

State/Federal Annual School Report **2013**

St Margaret's

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Forward

This report is compiled to comply with State and Federal Government Reporting requirements. The school provides information to the school and wider community through the Annual Report available via the website each year; the school's weekly newsletter, the school website, the school magazine (The Link) and other special publications, such as the Flyer, provided by the school from time to time. Should anyone require a hard copy of this report, please contact the Principal's office on 3862 0761.

Introduction

St Margaret's AGS was established as an Anglican Independent Boarding School in 1895 by the Sisters of the Society of the Sacred Advent and is now one of two schools operated by the Sisters. In 2004, the Sisters inaugurated a Trust: the Society of the Sacred Advent Schools' Trust, to operate the schools (St Aidan's and St Margaret's AGS) in accordance with the Sisters' Philosophy.

Located in the northern suburb of Ascot (11 Petrie Street), St Margaret's is well known for its focus on academic excellence, quality learning and teaching, its commitment to pastoral care and its high performance in girls' sport, music and the visual arts.

St Margaret's has a number of flagship programs which distinguishes it from other schools. These include:

1. The Global Exchange Program - where 25% of Year 10 students undertake for one term an international exchange. As part of the reciprocal nature of exchange approximately 25 international students (from England, the United States, South Africa, Japan, Germany, New Zealand and Canada) join the school community for one term
2. The Flyers Program – where students from Years 7-12 are able to negotiated their timetable to accommodate their state level training schedules for example in sport, ballet and music.
3. The Core plus Cluster Curriculum Program in the primary school which allows extension, enrichment and support opportunities for all students.

St Margaret's provides for the education of girls from PrePrep to Year 12 and boys in PrePrep. In 2013, St Margaret's had 312 students enrolled in the Primary School and 500 in the Secondary School. St Margaret's is also a Boarding school for Years 7-12. In 2013, 157 were enrolled in Boarding.

For more information about the School's Strategic plan, please follow the link:

http://www.stmargarets.qld.edu.au/Documents/Strategic%20Plan%202013.pdf

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 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 Head of Teaching and Learning and Head of Planning and Organisation. Reflecting the importance of faith in the school communicated the school Chaplains' are also members 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 else. As an Anglican School we aim to live out Christian values at all times from the classroom to involvement in the wider community.

Our School Chapel stands at the heart of daily life. Surrounded by welcoming gardens 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 Chaplains are 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 the learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident compassionate, capable women able to contribute in a global community.

School Values

Spirit
A St Margaret's girl will value and demonstrate an enthusiasm for the School, our heritage and our environment. The St Margaret's spirit is in all students and is there for life. It is a thread which connects St Margaret's girls with each other.

Faith
A St Margaret's girl welcomes and embraces all in sharing the Christian message, the spirit of love through example, compassion, hope and charity. She demonstrates her faith by service to those members of the wider community who need assistance.

Integrity
A St Margaret's girl is known for her honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

Courage
A St Margaret's girl has strength of character and confidence in doing what is right. She has the courage to embrace challenge and change.

Respect
A St Margaret's girl has respect for herself and others. She understands that she is a member of a diverse community and she takes responsibility as a team member to care, support and cooperate with others.

Passion
A St Margaret's girl has a positive outlook on life, she understands that commitment and persistence are necessary for learning and achievement.

School Motto

Per Volar Sunata - Born to Fly Upwards

PRIMARY SCHOOL

Curriculum Offerings

St Margaret's Primary School provides quality learning experiences for girls from PrePreparatory level to Year 7 and boys in PrePrep and Prep. The Primary School is a community of learners which fosters relationships with parents, students and staff. Students are encouraged to be responsible, take initiative and be an active participant in their educative journey.

We strive to help our girls and boys to:

- be motivated to achieve and to excel
- be curious, creative, enthusiastic and energetic
- complete tasks to the best of their abilities
- work well individually, and cooperatively in groups
- be confident, self-assured and assertive
- be clever and 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 acknowledges the different developmental progress of each student. It accepts individual differences and focuses on the development of the whole child as an intellectual, physical, spiritual, social and emotional being. This was manifested through differentiation which is a way to reach and teach all learners.

We strive for a seamless and continuous curriculum, with programs being designed to specifically suit the needs of individual students at St Margaret's. We recognise that students learn differently from each other and differentiated strategies and programs implemented in classrooms reflect that reality.

Throughout the Primary years, and especially in the earlier years, particular attention is devoted to literacy and numeracy – the natural foundation of many learning outcomes encountered in later years.

Students participate in a comprehensive and balanced curriculum, drawing on the following subject areas: Mathematics, English, Science, History, Geography, Health and Physical Education, The Arts (Music and Visual Art), Modern Languages (French, German, Mandarin and Japanese), Technology, Information Technology and Religion and Values Education. Health and Physical Education, The Arts and Modern Languages are taught by specialist teachers.

The curriculum is delivered through the Core Plus Cluster Learning and Teaching Program which allows for differentiation. The Core Plus Cluster Learning and Teaching program comprises of two components. The Core program is taught to their particular year level and dominates the timetable. The remainder of class time students participate in Cluster Learning with vertical flexible groupings of P-2, 3/4, 5/6 and 7.

The focus of the cluster program reflects the developmental stage of the student in each cluster group:

- P – 2: Learning to …
- Years 3 – 4: Applying learning
- Years 5 – 7: Becoming an independent learner in preparation for Secondary School

The Cluster program offers both academic and social, and emotional benefits, including developing a student are cooperative learning skills and enhancing a student's confidence through working with other students and teachers.

The curriculum is enhanced by the use of ICT (Information Communication Technologies). Students in Years 3 – 7 are each issued with a laptop for classroom use.

The students' pastoral needs are addressed through the school's personal development program – Body, Heart, Mind and Soul. Through a holistic approach, we aim to develop social and emotional competencies of individuals in addition to enhancing the various relationships of students.

Excursions and camps are an integral feature of the school curriculum. They are designed to widen girls' horizons and to develop knowledge and skills that might prove more difficult to teach in the classroom. Our formal school camp program involves students in Years 3 – 7, offering a variety of opportunities for the girls to develop independence, initiative, leadership and skills related to the specific activities at the different venues.

The PrePrep Program

The purpose of the PrePrep year at St Margaret's is to prepare each child for the experiences she/he will encounter later in her/his school life. The educational program aims to extend each child to reach her/his potential by creating a stimulating learning environment. The curriculum views each child as a rich and competent co-constructor of knowledge. The students and teachers learn side by side, constructing knowledge together. The students are encouraged to problem solve, create and test theories.

The PrePrep 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.

Early Years Learning Framework (EYLF) describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The EYLF has a strong emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional and development.

The QKLG identify Learning & Development Areas which are used in programming and planning. These are underpinned by the elements of thinking and communicating:

- Identify – building a confident self-identity through independence, perseverance and trust
- Connectedness – building relationships respecting diversity and environments
- Wellbeing – building a sense of physical, social and emotional wellbeing
- Active Learning – engaging and exploring learning
- Communicating – exploring and engaging in numeracy and literacy in personally meaningful ways

Children have opportunities to learn within each of the five contexts in both indoor and outdoor environments. Longer blocks of time for engaging and active learning through play, real life situations and investigations are interspersed within meaningful routines and transitions and focused learning and teaching.

Co-curricular and Extra-curricular activities - St Margaret's Primary School

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. We are also fortunate in some sports to have coaches who are experts in their field.

Andrews Cup Sport

Queensland Girls Primary Independent School Andrews Cup Association is the Primary Interschool Sports Competition. The Andrews Cup Competition is our main interschool competition. It is held over a number of one-day carnivals throughout the school year.

Students may participate as follows:

- Years 2 – 7 Athletics, Swimming, Cross Country and Gymnastics (eight years and over)
- Years 5 – 7 Netball, Softball, Tennis 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 to participate in the Downey Park Netball Association Competition. All girls who try out for teams are assigned according to their ability. Throughout the netball season, the Downey Park Netball Association provides opportunities for girls to represent the association at Netball Queensland events.

Cultural Activities - St Margaret's Primary School

We endeavour to provide many opportunities for student to participate in our Cultural Program.

Music

The Music Program offers a range of Music Ensembles catering for a diverse range of interests and ability levels. Students can learn an instrument, join choirs or instrumental groups, perform at concerts and events, or simply be a part of the audience. Listed below is the range of groups available:

- String Groups – Junior, Amati String, Guarneri Strings, Beath String Quartet
- Choirs – Junior (Years 3 – 5) Senior (Years 6 and 7) and Chorale (Years 5 – 7)
- Wind Ensemble, Percussion Ensemble
- Primary Rock Band

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

Speech and Drama

Private Speech and Drama in the AMEB syllabus is available to students from Years 2 – 12. In addition to the increasing confidence and ability with the spoken word, students find this work brings an enhanced enjoyment of literature in all its forms and a greater understanding of themselves through group and individual activities. All Speech and Drama students in Years 2 – 9 participate in at least one formal play performance a year. Students in Years 5 – 12 also have the opportunity to sit for practical AMEB examinations in both Speech and Drama and Speech in Action syllabus. Students also have the opportunity to participate in eisteddfods.

