



AUSTRALIAN
PERFORMING ARTS
GRAMMAR SCHOOL

ANNUAL REPORT
2022



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MESSAGE FROM THE BOARD



The Board is pleased to report that the Australian Performing Arts Grammar School (APGS) has continued to provide an outstanding level of education for our students. This is evidenced by the judgement of the NSW Education Standards Authority (NESA) that the APGS registration and accreditation were extended for the next five years. This is a direct result of the excellent leadership, management and collaboration of our leadership team, Professor Kyunghie Lee and her Heads of School, Wendy Lindeman and Eunice Chung Lee and their Staff.

This is a notable achievement in the context of the persistent impacts of the COVID-19 disruption which continued into 2022. Throughout this period Heads of School provided comprehensive reports on the program adaptations and students' progress in both face to face and distance learning modes. These reports also covered management and strategic issues which ensured the Board was aware of challenges and achievements. The Board appreciates and fully supports the priority given by the school to student well-being and inclusion through individual monitoring, student well-being activities, exploration of a range of creative arts opportunities and partnerships with appropriate personnel. APGS students presented three Showcase events in Music, Drama, and Dance/Music Theatre which were very well received by the audiences and continue to provide inspiration for students.

This year the school also expanded its co-curricular activities. This included the inaugural swimming carnival and highly successful participation in the NSW Shakespeare Carnival. The Board recognises the importance of partnerships that have been developed over the past year. In particular, the partnership with AMPA and strengthening the partnership with parents. AMPA lecturers have provided advanced solo and ensemble performance tuition and opportunities for students. The newly established Parent Liaison Committee has been very supportive in both

curriculum and extra-curricular areas. While the school is justly proud of its reputation in the performing arts it also recognises the importance of an excellent and fully rounded general education which will prepare students for further study and a range of employment pathways. The school continues to achieve pleasing academic results in both Higher School Certificate (HSC) and NAPLAN with the objective of continuous improvement and expansion of our suite of course offerings.

Looking to the future, the Board notes that APGS has clearly established itself as providing excellence in the performing arts together with a sound general education.

The Board has confidence in the quality of teaching and learning at the school, as we witness students being extended academically whilst being nurtured to pursue their interests in the performing and creative arts. It is possibly our greatest purpose; to see our students flourish intellectually creatively, and spiritually, and 2022 was sprinkled with many examples of this. To this end the Board has agreed to develop a proposal for a Building Fund and Constitution by July of 2023.

I thank the Board for their dedication to APGS and their insights and contributions to decision-making over the past twelve months. On behalf of the Board, I congratulate the leadership team and the staff for their achievements this year and thank them for their commitment and constant efforts to ensure the optimal development of students.

Noel Cislowski AM
Chairman, APGS Board



MESSAGE FROM THE PLC

Throughout 2022, the PLC worked tirelessly in organising various fundraising activities with the primary focus of raising funds to enrich the learning and creative atmosphere of the school.

The PLC took part in supporting all showcase performances; Dance and Musical Theatre, Drama and Musical Theatre. Alongside these events, other activities included Mothers Day Raffles, Fathers Day Raffles, Year 7 Orientation morning tea and World Teachers Day.

Not only did the PLC volunteer catering to the showcases, but also a silent auction. The catering consisted of food and beverage that was largely donated by parents of the school, alongside items that were purchased by the PLC committee in order to supply hot and cold

beverages, as well as food turning a healthy profit at these events.

The Silent Auction and Raffles offered at the showcases and throughout the terms were rolled out through an online system that was implemented by the PLC committee, extending the reach to not only families of the school but also friends of the APGS community.

This allowed the bidding for a number of exciting prizes to extend to the APGS friends and family for items and tickets to shows like Moulin Rouge, The Australian Ballet, alongside outdoor pursuits and activities like Sydney Bridge Climb and Sydney by Kayak. There were also a number of exciting physical prizes that were either donated by parents of the school or through school connections such as AESOP vouchers, performing

arts books and designer crockery supplied by Batch ceramics.

We were extremely proud to be able to raise enough money to purchase an Epson Smart Board worth \$6,000 for the school.

