



ALL HALLOWS'
SCHOOL

Annual Report 2024



Acknowledgement of Country

We acknowledge that All Hallows' School stands on Turrbal and Jagera land. We pay our respects to Elders, past, present and emerging.

This has always been, and always will be, a place of teaching and learning connected to country, culture, community and spirit.

School Profile

All Hallows' School, a ministry of Mercy Partners, is a Catholic Mercy school for girls from Years 5 – 12, established in 1861. All Hallows' School is grounded in the Catholic traditions and values of the Sisters of Mercy, with Catherine McAuley as the founder. Catherine's vision lives on today in this, the first girls' school in Queensland and the oldest secondary school in the state.

Name: All Hallows' School, registered as All Hallows' School Limited
ACN: 143 964 372
Address: 547 Ann Street, Brisbane QLD 4000
School Sector: Catholic Girls School
Enrolment: 1702 students (August 2024 Census)
Year Levels: Years 5 - 12

This report provides information to parents and the wider community in accordance with mandated government reporting requirements for independent schools.

School Income by Funding Source

Detailed information on the School's income by funding source is available from the MySchool website: <http://www.myschool.edu.au>

Distinctive Curriculum Offerings

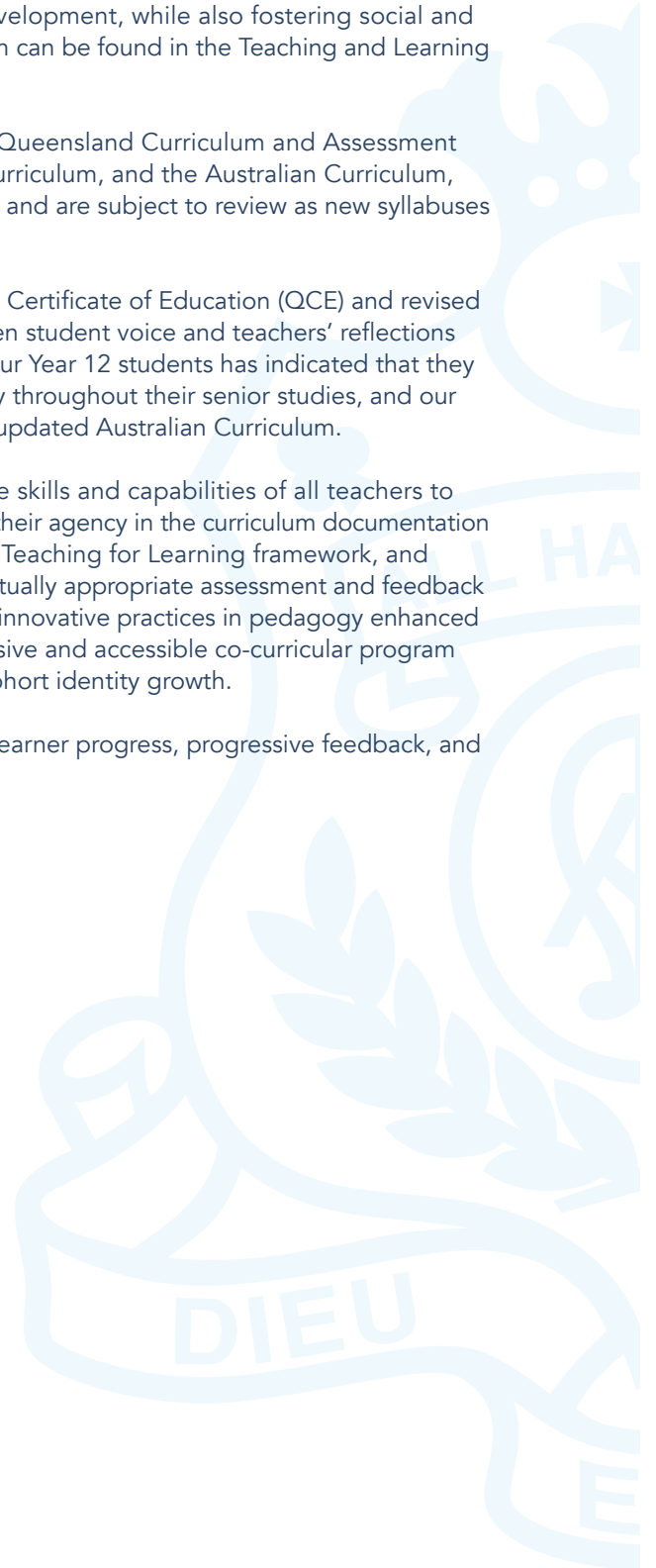
All Hallows' School provides a comprehensive and academically rigorous curriculum that caters to a wide range of student needs and abilities. An All Hallows' School education is holistic, providing opportunities for spiritual, personal, and intellectual development, while also fostering social and community responsibility. Details regarding our curriculum can be found in the Teaching and Learning section of our website.

