St Margaret’s

Admissions

2019 INFORMATION

A local school with a global outlook
Preparing confident, compassionate, capable women able to contribute in a global community
Welcome to St Margaret’s and thank you for considering our school for your daughter.

For 124 years St Margaret’s has been a leader in providing quality education for young women and girls. At the heart of our school you will find the values and wisdom of our founders, the Sisters of the Society of the Sacred Advent, who established St Margaret’s in 1895. The Sisters undertook to empower young women and prepare them not only for tertiary admission, but most importantly to live a life imbued with good and generous character. These threads of our founders have been woven into the tapestry of the school throughout its history.

St Margaret’s combines a steadfast affection for this wonderful tradition and its legacy with a commitment to future-focused innovation across all teaching and learning areas and life-long scholarship.

Today our mission is to prepare capable, compassionate, confident young women, who are able to contribute significantly to a global society.

We are a local school with a global outlook, committed to preparing students to be globally ready. There are many opportunities for students to be exposed to global experiences and thinking such as the school’s Global Exchange Program which offers Year 10 students the chance to study abroad.

When your daughter attends St Margaret’s, she will experience a broad, balanced and flexible curriculum in state of the art facilities, within a warm and nurturing environment.

The school has a strong academic record, providing extensive and personalised support, including a tailored program for high achieving scholars, athletes and performers, called The Flyers Program. All students are inspired to participate in life beyond the classroom through our comprehensive sport, music and arts programs.

St Margaret’s has a proud boarding history. Generations of women from across Queensland and the world have walked through the doors of our boarding house and into the care of our committed and specialist boarding staff. St Margaret’s boarders are integral to our school community and bring diversity, energy and another level of experience to all our girls.

The active and friendly parent body along with experienced and dedicated staff contribute to St Margaret’s warm and welcoming community.

We would love to show you our school. Please contact our Admissions team on +61 7 3862 0777 to arrange a personal tour on any working day, or if you have any questions. We hold an Open Day and Open Morning each year and I encourage you to also join us on those occasions.

I commend our school to you and invite you to consider how a St Margaret’s education will offer your daughter both a personalised learning journey and a gateway to the world.

We look forward to seeing you.

Ros Curtis
BA(Hons), DipEd, MLitSt,MEd(Leadership and Management),ASDA, FACE, FACEI, FIML, GAICO
Our Vision
To always be an outstanding day and boarding school for girls

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

Our Motto
*Per Volar Sunata* (Born to Fly Upwards)
Our Values

Our six core values:

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

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

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

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

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

Passion
A St Margaret’s girl has a positive outlook on life. She understands that commitment and persistence are necessary for learning and achievement.
**St Margaret’s Snapshot**

<table>
<thead>
<tr>
<th>School established</th>
<th>1895</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Levels</td>
<td>Pre-Prep to Year 12 (girls); Pre-Prep and Prep (boys)</td>
</tr>
<tr>
<td>Total number of students</td>
<td>Approximately 1000</td>
</tr>
<tr>
<td>Number of primary students</td>
<td>320</td>
</tr>
<tr>
<td>Number of secondary students</td>
<td>680</td>
</tr>
<tr>
<td>Number of boarders</td>
<td>170 Our boarders hail from regional and rural areas of Queensland, Northern NSW, Northern Territory and overseas, as well as Brisbane</td>
</tr>
<tr>
<td>Number of international students</td>
<td>Approximately 50 Our international students hail from China, Japan, Korea, Singapore, Vanuatu, Papua New Guinea and Hong Kong</td>
</tr>
<tr>
<td>Technology</td>
<td>All students at St Margaret’s are supplied with devices</td>
</tr>
<tr>
<td>Sports</td>
<td>18 in secondary, 8 in primary</td>
</tr>
<tr>
<td>Music ensembles</td>
<td>24</td>
</tr>
<tr>
<td>Clubs and activities</td>
<td>Approximately 13, including a Robotics Club and Drone Academy</td>
</tr>
<tr>
<td>STEM programs</td>
<td>STEM Extension subject in Years 9 and 10</td>
</tr>
<tr>
<td>Academic results</td>
<td>In 2018 and 2017, ranked in top 20 in Queensland for NAPLAN results across Years 3, 5, 7 and 9. In 2018, 98.63% of OP eligible students received an OP 1-15</td>
</tr>
<tr>
<td>St Margaret’s alumni</td>
<td>St Margaret’s graduates pursue diverse pathways with notable past students including Olympians Bronte Barratt OAM, Sally Kehoe and Maddie Edmunds, fashion designer Keri Craig-Lee OAM, former Family Court of Australia judge and current barrister Michelle May AM QC, internationally renowned artist cj Hendry and performing artist Geraldine Turner OAM</td>
</tr>
<tr>
<td>Global experiences</td>
<td>Year 10 students have the opportunity to participate in our signature Global Exchange Program studying at one of 10 schools in seven countries. Other international touring opportunities are offered throughout the year for students in both the primary and secondary schools</td>
</tr>
<tr>
<td>Outdoor education</td>
<td>Students participate in camps from Years 3 to 10</td>
</tr>
<tr>
<td>Learning enhancement</td>
<td>Award winning Academic Advising Program Supervised Study Sessions English as an Additional Language The Flyers Program Learning Support</td>
</tr>
</tbody>
</table>
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.

We are a living faith community, welcoming many groups from within and beyond the school. The school chapel stands as a constant reminder of the Christian faith which is at the core of St Margaret’s philosophy.

Our chaplain is responsible for worship, which is set within the Anglican tradition and in conjunction with the history and the presence of the Sisters of the Society of the Sacred Advent.

Within the school day, there are regular year level and House services in the secondary school. Primary girls (Prep to Year 6) fill the chapel with much life and light each week. An invitation is extended for all, both in the primary and secondary schools, to attend family year level services of Holy Communion. Students play a very active role in all school liturgies, some filling the roles of sacristans (Year 12) and chapel assistants (Year 6).

Religious and Values Education lessons are an integral part of the curriculum throughout the school. Students are encouraged to contribute to informal discussion, question and answer sessions and debates on moral issues. Girls in Years 4 to 6 form a Eucharistic community in the primary school, whilst secondary girls have the opportunity to worship through year level Eucharists, where the theme of the liturgy itself is generated to reflect the learning in Religious and Values Education lessons and the Pastoral Care Program.

There are opportunities for spiritual journeying. The Year 4 curriculum includes a unit which prepares students for Admission to Holy Communion. Girls from Years 4 to 12 who wish to be admitted to Holy Communion take part in a special evening service in Term 1. The prerequisite for Holy Communion is Baptism. and each year, some girls, who have not already been baptised, are baptised in the school chapel. Confirmation is available to those wishing to make their mature commitment to the Christian faith, with the Bishop joining us in Term 3 for the annual service.
Pre-Prep

St Margaret’s operates a five-day, co-educational Pre-Prep program, from 8.20am to 2.30pm, during school term. The program offers a safe, secure and stimulating learning environment for girls and boys turning 4 by June 30 of the year of enrolment.

The Pre-Prep curriculum is based on Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) which is a national document and the Queensland Kindergarten Learning Guideline (QKLG) which was developed to support this national document.

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

The QKLG identifies learning and development areas which are used in programming and planning. These are underpinned by the elements of thinking and communicating:

- **Identity** – 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 the opportunity 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.

Pre-Prep provides students with the opportunity to partake in specialist lessons which may include: music, HPE, library and modern languages.

The Pre-Prep learning environment offers:

- a sand and mud pit for little adventurers
- organic gardens for little green thumbs
- natural play area for little outdoor explorers
- colourful play equipment for little climbers
- consistent teacher and teacher aide for little learners
- air-conditioned building and fridge for packed lunches.

Pre-Prep students may access the before and after school care (OSHC) and vacation care located in the primary school.
Primary School (Prep to Year 6)

Our 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 active participants in their educative journey.

