

Annual Report 2015

Passionate about Performance

www.apgs.nsw.edu.au
admin@apgs.nsw.edu.au

T. 02 9518 5123
F. 02 8076 7620

255 Broadway,
Glebe, NSW 2037

CRICOS Provider Code: 02647M

Contents

1.	Messages from Key School Bodies	2-5
	1.1 Principal of APGS – Prof. Kyunghhee Lee	2
	1.2 Artistic Director – Jacqui Howard	3
	1.3 Student Representative Council	4
2.	Contextual Information about the School	5
3.	Student Performance in national and state wide tests and examinations	6-7
	3.1 HSC 2015	6
	3.2 RoSA 2015	6
	3.3 NAPLAN 2015	7
4.	Senior Secondary Outcomes	7
5.	Professional Learning and Teaching	8
	5.1 Professional Learning	8
	5.2 Details of Teaching Staff	8
6.	Workforce composition, including Indigenous	9
7.	Student Attendance, management of non-attendance and secondary retention	9-11
	7.1 Student Attendance	9
	7.2 Management of non-attendance	9-10
	7.3 Student Retention Rates for Year 10 to 12	11
8.	Post School Destinations	11
9.	Enrolment Policies and Characteristics of Student Body	11-15
	9.1 Enrolment Policies	11-15
	9.2 Characteristics of student body	15
10.	School Policies	15-16
	10.1 Student Welfare	15
	10.2 Anti-bullying	16
	10.3 Discipline	16
	10.4 Complaints and grievances	16
11.	School Determined Improvement Targets	17-18
12.	Initiatives Promoting Respect and Responsibility	19
13.	Parent, Student and Teacher Satisfaction	20
14.	Summary Financial Information	21

1. Messages from Key School Bodies

1.1 Message from the Principal of APGS

The Australian Performing Arts Grammar School (APGS) is a vibrant and dynamic school dedicated to helping students develop holistically through the wonderful medium, of performing arts education.

I am delighted to have founded a school where learning is now experienced not only as classes, methods and means to an end, but as a way of life built on guidance and support; where staff and students feel part of a family and each individual is encouraged to develop his or her abilities to their richest, most personal fruition. With growing research solidifying the link between arts training and cognitive improvement in developing brains, our students undoubtedly benefit from being immersed in a creative learning environment led by a dedicated and supportive team of academic, performing arts and professional staff.

APGS continues to benefit today from its ability to attract high-end personnel who are able to share the same vision of and enthusiasm for the future. With this in mind, we currently boast some of the highest calibre teaching staff and seasoned industry professionals committed to sharing their invaluable knowledge and experience. The highest standards are sought and every opportunity is afforded to all students to extend their capabilities to the full.

There has been significant progress in 2015, including the completion of a major building expansion and refurbishment project onto ground level. This important project has enabled the APGS campus footprint to increase by 30%, including the addition of 4 new rehearsal spaces, classroom, offices and a centralised reception area that improves accessibility and security. Level 1 has also undergone changes, with the allocation of a new senior study room, uniform store and carpet replacement.

Our academic faculty has worked tirelessly on developing programs and leading the development of our students in preparation for the HSC and beyond. The performing arts department has been equally busy, delivering high quality training blended together with various eisteddfods, external performances and a line-up of full-scale productions and showcase concerts.

In 2016, APGS seeks to:

- Provide sound and innovative educational opportunities for students
- Align creative and academic programs to improve learning development and to link creative learning with core academic principles
- Offer a high quality performing arts program led by industry seasoned staff, developing student ethics and skills in order to prepare them for tertiary study
- Support the wellbeing of students and staff with the implementation of best practice methodology and programs
- Develop academic and performing arts facilities; and
- Deliver diverse and exceptional performance opportunities

I take this opportunity to commend our staff, executive committee, students and parents on an exceptional year at APGS.

Professor Kyunghye Lee
Principal, 2015

1.2 Message from the Artistic Director

The Australian Performing Arts Grammar School has continually strived for excellence, not only in the academic world but also within the performing arts world. We encourage the students to explore various performing and visual arts genres, to allow the students to appreciate a holistic and healthy interest in this field.

For students who wish to focus on dance, certain elements were introduced from the Cert IV in Dance course to provide those students, a seamless transition into working towards dance as a profession. Similarly for the acting and music students, we based their learning outcomes on outcome expectations from the relevant courses.

The students have had the opportunity to compete in the choral section of the Sydney Eisteddfod, reaching the finals and performing in the wonderful surroundings of the Sydney Town Hall. The students finished 4th overall (out of 46 entrants) and were competing against many established and notable choirs.