Programs of study from Years 5 to 12 are based on the Queensland Curriculum and Assessment Authority (QCAA), Brisbane Catholic Education (BCE) Curriculum, and the Australian Curriculum, Assessment and Reporting Authority (ACARA) syllabuses and are subject to review as new syllabuses and curricula are developed.

A key element of our implementation of the Queensland Certificate of Education (QCE) and revised ACARA Australian Curriculum (Version 9) in 2024 has been student voice and teachers' reflections on approaches to student learning. The feedback from our Year 12 students has indicated that they have felt very well supported academically and pastorally throughout their senior studies, and our teachers have seamlessly planned for and delivered the updated Australian Curriculum.

Curriculum initiatives in 2024 have included building the skills and capabilities of all teachers to engage with the new curriculum as learners and increase their agency in the curriculum documentation process; continuing the strategic implementation of the Teaching for Learning framework, and implementing the Australian Curriculum 5-10 with contextually appropriate assessment and feedback and with a particular focus on promoting purposeful and innovative practices in pedagogy enhanced by digital platforms, as well as delivering a diverse, inclusive and accessible co-curricular program and building opportunities that facilitate personal and cohort identity growth.

The continued focus on effective communication about learner progress, progressive feedback, and reporting processes enhanced student agency.



Subject Offerings

Year 5

Religious Education	Art	Drama	English
Geography	History	Italian	Mathematics
Music	Physical Education	Science	<i>Fit for Life</i>

Year 6

Religious Education	Art	Drama	English
Geography	History	Italian	Mathematics
Music	Physical Education	Science	<i>Fit for Life</i>

Year 7

Religious Education	Art	Drama	English
French	Geography & History Cycle	Health & Physical Education	Italian
Japanese	Mathematics	Design Thinking	Digital Technology
Science	Skills for Learning	<i>Fit for Life</i>	

Year 8

Religious Education	Dance	Digital Technology	English
English Extension	French	Geography & History Cycle	Health & Physical Education
Italian	Japanese	Mathematics	<i>Fit for Life</i>
Music	Science	Skills for Learning	

Years 9 & 10

Religious Education	Art	Dance	Drama
Digital Technology	English	10 English Literature	Enterprise Education
<i>Fit for Life</i>	Food & Design Technology	French	10 Geography
Geography & History Cycle	Health & Physical Education	10 History	Italian
Japanese	9 Mathematics Alpha	9 Mathematics Beta	10 Pre-General Mathematics
10 Pre-Mathematical Methods	Music	Physical Education	Science
Skills for Learning			

Years 11 & 12

Accounting	Ancient History	Biology	Business
Chemistry	Dance	Design	Digital Solutions
Drama	Economics	English	<i>Essential English</i>
Fashion	French	Geography	<i>Hospitality Practices</i>
Italian	Japanese	Legal Studies	Literature
General Mathematics	Mathematical Methods	Specialist Mathematics	<i>Essential Mathematics</i>
Modern History	Music	Music Extension (Unit 3 & 4)	Physical Education
Physics	<i>Religion & Ethics</i>	<i>Religion, Meaning and Life (non QCE subject)</i>	Study of Religion
Visual Art	<i>Visual Arts in Practice</i>		

Italics denote Applied syllabus subjects

Use of ICT in Assisting Learning

Our teaching and learning spaces are continually reviewed and adapted as technologies evolve. These include our multimedia spaces, the flipped learning programs delivered through Office 365, class use of Microsoft Teams, and digitalised feedback and annotation via OneNote. Each element is designed to engage and motivate our students' learning. Our connected classrooms support the All Hallows' curriculum model and our "blended learning" approach to integrating ICT.

Accessibility to learning is a key feature of an All Hallows' education, and digital learning tools deliver transformative and individualised learning to support each student. Our blended learning approach to curriculum delivery, which incorporates tablets, computers, stylus pens, and web technologies alongside other tools and resources, including traditional pens and paper, ensures that the most suitable technology is used for learning.

Through the Potter Building and Library Services, we provide a contemporary space for reading, research, and teaching the Technology curriculum. Support for Year 11 and 12 students is provided through a specifically designed Senior Learning Centre, comprising social, small-group, collaborative, and individual work areas. The Centre is available to students through secure entry before and after school, until late evening, and is very well patronised by Year 11 and 12 students.



Co-Curricular Activities

Mercy Action

Our 2024 whole-school project, 'Pathways of Possibility' (POP), raised \$50,000 for the Romero Centre's Gateways to Employment program.

This employment program addresses the specific challenges faced by over 400 individuals seeking asylum annually. It aims to overcome barriers such as limited English language skills, lack of access to tutoring, absence of social and cultural capital, and a dearth of employment-related experience in the Australian context.

The initiative builds on Romero's successful peer support model, where bicultural/bilingual facilitators with lived experience serve as mentors. This model not only facilitates employment outcomes but also empowers those with asylum-seeking backgrounds to mentor others, creating a positive cycle of support and success.

