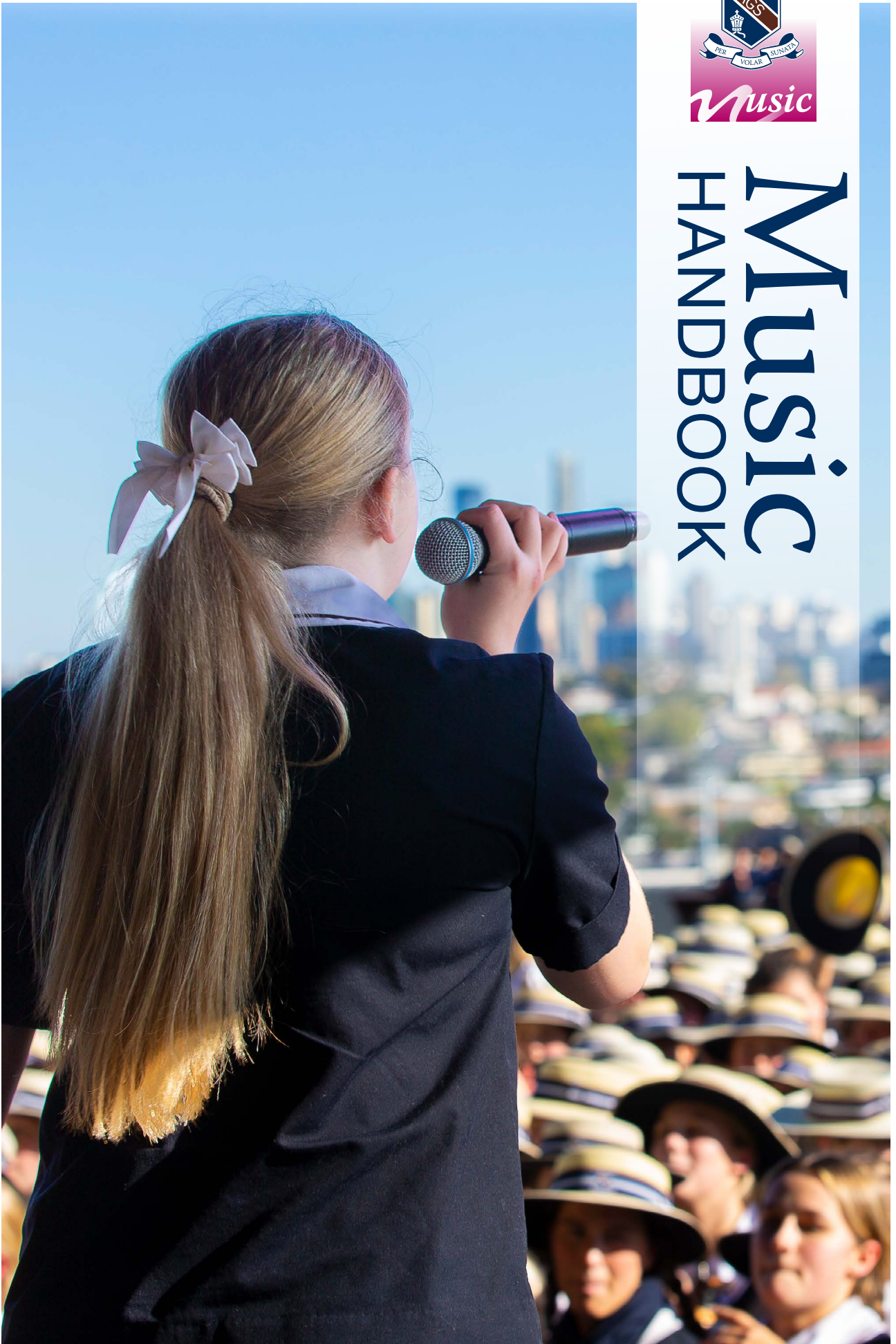


St Margaret's



# Music HANDBOOK



## Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate, capable women able to contribute in a global community.

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## Values Statement

Spirit	A St Margaret's girl will value and demonstrate an enthusiasm for the school, our faith tradition, and our environment. The St Margaret's spirit is in all students and is there for life. It is a thread that connects St Margaret's girls with each other.
Inclusivity	A St Margaret's girl knows that every single person reflects the image of God and deserves to be treated with dignity. She demonstrates inclusivity by acting with compassion and charity, celebrating the gifts of every individual.
Integrity	A St Margaret's girl is known for her ethical behaviour. She is honest and reliable and acts with integrity.
Courage	A St Margaret's girl has strength of character and confidence in doing what is right. She is a part of a long line of women of faith who have had 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 expresses gratitude for the gift of life. She has a positive outlook on life that drives the commitment and persistence necessary for learning and achievement.

St Margaret's School, a school of the Order of the Sisters of the Society of the Sacred Advent, is committed to providing quality educational opportunities for girls within the context of the Anglican Schools Ethos. This extends to providing care for students who live away from home to pursue their education.





## 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 extra-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 be 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.

