



St Margaret's



Appointment of the Principal of St Margaret's Anglican Girls School 2027

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Invitation

The St Margaret's Anglican Girls School seeks to appoint our next Principal who will commence in 2027.

Established by the Sisters of the Society of the Sacred Advent in 1895, St Margaret's has a long and proud tradition of educating generations of both day and boarding girls.

The school is consistently recognised for excellence, reflected in the prestigious awards it has earned. In 2025, the school was recognised by The Educator magazine as one of the nation's 5-Star Best Schools and an Employer of Choice. The staff at St Margaret's are highly qualified and committed to the learning and wellbeing of their students. The school is also a three-time winner of Boarding School of the Year (Australian Education Awards – 2019, 2020 and 2025).

As a leading girls' school for over 130 years, St Margaret's aspires to prepare confident, compassionate, capable women able to contribute in a global community. The school is well known for its holistic approach to education which reflects the philosophy of its founders, the Society of the Sacred Advent. Girls are encouraged to balance their pursuit of academic excellence with discovering their strengths and passions through extracurricular and other school activities.

I warmly invite you to consider in partnering with us to continue the impactful legacy of this leading institution as the next principal of St Margaret's Anglican Girls School.

Ms Lisa Worner

Chair, St Margaret's School Council



About the School

St Margaret's was founded in 1895 by an order of nuns – the Sisters of the Society of the Sacred Advent – who quickly realised that education held the key to a better future for young women. They established a day and boarding school for girls in Nundah, which would become known as St Margaret's Anglican Girls School. Since its inception, St Margaret's has educated generations of girls who have gone on to achieve in all areas of life and in all corners of the globe: girls who have been given the opportunity – in the words of the school motto – to 'fly upwards'.

Since 1910, St Margaret's has been situated high on a hill overlooking Brisbane City at its present site in Ascot in the city's northern suburbs. An independent day and boarding school, it caters for girls from Pre-Prep to Year 12 and boys in Pre-Prep.

Today, the school enjoys record high enrolments of approximately 1450 students, with around 500 primary students and 950 girls in the secondary school. St Margaret's has a long and proud boarding history and around 190 boarders from Years 5 to 12 are accommodated in the boarding house situated in the very heart of the campus.

St Margaret's is well known for its focus on academic excellence, quality learning and teaching, and its commitment to pastoral care, together with a holistic approach to the education of the whole child. Each child is known and nurtured on their learning and personal journey throughout their time at the school.

St Margaret's girls are engaged, enthusiastic and energetic in all they do. They embrace the many extracurricular opportunities available, which make for very vibrant sporting, music and performing and visual arts programs. Additional clubs and activities and service learning opportunities also allow girls to explore a range of interests.

St Margaret's is a local school with a global outlook, offering students a variety of international learning experiences through an extensive global exchange program in Year 10 and touring options.

The staff at St Margaret's are highly qualified and committed to the learning and the wellbeing of the students in their care. The school's six core values – Spirit, Inclusivity, Integrity, Courage, Respect and Passion – and the school's motto, *Per Volar Sunata (Born to Fly Upwards)*, inspires St Margaret's students to grow and achieve their personal best in all endeavours.

As a school of the Society of the Sacred Advent, worship and spiritual development stand at the centre of St Margaret's. In addition to weekly religious and values education classes (called On Being Human), students participate in regular prayer, reflection and formal worship. Age-appropriate liturgies are supported by regular chapel services and whole school celebrations of major Christian festivals occur throughout the year.



Mission, Vision and Values

Our Vision

St Margaret's vision is to always be an outstanding day and boarding school for girls.

Our Mission

In a supportive Christian environment, reflecting the philosophy 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 Values

The school's six core values are born from our Christian faith through our Anglican tradition - spirit, inclusivity, integrity, courage, respect and passion. These are embedded in every endeavour that the students undertake.

Spirit Inclusivity Integrity Courage Respect Passion

Our Commitment

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

Envisioned Future

By the end of 2030, St Margaret's will still be known as a leading day and boarding school encouraging aspiration and developing 'future ready' skills in its students. St Margaret's will continue to encourage academic excellence, provide a wide range of extra-curricular activities and offer inspirational and experiential opportunities for the students. St Margaret's students understand their civic responsibility and the school's wellbeing programs focus on developing the skills needed to manage the challenges and opportunities of post school life.

