

St Margaret's

St Margaret's Flyer

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INCORPORATING THE
2025 ANNUAL REPORT

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The St Margaret's community acknowledges the Traditional Custodians of the land upon which we gather each day. We pay our respects to the Elders past and present, for they hold the memories, traditions, culture and hopes of Aboriginal and Torres Strait Islander peoples across the nation.



From the Principal

From 10 December 2025, Australia introduced the world first social media minimum age law, preventing children under 16 from holding accounts on platforms such as Instagram, TikTok, Snapchat, YouTube, X, and Facebook. Rather than a punishment, this measure places responsibility on social media companies, not families, to take *reasonable steps* to restrict underage accounts, with fines of up to $49.5 million AUD for non-compliance.

The change comes in response to mounting evidence about the impact of excessive social media use on young people. Readily available studies and research showed that social media not only exposed young people to harmful content, including cyberbullying, violent or misogynistic material, but there are links to the rising anxiety of the current generation.

At St Margaret's, we viewed this moment as an opportunity for a whole community reset. At the end of 2025, we started our Maggies Mobile Reset initiative aimed at supporting families in navigating this transition and promoting healthier digital habits. At the beginning of this year, Year 7 boarders were asked to avoid bringing smartphones or Apple Watches and were encouraged to consider feature phones or kiosk mode settings for existing devices if their child already had an iPhone. This request was extended to the day school community, and primary school parents who had not yet purchased phones were encouraged to stay strong longer despite pressure from their child, and to delay the purchase of a phone at all.

We have recognised that times of transition are difficult and that it may take about three years to see an appreciable difference. We understand that every family's circumstances are different, and this transition may feel challenging. Some children will adapt quickly; others may struggle with feelings of disconnection or frustration. Some parents welcome clearer boundaries, while others worry about enforcement and possible workarounds.

Our role – as educators, parents, and caregivers – is to provide clarity, compassion, and consistency.

Australia is at the forefront globally, with other countries now considering similar measures. France, Denmark, Malaysia, and the UK have already proposed or enacted age-based restrictions on teenage social media use, signalling a worldwide recognition of the need for stronger protections for young people.

In this context, our school community has the chance to lead by example – to approach this change not as an inconvenience but as a shared commitment to wellbeing, digital safety, and raising resilient young women. St Margaret's will keep educating our students about online safety and continue to keep families informed and supported.

This is a moment for collective courage and alignment with our school theme for 2026, 'Optimism and Gratitude.' By working together through Maggies Mobile Reset, we can help our students grow in confidence, focus, and wellbeing, and embrace technology not as a distraction, but as a thoughtful and purposeful tool.

Ros Curtis AM
Principal

BA(Hons), DipEd, MLitSt, MEd(Leadership and Management), ASDA, FACELQ, FIML, GAICD

In 2026, in the interest of sustainability, St Margaret's has elected to combine our annual *Flyer* magazine with the *School Annual Report* information as required by the Australian Education Act 2013, 77(2) (f). The publication has moved primarily online with limited hard copies available on request by emailing reception@stmargarets.qld.edu.au

About the school

St Margaret's Anglican Girls School offers an independent education for girls from Pre-Prep to Year 12, boys in Pre-Prep and boarders from Years 5 to 12.

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 Vision

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

SPIRIT | INCLUSIVITY | INTEGRITY | COURAGE | RESPECT | PASSION





Our Staff



Expenditure on and participation in teacher professional development

From 1 October 2024 to 1 October 2025, $179,047* was spent on teacher professional learning and $81,186 was spent on professional learning for support staff. Over 456 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.*

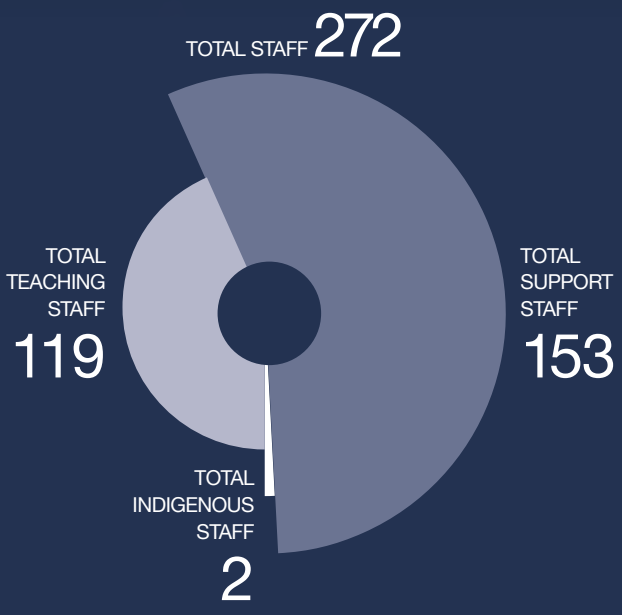
87%
Staff retention rate in 2025

5.66
Average Tenure

97.89%
Staff Attendance Rate*

Staff attendance rate (average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to five days) - 97.89

STAFF COMPOSITION



STAFF QUALIFICATIONS

Level of Attainment	All Staff	Teachers	Support Staff
Doctorate	1%	2%	1%
Masters	23%	50%	7%
Bachelor Degree	39%	49%	32%
Diploma/Certificate	6%	0%	10%
Nil	29%	0%	51%

Enhancing teaching to elevate learning



The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by how teachers teach than by what they teach.

Emeritus Professor Dylan Wiliam

Just as students thrive in classrooms where learning is dynamic and responsive, educators thrive in schools where they are supported to grow, reflect on and refine their practice.

St Margaret's maintains its expertise as a leader in girls' education through the ongoing professional learning of its staff, ensuring they remain at the forefront of student learning, educational trends and evidence-based pedagogical practices.

Throughout 2025, St Margaret's staff accessed a range of professional learning opportunities both internally and externally, in person, online, locally, nationally and internationally.

A resounding highlight was an inspiring Trends in Education session with Emeritus Professor Dylan Wiliam as keynote presenter, whose work on formative assessment and student learning has inspired and influenced educators across the globe. Attracting more than 200 educators from South East Queensland, this event allowed our educators to connect with peers from other schools while deepening their understanding of the impact of formative assessment in the classroom.

Dylan's powerful reminder that 'assessment is the bridge between teaching and learning,' reinforced for the educators in the room the importance of frequent checks for understanding throughout the learning process and the use of these insights to adapt teaching and learning to meet student needs while simultaneously building their confidence, encouraging ownership of their learning and enhancing their outcomes.

To help staff further develop their pedagogical practice (*how they teach*), each term the school holds a Teachmeet giving educators the chance to learn with and from each other.

The primary goal of TeachMeets is to enhance staff proficiency across various aspects of the Australian Professional Teaching Standards. This includes improving pedagogical practices, implementing strategies for differentiation and inclusive teaching, understanding student pastoral and wellbeing needs, and adopting effective learning routines and study techniques to achieve high-impact student outcomes. Each TeachMeet often has a focus, such as enhancing academic advising routines and structures, or utilising AI to increase efficiencies; however, there is always a diverse selection of workshops available from which staff can choose. Topics covered in 2025 included: positive behaviour strategies, differentiation for students on individualised learning plans, boosting teacher productivity, managing activity transitions in lessons, spaced practice in study techniques, questioning techniques in lessons, and evidence-based behaviour management strategies.

St Margaret's Dean of Studies Chris Dunn said the objective of TeachMeets was to provide concise, impactful sessions that enhance staff capacity in various professional areas.

'These sessions, whilst only 20 minutes each, are designed to motivate staff to delve deeper into the topics, uncovering further insights and exploring different practices to adopt after they have left the workshop. The approach ensures that staff are not initially overwhelmed by the wealth of ideas being shared, and it encourages them to trial these new, evidence-based practices in the classroom,' he said.

Staff are invited to present on a topic, which not only encourages the school's culture of sharing and collaboration, but it underscores the belief that everyone has valuable insights to contribute, and even the most experienced teachers benefit from participating.

The feedback from staff has been overwhelmingly positive. Early career teachers have shared that TeachMeets have significantly enriched their pedagogical and pastoral strategies, allowing them to better support their students, while more experienced staff have also found value in the sessions, noting that they often serve as a reminder of effective techniques and strategies that they had previously used but had set aside over time, motivating them to reintegrate these practices into their teaching.

Chris shared that one early career teacher said to him: 'This is hands down the best professional development I have ever done. Every session is practical and provides clear ways to implement the strategies discussed.'

Witnessing students incorporate the principles of the science of learning into their study routines and the high-quality instruction being practised across the school is testament to how these TeachMeets are positively impacting students.

'The fact that students see teachers as learners as well, I think, sends a powerful message of the value and importance in being lifelong learners in whatever profession you enter,' Chris said.

Nurturing a staff learning community was a key strategy of St Margaret's 2020-2025 Strategic Plan with the Centre of Teaching and Learning Excellence (ce**TL***e*) established to support the growth and leadership of educators. Trends in Education sessions and Teachmeets are examples of the professional learning opportunities enriching the expertise of staff, ensuring they are at the forefront of education and providing an outstanding learning experience for students.



St Margaret's
ceTLe
Centre for Teaching and Learning Excellence



Championing AI

In 2025, as part of St Margaret's considered, ethical and strategic approach to the implementation of artificial intelligence (AI) technologies within the school, AI Champions were appointed to support both teaching and support staff in building their AI literacy.

From 2026, educators Erin Buckingham, Adam Hand and Clare O'Brien will have a 25 per cent reduction in their teaching load, affording them the time to continually undertake professional learning on new AI developments, boost adoption, and support their colleagues in upskilling. This professional sharing and training will take place in multiple formats and forums as the AI Champions work to share knowledge on the types of tasks where AI can add value or provide efficiencies for staff and the applications that will enhance teaching and learning for students.

The work of the AI Champions will complement the AI Staff Usage Policy, which provides guardrails on appropriate use of AI by staff members, and will promote the use of AI to augment human intelligence, not replace it.

Head of Faculty – Digital Innovation and Design Kerry Daud said: 'AI is such a rapidly evolving space that the school is investing in growing our staff capacity to help meet the needs of all staff and, by extension, students.

'Different subjects and year levels have very different educational focuses. By having depth in our AI Champions who represent a range of subject areas, staff will feel that they can be supported within their specific context in easily accessible ways,' Kerry said.

With the many AI options available and new developments being released, the appointment of AI Champions is an exciting and innovative step forward that will provide a bridge between emerging technologies and educational practice that will enhance learning and prepare students for an AI-enabled future.

Fostering growth for both teachers and students



In the primary school, teaching staff launched the 2025 school year with a professional development session led by Independent Schools Queensland focused on cognitive science (*understanding how students learn*) and effective teaching techniques, deepening their professional understanding of the impact teacher efficacy has on student outcomes and engagement.

Following the two-day workshop, a group of staff members collaborated to determine a shared language and principles which formed the basis of the development of an Instructional Toolkit. The toolkit provides practical strategies educators can use to enhance learning transfer, such as retrieval practice, checks for understanding and full participation.

Assistant Head of Primary – Curriculum Kate Frewin said the Toolkit has become a central pillar for ongoing professional learning.

'The Toolkit builds on our work on teacher efficacy and is fostering educator collaboration, reflection and ownership of their practice, as well as consistent and meaningful implementation in the classroom,' Kate said.

Award Winning School

St Margaret's is consistently recognised as a leading day and boarding school, upholding the commitment to our vision 'to always be an outstanding day and boarding school for girls.' In 2025, this was reflected in the prestigious awards the school and its staff received.

