

State/Federal Annual School Report

2017

St Margaret's



St Margaret's

PRE-PREP - YEAR 12
BOARDING YEARS 5-12



A local school with a global outlook

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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 an international exchange for one term. 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 – where students over 12 years are assisted by tutors with homework and academic organisation.
5. Continuous reporting to parents (in 2017 for Years 5 to 11 students)
6. An accelerated reading program in the Primary School for Prep to Year 6
7. A Drone Academy as part of its STEM enrichment program in the Secondary School

St Margaret's provides for the education of girls from Pre-Prep to Year 12 and boys in Pre-Prep and Prep. In 2017, St Margaret's had 287 students enrolled in the Primary School (PP – Year 6) and 621 in the Secondary School (Year 7 – 12). St Margaret's is also a boarding school for Years 6-12. In 2017, 169 were enrolled in boarding.

St Margaret's student body is diverse with over 25 nationalities present.

More information about the School's Strategic Plan, ['A Local School with a Global Outlook'](#), is available from our website.

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 Garden 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 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.

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 always be an outstanding day and boarding school for girls.

Philosophy of the Society

Pursuant to the company's constitution, the St Margaret's and St Aidan's Trust Deeds and the St Margaret's and St Aidan's Management Services Agreements, the company is obligated to act in accordance with the Philosophy of the Society, as follows:

To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you" [St John 13:34].

Within this spirit, the aims and objectives of the Society and the company for each of the schools are:

- to put love of God above all else and love of one's neighbour as our constant theme
- to produce people of fine character and scholarship and to develop each to their fullest potential
- to engender courtesy at all times and respect for all
- to try to inculcate the ability to communicate effectively
- to encourage development of initiative and a sense of responsibility
- to provide guidance and counselling for spiritual and personal problems as well as for careers and other matters
- to have every member of the school community working together and faithfully striving to uphold these aims and objectives
- to have each student take part in as many aspects of school life as possible, thus making all students better persons and the school a richer place.

PRIMARY SCHOOL

Curriculum Offerings

St Margaret's Primary School provides quality learning experiences for girls from Pre-Preparatory 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 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 their learning.

Our student-responsive learning environment, with an emphasis on precise teaching, intervention, enhancement and diverse opportunities, offers an evidence-based and data-responsive educational experience for all.

Throughout the primary years, and especially in the earlier years, particular attention is devoted to developing high level competence in literacy and numeracy – the natural foundation of many learning outcomes.

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 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. The focus for the Cluster Literacy Program is spelling and students work in stages, not age or grade groupings.

Students benefit from a specialist teaching model with specialist teachers teaching Health and Physical Education, Modern Languages (French or Mandarin), Visual Art and Music. In 2017, the Primary School also introduced a mathematics specialist in the upper primary area. Year level form teachers specialise in one of the following subjects and teach this subject to all students in that year level:

Year 2 – 4 Science or Humanities

Year 5 – 6 Science, Humanities, Religious and Values Education and Pastoral Care.

This provides students access to subject specialists and expertise, as well as supports students developing independence and organisation.

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

A student's pastoral needs are addressed through the school's personal development program – Habit, Heart, Mind and Soul. This program encompasses You Can Do It, Anti-Bullying initiatives, the Daniel Morcombe Program, Cyber Safety Sessions and 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.

Incursions, excursions and camps are an integral feature of the school curriculum. They are designed to widen girls' horizons and to develop knowledge and skills outside of the classroom program or setting. Our formal school camp program involves students in Years 3 – 6, offering a variety of opportunities for the girls to develop resilience, 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 and 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, Softball and Touch Football

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 – Serenata (Years 3 ,4) Bella Voci (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 like-minded girls, 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
- Brainwaves workshops
- Opti-MINDS 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.

International Tour

Year 5 students took the opportunity to travel to Japan for a cultural experience 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 focuses on 5 Keys to Success: resilience, confidence, getting along, persistence and organisation.

Service Learning

Service learning at St Margaret's is diverse and benefits 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 the Cornerstone Project, House Charity and Year Level Service Learning Projects. The Cornerstone Project is conducted in Year 6 and the aim of the project is for students to plan and conduct a project that contributes to the wider community. Each House raises money to contribute to a school charity. Each year level is involved in a service learning project in Term 4 that is reflective of their understanding and is used as a tool to enhance and enrich classroom learning.

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

St Margaret's is a school which values and embraces the home and school partnership. As a school community, we encourage parents and carers to participate in the life of our school. Parents may participate as a volunteer class parent helper after they have completed an online volunteer register webform.

Parents may also be Class Parent Representatives who:

- meet and support new parents to the school
- be a point of contact for parents who have queries about activities and events
- help develop a sense of community within class and year level
- support the P&F through attending meetings, functions and fundraising events
- attend meetings once a term with Head of Primary.

The school also provides activities to involve parents, including:

- Welcome to New Parents' Morning Tea
- Pre-Prep – 3 Parent and Student Fun Night
- Grandparents Morning
- St Margaret's Primary Breakfast – mother (May) father (September)
- Thank You for Parent Helpers
- MAYO Arts Festival
- P&F events
- Open Day

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 meet their needs.

Years 7 and 8 curriculum

In 2017, 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 2017, St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. Thirty-four (34) students completed a Diploma of Business with Barrington College. Another five (5) girls attained a Diploma of Project Management through Management Frontline. Two (2) of the Year 12 girls graduated having achieved Diplomas in both Business and Project Management. In addition, fifteen (15) students completed certificate qualifications in Hospitality, Make-up and Health Support.

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 2017 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 \(2017/2018\)](#)

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 2017

- University of NSW Economics Competition
- 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
- Creative Generation (Year 12 only) Excellence Awards in Visual Art
- Bond University High School Mooting Competition
- Theatresports
- Queensland Independent Education Union Awards for Excellence in Art
- Queensland Debating Union Junior Round Robin Competition

- Australian Geography Competition
- Australian Math Trust Challenge
- Maths Olympiad
- Australian Mathematics Competition
- The Big Science Competition
- 2017 ACU Pixel Prize Photography Competition
- National Songwriting Competition

Academic Results - NAPLAN

Primary and Secondary School – NAPLAN Data 2017

National Testing

Our students achieved well above the average results when compared with both State and National figures. In fact, St Margaret's topped the state in Year 3, and were in the top 10 schools in 3 out of the 4 years – Years 3, 5 and 9. 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 2017	Year 3 2016	Year 3 2015	Year 5 2017	Year 5 2016	Year 5 2015	Year 7 2017	Year 7 2016	Year 7 2015	Year 9 2017	Year 9 2016	Year 9 2015
St Margaret's	529	479	515	572	561	567	583	572	596	623	617	618
State	425	420	418	503	500	495	540	539	543	575	576	572
National	431.3	425.7	425.8	505.6	501.7	498.2	544.7	541.0	545.9	580.9	580.6	580.4

