

St Margaret's



St Margaret's

PRE-PREP - YEAR 12 BOARDING YEARS 5-12

A local school with a global outlook



State/Federal Annual School Report

2018

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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. In addition to this, the school's weekly newsletter, the school's Facebook page, the school website, the school magazine (*The Link*) and other special publications, such as the *Flyer*, are important sources of information as well. 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 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. An Academic Flyers Program also provides enrichment in the Secondary School.
3. The Core plus Cluster Curriculum Program in the Primary School which allows extension, enrichment and support opportunities for all students in literacy and numeracy.
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 2018 for Years 5 to 12 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
8. Academic Advising Program for Years 9 to 12

St Margaret's provides for the education of girls from Pre-Prep to Year 12 and boys in Pre-Prep and Prep. In 2018, 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 2018, 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 aspects of school life. As an Anglican school, we aim to live out Christian values at all times from the classroom through to our 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, 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 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 using 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 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 the opportunity 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, and perform at concerts and events. Listed below is the range of groups available:

- String Groups – Tutti, Amati, Stradivari, Chamber, Beath String Quartet (depending on ability)
- Choirs – Serenata (Years 2-3) Bella Voci (Years 4-5) and Chorale (Years 5-6), Elevarsi Voices (Years 6-8)
- Band Ensembles – Chaseley Concert Band, Jackson Wind Ensemble, Sister Helen Wind Symphony, Elective specialists ensembles
- Primary Rock Band – Highly Strung

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

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 Years 2 to 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.

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

In 2018, highlights included choral verse performances at Open Day and the St Margaret's Primary Breakfast, the Years 2, 3 and 4 plays, and the Year 5 and 6 Speech and Drama Eisteddfods.

Public Speaking/Debating

In Term 2, all students in Years 5 and 6 participate in the debating program as part of their English program. In Term 3, girls may elect to participate in extra-curricular public speaking sessions. Friendly competition is provided in-house and against our sister school St Aidan's.

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
- BRAINways workshops
- Opti-MINDS Challenge

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

Every two years, a tour to Japan is offered for Years 5 and 6 students for a cultural experience and to visit the school's sister school, Konan Elementary School. The next tour is in 2019.

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 2018, 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 three elective subjects. In Year 9 students select three electives to study across Year 9 and 10. They select one major (4 lessons per week) and 2 minors (3 lessons per week). The link below to the Year 9/10 Curriculum Handbook provides more details about the subjects offered.

[Year 9 and 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 23 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 2018, St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. Thirty-two (32) students completed a Diploma of Business with Barrington College. Another three (3) girls, two Year 11 and one Year 12 student, attained a Diploma of Project Management through Management Frontline. In addition, thirty-nine (39) students completed certificate qualifications in Hospitality, Tourism, Justice Studies and Agriculture.

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 2018 chose four subjects from the following list:

- Accounting
- Ancient History
- Biology
- Chemistry
- Drama
- Economics
- English Extension (Year 12)
- French
- Geography (not offered due to low numbers)
- German
- Home Economics
- Information Processing and Technology
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12)
- Physical Education
- Physics
- Visual Art
- Certificate II in Hospitality (offered to Year 12 2018 students only)

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

[Year 11 and 12 Curriculum Handbook \(2018/2019\)](#)

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 2018

- University of NSW ICAS Science Competition
- University of NSW ICAS Mathematics Competition
- University of NSW ICAS English Competition
- University of NSW ICAS Writing Competition
- 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 for Young Australians
- Maths Olympiad (Australasian Problem Solving Mathematical Olympiad)
- All Hallows' Maths Team Challenge
- All Hallows' All Girls Maths Team Challenge
- Ferny Grove Maths Team Challenge
- Children's Book Council Australia Readers Cup
- Year 7 Future Brisbane Challenge – World Science Festival 2018
- Premier's Creating Queensland's Future Coding Competition
- Australian Science Olympiad
- Sleek Geeks Secondary Science Competition
- Tax, Super and You Competition
- Queensland Government Buy Smart Competition

Academic Results - NAPLAN

Primary and Secondary School – NAPLAN Data 2018

National Testing

Our students achieved well above the average results when compared with both State and National figures. In fact, St Margaret's was in the top 15 for all year levels. 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 2018	Year 3 2017	Year 3 2016	Year 5 2018	Year 5 2017	Year 5 2016	Year 7 2018	Year 7 2017	Year 7 2016	Year 9 2018	Year 9 2017	Year 9 2016
St Margaret's	528	529	479	565	572	561	590	583	572	630	623	617
State	429	425	420	506	503	500	536	540	539	577	575	576
National	433.8	431.3	425.7	509	505.6	501.7	541.5	544.7	541.0	583.8	580.9	580.6

Writing:

Average	Year 3 2018	Year 3 2017	Year 3 2016	Year 5 2018	Year 5 2017	Year 5 2016	Year 7 2018	Year 7 2017	Year 7 2016	Year 9 2018	Year 9 2017	Year 9 2016
St Margaret's	492	483	461	526	529	515	556	568	546	592	610	596
State	404	402	409	454	461	466	493	503	502	526	539	534
National	407.2	413.6	420.5	464.6	472.5	475.4	505.3	513	514.7	542.3	551.9	548.4

Spelling:

Average	Year 3 2018	Year 3 2017	Year 3 2016	Year 5 2018	Year 5 2017	Year 5 2016	Year 7 2018	Year 7 2017	Year 7 2016	Year 9 2018	Year 9 2017	Year 9 2016
St Margaret's	486	484	446	540	552	522	586	582	559	620	620	607
State	411	409	411	497	497	486	541	546	540	580	577	574
National	417.8	416.2	420.1	502.5	500.9	492.9	545.2	549.6	542.9	583.3	581.5	580.3

Grammar and Punctuation:

Average	Year 3 2018	Year 3 2017	Year 3 2016	Year 5 2018	Year 5 2017	Year 5 2016	Year 7 2018	Year 7 2017	Year 7 2016	Year 9 2018	Year 9 2017	Year 9 2016
St Margaret's	547	573	496	582	579	584	606	611	578	645	639	615
State	429	437	433	501	496	506	542	538	538	579	574	569
National	431.7	439.3	436.3	503.6	499.3	505.0	543.9	541.6	540.2	580.1	574.1	570.3

Numeracy:

Average	Year 3 2018	Year 3 2017	Year 3 2016	Year 5 2018	Year 5 2017	Year 5 2016	Year 7 2018	Year 7 2017	Year 7 2016	Year 9 2018	Year 9 2017	Year 9 2016
St Margaret's	483	497	447	535	549	536	592	600	587	655	654	638
State	398	402	397	487	490	488	540	549	546	588	585	582
National	407.7	409.4	402.2	494.2	493.8	492.9	548.2	553.8	549.5	595.6	592	588.8

Percentage of Students Above National Benchmark:

Year Level 3	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	100%
2015	100%	100%	100%	100%	100%
2016	100%	100%	100%	100%	100%
2017	100%	100%	100%	100%	100%
2018	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%
2018	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%
2018	97.5%	100%	100%	100%	97.5%

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%
2018	98%	100%	99%	100%	100%

Year 12 Outcomes for the 2018 cohort

OP Results

Overall Positions 2018		
OP	St Margaret's	State
I - 2	13.70%	6.92%
I - 5	41.09%	21.79%
I - 7	56.16%	33.75%
I - 10	83.56%	53.96%
I - 15	98.63%	82.69%

72% of students in 2018 were OP eligible

36.6% of students received a VET qualification

QCS Results

On the 2018 Queensland Core Skills Test, 72.4% of students were awarded an A or a B.