Students participate in a comprehensive and balanced curriculum program within the following areas: English, Mathematics, Humanities, Science, Health and Physical Education, Art and Music, Modern Languages (Mandarin and French), Technology and Religious and Values Education.

Students also have the opportunity to engage in a variety of additional activities. These include year level specific curriculum programs, house meetings and activities, and weekly chapel services.

The Core Plus Cluster Program is a manifestation of our commitment to differentiation and evidence-based practice. Highlighting the concept of teaching 'stage not age', learning at our school 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. There is also a commitment to exemplary teaching and to empowering students to set and monitor their own learning through reflection, goal setting and feedback.

Core Plus Cluster comprises two components:

- The Core Program is the year level program which dominates the timetable
- In the Cluster Program, students can be grouped across the year level and in vertical groupings (PP-Prep, Prep-2, Years 3 and 4, Years 5 and 6). These groupings within the cluster are flexible. The Cluster Program has a numeracy and/or literacy focus. The specific focus of the cluster program (e.g. spelling, reading – guided reading, literature circles) will often change to reflect the whole school goal.

STEM Learning in the Primary School

From Prep, our primary students are engaged in coding applications and robotic devices are used to ignite and develop the girls’ science, technology and engineering acumen.

Specialist teachers such as our Primary Maths Specialist bring a higher level of expertise to the primary curriculum and further inspire students' learning.

A maker style space, 'Atelier', is part of the primary school. From paper craft to 3D printing, in this environment small hands will combine with youthful imagination to invent and construct, cultivating our students’ creativity, social-emotional capacity, innovative thinking, problem solving, skilled communication and design thinking. The Atelier space will honour the innate curiosity of our learners through real-life experiences in food technology, tinkering, design, robotics, environmental studies, media studies, science and materials technology.
Secondary Learning
(Years 7 – 12)

In keeping with our philosophy of personalised learning, we offer a broad, balanced and flexible curriculum, designed to provide an optimal learning environment for each student.

We are focused on teaching our girls HOW to learn, with specialised programs based on effective learning techniques and critical and creative thinking skills. This leads to a deeper understanding of subject matter, which students can apply across their academic subjects and then transfer to alternative contexts.

Students in Years 7 to 10 are offered a wide range of subjects, providing a breadth of experience in all disciplines. In Years 11 and 12, students are able to specialise in areas of interest with a view to tertiary study and post-secondary interests.

St Margaret’s is a multi-pathway school. As well as our rigorous academic program, we offer students a portfolio of pathway options which includes Vocational Education and Training (VET) programs in their study. This means that each individual can engage in the program which best meets her needs. The school works extensively with Queensland TAFE Colleges and registered training organisations such as Barrington College to ensure that we provide a range of opportunities, including school-based traineeships, Certificate III and Diploma level qualifications.

Years 7 and 8

Year 9 and 10
Students study core curriculum subjects including English, Mathematics, Science, History, Health and Physical Education and Religious and Values Education. Additionally, students select three elective subjects (one Major and two Minors) that will be studied in both Years 9 and 10. Electives are organised into Majors (four lessons a week) and Minors (three lessons a week), allowing for a breadth of experiences to be offered to students.


Year 10 students have the opportunity to apply to participate in the school’s Global Exchange Program, which allows them to study abroad for a term.

Years 11 and 12
Students will choose one of the following QCE pathways:

1. Australian Tertiary Admissions Rank (ATAR) pathway – students selecting this pathway must select six General subjects from the following groups:
   - Group A (students choose at least one subject): English, Literature, English as an Additional Language
   - Group B (students choose a minimum of three and a maximum of five subjects): Chemistry, Economics, Mathematical Methods, Specialist Mathematics, Physics, Digital Solutions, French, Music, Chinese, Modern History, Ancient History, Biology
   - Group C (students choose a minimum of 0 and a maximum of two subjects): Accounting, Drama, Geography, General Mathematics, Visual Art, Physical Education, Legal Studies, Design

2. Portfolio pathway – students selecting this pathway are not eligible for an ATAR. All students must select three General subjects from the following groups:
   - Group A (choose one subject): English
   - Group B (choose a minimum of 1 or a maximum of two Diplomas): Diploma of Business, Diploma of Project Management
   - Group C (choose two ATAR subjects from Groups B & C)
   - Group D: Special Project – a school-based program will be offered to provide additional access to work, apprenticeship and study options

Vocational Education Courses*

There are further opportunities to study vocational subjects under the national Vocational Education and Training Program. Students may choose to complete a Diploma in Business or Project Management. Other study options include Certificates I, II, III and IV in wide-ranging subject areas from fashion to aged care.

*Not offered for international students
Learning Enhancement

Learning enhancement categorises the practices in place which reflect the school’s commitment to ensuring that each student is given the opportunities necessary for her to make meaningful progress in learning. It is relevant to all students although of particular importance to those with specific needs, either for enrichment, extension, support or modifications. St Margaret’s approach to learning enhancement is founded on the belief that all students have the right to an education which challenges them and allows them to make meaningful progress. It involves the following practices.

Embedded Classroom Differentiation

Differentiation is a key pillar of the St Margaret’s Quality Teaching and Learning Framework and as such is expected in all learning contexts at the school. It relates to every element of the learning environment and needs to shape all interactions with students. Ultimately differentiation means dealing with each student and her needs in the most effective way for her. It involves ensuring that the curriculum is accessible to each girl regardless of her particular level of development or understanding.

Primary Learning Enhancement

In the primary school the focus of learning enhancement is on early identification and intervention in the areas of extension and support. A Response to Intervention Model is followed:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Extension</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Differentiated classroom curriculum, incorporating extension. Cluster Program</td>
<td>Differentiated classroom curriculum incorporating adjustments, embedding individual student’s needs. Cluster Program. Learning enhancement teacher or teacher-aide support in class</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Enrichment and extension activities at school and provided by outside agencies</td>
<td>Small group intervention in literacy and numeracy</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Alternate pathways; Whole and subject acceleration. Independent research projects. Pathway is determined by off-level testing, educational psychologist report and IOWA report</td>
<td>1:1 intervention with Learning enhancement teacher or allied health professional such as occupational therapist, speech language pathologist or educational psychologist. Referral is determined by diagnostic testing</td>
</tr>
</tbody>
</table>

Personal Learning Plans

Personal learning plans are developed for students with a diagnosed disability. This plan outlines adjustments the student requires to access the curriculum and all teachers are issued with these plans in order to make these adjustments.

English as an Additional Language (EALD)

In the primary school, students with EALD learn English by being immersed in the class curriculum, with learning needs met on a case by case basis. On arrival, the EALD student’s linguistic level is assessed and reported using the NLLIA Bandscales (2nd Ed.) A profile of student’s levels in four macro skills – reading, writing, speaking and listening – is shared with her teachers.
Secondary Learning Enhancement
Classroom programs focused on enhancing students’ learning capacities

There are a number of bolt-on programs focused on developing in students the dispositions and thinking associated with high quality learning.

- Science of Learning (Year 7)
- QCS Preparation Program (Year 12)
- Elevate Education Programs (Years 7 to 12)

Academic Enrichment - The Flyers Program

Students in Years 7 to 10 who are achieving at a very high standard and/or not being appropriately challenged within the classroom disciplines are identified during Term 1 and invited to be part of the academic enrichment program, called the Flyers Program. This program is designed to engage students at a level significantly beyond usual classroom learning experiences through their academic rigour, transdisciplinary approach and independent learning requirements. (see page 13)

Classroom Program to Support Literacy and Numeracy

Students who require support in literacy, numeracy or with English as an Additional Language are able to engage in classes specifically designed for these purposes. Entry into these classes is based on needs assessments from academic staff.

Individualised Learning Program

Students with specific, identified needs are provided with individualised learning plans. There are three types of plans.