Australian Education Awards









Educator Magazine Awards













Congratulations to St Margaret's Staff



Ros Curtis AM – Principal

International Coalition of Girls' School - Founders' Leadership Award

Australian Education Awards – Excellence Awardee, School Principal of the Year - Non Government



Kerry Daud – Head of Faculty – Digital Innovation and Design

The Educator's 2025 Most Influential Educator Award

TEACHX Innovation in Teaching Award



Angela Drysdale – Head of Primary

Australian Education Awards – Excellence Awardee, Primary School Principal of the Year – Non Government



Georgia O'Brien – Secondary Teacher and St Margaret's Anglican Girls School

The Educator's Rising Star and School Leadership Award



Lizzie Fowler – Relationships and Mentoring Manager

Educate Plus QLD Chapter Highly Commended Newcomer Award

Georgia Mitchell – Assistant Director of Philanthropy and Stakeholder Development

Educate Plus QLD Chapter President's Award



Belinda Knowles – Pre-Prep Teacher

St Margaret's Staff Award for Excellence in Teaching and Learning



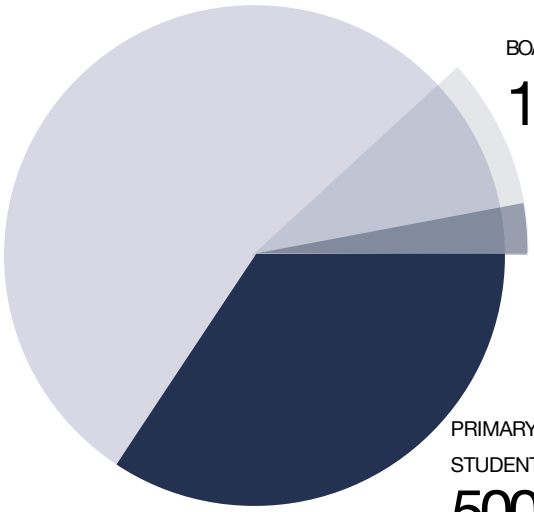
Lisa Beeney – Executive Assistant to the Principal

St Margaret's Staff Award for Service to the School Community

St Margaret's Students

2025 ENROLMENTS

TOTAL STUDENTS 1455



SECONDARY STUDENTS 949

BOARDERS 188

INDIGENOUS/ TORRES STRAIT ISLANDER STUDENTS 41

PRIMARY STUDENTS 500

**These figures represent enrolments at time of Census 2025*

82%
Overall Student Satisfaction

2025 Year 12 Exit Survey

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

94.30%

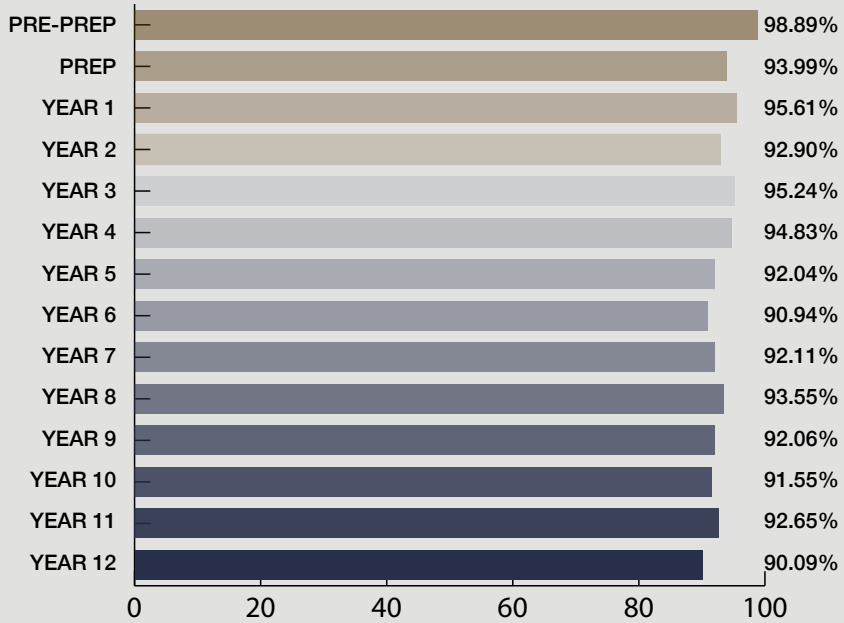
Student Retention Rate for the 2025 Year 12 Cohort from the 2023 Year 10 Cohort

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.

93.32%
Average Student Attendance Rate for the whole school

STUDENT ATTENDANCE AVERAGE PER YEAR LEVEL





2025 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.

NUMERACY	YEAR 3	YEAR 5	YEAR 7	YEAR 9
St Margaret's Average	452	530	580	616
State Average	394	480	534	559
State Average (Female)	387	470	525	554
National Average	405	492	545	573

WRITING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
St Margaret's Average	490	543	586	649
State Average	398	464	525	564
State Average (Female)	410	476	541	587
National Average	414	480	538	575

READING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
St Margaret's Average	476	552	579	614
State Average	392	483	527	556
State Average (Female)	399	488	535	566
National Average	402	492	538	568

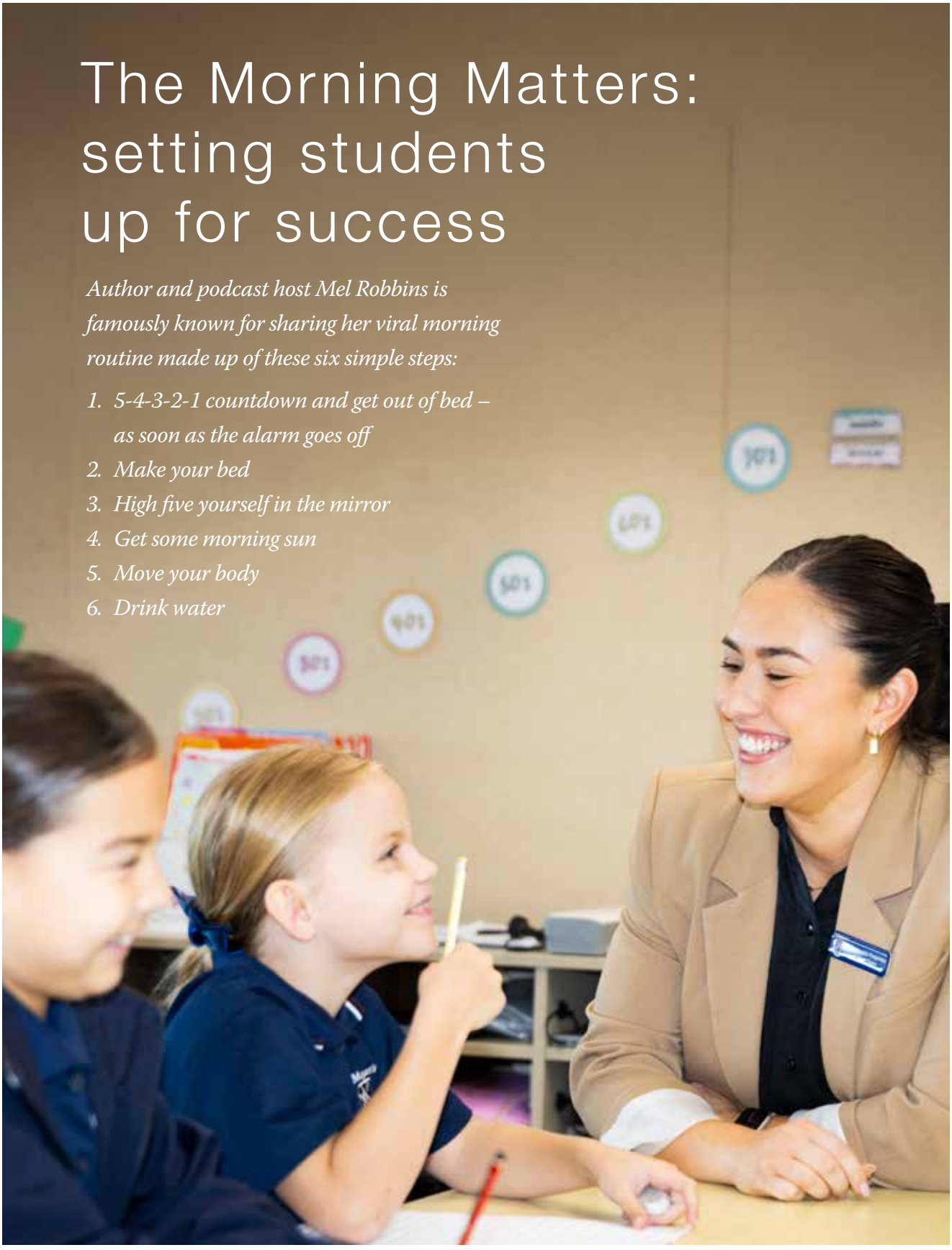
SPELLING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
St Margaret's Average	466	522	564	607
State Average	391	476	532	561
State Average (Female)	394	480	538	567
National Average	405	488	542	569

GRAMMAR AND PUNCTUATION	YEAR 3	YEAR 5	YEAR 7	YEAR 9
St Margaret's Average	501	570	590	626
State Average	393	487	530	549
State Average (Female)	399	495	541	565
National Average	408	497	539	559

The Morning Matters: setting students up for success

Author and podcast host Mel Robbins is famously known for sharing her viral morning routine made up of these six simple steps:

1. *5-4-3-2-1 countdown and get out of bed – as soon as the alarm goes off*
2. *Make your bed*
3. *High five yourself in the mirror*
4. *Get some morning sun*
5. *Move your body*
6. *Drink water*



According to Mel, 'how you set up your day is typically how it ends up'. She is joined by countless authors and thought leaders who've written extensively about the power of morning routines and their relation to productivity and wellbeing.

So why does a morning routine matter for school students? St Margaret's Senior Psychologist Michelle Alexander shared: 'According to behavioural psychology and neuroscience principles, routine assists the brain with concentration and focus, assists with motivation, and helps to regulate the brain. The idea is that repeatedly performing the same behaviours, rewires the brain, making the routine/behaviour more automatic with each repetition. In effect, you are creating a positive habit.

'Mel Robbins discusses how a good morning routine starts a positive domino effect that ripples on to the rest of your day. Following a simple routine helps a student feel a sense of confidence and reinforces the student's sense of discipline to follow through and persevere on tasks at home and at school. Routines also provide the student with a sense of structure that helps the student transition more efficiently in academic tasks. When the student takes action, they feel a sense of agency over their academics and as a natural consequence improve their focus, confidence, and overall mindset to complete tasks. In effect, routines set students up to start the day in the most positive way for success,' Michelle says.

Parents play a powerful role in shaping the morning success story, helping students to arrive at school calm, confident, and ready to learn.

Mel Robbins' six simple steps may not suit every student, but the establishment of some consistent set of habits, routines or rituals is widely proven to set students up for success.

Consider some of the following strategies:

- Have a consistent wake up time (aided by a consistent bedtime)
- Make the bed
- Eat a nutritious breakfast
- Engage in positive conversations and avoiding rushing or nagging
- Arrive to school on time with a positive mindset
- Introduce mindful moments
- Prepare the night before e.g. check timetables and organise equipment needed for the next day
- Limit screen time

Morning routines don't just exist in the home environment. Mornings matter in the school context too.

St Margaret's implements a morning routine to build discipline, confidence and emotional resilience, setting the tone for the entire day and significantly influencing students' engagement, learning and flourishing at school.

Year 5 teacher Nicole Jonathan's routine starts with greeting students at the door to her classroom.

'I check in with students as they enter the room to help them feel calm, at ease and supported. They have a visual timetable and use their student diary to check their responsibilities.

'There are expectations for the start of the day, such as to collect their belongings for the first lesson, sit at their desk with equipment and begin A 'Do Now' task, which is some work to complete for ten minutes while waiting for the roll to be completed and the lesson to start,' she says.

'Being prepared in the morning empowers students to learn more effectively and achieve their full potential. We discuss with the girls the importance of a well-organised morning especially when completing assessments such as NAPLAN. For test situations like NAPLAN, the cognitive demands are higher, and anxiety levels may be greater. A well-prepared morning reduces the stress they may be feeling about the assessment,' she says.

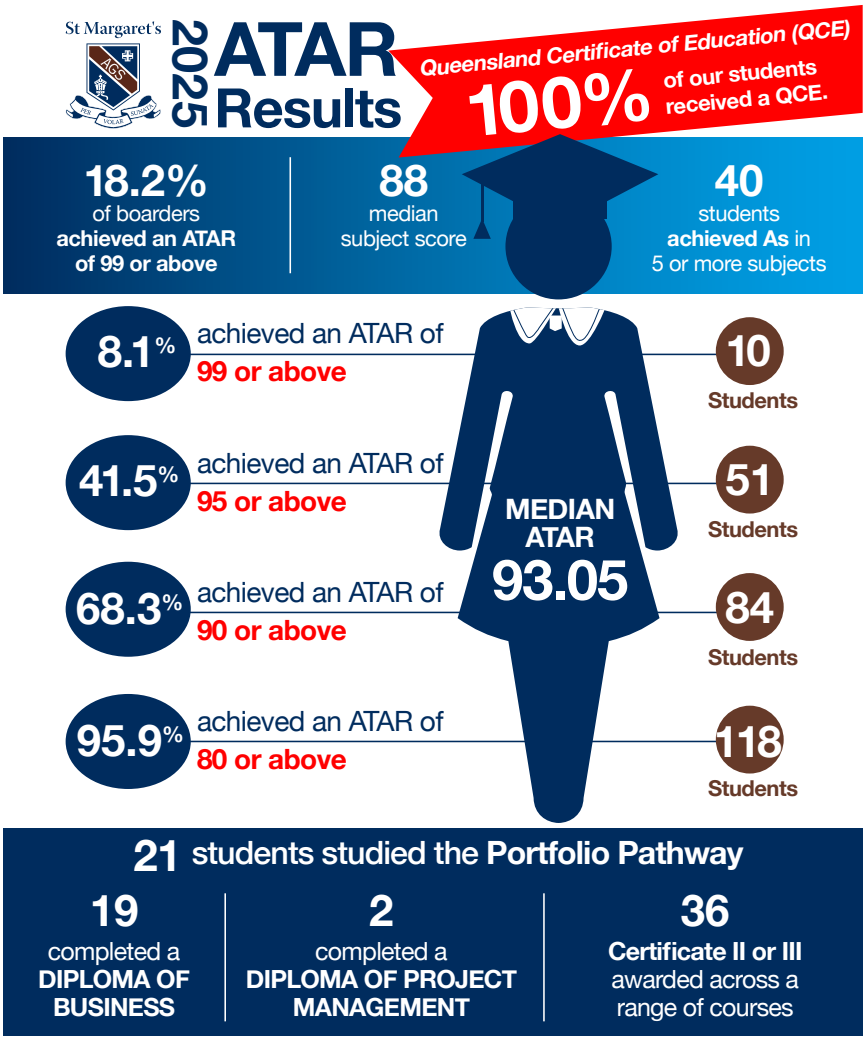
Year 3 teacher Camille Poupardin agrees that morning routines have a great impact on students' learning throughout the day.

'A well-structured morning routine, both prior to school and once arriving at school, sets students up for a successful day of learning. Teachers can often notice a difference when students' morning routines have been impacted, as students can often come into the classroom dysregulated, unsettled and unprepared to start the day,' Camille says.

