



AUSTRALIAN
PERFORMING ARTS
GRAMMAR SCHOOL

ANNUAL REPORT
2023



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MESSAGE FROM THE BOARD

The Board is pleased to report that the total enrolment at APGS has stabilised over the last 36 months, and that the attrition rate from Year 12 has fallen accordingly. Both these trends are very pleasing to note, especially given the very dynamic and competitive operating environment.

The Board also notes that the enrolment in junior secondary (Years 7 and 8) is lower than desired to continue growth which is a significant challenge. APGS is fully aware of this challenge and the website and marketing are targeted accordingly. This includes advertorial, social media, the independent schools guide, google advertising and much more.

Data from destination surveys of Year 12 cohorts are a key asset in the marketing process by demonstrating that the development opportunities at APGS prepare students for a broad range of destinations. Students graduating from APGS in 2023 have gained entry to a range of creative and performing arts courses including the Academy of Music and Performing Arts. Students have also gained entry to academic studies at Macquarie University, Sydney and Armidale Universities, Sydney Conservatorium of Music, and University of Technology.

Building on a number of student welfare centred approaches developed over the recent years, APGS staff provide a very caring and nurturing environment for adolescent students. The school's commitment to timely liaison and support provided to parents is also greatly appreciated and recognises that education is a shared enterprise of the student, the home and the school. Within the broader community, student performance opportunities both in and outside the school are a key aspect of school life.

The Board thanks the teachers and school leadership team for their care of students and the excellent teaching and encouragement that is shown in the academic results being achieved. Our NAPLAN results are above average and the strong HSC results are very pleasing and reflect the dedication and expertise of our teachers. Compared with the previous year, the 2023 HSC results showed an increase in Band 5 achievements for Drama and Dance and an increase in Band 6 achievements for Music.

I also thank the Board Members sincerely for their time and commitment to APGS and the well-considered ideas and professional insights which they bring to our meetings.

Noel Cislowski AM
Chairman, APGS Board





MESSAGE FROM THE PLC

As we reflect on the past year at APGS PLC, we are overwhelmed with gratitude for the incredible journey we've shared together. 2023 marked a series of significant firsts for us all - from our children's first steps into high school, to our inaugural roles in senior positions within the PLC, including the successful management of dual responsibilities. It was a year of growth, learning, and unforgettable experiences.

Throughout the year, the PLC embarked on a range of innovative fundraising initiatives aimed at enriching the educational experience of our students. From the whimsical charm of Crazy Socks Day and Wacky Wednesday Food Day to the exclusive merchandise offered at the end-of-year showcase, we explored creative avenues to support our school's needs. These endeavors not only raised crucial funds but also fostered a stronger sense of community spirit and joyous camaraderie among us all.

Our commitment extended beyond fundraising, as we enthusiastically participated in catering for numerous showcases. These efforts not only proved

successful in generating funds but also strengthened our bonds with each other and provided moments of shared laughter and enjoyment.

We were honored to host morning teas for the parents of incoming Year 7 students during orientation days, extending a warm welcome and building connections that will continue to enrich our school community.

Throughout the year, our fundraising events, including the Easter raffle, Father's Day raffle, and second-hand uniform and book sales, were met with tremendous support from our community. Special thanks are due to Il Caffe, Ere Perez, Bakers Delight Glebe, and Michele and Ross for their generous contributions and unwavering support. We are deeply grateful to all volunteers who dedicated their time and energy to the success of these events.

A heartfelt thank you to our esteemed Heads of School, Eunice Chung Lee and Wendy Lindeman, for their invaluable support and guidance throughout the year.

Thanks to our collective efforts, we were able to contribute \$4,455 towards new keyboards for the music rooms, enhancing the learning environment for our students.

As we look ahead to the coming year, we are filled with excitement and anticipation for the possibilities it holds. With your continued support and collaboration, we are confident that we will achieve even greater success and create lasting memories together. Here's to another year of shared accomplishments, growth, and joy at APGS PLC.

Liana Rigon, Brenda Briand,
Valerie Marteau & Vesna Dukoska
APGS PLC Committee



MESSAGE FROM THE SRC

The student leadership team of Australian Performing Arts Grammar School prides themselves on creating supportive environments for all students to allow them to feel heard and included within their school community.

The APGS Student Representative Council (SRC) where all year group representatives meet weekly with the School captains as well as our Vice captain to discuss students' ideas, concerns and thoughts, then together we develop these ideas into events for the school such as fundraisers, assemblies, performances and carnivals.

The Year 12 student leadership team comprised of the School and Vice Captains aswell as the House Captains and our Community Captains all come together weekly to research and organise

fundraisers such as “pajama day” and “the push up challenge” as we are dedicated to educating and uplifting our students to be as involved in their community by supporting meaningful organisations. We also meet to discuss house events such as our annual swimming carnival, year 7-9 dances and our termly house days comprised of film making, dodgeball, sing offs and drama games.

