‘high’ scores for the remaining area.

The overall score is ‘very high’ (84%).

These scores suggest that from a parent perspective, the school is in ‘very good’ overall health and is above the 80% MMG benchmark.



# FUNDING INFORMATION

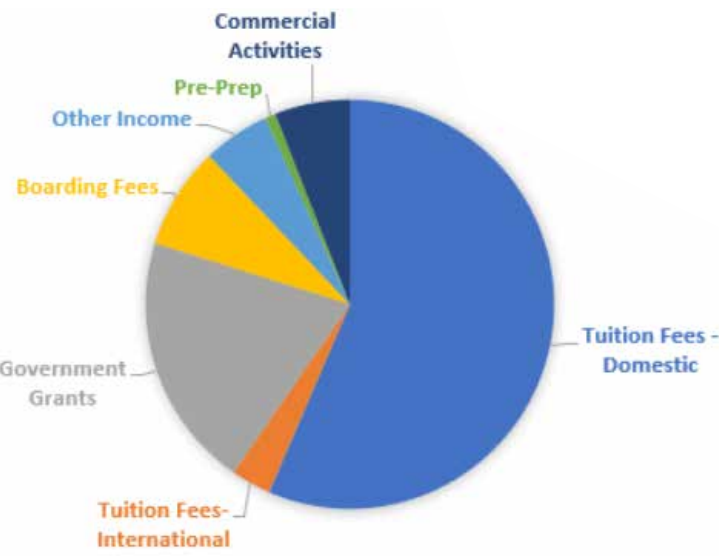
St Margaret’s experienced steady enrolment growth during 2022. Two additional classrooms came online for the commencement of the school year, as well as various internal refurbishments and grounds improvements.

Heavy rains in late February caused significant damage to a number of school facilities, and the 2022 financials include insurance proceeds and corresponding repair costs for this damage.

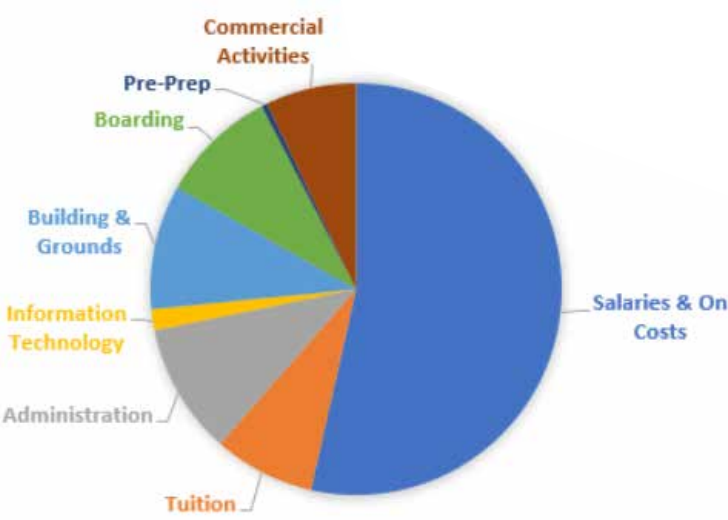
The school is currently transitioning to significantly reduced Commonwealth funding through the implementation of the Direct Measure of Income methodology for grant funds allocation. To ensure the school continues to be financially viable and is able to offer parents choice and affordability, the school has an ongoing effort of reviewing operations and income sources.

Sources of income and areas of expenditure for 2022 are shown below.

Income Sources



Expenditure Breakdown



# ACADEMIC RESULTS

## 2022 NAPLAN RESULTS

Having transitioned to NAPLAN Online in 2022, St Margaret's again achieved very pleasing results. Across all domains (Writing, Reading, Spelling, Grammar and Punctuation, and Numeracy) and all tested year levels (Years 3, 5, 7 and 9), St Margaret's results were, again, well above state and national averages.

Year 3	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret's Average	485	543	498	557	469
State Average	406.5	422.1	401.5	419.1	387.3
State Average (Female)	419.1	432.4	406.1	428.1	380
National Average	422.1	437.8	417.7	428.1	399.8
Year 5	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret's Average	546	562	555	564	532
State Average	468.2	500.8	493.9	491.7	478.7
State Average (Female)	480.8	507.2	499.6	500.9	472.6
National Average	484.3	509.7	504.5	498.8	488.3
Year 7	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret's Average	588	588	593	599	600
State Average	515.0	535.2	540.6	527.9	536.6
State Average (Female)	530.3	542.2	549.2	539	532.3
National Average	529.8	542.6	547.2	533.2	546.3
Year 9	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret's Average	615	625	616	636	631
State Average	544.2	566.4	569.8	565.9	575.0
State Average (Female)	562.5	577.1	578.6	580.2	573.5
National Average	559.9	577.6	576.7	573.3	584.4

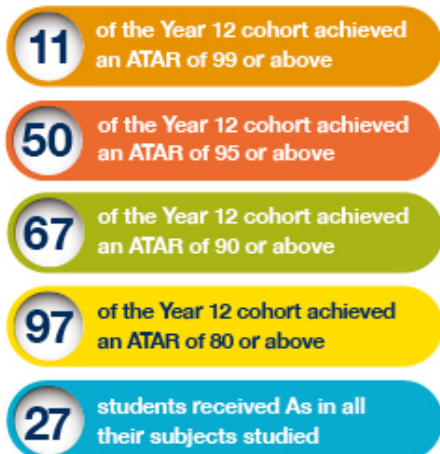
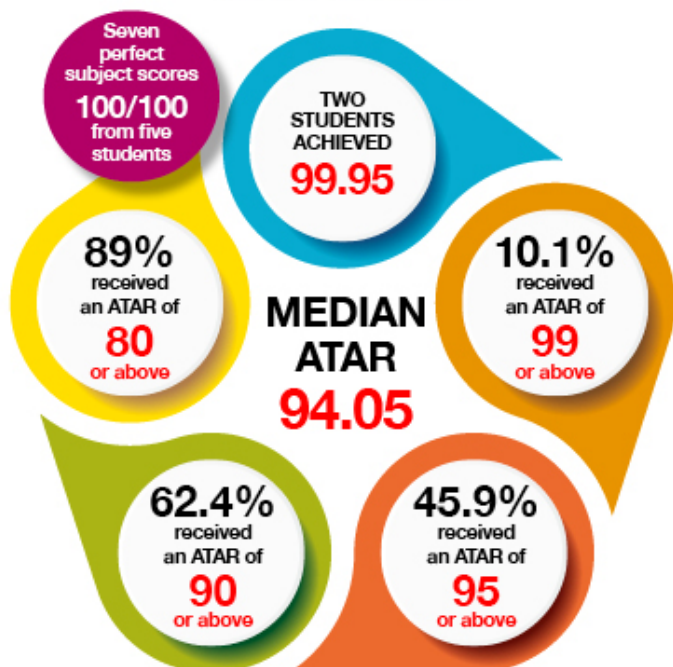




## YEAR 12 ACADEMIC RESULTS FOR 2022



### ATAR Results



The statistics above represent 109 of our 111 ATAR eligible students, with students having the option to withhold their results from the school.

Next Step Survey is published by 30 September each year. Please refer to our website for more information [www.stmargarets.qld.edu.au](http://www.stmargarets.qld.edu.au).











St Margaret's



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*A School of the Society of the Sacred Advent*