

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

# 2020

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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. (This program was on hold in 2020 due to COVID-19)
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 2020, St Margaret's had 342 students enrolled in the Primary School (PP – Year 6) and 736 in the Secondary School (Year 7 – 12). St Margaret's is also a boarding school for Years 6-12. In 2020, 177 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.

In 2020, the school received the following awards through various organisations:

- Year 6 Teacher and Literacy Coach, Kimberley Bachman, was recognised by *The Educator Australia* magazine for outstanding work in delivering the highest quality educational experiences to all students, receiving a 2020 Hot List award.
- The school was awarded an Innovative Schools Awards (from *The Educator Australia* magazine) for the *Gidhal* project (an anthology written by our Indigenous students) and for an AR and VR project in art.
- Chris Dunn, Head of Faculty – Science and Technology, was recognised in the Peter Doherty Awards as an outstanding STEM Teacher.
- In the Australian Education Awards St Margaret's was named top boarding school for the second consecutive year and won Excellence Awards in the categories of Principal – Non-Government (Ros Curtis) and Best STEM Program (effectively placing the school in the top four schools across Australia in those categories)
- 22 teachers across our primary and secondary school received nominations for the National Excellence in Teaching Awards

## 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 - Curriculum and Assistant Head of Primary - Wellbeing and Operations. 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.

## The School's Envisioned Future:

By the end of 2025, St Margaret's will be known as an innovative school which has a global outlook and encourages aspiration and resilience in its students. St Margaret's will continue to promote academic excellence, provide a wide range of extra-curricular activities and offer relevant and inspirational student wellbeing programs focused on developing the skills and strengths students need to meet the challenges and opportunities for post-school life.

# 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.

## 2020 – A Special Year

2020 was the 125<sup>th</sup> Anniversary Celebration, with many events and functions planned. Unfortunately, due to COVID-19 requirements, many of the 125 year celebrations were cancelled. Nevertheless, there were two very unique elements of the 2020 year.

1. The school formally opened its brand new Sports Precinct complete with water polo compliant heated pool, The Philip Harris Gym. Three new HPE classrooms, strength and conditioning gym, rock climbing wall and two tennis courts with lights.
2. The school was able to pivot quickly to online learning thanks to a very robust Information Technology System and our one to one laptop program for both primary and secondary students.

## PRIMARY SCHOOL

### Curriculum Offerings

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

St Margaret's is committed to giving each student a deep learning experience through the provision of a broad, balanced and flexible curriculum within an optimal learning environment. Factors identified as being fundamental to good learning are articulated through our own *Framework of Quality Teaching and Learning*. They can be categorised in terms of environment, process and pedagogy. These three dimensions are carefully considered and interweaved into teaching and learning opportunities with a view to fostering high quality student engagement and deep learning.

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, 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.

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 Core Plus Cluster Program enables teachers to differentiate instruction based on student needs and achievement. The main focus of the Core Plus Cluster Program is the development of core literacy and numeracy competency. In 2020, the focus for the Cluster Literacy Program was reading and students worked in stages, not age or grade groupings, utilising strategies including guided reading, literature circles and reciprocal reading.

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-creator 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. MultiLit's early literacy preparation program, PreLit, is part of the Pre-Prep program and provides students with a sound foundation for learning oral language and phonological awareness.

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

Students have opportunities to learn within each of the five contexts in both indoor and outdoor environments. Longer blocks of time encouraging engagement, in areas such as active learning through play, real life situations and investigations 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).

### **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, which comprises 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, Soccer, Cricket, Basketball 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.,

The 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.

## **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
- Years 3-4 end of year celebration
- Family Chapel Services

# 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 2020, 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 Years 11 and 12, curriculum guidelines are set by the Queensland Curriculum and Assessment Authority. St Margaret's offers 27 General Subjects. Most students elect to study a suite of General Subjects making them eligible for an Australian Tertiary Admissions Rank (ATAR) at the end of Year 12. Some students selected to study the Portfolio Pathway which makes them ineligible for an ATAR but gives them a QCE and access to tertiary studies in Queensland. Students studying the Portfolio Pathway select up to three General subjects and complete a Diploma and Certificate II courses.

In 2020, St Margaret's Vocational Education Training (VET) program included courses delivered at school and externally. Thirteen (13) students completed a Diploma of Business with Barrington College or Axial Training. Another two (2) girls attained a Diploma of Project Management through Management Frontline. In addition, ten (10) students completed certificate qualifications in Tourism, Events, Early Childhood Education and Care, Retail Management, Rural Operations/Animal Studies, Music Industry and Health Support Services. Two (2) student also competed School Based Traineeships in Community Pharmacy and Agriculture.

In 2020, Year 11 and 12 students studying the new QCE system ATAR Pathway 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 the compulsory subjects, students in 2020 chose four subjects from the following list:

#### Years 11 and 12

- English
- EAL
- Literature
- Chemistry
- Physics
- Biology
- Economics
- Legal Studies
- Accounting
- Mathematical Methods
- Specialist Mathematics
- General Mathematics
- Digital Solutions
- French
- Chinese
- Music
- Modern History
- 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 2020**

- University of NSW ICAS Science Competition
- University of NSW ICAS Mathematics Competition
- University of NSW ICAS English Competition
- University of NSW ICAS Writing Competition
- Queensland Theatre - The Scene Project
- UQ Chinese Writing Competition
- The Artisan Gallery 'About Face' Online Exhibition
- Queensland Debating Union Junior Round Robin Competition
- Australian Geography Competition
- Churchie Maths Team Challenge
- QAMT 7/8 Maths Quiz
- STAQ Science Contest
- QUT STEM Internship
- QUT STEM Camp
- Australian STEM Video Game Challenge

## Academic Results – NAPLAN

Due to COVID-19 NAPLAN was not administered due to Australia wide school closures.

### **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 2019 cohort

### OP Results

Overall Positions 2019		
OP	St Margaret's	State
I – 5	36.80%	22.50%
I – 7	55.88%	34.75%
I – 10	69.12%	54.29%
I – 15	92.65%	82.92%

78% of students in 2019 were OP eligible

46% 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%

## Next Step 2020 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 2019. 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 November 2020.



#### 74.7% response rate

65 out of 87 Year 12 completers from this school responded to the 2020 survey.  
*Results may not be representative of all Year 12 completers at this school.*

### Post-school destinations



In 2020, 95.4% 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.



