



AUSTRALIAN
PERFORMING ARTS
GRAMMAR SCHOOL

ANNUAL REPORT
2019



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MESSAGE FROM THE PRINCIPAL



The Australian Performing Arts Grammar School brings together young people of creative ability and academic commitment, whilst offering an enriched curriculum which fosters independence, self-esteem, and a sense of commitment to the wider community. Our philosophy revolves around the values of respect, commitment and connection, and our students are encouraged to explore ideas and to expand their skills within a framework of trust and encouragement.

In 2019, we continued our journey to further nurture, empower and challenge our students in their individual and collective pursuits. APGS has witnessed a substantial growth in community members, a continuous injection of highly accomplished educators, closer collaboration with our parents and friends community and an endless list of student successes. A sincere thank you must go to our staff, Ms Wendy Lindeman, Mrs Eunice Chung Lee, academic teachers, performing arts specialists and our parents and friends.

The school board met four times in 2019 with the aim to successfully achieve our priorities for the year. We are pleased to have achieved our key goals across the areas of learning and teaching, facilities, well-being and community engagement and creative engagement.

Our students have been actively involved with many creative pursuits, with many of our students achieving wonderful results.

2019 Student Achievements:

- Sophia Chesworth (Year 12) released her debut EP "Replay". The EP reached Number 1 on the iTunes Country Music Chart and the peaked at Number 3 on the all genre iTunes chart. Sophia celebrated the release this weekend with an album launch at The Royal Oak Balmain. Sophia performed at the Sydney Royal Easter Show in April.
- Thomas Barrett (Year 12) and Griffin Potter (Year 11) performed in their band Dysfunction in the City of Ryde's Battle of the Bands and won People's Choice. Dysfunction released their EP "In Circles" and opened for the DZ Deathrays in March at their concert in Dee Why.
- Oliver Cuthbert (Year 11) appeared on The Voice, Oliver was successful in his blind audition and joined Boy George's team on the show. Oliver was featured in Who Magazine and appeared on the Today Show where he spoke about his audition and his time on The Voice.
- Oliver Cuthbert (Year 11) released an EP "Oh Lover," the EP also featured APGS students Amara Bucknall (Year 10) on vocals and Harry Walker (Year 10) on guitar, piano, and bass.
- Ellacoco Hammer-Mclver (Year 8) was cast in the New Theatre production of Little Miss Sunshine which opened in November to rave reviews.
- Sophie Stamoulos (Year 9) competed in dance choreography competition "Grounded Battle of the Arts" in the NXT GEN division. She was awarded the People's Choice award for her original choreography.
- Freeman Leauanae (Year 7) and Raein Leauanae (Year 8) and their sibling pop group Kids of Leo were featured contestants on the Nickelodeon show America's Most Musical Family, they performed on The Morning Show and Studio 10 to promote the show. They also performed with

acclaimed American singer song writer Swae Lee at a live show at the Enmore Theatre.

- Byron Wolfe (Year 7) was cast as young James Packer in the Belvoir Theatre's production of Packer & Sons. The show opened mid-November and extended its season run by popular demand.
- Bethany Rodriguez (Year 7) was cast in School of Rock The Musical and performed in the run of the musicals sold out shows at the Capitol Theatre Sydney. The show received an overwhelmingly positive critical reception.
- Jack Riley (Year 10) continued to appear on popular children's show Drop Dead Weird, the show was nominated for two awards at AACTA awards including Best Children's Show.
- Alexander Laycock (Year 9) was cast in a lead role in the Marian Street Theatre for Young People's production of The Lion the Witch and the Wardrobe
- Laura Banning and Lola Bond (Year 12) were both nominated for OnStage for their outstanding HSC Individual Performances for Drama
- Lola Bond (Year 12) was nominated for Callback for her outstanding HSC Dance project.
- leisha Acampora and Lola Bond (Year 12) were both nominated and selected for ArtExpress for their HSC Visual Arts major works. leisha's work was displayed at the Amory Gallery and Lola's was displayed at the Art Gallery of New South Wales.
- Lola Bond (Year 12) received the \$30,000 award of Excellence Scholarship at QUT (Queensland University of Technology). This award acknowledges outstanding achievement in the Creative Industries.

