THE SCHOOL

Bacchus Marsh Grammar School was founded in 1988 as a co-educational school serving the communities of surrounding districts. The school is a member of the Victorian Ecumenical System of schools and is an incorporated body under the Associations Incorporations Act. The school is governed by a Council selected from members of the Association. The Council's role is to develop and ensure the long-term viability of the school. It achieves this through the setting of policy, the employment of the Principal (who is responsible for the operation of the school) and the maintenance of systems of accountability.

The school will has as its primary goal over that time the delivery of higher amounts of "value adding". That is, the school will endeavour to develop a range of educational, social and co-curricular programs that make recognisable differences to the outcomes for individual students. At the same time, considerable investment will be made to improve the schools buildings and grounds.

THE VISION

To develop as a Co-Educational, Ecumenical day school that provides a quality education for students in the Outer Western area of Melbourne, which has a strong emphasis on individual care, personal development and pastoral care. In particular to be a school that:

- Knows the individual and is able to work with their particular strengths and weakness.
- Actively encourages students to be involved in a diverse range of curricular and co-curricular activities.
- Fosters a sense of openness, community responsibility and tolerance within students.
- Prepares students for the world after school through a conscious emphasis on “Education for Life”.
- Through its programs and teaching, supports and promotes, the principles and practice of Australian democracy, including a commitment to:
  - Elected Government
  - The role of law
  - Equal rights before the law
  - Freedom of religion
  - Freedom of speech and association
  - The values of openness and tolerance

KEY OBJECTIVES

To meet the needs of the school over the next five years, seven key objectives have been developed, which again cover the key areas required to develop the school in a consistent way, consolidating our growth.

- Maintenance of an appropriate, long-term planning framework for the development of the school.
- Maintenance and development of enrolments and fundraising.
- The further development of the school's educational programs – including development of the academic, co-curricular and personal development components of the program.
- The development of appropriate ICT capacity to support the school's educational and administrative programs.

- The continued development of the physical facilities of the school.
- The development and maintenance of financial plans and procedures.
- The provision of a working environment that attracts and maintains high quality staff.

MEMBERS OF COUNCIL
Andrew Conolly, President
Moira Berry, Vice President
Irene Norman, Treasurer

School Council Members: Andrew Dickson (resigned May 2013), Greg Mason, Mark Mills (elected May 2013) Trish Stephenson, Peter Thompson, Philip Way, Catherine Jeffkins, Shawn Peterken

LIFE MEMBERS OF BACCHUS MARSH GRAMMAR ASSOCIATION
William Wilson, Jill Wilson, Graeme Blyth, Peter O'Day, Marcia Gage, Raeene Hawkins, Baxter Holly, Bruce Marshall, Sheryl Tannecliff, Silvija Lucas, John Cooke, Stuart Davidson.

OFFICE BEARERS OF THE PARENTS AND FRIENDS ASSOCIATION
President: Leanne Robertson
Vice President: Symone Whiteway
Treasurer: Rowena De Kuyper
Secretary: Monica Slattery

STAFF 2013
Deputy Principal and Head of Senior School: Kevin Richardson: Dip. Teaching Technology, Grad. Dip. Mathematics Education
Deputy Principal and Head of Junior School: Elizabeth O'Day: B. Ed., Grad. Dip. Teach. (Primary), J.S.H.A.A.
Business Manager: Gregory Gough, B.Comm ASA