All Hallows' originally aimed to contribute sufficient funds to assist 17 individuals, facilitating their journey to become job-ready and contributing to financial security. However, our fundraising efforts throughout the year amassed a total that exceeded our initial target, and as a result, 25 individuals have been able to access this employment initiative. The program's societal impact lies in enhancing social inclusion and addressing key indicators such as homelessness and poor mental and physical health. By assisting asylum seekers in accessing employment, it aims to bring about positive societal changes and foster a sense of belonging.

Catherine McAuley's work was founded on her deep faith and Jesus' example of social justice, as well as her conviction in the dignity and worth of every person. The project, run by the Romero Centre, is an extension of Catherine's vision and mission, in that it identifies, supports, and encourages those on the margins to find their place in society.

In addition to fundraising activities aimed at raising funds for the "Pathways of Possibility" project, staff and students engaged in the following Mercy Action programs throughout the year:

Mercy Action Programs

- AHSews
- Eco-Justice Group
- Jimmie's Van Breakfast Outreach
- Micah Community Meals
- Bell Ringing
- Mercy Cooking
- Kitty's Room
- Peer Tutoring
- Brisbane Central Tutoring
- Eddie's Van Breakfast Outreach
- Library Service
- Student2Student Reading Program
- Café 547
- Head2Heart Camps
- Liturgy Group
- Inlusee
- Crochet for Care
- Human Rights Group
- Jane's Team
- Eat-Up



Immersion and Community Participation Experiences

During 2024, students engaged in a range of local liturgical, pastoral, and community experiences. These include the following activities:

- Hosting the inter-school Anniversary of the National Apology event.
- The School and Social Justice Captains attended an inter-school Social Justice Forum at Iona College.
- Representing the school at a number of significant liturgical events, including the Project Compassion launch, the sesquicentenary Mass at St Stephen's Cathedral, the Mary Mackillop Feast Day Mass, and the Archdiocesan First Nations Graduation liturgy.
- The Year 10 Sleepout, which is modelled on the Saint Vincent de Paul CEO Sleepout.
- Our Aboriginal and Torres Strait Islander students participated in an On-Country immersion experience at Minjerribah, Stradbroke Island.
- Participation in social justice forums held at Lourdes Hill College and Loreto College.
- A discretionary fundraiser to support the Edmund Rice Camps Program. Edmund Rice Camps Queensland provides life-changing experiences for disadvantaged children and youth through residential camps and recreational programs, fostering personal growth, resilience, and a sense of belonging. These programs are supported by dedicated volunteers who mentor participants, helping them build self-worth and develop leadership skills.
- Student participation in the AMSSA Student Conference in Bendigo, Victoria.

Culture Program

All Hallows' School has an extensive instrumental, choral, and dance ensemble program. Students from all year levels participate in ensembles and choirs. A musical or dramatic production is staged each year in conjunction with St Joseph's College, Gregory Terrace. A number of concerts and other performances are staged annually, including an Arts Festival held at the school. Theatre sports, music, dance, and drama groups also participate in competitions and performances in the wider community.

Private tuition is offered in voice, speech and drama, most orchestral instruments, piano, guitar and the theory of music. Students may enter the Australian Music Examinations Board (AMEB) and Trinity College London (TCL) examinations in music and speech and drama.

Debating is a valued activity at All Hallows' School. Many students participate in inter-school and state competitions, including the Queensland Debating Union and the Brisbane Girls' Debating competitions.

Instrumental and Vocal Programs

- Alto Saxophone
- Bass Clarinet
- Bassoon
- Cello
- Clarinet
- Double Bass
- Euphonium
- Flute
- French Horn
- Guitar
- Music Theory
- Oboe
- Percussion
- Piano
- Tenor Saxophone
- Trombone
- Trumpet
- Tuba
- Viola
- Violin
- Voice

Speech and Drama Programs

- Speech & Performance
- Voice & Communication

Ensembles

- Bands
- Brass Ensembles
- Dance Ensembles
- Choirs
- Jazz Ensembles
- Percussion Ensembles
- Piano Ensembles
- String Ensembles
- Vocal Ensembles
- Woodwind Ensembles

Other Culture Activities

- Arts Festival
- Debating
- Ensembles Workshops
- Music Ensemble Camp
- Theatresports
- Queensland Catholic Colleges Music Festival
- School Productions
- Shakefest



Sport

All students in Years 5-10 participate in Health and Physical Education classes as part of their core academic program. Our students can also participate in a wide range of co-curricular sport activities and represent the school in club and inter-school teams. The wide range of sports and fitness programs offers students opportunities to develop their individual talents while promoting a commitment to their health and wellbeing.

All Hallows' School is a member of the Catholic Secondary Schoolgirls' Sports Association (CaSSSA) and competes in inter-school carnivals for swimming, athletics, and cross-country. Our school is a member of the Brisbane Schoolgirls' Rowing Association (BSRA) and participates in regattas at Lake Wyaralong.