Since founding APGS in 2005, it has been an honour and a privilege to serve as Principal and to witness how incredibly far we have come together as one school community. APGS was established to fill an undeniable need in Australia for enriched and specialised schooling, catering especially to creatively minded and talented students dedicated to their artform. It has therefore been a joy to see our students, both past and present, develop and mature over time to become young artists and professionals making a difference in the world.

None of this would be possible if not for the expert care and professionalism of our staff. Although smaller in number than more traditional schools, we have gained more effective outcomes with the support of passionate educators who share the vision of APGS and understand the intricacies of engaging creative minds. I would also like to thank the Board, the executive committee, the incredible Parents Liaisons Committee who champion our cause on the front line and to all of our parents who have placed belief in APGS and remain the strongest supporters of our students.

Professor Kyunghee Lee
Principal

MESSAGE FROM THE PLC

The APGS PLC is made up of parent representatives from each year group, with an executive committee elected from those representatives. Its purpose is to support the school in key events, pursuing fundraising opportunities for enhancement of the school and its objectives, and to organise social gatherings to foster the school community. This year was a busy and successful one as the PLC sought to expand ways in which to do all this.

We ushered in the new school year with the popular Welcome Breakfast for Parents in Term 1 and ended it with the well-attended Welcome Morning Tea for the parents of Year 7, 2019 students attending their orientation morning. The PLC also caters for the four showcases throughout the year, providing a selection of refreshments, as well as co-ordinating the student dinners in June and November. We also fund raise through silent auctions and raffles at the showcases with exciting prizes like theatre, movie, concert, cabaret and dance tickets, pilates classes, hairstyling and beauty vouchers, photography portrait packages, talent agency representation, and much more. Thank you to all our generous donors who provided goods and services to auction, and to everyone who bid on them.

An exciting new fundraising initiative this year was the extremely popular professional head shot days at the end of Term 2 in June. This gave students the opportunity to have very affordable professional headshots taken, with the option of professional hair and make up as well. Enormous thanks to the team of Alison Laird photographer, Michele Armstrong hair stylist and Ross Fairhurst make up artist who donated their time and expertise.

Other PLC services to the school throughout the year included running the clothing pool sale morning each term, enabling parents to buy uniform items at discount prices and recycle clothing instead of going to landfill. The PLC also provided complimentary drinks and canapes for the Art Exhibition in August, and took receipt of another donation of library books from Newtown Performing Arts High School, as part of a growing relationship between our schools. This year the PLC is producing the inaugural APGS Yearbook, a professionally printed volume recording the students' amazing achievements in 2019.

Due to these fundraising efforts the PLC paid off the large furniture order placed; a new set of instruments, drum kit and amplifier for a new music room; stage

boxes and more stage flats for the drama department; and helped subsidise the Year 12 Valedictorian dinner. All this would be not be possible without the support of the school community for which the PLC is immensely grateful. Biggest thanks of all goes to the incredibly generous and hard working members of the PLC who make our functions possible, in particular Year 12 parent Michelle Clarkin who we farewell after years as PLC Secretary, co-ordinator of the 2019 graduation dinner and yearbook designer.

Alexa Watt
PLC President



MESSAGE FROM THE SRC

The student leaders of Australian Performing Arts Grammar School always strive to ensure the voices of students, from all year groups, are heard and through their leadership they consistently find ways to nurture our inclusive community.

The Student Representative Council (SRC) meet fortnightly with the School Captain, Vice Captain and the Social Justice Captain to discuss students queries, concerns, and ideas; together we develop initiatives for student activities, events, and performances. School assemblies are led by the Captains and actively involve all students to participate and also take leadership roles. We also organise and promote many, fundraising activities for the students to both enjoy and to give to others.

The student leaders of APGS communicate with teachers frequently during meetings and the organisation of these events. The House Captains

run house meetings to share the team spirit within each collective team. Events and activities run by both the SRC and House Captains build the team spirit of the school, which strengthens the bond between students in different year groups. What makes APGS unique is our strength in the Performing Arts and the leaders devise activities and events so that the whole school can participate and foster a sense of team spirit.

The senior students also take responsibility in mentoring and leading the younger students during their Performing Arts classes. Having experienced different leadership roles in the past, I have learnt that the student leaders of APGS take their responsibilities seriously, ensure every voice is heard and seek to be role models for younger students and their peers.

