

St Margaret's



St Margaret's

PRE-PREP - YEAR 12 BOARDING YEARS 5-12

Kindness
is the greatest
wealth of all.

Eddie Jaku

"The Happiest Man on Earth" p175



State/Federal Annual School Report

2021

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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, social media platforms, 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 several flagship programs which distinguish 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 2020/2021 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 2021, St Margaret's had 417 students enrolled in the Primary School (PP – Year 6) and 897 in the Secondary School (Year 7 – 12). St Margaret's is also a boarding school for Years 6-12. In 2021, 191 were enrolled in boarding.

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

More information about the School's Strategic Plan, ***A Local School with a Global Outlook***, is available from our website.

In 2021, the school received the following awards through various organisations:

- Year 1 Teacher Lucardia Moulton, was the Queensland winner of the National Excellence in Teaching Awards.
- 17 teachers across our primary and secondary school received nominations for the National Excellence in Teaching Awards
- St Margaret's was awarded The Educator's Employer of Choice for 2021/2022
- Our Art Teacher, Jane Martens received acknowledgement through the Educator's Rising Star 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 Academics (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.

Our Commitment

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

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.

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 STEM, Health and Physical Education, Modern Languages (French or Mandarin), Visual Art, Music, and 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 2021, 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 in Pre-Prep to Year 6 attend weekly STEM classes where lessons are project based and the Digital and Design Technologies curriculum is taught.

A student's pastoral needs are addressed through the Student Wellbeing Framework. This program encompasses Social Thinking, 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 inform 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
- Years 4 – 6 Netball, Tennis, Soccer, Cricket, Basketball and Touch Football

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)

Students participate in before and after school activities by private arrangement for the following activities and clubs:

- | | | |
|-----------------|----------------------|-------------------|
| • Debating | • Chess Club | • Mandarin |
| • Garden Club | • Club Netball | • Rise Tennis |
| • Japanese Club | • French | • Skipping |
| • Robotics | • Learn to Swim | • Swim Club |
| • Strategy Club | • Little Moves Dance | • Water Polo Club |
| • Writing Club | • Magnettes Netball | |

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.

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 2023.

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.

In addition to sporting and cultural activities, where parents are present and involved, the school also involves parents, through:

- 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 (every 2 years)
- P&F events and meetings
- Open Day
- Orientation Day
- P&F Primary High Tea
- Years 3, 4 and 5 end of year celebrations
- Family Chapel Services
- Pre-Prep to Year 2 Nativity Play
- Parent Education evenings
- Trends in Education evenings (2 per year)
- In the primary school, parents also volunteer their time for reading groups, activities and excursions

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 Years 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 Years 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.

There were 25 Year 12 students who studied the Portfolio Pathway in 20/21. Of these students, 13 students studied the Diploma of Business and 10 students studied the Diploma of Project Management, while two students studied both the Diploma of Business and the Diploma of Project Management.

16 students also studied a range of Certificate II courses delivered on campus at St Margaret's (Certificate II FSK & Certificate II Hospitality), and 10 students completed either Certificate II or Certificate III qualifications at TAFE Queensland Campuses and private Registered Training Organisations. Courses of study included: Animal Studies, Dance, Fashion Design, Fitness, Graphic Design, Health Services and Sport & Recreation.

In 2021, 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 Academics, there may be variations to this requirement. In addition to the compulsory subjects, students in 2021 chose four subjects from the following list:

Years 11 and 12

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

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 2022

- 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
- Queensland Debating Union Junior Round Robin Competition
- Australian Geography Competition
- Churchie Maths Team Challenge
- STAQ Science Contest
- QUT STEM Internship
- QUT STEM Camp

- Australian STEM Video Game Challenge
- Creative Generation
- “Brushed” – Student Artwork – Brisbane City Council
- “The Beat” – Student Music – Brisbane City Council
- Australian Senior Ethics Olympiad
- International Senior Ethics Olympiad
- Australian Middle School Ethics Olympiad\
- Churchie Literature Challenge
- The Whitlam Institute “What Matters?” competition
- Sleek Geeks
- St Margaret’s Women in Science Lecture Series
- National Science Week
- QUT STEM Workshops
- UQ Women in Engineering Explore Day
- QMEA Workshops
- QRC/WIMARQ International Women’s Day Breakfast
- World Science Festival – Southbank
- UQ Science Ambassador Program

Academic Results – NAPLAN

Primary and Secondary School – NAPLAN Data 2021

National Testing

Our students achieved well above the average results when compared with both State and National figures. 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 2021	Year 3 2019	Year 3 2018	Year 5 2021	Year 5 2019	Year 5 2018	Year 7 2021	Year 7 2019	Year 7 2018	Year 9 2021	Year 9 2019	Year 9 2018
St Margaret's	515	510	528	572	472	565	598	590	590	627	633	630
State	428	427	429	507	501	506	539	542	536	571	570	577
National	437.3	432	433.8	511.6	506	509	542.4	546	541.5	577.5	580	583.8

Writing:

Average	Year 3 2021	Year 3 2019	Year 3 2018	Year 5 2021	Year 5 2019	Year 5 2018	Year 7 2021	Year 7 2019	Year 7 2018	Year 9 2021	Year 9 2019	Year 9 2018
St Margaret's	462	494	492	537	530	526	564	562	556	599	593	592
State	415	413	404	468	463	454	511	502	493	539	533	526
National	425.4	423	407.2	480	473	464.6	522.2	513	505.3	550.7	548	542.3

Spelling:

Average	Year 3 2021	Year 3 2019	Year 3 2018	Year 5 2021	Year 5 2019	Year 5 2018	Year 7 2021	Year 7 2019	Year 7 2018	Year 9 2021	Year 9 2019	Year 9 2018
St Margaret's	479	491	486	546	547	540	594	584	586	632	628	620
State	410	411	411	497	494	497	545	542	541	577	577	580
National	421	418	417.8	504.5	500	502.5	548.7	545	545.2	580.1	582	583.3

Grammar and Punctuation:

Average	Year 3 2021	Year 3 2019	Year 3 2018	Year 5 2021	Year 5 2019	Year 5 2018	Year 7 2021	Year 7 2019	Year 7 2018	Year 9 2021	Year 9 2019	Year 9 2018
St Margaret's	491	554	547	583	610	582	593	608	606	641	641	645
State	424	433	429	498	495	501	532	540	542	570	570	579
National	433.2	439	431.7	502.8	499	503.6	533.4	541	543.9	570.9	573	580.1

Numeracy:

Average	Year 3 2021	Year 3 2019	Year 3 2018	Year 5 2021	Year 5 2019	Year 5 2018	Year 7 2021	Year 7 2019	Year 7 2018	Year 9 2021	Year 9 2019	Year 9 2018
St Margaret's	442	476	483	536	537	535	595	597	592	635	645	655
State	393	399	398	487	494	487	545	547	540	583	584	588
National	403.4	401	407.7	495.2	495	494.2	550.6	554	548.2	587.9	592	595.6

Percentage of Students Above National Benchmark:

Year Level 3	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	100%
2015	100%	100%	100%	100%	100%
2016	100%	100%	100%	100%	100%
2017	100%	100%	100%	100%	100%
2018	100%	100%	100%	100%	100%
2019	100%	100%	100%	100%	100%
2021	100%	100%	100%	100%	100%

Year Level 5	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	100%
2015	100%	100%	99%	100%	97%
2016	100%	100%	100%	100%	100%
2017	100%	100%	100%	100%	100%
2018	100%	100%	100%	100%	100%
2019	100%	100%	100%	100%	100%
2021	100%	100%	100%	100%	100%

Year Level 7	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	100%	100%	100%	100%	97.8%
2015	100%	100%	98.9%	100%	100%
2016	95.8%	99%	97.9%	99%	100%
2017	99%	98.2%	100%	100%	100%
2018	97.5%	100%	100%	100%	97.5%
2019	97.5%	98.2%	98.2%	100%	97.5%
2021	96.9%	100%	100%	100%	98.5%

Year Level 9	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2014	96%	97%	99%	100%	99%
2015	97.6%	100%	96.5%	98.8%	96.5%
2016	100%	100%	98.4%	100%	96.7%
2017	95%	100%	99%	100%	98%
2018	98%	100%	99%	100%	100%
2019	98%	100%	100%	100%	99%
2021	93.3%	97.5%	100%	100%	96.6%

Year 12 Outcomes for the 2020 cohort

ATAR Results

Under the new system, for the first time, students have the option to withhold their results from the school. Therefore, the statistics below represent 88 of our 95 ATAR eligible students.

ATAR Results 2020	
ATAR	St Margaret's
99 or above	15.9%
95 or above	43.2%
90 or above	62.5%

Portfolio Pathway – Diplomas and Certificate Qualifications

Fourteen of our students graduated with 15 Diplomas (Business or Project Management). Students also earned either Certificate II or III qualifications in a wide range of areas (Rural Studies, Animal Studies, Sound Production, Health Support, Baking, Crime and Justice, Screen and Media, and Foundational Skills for Work). Two of our students also completed school-based traineeships – one in Community Pharmacy and the other in Agriculture.

ATAR Results

Across four subjects, eight students received perfect scores of 100 out of 100. All students received a passing grade in every subject.

Queensland Certificate of Education

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

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. 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.