The senior councils are important role models for our younger students as they take on mentoring roles though both SRC, Performing arts classes and our Peer tutoring system where younger grades can be buddied up with a senior and either have tutoring lessons inside or outside the classroom. The Student leadership team pride ourselves on building strong student

to student connections and bringing together all students of APGS aswell as giving all students a voice and allow them to feel heard and valued within their school community. The senior group strive to create a positive and supportive environment for all students and will continue to strive to achieve this goal throughout 2024.

Elise Slowgrove
School Captian, SRC leader



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 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 2023 it had 144 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.

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	2023
School sector	Non-government
Year range	7 – 12
Total enrolments	144
Girls	91
Boys	50
Non-binary	3
Indigenous students	6
Student attendance rate	88.25%
Students with Disabilities	49
Teaching staff	11
Non-Teaching staff	4

STUDENT PERFORMANCE

NAPLAN TESTING– YEARS 7 & 9

In 2023, 17 Year 7 students and 17 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 2023										
	Reading	AVG	Writing	AVG	Spelling	AVG	Grammar & Punctuation	AVG	Numeracy	AVG
Exceeding	44%	20%	12%	14%	20%	21%	25%	13%	12%	12%
Strong	50%	49%	82%	47%	67%	51%	63%	50%	70%	54%
Developing	0%	21%	0%	25%	7%	18%	6%	24%	12%	22%
Add support	6%	9%	6%	11%	7%	8%	6%	10%	6%	9%

YEAR 9 2023										
	Reading	AVG	Writing	AVG	Spelling	AVG	Grammar & Punctuation	AVG	Numeracy	AVG
Exceeding	36%	17%	27%	17%	47%	18%	30%	13%	6%	9%
Strong	64%	46%	53%	40%	53%	53%	65%	42%	81%	54%
Developing	0%	25%	20%	28%	0%	19%	5%	30%	13%	24%
Add support	0%	10%	0%	12%	0%	8%	0%	13%	0%	10%

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2023, 29 students completed Year 10 in accordance with the requirements for the Record of School Achievement (RoSA).

SENIOR SECONDARY OUTCOMES

In 2023, 100% of our Year 12 cohort achieved the HSC.

Year 12	Qualification/Certificate	Percentage of students
2023	HSC	100%
2023	VET	0%

THE HIGHER SCHOOL CERTIFICATE [HSC]

In 2023, 23 students sat for the NSW Higher School Certificate in 16 courses.

- 81% of HSC Music 1 students achieved in the top 2 Bands
- 89% of HSC Dance students achieved in the top 2 Bands
- 80% of HSC Visual Arts students achieved in the top 2 Bands
- 83% of English Advanced Students achieved in the top 3 Bands
- 100% of Design and Technology Students achieved in the top 2 Bands
- 100% of Spanish Continuers student achieved in the top 2 Bands

We received the following nominations in 2023:

HSC Dance – CALLBACK NOMINATIONS

Major Study Performance

Lara Vasam Young

Charlotte Dietiker

Natalia Flores

Core Composition

Lara Vasam Young

Indra Suardana

Core Performance

Lara Vasam Young

Indra Suardana

Charlotte Dietiker

Natalia Flores

Isaia Ta’ale

Taneisha King

HSC Drama – ONSTAGE NOMINATIONS

Individual Performance - Ellacoco Hammer-Mclver

Individual Projects - June Reeve

HSC MUSIC – ENCORE NOMINATIONS

Performance

Stephanie Calia

Ellacoco Hammer-Mclver

Chlore Maramara

Harrison Ratner

A summary of Mean Scores is detailed below:

			Performance achievement by number and percentage	
Subject	Year	No. of students	Band 6 - 3	Band 2 - 1
Business Studies	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%)
	2021	9	School: 5 (55.55%) State: (66.49%)	School: 4 (44.44%) State: (33.51%)
Dance	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%)
	2021	4	School: 4 (100%) State: (85.28%)	School: 0 (0%) State: (14.72%)
Design and Technology	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	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%)
	2021	12	School: 12 (100%) State: (82.74%)	School: 0 (0%) State: (17.26%)
English Advanced	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%)
	2021	9	School: 9 (100%) State: (93.88%)	School: 0 (0%) State: (6.12%)
English Standard	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%)
	2021	4	School: 3 (75%) State: (57.82%)	School: 1 (25%) State: (42.18%)
Mathematics Standard 2	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%)
	2021	2	School: 0 (0%) State: (51.3%)	School: 2 (100%) State: (48.7%)
Music 1	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%)
	2021	5	School: 5 (100%) State: (89.45%)	School: 0 (0%) State: (10.55%)
PDHPE	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%)
	2021	6	School: 4 (71.42%) State: (60.34%)	School: 2 (28.57%) State: (39.66%)
Visual Arts	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%)
	2021	4	School: 4 (100%) State: (80.69%)	School: 0 (0%) State: (19.31%)
English Extension 1	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%)
	2021	6	School: 3 (50%) State: (93.93%)	School: 3 (50%) State: (6.07%)
English Extension 2	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%)
	2021	6	School: 5 (83.33%) State: (84.32%)	School: 1 (16.67%) State: (15.68%)