Queensland Certificate of Education

101 (100%) students received a Senior Education profile, 73 of whom were OP eligible.

100% of Year 12 students received a Queensland Certificate of Education (QCE).

QCST		
QCS	St Margaret's	State
A	29.3%	15.6%
B	43.1%	28%
C	24.1%	34.9%
D	3.5%	20.9%
E	0%	0.7%

QTAC Offers for the 2018 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	5
Griffith University	7
James Cook University	1
Queensland University of Technology	35
The University of Queensland	43
University of New England	2
University of Southern Queensland	1
University of the Sunshine Coast	4
TAFE Queensland	1
Total	99

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)	2
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	4
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	8
Education (e.g. Early Childhood, Primary, Secondary)	5
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	4
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	27
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	12
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	12
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	23
TOTAL	100

Pastoral Care at St Margaret's

Pastoral Care features prominently in all aspects of St Margaret's Anglican Girls School life and in the day-to-day experiences of each individual in our community. St Margaret's has a strong pastoral care ethos and is committed to looking after the needs of girls and their growth and development within a safe and caring environment. Effective pastoral care promotes a positive, supportive and whole-school culture and is a pivotal element of a creative and stimulating learning environment where girls can feel connected and develop a sense of her own abilities, achievements and self-worth. Pastoral Care underpins the broad educational environment and supports our Teaching and Learning Framework. At St Margaret's our pastoral care program provides the essential foundation to our dynamic learning community.

This holistic program aims to develop social and emotional competencies in individuals and enhance various student relationships from Prep to Year 12. This primary program consists of: School values, Buddy Program, Service, Leadership, Religious Values and Education and the Pastoral Care curriculum. Whilst every staff member has a responsibility for the pastoral care of students, a specialised Pastoral Care Team oversees a comprehensive and proactive pastoral and welfare system. In the Secondary School (Years 7 – 12), the Dean of Students works with the Pastoral Care Team (Heads of Year, Student Counsellor, Careers Counsellor, Chaplain as well as the Head of Boarding, Pastoral Care Co-ordinator – Boarding, and the International Students' Co-ordinator) to deliver Pastoral Care. Heads of Year provide both academic and pastoral support for students in their year level, as well as referring students to various staff within the Secondary School for specialist assistance. The Year 7 and 8 form teachers as well as academic advisors (Years 9 to 12) also play an important role, maintaining a 'pastoral eye' over the students in their care.

Throughout 2018, the Secondary Pastoral Care Program was continually reviewed by student feedback surveys and updated to ensure it provided a sequential, relevant and practical curriculum. A specific program operates within the Secondary School, which focuses on personal identity and self-awareness, self-management, fostering positive relationships and respect, personal resilience, and careers while promoting physical and mental health and wellbeing. Outside providers assist the school to deliver age appropriate developmental content which is engaging and provided in a safe environment. These areas are explored and often revisited throughout the secondary years to assist individuals to strengthen girls' social, emotional and physical health, as well as explore life after school.

Worship and the spiritual development of students stands at the centre of all we do at St Margaret's. In addition to the compulsory subject RVE (Religious and Values Education), which explores Biblical and Christian Tradition, Ethics, Philosophy of Religion, Major World Religion and the affective experience of faith and spirituality, students participate in regular prayer, reflection and formal worship within the Primary and Secondary Schools. Senior students attend RVE Master Classes which occur during the year. Age-appropriate liturgies are supported by regular chapel services and whole school celebrations of major Christian festivals that occur throughout the year.

How satisfied are the students?

The annual student well-being survey showed 93% of students feel safe at school, while 96% report having friends. 89% of these students believe they are encouraged to be part of school life and 86% enjoy coming to school. 95% of the students believe doing well at school is important to them.

Average Student Attendance

Average student attendance in 2018 was 93.76%.

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 several support groups operating under its umbrella. In 2018, this included the Boarders' Support Group, Music 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.

As part of the importance we place on Student Protection, we have invited parents to be part of the Child and Youth Risk Management Strategy Committee again this year. We currently have three parents as part of this group which meets each term.

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. 2018 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 functions and meeting space.
- 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, 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, Years 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 also hosted another evening this year with a guest speaker from the US, Peggy Orenstein, who presented “*Girls and Sex: Navigating from shame and regret to integrity and joy in a complicated new landscape.*” She offered a clear-eyed picture of the new sexual landscape girls face in high school and revealed how they are negotiating it.

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.

In the Primary School, many parents volunteer their time for reading groups, excursions and activities.

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
- 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 and 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 to provide feedback to the school community. This survey was conducted again in 2018.

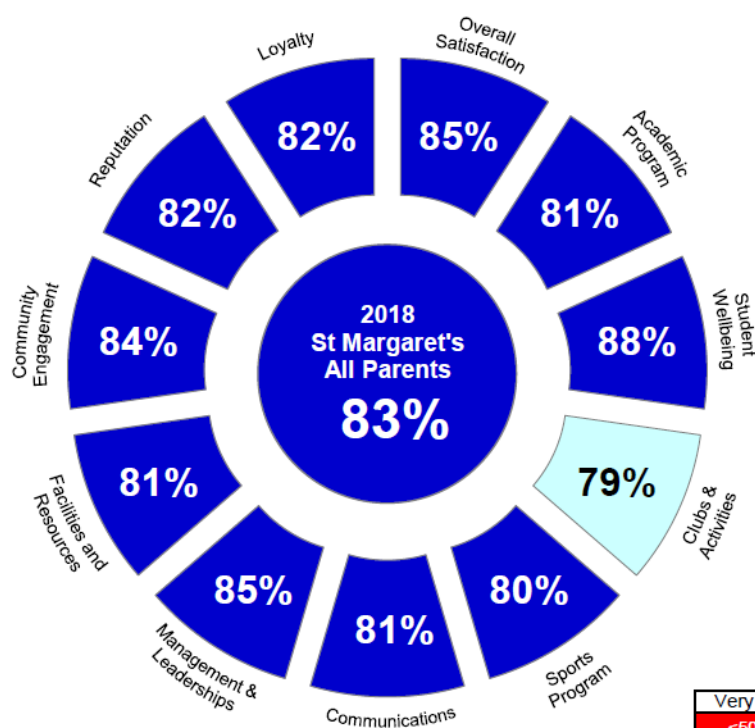
How satisfied are parents?

In 2018 St Margaret's conducted its Parent Survey. 52% of parents responded. 85% of parents indicated they were very satisfied with their children's education at St Margaret's Anglican Girls School. This is a very high level of satisfaction. For the Primary School it is 90% and for the Secondary School it is 80%.

89% of boarder parents rate their satisfaction with boarding. This again is a very high level of satisfaction.