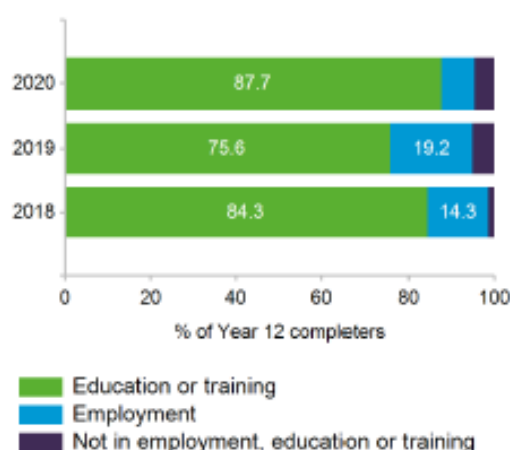
Of the 65 respondents, 87.7% continued in some recognised form of education and training. The most common study destination was bachelor degree.



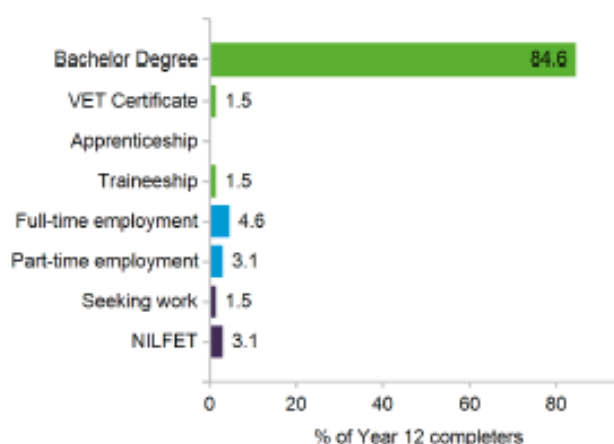
A further 7.7% transitioned directly into paid employment and no further study.

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 2020 cohort

90% of eligible students received an offer for a tertiary place from QTAC in the January major offer round and 100% received a QCE.

The institution preferences can be found in the table below.

Institution	Percentage
The University of Queensland	41.3
Queensland University of Technology	29.35
Griffith University	13.04
Australian Catholic University	7.61
University of the Sunshine Coast	4.35
James Cook University	3.26
Griffith College	1.09
Total	100

The preferences by field of education are detailed in the following table.

Field of Education	Percentage
Agriculture, Environmental and Related Studies (e.g. Land, Parks & Wildlife)	0
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	3.26
Creative Arts (e.g. Music, Graphic Design, Communication & Media Studies)	8.7
Education (e.g. Early Childhood, Primary, Secondary)	2.17
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	3.26
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	20.65
Management and Commerce (e.g. Hospitality Management, Banking & Finance)	13.04
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	17.4
Society and Culture (e.g. Law, Economics, Psychology, Sport & Recreation)	30.43
TOTAL	100

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	Swim Club
	AFL	Volleyball	
	Swim Club	Swim Club	

In 2021, St Margaret's can celebrate its most successful sporting year in terms of performance and participation across the entire sporting program. The program focuses on encouraging a high level of participation, skill development, a strong sense of teamwork. St Margaret's filled the quota of teams across each sporting season with a total of 138 teams representing St Margaret's and 482 students experiencing training and/or competition in the core sports of Swimming, Cross country, Rowing and Athletics equating to a total participation rate of 83%. Whilst most sports experienced growth in numbers, the programs attracting the most students are as follows:

- Touch Football – 235 students
- Club Netball – 230 students
- Rowing – 164 students
- Water Polo – 145 students

In 2021, St Margaret's sport performed exceptionally well. The QGSSSA Swimming team placed third overall with only 1.5 points separating third and second place. The Water Polo program experienced its most successful year with 6 teams securing semi-finals berths, four teams playing in grand finals and one team winning their division overall. The Artistic Gymnastics program won four out of eight premierships including the prestigious Open Grade competition. Meanwhile within the Touch Football program nine out of sixteen teams placed 3rd or better with the 10A, 10B and 8B teams securing premierships in their respective divisions. At the BSRA Head of the River, 82% of crews had podium finishes with 90% of crews finishing in the top four placings. The Year 8, Year 9 and Senior age groups placed first overall resulting in St Margaret's winning the Aggregate Cup with 835 points, 181 points ahead of St Hilda's in second place with 654 points.

The Netball Program continued to improve in both participation and performance with four club teams winning grand finals within the Downey Park Netball Association competition and one QGSSSA team securing a premiership. The Royal Lifesaving Secondary Schools State Championships returned in 2021 due to being cancelled in 2020 as a result of COVID. The St Margaret's team once again became female champions for the 23rd year. Other premierships acquired through the QGSSSA competitions were the Year 7 Rhythmic Gymnastics team and the Senior A Tennis team.

In the core sport of Cross Country, results have remained steady placing 4th in the Aggregate Cup and 3rd in the Joan Benson Percentage Cup with a 1st place in the 14 years age group. Within Athletics, St Margaret's has continued to show improvement achieving the highest result since 2013 placing 3rd overall and 2nd in the Percentage Cup.

Sport at St Margaret's is available for all students as part of their extra-curricular activities. In 2021, 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

A range of partnerships with sporting clubs and professionals continued and was built upon in 2021 whereby highly skilled coaches, professionals and officials were provided to design and develop programs that delivered sequential technical and tactical programs to strengthen performance over. The partnerships currently in place are listed below:

- Wilston Norths Junior Cricket Club
- Brian Kerle Basketball
- Brisbane City Football Club
- Mayne Tigers Australian Football Club
- 1219 Sports Physiotherapy
- Aspire Fitness (Strength and Conditioning)

Initiatives implemented in 2021 occurred through the aquatics program. The St Margaret's Swimming Club was launched in Term 2 of 2021 enabling current students as well as soon to be enrolled student to train throughout the winter months and compete at a range of Queensland affiliated swim club meets under the St Margaret's Swim Club banner. A Learn to Swim program was also implemented offering students (and siblings) in Pre-Prep through to Year 3 an opportunity to 'Learn to Swim' providing a seamless transition and progression into school and performance swimming. Lastly, an adult swim group has been offered to community members twice a week to ensure all stake holders are provided opportunities to enjoy the first-class facility.

Sporting Representation – Regional, State and National

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 34 girls selected across a variety of sports to represent Metropolitan North at the Queensland Secondary School Sport Championships and 4 students selected to compete for Queensland at National Championships.

Sport	State Championships	National Championships
Basketball	1	
Cross Country	6	
Football (Soccer)	1	
Hockey		
Netball	2	
Rugby League	1	
Rugby 7s	5	2
Softball	3	
Swimming	9	1
Touch Football	3	
Tennis	1	
Water Polo	2	1

Outside of the school sport association, we have had Australian representatives in futsal, football, artistic gymnastics, water polo and rowing.

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

After a season in 2020 marked with interruption of COVID, it was wonderful to enjoy a full round of competitive debating for the Queensland Debating Union Secondary School Competition 8-12 and then later, the Junior Secondary Competition for Year 7s. The season was only minimally impacted by COVID consideration, so all competitors had an opportunity to prepare and participate, and St Margaret's endeavours brought both the successes of some wins and the successes of teamwork.

This year we had three Year 7 teams who all enjoyed wins in their debate, with two of the teams winning the majority of their debates. This is a very strong start for these debater's secondary debating career and we are keen to see them build on this next year.

There were two Year 8 debating teams of five students each. Some of these girls had debated before at Primary School and were keen to build their skills. After a previous year where they had few opportunities to debate formally, it was a challenging introduction to secondary debating arena, which they handled well. While our teams did not make finals, the competitors received some excellent feedback from the adjudicators to help their team case – and their skills – progress.

Two Year 9 teams debated and presented such strong cases in some of their rounds that they were awarded the win. Many of this debate year were experienced debaters dedicated to rebuilding their skills after a year of 'virtual debates'. It was very encouraging to see girls who were unfamiliar to debating succeed in their first attempt.

Students from Year 10 fielded two teams, with one team winning half of its debates. They put up a spirited defence in their debates and are learning the fine art of the Point of Information challenge to the opposition to install in their senior secondary run in 2022.

Our Year 11s fielded a dedicated team that was unfortunately not successful for finals. However, they also benefited from end of season workshopping and training by our outgoing Year 12 debaters, to help ready them for the 2022 season.

Our single Year 12 team of strong and seasoned debaters was indeed so successful that all debates were won and the team qualified for, and competed in, the Finals, an online round hosted by the QDU. Despite a valiant effort, St Margaret's could not best the opposition.

2021 closes on a positive year that brought debating back into spotlight, opened opportunities for participation and training for new debaters, and gave our career debaters another forum to build the critical skills and knowledge of reasoning, listening and teamwork that this vital 'thought sport' offers.

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 2021, St Margaret's was represented in both the Junior and Senior divisions of the English Speaking Union Queensland Secondary Schools' Public Speaking

Competition. Students involved prepared thoroughly, rehearsed enthusiastically, and delivered their speeches with confidence, conviction, and a fine sense of audience engagement. 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.

Toc H

In 2021, the St Margaret's Toc H group of 34 members, was committed to continuing the spirit of Toc H, through service to the community. To start the year, and to assist the Toc H Brisbane Branch, the members helped with a sausage sizzle held at Bunnings. The money raised was donated to the St Margaret's Giving Day Scholarship Fund.

Toc H girls initiated an Easter Drive, donating a collection of Easter Eggs and activity packs to the Queensland Children's Hospital, to support sick children and their families.