COURSE	STUDENTS
Business Studies	10
Dance	9
Design and Technology	3
Drama	17
English Advanced	12
English Extension 1	6
English Extension 2	5
English Standard	11
Mathematics Standard	7
Music 1	16
PDHPE	11
Visual Arts	10

POST SCHOOL DESTINATIONS CLASS OF 2023

Post school destinations of our graduating class of 2023 include:



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

Curriculum	No of Staff Participating
Planning and Programming for the New Mathematics 7-10 Syllabus	6
Introduction to Academic Support and Extension	1
Working with Shakespearean Text in Rehearsal and Performance	1
Decolonising Shakespeare	1
Strategies to Safeguard Assessment Authenticity	1
HSC Marker Training	1
HSC practical marking teacher support pack: Design and Technology	1

Wellbeing	No of Staff Participating
Youth Mental Health First Aid Training (YMHFA)	1
Embedding and Enhancing Whole-School Approaches to Wellbeing Secondary Webinar	1
Identifying and Responding to Children and Young People At Risk - Self-paced Learning Experience	13

TEACHER ACCREDITATION

Level of accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	7
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0



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



SCHOOL DETERMINED IMPROVEMENT TARGETS

LEARNING AND TEACHING

Priorities	BRIEF REPORT DEC 2023
<ul style="list-style-type: none">Aim to support students who require differentiation and adjustments to achieve their potential academically through the implementation of a learning support teacher.	Ongoing
<ul style="list-style-type: none">Develop learning support and extension for our student demographic.	Ongoing
<ul style="list-style-type: none">Individual Learning Plans – for all students requiring adjustments.	Achieved
<ul style="list-style-type: none">Provide extension opportunities for students in every (Year 7-10) subject to propel academically capable students to achieve excellence.	Achieved
<ul style="list-style-type: none">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.	Achieved
<ul style="list-style-type: none">Whole school literacy enhancement to be implemented in other subjects	Ongoing

FACILITIES

PRIORITIES	BRIEF REPORT DEC 2023
<ul style="list-style-type: none">Provide planned opportunities for staff to develop innovative instructional design appropriate for a digital society.	Achieved
<ul style="list-style-type: none">Provide students access to educational databases and libraries	Achieved
<ul style="list-style-type: none">Enhance the common areas of the school grounds at various access points	Ongoing
<ul style="list-style-type: none">Enhance the use of technologies and ICT facilities in learning spaces to further compliment differentiated learning	Achieved
<ul style="list-style-type: none">Introduce charging stations as part of the ICT facilities at the school	Achieved
<ul style="list-style-type: none">Upgrade the computer laboratory with the latest devices	



QUALITY OF STAFF

PRIORITIES	BRIEF REPORT DEC 2023
<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 2023
<ul style="list-style-type: none">Provide well-being sessions to enhance the pastoral care provided at the school.	Ongoing
<ul style="list-style-type: none">Further develop the Merit based system so there is greater acknowledgement of positive behaviour and personal achievements.	Achieved
<ul style="list-style-type: none">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.	Achieved
<ul style="list-style-type: none">Trialling school camps with Stage 4	Achieved
<ul style="list-style-type: none">Collaborate with like-minded institutions worldwide for possible exchange programs	Ongoing
<ul style="list-style-type: none">Community service program for Year 10 students	
<ul style="list-style-type: none">Work closely with the PLC to provide new well-being initiatives for our school community, such as a school dance.	

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

Annually we ask parents to complete an anonymous Parent Satisfaction Survey. To gain deeper understanding of the different year group satisfaction the intention was to ensure the data could be collated into cohort groups but unfortunately that didn’t happen this year (due to Admin staffing transition).

Below indicates the Years 10 - 12 parent results for 2023. Previous year’s results, 2021 & 2022, is included which reflects similar overall satisfaction with the school.