Debating

Students in Year6 and 7 have the opportunity to participate in the Queensland Debating Union Round Robin in Terms Two, Three and Four.

Opti-MINDS

This is a lateral thinking competition that encourages students to devise creative solutions to contemporary global problems. This is open to students in Years 4 – 7, and runs during Terms Two and Three.

Chess

Gardner Chess runs Chess coaching on a Wednesday afternoon in the Primary School Library. Students in Years 1 – 7 can attend and have the opportunity to attend Chess competitions organised by Gardner Chess.

Oaktree Foundation – Social Responsibility

Girls in Years 5 – 7 can work through a levelled program that encourages them to take initiative to support a charity or do volunteer work within the school, while developing leadership and organisational skills, and team work.

SECONDARY SCHOOL

Curriculum Offerings

St Margaret's Anglican Girls School is committed to personalised learning and as such offers a wide range of subjects to ensure that students are able to choose the course most appropriate to their needs. Most of the subjects on offer are academic subjects catering predominately for students who wish to proceed to tertiary studies.

Curriculum Years 8, 9 and 10

Students in Year 8 studied a core curriculum of English, Mathematics, Science, Humanities, (Geography and History), Religious and Values Education, The Arts (rotation between Drama, Music, Visual Art), Technology, and Health and Physical Education. Students also chose a Language other than English (German, French, Mandarin or Japanese).

Year 9 and 10 students' core program included English, Mathematics, Science, Humanities, (Geography and History), Religious and Values Education and Health and Physical Education. They also engaged in a Pastoral Care Program once a week. This core course was enhanced by the addition of two elective subjects per semester. In Year 9 students were required to choose four electives as they were expected to study different electives each semester. The only exception to this was in the case of languages which were studied for the whole year. In Year 10 however, students were able to choose electives as either semester or year-long courses.

Please view our Year 8, 9 and 10 Curriculum Handbooks for more information:

Curriculum Handbook Yr8 2014

Curriculum Handbook Yr9 2014

Curriculum Handbook Yr10 2014

Curriculum Years 11 and 12

In the Senior Phase of Learning (Years 11 and 12) curriculum guidelines are set by the Queensland Studies Authority. St Margaret's offers a total of 23 authority (OP) subjects. Currently, two authority-registered or non-OP subjects are also offered. As well as this, the school has a Vocational Education Training (VET) program which includes training delivered at school (2 courses offered) and externally. Students are able to select a program which contains a combination of authority, non-authority or vocational subjects. They can complement this with a school-based traineeship, apprenticeship or an externally delivered program. This range of options allows each student to select the subjects which will meet their learning needs at this stage of their education.

All students in Years 11 and 12 are required to study English (English, ESL or English Communication) and Mathematics (either Mathematics A, Mathematics B or Pre-vocational Mathematics). In addition to these compulsory subjects, students choose four subjects from the following list:

- Accounting
- Ancient History
- Biology
- Business Organisation and Management
- Chemistry
- Drama
- Economics
- English Extension (Year 12)
- French
- Geography
- German
- Home Economics
- Information Processing and Technology
- Japanese
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12)
- Physical Education
- Physics
- Visual Art
- Pre- Vocational Mathematics*
- English Communication*
- BSB20107 Certificate II in Business*
- SIT10207 Certificate II in Hospitality*

  *Part of the Vocational Education Program.

In 2013, we had ten students undertaking school-based traineeships across four industry areas - Agriculture, Business, Aged Care and Hospitality. In addition, thirteen students were enrolled in vocational courses to study a diverse range of options at Certificate III, IV and Diploma levels. These courses were combined with the selection of five authority subjects, leading to an Overall Position (OP) result or a choice of subjects that lead to eligibility for a QCE and a QTAC Selection Rank. The Selection Rank pathway allows students access to tertiary study in Queensland.

Please view our Year 11 and 12 Curriculum Handbook for more information:

Curriculum Handbook Yr11 & Yr12 2014

Students across the school and within a wide range of subjects are offered the opportunity to participate in a variety of academic competitions that enrich their learning. These may include:

Competitions 2013:

- University of NSW ICAS Science Competition
- University of NSW ICAS Mathematics Competition
- University of NSW ICAS English Competition
- University of NSW ICAS Writing Competition
- University of New England Science and Engineering Competition
- National Youth Forum
- UQ Power Engineering Camp
- Queensland Youth Art Awards
- Music Fest
- National Geographic Channel Australian Geography Competition
- Competitions conducted by teachers' subject associations
- The Courier-Mail Literary Competition
- Creative Generation (Year 12 only)
- Regional Opti-MINDS Competition
- National Summer School Scholarship
- Queensland Youth Week (Design and Visual Art)
- National Portrait Gallery Headspace Competition
- Creative Generation Awards for Secondary Visual Art
- Bond University Mooting Competition
- Future Problem Solving Competition
- Theatresports
- Queensland Youth Music Awards
- Sanctuary Cove School Art Competition, Eco-Art
- Silk Cut Awards (Lino)
- Queensland Independent Education Union Awards for Excellence in Art
- The Story Bridge Art Competition
- ASME Young Composer's Competition

Academic Results

Primary and Secondary School – NAPLAN Data 2013
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 2013	Year 3 2012	Year 3 2011	Year 5 2013	Year 5 2012	Year 5 2011	Year 7 2013	Year 7 2012	Year 7 2011	Year 9 2013	Year 9 2012	Year 9 2011
St Margaret's	520	462	489	556	530	537	598	589	591	614	622	613
State	408	408	400	497	480	470	533	532	534	572	567	573
National	419.1	419.3	416.2	502.2	493.2	488.4	540.4	541.3	540.2	580.4	574.5	579.6

Writing:

Average	Year 3 2013	Year 3 2012	Year 3 2011	Year 5 2013	Year 5 2012	Year 5 2011	Year 7 2013	Year 7 2012	Year 7 2011	Year 9 2013	Year 9 2012	Year 9 2011
St Margaret's	470	449	451	532	517	543	597	575	594	616	605	636
State	407	403	404	470	457	471	515	512	533	548	539	566
National	415.6	415.4	415.5	477.8	476.5	482.5	516.9	517.9	529.3	553.9	553.3	567.7

Spelling:

Average	Year 3 2013	Year 3 2012	Year 3 2011	Year 5 2013	Year 5 2012	Year 5 2011	Year 7 2013	Year 7 2012	Year 7 2011	Year 9 2013	Year 9 2012	Year 9 2011
St Margaret's	460	446	436	539	523	504	602	580	574	621	617	621
State	396	398	388	485	479	466	542	534	529	578	571	576
National	410.7	413.9	406.3	494.0	494.3	484.3	549.2	543.1	537.8	582.7	576.6	581.5

Grammar and Punctuation:

Average	Year 3 2013	Year 3 2012	Year 3 2011	Year 5 2013	Year 5 2012	Year 5 2011	Year 7 2013	Year 7 2012	Year 7 2011	Year 9 2013	Year 9 2012	Year 9 2011
St Margaret's	518	477	473	578	544	561	621	608	594	641	629	619
State	419	411	407	495	477	485	532	540	525	568	570	568
National	428.2	423.6	421.6	500.8	490.5	499.7	535.4	545.9	533	572.9	572.8	572.8

Numeracy:

Average	Year 3 2013	Year 3 2012	Year 3 2011	Year 5 2013	Year 5 2012	Year 5 2011	Year 7 2013	Year 7 2012	Year 7 2011	Year 9 2013	Year 9 2012	Year 9 2011
St Margaret's	451	423	423	518	518	507	607	587	593	626	621	610
State	386	381	385	481	476	499	539	532	539	573	575	575
National	396.9	395.1	398.4	485.9	488.4	488	542.2	537.9	544.9	583.7	584	583.7

Percentage of Students above National Benchmark:

Year Level 3	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2011	100%	100%	95%	95%	97%
2012	100%	100%	100%	100%	100%
2013	100%	100%	100%	100%	100%

Year Level 5	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2011	98%	95%	98%	91%	100%
2012	100%	100%	100%	100%	100%
2013	98%	100%	98%	96%	100%

Year Level 7	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2011	98%	97%	95%	98%	100%
2012	100%	100%	100%	100%	100%
2013	100%	98%	98%	100%	100%

Year Level 9	Writing	Reading	Spelling	Numeracy	Grammar and Punctuation
2011	98.8%	100%	99%	100%	100%
2012	98.9%	98.9%	97%	100%	98.9%
2013	98%	100%	100%	98%	98%

Secondary School

OP Results (2013)
St Margaret's students continue to achieve individual academic excellence.

OP 1 – 5 **29%**
OP 1 – 10 **64%**
OP 1 – 15 **95%**

91.5% of students in 2013 were OP eligible
18 students received a VET qualification
10 students were involved in a school-based traineeship/apprenticeship

QCS Results (2013)
A total of 65.4% of students received an A or B on the QCS Test.