A new initiative was introduced this year, with members organising a collection of toiletry items to be donated to Anglicare Southern Queensland's homeless service for women and families. A variety of toiletry items were collected and packed into ziplock bags, creating individual care bags for vulnerable members of the community in time for Christmas.

To continue to support the local community, Toc H members donated \$700 to "Dig In", a registered charity organisation, that prepares and serves home-made meals for the homeless and disadvantaged living in Brisbane.

Astronomy Club

The St Margaret's Astronomy Club had another successful year in 2021. There were several observation evenings held out on Circular Drive gazing up at the planets, Moon and stars. We also held several afternoon meetings, discussions and lectures on astronomical topics such as cosmology, astrobiology and our place in the universe. The club's membership numbers held steady in 2021, with close to 30 students from a wide range of year levels across both the primary and secondary schools participating throughout the year. These students continued to gain proficiency setting up and operating telescopes, taking astronomical photographs, and navigating their way around the night sky. Membership is expected to continue growing into 2022.

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, oil painting tuition and other special workshops depending on student interest. Some of the special smART Club courses attract a fee so that we can engage outside specialists 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.

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 2021, 146 students completed an AMEB exam or pre-exam and benefited from receiving personalised feedback from an expert in the field. Two St Margaret's Speech and Drama students were presented with Barbara Sisley Awards at Parliament House in June for achieving the highest result in Queensland for their respective AMEB Speech and Performance exams in 2020.

In addition to undertaking examinations, 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, Environmental Club and the Philanthropy Group.

In 2021, 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, despite challenges arising from the 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.

In 2021, the Service Learning in the secondary school program for given year levels consisted of:

- Year 7 – Service to the Elderly
- Year 8 – Service through Faith and Salvation Army
- Year 9 – Service to the Community and Birthing Kit Foundation of Australia
- Year 10 – Interest based and independent Community Service and fundraising for Second Chance
- Year 11 & 12 – Interest based and independent Community Service including Sony Camp, The Heart Foundation and the Ponytail Project

In addition to these programs, the school supported students on some individual endeavours. This included providing support to veterans at the ANZAC Day parade and weekend volunteer work at Dig In, a charitable group providing meal service to homeless people.

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. In 2021, the Philanthropy Group asked the school community to help select the main recipient of fundraising for the year by providing information about various causes and using voting tokens at the Open Day bake sale. The Cure Brain Cancer Foundation was selected, allowing the Philanthropy Group to advocate for more research and support for those affected by this disease. The Philanthropy Group was proud to host an event called 'Winter Warmer Day' with funds raised for the Cure Brain Cancer Foundation and students encouraged to wear beanies to demonstrate their support. There were many other recipients of the work of the Philanthropy Group and the generosity of the St Margaret's community throughout 2021. Free Dress days and bake sales supported the Bush Ministry Fund, Anglicare, The Archbishop's November Appeal, Camp Quality and White Ribbon Australia. 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 seven students were awarded a Bronze this year and we currently have 67 students enrolled from Years 9 to 12.

Sony Camp

St Margaret's, in conjunction with Anglican Church Grammar School (Churchie), have for the past twenty years organised the Sony Foundation Holiday Camp. This camp, held at the end of Term 3, caters to the needs of children with special needs and offers respite to their families and carers. The camp is one of 26 operating in Australia. Due to restrictions and uncertainties around the Covid-19 pandemic, the 2021 camp ran as a 'day camp' rather than an overnight camp. This offered different insights for the organisers, the students and adult volunteers involved and the registered families.

Prior to the camp, organisers met multiple times to firm up the program, with a few attending the annual Sony Foundation online conference. Communications were sent out to Special Schools in the Brisbane district. Twenty-six families registered their children for the camp. Students from St Margaret's and Churchie applied to be companions to the guests. Twenty-seven girls were selected. The day camp program enabled mixed pairings matched to female and male guests. The selected students underwent compulsory online training and attended an induction day. Year 9 students were involved in baking food for morning and afternoon tea. The Year 11 cohort gathered items to give a pamper packs to the families at orientation.

Organisers ensured there was a mixture of sensory-appropriate activities. On-site activities included sports, music, and the arts. Off-site activities included Norman Park Bowls Club and Australia Zoo. The logistics of movement of people, transport, and catering for meals on-site and off-site were significant, considering the range of dietary and sensory needs. The camp is consistently supported by adult volunteers, ranging from Churchie and St Margaret's staff, health-care professionals – doctors, nurses and therapists, to return volunteers from the extended school communities.

This event offers opportunities for all to gain an understanding of the diversity of needs in the broader community, build deeper interpersonal connections, grow empathy skills and be intentional about being inclusive.

ESports

eSports in 2021 saw significant growth as the team went from 7 to 20 members. The girls competed in both the ASC esports competitions where they were the only all girls team. Due to the growth in interest, the students also competed in the Fuse Cup against schools both locally and internationally. The girls have extended their skills not just in game play, but broadcasting, moderation, and team management. 2022 will see our inaugural eSports Captains extending our program to an inter-school Nintendo. The training sessions have involved a significant focus on older students mentoring younger players and a strong sense of community has been developed.

Robotics Club

Secondary students participated in weekly meetings under the supervision of the Digital Technology Teacher. Students not only learned more about coding, building and playing with programmable robots, but also coded and explored some useful applications for our robotic arms. Girls were also involved in digital storytelling using our virtual reality set-up to promote and celebrate sustainable change in our school.

Co-Curricular – Music

The Co-Curricular Music Department continues to provide St Margaret's students with numerous opportunities to develop musical capacity beyond the classroom throughout 2021.

A Music Day Camp was held at school in early February with approximately 100 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.

The school presented Matilda the Musical in March over three nights in Eton Hall. This event brought together many parts of the school community including students, staff, parents and Old Girls. The performances were of a very high standard and provided the girls with a unique and memorable opportunity to present a professional production.

The Music Department was very pleased to be present Classics in the Cathedral in Term 2 in St John's Cathedral. Students from the top-level ensembles (Exultate, Chamber Strings, Sister Helen Wind Symphony and the Sculthorpe String Quartet) presented outstanding performances alongside performances by Music Extension students. This year Classics in the Cathedral also featured Old Girl Xenia Puskarz Thomas ('13) who is currently a Kovner Fellow at The Juilliard School and an Opera Qld Young Artist.

The Soaring Upwards Music Festival scheduled for the start of Term 3 was postponed until Term 4 due to a snap COVID lockdown. Whilst parents were not able to attend, all students across the primary and secondary schools were able to support the girls in their performances. The Music Department provided four 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 continued throughout 2021. 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 every term, allowing solo performance opportunities for students undertaking private music lessons.

A new initiative introduced in 2021 was the Open Mic sessions. These sessions proved to be extremely popular. Students across the secondary school were asked to sign up for the performances through the Music Captains, who vetted the performances and assisted with presentation on the day. Three Open Mic sessions were held throughout the year with all very well attended. The sessions will be offered again in 2022.

The Co-Curricular Music Program 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. Community performance were also provided by the Flute, Saxophone and Clarinet Ensembles at St Mark's Anglican Church's annual fair.

Numerous 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 both Semester 1 and Semester 2.

The Music Support Group has continued to be very active throughout 2021 and has provided outstanding support to the Co-Curricular Music Program through fundraising and providing assistance/refreshments at all music events. This year the Music Support Group purchased string instruments to the value of \$12,000 to accommodate the increasing number of students participating in the Strings Program.

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

The Music Ensemble Program is sequential and developmental, allowing students to join an ensemble and develop their musical abilities at their own skill level.

- Strings** Tutti Strings (Early Beginner) / Amati Strings (Beginner) / Stradivari Strings (Intermediate) / Chamber Strings (Advanced) / Beath String Quartet (Primary) / Sculthorpe String Quartet (Secondary)
- Bands** Chaseley Concert Band (Beginner) / Jackson Wind Ensemble (Intermediate) / Sister Helen Wind Symphony (Advanced) / Flute, Saxophone, Clarinet, Brass, Percussion Ensembles / Stage Band / Highly Strung (Primary Rock Band) / Secondary Rock Bands
- Choral** 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 2021 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

While 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, Wellbeing Coordinator - Boarding and the International Students' Coordinator) 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 96% report having friends. 95% of these students believe they are encouraged to try their best at school and 96% of the students believe doing well at school is important to them.

Average Student Attendance

Average student attendance in 2021 was 93.38%.

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 2021, this included the Boarders' Support Group, Music Support Group, Primary Support Group and various Sports Support Groups, including the large Rowing Support Group.

P&F meetings are also held each term where the Principal provides a report and is also available to parents for questions. In addition to the P&F meeting, the Principal meets with P&F Management Team.

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

The school calendar provides a variety of ways for the current parents to become an active member of the St Margaret's community. An example of this is the Friends of MAYO, a specialist group interested in supporting art acquisitions by the school and in promoting the Arts. 100 parents attended the Friends of Mayo Lunch in 2021.

Twice a year, the school conducts Parent-Teacher Interviews in the primary and secondary schools. These interviews were conducted in person or via Microsoft Teams in Term 1 and 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 and 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. There is always a special guest speaker for our parents and two Trends in Education sessions.

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. Please refer to page 9 for further ways parents are involved in the school.