Sporting Programs

- AFL
- Athlete Performance Program
- Athletics
- Basketball
- Cricket
- Cross Country
- Fitness & Wellbeing Program
- Hockey
- Indoor Hockey
- Netball
- Representative Sport
- Rowing
- Rugby 7s
- Sport Tours
- Swim Fit
- Swimming
- Tennis
- Touch Football
- Volleyball
- Water Polo

Staff Professional Development

All Hallows' School has a long-standing commitment to professional learning and growth, devoting considerable time and resources to these activities and processes. Our school provides a comprehensive professional learning program for staff, as well as supporting access to external professional learning activities. An important source of professional learning is through peers. We have outstanding expertise within our staff and a culture of sharing this expertise with colleagues, which occurs across and within departments, year levels, and subjects.

Annually, all staff participate in a full-day retreat program. In 2024, staff enjoyed an eco-spirituality experience at Mt Coot-tha Botanic Gardens. The day was designed for spiritual contemplation of the wonders of creation in the presence of God and in the company of colleagues.

Professional learning time was also devoted to the implementation of the School's Positive Behaviours Strategy with a particular focus on the embedding of Restorative Practice (RP), with training provided for all staff.

All Hallows' School teachers are leaders in teacher inquiry. There is a shared understanding that teaching integrity is predicated on the teacher as a learner - one who is both a reflective practitioner and a focused strategist committed to ongoing improvement. Our staff also regularly share their understandings and expertise with other schools and communities. All Hallows' School is a leader in pedagogical change and excellence and is a Microsoft Showcase School.

A range of other specific purpose professional learning programs are held annually to address ongoing identified priorities and meet compliance training. In 2024, these included student protection, fire training, first aid, anaphylaxis, CPR, mental health first aid, digital pedagogy including utilising GenAI to enhance teaching and learning, and other technology courses, with an emphasis on the use of new pedagogies to provide effective formative feedback to students.

In 2024, some staff were engaged in external formal studies, including doctoral, masters, diplomas, certificates and other postgraduate qualifications. Our teaching staff have a very high level of participation in QCAA positions which are a rich source of ongoing professional learning. In 2024, 56 QCAA assessor roles were held by our staff as Endorsers, Confirmers, External Markers, Resource developers, Scrutiny panel members, Writing panel members, Subject matter experts and NAPLAN Markers, many of them in the lead or chief roles.

The average annual expenditure per teacher on professional learning in 2024 was \$1295.00.

Staffing Information

Distinctive Skills of Staff

Our school strives to attract and retain expert staff who are committed to the mission of the school, and who are outstanding practitioners and life-long learners.

Staff Composition

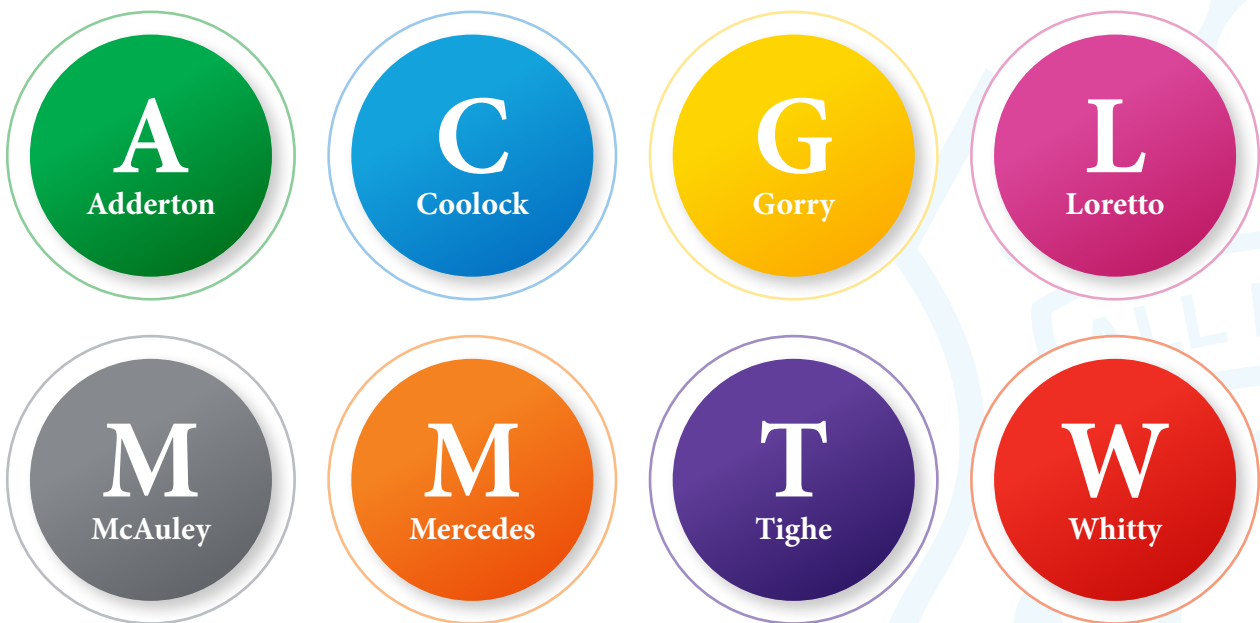
TOTAL	273
Teaching Staff	153
Specialist Support Staff and other Staff	120