Skye Park - Year 12
House Captain and SRC



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 enrollment to students from all across 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 perusing 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 2019 it had 124 students. We are proud to have a diverse student body which includes roughly 4% Aboriginal or Torres Strait Islander students and 4% overseas 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	2019
School sector	Non-government
Year range	7 – 12
Total enrolments	124
Girls	81
Boys	43
Indigenous students	5
Students with Disabilities	0
Overseas students	5
Teaching staff	11
Specialist staff	14
Non-Teaching staff	4

STUDENT PERFORMANCE

NAPLAN TESTING– YEARS 7 & 9

In 2019 APGS had 15 Year 7 students and 20 Year 9 students who participated in NAPLAN testing. Our NAPLAN results were in line with or above the national average most testing areas in 2019.

Year 7	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy	Average
APGS Average	7	7	7	7	7	7
National Average	7	6	7	7	7	6.8

Year 9	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy	Average
APGS Average	8.6	7.7	7.9	8.1	8.3	8.12
National Average	7.9	7.4	8	7.8	8.2	7.86

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2019, 17 students completed Year 10 in accordance with the requirements for the Record of School Achievement (RoSA).

We had one student who required the issuance of a RoSA as he left to pursue vocational training.

SENIOR SECONDARY OUTCOMES

In 2019, 93% of our Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of students
2019	HSC	93%
2019	VET	0

THE HIGHER SCHOOL CERTIFICATE [HSC]

In 2019 15 students sat for the NSW Higher School Certificate in 9 courses.

100% of HSC Music 1 students achieved a Band 5 or Band 6.
75% of HSC Visual Arts students achieved a Band 5 or Band 6.
75% of HSC Dance students achieved a Band 5 or Band 6.

A summary of Mean Scores is detailed below:

			Performance achievement by number and percentage	
Subject	Year	No. of students	Band 6 - 4	Band 3 - 1
Biology	2019	2	School: 2 (100%) State: (60.43%)	School: 0 (0%) State: (39.57%)
	2018	3	School: 3 (100%) State: (70.21%)	School: 0 (0%) State: (29.79%)
	2017	1	School: 0 (0%) State: (68.72%)	School: 1 (100%) State: (31.28%)
Business Studies	2019	3	School: 2 (66.67%) State: (62.09%)	School: 0 (33.33%) State: (37.91%)
	2018	7	School: 4 (57.14%) State: (65.09%)	School: 3 (42.86%) State: (34.91%)
	2017	8	School: 5 (62.5%) State: (65.61%)	School: 3 (37.5%) State: (34.39%)
Dance	2019	5	School: 5 (100%) State: (82.45%)	School: 0 (0%) State: (17.55%)
	2018	2	School: 2 (100%) State: (85.78%)	School: 0 (0%) State: (14.22%)
	2017	8	School: 8 (100%) State: (81.84%)	School: 0 (0%) State: (18.16%)
Drama	2019	13	School: 13 (100%) State: (84.17%)	School: 0 (0%) State: (15.83%)
	2018	8	School: 8 (100%) State: (82.19%)	School: 0 (0%) State: (17.81%)
	2017	13	School: 9 (69.23%) State: (83.99%)	School: 4 (30.77%) State: (16.01%)
English Advanced	2019	9	School: 9 (100%) State: (91.94%)	School: 0 (0%) State: (8.06%)
	2018	3	School: 3 (100%) State: (90.51%)	School: 0 (0%) State: (9.49%)
	2017	6	School: 5 (83.33%) State: (91.84%)	School: 1 (16.67%) State: (8.16%)
English Standard	2019	6	School: 4 (66.67%) State: (52.1%)	School: 2 (33.33%) State: (47.9%)
	2018	7	School: 2 (28.57%) State: (50.56%)	School: 5 (71.43%) State: (49.44%)
	2017	11	School: 6 (54.54%) State: (55.15%)	School: 5 (45.46%) State: (44.85%)
Mathematics	2019	3	School: 0 (0%) State: (78.55%)	School: 3 (100%) State: (21.45%)
	2018	--		
	2017	3	School: 2 (66.67%) State: (75.23%)	School: 1 (33.33%) State: (24.77%)
Mathematics Standard 2 (2019) / General 2 (2017-2018)	2019	5	School: 3 (60%) State: (56.68%)	School: 2 (20%) State: (43.32%)
	2018	5	School: 2 (40%) State: (53.13%)	School: 3 (60%) State: (46.87%)
	2017	4	School: 4 (100%) State: (50.7%)	School: 0 (0%) State: (49.3%)
Modern History	2019	2	School: 2 (100%) State: (66.57%)	School: 0 (0%) State: (33.43%)
	2018	2	School: 1 (50%) State: (71.58%)	School: 1 (50%) State: (28.42%)
	2017	--		
Music 1	2019	8	School: 8 (100%) State: (91%)	School: 0 (0%) State: (9%)
	2018	8	School: 8 (100%) State: (90.29%)	School: 0 (0%) State: (9.71%)
	2017	9	School: 9 (100%) State: (89.77%)	School: 0 (0%) State: (10.23%)
Visual Arts	2019	8	School: 8 (100%) State: (89.95%)	School: 0 (0%) State: (10.05%)
	2018	3	School: 2 (66.67%) State: (91.85%)	School: 1 (33%) State: (8.15%)
	2017	11	School: 9 (81.82%) State: (90.29%)	School: 2 (18.18) State: (9.71%)
Subject	Year	No. of students	Band E4 & E3	Band E2 & E1
English Extension 1	2019	4	School: 4 (100%) State: (94.16%)	School: 0 (0%) State: (5.84%)
	2018	--		
	2017	--		
English Extension 2	2019	3	School: 3 (100%) State: (80.16%)	School: 0 (0%) State: (19.84%)
	2018	--		
	2017	--		
Mathematics Extension 1	2019	1	School: 0 (0%) State: (80.26%)	School: 1 (100%) State: (19.74%)
	2018	--		
	2017	--		