Overview of Key Areas – All Parents



The 'MMG Wheel' reflects the overall scores (mean) across key areas for all parents.

Parents noted 'very high' scores for 10 of the 11 key areas and a 'high' score for the remaining area.

The overall parents' score is 'very high' (83%).

These scores suggest the School is in 'very good' overall health and above the 80% overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

How satisfied are staff?

With regard to all staff at St Margaret's, in the Annual Survey 89% rated St Margaret's as an employer 4 or 5 out of 5, with a further 10% 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 2018

- 86.46 % of teaching staff continued their employment in 2018 at St Margaret's
- Average staff sick leave 1.89 %

Value Added Information

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

- A commitment to Personalised Learning
- Academic Advising, Years 9 to 12
- Academic value adding
- Relevant Academic and Vocational Education options
- Small class sizes in some subjects

- 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 to improve student outcomes
- A respectful relationship between student and teacher
- Specific pastoral care programs
- Extension and enrichment programs to complement in-class activities called the 'Flyers program'
- 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: USA, Canada, South Africa, Germany, Japan, Hong Kong, New Zealand
- Many opportunities for parents to be involved through P&F and support groups
- 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
- St Margaret's Quality Teaching and Learning Framework

Looking forward to 2019

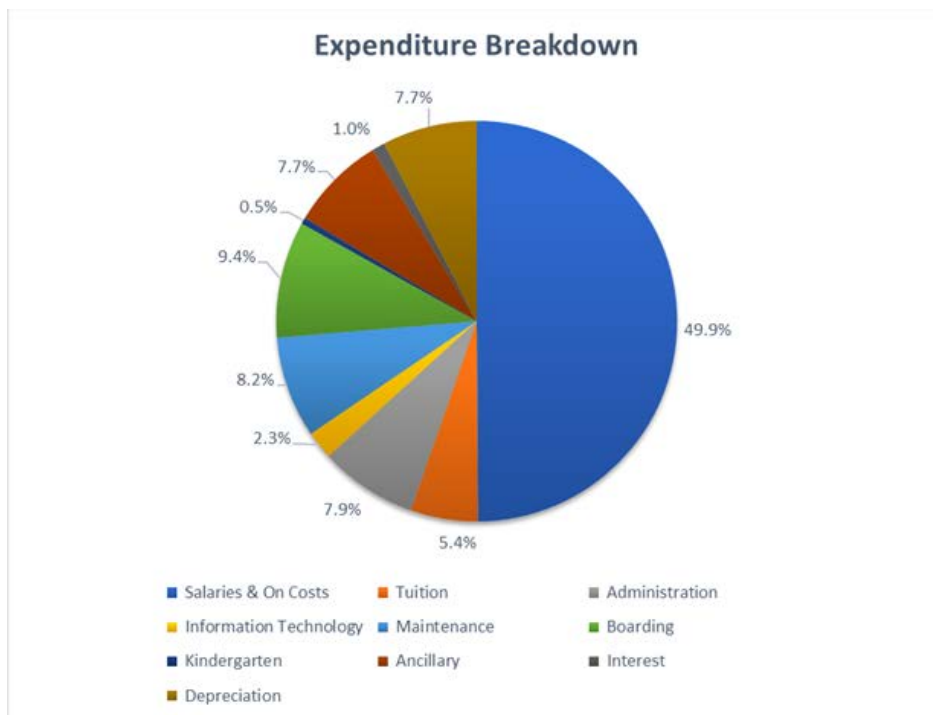
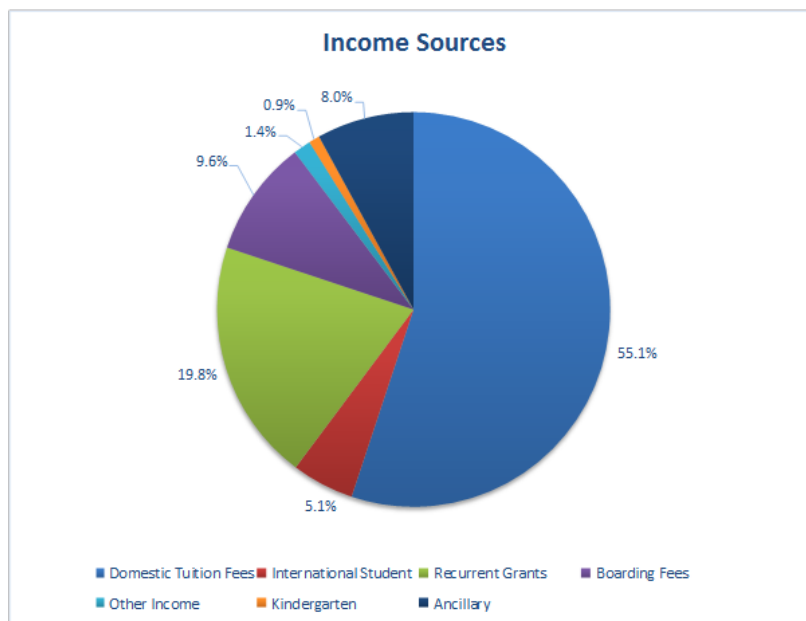
- Further development of the 'Wish you were a Boarder' program
- Continuation of the capital campaign for the Sports Precinct
- Expansion of school's exchange program to include an English or US school
- Further development of the Community Service Program
- Trial of the St Margaret's Plus with Year 11 students
- Launch of the Student Wellbeing Program
- Introduction of Digital Literacy course for Year 8 students
- Further development of The POD
- Achieving our 1000th enrolment
- The continued development 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
- Fourth year of the Day/Boarder weekend
- Further implementation of the St Margaret's Quality Teaching and Learning Framework
- Further 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 2018.

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 2018 and will continue in 2019.

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 2019

- Ongoing fiscal management of operational budgets throughout 2019
- 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, our sister school, on the shared business services arrangement

Boarding

Overview

It was a very successful year in boarding in 2018. 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. We have continued the process of House Mothers personally contacting parents to give them a thorough understanding of how their daughter is progressing in Boarding. We will see a new structure in Boarding next year with the introduction of a Head of Junior House (7,8,9) and Head of Senior House (10,11,12). These two positions will replace the Deputy Head of Boarding and will focus on ensuring the smooth running of Junior House and Senior House.

Programs

Boarding has many different programs running. These include our community service program which is open to all girls. We continue to have a focus on cultural diversity in the boarding house which aims to ensure both staff and students are aware and accepting of difference. Our focus in this area continues to grow and this year we again 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 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%
2014	86	2018	101	117%

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

SECONDARY SCHOOL

Extra-Curricular Sport

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

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

In 2018, 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 program of Touch Football with Year 7 fielding three teams. The Year 8 rowing program also accommodated large participation numbers having nine crews.

Across the QGSSSA competition, sports teams won pennants in Year 7 Artistic Gymnastics, Year 9 Badminton, Year 9 Touch Football, Division 1 Cricket. In the BSRA competition, pennants were won in Year 9 and St Margaret's retained the Aggregate Cup for the fourth consecutive year. Two teams qualified for the Downey Park Club Netball finals with the 12 years team winning their division. St Margaret's also retained the Sheena Dyson Lifesaving Shield for the 20th consecutive year.