Head of Primary Angela Drysdale is a big proponent for establishing daily morning habits. She often encourages the girls to make their bed every day because 'it sets the tone for the entire day'.

Angela shares with students highlights from US Naval Admiral William McRaven's motivational 2014 speech in which he said: 'If you want to change the world, start off by making your bed. If you make your bed every morning, you will have accomplished the first task of the day. It will give you a small sense of pride and it will encourage you to do another task and another and another. By the end of the day, that one task completed will have turned into many tasks completed.'

At St Margaret's, mornings are not just the start of the day – they are the foundation for lifelong learning. So, whether making their bed at home or through routines in the classroom, following simple, predictable steps helps to ensure students thrive and, in the words of Admiral McRaven, 'change the world!'



More than your ATAR: St Margaret's Plus

While the pursuit of an ATAR score or pathway credentials to match the career ambitions of students is an important focus at schools, if students are to be prepared for life, academic learning is just one slice – albeit a sizeable slice – of the pie.

St Margaret's does not fulfill its mission to prepare 'confident, compassionate, capable women able to contribute to a global community' through subject matter alone, and increasingly, universities and employers seek reliable indications of the highly valued 'soft skills' of a potential candidate.

These skills might include:

- **Interpersonal & meta-skills**: Communication, teamwork, cultural awareness, emotional intelligence.
- **Problem solving and adaptability**: Critical thinking, flexibility, and resilience.
- **Professionalism**: Initiative, work ethic, motivation.
- **Industry experience**: Internships, real-world application, task-based evidence.
- **Holistic attributes**: Leadership, community involvement, personal development.

Building profiles that highlight these elements through work experience, extracurricular involvement, micro-credentials, portfolios, and demonstration of emotional and digital competencies can significantly strengthen applications, whether to employers or university programs.

Since 2019, St Margaret's has been bridging the gap between definitive academic scores and harder to measure soft skills through its award-winning St Margaret's Plus program (StM+), which identifies and documents the essential skills students develop outside of the classroom through participating in extracurricular activities.

StM+ aims to:

- develop a whole picture of students
- promote engagement and well roundedness
- enhance the success of all students as they graduate
- highlight skills that enhance employability outcomes of students
- develop a student e-portfolio of evidence and a summary to supplement the QCE/ATAR information.



StM+ provides a summary of activities that maps the skills students have learnt outside/alongside the academic program and illustrates this through a spider graph showing the level of skills they have developed across Years 10, 11, 12. The activities and associated skills are drawn predominantly from the school's extracurricular and philanthropic programs which automatically contribute to the StM+ profile and include:

- sport
- music and extracurricular performing arts
- school activities and clubs
- Year 11 and 12 leadership positions
- school-run extracurricular activities (e.g. Sony Camp, Ponytail Project)
- committees.

Students can also request activities they have completed as individuals in and out of school, such as charity work, internships, holiday programs, camps, and competitions, to be added to their profile. The StM+ Committee approves these requests.

The resulting schedule outlines and maps students against six skills:

- Critical and creative thinking
- Community Engagement
- Inclusion and awareness of diversity
- Communication
- Teamwork and collaboration
- Initiative

A student with a well-developed StM+ profile will have completed activities that 'fill out' the spider graph across all six skills.

The screen image above belongs to Year 12 student Andie M, who, throughout her time at St Margaret's, has taken advantage of a multitude of opportunities across sport, music, the Arts, philanthropy and now, in Year 12, leadership, having been appointed a Prefect and the 2026 Strings Captain. This involvement has allowed her to showcase her development in all six skill areas as evidenced by her graph.

'I only took up cello relatively late in Year 8. It took courage to be a "late starter", even though it had been something I'd always wanted to do. That journey has helped me develop resilience and persistence.

'Debating with girls I didn't know well has developed my teamwork and collaboration skills, and I can already see that this year's leadership positions are helping me develop my confidence,' Andie said.



Students have actively used their StM+ Profiles, submitting them with their college and internship applications to support their written responses and have also commented that they have found the profile useful when writing applications to various jobs and programs to highlight their additional competencies.

Andie says she has already used her StM+ profile to help her gain both paid employment and other volunteering positions.

'It's very helpful in setting yourself apart from other applicants.'

CareerDC, an organisation that coordinates work experience and internships, says degrees are important, but employers want more.

They want real, practical skills, a good attitude and *true work readiness.*

'Businesses want graduates who can **communicate** clearly, **adapt** to change, **respond** well **to feedback** and **behave professionally** from their first day at work.' (2025)

Not only does St Margaret's gives students the advantage of mapping the soft skills they acquire at school alongside their academic work, but it also importantly highlights to them the value of developing these soft skills for their future and provides them with a multitude of opportunities and personal development programs which actively foster them.

And that's a BIG plus.

References:
CareerDC. (2025, December 29). *Skills employers look for in graduates. https://careerdc.com.au/resources/what-skills-employers-want*





Adventure awaits

Imagine a place where laughter echoes through tree canopies and little feet run, jump and climb to discover hidden wonders.

This adventure is just around the corner for our primary students, with an exciting new playground, the **Adventure Forest,** to be unveiled this year situated adjacent to the Canopy Café and nearby to The Forest (which inspired the playground's name).

More than just a playground though, the Adventure Forest will be a space to spark students' imaginations, challenge them physically and allow them to connect with the natural environment.

The exciting project grew from a shared vision and, with input from students as well as staff, the Adventure Forest has been thoughtfully planned to offer a range of experiences. During the consultation phase, a Playground Development Committee was established and students from each year level were invited to share their wish list for the new playground design.

Everything Outside designed the playground, which will favour natural building materials and feature many of the students' ideas, including tree houses connected by a bridge, a flying fox, fireman's pole, rock climbing wall, monkey bars, rope climbing, a teepee and an in-ground mini trampoline.

Delighted with the final design, the committee asked students to vote on a final name for the space and now ... adventure awaits our primary students in the Adventure Forest.

A very special thank you to our Year 6 families (2023, 2024 and 2025), who have donated a combined $7000 towards the project.

Construction has begun with the highly anticipated project to be completed by Term 2. We cannot wait to see the looks on the faces of our younger learners when they see their ideas come to life. Adventure is just around the corner!





Turning pages, sparking minds

What happens when the names on the front covers of books in the library leap off the page and into the classroom? You get a year of magic, mystery and a big dose of creative spark.

St Margaret's primary students spent another year gathering tips and tricks from some of Australia's most celebrated Australian authors, laughing alongside several humorous novelists and discovering the visual art of storytelling with illustrators.
While the giggles and gasps were plenty, the real treasure has been an increased love of reading and writing in our students, which has grown stronger with every visit.

Jacqueline Harvey, Katrina Nannestad, Jol Temple and Matt Stanton were among the literary stars who helped stoke the creative fire in the bellies of our students, exploring how original ideas become stories and ways to develop their writing craft. Illustrator Megan Forward deepened the girls' understanding of visual literacy while Clare McFadden shared illustration techniques.



The impact of these literary visits can be seen in the way in which our girls continue to enthusiastically read for pleasure and engage in the creative writing process; however, Literacy Coordinator Sarah Singleton said the opportunities for students to interact with diverse, creative and passionate authors and illustrators have delivered invaluable benefits that extend far beyond the classroom.

'Beyond the deepening of our girls' passion for reading, learning directly from these inspirational professionals has provided insight into viable career paths in the literary world, transforming writing from an abstract skill into a tangible profession they can aspire to pursue.

'Listening to such a variety of authors share their creative processes has enabled our students to view themselves as legitimate writers with unique voices that are worth both developing and sharing. The girls have established a deeper understanding of the power of their voices, the importance of the revision process, the courage to embrace their own creative ideas, and the confidence to share their work with the world,' Ms Singleton said.

St Margaret's intentionally fosters a strong culture of reading because of its evidence-based link to future academic success. Reading builds vocabulary, improves focus, enhances critical thinking, boosts memory and develops comprehension, translating into stronger performance on tests like NAPLAN.

As Dr Seuss reminds us, 'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' Every author visit has sparked a new idea and every page turned has strengthened the skills our girls need for lifelong learning. When a love of reading takes hold, the possibilities are truly endless.



Raising expectations, deepening learning



St Margaret's is continuing its commitment to extending academic enrichment opportunities and nurturing exceptional academic talent through its Academic Flyers Program. In 2026, the three key areas of the program – curricular and extracurricular enrichment opportunities and the support of gifted students – will be consolidated and overseen by an Academic Flyers Coordinator, with Ms Courtney Burton taking up the role this year.

All aspects of the program are designed to deepen student connection, broaden opportunity, and ensure learners feel both challenged and supported. This evolution of the Flyers Program reflects the school's ongoing dedication to helping students thrive, both in the classroom and beyond.

While the Flyers Program has been in place for many years at the school, the educational leadership team identified ways in which the program could be consolidated and expanded, aligning in particular with four of the five pillars of the St Margaret's *Framework of Quality Teaching and Learning*, namely differentiation, motivation, challenge, and connection.

Opportunities for academic enrichment – both curricular and extracurricular – have been more comprehensively articulated, enabling classroom teachers to work with the Academic Flyers Coordinator to identify students with a high level of academic talent and elevate extension opportunities into a more holistic and coordinated experience for students, which can be mapped and evaluated. The coordinator will also ensure that participants are effectively supported in terms of their wellbeing and time-management as they undertake these extension opportunities.

Curricular opportunities might include:

- **Extension classes** in Years 7 to 9 core subjects: Classes could condense the time taken to study the regular subject matter to support a deeper dive into the topics or telescope into more advanced curriculum.
- **Whole grade or subject acceleration** (Maths, English and Science): For example, in 2025, some Year 11 students who when in Year 10 had been accelerated into Year 11 subjects were eligible to sit the ATAR exam in that subject, allowing them additional time for their remaining Year 12 studies in their senior year.
- **University courses** offered to Years 11 and 12 advanced students: This offers both a head start to a university degree or can be a taster to decide if a course of study is for them.

Extracurricular opportunities include a pool of experiences such as internships, competitions, challenges, industry relationships, and professional networking that enrich and extend selected students. These are often self-selected by students with an interest in the area, and not necessarily the top academic achievers; rather, the opportunities afford those with a passion to explore a particular field in more depth to do so.

The Academic Flyers Coordinator will also assist in working with identified gifted students and case managing their learning plans, helping to channel their abilities and differentiate their learning to ensure appropriate challenge is provided.

Ms Burton says she sees a large part of her role as supporting the girls with their organisation as well as their wellbeing.

'For example, exam clashes are possible for some students taking accelerated subjects, so it's about ensuring their timetable is manageable.

'Part of the wellbeing piece is ensuring that while students are suitably challenged and extended, they are not overextending themselves.

'I might suggest they revise the number of extracurricular opportunities they are seeking or perhaps identify ways in which they can better organise themselves to achieve their goals,' said Ms Burton.

Ms Burton added that alongside offering support, she also sees her role as helping the students build resilience and learn to become confident self-advocates of their learning journeys.

St Margaret's offers many layers of academic and wellbeing care for students. The role of Academic Flyers Coordinator adds to this oversight, working closely with Heads of Faculty, Heads of Year and classroom teachers to enable further differentiation and support to the school's most exceptional academic achievers and enthusiastic learners.



A profession for the future

Engineers are on the frontline of shaping our futures, touching every part of our lives, and helping to solve many of the world's biggest challenges. With an almost 50/50 split in the world's population between men and women, and despite advances in recent decades, women remain significantly underrepresented in engineering.

In 2024, only 14% of engineers in Australia were women; worldwide the story is only infinitesimally better at just 16.5% (Marschke, 2025).

Cicada Innovations Chief Executive Sally-Ann Williams (2024) said: 'If you're looking for long-term transformation, you need to embed it in the curriculum, work with teachers to support them with appropriate materials, and provide very clear links and pathways to career opportunities.'

St Margaret's has been answering the call for more women in engineering for many years, offering STEM electives and encouraging more students to study Science and Maths and pursue graduate studies in engineering.

To further encourage and prepare women for these careers of the future, St Margaret's introduced Engineering as a Year 11 subject this year, to be extended to Year 12 in 2027.

The subject is currently taught by former engineer Adam Hand who had 11 years in the field prior to becoming a teacher.

'The most exciting aspect of the Engineering syllabus is how it prioritises problem solving, collaborative teamwork under pressure, and the development of advanced digital skills. Given the significant growth in St Margaret's graduates pursuing Engineering pathways in recent years, it is incredibly rewarding to lead a program that fosters these vital 21st-century mindsets within a real-world Engineering context.'

Many of the 16 Year 11 students taking the subject this year studied the STEM electives in Years 9 and 10. While some are unsure of what field they will pursue upon graduation, they are grateful for the chance to learn more about the discipline while at school as they consider their futures.

Madeline R said she was studying engineering so she could solve problems.

'I want to be able to help the world in an impactful way, and being an engineer is a direct way to solve issues in the world and create change. I've studied STEM since Year 9, and it's always been amazing to bring to life different ideas and solutions. I'm excited to start designing large-scale structures and building practical models.'

Mr Hand said that for those who do study engineering at tertiary level, the content and disciplines learnt at school will give them a great start to their degree.

'The practical nature of the subject creates an invaluable bridge between high school-level science and the practical demands of a university engineering degree. By fostering a high level of engagement from day one, we help our students master the challenging concepts of the discipline early on, providing them with the momentum and resilience needed to thrive throughout the traditionally difficult initial years of tertiary study.'