The St Margaret's Way

There's a way in which we strive to do things at St Margaret's: a way in which we seek to treat people throughout our community and a way in which we aim to serve others. Underpinned by our school values, St Margaret's has developed a document which expresses the St Margaret's Way, which is promoted throughout the community.



Structure and Governance

St Margaret's was originally founded and established by the Sisters of the Society of the Sacred Advent. Today, the school is governed by the SSA Trust and a School Council.

Directors of St Margaret's School Council

Ms Lisa Worner - Chair

The Rev'd Sr. Jan Crombie - Co-Deputy Chair

Mr Vincent Cosgrove - Co-Deputy Chair

Mr Roger Traves KC

Mr Callum Bothwell

Ms Claire Stitz

Mr Michael Crowe

Ms Maggie Wu

Ms Charmaine Twomey

Mr Chris Poynter

The St Margaret's School Council provides the school with vision, strategic guidance, resources and finance for operations and development. Most of this work occurs "behind the scenes" through council meetings and council committees. The support and guidance of members of the SSA Trust are invaluable. The substantial, broad-based skills of the School Council provide support and confidence in all decision-making processes.

Strategic Direction: Strategic Plan and Master Plan

In 2026, St Margaret's launched a new five-year strategic plan – Every Girl, Every Opportunity – to guide the school through to 2030. The plan outlines Five Key Pillars and corresponding goals and objectives.



Future Focused Learning

Implement evidence-based teaching practices and robust student support systems for all students PP to 12 to ensure optimal learning outcomes.



Enriching Student Experience

Provide a nurturing, inclusive, and empowering environment that develops academic growth, physical, spiritual and emotional wellbeing and future ready competencies.



Outstanding Staff

Attract, develop, and retain outstanding educators and support staff whose expertise and passion align with our vision, mission and values.



Strengthen Community and Culture

Deepen stakeholder engagement and cohesion among students, staff, parents, alumni, and the broader community.



Sustainable Strategic Growth

Sustain and grow St Margaret's position as a leading school through thoughtful governance and innovation.

The full Strategic Plan can be found [here](#).

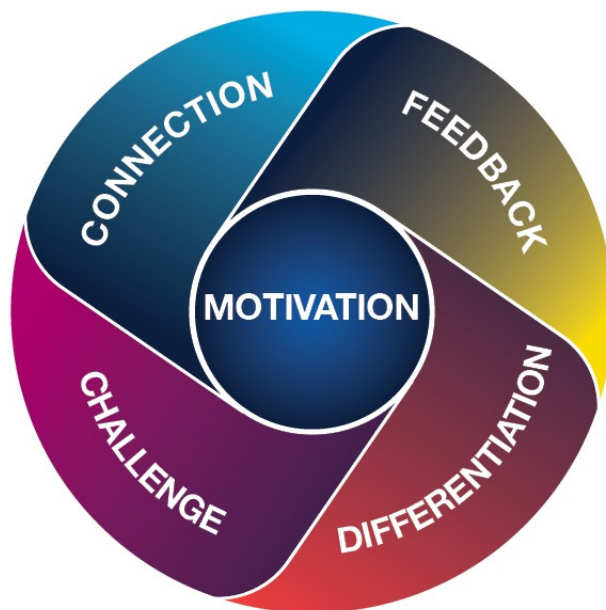
In 2025, St Margaret's unveiled its new Master Plan which can be found [here](#).

Learning at St Margaret's

Educators at St Margaret's are committed to enabling students to engage in quality learning in a culture of high expectation. We aim to develop our learners' capacities to transfer their understandings to new and unfamiliar contexts. Students are able to apply the concepts and skills explored and developed in classrooms to a range of diverse situations.

The factors we have 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 the learning environment, the learning process and the pedagogy that links the two. When these three dimensions are considered with a view to fostering high quality student and teacher engagement then deep learning is the outcome.