The performing arts faculty read like a who's who of the Australian performing arts world. Many of our faculty are currently working professionals, passing on the latest industry techniques and knowledge onto our students. It is exciting for our students to witness their tutors practising their craft in television broadcasts, plays and musicals.

We continue to adapt our unique program to be better suited to the immediate needs of our student body, by offering elective courses appropriate to their interests. We look forward to creating a program that is both innovative and the only one offered in Australia, and invite all creative learners to play a part in this life changing experience called school.

Jacqui Howard
Artistic Director, 2015



1.3 Student Representative Council

In 2015, the student leadership body organised a number of charity events for students, as well as contributing actively for the advancement of the School.

Below is a list of charity events organised throughout the year:

- Animal Charity
- Daffodil Day
- Harmony Day
- Bandana Day
- RSPCA Cupcake Day

The student leadership body consists of:

- School Captain and Vice Captain
- School Prefect
- Student Representative Council (2 student representatives from each Year group)
- Charity Captains

All representatives meet regularly to discuss ideas to further develop the School and improve the overall learning experience for our students.

Raymond Saba
Vice Captain, 2015

2. Contextual Information about the School

Australian Performing Arts Grammar School (APGS), formerly The Australian International Performing Arts High School (AIPAH) is situated at 255 Broadway, Glebe. We are an exciting, innovative school for students with a passion for the creative and performing arts. APGS is open to students of artistic ability. We are dedicated to nurturing talent and encouraging the highest quality in performance and academic excellence.

The school is a boutique institution, designed specifically to meet the needs of young people who, in addition to their academic studies, desire to focus on **Music, Drama, Dance** and/or **Visual Arts**. While there is a focus on the performing and creative arts, there is also emphasis on academic excellence. All mandatory academic Board of Studies subjects are taught. Entry is by audition and interview, and scholarships are available

Mission Statement

The Australian Performing Arts Grammar School brings together young people of creative ability and academic commitment. The School offers an enriched curriculum, which fosters independence, self-esteem, and a sense of commitment to the wider community. Our philosophy revolves around the values of respect, commitment and connection, and our students are encouraged to explore ideas and to expand their skills within a framework of trust and encouragement. APGS offers arts rich and a rigorous academic education in an international environment that fosters and provides students with the opportunity to flourish intellectually, creatively, and spiritually.

Vision Statement

At APGS we believe that there is a creative capacity in all children that should be fostered and encouraged. APGS provides the timetable and dedicated staff to help young artists to flourish. APGS provides young artists with the instruction, encouragement and time that they need to develop their passion and skills. Older students are taught a discipline and commitment that enable their talent to be developed. At APGS we believe that talent is best nurtured when those who foster the student are themselves worthy of emulation.

APGS organises visiting artists and performers to complement their exemplary permanent staff to enrich the program with master classes and allow Students to play and act and exhibit their work in company with those already contributing to Australian and international performing arts practice.

3. School Performance in State-wide Tests and Examinations

3.1 The Higher School Certificate [HSC]

In 2015, 17 students sat for the NSW Higher School Certificate in 12 courses. A summary of Mean Scores is detailed below.

2015							
Course	Course Number	No. of Students	Students Omitted	School Exam Mark Mean	State Exam Mark Mean	School/State Variation	Z-score
Ancient History 2 unit	15020	8		71.83	71.34	0.49	0.03
Business Studies 2 unit	15040	4		62.15	73.65	11.50-	.92-
Dance 2 unit	15070	4		75.3	77.09	1.79-	.16-
Drama 2 unit	15090	9		74.4	77.81	3.41-	.36-
English (Advanced) 2 unit	15140	13	1	71.34	80.43	9.09-	1.08-
English Extension 1 1 unit	15160	3	1	36.03	41.8	5.77-	1.27-
English Extension 2 1 unit	15170	3	1	38.33	39.54	1.21-	.19-
Mathematics General 2 unit	15235	3		75.33	68.64	6.69	0.46
Mathematics 2 unit	15240	2	1	71.5	77.89	6.39-	.46-
Music 1 2 unit	15290	5		84	80.6	3.4	0.36
Society and Culture 2 unit	15350	2		85.7	77.21	8.49	0.75
Visual Arts 2 unit	15400	9		77.91	79.21	1.30-	.14-

Please note that you cannot accurately draw any conclusions from the analysis from these scores when there are relatively low number of students doing a particular courses, either at APGS or in the state-wide candidature. In addition, differences could be due to a number of factors, e.g. a difference in overall ability of the candidature at the school, a difference in the ability of the state-wide candidature or a difference in the degree of spread of ability amongst students in the school or the state-wide candidature.