References:

Foster, F. (2024, November 28). Create Digital. (n.d.). *The next generation: Why aren't more high-school students embracing engineering?* *https://createdigital.org.au/high-school-students-engineering/*

Marschke, E. (2025, April 16). Engineering a more inclusive future: *Why we need more women in engineering.* The Australian Power Institute. *https://www.api.edu.au/post/engineering-a-more-inclusive-future-why-we-need-more-women-in-engineering*

Three-time winner of Boarding School of the Year

Last year, St Margaret's was named Boarding School of the Year, for the third time, at the premier awards for the nation's top schools – the Australian Education Awards.



Previously the school had won this category for two consecutive years, in 2019 and 2020, and been Excellence awardees (finalists) in 2022 and 2024.

St Margaret's has been the boarding school of choice for generations of rural and regional Australians. This long tradition of boarding excellence combined with contemporary innovation continues to provide an outstanding boarding experience.

The second largest all-girls' boarding school in Queensland (around 190 boarders) and proudly the largest Yalari school in Australia, the boarding house has been led by highly experienced and award-winning boarding educator Mrs Lesa Craven since 2008.

Mrs Craven emphasised that the most important aspect of a St Margaret's boarding education was the wellbeing of students.

'The school focuses on creating a second-home environment where students feel safe, cared for, and supported by dedicated, highly experienced boarding staff,' she said.

Mrs Craven is supported by a deputy head of boarding (Gracemere Mataia) and wellbeing coordinator (Kelly Boucaut), who both play a key role in ensuring the emotional and social needs of boarders are met. Additional specialist boarding staff, including year level housemothers, ensure boarders receive round-the-clock attention, contributing to a stable, nurturing environment.

Imbued with a positive and healthy sense of wellbeing, our boarders are firmly grounded but ready to soar, making the most of the opportunities available to them, which they truly did in 2025.

Last year, 94% of boarders participated in the sporting program, which was co-captained by Northern Territory boarder Daisy Yannakouros (with almost half the individual sports on offer also helmed by boarders).

Academically, the boarders excelled again in 2025, with 18.2% of ATAR eligible boarders achieving an ATAR of 99 or above, 72.7% achieving an ATAR of 90 and above, and 100% achieving an ATAR of 80 and above.

Boarder Alexandra Omowaire achieved the school's highest ATAR of 99.9 and both her and her twin sister Victoria received offers to study premed at The University of Queensland.

Alexandra also received the subject prizes for five of the six subjects she studied: Chemistry, Economics, Mathematical Methods, Physics and Specialist Mathematics.

As boarding promotes maturity, resilience, and independence, it's no surprise that many boarders are well-prepared to take on leadership positions throughout the school, including the ultimate student leadership role of school captain.

This year, Moree boarder Charlotte Ball will co-captain the 2026 student body. A boarder since Year 8, Charlotte said St Margaret's had given her a sense of purpose, confidence, and connections.

'I've discovered what I love and who I want to become and have had countless opportunities to prepare for life outside of school. I've had opportunities I could only have dreamed of if I stayed in Moree,' she said.

St Margaret's boarding remains a place where girls feel supported, challenged, and ready for the future – continuing a long tradition of excellence for families across regional and rural Australia.



St Margaret's on the road 2026

REGIONAL TOURS

1	**29 – 30 Apr**	Goondiwindi Function and Aspects Art Show Opening
2	**3 – 4 Jun**	ICPA State Conference
3	**6 Jun**	Muttaburra Stock Show
4	**18 – 20 Jun**	AGGROW, Emerald
5	**23 Jul**	Boarding Schools Expo, Moree
6	**25 Jul**	Sunshine Coast Education Fair, UniSC Arena
7	**29 – 30 Jul**	ICPA Federal Conference
8	**4 – 6 Aug**	Cotton Conference, Broadbeach
9	**8 – 9 Sep**	Westech, Barcaldine
10	**30 Nov – 4 Dec**	Mt Isa Boarding Schools Expo and Mt Isa Bush Kids
11	**Date TBC**	Roma
12	**Date TBC**	St George
13	**Date TBC**	Dirranbandi



Scan this code to register your interest

Boarding House Refurbishment

The most ambitious boarding house refurbishment to occur for some years has commenced.

Over the Christmas holiday period, the Year 12 boarding wing was transformed with new carpet, a fresh coat of paint, and most significantly all new beds, desks and cupboards, providing the senior boarders with more storage space, larger desks (which with a push of a button become standing desks), and more pinboard and shelf space.

The Year 12s enjoy mostly single rooms, which are rotated on a termly basis with just a few double and triple rooms, as well as all enjoying time in one of the western rooms which boast spectacular views out across to the Herbert Taylor Range and Mt Coot-tha.

Refurbishments of this magnitude require planning and time, with the next major round to occur at the end of 2026, but with ongoing smaller projects over the term breaks.

2026 Boarder Captains Tilly McDonald and Bridget Smith were on hand to show off the new space.









STUDENT WELLBEING

St Margaret's offers a holistic educational experience, grounded in the values and wisdom of the school's founders, the Sisters of the Society of the Sacred Advent, and contemporary research.

The Sisters established the school with a focus on educating 'the whole child so that girls may live to their fullest capacity.'

This educational philosophy remains true today and is articulated through the school's Student Wellbeing Framework which identifies six interconnected dimensions of wellbeing – intellectual, physical, social, emotional, spiritual and vocational – to prepare confident, compassionate and capable women able to contribute to a global community.

Alongside this framework, the school values and unique philosophy – 'The St Margaret's Way' – also guide the whole school community to foster a sense of belonging and connection in support of wellbeing.

It is the school's belief that wellbeing is vital for academic success, and as such, a well-rounded pastoral care program underpins the academic program for all year levels and all stages of development, from Pre-Prep to Year 12.

STYMIE

In 2025, St Margaret's introduced Stymie, an anonymous online reporting platform designed to empower students to speak up against bullying and harm. These reports are directed to experienced senior staff members who can provide timely and appropriate support. By giving students a safe and anonymous way to speak out, St Margaret's aims to continue to foster a community where kindness, respect, and inclusion are valued.

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





Community House one year on

The man for whom 'Community House' (originally *Maryview*) was built in 1890 was one of Australia's great pastoral pioneers. From humble beginnings, few names in Australian history evoke the spirit of endurance and vision like Patrick Durack, who rose to lead one of the most ambitious pastoral enterprises in the 19th century. It seems most appropriate that the house was purchased in 1910 by other visionaries – the Sisters of the Society of the Sacred Advent – as the first permanent structure on the Ascot site. More than a century later, it has been another visionary undertaking to imagine that a building that had fallen into some disrepair could be so beautifully transformed into a sanctuary where purpose meets place – a dedicated Student Wellbeing Centre.

While originally not 'purpose-built' as a wellbeing centre, the spaces have been purposefully transformed and all the building's best features highlighted to evoke a calmness and sense of serenity. Once a home, its spacious rooms, wide verandahs and abundant natural light – complemented by thoughtful soft furnishings and peaceful colour schemes – now create a refuge that nurtures student wellbeing, fosters belonging, and inspires personal growth.

Tucked away and facing west, overlooking tranquil lush gardens, Lapraik Street and across to the western hills, the building symbolically almost turns it back on the busyness and hubbub of daily school life. Dean of Students Nikki Townsend says the students see it as a safe, private and welcoming environment, which has encouraged more help-seeking behaviour and reduced stigma around accessing support.

'Being away from the flow of student traffic where it is quiet, together with the spaciousness afforded by the large rooms with their high ceilings and natural light, allows students to regulate their emotions and engage in conversations without feeling exposed,' she said.

'In addition, the privacy and flexibility of the rooms make it easier to run both individual sessions and group programs without interruption.'

Senior psychologist Michelle Alexander says that Community House has been a game-changer for staff as much as students.

'Having the pastoral care team under one roof has improved communication and strengthened our ability to deliver wrap-around care for students and families. It's more than a workplace; it's a hub of collaboration and compassion.'

This sentiment is echoed by Head of Faculty - Student Pathways and Futures Kelly Alford.

'Being housed alongside our other wellbeing staff – Dean of Students, psychologists, and chaplain – has strengthened our collaborative approach. We can easily touch base with each other,

share insights, and ensure students receive holistic support. The flexible spaces allow me to run different types of sessions, from one-on-one career planning to small group workshops.

'The dedicated location has been invaluable. Students know exactly where to find wellbeing support, and there's a real sense of privacy here that encourages them to seek help without hesitation. I've noticed students are more willing to drop in, whether for scheduled appointments or just to check in. The spaciousness means we can have genuine, unhurried conversations without feeling cramped or overlooked,' Ms Alford said.

It's clear that a real sense of community is being nurtured in Community House, the name of which will be enduring. School psychologist Emma Greensill says this sense of community is being fostered among both staff, students and families.

'The communal spaces are bringing students together from different year levels, whether it's playing board games and doing puzzles or seeking peer support through quiet conversations.

'Parents have also provided positive feedback after visiting Community House for meetings, explaining they are grateful for the dedicated space where their children can access support and regulate themselves when feeling overwhelmed,' Ms Greensill said.

It's a transformation that's more than architectural. Community House is a promise – it demonstrates St Margaret's commitment to wellbeing, to care and connection, and to the enduring power of place and the importance of the Sisters' legacy.

School Chaplain Reverend Jazz Dow said Community House is a living symbol of the Sisters' enduring compassion and of our school's commitment to preserving their legacy.



'The refurbishment makes space for God, in that it facilitates exploration of connection, faith, and spirituality, not only in times of crisis but as a permanent vessel for compassion, open to the whole community at any time, ensuring we remain faithful to our Anglican identity.

'In this way, Community House becomes a microcosm of the school's ethos: care, compassion, and faith woven seamlessly into daily life,' Reverend Jazz said.

Ms Alford says everyone feels there's something quite special about working in a building with such history and purpose.

'Students sense it too – they've told me Community House feels like a refuge, a place that honours them and their wellbeing. It's become exactly what it was intended to be: a positive, vibrant, well-respected space that genuinely makes a difference.'

The vision for Community House is ever evolving.

Ms Alexander said more wellbeing workshops and activities tailored to students' needs will be introduced over time.

'Soon, we'll welcome everyone to enjoy meals on the terraces as we add new furniture to make the space even more inviting.'

In 2026, the Community Service Coordinator, International Student Coordinator and Academic Flyers Coordinator have also relocated to Community House, further enhancing the collaborative team support which has been such a strength of the reimagining of this grand home.

Community House now stands as a testament to St Margaret's belief that wellbeing is both foundational and transformative. It is a place where every student feels supported, known and nurtured, and where the legacy of the past inspires wellbeing now and into the future.



Empowered to serve

Integral to the St Margaret's experience is a journey of meaningful community engagement that develops empathy, leadership and a strong sense of purpose. Whether through supporting local charities or volunteering, these experiences shape confident, compassionate and capable young women, who understand the value of service to others.

While at all times students are nurtured to develop an outward facing perspective that encourages them to make a difference in the community, curated learning experiences are embedded in each year level to provide formal opportunities for students to develop their sense of citizenship.

YEAR 4

Year 4 marks a significant milestone as students receive their Leadership Passport, which documents their service journey through their time at the school.

The Gift of Giving Time: In a world where 'busy' is a badge, there is perhaps nothing more valuable than giving your time to serve others. In Year 4, students nominate a service project that will benefit the local community, which in 2025, amongst a host of activities, saw them clean a local church, garden for elderly neighbours, make tags for a Christmas charity appeal and assist a local kindy. The students were very proud of their contributions, learning that gifting time brings its own rewards in knowing you have lightened someone's load.

YEAR 5

Books and Bites: This year, students participated in a second-hand book sale fundraiser while simultaneously hosting a bake sale to raise funds for one Year 5 student's involvement in a Lunchbox Rally fundraiser for Cancer Council Queensland. Every student also donated one new lunchbox to Zephyr Education, an organisation helping children affected by domestic violence return to school.

YEAR 6

Cornerstone Project: Backs of cupboards were raided, and tired-looking teddy bears and other stuffed toys were revitalised for resale, ready to become someone's new best friend for the 2025 Cornerstone Project, which encouraged philanthropic, environmental and entrepreneurial mindsets in our Year 6 students. The proceeds from the toy sale were donated to the Malala Fund and One Horizon, which both support education in developing countries, inspiring our students to take action to make a difference in the lives of those less fortunate. Concurrently, the process of recycling and selling the toys taught the students about environmental waste and highlighted aspects of the Economics and Business curriculum.

YEAR 7

Year 7 is also a milestone year in students' service-learning journey. They receive a passport to document their service from Years 7 to 9 (service in Years 10 to 12 is documented in St Margaret's Plus). Their first activity involves working in groups to gather items (food, clothing, etc) which are donated as part of the school's St Margaret's Day celebration. They also write letters to the elderly, fostering their empathy and community connection.

YEAR 8

Red Shield Appeal: In collaboration with Churchie, students volunteer to go door to door, collecting donations to fund vital social services for vulnerable individuals and families.

Eat Up Sandwich making: An efficient production line of sandwich making saw our Year 8 students whip up almost 2000 cheese sandwiches in one afternoon alone for Eat Up Australia, which delivers snacks and sandwiches to schools, where, unthinkably, some children arrive without food to fuel their growing bodies and brains.

