



AUSTRALIAN
PERFORMING ARTS
GRAMMAR SCHOOL

ANNUAL REPORT
2024



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MESSAGE FROM THE BOARD

The Board is pleased to report that the Australian Performing Arts Grammar School (APGS) continues to ensure a rich educational opportunity and experience is provided for all its students in an environment which values each individual and nurtures the pursuit of excellence, academically, artistically and aesthetically. The Annual Report includes statements of achievement, both academic and artistic, as well as observations and analysis from the Parent Liaison Committee and the Student Committee, all of which provide evidence of a strong sense of community and well-being where students are being supported and nurtured by dedicated staff. These and other reports of academic achievement and artistic attainment are a tribute to the professionalism of APGS staff.

A quote from the School Captains is worth repeating here – “Our leaders work closely with teachers, SRC members and their peers to make APGS a welcoming, vibrant and supportive environment for all, whilst continuously empowering creativity.”

APGS staff recognise that creativity is one of the most important skills that students need to excel and respond to the ever-changing fast-moving world. In addition, the omni-presence of technology and the fast moving digital environment require students who are not only creative, but are critical thinkers, good communicators and able to work collaboratively.

The provision of purpose-built facilities is a key issue for the Board. While the existing multi-purpose facilities have been successful, we believe there is a need for further expansion with specialist facilities. In 2025 the Board is working to establish a Building Fund to support both expansion and access to state of the art facilities.

The Board is pleased with the financial, administrative and marketing achievements of the school's management and leadership team. I thank the Staff and Board Members for their commitment to APGS.

Noel Cislowski AM
Chairman, APGS Board





MESSAGE FROM THE PLC

As we reflect on the past year at Australia Performing Arts Grammar School the Parent Liaison Committee, we are overwhelmed with gratitude for the incredible journey we have shared. The year 2024 marked a series of significant firsts for our community – from our children embarking on their first steps into high school to our inaugural roles in senior positions within the PLC, successfully balancing responsibilities and embracing growth. It has truly been a year of learning, connection, and unforgettable moments.

Throughout the year, the PLC introduced a range of creative and innovative fundraising activities to enhance the educational experience for our students. From raffles, showcase merchandise, and second-hand book sales to exciting firsts like the junior school disco, Cockatoo Island camping experience, and thoughtful gifts for all academic and support staff, we explored meaningful ways to meet the school's needs.

As we look ahead to 2025, we are excited to embark on new initiatives, including charity work with a deserving organization. This initiative will offer students and their families a chance to give back to the broader community.

Additionally, we aim to continue fostering connection and fun through another social event, a student disco, and more opportunities for engagement.

Beyond fundraising, the PLC proudly contributed to school showcases by providing catering. These moments not only supported our efforts but also brought us closer together, creating shared laughter, joy, and teamwork. We were also honoured to host morning teas for parents of incoming Year 7 students during orientation days, offering a warm welcome and fostering relationships that will strengthen our school community for years to come. 2024 fundraising events – including the Easter Raffle, Mother's Day Raffle, Father's Day Raffle, Kid Lario Raffle, and second-hand uniform and book sales – would not have been possible without the overwhelming support of our community. We extend heartfelt thanks to our generous sponsors: Il Caffe, Ere Preze, White Bait, Deus Ex Machina, Henderson Hotel, Koke, Krispy Kreme, Keystone building solutions and Breville. Your contributions played a vital role in our success.

To the incredible volunteers who dedicated their time and energy to ensure the success of these events, we are

deeply grateful. To our esteemed Heads of School, Eunice Chung Lee and Wendy Lindeman, thank you for your unwavering support, guidance, and encouragement throughout the year.

A special thank you to our amazing admin team for your tireless assistance with emails, jotforms, logistics, and more. Your behind-the-scenes work has been instrumental in helping us achieve our goals.

Finally, to every family member and friend who purchased a raffle ticket, enjoyed a glass of wine, or shared a cheese plate – thank you. Your support has been instrumental in helping the PLC achieve its highest fundraising total to date. As we step into 2025, we are filled with excitement for the opportunities ahead. With your continued support and collaboration, we are confident that we will reach even greater heights and create lasting memories together. Here's to another year of shared accomplishments, growth, and joy at APGS PLC. With heartfelt gratitude,

Liana Rigon
President of APGS Parent Liaison Committee (PLC)



MESSAGE FROM THE SRC

The student leadership team at Australian Performing Arts Grammar School strives to make our school community a place where every student feels seen, heard and included. Our leaders work closely with teachers, SRC members and their peers to make APGS a welcoming, vibrant and supportive environment for all, whilst continuously empowering creativity.