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 shortlist 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
2019 Briefings by NESAs: Renewal of registration/accreditation and TAA approval in 2020	1
2019 Creating a Community of Empowerment	1

Curriculum	No of staff participating
TSA – Designing quality lessons	1
TSA – Coaching for classroom change	1
TSA – Evaluating learning, improving teaching	1
TSA – Implementing quality lessons	1
TSA – Planning lessons sequences	1
TSA – Reflecting on standards	1
TSA – Understanding quality teaching	1
MoneySmart Maths Primary and Secondary	1
MoneySmart HASS Primary and Secondary	1
Teaching Indigenous students about money (Knowing Growing Showing)	1
Teaching Young adults about money (Be MoneySmart)	1
Financial Literacy 101-A	1
Building Your Confidence in Excel (Intermediate)	1
Introduction to Embroidery for Fashion & Textiles	1
Video and Film in Practice	1
2019 Beyond the Keys: Exploring the 4C’s in Music Education	1
2019 Inspiring Globally Aware Geographers – Future Focused Agents of Change	1
HSC Marking Training	1
Clickview Training	11
Teaching Stage 6 PDHPE	1

Well Being	No of staff participating
Behaviour management with high school focus (online)	1
eSafety Commissioner – Supporting student digital wellbeing	1
2019 Obligations in Identifying and Responding to Children and Young People at Risk – Online Module	11
Mandatory Child Protection Training 2019	3

Accreditation	No of staff participating
Pedagogy in Practice: Maintenance of Accreditation	1
Understanding Higher Level Accreditation	1
Anaphylaxis e-learning (APTSs)	1
HLTAID003 Provide First Aid	4

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 2019.

Category	School Staff 2019
Teaching Staff	11
Full-time equivalent staff	9.05
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.8
Casual Specialist teaching staff	14

STUDENT ATTENDANCE AND RETENTION

Year Level	Overall Percentage % attendance for 2018	Overall Percentage % attendance for 2018
Year 7	91.12	95.55
Year 8	92.04	88.47
Year 9	89.14	92.12
Year 10	91.54	81.64
Year 11	92.04	89.83
Year 12	91.17	93.42
Total Average	91.17	90.17

Ninety per cent of students attended school on average each school day in 2019. This was similar to the daily attendance in 2018.

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 2017	Students attending APGS at the end of the Year 10 remaining at the completion of Year 12 in 2019	Year 12 total enrolment 2019	Apparent retention rate	Actual retention rate
22	11	15	68.18%	50%

POST SCHOOL DESTINATIONS CLASS OF 2019

Post school destinations of our graduating class of 2019 include Queensland University of Technology, the Conservatorium of Music, ED5 International, Screenwise Australia and Billy Blue College of Design and Macquarie University.

