

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

# 2019

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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 (since 2018 for Years 5 to 12 students)
6. An accelerated reading program in the Primary School for Prep to Year 6
7. Academic Advising Program for Years 9 to 12
8. St Margaret's Plus program for Years 11 to 12. A portfolio record of skills and competencies developed through the extra-curricular program.

St Margaret's provides for the education of girls from Pre-Prep to Year 12 and boys in Pre-Prep and Prep. In 2019, St Margaret's had 331 students enrolled in the Primary School (PP – Year 6) and 692 in the Secondary School (Year 7 – 12). St Margaret's is also a boarding school for Years 6-12. In 2019, 180 were enrolled in boarding.

St Margaret's student body is diverse with over 34 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 Academic Performance (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 explicit 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 guided reading 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, Music, Mathematics. Reading and Writing coaches also support individual class teachers.

The curriculum is enhanced using Digital 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. Students are provided with opportunities to experience hands on activities within a maker space including activities such as robotics and coding.

A student's pastoral needs are addressed through the Student Wellbeing Framework. 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. Pre-Lit is part of the Pre-Prep program and provides children with a sound foundation for learning oral language and early Literacy.

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.

The teacher is guided by a National Quality Standards (NQS) and the related regulatory requirements which informs the Quality Improvement Plan (QIP).

# **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.

Nursery Netball program (known as MAGNETTES) for students in Prep – Year 2 is conducted in Term 4 (5 week program). The aim of this program is to encourage students to have fun, learn basic skills, and build fundamental motor skills essential to the sport of Netball.

### **User Pay Activities (After School)**

#### **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.



Students may also participate in after school activities by private arrangement with the following organisations:

- Mandarin
- French (private lessons)
- Delta Gymnastics Club
- Yoga and Mindfulness

## **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 specialist 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

## **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 2021.

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

At St Margaret's Primary School, we believe the emotional health and wellbeing of students, staff and families are important priorities. Through a holistic approach, based on the Student Wellbeing Framework, we aim to develop the social and emotional competencies of individuals in addition to enhancing the various relationships of students.

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 Leadership Through Service Passport:

Year 4 Developing Leadership Through the Gift of Giving

Year 5 Becoming a Leader

Year 6 Leadership in Action

Year 5 & 6 Cohort service to others contract

Year 6 Individual service to others, Cornerstone Project

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.

## **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
- Orientation Day
- P&F Primary High Tea

# 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 2019, 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 Digital Technology, where they explored the tools of the digital world. 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 2020 and Year 10 2021 Curriculum Handbook](#)

### Years 11 and 12 Curriculum

In Year 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 2019, St Margaret's offered 27 General subjects. Students selected 5 or 6 subjects making them eligible for an ATAR at the end of Year 12. Some students selected to study the Portfolio Pathway which makes them ineligible for an ATAR but gives them a QCE and access to tertiary studies in Queensland. Students studying the Portfolio Pathway select three General subjects and complete a Diploma and Certificate II course.

In 2019, St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. Thirty-nine (39) students completed a Diploma of Business with Barrington College. Another three (3) girls, one Year 11 and two Year 12 students, attained a Diploma of Project Management through Management Frontline. In addition, eight (8) students completed certificate qualifications in Tourism, Events, Early Childhood

Education and Care, Retail Management, Rural Operations/Animal Studies, Music Industry and Health Support Services.

In 2019, Year 12 students were required to study English (or ESL if eligible) and Mathematics (A or B). In 2019, Year 11 students studying the new QCE system are required to study an English (including Literature, English or EAL). Students were recommended to study five (5) subjects to enable them to narrow the focus of their study and maximise their ATAR. In rare situations, after consultation with the Dean of Academic Performance, there may be variations to this requirement. In addition to these compulsory subjects, students in 2019 chose four subjects from the following list:

Year 12

- Accounting
- Ancient History
- Biology
- Chemistry
- Drama
- Economics
- English Extension
- French
- Geography
- German
- Home Economics
- Information Processing and Technology
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension
- Physical Education
- Physics
- Visual Art

Year 11

- English
- EAL
- Literature
- Chemistry
- Physics
- Biology
- Economics
- Legal Studies
- Accounting
- Mathematical Methods
- Specialist Mathematics
- General Mathematics
- Digital Solutions
- French
- Chinese
- Music
- Modern History
- Geography

- Drama
- Visual Art
- Design
- Physical Education
- English and Literature Extension (Unit 3 and 4 only)
- Music Extension (Unit 3 and 4 only)

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

### [Year 11 and 12 Curriculum Handbook \(2020/2021\)](#)

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 2019**

- University of NSW ICAS Science Competition
- University of NSW ICAS Mathematics Competition
- University of NSW ICAS English Competition
- University of NSW ICAS Writing Competition
- Creative Generation (Year 12 only) Excellence Awards in Visual Art
- Bond University High School Mooting Competition
- Queensland Theatre - The Scene Project
- Education Queensland – Creative Generation Visual Art Competition
- The Centenarian Portrait Project by Teenagers
- ACMI (Australian Centre for the Moving Image) Screen It Australia Film Competition
- 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
- Sleek Geeks Secondary Schools Science Award
- Premier's Coding Challenge 2019
- RACI Titration Competition
- QUT STEM Internship
- QUT STEM Camp
- Australian STEM Video Game Challenge

## **Academic Results - NAPLAN**

### **Primary and Secondary School – NAPLAN Data 2019**

#### **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 2019	Year 3 2018	Year 3 2017	Year 5 2019	Year 5 2018	Year 5 2017	Year 7 2019	Year 7 2018	Year 7 2017	Year 9 2019	Year 9 2018	Year 9 2017
St Margaret's	510	528	529	472	565	572	590	590	583	633	630	623
State	427	429	425	501	506	503	542	536	540	570	577	575
National	432	433.8	431.3	506	509	505.6	546	541.5	544.7	580	583.8	580.9

**Writing:**

Average	Year 3 2019	Year 3 2018	Year 3 2017	Year 5 2019	Year 5 2018	Year 5 2017	Year 7 2019	Year 7 2018	Year 7 2017	Year 9 2019	Year 9 2018	Year 9 2017
St Margaret's	494	492	483	530	526	529	562	556	568	593	592	610
State	413	404	402	463	454	461	502	493	503	533	526	539
National	423	407.2	413.6	473	464.6	472.5	513	505.3	513	548	542.3	551.9

**Spelling:**

Average	Year 3 2019	Year 3 2018	Year 3 2017	Year 5 2019	Year 5 2018	Year 5 2017	Year 7 2019	Year 7 2018	Year 7 2017	Year 9 2019	Year 9 2018	Year 9 2017
St Margaret's	491	486	484	547	540	552	584	586	582	628	620	620
State	411	411	409	494	497	497	542	541	546	577	580	577
National	418	417.8	416.2	500	502.5	500.9	545	545.2	459.6	582	583.3	581.5

**Grammar and Punctuation:**

Average	Year 3 2019	Year 3 2018	Year 3 2017	Year 5 2019	Year 5 2018	Year 5 2017	Year 7 2019	Year 7 2018	Year 7 2017	Year 9 2019	Year 9 2018	Year 9 2017
St Margaret's	554	547	573	610	582	579	608	606	611	641	645	639
State	433	429	437	495	501	496	540	542	538	570	579	574
National	439	431.7	439.3	499	503.6	499.3	541	543.9	541.6	573	580.1	574.1

**Numeracy:**

Average	Year 3 2019	Year 3 2018	Year 3 2017	Year 5 2019	Year 5 2018	Year 5 2017	Year 7 2019	Year 7 2018	Year 7 2017	Year 9 2019	Year 9 2018	Year 9 2017
St Margaret's	476	483	497	537	535	549	597	592	600	645	655	654
State	399	398	402	494	487	490	547	540	549	584	588	585
National	401	407.7	409.4	495	494.2	493.8	554	548.2	553.8	592	595.6	592