Rebecca Foreman
APGS PLC President



MESSAGE FROM THE SRC

At the Australian Performing Arts Grammar School, we strive to create a welcoming, supportive environment where students can voice their ideas and suggestions to the community. Our Student Representative Council includes elected students in Years 7 to 11 meet with the School Captains fortnightly and the School, House and Community Captains meet weekly. Together we focus on bringing the students' voices, initiatives and ideas to fruition, creatively nurturing a schooling experience that is both productive and enjoyable.

The Year 12 Leadership and SRC also organise events. In the past year we've held mufti days, bake sales, and creatively devised fashion competitions. We've supported numerous charities and NGOs through fund-raising on these days.

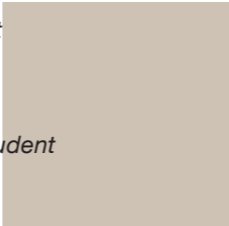
The House Captains meet regularly to brainstorm ideas to create house spirit and a sense of community within our school. So far, this has been accomplished through running house days, which encourage students to interact with each other regardless of year group, whilst also inspiring teamwork and cooperation. From the annual Swimming Carnival to performing & creative arts days, the House Captains strive to seize as many opportunities to nurture the school's friendly and positive environment.

Student leadership is the heart of our school, and we pride ourselves on building strong connections, and bringing together the students of APGS. The senior group are important role models to our younger students, and we have an annual year 7 and 12 sleepover to help

build that bond and sense of community as we will keep striving to achieve throughout 2023.

Chelsea O'Reilly
School Captain and Student Representative Council.

June Reeve
School Vice 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 2022 it had 146 students. We are proud to have a diverse student body which includes roughly 4.74% Aboriginal or Torres Strait Islander students and 1.37% 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	2022
School sector	Non-government
Year range	7 – 12
Total enrolments	146
Girls	98
Boys	46
Non-binary	2
Indigenous students	4
Student attendance rate	86.76%
Students with Disabilities	46
Overseas students	2
Teaching staff	10
Non-Teaching staff	7

STUDENT PERFORMANCE

NAPLAN TESTING– YEARS 7 & 9

In 2022, 16 Year 7 students and 26 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 in comparison to students throughout Australia.

YEAR 9 2022						
	Reading Band	Persuasive Writing Band	Spelling Band	Grammar & Punctuation Band	Numeracy Band	AVERAGE
National Average	7.9	7.6	7.9	7.8	7.9	7.7
School Average	8.6	8.3	8.3	8.4	8.4	8.2
YEAR 7 2022						
	Reading Band	Persuasive Writing Band	Spelling Band	Grammar & Punctuation Band	Numeracy Band	AVERAGE
National Average	7.2	7	7.7	7.1	7.2	7.24
School Average	7.4	7.9	8.2	8.1	7.7	7.86

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2022, 27 students completed Year 10 in accordance with the requirements for the Record of School Achievement (RoSA).

SENIOR SECONDARY OUTCOMES

In 2022, 100% of our Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of students
2022	HSC	100%
2022	VET	0%

THE HIGHER SCHOOL CERTIFICATE [HSC]

In 2022, 25 students sat for the NSW Higher School Certificate in 13 courses.

- 100% of HSC Music 1 students achieved in the top 2 Bands
- 100% of HSC Dance students achieved in the top 3 Bands
- 100% of HSC Visual Arts students achieved in the top 2 Bands
- 90% of HSC Drama students achieved in the top 2 Bands
- 89% of HSC PDHPE students achieved in the top 2 Bands
- 77% of English Advanced Students achieved in the top 2 Bands
- 72% of Design and Technology Students achieved in the top 2 Bands

We received 1 nomination for HSC Music performances Encore and 2 nominations for ARTEXPRESS as part of the 2023 HSC Visual Arts showcase.