A weekly newsletter (eNews) and other regular school/home communications are provided – *The Link* (the school magazine) and the *Flyer* (an annual 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
- Classics in the Cathedral
- Activities hosted by the St Margaret's Foundation including the Professional Women's Network events
- Speech Night for Years 5 – 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 2021 to the school community.

How satisfied are parents?

In 2021, St Margaret's commissioned an independent, confidential 'experience' survey of all school parents (Prep to Year 12), staff and students (Year 12) as part of our commitment to continually monitor and improve the quality of education we provide to our students.

This information is most important for the school for our operational and strategic planning, as well as tracking changes in our performance.

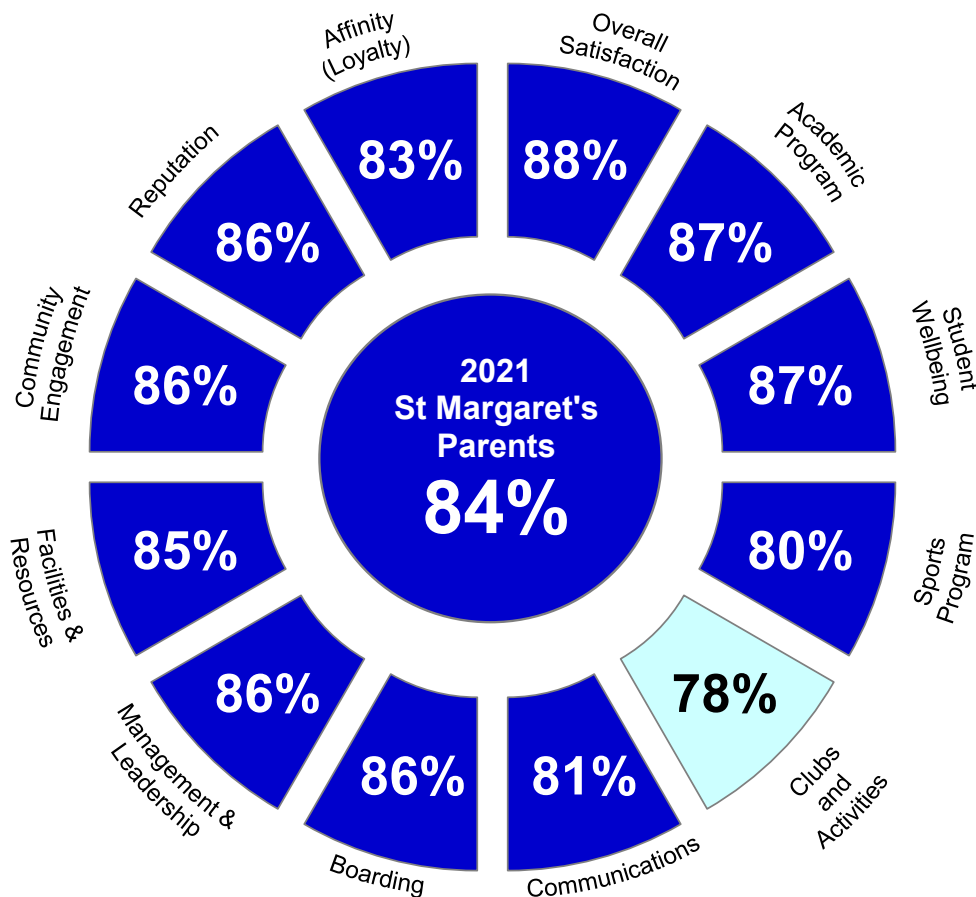
For the 2021 review, a total of 537 parents, 159 staff and 96 students completed the survey.

The surveys were extensive and covered in excess of 300 aspects in relation to education at the school.

Overview of Key Areas

The 'MMG Wheel' below reflects the average scores for all parents across key areas.

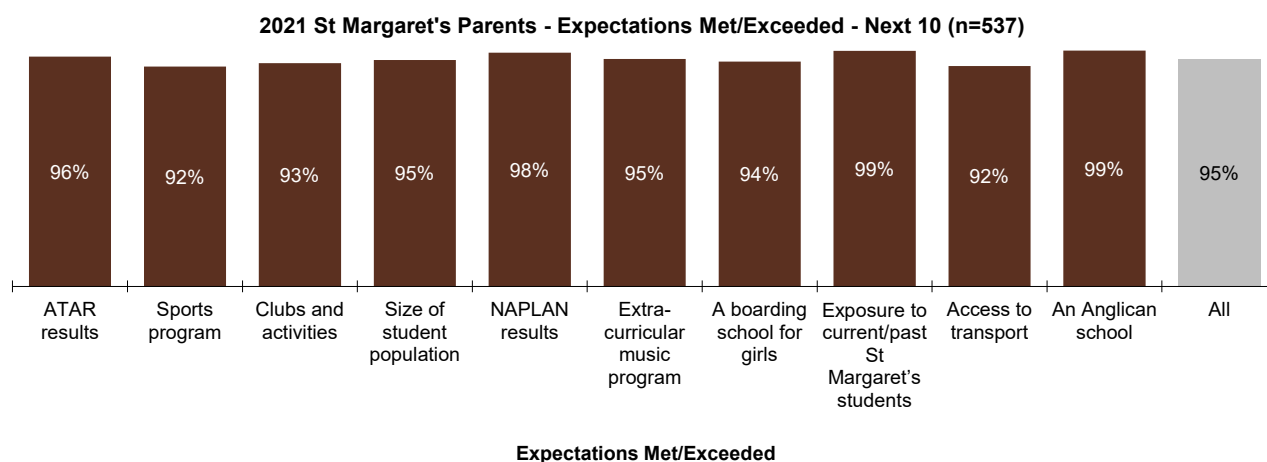
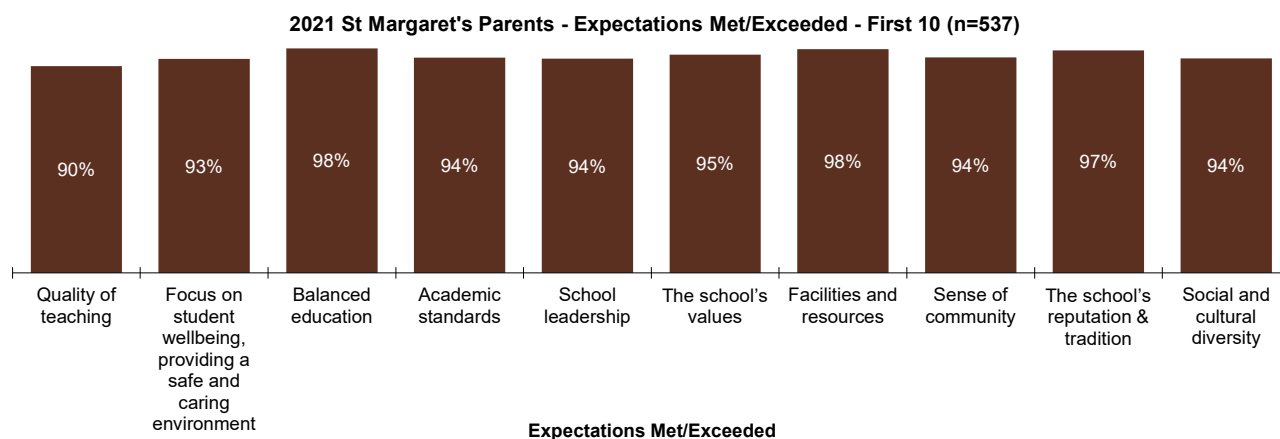
Parents noted 'very high' scores for 11 of the 12 areas and a 'high' scores for the remaining area. The overall score is 'very high' (84%).



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

Expectations Met or Exceeded

The following charts detail the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the school for their daughters. For example, 90% of parents noted their expectations had been met or exceeded for 'Quality of teaching' – the noted most important area.