**Percentage of Students Above National Benchmark:**

<b>Year Level 3</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2014</b>	100%	100%	100%	100%	100%
<b>2015</b>	100%	100%	100%	100%	100%
<b>2016</b>	100%	100%	100%	100%	100%
<b>2017</b>	100%	100%	100%	100%	100%
<b>2018</b>	100%	100%	100%	100%	100%
<b>2019</b>	100%	100%	100%	100%	100%

<b>Year Level 5</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2014</b>	100%	100%	100%	100%	100%
<b>2015</b>	100%	100%	99%	100%	97%
<b>2016</b>	100%	100%	100%	100%	100%
<b>2017</b>	100%	100%	100%	100%	100%
<b>2018</b>	100%	100%	100%	100%	100%
<b>2019</b>	100%	100%	100%	100%	100%

<b>Year Level 7</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2014</b>	100%	100%	100%	100%	97.8%
<b>2015</b>	100%	100%	98.9%	100%	100%
<b>2016</b>	95.8%	99%	97.9%	99%	100%
<b>2017</b>	99%	98.2%	100%	100%	100%
<b>2018</b>	97.5%	100%	100%	100%	97.5%
<b>2019</b>	97.5%	98.2%	98.2%	100%	97.5%

<b>Year Level 9</b>	<b>Writing</b>	<b>Reading</b>	<b>Spelling</b>	<b>Numeracy</b>	<b>Grammar and Punctuation</b>
<b>2014</b>	96%	97%	99%	100%	99%
<b>2015</b>	97.6%	100%	96.5%	98.8%	96.5%
<b>2016</b>	100%	100%	98.4%	100%	96.7%
<b>2017</b>	95%	100%	99%	100%	98%
<b>2018</b>	98%	100%	99%	100%	100%
<b>2019</b>	98%	100%	100%	100%	99%

## 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 2019 Queensland Core Skills Test, 67.8% of students were awarded an A or a B.

### Queensland Certificate of Education

87 (100%) students received a Senior Education profile, 68 of whom were OP eligible.

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

QCST 2019		
QCS	St Margaret's	State
A	28.8%	16.5%
B	39.0%	29.6%
C	25.4%	35.7%
D	6.8%	18.2%
E	0%	0.0%

## 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
<b>Total</b>	<b>99</b>

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
<b>TOTAL</b>	<b>100</b>

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

In 2019, St Margaret's launched its Student Wellbeing Framework outlining the whole school's approach to student wellbeing and pastoral care. This framework is designed to prepare confident, compassionate and capable women who are able to contribute in a global community. As such, it articulates the beliefs, aims and practices related to the facilitation of student wellbeing at our school.

Social and emotional wellbeing is vital for academic success. The Student Wellbeing Framework complements the St Margaret's Quality Teaching and Learning Framework, with its focus on five pillars which are conducive to association with all pillars; however, the closest association may be seen to connection.

### **Beliefs**

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

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

### **Aims**

Our framework ensures that our student wellbeing programs aim to:

- Establish a connection between each student and the school which promotes a sense of belonging
- Assist students to become dynamic and passionate members of broader community
- Build a culture that celebrates difference and diversity
- Promote the development of empathy and compassion within each individual
- Foster students social, emotional, spiritual, ethical and physical development in order to reduce risk-taking behaviours and minimise harm
- Imbue students with an understanding of their power as authors of their lives

### **Six Aspects of Wellbeing**

At St Margaret's we value the pursuit of continued growth and wellbeing. Wellbeing is a full integration of intellectual, physical, social, emotional, spiritual and vocational wellbeing. Each area contributes to a sense of wellbeing and quality of life and each affects and overlaps the other. This well-rounded program aims to develop social and emotional competencies in individuals and enhance various student relationships from Prep to Year 12. This program consists of: School Values, Buddy Program, Service, Leadership, Religious Values and Education and the Pastoral Care curriculum.

### **Pastoral Care – staff responsibility**

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 and program. 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 Years 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.

## **St Margaret's Way**

At the foundation of our Student Wellbeing Framework is The St Margaret's Way, which is based around our six core values of spirit, faith, integrity, courage, respect and passion. At St Margaret's we know that positivity and gratitude have an immense impact on our emotional wellbeing, thus creating an environment where we all can flourish.

## **Strategies to respond to bullying**

St Margaret's Anglican Girls School is committed to maintaining an environment that: values the inherent worth and dignity of every individual; fosters tolerance, sensitivity, understanding and mutual respect; and encourages its members to strive to reach their full potential. This commitment has its foundation in the Philosophy of the Sisters of the Society of the Sacred Advent for their schools:

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

The school has an antibullying policy and all bullying reports are handled promptly following this policy.

## **How satisfied are the students?**

The annual student wellbeing survey showed 93% of students feel safe at school, while 96% report having friends. 91% of these students believe they are encouraged to try their best at school and 95% of the students believe doing well at school is important to them.

## **Average Student Attendance**

Average student attendance in 2019 was 93%.

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. In 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 2019, 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. 2019 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.
- 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 School and at transition times (Orientation to the Secondary School, Years 9, 10 and 11 Subject Selections). Each year, parents are also invited to attend a presentation concerning issues relating to the needs of their daughters. This year, the Primary School hosted several sessions for parents (evening and day) on children's sex education by Judith Krause. The Secondary School held an evening for parents on navigating social media with their daughters which was presented by Safe on Social. These sessions were very well attended.

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, Primary and Secondary High Teas 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 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 – 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 2 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. The next parent survey will be conducted in 2021.

## How satisfied are parents?

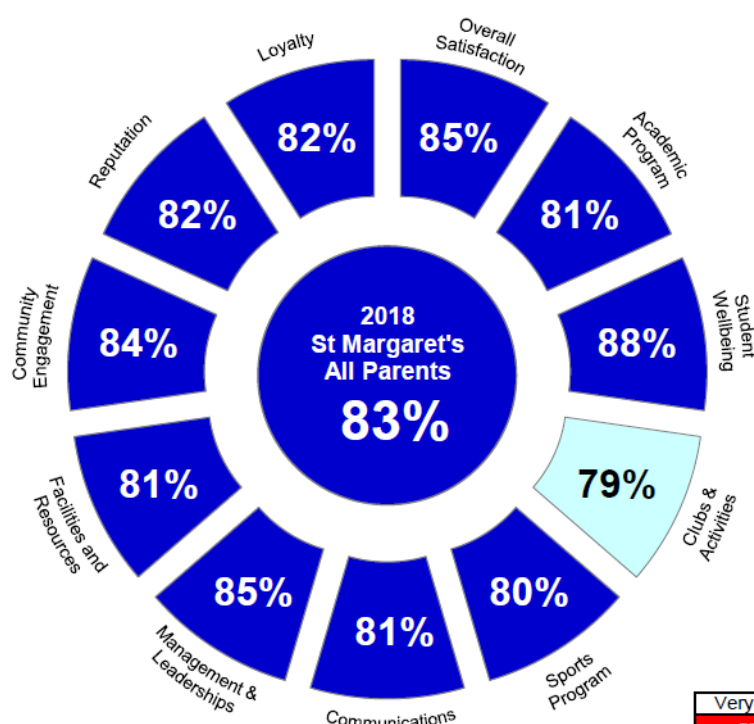
In 2018 St Margaret's conducted its Parent Survey. 52% of parents responded. 85% of parents indicated they were very satisfied with their children's education at St Margaret's Anglican Girls School. This is a very high level of satisfaction. For the Primary School it is 90% and for the Secondary School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

89% of boarder parents rate their satisfaction with boarding as very high.



2018  
Parent  
Report

## 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 92% rated St Margaret's as an employer 4 or 5 out of 5, with a further 5% giving a score of 3 out of 5. Three per cent of staff gave St Margaret's a less than satisfactory score.