New to the program in 2017 was the Queensland Independent Secondary Schools Netball Carnival (QISSN). In 2018, St Margaret's placed 29th out of a total of 60 schools participating. This team improved significantly from this performance qualifying for the Vicki Wilson Cup finals series in October. The team finished 8th from approximately 200 schools. A Junior team comprising of students from Year 7 to Year 9 competed in the Vicki Wilson Shield where they finished third in the Metropolitan North region out of the 16 schools participating.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2018, 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 Association
- BWPI (Brisbane Water Polo Inc)
- Brisbane Metropolitan Touch Association
- Royal Life Saving Society Queensland

2018 was largely a consolidation period for sport however the following initiatives have commenced:

- A Coach Development Program which seeks to support and nurture our coaches, providing them with the necessary tools to continue to grow, learn and deliver quality experience to our athletes at all levels. This has commenced in Water Polo whereby coaches have undertaken a series of workshops in Term 4 and will continue in Term 1 2019. It is envisaged that similar programs will be implemented in the sports of Netball, Touch Football, Hockey, Rowing and Athletics.

- The Strength and Conditioning program has been consolidated and will focus specifically on the core sports of Swimming, Cross Country, Rowing and Athletics in 2019.
- Communication to students and parents regarding our sports program has continued to grow through the POD Secondary Sport Group pages.

In our current student body, we have had Australian representatives in Athletics, Cricket, Lifesaving, Rugby League and Ice Skating.

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 2018 the table below shows the number of secondary students who competed at the State Championships through the school sport pathway. To summarise, St Margaret's had 34 girls in the secondary school competing at State Championships QLD State representatives and 6 students competing at National Championships.

Sport	State Championships
Athletics	10
Basketball	1
Cross Country	5
Cricket	1
Football	1
Golf	1
Netball	1
Softball	1
Swimming	9
Tennis	1
Touch Football	2
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

Nine teams competed in the QDU Secondary Schools' Competition, with three Year 7 teams participating in the QDU Junior Round Robin Competition. After a very successful season, a record-breaking six teams progressed through to the finals.

Finals results:

The following teams progressed to the Finals stages of the QDU Competition: Teams 8.2 and 8.3 progressed to Finals 1 but were defeated. After incredible wins in their first two Finals rounds, Teams 9.1 and 9.2 both progressed to Finals 3, but were unfortunately defeated before the Quarters. Team 12.1 won their first Final and then progressed to Finals 3 but were unfortunately defeated before the Quarters. Team 11.1 had straight wins through the preliminary rounds, and progressed straight to the Quarter Finals, but sadly did not progress to the Semi Finals.

The St Margaret's teams debated phenomenally well throughout the season as was evidenced by their tremendous efforts throughout both the Preliminary rounds and the Finals.

Public Speaking

St Margaret's offers students the opportunity to participate in public speaking competitions designed to encourage deep thinking, build confidence and develop verbal and non-verbal communication skills. In 2018, St Margaret's was represented in the Rostrum Voice of Youth Competition, with a Year 12 student progressing through to the State Finals, as well as in the Junior Division of the English Speaking Union QLD Secondary Schools' Public Speaking Competition. Speech and Drama students in Years 7 and 10 also had the opportunity to develop their impromptu speaking skills through participation in the school's in-house Eisteddfods.

Mooting

In 2018, 3 Year 12 girls competed in the Bond University High School's Mooting Competition. 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 to uphold the decision of a trial court. Although the team did not progress into the final round of competition, they did receive an honourable mention. One student, Isabelle Simpson, received the award of outstanding oralist. Inter alia, the judges praised our girls' capacity to think on their feet and noted the depth and breadth of research that was evident in their submissions. 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 2018. We started the year with our annual collection of Easter eggs and activity packs for the Queensland 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. Numerous girls marched in the Anzac Day Parade for some of these borders it was the first time to see the Parade and participate in it.

In Term 3, we visited Freedom Nursing Home and the girls performed various musical items and provided afternoon tea for the residents. Throughout the year the girls have been busy knitting the St Margaret's Poperinge Poppy for Remembrance Day, the funds from the sale of these poppies went to the Drought Relief. Toc H finished the year with members helping at the Childhood Cancer Support Christmas party on the first Saturday of the Christmas holidays.

Astronomy Club

The Astronomy Club has continued to foster interest in the stars above through 2018 with many evenings observing the Moon, Saturn and its rings, Jupiter and the four Galilean moons, and many constellations. The club has an open membership including both primary and secondary students across a wide range of year levels, and several Most members gained proficiency at setting up the computerised telescopes for observing and learning their way around the night sky. The occasional pizza also helped on cold winter evenings. Unfortunately, adverse weather conditions caused several observing evenings to be cancelled, but after several postponements, the club enjoyed a field trip to engage in Dark Sky astronomy, and truly experience the wonderful Milky Way in all its glory.

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 portrait painting. Activities may 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 one Senior team in the South-East Queensland Theatresports Competition. Theatresports requires students to combine their dramatic skills with improvisation techniques. Drama students began training throughout Term 1 with focused sessions taking place in Term 2 ahead of their competition in late May. This year saw St Margaret's perform admirably in a very tough field of 8 of Brisbane's most high-achieving school's teams, 2 of which successfully progressed to the semi-finals. On this occasion our team's involvement finished at the final heats, however they were commended for their integration of wit, humour and an expansive vocabulary. Theatresports continues to be a popular and creative co-curricular activity, as evidenced by the introduction of an interhouse competition this year.

Dance

The St Margaret's Dance program has continued to grow in 2018. This year a brand-new dance ensemble was introduced, named Ballare; Italian for 'to dance'. Ballare provides students from Years 7 – 12 with the opportunity to refine and practice dance skills, create and collaborate ideas for choreography and develop self-confidence and team work skills. The role of dance captain was also introduced, providing an opportunity for students to effectively lead, guide and support their peers and staff.

Ballare performed at various events throughout the year, with the highlight being MAYO Festival. Students performed a 15-minute dance ensemble underpinned by the theme 'Kaleidoscope'. The dance showcased three different styles of dance including contemporary, jazz and hip hop. The finale routine was particularly memorable, with over 50 primary school students from Prep – Year 6 joining the secondary students on Circular Drive to perform to Justin Timberlake's, *Can't Stop the Feeling*.

Another highlight was the Ponytail Project marketing campaign. Students worked with experienced choreographers to learn a dance routine which was filmed. This campaign will be used to raise cancer awareness within the community. Other performances include St Margaret's Open Day, Sports Awards, fundraising events 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.

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

In 2018, highlights included a special storytelling performance at the Iona Performing Arts Centre, hosted by the Communication, Speech and Performance Teachers Inc.; student performances at Parliament House for the 72nd Barbara Sisley Awards; and in-house Speech and Drama Eisteddfods for students in Years 7 to 10.

Community Service

The concept of Servant Leadership aligns closely with St Margaret's core values and ethos and is the foundation on which the Service Learning program is built. The program sits alongside the core curriculum and aims to develop a sense of social responsibility in our students. Our service program is addressed under the Service Learning Passport, Year Level Service Learning Projects, Toc H and the Philanthropy Group.