Writing:

Average	Year 3 2017	Year 3 2016	Year 3 2015	Year 5 2017	Year 5 2016	Year 5 2015	Year 7 2017	Year 7 2016	Year 7 2015	Year 9 2017	Year 9 2016	Year 9 2015
St Margaret's	483	461	481	529	515	523	568	546	573	610	596	624
State	402	409	406	461	466	470	503	502	505	539	534	537
National	413.6	420.5	416.3	472.5	475.4	478.1	513	514.7	510.5	551.9	548.4	546.2

Spelling:

Average	Year 3 2017	Year 3 2016	Year 3 2015	Year 5 2017	Year 5 2016	Year 5 2015	Year 7 2017	Year 7 2016	Year 7 2015	Year 9 2017	Year 9 2016	Year 9 2015
St Margaret's	484	446	464	552	522	541	582	559	588	620	607	618
State	409	411	397	497	486	489	546	540	544	577	574	580
National	416.2	420.1	409.2	500.9	492.9	498.1	459.6	542.9	546.4	581.5	580.3	583.3

Grammar and Punctuation:

Average	Year 3 2017	Year 3 2016	Year 3 2015	Year 5 2017	Year 5 2016	Year 5 2015	Year 7 2017	Year 7 2016	Year 7 2015	Year 9 2017	Year 9 2016	Year 9 2015
St Margaret's	573	496	505	579	584	580	611	578	605	639	615	608
State	437	433	430	496	506	500	538	538	538	574	569	566
National	439.3	436.3	432.7	499.3	505.0	503.8	541.6	540.2	541.3	574.1	570.3	567.7

Numeracy:

Average	Year 3 2017	Year 3 2016	Year 3 2015	Year 5 2017	Year 5 2016	Year 5 2015	Year 7 2017	Year 7 2016	Year 7 2015	Year 9 2017	Year 9 2016	Year 9 2015
St Margaret's	497	447	453	549	536	546	600	587	597	654	638	625
State	402	397	393	490	488	486	549	546	539	585	582	585
National	409.4	402.2	397.8	493.8	492.9	492.3	553.8	549.5	542.6	592	588.8	591.7

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%
2017	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%
2017	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%
2017	99%	98.2%	100%	100%	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%
2017	95%	100%	99%	100%	98%

Year 12 Outcomes for the 2017 cohort

OP Results

Overall Positions 2017		
OP	St Margaret's	State
I - 2	10.71%	6.95%
I - 5	27.38%	22.13%
I - 7	40.48%	33.51%
I - 10	60.71%	46.66%
I - 15	90.48%	82.31%

74.3% of students in 2017 were OP eligible

43.4% of students received a VET qualification

QCS Results

On the 2017 Queensland Core Skills Test, 57.1% of students were awarded an A or a B.

Queensland Certificate of Education

113 (100%) students received a Senior Education profile, 84 of whom were OP eligible.

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

QCST		
QCS	St Margaret's	State
A	20.2%	17.8%
B	34.21%	27.3%
C	32.9%	34.1%
D	12.7%	20.4%
E	0%	0.3%

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 Strategic Plan 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.

Beliefs

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

Our program aims to:

- ❖ establish a connection between each student and the school which promotes a sense of belonging
- ❖ assist students to become dynamic and passionate members of the broader community
- ❖ build a culture that celebrates difference and diversity
- ❖ promote the development of empathy and compassion within each individual
- ❖ foster students' social, emotional, spiritual, ethical and physical development in order to reduce risk-taking behaviours and minimise harm
- ❖ imbue students with an understanding of their power as authors of their lives.

Practices

The beliefs and aims articulated above are manifested in a set of operational practices which can be categorised into six strands: the year level system; academic care; explicit programs; service opportunities; student and chaplain counselling; and boarding care. The Dean of Students oversees a specialised Pastoral Care team comprising Heads of Years, Career and Student Counsellors, School Chaplain, Assistant Head of Boarding, school nurse and form teachers. Every staff member is responsible for student well-being.

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; 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 of the Sisters of the Society of the Sacred Advent for their schools:

'To nurture the individual within a caring community so that each will realise his or her full potential, to encourage Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you".'(St John 13:34)

The Pastoral Care programs and bullying procedures aim to assist students with a shared concern approach. This occurs through mediation, restorative practices and disciplinary approaches.

How satisfied are the students?

Students are annually surveyed on a range of questions relating to their well-being and their experiences with school regarding the learning and the environment. 95.3% of the students believe doing well at school is important to them.

Average Student Attendance

Average student attendance in 2017 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.

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 2017, 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. 2017 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 two times a week in preparation for P&F events; the volunteers also used the Development Office space twice a week. Various community groups used the ACF for function and meeting space.
- publicly 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 ensuring the attendance of senior staff.

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 or Senior staff 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* (the school magazine) and the *Flyer* (a twice per year publication). 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 Rowing end of season lunch
- Annual Sports Awards Evening, 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 Concerts
- 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), Boarders' Dinner
- 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 three years and the next survey will occur again in 2018.

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 88% rated St Margaret's as an employer 4 or 5 out of 5, with a further 11% 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 2017

- 93.67 % of teaching staff continued their employment in 2017 at St Margaret's
- Average staff sick leave 2.24%

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 ongoing 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 called Supervised Study Sessions

- 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 – years 3-10 and sports years 2-12
- Mathematics tutorials in secondary school
- Continuous Reporting
- Learning Analytics
- STEM Enrichment Manager – Secondary School
- Mathematics Specialist – Primary School

