



St Margaret's



St Margaret's Anglican Girls School 2024 ANNUAL REPORT



Brad King
Head of Performance



Colette Anderson



Colette Anderson



Regina Brennan



Regina Brennan



Chris Dunn
Dean of Studies





ST MARGARET'S SNAPSHOT

St Margaret's is an independent day and boarding school for girls in Pre-Prep to Year 12 and boys in Pre-Prep. Boarding is available from Years 5 to 12.

2024 HIGHLIGHTS

1428

students enrolled
in 2024

102.53%

apparent retention
rate Years 10 to 12

91.9

Class of '24 Median
ATAR

100%

of students received
a QCE

**5 Star
Employer
of Choice**

The Educator

ABOUT ST MARGARET'S ANGLICAN GIRLS SCHOOL



St Margaret's Anglican Girls School is an independent day and boarding school for girls from Pre-Prep to Year 12 and boys in Pre-Prep. Boarding is available to students from Years 5 to 12.

The school was founded in 1895 by the Sisters of the Society of the Sacred Advent and their philosophy continues to guide the operation of the school today.

Our Vision

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

Our Mission

In a supportive Christian environment, reflecting the philosophy of the 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 Values

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

Spirit: 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.

The St Margaret's Way

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

The Anglican faith underpins all that we do at St Margaret's and is enacted daily by each member of the St Margaret's community as we interact with each other.

Our Commitment

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

OUR SCHOOL

Our Motto

Per Volar Sunata (Born to Fly Upwards)

School Sector

Independent

School Address

11 Petrie Street Ascot QLD 4007

Year Levels Offered

Pre-Prep to Year 12 for girls

Pre-Prep for boys

Co-educational or single sex

Single sex in Prep to Year 12

Co-educational in Pre-Prep

PROFESSIONAL LEARNING

In 2024, St Margaret's offered staff a range of professional learning opportunities for both teaching and support staff. Many of the opportunities that staff accessed through external providers were able to be completed either in person or through a webinar format, allowing staff to connect and build their knowledge with people across Australia. St Margaret's also continued to offer internal professional learning sessions.

All staff (both teaching and support) participated in Student Protection Training, Fire Safety Training, First Aid Training, Cybersafety Training and Staff Wellbeing Activities.

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

Staff began the year with a full week focused on staff professional development, compliance and planning. We continued our combined professional learning day with St Aidan's, with all teaching and support staff taking part in sessions with Steve Bagi called 'Growing in our emotional and cultural intelligence.'

The induction of new staff to the school continued to be an emphasis area in 2024. A detailed program included time allocated to the Senior Leadership Team for information sharing and points throughout the year for new staff to meet with key members of staff. Each staff member was allocated a buddy to assist with getting to know the school at different points throughout the year.

It was important to allocate time for staff on staff development days to planning for Version 9 of the Australian Curriculum. These staff development days also included Heads of Faculty and Heads of Year planning time and primary teacher professional sharing.

In their annual reviews at the end of 2023, many of our staff identified a desire to further their understanding of the First Nations Peoples' culture and identity in order to implement into their teaching. To this end, we were delighted to be able to invite Peter and Sally Lawrence to our staff development day in May to facilitate a workshop on the '8 Aboriginal Ways of Learning.'

In 2024, over \$102,000* was spent on teacher professional learning and \$42,600 was spent on professional learning for support staff. Over 257 teaching days were dedicated to providing professional learning to teachers from external providers.

(*This figure does not include spend on relief teachers when releasing staff for professional development)

EMPLOYER OF CHOICE

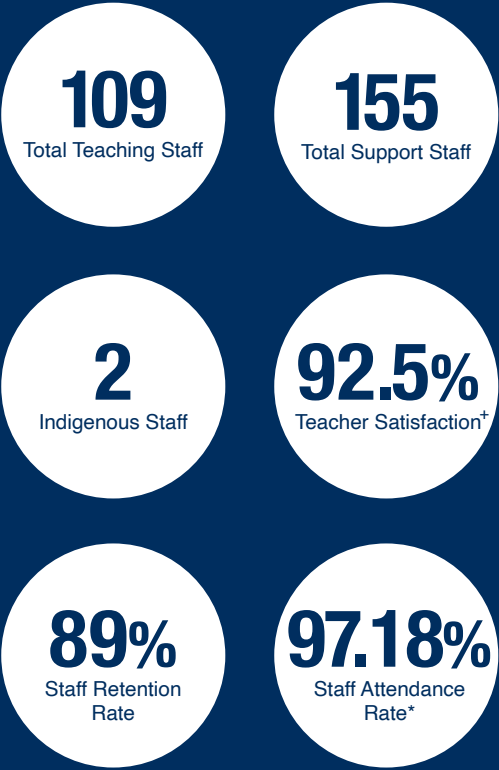


In 2024, St Margaret's was named Employer of Choice by The Educator magazine for the fourth consecutive year. In addition, the school won Excellence Awards in the categories of Boarding School of the Year and Best STEM Program in the Australian Education Awards,

Principal Ms Ros Curtis AM received an Order of Australia for her significant service to education and professional associations and a Queensland College of Teachers TEACHX, Excellent Leadership in Teaching and Learning Award.