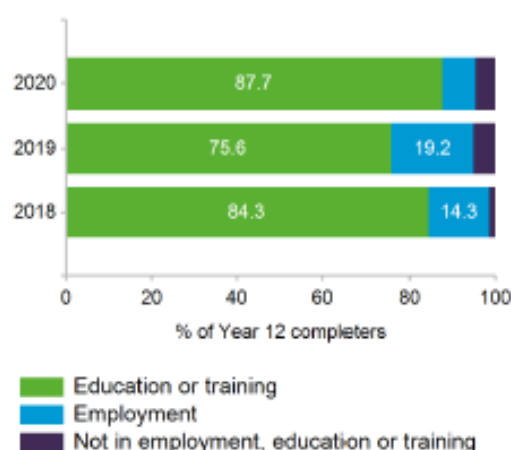
Of the 65 respondents, 87.7% continued in some recognised form of education and training. The most common study destination was bachelor degree.



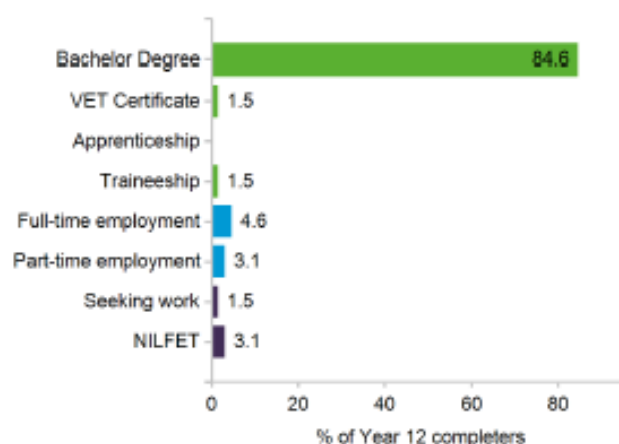
A further 7.7% transitioned directly into paid employment and no further study.

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 2020



Queensland  
Government

## QTAC Offers for the 2019 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	12
Griffith University	1
James Cook University	3
Queensland University of Technology	48
The University of Queensland	35
Central Queensland University	1
<b>Total</b>	<b>100</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)	0
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	6
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	4
Education (e.g. Early Childhood, Primary, Secondary)	1
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	6
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	35
Information Technology (e.g. Computer Science, Programming)	0
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	12
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	9
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	27
<b>TOTAL</b>	<b>100</b>

## Extra-curricular Sport

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

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

In 2020, despite the disruptions caused by COVID-19, St Margaret's can celebrate a successful sporting program which focused on encouraging a high level of participation by students, skill development and a strong sense of teamwork. St Margaret's filled the quota of teams across each sporting season with three additional teams entered in the larger program of touch football within the Year 9 and Year 10 divisions. The Club Netball program also experienced growth with what would have been five additional teams in any normal year. The Year 8 rowing program whilst not included in competition this year, saw a large participation numbers with 55 students involved. The total of 139 students participated in the rowing program in 2020.

In 2020, the sports not conducted due to the global pandemic were cross country, artistic gymnastics, lifesaving, touch football, soccer, basketball and rhythmic gymnastics. The sports that were held did not compete for pennants; however, 11 out of 16 QGSSSA netball teams placed fourth or better, and the 9B and 9C divisional teams placed first overall. In the BSRA Head of the River, of the 18 events on offer, St Margaret's achieved podium finishes in 13, resulting in a second place in the Year 9 division and first place in the Year 10 and Senior divisions. Overall, St Margaret's finished first in the Aggregate. The Rowing Program followed up this success at the Queensland Schools' Championships with a team of 57 rowers from Years 8 to 12 participating, where the emphasis was not on awards or places but participation.

Within the core sports of swimming and athletics, success and improvement were achieved. At the QGSSSA Swimming Championships, St Margaret's placed third in the Aggregate and third in the Percentage Cup with the 14, 15 and 17 years age groups placing third or better. The athletics results have steadily improved at the QGSSSA Athletics Championships from placing eighth overall in 2018, sixth in 2019 and finally fifth place in the Aggregate in 2020.

In 2020, the Downey Park club netball program was reimaged due to its cancellation early in the year. A nine-week blast season was conducted from July to September, which overlayed the QGSSSA season, with the focus on participation. The netball program also participated in the Vicki Wilson Shield (Years 7 – 9) and Cup (Years 10 – 12) Championships in October. Both teams benefited from the experience and St Margaret's is in the top 20 schools in Queensland. A summer netball program has been introduced into Term 4 to counteract the loss of skill development and game sense earlier in the year. This initiative has been welcomed by the student population with 14 teams currently in competition at Downey Park.

The St Margaret's Water Polo Club has steadily grown since 2017, from six to nine teams participating in the 2020/21 Brisbane Water Polo summer season. St Margaret's is on track to have five of the 11 teams secure a semi-final position at the conclusion of the season in March 2021.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2020, 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\*

\*Competition cancelled

2020 was largely an unknown period for sport; however, the following initiatives commenced:

- A partnership was formed with Wilston Norths Junior Cricket Club which involved the club supplying qualified coaches and the establishment of a developmental and sequential skills program to strengthen the cricket program over the coming years.
- The establishment of a strategic implementation plan with a focus on participation and engagement, performance, coaching excellence and visibility and image to commence in 2021.
- Coaching Model whereby lead coaches are recruited to develop all-inclusive sequential skills programs for students commencing in Year 2 – Year 12 across a variety of sports.
- Establishment of a Swimming Club affiliated with Qld Swimming, which will be launched in 2021.

## Metropolitan North

St Margaret's is situated within the Metropolitan North School Sport region. Metropolitan North School Sport offers representative pathway opportunities for students aged 10 -19 years to compete in the core sports of swimming, cross country and athletics as well as many popular teams sports such as but not limited to hockey, softball, football, AFL, basketball, baseball, volleyball and netball.

The table below shows the number of secondary students who competed at State and National Championships through the school sport pathway. To summarise, St Margaret's had 11 girls in the secondary school competing at State Championships and three students competing at National Championships. An additional 33 students were selected for State Championships which were either cancelled or were merit based. Two additional students would have participated at a National Championship but could not due to COVID restrictions.

Sport	State Championships	National Championships
Basketball	1	
Cross Country	19 (Merit team)	
Cricket	2	
Futsal		1
Hockey	1	1 (Merit team)
Netball	2	
Softball	1	1
Swimming	14	
Water Polo	2	1
Tennis	1	1

Outside of the school sport association, we have had Australian representatives in cricket, futsal, softball, water polo and rhythmic gymnastics.