Looking forward to 2018

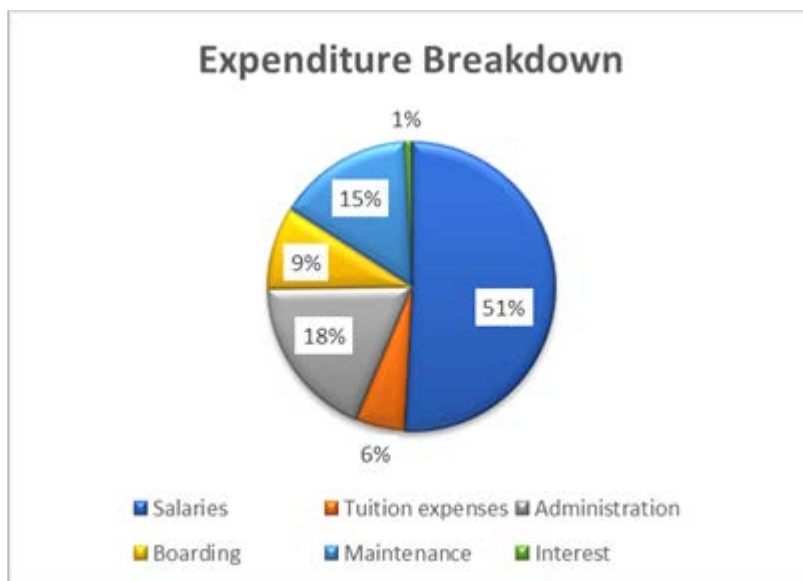
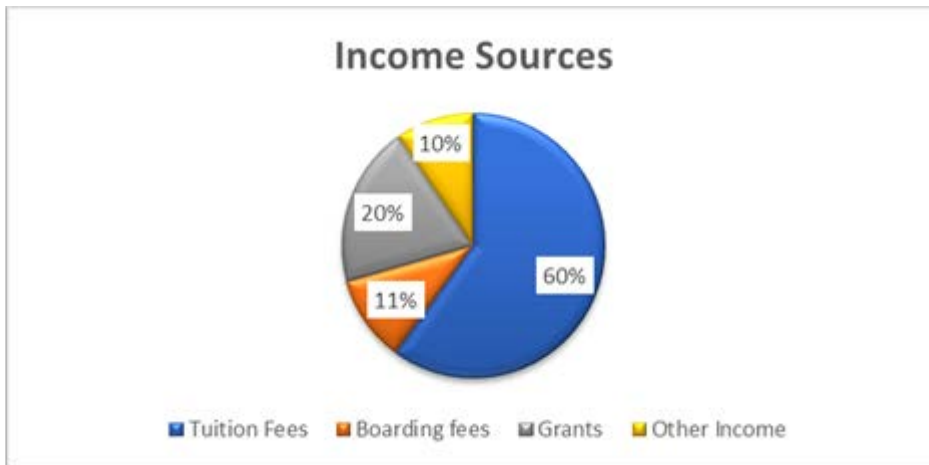
- Further development of the ‘Wish you were a Boarder’ program
- Launch of a capital campaign for the Sports Precinct
- Expansion of school’s exchange program to include a French school and one more English school
- Further development of the Community Service Program
- Launch of the St Margaret’s Plus
- 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
- Third 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 2017.

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 2017 and will continue in 2018.

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



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

Looking forward to 2018

- Ongoing fiscal management of operational budgets throughout 2018
- Continuation of the Sports Precinct Capital Campaign
- 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 through its Enhancing Excellence Campaign
- 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

Boarding

Overview

It was a very successful year in boarding in 2017. Boarding continues to grow and the reputation of the St Margaret's boarding house is very strong. Marketing of the boarding house has been an integral part of ensuring continued high numbers in boarding. The St Margaret's Way and the Activities 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 supported the girls' academic performance. The academic monitoring of the girls ensures that all girls are focused and receive the help 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. This year in Semester 2 we introduced a program of each Housemother talking to each parent about their daughter's progress in boarding in place of a written boarding report. This was very successful for both parents and the boarding staff. The Housemothers are then supported by the Pastoral Care Coordinator, the Deputy Head of Boarding and Head of Boarding.

Programs

Boarding has many different programs running. These include our community service program which is open to all girls. 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. Our focus in this area continues to grow and this year we hosted the "See My Difference, See My Worth" festival. With the younger girls, we run pastoral programs to ensure the effective settling into boarding. 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 Year 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 coordinator who ensures the girls are engaged in

a number of different activities on the weekends including 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. An open and supportive 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 role of the Head of Boarding is to ensure that current parents, as well as 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%
2013	93	2017	113	122%

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

SECONDARY SCHOOL

Extra-Curricular Sport

St Margaret's offer the following sports in the secondary school:

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 2017, we can celebrate once again a successful sporting program which focuses on encouraging a high level of participation by students. St Margaret's filled the quota of teams across each sporting season with additional teams entered in the larger programs of Netball and Touch Football. Year 7 sports filled down to division four in Netball and Touch Football and the Year 8 rowing program had eight crews.

Across the QGSSSA competition, sports teams won pennants in Year 7 Artistic Gymnastics, Year 7 Badminton, Year 9 Basketball, Year 10 Touch Football and the Open Cross Country. In the BSRA competition, pennants were won in Years 8 and 10 along with retaining the Aggregate Cup for the third consecutive year. The Open Tennis team were runners up in the Knowles Cup Finals and the B Grade team won the Sacre Coeur Cup. The St Margaret's Golf team was runner up in the Inter Collegiate Schools Golf. Three teams qualified for the Downey Park Netball finals and St Margaret's won division 2 qualifying to play in the division 1 competition in 2018. The Cross Country team finished second at the QLD Schools Cross Country Championships and St Margaret's retained the Sheena Dyson Lifesaving Shield as well as being awarded the Royal Lifesaving QLD highest schools participation award for both competition and completion of the Junior and Senior Bronze lifesaving programs.

New to the program in 2017 was the Queensland Independent Secondary Schools Netball Carnival (QISSN) replacing the High Energy Youth Tournament. St Margaret's finished 24th out of the 60 schools participating. This team improved significantly from this performance defeating many teams they played in QISSN to qualify for the Vicki Wilson finals series finishing 8th from the 205 schools. A further addition to the 2017 program was a Junior competition for students in Years 7 to 9 – the Vicki Wilson Shield. St Margaret's finished third in the Metropolitan North out of the 16 schools participating.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2017, 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
- QIGA QLD Intercollegiate Golf Association

2017 saw a variety of new initiatives into the program:

- Fitness sessions included as part of the training program across all sports
- Land training in swimming and water polo
- A continuation of coaching staff being inducted into the work of Carol Dweck on growth mindset to raise expectations around attendance, effort and performance along with a scope and sequence of skills in the Touch Football, Water Polo and Netball programs to guide coaches. Further coaching programs will be developed in 2018 to guide our coaching staff in best practice.
- Cricket pre-season was introduced to the new program for 2018 based on Ian Renshaw's QUT research. The aim is to develop players skills and raise the standard of competition.
- Strength and conditioning continues to be part of all sporting programs
- The transfer from Team app to the POD for students and the St Margaret's School app for parents and the community.

In our current student body, we have had nine Australian representatives in Gymnastics, Athletics, Netball, Lifesaving, Rugby Sevens, Golf, Ice Skating and Swimming.

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 The City Districts Sports Association. In the core sports of Athletics, Cross Country and Swimming all students compete at the Metropolitan North Carnivals. In 2017 the table below shows the number of students who competed at the State Championships through the school sport pathway. To summarise, St Margaret's had 52 girls competing at State Championships up from 38 in 2016 and 31 QLD State representatives competing at National Championships, 3 more than in 2016.