2018 has seen St Margaret's affirm its position as a leader in providing service learning opportunities for students and reports remarkable achievements by individuals and groups as well as a school and community, collectively. Working within and beyond the classroom, girls have served their local communities, contributed to national and international causes and made a difference to those who need the most. Through the many Service Learning opportunities available to the students, girls are provided with avenues to foster personal growth, leadership skills, activism and humanitarianism in a safe and supportive environment.

A dedicated team of staff have nurtured the students through their journey of servant leadership and encouraged and motivated them to reach their goals. In Years 7-9 there is a focal point directing their service, while older students are encouraged to carry on with their contribution to the community in a more independent and interest-based capacity.

In 2018, 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

Philanthropy is becoming synonymous with St Margaret's – staff and students alike are working relentlessly to promote a philanthropic mindset among our community. Throughout 2018 One Girl was selected as the focus organisation for the year and this was well supported by the whole school community. One Girl is an Australian not-for-profit organisation dedicated to supporting girls without access to education. Since 2009, One Girl has worked with well-established local organisations to reach more than 32,000 women and girls with access to high-quality education programs.

There were many other recipients of the work of the Philanthropy Group and the generosity of the St Margaret's community throughout 2018. Free Dress days supported the Bush Ministry Fund, Anglicare and The Archbishop's November Appeal. The girls also supported the Prefects with the Ponytail Project, which raised funds for Cancer Council Queensland and 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 in their ongoing work with the community.

Duke of Edinburgh

The Duke of Edinburgh program has continued to grow in 2018. Currently we have over 73 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 Journey Journal and the Year 10 Qualifying Journeys were completed to a high standard and we are looking forward to more girls in Year 10 completing the award before the end of the year. The first year 10 student was Alexandra Hope.

Sony Camp

During the first weekend of September holidays, Year 11 St Margaret's and Years 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, caterers and numerous staff take on the primary care role of a group of 37 children whose 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 assembled 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 throughout 2018.

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 bringing together the broader school community. Informal performances have continued to be presented throughout the year with many ensembles providing morning tea performances in the Barley Sugar Garden. These 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 St Margaret's Music Department was involved in several inter-school events throughout the year. Music students were heavily involved in the Anglican Schools Music Festival, which brought together students from fifteen Anglican schools across SE Qld. Students combined forces to rehearse and perform with guest conductors in the QPAC Concert Hall. St Margaret's also continued to develop musical connections with Churchie in 2018. This year St Margaret's hosted the St Margaret's/Churchie music afternoon with approximately three hundred students in attendance. This event proved to be very successful, providing the opportunity for both musical development and social interaction within a structured environment.

Numerous community performances occurred throughout the year. Some of these included several performances at St Mark's Anglican Church, St Columb's ANZAC Day Service and Music Fest at Calamvale. The Co-Curricular Music Program also provided musical performances at numerous school functions throughout the year including the five Professional Women's Networking events, Open Day/Open Morning, Speech Night and Thanksgiving Service.

Community Choir was a significant community event with approximately forty 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.

The St Margaret's Music Department this year provided an overseas tour to Prague, Vienna and Salzburg in the June/July holidays. Thirty-four students travelled on the tour, forming a choir and string orchestra and were accompanied by four staff.

Students provided performances at local churches and participated in the Summa Cum Laude Festival in Vienna which brought together student musicians from around the world. In Vienna, the students performed in the Musikverein (home of the Vienna Philharmonic Orchestra) and MuTh (home of Vienna Boys' Choir). They also participated in several workshops at the University of Vienna.

The Boarder Music Practice Program has continued to grow in 2018. Attendance at the practice sessions has been consistent and assisted in developing a stronger practice culture. Boarder Musicians' Concerts were made available to students in both Semester 1 and Semester 2.

A new system of reporting for students undertaking private music lessons was introduced in 2018. All students undertaking private music lessons were required to present a performance to two teachers of the material they are covering in their lessons. The teachers provided a report based on the presentation given by the students. This initiative has provided students with a performance goal to work towards and allowed for the opportunity to receive relevant feedback. Another initiative for 2018 was the introduction of a new beginner concert band called Chaseley Concert Band. This ensemble provides the opportunity for beginner students on band instruments to participate in group music making further developing ensemble skills.

The Music Support Group has continued to be very active throughout 2018 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 Music Support Group has committed to purchasing string instruments to allow for the Year 3 Strings Program to become a two-year program, providing string tuition to all students in Years 3 and 4. This initiative promises to bring more depth to our Primary Music curriculum program in 2019.

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 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	Chaseley Concert Band (Beginner) / Jackson Wind Ensemble (Intermediate) / Sister Helen 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) / Encorah (Secondary auditioned)

Overseas Tours

In 2018, students had the opportunity to broaden their horizons through a number of international tours throughout the year during school holiday times.

Ski Trip

This year the St Margaret's ski trip, organised by Mrs Krynauw, was to New Zealand's picturesque Queenstown. The trip was from 21 – 29 September and the group stayed at Pinewood Lodge in Queenstown. Thirty Year 10, 11 and 12 students attended, accompanied by four teachers.

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

The trip was very well organised and highly successful.

Antipodean Expedition

From the 29 March to 13 April, students in the Secondary School had the opportunity to visit Vietnam as part of the Antipodeans Abroad program.

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

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

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

These exercises enabled the group to establish teamwork and leadership skills that were key to making decisions during preparation at home and when they travelled in a foreign environment.

Two teaching staff accompanied the expedition to Vietnam and facilitated the fundraising and team work activities.

Music Trip

34 music students and four staff travelled to the Czech Republic and Austria from the 2-14 July for a European Music Tour. The students performed as part of Encorah and a Strings Ensemble, and were able to perform in spectacular venues and provided special performances at community church events in Mělník, Fels am Wagram and the picturesque Hallstatt. There were opportunities to learn from highly acclaimed musicians. These included a workshop in the Dvorak Museum in Prague with the assistant conductor of the Prague Philharmonic Orchestra, a master class for our Year 9 pianist Akari Komoto with Pavel Kachnov from Kiev, now a professor of Music in Vienna and winner of numerous International Piano Competitions, and another workshop with the previous head of the Vienna Boys Choir at the University of Vienna. The highlight of the tour was the *Summa Cum Laude* Festival in Vienna where students had the opportunity to meet other student musicians from around the world and hear them perform a wide variety of repertoire. With musicians from all around the globe, music certainly became the universal language. The girls performed in the spectacular Musikverein, home of the Vienna Philharmonic Orchestra, as well as the MuTH, where the Vienna Boys Choir reside. The tour was a truly enriching experience for our music students.

List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2018

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	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, FACE, FACEL, FIML
	Karen Gorrie	BA, GradDipEd, MEd, MACEL
	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
	Zoe Connolly	BA, LLB

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	BA (Drama), GradDip Ed, M. Ed
	Ms Penny Wolff	BBus (Acc), ICAA, FINSIA, ASX
	Brendon Alford	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert), GAICD
	Toni Williams	

P&F Association

President	David Lisle
Vice President	Michael Smith
Secretary	Antoinette Aquilina
Treasurer	Barry Roberts
Committee Members	Anthea Damman
	Angela Pratt
	Lynn Couchman-Frame
	Carolyn Hood
	Bob Licina
	Tom Reddacliff

Old Girls' Association

President	Nicole Devlin
Vice President	Sally Thomson
Secretary	Norma Tucker
Treasurer	Alexandra Watson
Committee	Georgia Papworth
	Harriett Watson
	Anne Muggleton
	Penelope Bell
	Grace Mullins
	Jacky Garnsworthy
	Charlotte Robertson
	Kathryn McLoughlin
	Janice Moody

Teacher Professional Learning

In 2018, 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.