Three individual teachers were recognised nationally for their work: In the primary school, Regina Brennan (Primary School Teacher of the Year, Excellence Awardee – Australian Education Awards); in the secondary school, Colette Anderson (Secondary School Teacher of the Year, Excellence Awardee – Australian Education Awards) and Dean of Studies Chris Dunn (Hot List, The Educator magazine).

OUR STAFF



*Average staff attendance for the school, based on unplanned absences of sick and emergent leave periods of up to five (5) days

+ 2023 biennial Staff Survey (80% + = very high
- MMG Education Consultants)

STAFF QUALIFICATIONS

Level of Attainment	All Staff	Teachers	Support Staff
Doctorate	1%	1%	1%
Masters	23%	46%	7%
Bachelor Degree	41%	53%	32%
Diploma/Certificate	7%	0%	12%
Nil	28%	0%	48%





OUR STUDENTS

Total Students (Pre-Prep – Year 12)

475

Primary Students

953

Secondary Students

1428

Total Students

Boarders (Years 5-12)

190

Total Boarders

Indigenous/Torres Strait
Islander Students

41

Total Students



2024 ATTENDANCE RATE (%) BY YEAR LEVEL

PRE-PREP TO YEAR 6							
Pre-Prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
98.29%	94.08%	93.23%	94.25%	92.41%	92.35%	93.11%	92.06%

YEARS 7 – 12					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.89%	93.59%	89.33%	84.84%	92.15%	82.49%

The average student attendance rate for the whole school as a percentage in 2024 was 91.57%.

Management of Non-Attendance

When a student is absent, the school is notified on the morning of the absence via direct phone message or email. The school will contact the parent if they have not informed the school of their child's absence. In cases of prolonged absences due to illness or school refusal, pastoral care staff work directly with the parents and health professionals to assist with the student's transition back to school. This could be through modifying their work and timetables or sending work home while they are absent from school.

102.53%

Retention Rate

Year 12, 2024 student enrolment (162)
as a percentage of the cohort in
Year 10 in 2022(158).

81%

Overall Student Satisfaction

Over 80% is rated as 'very high'
and is 3% above the MMG
Benchmark average score of 78%.

BOARDING

190

Boarders

17

Boarding Staff

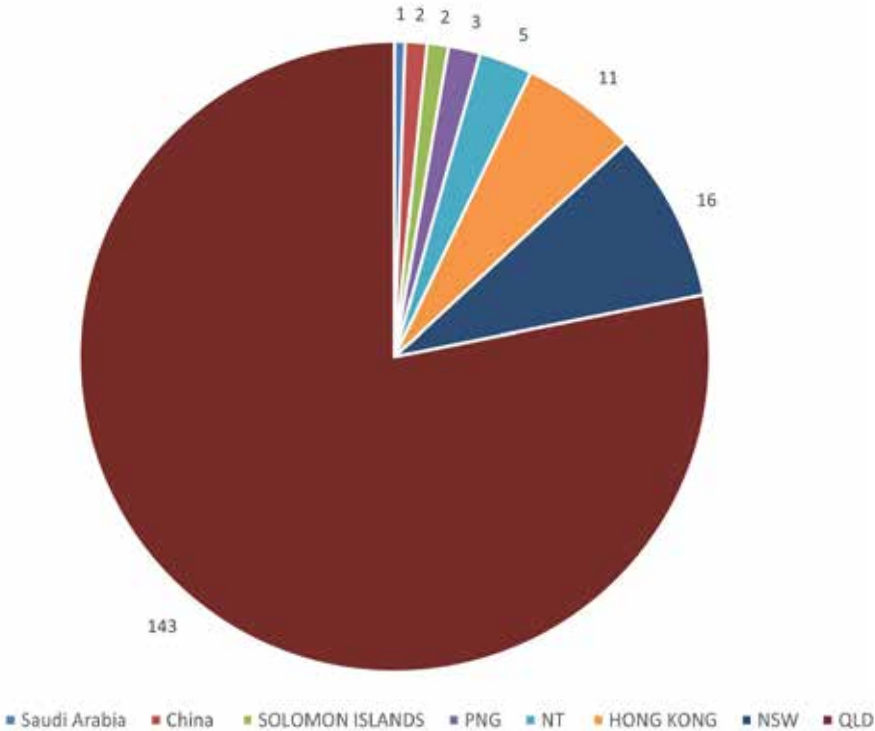
1000+

meals served everyday

St Margaret’s is the only full-time girls boarding school in Brisbane, welcoming boarders from Years 5 to 12. The school has spent 128 years educating generations of women from rural, regional and remote areas of Queensland, Australia and the world.



Origin of Boarders 2024



Boarding house staff include a Head of Boarding, supported by a Head of Senior House, Head of Junior House and a Wellbeing Coordinator, along with eleven housemothers. An on-site team of experienced chefs prepare all meals, and the Health Centre is staffed by registered nurses and/or paramedics. An activities coordinator plans an engaging social calendar of weekend activities.

All boarding house staff are well-qualified in their roles to care and support the girls. A housemother is assigned to each year level and provides the day to day care of the girls, including supervising study, monitoring the girls’ academic progress, communicating with teachers and providing extra academic support. The Wellbeing Coordinator supports students in their social, emotional, physical and spiritual wellbeing. A structured Big Sister Program sees Years 10 and 11 students taking on the guided responsibility of mentoring new students, ensuring they have an ‘older sister’ to call on. All new boarders also participate in a formal transition program to assist them in settling in.