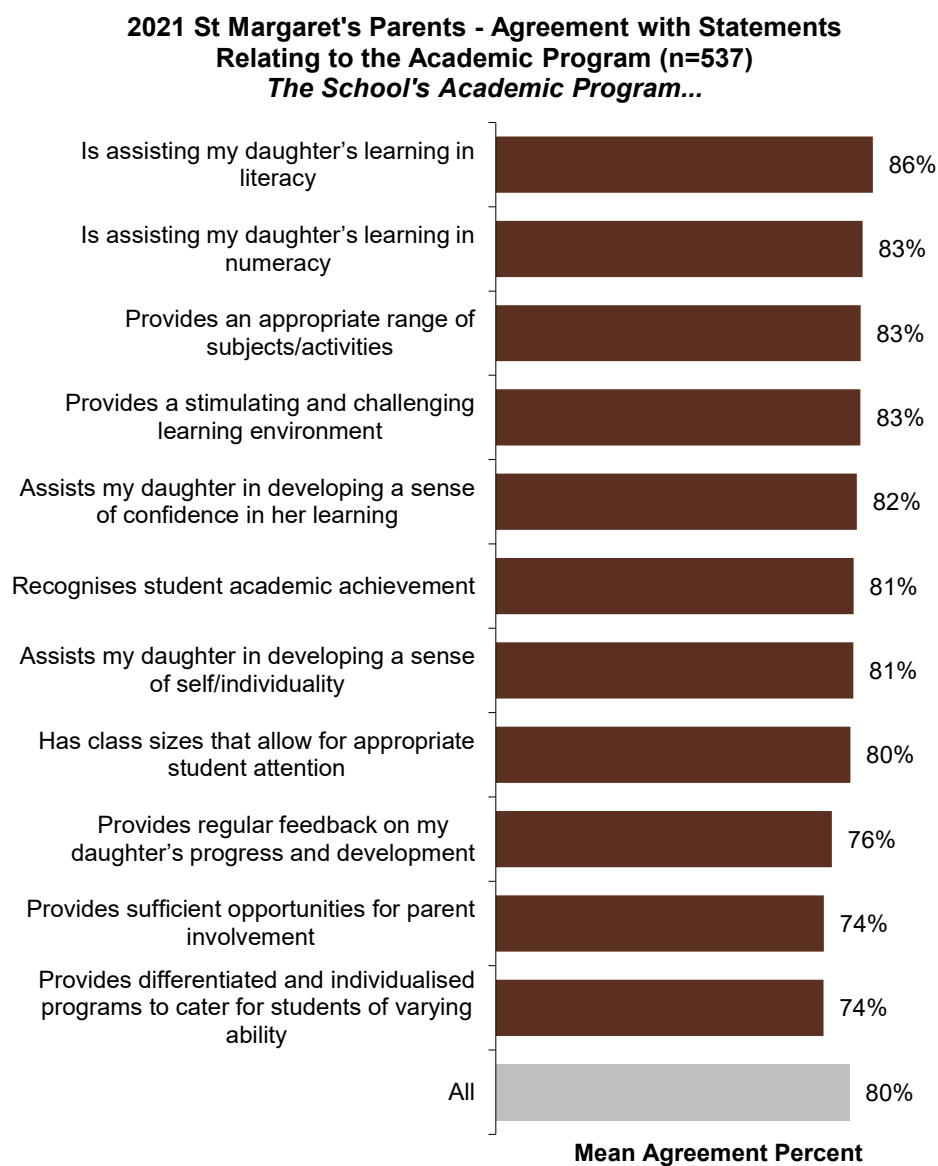


Expectations Met/Exceeded for Top 5 Most Important Areas

1. 90% of parents' expectations were met or exceeded in relation to Quality of teaching
2. 93% of parents' expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 98% of parents' expectations were met or exceeded in relation to Balanced education
4. 94% of parents' expectations were met or exceeded in relation to Academic standards
5. 94% of parents' expectations were met or exceeded in relation to School leadership

Academic Program

The following charts show parents' level of agreement with statements relating to the Academic Program at the school. The overall mean agreement score is 'very high' (80%).



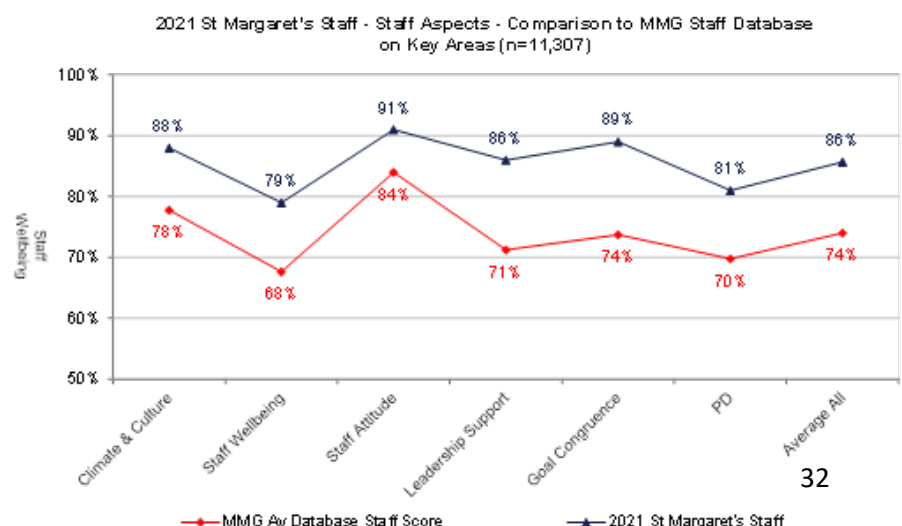
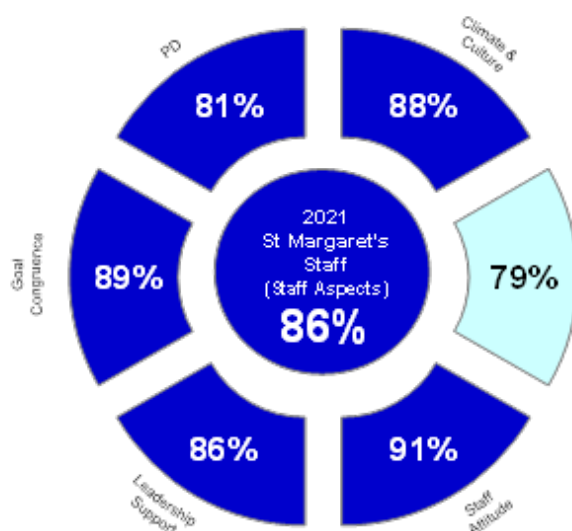
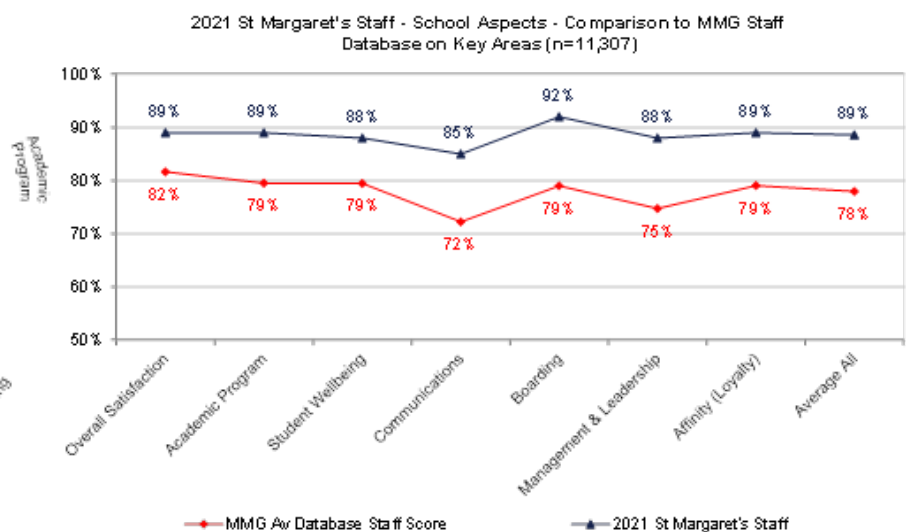
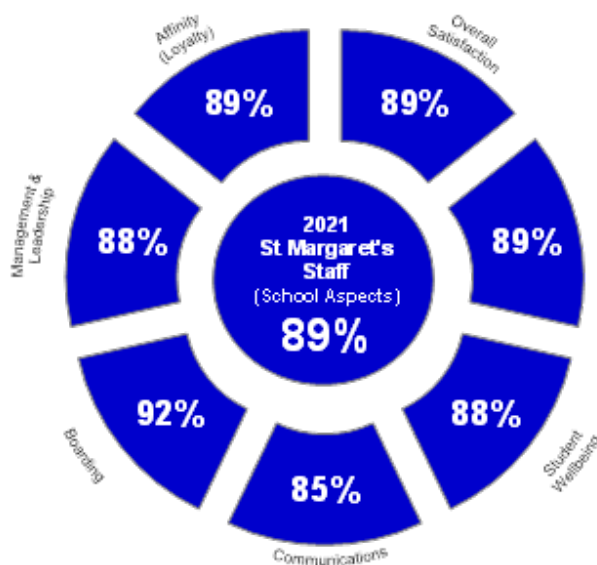
Open Responses

Parents also provided valuable 'open responses' on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents valued most about St Margaret's, the top five areas noted by parents are detailed below.

2021 St Margaret's Parents - What are the one or two aspects about the school you most value that make St Margaret's distinctive relative to other schools you might have considered for your daughter? (Top 5)
Academic curriculum & standards
Safe, caring & supportive environment
The School community
Boarding Program
Daughter's personal growth, development & achievements

How satisfied are staff?

In 2021, we engaged the services of MMG Educational Consultants for our annual survey. They indicated to St Margaret's that the results were exceptional, with significant alignment between leadership and staff.