	YEARS 8-11	YEARS 10-11	YEARS10-12
PARENT SATISFACTION SURVEY	% parents who agree		
	2021	2022	2023
You would recommend the school to others	95%	100%	100%
You are positive about the school’s direction	93%	100%	100%
Your satisfaction with the school is high	92%	100%	100%
Core curriculum has sufficient depth, breadth & balance	96%	100%	100%
Teaching staff are helpful and approachable	96%	100%	100%
Non-teaching staff are helpful and approachable	98%	100%	100%
Teachers relate well to young people	97%	100%	100%
Teachers provide good roles models to young people	97%	100%	100%
Teachers are dedicated and have a positive attitude	95%	100%	100%
Teacher/student interaction is friendly	96%	100%	100%
Achievement is applauded	98%	100%	100%
Effort is acknowledged	97%	100%	100%
Excellence in all pursuits is encouraged	97%	100%	100%
School environment feels safe and secure	91%	100%	100%
Incidents of bullying are noticed and death with	91%	100%	100%
Discipline problems are competently handled	92%	100%	100%
Appreciation of and participation in arts fostered	100%	100%	100%
School tries to bring the best out in each child	98%	100%	100%
School is a happy and caring place	91%	100%	100%
You feel the school is a supportive environment	92%	100%	100%
Your concerns are taken seriously by the school	95%	100%	100%
You can communicate easily with the school	100%	100%	100%
Parent teacher interviews are worth attending	96%	100%	100%
You feel informed about school matters	95%	100%	100%
You feel informed about your child’s progress	90%	95%	100%
Your child’s qualities are known & appreciated by staff	96%	100%	100%
Your child is nurtured and supported to achieve his/her/their best	95%	100%	100%
Your child is experiencing a range of positive opportunities	93%	100%	100%

SATISFACTION

We asked parents to provide feedback on key aspects of learning and well being at APGS in 2023 and were eager to hear valuable feedback from our parent community:

“The school has bought out the best in our child. She is motivated and driven to do her best and the environment is very constructive. Sometimes the teacher decisions about performing arts opportunities are unclear to our child and us as parents. Perhaps more equity and fairness with these opportunities is one area for the school to consider.”

“Overall very happy with the school and my child is a proud and happy member of the community. Highly recommended.”

“My son has thrived from day one of commencing with APGS. We are very grateful to the whole APGS community including heads of school, the teaching staff and the administrative staff. t is a wonderful experience and a fantastic learning environment. Thankyou to all for the demonstrated passion, commitment and love of learning that is fostered and instilled in students.”

“It’s a difficult age, teachers do a great job.”

“An outstanding school that truly has student well-being at heart. We absolutely love APGS.”

STAFF SATISFACTION

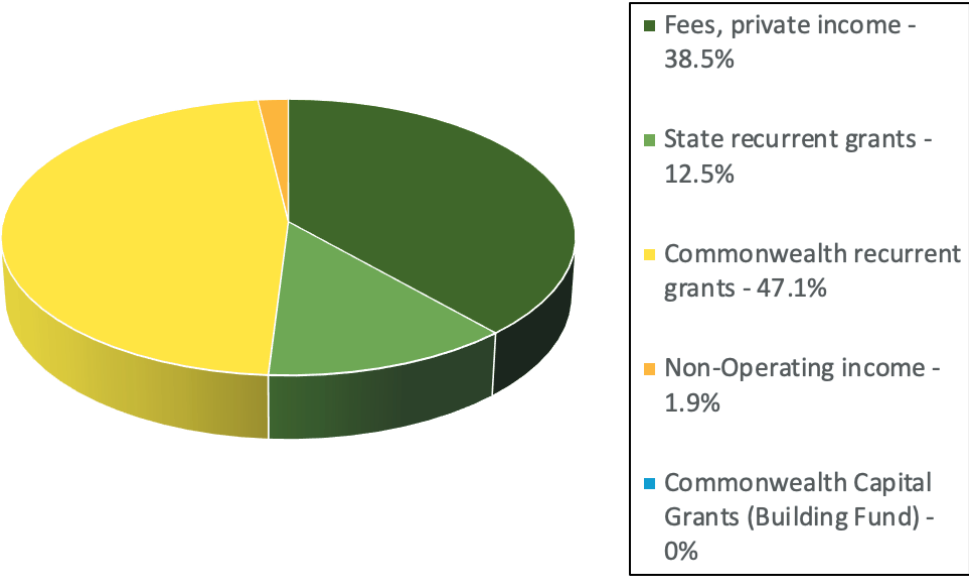
In 2023 we had 2 staff members move onto other teaching opportunities.



FINANCES

INCOME

Fees, private income	\$1,791,984.00	38.5%
State recurrent grants	\$584,900.00	12.5%
Commonwealth recurrent grants	\$2,195,605.00	47.1%
Non-Operating Income	\$88,643.00	1.9%
Commonwealth Capital Grant (Building Fund)		0.0%
Total	\$4,661,132.00	



EXPENDITURE

Salaries, allowances etc	\$2,277,909.00	50.1%
Non-salary expenses	\$1,961,815.00	43.2%
Capital Expenditure	\$304,325.00	6.7%
Total	\$4,544,049.00	