One student was awarded the QUT Excellence scholarship (Elite Visual and Performing Arts) valued at \$30,000. The award of an Excellence Scholarship acknowledges outstanding achievement in the creative industries; it is awarded to the top two candidates from the audition process which involved over 500 candidates from across Australia.



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.

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.

APEALS

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

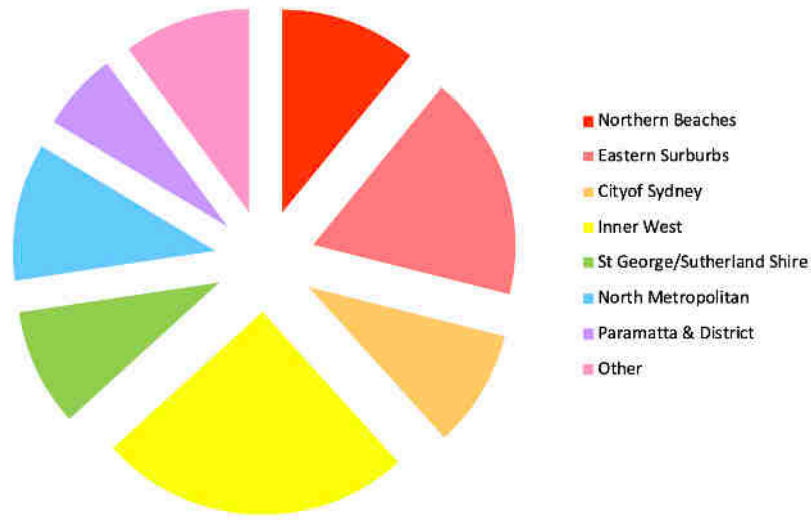
All enrolment procedures and practices comply with the various state and federal anti-discrimination laws including National Codes 2007 and ESOS Framework. Students should check the Anti-Bulling Policy for further information on requirements. All Overseas Student applications must be submitted with supporting 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	2019 Statistics
Northern Beaches	10.94%
Eastern Suburbs	17.97%
City of Sydney	9.37%
Inner West	25%
St George/Sutherland Shire	9.37%
North Metropolitan	10.49%
Parramatta & District	6.25%
Liverpool & Fairfield	<1%
Other	10.16%



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 behavioral 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.

In 2019, the policy was revised to include a new category of disciplinary measures. Warnings were introduced in 2019 to be issued for infringements related to academic application (eg homework not completed), behaviour (eg disruptive or inattentive behaviour in class), uniform (eg breaching the uniform code), or late arrival to school.