3.2 The Record of School Achievement (RoSA)

In 2015, 29 students completed Year 10 in accordance with the requirements for the RoSA.

The school did not have any students who required the issuance of a Record of School Achievement.

3.3 NAPLAN Testing– Years 7 & 9

In 2015, 14 x year 7 and 17 x year 9 students sat for NAPLAN. The results and comparisons are shown below. The large centred number is our school score compared with the averages from schools in the same region (REG), and then schools in NSW (STATE).

The Data reveals that APGS students beat the State average in every component.

NAPLAN Results and Comparison, 2015:

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 7	548 516 - 580		534 500 - 568		556 524 - 588		549 515 - 584		536 507 - 566	
	SIM 569 562 - 577	ALL 546	SIM 536 528 - 545	ALL 511	SIM 564 557 - 572	ALL 547	SIM 568 559 - 576	ALL 541	SIM 565 557 - 573	ALL 543
Year 9	590 563 - 617		563 527 - 598		602 572 - 632		574 544 - 605		611 587 - 635	
	SIM 605 598 - 612	ALL 580	SIM 577 567 - 587	ALL 547	SIM 601 593 - 609	ALL 583	SIM 590 582 - 598	ALL 568	SIM 616 608 - 623	ALL 592

How to interpret this chart

SIM schools serving students from statistically similar backgrounds

ALL Australian schools' average

- Student population below reporting threshold
- Year level not tested

Selected school's average is

- **substantially above**
- **above**
- **close to**
- **below**
- **substantially below**

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

4. Senior Secondary Outcomes

In 2015, all members of our Year 12 cohort achieved the HSC.
Students studying and attaining a VET qualification: 1



5. Professional Learning and Teaching

5.1 Professional Learning

APGS strongly supports the professional learning and development of our teachers, and has structured an outline of how our school has provided these opportunities. Release days were offered for staff undertaking conferences and professional development. The school encourages staff to shortlist 5 endorsed courses to attend throughout each calendar year. Upon the selection of the most appropriate course, the school covers all expenses for staff to attend one per year.

In addition to this, further staff development consisted of professional development on:

- Individual Learning Programs for students with learning difficulties
- Pastoral care and welfare program
- Cross curriculum opportunities between all faculties

5.2 Details of Teaching Staff

Category	No. of Teachers
(a) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised by the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	11
(b) Teachers who have qualifications as graduate from a higher education institution within Australia or as recognised by the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher qualifications, or	0
(c) Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

6. Workforce Composition, including Indigenous

Category	Number
Principal	1
Teaching Staff	
Full-Time	3
Part Time	7
Casual	1
Total	12

APGS appoints industry specialists to engage in teaching selected elective courses within the Performing Arts program to all students.

Performing Arts Staff	Number
Part-Time	6
Casual	40
Total	46

7. Student Attendance and Management of Non-Attendance, Secondary Retention

7.1 Student Attendance

The average daily attendance during the reporting year was 88.33%. This was a similar figure to the previous year. Years 7 - 8 and Years 10 - 12 students continue to exhibit excellent attendance patterns. Year 9 students have exhibited more sporadic attendance.

Year Level	Attendance Rate
7	85%
8	91%
9	84%
10	88%
11	90%
12	92%
Average Rate:	88.33%

7.2 Management of Non-Attendance

Students school days are from 8.30am – 3.30pm

1. Electronic rolls are taken by staff in all lessons.
2. Any students who are late to school must obtain a late slip from the Administration Office before they make their way to class. The staff member of the specific class documents the arrival time electronically.

3. By 11.00am (Recess), all rolls are collated by the Administration Assistant and an SMS is sent to designated parents or guardians or relevant contact for the students who are absent.
4. All reason or without reason for lateness or absences are logged and recorded on our Student database.

Early Leave or Late Start

1. For students who need to leave school early or arrive late, a written note is required from the parent/guardian.
2. Notes are to be submitted to the Administration Assistant before the intended day of lateness or early leave. All notes are filed and archived.
3. In the case of an emergency only, the parent/guardian may ring through to Administration to authorise an early departure. The explanatory permission note from the parent/guardian is then to be given to the receptionist the following day.
4. Students who need to leave school early or arrive late are required to sign in or out at the Administration Office.

Notification of student absence

1. All students are to provide the school with a written explanation (signed by a parent/guardian) for any type of absence (late, partial or whole day).
2. All students are to have 100% attendance except in the case of legitimate illness or personal emergency.
3. Students, who are expected to be absent from school for an extended period, i.e. more than 3 days, must complete an Extended Leave Application Form.
4. These forms are to be submitted and approved by the Principal prior to the leave being taken.