A summary of Mean Scores is detailed below:

Subject	Year	No. of students	Performance achievement by number and percentage	
			Band 6 - 3	Band 2 - 1
Business Studies	2022	11	School: 4 (36%) State: (65%)	School: 7 (64%) State: (35%)
	2021	9	School: 5 (55.55%) State: (66.49%)	School: 4 (44.44%) State: (33.51%)
	2020	13	School: 10 (76.93%) State: (83%)	School: 3 (23.07%) State: (17%)
Dance	2022	6	School: 6 (100%) State: (92%)	School: 0 (0%) State: (8%)
	2021	4	School: 4 (100%) State: (85.28%)	School: 0 (0%) State: (14.72%)
	2020	8	School: 8 (100%) State: (98.58%)	School: 0 (0%) State: (1.42%)
Design and Technology	2022	7	School: 5 (72%) State: 82%	School: 2 (28%) State: (18%)
	2021	20	School: 18 (90%) State: (87%)	School: 2 (10%) State: (13%)
Drama	2021	12	School: 12 (100%) State: (82.74%)	School: 0 (0%) State: (17.26%)
	2020	13	School: 11 (84.62%) State: (97.98%)	School: 2 (15.38%) State: (2.20%)
	2022	17	School: 14 (77%) State: (93%)	School: 3 (23%) State: (7%)
English Advanced	2021	9	School: 9 (100%) State: (93.88%)	School: 0 (0%) State: (6.12%)
	2020	13	School: 12 (92.31%) State: (99.41%)	School: 1 (7.69%) State: (0.59%)
	2022	8	School: 3 (38%) State: (56%)	School: 5 (62%) State: (44%)
English Standard	2021	4	School: 3 (75%) State: (57.82%)	School: 1 (25%) State: (42.18%)
	2020	6	School: 5 (83.33%) State: (89.21%)	School: 1 (16.67%) State: (10.79%)
	2022	8	School: 3 (38%) State: 54%	School: 5 (62%) State: (46%)
Mathematics Standard 2 (2019-2020) / General 2 (2018)	2021	2	School: 0 (0%) State: (51.3%)	School: 2 (100%) State: (48.7%)
	2020	11	School: 11 (100%) State: (75.55%)	School: 0 (0%) State: (24.45%)
	2022	12	School: 12 (100%) State: (89%)	School: 0 (0%) State: (11%)
Music 1	2021	5	School: 5 (100%) State: (89.45%)	School: 0 (0%) State: (10.55%)
	2020	14	School: 14 (100%) State: (98.23%)	School: 0 (0%) State: (1.77%)
	2022	9	School: 8 (89%) State: (74%)	School: 1 (11%) State: (26%)
PDHPE	2021	6	School: 4 (71.42%) State: (60.34%)	School: 2 (28.57%) State: (39.66%)
	2022	13	School: 13 (100%) State: (91%)	School: 0 (0%) State: (9%)
Visual Arts	2021	4	School: 4 (100%) State: (80.69%)	School: 0 (0%) State: (19.31%)
	2020	11	School: 11 (100%) State: (98.21%)	School: 0 (0%) State: (1.79%)
	2022	11	School: 11 (100%) State: (98.21%)	School: 0 (0%) State: (1.79%)
Performance achievement by number and percentage				
Subject	Year	No. of students	Band E4 & E3	Band E2 & E1
English Extension 1	2022	4	School: 2 (50%) State: (92%)	School: 2 (50%) State: (8%)
	2021	6	School: 3 (50%) State: (93.93%)	School: 3 (50%) State: (6.07%)
	2020	7	School: 7 (100%) State: (92.67%)	School: 0 (0%) State: (7.33%)
English Extension 2	2022	3	School: 2 (67%) State: (33%)	School: 1 (33%) State: (15%)
	2021	6	School: 5 (83.33%) State: (84.32%)	School: 1 (16.67%) State: (15.68%)
	2020	7	School: 3 (42.86%) State: (82.47%)	School: 4 (57.14%) State: (16.81%)

COURSE	STUDENTS
Business Studies	11
Dance	6
Design and Technology	7
Drama	20
English Advanced	17
English Extension 1	4
English Extension 2	3
English Standard	8
Mathematics Standard	8
Mathematics Advanced	4
Music 1	12
PDHPE	9
Visual Arts	13

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
Effective Practices for K-12 Whole-school Wellbeing Webinar	7
Introduction to School Based Apprenticeships and Traineeships (SBATs)	1
Nationally Consistent Collection of Data for Principals and School Leaders Webinar	1
School Governance Module 1: An Introduction to Independent Schools	5
School Governance Module 2: Critical Priorities of the Board	5
School Governance Module 3: An Introduction to Legal Compliance	5
School Governance Module 4: An Introduction to Financial Compliance	5
School Governance Module 6: Risk Management	4
School Governance Module 7: Child Protection	1
School Governance Module 8: Strategic Thinking in Schools	4
School Governance Module 9: Reputation Risk	1
The AISNSW Annual Briefing 2022	1
VET NESA Schools Online Entries Webinar	1
VET RTO Update Webinar	1