## Portion of Teaching Staff retained in 2019

- 89.03% of teaching staff continued their employment in 2019 at St Margaret's.
- Average staff sick leave 1.71%

## 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 from Years 5 - 12
- A highly dedicated and motivated staff who engage in ongoing professional learning, research and development of programs based on best practice to improve student outcomes
- A respectful relationship between student and teacher
- Specific pastoral care programs delivered by experts in their field
- 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
- Being a Boarding school – Years 5-12
- Day/Boarder weekend
- Camping Program – Years 3-10 and sports Years 2-12
- Mathematics tutorials in secondary school
- Continuous Reporting
- Learning Analytics
- Literacy Coaches – Primary School
- Mathematics Specialist – Primary School
- St Margaret's Quality Teaching and Learning Framework
- St Margaret's Student Wellbeing Framework
- St Margaret's Plus program for Years 11 and 12

## Looking forward to 2020

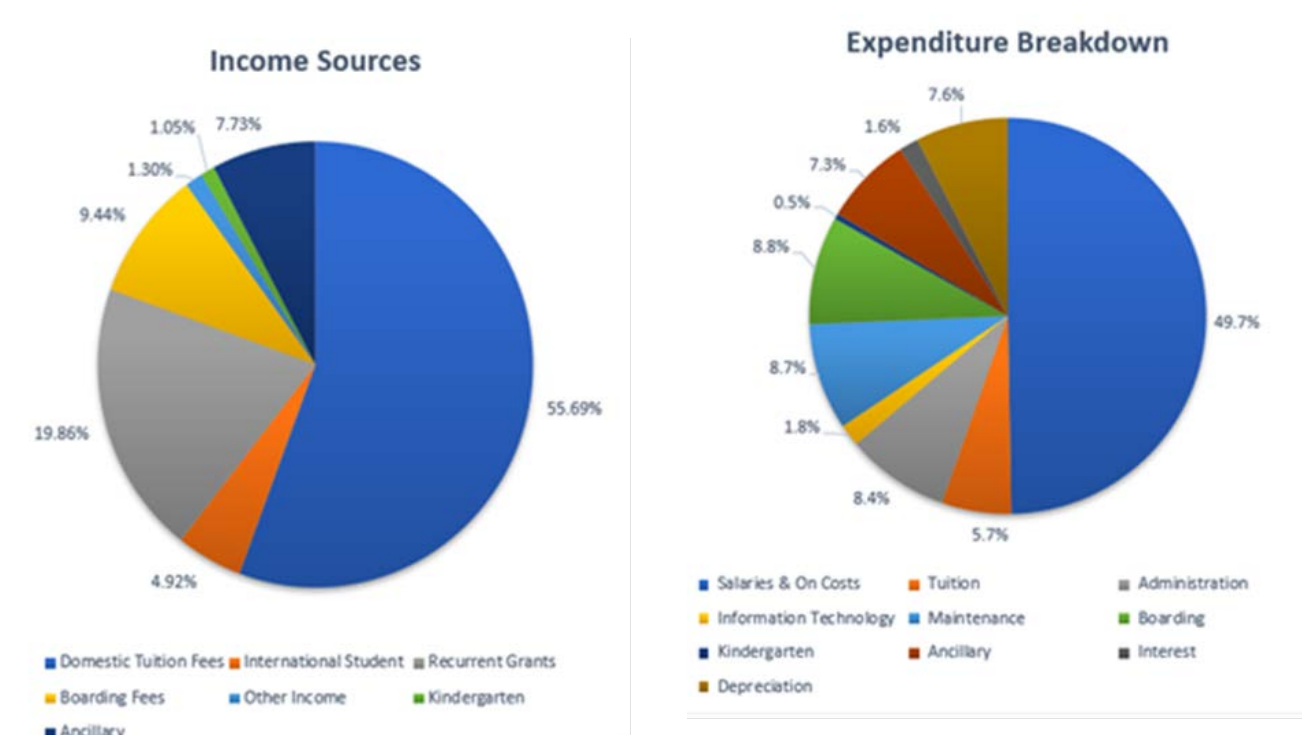
- Celebration of our 125<sup>th</sup> Anniversary
- Completion of the new Sports Precinct in June 2020
- Expansion of school's exchange program to include an English or US school
- Further development of The POD
- Further development of meaningful connection with past students of the school, including a mentoring program
- Further development of Flyers Program, for enrichment of students' outcomes
- Further implementation of the St Margaret's Quality Teaching and Learning Framework
- Further work on the development of the Centre of Teaching and Learning Excellence (CETLE)
- Further work on the Careers Counselling program
- 

## Finance

As a result of prudent financial management, St Margaret's has continued to meet commercial, financial and other relevant key performance indicators in 2019.

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 2019 and will continue in 2020, with the completion of the Sports Precinct project mid-year.

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 2020

- Ongoing fiscal management of operational budgets throughout 2020
- Completion 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
- 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 2019. In fact, we were named as Boarding School of the Year, in the Australian Education Awards. 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 Housemothers personally contacting parents to give them a thorough understanding of how their daughter is progressing in boarding. The new structure in boarding in 2019, with the introduction of a Head of Junior House (7, 8, 9) and Head of Senior House (10, 11, 12), has been very successfully implemented.

### 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 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.

The school has an annual program for regional visits by senior members of staff. 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%
2015	59	2019	87	147%

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 2019, 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 three additional teams in the Year 7, 8 and Year 9 divisions. The Year 8 rowing program also accommodated large participation numbers having ten crews.

Across the QGSSSA competition, sports teams won pennants in Year 7(i) Artistic Gymnastics competition, Year 8A and 7B Touch Football divisions and the Senior C Tennis division. In the BSRA Head of the River, St Margaret's achieved a podium finish in 23 from 31 events including the prestigious First VIII race. Overall, St Margaret's finished 2<sup>nd</sup> in the Aggregate and 1<sup>st</sup> in the Percentage Cup. The Rowing program followed up this success at the Queensland Schools' Championships with a team of 51 rowers from Year 8 to Year 12 with success in the Open Quad, Year 10 Quad and the Open Eight.

Within the Club Netball program seven teams qualified for the Downey Park Club Netball finals with four teams becoming Premiers compared to 2018 where two teams secured a place in the grand finals and one team won. The Netball Program continued to participate in the Queensland Independent Secondary Schools Netball Carnival (QISSN). In 2018, St Margaret's placed 29<sup>th</sup> out of a total of 60 schools participating. In 2019, St Margaret's improved significantly and placed 21<sup>st</sup>.

Within the Queensland Secondary Schools Life Saving Championships, St Margaret's retained the Sheena Dyson Lifesaving Shield (RLSA Champion Female School) for the 21<sup>st</sup> consecutive year and regained the Judith Beale Shield for being the overall RLSA Champion School. A junior athletics team consisting of five athletes aged 13 and 14 years contested the State Nitro Athletics Championships (previously titled All Schools Knockouts) and won their division and contested the national finals in Perth in December.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2019, St Margaret's participated in a variety of sporting associations:

- QGSSSA (QLD Girls Secondary Schools' Sports Association)
- BSRA (Brisbane Schoolgirls Rowing Association)
- Downey Park Netball Association
- BWPI (Brisbane Water Polo Inc)
- Royal Life Saving Society Queensland

2019 was largely a consolidation period for sport however the following initiatives have commenced:

- A partnership was formed with Brisbane City Football Club which involved the club supplying FFA qualified coaches, referees, training and home game grounds as well as equipment.
- A winter sport camp was implemented to include the sports of Netball, Hockey and Athletics to build upon skills and team play prior to the competition season in the June/July holidays.
- A day camp over two days was implemented within the Water Polo program prior to commencement of Term 4 in preparation for the competition.
- The Strength and Conditioning program has been implemented into the sports of Swimming and Cross Country.