Sport	State Championships
Athletics	21
Basketball	4
Cross Country	6
Cricket	1
Football	1
Golf	2
Hockey	3
Netball	4
Swimming	5
Touch Football	4
Volleyball	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

Twelve teams competed in the QDU Secondary Schools' Competition, with three Year 7 teams participating in the QDU Junior Round Robin Competition. After a successful season, four teams progressed through to the finals.

Finals results:

Team 8.1 won the first two rounds of finals and were defeated in the quarter finals of the QDU Competition.

Teams 9.1 and 11.2 were defeated in the first round of finals.

Due to their incredible record, the 12.1 team automatically progressed to the quarter finals and debated in front of a packed St Margaret's crowd of supporters, but was unfortunately defeated.

Public Speaking

St Margaret's offers students the opportunity to participate in public speaking competitions. As with debating, the opportunity to engage in public speaking sharpens intellect and builds confidence in the individual. In 2017, St Margaret's was very well represented in Rostrum Voice of Youth, with five Speech and Drama students from Years 10, 11 and 12 participating in the competition. After considerable preparation, all five students delivered carefully-crafted speeches with conviction and impact, winning their respective first heats and progressing to round two of the competition.

Mooting

In 2017, 3 Year 12 girls competed in the Bond University Mooting Program. The moot case was based on the subject of negligence, and required the participants to apply the Civil Liability Act 2003 (Qld), and recent High Court precedent in order to uphold the decision of the trial court. 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. All three girls were offered places to read law at Bond University based on their performance.

Toc H

The St Margaret's Toc H group has been involved in a variety of activities in 2017. We started the year with our annual collection of Easter eggs and activity packs for the Lady Cilento Children's Hospital for delivery on Easter Sunday by the girls. Following this event, we attended the Toc H annual Anzac Service at midnight and the girls laid a wreath on the school's behalf followed by six girls marching in the Anzac Day Parade.

With many animals in shelters, Term 2 saw Toc H collecting Food for Our Furry Friends. The RSPCA was very appreciative of this much-needed food. In Term 3, we visited Freedom Nursing Home and the girls performed various musical items and provided afternoon tea for the residents. Term 4 saw us collecting food for the homeless and filling a bag with sanitary items and a few nice things for Share the Dignity. Toc H finished the year with six members helping at the Childhood Cancer Support Christmas party on the first Saturday of the Christmas holidays.

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 screen printing. 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. Past and current Visual Art students are employed as assistants and they develop warm relationships with the younger students.

Theatresports

2018 saw St Margaret's enter three teams in the South-East Queensland Theatresports Competition. Building on the success of reaching the semi-final in the previous year, teams were entered both in the junior and senior divisions. Theatresports sees students combining their dramatic skills with complete improvisation. Drama students begin training in early Term 1 with competitions beginning at the end of Term 2 and based on a knockout competition lasts through to Term 4. This year saw St Margaret's best ever result with one of the senior teams reaching the grand-final. This is no small feat, with over 250 teams entering the competition. Theatresports continues to be a popular and creative co-curricular activity.

Dance

St Margaret's Dance Squad provides students with the opportunity to create and collaborate ideas for choreography, refine dance technique and practice new skills. Furthermore, students develop self-confidence and team work skills, forge friendships across different year levels, and practice workshopping performances. Students learn a range of dance styles including contemporary, lyrical, hip hop, musical theatre and jazz. The St Margaret's Dance Squad have had a successful 2017, showcasing their skills at the St Margaret's Open Day, Sports Awards, Circular Drive and school assemblies.

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

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 our leadership through Service Learning (Years 4 – 6) Passport, House Charity and Year Level Service Learning Projects. 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 continued to establish its position as a leader in providing service learning opportunities for students. Girls contribute proudly to their local, national and international communities through participation in awareness and fundraising projects, both within and beyond the classroom. The Community Service program fosters personal growth, leadership skills, activism and humanitarianism in a safe and supportive environment.

Designed to align with the school's six core values, the Community Service Program supports and encourages all girls to serve. 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 2017, 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 independent Community Service
- Year 11 & 12 - Interest based and independent Community Service

Philanthropy Group

The culture of philanthropy at St Margaret's has continued to develop throughout 2017. Endeavour Foundation was selected as the focus organisation for the year and this was well supported by the whole school community. Since 1951, Endeavour Foundation has been working as a 'for purpose' organisation, dedicated to helping people with a disability to live fulfilling lives, working together to turn possibilities into reality for each individual. Collectively, Endeavour Foundation supports over 4000 people through their core services.

There were many other recipients of the work of the Philanthropy group and the generosity of the St Margaret's community throughout 2017. Free Dress days supported the Bush Ministry Fund, Anglicare, The Women's Centre and The Archbishop's November Appeal. The girls also supported the Prefects with the Pony Tail Project, which raised funds for Cancer Council Queensland, the Amanda Minotti Trust as well providing hair to Variety for the making of wigs. As always, the Philanthropy Group worked alongside the other humanitarian groups in the school such as Toc H and Oaktree in their ongoing work with the community.

Duke of Edinburgh

The Duke of Edinburgh program has continued to grow in 2017. Currently we have over 50 girls enrolled in this Internationally recognised award. The Years 9 and 10 camps have been adapted to comply with the Duke of Edinburgh Award with the girls not having to do much more while on camp. The Year 9 Practice Journals were completed to a high standard and we are looking forward to some girls in Year 10 completing the award before the end of the year.

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.

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 gain performing experience in an informal setting.

The school presented the musical *The Sound of Music* over three nights (plus a matinee) at La Boite Theatre. This event brought together many aspects of the school community and was performed to sold out audiences. The performances were of a very high standard and provided the girls with a unique and memorable opportunity to perform in a professional theatre.

Musical connections with Churchie have continued to develop. This year for the first time approximately 100 students from the Strings, Band and Choral programs visited Churchie for an afternoon/evening of combined rehearsals and performances. This event proved to be very successful allowing for the development of musical expertise as well as providing the opportunity for girls to socialise with boys in a structured environment.

Numerous community performances have occurred throughout the year. Some of these have included performances at St Mark's Anglican Church, St Columb's ANZAC Day Service, Toc H Anniversary Concert, National Body of Anglican Schools Conference and the St Augustine's Racecourse Rd Christmas Festival. A number of ensembles performed in competitions including Music Fest and the Qld Percussive Arts Eisteddfod with all ensembles performing 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, Open Day/Open Morning, Speech Night and Thanksgiving Service.

The Boarder Music Practice program has continued to grow in 2017. Attendance at the practice sessions has been consistent and assisted in developing a stronger practice culture. This year for the first time a successful Boarder Musicians' Concert was held for all boarders undertaking private music tuition and it is hoped that this event will continue to be offered to students once a semester.

Community Choir was a significant community event with approximately fifty participants involved. A broad cross-section of members from the St Margaret's community rehearsed every Thursday 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 2018.