For further information about the Music Department, please contact the Music Office on +61 7 3862 0705 or email: [music@stmargarets.qld.edu.au](mailto:music@stmargarets.qld.edu.au)

## Staff Members

<b>Head of Performance</b>	Brad King
<b>Music Department Assistant</b>	Georgia McLean
<b>Primary Music Teacher and Choral Coordinator</b>	Regina Brennan
<b>Piano, Music Theory, Violin, Viola and Strings Coordinator</b>	Jonny Ng
<b>Flute, Saxophone, Clarinet, Oboe and Band Coordinator</b>	Camille Syntageros
<b>Secondary Music Teachers</b>	Nicole Walker Monique Mendham
<b>Visiting Music Teachers/Conductors</b>	
Elena Katahanas	Upper Brass
Michael Gillespie	Guitar
Sofia Troncoso	Voice
Sean Mackenzie	Lower Brass
Colin Noble	Piano and Music Theory
Alys Rayner	Violin and Viola
Kathryn Bradbury	Voice
Catherine Stirling	Piano
Alex McPherson	Cello
Stephanie Taylor	Voice
Bernardo Alviz	Double Bass
David Watts	Percussion



# Private Music Tuition

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## Overview

As part of the Music Program at St Margaret's Anglican Girls School, visiting specialist music teachers offer their services to students from Year 1 – Year 12; however, lessons for Prep students may commence in Semester 2 (no lessons during Semester 1). Lessons are also not offered for Pre-Prep students. Practical music lessons are offered for the following instruments:

### Prep-Year 2 students

Violin, Viola, Cello, Double Bass, Piano and Voice.

### Years 3-12 students

The above instruments, plus Trumpet, Trombone, Euphonium, French Horn, Tuba, Baritone Horn, Flute, Oboe, Clarinet, Bassoon, Saxophone, Guitar - classical/contemporary, Bass Guitar and Percussion (including drum kit).

Music theory lessons are also available upon request.

In order to commence Private Music Tuition at St Margaret's, an *Application for Private Music Tuition* form must be completed via this link - <https://forms.office.com/r/Fpgyv4AKkW>. Upon receiving the application, the relevant music teacher will contact the student to arrange a lesson time. It is most important that parents carefully read the Terms and Conditions for Private Music Tuition and agree to them before enrolling their daughter for lessons.

## Terms and Conditions

Although the visiting music teachers are not direct School employees, the School has a number of expectations and conditions for the visiting music teachers, students engaging their services, and the parents of students involved in the Extra-curricular Music Program. These expectations and obligations include the following:

### Student

- Ensures they understand and make the commitment to learning an instrument and/or voice. This includes students planning and undertaking regular practice sessions between lessons.
- Demonstrates support for the School's Anglican ethos and core values at all times. This includes demonstrating respect and the expected standard of behaviour towards the visiting music teacher at all times.
- Acknowledges that unplanned absences from allocated lessons (in cases other than planned and scheduled School activities) will not be made up or rescheduled by the teacher unless 48 hours' notice of intended absence is given.
- Acknowledges their obligations and supports the Music Program conditions.

### Parents/Guardians

- Make a commitment to encourage and support their daughter in her music endeavours.
- Expect that their daughter will be provided with high quality specialist music tuition by the music teacher in return for payment of tuition fees.
- Acknowledge that they are responsible for providing four weeks' written notice during term time, to the music teacher if the student does not wish to continue lessons, or that they are required to provide payment in lieu of the period of notice less than four weeks to the music teacher.

- Acknowledge that lessons missed due to unplanned absence by their daughter, such as illness, will not be made up by the music teacher, but that the music teacher will make up any lessons missed due to illness of the teacher.
- Understand and acknowledge that the music teacher will be unable to continue lessons for the student if the term's fees are not paid in full by the end of the fourth week of the term or invoice due date.
- Acknowledge their obligations and confirm their support for the Music Program conditions by completing and signing the application form.

### Visiting music teacher

- Will provide quality musical tuition to students at regular weekly times negotiated between the student, parents and music teacher.
- May make a recommendation to a student and their parents/guardians that lessons be discontinued if, in their professional judgement, a student is not making reasonable progress.
- Will support the School's Anglican ethos and core values at all times.
- Will support and comply with the School policies on Child Protection and Workplace Health and Safety at all times.
- Will discuss any planned absences from lessons by the student (for reasons relating to scheduled School events) at the beginning of the term and negotiate a mutually agreeable rescheduled lesson with the student.
- Will make every reasonable effort to reschedule lessons when at least 48 hours notice of intended absence is provided by the student or the parents.

### Lessons

- Lessons are negotiated between the student and the music teacher at the beginning of each term.
- Lessons are scheduled weekly, with the duration of each lesson being dependent on the level of ability of the student. The average lesson time is 30 minutes.
- To be as effective and productive as possible, the student must bring their instrument and associated equipment to every lesson.

### Fees

- Fees are billed term (or Semester) in advance by the music teacher, unless otherwise advised.
- Fees must be paid in full by parents/guardians by the end of week four of the term.
- Fees are charged in accordance with the Queensland Music Teacher Association Guidelines. [www.qmta.org.au](http://www.qmta.org.au)
- In most cases, fees are to be paid directly to the music teacher, not to the School.