At St Margaret's we believe that the best learning environments are characterised by five key pillars: connection, differentiation, motivation, challenge and feedback. These five pillars form the foundation of pedagogical practice, inform curriculum development and shape the thinking that underpins educational leadership at the school. Together they create a framework that enables the provision of optimal learning experiences through thoughtful pedagogy and a systematic, transparent approach to deep and sustained learning.



Enriching the Student Experience: Sport, Music, Clubs and Activities

For 13 years, children attend formal school classes where they learn how to learn, learn a range of skills and build their knowledge to prepare for further study and to join the workforce and become contributing, productive members of society. Student wellbeing is at the heart of a St Margaret's education, which is focused on building a culture of participation and wellbeing.

In the most formative years, children are first and foremost learning about themselves, learning about life and discovering the way in which the world works. To do this, education must go beyond the formal curriculum and provide opportunities for children to undertake this most exciting of adventures. These opportunities must feed the mind, body and soul as we seek to educate the whole child and develop their artistic, cultural, athletic and spiritual dimensions to help them grow into the best versions of themselves.

At St Margaret's, staff work extremely hard to provide these opportunities. They coach and manage sporting teams, and coordinate clubs, activities and philanthropic endeavours, lending their considerable talents to grow and nurture the innate gifts and talents of the students. Participation in these activities is both community and confidence building and encourages the development of skills beyond the actual activity being undertaken. Being in a club or a team builds social skills; it builds responsibility and nurtures leadership skills. It promotes self-discipline and organisational ability – all skills that also enhance learning skills.

Sport

St Margaret's has a long proud history of participation in sporting competitions, with health and physical education long playing an important role in delivering the holistic education for which St Margaret's is so well known and regarded.

All students from Years 2 to 12 are encouraged to participate in a wide variety of sports across several competitions and associations throughout the year including: Andrews Cup; Queensland Girls Secondary Schools Sports Association (QGSSSA); Brisbane Schoolgirls' Rowing Association (BRSA); Water Polo Queensland (WQ); Downey Park Netball Association (DPNA); and Swimming Queensland (SQ).

Sports on offer at St Margaret's include: AFL, Athletics, Artistic Gymnastics, Badminton, Basketball, Cricket, Cross Country, Dance, eSports, Football, Hockey, Lifesaving, Netball, Club Netball, Rhythmic Gymnastics, Rowing, Strength and Conditioning, Swimming, Club Swimming, Tennis, Touch Football, Volleyball, Club Water Polo.



Music

Extra-curricular Music at St Margaret's offers students a broad range of opportunities through which they can experience music at a variety of levels.

All students at St Margaret's are encouraged to become involved in one of the many available Music Ensembles, particularly those who are learning a musical instrument.

There are 27 music ensembles that cater to a very broad range of musical levels and musical taste at St Margaret's.

Clubs and activities

St Margaret's has a variety of thriving clubs and activities that give students the opportunity to further develop their skills and strengths, find their true interests and passions, and expand their friendship groups.

Primary clubs and activities are held outside of school hours, either before or after school, and provide students the opportunity to further explore their interests in the arts or a range of sports and physical activities in addition to clubs that promote the development of their communication skills, their digital literacy and their critical and creative thinking. Clubs include: Writing, Debating, Public Speaking, Robotics, Minecraft, Garden, Chess, Strategy, Podcast and Homework clubs together with a variety of user paid clubs centred mainly around sport and physical activity.

Secondary clubs and activities cater for a wide range of interests and skills and include: Astronomy, AUSLAN, Chess, Debating, Duke of Edinburgh, Environment Committee, MAYO Arts Festival (biennial), Mooting, School Musical (biennial), Philanthropy Leaders, smART Club, Speech and Drama, Robotics Club, STEM Club, Student Representative Council and TOC H (community service club).

Boarding

For generations of rural and regional Australian families, St Margaret's has been the boarding school of choice. It is uniquely positioned as the only full-time boarding school for girls in Brisbane, meaning the school does not accept weekly boarders, a factor which has a significant impact on the unity and strength evident within the boarding house.