2024 Teacher Qualifications

Doctorates	5
Masters Degree	50
Bachelors Degree	160
Diploma	25
Certificate	16
Post Graduate Certificate	66

School Houses

Our strategic focus on student wellbeing is based on our guiding principle to nurture young women in partnership with their families, so that they grow in confidence, self-determination, and leadership, and as known and valued members of our school community. In seeking to enhance the wellbeing and resilience of each student, we implement holistic approaches to their growth and development within a positive, safe, and caring environment. Providing high-quality pastoral care for each student is integral to this approach. A key element of our pastoral care program is the Positive Behaviour Strategy, which utilises restorative language and conversations to foster positive relationships and a sense of community.



Our school is organised into eight Houses, with approximately 180 students from Years 7 to 12 in each House. Each House comprises eight home groups, which serve as the primary pastoral groups for students in Years 7-12. Students remain in the same home group, with the same home group teacher and Head of House, throughout their secondary years. This enables strong links to be established between students, teachers, and families.

Students in Years 5 and 6 are placed into class groups within each year level. Their class teacher is their primary provider of pastoral care, supported by the Head of Primary. Years 5 and 6 students are also members of one of the eight House groups and participate in House activities, events, sporting carnivals, and assemblies throughout the year.



Social Climate

We recognise the importance of rituals and celebrations in helping students feel a sense of belonging to our community. Occasions such as our Inaugural Mass, All Hallows' Mercy Day, and the numerous special events throughout the year, including sports carnivals and House Choir performances, are eagerly anticipated by our students.

Expectations and values of the school community are made very clear to students and their families. All relationships are characterised by care and compassion for one another and are based on the Gospel's teaching that all members of the community deserve equal respect, which forms the basis of our pastoral philosophy. It is also expected that each student has a responsibility to contribute positively to the wellbeing of her class, home group, House, school, and the wider community. Respect for oneself, others, and our school, as characterised by courtesy, consideration for others, appropriate behaviour in and out of class, punctuality, and neatness of appearance, is expected of all members of our community. The pastoral policies and structures established to build our community provide a stable and secure environment for students to access the numerous opportunities offered in the curriculum and the co-curricular programs at All Hallows' School.

All members of the school community work together to live out the values of our Mercy tradition. Our school is committed to promoting positive peer relationships. No form of bullying is acceptable under any circumstances. Clear reporting processes, including an online reporting form, provide accessible follow-up of all reported incidents of bullying. Students, staff, parents and caregivers play an important role in creating a safe and engaging school environment for all.

All Hallows' School has established and regularly reviewed and updated policies and procedures in relation to students and their wellbeing. Policies are available to staff, parents, caregivers, and students on the school website.

Parent, Teacher and Student Satisfaction

Our last triennial whole-school survey indicated that our parents, caregivers, staff, and students were overwhelmingly proud to be members of the All Hallows' School community. Results indicated that our community would recommend our School to their friends. Students, staff, parents, and caregivers all expressed pride and appreciation for their connection to our school and the inclusive, nurturing, and supportive atmosphere. The next whole-school survey is due to be conducted in 2027.





Involving Parents in their daughter's education

Our Parents and Friends Association (P&F) is the parent representative body of the school and enjoys enthusiastic parental participation. The P&F organises a range of social activities throughout the year and in 2024 hosted the Father-Daughter Dinner, Riverfire Long Supper, and the Sports Lunch. The P&F also ran another very successful car raffle.

The P&F endeavours to promote a sense of community by continuing to assist and promote parent support groups (for performing arts, touch football, rowing, hockey, water polo, netball, debating, tennis, and fencing) through shared support activities and by inviting these groups to report to each P&F meeting. In 2024, meetings were offered in a hybrid format, with some participants meeting on campus and others joining online via Microsoft Teams.

The Mothers' Network is a sub-committee of the P&F and assists by engaging the school community through hospitality at school functions and events, raising funds through events for special projects, providing hospitality at school functions, curating the school's tea cup collection and providing pastoral support (for example, meals and school pick-ups) for families in times of illness or bereavement.

Parents and caregivers also provide valuable assistance via voluntary work at the Tuckshop and within the Mercy Action program.

Parents and caregivers are also invited to share their expertise as members of the School Board's Committees: Finance and Audit, Property, Mission and Ethics, and Risk and Compliance. Our parents and caregivers are very generous in sharing their time and expertise as members of these important committees. Parents and caregivers can also become Board Directors of the All Hallows' Foundation.

