



AUSTRALIAN
PERFORMING ARTS
GRAMMAR SCHOOL

ANNUAL REPORT
2021



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MESSAGE FROM THE BOARD

The Australian Performing Arts Grammar School (APGS) has had an outstanding year filled with many individual and collective achievements throughout 2021. With the support of our community, we navigated the COVID lock down together, and despite the challenges this presented, the school and our students have continued to thrive.

2021 was a challenging year with successive months spent in lock down in the wake of the COVID-19 pandemic. Yet, due to the dedication and ingenuity of APGS staff, students and the wider community, the school has continued to flourish, and the fabric of the school community has undoubtedly strengthened. Extended periods of lockdowns and remote learning presented difficulty, particularly in maintaining a strong and enriching performing arts program. However, despite these challenges, our staff and students have shown great resilience and commitment to the arts, producing successive online showcases and virtual concerts.

Our students continued to excel in the creative arts, with students succeeding in regional and state competitions and receiving recognition from NESA for their work. Simultaneously, our students produced consistent and pleasing academic results, with much of our graduating class achieving in the top two bands. The greatest source of pride was undoubtedly witnessing our community's sense of camaraderie and eagerness to support others and the school. Our staff and Executive Team feel very fortunate to have cultivated such a wonderful community and this is key to the school's success.

The school board met four times in 2021 to evaluate the school's progression towards our annual goals and to determine future endeavours. These goals included the improvement of building our remote learning infrastructure, providing student support throughout the pandemic, and ensuring that the academic and performing arts education continued to thrive for excellence.

In 2021, APGS have upgraded our technological infrastructure and facilities to provide a more effective and efficient learning environment for both students and staff. Our students have performed exceptionally well in the performing arts sphere where some of our talented young artists have reached State Finals in several festivals and competitions. The school's featured showcases in 2021 were a mixture of live performances, which were professionally filmed, and presentations showcased online to accommodate the health guidelines stipulated throughout the year. These showcases were incredibly successful, and we were delighted to watch our students succeed in their respective artistic fields.

On behalf of the school board, I thank the Executive Team and the staff for their display of passion, innovation, and resilience in 2021. To overcome the challenges and obstacles that APGS was faced with was no meagre task, yet our staff continued to nurture our students to become leaders of community and the performing arts industry.

We look forward to 2022 with confidence and anticipation as we reflect on the achievements of our school community in 2021.

Noel Cislowski AM
Chairman, APGS Board



MESSAGE FROM THE PLC

The beginning of 2021 heralded much excitement for the PLC, anticipating a return to its full schedule of activities and fund raising which support the school, that had been curtailed by lock down in 2020. The PLC managed to conduct numerous activities before the second lock down on June 26. This came just days after the popular head shot fundraising day was held, where students are offered professional head shots, as well as optional professional hair and make-up, for a fraction of industry prices.

The first half of the year saw the usual PLC activities recommence: a welcome breakfast for the new Year 7 parents at the beginning of Term 1, the regular term clothing pool sales, and a hugely successful Easter raffle. Term 2 was even busier, with the equally successful Mother's Day floral bouquet offer, and breakfast catering for the inaugural Year 12/Year 7 school sleepover in May. A long

held APGS tradition for Year 12 students to sleep over at school one night was extended in 2021 to include the Year 7 students, forging friendships and mentor relationships between junior and senior students. The PLC provided breakfast and recess hampers the following morning, with PLC members serving hot tea and chocolate along with fruit, pastries and recess snacks.

Supporting showcase nights is one of the major activities of the PLC and fortunately we were able to cater for three showcases in Term 2: Dance and Musical Theatre, Drama, and Music, before lock down. Along with the food and hot and cold beverages the PLC provides, the silent auction items offered at each showcase went online this year, extending the reach to family and friends of the APGS community and enabling people to bid live during showcase – and some lively bidding definitely took place for popular

prizes including tickets from generous sponsors Opera Australia, Sydney Symphony Orchestra, Sydney Theatre Company, the Australian Ballet and Griffin Theatre Company.

Even though lock down in the second half of 2021 prevented further PLC activities, we were delighted to assist the school by contributing funds towards the Year 12 Valedictory dinner, and for their top wish list item, an Epson Smart Board worth (\$6000?). Hopefully in 2022, the PLC will be able to fully resume its role of supporting the school through fund raising and events which bring together the APGS school community.

Alexa Wyatt
APGS PLC President



MESSAGE FROM THE SRC

At Australian Performing Arts Grammar School, inclusivity and letting all student voices to be heard is very important. The school student leadership team ensures that all students' opinions, ideas and viewpoints have avenues to be heard through various forums, which nurtures our small school's sense of belonging and community.

Our Year 12 Captains meet once a week to plan and organise assemblies, events, House days and performances for the school. We propose events to the School Executive and coordinate, plan and run the events such as House Days, weekly assemblies, soirées, fund-raisers and our traditional Year 7|Year 12 sleepover.

The House Captains also met regularly with their teams to bring the school together and embrace their team spirit. They organize a wide variety of activities and events which enable all students to

participate in and represent their House. From dodge ball to swimming to devised performances and art projects our students enjoy fun and camaraderie in the spirit of House competition.

Student leadership extends to the Student Representative Council where elected representatives in Years 7 to 11 meet with the Captains fortnightly to discuss any issues or ideas their year group feel should be explored and developed. As in the Performing Arts program, the senior students become mentors to the younger ones who value an 'older' ear.