Year 11 and 12 students

1. The school day for senior students commences at 7.45am for Period 0 (if scheduled), or otherwise when their elective class commences. Senior students may also be required to attend Period 9 (3:30-4:25pm) depending on their individual subjects and timetable.
2. Senior students are permitted lunch break leave Monday to Friday and may spend any study periods off-campus. However, when students do so they must first sign out at reception and must sign in again on their return to campus. Failure to do so will result in disciplinary action. Of course students would be required back in class for scheduled classes. Students must ensure they return from lunch or study periods in good time for the start of their next period.
3. Students who arrive late or leave early for class will have truancy recorded on their student records and disciplinary measures will be taken.
4. While out of school grounds, students will be subject to and behave in accordance with both the law and normal school requirements. Students represent the school. They are expected to remain in uniform and act with courtesy, good discipline and common sense at all times.
5. Students are encouraged to remain in the general vicinity of the school during lunch breaks to ensure punctual return to class.

7.3 Retention Rates

Year Level	Retention Rate
10	73.53%
11	96%
12	86.67%
Average Rate:	77.6%

8. Post School Destinations

All of the Year 12 students received their HSC in 2015. Since we are reliant on the students to inform the school of their ATAR scores and post-school destinations, we are not able to report on the whole cohort. We do, however, know that several of our students went to universities/colleges such as USYD, UTS, Macquarie, UNSW, UWS, and a number of others around the country.

9. Enrolment Policies and Characteristics of Student Body

9.1 Enrolment Policies

General Principles

1. Acceptance of students into the school is dependent upon a successful audition, interview and entrance examination. A panel of at least two adjudicators (School President and Head of Studies) will attend auditions and determine whether the applicant possesses the required academic merit, talent in the performing/creative arts and ability to perform well in the school. Auditions are held at scheduled intervals throughout the academic year.
2. APGS generally accepts students applying for Years 7 to 10. Students applying for Year 11 may be accepted up until the end of Term 1, with the proviso that the student's subjects match those offered by the school. If the school is unable to accommodate the student's subject selection, then the student will not be accepted into the school. No Year 11 student is accepted after Term 2 commences.
3. Eligibility for students applying for Year 12 is determined on an individual basis, and dependent on the students' subject selections and curriculum offering.
4. All students applying to APGS must possess a strong commitment to the performing or creative arts, be of good character and prepared to commit to the ethos of the school and follow its code of conduct.
5. The school also reserves the right to deny enrolment to a student whose academic achievements are not consistent with the demands of a grammar school committed to maintaining high academic standards.
6. Upon enrolment all students are required to sign a document acknowledging that they have read and understood the school rules and policies, and are prepared to abide by them.
7. Overseas students must provide proof of competence in English must meet a minimum IELTS Score (or equivalent) of 6.0. While APGS accepts both IELTS and TOEFL, in some countries, the Department of Immigration and Citizenship (DIAC) may accept only IELTS to determine English language proficiency. Please check the website to ensure that you are taking the appropriate test. Students without an acceptable level of English will be required to satisfactorily complete an intensive course of English

language before being allowed to study at APGS. APGS can arrange an appropriate English language program (the Pre-Enrolment English Program - PEP) in Sydney at the English Language Centre. On successful completion of the PEP, students are granted direct entry into APGS.

Policy in Detail: Introduction

APGS caters for gifted and talented students in the areas of Dance, Drama and Music and related areas such as technical aspects of the Performing Arts, and Visual Arts. The school enrolls students locally (within NSW and interstate) as well as from overseas.

All students, be they local or international, must complete and submit an online *Application for Enrolment* which is available from the school website. There are no sibling rights for enrolment.

Enrolment of Performing Arts students

Given the purpose and focus of this school, and the fact that demand for places is greater than supply of available places, all applications for enrolment will be considered on the basis of audition and interview.

Each audition/ interview is assessed on its own merits. The decision of the audition panel is final and no appeal can be made except on procedure. Information on individual student's performance in their audition/ interview will not be given. The purpose of the audition/interview is to select the most suitable students for the school as assessed by the audition panel based on the stated criteria. These are the conditions under which students and parents/carers must agree to when applying to audition.

The general criteria on which students will be assessed are:

- The ability to work independently and cooperatively
- The ability to achieve high academic standards
- Demonstrated genuine interest and talent in the performing arts
- Demonstrated self-discipline and commitment
- The ability to successfully apply themselves to curricula and co-curricular performing arts commitments as well as other academic studies.