YEAR 9

The Smith Family student2student program: Students volunteer as a reading buddy for a student (external to the school) who needs to improve their reading. Each student and buddy read two to three times a week for at least 20 minutes over an 18-week period. They also bake for Sony Camp.

YEAR 10

The Nappy Collective's Nappy Sort and Count Event: Through not for profit commonkind, in 2025, students spent a Sunday morning sorting and counting a whopping 39,061 donated nappies to support families in need.

YEAR 11

Red Shield Appeal: Students from both Churchie and St Margaret's rally, volunteering to doorknock and raise funds, to make a difference in the lives of those who need it most.

ANZAC Day: Students provide company for veterans waiting to participate in the ANZAC Day parade, offering a listening ear and companionship.

Sony Camp: Together with students from Churchie, students volunteer to care for students with disabilities, leading three days of fun activities while providing their parents and carers with respite.

YEAR 12

In Year 12, students are encouraged to seek out philanthropic opportunities and also participate in formal activities such as the Red Shield Appeal, the Ponytail Project and Valentine's Day (at which the Prefects sell roses and sweet treats with funds raised donated towards the school's nominated charity).

Beyond the classroom, there are many opportunities for students to participate in service in an extracurricular capacity.

Viking Run: Students spend an afternoon running, jogging and walking around Churchie raising funds for Headspace at Nundah and Woolloongabba – anyone in secondary school can participate.

PHILANTHROPY LEADERS

Philanthropy Leaders undertake various fundraising initiatives throughout the year for a consciously selected charity. In 2025, the nominated charity was Little Wings whose mission is to provide regional sick children and their families with free flight and ground transport during the treatment process.

Philanthropy Coordinator Katie Flanagan said: 'With St Margaret's strong connection to rural communities through our boarding students and families, the Philanthropy Leaders felt this was a fitting charity with which to make a connection.'

Activities contributing to the $21,762 raised included free dress days, the prefect-led initiatives of a movie night and Galentine's Day, sausage sizzles, bake sales, the Year 10 Lunch and the Year 10 Economics and Entrepreneurial Studies market day.

TOC H

Students can also participate in the community based organisation, Toc H.

Year 12 student and 2026 Toc H Captain Lauren Jarrett has been part of the Toc H community at St Margaret's since she was in Year 7.

'I've enjoyed being a part of a diverse range of initiatives, including donation drives, ANZAC services, and handcrafted projects. My involvement in these activities has shown me that there are many different ways to give back to the community around you,' she said.

Last year, the group worked on two significant initiatives: creating pairs of plush hearts for mothers to share with their newborn babies in NICU and hand-knitting and crocheting squares for commonkind's All You Needle is Love project, which are used to create baby blankets for charity Baby Give Back.

Of her involvement in these projects, Lauren said: 'It has helped me to understand how much even the simplest of gestures can have a lasting positive impact on those in need. By taking only a small amount of time out of our week to do some simple crafting, we as a group have been able to contribute to alleviating someone's suffering in a tangible way. It has also taught me to consider real-world challenges I never would have otherwise known about, especially the NICU baby and mother connection initiative,' Lauren said.

PONYTAIL PROJECT

One of the most significant service-learning opportunities at St Margaret's is the Ponytail Project, which galvanises the school community in a commitment to supporting people affected by cancer. In 2025, 157 students and two teachers, Rhea Barber and Mary Komselis, cut off their ponytails donating them to Sustainable Salons to be made into wigs while also raising over $165,000 for Cancer Council Queensland and the Minotti Trust. While students in Years 7 to 12 can volunteer to cut their ponytails, primary students show their support wearing crazy hair styles and donating a gold coin.

This year was St Margaret's 11th Ponytail Project, and across the course of the past ten years, our students have upheld a legacy that has raised over $1 million for local cancer research, prevention programs and support services, making a difference to the lives of Queenslanders diagnosed with cancer.

A CULTURE OF GIVING

The culture of giving at St Margaret's is embedded in many endeavours with the school also collecting donated clothing items for Anglicare's 'Winter Warmer' appeal, staff donating pantry items at Christmas for the ZigZag Young Women's Resource Centre Inc., which provides housing support services to vulnerable young women, and primary families donating to a Christmas Toy Drive for Child Services.

These practical learning experiences contribute to a service-learning journey that expands our St Margaret's students' perspective, gratitude and empathy, developing active and engaged citizens inspired to make a positive impact on the world.

International Tours

Experiencing different cultures opened my eyes to how diverse the world is. I learned to appreciate the differences in how people live and express themselves, and it helped me understand the importance of being open-minded and respectful towards other ways of life.

The trip [Europe Tour] encouraged me to approach learning with more curiosity and independence. Seeing and experiencing new places made me realise how much can be learned outside the classroom. It also helped me to think more broadly about the world and to value new experiences as opportunities for growth and understanding.

Europe Tour participant and 2025 Alumni, Addison Grant-Taylor



St Margaret's offers many opportunities for students to broaden their horizons and gain a greater global perspective, developing them into confident, capable global citizens. One of the many ways this is facilitated is through the school's International Tours Program.

In 2025 and early in 2026, St Margaret's students jetted off on global adventures across the globe. From Europe to Japan, students fostered an appreciation of diverse cultures and the value of global citizenship.



JAPAN SKI TOUR

The third annual Japan Ski Tour since the pandemic thwarted international travel left our shores in January this year. In the first of many stark contrasts, the group of 70 student and staff swapped Brisbane's searing heat for Japan's freezing winter temperatures.

Japan itself is a land of contrasts. Tour groups have explored the bustling streets of Tokyo, immersed themselves in Japan's rich heritage and vibrant urban life, and marvelled at historic Matsumoto Castle set against the snowy backdrop of the Northern Alps.

According to trip coordinator Tom Smithers, one of the incredible landmarks visited is always the Meiji Shrine.

'You start by walking through the concrete jungle of Japan until suddenly you are surrounded by trees, and the noise of the city just melts away as you walk closer to the middle where the shrine is located. When you reach the shrine, you can almost forget that you are in the middle of a city that holds over 14 million people as you feel calm in such a tranquil space.'

Tom says a highlight on every trip is the moment that girls see snow for the first time.

'When the girls who have never seen snow before get their first glimpse, their eyes light up and they rush to pick up the snow and see what it feels like. Getting to witness that experience is part of what made me want to coordinate these trips.'

EUROPE TOUR

The cosmopolitan capitals of Berlin, Paris and London and cobblestone streets of Stratford-upon-Avon promised the very best of European theatre, design, art, history and culture for 28 Years 10-12 globetrotters in July last year.

Secondary teacher and tour coordinator Rhea Barber said: 'Several moments were highlights for the students, but many commented on soaking up the culture on the steps of Montmartre at sunset in Paris. Seeing Shakespeare performances come to life at the Globe Theatre was a moving experience, and another favourite was the West End Musical performance - *Back to the Future*.'

PRIMARY JAPAN TOUR



The global learning adventures were not just limited to senior students. Last September school holidays, 20 Years 5 and 6 students landed in Japan to experience a different way of life both in the home and school context.

A trip highlight was visiting St Margaret's sister school, Konan Elementary, where the students were issued with traditional indoor shoes or 'Uwabaki' and participated in activities including origami, calligraphy and an ancient tea ceremony.

Travels in Osaka saw the girls visit the Music Museum, the Osaka Aquarium and learn about Japan's samurai past at Osaka Castle, while Kyoto provided the spiritual opportunity to explore the differences between Shintoism and Buddhism, and Hiroshima and Miyajima offered lessons in peace and reflection.

GLOBAL EXCHANGE PROGRAM

St Margaret's signature Year 10 Global Exchange Program continued to foster global citizenship and intercultural understanding throughout 2025, with more than 50 students (approximately one third of the cohort) studying abroad at one of 14 schools in eight countries - South Africa, New Zealand, France, Germany, Japan, Canada, United Kingdom or the USA.

2026 FIJI IMMERSION

In July this year, a group of St Margaret's students will immerse themselves in the culture and natural beauty of Fiji while also developing their understanding of pressing social and environmental challenges at a global level and participating in hands-on, local service projects.

The growth that students experience through global learning is transformational. Beyond a deeper global awareness, students return with enhanced independence, resilience and adaptability, greater empathy and the experiences to connect their classroom learning with real world contexts.

From Japan to Europe to the USA – and now Fiji – St Margaret's students are discovering the world and themselves through immersive international experiences.

The Power of Play: Participation, Passion, Performance

From stronger physical health, boosted mental health and emotional wellbeing to social confidence, connection and belonging, leadership and the creation of pathways and opportunities, the reasons to become involved in sport and the subsequent benefits are almost endless.



It is a testament to both the St Margaret's sports program and the St Margaret's student athletes that the participation statistics at the school are so impressive, with almost 90% of secondary students participating in the 22 sports on offer. On average, those students participate in three sports across the year.

While some sports attract larger cohorts of girls – as the infographic shows – the important fact remains that the broad range of sports available encourages participation from those just wanting to be involved in the fun and physical activity of sport to those pursuing their passions right up to state and national representation and leveraging their talent to create a scholarship pathway to overseas universities.

Director of Sport Anne Louise Williams helmed a tremendously successfully first year at St Margaret's, saying stand out participation statistics were seen in the Year 9 cohort (97%) and boarders (94%).

'St Margaret's continues to buck the national trend of declining participation in sports in the secondary years of schooling,' she said.

'While the most popular sports continue to be netball, rowing and touch football, it's wonderful that we can offer such a variety of sports that hold appeal to so many of our girls.'

St Margaret's

2025 Secondary School SPORT IN REVIEW

PARTICIPATION STATISTICS

89%	of **students** participated across **22 sports**.
94%	of **boarders** participated in sport.
96%	of **Years 7, 8 and 9** participated in sport on average.
76%	of **Year 12s** participated in sport in balance with their academics.

MOST POPULAR SPORTS

YEAR 7	NETBALL
YEAR 8	ROWING
YEAR 9	ROWING
YEAR 10	TOUCH FOOTBALL
YEAR 11	NETBALL
YEAR 12	TOUCH FOOTBALL



SPORT PERFORMANCE

Summer Team of the Year
Senior Brockway Cup Freestyle Relay Team (Swimming)

Autumn Team of the Year
8B Touch Football Team

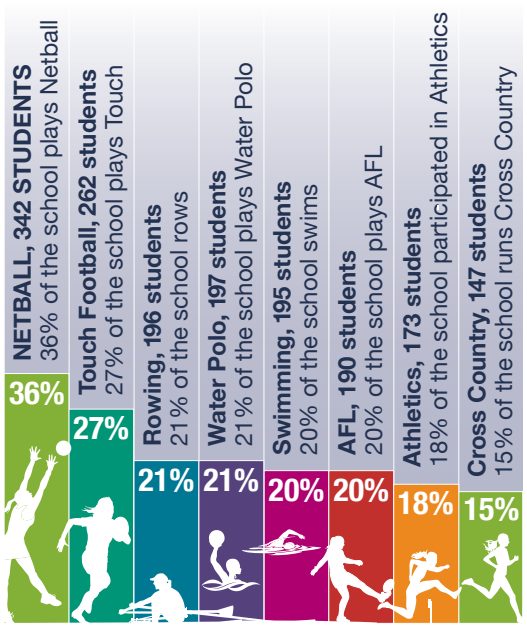
Winter Team of the Year
Junior A Hockey Team



YEARS 10-12 HAD AN AVERAGE OF 82% OF THE COHORT PARTICIPATING IN SPORT

2500+ PARTICIPANTS INVOLVED IN SPORT. ON AVERAGE STUDENTS PARTICIPATED IN 3 SPORTS ACROSS THE YEAR.

SPORT PARTICIPATION



29	**First Place Pennants Won** (14 QG Pennants, 3 Club Netball, 1 Club Water Polo, 11 Rowing)
29	**State Sport Representatives**
4	**National Sport Representatives**

Some of the year's highlights include outstanding results in championship sports, commencing with QGSSSA swimming where St Margaret's placed second – just 15 points behind first place and the closest margin for many years. This result included a win in the Senior Brockway Cup relay, defeating St Peters for the first time since 2008.

Rowing again had exceptional results at the Head of River with a first in the percentage cup and second in the aggregate cup. All senior crews finished on the podium, resulting in them bringing home the senior pennant.

Cross country saw a third placing in the percentage cup, moving up the ladder from last year. Similarly in athletics, St Margaret's moved up the ladder from fifth to fourth place in the aggregate cup.

In club sports, our water polo players were on the podium four times (a gold, silver and two bronze medals), while club netball fielded a record number of teams – 39 in all – with Premiership honours going to three teams (Teams 10, 18 and 21) and four teams were runners up (Teams 4, 12, 22 and 27). Equally impressive were the results in QGSSSA netball, with the squad securing seven premierships and all seven going through the competition undefeated. At the prestigious 2025 Queensland Independent Secondary Schools Netball carnival – Australia's premier secondary schools netball competition – not only did St Margaret's compete in the division 2 competition, going up one division from last year, the team won that division.

There were many other podium finishes across the team sports, including a win by the Junior A hockey team, and our artistic gymnasts fielded seven teams and gained three podium places in the annual championships

AFL enjoyed their second official QGSSSA season, with our 7A and 8A teams both placing second.



eSports continued to go from strength to strength, with two interschool weekend competitions held throughout the year. In 2026, largely due to St Margaret's leadership in this space, eSports will officially join the QG fold, with two events planned – both to be hosted at the school.