- Diagnostic Learning Plan (DLP) – this is for students with diagnosed disabilities or learning needs
- Learning Support Plan (LSP) – for students with identified needs which impact upon their capacity to engage effectively in learning
- Altered Learning Plan (ALP) – this is for students who are entitled to an alteration in their program owing to high level (state, national or the equivalent) commitments in either sporting or cultural endeavours

Supervised Study Sessions

St Margaret’s provides complimentary Supervised Study Sessions for day students, 12 years and over, to complete their homework under the supervision of tutors.

Tutors supervise the study/homework sessions in the senior library from Monday to Thursday every week of term (apart from the first and last weeks). The sessions run from 5pm to 7.30pm, with students having the option of purchasing dinner from the boarding house for $10 (at approximately 6pm).

Parents can feel comfortable knowing that their daughters are completing their homework and assignments under supervision, in a safe environment. For students attending these sessions after an afternoon of sport, transport is available to and from Windsor Park. For those staying on after school to attend the homework sessions, the senior library is open up until 5pm prior to the commencement of the study sessions.

2019 Supervised Study Sessions

Term 1 Monday 4 Feb – Thursday 28 March
Term 2 Monday 29 April – Thursday 13 June
Term 3 Monday 22 July – Thursday 12 September
Term 4 Monday 14 October – Thursday 21 November

How to Book

While the study sessions are free of charge, bookings are limited to 25 students and should be made in advance to ensure a place is available. Bookings are to be made through Flexischools. If dinner is required, payment must be paid at the time of booking.
The Flyers Program

St Margaret’s understands the commitment and dedication it takes to achieve great things. Our Flyers Program supports outstanding scholars, athletes and performers to follow their passion, while successfully balancing all other aspects of their education.

Academic Flyers Program (Years 7 to 10)
The Flyers Program for outstanding scholars provides students with opportunities to extend themselves academically and embrace intellectual challenge. The program’s objective is to inspire, encourage and extend students through:

- extension electives in the fields of Science, English and Music
- Science, Technology, Engineering and Maths (STEM) programs
- Specific advanced projects undertaken while given leave from regular classes
- Involvement in transdisciplinary projects
- Workshops with experts in various fields, for example writing workshops with published authors.

Students are selected based on the recommendation of Heads of Faculty or one of the Academic Deans in consultation with the Deputy Principal. Selection is based on records of high achievement and demonstrated ability.

Sports and Performance Flyers Program

The Flyers Program for outstanding athletes and performing artists assists students to achieve both their academic and extracurricular goals through personalised learning. The program assists students through:

- independent learning options
- mentoring
- access to specialist seminars and workshops
- practice and training opportunities
- communication with key staff and coaches
- networking with professionals and organisations
- scholarship and grant application assistance
- academic care
- parent seminars
- peer to peer meetings.

Each student reports to a Flyers mentor such as Head of Performance, Head of The Arts and Design or Head of Sport.

Students must be performing at an exceptional level to apply. Potential music participants should be performing at the level of the Queensland Youth Orchestra; athletes must be state or national representatives in the relevant semester; and candidates in other fields will only be accepted if they are performing at comparative eligibility levels to sport and music.

Further information and application forms for the Sport or Performance Flyers Program are available online at www.stmargarets.qld.edu.au. For further information and to enquire about entry into the Flyers Program please contact Ms Karen Gorrie, Deputy Principal via phone 3862 0771 or email kgorrie@stmargarets.qld.edu.au.
Academic Advising

St Margaret’s has established an innovative, award-winning Academic Advising Program for students in Years 9 to 12.

Students are assigned to an academic advisor, who they meet with in small groups, twice a week during timetabled academic advising sessions.

With assistance from their advisor, students set academic goals and track their progress through our Learning Analytics Program. The sessions also provide another opportunity to check in on a student’s general wellbeing.

When the girls are not with their advisor, they have a block of time to use appropriately. It provides them with the responsibility and freedom to practise skills of self-monitoring and self-regulation.

Academic advising gives students the tools and confidence to personally evaluate their results and take ownership of their own learning and its outcomes.

Through the student ownership of school data, the mentoring from a staff member and the increasing conversation between teachers/students and student/parent, we aim to increase the girls’ learning capacities and enable them to gauge their own learning.

Continuous Reporting

St Margaret’s regularly reports on progress to students and their parents in Years 5 to 12 through our Continuous Reporting Program.

Through a student portal, students can view and reflect on their results and feedback including where they sit comparatively in the cohort, their GPA, and teacher comments.

They can then utilise this relevant and timely feedback to identify steps to take to improve, set goals and evaluate their progress.

This process promotes effective self-management, where students can take responsibility and ownership of their learning, with their advisors assisting them to develop this independence.

Primary Reporting

The assessment processes and schedule in the primary school align with the reporting procedures in order to provide a comprehensive overview of student achievement and to track progress over time, along with enhancing ownership of learning and goal setting. Summative assessment generally occurs at the end of a unit of work or at set intervals during the year.

This form of assessment informs the allocation of grades and achievement standards on reports. Formative assessment is often referred to as assessment FOR learning. It is assessment that occurs daily, weekly and termly to inform the next steps in learning. This assessment takes many forms and informs both teachers and students of their next learning goals and targets.

More detailed information regarding reporting and assessment in the primary school can be found in the Primary Handbook.
Outdoor Education

Outdoor education can offer students life-changing experiences including:

- the development of initiative, self-reliance, co-operation, decision making, creative problem solving and leadership
- opportunities for deep personal and social learning creating strong relationships
- the improvement of brain resilience through the progressive, repeated exposure to custom-built outdoor challenges
- increased cognitive ability and adaptability
- communication, teamwork, problem solving, self-management, planning and organising
- applying technology, learning, initiative and enterprise.

Our Outdoor Education Program is a compulsory component of the curriculum for students in Years 7 to 10. Run in conjunction with QCCC Expeditions, each student is encouraged to take risks in a supportive environment, so she can learn about her strengths and weaknesses. Such challenges can extend her personal limitations and bring success physically, emotionally and socially. The skills and aptitudes our girls acquire through the Outdoor Education Program are transferable; these programs assist students to apply what they have learnt on their expeditions to other aspects of their lives.

While the overall goals for each level may be similar – for example in Years 8 to 10 it might be to develop initiative, co-operation, decision making, creative thinking and leadership skills – the specific aims of the expeditions will vary greatly. For example, in Year 7 there is focus on equipping students with the basic skills required for participation in outdoor education, whereas the Year 10 expedition will have specific aims such as navigation skills, including the use of a map and compass, and leadership skills including task delegation.

Curriculum content can also be embedded into the expedition programs, value adding to both the outdoor experience and the opportunity to explore the curriculum beyond the classroom.

St Margaret’s Outdoor Education Program is as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Nights</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>2</td>
<td>The Mapleton Centre at Mapleton in the Sunshine Coast Hinterland – one night in a dorm, the other night in a tent</td>
<td>Theme: Fun and friendship On-site activities include canoeing, archery, low ropes activity, giant swing, an indoor climbing wall, outdoor cinema and bonfire</td>
</tr>
<tr>
<td>Year 8</td>
<td>3</td>
<td>National and state parks near Kenilworth</td>
<td>Hiking, cooking, raft building</td>
</tr>
<tr>
<td>Year 9</td>
<td>3</td>
<td>Caloundra region staying in tents</td>
<td>Hiking, canoeing, surfing, rock pool discovery, camp setup, camp cooking</td>
</tr>
<tr>
<td>Year 10</td>
<td>3</td>
<td>Northern NSW between Angourie and Minnie Water and around Tabulam. Students choose either a coastal or river expedition. Coastal expedition campsites: - Shelley Beach Camp - Brooms Head Caravan Park - Ilaroo Camp Area</td>
<td>Beach bushwalking expedition or white-water canoeing expedition</td>
</tr>
</tbody>
</table>
Primary School Camp Program

The primary school offers a sequential, structured program for students in Years 3 to 6 focusing on respect and responsibility for self, others and the natural world. Each year’s program builds on the previous years by increasing the number of days and building on activities that require more self-regulation. The outdoor experiences not only provide opportunities to interact with nature, but also provide challenges and risks for the girls in a safe environment. The camps in each year level contribute to the development of a girl’s disposition of risk-taking which sets the foundation for the challenge of learning.