## 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 2019 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 51 girls in the secondary school competing at State Championships and nine students competing at National Championships.

Sport	State Championships	National Championships
Athletics	18	3
Aquathon	2	
Basketball	2	
Cross Country	6	3
Cricket	1	
Football	2	
Futsal	1	
Hockey	1	
Netball	1	
Softball	1	
Swimming	13	3
Triathlon	2	
Water Polo	1	

Outside of the school sport association, we have had three Australian representatives in Cricket, Rhythmic Gymnastics and Swimming.

## 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 and school spirit.

## **Cultural Activities**

### **Debating**

Four Year 7 teams debated in the QDU Round Robin Debating Competition in Term 2 and Term 3. This friendly competition provided students with an excellent introduction to secondary debating, some of whom were debating for the first time. There was a clean sweep of wins in the third round and 7.1 and 7.3 winning in the fourth and final round.

There was one Year 8 Debating team of five students. Unfortunately, they were not successful in progressing to the finals round, but were very willing participants who learnt much from the adjudicator's feedback at all debates to improve for future seasons.

Two Year 9 teams debated in the 2019 QDU Competition. Both teams presented sound arguments throughout four interesting rounds, with topics including whether schools should offer e-sports as an extracurricular activity and whether children should be able to attend protests. The Year 9A team, who won all four of their debates in the preliminary rounds, successfully reached the finals but were unfortunately defeated in the first knockout.

Students from Year 10 fielded three teams for the Queensland Debating Union Competition. The heats comprised of four debates: two on prepared topics and two with short preparation. These different formats allowed students to conduct research and develop their understanding of prominent issues, as well as test their knowledge of current affairs and devise arguments on short notice. Topics were wide-ranging and included contentions such as "That we should ban fast fashion" to "That all should be required to join a union". Both experienced debaters and those new to the sport came together on Wednesday evenings to engage in intelligent discussion and proudly represent St Margaret's. St Margaret's spirited debating also saw our teams win rounds in such complex topics as "That Indigenous language should be taught in schools" and "That political parties should be unable to change leadership between elections". More importantly, our students learned more about the debating craft of listening, rational thinking, sorting arguments for rebuttal, and speaking to an audience. These are not only debating attributes, but vital and practical life skills.

Debating team 11.1 competed in four rounds of debating, winning rounds 1 and 4 but unfortunately did not win rounds 2 and 3 and hence did not qualify for the quarter 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 2019, two Year 10 students represented St Margaret's in the Rostrum Voice of Youth competition, sharpening their skills in preparing and delivering speeches with impact. 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 2019, two Year 12 students and one Year 11 student competed in the Bond University High School's Mooting Competition. The moot case was a negligence problem based on the areas of duty of care and contributory negligence. The case required participants to apply the Civil Liability Act 2003 (Qld), and two recent High Court precedents on an appeal from the Queensland Court of Appeal. Although the team did not progress into the final round of competition, they did receive an honourable mention. One student received an award for her advocacy skills. Among other things, 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. Both senior girls were offered places to read laws 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 2019. In Term 1, we provided morning tea for the Tiny Tots music program, run by the Holy Trinity Anglican Church in Fortitude Valley. We also delivered our annual collection of Easter eggs and activity packs to the Queensland Children's Hospital for delivery on Easter Sunday – bringing smiles to the faces of many children and their families. Following this event, we attended the Toc H annual midnight Anzac Service, where the girls laid wreaths on the school's behalf. Many of the girls also participated in the Anzac Day Parade. In Term 2, we collected tins for the homeless. Each grade brought in a specific item to support the Holy Trinity Anglican Church Trinity Pantry service. Term 3 started with a visit to the Freedom Nursing Home, where the girls performed various musical items and provided afternoon tea for the residents. In Term 4, the girls will attend the Toc H Northern Region Bunnings BBQ, serving sausages and drinks to the general public. A bake sale was also held to raise money for Toc H charities. Throughout the year, the girls have also been busy knitting booties and bonnets for the Mater Mother's. Toc H finished the year with members helping at the Childhood Cancer Support Christmas party, held on the first Saturday of the Christmas holidays.

## **Astronomy Club**

The Astronomy Club has continued to gaze up at the stars in 2019 and wonder about our place in the universe. We have held many observation evenings throughout the year and glimpsed Saturn and its rings, Jupiter and the four Galilean moons, many constellations and the Moon in all its glory. The club has an open membership including both primary and secondary students across a wide range of year levels, and several members have gained proficiency setting up a computerised telescope. They have also learnt the theory behind astronomy and the cosmos to guide their way around the night sky using the constellations and planets. During science week this year, we held a very successful special event celebrating the 50th anniversary of Apollo 11 landing on the Moon with an observation of our closest neighbour. The number of members has increased over the year with approximately 20 students consistently coming to meetings and observations. This number is expected to grow into 2020.

## **smART Club, Digital Art Club and Art Workshop**

During term time, the Art department offers three after school activities each week. smART Club offers girls the opportunity to work with outside tutors, in a specialist area. This may include: photography, jewellery design landscape and portrait painting. Other smART club activities include set painting for the musical and Christmas decorations for the annual Racecourse Rd Christmas Markets. Girls enjoy meeting practising local artists during these activities.

Digital Art Club has been introduced in 2019 and girls have created photoshop surreal images, animations and virtual reality experiences. This new course has been enthusiastically taken up by the girls.

Art workshop offers student the chance to work on class work or to learn new skills in a recreational environment.

## **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.

## **Dance**

Ballare, St Margaret's Dance program, has continued to grow in 2019. The performance calendar started with the school musical, 'The Addams Family'. Dancers showcased their skills in a variety of dance pieces including 'When you're an Addams', 'Secrets' and 'Moon and Me'. The show was a great success and the performances received very positive feedback from the audience.

This year also saw Ballare compete against over 20 other secondary schools in the DanceLife Unite Dance Competition. The group performed two routines, including a lyrical dance to Emeli Sande's 'Read All About It'. Dancers received positive feedback from the adjudicators and are looking forward to competing again next year.

2019 also saw the addition of new performances to the Ballare calendar, including the Nundah Village Street Festival, St Margaret's Choral Concert and St Margaret's Day. Each of these performances were opportunities for dancers to demonstrate school spirit, as well as showcase their talent to the St Margaret's and wider community.

## **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). In 2019, students showcased their developing skills through a range of performance opportunities provided throughout the year, concluding with a series of in-house Eisteddfods with categories including scripted and improvised drama, poetry, storytelling and impromptu speaking.

## **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.

2019 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 has 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 2019, the Service Learning in the Secondary School 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 2019 The Children's Tumour Foundation was selected as the focus organisation for the year and this was well supported by the whole school community. This charity was poignantly selected by the senior Philanthropy Group as a means for drawing awareness to those suffering with neurofibromatosis, a cause especially close to the 2019 cohort's heart in commemorative honour of their sister Olivia Campbell who lost her battle with this illness in 2017. There were many other recipients of the work of the Philanthropy Group and the generosity of the St Margaret's community throughout 2019. Free Dress days supported the Sisters of the North, Share the Dignity, 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 Real Fringe Hair Bands for the making of fringes/wigs. Across Semester 2 the students also initiated a drive for Dress for Success which was supported by both the immediate and wider community. 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 2019. 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, enabling the girls to progress through the Award 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. This year we have had two silver awards and six bronze awards completed.

## **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 30 St Margaret's students alongside Churchie students become full time carers, assisted by staff. Students took on the primary care role of a group of 38 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 2019.

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. Private Music Students' Recitals have also been held each term to provide students who are undertaking private music lessons with the opportunity to perform within an informal, supportive setting.

The school presented the musical *The Addams Family* in March over three nights at La Boite Theatre. This event brought together many aspects of the school community including students, staff, parents and Old Girls. The performances were of a very high standard and provided the girls with a unique and memorable opportunity to perform in a professional theatre.