At the commencement of the year, St Margaret's and St Aidan's teachers and support staff combined for their January Professional Learning Day with presenter Andrew Fuller, a well-known clinical psychologist who works with many schools and communities both within Australia and internationally, specialising in the wellbeing of young people and their families. School for some children can present challenges that cause them to become anxious, and Andrew walked staff through indicators of anxiousness in children through to those that have a resilient mindset.

With the introduction of Academic Advising this year for all students in Years 9-12, much time was dedicated to informing staff how this process would work. At the beginning of the year, the Dean of Studies and Dean of Students ran workshops with staff during this time, and the Heads of Year spent time with Academic Advisors also.

This year our staff have also shown dedication to growth and improvement through their involvement in Professional Learning Communities (PLCs). The development of a professional learning program within the school that formed these PLCs was decided as they capture the learner-centric nature of professional growth and are the catalyst for their own education. Placing Professional Learning Communities at the centre of a revitalised peer-to-peer observation model builds on the already established culture of a staff that is comfortable with other teachers in the room.

With school implementation plan in place from the 2017 ACER Review, our staff broke into three separate groups that used the recommendations for focus areas from the Review: Learning Intentions, Data and Deep Thinking. Staff observed each other within these groups in classrooms in Term 1 and again in Term 2, engaged in professional dialogue, readings, feedback and discovery, and shared this with all teaching staff through 'Inspire Sessions' in Term 4. Each year staff will join another group focus area, with the view that this will be a three-year cycle.

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 again 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.

We continue to support staff professional development in the form of a shadowing program. Tom McCormick (Head of Faculty – Sociocultural Studies) visited St Catherine's, Melbourne, with Mary Surtees (Head of Planning and Organisation – Primary) and Emily Labinsky (International Pastoral Care Co-ordinator) visiting St Hilda's, Perth. This year Mathew Stein (Head of Faculty – Global Studies) will visit Emma Willard (state of New York) for 3 weeks in late November and December as part of the inaugural Amanda Minotti Teacher Fellowship. We have hosted teachers from all these schools at St Margaret's 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 15.6% of staff undertaking further study towards Masters degrees or further qualifications. 52.17% of staff are either currently studying towards or have completed their Masters.

In total the following was spent on teacher professional learning in 2018 (as of 16 November 2018): \$72310.