Our dance troupe Ballare competed for the first time in 2025, in addition to numerous school performances at events and assemblies. A second troupe Verso was also formed, which gives dancers the chance to develop strong foundations to prepare them for Ballare.

As these achievements show, sport is not just something St Margaret's students do – it is central to who they are. It enriches their school experience, strengthens their character, and opens doors to opportunities far beyond the playing fields.

From the girls who simply love being active with their friends to those striving for high performance pathways, every student is supported, encouraged, and inspired to find her place in the St Margaret's sporting story. With such vibrant participation, exceptional results and a culture that celebrates both excellence and inclusivity, sport will continue to be a defining hallmark of the St Margaret's experience.

Meet our new Head of Primary Sport



With 11 sports now under the Andrews Cup umbrella and high levels of participation, St Margaret's has reshaped some primary staff positions to include a Head of Primary Sport.

New appointee Mr Terry Humphreys will oversee Andrews Cup sport as well as teach primary physical education, facilitating an important connection between the curricular and extracurricular domains.

Terry comes from a primary physical education background, with 16 years' experience at two all-girls' independent schools, working most recently at Sydney's Ravenswood School for Girls for the past ten years – a very similar P to Year 12 day and boarding school.

Terry said family had been the impetus behind him and his fiancé jumping on the 'Brisbane Express'.

In making the move, he said he researched a lot of schools, with many people speaking highly of St Margaret's.

'All the great things I have read or been told about St Margaret's has been affirmed in every experience and interaction I have had so far.

'I love the fact that at St Margaret's expectations are high and enjoyment is key.

'It's an optimal balance and one brings out the best in the other,' he said.

When asked what he was looking forward to the most, Terry said becoming part of the school community, both in sport and more broadly. Additionally, he is particularly excited to see the Andrews Cup rallying send-offs and getting to know his classes in HPE.

'I love that engagement in sport is so high and that it is such a large part of the school culture, so I am looking forward to meeting all the students and families involved and helping to foster the very warm and welcoming environment I have already experienced.

'Being a big believer in the saying "a rising tide lifts all ships", The St Margaret's Way ethos really resonates with me. I'm excited to be part of a community whose members consciously strive for such positivity and to lift one another up.'

Growth, grit and great results in primary sport






With 11 official Andrews Cup sporting competitions for primary students to play (which varies across year levels) and three club sports, there are now a total of 12 different sporting pursuits on offer in the primary school. Beyond the many physical benefits of sport lie a host of opportunities for personal growth, including the fostering of confidence, connection, and emotional resilience. Whether playing in a team or part of a larger squad, sports help develop a greater sense of belonging and strong social bonds. One netball team alone can deliver at least half a dozen instant friends!

Our primary athletes achieved some outstanding results in both the Andrews Cup and club sports competitions last year. While the rain delivered some disappointment to our tennis and touch football teams with cancelled championship days, there were silver linings of rescheduled fun days of competition to finish the seasons.

Outlined below are just the podium places, but most importantly, all sporting competitions put smiles on our girls' faces!

SPORT	FIRST	SECOND	THIRD
Athletics			Aggregate Cup 8 years 9 years 10 years
Swimming		8 years 9 years	Aggregate Cup Springfield Cup 12 years
Netball	B Grade White	C Grade Navy Junior A Blue	
Cross Country		8 years 9 years	Aggregate Cup 11 years
Soccer	Junior A White C Grade White		A Grade
Cricket		A Grade	C Grade Blue
AFL			B Grade
Gymnastics		B Grade D1 D2	A Grade C1 C2
Club Netball		Team 27	Teams 24 Team 26 Team 29

Music

Whether hitting their high notes in choirs, making music in instrumental ensembles or honing their craft in private music lessons, St Margaret's students engaged enthusiastically in the music program throughout 2025.

Most notably, more than half of primary students participated in an ensemble and participation in the program across the whole school grew by 16%.

One of the many contributing factors to the vibrancy of the music program is always the many and varied performance opportunities held throughout the year. From classical performance in St John's Cathedral to solo open mic performances during lunch breaks, Live on the Drive rock band performances and more, 2025 provided diverse opportunities for students to build their confidence and showcase their skills through performance.



St Margaret's

2025 MUSIC IN REVIEW



PARTICIPATION STATISTICS

- **32%** of **students** participated across **25 music ensembles.**
- **29%** of **students** participated in **private music tuition.**
- **275** **primary students** participated in **ensembles.**
- **206** **secondary students** participated **in ensembles.**
- **93** **students** were involved in **3 or more ensembles.**

MOST INVOLVEMENT IN PRIVATE MUSIC LESSONS YEAR 8

MOST INVOLVEMENT IN ENSEMBLES YEAR 5

NUMBER OF STUDENTS INVOLVED IN EACH ENSEMBLE STREAM

- **37** CONTEMPORARY ENSEMBLES
- **118** STRINGS
- **120** BAND
- **306** CHORAL

MOST POPULAR ENSEMBLES

YEAR 7	CONCERT BAND
YEAR 8	MUSICAL
YEAR 9	CHOIR
YEAR 10	MUSICAL
YEAR 11	MUSICAL
YEAR 12	ROCK BAND







MUSIC PERFORMANCE OPPORTUNITIES

Mary Poppins The Musical
Classics in the Cathedral
Soaring Upwards Festival
Speech Night
Professional Women's Network breakfast events
Aspiring Young Women's Network breakfast events
Special assemblies
Interhouse Music Week
Soloist recitals
Open Mic sessions
Music competitions - Music Fest
Viva la Musica
Old Girls Reunion
Community Events - St Mark's Centenary
Live on the Drive
Churchie/St Margaret's Combined Performance

- **147** students performed at Classics in the Cathedral
- **153** students performed at Speech Night
- **307** students performed at Soaring Upwards Festival

Shining the spotlight backstage



Published in 1934, the literary classic, 'Mary Poppins', written by Queensland author P.L. Travers, introduced a magical English nanny blown by the East wind to Number 17 Cherry Tree Lane, London, and into the Banks household to care for their children.

Almost a century later and audiences have continually enjoyed the beloved tale and whimsical magic of *Mary Poppins* told through the book series, on the big screen and on Broadway.

With beloved music and the enduring message of the importance of family, it was a choice the coordinators of this year's St Margaret's school musical just couldn't go past.

While the onstage performances were without a doubt 'supercalifragilisticexpialidocious', we're turning the spotlight backstage to a group of students who worked hard behind the scenes to ensure the show was 'practically perfect in every way'.

Musical Director and Head of Faculty – Arts Rowena Bracken said: 'Live theatre is made up of so many moving parts, roles and responsibilities, and school musicals give students many opportunities to be involved beyond stage performance.'

To help bring her artistic vision for the production to life, Rowena devised a set design club which took students on the journey of set design, from concept to production.

Juniper F's love of drama inspired her to join the set design team, giving her the chance to develop her skills, make new connections, and open her eyes to careers in the theatre.



'I worked on a variety of projects such as helping design the turning base for the door, sketching and painting backdrops and set pieces, as well as building and decorating props.

'One of the coolest sets I worked on was the double-sided door that belonged in multiple rooms of the house. It was very fun, though challenging, to help design the swivelling base and double-sided hinges, and spending time colour matching the paint to the projected backdrops was surprisingly satisfying,' Juniper said.

The Year 8 student found that being a member of the club helped her develop her teamwork, collaboration and communication skills. It also gave her an insight into the possible career opportunities in the performing arts, beyond performance on stage.

'I really enjoyed the community of the set design club – we all became very close and friendly, supporting each other on our projects and exchanging and sharing ideas to improve the final outcome.



'The experience showed me all the work and possible jobs behind the creation and production of musicals outside of singing, acting and directing. It showed me how the people who work in visual arts or have trade skills are just as important as the actors in helping musicals come to life,' she said.

Jess R in Year 10 worked as a stagehand behind the scenes during each performance to ensure the show went off without a hitch and agreed the experience opened her eyes to roles in the industry.

'You all have to work together, and even if you're on stage or behind the stage, everyone plays such a big part.

'It showed me that working in the acting and theatre industry isn't all about being in the spotlight,' she said.

Jess helped set up dressing rooms for the cast and helped dress the actors for quick changes. She also assisted the performers with their mics and kept track of them during the performance. Another key role was getting the props ready for actors.

Arwyn F in Year 11 said nerves held her back from wanting to perform on stage but she found working behind the scenes still gave her the opportunity to benefit from being part of the musical team and developing new skills.

'My role involved using the spotlight provided by the theatre and working with the lighting tech and musical director to know my cues, where the light should be and who it should be on and how to properly use it with the intensity of the light. We sat at the back of the theatre behind the audience in the lighting box which allowed us to see the whole musical.

'It was eye opening to experience how much time and effort actually goes into the perfect lighting and cues. It helped me to develop my teamwork skills and to experience doing things under pressure in a short period of time,' she said.

In the orchestra pit, a number of very talented students performed alongside professional musicians, including St Margaret's music staff, which was such a great learning experience for them.

Head of Performance Brad King, the production's Music Director, said: 'In fact, one of the professional trumpeters in our orchestra played in the most recent QPAC production of Mary Poppins, and it was amazing for our trumpet student Hope C to sit alongside him and play as an equal.'

According to Brad, the Mary Poppins music theatre production required a lot of strong music technique, from the vocalists on stage to the musicians in the orchestra pit.

'A lot of practice was required to get the numbers up to performance standard, but all the students certainly rose to that challenge. They learnt how the music married up to whatever was happening on stage and gained an understanding of when to stop and to start, according to the dialogue, and staging. Students on stage had to learn to listen and watch very carefully for musical and conductor cues to ensure all the elements married together,' he said.

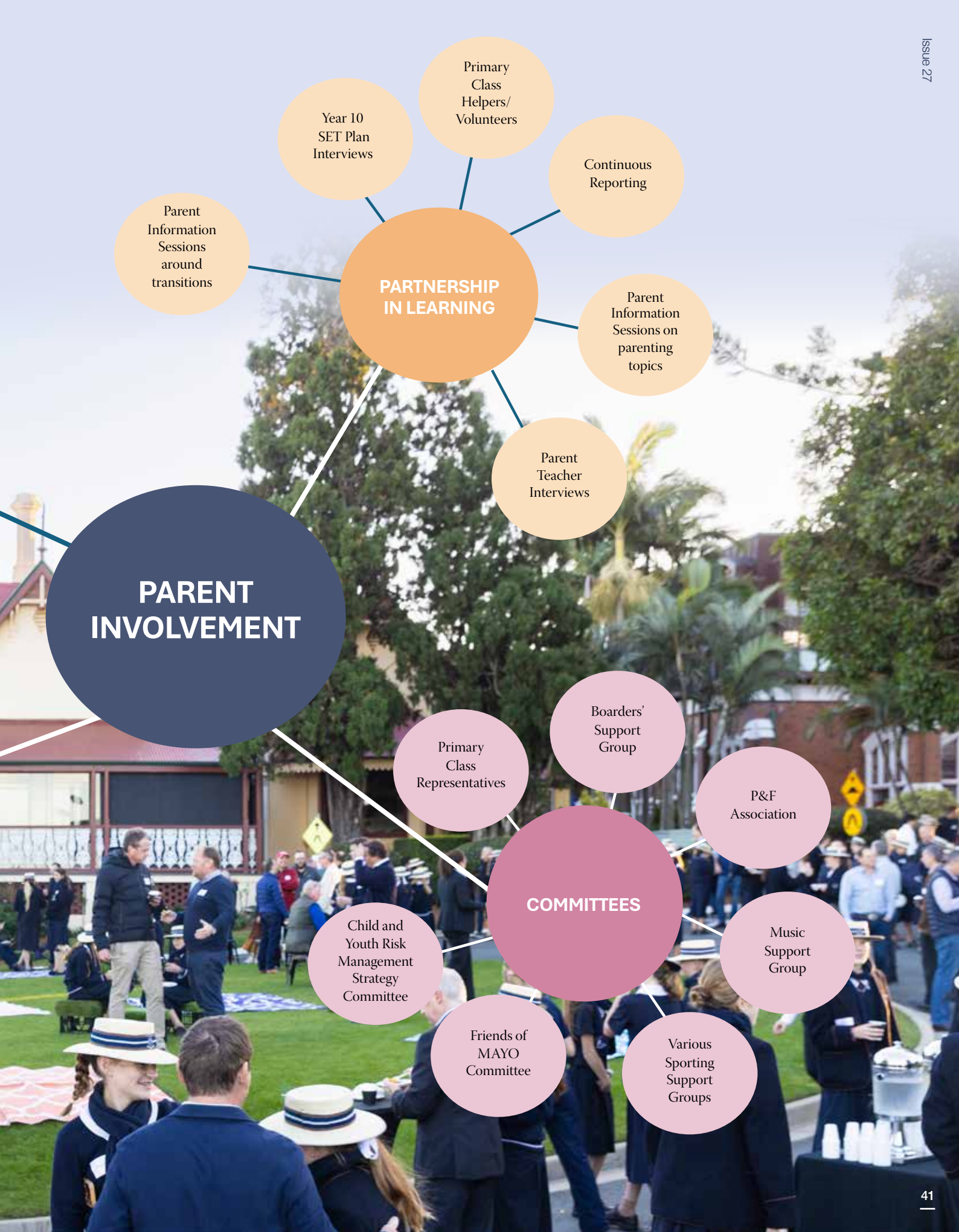


The spotlight doesn't shine on the musical cast members working behind the curtain or in the orchestra pit, but the reality is these students play a significant role in bringing a production to life. They too are discovering their strengths and talents and developing skills for life – teamwork, collaboration, problem solving, creativity and keeping calm under pressure. Whether they choose a career on the stage, on the screen, backstage or in another industry altogether, their school musical experience will remain with them long past their school years.