## 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**

Debating was interrupted significantly this year during COVID, which impacted on both Year 7 activities and the QDU Secondary Competition for Years 8 to 12, the latter who were lucky enough to have one debate round before the competition was suspended. Nevertheless, St Margaret's did enjoy significant success in the rounds in which it competed.

There were two Year 8 debating teams of five students each, the majority of those having debated at Year 7 level and were keen to build their career. Whilst one team was not successful, the other won the debate round and both teams received some excellent feedback from the adjudicator to help their team case improve even further.

One Year 9 team debated and won their case in their only round, presenting excellent arguments in a thoughtful manner. It was very encouraging to see girls who were unfamiliar to debating succeed in their first attempt.

Students from Year 10 fielded two teams for the Queensland Debating Union Competition, with the round postponed and rescheduled, and then cancelled due to the COVID-19 policies of QDU. Although these debaters did not get the opportunity to debate another team, they were a spirited group of enthusiastic newcomers to debating and experienced competitors. This year the teams also benefited from training sessions with an experienced debating advisor/ consultant on staff, which helped prepare the debaters.

Two Year 11 teams were fielded and were able to compete in – and win – the single debating round available to them on the provocative topic: "That politicians should be paid the Australian median full-time wage."

Our single Year 12 team, very promisingly comprised of seasoned debaters, were scheduled for their debate, which was cancelled due to COVID.

Despite the abrupt nature of the season this year, the debaters were exposed to opportunities to enhance their debating craft of listening, rational thinking, sorting arguments for rebuttal, and speaking to an audience, all vital and practical life skills.

### **Public Speaking**

St Margaret's offers students the opportunity to participate in public speaking competitions designed to encourage deep thinking, build confidence and develop communication skills. In 2020, three students entered and prepared to represent St Margaret's in the Rostrum Voice of Youth competition, sharpening their skills in crafting speeches for impact. Unfortunately, this competition, along with many other events this year, was unable to proceed due to COVID-19. 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 2020, the Bond University High School's Mooting Competition was unfortunately cancelled due to COVID-19. The school had a team of two Year 11 girls and one Year 12 girl prepared to participate in the 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 our students were not able to participate in the competition this year, they did receive an honourable mention and certificates. We have also been advised that the mooting competition for 2021 will be cancelled due to unforeseen events.



## **Toc H**

In 2020, the St Margaret's Toc H group of 25 members, participated in a variety of community service projects. To start the year, the Toc H girls organised a sausage sizzle at Bunnings. The money raised went to Coungeau House, a Toc H-owned respite house for disabled and disadvantaged groups, situated at Bribie Island. The Toc H girls also collected Easter Eggs and activity packs, dropping these off to the Queensland Children's Hospital, to support sick children and their families.

Performing a concert at the local Aveo Freedom Aged Care Home is an annual Toc H tradition, allowing us to bring a smile to the faces of residents. As we were unable to perform a face-to-face concert this year, the girls created a virtual concert for the residents to watch. A variety of talents were compiled, including poetry reading, singing and playing a repertoire of instruments.

To end the year, the Toc H members facilitated a food drive, asking students to donate non-perishable food items to support vulnerable people in our community. The collected items were gathered and delivered to Goodna Anglican Welfare Ministries, a branch of the Anglican Church, providing emergency relief and a food pantry service for vulnerable members of the community.

## **Astronomy Club**

The St Margaret's Astronomy Club had a successful 2020 and overcame the challenges posed by a disrupted schedule. The club still managed to fill the year with observations out on Circular Drive, gazing up at the planets, the Moon and stars, and with afternoon meetings, where students continued to learn about Astronomy and our place in the universe. The club's membership numbers increased again in 2020, boasting close to 30 students from a wide range of year levels across both the primary and secondary schools. These students continued to gain proficiency setting up computerised telescopes, taking Astronomical photographs and navigating their way around the night sky. Membership is expected to continue growing into 2021 and beyond.

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

smART Club offers any student in Years 7 to 12, not just those who study art, the chance to work in a creative environment after school. Activities may include: Musical set design, silver jewellery making, drawing tuition, painting tuition and other special workshops depending on student interest. Some of the special smART Club courses attract a fee so outside tutors can be engaged to work with the girls.

Digital Art Club offers students the opportunity to explore digital technologies in the context of Visual Art. These new media practices may include animation, filmmaking, photography, augmented reality design and virtual reality modelling. Other Digital Art Club projects include digital set design for the musical and collaborative digital storytelling.

## **Dance**

Ballare, St Margaret's dance program, forged ahead in 2020, despite the challenges of COVID-19. Dancers recently auditioned for the 2021 musical, *Matilda*. Successful dancers have been rehearsing and working hard throughout Term 4 to refine their skills in a variety of dance pieces including "Loud", "Revolted Children" and "Naughty". The show is sure to be a great success and the students are excited to take the stage in 2021.

## **Speech and Drama**

The St Margaret's Private Speech and Drama program is designed to develop communication, presentation and performance skills and caters for 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). In 2020, 143 students completed an AMEB exam or pre-exam and benefited from receiving personalised feedback from an expert in the field.

In addition, students showcased their developing skills through a range of performance opportunities. Students in Years 2, 3 and 4 presented choral verse recitals at Open Day in Term 1 and play performances in Term 4. Students in Years 5 to 10 performed in a series of end-of-year, 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.

Despite the challenges faced in 2020, St Margaret's affirmed its position as a leader in providing service learning opportunities for students and can report 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 causes and supported those most in need, especially during a global pandemic. 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. Typically, 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. However, due to the restrictions caused by COVID-19, the service learning program was forced to evolve throughout the year to ensure service was adequately being provided across the year levels.

In 2020, the Service Learning in the Secondary School program consisted of:

- Year 7 – Service to the Elderly and Foster Children
- Year 8 – Service through Faith
- Year 9 – Service to the Community and 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 2020, the Queensland Rural Fire Service 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 and raising funds following the devastating bushfires which ravaged across Queensland, New South Wales and Victoria. The Queensland RFS is a charity close to home for St Margaret's, with many of the schools boarding students and families being directly impacted by these bushfires. There were many other recipients of the work of the Philanthropy Group and the generosity of the St Margaret's community throughout 2020. Free Dress days supported the Sisters of the North, UQ COVID-19 vaccine research, Be Uplifted, Anglicare, Hear and Say 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 wigs. As always, the Philanthropy Group worked alongside the other humanitarian groups in the school, such as Toc H, in their ongoing work with the community.