Integral to the St Margaret's community, around 20% of secondary students are boarders, directly influencing the school's character and one of the reasons many day school families choose St Margaret's. Boarders truly enrich school life, contributing to its spirit, curricular and extracurricular programs

Around 190 boarders live and learn at St Margaret's, hailing from regional and rural Queensland, New South Wales, the Northern Territory and overseas and each contributes to the wonderfully diverse school community. It is proudly one of Australia's largest Yalari schools educating Indigenous students, with all Yalari students boarding.

The school is recognised as a leading boarding school in Australia and beyond and is a three-time winner of Boarding School of the Year (Australian Education Awards – 2019, 2020 and 2025).



Our Community

St Margaret's is well known for its strong sense of community and parents are invited to strengthen their connection to our community through attending events, partnering in their daughter's learning journey, being involved in the various committees that support students and the school, and by keeping up to date through the various communication channels.

Three key bodies support the school: The St Margaret's P&F Association; the St Margaret's Foundation and the Old Girls' Association. All have a strong and positive relationship with the school and are very much aligned with the school's mission and strategic direction.

Connection to Sister School

St Margaret's has strong connections to its Sister School, St Aidan's, sharing staff who work across both campuses in finance, facilities and IT. Both schools are bound by the same educational philosophy.

Educational Philosophy of the Society of the Sacred Advent

SSA Schools share the vocation of Anglican Schools in Southern Queensland to provide "education driven by a vision of humanity shaped by the image of God made visible in Jesus, present in every human being". Within this vocation, the educational philosophy of SSA Schools is to nurture the individual within a caring community so that every student may live fully into their God-given vocation, have the opportunity to come to faith in Christ, be encouraged in their Christian journey, engender Christian values, encourage high academic endeavour and be of 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".

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.



The Role

Position Description:	Principal
Reports to:	School Council, through the School Council Chair
Reporting Relationships:	All members of the Senior Leadership Team, Director of Philanthropy and Stakeholder Engagement, Executive Assistant to the Principal
Key Liaison:	SSA Trust, Foundation, Old Girls' Association, P & F, Principal of St Aidan's Anglican Girls' School

School Ethos

St Margaret's Anglican Girls School, a school of the Society of the Sacred Advent Schools Pty Ltd, is a Pre-Prep to Year 12 Anglican day and boarding school committed to providing quality educational opportunities for girls. This extends to providing care for students who live away from home to pursue their education. The Principal, as the Chief Executive Officer of the School, must demonstrate the school ethos by:

- reflecting and nurturing the mission and vision of the School
- within the traditions of the Anglican Church in Queensland, demonstrating commitment to Christian leadership through vision, service and example
- maintaining high standards for personal and professional conduct, in accordance with the standards expected of a leader in the school community
- motivating and energising students and staff by fostering quality relationships
- leading by example to staff, students and parents through the fostering of quality relationships
- maintaining confidentiality and overt support for the School Council, the Trust and the Educational Philosophy of the Society of the Sacred Advent
- consistently demonstrating professional competence and remaining informed of educational, political, economic and social trends likely to affect the School
- consistently demonstrating commitment to the School's core values of spirit, inclusivity, integrity, courage, respect, passion and the St Margaret's Way.

Position Purpose

The Principal is responsible for the overall strategic leadership of the School with a clear vision for academic excellence and the holistic care of day and boarding students. In leading the school, the Principal demonstrates ultimate support for the educational philosophy of the Society of the Sacred Advent, and the School's mission, vision and values. With a focus on engaging with key stakeholders, the Principal instils a culture of continuous improvement and innovation. At all times, the Principal is a Christian leader who demonstrates a commitment to girls' education, the Anglican ethos and the St Margaret's Way.

Other Information

The Principal will:

- faithfully, honestly and diligently perform their duties as directed by the Trust and the School Council
- at all times comply with the School Council's policies and directions
- in discharging all their duties and responsibilities, the Principal will observe and carry out all reasonable and lawful directions given by the School Council
- in accordance with the School Mission, undertake appropriate personal professional development and training
- devote the whole of their time, attention and skills as may reasonably be necessary to the School and the performance of the key duties of the role
- maintain current registration with the Queensland College of Teachers and conduct themselves in a manner consistent with maintaining a current Registration under the Education (Teacher Registration) Act 1988 (Qld).