Senior Education Profiles (2013)
95 students received Senior Education profiles, 87 of whom were OP eligible.
94 out of 95 received a QCE.

QTAC Offers for 2013
First Round Tertiary Offers (for 2013)
Of the total applicants (excluding overseas full fee-paying students), 98% received an offer from QTAC in the January round. Of these, **55%** of students received an offer for their first preference and **90%** received an offer for one of their first four preferences. Further offers will occur during February and March.

Areas of Study (2013) after the 2012 results and offers

Post – School institutions of Year 12 completers

The University of Queensland	37%
Queensland University of Technology	34%
Griffith University	8%
Australian Catholic University	3%
Central Queensland University	1%
James Cook University	1%
Southbank Institute of Technology	5%

Field of study of Year 12 completers (numbers)

Society and Culture	31%
Health	13%
Natural and Physical Sciences	4%
Creative Arts	10%
Management and Commerce	22%
Engineering and Related Technologies	2%
Education	2%
Agriculture, Environmental and Related Studies	2%
Architecture and Building	11%

Staff Professional Learning

In 2013, St Margaret's offered all staff a wide range of professional learning opportunities on both a group and individual basis via conferences, workshops, and information sessions or through assisting them to gain higher or additional qualifications.

At the commencement of the year, St Margaret's and St Aidan's teachers again combined for their January Professional Learning Day. Mr Andrew Douch, Educational Technology Consultant, delivered the Keynote Address on the current trends in online education, and with encouragement to creatively extend the use of technology in teaching practice. Teachers also had the opportunity to share innovative teaching practice across Secondary Faculty and Primary teaching areas from both SSA schools.

Throughout 2013, a continued focus on the implementation of the Australian Curriculum required teachers to be current with curriculum developments and resources in a range of subject areas. A number of teachers in both the Primary and Secondary Schools have participated in workshops and conferences to deepen their understanding of assessment, achievement standards and reporting. The Building Assessment Communities (ISQ) was well attended by Primary teachers this year, as was a range of subject specific seminars for Secondary teachers – Legal Studies Teachers' Conference, Monitoring English extension, Australian Geography Teachers Association Workshops, ACHPER Conference and GOMA Art Teachers Day are just some examples.

A number of staff also had the opportunity to participate in mentoring and coaching programs as part of the leadership development within the school. In particular, five staff members participated in the Leadership Shadowing opportunities offered at St Margaret's and Head of Year 11, Lucy Downey, participated in the inaugural Teacher Exchange at the Wilderness School, South Australia for two weeks.

In addition to this, Middle Managers also attended the following school based seminars:

Term One: Combined ELT/HOF/HOY Retreat Day with Greg Latemore (Authentic Leadership) and Mark Vincent (Positive Perspectives on Managing Diverse Personalities)

Term Three: Managing Challenging Behaviours with Ross McSwan (Barrister-at-Law)

In 2013, there were a number of opportunities to attend conferences focusing on student wellbeing and pastoral care. Members of the Heads of Year team and key Boarding staff involved in student care attended the following conferences and workshops: Girls in Education (Melbourne), Child Protection Seminar (ISQ), Positive Schools, Brisbane, Indigenous Cultural Awareness, Happiness and its Causes, Mental Health and Wellbeing, Working with young – Self Harm workshop.

This year, the school has again provided a training opportunity for staff to maintain currency with their CPR and First Aid certification. And with a continued focus on risk mitigation, various members of the leadership team attended Legalwise School Law Seminars, ABSA Risk Management and Risk Reduction Symposium, Workplace Law Seminar and a Bullying Legislation Briefing.

Post graduate study remains a strong focus among St Margaret's teachers, with 16 teaching staff currently undertaking Masters Degrees, Doctorates or Post Graduate Diplomas. The school financially supports staff undertaking postgraduate qualifications in addition to providing approved leave for study.

In 2013, the Support Staff in conjunction with Support Staff form St Aidan's also participated in a Professional Learning Morning in September. The Keynote Address was provided by Tony Wilson speaking on High Performance in the Face of Change. This session was followed by small group sessions on the following Outlook and Occupational Health and Safety Sessions.

In total the following was spent on professional learning in 2013: $88,846

Pastoral Care at St Margaret's

St Margaret's enjoys an enviable reputation for pastoral care development and delivery across the school. Care and respect for each individual is foremost in all we do.

In the Primary School (Prep – Year 7) a priority for all staff (leadership team, school Chaplains and staff) is the emotional health and well-being of students. This is developed through our school based program, *Body, Heart, Mind and Soul Program*, this holistic program aims to develop social and emotional competencies in individuals and enhance various student relationships. This program consists of: School values, Buddy Program, Service, Leadership, Religious Values and Education and pastoral care curriculum. The curriculum program is, You Can Do It which focusses on 5 keys to success; resilience, confidence, getting along, persistence and organisation. St Margaret's Primary School is also a *Better Buddy School.*

In the Secondary School (Years 8 – 12), the Head of Secondary works with the Pastoral Care Team (Heads of Year, Counsellors – Careers, Personal and VET, Chaplains as well as the Head of 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 particular specialists within the Secondary School for varied assistance. The Form Teachers also play an important role, maintaining a 'pastoral eye' over the students in their care.

A specific program operates within the Secondary School called the *C Me Program*, which stands for confidence, compassion, commitment, careers and creating healthy women. These areas are explored and often revisited throughout the secondary years to assist individuals to strengthen their social, emotional and physical health as well as explore life after school.

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

Average Student Attendance

Average student attendance in 2013 was 95.03%.

Learning Enhancement

Learning Enhancement P-12 at St Margaret's reflects "our personalised approach to learning". As stated in the strategic plan our approach to personalised learning is one that places the needs, interests and learning styles of students at its centre. With a commitment to exemplary teaching, there is a focus on providing students with specific feedback this means that our students are empowered to set and monitor their own learning goals and through reflections, manage their achievement.

As a school, St Margaret's has made a commitment to being inclusive and responsive to student diversity through pedagogical practices of differentiated instruction and Universal Design for Learning. "Universal Design for Learning is defined as the conscious and deliberate planning of units and lessons so that all student have access to, and can participate in, curricula and can grow in their achievement of learning outcomes." (Kraayenoord, p390)

The research-based model for Learning Enhancement P-12 is Response to Intervention (RTI) which is a 3 tiered approach to intervention. This approach has been utilised for support, Special Needs EAP, ESL and Gifted students P-12. "Response to Intervention" refers to a process that emphasises how well students respond to changes in instruction. The essential elements of an RTI approach are: providing scientific research-based instruction and interventions in mainstream classroom; monitoring and measuring student progress in response to the instruction and interventions; and using these measures of student progress to shape instruction and make educational decisions.

RTI at St Margaret's involves a range of procedures that are used to determine if and how students respond to specific changes in instruction.

1. RTI provides the framework for designing, implementing and evaluating educational interventions
2. Universal screening of whole grades is the step taken early each school year to determine which students are "at risk" of not meeting year level benchmarks or those who have behavioural or emotional problems that may interfere with their learning
3. On-going monitoring is research-based practice that is used to frequently assess students' academic performance and evaluate the effectiveness of instruction. Progress procedures can be used with individual students or the entire class.
4. Research-based instruction refers to specific curricula and educational interventions that have been proven to be effective
5. Early intervention
6. Evaluation procedures
7. Effective collaboration. (Koltz and Canter, 2005)

Staff in the Learning Enhancement area includes 1 fulltime Learning Enhancement Coordinator and 5 Teacher-aides (2.5 FTEs)

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

St Margaret's Parents and Friends' Association has a number of support groups operating under its umbrella. In 2013, this included the Boarders' Support Group, Music Support Group, Primary Support Group, Sports Support Groups for various sports, 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. At the general meetings, a member of staff makes a 15 minute presentation on a relevant topic. For example, in 2013, the Principal presented on the staff development and approval process; the Heads of Primary and Secondary school presented on the schools' social and emotional learning program; the Chaplains presented on their role in the school and the Dean of Academics presented on the science of learning.

The School Council comprises current and past parents as well as past students and independent members from the broader community, in addition to a representative of the Society of the Sacred Advent.

The St Margaret's Anglican Girls School Foundation Board also comprises current and past parents and community members.

Twice a year, the school conducts Parent-Teacher Interviews in the Primary and Secondary Schools. In addition to this, parents are invited to attend meetings to discuss their daughter's progress with members of staff at any time throughout the year. Teachers are also very accessible through email, by phone or through making appointments throughout the year. The Careers Program in Year 10 also incorporates a SET Plan Interview with the Careers Counsellor to which parents are also invited to attend to specifically discuss educational and career pathways for their daughters.

Parent Information Evenings are held for the Primary School and Secondary Schools and at transition times (Orientation to the Secondary School, Year 9 and 11 Subject Selections, QTAC applications). Each year, parents are also invited to attend a presentation concerning issues relating to the needs of their daughters. This year, the school hosted one evening for parents on the needs/interests of Tweens to Teens. This evening was for Years 5 to 8 parents and was well attended.