## **Duke of Edinburgh**

The Duke of Edinburgh's Award Scheme is a personal challenge and as each individual is different so too are the challenges that can be undertaken to achieve each of the three levels of the award. The award encourages the girls at St Margaret's to explore their interests, abilities and ambitions and then set challenges in each of the four sectors of the award – service, physical activity, skill and adventurous journey. The commitment demonstrated in achieving these awards and the life skills including team building, leadership and decision making will stand the girls in good stead for the future. This year six students were awarded a Bronze and two students received Silver – a great achievement in a very different year.

## **Sony Camp**

In July this year, during the Sony Foundation annual conference, a decision was made not to go ahead with the St Margaret's and Churchie Sony Camp. Representatives from the schools and universities around Australia who run these events discussed the considerations and risks. This decision was not made lightly and was further informed by consulting with the principals of the feeder Special Schools and Education QLD. A re-imagined COVID-safe event for the month of September would have had implications for those who usually volunteer their time as health professionals, including specialists, nurses, occupational therapists and others, whose skills were best diverted to the health of the State.

The wellbeing of the high-risk or vulnerable guests and our students was safe-guarded through this difficult decision. The application process, selection and training that our students would usually undertake, in addition to COVID-safe training could not have been carried out in this July to September timeframe. This was a significant disappointment to the guests who would have been return visitors and their families, and our Year 11 cohort. In announcing the decision, we encouraged the students to continue to develop their understanding of disability, to look for opportunities to serve others in modified ways and practise inclusive behaviours and language in their day-to-day interactions.

## **ESports**

For the first time this year, St Margaret's was able to participate in an esports activity and competition organised by the Anglican Schools. Although we did not achieve a place in the competition, the students who entered enjoyed the opportunity and acquitted themselves well in their achievements.

## **Robotics Club**

Lower secondary students participated in weekly meetings under the supervision of the Digital Technology Teacher. Students learned more about coding and enjoyed building robots for a meaningful purpose.

## Co-Curricular – Music

The Co-Curricular Music Department continued to provide St Margaret's students with numerous opportunities to develop musical abilities beyond the classroom throughout 2020.

2020 was an unusual year given the global pandemic. For the most part, Term 1 operated without restrictions. A Music Camp was held at Luther Heights, Coolumb, in March with ninety secondary students attending. This was an excellent opportunity for students to develop skills within their respective ensembles whilst also strengthening relationships with other students across the year levels. Later in Term 1, twenty-three ensembles performed at Open Day, providing both entertainment and an opportunity for the broader community to observe the musical opportunities available to students at St Margaret's.

Toward the end of Term 1, the school moved into online learning mode due to COVID restrictions. Despite the change in the way co-curricular music was delivered, students were provided with many meaningful opportunities to continue rehearsing together and build musical skills within their respective ensembles. Rehearsals were held via Microsoft Teams and usually involved sectionals meeting online to learn parts and rehearse together. Other projects were also initiated to engage students further. Within the Strings Program, multiple recording projects were developed. All secondary string girls were required to send in recordings of their own parts, which were then mixed and performed alongside special animations created by students. The Band Program organised online workshops along with performance competitions for girls to participate in. Multiple recording projects were also organised for girls in all secondary choirs.

The Music Department was very pleased to be still present Classics in the Cathedral in Term 3, albeit under a strict COVID Safe Plan. Whilst only a small number of parents could attend due to social distancing requirements, it was livestreamed to the broader community and provided a wonderful opportunity for students to perform repertoire within the spectacular setting of St John's Cathedral. Shortly after Classics in the Cathedral, the Music Department supported the opening of the new Sports Precinct with numerous music performances from Chamber Strings, the Rock Band and other soloists.

The MAYO Festival was postponed until Term 4 and the musical performances were reimagined into a 'Soaring Upwards' Festival on the Friday, allowing many music ensembles to perform to their fellow students. This was highly valued by the students as most school concerts had been unable to proceed throughout the year. Whilst parents were not allowed to attend, all students across the Primary and Secondary schools were able to support the girls in their performances. The Music Department provided five hours of musical entertainment throughout the day, culminating with energetic performances provided by the St Margaret's Rock Bands.

Barley Sugar Garden morning tea performances also resumed as restrictions began to lift. These performances have become a regular part of the Music Programs' performance schedule and provide students from many different ensembles with an excellent forum to gain performing experience in an informal setting. Private Music Students' Recitals were also held in Terms 3 and 4, allowing solo performance opportunities for students undertaking private music lessons.

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 from both 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 continued to support boarders who are undertaking private music lessons. Attendance at the practice sessions has been consistent and assisted in developing a stronger practice culture. A Boarder Musicians' Concert was made available to students in Semester 2.

A new initiative introduced in 2020 was the Drum Circle sessions. Thanks to the kind donation of the P&F at the end of 2019, the Music Department was able to purchase twenty-five djembes of varying sizes. The Drum Circles have provided the opportunity for all girls to participate in group music making, regardless of any prior ability. The sessions have been very well received across both the Primary and Secondary schools and will continue to be offered moving into 2021.

The Music Support Group has continued to be very active throughout 2020 and has provided outstanding support to the Co-Curricular Music Program through fundraising and providing assistance/refreshments at all concerts. This year the Music Support Group kindly purchased a new Honour Board for the Sister Helen Orchestra Room.

### **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.

- |                |   |
|----------------|---|
| <b>Strings</b> | Tutti Strings (Early Beginner) / Amati Strings (Beginner) / Stradivari Strings (Intermediate) / Chamber Strings (Advanced) / Beath String Quartet (Primary) / Sculthorpe String Quartet (Secondary)   |
| <b>Bands</b>   | Chaseley Concert Band (Beginner) / Jackson Wind Ensemble (Intermediate) / Sister Helen Wind Symphony (Advanced) / Flute, Saxophone, Clarinet, Brass, Percussion Ensembles / Stage Band / Highly Strung (Primary Rock Band) / Secondary Rock Bands |
| <b>Choral</b>  | Serenata (Years 2-3) / Belle Voci (Years 4-6) / Encorah (Years 7-12) / Primary Chorale (Primary Auditioned) / Volare (Years 7-8 Auditioned) / Exultate (Years 9-12 Auditioned)  |

### **Overseas Tours**

No Overseas Tours occurred in 2020 due to COVID-19.