St Margaret’s primary school camp program is as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Nights</th>
<th>Activities and Venue</th>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>1</td>
<td>Mudjimba Apex Camp Australia Zoo Beach Games</td>
<td>Exploring the environment the fun way</td>
<td>We believe students should have the opportunity to play in and explore the natural environment. Students will participate in an overnight camp experience. This will offer students an opportunity to have fun in the outdoors by taking part in activities including a visit to Australia Zoo, beach games and an outdoor cinema at night time.</td>
</tr>
<tr>
<td>Year 4</td>
<td>2</td>
<td>Alexandra Headland Bli Bli Aqua Park Alexandra Headland Beach Surf awareness and rock climbing Headland Beach Tenpin bowling at ‘Suncity Tenpin’</td>
<td>Away with your friends</td>
<td>We believe that this experience is a progressive step for the students to become independent individuals. The Year 4 camp emphasises personal growth and self-management. The students develop confidence, team skills and awareness of the beach environment.</td>
</tr>
<tr>
<td>Year 5</td>
<td>2</td>
<td>Tamborine QCCC (3 days): Team building activities problem solving and initiative games Creative art Rainforest hike Night fire stories School: Leadership activities (2 days)</td>
<td>Beginning Leaders</td>
<td>The girls are encouraged to take small steps or meet far-reaching challenges, while learning to live in harmony with the environment and other people. The girls participate in environment education, team and individual physical challenges. This program is also the basis for the leadership program. It is important for students to develop a strong sense of the individual as a leader, as well as a deeper understanding of their potential as a team.</td>
</tr>
<tr>
<td>Year 6</td>
<td>3</td>
<td>Canberra with visits to: Electoral Education Centre War Memorial National Museum National Gallery Questacon Australian Institute of Sport Parliament House (New and Old) National Museum and Gallery Portrait Gallery High Court National Capital Exhibition Dinosaur Museum</td>
<td>Leadership Today</td>
<td>The Year 6 trip offers authentic learning as the students experience their classroom learning in context. A strong component of this trip is to engender the students’ role in the community and gain an understanding of their citizenship in the democratic process.</td>
</tr>
</tbody>
</table>
Beyond the Classroom

At St Margaret’s we believe education is more than an academic result; it is a holistic learning experience, and art, music and sport are an important part of a well-rounded education. Cultural, community and sporting activities promote leadership qualities, develop teamwork skills, responsibility and resilience in a fun environment. The emphasis is on participation, fair play, self-regulation and initiative.

Our students are encouraged to develop their curiosity, find a passion and seek knowledge in all areas of life, through the many and varied extracurricular activities and clubs available at school.

In 2019, St Margaret’s Plus will be introduced initially to Year 11 students. St Margaret’s Plus aims to provide a student portfolio documenting the breadth and depth of students’ extra-curricular experience at the school and also the key 21st century skills they have developed.

Music

Our Music Program offers students a broad range of opportunities through which they can enjoy and experience music. The program encourages students to reach their highest potential from beginners through to those studying for their music exams. Students can participate in one of 24 string, band or choir ensembles.

Strings

String Ensembles
- Tutti Strings (Junior strings for beginners)
- Amati Strings (for AMEB Preliminary to AMEB Grade 2 approximately)
- Stradivari Strings (for approximately AMEB Grade 3 to 5)
- Chamber Strings (for approximately AMEB Grade 6 and above)

String Quartets
- Beath String Quartet (for primary intermediate level students)
- Sculthorpe String Quartet (for secondary advanced level students)

As part of the Primary Music Program, students in Years 3 and 4 have the opportunity to participate in a group string lesson playing the violin, viola, cello or double bass.

Bands

Rock Bands
- Highly Strung (primary rock band)
- Rock Band (secondary students)

Concert Bands
- Jackson Wind Ensemble
- Sister Helen Wind Symphony
- Chaseley Concert Band

Jazz Ensemble
- Stage Band (secondary students)

Smaller ensembles are also available to students and include flute, clarinet, saxophone and percussion ensembles.

As part of the Primary Music Program, students have the opportunity to participate in a group band lesson. Students are allocated an instrument at the beginning of Year 5.

Choral

- Serenata (Years 2-3)
- Belle Voci (Years 4-5)
- Primary Chorale (Years 5-6, non-auditioned but a higher level of commitment required)
- Elevarsi Voices (Years 6-8)
- Encorah (Years 9-12)
- Exultate (auditioned Years 9-12, suited to more experienced singers)

Private Music Tuition

Specialist private music teachers provide tuition to students from Pre-Prep to Year 12 at an additional cost. Tuition is available for the following:
- Violin, Viola, Cello, Double Bass, Classical Guitar, Bass Guitar
- Trumpet, Trombone, Baritone Horn, Euphonium, French Horn, Tuba
- Flute, Oboe, Clarinet, Bassoon, Saxophone
- Piano, Percussion (including drum kit), voice and AMEB theory

International Music Tours

An international music tour is generally offered every two years, dependent on the level of interest. The 2018 music tour travelled to Prague, Vienna and Salzburg. These tours include international performance opportunities, workshops and masterclasses for travelling students.
Performing Arts

Dance

Involvement in dance not only develops fitness and coordination, but also teaches discipline, commitment and teamwork, while enhancing memory, posture and musical awareness. Students in Years 8 to 12 have the opportunity to audition for one of two dance groups.

- Synergy – a performance-based group
- Fusion – incorporates some technical training as well as rehearsal time to learn routines for school-based performances

Drama

Private Speech and Drama tuition is available for students in Years 2 to 12. The program is designed to develop communication, presentation and performance skills in a fun, supportive environment. Students explore drama, mime, improvisation, poetry, prose and public speaking, developing their imagination, confidence, clear speech, vocal and facial expression and love of literature. Students can strive for their AMEB Speech and Drama exams or participate in one of the many performance opportunities throughout the year.

Theatresports

Drama students in Years 8 to 12 are greatly encouraged to be involved in the St Margaret’s theatresports teams that participate in the Youth Theatresports Competition in Terms 1 and 2.

School Musical

A school musical is produced every second year and there are several opportunities for students to be involved both through performance on stage, in the orchestra pit or even behind the scenes. The production is staged in a professional venue such as La Boite Theatre providing students with the complete performance experience.

Sport

St Margaret’s has a long, proud history of women in sport. Our program offers 18 sporting activities. The school was one of three founding members of the Queensland Girls Secondary Schools Sports Association (QGSSSA), an association that continues today. St Margaret’s is also a member of Andrews Cup, the Brisbane Netball Association, the Brisbane Schoolgirls’ Rowing Association (BSRA), Brisbane Water Polo Association Inc (BWPA) and Downey Park Netball Association (DPNA).

Students also have the opportunity to compete in state secondary school competitions.