In addition the following criteria specifically apply to each performing arts area:

Dance

- Demonstrated dance skills
- Physical and cognitive potential in dance

Drama

- High standard of movement skills
- High standard of vocal skills
- Demonstrated adaptability to various roles
- Demonstrated creativity and imagination
- Proficiency in script work

Music

- Demonstrated pitch, rhythm, creative ability and potential
- Demonstrated concentration and focus

Additional information regarding performance requirements and entrance exam are sent to applicants prior to auditions.

APGS Enrolment Procedure

1. Potential students/parents can contact the school expressing interest in enrolment and to receive further information. If requested, a guided tour of the campus can also be scheduled to meet with staff and view facilities.
2. If a student/parent wishes to apply, an online Application for Enrolment will need to be submitted on the APGS website under 'Future Students'. An application fee will apply for all applications.
3. Based on the eligibility of the application an audition, interview and entrance exam will be scheduled with the student/parent. Interstate applicants who cannot attend a physical audition will need to submit an online audition recording and supporting documentation.

All applicants must provide the following supporting documentation:

- a. Copy of passport or birth certificate
 - b. Recent academic reports
 - c. Recent academic or performing arts achievements
 - d. Visual Arts/Design students only: portfolio of works
 - e. International students only: English proficiency test result
4. Interview, audition and entrance exam will all be conducted on the same day. International/interstate applicants will not be required to sit the interview and entrance exam.
 5. Students short-listed, based on their audition will be contacted with a Letter of Offer
 6. A student wishing to proceed with enrolment with APGS will need to complete the enclosed Acceptance Form and pay the Enrolment Acceptance Fee. International students must also pay, at a minimum, the tuition fee for two terms of schooling at APGS.
 7. Upon completion of Step 6, the student will be officially registered as an enrolled student for commencement on the date listed in the Offer Letter. For international students, an Electronic Confirmation of Enrolment will be issued in order to process the student visa, along with further information to assist preparations for studying in Australia

Waiting Lists

Waiting lists may be established for local and non-local students. Parents will be advised in writing if their child is to be placed on a waiting list and his or her position on it. The size of the waiting list should reflect realistic expectations of potential vacancies. Waiting lists are current for three years.

Appeals

Where a parent wishes to appeal against the decision of the audition panel, the appeal should be made in writing to the Head of Studies. Where required, the Head of Studies should provide or arrange assistance, such as an interpreter, to enable the appeal to be set out in writing. The Head of Studies will seek to resolve the matter.

Enrolment of students with special learning needs

Students with Disabilities

The Department of Education & Training provides a range of services and resources to support the education of students with disabilities. These include:

- Targeted funding, specialist teachers and consultancy services to support students enrolled in regular classes.
- Special classes within regular schools.
- Special schools
- Modifications to buildings to facilitate access.
- Provision of specialised equipment and technology.
- Special transport services.

When considering the enrolment of a student with a disability, all these provisions should be considered. The decision on where to enrol a student with a disability, and with what level of support, will depend on a number of factors, including the student's educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

In many situations it will be possible to enrol a student with a disability at the desired school with the necessary level of specialist support. In some circumstances the level of support required, or the specialist nature of that support, will necessitate alternative enrolment options being provided.

In each case, when a student with a disability presents for enrolment, it is the responsibility of the Head of Studies to ensure that an appraisal of the student's education needs is carried out. For some students appraisal will have occurred as part of a planned transition process. For others, the appraisal will take place at the time enrolment is sought.

Appraisals will involve parents or caregivers and will entail consideration of the students' support needs in areas such as curriculum, mobility, social skills, personal care and communication. It will often involve consideration of supporting documentation from medical practitioners and other health and education professionals. School Education Area (SEA) special education consultants are available to assist in this process, in particular, to identify the resources, which may be available to support the enrolment.

A SEA placement panel considers requests for enrolment in special classes or at a special school.

The *Special Education Handbook for Schools* contains descriptions of services available, eligibility criteria for access to services and procedures to be adopted in enrolling students with disabilities.

Enrolment of Distance Education

The provision of distance education is primarily for the purpose of ensuring access to education for students who would otherwise have limited chances at educational participation.

Refusal of Enrolment

The Head of Studies and/or President of APGS may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.

Immunisation

The Public Health (Amendment) Act 1992 requires parents to provide documented evidence of a student's immunisation status on enrolment at school. Where parents choose not to immunise their children, they will be required to remain at home for the duration of an outbreak of a vaccine preventable disease.

Enrolment of Non-Australian Citizens

Education is compulsory for non-Australian citizens between the ages of six and fifteen holding a visa granting them permanent resident status.

For non-Australian citizens holding a temporary visa, enrolment is only for that period specified on the visa.