The school collaborates closely with our parent groups to establish and nurture partnerships between parents and staff in caring for and supporting our students. Our twice-yearly parent-student-teacher interviews are held in an online format, which remains very well received by the community.

Regular communication is maintained with parents and caregivers. A fortnightly newsletter is distributed via the school app. The school and various parent groups utilise email distribution lists, as well as the app, and Facebook and Instagram channels, to provide timely information to parents and caregivers.

The Principal also provides an annual report to parents and caregivers (issued in December) and a report to each of the following meetings: School Board, Parents and Friends Association, Mothers' Network, and Past Pupils' Association.

Parents, caregivers, and other community members are welcome to attend the weekly School liturgy and other events held throughout the year, including Inaugural Mass, Open Day, sporting carnivals, and performing arts performances.

Key Student Outcomes

In Term 1, 2024, All Hallows' School students completed NAPLAN testing. The 2024 NAPLAN Tests provide for students, parents, and schools a reporting system based on the following student proficiency standards:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations.
- **Developing:** the student's result indicates they are working towards expectations at the time of testing.
- **Needs Additional Support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They may need additional support to progress satisfactorily.



The data provided by this testing helped the school to identify priority areas for additional support in literacy and numeracy. Our 2024 Year 5, 7, and 9 NAPLAN results are presented below:

Year 5 NAPLAN

Test	Average NAPLAN Score			Needs Additional Support (%)			Developing (%)			Strong (%)			Exceeding (%)		
	School	State	National	School	State	National	School	State	National	School	State	National	School	State	National
Reading	557	482.7	492.1	0.8	10.6	8.7	4.6	20.4	18.2	46.9	49.5	49.8	47.7	18.2	21.5
Spelling	519	474.7	486.5	3.1	11.8	9.5	13.8	23.9	21.1	49.2	46.8	47.3	33.1	16.2	20.4
Writing	544	470.2	484.8	0.0	13.4	8.7	7.7	26.3	22.2	57.7	49.5	55.9	34.6	9.6	11.4
Grammar & Punctuation	560	492.5	498.4	0.8	12.1	10.4	7.7	24.2	23.2	58.5	49.8	50.5	32.3	12.7	14.2
Numeracy	531	478.9	489.1	0.8	10.1	8.6	9.2	24.5	21.9	65.4	55.1	55.3	24.6	9.1	12.5

Year 7 NAPLAN

Test	Average NAPLAN Score			Needs Additional Support (%)			Developing (%)			Strong (%)			Exceeding (%)		
	School	State	National	School	State	National	School	State	National	School	State	National	School	State	National
Reading	594	523.1	535.0	0.4	13.2	10.2	4.6	23.8	21.0	50.0	45.5	47.4	44.6	16.3	19.9
Spelling	576	530.2	540.0	0.4	9.4	7.9	7.5	21.0	18.3	58.3	49.6	49.2	31.7	18.7	23.1
Writing	610	524.4	540.2	0.8	16.4	10.4	7.1	25.6	22.7	48.8	41.1	47.6	42.9	15.7	17.7
Grammar & Punctuation	607	527.2	536.7	0.8	16.2	13.2	10.0	25.4	23.8	47.5	43.2	45.5	39.6	13.9	16.0
Numeracy	587	528.6	539.8	0.8	11.8	9.4	10.0	24.0	21.9	66.3	52.4	53.7	22.5	10.5	13.5

Year 9 NAPLAN

Test	Average NAPLAN Score			Needs Additional Support (%)			Developing (%)			Strong (%)			Exceeding (%)		
	School	State	National	School	State	National	School	State	National	School	State	National	School	State	National
Reading	625	550.8	565.0	0.0	15.1	11.1	8.2	27.1	24.1	51.4	42.2	45.0	38.3	14.4	18.0
Spelling	603	560.2	566.9	1.2	8.0	6.9	7.4	21.7	19.3	60.9	56.1	56.2	27.2	13.0	15.8
Writing	661	557.7	573.9	0.8	17.8	11.6	6.2	27.9	25.7	32.9	33.6	39.9	58.0	19.4	21.1
Grammar & Punctuation	640	549.1	555.3	0.8	17.3	14.6	6.6	28.8	28.7	46.9	37.7	39.5	42.4	15.0	15.3
Numeracy	618	551.8	565.3	0.8	13.7	10.4	7.4	27.0	24.4	71.6	52.2	54.5	18.1	5.9	8.9

Student Retention Rates (2011–2024) Years 10–12

Year 10		Year 12		Year 10-12 Apparent Retention Rate
Year	Enrolled	Year	Enrolled	
2011	243	2013	229	94%
2012	245	2014	237	97%
2013	240	2015	239	99%
2014	239	2016	235	98%
2015	238	2017	238	100%
2016	237	2018	233	98%
2017	202	2019	211	104%
2018	240	2020	236	98%
2019	237	2021	239	101%
2020	238	2022	238	100%
2021	237	2023	235	99%
2022	242	2024	238	98%

The average student attendance rate in 2024 was 93.39%. All Hallows' School has a designated absentee line. A student absence that a parent or caregiver has not notified is followed up by an SMS text message to the parent or caregiver from a Student Services staff member. Any other unexplained absences are recorded in a daily report and followed up by the Heads of House.