### Group Lessons

Group lessons are available; please contact the Music Department for lesson costs.

The maximum number of students in a group is three.

**Please note:** Group lessons can only occur when other students of a similar level have enrolled to participate. The alternative is individual private music lessons.



## Private Music Tuition

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### Cancellation of lessons

Parents are required to provide written notice on behalf of their daughter to the visiting music teacher if lessons are to be discontinued. The required notice period is four weeks during term time, or payment in lieu of the period of notice less than four weeks.

The purpose of this required notice period is based on the premise that visiting music teachers schedule their times for lessons at the beginning of a term based on student availability and numbers. Therefore, a visiting music teacher is unable to reasonably make significant changes to their teaching schedule once a term has commenced without losing income. The notice period of four weeks seeks to balance students' needs for some flexibility and the teacher's need for some degree of income protection.

### Missed lessons

From time to time, a student may be unable to attend a lesson due to scheduled school activities or a public holiday. Examples of a scheduled school activity include an interhouse or QGSSSA athletics carnival and St Margaret's Day. In these situations, the music teacher is advised by the Head of Performance and a lesson in lieu can be planned for. The music teacher and the students can negotiate a mutually agreeable time for a make-up lesson.

In the case of student illness or other unplanned absence, teachers will not be able to make up the missed lesson. This includes a student being absent on the day of their lesson due to sudden illness. However, if a teacher is absent due to illness, they will negotiate a time with students for a make-up lesson.

### Private Music Tuition Times

Students up to Year 10 may come out of class to attend their instrumental/voice lesson. However, students must not miss the same lesson twice in any five-week period.

Lesson times may be kept at the same time each week if the lesson occurs before or after school, during lunchtime or assembly. However, first priority for these times is given to Years 11 and 12 students as they are not permitted to attend lessons during scheduled class time. Lessons for these students must be given before or after school or during lunchtime or assembly.



# Music Ensembles

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.

Students may involve themselves in a number of ways. Some of these opportunities include:

- becoming involved in a music ensemble
- performing at school events and at outside community functions
- recording music
- performing in the school musical
- performing in eisteddfods and festivals
- participating in school music tours.

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.

Participating in an ensemble will enhance the learning process for the student and will also provide much enjoyment on a number of different levels (i.e. musical, social, personal etc.).

## Co-curricular Music Ensemble Overview

	String Ensembles	Band Ensembles	Choral Ensembles	Contemporary Ensembles
Core Ensembles	<b>Tutti Strings</b> (Beginner level)	<b>Chaseley Concert Band</b> (Beginner)	<b>Piccolo</b> (Prep-Year 1)	<b>Highly Strung</b> Primary School Rock Band
	▼	▼	▼	▼
	<b>Amati Strings</b> (Approx. AMEB Grade 1-2)	<b>Jackson Wind Ensemble</b> (Intermediate level)	<b>Serenata</b> (Years 2-3)	<b>Secondary Rock Bands</b>
	▼	▼	▼	
Elective Specialist Ensembles	<b>Stradivari Stings</b> (Approx. AMEB Grade 3-5)	<b>Sister Helen Wind Symphony</b> (Advanced level)	<b>Belle Voci</b> (Years 4-6)	
	▼		▼	
	<b>Chamber Strings</b> (Approx. AMEB Grade 6+) (Girls in Chamber Strings must also participate in Stradivari Strings)		<b>Encorah</b> (Years 7-12)	
	<b>Beath String Quartet</b> (Primary)	<b>Brass Ensemble</b>	<b>Chorale</b> (Years 5-6)	
		<b>Stage Band</b>		
	<b>Sculthorpe String Quartet</b> (Secondary)	<b>Flute Ensemble</b>	<b>Volare</b> (Years 7-8)	
		<b>Clarinet Ensemble</b>		
		<b>Saxophone Ensemble</b>	<b>Exultate</b> (Years 9-12)	
		<b>Elayne Jones Percussion Ensemble</b>		

## Elective Specialist Ensembles

To participate students must be a part of the core program

There are a wide variety of ensembles that cater to a very broad range of musical levels and musical taste.

Within the music ensembles there is the Core Program and the Elective Ensembles. Students must be involved in the Core Music Program if they wish to join a smaller elective ensemble. The Elective Ensembles are groups comprising of students who are in the Core Program and who show the interest and ability to work at a particularly high level.

An audition process is held during Term 4 each year (and the beginning of the new year for new students) to ascertain the performance level of students. This process enables music staff to place students in ensembles that meet their performance standard. Please see 'Audition requirements' for further details.