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
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
Mr Roger Traves	QC BA, LLB (Hons), LLM	
Ms Zoe Connolly	BA, LLB	
Principal		
Ms Ros Curtis	BA(Hons), DipEd, MLitSt, MEd(Leadership and Management), ASDA, FACE, FACEL, FIML, GAICD	Principal
Deputy Principal		
Mrs Karen Gorrie	BA, GradDipEd, MEd, MACEL	Deputy Principal
Chaplain		
The Reverend Canon Nicki Colledge	BA, GradDipEd(Sec), Mth, MEdLead	Chaplain
Dean of Pedagogy		
Mrs Jo Butterworth	BSc (App-HMS)	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	MEd(Research), GradDipEd(EC), DipT, ASDA	Head of Primary School
Assistant Head of Primary School		
Ms Cathy Cox	BTeach, LOTE & BEd	Assistant Head of Primary
Head of Planning and Organisation (Primary)		
Miss Mary Surtees	MEd(Leadership and Management), BHMS(E), BEdSt, BA, GradDipHE, MACEL	Head of Planning and Organisation (Primary)
Head of Boarding		
Ms Lesa Fowler	BA, GradDipT	Head of Boarding
Director of Business and Operations - SSA		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert), GAICD	Director of Business and Operations - SSA
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		
Ms Annette Box	BA, BEd(Hons)	Head of Faculty - The Arts and Design
Ms Naomi Holley	MEd(Leadership and Management), BEd(Sec), MACEL	Head of Faculty - Business and Pathways
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	BCom, BEd	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
Mr Chris Dunn	MTeach, BSc(Biomedical Sciences)	Head of Faculty - Science and Technology
Mr Tom McCormick	BSc(Hons), PGradCertEd	Head of Faculty - Sociocultural Studies
Head of Year		
Mrs Nicole Walker	BMusEd, AMusA	Head of Year - 7
Miss Claire Bloomer	BSc, BEd(Sec)	Head of Year - 8
Ms Kate Montgomery	BA DipEd, GradDipLanguages, PG Cert TESOL	Head of Year - 9
Mrs Kelly Alford	MEd(Leadership and Management), BEd(Sec), JP(Qual), Cert IV (Workplace Training and Assessment)	Head of Year - 10
Mrs Katie Flanagan	BEd	Head of Year - 11
Ms Jenny Matheson	MA(Counselling Psychology), BA(Hons), GDipEd(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), Cert IV (Training & Assessment)	Assistant Head of Faculty - Mathematics
Ms Alison Davis	BSc (Hons), PGCE	Assistant Head of Faculty - Science and Technology
Mrs Louise Brown	BA (Oxon) Modern History, PGCE	Assistant Head of Faculty - Sociocultural Studies
Head of Performance		
Mr Brad King	MEd (Leadership & Management), BMus(Ed)(Hons), DipMm, AMusA, ATCL	Head of Performance
Head of Sport		
Ms Helen Lobbeiger	MEd(Leadership and Management), BEd(PhysEd), DipFitness	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 Cassandra Argent	BA, BEd(Sec), Grad Cert	Secondary Teacher
Mrs Angela Bowen	MEd(Leadership & Management) ,BMus(Hons), BEd(Hons), AMusA, CSTD	Secondary Teacher
Miss Hannah Calcino	DArt, B.IR, GDLT	Secondary Teacher
Miss Ysabella Chambers	BFA, GradDipEd	Secondary Teacher
Mrs Trudy Cory	BBus(HRM), MEmplaw, GradDipEd	Secondary Teacher
Mrs Jolie Cowen	BA DipEd GradDipAppSc	Secondary Teacher
Ms Alison Davis	BSc(Hons), PGCE	Secondary Teacher
Mrs Nanette Dodd	BEd, DipT, CertT	Secondary Teacher
Miss Emily Ethell	BArts, BEd	Secondary Teacher
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Ms Therese Garrahy	MSc, BEdSt, GradDipScEd, DipT, MACE	Secondary Teacher
Ms Jane Hacking	BSc, DipEd, GradDipBusAdmin	Secondary Teacher
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
Mrs Meg Kerr	MEd(CogPscEducPrac), BEd(Sec), BA	Secondary Teacher
Mrs Jenny Lishman	MEd, BEdSt, DipT(Sec)	Secondary Teacher
Miss Tammy MacGinley	BEng (Hons) GDipEd	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, DipEd	Secondary Teacher
Mrs Helen Rath	BA, BEd, CertTESOL	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
Miss Kimberley Bachmann	BEd (Primary)	Year 6R
Mr Steve Box	BArts, BBus, BEd, MEd	Mathematics Specialist
Ms Regina Brennan	BA, GradDip Ed	Music/Choral Co-ordinator
Ms Briar Bracey	BEd (Primary)	Year 2G
Mrs Kylie Briggs	BEd, GradCertGeog, MACE	Prep B
Mrs Katie Bryant	BBus(IntMgt), BA(Jap), MEnvLaw, GradCertEd(Early)	Year 2B
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 4B - Lead Teacher
Mrs Marguerite Erasmus	BBus(Man), BA, GradDipEd(Primary)	Year 5G
Ms Melissa Garbutt	MEdSt, BEd, DipT	Year 3B
Mrs Nicole Jonathan	BEd, MPH	Year 3G
Mrs Deanna Lawliss	BEd(EC)	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
Learning Enhancement		
Mrs Ailsa Crockett	MEd, BA, GradDipSpecEd, DipT, COGE	Primary Teacher - Learning Enhancement
Mrs Marilyn Ivers	BA, Grad Dip Ed (R.E), CertT	Teacher - Learning Enhancement
Teacher Aides		
Mrs Emma Cullen	BEd (Physical and Health Education).	Teacher Aide - Learning Enhancement
Mrs Tanya Ryall	BEd (Sec)(GE), BVA (Gold&Silver)	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	BA(CeramicDesign) GRADDipEd(Sec)	Teacher Aide - The Arts
Ms Amy McNally	BEd	Teacher Aide - Primary
Mrs Liane Mohr	Cert III Education Support	Teacher Aide - Learning Enhancement
Ms Gina Pertile	BA, DipT(EC)	Teacher Aide - Learning Enhancement / Primary
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, Cert III Library and Information Services	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 Gayle Coutts		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		
Dr Camille Syntageros	DMA, MM, BMus(Perf), GradDipEd, LMusA, AMusA	Bands Co-ordinator
Mr Jonathan Ng	LMusA(piano), AMusA(violin), AMusA(piano), BPharm	Strings Co-ordinator
Ms Alison Brown	BMus(Hons), MMus, AMus, Diploma in Music Performance, Graduate Certificate in Music Practice	Private Music Instructor
Mr Michael Gillespie	AMusA(Jazz), GradDip Ed, Examiner AMEB	Private Music Instructor
Mrs Samantha McDonell	BMus(Hons), AdvDip Min	Private Music Instructor
Mr Sean MacKenzie	BMus	Private Music Instructor
Dr Colin Noble	BMus (Hons) (Qld), MMus (ANU), PhD (GU).	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, BEdStud, DipHPE, 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 Shelby Pye		Boarding House Assistant - Activities
Mrs Angela Crowe		Student Reception & Administration Assistant - Boarding
Ms Jo Armytage		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		
Mr Darren Watt	BComm, CPA, BGeneralSt, GradCertBus (ProjMgmt), GAICD	Business Manager – Finance, Facilities and Projects - 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 - SSA
Miss Ellishea Cotter	AdvDipAcc	Project and Finance Officer - SSA
Mrs Tmanna Dogra	MCom, BCom, MPA	Assistant Accountant - SSA
Mrs Laura O'Callaghan	BComm(Acc and Fin)	Finance Officer - SSA
Miss Sia Sau		Finance Officer - SSA
Miss Annette Roth		Finance Officer - Accounts Payable - SSA
Mrs Delna Venter		Payroll Officer - SSA
Mrs Kim Sytsma		Payroll Officer - SSA
Mrs Lisa Rayner		Executive Assistant to the Director of Business and Operations - SSA
Mrs Natalie Niethe	BA(Hons)	Administration Assistant - Compliance - SSA
Mrs Angela Hamilton	BACrim&Crim.Justice, Grad.Cert (Prof.Legal Studies)	Administration Assistant - Compliance - SSA
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	Content Producer
Mrs Pru Reed	BMassComn, BDance	Media Officer
Development and Community staff		
Mrs Lara Pickering	BMassComm, MBus	Director of Philanthropy and Stakeholder Engagement
Ms Julie Gibbons	BA (hons), CIMA, GradDipEd, GradCertEd	Development and Community Engagement Assistant
Mrs Bronwyn Small		Development and Community Engagement Assistant
School Archivist		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
Admissions and Community Relations		
Ms Trish Kirkpatrick	BSc, DipEd	Head of Admissions & Community Relations
Ms Angelin Achari	MMgt(HRM), PostGradDip(HRM), GradDip (Housing Policy & Mgt), BCom(Commercial Law & Industrial Relations), BA(Economics), CAHRI	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 Jason Everitt		IT Customer Support Officer SSA
Mr Geoff Robinson		IT Customer Support Officer SSA
Mr Hayden Goodwin		IT Customer Support Officer SSA
Mr Matthew Duncan		IT Customer Support Officer SSA
School Support staff		

Ms Jenny Eisentrager		Office Manager
Mrs Kerrie Britton		Administration Assistant - School Support
Mrs Melissa Tuffley	PGDipMarketing	Administration Assistant - School Support
Miss Jacqui Gasper	BCAC	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 Barbara Orts		Assistant - Pedagogy and Studies
Mrs Elise Martin		Assistant to the Dean of Students
Miss Tammy Church		Receptionist
Mrs Janelle Benson-Lloyd		Administration Assistant - Music
Ms Tracey Richards		Administration Assistant - Primary
Miss Tina Henson		Data Systems Manager - SSA
Facilities staff		
Mr Steve Fleming		Operations Manager - SSA
Mr Andrew Cameron		Facilities Team Leader
Miss Kari Coombes	BIHTM	Functions and Events Coordinator
Mr George Mogilski		Facilities Assistant
Mr James McHugh		Facilities Assistant
Mr Nick Spiller		Facilities Assistant
Ms Shirley Mill		Laundry/Cleaning Assistant
Mrs Kylie Rackemann		Administration Assistant - Facilities
Catering Staff		
Mr Scott Johnson		Catering Operations Manager
Mr Shelly Verma		Sous Chef
Mr Steven Cunningham		Chef
Mr Ian Garrioch		Chef - Tuckshop
Mr Nick Hodges		Chef
Mr Gareth McComb		Chef
Mr Edward Miller		Apprentice Chef
Mrs Alamoni Murray		Food and Beverage Attendant
Ms Debbie Thatcher		Catering Assistant
Ms Bronwyn Willemse		Catering Assistant
Mrs Orazio Carlino		Customer Service Assistant - Tuckshop and School Supplies Shop
Mr John Peisley		Kitchen Hand
School Supplies staff		
Mrs Terisa Arnold		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
OSHC		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Miss Georgina Eadie		Educator - Assistant

Ms Alyssa Ittensohn		Educator - Assistant
Miss Jemma Joiner		Educator - Assistant
Miss Ellen McGregor		Educator - Assistant
Miss Natsumi Iwasaki		Educator - Assistant
Miss Courtney Peel		Educator - Assistant
Miss Ellen Sinclair		Educator - Assistant
Miss Anja Winch		Educator - Assistant
Durack College		
Mrs Merryl Wheaton	BArts-Music, BMusicEd, AMusA	College Director - Durack College
Ms Marie Bosiljevac		Administration Assistant - Durack College
On extended leave		
Ms Teagan Davidson	BEd, BA, DipTESOL	Secondary Teacher
Ms Meredith Morris	BBus(Marketing and Economics), GradDipEd(Economics and Social Studies)	Secondary Teacher
Mrs Kirsty Krynauw	MSpCoach, BAppSci(HMS – Ed)(Hons), RePL	Secondary Teacher
Mrs Jessica Fumar	BEd	Primary 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.