Our APGS student leaders foster and nurture the strong, unified, connected school community.

Tiarna Wolffe
School Captain and Student Representative Council



ABOUT THE SCHOOL

Australian Performing Arts Grammar School (APGS) was established in 2012 as an Independent High School catering to students from Year 7-12 with a passion for performing and creative arts. APGS is located in Glebe, close to the CBD and as such is able to offer enrolment to students from all areas of Sydney as it is well connected by public transport. We are a specialist high school specifically geared towards students with a genuine interest in, and talent for, one or more of the streams of performing/creative arts that we offer; Dance, Drama, Music and Visual Arts.

APGS has a uniquely structured curriculum; academic classes are timetabled in the first 3.5 days of the week and specialist Performing Arts (PA) classes are run on Thursday afternoons and all day on Friday. In these PA classes students receive training from industry professionals in music, visual arts, drama and dance; these classes are integrated classes where students across all year groups learn together. Through working with tutors who are active in their field students gain genuine insight into the performing arts industry and build connections with a wider community. Our experienced academic staff deliver the NSW curriculum through our unique

timetable to empower students to succeed academically alongside pursuing their passions in the arts. This specialty learning environment gives students the freedom to choose any path they wish to after graduating.

APGS is a specialist institution; in 2021 it had 148 students. We are proud to have a diverse student body which includes roughly 4.73% Aboriginal or Torres Strait Islander students and 1.35% international students.

OUR VISION

The School offers an enriched education which fosters creativity, independence, self-esteem, and a sense of commitment to the wider community.

Our Strategic Plan, along with our policies and practices are formed using the following aims and values:

- Flourish intellectually
- Respect one another
- Character building
- Explore your creativity
- Serve the community

School Facts	2021
School sector	Non-government
Year range	7 – 12
Total enrolments	148
Girls	105
Boys	41
Non-binary	2
Indigenous students	7
Student attendance rate	88.81%
Students with Disabilities	23
Overseas students	2
Teaching staff	11
Non-Teaching staff	4

STUDENT PERFORMANCE

NAPLAN TESTING— YEARS 7 & 9

In 2021, 19 Year 7 students and 15 Year 9 students sat NAPLAN. Our students consistently achieved solid results in this year's NAPLAN assessment and demonstrated an improvement in scores from Years 7 to 9. This is indicative of student learning attainment and pervasive student success at Australian Performing Arts Grammar School.

For each component (Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy), we averaged our student's results and reported them in this section. We have also included the National Average result for each component to demonstrate our students' achievement with regard to students throughout Australia.

YEAR 9 2021						
	Reading Band	Persuasive Writing Band	Spelling Band	Grammar & Punctuation Band	Numeracy Band	AVERAGE
National Average	7	7	7.5	7	8	7.3
School Average	8	7	8	8	7	7.6
YEAR 7 2021						
	Reading Band	Persuasive Writing Band	Spelling Band	Grammar & Punctuation Band	Numeracy Band	AVERAGE
National Average	7	6	7	7	7	6.8
School Average	8	7	7	7	7	7.2

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2021, 23 students completed Year 10 in accordance with the requirements for the Record of School Achievement (RoSA).

SENIOR SECONDARY OUTCOMES

In 2021, 100% of our Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of students
2021	HSC	100%
2021	VET	0%

THE HIGHER SCHOOL CERTIFICATE [HSC]

In 2021 13 students sat for the NSW Higher School Certificate in 12 courses.

100% of HSC Music 1 students achieved in the top 2 Bands
 100% of HSC Dance students achieved in the top 3 Bands
 83% of English Extension 1 students achieved in the top 2 Bands
 75% of English Advanced Students achieved in the top 3

THE HIGHER SCHOOL CERTIFICATE [HSC]

We received 1 nomination for HSC Music performances for Encore and 1 nomination for HSC Design and Technology major works Shape.

A summary of Mean Scores is detailed below:

COURSE	STUDENTS	EXAM MARK MEAN	STATE EXAM MARK MEAN
Business Studies	9	64.78	73.32
Dance	4	81.85	79.42
Drama	12	73.15	78.70
English Advanced	9	76.38	81.92
English Extension 1	6	34.47	42.07
English Extension 2	6	34.17	39.56
English Standard	4	62.60	70.47
Mathematics Standard	2	46.80	69.15
Music 1	5	84.32	81.34
PDHPE	6	68.47	72.19
Visual Arts	4	79.70	80.99