The boarding house is culturally diverse and one of the ways this is celebrated is through the annual ‘See My Difference, See My Worth’ festival.

Regular communication via email, newsletter and phone calls keeps families connected with their daughters. A Boarders’ Support Group aims to promote a close relationship between boarder parents, school staff and parents of day girls.

In 2024, the St Margaret’s senior and boarding staff visited many existing and prospective families on regional tours to locations including Toowoomba, Goondiwindi, Rockhampton (Beef Week), Gold Coast (Cotton Conference), Townsville (ICPA), Moree, Tamworth, Talwood, Dalby, Chinchilla, Miles, Roma and Mount Isa (Boarding Schools Expo and Sports for Bush Kids Week). Senior Boarding staff also visited the Torres Strait, catching up with families and students, past and present.

2024 also saw St Margaret’s boarding have the largest number of Yalari students attend in Australia. These girls have enriched the culture of the boarding house and had a profound impact on the whole school community.

The Boarding House received an Excellence Award in the prestigious Australian Education Awards.

DISTINCTIVE CURRICULUM OFFERINGS

St Margaret's offers a personalised approach to learning within a broad, balanced, flexible curriculum, designed to provide an optimal learning environment for every student. As a multi-pathway school, students' academic programs can be shaped to best meet their individual needs.

PRIMARY

Students study the Australian Curriculum and participate in a comprehensive and balanced curriculum, drawing on the following subject areas: Mathematics, English, Science, Humanities, (History, Geography, Civics and Citizenship, Business and Economics), Health and Physical Education, the Arts (Music and Visual Art), Languages (French and Mandarin), Religion and Values Education. Students benefit from a specialist teaching model with specialist teachers teaching STEM, Health and Physical Education, Languages (French or Mandarin), Visual Art, Music, Drama, and Mathematics. The Literacy and Mathematics coordinators/coaches support individual class teachers.

The Core Plus Cluster Program enables teachers to differentiate instruction based on student needs and achievement. The main focus of the Core Plus Cluster Program is the development of core literacy and numeracy competency. The focus for the Cluster Literacy Program is reading, and students work in stages, not age or grade groupings, using strategies including guided reading, literature circles and reciprocal reading.

The curriculum is enhanced using Digital Technologies. Students in Years 2 – 6 are each issued with a laptop for classroom use and students in Pre-Prep to Year 1 use class iPads. Students in Pre-Prep to Year 6 attend weekly STEM classes where lessons are project based and the Digital and Design Technologies curriculum is taught.

Students are introduced to the Accelerated Reader Program in Year 3. Students in Years 3 to Year 6 then engage in this individualised program. Personalised reading goals are set around three main factors including comprehension, quantity and complexity. The program aims to foster motivation, engagement and a love of reading by matching students with books aligned to their interests and reading level.

Students in Years 5 and 6 utilise Continuous Reporting. This process enables teachers to provide timely feedback on assessed work. Throughout the term, Years 5 and 6 are provided with assessment grades and feedback on a range of assessment tasks. Feedback on each task is provided to assist students to identify areas that require improvement and to acknowledge success.

SECONDARY

Years 7 and 8 Curriculum

In 2024, students in Years 7 and 8 studied a core curriculum of English, Mathematics, Science, Humanities (Geography and History), Religious Values and Education, the Arts (Drama, Music and Visual Art), and Health and Physical Education. Students also chose a Language other than English (French or Mandarin) to complete their course. Year 7 students studies Science of Learning, a subject focusing on developing the beliefs and behaviours associated with good learning, while in Year 8 they studied Digital Technology, where they explore the tools of the digital world.

Years 9 and 10 Curriculum

In Years 9 and 10, students' core programs included English, Mathematics, Science, History, Religious and Values Education, and Health and Physical Education. Students also engaged in a Pastoral Care Program. This core course was enhanced by the addition of three elective subjects. In Year 9, students select three electives to study across Years 9 and 10. They select one major (4 lessons per week) and two minors (3 lessons per week). In Year 10, all students completed either a Certificate II or Certificate III delivered on campus at St Margaret's. The Certificate II offerings included Hospitality, Health, Sport and Engineering Pathways. Some students elected to complete a Certificate III in Agriculture, taking advantage of holiday time at home to complete the required practical hours.

Years 11 and 12 Curriculum

In Years 11 and 12, curriculum guidelines are set by the Queensland Curriculum and Assessment Authority. St Margaret's offers 23 General and two Extension Subjects. Most students elect to study a suite of General Subjects making them eligible for an Australian Tertiary Admissions Rank (ATAR) at the end of Year 12. Some students selected to study the Portfolio Pathway, which makes them ineligible for an ATAR but gives them a QCE and access to tertiary studies in Queensland through an equivalent rank. Students studying the Portfolio Pathway select up to three General Subjects and complete a Diploma and Certificate II courses. There were 39 Year 12 students who studied the Portfolio Pathway in 23/24. Of these students, 28 students studied the Diploma of Business and 11 students studied the Diploma of Project Management. All students also studied a range of Certificate II and III qualifications delivered either on campus at St Margaret's (Certificate II Hospitality or Certificate II Workplace Skills) or TAFE Queensland campuses. Courses of study included: Design Fundamentals, Events, Health Services, Community Dance, Theatre and Events, Sport Coaching, Agriculture, Patisserie, Laboratory Skills, Early Childhood Education and Care, Screen and Media, Hospitality, Tourism, Sport and Recreation, Animal Care, Apparel, Fashion and Textiles, Health Support Services, Community Service, Baking, Workplace Skills and Retail Cosmetics. In 2024, Years 11 and 12 students studying the new QCE system ATAR Pathway are required to study an English subject (including Literature, English or EAL). Students were recommended to study five subjects to enable them to narrow the focus of their study and maximise their ATAR. In rare situations, after consultation with the Dean of Academics, there may be variations to this requirement. In addition to the compulsory subjects, students in 2024 chose four subjects from the following list:

Years 11 and 12

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



ST MARGARET'S SIGNATURE PROGRAMS

St Margaret's has several flagship programs that distinguish it from other schools.

CAREERS EDUCATION

All students in Years 9 to 12 participate in a careers development program which helps students identify and develop the necessary skills to participate, thrive and lead in a global economy. As part of this program, students in Year 10 gain a Certificate accreditation across a range of industries including sport, hospitality, health, community services, engineering and agriculture. Completing a Certificate qualification while at school not only provides students with knowledge, experience and insight before they make their senior subject selections/or before they start tertiary studies, but it also gives students credit points towards their QCE.

ST MARGARET'S PLUS (STM+)

The purpose of StM+ is to identify and document the essential skills students develop outside the classroom/alongside the academic program. It aims to develop a whole picture of students by promoting engagement and well roundedness to enhance employability outcomes for students as they graduate.

MENTORING PROGRAM

Introduced in 2022, the St Margaret's Mentoring Program gives Years 11 and 12 students the opportunity to be matched with appropriate mentors from the St Margaret's alumni community in the field they are aspiring to study or enter when they graduate. What sets the program apart is its disciplined structure and the fact it is highly personalised to each student.



ACADEMIC ADVISING

In 2024, all students in Years 9 to 12 were assigned an academic advisor who they met with in small groups, twice weekly during timetabled academic advising sessions. With assistance from their advisor, students set academic goals and tracked their progress through Learning Analytics. Academic advising gives students the tools and confidence to personally evaluate their results and take ownership of their own learning and its outcomes.

YEAR 10 GLOBAL EXCHANGE PROGRAM

St Margaret's is committed to developing students' global outlook. One of the ways in which the school develops students' global citizenship is through the signature Year 10 Global Exchange Program, which offers students in Year 10 the chance to study at one of 14 schools in Canada, USA, Germany, Japan, New Zealand, South Africa, England and France

FLYERS PROGRAM

Our signature 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
- 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
- peer to peer meetings.

Each student reports to a Flyers mentor, such as the Head of Performance, Head of Faculty – The Arts, or Director 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.

EXTRACURRICULAR ACTIVITIES

At St Margaret’s we believe education is more than an academic result; it is a holistic learning experience, and art, music and sport all play an important part in a well-rounded education.

St Margaret’s students are encouraged to develop their curiosity, find their passion and seek knowledge in all areas of life through the school’s many and varied extracurricular activities and clubs.

21

Secondary Sports

25

Music Ensembles

SPORT

All students in Years 2 to 12 are encouraged to participate in a wide variety of sports across several competitions and associations throughout the year including:

- Andrews Cup
- Queensland Girls Secondary Schools Sports Association (QGSSSA)
- Brisbane Schoolgirls’ Rowing Association (BSRA)
- Brisbane Metropolitan Junior Competition (BMJC)
- Downey Park Netball Association (DPNA)

Secondary sports on offer in 2024 included:

- AFL
- Athletics
- Artistic Gymnastics
- Badminton
- Basketball
- Cricket
- Cross Country
- eSports
- Football
- Hockey
- Lifesaving
- Netball
- Club Netball
- Rhythmic Gymnastics
- Rowing
- Strength and Conditioning
- Swimming
- Club Swimming
- Tennis
- Touch Football
- Volleyball
- Club Water Polo



Primary sports on offer in 2024 included:

TERM 1	TERM 2	TERM 3	TERM 4
Core Sports: Andrews Cup			
Swimming	Cross Country	Athletics	Swimming
Cross Country	Athletics		
Elective Sports: Andrews Cup			
Touch Football	Netball	Netball	AFL
Tennis	Soccer	Gymnastics	Cricket
		Cricket	Gymnastics
		Basketball	Basketball
Club Sports:			
Netball	Netball	Netball	Water Polo
Water Polo			

Eligible students for the different sports include:

- Girls in Years 2 to 6 – athletics, swimming, cross country and gymnastics
- Years 4 to 6 – basketball, cricket, netball, soccer, tennis and touch football
- Years 5 and 6 – AFL

MUSIC

Extra-curricular music at St Margaret's offers students a broad range of opportunities through which they can experience music at a variety of levels. In 2024, there were:

- over 500 students involved in music ensembles
- 350 students undertaking private music lessons within the St Margaret's Private Music Tuition program (with over 40 students taking lessons on multiple instruments)
- 17 qualified music specialist teachers
- 25 string, band or choir ensembles
 - 7 choirs (including auditioned and non-auditioned choirs)
 - 6 string ensembles (including primary and secondary string quartets)
 - 12 band ensembles (including concert bands, stage band, rock bands and chamber ensembles)
- curriculum strings program for Years 3 and 4
- curriculum band program for Year 5
- performance opportunities throughout the year including Classics in the Cathedral, Soaring Upwards Festival, MAYO Arts Festival (biennial), and combined workshops with other schools.