Teaching Staff:
Rebecca Adams: B. Ed. (Mathematics & Special Needs)
Anita Alweyn: B. Sc., Dip. Ed.
Janelle Anthony:  B. Ed. (Music/SOSIE), A. Mus. A. (Piano)
Sara Antonowicz:  B. Ed.  Mark Arness:  BA (Languages), BA (His), PhD (Linguistics), Grad. Dip. Ed (Secondary)
Catherine Baldwin:  B.A., B.Ed., Masters in Education
Alison Raet:  Liisa Beazley:  BA Social Science, Grad. Dip. (Secondary)
Kim Blandell:  Dip. Teach. (Primary)
Sarah Brown:  B.A. (Psychology), Dip. Teach (Secondary)
Emma Burton:  B.Ed (Physical Education)
Jennifer Caligari:  BIEC (Hons), MA (History), Grad. Cert. Ed. (Religion), Dip. Ed.
Ray Callister:  B. Sc., Dip. Ed.
Laura Carr:  B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)
Zoe Cassar:  B. Ed (P-12)
Tony Castriognou:  B.Ed (P.E.)
Nicole Clark:  B. App. Sci, Grad Dip. Ed. (Secondary)
Lindsey Clifton:  BSc. GTP Science
Michelle Connell:  B. Arts (Criminology/Political Science), B. Teach – (Secondary) (Hons.)
Justin Cooper:  B.Sc. (St.A), P.G.C.E.
Keith Currie:  B.Sc (Uni), Dip. Ed. (UCM), M.Ed. (Syd), MBA (SU)
Rachel Dale:  B. Ed (P-12)
Cindy Daniel:  B. Ed. (P.E.)
Ben Davie:  B. Sc. Hons (Chemistry), P.G.C.E. (Science), M.K.S.C., Cert IV Training & Assessment
Jacinta Delle:  B. Ed, Grad Dip. TESOL
Nic Deller:  B. Ed Reading Recovery Victoria, M. Ed. Management
Ganisha Doma:  BSc. (Financial Mathematics), P.G.C.E.
Jennifer Fearns:  B. AgricSci (Hons); B.Teach
Sandra Fletcher:  B. Sc., Dip Ed.
Stephen Fletcher:  B. Ed.
Shelley Frislie:  B.A. Education, Endorment Home Economics, Health
Kathryn Graham:  B. Eng; MBA, Grad. Dip. Ed (Secondary)
Peta Griffiths:  Dip. Visual Arts (Graphic Design), B. Visual Arts (Graphic Design) (Multimedia), Dip Ed. (Secondary)
Marjia Grmusa:  B.Sc, Grad. Dip Ed (Secondary)
Sherry Hattfield:  B.Ed (Arts)
Peter Hexter:  B. Ed.
Trevor Hilton:  B.Ed (P-12) (P.E.)
David Hunter:  B. App. Sc. (P.E.)
Sarah Hunter:  B. Arts (Journalism), Dip. Ed.
Catriona Jackson:  B. Ed. (Primary)
Jennifer Javonovic:  B. Ed.
Chris Keenbrahim:  Dip. Early Childhood, B. Ed
Lydia Keywords:  B.A. (Literature & History), B. Ed. (Primary), Diploma of Professional Proofreading, Editing and Publishing.
Danielle Kiriasis:  B.Ed (P-12)
Jeffrey Koller:  Dip Teach., CLCE, E.L.I.C., J.P.
Karim Kou:  B.A. (Urban Studies), B. Ed. (Accelerated)
Belinda Lipscombe:  B.A. (Consumer Science), Dip. Ed., Cert. IV (Commercial Cookery), Cert. IV Training & Assessment
Jan Loftus:  B. Ed. (Primary)
Philippa Lotion:  B.A. (Fashion Design), Grad. Dip. (Secondary)
Michael Lowe:  Dip. Teach. (Primary)
Andrew Mackenzie:  B.A. (Hons), B.Ed., M.Ed MACE, MACEL (Geography)
Claire Martin:  B. Arts (Honours – History), Grad. Dip. Ed.
Garry Mayberry:  B. Bus (Accounting), Grad.Dip.Ed. (Secondary), Cert IV TAA
Sharon McDonagh:  BA (Hons), Grad. Dip. (Sec), M. Ed, MA (Literacy Studies), Grad Cert (Tertiary Education), PhD
Brendan McLoughlin:  B. Ed
Shane McNee:  B.A. Dip. Grad. (Secondary)
Lyne Menehd:  B. Ed.
Jade Miete:  B.Mus, BA (Psych) (Honours), Grad. Dip. Ed.
Christopher Morncombe:  B. Ed (Secondary)
Melanie Morton:  B. Ed. (Physical Education)
Travis Newton:  B. Ed (Primary)
Ron Noonan:  B.M., B(Arts), B.(Ballarat), Grad. Dip. (Student Welfare), B. Ed., T.P.T.C.
Patrick O'Brien:  BSc (Computer Science & Electronics), Grad. Dip. Ed. (Secondary)
Tania O'Brien:  B Sc (Biology), Grad. Dip. Ed (Secondary)
Debra Ogston:  B. Ed. (P.E., Outdoor Ed., Mathematics)
Trent Oldaker:  B. App Sc (Human Movement), Grad. Dip. Ed, Grad. Cert. of Outdoor & Environment Studies, Cert IV Outdoor Recreation
Annie Oliver:  B. Sc, B.Teach
Kelly O'Day:  B. Ed.
Leigh Park:  B.A. (Psychology), Dip. Ed. (Secondary), M. Ed. (School Leadership), Grad. Cert. Outdoor & Environmental Education
Claire Parsons:  B. Ed
Melissa Pearson:  B. Ed (Japanese)
Debra Penny:  PhD (Mathematics), BSc(Hons Mathematics), Dip Ed
Dean Pepperhouse:  B. Ed (PE/Science) (Hons).
Rachel Peterken:  Dip T (Primary), B. Ed.
Andrew Perks:  B Ed (Honours) (Physical Education), M. Applied Science
Rebecca Perks:  B Ed. (Physical Education & Health Education)
Emilia Pokovsky:  Dip. Teach Grad. Cert. Ed. (TESOL), Cert IV Training & Assessment
Laura Porter:  B. Ed.
Nam-Hea Quach:  B.A. App. Sc. (Psychology), Dip. Ed. (Secondary), Grad Cert in Counselling, Cert in Permaculture Design
Laura Richards:  B. Ed (Primary)
Kim Richards:  B. Ed (P-12)
Li Richardson:  B. Sc (Mathematics/Chemistry), Dip. Ed. (Secondary), G. Cert (Careers Counselling)
John Rizzetti:  Dip. Teaching (Primary) Dip. Ed. (Special Needs)
Georgia Romascon:  B.Ed.
Paul Rowland:  B. Ed
Belinda Rznovski:  B. Bus., B. Teach
Melanie Saleta:  B. Ed (Drama & Mathematics)
Katherine Scopec:  B.A. (Public Relations/Journalism), Grad. Dip. Ed (Secondary)
Brianna Shannon:  B Ed (Secondary), B.A. (History & English)
Rebecca Shannon:  B.Ed (Early Childhood/Primary)
Vanessa Stainton:  B. Ed
Helena Straklak:  B.A. (Literature & Theatre & Film), Dip. Ed (Secondary)
Sheryl Synes:  B.Sc (Hons) P.G.C.E.
Dean Thomas:  B. Mus. AMuA. Dip (Secondary)
Jane Todd:  B.Ed Visual Arts (Hons), M. Ed. School Leadership
Karlee Underwood:  B. Ed
Leanne Ward:  B. Teach. Grad. Dip. (Student Welfare)
Holly Watts:  B. Ed
Feona West:  Dip. Teach. (Primary), Grad. Dip. Information Management
Alice Yi-Tollis:  B.Sc(BiC) (HRM), G.Cert (HRM), G.Dipl(Secondary), Cert IV TAA, M. Counselling, G.Cert (Careers Counselling)
Learning Support Staff:  Tamie Chadwick, Rachel Dunn, Naomi Fowler, Jessica Glen, Linly Harwood, Kerry Osborn, Lauren Majewski (Dip. Children’s Services), Lisa Scottson, Symone Whiteway