# Choral

## Core Program

Piccolo	
Repertoire:	A wide range of choral styles is performed
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Non-auditioned Prep - Year 1 students
Serenata	
Repertoire:	A wide range of choral styles is performed
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Non-auditioned Years 2 and 3 students
Belle Voci	
Repertoire:	A wide range of choral styles is performed
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Non-auditioned Years 4, 5 and 6 students
Encorah	
Repertoire:	A wide range of choral styles including popular music, music theatre, classical and folk music.
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals, Speech Night and other school/ community events
Uniform requirements	School middy
Entry requirements:	Non-auditioned Years 7– 12 students

## Primary Chorale

Repertoire:	A variety of choral repertoire: popular music, folk music and sacred music
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals, Speech Night and other school/community events.
Uniform requirements	School middy
Entry requirements:	Non-auditioned Years 5 and 6 Students in Primary Chorale must be a member of Belle Voci

## Elective Ensembles

### Volare

Repertoire	A variety of choral repertoire: popular music, folk music and sacred music
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals, Classics in the Cathedral, Speech Night and other school/community events.
Uniform Requirements:	Black performance uniform with black shoes (ballet flats)
Entry requirements:	Auditioned Years 7 and 8 students

### Exultate

Repertoire:	A wide range of choral styles including popular music, music theatre, classical and folk music. The repertoire for Exultate will be of a more advanced standard.
Performance Opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals, Classics in the Cathedral, Speech Night, Thanksgiving Service and other school/community events
Uniform Requirements:	Black performance uniform with black shoes (ballet flats)
Entry Requirements:	Auditioned Years 9, 10, 11 and 12 students





# Band

## Core Program

Chaseley Concert Band	
Repertoire:	A variety of traditional and contemporary band repertoire
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	By audition (see Auditions requirements)
Jackson Wind Ensemble	
Repertoire:	A broad range of styles is performed ranging from classics, jazz, musical excerpts and folk song arrangements
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	By audition (see Auditions requirements)
Sister Helen Wind Symphony	
Repertoire:	A variety of band repertoire: Art Music, popular music, Broadway arrangements and jazz
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals, Speech Night, Classics in the Cathedral
Uniform requirements	Black performance uniform with black shoes (ballet flats)
Entry requirements:	By audition (see Auditions requirements)

## Elective Ensembles

Stage Band	
Repertoire:	Predominantly jazz band compositions and arrangements
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and various school and public functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble

Brass Ensemble	
Repertoire:	Arrangements of classical and popular works
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and various school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble
Elayne Jones Percussion Ensemble	
Repertoire:	A range of percussion repertoire
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble
Clarinet Ensemble	
Repertoire:	Arrangements of classical and popular works
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble
Flute Ensemble	
Repertoire:	Art Music as well as popular music for flutes
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble
Saxophone Ensemble	
Repertoire:	Arrangements of classical and popular works
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of a core band ensemble



# Strings

## Core Program

### Tutti Strings

Repertoire:	Beginner strings music
Performance opportunities:	Soaring Upwards Festival and other school functions
Uniform requirements	School middy
Entry requirements:	For beginner students and students from Years 3 and 4 Strings Program undertaking private lessons

### Amati Strings Orchestra

Repertoire:	A variety of strings repertoire
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	By audition (please see Auditions requirements)

### Stradivari Strings

Repertoire:	A variety of strings repertoire, both classical and popular
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	School middy
Entry requirements:	By audition (please see Auditions requirements)

### Chamber Strings

Repertoire:	A variety of strings repertoire, both classical and popular, of a more challenging nature
Performance opportunities:	Classics in the Cathedral, Open Day, Soaring Upwards and MAYO Arts festivals and various music festivals and other school functions
Uniform requirements	Black performance uniform with black shoes (ballet flats)
Entry requirements:	By successful audition (AMEB Grade 6 and above). Students must be taking private lessons.

## Elective Ensembles

### Beath String Quartet

Repertoire:	Chamber Repertoire
Performance opportunities:	Soaring Upwards Festival, Chapel Services, Open Day and other school functions
Uniform requirements	School middy
Entry requirements:	Must be a member of Stradivari or Amati Strings and a Primary school student

### Sculthorpe String Quartet

Repertoire:	Standard Art Music Chamber repertoire
Performance opportunities:	A variety of school and community functions and concerts
Uniform requirements	Black performance uniform with black shoes (ballet flats)
Entry requirements:	Selection is at the discretion of the Ensemble Director (must be a member of Chamber Strings)





# Contemporary Music

Core Program	
Highly Strung – Primary Rock Band	
Repertoire:	Contemporary style popular music, both originals and covers
Performance opportunities:	Open Day, Soaring Upwards Festival and various school functions
Uniform requirements	School middy
Entry requirements:	By audition
Secondary Rock Bands	
Repertoire:	Contemporary style popular music, both originals and covers
Performance opportunities:	Open Day, Soaring Upwards and MAYO Arts festivals and other school functions
Uniform requirements	Smart blue jeans, sneakers and 'M Factor' polo shirt
Entry requirements:	By audition (vocalist, guitars, drums, keyboard)



# Ensemble Timetable

(These times may change dependent on conductor availability)

Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Before school	Before school	Before school	Before school
<b>Flute Ensemble</b> 7.15am - 8.15am (J102) Dr Syntageros	<b><u>Amati Strings</u></b> 7.15am - 8.15am (SHOR) Mr Ng	<b><u>Chaseley Concert Band</u></b> 7.15am - 8.15am (SHOR) Dr Syntageros	<b><u>Jackson Wind Ensemble</u></b> 7.15am - 8.15am (SHOR) Dr Syntageros	<b>Clarinet Ensemble</b> 7.15am - 8.15am (J101) Dr Syntageros
<b>Brass Ensemble</b> 7.15am - 8.15am (J101) Mr Mackenzie	<b>Saxophone Ensemble</b> 7.15am - 8.15am (J101) Dr Syntageros	<b>Stage Band</b> 7.15am - 8.15am (J101) Mr Mackenzie	<b>Beath String Quartet</b> 7.45am – 8:15am (J004) Ms Rayner	<b>Piccolo*</b> <b>Semester 2 only</b> 7.45am - 8.15am (Primary Music Room) Ms Brennan
<b><u>Chamber Strings</u></b> <b>sectional</b> 7.15am - 8.15am (SHOR) Mr Ng	<b><u>Tutti Strings</u></b> 7.30am - 8.15am (Primary Music Room) Ms Rayner			
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
	<b><u>Serenata</u></b> 1.15pm - 1.45pm (Primary Music Room) Ms Brennan		<b><u>Belle Voci</u></b> 1.15pm - 1.45pm (Primary Music Room) Ms Brennan	
After school	After school	After school	After school	After school
<b>Monday Rock Band</b> 3.30pm - 4.30pm (J002/J003) Mr Gillespie	<b><u>Stradivari Strings</u></b> 3.30pm - 4.30pm (SHOR) Mr Ng	<b><u>Sister Helen Wind</u></b> <b><u>Symphony</u></b> 3.30pm - 5.00pm (SHOR) Dr Syntageros	<b><u>Encorah*</u></b> <b>Starting in Term 2 2023</b> <b>due to school musical</b> <b>rehearsals</b> 3.30pm - 4.30pm (ACF) Ms Taylor	
<b>Elayne Jones</b> <b>Percussion Ensemble</b> 3.30pm - 4.30pm (SHOR) Mr Watts	<b><u>Chamber Strings</u></b> 4.30pm - 5.30pm (SHOR) Mr Ng	<b>Highly Strung</b> 3.30pm - 4.15pm (J002/J003) Mr Gillespie	<b>Volare</b> 4.30pm - 5.00pm (ACF) Ms Taylor	
<b>Sculthorpe String</b> <b>Quartet</b> 3.30pm - 4.30pm (Primary Music Room) Mr Ng	<b>Primary Chorale</b> 3.30pm - 4.30pm (Primary Music Room) Ms Brennan		<b>Exultate</b> 4.30pm - 5.30pm (SHOR) Ms Brennan	
	<b>Tuesday Rock Band</b> 3.30pm - 4.30pm (J002/J003) Mr Gillespie			

ENSEMBLES UNDERLINED ARE CORE ENSEMBLES. Students must be a member of a core ensemble to be eligible for involvement in smaller specialist ensembles (with the exception of Secondary rock bands).

SHOR = Sister Helen Orchestra Room; J = Jackson Building; ACF = Arts Centre Foyer



## Performance uniforms

All students in Chamber Strings, Sister Helen Wind Symphony and Exultate are required to wear a performance uniform which can be purchased through the School Supplies Shop. The uniform consists of black pants and a black jersey knit top with a white diagonal stripe across the neckline. **Rock Band** members wear the M-Factor polo shirt with blue jeans and sneakers. For further details in regards to uniform, please consult the staff in the School Supplies Shop.

## Attendance policy

If a student signs up to join an ensemble, they are making a commitment to attend every rehearsal and performance. To allow for growth and improvement within the music ensembles there must be consistency of attendance. If a student is unable to attend a rehearsal due to sickness, then a note must be supplied to the ensemble conductor in order to properly maintain rolls. This may be provided in the form of a signed note or email (parents/guardians are asked not to schedule appointments for students during allocated rehearsal times). If a student misses two rehearsals for which no explanation from a parent/guardian is provided, then the student will be asked to reconsider their involvement in the ensemble and a letter will be sent home to parents informing them of this situation. Rolls are called at every rehearsal by conductors and are kept on the school file. These rolls are used at the end of each school year when decisions are made in regards to awards, prizes, pockets and the appointment of school leaders for the following year.

## Hiring musical instruments

St Margaret's owns a number of instruments that are available for hire, dependent on availability. Instruments are provided to students at a cost of \$60 a term. A *Music Instrument Hire* form must be completed via this link - <https://forms.office.com/r/rppP7VTZiH> before the instrument can be taken home. Preference is given to students who are, or will be, taking lessons on the instrument through the Music Program.

Should a student encounter a problem with their instrument, please return it immediately to the Music Department so arrangements can be made for the repair of the instrument. Do not attempt to repair an instrument yourself.

If a school instrument is not available, there are a number of music instrument retailers in Brisbane that may be able to provide an appropriate instrument. Please speak to your instrumental teacher who may be able to assist in the selection of an instrument.

Instruments that have been hired during the year must be returned to the Music Department in the second last week of Term 4 to allow for a full instrument audit, including general maintenance. For further information about instrument hire please contact:

**The Music Department Assistant on +61 7 3862 0705 or email: [music@stmargarets.qld.edu.au](mailto:music@stmargarets.qld.edu.au)**

## Music Support Group

The Music Support Group consists of a group of dedicated parents who seek to support the Extra-curricular Music Program in a variety of ways. The group conducts fundraising activities throughout the year and helps to support and organise a variety of events. All parents are invited to join this group to help maintain the program and promote future growth. Meeting times for the Music Support Group are advertised in the St Margaret's eNews and on the POD.