Enrolment of International Students

International students must not only meet all the pre-requisite performing arts and academic conditions of enrolment at APGS as for local students but must also meet and fulfil all the conditions and regulations of their student visa as determined by government authorities.

All enrolment procedures and practices comply with the various state and federal anti-discrimination laws including National Codes 2007 and ESOS Framework. Students should check the APGS [school policies webpage](#) for further information on requirements.

All International Student applications must be submitted with supporting documentation including school reports, copy of Passport, results of public tests, English proficiency tests, as well as information relating to any special needs. Often these applications will be submitted by Education Agents.

In assessing each application for enrolment, each prospective student's educational needs are considered and where necessary further information is sought in consultation with parents and other relevant people.

Transfer Certificates

Where students transfer between schools in New South Wales, a transfer certificate must be completed. Every effort will be made to secure transfer certificates from transferring students.

9.2 Characteristics of Student Body

(See My School Website: <http://www.myschool.edu.au>)

10. School Policies

10.1 Student Welfare

APGS seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development
- Develops in students the resilience and self-belief to apply their creativity to all aspects of their endeavour
- Promotes a willingness to trust in the collaborative creative process
- Values diversity in creative and cultural expression

Full texts of these policies are also on the school intranet and Student Handbook for easy staff and student access and copies are available by request in hard copy for all members of the school community.

10.2 Anti-bullying

The full text of the School's anti-bullying policy and associated procedures is provided to all members of the school community through

- The Student/Parent Handbook
- A copy is also contained on the school's intranet.

10.3 Discipline

The full text of the School's discipline policy and associated procedures is provided to all members of the school community through

- The Student/Parent Handbook
- A copy is also contained on the school's intranet.

Because APGS is a school into which students are only accepted by audition and because all students share a passion for the pursuit of excellence in the performing and visual arts, the school continues to enjoy an absence of any serious discipline issues.

The degree of trust and self-discipline that must exist to facilitate the pursuit of excellence in such demanding fields means that students who want to succeed at APGS are highly motivated to abide by the school ethos and code of discipline. Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School.

Policy	Change in 2015
Discipline Policy	<ul style="list-style-type: none">• Revised general expectations regarding 'good discipline'• Clarify students rights and responsibilities• Develop and implement a formal 'procedure of discipline' and update regulation specifications• Outline details of what constitutes to a Detention and Suspension• Create a formal detention slip

10.4 Policies for Complaints and Resolving Grievances Resolution

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

An example of some of these principles of procedural fairness as manifest in procedures is found in the discipline policy.

The full text of APGS's policy and procedures for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the parent and student Handbook and on the school intranet.



11. School Determined Improvement Targets

Progress on school priorities as listed in 2014:

Area	Priorities	Status
Enrolment	<ul style="list-style-type: none"> Implement entrance examination and more streamlined audition process with diverse panel members. Attract talented, committed and high achieving performing arts students. 	<ul style="list-style-type: none"> Completed and maintained Completed and ongoing
Teaching and Learning	<ul style="list-style-type: none"> Develop and implement 'ePal', APGS's online learning management software to provide students and teachers with ICT supported learning Improve methods of receiving student feedback on course programs. Monitor, support and develop staff PD activities. Develop an innovative and effective timetable that encourages performance in both academic and the performing arts. Appoint Artistic Director to lead the performing arts stream and expand on current staff numbers and industry specialists Increase school participation in external competitions and eisteddfods to increase student exposure and experience 	<ul style="list-style-type: none"> Completed and maintained Ongoing Ongoing Ongoing Completed and maintained Completed and maintained
Resources	<ul style="list-style-type: none"> Complete expansion and refurbishment project onto Ground Level. Develop 2 large dance studios on Level 3 and remove pillars. Upgrade auditorium lighting system. Develop and implement 'Bring Your Own Device' Policy to facilitate the emerging trend for portable devices and ICT based learning. Develop and implement online portal on the school website for parents and students to receive communication and access to important policies Establish a library borrowing system for learning resources and texts Upgrade and refurbish Art Room and Staff Room Create a Senior study room 	<ul style="list-style-type: none"> Completed Ongoing Completed Ongoing Completed and ongoing Ongoing Completed Completed
Leadership	<ul style="list-style-type: none"> Implement a 'Professional Learning' Policy for all academic staff 	<ul style="list-style-type: none"> Completed
Student Welfare	<ul style="list-style-type: none"> Develop and implement a 'Cyber Safety' Policy Appoint Year Advisors from faculty for all year groups to monitor student welfare more closely. Year Supervisors to maintain regular contact with parents and guardians and monitor overall student satisfaction. Students to engage with the wider community through charity, community and corporate performances and gigs 	<ul style="list-style-type: none"> Ongoing Completed and ongoing Completed and ongoing