Out of School Hours Care: Donna Blake (Dip. Children’s Services), Kersey Bolt, Lauren Mayewski (Dip. Children’s Services)


Canteen Staff: Kerrie Carberry, Leanne Drape, Janine Turner

Health Centre: Melissa Glen, Jo Stanley (RN Div1)

Maintenance Staff: Danny Amato, Julie Amato, Nathan Coff, Damien Earls, Jacob Gough

2013 Senior School Leaders

School Captains: Madeleine Graham, Taylor Jenkins, Carlan O’Rourke, Amar Singh

Prefects: Natalie Anderson, Nicholas Armstrong, Melissa Campbell, Rae Clifton, Matthew Fowler, Kate Freeman, Sophie Kasem, Aidan McCreary, Amelia McGregor, Jacqueline McNeehill, Rachelle Meyer, Ben Peska, Joanne Perugini, Sebastian Reid, Victoria Rogen, Kieran Sandhia, Amy Taylor, Charlotte Thorne

2013 Junior School Leaders

School Captains: Alexisha Clark, Chelsea Hogarth

House Captains: Elizabeth O’Brien, Lachlan Groves

Junior School Captains: Isak Ekerhicer, Tanisha Mercerica

House Captains: Stuart Campbell, Carla Bubino

Vice Captains: Jasmin Sidhu, India Sher

Hilton House:

Captains: Mitchell Lamb, Matisse Barnes

Vice Captains: Campbell Child, Alanah Teal

Pentland House:

Captains: Trent Moodings, Anushika Sadler

Vice Captains: Nazeha Mounaj, Grace Fredrickson

School Banker: The Commonwealth Bank of Australia

School Auditor: Bell Partners

The School is a member of:

Victorian Ecumenical System of Schools
Association of Independent Schools of Victoria
Association of School Bursars and Administrations, Australia

The Principal is a member of AHSIA (Association of Heads in Independent Schools Australia)


ANNUAL REPORT 2013

Bacchus Marsh Grammar is a major provider of independent education in the West. It offers a P-12 program on one site with a commitment to meeting the needs of individual students.

During 2013, Bacchus Marsh Grammar continued to grow and thrive. The school is now very different to the small institution that commenced in Halletts Way in 1988; with an enrolment well over 1700 students, it is one of the largest single campus schools in the State. It also has one of the largest drawing areas of any school, with students travelling from the banks of the Yarra to the outskirts of Ballarat and from Port Phillip Bay to Mount Macedon to attend the school. It has become in every sense a school for the Western Region, rather than a “local” school.

As the school has grown the nature of the population that attends the school has also changed. We now have students from over 30 different national backgrounds represented in the student population and I have been particularly pleased to see the growth in enrolment by students of indigenous background (currently 9) in more recent years.

The school whilst a member of the Victorian Ecumenical School’s Association takes no particular view on the question of faith and spirituality. In particular it holds to the traditional liberal view that an individual or family’s faith is a personal and private matter. The school is not associated with any particular faith group but believes that both a respect for and understanding of different Christian faiths and religious groups

2013 Junior School Leaders

Junior School Captains: Eliza Chapman, Christen Tsagarkis

Junior School Vice Captains: Amber Eden-Jones, Emmeryn Jenkins, Bryce Stephenson

SRC Presidents: Helena Mitchell, Emily Sfer, Victoria Sutton, Billie Camilleri

Junior School Sports Captains: Melia Savona, Laura Spargo, Broden Collins

Visual Arts Captains: Natasha Crawley, Sarah Lunt

Performing Arts Captains: Rachel Jackson, Naomi Kitchin, Madeline Page, Georgie Bailey