The APGS Year 12 student leadership team is comprised of School and Vice Captains, House Captains, and Community Captains. Together, we work to create a strong sense of community, spirit and pride through sports days such as the swimming carnival, fundraisers supporting meaningful charities, workshops and enjoyable 'days' within our school community.

The APGS Student Representative Council (SRC) is a vital part of student leadership at APGS. Within the SRC, representatives from each year group collaborate with School Captains to brainstorm, plan and execute ideas for fundraisers. Our leaders encourage an environment where ideas can be openly shared, workshopped and refined, welcoming different perspectives to create new and fresh initiatives within the school. The SRC is committed to making our school environment better one step at a time.

This term, we proudly celebrated Harmony Day, an event which recognised and embraced the rich cultural diversity within our school community, creating a heightened sense of belonging and connection. Students and teachers alike came together in a whole-school food

celebration. Our House Captains hosted our annual Swimming Carnival, a highly anticipated event, with record numbers of students participating this year. Our community captains have planted new initiatives within the school, such as a suggestion box and a school whiteboard art wall, continuously making our school a more inclusive place.

Our leaders continue to serve as role models for younger students, offering mentorship through SRC and peer tutoring, strengthening cross-grade student relationships and connections. Our Student Leadership Team remains dedicated to providing a voice for all students.

Skye de Groot Rietveld, Maurizio Lopane
School Captains

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 for Years 7-10; 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 2024 it had 148 students. We are proud to have a diverse student body which includes 3% Aboriginal or Torres Strait Islander students.

OUR VISION

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



School Facts	2024
School sector	Non-government
Year range	7 – 12
Total enrolments	148
Girls	100
Boys	48
Indigenous students	5
Student attendance rate	83%
Students with Disabilities	48
Teaching staff	13
Non-Teaching staff	6

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

We are a community of students, staff, faculty and families at the Australian Performing Arts Grammar School. It is the responsibility of our entire community to know, understand and apply the school's code of conduct. At times, in public places and within the school campus or at school organised functions, behaviour is expected to be in accordance with this code. There may be rules of common sense and decency which are not specified below however their absence should not be construed as meaning that their breach is acceptable. Inappropriate behaviour will be met with consequences, which may include withdrawal of privileges, detentions, suspension or expulsion.

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	<ul style="list-style-type: none"> • Arrive on time for lessons and school. • Bring all equipment and books needed • Complete all your work including homework and assignments • Pay attention and engage in class. • Always try your best and attend regularly • Listen attentively and consider others • Complete work to your best ability
Be responsible for yourself and with your behaviour towards others	<ul style="list-style-type: none"> • 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, and see them as a learning tool • Be willing to accept the consequences of your actions • Be honest in your words and actions • Be inclusive at all times. • Bullying is not tolerated, and includes social media posts/comments • Do not make statements or accusations that harm or damages a person's reputation and wellbeing.
Respect and cooperate with teachers	<ul style="list-style-type: none"> • Follow teachers' instructions • Treat your teachers with consideration and respect • Follow school procedures and rules • Ask for assistance if you are unsure • Be in the correct place at the right time
Be an ambassador for the school	<ul style="list-style-type: none"> • Respect and follow school rules • Behave with respect and dignity in public • Wear correct school uniform at all times • Be polite (Do NOT use offensive language) • Participate in school activities with commitment
Treat Yourself, Others And Property With Care And Respect	<ul style="list-style-type: none"> • Speak courteously to and with others • Do NOT swear, or demean others • Respect the property of others • Treat buildings, furniture and equipment with care • Help keep the school clean and tidy
NO Banned, Illegal Or Dangerous Items are permitted at School	Do NOT bring alcohol, tobacco, vapes, drugs, banned items or weapons of any type to school.

STUDENTS RIGHTS AND RESPONSIBILITIES

As per the Code of Conduct, students have the following rights and responsibilities:

RIGHTS	RESPONSIBILITIES
To be treated with respect	To treat everyone with respect and to discourage others from acting disrespectfully.
To not make statements or accusations that harm or damage a person's reputation and wellbeing.	To be punctual to class To follow directions and not cause disruption To treat the school and school property with respect
To learn in a positive environment	To be punctual to class
To follow directions and not cause disruption	To not bring dangerous items to school or to engage in dangerous behaviours
To treat the school and school property with respect	To not use racist, sexist or homophobic language
Experience a sense of self-worth	To enhance the self-esteem of others
To feel safe and secure	To not bring dangerous items to school or to engage in dangerous behaviours
To be treated fairly	To not use racist, sexist or homophobic language
To be free from bullying	To refrain from harassing and intimidating others