The annual production of a Parent Handbook and Curriculum Handbooks provide parents with school details and specific subject information. These Handbooks are made available through a printed copy as well as accessible through the school website. The access to Parent Lounge, through the school members' portal on the website continues to provide access to a range of school-specific information regarding the education provided at St Margaret's.

Each year level in the Primary School has designated Class Representatives to both liaise with the School Leadership and to welcome new parents.

A weekly newsletter (enews) and other regular school/home communications are provided – The LINK, Flyer and The Foundation Pen. On occasion, the Principal writes directly to parents.

A number of school events are held throughout the year where parents are invited to attend. These include:

- End-of-Year Service at St John's Cathedral incorporating a Year 12 Thanksgiving Service
- Induction of Student Leaders Service
- Welcome to new parents morning tea

- A range of activities hosted by the P&F, including the Mothers' Luncheon, Father/Mother/Daughter Breakfasts, Boarders' Support Group Cocktail Party, Fathers' Dinner and the St Margaret's Race Day
- Morning /Afternoon Tea hosted by parents at QGSSSA Autumn and Winter Fixtures and the Rowing Support Group hosts the Supporters Tent at BSRA Regattas, Cocktails on the Creek and the Naming Ceremony of new boats at the commencement of the Rowing Season
- Annual Sports Dinner, Swimming Presentation Evening, Cross Country Barbecue
- Annual Music Support Group Dinner
- Celebrations for St Margaret's Day, including the St Margaret's Day Service (and the St Margaret's Day run); Primary Grandparents, Godparents and Guardians Day
- The St Margaret's Reunion Weekend
- A range of music performances including Classics in the Cathedral, Choral Concert and Bands Concert
- Activities hosted by the St Margaret's Foundation including the Women in Industry events
- Speech Night for Years 5 – 12 and Primary School Celebration PrePrepatory – Year 4
- Valedictory Dinner for Year 12 parents and associated Valedictory Week events such as the Final Assembly (and luncheon), Presentation of Portfolios (and Breakfast)
- Open Day
- Open Mornings (Primary School and Secondary School)
- Principal's Lunches and Quarterly Stakeholders Meetings
- Principal and School Council hosted an evening to engage the community regarding the development of the 2014 – 2030 Master Plan
- The MAYO Festival

A parent survey was conducted in 2013 in order to provide feedback to the school community.

How satisfied are parents?
Asked how satisfied they are with their children's education at St Margaret's Anglican Girls' School twenty-one per cent (12%) of respondents rate it ten out of ten with a further 42% (39%) rating it eight or nine. The mean rating for the school as a whole is 7.82 (7.38) – for the Primary school it is 7.67 (7.64) and for the Secondary school it is 7.9 (7.27). For parents who have only been at the school this year it is 8.8 (7.5) and for those who have been there 5-10 years it is 7.3 (7.1).

Twenty-one per cent (10%) of boarder parents rate their satisfaction with boarding at ten out of ten with a further 46% (44%) rating it 8 or 9.

One of the most critical indicators of overall satisfaction has been determined to be the likelihood of stakeholders recommending a school, or any organisation, to colleagues, relatives or friends. In all, 60% (48%) of respondents are 'very likely' to recommend the School and 26% (34%) are 'somewhat likely'. Only 6% (9%) rate the likelihood as 'very unlikely' or 'somewhat unlikely'. Sixty-four per cent (53%) of boarder parents are 'very likely' to recommend boarding, 32% (34%) 'somewhat likely', 4% (7%) 'very unlikely'

Using the aggregate satisfaction index (calculated using the average scores for importance and performance across various dimensions of the School's operations) parents' satisfaction comes in at 86.72 (85.8) out of 100.

A staff survey was also conducted with nearly all staff completing the survey.

Each year the School Leadership Team talks to all students in Years 5 to 12 through a series of 'student conversations' about what they like and what they would like to see improved in the school. In addition, students from Years 8 to 12, complete an online survey each year.

Portion of Teaching Staff retained in 2012-13

- 85 per cent of teaching staff continued their employment in 2013 at St Margaret's

Average staff sick leave 1.95 per cent

Value Added Information

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

- A commitment to Personalised Learning
- Academic value adding
- Relevant Academic and Vocational Education options
- Small class sizes
- A wide range of subjects to choose from in Years 11 and 12
- Regular worship and celebration of faith
- A wide range of extra and co-curricular programs with very high participation rates
- A comprehensive community service program and commitment
- A highly dedicated and motivated staff who engage in on-going professional learning and who are committed to improving student outcomes
- A respectful relationship between student and teacher
- Specific pastoral care programs
- Extension and enrichment programs to complement in-class activities
- Comprehensive development leadership program, for both staff and students
- Transition programs for new students in the Primary School and between Years 7 and 8
- Social and curriculum interaction with Anglican Church Grammar School
- A rich overseas and interstate tours and exchange program
- Many opportunities for parents to be involved in the school support base
- Overseas tours – Cambodia, Japan, France
- Inter-year relationships between students
- House Program and associated fundraising for House Charities
- Camping Program – year levels and for sports

Looking forward to 2014

- Launch of new Property Master Plan
- Expansion of school's exchange program
- Further development of Community Service Program
- Year 7 has a Secondary School experience for 2014

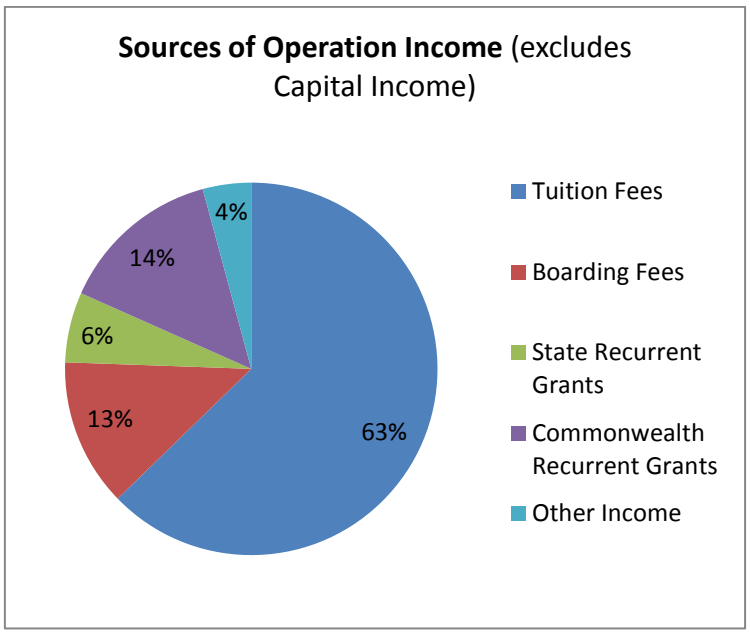
- Launch of school's e-learning strategy
- Recommendations to be endorsed for Personalised Learning
- Further development of meaningful connection with past students of the school, including a mentoring program
- Act upon recommendations of World Class Boarding Committee
- Further development of Flyers Program, for enrichment of students outcomes
- Act upon recommendations of Student Well-being Committee
- Further develop GPAs – tracking and monitoring groupings and students
- Development of a first stage Human Capital Strategy
- Introduction of Learning Innovation Series

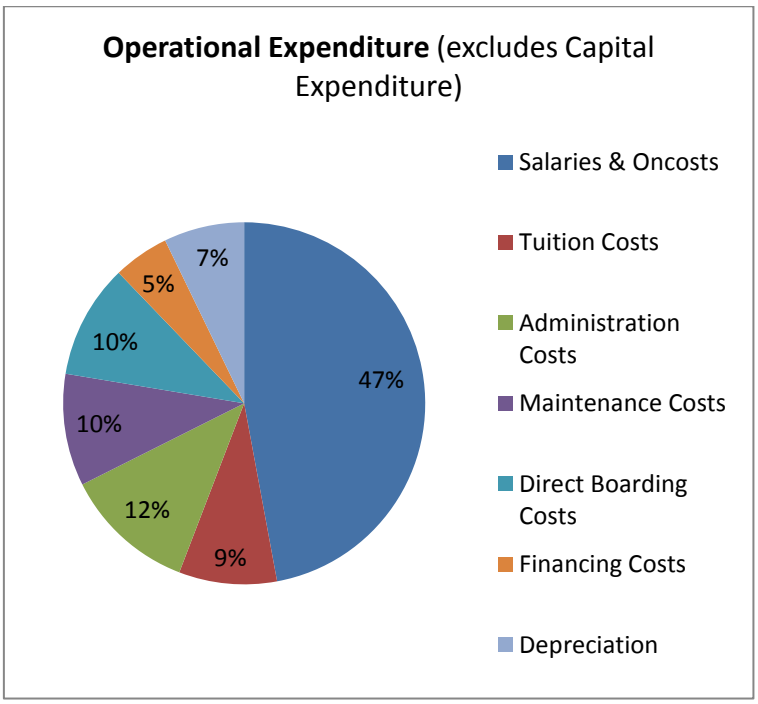
Finance

As a result of prudent financial management, St Margaret's has continued to meet commercial, financial and other key performance indicators in 2013.