Numerous community performances occurred throughout the year. Some of these included performances at St Mark's Anglican Church, and Music Fest at Coorparoo and Calamvale. The Elayne Jones Percussion Ensemble competed at the St Columban's Concert Band Festival where they placed first in their section. The Co-Curricular Music Program also provided musical performances at numerous school functions throughout the year including the Professional Women's Networking events, Open Day/Open Morning, Speech Night, Thanksgiving Service and other chapel services.

St Margaret's music students across the Primary and Secondary schools participated in both the State Honours Ensemble Program and the Australian Honours Ensemble Program hosted by Griffith University Open Conservatorium. This program allows students to rehearse and perform with students from other schools across SE Qld and work with professional conductors.

The Boarder Music Practice Program has become more established in 2019. 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 number of initiatives were introduced in 2019. A mentoring program was successfully implemented. All students who participate in the top-level ensembles (Chamber Strings, Sister Helen Wind Symphony, Exultate) are required to spend time with students in beginner ensembles to both assist with developing musical skills and build relationships. The Choral Program was restructured to provide opportunities for both increased participation, and for building excellence for students wishing to extend their choral skills. For those students wishing to perform more challenging repertoire, a new auditioned ensemble (Exultate) was formed in 2019. This year the Music Department has provided a band to accompany the singing of hymns on assemblies with the hope of building a stronger singing culture. This has been a positive step forward and will continue develop as we move towards full school assemblies upon completion of the new Sports Precinct in 2020. The Year 3 Strings program was extended to become a two-year program across both Year 3 and Year 4. This has assisted with strengthening the Strings Program, with higher rates of retention of students continuing with private music tuition.

The Music Support Group has continued to be very active throughout 2019 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 purchased new band instruments to support the Band Program. These include flutes (3), clarinets (3), trumpets (2), trombones (6) and a tenor saxophone. The Music Department is very grateful to the Music Support Group for their ongoing support. The Music Department also thanks the P&F for their support through the purchase of a drum circle set, which will enable the department to run drumming circle sessions in 2020.

### **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 / Stage Band / Highly Strung (Primary Rock Band) / Junior and Senior Secondary Rock Bands
- Choral** Serenata (Years 2-3) / Belle Voci (Years 4-5) / Elevarsi Voices (Years 6-8) / Encorah (Years 9-12) / Primary Chorale (Primary Auditioned) / Volare (Years 7-8 Auditioned) / Exultate (Years 9-12 Auditioned)

## Overseas Tours

In 2019, students had the opportunity to broaden their horizons through a number of international tours throughout the year during school holiday times.

### Japan Trip

A group of 20 Years 5 and 6 students and four teachers travelled to Japan for a cultural experience and to visit our sister school, Konan Elementary School, which is located in Kobe. The students also travelled around Japan, visiting Osaka, Hiroshima, Miyajima, Nara and Kyoto. This trip was an outcome of our relationship with our sister school and weekly Japanese Club, which focuses on language and understanding of Japanese culture.

St Margaret's has had a sister relationship with Konan Elementary School for 13 years. Earlier in the year, students from Konan visited St Margaret's and the girls in these year levels spent time together as they shared learning experiences.

### China Trip

Students studying Chinese in the secondary school were given the opportunity to travel to China. The group consisted of nine students from Years 9-12 and two teachers who all had a wonderful experience visiting Chengdu, Beijing, Xi'an and Shanghai. Highlights of the tour included visiting the Panda sanctuary where the students were able to care for and hand-feed the Pandas, riding bicycles along the Xi'an city wall and visiting the Terracotta Warriors, climbing the Great Wall and visiting Tiananmen Square and partaking in a breath-taking night cruise along the famous Huangpu River in Shanghai.

### French Trip

The bi-annual combined France Study Tour with Churchie departed on September 18 and returned to Brisbane on October 5. Ms Matheson and 11 St Margaret's students attended. They stayed 11 days in Aix-en-Provence with homestay families and attended Lycée Sacré-Coeur, our partner school. They did day trips to Arles and Avignon from there, and the students also did a range of other day or weekend trips with their homestay families to places in the area. The group also went to Paris as a group for five days.

# List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2019

## ***School Founders***

Sisters of the Society of the Sacred Advent

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

Chair	Ms Alison Quinn	BCom, FAIM, FUDIA
Deputy Chair	Ms Annie Dunning	B.Law, BA, G.Dip Legal Practice, MLaw
Directors	Mr Callum Bothwell	BEng(Hons)
	Ms Zoe Connolly	BA, LLB
	Mr Vincent Cosgrove	BA (Politics/History), MBA
	Revd Jan Crombie	BA, GradDip Sec Studies, GradDip Theology, MTheology
	Ms Jodi Phillips	BCom, MScience (IT) GradDip Technology Management
	Ms Debbie Smith	BCom, CA, MAICD
	Mr Roger Traves	QC BA, LLB (Hons), LLM
Secretary	Ms Lisa Worner	BCom, CA, GAICD, PROSCI
	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

## ***St Margaret's Foundation***

Chair	Kylie Lamprecht	BBus (Acc), ICAA, TIA, GIA
Deputy Chair	Frances Becker	BLaw
Directors	Zoe Connolly	BA, LLB
	Penny Wolff	BA (Drama), Grad Dip Ed (Preservice), Exec Grad Cert Bus (Leadership Coach & Mentor), MEd (ECE), MACE
	Brendon Alford	BBus (Acc), ICAA, FINSIA, ASX
	Timothy Caro	Ass Dip Bus (Marketing) AdvDip Project Mgmt, Cert IV Building & Construction
	Mikaeli Costello	BBusComm (Media & PR), Conference & Mgmt Facilitation UQ, MBA

***P&F Association***

President	David Lisle
Vice President	Angela Pratt
Secretary	Antoinette Aquilina
Treasurer	Barry Roberts
Committee Members	Chris Brown
	Lisa Brown
	Angus Cameron
	Anthea Damman
	Bradley Durkin
	Karen Grant-Taylor
	Carolyn Hood
	Bob Licina
	Dimity McDouall
	Tom Reddacliff
	Carol Vale
	Robyn Wolfe

***Old Girls' Association***

President	Nicole Devlin
Vice President	Sally Thomson
Secretary	Norma Tucker
Treasurer	Alexandra Watson
Committee	Penelope Bell
	Bianca Christophers
	Anna Davidson
	Jacky Garnsworthy
	Louise Gustafsson
	Jennifer Leavey
	Anne Muggleton
	Grace Mullins
	Georgina Papworth
	Isabelle Slipper
	Harriette Watson

# Teacher Professional Learning

In 2019, St Margaret's offered teachers a range of professional learning opportunities. These were provided both by the school and through external providers.

At the commencement of the school year, St Margaret's and St Aidan's teachers and support staff combined for their annual January Professional Learning Day. This year all staff attended a presentation by Professor Jeff Brand, a career academic in the discipline of communication and media with expertise in quantitative research methodology, an intellectual interest in policy for the digital economy, and leadership in tertiary governance. Currently serving as Associate Dean for Learning and Teaching in the Faculty of Society and Design and Convenor of the Bond University Academic Capacity Building Program, Professor Brand gave an informative and exciting seminar entitled "Reconsidering our students' future: tales from 2050."

Teachers on this staff day were then able to use the time for professional sharing. In the secondary school, much time was devoted to faculties across both schools coming together to look at planning for the new senior system – ATAR. The primary schools used the time to come together in year levels and share pedagogical practice.

This year we began an Aspiring Senior Leaders program, aimed at current middle leaders at St Margaret's and St Aidan's. The program involves tailored capacity building based on their specific needs. Its purpose is to position these middle leaders for the next step and enhance their ability to lead confidently in their current role. They are mentored throughout the program in order to ensure they can apply what they learn to real work. Additionally, they complete a professional project – leadership of a school-wide change initiative which they identify, implement and evaluate within their school.