2024 Music highlights included:

- music day camp held at the beginning of the year with over 100 students attending
- combined strings and bands workshop with Churchie
- international music tour to Munich, Salzburg, Vienna, Prague and Bratislava
- introduction of a new concert 'Viva La Musica' for middle level ensembles
- outstanding performances at Classics in the Cathedral and at the Mayo Arts Festival



Performing Arts

- Students in Years 7 to 12 can audition for St Margaret's dance troupe, Ballare
- Private Speech and Drama tuition is available for students in Years 2 to 12
- A biennial musical is produced

Clubs and Activities

St Margaret's has a variety of thriving clubs and activities giving students the opportunity to broaden their horizons and find their true interests and passions.

Secondary Clubs and Activities offered in 2024 included:

- Astronomy
- Auslan Club
- Chess
- Dance
- Debating
- Digital smART Club
- Duke of Edinburgh Award
- Environmental Committee
- Maggies Podcast
- Philanthropy Group
- Private Speech and Drama
- Public Speaking
- Robotics Club
- smART Club
- STEM Club
- Student Representative Council
- TOC H

Primary Clubs and Activities offered in 2024 included:

No Cost	User Pays
Debating	Strength & Agility Training
Garden Club	Chess Club
Japanese Club	Club Netball
Robotics	Little Moves Dance
Strategy Club	Magnettes Netball
Homework Club	AFL Auskick
Writing Club	Rise Tennis
Maggies Podcast	NetSetGo Netball
Public Speaking	Yoga and Mindfulness
Mindfulness	Swim Club
	Water Polo Club
	Art Workshop



PASTORAL CARE AND WELLBEING

St Margaret's is well known for being a highly inclusive school with excellent student care. Our unique culture is intentionally nurtured by the School Council, Senior Leadership Team and staff. The school's wellbeing framework is designed to prepare confident, compassionate and capable women who are able to contribute in a global community. As such, the framework articulates the beliefs, aims and practices related to the facilitation of student wellbeing at St Margaret's

Social and emotional wellbeing is vital for academic success; we believe student wellbeing and successful learning are intrinsically linked. At St Margaret's we value the pursuit of continued growth and wellbeing. A well-rounded pastoral care program aims to develop social and emotional competencies in individuals and enhances various student relationships from Prep to Year 12. This program consists of:

Student Support and Wellbeing

St Margaret's provides a connected and caring community where students feel valued and known, and hence develop a sense of belonging to their school. The focus of the school is for students to feel safe and supported. Our student wellbeing team encourages students through various initiatives and programs to be ethical, compassionate, and creative thinkers prepared to contribute capably to society.

Respectful Relationships

Respectful relationships apply to all members of the school community. This is communicated through the St Margaret's Way and our anti-bullying policy. Both communiques outline the school's stance on positive respectful relationships. Restorative practices are used to manage behaviour issues.

Leadership and Service Learning

At St Margaret's, we firmly believe that students learn leadership through service learning. Students welcome responsibility as well as the opportunity to show leadership by making a positive difference in the community through service.

Anglicanism

Anglicanism sees spiritual growth as a journey of exploration and discovery through tradition, reason and experience. It is exploratory and inclusive, warmly welcoming of students from any or no denomination. All students embark on a spiritual journey, which encourages them to seek a deeper meaning in their lives.



OUR COMMUNITY

Parents and Friends Association

St Margaret's Parents and Friends Association (P&F) supports the school through fundraising and social events. The P&F Association is further enhanced by Support Groups that operate under its umbrella to serve the needs of students at the school including:

- Athletics/Cross Country Support Group
- Boarders Support Group
- Hockey Support Group
- Music Support Group
- Netball Support Group
- Rowing Support Group
- Swimming Support Group
- Tennis Support Group
- Water Polo Support Group

The P&F Committee is elected annually at the Annual General Meeting held in March.

In 2024, the P&F Committee organised a number of social fundraising events, including the Fathers' Dinner, Mothers' Luncheon, the Father Daughter Breakfast and the Mother Daughter Luncheon.

The P&F welcomes and encourages members of the community to volunteer their time and efforts to be part of the P&F and its support groups.

Old Girls' Association

St Margaret's Old Girls' Association encourages past students to maintain active and supportive contact with the school and one another. In 2024, St Margaret's continued building on the new Old Girls' online network aimed at facilitating the connection of Old Girls with fellow past students based all over the world.

The annual Past Student Awards recognised Caitlin McConnel ('07) as our 2024 Young Past Student of Distinction and Michelle May AM KC ('72) and Dr Alex Markwell ('95) as our Distinguished Past Students as well as Trudi Mitchell ('87) as the inaugural Spirit of Service Past Student.

Each year, the association also awards the coveted OGA Prize to a senior girl for outstanding leadership and achievement, and actively supports Reunion Weekend and the Professional Women's Network series facilitated through the school's Development Office. The OGA also publishes a quarterly e-newsletter for which contributions are most welcome and sought after from the past student community.