Priorities for 2016

Area	Priorities
Enrolment	<ul style="list-style-type: none"> • Targeted marketing in local primary schools • Focus on print advertising to establish identity amongst the local communities • Establish open school tours where prospective families may visit the school through an “open door” scheme • Print advertising in performing arts collateral and media
Teaching and Learning	<ul style="list-style-type: none"> • Develop an innovative and effective timetable that encourages performance in both academic and the performing arts • Expand on internal academic offerings to enhance learning for students through the implementation of specialised study groups such as maths clubs, writing clubs, holiday courses • Organise varied and an increased number of excursions for students of all year groups to further extend on their academic learning • Appoint Stream Coordinators for all the creative arts within the Performing Arts faculty to enable further cross development between both the academic and PA faculties • Appoint stream specific industry specialists to teach specific skills and techniques within each stream in PA • Teachers to communicate closely with parents and guardians in regards to student progress and well being • Implement a revised set of assessment criteria for learning that is primarily skills based • Implement a common language across all subject areas to support thorough understanding and written skills for all stages • Wider offering of subjects for Preliminary and HSC
Resources	<ul style="list-style-type: none"> • Create a new multi-purpose classroom suitable for examinations, rehearsal space and academic learning • Expand the ICT resources by purchasing more computers for the lab • Establish and increase resources for the Drama department and allocate a secure storage area • Establish a permanent archive and storage area for student files and uniforms • Establish a permanent Drama classroom within the Main Hall to facilitate a practical learning environment
Leadership	<ul style="list-style-type: none"> • Develop a appraisal system for academic staff to enhance and promote personal and professional growth as an educator • Appoint a Head of School to work in a senior leadership role
Student Welfare	<ul style="list-style-type: none"> • Appoint a Chaplain to work closely with students and provide support where needed • Conduct regular well-being talks during Assembly • Head of Operations to establish close relationships with parents, carers, counsellors and psychologists to assist where needed



12. Initiatives Promoting Respect and Responsibility

In 2015, we reinforced the importance of our school values being practiced throughout all areas including academic and performing arts classes, as well as throughout internal and external performances.

The standards that were addressed to students included:

1. Learn all you can and allow others to learn
2. Be responsible for yourself and your behaviour towards others
3. Cooperate with teachers and follow instructions
4. Earn you school a good name
5. Treat yourself, others and property with care and respect

Actions to Promote Respect and Responsibility

- Update of the School's Discipline Policy was completed to revise and clarify the general expectations of good discipline and the rights and responsibilities of the students
- A clear and transparent procedure of discipline was designed, and details surrounding detentions and suspensions were outlined in more detail within the policy to promote further respect and responsibility of both students and staff
- All students, staff and parents were informed of the changes made to the Discipline Policy, and discussions were conducted in more detail within the weekly pastoral care classes
- Several seminars were arranged with the local Police to discuss issues on Cyber Safety and Bullying
- We invited medical professionals to outline effective methods on how to process and overcome anxiety and stress
- Members of staff conducted talks on effective study methods and exam preparations
- Implementation of a weekly pastoral care class for each cohort was designed to establish a focused time for students to outline the below topics in detail and build positive relationships.
- Topics addressed include:
 - Effective communication
 - Dealing with conflict
 - Types of conflict
 - The bystander effect
 - Cyber Bullying
 - Analysis of the school's discipline policy

13. Parent, Student and Teacher Satisfaction

A boutique school centred on a community of like-minded students and staff, APGS benefits from a unique environment where everybody shares and understands the vision of those around them. Unfortunately, this model is hard to find in the more conventional school setting, and is the very reason why families travel to APGS from far and wide, some relocating the entire family interstate, simply for their child to access an educational model which allows them to be supported, inspired and to thrive in all facets of school life.

We are overwhelmed by feedback from parents of students who have continued to struggle with their academic studies, motivation levels, confidence or bullying issues in previous schools, only to come to APGS and, not only be excited to go to school each morning, but who are suddenly achieving outstanding academic results and performing centre stage in front of major audiences. This is an increasingly common story heard at APGS.