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

The St Margaret's Student Wellbeing 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.

## **The 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 95% of students feel safe at school, while 97% report having friends. 95% of these students believe they are encouraged to try their best at school and 94% of the students believe doing well at school is important to them.

## **Average Student Attendance**

Average student attendance in 2020 was 93.85%.

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 2020, 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.

In 2020, many Support Group and P&F meetings moved to an online format for a period of time during Terms 2 and 3 due to COVID-19 restrictions that prevented visitors to the school.

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. This group was instrumental in ensuring our MAYO Festival could still run this year, albeit in a different way and at a later time in the year.

Twice a year, the school conducts Parent-Teacher Interviews in the primary and secondary schools. These interviews were conducted in person in Term 1, but online through the use of Microsoft Teams in Term 3. In addition, parents are invited to discuss their daughter's progress with members of staff at any time throughout the year. The Careers Program in Year 10 also incorporates a SET Plan Interview with the Careers Counsellor or senior staff to which parents are also invited to attend to specifically discuss educational and career pathways for their daughters.

Regular Parent Information Evenings are held for the primary and secondary schools for various topics and significant transition times, such as Orientation, and Years 9, 10 and 11 Subject Selections.

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. Parent Lounge, accessed through The POD, continues to provide a range of school-specific information regarding a St Margaret's education.

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. This has been especially appreciated this year in helping bring our community together during a time where restrictions have prevented many of the school community events we have normally conducted.

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 that allowed parent attendance were restricted this year. However, the following events were able to be held:

- Induction of Student Leaders Service
- Annual Sports Awards Evening (parents attended via live stream)
- Classics in the Cathedral; with limited attendance at the Cathedral and others attending via livestream
- Activities hosted by the St Margaret's Foundation including the Professional Women's Network events
- Speech Night for Years 7 – 12
- Valedictory Dinner and Year 12 Final Boarders' Dinner
- Open Day
- End-of-Year Service at St John's Cathedral incorporating a Year 12 Thanksgiving Service.

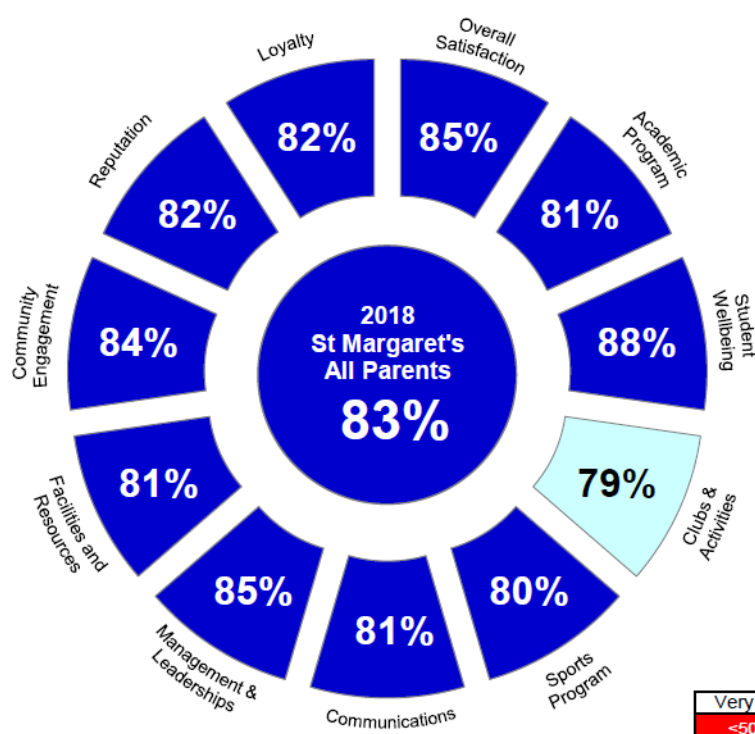
A parent survey was conducted in 2015 to provide feedback to the school community. This survey was conducted again in 2018. The next parent survey will be conducted in 2021.

## **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.

## 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.

### How satisfied are staff?

With regard to all staff at St Margaret's, in the Annual Survey 94% 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. One employee gave St Margaret's a less than satisfactory score.

### Portion of Teaching Staff retained in 2020

- 86.36% of teaching staff continued their employment in 2020 at St Margaret's.
- Average staff sick leave 2.43%

### 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 2021

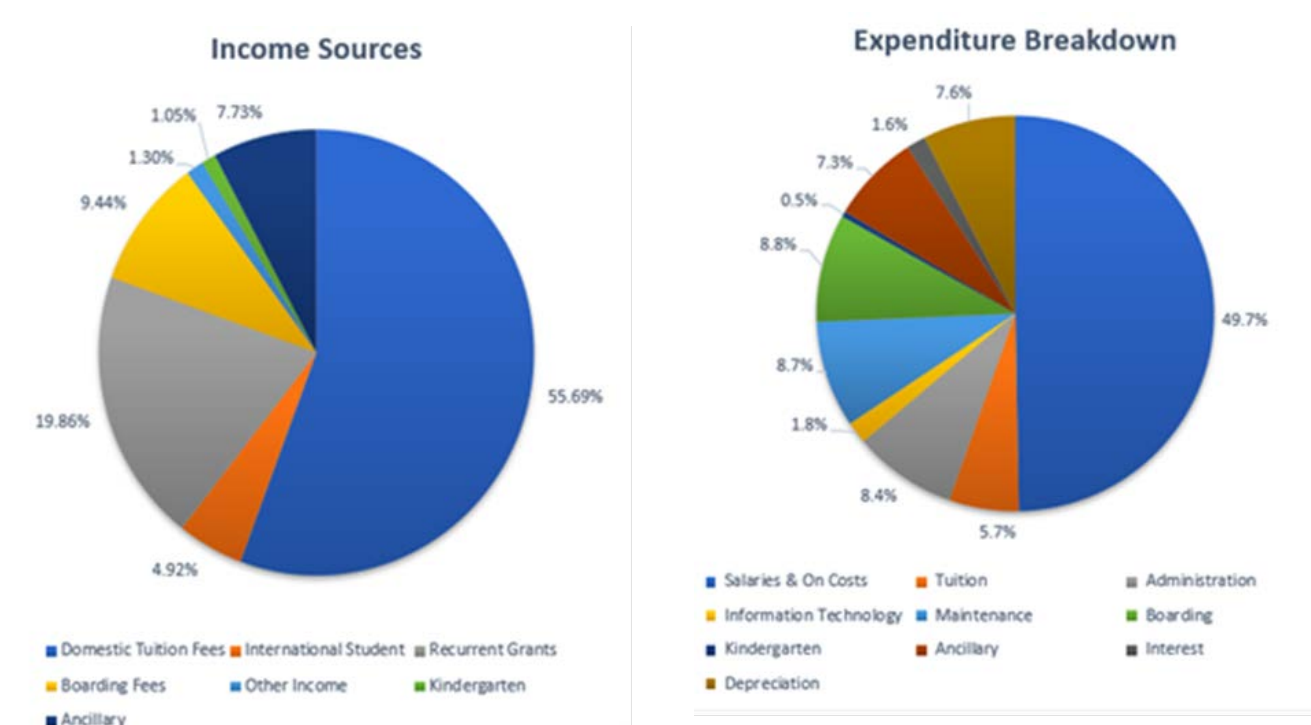
- Expansion of school's exchange program to include an English or US school as well as possible domestic options if overseas travel is restricted
- Further development of The POD
- Further development of meaningful connection with past students of the school, including a mentoring program
- Further development of Flyers Program, for enrichment of students' outcomes
- Revision and 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
- Further implementation of St Margaret's Plus
- Completion of a new Master Plan