St Margaret's Old Girls continued to generously give back through mentoring students, speaking at Professional Women's Network or Aspiring Young Women's Network events, presenting at careers days and through involvement in the school's 'Imagine Your Future' marketing campaign.

St Margaret's Foundation

St Margaret's Foundation is focused on delivering meaningful engagement opportunities and activities for those who have, or could have, an interest in the activities of the school, and to encourage their philanthropic support in return.

Current and past parents and community members are eligible to apply for a position on the Foundation Board.

The giving snapshot over the page highlights the contribution the Foundation made to the school in 2024.



2024 DONOR IMPACT SNAPSHOT

DONOR COMMUNITY

618
DONORS

of which 209 were Old Girls

100% of St Margaret's
Foundation Directors donated

100% of St Margaret's
Senior Leadership Team donated

100% of St Margaret's
School Council Directors donated



BURSARIES

\$258,500

18 students received bursary support to assist with tuition fees to access or continue their St Margaret's education.

BOARDING BURSARY DONOR CIRCLE

Thanks to the generosity of our Boarding Bursary Donor Circle, along with bursary support for tuition fee assistance, girls in the boarding house received the support they needed to continue their St Margaret's education and participate in key school activities with dignity.

- Music lessons for 3 students
- Taxis for students to participate in rugby
- Speech and Drama lessons
- Tickets to Year 10 Lunch, Year 11 Semi, Year 12 Formal
- Paid for girls to go on activities which have a cost associated so they could attend
- Uniforms and other school items

Essential items and clothing for all girls to access as required.



GIVING DAY

Fifth annual Giving Day raised

\$431,037

in 12 hours from 559 donations



BUILDING FUND

\$597,812

raised for the refurbishment of Community House into a student wellbeing centre, and future projects including a new Arts Precinct and classroom and amenity upgrades.



BEQUESTS

Eton Society: 32 members of the community intend to leave a gift to St Margaret's in their Will.



INVESTING FOR THE FUTURE

The Endowment Fund reached

\$683,000

including contributions from two school partners
Pitcher Partners and Yabbr.

 **PITCHER PARTNERS** 

OUR COMMUNITY

Parent Involvement

St Margaret's welcomes and encourages parent involvement at the school and aims to build a strong, collaborative partnership with families.

Aside from those opportunities already highlighted, in which parents can volunteer, attend social events and hold positions within the school, parent involvement is also encouraged in other ways.

Formal Parent-Teacher interviews are conducted twice a year in both the primary and secondary schools. Continuous Reporting ensures the delivery of timely and targeted feedback to students and their families about the learning progress in a subject, and parents are invited to discuss their daughter's progress with members of staff at any time throughout the year. The Careers Program in Year 10 also incorporates a SET Plan Interview with the Careers Counsellor and senior staff to which parents are invited to attend to specifically discuss educational and career pathways for their daughters.

Regular Parent Information sessions are held on specific topics and around significant transitions including Orientation and Years 9-11 subject selections. Special guest speakers are engaged throughout the year to support parents on various parenting topics.

Parents receive a variety of communications from the school, including a weekly eNews, POD notifications and printed publications including *The Link* and the *Flyer*. A Parent Handbook and Curriculum Handbooks are also available to parents on the school website and Parent Lounge, accessed via The POD, and provide school-specific information.

Parents are also invited to attend many events held throughout the year, including the MAYO Arts Festival (biennial), Classics in the Cathedral, Sports Awards, Speech Night, Open Day, Professional Women's Network breakfasts and special assemblies.

We have a number of other active groups in which parents can become involved including: the Child and Youth Risk Management Strategy Committee, and the Friends of MAYO committee.

In the primary school, many parents volunteer their time for reading groups, excursions and activities or as a Year Level Class Representative who liaises with school leadership and welcomes new parents.

Parent Satisfaction

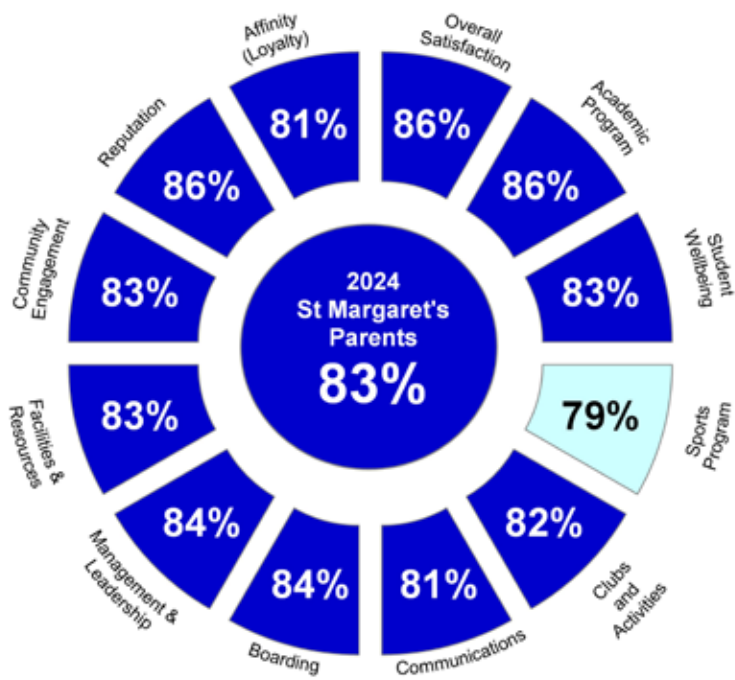
As part of St Margaret's pursuit of continual improvement, in 2024, the school engaged MMG, a leading provider of school stakeholder research and performance benchmarking, to undertake an independent, confidential survey of school parents (Prep-Year 12) regarding their views, expectations and satisfaction with key elements of the school's value proposition. This survey is conducted every three years.