Attendance Rates % 2024

Whole School Average.....	93.39%
Year 5	94.95%
Year 6.....	94.83%
Year 7.....	94.07%
Year 8.....	94.22%
Year 9.....	93.27%
Year 10.....	91.53%
Year 11.....	93.31%
Year 12.....	92.35%

Year 12 Outcomes (2024)

Our Year 12 cohort worked with dedication and determination throughout their programs of study, setting and achieving their own learning goals across a wide range of programs and subject combinations. The QCE data presented is representative of the whole cohort of 236 students. As is the case with all Queensland schools, our presentation of ATAR data is limited to results for students who nominate, through QTAC, to have their ATAR score made available for school access. The breakdown of results presented here is based on the 221 (93.64%) ATAR-eligible students who shared their ATAR data with the school.

QCE Achievements

Y12 Cohort Number	QCE Achievement
236	99.57%

ATAR Achievements

Median ATAR	ATAR of 99+	ATAR of 95+	ATAR of 90+	ATAR of 85+	ATAR of 80+	ATAR of 75+
93.15	7%	33%	65%	79%	89%	95%

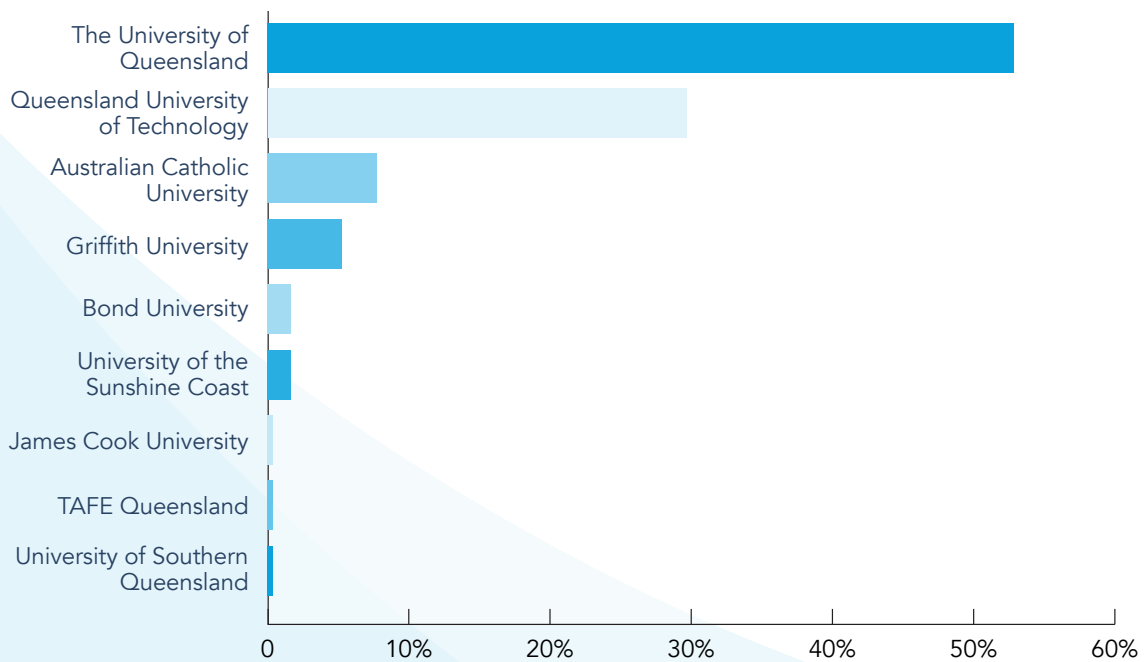
Vocational Education and Training Achievements

Certificate I, II or III	Certificate IV and Diploma	Students Achieving Qualifications
37	27	64