# Secondary Music Awards

## Prizes awarded at Speech Night

PRIZE	CRITERIA
<b>Sister Helen Memorial Prize for Music</b>	This award is given to a Year 12 Music student for outstanding contribution to the Music Department over a period of years. This student will have been an excellent St Margaret's Anglican Girls School representative and also be musically talented.
<b>Special Award: Cultural Excellence Award</b>	Awarded to an individual from Years 7-12 who has demonstrated outstanding achievement in a cultural pursuit during the year. It would be expected that this individual has demonstrated the highest level of skill in their chosen field and a willingness to contribute selflessly to the cultural life of the School.

## Prizes awarded at Year 12 Graduation and Special Awards Ceremony

PRIZE	CRITERIA
<b>Nora Baird Bursary for Music</b>	This prize is offered to a student who is studying piano through the private tuition program at St Margaret's Anglican Girls School. The awardee must show significant potential and ability in piano performance.
<b>The Music Support Group Award for Exceptional Effort</b>	The student must be in a minimum of three music ensembles and have involvement across multiple co-curricular music areas (e.g. Choral and String involvement): <ul style="list-style-type: none"> <li>• show exceptional commitment through full attendance at rehearsals</li> <li>• consistently practice set parts required for the ensemble demonstrating marked improvement</li> <li>• exhibit an outstanding attitude and always respond positively to the conductor's instructions</li> </ul>

## Prizes awarded at Music Dinner

PRIZE	CRITERIA
<b>Band</b>	Student in Years 7-11 involved in the Band Program who has shown outstanding level of improvement throughout the year, through consistent practice and attendance at lessons/rehearsals.
Most Improved	
Outstanding Commitment	Student in Years 7-11 who has shown outstanding commitment to the Band Program through attendance at rehearsals and performances.
Rising Star	Student in Years 7-11 involved in the Band Program who shows outstanding potential through consistent improvement and positive response/attention to teacher/conductor instructions.
<b>Strings</b>	Student in Years 7-11 involved in the Strings Program who has shown outstanding level of improvement throughout the year, through consistent practice and attendance at lessons/rehearsals.
Most Improved	
Outstanding Commitment	Student in Years 7-11 who has shown outstanding commitment to the Strings Program through attendance at rehearsals and performances.
Rising Star	Student in Years 7-11 involved in the Strings Program who shows outstanding potential through consistent improvement and positive response/attention to teacher/conductor instructions.
<b>Choral</b>	Student in Years 7-11 involved in the Choral Program who has shown outstanding level of improvement throughout the year, through consistent practice and attendance at lessons/rehearsals.
Most Improved	
Outstanding Commitment	Student in Years 7-11 who has shown outstanding commitment to the Choral Program through attendance at rehearsals and performances.
Rising Star	Student in Years 7-11 involved in the Choral Program who shows outstanding potential through consistent improvement and positive response/attention to teacher/conductor instructions.
<b>The Friends of Music Perpetual Trophies for Outstanding Achievement in Brass, Choral, Percussion, Strings, Woodwind</b>	This is awarded to students who show outstanding contribution to school music through: <ul style="list-style-type: none"> <li>• attendance at and contribution to rehearsal and performance (Minimum involvement in 2 ensembles)</li> <li>• attitude</li> <li>• significant raising of performance level</li> <li>• contribution to non-performance activities within the Music Department i.e. Committee work, assisting others less capable than themselves</li> <li>• fostering the general cultural ethos</li> <li>• being an excellent ambassador for the St Margaret's Music Program</li> </ul>





# Primary Music Awards

## Prizes awarded at Speech Night

PRIZE	CRITERIA
<b>Outstanding Contribution to Music</b>	<p>Is awarded to a Year 6 student who has been involved in the extra-curricular music program for at least two years. They have attained a high level commitment and achievement in two of the three areas of extra-curricular music. (i.e. Choral, Band and Strings). Criteria for Award:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence, once per term from observations by other staff members, including the music staff</li> <li>• Technical skills tested – warm ups, exercises etc. – once per term</li> <li>• Confidence in performing – eye contact, animation, competence</li> <li>• Attendance at rehearsals and performances</li> <li>• Attitude – punctuality, preparedness to help</li> </ul>
<b>Excellence in Music Award</b>	<p>Is awarded to a student from Years 5 - 6 who has been involved in the extra-curricular music program for at least one year. They display excellence on their instrument of choice and has achieved a high standard in their external music exams (at least Grade 4 Music) or equivalent performance standard. Criteria for Award:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence, once per term from observations by other staff members, including the music staff</li> <li>• Technical skills tested – warm ups, exercises etc. – once per term</li> <li>• Confidence in performing – eye contact, animation, competence</li> <li>• External exam results or equivalent performance standard will be taken into account. AMEB Exam (at least Grad 4 Music) AMEB for leisure Trinity College Or standard equivalent to above listed exams</li> </ul>