The 'MMG Wheel' below reflects the average scores of all parents in key areas. Parents voted 'very high' scores in 11 of the 12 key areas and a 'high' score for the remaining area.

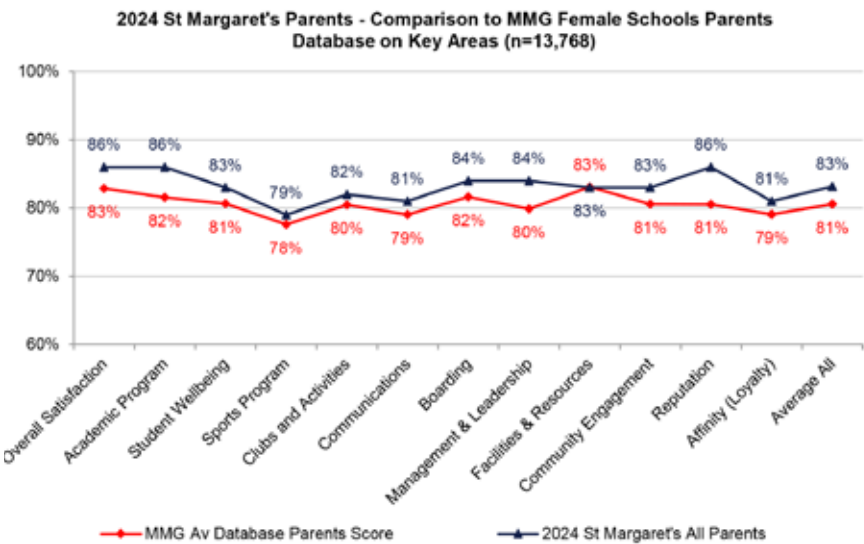
The overall score is 'very high' (83%) and is 2% above the MMG Benchmark average score of 81%.

The MMG table (right) shows parents' scores compared with the MMG Parent Benchmark Database average in key areas. This includes a total of 13,768 sampled parents in top tier girls' schools throughout Australia.

2024 Parent Survey



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



FUNDING INFORMATION

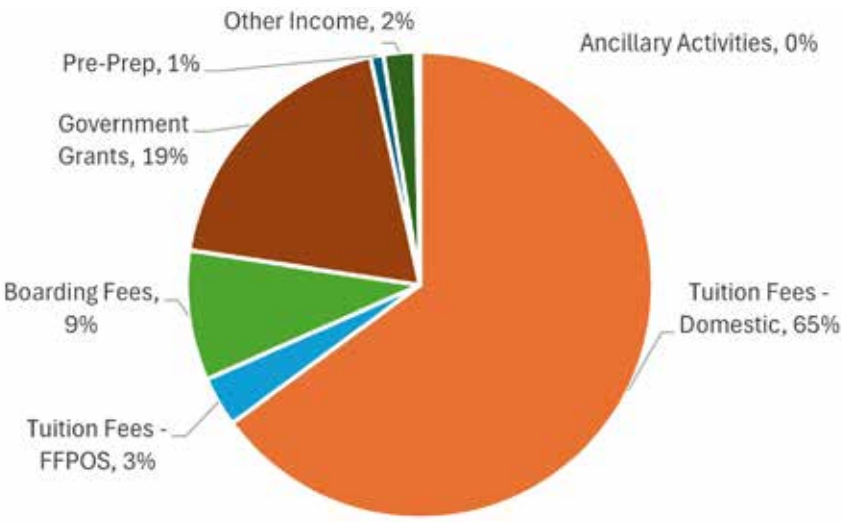
St Margaret's enrolments increased from the end of 2023 to the start of 2024 and grew slightly throughout the year, with the school nearing desired capacity. The school is currently transitioning to significantly reduced Commonwealth Government funding through the implementation of the Capacity to Contribute methodology for grant allocation. To ensure the school continues to be financially viable and can offer parents choice and affordability for their child's education, the school is continually reviewing operations to ensure efficiency and is also exploring new income sources.

St Margaret's opened the first stage of The Forest and Canopy Café project with The Forest outdoor green space welcoming students in the first half of 2024.