Teachers across the school again engaged in the Professional Learning Communities (PLCs). The three focus areas remained the same as those that came out of the 2017 ACER Review: Data, Deep Thinking and Learning Intentions. Staff observed each other in Terms 1 and 2 and took part in 'inspire sessions' in Term 3, which involved 15 staff members sharing some professional practice at a dedicated staff meeting.

We continue to support staff professional development in the form of a shadowing program. Wendy Johnston (Director of Marketing and Communications) visited St Catherine's, Melbourne, with George Higgins (Secondary Teacher) visiting St Hilda's, Perth. This year Phoebe Mawer (Secondary Teacher) will visit Emma Willard (state of New York) for three weeks in early December as part of the Amanda Minotti Teacher Fellowship. We have hosted teachers from all these schools at St Margaret's this year.

In total the following was spent on teacher professional learning in 2019 (as of November 2019): \$82908.

## Staff List

Name	Qualification	Position title
<b>School founders</b>		
Sisters of the Society of the Sacred Advent		
<b>School Council</b>		
Ms Alison Quinn	BCom, FAIM, FUDIA	Chair
Ms Annie Dunning	B.Law, BA, G.Dip Legal Practice, MLaw	Deputy Chair
Mr Callum Bothwell	BEng(Hons)	
Ms Zoe Connolly	BA, LLB	
Mr Vincent Cosgrove	BA (Politics/History), MBA	
Revd Jan Crombie	BA, GradDip Sec Studies, GradDip Theology, MTheology	
Ms Jodi Phillips	BCom, MScience (IT) GradDip Technology Management	
Ms Debbie Smith	BCom, CA, MAICD	
Mr Roger Traves	QC BA, LLB (Hons), LLM	
Ms Lisa Worner	BCom, CA, GAICD, PROSCI	
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
<b>Principal</b>		
Ms Ros Curtis	BA(Hons), DipEd, MLitSt, MEd(Leadership and Management), ASDA, FACE, FACEL, FIML, GAICD	Principal
<b>Deputy Principal</b>		
Mrs Karen Gorrie	BA, GradDipEd, MEd, MACEL	Deputy Principal
<b>Chaplain</b>		
The Reverend Susan Crothers-Robertson	BTh, GradCert(Higher Education), MA(Leadership)	School Chaplain
<b>Dean of Academic Performance</b>		
Mrs Jo Butterworth	BSc(App-HMS)	Dean of Academic Performance
<b>Dean of Studies</b>		
Mrs Nicole Devlin	MEd(Leadership & Management), BEd, MACEL	Dean of Studies
<b>Dean of Students</b>		
Ms Nikki Townsend	MEd(Guid & Coun), MEd(LEM), BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(Education Law)	Dean of Students
<b>Head of Primary School</b>		
Mrs Angela Drysdale	MEd(Research),GradDipEd(EC), DipT, ASDA	Head of Primary School
<b>Head of Planning and Organisation (Primary)</b>		
Miss Mary Surtees	MEd(Leadership and Management), BHMS(Ed), BEdSt, BA, GradDipHE, MACEL	Head of Planning and Organisation (Primary)
<b>Head of Boarding</b>		
Ms Lesa Fowler	BA, GradDipT	Head of Boarding
<b>Director of Business and Operations - SSA</b>		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), GIA Affiliated, GAICD	Director of Business and Operations - SSA

<b>Director of Human Resources</b>		
Mrs Kate Curran	BBus, MAHRI	Director of Human Resources
<b>Director of Marketing and Communications</b>		
Ms Wendy Johnston BEM	BA(Journalism), GCertDM	Director of Marketing and Communications
<b>Chief Information Officer SSA</b>		
Mr Greg Anderson	BComm(Informatics)	Chief Information Officer SSA
<b>Heads of Faculty</b>		
Ms Annette Box	BA(Hons), BEd	Head of Faculty - The Arts and Design
Ms Alison Scott	BA/BEd (Sec), AACE, MACE, FACE	Head of Faculty - e-Learning and Research
Ms Cassandra Argent	BA, BEd(Sec), Grad Cert	Head of Faculty - English (Acting)
Mr Mathew Stein	BCom, BEd, MACEL	Head of Faculty - Global Studies
Ms Desley Upton	BEd, DipT(HPE)	Head of Faculty - Health and Physical Education
Ms Vicki Strid	BEd	Head of Faculty - Mathematics
Mr Chris Dunn	BSc(Biomedical Sciences), MTeach	Head of Faculty - Science and Technology
Mr Tom McCormick	BSc(Hons), PGradCertEd	Head of Faculty - Sociocultural Studies; Lead Teacher
<b>Head of Year</b>		
Mrs Ysabella Dawson	BFA, GradDipEd	Head of Year - 7
Mrs Nicole Walker	BMusEd, AMusA, MEd(Educational Leadership)	Head of Year - 8
Ms Claire Bloomer	BSc, BEd(Sec), MEd(Leadership & Management)	Head of Year - 9
Ms Kate Montgomery	BA DipEd, GradDipLanguages, PG Cert TESOL	Head of Year - 10
Ms Talia O'Callaghan	BEd(Sen&MiddleSch)	Head of Year - 11
Mrs Katie Flanagan	BEd	Head of Year - 12
<b>Assistant Head of Faculty</b>		
Mr Noel Peinke	BA, HDipEd, BEd, MEd	Assistant Head of Faculty - English
Mr Gary Bruce	BAppSc(Chemistry), DipEd, GradCertTheology, MLMed	Assistant Head of Faculty - Mathematics (Acting)
Ms Alison Davis	BSc(Hons), PGCE	Assistant Head of Faculty - Science and Technology; Highly Accomplished Teacher
Mrs Louise Brown	BA(Oxon)Modern History, PGCE	Assistant Head of Faculty - Sociocultural Studies
<b>Head of Performance</b>		
Mr Brad King	AMusA, ATCL, DipMm, BMus(Ed)(Hons), MEd(Leadership & Management)	Head of Performance
<b>Head of Sport</b>		
Ms Helen Lobbeiger	BEd(PhysEd), DipFitness, MEd(Leadership & Management)	Head of Sport
<b>Student Counsellor</b>		
Ms Sharon Stone	DipEd(Prim), GDPS, BEd, BBehavSc(Psych), MLI, JP(QUAL), (MAPS)	Student Counsellor
<b>Director of Careers &amp; Portfolio Pathways</b>		
Ms Naomi Holley	BEd(Sec), MEd(Leadership & Management), MACEL	Director of Careers & Portfolio Pathways
<b>Careers Counsellor</b>		
Ms Elizabeth Johnston	DipEd, BA, Med	Careers Counsellor