IT Captains: Sophie Duna, Morgan Miles

Library Captains: Dara King, Alana McMahon

Science Captains: Amanda Wallis, Ethan Murphy

Junior School Music Captains: Elizabeth Hupisan, Danny Osman

Chess Captains: Anushka Sadler

House Captains

Bacchus House:

Captains: Isak Ekerhicer, Tanisha Mercerica

Vice Captains: Charlie Scotson, Abby McGraw

Braeside House:

Captains: Stuart Campbell, Carla Bubino

Vice Captains: Jasmin Sidhu, India Sher

Hilton House:

Captains: Mitchell Lamb, Matisse Barnes

Vice Captains: Campbell Child, Alanah Teal

Pentland House:

Captains: Trent Moodings, Anushika Sadler

Vice Captains: Nazeha Mounaj, Grace Fredrickson

School Banker: The Commonwealth Bank of Australia

School Auditor: Bell Partners

The School is a member of:

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Association of Independent Schools of Victoria
Association of School Bursars and Administrations, Australia

The Principal is a member of AHSIA (Association of Heads in Independent Schools Australia)


should be an important component of the way we bring up our children. In this respect it is our view that it is not the school’s role to promote or instill any particular view in a child about religious matters. It is the school’s role to provide students with knowledge and tools to make informal decisions about what they believe (or indeed don’t believe) and respect those decisions in others. This view of tolerance and respect is appreciated by those who send their children to the school and it is significant that well over 20 different faith groups are represented within the school’s population.

Over the twenty five years of the school’s existence a extremely welcoming and harmonious community has been established centred on the school. To bring together so many, who superficially are so diverse, has been one of the great achievements of the school.

**Buildings**

The school has continued its Building and Grounds program during 2013, to continue to meet the needs of a growing school population.

To help accommodate general classroom needs of the school, an additional 6 rooms have been built to the southern end of the campus. As part of the extension, covered walkways were constructed to provide shade in the summer as well as shelter from inclement weather in the winter. This has had the added bonus of providing students with almost complete cover while they traverse to the bus terminal.

As the school increases in size, so does the need for additional open play space for students. The Parklands project has allowed this to be accommodated, giving students the luxury of playing on a drought resistant grassed area. In addition to this space, has been the installation of the Jacaranda Quadrangle, providing a passive seating area and shade for students, particularly during the summer months.

Significant upgrades to the school’s gas supplies were also undertaken both to allow for extra capacity and future proofing as well as to repair minor leaks which were detected throughout the main gas line. This has now given the school the extra pressure and capacity to expand any learning areas that require gas, such as Food Technology and Hospitality as well as Science.

Work has continued with the Sustainability Hub, with staff and students working on a herb garden as well as native garden extensions. This has allowed for further sustainability links to the school curriculum from the primary through to the senior secondary year levels.

**Curriculum**

Opportunities for participation and growth were extended to include a multitude of opportunity for Junior School students through the co-curricular core learning program in areas of English, Mathematics, Science, Robotics and Environment.

Throughout the year a major new curriculum initiative was undertaken, concerning the development of a unified Year 9 & 10 stage of schooling based on teaching methodology that research finds is most appropriate to students at this age band. It involves new ways of teaching for greater understanding. Trial subjects were introduced into the selection process in Year 9 for 2014 and work will continue in 2014 for a wider implementation in 2015.

Work began on a project to bring all Assessment Tasks for all Subjects and Year Levels into one unified document, so that staff, students and parents can plan for assessments as and when they occur. Each task is specified by type, week in which it will be held, and weighting attached towards overall Semester marks.

The Terraces Building continues to produce great initiatives in sustainability and artworks – and often both. It is an exciting and busy area to visit and something is always going on in that area. As well, new classroom blocks are being planned for the south side of the School and in the area outside the gymnasium to provide much-needed classrooms.

Eleven new subjects were introduced into the School this year, as we continue to adjust our curriculum to better meet the learning needs of our students. The ability to increase the range of offerings is one of the benefits that comes with growth in the size of the school.

Much work continues to be done on planning for the implementation of computer technology into the school and classroom. The School already has a very large investment in IT and is planning to extend it as technology continues to improve and prove itself within a school setting. The computerised learning management system the School uses continues to spread among staff and subjects and staff IT literacy is an on-going focus of professional development.

The school again participated in NAPLAN. Despite having some philosophical difficulties with the use of these tests to make comment on group performance, it provides one starting point to look at student performance in a diagnostic manner. We do not use it in a simplistic way which shows little appreciation of educational methodology, but focus on using it for the real role of education; which is to enable all students, no matter what their ability to achieve their best and be well prepared for life after school.

The School’s performance in all areas tested by the NAPLAN is higher at all Year Levels than the National average, often significantly higher, and is higher in almost all Year Levels than the State average, again, sometimes significantly.

Individual NAPLAN results are provided to all parents and form the basis of discussion about individual students and their needs. Detailed information for parents is available on request from the school in relation to group performance. The results for all students at Years 3, 5, 7 and 9 on the 2013 NAPLAN tests are included in summary form in Appendix 1.