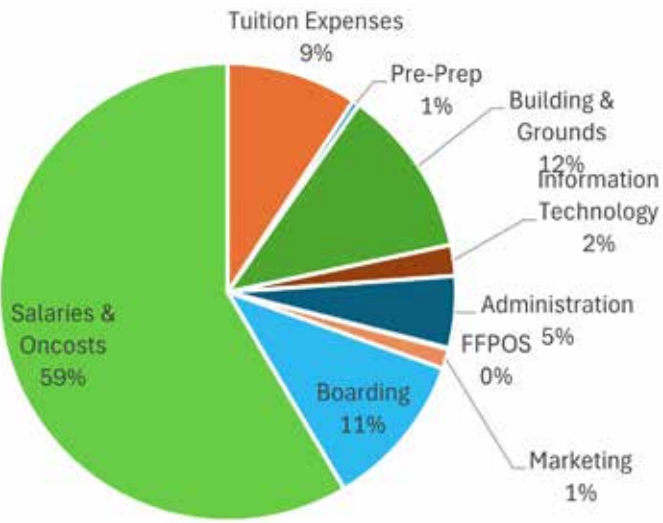
The Forest will be used for seating, socialising and learning and will articulate with the Canopy Café. The Café is under construction and due to open for Term 2, 2025 and will provide a refectory style cafeteria and various seating options, including internal air-conditioned spaces and an outdoor amphitheater deck.



Income Sources



Expenditure Breakdown



CANOPY CAFE

Our exciting new project

COMING SOON



ACADEMIC RESULTS

2024 NAPLAN RESULTS

St Margaret’s has again achieved very pleasing results. Across all domains (Writing, Reading, Spelling, Grammar and Punctuation, and Numeracy) and all tested year levels (Years 3, 5, 7 and 9), St Margaret’s results were, again, well above state and national averages.

Year 3	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret’s Average	497	482	470	499	476
State Average	402	392	388	398	393
State Average (Female)	415	400	415	412	389
National Average	416	404	401	409	404
Year 5	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret’s Average	566	564	540	579	545
State Average	470	483	475	493	479
State Average (Female)	483	491	481	501	472
National Average	485	492	487	498	489
Year 7	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret’s Average	610	596	574	601	583
State Average	524	523	530	527	529
State Average (Female)	545	534	539	541	524
National Average	540	535	540	537	540
Year 9	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
St Margaret’s Average	652	617	602	638	615
State Average	558	551	560	549	552
State Average (Female)	583	564	567	565	552
National Average	574	565	567	555	565



YEAR 12 ACADEMIC RESULTS FOR 2024



2024 ATAR Results

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

43.5%

of boarders received an ATAR of 95 or above

92%

of subject results were As and Bs

36

students received As in all their subjects studied

8.2%

received an ATAR of 99 or above

10

Students

38.5%

received an ATAR of 95 or above

47

Students

63.1%

received an ATAR of 90 or above

77

Students

97.5%

received an ATAR of 80 or above

119

Students

MEDIAN ATAR
91.9

39 students studied the **Portfolio Pathway**

28

completed a **DIPLOMA OF BUSINESS**

11

completed a **DIPLOMA OF PROJECT MANAGEMENT**

40

completed a **Certificate II and/or III** across a range of courses

The statistics above represent 122 of our 123 ATAR eligible students, with students having the option to withhold their results from the school.

Next Step Survey is published by 30 September each year. Please refer to our website for more information www.stmargarets.qld.edu.au.



Next Step

2025 Post-School Destinations

St Margaret's Anglican Girls School (Ascot)

This is a summary of the post-school destinations of students from St Margaret's Anglican Girls School (Ascot) who completed Year 12 and gained a Senior Statement in 2024. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2025.



72.8% response rate

118 out of 162 Year 12 completers from this school responded to the 2025 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2025, 97.5% of Year 12 completers from St Margaret's Anglican Girls School (Ascot) were engaged in education, training or employment in the year after they completed school.



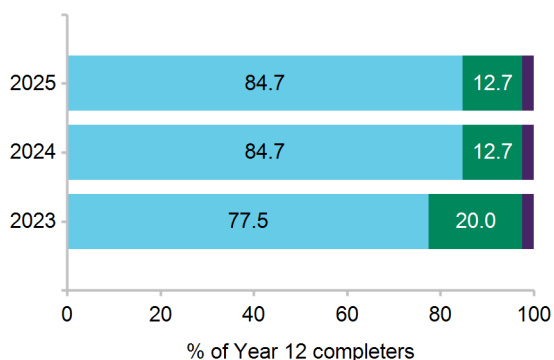
Of the 118 respondents, 84.7% continued in education and training. The most common study destination was bachelor degree.



A further 12.7% transitioned directly into paid employment only.

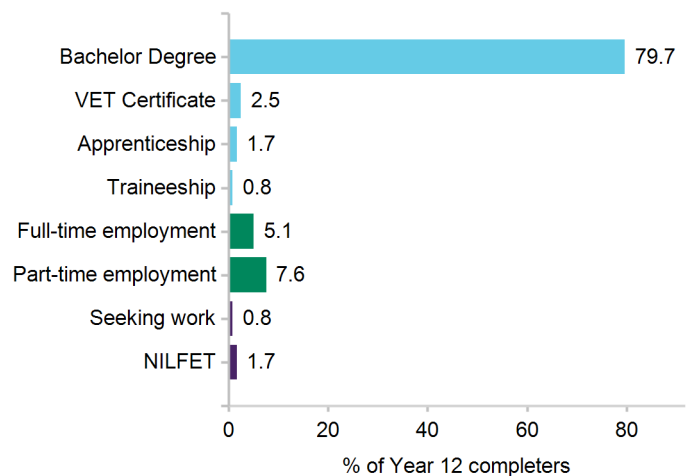
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Education or training
Employment only
Not in education, employment or training

Main Destination in 2025





St Margaret's



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