The Music Support Group has continued to be very active throughout 2017 and has provided outstanding support to the Co-curricular Music program through fundraising, and providing assistance/refreshments at all concerts. The Music Support Group has made numerous purchases throughout the year. Most notably the group has been able to purchase a number of band instruments including a bass clarinet, 2 baritone horns, 2 trumpets and a soprano saxophone.

Planning is well underway for 2018. The Co-curricular Music Program has successfully advertised a European Tour opportunity for 2018 with 29 students currently enrolled to participate. Planning has also been occurring for the biennial Anglican Schools Music Festival to occur in May 2018 at QPAC.

Private Music Tuition

Specialist music teachers offer their services to students from Pre-Prep to Year 12. Music lessons are offered in the following:

- Trumpet/French Horn/Baritone 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 (Early Beginner) / Amati Strings (Beginner) / Stradivari Strings (Intermediate) / Chamber Strings (Advanced) / Beath String Quartet (Primary) / Sculthorpe String Quartet (Secondary)
Bands	Wind Ensemble (Intermediate)/Wind Symphony (Advanced) Flute / Saxophone / Clarinet / Percussion Ensembles (Regale and Elayne Jones) Stage Band Highly Strung (Primary Rock Band) / Junior and Senior Secondary Rock Bands
Choral	Serenata (Years 3-4) / Belle Voci (Years 5-6) / Primary Chorale (Primary Auditioned) Elevarsi Voices (Secondary all-comers) / Éncorah (Secondary auditioned)

Overseas Tours

In 2017, students had the opportunity to broaden their horizons through a number of international tours that all occurred during the September school holidays.

Japan Trip

A group of 29 Year 5 and 6 students and 4 teachers travelled to Japan for a cultural experience and to visit our sister school, Konan Elementary School in Kobe. The students also travelled around Japan, visiting Osaka, Hiroshima, Miyajima, Nara and Kyoto. This trip was an outcome of our relationship with our sister school and weekly Japanese club, which focuses on language and understanding of Japanese culture.

St Margaret's has had a sister relationship with Konan Elementary School for 11 years. Earlier in the year, students from Konan visited St Margaret's and the girls in these year levels spent time together as they shared learning experiences.

China Trip

Students studying Chinese in the secondary school were given the opportunity to travel to China. The group consisted of 12 students from Years 10-12 and three teachers who had a wonderful experience visiting Beijing, Xi'an and Shanghai. Highlights of the tour included visiting Sinopec, a Fortune 500 Company and the Wangfujing Night Markets in Beijing, riding bicycles along the Xi'an city wall and visiting the Terracotta Warriors, and partaking in a breath-taking night cruise along the famous Huangpu River in Shanghai as well as visiting the Shanghai office of renowned pharmaceutical company Eli Lilly and learning about their business ventures and global operations. They were also fortunate to be able to visit Aleen's Home, an orphanage which cares for children with special needs and then places them in loving foster homes. This philanthropic endeavour proved to

be one of the most rewarding experiences of the trip and provided students with an opportunity to be of service to others even if it was only for a short period of time.

French Trip

The bi-annual combined France Study Tour with Churchie departed on September 13 and returned to Brisbane on October 1. Two teachers and nine St Margaret's students attended with six students from Year 11 and three from Year 10. The first ten days were spent in Aix-en-Provence where students stayed with the families of their homestay partner from our sister school, Lycée Sacré Coeur. During this time, students attended classes, spent time with their homestay families on the weekends and undertook day trips with St Margaret's and Churchie staff. The visits included Avignon, to visit the Palais des Papes, Arles, to visit the Roman arena and site of the ITER project, which is being built to explore the possibilities of nuclear fusion.

The final five days were spent in Paris visiting iconic landmarks and sightseeing. Day trips were also taken to the Palace of Versailles and to Villers-Bretonneux in the Somme, which is a small town that was saved by Australian soldiers in WWI.

List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2017

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
	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
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert), GAICD
	Roger Traves	QC BA, LLB (Hons), LLM

St Margaret's Foundation

Chair	Mrs Kylie Lamprecht	BBus, CA
Directors	Hume Campbell	Dip. Transport
	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
	Mr Tim Caro	
	Ms Penny Wolff	BA (Drama), GradDip Ed, M. Ed

P&F Association

President	David Lisle
Vice President	Michael Smith
Secretary	Antoinette Aquilina
Treasurer	Barry Roberts
Committee Members	Anthony Morris
	Anthea Damman
	Angela Pratt
	Megan Stanley
	Sarah Buckler
	Hilary Coates
	Alexis Fitzsimmons
	Amanda Masters
	Angus Cameron

Old Girls' Association

President	Nicole Devlin
Vice Presidents	Janice Moody
	Sally Thomson
Secretary	Norma Tucker
Treasurer	Harriette Watson
Committee	Penelope Bell
	Alison Black
	Jacky Garnsworthy
	Anne Muggleton
	Alexandra Watson

Teacher Professional Learning

In 2017, St Margaret's offered teachers a range of professional learning opportunities through school-provided workshops, presentations, information sessions and assistance in attaining higher or additional qualifications. During Term One there was an emphasis on internal peer-to-peer professional learning, focussing on the St Margaret's Quality Teaching and Learning Framework.

At the commencement of the year, St Margaret's and St Aidan's teachers and support staff combined for their January Professional Learning Day. Jacqui Wilton from QCAA presented a workshop to all teachers on the Taxonomy of Thinking, and Meg Durham presented to all teachers and support staff a session on Staff Wellbeing.

This year we welcomed a review of secondary teaching and learning by the Australian Council of Educational Research. From this review, we developed a sharp and narrow focus which has seen our teachers across primary and secondary focus their professional development on Learning Intentions, Data and Deep Thinking. In Semester Two we held successful 'Inspire Sessions', where teachers were able to share what they were doing in the classroom to address these key areas of focus.

With the changes to the pathway to tertiary study for Queensland Year 12s changing from the OP system to the Australian Tertiary Admission Rank (ATAR) from 2020, many secondary teachers have taken the opportunity to attend QCAA supported syllabus workshops in order to prepare for these changes. Staff have also attended state and district panel meetings, ACHPER conferences, ACER Visible Learning and Leadership conferences, staff and student wellbeing workshops, marketing and communications sessions and International networking days.