Sports on offer include:

- Athletics
- Badminton
- Basketball
- Cricket
- Cross country
- Soccer
- Gymnastics (Artistic and Rhythmic)
- Hockey
- Lifesaving
- Netball*
- Rowing
- Softball
- Swimming
- Tennis
- Touch football
- Volleyball
- Water polo*

*Also played at Club level
Primary Sports
Primary sports and when they are played:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Cross Country</td>
<td>Netball</td>
<td>Softball</td>
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<tr>
<td>Tennis</td>
<td>Touch</td>
<td>Athletics</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Football</td>
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</tbody>
</table>

Eligible students for the different sports include:
- Girls in Years 2 to 6 can participate in athletics, swimming, cross country and gymnastics
- Years 4 to 6 can participate in netball, tennis and touch football
- Years 5 and 6 can participate in softball

Secondary Sports
Secondary sports and when they are played:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports in regular weekly competition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>Basketball</td>
<td>Hockey</td>
<td>Softball</td>
</tr>
<tr>
<td>Softball (Years 10-12)</td>
<td>Touch Football (Soccer)</td>
<td>Netball Rowing</td>
<td>(Years 7-9) Cricket</td>
</tr>
<tr>
<td>Water Polo</td>
<td>Tennis</td>
<td>Volleyball</td>
<td>Water Polo</td>
</tr>
</tbody>
</table>

Core Sports: Major Sporting Carnivals

<table>
<thead>
<tr>
<th>Swimming</th>
<th>Cross Country</th>
<th>Rowing – Head of the River</th>
<th>Athletics</th>
</tr>
</thead>
</table>

Other Sports: Usually have singular competition dates

<table>
<thead>
<tr>
<th>Artistic Gymnastics</th>
<th>Rhythmic Gymnastics</th>
<th>Badminton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifesaving</td>
<td></td>
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</table>

Clubs and Activities
St Margaret’s has a variety of thriving clubs and activities giving students the opportunity to broaden their horizons and discover their true interests and passions.

Primary Clubs (outside school hours)
- Challenge Club (Invitational)
- Debating (Year 6)
- Japanese Club (Years 4 and 5)
- Public Speaking (Year 5)
- Strategy Club (Years 1-6)

Primary Private Activities (after school, user pays)
- Chess
- Cricket
- French
- Mandarin
- Yoga

Holiday Clubs (user pays)
- Coding (selected pupil free days and holidays)
- SmART workshops (selected week long art workshops)

Secondary Clubs and Activities
- Astronomy Club
- Cooking Club
- Dance
- Debating
- Digital Art Club
- Duke of Edinburgh
- Enviro Club
- Mooting
- School Musical
- smART Club
- Robotics Club (Year 7)
- Speech and Drama
- Student Representative Council
- Theatresports

In addition, students in upper primary through to secondary can participate in the St Margaret’s Drone Academy which provides an introduction to the world of drones and unique opportunities to become immersed in the engineering and science behind flying drones as well as highlighting future career pathways through showcasing the wide range of drone uses.

Different programs are offered at different developmental stages, ranging from practical flying skills and text-based coding for Year 6, coding and design through to Year 9 and the chance to complete a Drone license course in Year 10.

Students can also gain their Remote Pilot’s Licence from the Civil Aviation Safety Authority.
Service Learning

St Margaret’s has a strong culture of philanthropy and aims to inspire students to begin a life-long commitment to giving through activities that have a positive impact on the communities in which they live and will, one day, work. Through the many philanthropic endeavours in which the school is involved, it is intended that students will improve their understanding of current community issues and, in doing so, build important relationships between the school and the community. Philanthropy at St Margaret’s is driven by selected senior students who form the Philanthropy Group. These girls collaborate with other groups throughout the school to raise awareness and funds for many causes and organisations within the broader community.

St Margaret’s service learning opportunities also involve Year Level Service Learning Projects as well as philanthropy groups such as Toc H. Year 11 students participate in Sony Camp and students drive other initiatives throughout the year such as the annual Ponytail Project.

In the primary school students participate in the Cornerstone Project, House Charity and Year Level Service Learning Projects. This program is diverse and benefits the local, national and international communities. This community engagement is embedded as part of our school ethos and learning. It aims to develop a sense of social responsibility in our students. Each year level is involved in a project that is reflective of their understanding and is used as a tool to enhance and enrich classroom learning; for example, Prep to Year 2 students visiting Aveo with handmade gifts. The Cornerstone Project is conducted in Year 6 and the aim of the project is for students to plan and conduct a project that contributes to the wider community. In 2018, students knitted scarves for the Mission to Seafarers.

Global Experiences

Global Tours

St Margaret’s regularly offers international tours across a range of activities and interests. These can be cultural/languages/history trips, music touring, NASA space trips, philanthropic projects or of a more recreational nature such as our recent New Zealand skiing tour. Each seek to broaden our girls’ horizons and give them a greater global perspective of the world in which they live.

Primary Japan Tour

Every second year, the primary school offers a cultural trip to Japan for Years 5 and 6 students. The tour commences with two nights in Tokyo, followed by a bullet train to Kobe where the students stay within the Konan University complex. The students’ trip also includes visits to Kyoto, Nara, Hiroshima and Miyajima Island, Osaka and Universal Studios. The highlight is the visit to our sister school, Konan Elementary School in Kobe, where students experience a day in the life of a Japanese child and participate in drumming, calligraphy, Kendo and classroom activities.

Year 10 Global Exchange Program

The signature Year 10 Global Exchange Program enables our girls to acquire and further develop new skills in problem solving, independent decision-making and social poise; expand their cultural and ethnic awareness; enhance their passion for learning; and become exceptional ambassadors of the program overseas and in the St Margaret’s community.

The program promotes the vision of the school in providing unique opportunities for students to participate in global citizenship in the context of school and family life and encourages active demonstration of the six core values of St Margaret’s – passion, respect, spirit, integrity, courage and faith.

Successful applicants have the opportunity to study at one of the following 10 schools situated in seven countries across the globe for a term.

- Crofton House School, Vancouver, British Columbia, Canada
- Shawnigan Lake School, Vancouver Island, British Columbia, Canada
- Saint-Nom-de-Marie, Montreal, Canada
- Ursulinschule Hersel, Bornheim, Germany
- St Stephen’s College, Stanley, Hong Kong
- Konan Girls High School, Kobe, Japan
- Nga Tawa, Wellington Diocesan School for Girls, Marton, New Zealand
- St Margaret’s College, Christchurch, New Zealand (Rowing Exchange)
- St Anne’s Diocesan College, Hilton, South Africa
- Emma Willard School, Troy, New York State, USA

Service Learning Abroad

Every second year, the adventurers amongst our senior students are offered the opportunity to participate in a service learning abroad expedition. Whether building roofs for a community in Peru or a concrete path in Vietnam and trekking through difficult terrain, these expeditions provide the chance for our girls to explore and embrace a world beyond our borders. Trekking, community service and cultural and social interaction are at the essence of these adventures and girls return having learnt and experienced a great deal.

Study Tours

Students are offered the opportunity to buddy with an international student visiting St Margaret’s on a study tour.
Student Wellbeing

Pastoral Care Program

St Margaret’s Pastoral Care Program is designed to prepare confident, compassionate and capable women who are able to contribute in a global community. We know that positivity and gratitude have an immense impact on our emotional wellbeing, thus creating an environment where we all can flourish.

We believe student wellbeing sits at the heart of effective learning; is the central component of high quality education; relies on the themes of connection and belonging in the school context; and is the responsibility of all members of the community, not just those identified as having pastoral care responsibilities.

In 2019, a Student Wellbeing Framework was launched to articulate the beliefs, aims and practices relating to the facilitation of student wellbeing at the school. The framework ensures that our student wellbeing programs aim to:

• establish a connection between each student and the school which promotes a sense of belonging
• assist students to become dynamic and passionate members of the broader community
• build a culture that celebrates difference and diversity
• promote the development of empathy and compassion within each individual
• foster students’ social, emotional, spiritual, ethical and physical development in order to reduce risk-taking behaviours and minimise harm
• imbue students with an understanding of their power as authors of their lives.

The Student Wellbeing Framework is aligned with The St Margaret’s Way and the school’s values. The St Margaret’s Way was developed to guide our school community in the way in which we strive to do things; the way in which we seek to treat people throughout our community; and the way in which we aim to serve others.