St Margaret's operates in a tightly managed fiscal environment, striving to minimise the increase of tuition fees while maintaining a quality education. Strategic and financial modelling will continue to be a focus for 2014.

Sources of operating income and areas of expenditure are shown in the charts below.





St Margaret's continued to prioritise retaining and attracting quality staff and offering opportunities for continuing professional development.

The school participated in the 2013 Somerset Annual Financial Performance Survey and consider this information when decision making on financial matters. Some of the key performance indicators for St Margaret's and the comparative national averages are listed in the table below. The results are based on the 2012 financial figures.

Ratio	St Margaret's Anglican Girls' School (2012)	National Report Category Average (2012)
Net Operating Margin (Adj)	13.2%	13.2%
Teachers' Salaries per student	$9,006	$9,656
Concessions as a % of total fee income	5%	9.4%
Primary student/teacher ratio	12.8	14.1
Secondary student/teacher ratio	11.4	10.9

Looking forward to 2014

- Ongoing fiscal management of operational budgets throughout 2014.
- Strategic and financial modelling in line with the school's implementation of its Master Plan, while maintaining the servicing of its debt associated with the capital works and ensuring the school continues to be financially sustainable.
- The school will continue to work closely with the Foundation to explore new and continuing capital funding from the school and broader community.
- The school will continue to work with St Aidan's to refine the common financial reporting and policies for key issues
- The school will continue work with St Aidan's on the shared business services arrangement in Finance

Boarding

Overview

A very successful year in Boarding in 2013. Boarding continues to grow and the reputation of the boarding has is increasing. Marketing of the Boarding House has been an integral part of ensuring continued high numbers in Boarding. The introduction of a formalised Community Service Program has been a highlight 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 increased the girls' academic performance. The academic monitoring of the girls ensures that all girls are focused and receive the help that 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. The communication between the Housemothers and parents is essential and very well received by parents. The Housemothers are then supported by the Pastoral Care Co-ordinator (Sandra Johnson), the Deputy Head of Boarding (operational) and Head of Boarding (operational, strategic, marketing and academic monitoring of each student) .

Programs

Boarding has many different programs running. This include our community service program which is open to all girls. We have developed strong relationships with Ronald McDonald House, Wesley Misssion, PJ Foundation and Salvation Army Street Level. With the younger girls we run pastoral programs to ensure the effective settling in of the girls. The buddy system is also an important element in the Boarding and the girls have a buddy from the year above them as well as a Year 11 or 12 big sister. Boarding also has an activities co-ordinator who ensures that the girls are engaged in a number of different activities on the weekends which include 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. The relationships with parents is one of the most valuable aspects of boarding. The communication with boarding parents is daily almost and they are also involved through the Boarder Support Group. The Head of Boarding meets with and talks with the President of the Boarder Support Group regularly. Parents are always welcome and an important part of the marketing strategy with the Head of Boarding is to ensure that current parents, past and prospective parents feel they are part of boarding. Visiting parents while on marketing trips is essential and engaging them and informing them of what is happening in boarding is vital in building the sense of community that exits 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%

These calculations are based on enrolment data collected from St Margaret's by the Commonwealth Department of Education Science and Training (DEST) as part of the annual National School Statistics Collection.

SECONDARY SCHOOL

Sporting Activities

Sport at St Margaret's is available for all students as part of their extra-curricular activities. Secondary School students are able to participate in the sports outlined in the table below. St Margaret's participates in a variety of sporting associations including:

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

Term 1	**Term 2**	**Term 3**	**Term 4**
	Life Saving	Rowing	
Cricket	Artistic Gymnastics	Hockey	Water Polo
Softball (Open & Senior A)	Cross Country	Netball	Softball (Years 8, 9, 10)
	Basketball	Tennis	Athletics
	Touch Football	Volleyball	Badminton
	Soccer	Rhythmic Gymnastics	
Swimming			Swimming
Water Polo			

Qualified coaches are sourced from sporting associations and also include teaching staff and past students.

1. Metropolitan North Teams

Our school's regional competition is Metropolitan North. Cluster days are held in the school year for trials in all sports. Students are able to participate in these trials for sports that are an extension of the QGSSSA program, or for sports that are not traditionally part of the school program (e.g., golf, surfing and triathlon). Selection in Metropolitan North teams enables athletes to be considered for selection in State and National teams.

2. Carnivals

In addition to the sporting opportunities listed above, St Margaret's conducts interhouse competitions in Athletics, Swimming and Cross Country.

Cultural Activities

Debating

St Margaret's encourages involvement in the Queensland Debating Union to teach students to listen actively, to ponder both sides of an argument, to construct a logical argument and to argue it persuasively. Debaters have a good understanding of the world and examine a range of moral and ethical issues that sharpen intellect and develop self-confidence.

Opti-MINDS

The school competes in the Regional Opti-MINDS competition. Teams are required to work together on a long-term challenge for up to six weeks without assistance from anyone outside the team. Participants are encouraged to explore possibilities and experiment with ideas as they endeavour to produce their best possible solution. They develop creative and original ways to communicate this solution to others, working within predefined parameters such as limited materials, complex challenge criteria and the deadlines of The Challenge Day.

Mooting

Mooting is a competition based on legal argument. St Margaret's participates in the Bond University Mooting Competition with other schools from around Australia and the Asia-Pacific region. It enhances a student's insight into the manner in which the law is conducted in the court system. Mooting requires research, advocacy, and team work in representing a client in legal debate.

smART Club

smART Club is a recreational art club available to all students from Years 8 – 12. This club provides St Margaret's students with the opportunity to explore creative avenues as well as participate in specific workshops that are age and ability appropriate. In 2012, smART Club conducted classes in: Photography with QCA Honours Graduate, Ms Imogen McDonald; Silver Jewellery classes with Ms Madeleine Brown; Ceramics, hand thrown, with Mrs Jenny Lishman; and Hand-painted Christmas decorations with Ms Lisa Smith.

Theatresports

Theatre Sports is a fast-paced competition based on impromptu theatrical performance. This activity is closely tied to Drama studies; however, all Secondary students are encouraged to participate. Workshops are held after school and competition in June and July. In 2012, an Interhouse Theatresports Competition was conducted in Term Four.

Toc H

Toc H is a community-based organisation in which many St Margaret's students participate. It was first started during World War 1 in Belgium when Reverend "Tubby" Gayton opened a peaceful retreat for soldiers on their way to or from the frontlines. It has four simple aims: Friendship, Service, Fair-mindedness and to acknowledge the Kingdom of God. Students generously commit time and service for the benefit of others.

Public Speaking

St Margaret's offers students the opportunity to participate in a range of public speaking competitions, including Rostrum 'Voice of Youth' and Lions 'Youth of the Year'. Public speakers write and present prepared speeches and have limited preparation time speeches. As with debating, the opportunity to engage in public speaking sharpens intellect and builds confidence in the individual.

Oaktree Foundation

Oaktree is a foundation established in 2003 by Hugh Evans (2004 Young Australian of the Year). Its charter is to combat inequalities that result from immense poverty. Oaktree Foundation at St Margaret's works in three main areas:

- Local community: by supporting groups that are active and assisting in the local area
- Nationally: particularly assisting charities and organisations that work with disadvantaged indigenous groups
- Internationally: by providing funds that develop literacy skills in some of the poorest parts of Africa

House Charities

The House Charities began at St Margaret's many years ago. Each House supports one charity with two nominated Senior House Charity Representatives to coordinate each House. The Charity Representatives organise fundraising events each term that foster student and staff involvement and an appreciation of those around them who are less fortunate.

Houses and Charities

Bede	Starlight Foundation
Chaucer	Epilepsy
Herrick	School of St Jude, Northern Tanzania
Kendall	Young Care
Lawson	Make a Wish Foundation
Milton	Queensland Cancer Council
Spenser	Abused Child Trust
Tennyson	John Logan Foundation for Gastrointestinal Cancer

Astronomy Club

The St Margaret's Astronomy Club provides an opportunity to explore, discuss and investigate space. This year, the Astronomy Club took part in a video link up with the Control Room of the Gemini North Telescope in Hawaii to learn more about the Gemini Telescope and what astronomers do from day to day. In 2013 Year 8 student, Isobelle Teljega was the National Winner of the 2013 Australian Gemini Astronomy Competition.

Overseas Tours

In 2013, students had further opportunities to experience two very different destinations with an Antipodean expedition to Cambodia with visits to Phnom Penh and the village of Chansar in the Sotnikum District. While in the Village, the students assisted with the construction of a library for the children of the area. The other trip in 2013 was to France where a group of St Margaret's girls, who are studying French, had the opportunity to homestay in the beautiful Aix in the south of France, as well as visit and experience Paris in the autumn.