			Performance achievement by number and percentage
Subject	Year	No. of students	Band 6 - 3
Business Studies	2021	9	School: 5 (55.55%) State: (66.49%)
	2020	13	School: 10 (76.93%) State: (83%)
	2019	3	School: 3 (100%) State: (83.81%)
Dance	2021	4	School: 4 (100%) State: (85.28%)
	2020	8	School: 8 (100%) State: (98.58%)
	2019	5	School: 5 (100%) State: (96.49%)
Drama	2021	12	School: 12 (100%) State: (82.74%)
	2020	13	School: 11 (84.62%) State: (97.98%)
	2019	13	School: 13 (100%) State: (98.29%)
English Advanced	2021	9	School: 9 (100%) State: (93.88%)
	2020	13	School: 12 (92.31%) State: (99.41%)
	2019	9	School: 9 (100%) State: (98.95%)
English Standard	2021	4	School: 3 (75%) State: (57.82%)
	2020	6	School: 5 (83.33%) State: (89.21%)
	2019	6	School: 5 (83.33%) State: (87.71%)
Mathematics Standard 2 (2019-2020) / General 2 (2018)	2021	2	School: 0 (0%) State: (51.3%)
	2020	11	School: 11 (100%) State: (75.55%)
	2019	5	School: 4 (80%) State: (83.6%)
Music 1	2021	5	School: 5 (100%) State: (89.45%)
	2020	14	School: 14 (100%) State: (98.23%)
	2019	8	School: 8 (100%) State: (98.25%)
PDHPE	2021	6	School: 4 (71.42%) State: (60.34%)
Visual Arts	2021	4	School: 4 (100%) State: (80.69%)
	2020	11	School: 11 (100%) State: (98.21%)
	2019	8	School: 8 (100%) State: (97.96%)
			Performance achievement by number and percentage
Subject	Year	No. of students	Band E4 & E3
English Extension 1	2021	6	School: 3 (50%) State: (93.93%)
	2020	7	School: 7 (100%) State: (92.67%)
	2019	4	School: 4 (100%) State: (94.16%)
English Extension 2	2021	6	School: 5 (83.33%) State: (84.32%)
	2020	7	School: 3 (42.86%) State: (82.47%)
	2019	3	School: 3 (100%) State: (80.16%)

PROFESSIONAL LEARNING AND TEACHING

APGS strongly supports the professional learning and development of our teachers. Release days were offered for staff undertaking conferences and professional development. The school encourages staff to short-list endorsed courses of at least 20 hours to attend throughout each calendar year.

The professional learning directly supports the teachers knowledge of the curriculum, which is linked with both the whole-school and personal learning goals of teachers.

PROFESSIONAL LEARNING

Governance and Leadership	No of Staff Participating
Disability Legislation and the Nationally Consistent Collection of Data	1
Briefing by NESA: Renewal of registration/accreditation in 2022	2
Briefing by NESA: Teacher Accreditation Authority (TAA) Approval in 2022	2
Briefing by NESA: Renewal of CRICOS school provider approval in 2022	2
NCCD4 NCCD Network Meeting Term 4 2021: Review and Reflection - Webinar	1
Supervision of Preservice Teacher	1

Curriculum	No of Staff Participating
Adjusting Teaching During COVID-19	6
Getting Ready for Robust Research	1
7E1F3 The Collaborative Planning Process: Developing Individual Plans - Self-paced Learning Experience	8
HSC PL Bite - 2019 PDHPE Section I Part B Question 24	1
HSC PL Bite - 2019 PDHPE Section I Part B Question 24	1
HSC examiner support webinar	1
Marker Support Training	3

Wellbeing	No of Staff Participating
NCCD Disability Adjustments Training	1
Identifying and responding to children and young people at risk	3

Accreditation	No of Staff Participating
Preliminary First Aid Training	1

TEACHER ACCREDITATION

Level of accreditation	Number of Teachers
Conditional	1
Provisional	1
Proficient Teacher	9
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

TEACHER QUALIFICATION

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	11
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



WORKFORCE COMPOSITION

The following table represents the breakdown of staff at the school. APGS did not have any Indigenous employees in 2021.

Category	School Staff 2021
Teaching Staff	11
Full-time equivalent staff	8.7
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.8
Casual Specialist teaching staff	16

STUDENT ATTENDANCE AND RETENTION

Year Level	Overall Percentage % attendance for 2021
Year 7	90.41%
Year 8	89.34%
Year 9	88.89%
Year 10	87.89%
Year 11	88.5%
Year 12	87.13%
Total Average	88.69%

Further information regarding attendance rates can be accessed through the MySchool website <http://www.myschool.edu.au>.

Student attendance and non-attendance is monitored through the school's Attendance Policy. For information regarding this policy, please refer to Appendix 1 which can be located at the back of this report.

Year 10 total enrolment 2019	Students attending APGS at the end of the Year 10 remaining at the completion of Year 12 in 2021	Year 12 total enrolment 2021	Actual retention rate
18	9	13	50%

POST SCHOOL DESTINATIONS CLASS OF 2021

Post school destinations of our graduating class of 2021 include the University of Sydney, the University of Technology Sydney, and the Federation University Arts Academy. The majority of our 2021 graduates are pursuing careers in the art, including in music, theatre and media production.



ENROLMENT AND ADMISSIONS

ENROLMENT POLICY

1. Acceptance of students into the school is dependent upon a successful audition and interview. A panel of at least two adjudicators will attend auditions and determine whether the applicant possesses the required academic merit and talent in the performing/creative arts. Auditions are held at scheduled intervals throughout the academic year.
2. Eligibility for students applying for Year 11 or 12 is determined on an individual basis, and dependent on the students' subject selections and curriculum offering.
3. APGS accepts students applying for Years 7 to 10.
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. Overseas students must provide proof of competence in English and meet a minimum IELTS Score (or equivalent) of 5.0. 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 offered a place at APGS.

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 overseas, must complete and submit an online Application for Enrolment which is available on the school website. There are no sibling rights for enrolment.

Given the purpose and focus of this school, all applications for enrolment will be considered on the basis of an audition and interview. Each audition and 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 and interview will not be provided. The purpose of the process 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

Art

- portfolio demonstrates creativity and imagination, and proficiency in various skills
- portfolio shows engagement with various artistic styles and practices

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

APGS ENROLMENT PROCEDURE

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.