Portion of Teaching Staff retained in 2020

- 91.35% of teaching staff continued their employment in 2020 to 1 January 2021 at St Margaret's.
- Average staff sick leave 1.99%

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 Coach – 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 Year 12
- Introduction of Student Wellbeing Coordinator role to support further student wellbeing
- Being an SAT Preparation and Testing Centre

Looking forward to 2022

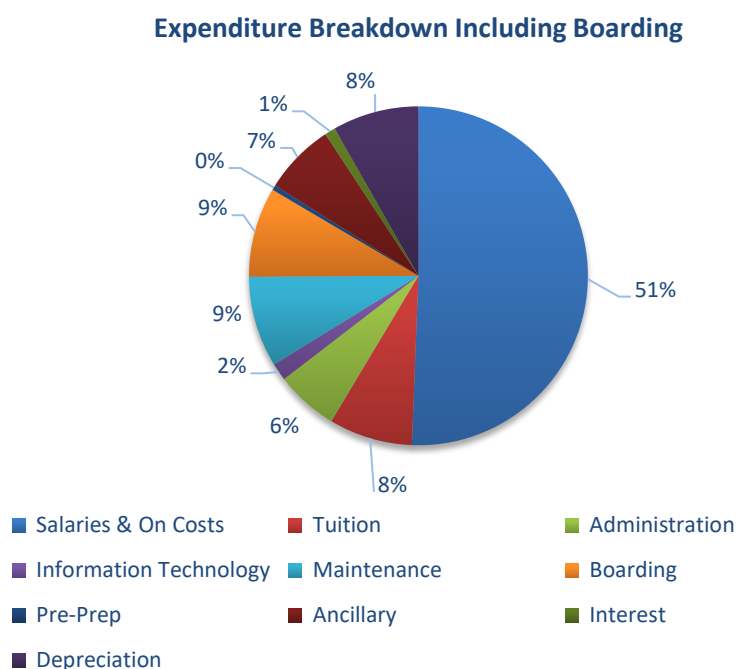
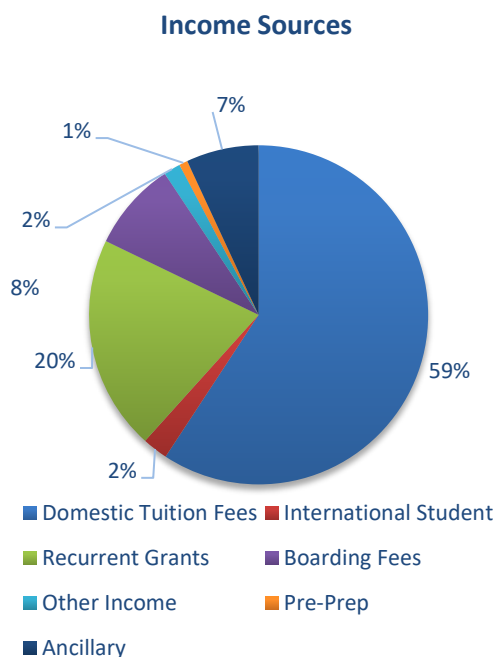
- Reintroduction of school's exchange program
- Further development of The POD

- 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
- Extension of St Margaret's Plus to include Years 10, 11 and 12
- Completion of a new Master Plan
- Development of the School's Sustainability Plan

Finance

During 2021, St Margaret's has completed the Senior Studies Centre Project and commenced a full review of our Master Plan. Strong enrolments and a commitment to educational excellence leads our thinking on master plan development and key initiatives for the short to medium term. To support both the daily operations and capital investment, St Margaret's has focused on the continuation of our strategic financial plan, to ensure relevant key performance indicators were achieved in 2021.

Understanding and planning for the commencement of the Direct Measure of Income (DMI) funding model in 2022 has also been a focus this year. Sources of recurrent income and areas of expenditure are shown below:



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

Looking forward to 2022

- Prudent management of operational budgets to achieve educational outcomes
- Completion of significant refurbishment of existing classrooms and amenities
- 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
- Modelling and adjustment of budget due to DMI (Government Funding) changes

Boarding

Overview

It was a very successful year in boarding in 2021. Boarding continues to grow, and the reputation of the St Margaret's boarding house is very strong. In 2021, 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 and this year we were able to visit a number of our families and prospective families. 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 daily.

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. Boarding also has an activities coordinator who ensures the girls are engaged in several 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 upmost 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.

Student Retention Rates

Year	Year 8 Enrol	Year	Year 12 Enrol	Year 8 - 12 Apparent Retention Rate %
1999	98	2003	115	117%
2000	116	2004	139	120%
2001	139	2005	155	112%
2002	114	2006	157	138%
2003	87	2007	127	146%
2004	119	2008	149	129%
2005	98	2009	127	130%
2006	82	2010	90	110%
2007	99	2011	114	132%
2008	108	2012	113	105%
2009	94	2013	95	101%
2010	101	2014	107	106%
2011	94	2015	114	121%
2012	99	2016	112	113%
2013	93	2017	113	122%
2014	86	2018	101	117%
2015	59	2019	87	147%
Year	Year 7 Enrol	Year	Year 12 Enrol	Year 7 - 12 Apparent Retention Rate %
2015	93	2020	109	117%
2016	99	2021	112	113%

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, 2021

School Founders

Sisters of the Society of the Sacred Advent

St Margaret's School Council

Chair	Ms Debbie Smith	BCom, CA, MAICD
Co-Deputy Chair	Mr Vincent Cosgrove	BA (Politics/History), MBA
Co-Deputy Chair	Revd Jan Crombie	BA, GradDip Sec Studies, GradDip Theology, MTheology
Directors	Mr Callum Bothwell	BEng(Hons)
	Ms Zoe Connolly	BA, LLB
	Ms Claire Fidler	BBus(Int), LLB(Hons), GAICD, FGIA
	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
Secretary	Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD

St Margaret's Foundation

Chair	Kylie Lamprecht	BBus (Acc), ICAA, TIA, GIA
Deputy Chair	Penny Wolff	BA (Drama), Grad Dip Ed (Preservice), Exec Grad Cert Bus (Leadership Coach & Mentor), M Ed (ECE), MACE
Directors	Zoe Connolly	BA, LLB
	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
	David Lisle	MBBS, FRANZCR, AMA, RANZCR

P&F Association

President	Tom Reddacliff
Vice President	Lisa Brown
Secretary	Antoinette Aquilina
Treasurer	Andrew Carrick
Assistant Treasurer	Katrina Carrick
Committee Members	Chris Brown
	Melanesia Carson
	Louise Christofferson
	Bradley Durkin
	Karen Grant-Taylor
	Dimity McDouall
	Kelli Martin
	Bob Licina
	Jeremy Peck
	Barry Roberts
	Sonya Rissman
	Lauren Fordyce-Jones
	Rebel Campbell-Carlson
	Chris Herrald

Old Girls' Association

President	Nicole Devlin
Vice President	Sally Thomson
Secretary	Norma Tucker
Treasurer	Kimberley Middlemis
Committee	Kelsey Booth
	Julie-Anne Byster
	Bridgette Court
	Bianca Christophers
	Lilly Devlin
	Elizabeth Fowler
	Jacky Garnsworthy
	Elizabeth Hook
	Bronwyn Ninai
	Grace Mullins
	Georgina Papworth
	Annabel Reddacliff
	Isabella Slipper

Teacher Professional Learning

In 2021, St Margaret's offered staff a range of professional learning opportunities. Many of the opportunities that staff accessed through external providers were able to be completed through a webinar format, allowing staff to connect and build their knowledge with people across Australia and throughout the state even in through COVID-19 restrictions and lockdowns. St Margaret's also continued to offer internal professional learning sessions.

At the commencement of the school year, St Aidan's hosted the annual combined January Professional Learning Day with St Margaret's. This year, all staff attended a presentation by Judith Locke that provided strategies for teachers, staff and parents coping with children with anxiety. All teaching staff also attended a session by Scott Miller on the future of education and skills.

This year many of our teaching staff continued to engage with QCAA professional development with many of our staff enrolling as confirmers and endorsers.

With many new staff to the school through enrolment growth over the last few years, we have been implementing more professional learning sessions designed to assist these staff settle into the school. Additional sessions were held with these staff this year, with the view to hold more sessions in 2022.

This year we continued the Aspiring Senior Leaders program with a group of middle leaders from St Margaret's Anglican Girls School, St Aidan's Anglican Girls' School, St Andrew's Anglican College, Hillbrook Anglican College and Somerset College. This was the final 12 months of an 18-month program. The program involves tailored capacity building based on their specific needs. Its purpose is to position these middle leaders for the next step and enhance their ability to lead confidently in their current role. They are mentored throughout the program to ensure they can apply what they learn to real work. They also 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 we continued Quality Teaching Rounds as part of our Centre for Teaching and Learning Excellence (CETLE) initiative. The Quality Teaching Rounds involved teachers working in Professional Learning Communities of three to four people to observe, analyse and discuss effective teaching. A teacher would 'host' a round involving observation of their classroom. The host teacher's lesson was observed by the small group of peers. Immediately after the lesson, the small group gathered to discuss their observations, learnings they gained, and how they might use these in their own contexts.

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

In total the following was spent on teacher professional learning in 2021 (as of November 2021): \$70270.