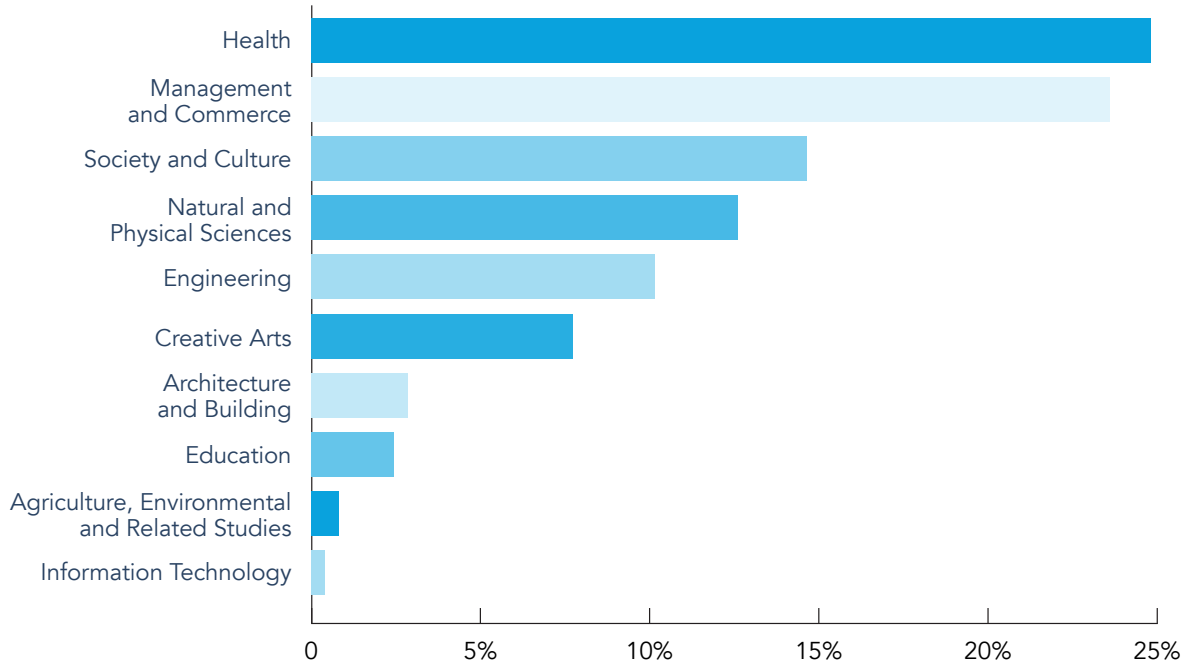


Post-School Destinations

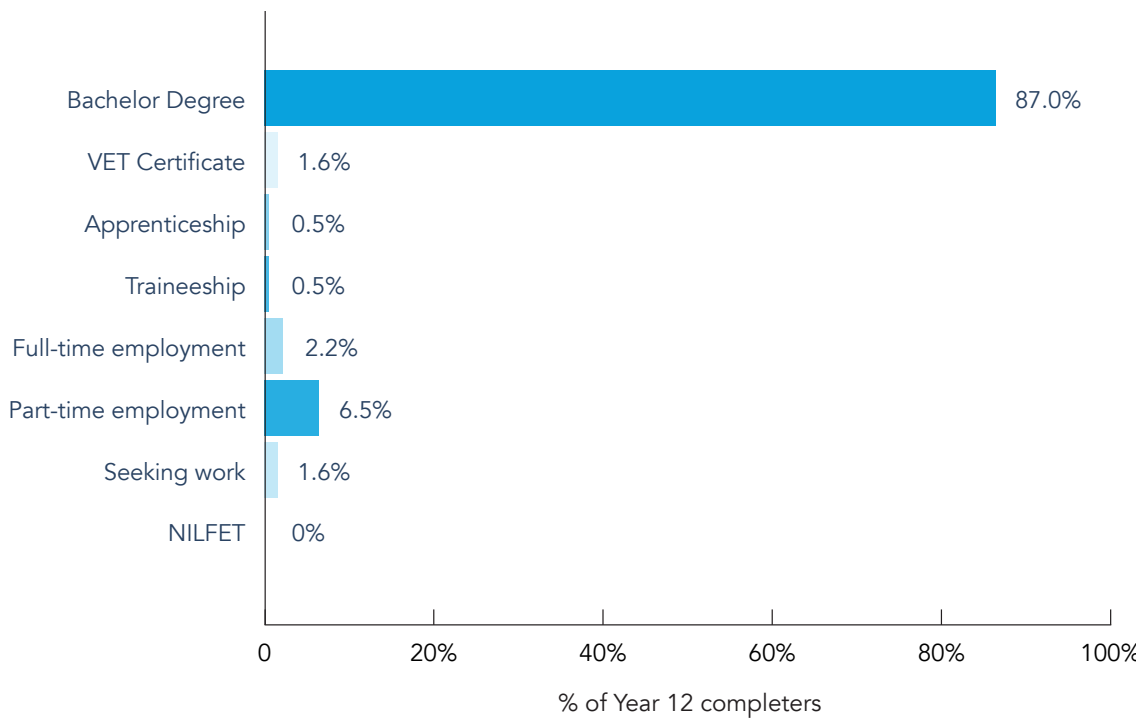
2024 AHS Students – Tertiary Destinations



2024 AHS Students – Field of Study



2024 AHS Students – Main Destinations





Further information regarding All Hallows' School and its policies can be obtained from the School website (www.ahs.qld.edu.au) or from the School Principal, Mrs Catherine O'Kane principal@ahs.qld.edu.au.

www.ahs.qld.edu.au