Key Responsibilities

Under the general direction of the School Council, the Principal is responsible for the proper conduct and management of the School, with particular reference to the following areas:

Administrative:

The Principal will be responsible for:

- managing the implementation of the School Council's policies and decisions
- managing the internal organisation of the School and its day-to-day affairs and operations
- the appointment, appraisal, professional development and performance management of academic and support staff
- providing, in accordance with the Anglican tradition, strong Christian leadership of the school community
- managing industrial relations and the implementation of Enterprise Agreements
- managing the enrolments, education, care, safety, welfare and discipline of students
- promoting and enhancing the standing and reputation of the School in the broader community
- managing strategies for change in the school community, approved by the School Council
- providing, updating and managing all school policies and ensuring legislative compliance
- maintaining the development of the School's innovative educational practice and endeavour to inculcate the educational vision and school mission within the school community
- developing measures to track and report on enrolments, academic performance, education programs and trends within education
- ensuring all statutory obligations of the school are met.

Financial:

The Principal will:

- ensure that the School is adequately resourced to carry out the School's educational programs within the framework of the School's strategies, annual budget and business plan
- oversee the refurbishment, development and construction of School buildings and facilities, in conjunction with the School Council and any sub committee of the School Council set up for that purpose
- together with the School's Director of Business and Operations, and with the support of the Audit and Finance Committee of the School Council, ensure a financially prudent school budget is prepared, for the approval of the School Council
- take steps that may reasonably be required to ensure that the School Council approved budget is followed and notify the School Council if any adverse budget issues arise
- manage an effective marketing structure designed to meet and maintain school enrolment targets
- drive a culture of continuous improvement to ensure efficiency in maximising resources and facilities.

School Community:

The Principal will:

- communicate effectively across all stakeholder groups including and not limited to the School Council, Foundation, staff, parents, the P & F Association, the Old Girls' Association, parent support groups, students and all other members of the school community
- attend, participate in and represent the School at appropriate meetings, ceremonies and committees, whether occurring at the School or elsewhere, and whether occurring during or after usual school hours
- maintain links with the Anglican Church (including any Church bodies or committees which have as their purpose the oversight or advancement of education in the Anglican faith, such as the Anglican Schools Commission) and professional bodies and groups
- uphold the professional reputation of both the day and boarding school in the broader educational community.

Supporting the School Council:

The Principal will:

- attend meetings of School Council as an ex-officio member
- be the recognised channel of communication between the School Council, its sub-bodies, and the school community
- take such steps as reasonably required to ensure they are, at all times, aware of all communications to and from the School Council
- report on the affairs of the School to the School Council, against the Strategic Plan, plus a particular focus on educational developments and other matters to which the School Council's attention should be drawn and any recommendations they believe are necessary in the School's interest
- report to School Council on the tracking of school enrolments to ensure a strategic focus on enrolments
- participate with the School Council in the development of and be responsible for the implementation of the School's strategic plan
- inform the School Council of all matters that might affect the management of the School, including potential legal claims, potential conflicts of interest and of unusual circumstances connected with the offering, renewal or termination of staff management contracts
- regularly meet with the Chair of School Council to review matters pertaining to the School.

St Margaret's Foundation Limited:

- Where requested by the School Council, the Principal will hold the position and perform the duties of Director of St Margaret's Foundation Limited, in accordance with the Foundation's Constitution.

Supporting the Vision of the Society of the Sacred Advent Schools:

- The Principal is required to cooperate with the Principal of St Aidan's Anglican Girls' School as far as practicable in matters that affect the mutual benefit of both schools.

Act professionally and lawfully by complying with all guidelines, policies and procedures as set out in legislation and policies and procedures**Child Safety and Wellbeing**

St Margaret's supports the rights of children and young people and is committed to the safety, welfare and wellbeing of students. It is expected the Principal will:

- remain informed of their responsibilities in relation to child safety, including but not limited to, completing all child safe and wellbeing training and keeping abreast of any changes in legislation
- follow all legislative requirements and school policies relating to child safety
- immediately report any suspicions of inappropriate, unlawful or unusual behaviour of students, colleagues or outsiders relevant to the School and its duty of care to protect students and staff from harm (self or other)
- support the Public Statement of Commitment for Child Safety in Anglican Schools, as detailed in this position description.