Staff List

Name	Qualification	Position title
School founders		
Sisters of the Society of the Sacred Advent		
School Council		
Ms Debbie Smith	BCom, CA, MAICD	Chair
Revd Jan Crombie	BA, GradDip Sec Studies, GradDip Theology, MTheology	
Mr Vincent Cosgrove	BA (Politics/History), MBA	
Ms Jodi Phillips	BCom, MScience (IT) GradDip Technology Management	
Ms Lisa Worner	BCom, CA, GAICD, PROSCI	
Mr Roger Traves	QC BA, LLB (Hons), LLM	
Ms Zoe Connolly	BA, LLB	
Mr George Piggott	BCom (First Class Hons), LLB, GradDip LP, GradDipACG, AGIA, ACIS	
Mr Callum Bothwell	BEng(Hons)	
Ms Claire Fidler	BBus(Int.), LLB(Hons), GAICD, FGIA	
Ms Ros Curtis	MEd(Leadership and Management), MLitSt, BA(Hons), DipEd, ASDA, FACE, FACEL, FIML, GAICD	
Ms Karen Gorrie	BA, GradDipEd, MEd, MACEL	
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD	Secretary
Principal		
Ms Ros Curtis	BA(Hons),DipEd, MLitSt, MEd(Leadership and Management), ASDA, FACE, FACEL, FIML, GAICD	Principal
Deputy Principal		
Ms Karen Gorrie	BA, GradDipEd, MEd, MACEL	Deputy Principal
Chaplain		
The Reverend Susan Crothers-Robertson	BTh, GradCert(Higher Education), MA(Leadership)	School Chaplain
Dean of Academics		
Mrs Nicole Devlin	BEd, MEd(Leadership & Management), MACEL	Dean of Academics
Dean of Studies		
Ms Caitlin McCluskey	BSc, DipEd, MEd(Leadership and Management), MACEL	Dean of Studies
Dean of Students		
Ms Nikki Townsend	BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(EdLaw), MEd(Guid & Coun), MEd(LEM)	Dean of Students
Head of Primary School		
Mrs Angela Drysdale	DipT, GradDipEd(EC), MEd(Research), ASDA	Head of Primary School
Assistant Head of Primary -Wellbeing and Operations (PP-6)		
Ms Annette Box	BA, BEd(Hons)	Acting Assistant Head of Primary - Wellbeing and Operations (PP-6)
Assistant Head of Primary - Curriculum (PP-6)		
Mrs Kate Frewin	BA, BTeach	Assistant Head of Primary - Curriculum (PP-6)
Head of Boarding		
Ms Lesa Fowler	BA, GradDipT	Head of Boarding
Director of Business and Operations - SSA		
Mrs Toni Williams	BBus(Acc), BBus(InfoSys), GIA Affiliated, GAICD	Director of Business and Operations - SSA
Director of Human Resources		

Mrs Kate Curran	BBus, MAHRI	Director of Human Resources
Director of Marketing and Communications		
Ms Wendy Johnston BEM	BA(Journalism), GCertDM	Director of Marketing and Communications
Chief Information Officer SSA		
Mr Greg Anderson	BComm(Informatics)	Chief Information Officer SSA
Heads of Faculty		
Mrs Nicole Walker	BMusEd, AMusA, MEd(Educational Leadership)	Head of Faculty - The Arts and Design (Acting)
Mrs Kerry Daud	BA, BEd	Head of Faculty - E-Learning and Research
Ms Alina Layton	BA, BEd(Sec), Cert IV – Theology	Head of Faculty - English
Ms Jenny Matheson	BA(Hons), GDipEd(Sec), MA(Counselling Psychology)	Head of Faculty - Global Studies (Acting)
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, MEd(Leadership and Management)	Head of Faculty - Science and Technology
Mrs Louise Brown	BA(Oxon)Modern History, PGCE	Head of Faculty - Sociocultural Studies
Heads of Year		
Mr Thomas Smithers	BExSS, BA, GDipEd, MEd(Leadership and Management)	Head of Year 7
Mrs Katie Flanagan	BEd	Head of Year 8
Mrs Rhea Barber	BA, GradDipEd	Head of Year 9
Mrs Erin Buckingham	BCommun, GDipEd, GDipArts	Head of Year 10 (Acting)
Ms Claire Bloomer	BSc, BEd(Sec), MEd(Leadership & Management)	Head of Year 11
Ms Kate Montgomery	BA, DipEd, GradDipLanguages, PG Cert TESOL, MEd	Head of Year 12
Assistant Head of Faculty		
Mr Noel Peinke	BA, HDipEd, BEd, MEd	Assistant Head of Faculty - English
Mr George Higgins	BEng(Civil), BBus(IntBus), GradDipEd, MEd(Leadership and Management)	Assistant Head of Faculty - Mathematics
Ms Alison Davis	BSc(Hons), PGCE	Assistant Head of Faculty - Science and Technology; Highly Accomplished Teacher
Mrs Courtney Burton	BA, BEd(Hons)	Assistant Head of Faculty - Sociocultural Studies/International Pastoral Care Coordinator
Chaplain		
The Reverend Jasmine Dow	BTh, MTh	School Chaplain
Head of Performance		
Mr Brad King	AMusA, ATCL, DipMm, BMus(Ed)(Hons), MEd(Leadership & Management)	Head of Performance
Head of Sport		
Ms Helen Lobegeiger	BEd(PhysEd), DipFitness, MEd(Leadership & Management)	Head of Sport
Student Counsellor		
Ms Sharon Stone	DipEd(Prim), GDPS, BEd, BBehavSc(Psych), MLI, JP(QUAL), (MAPS)	Student Counsellor
Director of Careers & Portfolio Pathways		
Ms Naomi Holley	BEd(Sec), MEd(Leadership & Management), Cert IV Career Development, MACEL	Director of Careers & Portfolio Pathways
Careers Counsellor		
Ms Elizabeth Johnston	BA, DipEd, MEd(Career Development)	Careers Counsellor
Learning Enhancement Coordinator		
Mrs Stephanie Cowie	LLB, BA, MEd(Work and Learning), GDipEd(Secondary), Cert Gov(Gov. & Risk), GAICD	Learning Enhancement Coordinator (Acting)
Teachers - Secondary		

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, MEd(Leadership and Management)	Secondary Teacher
Ms Nikki Anderson	BEd(Sec)	Secondary Teacher
Mrs Madison Bairstow	BHlthSc(Nutr&Diet), GradDipEd(Senior Years-Biology)	Secondary Teacher
Mr Gary Bruce	BAppSc(Chemistry), DipEd, GradCertTheology, MLMEd	Secondary Teacher
Ms Patrice Chappell	BEd(Hons)	Secondary Teacher
Ms Zerlina Cheng	BA, GradDipEd	Secondary Teacher
Mrs Jolie Cowen	BA, DipEd, GradDipAppSc	Secondary Teacher
Ms Katherine Dennis	ARAD, BSc(Biomed), GDipEd	Secondary Teacher
Mr Robert Dryden	BEd, GradDipMusic	Secondary Teacher
Mr Chris Forster	BEd(Hons)	Secondary Teacher
Mrs Veronica Fortune	BA(1st Class Hons), PGCE, QTS, CertHE, CELTA, MflL	Secondary Teacher
Ms Jessica Galpin	BEd(Sec)Hons	Secondary Teacher
Mr Jon Grant	BEcon, MComm, MTeach(Secondary).	Secondary Teacher
Mrs Natalie Grant	BCI(CreativeWrtg), GradDipEd(SeniorYears)	Secondary Teacher
Ms Jane Hacking	BSc, DipEd, GradDipBusAdmin	Secondary Teacher
Ms Sarah Harre	BHSPE(Hons)	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
Ms Stacey Kelly	BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)	Secondary Teacher
Ms Trish Kirkpatrick	BSc, DipEd	Secondary Teacher
Ms Tammy MacGinley	BEng(Hons), GDipEd	Secondary Teacher
Mr Karl Mandla	BSc, DipEd	Secondary Teacher
Ms Jane Martens	BCI, GradDipEd	Secondary Teacher
Ms Lara Molloy	BEdSec(Hons)	Secondary Teacher
Ms Clare O'Brien	BEd(Hons)	Secondary Teacher
Ms Georgia O'Brien	BA, BEd(Sec)	Secondary Teacher
Ms Talia O'Callaghan	BEd(Sen&MiddleSch),MEd(Educational Leadership)	Secondary Teacher
Mrs Shirley Patton	BSc, BEdSt, DipEd	Secondary Teacher
Ms Helen Philp	BA(Hons), PGCE	Secondary Teacher
Mrs Hetal Raniga	BMS, DipEd	Secondary Teacher
Ms Faye Ryan	BA(IntBus), MBA, GradDip(Ed), Cert IV(Training & Assessment)	Secondary Teacher
Mrs Margot Shave	BA, MA, GradDipEd	Secondary Teacher
Ms Lisa Smith	GradDipT, DipFA	Secondary Teacher
Mr Christopher Simmonds	BSc, QTS	Secondary Teacher
Mrs Kathy Thorne	BSc(Hons), HDipEd	Secondary Teacher
Dr Dirk Wellham	BA, DipEd, MA, MEd, PhD	Secondary Teacher
Ms Kate Wiedemann	BA, GradDipComm, GradDipEd	Secondary Teacher
Teachers - Primary		
Mrs Karen Andrews-Close	BTeach, BEd	Primary Mathematics Specialist/Numeracy Coach
Ms Kimberley Bachmann	BEd(Primary), MEd(Research)	Year 6B, Literacy Coach