<b>Learning Enhancement Coordinator</b>		
Mrs Louise Burgman	BA, GradDipEd, GCED, MEd	Learning Enhancement Coordinator
<b>International Pastoral Care Coordinator</b>		
Ms Emily Labinsky	BA, PGCE, MEd	International Pastoral Care Coordinator
<b>Teachers - Secondary</b>		
Ms Nikki Anderson	BEd(Sec)	Secondary Teacher
Mr Gary Bruce	BAppSc(Chemistry), DipEd, GradCertTheology, MLMed	Secondary Teacher
Mrs Erin Buckingham	BCommun, GDipEd, GDipArts	Secondary Teacher
Mrs Jolie Cowen	BA, DipEd, GradDipAppSc	Secondary Teacher
Ms Alison Davis	BSc(Hons), PGCE	Secondary Teacher
Ms Emily Ethell	BArts, BEd	Secondary Teacher
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Ms Therese Garrahy	DipT, BEdSt, GradDipScEd, MSc, MACE	Secondary Teacher
Mrs Natalie Grant	BCI(CreativeWrtg), GradDipEd(SeniorYears)	Secondary Teacher
Ms Jane Hacking	BSc, DipEd, GradDipBusAdmin	Secondary Teacher
Mr Ben Haig	BEd	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	BA, BEd(Sec), MEd(CogPsysEducPrac)	Secondary Teacher
Ms Trish Kirkpatrick	BSc, DipEd	Secondary Teacher
Mrs Kirsty Krynauw	MSPCoach, BAppSci(HMS-Ed)(Hons), RePL	Secondary Teacher
Mrs Jenny Lishman	MEd, BEdSt, DipT(Sec)	Secondary Teacher
Ms Tammy MacGinley	BEng(Hons), GDipEd	Secondary Teacher
Mrs Jessica Marrinan	BMus, BEd	Secondary Teacher
Ms Phoebe Mawer	BHlthSc(Nutr&Diet), GradDipEd	Secondary Teacher
Mr Karl Mandla	BSc, DipEd	Secondary Teacher
Ms Jane Martens	BCI, GradDipEd	Secondary Teacher
Ms Jenny Matheson	BA(Hons), GDipEd(Sec), MA(Counselling Psychology)	Secondary Teacher
Ms Meredith Morris	BBus(Marketing & Economics), GradDipEd(Economics & Social Studies)	Secondary Teacher
Ms Georgia O'Brien	BA, BEd(Sec)	Secondary Teacher
Mrs Shirley Patton	BSc, BEdSt, DipEd	Secondary Teacher
Ms Helen Philp	BA(Hons), PGCE	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
Mr Bayden Schellein	BEd, BA	Secondary Teacher
Ms Lisa Smith	GradDipT, DipFA	Secondary Teacher
Mrs Kathy Thorne	BSc(Hons), HDipEd	Secondary Teacher
Ms Kate Wiedemann	BA, GradDipComm, GradDipEd	Secondary Teacher

<b>Teachers - Primary</b>		
Mrs Karen Andrews-Close	BTeach, BEd	Year 1B
Ms Kimberley Bachmann	BEd (Primary)	Year 6R
Mr Steve Box	BArts, BBus, BEd, MEd	Year 4G
Ms Regina Brennan	BA, GradDipEd	Music/Choral Co-ordinator
Ms Briar Bracey	BEd(Primary)	Year 2B
Mrs Kylie Briggs	BEd, GradCertGeog, MACE	Prep G
Mrs Katie Bryant	BBus(IntMgt), BA(Jap), MEnvLaw, GradCertEd(Early)	Pre-Prep
Mr Evan Chia	BHlthSc, BEd, DipRT	Year 5B
Mrs Ailsa Crockett	MEd, BA, GradDipSpecEd, DipT, COGE	Primary Teacher - Learning Enhancement
Mr Michael Crowe	BA(BusS)(Hons), PGradCertEd	Primary Mathematics Specialist, Numeracy Coach, Lead Teacher
Ms Lucardia Moulton	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 Jessica Fumar	BEd	Year 6B
Ms Melissa Garbutt	BEd, DipT, BEd, MEdSt	Year 3B
Mrs Marilyn Ivers	BA, GradDipEd (RE), CertT	Year 6B
Mrs Nicole Jonathan	BEd, MPH	Year 3G
Ms Kate Jones	BFA, GradDipEd(Sec)	Primary Teacher - HPE
Mrs Deanna Lawliss	BEd(EC)	Prep B
Ms Kate Porter	BCom, GradDipEd	Year 5G
Mrs Kerry Rider	GradDipEd(Sec), DipFineArt	Art
Ms Louise Sands	BOccThy, BEd(Pri), GradCertBus	Learning Enhancement
Mrs Georgina Stevenson	BEd, BEdSt	Year 6B
<b>Teacher Aides</b>		
Mrs Katy Hobbs	NNEB Diploma in Nursery Nursing	Teacher Aide - Pre-prep
Mrs Gaye Johnson	BA, DipEd	Teacher Aide - Learning Enhancement
Ms Claudia Mazzotta	BA(CeramicDesign), GRADDipEd(Sec)	Secondary Art Technician
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 Tina Rostron	LLB, GradDipLegalPrac, BBus(Man), BEd(Sec)	Teacher Aide - Learning Enhancement
Mrs Tanya Ryall	BEd(Sec)(GE), BVA(Gold&Silver)	Teacher Aide - Primary
Mrs Jo Wade	HNatCertBus&Fin	Teacher Aide - Technology
<b>Library staff</b>		
Ms Anna Siddans	DipLIS, ALIATec	Library Technician
Mrs Jillian Martin		Library Assistant
Mrs Donna Jackson	Cert III Business Administration, Cert III Library and Information Services	Assistant - Library/Teacher Aide
<b>Laboratory staff</b>		
Mr David Graham	BSc(Hons)	Laboratory Manager



<b>Private Speech and Drama</b>		
Mrs Maria Chamberlain	BBusCom, ASDA	Private Speech & Drama Coordinator
Ms Maree Clancy	ATCL, Cert IV -Training & Assessment	Private Speech & Drama
Mrs Maria Elisseos	DipT, LTCL, ASDA, ATCL	Private Speech & Drama
<b>Activities</b>		
Mr Jared Bidwell	BBA	Head of Rowing
Ms Gayle Coutts		Head of Netball
Ms Morgan Rowe		Coordinator - Primary Sport and Activities
Mrs Delia Eastland	BScApp(HMS-Ed), MEdSt(G&C)	Assistant Extra Curricular
Mr Kevin Sargent		Transport Officer
<b>Private Music Instructors</b>		
Dr Camille Syntageros	BMus(Perf), MMus, DMA, GradDipEd, AMusA, LMusA	Bands Co-ordinator
Mr Jonathan Ng	LMusA(piano), AMusA (violin), AMusA (piano), BPharm	Strings Co-ordinator
Ms Lauren Albury	BMus	Private Music Instructor
Mrs Alice Emor-Khan	BMus, GDTL	Private Music Instructor
Mr Michael Gillespie	AMusA (Jazz), GradDip Ed, Examiner AMEB	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 Alys Rayner	AMusA, LMusA, BMus	Private Music Instructor
Mrs Kerry Riley	BMus, AMusA, LMusA	Private Music Instructor
Ms 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
Ms Stephanie Taylor	MMusSt (Pedagogy and Adv.Perf), GradDipMusSt, BMus	Private Music Instructor
Ms Chloe Williamson	BMus(Hons), GradCertMusSt, GradDipEd(Dist), MPhil(Music)	Private Music Instructor
<b>Boarding staff</b>		
Mrs Gracemere Mataia		Head of Senior House (Boarding)
Mrs Fiona Spooner	BBus(Man)	Head of Junior House (Boarding)
Mrs Sandra Johnson	AdvDipCouns & Psych, DipYthWk, Cert Residential Care	Pastoral Care Coordinator - Boarding
Mrs Leonie Betts	BEd, GradDip(Comm Teach), GradDipEC, DipT(Primary)	Boarding House Supervisor
Ms Marina Di Sipio		Boarding House Supervisor
Ms Melita Gul		Boarding House Supervisor
Mrs Cheryl Harrison	BA, BEd, Stud, DipHPE, Cert Teaching	Boarding House Supervisor
Ms Sandy Hornstra		Boarding House Supervisor
Ms Deborah Knight		Boarding House Supervisor
Mrs Sharron Pratt		Boarding House Supervisor
Ms Shauna Mulhern	Cert III (Christian Ministry & Theology)	Boarding House Supervisor
Ms Chris Vidal		Boarding House Supervisor