1. If a student/parent wished to apply, an online Application for Enrolment will need to be submitted on the APGS website under 'Enrolment Procedure'. An application fee will apply for all applications.
2. Based on the eligibility of the application an audition and interview 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.
 - Copy of birth certificate
 - Passport photo
 - Recent academic reports & NAPLAN
 - One written character references relating to you, the parents from suitable persons (such as teachers, neighbours, business acquaintances, family friends, and clients).
 - Recent academic or performing arts achievements
 - Visual Arts/Design students only: portfolio of works
 - Overseas students only: English proficiency test result
3. Interview and audition will be conducted on the same day. Overseas/interstate applicants will be required to complete a phone interview. (Online auditions were conducted introduced in 2020, and will continue in this format).
4. Students short-listed, based on their audition will be contacted with a Letter of Offer
5. A student wishing to proceed with enrolment with APGS will need to complete the enclosed Acceptance Form and Enrolment Agreement and pay the Enrolment Acceptance Fee. Overseas students must also pay, at a minimum, the tuition fee for two terms of schooling at APGS.
6. Upon completion of Step 6, the student will be officially registered as an enrolled student for commencement on the date listed in the Letter of Offer. For Overseas students, a 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.

APPEALS

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

ENROLMENT OF STUDENTS WITH SPECIAL LEARNING NEEDS

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 School 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.

Requests for enrolment in special classes or at a special school are considered by a SEA placement panel.

ENROLMENT IN 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.

Part-Time Enrolment

Students are generally enrolled in a school on a full-time basis.

Refusal of Enrolment

The Head of School and/or Principal 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 OVERSEAS STUDENTS

Overseas 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 fulfill 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 Anti-Bullying Policy for further information on requirements.

All Overseas 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.

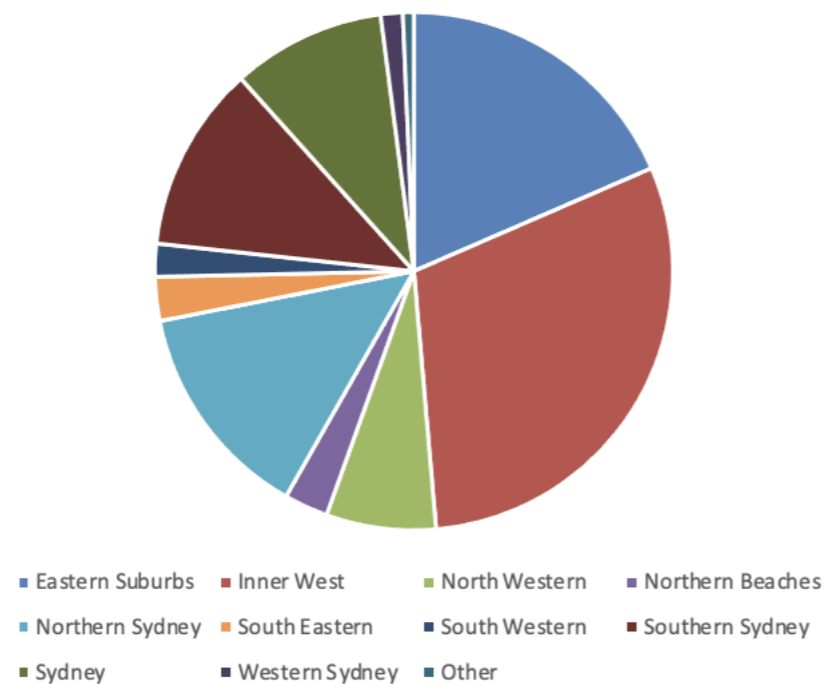
Transfer Certificates

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.

DEMOGRAPHIC OF STUDENT ENROLMENTS

Sydney Region	2021 Statistics
Central Sydney	9.59%
Eastern Sydney	18.38%
South-eastern Sydney	2.74%
South western Sydney	2.05%
Southern Sydney	11.64%
Inner West	30.14%
Western Sydney	1.37%
North-western Sydney	6.85%
North Sydney	13.7%
Northern Beaches	2.74%
Other	0.68%

Student Location Demographics



POLICIES, PROCEDURES AND GUIDELINES

APGS continues to maintain and monitor all policies, procedures and guidelines in accordance with registration requirements of non-government school.

STUDENT WELL-BEING

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

The following table outlines key policies implemented at the school. A full text of policies can be accessed via EPAL, as well as on Staff share drive.

Policy Category	Name of Policy
Safe & Supportive Environment	Anti-Bullying Policy
Safe & Supportive Environment	Behaviour Management Practices
Safe & Supportive Environment	Child Protection Policy
Safe & Supportive Environment	Communication with Parents Policy
Safe & Supportive Environment	Critical Incident Policy
Safe & Supportive Environment	Discrimination, Harassment and Bullying Policy
Safe & Supportive Environment	Evacuation and Lock down Procedure
Safe & Supportive Environment	First Aid Policy
Safe & Supportive Environment	Medication Policy
Safe & Supportive Environment	Merit Policy
Safe & Supportive Environment	Mobile Phone and Computer Use Policy
Safe & Supportive Environment	Pocket Policy
Safe & Supportive Environment	Welfare Policy
Safe & Supportive Environment	Work Health and Safety Policy
Safe & Supportive Environment	Work Health and Safety Statement
Safe & Supportive Environment	Working With Children Check Policy
Student Discipline	Discipline Policy
Attendance	Attendance and Punctuality Policy
Attendance	Roles and Responsibilities for Management of Attendance
Attendance	Enrolment Policy
Attendance	Conditions of Enrolment
Management & Operation	Responsible Persons' Procedure
Educational & Financial Reporting	Policies and procedures of Annual Reporting