Curriculum	No of Staff Participating
Consolidating and Extending Teaching During COVID-19	6
Dwell in Possibility: English Extension 1 and 2 Symposium	1
Focus on Mathematics Standard	1
GCGOI22 Geographies of Impact - Local Action in a Global Context	1
Introducing the new NSW Primary Curriculum	1
HSC Marker Training	1
MCONF322 AIS Music Conference: Refresh: Reconnecting and Rebuilding Music in Schools	1
On Such a Full Sea	1
Vocal Ease MORE (Module 1): practical ways of teaching music in K-6 online learning course	1
Refresh: Reconnecting and Rebuilding Music in Schools	1
RoSA and HSC Eligibility and Credentialling	2

Accreditation	No of Staff Participating
Preliminary First Aid Training	1

Wellbeing	No of Staff Participating
Autism Spectrum: Universal Supports - Self-paced Learning Experience	3
Growing Stronger Together - Day 1	1
Growing Stronger Together - Day 1	1
Identifying and Responding to Children and Young People At Risk - Self-paced Learning Experience	16
Identifying and Responding to Children and Young People At Risk - Self-paced Learning Experience	1
Making Adjustments for Students in Stage 6	2
Practical Behaviour Management – Masterclass with Glen Pearsall	1
Virtual Privacy Briefing	1

TEACHER ACCREDITATION

Level of accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	8
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 2022
Teaching Staff	10
Full-time equivalent staff	8.9
Non-teaching staff	7
Full-time equivalent non-teaching staff	4.1
Casual Specialist teaching staff	18

STUDENT ATTENDANCE AND RETENTION

Year Level	Overall Percentage % attendance for 2022
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 2020	Students attending APGS at the end of the Year 10 remaining at the completion of Year 12 in 2022	Year 12 total enrolment 2022	Actual retention rate
28	23	18	64.29%

POST SCHOOL DESTINATIONS CLASS OF 2022

Post school destinations of our graduating class of 2022 include:



AFTRS



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.

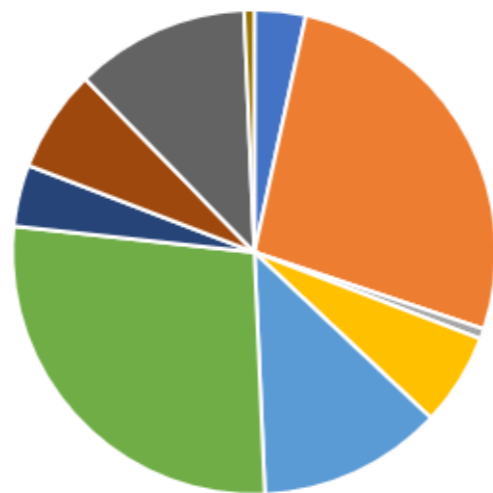
Transfer Certificates

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	2022 Statistics
Central Sydney	3.42%
Eastern Sydney	26.71
South-eastern Sydney	0.68%
South western Sydney	6.16%
Southern Sydney	12.33%
Inner West	27.40%
Western Sydney	4.11%
Northwestern Sydney	6.85%
Northern Sydney	11.64%
Other	0.68%
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 2022
<ul style="list-style-type: none"> Continue to achieve excellence in student learning through the delivery of enriched programs 	Ongoing
<ul style="list-style-type: none"> Offer dedicated individualised learning support across Years 7 to 12 to enable students to flourish and reach their potential 	Ongoing
<ul style="list-style-type: none"> Continue to offer streamed and differentiated learning in English and Mathematics in Stage 5 	Achieved
<ul style="list-style-type: none"> Ongoing commitment to offering all four creative art courses, Drama, Music 1, Visual Arts and Dance in Stage 6 	Achieved
<ul style="list-style-type: none"> Continue to foster a collaborative relationship between teachers, students and parents to innovate and implement individualised learning programs 	Achieved
<ul style="list-style-type: none"> Explore opportunities for students to participate in character building and peer support through school camps 	Ongoing
<ul style="list-style-type: none"> Enrich learning experiences by collaborating with external providers to compliment classroom learning through incursions and excursions 	Achieved
<ul style="list-style-type: none"> Continue to facilitate professional development for teachers around effective teaching strategies, approaches to learning and working with diverse students 	Ongoing