OUTCOMES AND RESULTS

NAPLAN TESTING— YEARS 7 & 9

In 2024, 13 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, 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 7 2024										
	Reading	AVG	Writing	AVG	Spelling	AVG	Grammar & Punctuation	AVG	Numeracy	AVG
Exceeding	16%	24%	23%	17%	39%	26%	15%	20%	7%	17%
Strong	61%	46%	54%	51%	54%	49%	85%	43%	70%	52%
Developing	23%	18%	15%	22%	7%	15%	0%	24%	23%	20%
Add support	0%	10%	8%	7%	0%	6%	0%	11%	0%	8%

YEAR 9 2024										
	Reading	AVG	Writing	AVG	Spelling	AVG	Grammar & Punctuation	AVG	Numeracy	AVG
Exceeding	12%	21%	27%	22%	12%	19%	8%	19%	0%	12%
Strong	61%	45%	54%	42%	68%	56%	56%	39%	80%	54%
Developing	23%	30%	19%	26%	20%	16%	36%	27%	16%	23%
Add support	4%	10%	0%	8%	0%	7%	0%	13%	4%	9%

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2024, 28 students completed Year 10 in accordance with the requirements for the Record of School Achievement (RoSA).

SENIOR SECONDARY OUTCOMES

In 2024, 100% of our Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of students
2024	HSC	100%
2024	VET	0%

THE HIGHER SCHOOL CERTIFICATE [HSC]

In 2024, 27 students sat for the NSW Higher School Certificate in 16 courses.

- 83.3% 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 3 Bands
- 86% of English Advanced Students achieved in the top 3 Bands
- 100% of Design and Technology Students achieved in the top 3 Bands

We received the following nominations in 2024:

HSC Dance – CALLBACK NOMINATIONS

Core Composition

Laura Chen

Core Performance

Zoe Harris, Natasha Savinova

HSC Drama – ONSTAGE NOMINATIONS

Group Performance - Beyonce Codis, Julian Johnstone, Elise Slowgrove

HSC MUSIC – ENCORE NOMINATIONS

Performance

Bridgette Chilvers, Helena Tees

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	2024	14	School: 10 (72%) State: (87%)	School: 4 (28%) State: (13%)
	2023	10	School: 9 (90%) State: (88.22%)	School: 1 (10%) State: (11.78%)
	2022	11	School: 4 (36%) State: (65%)	School: 7 (64%) State: (35%)
Dance	2024	7	School: 7 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2023	9	School: 9 (100%) State: (99.36%)	School: 0 (0%) State: (0.64%)
	2022	6	School: 6 (100%) State: (92%)	School: 0 (0%) State: (8%)
Design and Technology	2024	7	School: 7 (100%) State: (96%)	School: 0 (0%) State: (4%)
	2023	3	School: 3 (100%) State: (95%)	School: 0 (0%) State: (5%)
	2022	7	School: 5 (72%) State: 82%	School: 2 (28%) State: (18%)
Drama	2024	20	School: 20 (100%) State: (98%)	School: 0 (0%) State: (2%)
	2023	17	School: 17 (100%) State: (98.95%)	School: 0 (0%) State: (1.05%)
	2022	20	School: 18 (90%) State: (87%)	School: 2 (10%) State: (13%)
English Advanced	2024	13	School: 12(93%) State: (99.5%)	School: 1 (7%) State: (0.5%)
	2023	12	School: 12(100%) State: (99.44%)	School: 0 (0%) State: (0.56%)
	2022	17	School: 14 (77%) State: (93%)	School: 3 (23%) State: (7%)
English Standard	2024	14	School: 13 (93%) State: 92%	School: 1 (7%) State: (8%)
	2023	11	School: 9 (81.81%) State: 89.7%	School: 2 (18.19%) State: (10.30%)
	2022	8	School: 3 (38%) State: (56%)	School: 5 (62%) State: (44%)
Mathematics Standard 2	2024	6	School: 6 (100%) State: (83%)	School: 0(0%) State: (17%)
	2023	7	School: 7 (100%) State: (82.32%)	School: 0(0%) State: (17.68%)
	2022	8	School: 3 (38%) State: 54%	School: 5 (62%) State: (46%)
Music 1	2024	12	School: 12 (100%) State: (97%)	School: 0 (0%) State: (3%)
	2023	16	School: 16 (100%) State: (99.98%)	School: 0 (0%) State: (0.02%)
	2022	12	School: 12 (100%) State: (89%)	School: 0 (0%) State: (11%)
PDHPE	2024	13	School: 12 (93%) State: (91%)	School: 1 (7%) State: (9%)
	2023	11	School: 11 (100%) State: (89.62%)	School: 0 (0%) State: (10.38%)
	2022	9	School: 8 (89%) State: (74%)	School: 1 (11%) State: (26%)
Visual Arts	2024	22	School: 22 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2023	10	School: 10 (100%) State: (98.96%)	School: 0 (0%) State: (1.04%)
	2022	13	School: 13 (100%) State: (91%)	School: 0 (0%) State: (9%)
Performance achievement by number and percentage				
Subject	Year	No. of students	Band E4 & E3	Band E2 & E1
English Extension 1	2024	6	School: 5 (84%) State: (99.6%)	School: 1 (66.67%) State: (0.4%)
	2023	6	School: 2 (33.33%) State: (94.42%)	School: 4 (66.67%) State: (5.58%)
	2022	4	School: 2 (50%) State: (92%)	School: 2 (50%) State: (8%)
English Extension 2	2024	6	School: 6 (100%) State: (99.4%)	School: 0 (0%) State: (0.6%)
	2023	5	School: 4 (80%) State: (85.65%)	School: 1 (20%) State: (14.35%)
	2022	3	School: 2 (67%) State: (33%)	School: 1 (33%) State: (15%)