Policy Category	Name of Policy
Staff	Staff Code of Conduct
Staff	Teacher Staff Appraisal
Staff	Teacher Accreditation
Curriculum	Assessment and Examination
Curriculum	Excursions and Incursions
Curriculum	Application for Approval of Excursions
Premises & Buildings	Student and Staff Work Safe Statement 2016
Premises & Buildings	Building Security Policy 2016
Premises & Buildings	Building Health & Safety Policy
Premises & Buildings	Fire Drill Procedure
Premises & Buildings	Annual Fire Safety Statement
Facilities	Range of Educational Facilities
Facilities	Buildings & Facilities
Facilities	Electrical Safety Policy

STUDENT WELFARE

APGS is a community of students, families and faculty. It is the responsibility of all members of the school community to know, understand and apply the following code of conduct in public places, within the school campus, and at school organised functions. There may be rules of common sense and decency that are not specified in the code of conduct, however, their absence should not be construed as meaning that their breach is acceptable.

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 and EPAL.

ANTI-BULLYING

APGS does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all. Bullying and harassment are not acceptable behaviours, and are regarded very seriously by the staff. It is recognised that parents have a prime responsibility for the behavioural pattern and general attitudinal development of their children. The influence of the school is of major importance when parents and the school work harmoniously together to develop desirable attitudes and tolerance in the children.

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 and EPAL.

STUDENT DISCIPLINE

APGS is committed to providing a safe and supportive environment for all students and staff. The processes to be followed in settling any concerns are based on the ideals of respect for all and procedural fairness. Parents, students and staff have a right to raise concerns regarding discipline matters and have them addressed in a timely manner by an appropriate member of staff.

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 and EPAL. 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.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

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 Student Discipline Policy.

The full text of the 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 through the Student/Parent Handbook and EPAL.



SCHOOL DETERMINED IMPROVEMENT TARGETS



LEARNING AND TEACHING

Priorities	BRIEF REPORT DEC 2021
• Offer a wider range of face to face courses in the Senior years	Achieved
• Streaming classes in English, Mathematics and Science to enhance academic learning and more importantly to cater for the broad spectrum of students in Stage 5	Achieved
• Students to be divided into small home room groups and mentored by a teacher	Ongoing
• Explore opportunities for students to participate in character building and peer support through school camps	Ongoing
• Mandatory use of ePAL (online school portal) and school emails for effective communication to be maintained	Achieved

FACILITIES

PRIORITIES	BRIEF REPORT DEC 2021
• Provide students access to educational databases and libraries	Achieved
• Expansion of the Art facilities to allow a dedicated area for Senior major works	Ongoing
• The school will require a maximum of 12 learning spaces to be available at any given time	Achieved
• Enhance the use of technologies in learning spaces, introduce smart boards into key learning areas	Ongoing
• Small office space to accommodate students participating in Distance Education, plus for those requiring differentiated testing	Achieved

QUALITY OF STAFF

PRIORITIES	BRIEF REPORT DEC 2021
• Employ highly experienced staff who have significant knowledge and expertise in exploring student led and differentiated learning	Achieved
• Maintenance of all teachers accreditation and reporting requirements	Achieved
• Conduct annual reviews of the teaching curriculum across all subject areas and implement regular student feedback opportunities	Achieved

WELL BEING & COMMUNITY ENGAGEMENT

PRIORITIES	BRIEF REPORT DEC 2021
• Explore opportunities for Year 9/10 students to participate in work experience placements with local primary school and other educational providers. This will require a teacher taking on a coordination role	Ongoing
• Build connections with creative like-minded institutions to provide students with a greater range of co-curricular opportunities outside of school	Achieved
• Nurturing the strong link between the school and our parents, and the wider community	Achieved

PRIORITIES FOR 2022

LEARNING AND TEACHING

- Continue to achieve excellence in student learning through the delivery of enriched programs
- Offer dedicated individualised learning support across Years 7 to 12 to enable students to flourish and reach their potential
- Continue to offer streamed and differentiated learning in English, Mathematics and Science in Stage 5
- Ongoing commitment to offering all four creative art courses, Drama, Music 1, Visual Arts and Dance in Stage 6
- Continue to foster a collaborative relationship between teachers, students and parents to innovate and implement individualised learning programs
- Explore opportunities for students to participate in character building and peer support through school camps
- Enrich learning experiences by collaborating with external providers to compliment classroom learning through incursions and excursions
- Continue to facilitate professional development for teachers around effective teaching strategies, approaches to learning and working with diverse students

FACILITIES

- Enhance the common areas of the school grounds at various access points
- Expansion of the Art facilities to allow a dedicated area for Senior major works
- Enhance the use of technologies and ICT facilities in learning spaces to further compliment differentiated learning
- Explore opportunities to increase learning areas for the purposes of facilitating effective learning support

ACADEMIC STAFF

- Employ highly capable and experienced staff who have knowledge and expertise in exploring student led and differentiated learning
- Maintenance of all teacher accreditation and reporting requirements
- Conduct annual reviews of the teaching curriculum across all subject areas and implement regular student feedback opportunities
- Ongoing professional development for all academic staff

WELL-BEING & COMMUNITY ENGAGEMENT

- Explore opportunities for Year 9/10 students to participate in work experience placements with local primary schools and other educational providers
- Frequently evaluate well-being processes and their effectiveness with all staff as part of professional development
- Participate in a wide range of external programs and competitions to further enrich student engagement with the community
- Nurturing the strong link between the school and our parents and the wider community through the Parent Liaison Committee and Year Representatives
- Continue expanding student led initiatives within the school and wider community



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Australian Performing Arts Grammar School is a community of students, families and staff where respect for others and taking a sense of responsibility for one's own action are integral to the close supportive community which allows students to thrive. APGS's Student Code of Conduct promotes respect and values the importance of building a safe community where the core values of respect and responsibility are embedded. APGS has high expectations of courtesy, conduct and behaviour and respect and responsibility forms the foundation of student management.