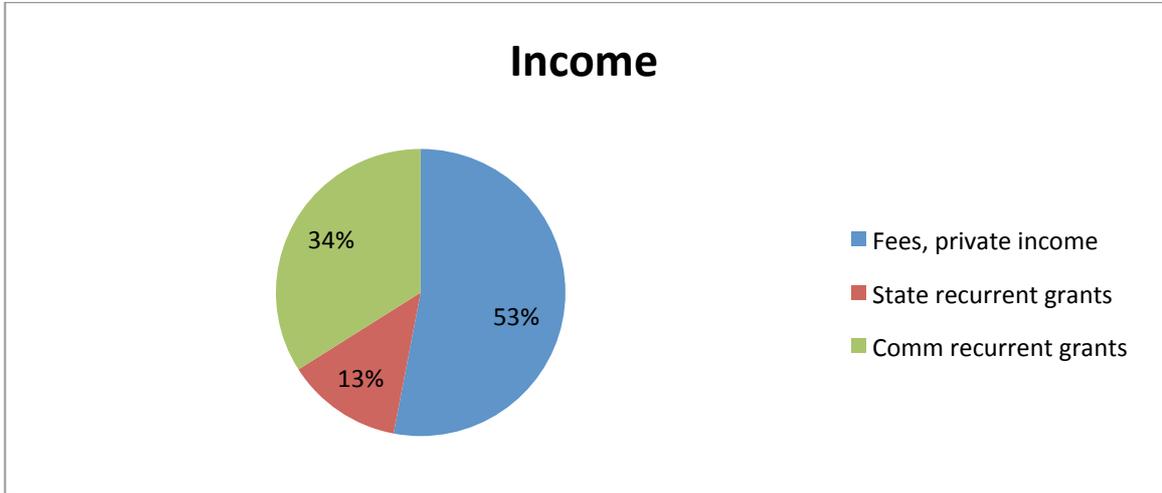
The school days at APGS are longer than others, an unavoidable attribute due to the challenges of fitting in both academic and performing arts programs. Our students continue to choose to attend school after official hours and often on weekends and during holidays. Staff members volunteer to supervise and teach beyond their contracted responsibilities for the many performances, competitions, eisteddfods and events that students are involved in. Our parents also remain to be very supportive; with participation levels consistently high at all school events and showcases.

Our P & F committee work tirelessly to support the many events held at school, often raising funds for the school and providing logistical support behind the scenes. The P & F meet regularly to discuss academic and performing arts issues, along with fundraising objectives and projects. Parents are able to make suggestions and act as a communication channel between the school and the larger school community.

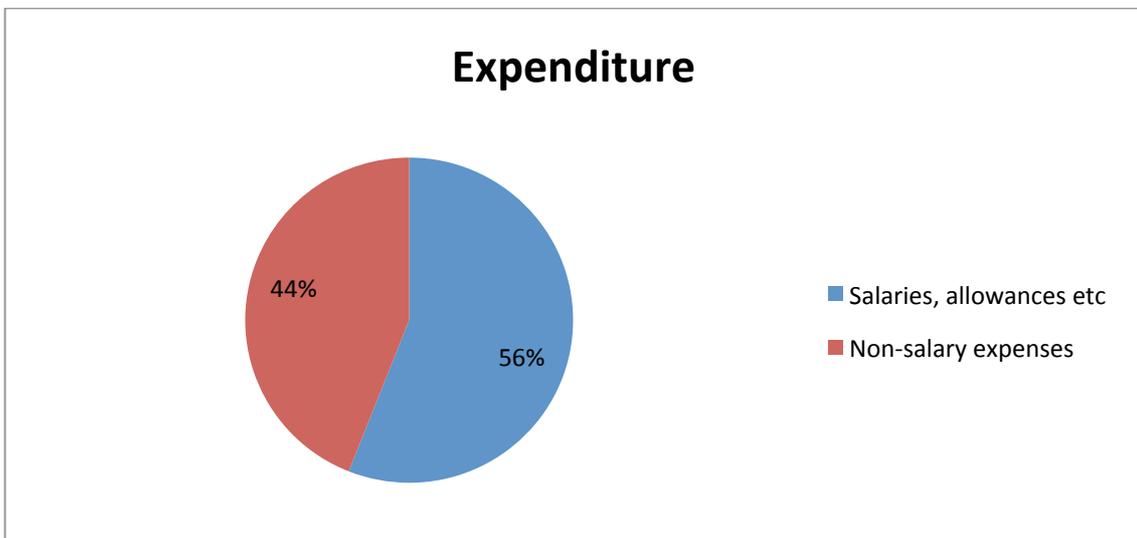
“I am encouraged to evolve my skills, widen my capabilities and give myself the opportunity to experience all stems of the arts”

Jeremy Zakewski, Year 11 Student

14. Summary, Financial Information 2015



Income	
Fees, private income	53%
State recurrent grants	13%
Comm recurrent grants	34%



Expenditure	
Salaries, allowances etc	56%
Non-salary expenses	44%