COURSE	STUDENTS
Business Studies	14
Dance	7
Design and Technology	7
Drama	20
English Advanced	13
English Extension 1	6
English Extension 2	6
English Standard	14
Mathematics Standard	6
Music 1	12
PDHPE	13
Visual Arts	22

POST SCHOOL DESTINATIONS CLASS OF 2024

Post school destinations of our graduating class of 2024 include:



STAFFING

TEACHER ACCREDITATION

Level of accreditation	Number of Teachers
Conditional	1
Provisional	1
Proficient Teacher	11
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

WORKFORCE COMPOSITION

The following table represents the breakdown of staff at the school. APGS did not have any Aboriginal and/or Torres Strait Islander staff in 2024.

Category	School Staff 2024
Teaching Staff	13
Full-time equivalent staff	10
Non-teaching staff	6
Full-time equivalent non-teaching staff	4.2



STUDENT ATTENDANCE

In 2024, an average of eighty-eight per cent of students attended school each school day. This was similar to the daily attendance in 2023.

Year Level	Overall Percentage % attendance for 2024
Year 7	89.6%
Year 8	80.9%
Year 9	85.7%
Year 10	80.2%
Year 11	87%
Year 12	89.6%
Total Average	85.5%

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 our policies section on the school website.

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 emailed to parents to complete and return to Administration by the stated date.

A student's Attendance percentage is also reported the Head of School 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.

POLICIES, PROCEDURES AND GUIDELINES

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

The following policies are publicly available on our website at www.apgs.nsw.edu.au.

- Anti-bullying policy
- Attendance policy
- Discipline policy
- Enrolment policy
- Complaints and Appeals policy
- Reportable Conduct of Staff policy



PARENT SASTISFACTION

STUDENT & PARENT SATISFACTION

Annually we ask parents of our Year 12 cohort to complete an anonymous Parent Satisfaction Survey.

Below indicates the parent results for 2024.

PARENT SATISFACTION SURVEY	% parents who agree		
	2022	2023	2024
You would recommend the school to others	100%	100%	100%
You are positive about the school's direction	100%	100%	100%
Your satisfaction with the school is high	100%	100%	100%
Core curriculum has sufficient depth, breadth & balance	100%	100%	100%
Teaching staff are helpful and approachable	100%	100%	100%
Non-teaching staff are helpful and approachable	100%	100%	100%
Teachers relate well to young people	100%	100%	100%
Teachers provide good roles models to young people	100%	100%	100%
Teachers are dedicated and have a positive attitude	100%	100%	100%
Teacher/student interaction is friendly	100%	100%	100%
Achievement is applauded	100%	100%	100%
Effort is acknowledged	100%	100%	100%
Excellence in all pursuits is encouraged	100%	100%	100%
School environment feels safe and secure	100%	100%	100%
Incidents of bullying are noticed and dealt with	100%	100%	83%
Discipline problems are competently handled	100%	100%	83%
Appreciation of and participation in arts fostered	100%	100%	100%
School tries to bring the best out in each child	100%	100%	100%
School is a happy and caring place	100%	100%	100%
You feel the school is a supportive environment	100%	100%	100%
Your concerns are taken seriously by the school	100%	100%	100%
You can communicate easily with the school	100%	100%	100%
Parent teacher interviews are worth attending	100%	100%	100%
You feel informed about school matters	100%	100%	100%
You feel informed about your child's progress	95%	100%	100%
Your child's qualities are known & appreciated by staff	100%	100%	100%
Your child is nurtured and supported to achieve his/her/their best	100%	100%	83%
Your child is experiencing a range of positive opportunities	100%	100%	100%