**VCE Results/Post School Destinations**

The School’s performance at Year 12 was very good and trends in improved results continued to gather speed. The Dux of the School was Aleisha Clark who gained an ATAR of 99.5.

14% of the cohort gained ATAR’s greater than 90 and Aleisha Clark and Chelsea Hogarth are to be congratulated on achieving a perfect score of 50 in Psychology and English respectively. Of equal significance is that the median ATAR was maintained at 70 and the number of students scoring ATAR’s below 50 continues to decline. The median study score in the VCE was 32 and approximately 10% of all results were over 40, considered the benchmark for an outstanding result.

The figure that continues to be a source of great pride to the School is the extremely high percentage of our students who gain entry into the tertiary course or field of work of their
choice. Of those who commenced Year 12, 98% were offered a tertiary place, and 88% received a choice in their top three. It is of interest that 84% of students received an offer of place at a University, and 52% were offered places in medical-, science- and engineering-related courses.

All 135 Year 12 students have been offered a tertiary position or have secured vocational employment including two students engaged in Australian Apprenticeships. Of the 126 VTAC applications, 84% of students were offered a University position, 4% were offered a TAFE position and 10% were offered study options at a Private Institution. Of the 126 VTAC applicants, graduates have gained entry to Deakin (24), RMIT (16), University of Melbourne (12), The Victorian College of the Arts (1), Monash (13), Federation (11), La Trobe (11), Victoria University (9), Swinburne (6), Independent Institutions (13), William Angliss (3), ACU (3), and Box Hill (2). One student also accepted an interstate offer through UAC to study at the Australian Defence Force Academy in NSW. Highly sought-after courses were in the Sciences, Humanities, and Health fields, with lesser but still significant numbers in Education, Business Studies and Exercise & Sports Sciences.

Student Attendance

The School uses the Synergetic Student Management System for attendance monitoring. Attendance is formally collected twice a day (am/pm) and there is an expectation that teachers keep a record of attendance in each of their classes. Absence lists are generated and sent to all appropriate staff.

The parent or guardian of any student who is absent without appropriate reason / notice are contacted by the School by phone that day.

If attendance is becoming problematic, systems are in place to ensure parents are informed of the situation and that procedures are in place to remedy or alleviate the situation.

All unsatisfactory attendance records are kept in Synergetic and copies of correspondence relating to unsatisfactory attendance on student files.

*Student Attendance by Year Level:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep 1</td>
<td>97.11%</td>
<td>7</td>
<td>95.31%</td>
</tr>
<tr>
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<td>97.18%</td>
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<td>97.76%</td>
<td>10</td>
<td>93.93%</td>
</tr>
<tr>
<td>5</td>
<td>97.01%</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>97.31%</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Overall % Attendance: 95.93%

*As recorded in the 2013 School Student Attendance Report

Interschool Sports Report

Junior School students were also offered sporting opportunities through the Active After School sport program which was available to students Monday through Thursday during the school term. Under the guidance and direction of Mrs Peterken, Bacchus Marsh Grammar developed teams to enter competitions in Triathlon and Netball with plans underway for a 2014 Cycling team. Miss Romaske also led a successful equestrian team in competition throughout the year achieving outstanding success for the students and the school. Junior Teams continued to have outstanding success at BMPSSA and a number of students and teams progressed to district and required finals.

2013 was an outstanding year for Team BMG. The Mustangs competed in the ICCES Swimming Carnival for the first time. Overall the team finished a solid fourth place with third only eluding the Mustangs by a few points. Bacchus Marsh Grammar hosted Athletics for the ICCES Association at the LSAS in Melbourne. On the track the Mustangs ran, jumped and threw themselves into sixth place. It is fantastic for our students to be exposed to such high class competition, with records in events at ICCES being 10-15% higher in standard than records in our previous Galway Athletics competition. The overall final results were extremely close between all schools, with their being only 40 points separating 3rd to 6th.

ICCES X-Country Carnival was certainly a highlight. The Team made huge improvements from last year due to the concerted efforts by staff and students to newly organized training sessions and a new culture within the Sports Department that highlights High Performance. The Mustangs final overall placing was an impressive fourth place, improving from seventh last year.

A highlight for the Interschool Sporting year was the ICCES Winter Tour in Shepparton. After a long process of training and team selection the BMG Mustangs were able to win their first Pennants, winning the Senior Boys Basketball and the Junior Girls Basketball.

In the Elite Sporting Program, development continued at Year’s 9 and 10 with athletes gaining scholarships to both the AIS and WestVic Academy of Sport. The program model has also become a benchmark amongst schools with many enquiries as to the development and implementation of the BMG Model.

Camps

The Bacchus Marsh camps and experiences programs have been designed across the different year levels to provide BMG students with a range of unique experiences that aim to foster learning outside of the normal classroom setting.
Students in Years Two – Six participated in an extensive camping program focussing on Outdoor Education, Science, History, and beach awareness and safety. Twenty three Year Six students and six staff participated in the 2013 Study Tour to Vietnam where the main focus of the tour was at our sister school in Nha Trang-Hermann Gmeiner School. Students integrated with their Vietnamese counterparts and enjoyed coaching the students in aspects of sporting games and teaching performances practiced at home. Links made during these trips can lead to lifelong attachments through emails and skype opportunities. Bacchus Marsh Grammar staff presented to the staff from Hermann Gmeiner professional development, focussing on teaching and learning strategies and diversity in the curriculum. Another highlight of the tour was our visit to the Loc Tho Pagoda Charity School and Orphanage. We were lucky to be visiting during the Lunar celebrations and the students were privileged to be invited to attend the orphanage on the night of their celebration of this event.