Whilst it is our firm belief that student wellbeing is the responsibility of all members of our community, we do have staff members dedicated to developing the social and emotional aspects of each student’s education including a Pastoral Care Coordinator, School Chaplain, School Counsellor, and the Heads of Year, as well as dedicated Pastoral Care Coordinators for international and boarding students.

House System

St Margaret’s house system forms part of our focus on student wellbeing. Each of our eight houses take part in sporting, cultural and community activities, where the emphasis is on fostering a sense of community and belonging. The house system generates integration and interconnectedness across all year levels, encouraging the formation of friendships and fostering both a strong house identity as well as strengthening whole school spirit. The house system also provides opportunities for developing leadership and teamwork skills, learning cooperation, and putting service to others before personal ambitions.

Anti-Bullying

In both the primary and secondary schools, regular events and activities are held to heighten awareness of the issue of bullying amongst students. There is a very clear anti-bullying policy and documented procedures which are followed should any child experience bullying.
Boarding

St Margaret’s is the only full time girls boarding school in Brisbane. Our boarders have a significant impact on the life of the school, contributing to the wonderfully diverse school community.

Our first three students enrolled in 1895 were boarders and, since then, St Margaret’s has spent 124 years educating generations of women from rural, regional and remote areas of Queensland, Australia and the world.

The boarding house is located in the heart of the school grounds, nestled in the leafy suburb of Ascot, with gardens and wonderful city views. It is a busy place with a warm and friendly atmosphere, built on the values of respect, consideration and honesty.

The school welcomes boarders from Years 5 to 12, with a recently opened wing dedicated to our youngest residents (Years 5 to 7). The majority of our housemothers are all qualified teachers, so their personalised supervision of prep-time, along with current teaching staff, provides excellent academic support for our boarders.

Our ancillary staff are also very qualified: the on-site team of experienced chefs prepare over 1000 restaurant quality meals every day and our modern Health Centre is staffed by registered nurses.

Strong friendships are forged between day and boarding students, with many invitations exchanged for boarding house sleep overs, home visits and weekends.

Boarding House Information

Our Head of Boarding, Lesa Fowler, has spent 27 years working and teaching in Australian boarding schools. She oversees the care of the 170 girls living in the boarding house, along with 10 housemothers, and is responsible for ensuring the experience at St Margaret’s is rewarding and fulfilling. Supporting the Head of Boarding is a Head of Junior House, Head of Senior House and a Pastoral Care Coordinator.

Supervision

The role of all boarding house staff is to act as carers for the girls and the emphasis is on working together as a team – parents, boarders and staff – to meet the needs of boarders and their families. Housemothers provide 24-hour supervision of the boarders, with a dedicated team sleeping over each night. They supervise study, monitor the girls’ academic progress, communicate with their teachers and provide extra academic support. The housemothers are also responsible for the social, emotional, physical and spiritual wellbeing of all the girls.

Study

Boarders prep is held every evening after dinner, from Monday to Thursday. Prep is supervised by St Margaret’s teachers, who provide specialised tutoring for students. Most of our housemothers are qualified teachers and work alongside the teaching staff. This personal approach contributes to the longstanding history of academic success in the boarding house.
**Student Wellbeing**

All boarding house staff are well-qualified in their roles to care and support the girls. Housemothers provide the day to day care of the girls and really get to know them well. There is one housemother to each year level and they are with them for the whole year. A pastoral care coordinator supports the housemothers in this pastoral role. In addition to the support of the staff, a structured Big Sister Program sees Year 11 students taking on the guided responsibility of mentoring newcomers to the house, to help them navigate the early challenges of settling into boarding and ensuring they have an ‘older sister’ to call on.

**Family Involvement**

At St Margaret’s we always welcome family visits and understand these can happen at varying times. Parents are encouraged to share a meal with the girls in the dining room whenever they are in town. Boarding families have always been enthusiastic members of the St Margaret’s community. There are many special events, including the Boarding Parent Cocktail Party. The Boarders’ Support Group was formed in 1991 and aims to promote a close relationship between boarder parents, school staff and parents of day girls.

Regular communication via email, newsletter, and phone calls keeps families connected with their daughter’s achievements and progress. We also have a private Facebook group for boarding parents that allows regular, “everyday” photographs of the girls to be shared.

**Activities/ Health Centre**

Our Activities Coordinator regularly organises a wide range of events to keep the girls entertained and happy during non-school times. These activities also help to encourage a sense of community within the boarding house and are a chance to enhance relationships across all year levels. The activities include movie nights, dances, socials, trips to the beach, community activities, themed dinners, treasure hunts and many more.

General medical attention is provided to all boarders at the school, in the Health Centre or at the doctors’ rooms. The Health Centre is staffed by two registered nurses and is open Monday to Friday from 6:30am – 9:00pm, and on the weekends from 4:00pm – 8:00pm, with a nurse on call all weekend.

**Day/ Boarder Weekend**

Boarders have the opportunity to take a day girl home with them for the weekend. This is an opportunity for our boarders to show the day girls where they live and what they do when they are home. Day girls gain a better understanding of the diversity within boarding and boarders certainly benefit from the strengthening of bonds with their peers.

**Year 9 Boarder for a Term**

St Margaret’s offers a Year 9 Boarder for a Term Program, which gives Year 9 day girls the chance to experience boarding for a term or longer.

Many students wonder about boarding and are intrigued by the thought of living in a community with 170 other girls.

The Year 9 Boarder for a Term Program is available throughout the year. For the program to be worthwhile, students must board for an entire term, with all participants to abide by boarding house rules. Further information about boarding can be found in the Boarding Handbook. You can also contact our Admissions team on 3862 0777 or email admissions@stmargarets.qld.edu.au. The standard boarding fee for one term applies.
Outside School Hours Care

Before and after school and vacation care is available for students Pre-Prep and upwards. Children are engaged in a wide variety of activities such as themed days, drama, sport, art and craft, music, dance indoor and outdoor activities, cooking and science.

The OSHC program is held in a dedicated OSHC room situated on the school campus and is run by a team of skilled child care professionals. The program reflects and values the importance of play and follows the National Quality Standards "My Time, Our Place" framework.

A healthy food menu is served as part of the program.

Pre-Prep and Prep students are escorted to their classrooms in the mornings and to the OSHC room in the afternoon. OSHC educators can escort students to after school extra-curricular activities as required.

For further details and pricing information visit www.stmargarets.qld.edu.au or email oshc@stmargarets.qld.edu.au.
Getting to St Margaret’s

There are many methods of transport to and from St Margaret’s available for students, with train, bus and ferry from various parts of Brisbane among the popular modes of transport.

Train

Albion train station is approximately 1km walking distance from the school.

Bus

Council bus services depart from nearby Sandgate Road. Hornibrook Bus Service runs from Redcliffe to connect with the train from Sandgate.

Red and White Coaches operate a number of school runs in the northern suburbs. More information is available at www.coachaustralia.net.

Ferry

A bus transports St Margaret’s students to Racecourse Road, Hamilton Central, close to the Bretts Wharf ferry before and after school.

Other

Roma Street Transit Centre and the International and Domestic Airports are both located 10 minutes away by car.

Visit Translink online or phone 13 12 30 to find the best route to and from the school using public transport.

St Margaret’s Private Bus Service

St Margaret’s provides a dedicated bus service to assist families to transport children to and from school during term time. The school has partnered with Belbaker Bus Charter, a premier coach and charter company, to provide this service.

Children in Pre-Prep and Prep wishing to catch the bus may only do so if accompanied by a sibling of at least 10 years of age. If for any reason the sibling is not on the bus, the younger student may not board the bus.

Students in Years 1 to Year 4 may only travel on the bus if the parent/guardian signs and returns the “Agreement for Students Year 1 to Year 4 travelling on the Private Bus” form.