# Finance

In what has been a very challenging year, St Margaret's has focused on the continuation of fiscal prudence to ensure relevant key performance indicators were achieved in 2020.

The completion of the Sports Precinct, deliverance of educational excellence and pastoral care to our student body and the support of families financially impacted by the pandemic have all been possible through the meticulous financial administration provided by Management and School Council.

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 2021

- Prudent management of operational budgets to achieve educational outcomes
- Completion of the Senior Studies Centre
- Strategic financial modelling to ensure the implementation of the capital Master Plan is achieved while maintaining short and long-term financial stability of the school
- Partnership with the Foundation on the development of alternate capital funding pathways
- Continued development of the shared business services arrangement with our sister school, St Aidan's

# Boarding

## Overview

It was a very successful year in boarding in 2020. We were named the Boarding School of the Year, in the Australian Education Awards, for the second consecutive year. Boarding continues to grow, and the reputation of the St Margaret's boarding house is very strong. In 2020, all boarding staff have been outstanding in their ability to be flexible and change with the restrictions of COVID-19. 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 weekly "All Aboard" newsletter keeps parents informed of all activities and 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 Head of Junior House and Head of Senior House ensure the smooth running of all areas of the boarding house on a daily basis.

## Programs

The boarding house runs many different programs. 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 they settle in to boarding effectively. 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 to 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. This year, however, we have been unable to visit due to COVID-19 restrictions.

## Student Retention Rates

<b>Year</b>	<b>Year 8 Enrol</b>	<b>Year</b>	<b>Year 12 Enrol</b>	<b>Year 8 - 12 Apparent Retention Rate %</b>
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%
<b>Year</b>	<b>Year 7 Enrol</b>	<b>Year</b>	<b>Year 12 Enrol</b>	<b>Year 7 - 12 Apparent Retention Rate %</b>
2015	93	2020	109	117%

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

# List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2020

## **School Founders**

Sisters of the Society of the Sacred Advent

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

Chair	Ms Debbie Smith	BCom, CA, MAICD
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
	Mr George Piggott	BCom (First Class Hons), LLB, GradDip LP, GradDipACG, AGIA, ACIS
	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
Secretary	Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD
Ms Alison Quinn - BCom, FAIM, FUDIA, was Chair of School Council until 17 <sup>th</sup> September 2020		

## **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), M Ed (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	Tom Reddacliff
Secretary	Antoinette Aquilina
Treasurer	Barry Roberts
Committee Members	Chris Brown
	Lisa Brown
	Angus Cameron
	Andrew Carrick
	Katrina Carrick
	Melanesia Carson
	Louise Christofferson
	Bradley Durkin
	Karen Grant-Taylor
	Carolyn Hood
	Philippa Lee
	Dimity McDouall
	Kelli Martin

***Old Girls' Association***

President	Nicole Devlin
Vice President	Sally Thomson
Secretary	Norma Tucker
Treasurer	Elizabeth Hook
Committee	Bianca Christophers
	Anna Davidson
	Jacky Garnsworthy
	Louise Gustafsson
	Jennifer Leavey
	Kimberley Middlemis
	Anne Muggleton
	Grace Mullins
	Georgina Papworth
	Alexandra Watson

# Teacher Professional Learning

In 2020, St Margaret's offered staff a range of professional learning opportunities. These were provided by both the school and through external providers.

At the commencement of the school year, St Margaret's hosted the St Aidan's staff for their annual combined January Professional Learning Day. This year, all support staff attended a presentation by Marcus Edwards on Difficult Conversations. Teaching staff also took part in a session with Marcus on Education for Learning and Delight.

Primary and Secondary teaching staff from both schools took the opportunity to do some specific professional learning together. Secondary staff took part in a session run by the Dean of Studies at St Aidan's entitled "Teaching for Learning" and Primary teachers participated in a session provided by the Learning Enhancement Co-ordinator at St Margaret's entitled "An Inclusive Approach to Teaching." Primary staff also undertook work on pedagogical practice, specifically on moderating writing.

This year we continued the Aspiring Senior Leaders program, but this year expanded to invite middle leaders from more schools. Participants were from St Margaret's Anglican Girls School, St Aidan's Anglican Girls' School, St Andrew's Anglican College, Hillbrook Anglican College and Somerset College. 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 St Margaret's Professional Learning Community (PLC). This year the program was adapted to form Quality Teaching Rounds as part of our Centre for Teaching and Learning Excellence (CETLE) initiative. The Quality Teaching Rounds involved teachers working in Professional Learning Communities of three to four people to observe, analyse and discuss effective teaching. A teacher would 'host' a round involving observation of their classroom. The host teacher's lesson was observed by the small group of peers. Immediately after the lesson, the small group gathered to discuss their observations, learnings they gained, and how they might use these in their own contexts.

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

Due to restrictions placed upon us by COVID-19 this year, much professional learning needed to change to an online format. Many staff members took part in webinars and online forums throughout the year.

In total the following was spent on teacher professional learning in 2020 (as of December 2020): \$60445.