Our Community

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




PARENT INVOLVEMENT
PARTNERSHIP IN LEARNING
Primary Class Helpers/ Volunteers
Year 10 SET Plan Interviews
Continuous Reporting
Parent Information Sessions around transitions
Parent Information Sessions on parenting topics
Parent Teacher Interviews
COMMITTEES
Boarders' Support Group
Primary Class Representatives
P&F Association
Child and Youth Risk Management Strategy Committee
Music Support Group
Friends of MAYO Committee
Various Sporting Support Groups

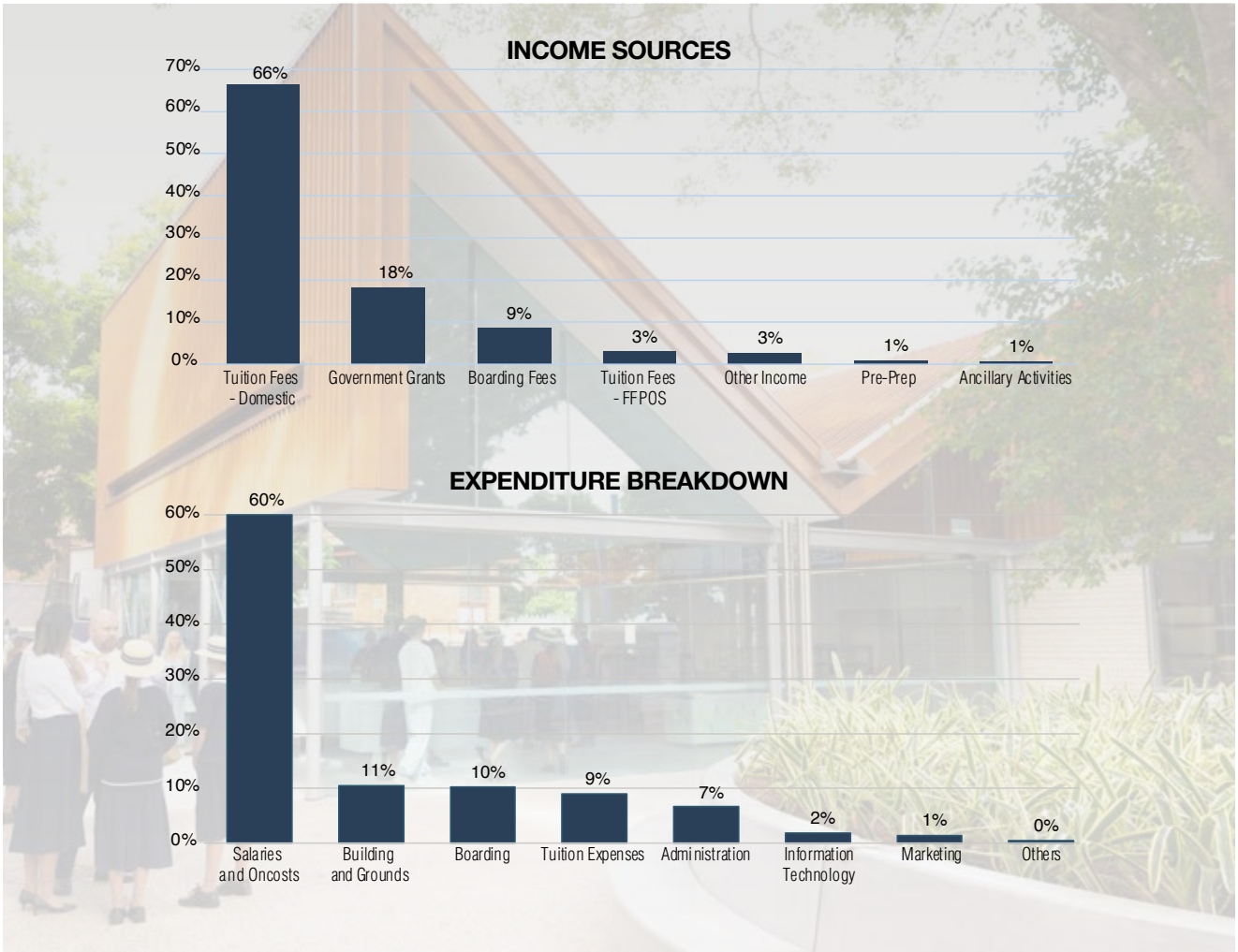
Funding Information

St Margaret's enrolments increased from the end of 2024 to the start of 2025 and grew slightly throughout the year, with the school nearing desired capacity.

The school continues transitioning to a significantly reduced level of 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 actively exploring new income sources.

The Canopy Café began operations in Term 2, 2025, forming an energetic community heart that unites the primary and senior schools and reinforces connections throughout the school campus. Thoughtfully integrated within a network of significant landscape and architectural features – including the heritage-listed fig tree, the expansive Churchill Lawn, the Forest's flexible learning environment, and the newly constructed Canopy Deck – the café delivers a rich variety of settings that accommodate dining, social interaction, and educational benefits. The facility creates a cohesive precinct that supports diverse student activities, from informal meal service and casual gatherings to structured learning experiences and the hosting of school and community events.

Detailed design work began on Stage 1 of the St Margaret's Arts Precinct (SMAP) following State Government MID approval, with the school working collaboratively alongside its project architect. The multi-level building will provide purpose-built facilities serving curriculum requirements and extra-curricular arts activities, incorporating contemporary performance venues, specialised rehearsal facilities, and flexible learning environments. Upon completion, Stage 1 will deliver a cultural centre for the school community to gather and celebrate student artistic achievement, talent, and creativity across all disciplines.



St Margaret's | St Margaret's Foundation

2025 Donor Impact Report





From the Chair

As we reflect on 2025, we are reminded of the extraordinary power education holds to transform the lives of young people.

This year, our community has come together in remarkable ways to celebrate the impact of giving and to strengthen the philanthropic spirit that has shaped our school for more than a century.

Although the St Margaret's Foundation has been the official steward of philanthropy for just over 20 years, our culture of giving reaches back to the school's earliest days. The Sisters of the Society of the Sacred Advent established this legacy when they purchased Eton High School in Nundah, which later became St Margaret's. Through persistence, determination, and unwavering faith, they educated thousands of young women across Queensland. Their generosity, including the remarkable decision not to draw a wage, ensured the school's survival during times when many others closed due to financial hardship. Their example, set in 1895, continues to inspire us to pay our good fortune forward.

This year, your support has carried that legacy forward in profound and tangible ways. Your generosity, whether through the needs-based bursary program, the performing Arts Precinct Capital Campaign, the Endowment Fund, or a gift in your Will, ensures every St Margaret's girl can embrace her education fully and confidently.

One of the most meaningful expressions of this impact is the St Margaret's Bursary Program supported through donations to the Panama Fund. In 2025, 49 students were supported through needs-based bursaries, 22 of which were funded directly by donors. These bursaries do more than cover fees; they allow students to participate with dignity in the full life of the school, ensuring they can access the experiences and opportunities that shape confidence, belonging, and aspiration.

Our legacy programs also continue to grow. The Nora Baird Music Scholarships, supported by a gift in the Will of the late Helene Jones, nurture the talents of our young musicians. In 2025, we were also honoured to receive a bequest from Old Girl Glen Cameron ('54), whose gift to the Endowment Fund will establish bursaries for Indigenous students in perpetuity, a powerful contribution to equity and opportunity. Glen was an engaged and wonderful supporter of St Margaret's for many years, and a believer in the power of educating girls.

Since joining the school as a parent over a decade ago, I have seen our philanthropic culture evolve tremendously.

Philanthropy in schools matters because it helps young people develop empathy, leadership, and social responsibility. As parents and past students, we lead by example, showing our girls what it means to contribute to something larger than ourselves.

This growth also enables us to support the school to think big and act boldly. Thanks to the generous support of our 616 donors in 2025, St Margaret's Foundation has transferred over $2 million in donations from last year to the school, where it will be used exactly as intended.

Many of you have supported the Capital Campaign for the new performing Arts Precinct, a facility that will nurture creativity, collaboration, and artistic expression. We were thrilled to learn on the final day of the school year that the State Government has approved the building plans, allowing construction to commence this year.

It is also timely to reflect on the growth of our Endowment Fund. Established in 2012 with a single $500 donation, it was (and still is) unusual for a girls' school to build an investment fund of this kind. But we believed in the long-term vision, and we are proud to lead the way. You'll find more information on how these funds have been invested and their performance within this report.

Thank you for standing with us, for believing in the transformative power of education, and for continuing the legacy of generosity that has defined St Margaret's for 130 years. Together, we are building a future filled with opportunity, purpose, and promise for every girl who walks through our gates.

Mikaeli Costello
Chair, St Margaret's Foundation

Thanks to you

Your 2025 Giving Snapshot

DONOR COMMUNITY

616
DONORS

209 were Old Girls

407 were current and enrolled families



6 Milestone Reunion Classes donated to support bursaries and the Arts Precinct Capital Campaign

DONOR PARTICIPATION

27%
of current families donated

4.1%
of Old Girls donated

100%
of St Margaret's Foundation Directors, St Margaret's Senior Leadership Team and School Council Directors donated

BEQUESTS

A donation to establish the Glen Cameron Bursary to support Indigenous students in accessing a St Margaret's education was received.

KEY AREAS OF INVESTMENT

PANAMA FUND:
Provides needs-based bursaries to help students access a St Margaret's education.

203
DONATIONS TOTALLING
$303,393

22
students were supported in 2025



STUDENT PHILANTHROPY

The annual Ponytail Project reached the milestone of having raised over $1 million for cancer research over the past 11 years.

Senior Student Philanthropy Leaders raised

$21,672

to support Little Wings – a not-for-profit organisation providing sick children and their families, throughout regional NSW, ACT and QLD with free ongoing flight and ground transport during the treatment process.

Our primary students supported 3 charities:

$279
One Horizon

$2,000
Zephyr Foundation

$ 4,473.10
Malala Fund

ETON SOCIETY

34 members

The Society honours, acknowledges and maintains a close connection with those who have advised the school they have included St Margaret's in their Will as a beneficiary of their estate



2025 Giving Day raised

$1,215,804

with donations supporting the performing Arts Precinct Capital Campaign and needs-based bursaries.

BUILDING FUND

Supporting the development of a new performing Arts Precinct.

492
DONONATIONS TOTALLING
$1,773,915





INVESTING FOR THE FUTURE

The Endowment Fund reached over

$850,000

including contributions from two school partners Pitcher Partners and Yabbr.

PITCHER PARTNERS yabbr.io



Foundation Prize supports little miracles

Philanthropy sits at the heart of St Margaret's holistic approach to educating young women, nurturing not only academic excellence but a lifelong commitment to service and community. Reflecting this ethos is the St Margaret's Foundation Prize, presented each year at Speech Night to a student who has demonstrated an outstanding dedication to the school's philanthropic initiatives and someone who embodies this spirit. As part of the award, $500 is donated to a charity selected by the recipient.

The 2024 prize was awarded to Molly R ('25), who chose to direct the donation to Mater Little Miracles, an organisation supporting some of the hospital's tiniest and most vulnerable patients on their journey home.

For Molly, the choice was deeply personal.

'This charity is very special to my family. My little sister was a premature baby herself, born at only 26 weeks old. All thanks to my beautiful mum, and many doctors and nurses, she survived. As some of you may know, she is now the sportiest and most fun, social, athletic, healthy girl, and she makes me very proud to be her big sister.

'My family are supporters of this Foundation, and it means the world to me that St Margaret's is donating the funds from the St Margaret's Foundation Prize to this cause.'

Molly's commitment to service extends far beyond this award. Throughout her years at St Margaret's, she has been a passionate contributor to numerous charitable initiatives, including the Ponytail Project and the Red Shield Appeal. Her dedication was further recognised with The Winifred Cawley Memorial Prize for Service and Loyalty.

As she embarks on life beyond the school gates, Molly carries with her a strong philanthropic spirit, one shaped by compassion, gratitude, and a genuine desire to uplift others. Her journey is a testament to the values St Margaret's strives to instil and a reminder of the profound impact one young woman can make.

St Margaret's Foundation Endowment Fund

In 2012, the St Margaret's Foundation received a modest donation to establish an Endowment Fund. The purpose of the fund is to invest and build on the capital, so that ultimately the interest earned on the investment can be used to further the educational offerings to St Margaret's students through bursary support and other key initiatives.

The long-term goal of this fund is to supply money in perpetuity, which can be used to support a variety of St Margaret's projects. Thanks to bequests, funds raised through the Professional Women's Network (PWN), School Partnerships and regular giving, the fund has been steadily growing.

To support the future growth of the Endowment Fund, an Investment Subcommittee comprising a representative from the St Margaret's Foundation, School Council and an independent representative was established. In 2025, following the development of the Subcommittee Charter and Disbursement Policy, an external investment management firm was appointed.

This is a crucial step and highlight for the St Margaret's Foundation and the school as it puts in motion the intention and vision for creating this fund.

Several donor funded Named Bursaries established with the intent to exist in perpetuity are also being managed as sub funds.