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

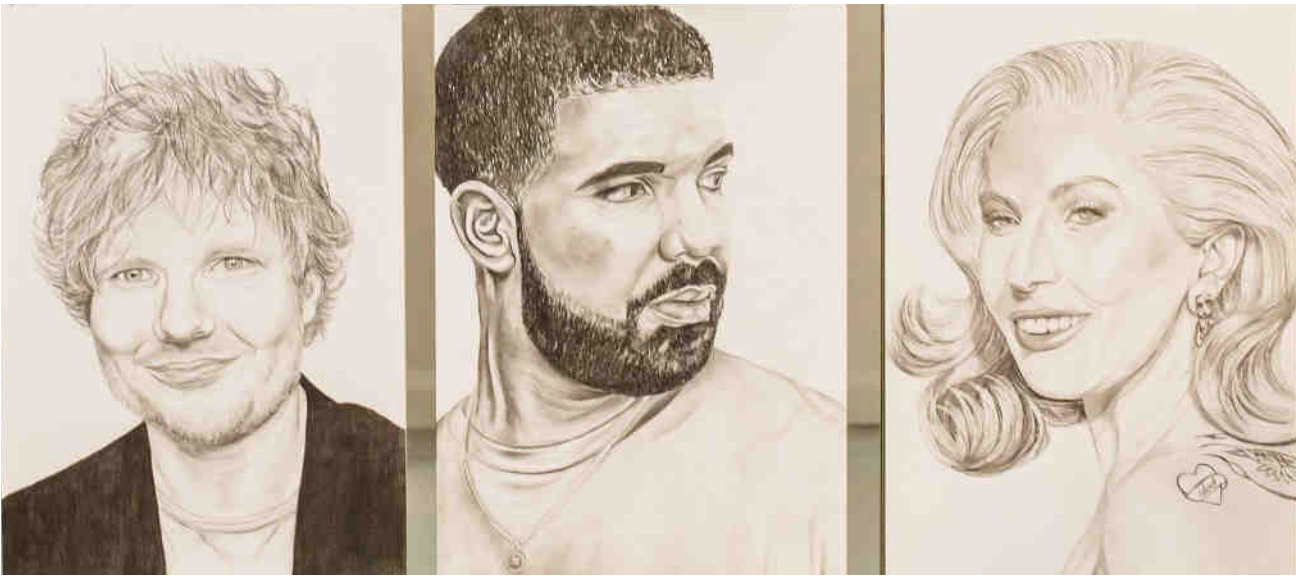
Priorities	BRIEF REPORT DEC 2019
<ul style="list-style-type: none">Further develop teaching and learning strategies to support diverse learners with a focus on curriculum differentiation in all subject areas	Achieved
<ul style="list-style-type: none">Continue to enhance the four creative arts subjects (electives) of Music, Dance, Drama and Visual Arts and to create pathways into further tertiary studies	Achieved
<ul style="list-style-type: none">To continue to offer a broad range of elective choices, including EVET, TAFE, languages, acceleration and HSC pathways.	Ongoing
<ul style="list-style-type: none">Develop further learning opportunities to expand and deepen curriculum understanding outside the classroom	Ongoing
<ul style="list-style-type: none">Exposure to broader career opportunities for our senior students	Achieved
<ul style="list-style-type: none">Enhance classroom learning through the integration of technology platforms	Achieved
<ul style="list-style-type: none">Explore more academic avenues such as competitions, clubs, extension classes, etc.	Ongoing

FACILITIES

PRIORITIES	BRIEF REPORT DEC 2019
<ul style="list-style-type: none">Expand on our performing arts resources as the need for more equipment increases as enrolment accelerates	Achieved
<ul style="list-style-type: none">Establish a new senior learning area for the purposes of quiet study	Achieved
<ul style="list-style-type: none">Establish a new multi-purpose classroom for use in academic and creative lessons	Achieved

QUALITY OF STAFF

PRIORITIES	BRIEF REPORT DEC 2019
<ul style="list-style-type: none">Employ highly experienced staff who have significant knowledge and expertise in exploring student led and differentiated learning	Achieved
<ul style="list-style-type: none">Maintenance of all teachers 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



WELL BEING & COMMUNITY ENGAGEMENT

PRIORITIES	BRIEF REPORT DEC 2019
<ul style="list-style-type: none">An opportunity for students to engage in community service	Ongoing
<ul style="list-style-type: none">Explore avenues to connect with like-minded institutions abroad for an exchange program	Achieved
<ul style="list-style-type: none">Build connections with creative like-minded institutions to provide students with a greater range of co-curricular opportunities outside of school	Achieved
<ul style="list-style-type: none">Nurturing the strong link between the school and our parents, and the wider community	Achieved
<ul style="list-style-type: none">Further celebrate the achievements and successes of our student community	Achieved

PRIORITIES FOR 2020

LEARNING AND TEACHING

- Explore opportunities for students to participate in character building and peer support through school camps
- Maintain an intimate learning environment and focus on the quality of teaching – with higher involvement with parents
- Mandatory use of ePAL (online school portal) and school emails for effective communication
- Streaming classes in English, Mathematics and Science to enhance academic learning in Stage 5
- Continue to maintain close contact with parents and carers regarding academic matters

FACILITIES

- Expand on learning resources for the Music, Science and Drama Department
- Continuous up keep of the school building, interiors and facilities
- Upgrades to the Main Hall including new curtain, sound system and air conditioning
- Provide teachers access to online teaching resources including ClickView and Digital Theatre plus
- Explore a more effective student portal system to increase engagement and encourage more immediate and direct communication between educators and students
- Timetabling rooms more effectively to suit class sizes and subject area
- Improve sound acoustics in the Science room
- Engage with our affiliated tertiary institution to provide students access to advanced technologies and resources in Music, Dance and Drama
- Increase learning spaces to accommodate 9 academic classes

QUALITY OF STAFF

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

WELL BEING & COMMUNITY ENGAGEMENT

- An opportunity for students to engage in community service
- Build connections with creative like-minded institutions to provide students with a greater range of co-curricular opportunities outside of school
- Nurturing the strong link between the school and our parents, and the 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 as high expectations of courtesy, conduct and behaviour and respect and responsibility forms the foundation of student management.