## Prizes awarded at Special Awards Ceremony

PRIZE	CRITERIA
<b>Music Support Group Award for Commitment and Effort</b>	<p>Is awarded to a Year 6 student who has a high level of participation in the Music Program, and has displayed commitment and effort in all areas of the program.</p> <ul style="list-style-type: none"> <li>• Shows exceptional commitment through full attendance at rehearsals</li> <li>• Consistently practice set parts required for the ensemble demonstrating marked improvement</li> <li>• Exhibit an outstanding attitude and always respond positively to the conductor's instructions</li> </ul>

PRIZE	CRITERIA
<b>Senior Choral Award</b>	<p>Is awarded to a Year 6 student who has participated in the Choral Program for at least two years. They have attained a high level commitment and achieved highly in the Choral Program. Criteria for Award:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence, once per term from observations by other staff members, including the music staff</li> <li>• Technical skills tested – warm ups, exercises etc. – once per term</li> <li>• Confidence in performing – eye contact, animation, competence</li> <li>• Attendance at rehearsals and performances</li> <li>• Attitude – punctuality, preparedness to help</li> </ul>
<b>Intermediate Choral Award</b>	<p>Is awarded to a Year 5 student who has participated in the Choral Program for at least two years. They have attained a high level commitment and achieved highly in the Choral Program.</p>
<b>Senior Band Award</b>	<p>Is awarded to a Year 6 student who has participated in the Band Program for at least two years. They have attained a high level commitment and achieved highly in the Band Program. Criteria for Award:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence, once per term from observations by other staff members, including the music staff</li> <li>• Technical skills tested – warm ups, exercises etc. – once per term</li> <li>• Confidence in performing – eye contact, animation, competence</li> <li>• Attendance at rehearsals and performances</li> <li>• Attitude – punctuality, preparedness to help</li> </ul>
<b>Intermediate Band Award</b>	<p>Is awarded to a Year 5 student who has participated in the Band Program for at least 1 year. They have attained a high level commitment and achieved highly in the Band Program.</p>
<b>Senior Strings Award</b>	<p>Is awarded to a Year 6 student who has participated in the String Program for at least two years. They have attained a high level commitment and achieved highly in the String Program. Criteria for Award:</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence, once per term from observations by other staff members, including the music staff</li> <li>• Technical skills tested – warm ups, exercises etc. – once per term</li> <li>• Confidence in performing – eye contact, animation, competence</li> <li>• Attendance at rehearsals and performances</li> <li>• Attitude – punctuality, preparedness to help</li> </ul>
<b>Intermediate Strings Award</b>	<p>Is awarded to a Year 5 student who has participated in the String Program for at least two years. They have attained a high level commitment and achieved highly in the String Program.</p>

# Pocket Policy

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## Overview

The awarding of Pockets at St Margaret's acknowledges two components: Achievement and Participation.

Pockets will be awarded to students to denote excellence in an activity when representing St Margaret's and/or in recognition of extended participation in a school activity. Excellence in an activity is recognised through Full and Half Pockets. Students may also be recognised for elite levels of representation in an activity through State and National Representation Pockets. Extended participation in an activity is recognised through Gold Service Pockets.

St Margaret's awards Pockets in the following six areas:

- *Academic*
- *Leadership*
- *Service*
- *Sport*
- *Music*
- *Cultural*

All awards of Pockets are indicative of outstanding representation and consistent commitment to an activity and are subject to the following guidelines:

- Regular, punctual attendance at practice/training/rehearsal sessions. Legitimate reasons for absence will be considered and must be submitted in writing to the teacher in charge prior to the event or, in the case of illness or injury, as soon as possible.
- A clearly displayed sense of appropriate behaviour and leadership.
- A clearly displayed attitude of cooperation with the staff member in charge of an activity and with other team/group members.
- All performance or competition commitments met (unless due to illness/injury).
- Maximum effort to improve performance in this activity.

All nominations for the award of Pockets should be made by the Coordinator of the activity, in close consultation with the coaching/tutoring staff. Nominations should be set out in full, in writing (hard copy or electronic), containing all relevant details of the activity. The nominations should be signed by the Coordinator of the activity and submitted within 3 weeks of the completion of a competition or inter/intra school activity. Year long activities should be submitted by Week 2 of Term 4.

Nominations are sent directly to the Coordinator of the activity for cross checking of the list and then forward to the Deputy Principal. These are then discussed and the final recommendations are made to the Principal for approval. All Pocket awards are at the ultimate discretion of the Principal.

Pockets of achievement in extra-curricular activities:  
Full, Half, State Representative, National Representative.

Pockets of achievement are awarded in recognition of outstanding ability within a particular activity.

## Full Pockets And Half Pockets

Full Pockets and Half Pockets are awarded to students in Years 7-12 who have fulfilled the criteria of the individual activity (as outlined in this Policy), and made a meaningful contribution to the group's achievement. To be awarded a Full or Half Pocket, students must have attended all compulsory training/rehearsal sessions and all competitions/performances (unless excused due to illness or other school commitments).