Ms Lilly Devlin		Boarding House Assistant - Activities
Mrs Angela Crowe		Student Reception & Administration Assistant - Boarding
Ms Jo Armytage		Administration Assistant - Boarding
<b>Health Centre staff</b>		
Ms 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
<b>Business and Finance Shared Services</b>		
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
Ms Shannon Hunter	BComm, BIT, MBus, GradDip(AppCorpGov), CPA, AGIA, ACIS, JP(Qual)	Finance Manager - SSA
Ms Reggie Ali	DipBus, BCom, ASA(CPA)	Accountant - SSA
Mrs Elizabeth Elks	BBusAcc, CA	Assistant Accountant - SSA
Ms Caitlin Doble	BComm, BBusMgmt	Project and Finance Officer - SSA
Mrs Tmanna Dogra	MCom, BCom, MPA	Assistant Accountant - SSA
Mrs Delna Venter		Senior Finance Officer - SSA
Ms Sia Sau		Finance Officer - SSA
Ms Annette Roth		Finance Officer - Accounts Payable - SSA
Mrs Shelli Zhao		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&CrimJustice, GradCert (ProfLegal Studies)	Administration Assistant - Compliance - SSA
<b>Human Resources Staff</b>		
Mrs Maree Varvari	BBus(HRM)	Human Resources Officer
Ms Ruby Ellis		Administrative Assistant - HR
<b>Marketing staff</b>		
Ms Pam Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Ms Victoria Nikolova	BA(Photography)Hons	Content Producer
Mrs Pru Reed	BMassComm, BDance	Media Officer
<b>Development and Community staff</b>		
Mrs Lara Pickering	BMassComm, MBus	Director of Philanthropy and Stakeholder Engagement
Ms Julie Gibbons	BA(Hons), GradDipEd, GradCertEd, CIMA	Development and Community Engagement Assistant
Mrs Bronwyn Small	BA, BTeach	Development and Community Engagement Assistant
<b>School Archivist</b>		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
<b>Admissions and Community Relations</b>		
Mrs Susan Uhlmann	LLB, BA, GradDip Legal Practice	Head of Admissions & Study Tours

Ms Angelin Achari	BA(Economics), BCOM(Commercial Law & Industrial Relations), GradDip(Housing Policy & Mgt), PostGradDip(HRM), MMgt(HRM), CAHRI	Admissions and Community Relations - International
Mrs Jodi Fisher-Grimshaw		Admissions and Community Relations - Primary
Mrs Judy Robinson	BBus	Admissions and Community Relations - Secondary and Boarding
<b>Information Technology staff</b>		
Mr Jack Hudson		IT Customer Support Officer SSA
Mr James Croad		IT and Audio Visual 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
<b>School Support staff</b>		
Ms Jenny Eisentrager		Office Manager
Mrs Kerrie Britton		Administration Assistant - School Support
Mrs Catriona Budd		Administration Assistant - School Support
Mrs Emma Rogers		Administration Assistant - School Support
<b>Administration staff</b>		
Mrs Lisa Beeney		Executive Assistant to the Principal
Mrs Kristie Govender		Executive Assistant to the Deputy Principal
Mrs Rosemarie Parisi		Assistant to the Deans of Academic Performance and Studies
Mrs Elise Martin		Assistant to the Dean of Students
Ms Rachel Terry		Receptionist
Mrs Janelle Benson-Lloyd		Administration Assistant - Music
Mrs Nicole Weinert		Administration Assistant - Primary
Ms Elizabeth Hook	BBehSc	
Ms Tina Henson	BBus(Mgt), GradCertBus(AdminMgt)	Data Systems Manager - SSA
<b>Facilities staff</b>		
Mr Steve Fleming		Operations Manager - SSA
Mr Andrew Cameron		Facilities Team Leader
Ms Kari Potts	BIHTM(Event & Hospitality Management)	Functions and Events Coordinator
Mr Ray Bentley		Facilities Assistant
Mr George Mogilski		Facilities Assistant
Mr James McHugh		Facilities Assistant
Mr Nicholas Spiller		Facilities Assistant
Ms Shirley Mill		Laundry/Cleaning Assistant
Mrs Kylie Rackemann		Administration Assistant - Facilities
<b>Catering Staff</b>		
Mr Scott Johnson		Catering Operations Manager
Mr Shelly Verma		Sous Chef

Mr Steven Cunningham		Chef
Mr Ian Garrioch		Chef - Tuckshop
Mr Stuart Redmond		Chef
Mr Gareth McComb		Chef
Mr Edward Miller		Apprentice Chef
Mr Hayden Bagley		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
Ms Antoinette Kornaas		Barista
Mr John Peisley		Kitchen Hand
<b>School Supplies staff</b>		
Mrs Terisa Arnold		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
<b>OSHC</b>		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Ms Georgina Eadie		Educator - Assistant
Ms Eliza Greene		Educator - Assistant
Ms Jemma Joiner		Educator - Assistant
Ms Natsumi Iwasaki		Educator - Assistant
Ms Hannah Lowry		Educator - Assistant
Ms Courtney Peel		Educator - Assistant
Ms Ellen Sinclair		Educator - Assistant
Ms Anja Winch		Educator - Assistant
Ms Bella Smith		Educator - Assistant
Ms Josie Gracey		Educator - Assistant
<b>Durack College</b>		
Mrs Kelly Alford	Cert IV(Workplace Training & Assessment), JP(Qual), BEd(Sec), MEd(Leadership & Management)	College Director - Durack College
Ms Marie Bosiljevac		Administration Assistant - Durack College
<b>On extended leave</b>		
Ms Teagan Davidson	BEd, BA, DipTESOL	Secondary Teacher
Ms Alina Layton	BA, BEd(Sec), Cert IV – Theology	Head of Faculty - English
Mrs Angela Bowen	BMus(Hons), BEd(Hons), MEd(Leadership & Management), AMusA, CSTD	Secondary Teacher
Ms Lauren Richards	BA, GradDipEd	Primary Teacher - HPE and Sports Educator

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

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

Phone: +61 7 3862 0777

Fax: +61 7 3862 0701

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

# 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](http://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.



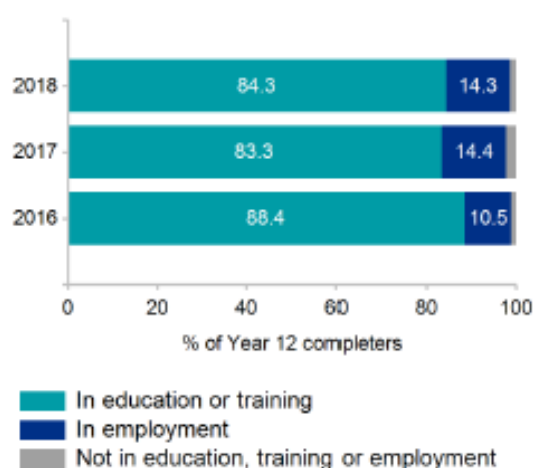
Of the 70 respondents, 84.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



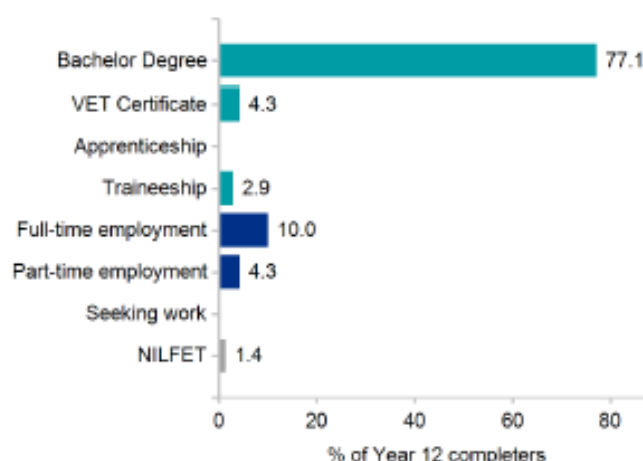
A further 14.3% transitioned directly into paid employment and no further study.

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