Sony Camp

St Margaret's Year 11 students combined with Anglican Church Grammar School 'Churchie' Year 11 students to care for children suffering intellectual and physical disabilities over the first weekend of the September school holidays. Sponsored by the Sony Company and supported by a team of dedicated teaching and medical staff, the students were responsible for the children in their care 24 hours a day over the course of the camp. Not only did the students have a wonderful weekend, but the carers have an enormously enriching weekend, and of course the fulltime carers (mostly mothers and fathers of the children) have some valuable respite from the extremely demanding job of caring for children with a disability.

Speech and Drama

Private Speech and Drama lessons in the AMEB Syllabus are available to students up to Year 12. Students have the opportunity to sit for practical examinations; they may have group or individual lessons.

Community Service

While St Margaret's provides many avenues for students to undertake community service, it forms an important part of the Pastoral Care Curriculum in Year 9.

Students in each form class chose to perform fundraising and community service for a particular charity:
9A – 'Knit One Give One'
9B – Knitted squares for Cask-care in Africa
9C – Gift bags for Ronald McDonald House
9D – Concert and morning tea for Aveo Nursing Home at Clayfield.

Finally, all of the Year 9 students dedicated a day in Term 4 to pack birthing kits for Africa.

Music Program

Co-curricular Music Program

Introduction

The philosophy of the Music Department at St Margaret's is that music makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression, and of knowing and communicating experience. Students may study music at St Margaret's as a curricular subject and/or become involved in the many different co-curricular music activities. Students who involve themselves in music are empowered by its vast capacity as a creative medium. They gain insight, discover sensibility and learn the self-discipline that leads to artistic freedom. The Music program at St Margaret's aims to inspire students to make music an integral part of their lives, whether that is as a leisure pursuit or as a career. The school believes that through a wide range of learning experiences and a varied choice of repertoire, students may enrich their lives and develop a lifelong love of music.

Private Music Tuition

Overview

As part of the Music program at St Margaret's Anglican Girls School, visiting specialist music teachers offer their services to students from Prep – Year 12. Music lessons are offered in the following:

- Trumpet/French Horn/Euphonium/Trombone/Tuba
- Violin/Viola/Cello/Double Bass
- Flute/Oboe/Clarinet/Saxophone/Bassoon
- Guitar/Bass Guitar

- Percussion (including drum kit)
- Piano
- Voice
- Theory

Music Ensemble Program

Listed below are a range of music ensembles students may wish to become involved in. This program is sequential and developmental, allowing students to join an ensemble and develop their musical abilities at their own particular skill level.

Strings	Tutti Strings/Amati Strings/Guarneri Strings / Chamber Strings /
	Brophy String Quartet/Sculthorpe String Quartet /
Bands	Wind Ensemble/Wind Symphony
	Flute / Saxophone / Clarinet / Percussion Ensembles
	Jazz Ensemble
	Primary Rock Band (Highly Strung)/Junior and Senior Secondary Rock Bands
Choral	Junior and Senior Choir/Primary Chorale
	Elevarsi Voices/Encorah

Use of Information Communication Technology to Assist Student Learning

All teaching staff across the School received a new Dell XT3 tablet laptop at the start of 2013. The rollout of the laptops to staff included the upgrade of classroom infrastructure to allow for the laptops to be docked providing simple access to the projectors in rooms and other AV equipment.

Implementation of the laptops for staff was well received resulting in classroom technology support requirements dropping. The increased reliability of technology for teaching staff has led to an increase in confidence and technology integration into the classroom.

Senior School staff have continued to develop content within the SharePoint 2010-based Content Management System "The Learning Centre" (TLC). In addition many staff use external systems such as EdModo to enhance the online experience for the students.

Students in Years 7 – 12 are equipped with a laptop computer for 1:1 computing. In addition laptops are supplied in the Primary School using classroom sets and providing 1:1 access across all levels of the school from Years 4 – 6. IPads have been integrated into the Pre-Prep to Year 3 classrooms in a 1:3 ratio and have been well accepted by the students and staff.

Students in Year 5 and Year 9 have been learning about robotics with the support of our ICT Classroom Technologies Specialist. Students from Year 9 will participate in the First Tech Challenge robotics competition with 10 other schools from across the state. Students in Year 5 have been preparing their robotics skills using Lego robotics ready to take the stage in the First Lego League in 2014.

An online shopping cart solution allowing payment of small cost items from cents to dollars have been in development since 2011-12. The solution was successfully implemented during 2013 and has been used to sell tickets to events, foundation 200 Club tickets and other items during the year.

Parent portal access has been automated via a workflow process to ensure the timely delivery of login accounts as students are enrolled. Login details are created nightly and sent to parents on the day of enrolment along with details relating to login processes and the information resources available online. The development of single sign-on has streamlined the user experience for parents accessing multiple information sources; these no longer require the parent to login after the initial login to the system.

The school's main website was launched at the start of the year with new branding, content and functionality. In addition a mobile app which integrates the content from the websites into iPhone/iPad and Android devices was launched in the second part of the year to provide enhanced access and features such as the event calendars. Additional features for the mobile app are in development.

The Shared Services IT Department which manages the IT Support across the two schools is now in its third year. We continue successfully in delivering IT support to the School community effectively and efficiently. Increased process refinement and reliability of systems has enabled a reduction in staffing across the two schools delivering cost savings. The IT Support department has continued to process tickets at a very high level offering an excellent level of support to staff and students. In 2013 the department processed over 5,000 requests.

Looking forward to 2014

- Extension of the robotics club in the Secondary School and integration into Science classes
- Continued development of the Lego robotics use in Primary years
- Update to Office 2013 for student laptops
- Rollout of new laptops to Year 7 / 9/ 11 students
- Extension of the Parent Portals with expanded information including student analytics
- Development of Sports Portals for parent access with mobile access as a focus
- Enhancement of website content to enable mobile access via iPhone, iPad and other mobile devices
- Integration of online forms and workflow processes to streamline communications
- Further development of school's website

List of School Council, Foundation Members, P&F Executive and Old Girls' Association, 2013

School Founders
Sisters of the Society of the
Sacred Advent

St Margaret's School Council

Chair	Annabelle Chaplain	BA, MBA, FAICD
Deputy Chair	Alison Quinn	BCom, FAIM, FUDIA
Directors	Rev Dr Murray Harvey	BA (Hons), BTh, MAPS, DHSc
	Glenys Hodges	BA/LLB (Hons) (UQ), Admitted solicitor since 1981, MAIDC
	Darrell Brown	M.U.S., B.Arch (Hons), F.R.A.I.A.
	Margot Hawker	BSc – Biology/Physiology; Post Grad Dip - Dietics & Nutrition; MDAA
	Annette Quayle	BBus, MComm, CertManagement, MAICD, CPA
	Judi Hall	
	Darren Barlow	BA, BCom, Dip Fin Serv, CPA, MAIPIO, FAICD, AAIBF (Snr), SIA (Aff)
	Peter Robertson	B.AppSc (Mathematics)
	Paul Vincent	B.Bus; FCA, GAICD
	Annie Dunning	B.Law, BA, G.Dip Legal Practice, M Law
	Ros Curtis	BA (Hons), Dip. Ed., M. Lit. St. M. Ed, ASDA, GAICD, FAIM, MACE, FACEL
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert)

St Margaret's Foundation

Chair	Hume Campbell	Dip. Transport
Directors	Robert Bloxsom	
	Lisa Butler	BA (Dip Psych), Masters in Organisational Psychology (MOP)
	Mark Williamson	MAICD
	Paul Vincent	B.Bus; FCA, GAICD
	Ros Curtis	BA (Hons), Dip. Ed., M. Lit. St. M. Ed, ASDA, GAICD, FAIM, MACE, FACEL
	Toni Williams (Company Secretary)	B.Bus. (Acc), B.Bus. (InfoSys), CSA (Cert)

P&F Association

President	Angela Dingle
Vice Presidents	Roy Henzell
Secretary	Liz Adcock
Treasurer	Megan Peters
Members	Julie Henzell
	Jeff Mann
	Michael Smith
	Susan Stephens
	Loretta Whyte
	Roger Traves

Old Girls' Association

President	Libby Black
Vice President	Deborah Love
Secretary	Janice Moody
Treasurer	Stefani Russo
Committee Members	Alison Black
	Jan Chayter
	Georgina Elliott
	Denice Foley
	Caitlin Filmer
	Jacky Garnsworthy
	Anne Muggleton
	Nina Psaltis
	Jillian Scott
	Isabelle Slipper
	Dipti Shankar
	Julie Tapsall
	Sally Thompson
	Sue Vivian

Staff List (including qualifications – December 2013)

Name	Qualification	Position title
Principal		
Ms Ros Curtis	*BA(Hons), DipEd, MLitSt, MEd(Leadership&Management), ASDA, FACE, FACEL, FAIM, GAICD*	Principal
Deputy Principal		
Mrs Michelle Carroll	*MEd, BEd, GradDipHlth, MACEL, AFAIM*	Deputy Principal
Chaplains		
The Reverend Nicki Colledge	*MTh, BA, GradDipEd(Sec)*	Chaplain
The Reverend Di Murphy	*BA, DipEd, GradDipTh*	Chaplain
Dean of Academics		
Ms Samantha Bolton	*BA, DipEd, ATCL*	Dean of Academics
Head of Secondary		
Ms Susan Shaw	*MEd, BA, DipEd, MACEL*	Head of Secondary School
Head of Primary		
Mrs Angela Drysdale	*GradDipEd(EC), DipT, ASDA*	Head of Primary School
Head of Teaching and Learning (Primary		
Mrs Nicole Devlin	*MEd(Leadership&Management), BEd, MACEL*	Head of Teaching and Learning (Primary)
Head of Planning and Organisation (Primary)		
Miss Mary Surtees	*BHMS(Ed), BEdSt, BA, GradDipHE, MACEL*	Head of Planning and Organisation (Primary)
Head of Boarding		
Ms Lesa Fowler	*BA, GradDipT*	Head of Boarding
Deputy Head of Boarding		
Ms Lisa Chadwick	*BEd(Sec)*	Deputy Head of Boarding/International Coordinator
Head of Co-curricular Music		
Mr Brad King	*BMus(Ed)(Hons), DipMm, AMusA, ATCL, MEd(Leadership&Management)*	Head of Co-curricular Music.