It is the responsibility of all members of our school community to know, understand and apply the following Student Code of Conduct.

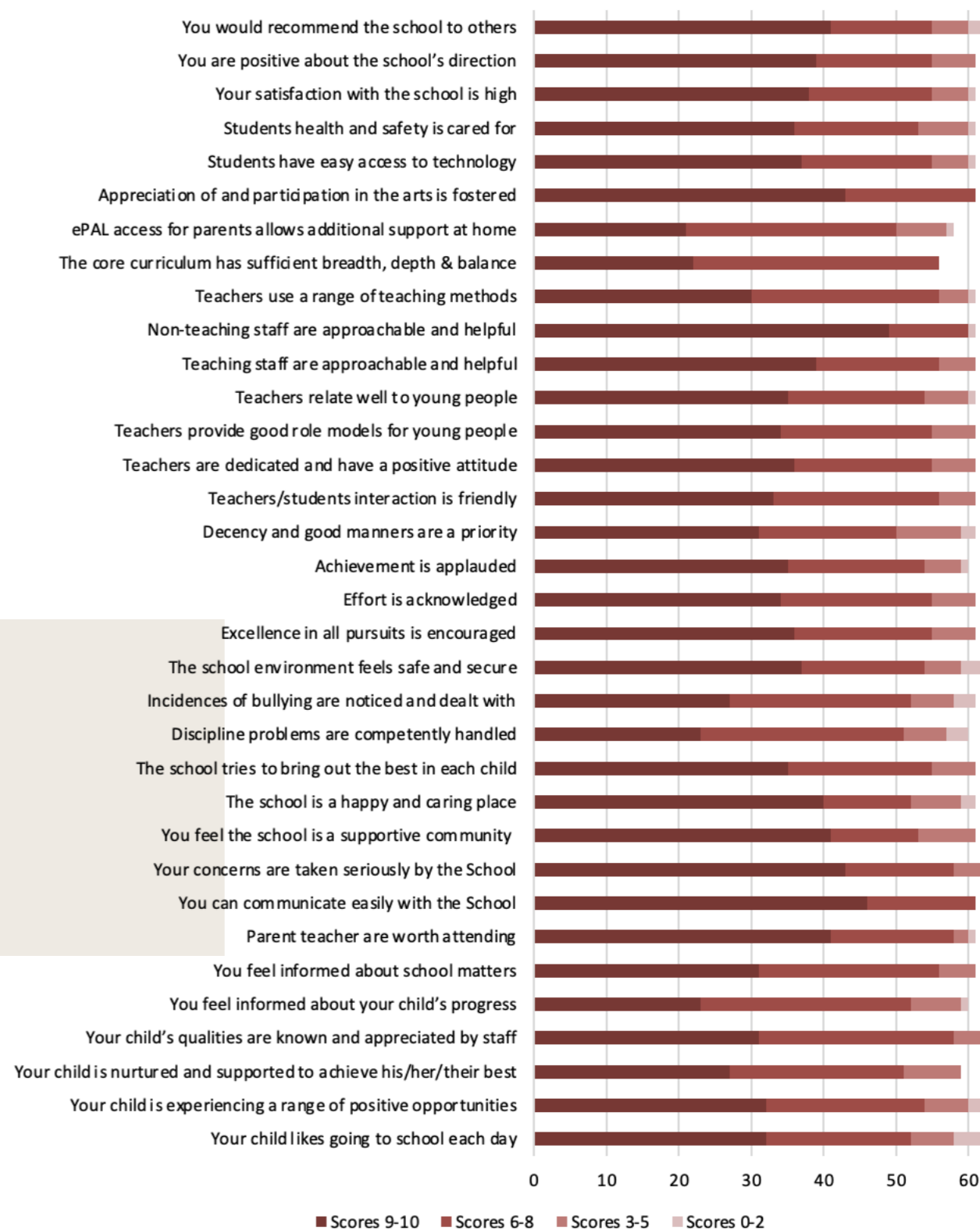
STUDENT CODE OF CONDUCT

STANDARD	EXPECTED BEHAVIOUR
Learn all you can and allow others to learn	Arrive on time for class. Bring all equipment and books needed. Complete all your work including homework and assignments. Pay attention in class. Always try your best and attend regularly. Listen attentively and consider others. Work quietly. Stay in your seat. Take pride in your work.
Be responsible for yourself and with your behaviour towards others	Treat others as you wish to be treated. Show respect for everyone. Be polite at all times. Behave in a manner that does not interfere with others' rights or safety. Leave other students alone - 'Hands off' Do not touch the property of others without their permission. Admit your mistakes. Be willing to accept the consequences of your actions. Be honest in your words and actions.
Co-operate with teachers and staff and follow instructions	Follow teachers' instructions. Treat your teachers with consideration and respect. Learn school procedures. Ask for assistance if you are unsure. Be in the correct place at the right time. Follow school rules.
Earn your school a good name	Show pride in your school. Behave well in public. Be polite (Do NOT use offensive language). Participate in school activities.
Treat yourself, others and property with care and respect	Speak politely to others. No put downs! Do NOT swear. Respect the property of others. Treat buildings, furniture and equipment with care. Help keep the school clean and tidy.
Do NOT bring banned, illegal or dangerous items to school	Do NOT bring alcohol, weapons, illegal drugs, tobacco, vapes, lighters or misuse of prescription medication or substances are forbidden.