FACILITIES

PRIORITIES	BRIEF REPORT DEC 2022
<ul style="list-style-type: none"> Enhance the common areas of the school grounds at various access points 	Achieved
<ul style="list-style-type: none"> Expansion of the Art facilities to allow a dedicated area for Senior major works 	Achieved
<ul style="list-style-type: none"> Enhance the use of technologies and ICT facilities in learning spaces to further compliment differentiated learning 	Ongoing
<ul style="list-style-type: none"> Explore opportunities to increase learning areas for the purposes of facilitating effective learning support 	Achieved
<ul style="list-style-type: none"> Small office space to accommodate students participating in Distance Education, plus for those requiring differentiated testing 	Achieved

QUALITY OF STAFF

PRIORITIES	BRIEF REPORT DEC 2022
<ul style="list-style-type: none"> Employ highly capable and experienced staff who have knowledge and expertise in exploring student led and differentiated learning 	Achieved
<ul style="list-style-type: none"> Maintenance of all teacher accreditation and reporting requirements 	Achieved
<ul style="list-style-type: none"> Conduct annual reviews of the teaching curriculum across all subject areas and implement regular student feedback opportunities 	Achieved
<ul style="list-style-type: none"> Ongoing professional development for all academic staff 	Ongoing

WELL BEING & COMMUNITY ENGAGEMENT

PRIORITIES	BRIEF REPORT DEC 2022
<ul style="list-style-type: none"> Explore opportunities for Year 9/10 students to participate in work experience placements with local primary schools and other educational providers 	Ongoing
<ul style="list-style-type: none"> Frequently evaluate well-being processes and their effectiveness with all staff as part of professional development 	Achieved
<ul style="list-style-type: none"> Participate in a wide range of external programs and competitions to further enrich student engagement with the community 	Achieved
<ul style="list-style-type: none"> Nurturing the strong link between the school and our parents and the wider community through the Parent Liaison Committee and Year Representatives 	Achieved
<ul style="list-style-type: none"> Continue expanding student led initiatives within the school and wider community 	Ongoing

PRIORITIES FOR 2023

LEARNING AND TEACHING

- Aim to support students who require differentiation and adjustments to achieve their potential academically through the implementation of a learning support teacher.
- Develop learning support and extension for our student demographic.
- Individual Learning Plans – for all students requiring adjustments.
- Provide extension opportunities for students in every (Year 7-10) subject to propel academically capable students to achieve excellence.
- Provide mentors for teachers teaching the NSW curriculum & particularly the HSC for the first time – those who don't have the experience, so they can become more adept at understanding the criteria for the highest bands.
- Whole school literacy enhancement to be implemented in other subjects

FACILITIES

- Provide planned opportunities for staff to develop innovative instructional design appropriate for a digital society.
- Provide students access to educational databases and libraries
- Enhance the common areas of the school grounds at various access points
- Enhance the use of technologies and ICT facilities in learning spaces to further compliment differentiated learning
- Introduce charging stations as part of the ICT facilities at the school
- Upgrade the computer laboratory with the latest devices

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

- Provide well-being sessions to enhance the pastoral care provided at the school.
- Further develop the Merit based system so there is greater acknowledgement of positive behaviour and personal achievements.
- Celebrate and affirm student achievement, effort and improvement throughout the term, to become a regular goal for students to encourage intrinsic motivation. Merits, commendations etc.
- Trialling school camps with Stage 4
- Collaborate with like-minded institutions worldwide for possible exchange programs
- Community service program for Year 10 students
- Work closely with the PLC to provide new well-being initiatives for our school community, such as a school dance.



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.



SATISFACTION

We asked parents to provide feedback on key aspects of learning and well being at APGS in 2022 and were eager to hear valuable feedback from our parent community:

We are appreciative of the individualised care our daughter receives. The APGS environment has allowed our daughter to and her tribe. Sincere thanks.