Head of Sport		
Mr Tom Kindred	*BEd(Sec), BHMSc*	Head of Sport
Personal Counsellor		
Mrs Trish Barlow	*MHlthCouns, MEd, BA, GradCertTSL, DipEd*	Personal Counsellor
Careers Counsellor		
Ms Elizabeth Johnston	*MEd, BA, DipEd*	Careers Counsellor
Coordinator of Vocational Education		
Mrs Robyn Kristenson	*MEd, BA, GradDipAd&VocEd*	Coordinator of Vocational Education
Learning Enhancement Coordinator		
Mrs Ailsa Crockett	*MEd, BA, GradDipSpecEd, DipT, COGE*	Learning Enhancement Coordinator
Heads of Faculty		
Ms Anne-Marie Gerlach	*MEnvEd, BA(Hons), DipT(Sec)*	Head of Faculty - Humanities
Mr Chris Farrelly	*MSc, BEd, GradDipBus, BAppSc, MACE, STAQ*	Head of Faculty - Science
Mr Joe Shorter	*MA, BA(Hons), BEd, GradDipChildren'sLiterature*	Head of Faculty - English
Ms Marcia Brumpton	*MEd, BEd, DipT(Sec)*	Head of Faculty - Business and Technology (Acting)
Ms Vicki Strid	*EEd*	Head of Faculty - Mathematics
Miss Desley Upton	*BEd, DipT(HPE)*	Head of Faculty - Health and Physical Education
Ms Lisa Smith	*GradDipT, DipFA*	Head of Faculty - The Arts
Mr Steven Rowe	*MEd, BA, GradDipT(Sec), MACE*	Head of Faculty - Languages
Heads of Year		
Mrs Jenny Lishman	*MEd, BEdSt, DipT(Sec)*	Head of Year - 8
Ms Naomi Holley	*BEd(Sec)*	Head of Year - 9
Mrs Angela Bowen	*BMus(Hons), BEd(Hons), AMusA, CSTD*	Head of Year - 10
Ms Lucy Downey	*BA(QTS, Sec), BSc(Hons),Dip Fitness*	Head of Year - 11
Ms Kelly Alford	*BEd(Sec), JP(Qual)*	Head of Year - 12
Teachers - Secondary		
Mrs Rosie Abbate	*BBus, BEd*	Secondary Teacher
Ms Nikki Anderson	*BEd(Sec)*	Secondary Teacher

Mr Anthony Bird	*BEd*	Secondary Teacher
Mr Bruce Bullpitt	*BA, BEd, CertT, DipT(Sec), CertTESOL*	Secondary Teacher
Mr Ryan Carson	*BSc, GDipEd*	Secondary Teacher
Mrs Jen Chaplin	*BEd(Hons), BCtveIndus, AssocDipPerfArts*	Secondary Teacher
Mr Ray Cross	*MEd, BSc, TSTC, MACE*	Secondary Teacher
Ms Sue Cullum	*BA, CertT, CertTh*	Secondary Teacher
Mrs Suzy Edwards	*BAppSc(Hons)*	Secondary Teacher
Ms Teagan Ford	*BEd, BA*	Secondary Teacher
Miss Kirsty Findlater	*BAppSci(HMS – Ed)(Hons)*	Secondary Teacher
Mrs Katie Flanagan	*BEd*	Secondary Teacher/Teacher Aide - Learning Enhancement
Mr Chris Forster	*BEd(Hons)*	Secondary Teacher
Ms Therese Garrahy	*MSc, BEdSt, GradDipScEd, DipT, MACE*	Secondary Teacher
Mr Ray Geise *OAM*	*BA, BEdSt, DipAcc, RTC, MACE, KSJ*	Secondary Teacher
Mrs Marilyn Ivers	*BA, DipEd(RE), CertT*	Secondary Teacher
Mrs Stacey Kelly	*BHlthSc(Nutr&Diet)(Hons), GradDipEd(Sec)*	Secondary Teacher
Ms Trish Kirkpatrick	*BSc, DipEd*	Secondary Teacher
Mr Karl Mandla	*BSc, DipEd*	Secondary Teacher
Miss Diana Marshall	*BA(Hons), DipEd*	Secondary Teacher
Ms Meg Payze	*BEd(Sec), BA*	Secondary Teacher
Mrs Shirley Patton	*BSc, BEdSt, DipEd*	Secondary Teacher
Mr Noel Peinke	*BA, HDipEd, BEd, MEd*	Secondary Teacher
Mr Wayne Singleton	*BEd, DipDesign, GradDipArtsEd, GradDipRelEd*	Secondary Teacher
Mrs Kathy Thorne	*BSc(Hons), HDipEd*	Secondary Teacher
Teachers - Primary		
Miss Jessica Affleck	*BEd*	Year 3B
Mr Evan Chia	*BHlthSc, BEd, DipRT*	Year 4G
Mrs Deborah Cohen	*BAE(MusEd)*	Music
Mr Michael Crowe	*BA(BusS)(Hons), PGradCertEd*	Year 5G
Mrs Nanette Dodd	*BEd, DipT, CertT*	Year 7B

Mrs Amy Duncanson	*BBus(Mgmt), BA, GradDipEdEarlyYears, GradCertLangT(TESOL)*	Pre-Prep
Mrs Janice Emmett	*MEd, DipEd*	Year 6G
Mrs Susan Forbes	*BEd(EC)(Hons)*	Year 3G
Ms Melissa Garbutt	*MEdSt, BEd, DipT*	Year 2B
Miss Tamara Garvey	*BEd(EC), BPsychSc(Hons)*	Prep
Mrs Leanne Harvey	*BEd, GradDipEd, BTh, CertCSS*	Teacher Aide - Learning Enhancement/Teacher
Mrs Marilyn Ivers	*BA, DipEd(RE), CertT*	Year 7G
Mrs Ros Lawrence	*BEd, DipT, CertT, ASDA*	Year 7G
Mrs Vivienne Mace	*BEd, CertT, DipT*	Year 5B
Miss Lauren Richards	*BA, GradDipEd*	Primary Teacher - HPE
Mrs Kerry Rider	*GradDipEd(Sec), DipFineArt*	Art
Miss Louise Sands	*BOccThy, BEd(Prim), GradCertBus*	Year 4B
Miss Jacqui Smith	*BEdPri(EC)*	Year 1B
Mrs Georgina Stevenson	*BEd, BEdSt*	Year 6B
Mrs Christene Wall	*BEd(Prim/EC)*	Pre-Prep
Teacher Aides		
Mrs Tracey Bruce	*DipEdSupportServices*	Teacher Aide - Primary
Mrs Andrea Call	*MBA, BEd, BA*	Teacher Aide - Learning Enhancement
Mrs Katie Flanagan	*BEd*	Teacher Aide - Learning Enhancement
Mrs Leanne Harvey	*BEd, GradDipEd, BTh, Cert CSS*	Teacher Aide - Learning Enhancement/Teacher
Mrs Fiona Kurnadi	*HCertFA*	Teacher Aide - The Arts
Mrs Sue McElroy		Teacher Aide - Pre-prep
Mrs Liane Mohr	*Cert III Education Support*	Teacher Aide - Learning Enhancement
Ms Gina Pertile	*BA, DipT(EC)*	Teacher Aide - Learning Enhancement
Mrs Charmaine Stevens	*BDes*	Teacher Aide - The Arts
Mrs Jo Wade	*HNatCertBus&Fin*	Teacher Aide - Technology
Library staff		
Mrs Leith Charlton	*BA, Dip Ed, Grad Dip (TL)*	Head of Information Services