SATISFACTION

STUDENT & PARENT SATISFACTION

Each year we ask parents, students and teachers about their experiences and reflections on their year at APGS. Community feedback forms part of a constant dialogue about education and wellness at APGS. Through this collaboration, we ensure that we are continuously evolving with the community and our cohort. Last year was a particularly challenging year for all. Seemingly overnight, the way we live, interact, and learn changed drastically. Remote learning was a big adjustment for our teachers and students. However, our extraordinary staff made the transition to remote learning seamless.



SATISFACTION

We asked parents to provide feedback on remote learning at APGS in 2020 and were overwhelmed by the positive response.

"I just wanted to pass on my congratulations and thanks for the amazing job teachers have been doing to teach kids...It's hard enough to have an effective conference call with adults, let alone running a whole class online! I'm sure you're all exhausted but I think you've been quite remarkable to turn around the schedule you have in limited time and manage intensive teaching online. What's more, I've been able to do my job with very limited interruption or intervention required... something many of my colleagues have not been as fortunate with!"

"Just wanted to thank-you all very much for the hard work implementing the online learning. It has been a big adjustment for all of us and much appreciate the dedication of all the APGS staff and teachers."

"Thank you, Ms Lindeman, and thank you to all the teachers. [My child] has been very independent and I'm attributing that in part to the ability of the school/teachers to keep them engaged in learning."

"Thank you, Wendy, Ali and Kathryn, – and of course all of the teachers. I must say I have loved overhearing [my child] laugh over Zoom with teachers and classmates during lessons. What lucky young people they are to have the care and support that they do."

"We appreciate all the hard work your staff have put in these last few weeks. I've been really impressed by the creative approach to learning in this difficult time. I've noticed [my child] has been remained really focused and engaged in doing his projects which is a real testament to the teaching approach albeit remotely."

"Thanks to all the faculty at APGS. Our home is small, and I've heard snippets of [my child's] classes. The academic and PA teachers are amazing. I can tell they are trying so hard to keep kids happy and engaged. A shout out to Miss Ayers who continues to keep the kids' well-being as high as possible. Thank you all."

STAFF SATISFACTION

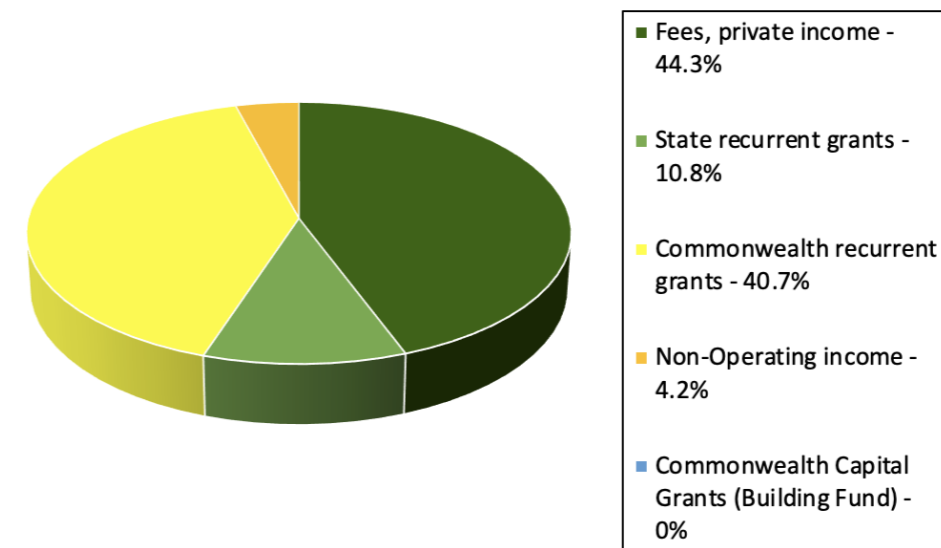
In 2021 we had 3 staff members move onto other teaching opportunities.



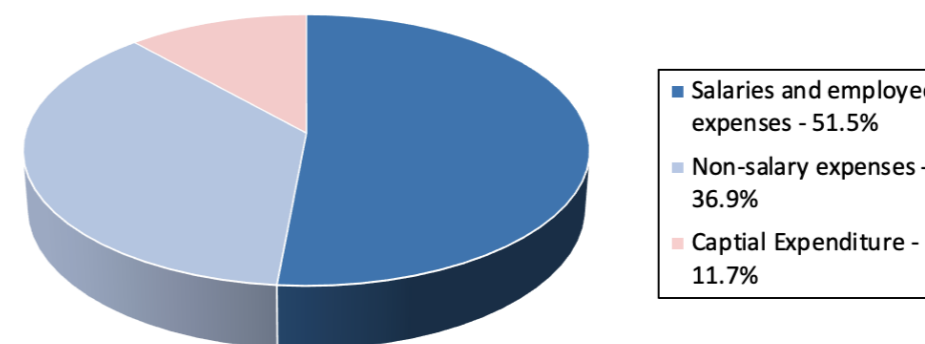
FINANCES

INCOME

Fees, private income	\$1,667,101.00	44.3%
State recurrent grants	\$407,921.00	10.8%
Commonwealth recurrent grants	\$1,533,535.00	40.7%
Non-Operating Income	\$157,203.00	4.2%
Commonwealth Capital Grant (Building Fund)		0%
Total	\$3,765,760.00	