A number of staff have had the opportunity to participate in ISQ facilitated projects such as:

- Coaching partnerships
- ISQ Middle Leaders Program
- Workshop for Middle Leaders QELi Program
- Aspiring Principals Program
- Self-Improving Schools
- Strategic Performance and Development
- Development and Data Analysis

We continue to support staff professional development in the form of a shadowing program. Georgina Stevenson (Year 6 teacher) visited St Catherine's, Melbourne and Nikki Anderson (Home Economics and Art teacher) visited St Hilda's, Perth in Term 3. This year Kelly Alford (Head of Year 9) will visit Emma Willard (state of New York) for 3 weeks in late November and December as part of the inaugural The Amanda Minotti Teacher Fellowship. As a dedicated and highly effective educator with a focus on professional growth, it is fitting that Amanda's name be attached to this Fellowship in the school. We have hosted teachers from all these schools as STM this year.

Student Protection at St Margaret's remains a key focus and our Student Protection Officers have continued their accreditation by attending workshops provided by the Anglican Schools Commission. Additionally, these student protection officers have ensured annual training was provided to all staff in this area. Other compliance training was provided, including annual fire safety, fire wardens and first aid training.

Post graduate study remains a strong focus among St Margaret's teachers, with 90% of staff having at least one master's degree or currently undertaking further study towards Masters degrees or further qualifications.

In total the following was spent on teacher professional learning in 2017 (as of 15 November 2017): \$81,959.54.

Staff List

Name	Qualification	Position title
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
Ms Annette Quayle	BBus, MCom, CertManagement, MAICD, CPA	
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 Debbie Smith	BCom, CA, MAICD	
Ms Janine Walker	B Ed, Graduate Dip Bus	
Ms Ros Curtis	MEd(Leadership and Management), MLitSt, BA(Hons), DipEd, ASDA, FACE, FACEL, FIML, GAICD	
Ms Karen Gorrie	BA, GradDipEd, MEd, MACEL	
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD	Secretary
Principal		
Ms Ros Curtis	MEd(Leadership and Management), MLitSt, BA(Hons), DipEd, ASDA, FACE, FACEL, FIML, GAICD	Principal
Deputy Principal		
Mrs Karen Gorrie	BA, GradDipEd, MEd, MACEL	Deputy Principal
Chaplain		
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 & Management), BEd, MACEL	Dean of Studies
Dean of Students		
Ms Nikki Townsend	MEd(Guid & Coun), MEd(LEM), BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(Ed Law)	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, MACEL	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, MAHRI	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),BArts, BEdu, GradCert(Theology)	Head of Faculty - The Arts and Design
Mr John Walsh	MEd, BEd, BSC(Hons)Economics, Grad.Dip.Library Services, Cert.Education	Head of Faculty - Business and Pathways (Acting)
Mr Peter Cottle	BArts, GDipEd	Head of Faculty - e-Learning and Research
Ms Alina Layton	BA, BEd (Sec), Cert IV – Theology	Head of Faculty - English
Mr Mathew Stein	B.Com, B.Ed.	Head of Faculty - Global Studies
Miss Desley Upton	BEd, DipT(HPE)	Head of Faculty - Health and Physical Education
Ms Vicki Strid	BEd	Head of Faculty - Mathematics
Ms Therese Garrahy	MSc, BEdSt, GradDipScEd, DipT, MACE	Head of Faculty - Science (Acting)
Mr Tom McCormick	BSc (Hons), PGradCertEd	Head of Faculty - Sociocultural Studies
Head of Year		
Miss Claire Bloomer	BSc, BEd(Sec)	Head of Year - 7
Ms Kate Montgomery	BA DipEd, GradDipLanguages, PG Cert TESOL	Head of Year - 8
Mrs Kelly Alford	MEd(Leadership and Management), BEd(Sec), JP(Qual), Cert IV (Workplace Training and Assessment)	Head of Year - 9
Mrs Katie Flanagan	BEd	Head of Year - 10
Mrs Nicole Walker	B Mus Ed, A Mus A	Head of Year - 11
Mrs Jenny Lishman	MEd, BEdSt, DipT(Sec)	Head of Year - 12
Assistant Head of Faculty		
Mr Noel Peinke	BA, HDipEd, BEd, MEd	Assistant Head of Faculty - English
Ms Esther Latimour	BEd, BSc(Psych&Maths), BAppSc(Ex&SportSci)	Assistant Head of Faculty - Mathematics
Deputy Head of Boarding		
Miss Dimity Harris	MEd, BA BEd, DipEd	Deputy Head of Boarding
Head of Performance		
Mr Brad King	MEd (Leadership & Management) BMus(Ed)(Hons), DipMm, AMusA, ATCL	Head of Performance
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
International Pastoral Care Coordinator		
Ms Emily Labinsky	BA, PGCE, MEd	International Pastoral Care Coordinator
Manager - STEM Enrichment Programs		
Mr Chris Farrelly	MSc,BEd,GradDipBus,BAppSc,MACE,STAQ	Manager - STEM Enrichment Programs
Teachers - Secondary		
Miss Nikki Anderson	BEd(Sec)	Secondary Teacher
Ms Cass Argent	BA, BEd(Sec), Grad Cert	Secondary Teacher
Mr Bruce Bullpitt	BA, BEd, CertT, DipT(Sec), CertTESOL	Secondary Teacher
Mrs Jolie Cowen	BA DipEd GradDipAppSc	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
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Mrs Brittany Graham	BA,BEd(Secondary)	Secondary Teacher
Ms Jane Hacking	BSc,DipEd, GradDipBusAdmin	Secondary Teacher
Mr George Higgins	BEng(Civil), BBus(IntBus), GradDipEd	Secondary Teacher
Ms Margot Johnston	BA(LangLing),GradDipEd	Secondary Teacher
Mrs Stacey Kelly	BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)	Secondary Teacher
Ms Elisabeth Knowles	BA, BEd ,MLS	Secondary Teacher
Mrs Kirsty Krynauw	BAppSci(HMS – Ed)(Hons)	Secondary Teacher
Ms Phoebe Mawer	BHlthSc(Nutr&Diet),GradDipEd	Secondary Teacher
Mr Karl Mandla	BSc, DipEd	Secondary Teacher
Ms Clair Monnickendam	BA(Hons) Modern Studies, MA International Relations, Grad Dip Ed. (Sec)	Secondary Teacher
Ms Talia O'Callaghan	BEd(Sen&MiddleSch)	Secondary Teacher
Mrs Shirley Patton	BSc, BEdSt, DipEd	Secondary Teacher
Mrs Hetal Raniga	BMS, Dip Ed	Secondary Teacher
Mrs Helen Rath	BA,BEd, CertTESOL	Secondary Teacher
Miss Alison Robinson	BA,GradDipEd.	Secondary Teacher
Ms Faye Ryan	BA(IntBus), MBA, GradDip(Ed), Cert IV (Training & Assessment)	Secondary Teacher
Mrs Margot Shave	BA, MA, GradDipEd.	Secondary Teacher
Ms Lisa Smith	GradDipT, DipFA	Secondary Teacher
Mr Thomas Smithers	BExSS, BA, GDipEd	Secondary Teacher
Mrs Kathy Thorne	BSc(Hons), HDipEd	Secondary Teacher
Teachers - Primary		
Mrs Karen Andrews-Close	BTeach, BEd	Year 1B
Ms Regina Brennan	BA, GradDip Ed	Music
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
Mr Michael Crowe	BA(BusS)(Hons), PGradCertEd	Year 4G
Mrs Tansy Cruttenden	BEd, MEd, DipT	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
Mrs Nicole Jonathan	BEd,MPH	Year 3G
Ms Kelly Lewis	BEd(MYS), MEdSt (Learning Support), BCI(Media&Comm)	Mathematics Specialist
Ms Amie Lucht	BBus,GradDipEd, Cert III Children Services	Pre-Prep
Miss Kate Porter	BCom, GradDipEd	Year 6G
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	Learning Enhancement
Mrs Georgina Stevenson	BEd, BEdSt	Year 6B
Miss Mary Surtees	MEd(Leadership and Management), BHMS(Ed), BEdSt, BA, GradDipHE, MACEL	Year 6R
Learning Enhancement		
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
Student Chaplain		
Mrs Juliana Bate		Student Chaplain
Teacher Aides		
Mrs Emma Cullen	BEd (Physical and Health Education).	Teacher Aide - Learning Enhancement
Mrs Tracey Bruce	Dip Educational Support Services	Teacher Aide - Primary
Miss Ali Foot	BBus(HRM)	Teacher Aide - Primary
Mrs Gaye Johnson	BA,DipEd	Teacher Aide - Learning Enhancement
Mrs Katy Hobbs	NNEB Diploma in Nursery Nursing	Teacher Aide - Pre-prep
Ms Claudia Mazzotta		Teacher Aide - The Arts
Mrs Liane Mohr	Cert III Education Support	Teacher Aide - Learning Enhancement
Ms Gina Pertile	BA, DipT(EC)	Teacher Aide - Learning Enhancement
Mrs Jo Wade	HNatCertBus&Fin	Teacher Aide - Technology
Library staff		
Miss Anna Siddans	Dip of Library and Information Services	Library Technician
Mrs Jillian Martin		Library Assistant
Mrs Donna Jackson	Cert III Business Administration	Assistant - Library/Teacher Aide
Laboratory staff		
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 Hayley Mann	PGCE	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 Alison Brown	BMus(Hons), MMus, AMus, Diploma in Music Performance, Graduate Certificate in Music Practice	Private Music Instructor
Mr Evan Clements	BA/BMUS, DipEd	Private Music Instructor
Mr Michael Gillespie	AMusA (Jazz), GradDip Ed, Examiner AMEB	Private Music Instructor
Ms 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 Syntageros	DMA, MM, BMus (Perf), GradDipEd, LMusA, AMusA	Private Music Instructor
Mrs Bianca Hickey	BMus (Perf)	Private Music Instructor
Ms Melanie Simpson	BMus(Hons)	Private Music Instructor
Mrs Kerry Riley	BMus, AMusA, LMusA	Private Music Instructor
Miss Evelyn Stephan	BA (Music), GCert (Vocal Pedagogy)	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
Miss Stephanie Taylor	MMusSt (Pedagogy and Adv.Perf), GradDipMusSt, BMus	Private Music Instructor
Ms Chloe Williamson	MPhil (Music), GradCertMusSt, BMus (Hons),	Private Music Instructor
Boarding staff		
Mrs Sandra Johnson	Adv Dip Couns & Psych, Dip YthWk, Cert Residential Care	Pastoral Care Coordinator - Boarding
Mrs Leonie Betts	BEd, GradDip (comm Teach), GradDip EC, DipTeach (Primary)	Boarding House Supervisor
Mrs Janet Caitens		Boarding House Supervisor
Miss Melita Gul		Boarding House Supervisor
Mrs Cheryl Harrison	BA, B.Ed. Stud, Dip. HPE, Cert Teaching	Boarding House Supervisor
Ms Deborah Knight		Boarding House Supervisor
Mrs Gracemere Mataia		Boarding House Supervisor
Mrs Fiona Spooner	BBus(Man)	Boarding House Supervisor
Ms Chris Vidal		Boarding House Supervisor
Miss Melissa Young	BEd	Boarding House Supervisor
Miss Nina Wildman		Boarding House Assistant - Activities
Mrs Angela Crowe		Student Reception & Administration Assistant - Boarding
Health Centre staff		
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		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD	Director of Business and Operations - SSA
Mr Darren Watt	B.Comm, CPA, BGeneralSt, GradCertBus (ProjMgmt), GAICD	Business Manager - Finance and Facilities - SSA
Mrs Leah Saul	BCom, CA, DipMgmt	Business Manager - Operations and Compliance - 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
Miss Sia Sau		Finance Officer
Mrs Delna Venter		Finance Officer - Accounts Payable
Ms Katie Keddie		Payroll Officer
Mrs Lyn Leishman		Personnel Officer