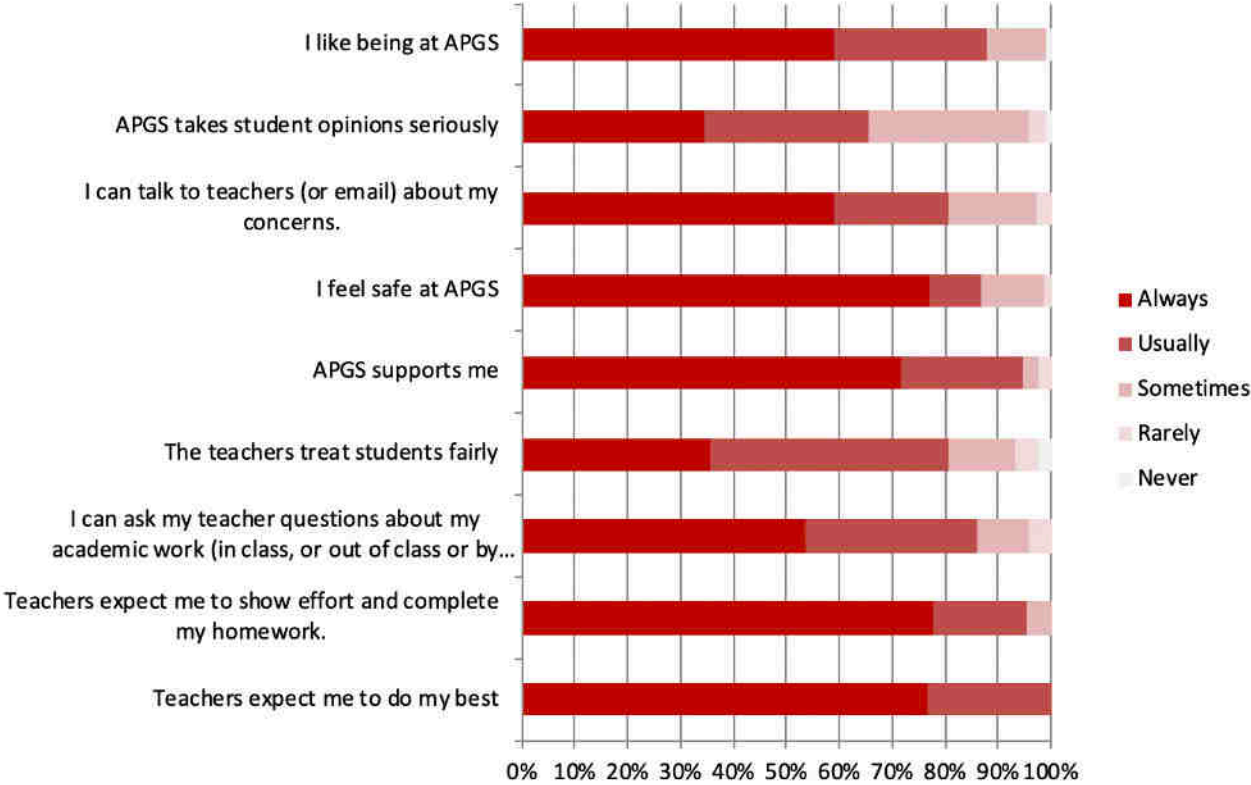
It is the responsibility of all members of our school community to know, understand and apply the following Student Code of Conduct.

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 putdowns! 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, tobacco, drugs, banned items or weapons of any type to school.