Mr Scott Barnsdale	BEdSt, GradDipEdTchg	Year 5Y
Ms Regina Brennan	BA, GradDipEd	Music/Choral Co-ordinator
Ms Briar Bracey	BEd(Primary)	Year 4B
Mrs Kylie Briggs	BEd, GradCertGeog, MACE	Year 5B
Mrs Sophie Cameron	BBus, GradDipEd	Learning Enhancement
Mr Evan Chia	BHlthSc, BEd, DipRT	Year 5R
Mrs Tamryn Cronje	BBus, BCreativeIndus, MEd	Year 6R
Mrs Tansy Cruttenden	BEd, MEd, DipT	Year 2G
Ms Georgi Eadie	BEd(Pri)	Prep B
Mrs Melissa Faulkner	BEd	Primary HPE
Mrs Belinda Knowles	BBSc, MEd(ECE), GradDipEd	Pre-Prep
Ms Lucardia Moulton	BEd, MEd, DipT	Year 1B, Literacy Coach and Early Years Coordinator
Ms Melissa Garbutt	BEd, DipT, BEd, MEdSt	Year 4G
Mrs Nicole Jonathan	BEd, MPH	Year 3B
Mrs Danielle Patterson	BEd(Primary)	Year 6G
Ms Kate Porter	BCom, GradDipEd	Year 3G
Ms Camille Poupardin	BEC	Prep G
Ms Sasha Protopopoff	BN, BMid, MTeach(Primary)	Year 2B
Ms Lauren Richards	BA, GradDipEd	Primary HPE
Mrs Kerry Rider	GradDipEd(Sec), DipFineArt	Art
Mrs Georgina Stevenson	BEd, BEdSt	Year 5G
Learning Enhancement/Teachers Aides		
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 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
Teacher Interns		
Ms Giaan Keir		Teacher Intern
Library		
Ms Anna Siddans	DipLIS, ALIATec	Library Technician
Mrs Stephanie Gillan	BA, BBus	Primary Library Assistant/Teacher Aide
Laboratory		
Mr David Graham	BSc(Hons)	Laboratory Manager
Mrs Sally Lee-Archer	BAppSc(Biochem), BHlthSc(Nutr&Diet)	Laboratory Assistant
Private Speech and Drama		
Mrs Maria Chamberlain	BBusCom, ASDA	Private Speech & Drama Coordinator
Ms Maree Clancy	ATCL, Cert IV -Training & Assessment, CLP	Private Speech & Drama
Mrs Maria Elisseos	DipT, LTCL, ASDA, ATCL	Private Speech & Drama
Art		
Ms Claudia Mazzotta	BA(CeramicDesign), GRADDipEd(Sec)	Secondary Art Technician

Ms Jacinta Stewart	DipEC	Art and Design Faculty Assistant
Activities		
Mr Jared Bidwell	BBA	Head of Rowing
Mrs 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
Mrs Susan Uhlmann	LLB, BA, GradDip Legal Practice	Core Sports Coordinator
Private Music Instructors		
Dr Camille Syntageros	BMus(Perf), MMus, DMA, GradDipEd, AMusA, LMusA	Bands Coordinator
Mr Jonathan Ng	LMusA(piano), AMusA(violin), AMusA(piano), BPharm	Strings Coordinator
Mr Bernardo Alviz	Bmus(Hons double bass), BMus(double bass), MMus(double bass), PhD(candidate composition/performance)	Private Music Instructor
Ms Lorraine Fung	AMus, BMus, MTeach	Private Music Instructor
Mr Michael Gillespie	AMusA(jazz), GradDip Ed, Examiner AMEB	Private Music Instructor
Ms Laura Jones	BMus	Private Music Instructor
Mr Sean Mackenzie	BMus	Private Music Instructor
Mr Alex McPherson	BMus(Hons I), GradDip, MMus	Private Music Instructor
Dr Colin Noble	BMus(Hons)(Qld), MMus(ANU), PhD(GU)	Private Music Instructor
Ms Alys Rayner	AMusA, LMusA, BMus	Private Music Instructor
Ms Evelyn Stephan	MMusSt(Vocal Pedagogy), GCert(Vocal Pedagogy), BA(Music)	Private Music Instructor
Ms Catherine Stirling	MMus(harpsichord), ARCM(harpsichord), GradDip(harpsichord), BMus(piano), LMusA(piano accompanying), AMusA(piano)	Private Music Instructor
Ms Stephanie Taylor	MMusSt(Pedagogy and Adv.Perf), GradDipMusSt, BMus	Private Music Instructor
Ms Sofia Troncoso	BMus(Vocal), BA(Italian language and Lit), MA(Voice)	Private Music Instructor
Boarding		
Mrs Gracemere Mataia		Head of Senior House (Boarding)
Mrs Angela Crowe		Head of Junior House (Boarding)(Acting)
Ms Hannah Calcino	BIR, DArt, GDLT	Boarding House Supervisor
Mrs Leonie Betts	BEd, GradDip(Comm Teach), GradDipEC, DipT(Primary)	Boarding House Supervisor
Ms Marina Di Sipio		Boarding House Supervisor
Ms Melita Gul		Boarding House Supervisor
Mrs Cheryl Harrison	BA, BEd, Stud, DipHPE, Cert Teaching	Boarding House Supervisor
Ms Sandy Hornstra		Boarding House Supervisor
Ms Rosie Lennox		Boarding House Supervisor
Ms Amanda Mawston		Boarding House Supervisor
Mrs Sue Trevor		Boarding House Supervisor
Ms Chris Vidal		Boarding House Supervisor
Ms Molly Wibaux		Boarding House Supervisor
Ms Lilly Devlin		Boarding House Assistant - Activities
Mrs Karly Dwyer		Administration Assistant - Boarding (Acting)
Ms Tess Rival-Quinn		Administration Assistant - Boarding
Health Centre		

Mrs Rebecca Parlane-Astle	RN	Health Centre Supervisor
Ms Mary-Jo Sutton	RN	Health Centre Nurse
Business and Finance Shared Services		
Mrs Rachel Morrison	GAICD, BASc	Assistant Director - Business and Operations - SSA
Mr Darren Watt	BComm, CPA, BGeneralSt, GradCertBus(ProjMgmt), GAICD	Business Manager – Finance - SSA
Mrs Leah Saul	BCom, CA, DipMgmt	Business Manager - Operations and Compliance - SSA
Mrs 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
Ms Lauren Beck		Administration Assistant - Compliance - SSA
Human Resources		
Mrs Alexandra Quinlan	MAHRI	Senior Human Resources Advisor
Mrs Maree Varvari	BBus(HRM)	Human Resources Officer
Mrs Kathy Lollback	BTeach(Prim), QS	Human Resources Officer
Marketing		
Ms Pam Smiles	BA(GraphDes), AssocDipGraphDes, FQCA	Graphic Designer
Mrs Pru Reed	BMassComn, BDance	Media Officer
Mr Ryan Calais	BFineArt	Content Producer
Philanthropy & Stakeholder Engagement		
Mrs Lara Pickering	BMassComm, MBus	Director of Philanthropy and Stakeholder Engagement
Mrs Benita Bell	BBus(Comn)	Development and Community Engagement Assistant
Mrs Stephanie Bau	BCI	Development and Community Engagement Assistant
School Archivist		
Mrs Bronwyn Perry	CertT, CertTL	School Archivist
Admissions and Community Relations		
Mrs Fiona Spooner	BBus(Man)	Head of Admissions
Mrs Jodi Fisher-Grimshaw		Admissions and Community Relations - Primary
Mrs Judy Robinson	BBus	Admissions and Community Relations - Secondary and Boarding
Information Technology		
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
School Support		
Mrs Kate Bartley	BA, GradDipBus(Admin)	Administration Manager - School Support
Mrs Tiffany Magnussen		Administration Assistant - School Support
Mrs Fran Walsh		Administration Assistant - School Support
Administration		
Mrs Lisa Beeney		Executive Assistant to the Principal
Mrs Lisa Watson		Global Exchange Coordinator/Executive Assistant to the Deputy Principal
Mrs Rosemarie Parisi		Assistant to the Deans of Academics and Studies
Mrs Elise Martin		Assistant to the Dean of Students
Mrs Shendelle James		Student Support Officer
Ms Rachel Terry		Receptionist
Mrs Patricia Rogers	DipBus	Administration Assistant - Music
Mrs Nicole Weinert		Administration Assistant - Primary
Ms Tina Henson	BBus(Mgt), GradCertBus(AdminMgt)	Data Systems Manager - SSA
Facilities		
Mr Joseph Vayo		Facilities Manager
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
Catering		
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 Shernya Wessels		Barista
Mr John Peisley		Kitchen Hand
Ms Sheree Hoac		Catering Assistant
Ms Lily Noorli		Catering Assistant
School Supplies		
Mrs Kielee Alcantara		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
OSHC		
Ms Palu Ingram	MHuServ, BChilFamSt	OSHC - Coordinator
Ms Ruth Brennan		Educator - Assistant
Ms Abbie Douglas		Educator - Assistant
Ms Jessica Dyke		Educator - Assistant

Ms Eliza Greene		Educator - Assistant
Ms Jemma Joiner		Educator - Assistant
Ms Lara Nicholls	BComm, BA	Educator - Assistant
Ms Courtney Peel		Educator - Assistant
Ms Josie Gracey		Educator - Assistant
Ms Nina Conomos		Educator - Assistant
Ms Courtney Hockaday		Educator - Assistant
Durack College		
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
On extended leave		
Ms Meredith Morris	BBus(Marketing & Economics), GradDipEd(Economics & Social Studies)	Secondary Teacher
Ms Victoria Nikolova	BA(Photography)Hons	Content Producer
Ms Emily Labinsky	BA, PGCE, MEd	Head of Faculty - Global Studies
Mrs Ysabella Dawson	BFA, GradDipEd	Head of Year
Mrs Kirsty Krynauw	MSPCoach, BAppSci(HMS-Ed)(Hons), RePL	Secondary Teacher
Ms Phoebe Mawer	BHlthSc(Nutr&Diet), GradDipEd	Secondary Teacher
Ms Mary Surtees	BHMS(Ed), BEdSt, BA, GradDipHE, MEd(Leadership and Management) MACEL	Assistant Head of Primary - Wellbeing and Operations

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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ABN: 69069684019 CRICOS Code: 00511K
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