Ms Sharon Hill-Lewis		Executive Assistant - Business Office - SSA
Mrs Natalie Niethé	BA (Hons)	Administration Assistant - Compliance
Human Resources Staff		
Mrs Maree Varvari	BBus(HRM)	Human Resources Officer
Marketing staff		
Ms Pam Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Ms Victoria Nikolova	BA(Photography) Hons	Marketing and Communications Assistant
Mrs Pru Reed	BMassComn, BDance	Media Officer
Development and Community staff		
Ms Lu Wishart		Director of Philanthropy and Stakeholder Engagement
Mrs Helen Ferguson	BA	Administration Assistant - Development and Community
Ms Julie Gibbons	BA (hons), CIMA, GradDipEd, GradCertEd	Administration Assistant - Development and Community
School Archivist		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
Admissions and Community Relations		
Ms Helen Lobegeiger	MEd(Leadership and Mgt),BEd(PhysEd), DipFitness	Head of Admissions & Community Relations
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
Mrs Judy Robinson	BBus	Admissions and Community Relations - Secondary and Boarding
Information Technology staff		
Mr Jack Hudson		IT Customer Support Officer SSA
Mr Peter White		IT Customer Support Officer SSA
Mr Tyler Stosic		IT Customer Support Officer SSA
Mr Geoff Robinson		IT Customer Support Officer SSA
Mr Josh Craig		IT Customer Support Officer SSA
Mr Matthew Duncan		IT Customer Support Officer SSA
School Support staff		
Ms Jenny Eisentrager		Office Manager
Mrs Sharon Benson	Cert IVTrain & Assessment	Administration Assistant - School Support
Mrs Melissa Tuffley	PGDip Marketing	Administration Assistant - School Support
Ms Tess Rival-Quinn		Administration Assistant - School Support
Administration staff		
Mrs Lisa Beeney		Executive Assistant to the Principal
Mrs Jodi Fisher-Grimshaw		Executive Assistant to the Deputy Principal
Ms Trish Kirkpatrick	BSc, DipEd	Executive Assistant - Pedagogy and Studies
Mrs Elise Martin		Assistant to the Dean of Students
Miss Grace Davies		Receptionist
Mrs Janelle Benson-Lloyd		Administration Assistant - Music