## Staff List

Name	Qualification	Position title
<b>School founders</b>		
Sisters of the Society of the Sacred Advent		
<b>School Council</b>		
Ms Debbie Smith	BCom, CA, MAICD	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	
Mr George Piggott	BCom (First Class Hons), LLB, GradDip LP, GradDipACG, AGIA, ACIS	
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 (Acting)</b>		
Mrs Nicole Devlin	MEd(Leadership & Management), BEd, MACEL	Dean of Academic Performance
<b>Dean of Studies (Acting)</b>		
Mr Tom McCormick	BSc(Hons), PGradCertEd	Dean of Studies
<b>Dean of Students</b>		
Ms Nikki Townsend	MEd(Guid & Coun), MEd(LEM), BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(Ed Law)	Dean of Students
<b>Head of Primary School</b>		
Mrs Angela Drysdale	MEd(Research), GradDipEd(EC), DipT, ASDA	Head of Primary School
<b>Assistant Head of Primary - Wellbeing and Operations (PP-6)</b>		
Miss Mary Surtees	MEd(Leadership and Management), BHMS(E), BEdSt, BA, GradDipHE, MACEL	Assistant Head of Primary – Wellbeing and Operations (PP-6)
<b>Assistant Head of Primary - Curriculum (PP-6)</b>		
Mrs Kate Frewin	BA, BTeach	Assistant Head of Primary - Curriculum (PP-6)
<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 Alina Layton	BA, BEd(Sec), Cert IV – Theology	Head of Faculty - English
Ms Emily Labinsky	BA, PGCE, MEd	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
Mrs Louise Brown	BA(Oxon)Modern History, PGCE	Acting Head of Faculty - Sociocultural Studies (Acting)
<b>Head of Year</b>		
Mrs Katie Flanagan	BEd	Head of Year - 7
Mrs Ysabella Dawson	BFA, GradDipEd	Head of Year - 8
Mrs Nicole Walker	BMusEd, AMusA, MEd(Educational Leadership)	Head of Year - 9
Ms Claire Bloomer	BSc, BEd(Sec), MEd(Leadership & Management)	Head of Year - 10
Ms Kate Montgomery	BA, DipEd, GradDipLanguages, PG Cert TESOL	Head of Year - 11
Ms Talia O'Callaghan	BEd(Sen&MiddleSch),MEd(Educational Leadership)	Head of Year - 12
<b>Assistant Head of Faculty</b>		
Mr Noel Peinke	BA, HDipEd, BEd, MEd	Assistant Head of Faculty - English
Ms Alison Davis	BSc(Hons), PGCE	Assistant Head of Faculty - Science and Technology; Highly Accomplished Teacher
<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	BA, DipEd, Med(Career Development)	Careers Counsellor
<b>Learning Enhancement Coordinator</b>		
Mrs Louise Burgman	BA, GradDipEd, GCED, MEd	Learning Enhancement Coordinator
<b>Teachers - Secondary</b>		
Ms Hildegard Apel	BVisual Art, PostGradEd (Higher and Further)	Secondary Teacher
Mr Matthew Ambrose	BSc, BA, GradDipEd(Sec)	Secondary Teacher
Ms Cassandra Argent	BA, BEd(Sec), GradCert	Secondary Teacher
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
Ms Patrice Chappell	BEd(Hons)	Secondary Teacher
Ms Zerlina Cheng	BA, GradDipEd	Secondary Teacher
Mrs Jolie Cowen	BA, DipEd, GradDipAppSc	Secondary Teacher
Mrs Stephanie Cowie	LLB, BA, MEd(Work and Learning), GDipEd(Secondary), Cert Gov(Gov. & Risk), GAICD	Secondary Teacher
Mr Robert Dryden	BEd, GradDipMusic	Secondary Teacher
Mr Chris Forster	BEd(Hons)	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
Mrs Marilyn Ivers	BA, GradDipEd(RE), CertT	Secondary Teacher
Mrs Amanda Jansen	BTeach(Sec), BA(MediaComm)	Secondary Teacher
Ms Margot Johnston	BA(LangLing), GradDipEd	Secondary Teacher
Mrs Stacey Kelly	BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)	Secondary Teacher
Ms Trish Kirkpatrick	BSc, DipEd	Secondary Teacher
Mrs Kirsty Krynauw	MSPCoach, BAppSci(HMS-Ed)(Hons), RePL	Secondary Teacher
Ms Tammy MacGinley	BEng(Hons), GDipEd	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 Georgia O'Brien	BA, BEd(Sec)	Secondary Teacher
Mrs Shirley Patton	BSc, BEdSt, DipEd	Secondary Teacher
Ms Kelli Pilling	BBus(Finance), PostGradDipEd	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
Mrs Dana Schottlaender	BA(Hons), MA, GradDipEd, GradCert	Secondary Teacher
Ms Lisa Smith	GradDipT, DipFA	Secondary Teacher
Mr Thomas Smithers	BExSS,BA,GDipEd,MEd(Leadership and Management)	Secondary Teacher