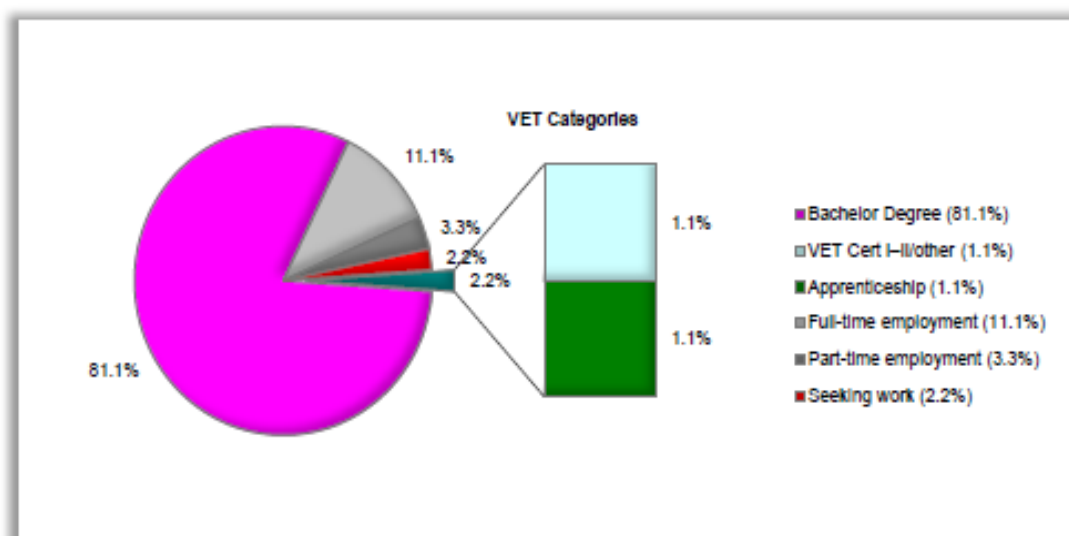
The most common study destination was Bachelor Degree (81.1%). The combined VET study destinations accounted for 2.2% of respondents, including 1.1% in campus-based VET programs.

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.



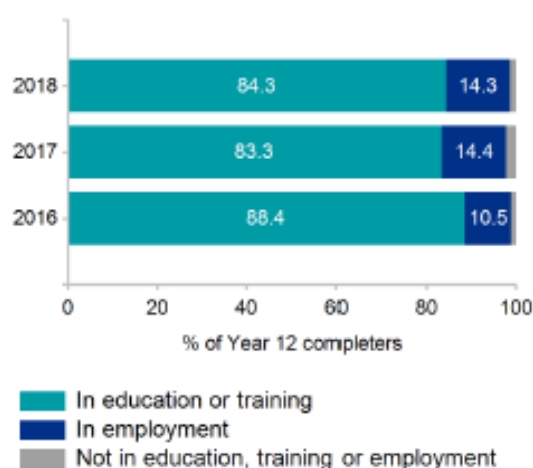
Of the 70 respondents, 84.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



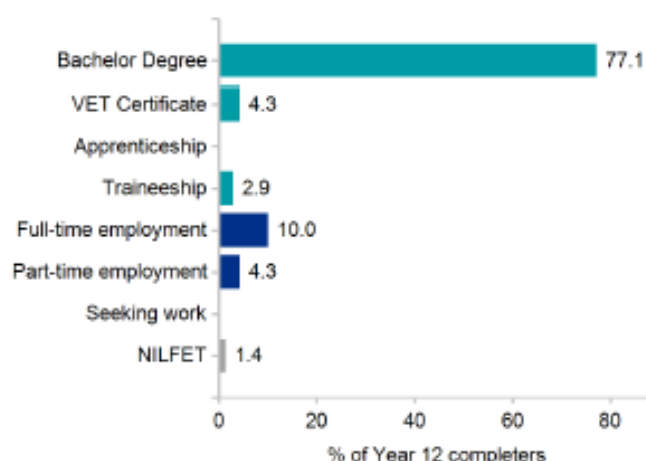
A further 14.3% transitioned directly into paid employment and no further study.

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



Main Destination in 2018



Queensland
Government

St Margaret's Anglican Girls School
11 Petrie Street
ASCOT QLD 4007

ABN: 93 492 310 839
St Margaret's School Council Ltd
ABN: 69069684019 CRICOS Code: 00511K
A School of the Society of the Sacred Advent

Next Step 2019 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 2018. 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 2019.



77.2% response rate

78 out of 101 Year 12 completers from this school responded to the 2019 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2019, 94.9% 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.



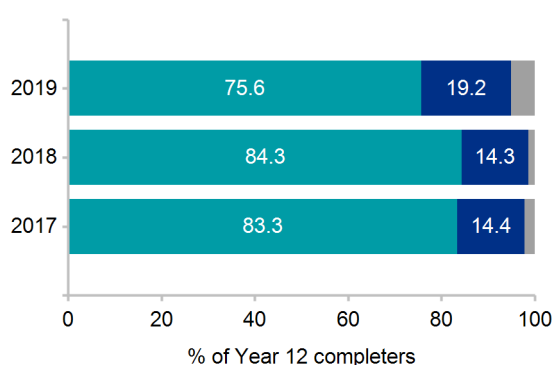
Of the 78 respondents, 75.6% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 19.2% transitioned directly into paid employment and no further study.

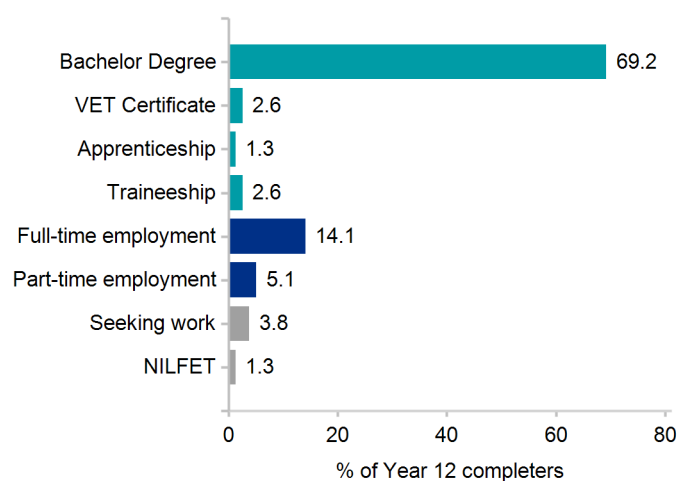
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



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

Main Destination in 2019



**Queensland
Government**