In 2013 Senior Students participated in the following camp experiences:

Year 7:
- Orientation Camp to Lady Northcote YMCA (2 days/1 night)
- Coastal Camp to YMCA Camp Manyung, Mount Eliza (3 days/2 nights)

Year 8:
- Environmental Camp to Sovereign Hill Narmbool Lodge – Eilane (3 days/2 nights)
- Outdoor Education Recreation Camp to OEG base camp, Eldon (3 days/2 nights)
- Community Service Program (3 day program – school hours)

Year 9:
- Outdoor Education Preparation Camp to Lake Dewar YMCA (1 day/1 night)
- Duke of Edinburgh Expedition to Apollo Bay and the Otways (4 days/3 nights)

Year 12:
- Study Skills Camp at Lake Dewar – 1 day program
- Work Experience (1 week)

The school also provides a range of other experiences that students have the option of being involved in. These include a snow camp, Overseas trips to France, Japan and Thailand, Singapore Sports Tour. Further skills in the outdoors is offered to students studying VCE Outdoor and Environmental studies in Years 10 and 11.

Music

Throughout 2013, the Music Department has continued to demonstrate growth and development particularly in the area of co-curricular involvement. A number of exciting new co-curricular groups have been formed and have proven to be a great success. These include the GLEE Club, Suzuki Strings, Rock ensembles, Blues / Soul Band and Junior and Senior Orchestras.

The annual Music Concert held at the Geelong Performing Arts Centre was an inaugural event this year, and was hopefully the first of many to come, providing students with the opportunity to showcase their many talents in a professional setting.

There have been extensive performance opportunities throughout the year for junior and senior soloists and ensembles to hone their craft. The majority of formal school events involve musical performances from students including assemblies, the Annual General Meeting, Easter and Christmas services and the annual Junior concert and Senior Presentation night.

Bacchus Marsh Grammar once again entered the prestigious Royal South Street Eisteddfod in Ballarat this year, and gained places in both ensemble and solo sections.

There is currently a strong instrumental Music program at Bacchus Marsh Grammar involving well over 300 students. In addition to the extensive co-curricular Music program, many students have also successfully embarked in completing nationally accredited AMEB examinations in both Music theory and performance.

It is also pleasing to see Bacchus Marsh Grammar Music students forging careers in the arts. VCE Music Investigation student and Music Prefect Benjamin Peska, was also awarded a place for 2014 at the Melbourne Conservatorium of Music studying a Bachelor of Music majoring in Violoncello.

Debating

2013 was yet another year of success for Bacchus Marsh Grammar’s debating and public speaking teams. Both junior and senior debaters and public speakers were privileged to not only participate in some annual competitions, but were also involved with some new and exciting competitions as well. Competitions that both junior and senior teams were involved with included; Debating Association of Victoria (DAV) tournaments (registering A, B and C grade teams), ICCES Debating, Melbourne Legacy Public Speaking competition, Wyndham Youth Public Speaking competition, the VCCA Plain English Speaking Award, and the Rotary Model United Nations Camp. Bacchus Marsh Grammar had two students achieve the status of semi-final winners at the Wyndham Youth Public Speaking Competition as well. Furthermore, the incredibly high standard of preparation and execution during the school in-house competition for the VCAA Plain English Speaking Award is to also be highly recognised. Finally on another exciting note, a fantastic effort by the Bacchus Marsh Grammar senior ICCEs team who won first place amongst their peers in the debating competition. It was very pleasing to see these students presented with medals and the ICCEs debating shield for our school.

Dance/Drama

2013 was a very successful year for the Dance students of BMG.

The Bacchus Marsh Grammar Dance Team continued to grow from strength to strength throughout the year with now over 40 students involved. Some of those students were also lucky enough to be given the opportunity to participate in the Senior School Play, Peter Pan. These students spent many hours in
rehearsals and their performances demonstrated excellent technique and performance qualities.

The Bacchus Marsh Grammar Dance Team met at lunchtimes and every Monday and Wednesday after school to rehearse their pieces and work on their dance and performance skills. Being able to perform at the opening of the Junior School Musical, ‘Annie’ was very exciting for the students. This experience was a first for many of these students who have never performed in front of an audience. This positive experience will hopefully encourage the students to continue with after school dance classes next year with a view to continue to strengthen their skills and self-confidence. It also gave members of the school community the opportunity to see these talented students and the enthusiasm that they brought to each performance.

2014 will show the development of classes across Years 9, 10 and 11. Opportunity presented to students continues to develop including an International Tour to Singapore and the opportunities to compete at various dance eisteddfods throughout the year. It has been extremely pleasing to watch how far each and every student has come and improved over the course of the year and I congratulate every student involved.