- The Sister Mary SSA Bursary
- The Glen Cameron Bursary
- The Sheila Geise Bursary

At the end of 2025, the Endowment Fund was valued at $850,204.91.

DID YOU KNOW

St Margaret's is a member of the Australian Universities and Schools USA Foundation, which was created specifically to give US based alumni, friends and funding organisations a way to support educational institutions in Australia.

The Foundation was incorporated in the United States in 2006 and has been granted tax-exempt 501 (c)(3) status by the US Internal Revenue Service (IRS). Gifts to the Foundation are tax deductible for US taxpayers and may be of benefit to Canadians with US tax liability.

If you are based in the US or have US tax liability, you may wish to consider making your donation to St Margaret's Foundation Panama Fund or Building Fund through this avenue.

To learn more or donate, please visit *https://www.aususafoundation.org/*





The World Is Her Stage:

Donors bring St Margaret's Arts Precinct to life

Thanks to the generosity of families, Old Girls, staff, and friends, the Capital Campaign has already raised an incredible $2.75 million, 92% of our $3 million goal. And in a wonderful milestone, the State Government approved the building plans on the final day of the 2025 school year, allowing construction to begin this year.

The Arts Precinct will be a vibrant hub for creativity, featuring new spaces that will meet both the curricular and extra-curricular needs of the arts program, including a purpose-built Blackbox Theatre, Recital Hall, dedicated rehearsal spaces, music rooms, and teaching studios, all designed to deliver a world-class learning environment for our primary and secondary students and to support excellence in the performing Arts.

Philanthropy has always reflected the St Margaret's values in action, shaping a community where generosity, service, and shared purpose flourish.

One of the most inspiring examples of this belief comes from Year 4 student, Madeleine A, whose enthusiasm for the project captured the very essence of St Margaret's culture of giving.

Madeleine first learned about the new precinct during the St Margaret's Day Assembly. As she later shared:





'When I saw the presentation about the new Arts Precinct, I felt so excited. I could imagine the beautiful new spaces, the music rooms, and the theatre, and I thought, "Wow! This will be such a special place for girls like me to learn, create and shine"'.

Her excitement didn't end there. That afternoon, she eagerly showed the architect's images to her mum, her brother, her dad – and even Mimi the cat, who, according to Madeleine, 'was impressed'.

Inspired to help bring the precinct to life, Madeleine teamed up with her brother and a friend to run a lemonade stall, complete with baked goods and handmade crafts contributed by family and community members. The response was overwhelming.

'So many St Margaret's friends stopped by to support our stall. It showed me how kindness and teamwork can make a big difference.'

Madeleine donated her share of the profits to the St Margaret's Foundation Building Fund.

'Honestly, it felt really good. I was proud to use my money to help build something that so many St Margaret's girls will get to use, now and in the future.'

Her story is a powerful reminder that philanthropy at St Margaret's is not just something students witness, it is something they live.

Educators have long championed the role and value of the arts in a well-rounded education.

'Music is such an incredibly powerful art form that has existed in every community across the globe since the dawn of time. A dedicated performing arts space where students can both learn and perform will be so pivotal in providing amazing learning and performing opportunities while also nurturing our next generation of performing artists,' said Head of Performance, Brad King.

The music and drama program at St Margaret's has shaped countless futures, and this precinct will amplify that legacy.

If you would like to discuss making a donation to The world is her stage Capital Campaign for the Arts Precinct, please contact, Lara Pickering, Director of Philanthropy and Stakeholder Engagement, on (07)3862 0884 or email *foundation@stmargarets.qld.edu.au*.

Corporate community champions girls' education through PWN

The Professional Women's Network (PWN) continued to deliver insight, impact and inspiration in 2025, with four sold out breakfast events that brought together Brisbane's corporate community to learn, connect, and champion the advancement of women and girls. Each event offered attendees the rare opportunity to hear directly from exceptional female leaders who are shaping industries, influencing policy, and redefining what leadership looks like in Australia today.

The series opened with a powerhouse panel hosted by Heidi Cooper, CEO of Business Chamber Queensland. Joined by Debbie McNamara (CEO, Economic Development Queensland), Heidi Breen (General Manager, Home Solutions, RACQ), and Fran Becker ('02) (Partner, Hamilton Locke), the group unpacked the federal budget and its implications for Queensland's economic landscape. Their discussion set the tone for a year defined by candour, expertise, and forward-thinking leadership.

Throughout 2025, attendees also heard from distinguished leaders, Amanda Lacaze ('76), CEO and Managing Director of Lynas, and Jane Palfreyman ('94), Chief Marketing and Commercial Officer at SBS. Both speakers shared the pivotal moments that shaped their careers, the challenges they navigated on their rise to executive leadership, and the skills today's emerging professionals need to thrive in an increasingly complex world.

The final event of the year brought together industry experts Lauren Capelin ('01) (Amazon Web Services), Debbie Smith (PwC), Michelle Weber (Macquarie Banking and Financial Services), and Amy Leigh ('03) (Great Southern Bank). Their panel explored the transformative impact of AI and technology, offering boardroom level insights into innovation, risk, and the future of work. Their message was clear: adaptability, curiosity, and digital fluency are now essential leadership traits.

The success of the PWN series is made possible through the generous support of its corporate partners.

In 2025, St Margaret's was proud to be supported once again by Pitcher Partners (Major Sponsor); Wolff Coffee Roasters, Clear Insurance, Resource Innovations and Albion Bathhouse (Supporting Partners).



Thanks to their commitment – and the strong attendance from the business community – more than $36,000 was raised for the St Margaret's Foundation Endowment Fund. These funds will provide long term support for needs-based bursaries for regional, rural, and Indigenous students, ensuring that more young women can access a St Margaret's education regardless of their circumstances.

Many sponsors have supported the series for years, recognising the value it brings not only to their organisations but to the broader community.





As Kylie Lamprecht, Partner, Pitcher Partners shared:

'Pitcher Partners is proud to continue our longstanding partnership with the Professional Women's Network, marking more than a decade of supporting women in business. As trusted advisors, we are committed to building enduring relationships that foster personal and professional growth, leadership development and meaningful connection across the business community. This partnership reflects our values-led approach to diversity, inclusion and long-term impact, making business personal.'

A unique and powerful aspect of PWN is the involvement of St Margaret's students. Young women from Years 10, 11 and 12 are encouraged to attend, giving them early exposure to professional environments, networking opportunities, and inspiring role models. These experiences directly support the school's mission to empower young women through education, confidence, and connection.

JOIN US IN 2026

- FRIDAY 27 MARCH: Clare Stewart, CEO, Youngcare, Previously first female Mayor of Noosa
- THURSDAY 14 MAY: Peta Bistany (née Dee) ('86) Specialist Advisor, International Sports Expansion (London); Board Member, Great Ormond Street Hospital
- WEDNESDAY 26 AUGUST: Panel - Urban Transformation ahead of 2032.
- THURSDAY 29 OCTOBER: Chelsey Drake, Chair, Allens, Member, Australian Government Takeovers Panel

The PWN Series continues to grow as a platform for collaboration, leadership, and community impact. Organisations interested in sponsoring the 2026 series are warmly invited to connect with Georgia Mitchell, Assistant Director of Philanthropy & Stakeholder Engagement, on +61 7 3862 0777 or email developmentandcommunity@stmargarets.qld.edu.au.









Thank you to our donors

St Margaret's with the Foundation gratefully acknowledges those who have donated in 2025 in support of our students.

LUMINARY $10K +

Anonymous (4)
The Caffrey Family
Glen Cameron ('54)
H and R Campbell
The Carrick Family
Yuna Cho
Lauren and Ally Cowley
The Crommelin Family Foundation
Prue Galley ('61)
The Hennessy-Smith Family
The Ji Family
Helene Jones Foundation Trust
The Mula Family
The Lin/Yang Family
Eva and Ella Liu's Family
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Class of 1975
Class of 1985
Class of 1995
Class of 2005
Class of 2015
Year 6 Class of 2024
Class of 2025

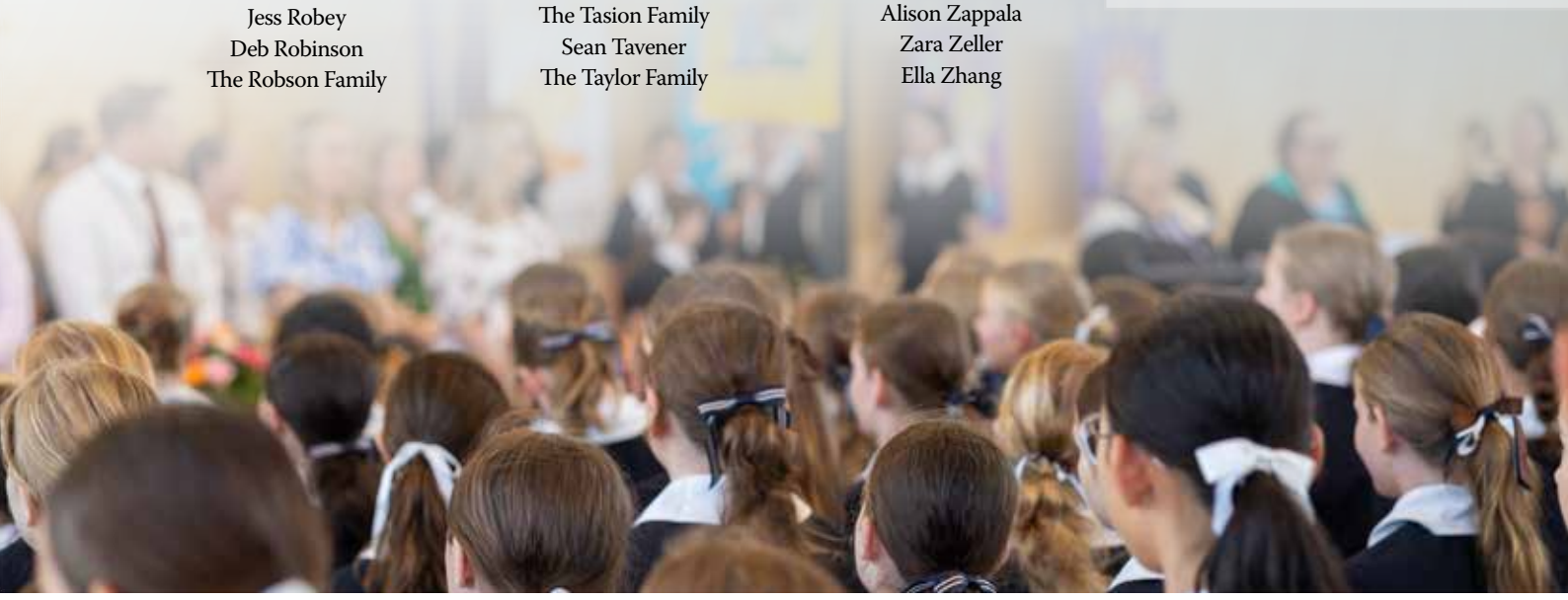
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Next Step
2026 Post-School Destinations

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 2025. 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 2026.

68.0% response rate
102 out of 150 Year 12 completers from this school responded to the 2026 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations

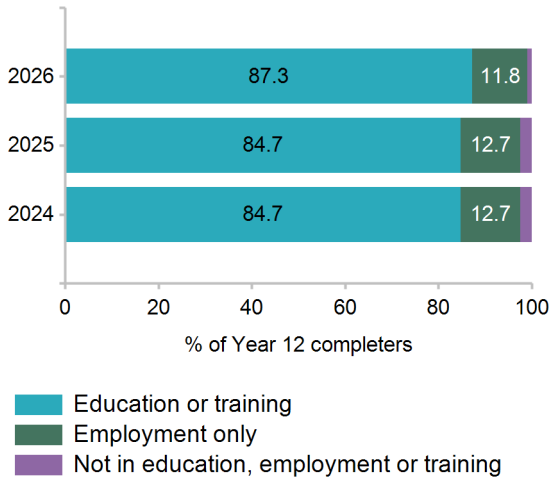
In 2026, 99.0% of Year 12 completers from St Margaret's Anglican Girls School (Ascot) were engaged in education, training or employment in the year after they completed school.

Of the 102 respondents, 87.3% continued in education and training. The most common study destination was bachelor degree.

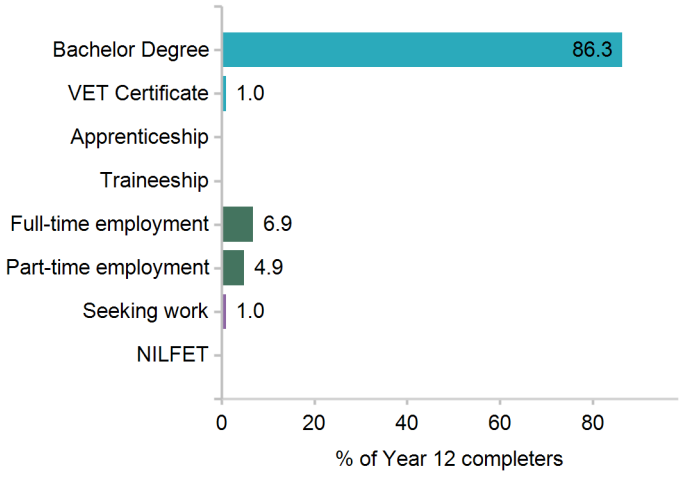
A further 11.8% transitioned directly into paid employment only.

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



Main Destination in 2026





St Margaret's

Joy goes here

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