Salaries, allowances etc	\$1,882,936.38	51.5%
Non-salary expenses	\$1,349,031.62	36.9%
Capital Expenditure	\$426,639.00	11.7%
Total	\$3,658,607.00	





ATTENDANCE AND PUNCTUALITY POLICY

Introduction

The Education Act 1990 and the Education Amendment (School Attendance) Bill 2009 state that it is the parent or guardian's duty to ensure that their child(ren) 'attend school at all times when the school is open for the child's instruction or participation in school activities' except when reasonable causes prevent attendance. All parents with their child(ren) enrolled at APGS must adhere to the rules regarding student attendance at both the school and at each timetabled class. Inconsistent attendance is considered to be detrimental to children's progress, and holidays extended into term time are firmly discouraged for the same reason.

Purpose

The purpose of the attendance policy is to facilitate the following expectations and requirements of students and their families, to monitor the attendance of students at school in accordance with the provisions of the Education Act and to properly document student absences.

Attendance & Punctuality

Punctuality engenders a healthy respect for work and study and is considered very important. Students should be at school with enough time to feel relaxed and ready to begin class.

If a student arrives late to school after homeroom bell time or later during the day, they must sign in with the administration staff at the front desk and collect a late-note. Late-notes are to be taken and handed to the classroom teacher.

- It is essential that all students arrive at school on time
- It is essential to the curriculum and the class that all students experience the opening of the day together.
- It is expected that students attend school except in cases of illness.
- It is expected that the students complete the full school term with their class before going on vacation.

Year 11 and 12 attendance may vary after timetabled study periods are confirmed. Year 11 and 12 students, with permission from their parents or guardians, may leave school early when they have no timetabled class, but must sign out at the front desk before leaving the premises. Students who leave early for any other reason, e.g. medical / dental appointments, must also sign out at the front desk.

Absences

Attendance is taken daily at the beginning of the school day by homeroom teacher on Sentral.

It is the parents or guardian's responsibility to advise the school about their child's absence from school. If a student is going to be late or absent the parent or guardian must provide the administration staff with an email or written note in the morning to provide details of the absence. Please attach medical certificate if applicable (missing an assessment or if the absence is more than 2 days).

Any student who is marked absent or late without an explanation from a parent (via email) will be sent a text message on the morning of the absence. Throughout the day attendance is monitored each period by the classroom teachers on Sentral.

Extended Leave

If a student is expected to be absent for an extended period i.e.. more than 2 days, the parent or guardian must complete an *Exemption Application Form* which can be found on ePAL.

Note: At least two weeks' notice is required for special leave to be approved except in the case of a sudden emergency. Also note that minimum attendance is required in order for students to fulfil their academic requirements and that extended absences may jeopardise their eligibility requirements for the HSC.

Procedural fairness must be accorded to an applicant for an exemption.

Absence for any of the following reasons is generally considered unsatisfactory:



- Holidays during term time, especially in the first and last week of term.
- During study periods in senior classes.
- During examination and assessment periods.
- When a student is unable to participate in sport or has given cause not to attend a school camp or excursion.

The School Board may grant an exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student in accordance with the provisions of Section 25 of the Education Act (1990).

Attendance Requirements

At the end of the school term any outstanding unexplained absences or partial absences are noted and letters to parents are generated on Sentral. These are posted to parents to fill in and return to the front office.

Attendance percentage is also reported each fortnight and any students at risk of falling below the required attendance levels are monitored. If by the end of the term their attendance has not improved, a First or Final Attendance Warning Letter will be sent home to parents and further action will be taken.

Parents should be aware that if school attendance continues to fall below acceptable levels, without reasonable cause, it may be necessary for the school to report the non-attendance to the Department of Community Services under its obligations as a mandatory reporter.

Senior Students (Year 11 & 12)

Senior students need to meet the minimum required hours of attendance in order to meet their Preliminary and Higher School Certificate requirements from the NSW Education Standards Authority. Free periods are not marked as absences for statistical purposes. However, students must mark that they have a "Free Period" when they sign out for the day at the front office.

Suspended Students

Where a suspension has been given, the suspension is recorded on Sentral as "Suspended" and not counted as "Leave" or any other absence.

Students on Overseas Exchange

Students participating in accredited overseas exchange programs for periods of up to 12 months are to remain on the school Roll. They are not to be marked absent for the duration of their exchange. A note is to be made on the student's Sentral attendance profile regarding the place and duration of the exchange. For statistical purposes students on overseas exchange are to be considered present.

Where a student has been assessed as not achieving satisfactory attendance, APGS will notify the parent/guardian in writing of its intention to report the student. The written letter will inform parents/guardians that they are able to access the Overseas Students Complaints and Appeals Policy and that they have 20 working days in which to do so. If the final decision is that the attendance should be reported, PRISMS will be notified that they have not achieved satisfactory attendance.



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