Parents with children in Years 1 to Year 4 will need to sign a form agreeing to the following conditions:

- Parent/guardian will be at the bus stop to drop off and pick up their child at least 10 minutes prior to the scheduled time.
- Parent/guardian will assist child onto and off the bus.
- If a parent/guardian is not at the bus stop when the bus arrives, the driver will not allow the student to disembark from the bus. The student will be returned to the School (boarding house) and the parents will be contacted to collect their child from the boarding house.
- A fee of $50 will be incurred for returning the child to the school. This will be charged to the student’s account.

If a sibling over the age of 10 is accompanying the child in Year 1 to Year 4, this is sufficient.

Please let the driver know the age of your child. The driver will ensure younger children are seated at the front of the bus.

Students in Years 5 to 12 are able to use the St Margaret’s bus using either their student ID card which has been linked to a Flexischools account or by purchasing a 10 ticket pass from Flexischools and collecting the pass from the Finance Officer.

The Belbaker fleet is maintained and cleaned to a high standard and feature air conditioning and 3-point seatbelts. We are able to constantly track the progress of the coaches through state of the art GPS tracking, security cameras and communication tools, ensuring students arrive safely and on time. The buses are solely for St Margaret’s students and staff. One St Margaret’s branded coach and one Belbaker coach provide morning and afternoon services to the following areas:

- Bulimba service – Bulimba, Hawthorne, Norman Park, New Farm, Hamilton and Ascot (Racecourse Road near Bretts Wharf)

The service costs $4.40 each way (for both bus routes). For students using the service from near Bretts Wharf the cost is $3.10 each way.

Students are able to use their Student Card to purchase their daily bus ticket. The Gap and Bulimba buses are now fitted with a Samsung phone which will scan your child’s student card and this will charge your Flexischools account for an individual bus trip. Importantly, funds must be available on the student card and the student card must be linked to your Flexischools account.
Enrolment Process

St Margaret’s welcomes applications for enrolment for entry into any level.

Visit Us

The best way to learn more about St Margaret’s is to come and see us, chat to our staff and students, and tour the campus. There are several ways you and your daughter (or son - for Pre-Prep and Prep) can experience St Margaret’s.

St Margaret’s runs two open events a year, an Open Day held in early March and an Open Morning in mid-August.

Alternatively, you can schedule a personalised tour with one of our admissions team members.

Primary | Tel: 3862 0838
Secondary/Boarding | Mrs Judy Robinson | Tel: 3862 0762
International | Ms Angelin Achari | Tel: 3862 0861
Email: admissions@stmargarets.qld.edu.au

The enrolment process is activated approximately three years prior to your child’s intake year at St Margaret’s.

Step 1 – Experience St Margaret’s

There are many ways to learn more about St Margaret’s. Our website is a great place to start; you can connect with us on social media (via the links on this site); read or download our Prospectus (or request to have one mailed to you); arrange a personalised tour with our Admissions team; or attend an Open House event. You can also arrange a taster day – we welcome any student who wishes to experience St Margaret’s for a Day.

Step 2 – Application

Submit an Application for Admission form. You can do this online or a paper copy will be in your prospectus pack. The application must be accompanied by a non-refundable application fee and birth certificate. International students should submit the International Student Application for Admission form found in the international admissions section.

Step 3 – Interview

Students and parents will be invited to attend an interview with a member of the Educational Leadership Team within three years of the nominated year of entry. Copies of a student’s most recent school report, NAPLAN results and any other relevant information will be requested prior to the interview. Skype interviews are available by request.

Step 4 – Offer

Offers are made following the interview process. The Principal forwards a Letter of Offer to successful applicants. Please note, St Margaret’s is a non-selective school – there are no tests to sit and offers are not made based on previous academic reports – however, offers are made at the sole discretion of the Principal.

Step 5 – Acceptance of Offer

To accept the offer of a place at the school, parents sign a Written Agreement and other relevant forms and pay the non-refundable confirmation fee to secure their child’s place at the school.

Enrolling During the School Year

Subject to availability, St Margaret’s may offer places to students wishing to enrol at any time throughout the school year. The same enrolment process outlined above occurs.

Enrolment Fees (non-refundable)

Application for Admission: $220
Confirmation of Enrolment: $1000
Orientation
St Margaret’s offers several orientation activities to support your daughter’s transition to school whether it be starting in Pre-Prep or any other year level.

PRE-PREP
Students entering Pre-Prep will have the opportunity to attend an orientation morning in Term 4 the year prior to commencing Pre-Prep. Whilst the orientation date and time will be communicated to parents closer to the day, a sample schedule from previous sessions is below:

8:45am Registration in the Atrium
9:00am Explore the Pre-Prep environment
9:30am Shared parents and children morning tea
10:00am Outside activities (children)
   Information presentation (adults)
10:30am Families depart the Advent Centre

PRIMARY
Students commencing in Prep to Year 6 at St Margaret’s will be invited to attend an orientation day in Term 4 of the year prior to commencing at the school. The orientation schedule generally involves an information session for parents including an address by the Principal and Head of Primary and classroom activities for the students.

Buddy Program (inspired by the Alannah and Madeline Foundation)
Each new student is allocated a buddy from her class who will assist in welcoming her into the class, the primary school and the wider St Margaret’s community.

The St Margaret’s buddy program teaches students the values of caring for others, friendliness, respect, valuing difference, including others and responsibility. The program aims to create positive behaviour, as well as build new students’ self-esteem, connectedness, social skills, trust and sense of community.

To apply to be a buddy, current students supply a written application and agreement signed by their parents. Depending on the timing of the enrolment of the new student, the buddy will communicate with the new student before the commencement of the new year.

SECONDARY

Year 7 Transition
The Transition Program allows students who are current Year 6 St Margaret’s students to gain insight to some aspects of the secondary school prior to moving into Year 7. The Year 6 girls are invited to a Year 7 Immersion Day in October.

In addition to this internal transition program, all prospective Year 7 students attend a Transition Day and Welcome Day at St Margaret’s during Term 4 in the year preceding entry to Year 7. This provides an opportunity to bring together students who are current Year 6 St Margaret’s students and Year 6 students from other primary schools, to meet their form class teacher and Head of Year, and to learn a little about our school prior to their commencement in Year 7.

Years 8-11 Welcome Day
Welcome Day is held for all new students entering Years 8 to 11 to support their transition to St Margaret’s. It is usually scheduled for the final weeks of Term 4. On this day, students will have the opportunity to meet their form teachers, buddies and attend classes.

Boarders Sleepover
As part of our orientation program we offer a New Boarder Sleepover for students in Years 7-11 to assist with the transition to boarding. This opportunity usually occurs towards the end of November, the year prior to your daughter commencing at St Margaret’s.
Enrolment Fees (Domestic)

Enrolment Application Fee $220

A non-refundable fee is payable per student at the time of submitting a formal Application for Admission.

Enrolment Confirmation Fee $1,000

A non-refundable confirmation fee is payable per student at confirmation of enrolment. No refund of this fee shall be made by the school should a student fail to utilise a confirmed place. This fee is not deducted from tuition fees.

Tuition Fees

<table>
<thead>
<tr>
<th></th>
<th>Per Term</th>
<th>Per Annum</th>
<th>Per Annum** (after discount)</th>
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<tr>
<td>Pre-Prep</td>
<td>$4,095</td>
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<tr>
<td>Years 3-5</td>
<td>$4,743</td>
<td>$18,970</td>
<td>$18,401</td>
</tr>
<tr>
<td>Year 6</td>
<td>$4,998</td>
<td>$19,990</td>
<td>$19,390</td>
</tr>
<tr>
<td>Years 7-11</td>
<td>$5,798</td>
<td>$23,190</td>
<td>$22,494</td>
</tr>
<tr>
<td>Year 12</td>
<td>$7,730*</td>
<td>$23,190</td>
<td>$22,494</td>
</tr>
</tbody>
</table>

* Year 12 students are billed across three terms only (Terms 1 to 3)
** Discount applies when the annual fee is paid in full by 29 January 2019

The school has an all-inclusive fee policy. The fee covers the cost of all compulsory activities including tuition, QGSSSA sport, technology, year level camps, class excursions and a range of facilities used in the course of a normal school day.