## State Representation Pockets

State Representation Pockets are awarded to students who have participated in the specific activity for the School and are selected in a Queensland team or individual event competing at State level through School Sport pathways. At the discretion of the Principal, State Representative Pockets may also be awarded to students who participate in other activities at a State level e.g. Queensland Youth Symphony.

*State Representation Pockets are maroon in colour and are placed underneath the St Margaret's logo on the left side of the blazer – Cricket State Rep*

## National Representation Pockets

National Representation Pockets are awarded to students who have participated in the specific activity for the School and are selected in a National team or individual event competing at an International level through School Sport pathways. At the discretion of the Principal, National Representative Pockets may also be awarded to students who participate in other activities at a National level e.g. Australian Youth Orchestra.

*National Representation Pockets are green in colour and are placed underneath the St Margaret's logo on the left side of the blazer – Cricket National Rep*

## SERVICE POCKETS

Service Pockets are awarded in recognition of participation and commitment within a particular school activity.

## Gold Service Pocket

To receive a Gold Service Pocket, students must have committed to the activity for five years (or designated training/competition season over five years), participated with full attendance, demonstrated a positive attitude and made a constructive contribution to the activity.

*Gold Service Pockets are gold in colour and placed underneath the St Margaret's logo on the left side of the blazer - Service to Bands*



## CHORAL

### Full Pocket

Students must be a member of the highest-level Choral ensemble (Exultate) and demonstrate a minimum performance level of Grade 7 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of the highest-level Choral ensemble (Exultate) and demonstrate a minimum performance level of Grade 5 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

## STRINGS

### Full Pocket

Students must be a member of the highest-level core Strings ensemble (Chamber Strings) and demonstrate a minimum performance level of Grade 7 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of the highest-level core Strings ensemble (Chamber Strings) and demonstrate a minimum performance level of Grade 5 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

## BAND

### Full Pocket

Students must be a member of the highest-level core Band ensemble (Sister Helen Wind Symphony) and demonstrate a minimum performance level of Grade 7 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of the highest-level core Band ensemble (Sister Helen Wind Symphony) and demonstrate a minimum performance level of Grade 5 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

## CHAMBER ENSEMBLES

### Full Pocket

Students must be a member of one of the School's core music ensembles (Chamber Strings, Sister Helen Wind Symphony), and in addition have participated in a Chamber Music Ensemble (e.g. String Quartet, Saxophone/Clarinet/Flute/Percussion Ensembles) for a full school year. Students must demonstrate a minimum performance standard of Grade 7 AMEB or equivalent, and have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of one of the School's core music ensembles (Chamber Strings, Sister Helen Wind Symphony), and in addition have participated in a Chamber Music Ensemble (e.g. String Quartet, Saxophone/Clarinet/Flute/Percussion Ensembles) for a full school year. Students must demonstrate a minimum performance standard of Grade 5 AMEB or equivalent, and have maintained full attendance at rehearsals and performances.

## ROCK BAND

### Full Pocket

Students must be a member of a Senior Rock Band ensemble and demonstrate a minimum performance level of Rockschoool Grade 7. Students must have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of a Senior Rock Band ensemble and demonstrate a minimum performance level of Rockschoool Grade 5. Students must have maintained full attendance at rehearsals and performances.

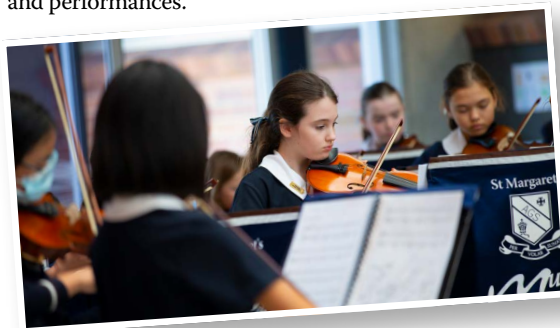
## JAZZ ENSEMBLE

### Full Pocket

Students must be a member of the highest-level core Band ensemble (Sister Helen Wind Symphony) and demonstrate a minimum performance level of Grade 7 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.

### Half Pocket

Students must be a member of the highest-level core Band ensemble (Sister Helen Wind Symphony) and demonstrate a minimum performance level of Grade 5 AMEB or equivalent. Students must have maintained full attendance at rehearsals and performances.



## MUSICAL

### Full Pocket

**CAST:** Students must have played a lead/major role in the Musical. The student will have attended all rehearsals and participated fully in rehearsals and performances.

**Orchestra:** Students must have a minimum performance of Grade 7 AMEB or equivalent. The student will have attended all rehearsals and participated fully in rehearsals and performances.

**Crew:** The Back Stage Crew Members of the Musical can be recognised through the Service Pocket Criteria.

### Half Pocket

**CAST:** Students must have played a supporting lead role in the Musical. The student will have attended all rehearsals and participated fully in rehearsals and performances.

**Orchestra:** Students must have a minimum performance of Grade 5 AMEB or equivalent. The student will have attended all rehearsals and participated fully in rehearsals and performances.

**Crew:** The Back Stage Crew Members of the Musical can be recognised through the Service Pocket Criteria.







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*A School of the Society of the Sacred Advent*

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