Ms Stephanie Corcoran		Library Assistant - Audio Visual
Ms Sangeeta Harbinson	*BA(Hons), DipArch, DipIM, ARB, AALIA*	Library Technician
Mrs Donna Jackson		Assistant - Library/Teacher Aide
Laboratory staff		
Mr David Graham	*BSc(Hons)*	Laboratory Manager
Mrs Tina Henning	*BBltEnv*	Laboratory Assistant
Private Speech and Drama		
Ms Lynne Johnson	*MAppSc, BA, CertIVTrain&Ass, ASDA*	Private Speech & Drama
Mrs Maria Chamberlain	*BBusCom, ASDA*	Private Speech & Drama
Ms Maree Clancy	*ATCL, Cert IV Training & Assessment*	Private Speech & Drama
Mrs Maria Elisseos	*DipT, LTCL, ASDA, ATCL*	Private Speech & Drama
Activities		
Mr Jonathon Voller	*BScApp (HMSt/ExMan)*	Head of Rowing
Miss Amanda Sheaffe	*BLM(SMan)*	Activities Coordinator (Primary)
Mrs Delia Eastland	*MEdSt (G&C), BScApp(HMS-Ed)*	Associate Registrar /Activities Assistant
Mr Kevin Sargent		Transport Officer
Private Music Instructors		
Mr Antonio Bernal	*AVCMus, BMus, MMus*	Private Music Instructor
Ms Regina Brennan	*BA(Mus), GradDipEd*	Private Music Instructor
Ms Alison Brown	*BMus(Hons), MMus, AMus, DipMusPerf, GradCertMusPractice*	Private Music Instructor
Mr Evan Clements	*BA, BMus, DipEd*	Private Music Instructor
Mr Michael Gillespie	*AMusA (Jazz), GradDipEd, Examiner AMEB*	Private Music Instructor
Ms Samantha McDonell	*BMus (Hons), AdvDipMin*	Private Music Instructor
Mr Jonathan Ng	*LMusA (piano), AMusA (violin), AMusA (piano), BPharm*	Private Music Instructor
Mr Colin Noble	*BMus (Hons), MMus*	Private Music Instructor
Dr Camille Olin	*DMA, MM, BMus (Perf), GradDipEd, LMusA, AMusA*	Private Music Instructor
Ms Bianca Hickey	*BMus (Perf)*	Private Music Instructor
Ms Catherine Stirling	*MMus (harpsichord), ARCM (harpsichord),*	Private Music Instructor

	GradDip (harpsichord), BMus (piano), LMusA (piano Accompanying), AMusA (piano)	
Ms Eleanor Streatfeild	*AMusA, BMus, GradDip (Applied Linguistics)*	Private Music Instructor
Ms Chloe Williamson	*BMus (Hons), GradCertMusSt, MPhil (Music Performance)*	Private Music Instructor
Boarding staff		
Mrs Sandra Johnson		Pastoral Care Coordinator - Boarding
Mrs Leonie Betts	*BEd, GradDip (Comm Teach), GradDipEC, DipTeach (Prim)*	Boarding House Supervisor
Ms Judy Carfrae		Boarding House Supervisor
Miss Katrina Dekker	*BA,GradDipEd (Prim),GradCertCouns*	Boarding House Supervisor
Mrs Cheryl Harrison	*BA, BEdStud, DipHPE, CertTeaching*	Boarding House Supervisor
Mrs Linda High		Boarding House Supervisor
Ms Judy McDougall		Boarding House Supervisor
Miss Dominique Fitzgerald		Activities Coordinator - Boarding House
Miss Stephanie Arthur	*CertIVTESOL*	Boarding House Assistant
Miss Tess Cohen		Boarding House Assistant
Miss Cate Grotherr		Boarding House Assistant
Mrs Penny Palmer		Administration Assistant - Boarding
Ms Trish Porter		Administration Assistant - Boarding
Health Centre staff		
Miss Helene Pallot	*RN*	Health Centre Supervisor
Ms Mary-Jo Sutton	*RN*	Health Centre Nurse
Ms Rozina Daley	*RN*	Health Centre Nurse
Business and Finance staff		
Mrs Toni Williams	*BBus(Acc), BBus(InfoSys), CSA(Cert)*	Director of Business and Operations - SSA
Mr Matthew Clapham	*BCom*	Finance Manager - SSA
Mrs Claire Falkinder		Assistant to the Director of Business and Operations - SSA
Mr Dilruk Rajapakse	*BSc,CPA, CA(SL)*	Accountant
Mrs Lorraine Burns		Accounts Receivable / Fees Officer
Mrs Tmanna Dogra	*MCom, BCom, MPA*	Finance Officer

Ms Amanda Herring		Payroll Officer
Miss Wanda Meehan	*DipBus, DipTrngAssmnt*	Project and Compliance Officer
Human Resource Consultant		
Mrs Kate Curran	*BBus*	Human Resource Consultant
Marketing staff		
Mrs Lyn Rankin	*MMktgCmncs, AssDipBus*	Director of Marketing
Ms Pam Smiles	*BA(GraphDes), AssocDipGraphDes, FQCA*	Graphic Designer
Ms Courtney Phelps	*MComm, BJ, BA*	Marketing & Communications Assistant
Development and Community staff		
Mrs Helen O'Connor		Director of Development and Community
Mrs Jenelle Hobbs		Administrative Assistant - Development and Community
School Archivist		
Mrs Bronwyn Perry	*CertT, CertTL*	School Archivist
Registrar		
Ms Sharon Mahony		Registrar & Co-ordinator, Global Exchange Program
Mrs Delia Eastland	*MEdSt (G&C), BScApp(HMS-Ed)*	Associate Registrar /Activities Assistant
Mrs Melissa Tuffley		Administration Assistant - Enrolments
Information Technology staff		
Mr Dean Downes	*BBusMan(IT)*	Chief Information Officer SSA
Mr William Hickson	*BIT, MCP, MCTS*	IT Infrastructure Manager - SSA
Mr Steven Veltmeyer		Senior IT Customer Support Officer SSA
Ms Judy McManus		Senior IT Customer Support Officer SSA
Mr Jack Hudson		IT Customer Support Officer SSA
Mr Peter White		IT Customer Support Officer SSA
Mr Geoff Robinson		IT Customer Support Officer SSA
Mr Chris Matthews		System Administrator SSA
Mr Nathan Beveridge	*MEd, BEd(Prim), DipInfTech, CertIV InfTech, JP(Qual)*	ICT Training & Classroom Technologies Specialist SSA

School Support staff		
Ms Jennifer Eisentrager		Office Manager
Mrs Elizabeth Elks	*BBusAcc, CA*	Assistant - School Support
Mrs Norma Tucker		Assistant - School Support
Mrs Sharon Benson	*CertIVTrain&Assessment*	Assistant - School Support
Administration staff		
Mrs Jennifer Todd		Executive Assistant to the Principal
Mrs Dionn Bichel		Executive Assistant to the Deputy Principal
Mrs Lisa Gleeson		Assistant to the Dean of Academics
Mrs Janelle Benson-Lloyd		Academic Assistant
Miss Grace Davies		Receptionist
Mrs Lisa Beeney		Administration Assistant - Music
Mrs Elise Martin		Administration Assistant - Primary
Mrs Paige Fitzpatrick		Functions Coordinator/Administration Assistant - Primary
Facilities staff		
Ms Kathy Wone		Facilities Manager
Mr Andrew Cameron		Functions and Facilities Coordinator
Mr Vic Wagner		Facilities Assistant
Mr George Mogilski		Facilities Assistant
Mr Jack Dibella		Facilities Assistant
Ms Shirley Mill		Laundry/Cleaning Assistant
School Supplies staff		
Mrs Terisa Arnold		Coordinator - School Supplies Shop
Mrs Deborah Giffard		Assistant - School Supplies Shop
Mrs Bernice Munro		Assistant - School Supplies Shop
Mrs Sharon-Lee Sagar		Assistant - School Supplies Shop
On extended leave		

Ms Helen Lobegeiger	*BEd(PhysEd), DipFitness*	Head of Sport
Mrs Amanda Minotti	*BA, PGradDipEd*	Head of Faculty - Business and Technology
Mrs Andrea Dragona	*BAppSc(HMSc), BEd, BSc(Psych)*	Secondary Teacher

Please note: A hard copy of this document is available upon request.
Further information on the school and its policies are available from our Reception:

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NEXT STEP 2014
YEAR 12 DESTINATIONS
St Margaret's Anglican Girls School



Introduction

This page presents a summary of results of the annual *Next Step* survey for St Margaret's Anglican Girls School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2014 at www.education.qld.gov.au/nextstep.

Response rate for St Margaret's Anglican Girls School

Table 1 below reports the response rate for St Margaret's Anglican Girls School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended St Margaret's Anglican Girls School in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, St Margaret's Anglican Girls School 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
84	95	88.4

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2014, 77.4 per cent of young people who completed Year 12 at St Margaret's Anglican Girls School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (70.2 per cent). The combined VET study destinations accounted for 7.1 per cent of respondents, all of which were in campus-based VET programs, with 3.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

In addition to the above study destinations, a further 21.4 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

22.6 per cent did not enter post-school education or training, and were either employed (16.7 per cent), seeking work (4.8 per cent) or not in the labour force, education or training (1.2 per cent).

Figure 1: Main destination of Year 12 completers, St Margaret's Anglican Girls School 2014