The fee does not include textbooks, stationery, specialised equipment/materials or optional activities such as co-curricular sporting camps and tours, global exchange, overseas tours or private music/speech and drama lessons or instrument hire, all of which are a parent’s responsibility.

Please note: Year level camps are part of the school curriculum and if a student does not attend for whatever reason, there is no reduction to the tuition fee.

Boarding Fees

<table>
<thead>
<tr>
<th></th>
<th>Per Term</th>
<th>Per Annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 5-11</td>
<td>$5,302</td>
<td>$21,207</td>
</tr>
<tr>
<td>Year 12</td>
<td>$7,069*</td>
<td>$21,207</td>
</tr>
</tbody>
</table>

* Year 12 students are billed across three terms only (Terms 1 to 3)

A $100 Boarders Support Group Levy, which is applicable to boarders, is not included in fees and is invoiced separately on behalf of the Boarders Support Group. Year 12 boarding students will be charged a $200 bond in Term 3 to cover incidentals incurred during Term 4. Any credit remaining at year end is refundable.

Fee Discounts

A discount of 3% will be applied to the tuition and boarding fee if payment of the student’s annual fee has been received in full on, or prior to, 29 January 2019.

Fee Concessions

- Bursaries for daughters of Anglican clergy members
- Sibling Discounts (tuition fees only) - when two or more siblings attend St Margaret’s at the same time, a concession discount of 5% for the second, 10% for the third and 15% for any subsequent siblings will apply.

After School Care

Please direct any queries to the OSHC Coordinator, Palu Ingram. Tel: 0423 547 653 Email: OSHC@stmargarets.qld.edu.au

Additional Voluntary Charges

- Music, tennis and swimming lessons tuition - by private arrangement between instructor and parents
- Music instrument hire - $55 per term
- Speech and Drama - from $437 to $823 per Semester (depending on the year level and length of lesson contact the school for details)
International Student Enrolments

St Margaret’s endeavours to enable all international students to reach their academic potential and to assist them to become productive, valued members of the school community through a holistic approach to education.

All Full Fee Paying Overseas Students whose English is their second language are required to complete an approved high school preparation English course before enrolling at St Margaret’s. On completion of their ELICOS course and enrolment at St Margaret’s, all international students are given support to assist them in obtaining their academic and personal goals.

Learning Support

International students are offered academic support throughout their classes with skill development in reading, writing, speaking and listening throughout subject areas such as English, SOSE and Mathematics and develop micro and macro skills in these contexts. During classes there is consolidation of relevant content which provides scaffolded tasks to ensure understanding and coherence, and learning structures that complement each student’s learning style.

Living and learning

International students have the option of either boarding or homestay. St Margaret’s uses the experience of International Student Care Australia (ISCA) to ensure a smooth homestay program. Additional information about homestay is available through St Margaret’s International

Dedicated International Pastoral Care Coordinator

The nurturing and development of our international students is reflected in the pastoral support offered to students whilst attending the school. Pastoral support is provided by a full time International Pastoral Care Coordinator, Heads of Year and form class teachers.

Orientation

Upon enrolment, international students undergo an extensive orientation process.

Student Life

International students are encouraged to participate in a wide range of extra-curricular activities including musical ensembles, sporting teams, community groups and school committees.

Fees

Please refer to the website for fees/international prospectus.

A bold new vision for St Margaret’s sport

Work has commenced on an exciting, state-of-the-art new sports precinct expected to be completed in early 2020.

We recognise the importance of physical education, and the impact it has on the health and wellbeing of students. When students are at their healthiest and happiest, their academic performance and the way that they engage and interact in the classroom is improved.

The new development will transform the school’s northern end of the campus, between Butler and Lapraik Streets and adjacent to the primary school.

The development plan boasts a water polo sized heated pool enabling students to swim and train for sports such as lifesaving and water polo all year round; new tennis courts with lights and a new gymnasium, strength and conditioning gym and HPE classrooms.

The opportunities for innovation and collaboration in teaching and learning that this facility will provide are truly endless.
St Margaret’s Alumni

St Margaret’s alumni is made up of a network of more than 8000 graduates spread around the globe. Our graduates leave St Margaret’s prepared for a global future and an interconnected world.

This map depicts the diverse spread of our graduates living and working internationally.

School Council and Senior Leadership Staff

The St Margaret’s School Council provides the school with vision, strategic guidance, resources and finance for operations and development. The substantial, broad-based skills of the School Council provide support and confidence in all decision-making processes.

COUNCIL
Ms Alison Quinn (Chair) BComm, FAIM, FUDIA
Ms Annie Dunning (Deputy Chair) BLaw, BA, GradDip Legal Practice
Mr Callum Bothwell BEng(Civil)(Hons)
Ms Zoe Connolly BA, LLB
Mr Vincent Cosgrove BA, MBA
The Rev. Jan Crombie BA, Grad Dip Sec Studies; M Theology
Ms Jodi Phillips BComm, MScience(IT), GradDip Technology Management
Ms Debbie Smith BComm, CA, MAICD
Mr Roger Traves Q.C. BA, LLB(Hons), LLM
Ms Ros Curtis
Ms Karen Gorrie
Mrs Toni Williams

SENIOR LEADERSHIP TEAM
Principal
Ms Ros Curtis
BA(Hons), DipEd, MLitSt,MEd(Leadership and Management), ASDA, FACE, FACEL, FIML, GAICD
Deputy Principal
Ms Karen Gorrie
BA, GradDipEd, MEd, MACEL
School Chaplain
The Reverend Canon Nicki Colledge
BA, GradDipEd(Sec), Mth, MEdLead
Director of Business and Operations - SSA
Mrs Toni Williams
BBus(Acc), BBus(InfoSys), CSA(Cert),GAICD
Dean of Pedagogy
Mrs Jo Butterworth
BSc(AppHMS)
Dean of Studies
Mrs Nicole Devlin
MEd(Leadership and Management), BEd, MACEL
Dean of Students
Ms Nikki Townsend  
MEd(Grad & Coun), MEd(LEM), BSc, GradDipEd(Sec), GradDipEd(EC), GradCert(Ed Law)

Head of Primary
Mrs Angela Drysdale  
MEd(Research), GradDipEd(EC), DipT, ASDA

Assistant Head of Primary
Mrs Cathy Cox  
BTeach, LOTE, Bed

Head of Planning and Organisation - Primary
Miss Mary Surtees  
MEd(Leadership and Management), BHMS(Ed), BEDSt, BA, GradDipHE, MACEI

Head of Boarding
Mrs Lesa Fowler  
BA, GradDipT

Director of Human Resources
Mrs Kate Curran  
BBus, MAHRI

Director of Marketing and Communications
Mrs Wendy Johnston BEM  
BA(Journalism), GCertDM

Chief Information Officer SSA
Mr Greg Anderson  
BComm(Informatics)

SCHOOL CONTACT DETAILS
St Margaret’s Anglican Girls School  
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P: +61 7 3862 0777  
F: +61 7 3862 0701  
E: reception@stmargarets.qld.edu.au  
W: www.stmargarets.qld.edu.au

ADMISSIONS STAFF
Head of Admissions | Ms Susan Uhlmann | Tel: 3862 0715  
Primary | Tel: 3862 0838  
Secondary/Boarding | Mrs Judy Robinson | Tel: 3862 0762  
International | Ms Angelin Achari | Tel: 3862 0861  
Email: admissions@stmargarets.qld.edu.au

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