SATISFACTION

STUDENT SATISFACTION



PARENT SATISFACTION

Parents with students from Year 7 through to Year 11 participated in a survey to provide the school with valuable feedback. We thoroughly encourage and promote to parents the importance of communication. Direct quotes from the survey can be found in the appendix. The choices in the survey were; Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree. Results can be found below:

QUESTIONS	Parents who answered either "Agree or Strongly Agree"
Teachers at this school expect my child to do his or her best (complete homework, give effort and commitment)	97.30%
Teachers are available for my child to ask questions or discuss concerns (in person, by email etc)	89.19%
APGS treats students fairly	97.30%
APGS maintains its facilities and campus well	94.59%
My child feels safe at APGS	97.30%
I can contact my child's teachers and the school about any concerns or with questions and teachers communicate with me through email, reports and phone calls	86.49%
Student behaviour is well managed at APGS	70.27%
My child likes being at APGS	100.00%
APGS takes parents opinions seriously	78.38%

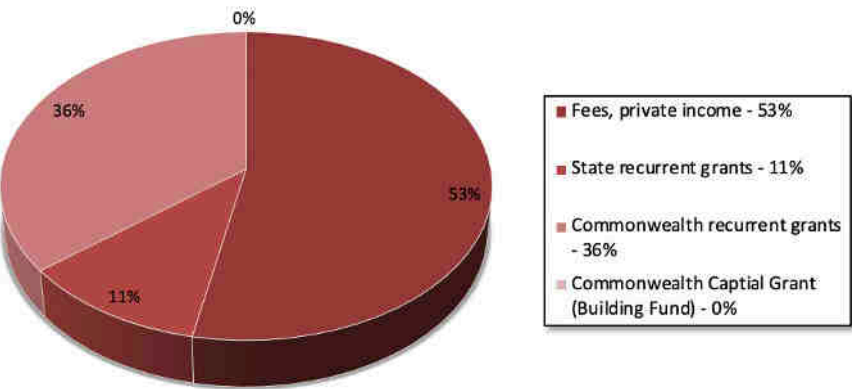
STAFF SATISFACTION

In 2019 we had 11 staff members in our teaching Faculty. We had two staff members retire at the end of the year.

FINANCES

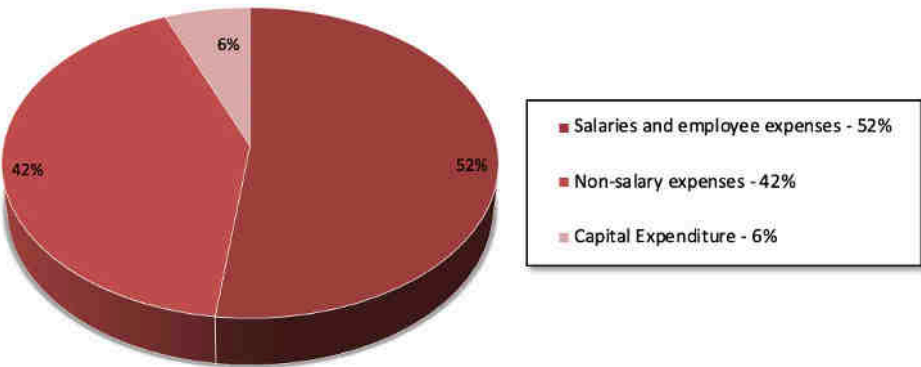
INCOME

Fees, private income	\$1,658,729	53%
State recurrent grants	\$348,744	11%
Commonwealth recurrent grants	\$1,113,460	36%
Commonwealth Captial Grant (Building Fund)	\$0	0%
Total	\$3,120,933	



EXPENDITURE

Salaries, allowances etc	\$1,503,830	52%
Non-salary expenses	\$1,208,368	42%
Capital Expenditure	\$178,965	6%
Total	\$2,891,163	



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.

PARENT QUOTES FROM THE 2019 SURVEY

"APGS is an amazing environment for students to unleash their creativity and find their true selves uninhibited. ATAR is taken seriously as the message is clear that a creative brain needs to be managed by a business brain."

"My child feels safe, happy, self-esteem building, she loves creativity but yes struggles academically - she is well rounded as a result of the small holistic environment she is in - for that I am forever grateful."

"Since my daughter has attended this school we have a new confident, happy, motivated daughter in our house This school has sure made her feel like she can finally be accepted for who she is and what she loves So Thankyou"

"My daughter moved from a Catholic School to focus on her musical side. She absolutely loves this school and we are very happy to have found a school that caters to her talents and pushes her academically also. Would highly recommend APGS for any child's educational development needs."

"My daughter loves every minute of being at APGS; she has gained so much confidence over the last 4 year"