Mrs Kathy Thorne	BSc(Hons), HDipEd	Secondary Teacher
Mrs Nicola Warda	BA(Hons) First Class, DUT, CELTA, GradDipEd, MBA	Teacher
Dr Dirk Wellham	BA, DipEd, MA, MEd, PhD	Secondary Teacher
Ms Kate Wiedemann	BA, GradDipComm, GradDipEd	Secondary Teacher
<b>Teachers - Primary</b>		
Mrs Karen Andrews-Close	BTeach, BEd	Year 6Y
Ms Kimberley Bachmann	BEd(Primary), MEd(Research)	Year 6R, Literacy Coach
Ms Regina Brennan	BA, GradDipEd	Music/Choral Co-ordinator
Ms Briar Bracey	BEd(Primary)	Year 4G
Mrs Kylie Briggs	BEd, GradCertGeog, MACE	Year 1B
Mrs Sophie Cameron	BBus, GradDipEd	Prep B
Mr Evan Chia	BHlthSc, BEd, DipRT	Year 5B
Mr Michael Crowe	BA(BusS)(Hons), PGradCertEd	Primary Mathematics Specialist/Numeracy Coach, Lead Teacher
Ms Georgi Eadie	Bed(Pri)	Year 1G
Mrs Rowena Harle	BEd(Primary), AdvDip Business	Year 2B
Mrs Belinda Knowles	BBS, MEd(ECE), Grad DipEd	Pre-Prep
Ms Lucardia Moulton	BEd, MEd, DipT	Year 5R, Literacy Coach
Mrs Suzy Edwards	BAppSci(HMS-Ed)(Hons)	Teacher - Health and Physical Education
Ms Melissa Garbutt	BEd, DipT, BEd, MEdSt	Year 4B
Mrs Nicole Jonathan	BEd, MPH	Year 3B
Ms Kate Jones	BFA, GradDipEd(Sec)	Primary Teacher - HPE
Mrs Danielle Patterson	BEd(Primary)	Year 6B
Ms Kate Porter	BCom, GradDipEd	Year 5G
Mrs Kerry Rider	GradDipEd(Sec), DipFineArt	Art
Mrs Georgina Stevenson	BEd, BEdSt	Year 6G
<b>Learning Enhancement</b>		
Mrs Ailsa Crockett	MEd, BA, GradDipSpecEd, DipT, COGE	Primary Teacher - Learning Enhancement
Ms Amy McNally	BEd	Learning Enhancement Teacher
Ms Louise Sands	BOccThy, BEd(Pri), GradCertBus	Learning Enhancement Teacher
Mrs Sam Coleman	BVisArts(Film/ScreenProd), Cert III Education Support	Teacher Aide
Mrs Katy Hobbs	NNEB Diploma in Nursery Nursing	Teacher Aide - Pre-prep
Mrs Leasl Lanigan	Dip(ChildCareEd)	Teacher Aide - Learning Enhancement
Mrs Shannon Marshall	Cert III Education Support	Teacher Aide
Ms Claudia Mazzotta	BA(CeramicDesign), GRADDipEd(Sec)	Secondary Art Technician
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), GCertEd (Mathematics)	Teacher Aide - Learning Enhancement
Mrs Jo Wade	HNatCertBus&Fin	Teacher Aide - Technology

<b>Teacher Interns</b>		
Ms Jessica Galpin		Teacher Intern
Ms Jessica Karrasch		Teacher Intern
<b>Library staff</b>		
Ms Anna Siddans	DipLIS, ALIATec	Library Technician
Mrs Stephanie Gillan	BA, BBus	Primary Library Assistant/Teacher Aide
<b>Laboratory staff</b>		
Mr David Graham	BSc(Hons)	Laboratory Manager
Dr Michael Dodt	BAppSci, BBiomed(Hons), PhD	Laboratory Assistant
<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
Ms Jade Smith		Sports Trainee
<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-Kan	BMus, GDTL	Private Music Instructor
Ms Lorraine Fung	AMus, BMus, MTeach	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
Mrs Sharron Pratt		Boarding House Supervisor
Mrs Sue Trevor		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>		
Mrs Bridget Buchanan	BNursing, GradDipMidw	Health Centre Supervisor
Ms Mary-Jo Sutton	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, ACG, 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
Ms Nat Klemm	BBus(Acc), CPA	Accountant - SSA
Mrs Delna Venter		Senior Finance Officer - SSA
Ms Sia Sa'u		Finance Officer - SSA
Ms Annette Roth		Finance Officer - Accounts Payable - SSA
Mrs Shelli Zhao	BBus(Acc)	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
<b>Human Resources Staff</b>		
Mrs Maree Varvari	BBus(HRM)	Human Resources Officer
<b>Marketing staff</b>		
Ms Pam Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Mrs Pru Reed	BMassComn, BDance	Media Officer
Ms Sophia Taylor	BCI(Entertainment Industries)	Content Producer
<b>Development and Community staff</b>		
Mrs Lindsay Khushal	BA(Hons)	Director of Philanthropy and Stakeholder Engagement
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>		
Mrs Kate Bartley	BA, GradDipBus(Admin)	Administration Manager - School Support & Human Resources
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
Mrs Shendelle James		Student Support Officer
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 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
Mrs Alamoni Murray		Food and Beverage Attendant
Mr Andrew Poole		Chef
Ms Debbie Thatcher		Catering Assistant
Ms Antoinette Kornaus		Barista
Mr John Peisley		Kitchen Hand
Ms Sheree Hoac		Catering Assistant
<b>School Supplies staff</b>		
Mrs Kielee Alcantara		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
<b>OSHC</b>		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Ms Eliza Greene		Educator - Assistant
Ms Jemma Joiner		Educator - Assistant
Ms Natsumi Iwasaki		Educator - Assistant
Ms Courtney Peel		Educator - Assistant
Ms Bella Smith		Educator - Assistant
Ms Josie Gracey		Educator - Assistant
Ms Nina Conomos		Educator - Assistant
Ms Courtney Hockaday		Educator - Assistant
Mr Riley Langlands		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>		
Mrs Lara Pickering	BMassComm, MBus	Director of Philanthropy and Stakeholder Engagement
Ms Lauren Richards	BA, GradDipEd	Primary Teacher - HPE and Sports Educator
Ms Helene Pallot	RN	Health Centre Supervisor
Ms Therese Garrahy	DipT, BEdSt, GradDipScEd, MSc, MACE	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 Victoria Nikolova	BA(Photography)Hons	Content Producer
Ms Teagan Davidson	BEd, BA, DipTESOL	Secondary Teacher
Ms Deborah Knight		Boarding House Supervisor
Ms Kellie Bamford	BA Nursing Science	Health Centre Nurse

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:

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Fax: +61 7 3862 0701

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

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

# Next Step

## 2021 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 2020. 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 2021.



#### 80.6% response rate

87 out of 108 Year 12 completers from this school responded to the 2021 survey.  
*Results may not be representative of all Year 12 completers at this school.*

### Post-school destinations



In 2021, 97.7% 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.



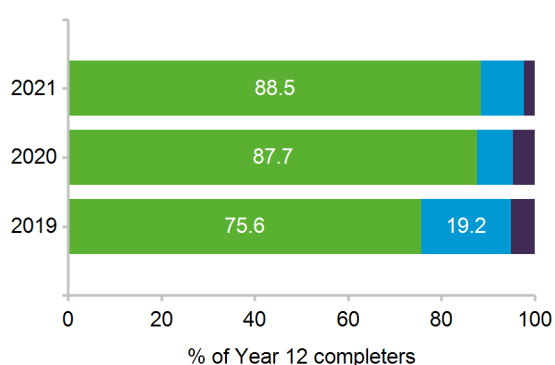
Of the 87 respondents, 88.5% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 9.2% transitioned directly into paid employment and no further study.

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

### Engagement over time



■ Education or training  
■ Employment only  
■ Not in education, employment or training

### Main Destination in 2021