So grateful our son was accepted. He is flourishing at APGS.

Our son is very happy at the school and feels supported and appreciated by all staff members. We have recommended the school to others who since attend the school. It is a pleasant learning environment and we appreciate the care and support the school gives to him and our family.

APGS is an amazing school because it truly treats students as individuals who learn in differentiated ways. It mentors and guides them towards their creative and academic personal best. No other school is achieving the balance of holistic learning like APGS!

We love APGS! My child is thriving there. Thank you!!

STAFF SATISFACTION

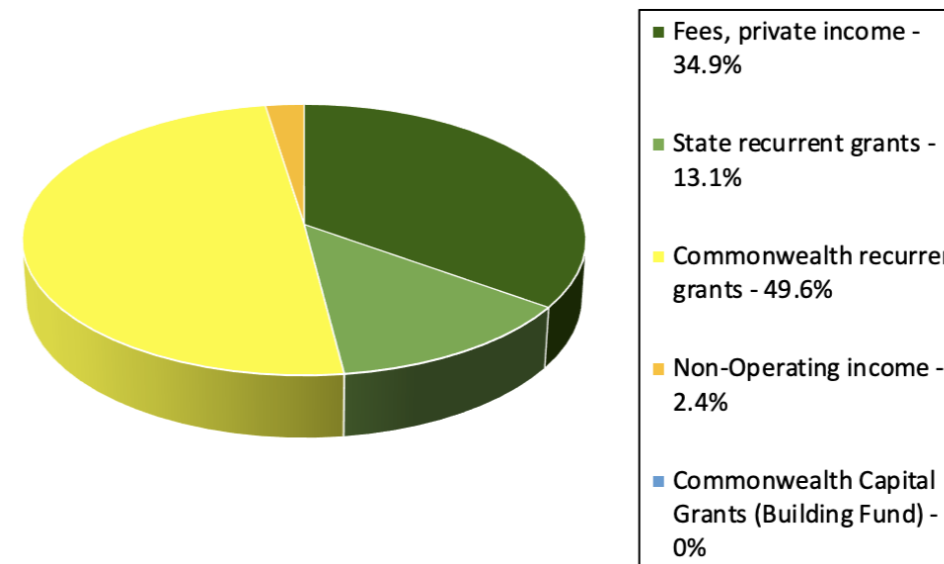
In 2022 we had 3 staff members move onto other teaching opportunities.



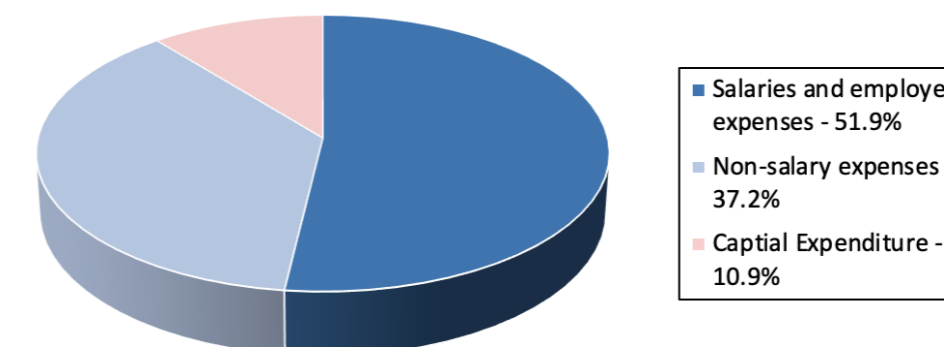
FINANCES

INCOME

Fees, private income	\$1,560,962.00	34.9%
State recurrent grants	\$587,394.00	13.1%
Commonwealth recurrent grants	\$2,219,457.00	49.6%
Non-Operating Income	\$110,558.00	2.4%
Commonwealth Capital Grant (Building Fund)		0%
Total	\$4,478,371.00	



Salaries, allowances etc	\$2,170,733.59	51.9%
Non-salary expenses	\$1,554,560.41	37.2%
Capital Expenditure	\$455,553.00	10.9%
Total	\$4,180,847.00	





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 ie. 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.