We asked parents and students to provide feedback on key aspects of learning and well being at APGS in 2024 and were eager to hear valuable feedback from our parent community:

"Just wanted to update you that I have received an offer from the National Art School! I am so excited to attend and I just wanted to thank you for pushing me towards a place that people could even have the thought to offer me a degree. You have always been a great mentor for me and my schooling and if it is allowed I would love to stay in contact as you have always supported me and believed in me as a student when many didn't, changing my outlook and perspective on my own capabilities."

"Also, we do not think we ever got the opportunity to thank you for allowing our child to study at APGS for his last two years of school. The nurturing environment you provided was exactly what he needed at that point in his life. You have some excellent and caring teachers at APGS, and we will always have fond memories of his time with you."

"We can't thank you enough for everything you've done to help our daughter succeed and graduate from APGS. We really appreciate all the paperwork and hoops you've had to jump through just to get her there."

"My son would not have completed his HSC year if it wasn't for the support & encouragement from Wendy & his teachers. Wendy went above & beyond to keep us informed of his struggles and worked with us to come up with strategies to get him through. Wendy kept the lines of communication well open for us at all times so we always felt informed. The teachers also offered assistance above and beyond what was required to help him get through the work that was required. Overall our experience was a very good one. We could not have foreseen how he was going to react in his final 2 years of school, but the school as a whole supported us through."

"The School Executive were impressively hands-on and available to us as parents. This ethos clearly percolates through the teaching staff affording a truly inclusive and unified parent teacher relationship founded in trust via accessibility. This can only be applauded and encouraged. In a similar vein, we found the communication with parents about student workloads / assessment deadlines, very clear and proactively distributed. Without doubt this helped us manage our communication with our son around school tasks with knowledge and certainty and without the incumbent tribulations of us seeming to mount an "inquisition" just to get to square one!

STAFF SATISFACTION

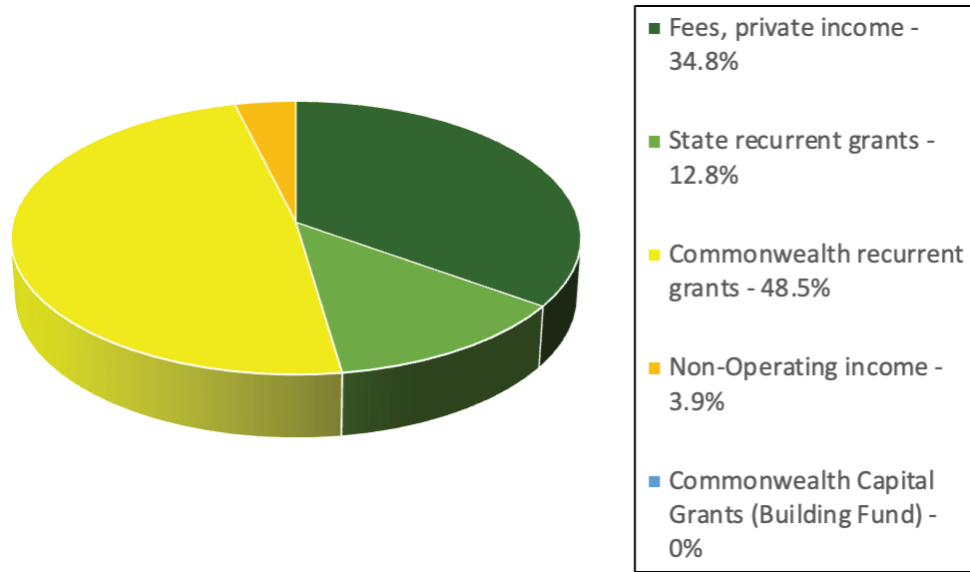
In 2024 we had 1 staff member move onto other teaching opportunities.



FINANCIAL INFORMATION

INCOME

Fees, private income	\$1,765,246.00	34.8%
State recurrent grants	\$648,045.00	12.8%
Commonwealth recurrent grants	\$2,452,738.00	48.5%
Non-Operating Income	\$195,020.00	3.9%
Commonwealth Capital Grant (Building Fund)		0.0%
Total	\$5,061,049.00	



EXPENDITURE

Salaries, allowances etc	\$2,700,095.19	52.1%
Non-salary expenses	\$2,222,921.81	42.9%
Capital Expenditure	\$259,280.00	5.0%
Total	\$5,182,297.00	