School Productions

The Senior School Production of Peter Pan was held at the Clocktower Centre on the 17 and 18 May. All three productions played to large audiences and the quality of the shows was excellent. I would particularly like to thank the Director, Mrs Melanie Saleta and Ms Sally Durham who organised the choreography and Mr Aaron Robertson (parent) and the school’s Art Department for the work they did on the sets and props.

The Junior School Production of Annie was held at the Bacchus Marsh Shire Hall on the 28 and 29 August. The Junior School production played to full houses on both nights and saw a range of impressive performances from members of the cast. All students who were involved in the production are to be congratulated along with the staff who have put so much effort into producing such a successful outcome. In particular I would like to thank Sally Durham and Jenni Coombs for the work they put into producing such a wonderful show.

Staff

The key to any school is the quality and professional development of staff. Bacchus Marsh Grammar benefits from its diversity of staff, with a rich mixture of young teachers commencing their career and many experienced teachers who bring a strong understanding of what is required to make an excellent school. At present the school employs no staff who are known or wish to be recognised of Torres Straight or Aboriginal background.

The school has a high staff retention rate 92% and high levels of staff attendance of approximately 93%. Again the major reason for staff changes during the year were either Maternity Leave or Long Service Leave.

The following gives an overview of the composition of the Staff:

No members of staff have classified themselves of Aboriginal or Torres Straight Islander background.

Total Number of Male Teaching Staff: 43
Total Number of Female Teaching Staff: 98
Total Number of Male Non-Teaching Staff: 7
Total Number of Female Non-Teaching Staff: 29

*As reported in the 2013 Census

At the end of 2013 a number of staff retired who had made a significant contribution to the development of the school. In particular I would like to mention:
Parent and Student Satisfaction

There are a variety of ways in which schools can measure parent and student satisfaction.

Traditionally a model of parent/student survey or quantifiable information have been adopted as the primary means of data collection. Whilst of some validity, they are not without significant methodological problems. This includes issues with sample size and problems in relation to the profile of responses and non-responders being considerably different.

This school looks to measure parent and student satisfaction mainly using measure of qualitative information and measure of the range and style of communications that it receives from parents and students in relation to all aspects of student life. Analysis of this material is more complex, but it is felt that it gives information that is more reliable in forming a view of opinions within and about the school. The general trend of this material is supportive of the direction and operation of the school. This when linked to the most important source of advertising about the school is positive “word of mouth”, paints a picture of a successful, happy (but not perfect) school. As in previous reports I stress that the best measure of satisfaction is the feedback from past students enjoying success in whatever path they take after school and the continued significant demand for places at the school.

Community Involvement

The School had an extremely successful year in terms of community involvement. I would like to thank Mrs Cathy Perconte for the role that she has taken in assisting develop community involvement in a wide variety of areas. I would also like to thank those parents who have given their time to assist in the development of the school, whether it is through the PFA, volunteering their time with the school productions or the Canteen or by assisting with reading or any of the numerous ways that parents assist in the school each day and week. In particular I would like to thank Mrs Leanne Robertson for the contribution she has made to the PFA as President.

Mr Alex Ball, who joined the staff after a long career at a number of other schools. Alex has played a vital role in developing the school’s ability to deal with students with additional needs in the Junior School.

Mrs Sandy Fletcher – Sandy joined the school as an extremely experienced Maths teacher and very quickly took on the role of Head of Mathematics within the school. Sandy’s experience and generosity with new staff has been a hallmark of the Senior School over the last ten years.

Mr Stephen Fletcher also leaves the staff. Stephen again joined and brought to the staff enormous experience as both a practising artist and accomplished teacher. He has worked in a wonderful way with students and staff to improve the culture and appreciation of art within the school.

I thank Alex, Sandy and Stephen for their contributions to the lives of so many young people over the years and wish them well in retirement.

Work continues on the Staff Appraisal and Staff Development initiative which were transformed last year. This year has been one where staff are involved in Action Research Projects with a colleague (or colleagues), the outcomes of which were presented at Departmental meetings. Next year the cycle returns to Staff Observations and peer mentoring by Heads of Department. This two-year cycle of appraisal concentrates on teachers being involved in a process more directly linked to their teaching practice, and more closely associated with the colleagues with whom they work.

I would like to take this opportunity to thank the school’s senior staff, Mrs Elizabeth O’Day, Mr Kevin Richardson, Mr Greg Gough, Mrs Jenny Jovanovic, Mr Keith Currie, Mrs Jan Loftus and Mr Ray Callister for the enormous contribution they make to the life of the school.
2013 FINANCE REPORT

REVIEW OF OPERATIONS

The Council of Bacchus Marsh Grammar Incorporated is pleased to report an extremely positive financial outcome for the Association for the 2013 financial year. A major assumption underpinning the strategic planning process conducted by Council in 2012 was that economic conditions during 2013 would have a slightly negative impact on enrolment growth during the year. As a consequence, the Council continued to adopt a conservative approach to the financial planning and operational management of the Association’s finances for 2013 to offset the financial impact the downturn may have on financial outcomes.