Miss Alex Kemp		Administration Assistant - Primary
Mrs Janelle Spear		Administration Assistant - Primary
Facilities staff		
Mr Steve Fleming		Operations Manager - SSA
Mr Andrew Cameron		Facilities Team Leader
Mrs Paige Fitzpatrick		Functions & Facilities Coordinator
Mr Peter Gibbons	BAppSc ForSc	Administration Assistant/Facilities Assistant
Mr George Mogilski		Facilities Assistant
Mr James McHugh		Facilities Assistant
Mr Nick Spiller	Cert III Carpentry; Cert IV Sports Dev.; Dip. Sports Management	Facilities Assistant
Ms Shirley Mill		Laundry/Cleaning Assistant
Catering Staff		
Mr Scott Johnson		Catering Operations Manager
Mr Shelly Verma		Sous Chef
Mr Steven Cunningham		Chef
Mr Ian Garrioch		Chef - Tuckshop
Mr Chris Watts		Chef
Mr Edward Miller		Apprentice Chef
Mr Rayden Charlie		Apprentice Chef
Mr Ben Caulton		Apprentice 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 staff		
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 Holly Brain		Educator - Assistant
Ms Alyssa Ittensohn		Educator - Assistant
Miss Ellen McGregor		Educator - Assistant
Miss Courtney Peel		Educator - Assistant
Miss Ellen Sinclair		Educator - Assistant
Miss Anja Winch		Educator - Assistant
St Margaret's College		
Dr Kylie Armstrong	PhD, BEd, DipTeach	College Director
Ms Marie Bosiljevac		Administration Assistant - St Margaret's College
On extended leave		
Ms Angela Bowen	B.Mus(Hons), BEd(Hons), AMusA, CSTD	Head of Year

Ms Jenny Matheson	MA(Counselling Psychology), BA(Hons), GDipEd(Sec)	Head of Year
Ms Teagan Davidson	BEd, BA	Secondary Teacher
Mrs Meg Kerr	MEd(CogPsycEducPrac),BEd(Sec), BA	Secondary Teacher
Miss Tamara Garvey	BEd(EC),B Psych.Sc (Hons)	Primary Teacher
Miss Jacqui Smith	BEdPri(EC)	Primary Teacher
Ms Naomi Holley	Med(Leadership and Management, BEd(Sec), Cert IV in Training and Assessment	Head of Faculty - Business and Pathways
Ms Meredith Morris	BBus(Marketing and Economics), GradDipEd(Economics and Social Studies)	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.

Statewide and regional reports from the 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 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 2016.

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 2017

Number of respondents	Number of students who completed Year 12	Response rate (%)
90	114	78.9

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 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.

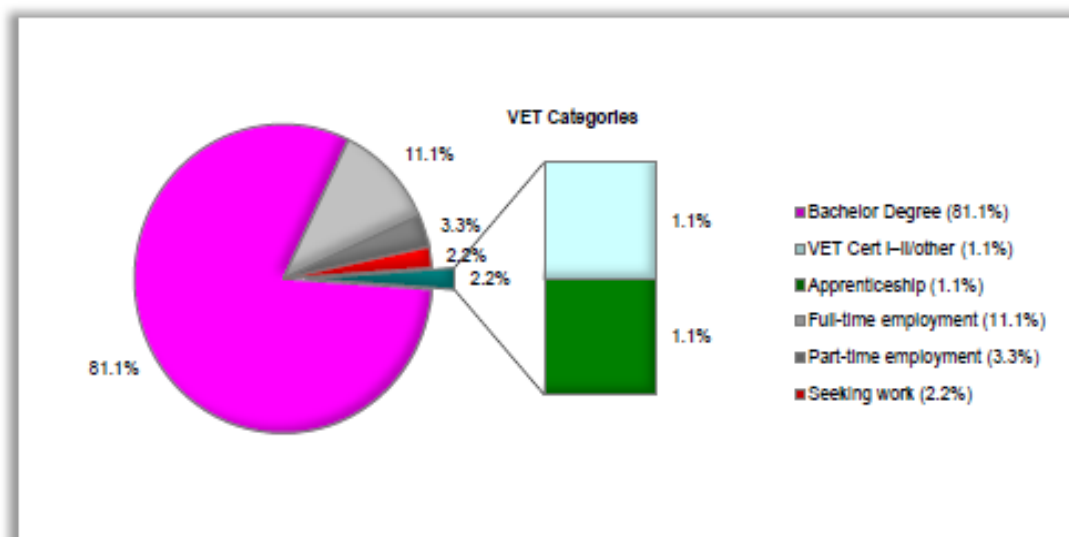
The most common study destination was Bachelor Degree (81.1%). The combined VET study destinations accounted for 2.2% of respondents, including 1.1% in campus-based VET programs.

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



Next Step 2018 Post-School Destinations

St Margaret's Anglican Girls School



This is a summary of the post-school destinations of students from St Margaret's Anglican Girls School who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2018.



61.9% response rate

70 out of 113 Year 12 completers from this school responded to the 2018 survey. *Results may not be representative of all Year 12 completers at this school.*

Post-school destinations



In 2018, 98.6% of Year 12 completers from St Margaret's Anglican Girls School were engaged in education, training or employment in the year after they completed school.



Of the 70 respondents, 84.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 14.3% transitioned directly into paid employment and no further study.

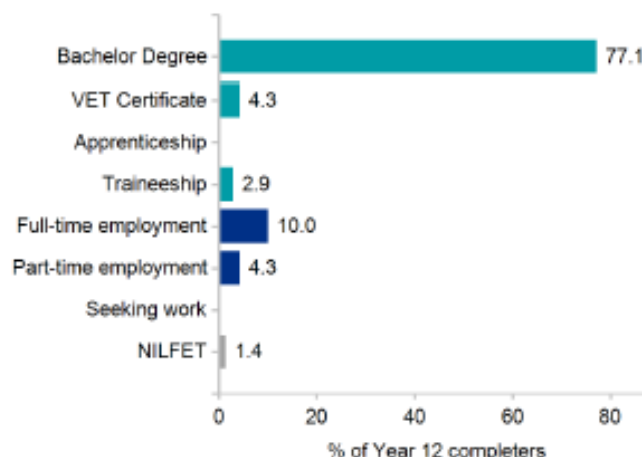
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2018



Queensland
Government

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