Workplace Health and Safety

The Principal must comply with Work Health and Safety Act 2011 and relevant school policies, ensuring safety of themselves, students, visitors, volunteers and fellow staff members. The Principal will promote a proactive safety culture across the school and ensure compliance, safety and effective management of risks and incidents.

Selection Criteria

Skills, Abilities and Personal Attributes

- Experienced and highly effective Senior Educational Leader, cognisant of the current and future trends in girls' education and their wellbeing.
- Sound knowledge of school governance, finances, legislative requirements and management of resources.
- A visionary and strategic thinker who can apply innovative solutions.
- Ability to foster a positive and collaborative work culture, promoting teamwork and mutual respect.
- Extensive experience with curriculum design, delivery, assessment and data-driven decision making.
- Exceptional leadership skills and the ability to quickly build trust with key stakeholders.
- Proven interpersonal qualities and skills necessary for close co-operation with the Trust, School Council, Foundation, members of staff, parents, students and other key stakeholders.
- Possess excellent written and verbal communication skills.
- Commitment to one's own continued self improvement through professional learning.
- Commitment to the Anglican Ethos of the School and willingness to commit to the educational philosophy the Society of the Sacred Advent.
- Willingness to take a significant lead in the School's liturgical life and to set a public example of the School's Mission, including a willingness to be licensed and act as a Liturgical Assistant in the Anglican Church.

Qualifications and Experience

- Be a registered teacher in Queensland (or eligible for registration).
- A masters degree in management and/or education (or currently studying at this level).
- Senior Leadership experience and effectiveness in a school environment.
- Previous experience in the successful delivery of curriculum related and student wellbeing initiatives in both a day and boarding school context.

St Margaret's supports the rights of children and young people and is committed to the physical, emotional, psychological and cultural safety, welfare and wellbeing of students and expect all staff and volunteers to share this commitment. All candidates are required to undergo a screening process prior to appointment and the successful candidate must comply with school policies and relevant legislation relating to Child Safety and Wellbeing.



PUBLIC STATEMENT OF COMMITMENT

Our Anglican schools, and education and care services are committed to promoting the safety, wellbeing and best interests of children, and preventing, detecting and responding to child harm.

Every child has the right to be safe and feel safe.

As Anglican child safe organisations, we commit to:

- Implementing the [10 Child Safe Standards and the Universal Principle](#).
- Operating by Gospel values, which emphasise service, inclusivity, integrity, character, dignity, compassion, and justice.
- Providing children with exceptional pastoral care.
- Providing care that is physically, emotionally, psychologically and culturally safe.
- Taking all reasonable steps to protect children from exposure to harm.
- Empowering children to participate in decisions that affect them.
- Educating children about who to approach if they feel unsafe or have concerns.
- Instructing our community members on how to respond to complaints, concerns, and breaches of our conduct expectations.
- Maintaining effective processes for responding to concerns of child harm.
- Listening and learning and seeking to improve.

Application Process

Applications for the role should include the following information:

1. CANDIDATE STATEMENT

A brief statement of application outlining what you feel you would bring to this role, what you would expect to accomplish and reflecting on your past experience in the context of the selection criteria.

2. CURRICULUM VITAE COVERING

- Full name, home address, confidential email address and mobile contact details
- Nationality and citizenship or confirmation of right to work in Australia
- Positions held, dates, scope of responsibilities and key achievements
- Details of education and qualifications
- Any other relevant information, such as involvement in professional and community activities.

3. REFEREES

Full contact details of three referees who may be contacted. Referees will be contacted only after prior consultation with you.

4. DATE OF COMMENCEMENT

Confirmation of when you would be available to start.

Please submit your application online via Davidson's advertisement.

For a confidential discussion about this role, please contact
Ashleigh Stewart, Associate Partner

(0408 856 689 / Ashleigh.stewart@davidsonwp.com) or

Kelly Lorentz, Senior Partner (0420 694 697 / Kelly.lorentz@davidsonwp.com)



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A School of the Society of the Sacred Advent

St Margaret's