The Association continued to maintain high standards across all the key operational activities of the School throughout 2013. Education outcomes were extremely positive with the School reporting improved VCE results across all subjects, with several students achieving maximum scores, and the financial performance of the School continued to exceed expectations. The better than expected operating result for 2013 has underpinned an improvement in all financial benchmarks for the year and provides a sound financial foundation for the Association to move forward into 2014.

Despite, the less than optimistic economic forecasts, the Association continued to experience strong interest from the local community which maintained enrolments at higher than expected levels throughout 2013, resulting in a substantial increase in student related fee income and government funding. The management of the Association was also able to achieve significant cost savings across a number of expenditure areas through conservative financial planning and management. The improved cash reserves generated by the higher operating result meant the Association was able to fund all expenditure, including capital expenditure, from operating cash flows. The Association satisfies all Bank and Commonwealth Government financial obligations.

The only major projects completed during the year were the completion of the redevelopment of the new Administration building, the construction of six new general purpose classrooms for use by the Senior School and the commencement of a major grassed extension to the school’s play area.

Financial highlights for the year are:

- Growth in student numbers from 1,523 in 2012 to 1,684 in 2013
- Commonwealth Government Capital Grants of $185,000
- Operating Surplus of $1,913,000 (2012 $2,616,000)
- Capital Expenditure of $2,716,000
- External Borrowings decreased by $464,000

STATEMENT OF FINANCIAL PERFORMANCE

The Association achieved an operating surplus for 2013 of $1,913,000 (2012 $2,616,000), which was a significant improvement on budgeted expectations. The operating result includes Commonwealth Government funding for capital projects to be completed in 2014. The improvement in the operating result against budget expectations was due to a combination of factors. An increase in income for 2013 was driven by higher tuition fees and government per capita grant funding arising from improved enrolments. The School also achieved considerable savings across a number of expense categories most notably savings in interest expenses resulting from lower than expected borrowings and costs of borrowings and a significant decrease in depreciation expenses brought about by lower computer expenditure for the year and major projects deferred to next year.

Table 1.1: Statement of Financial Performance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income</td>
<td>9,716,375</td>
<td>8,326,468</td>
</tr>
<tr>
<td>Government Income</td>
<td>13,422,740</td>
<td>12,668,879</td>
</tr>
<tr>
<td>Other Income</td>
<td>3,638,094</td>
<td>3,203,403</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>26,777,209</td>
<td>24,198,748</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPENSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Salaries &amp; Staff Related Expenses</td>
<td>13,322,957</td>
<td>11,697,951</td>
</tr>
<tr>
<td>Other Tuition Expenses</td>
<td>1,326,492</td>
<td>1,296,055</td>
</tr>
<tr>
<td>Total Tuition Expenses</td>
<td>14,649,449</td>
<td>12,994,006</td>
</tr>
<tr>
<td>Administration Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Salaries &amp; Staff Related Expenses</td>
<td>2,890,776</td>
<td>2,334,425</td>
</tr>
<tr>
<td>Depreciation</td>
<td>2,315,999</td>
<td>1,956,972</td>
</tr>
<tr>
<td>Other Administration Expenses</td>
<td>5,007,543</td>
<td>4,297,580</td>
</tr>
<tr>
<td>Total Administration Expenses</td>
<td>10,214,318</td>
<td>8,588,977</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>24,863,767</td>
<td>21,582,983</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET OPERATING SURPLUS/(DEFICIT)</td>
<td>1,913,442</td>
<td>2,615,765</td>
</tr>
</tbody>
</table>

STATEMENT OF FINANCIAL POSITION

The Statement of Financial Position, Table 2.1, has strengthened during the year with total assets increasing by $2,112,000 (including capital expenditure of $2,716,000). Total liabilities increased by $199,000 for the year, reflecting a decrease in borrowings and increased employee provisions.

Cash Reserves

The cash reserves of the Association remained high during the year with cash reserves of $4,914,000 as at 31 December 2013 (2012 $3,327,000). The high level of cash reserves is planned by the Association and is required in order for the Association to satisfy the Commonwealth Government requirement and bank compliance benchmark of a working capital ratio of at least 1 in 2013. The working capital ratio at the end of 2013 was 1.64.

External Borrowings

During the year, the Association decreased external debt by $464,000 from $11,558,000 in 2012 to $11,094,000 in 2013. The decrease in borrowings was in line with the Associations bank facility repayment schedules. The Association’s level of debt remains within Council expectations and complies with all bank finance requirements. As a result the debt per student level has decreased to $6,592 per student in 2013 ($7,598 in 2012).
Table 2.1: Statement of Financial Position

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>4,914,037</td>
<td>3,326,950</td>
</tr>
<tr>
<td>Trade &amp; Other Receivables</td>
<td>516,349</td>
<td>442,850</td>
</tr>
<tr>
<td>Other Assets</td>
<td>343,795</td>
<td>292,156</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>5,774,181</td>
<td>4,061,956</td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>26,074,887</td>
<td>25,675,005</td>
</tr>
<tr>
<td>Total Non-Current Assets</td>
<td>26,074,887</td>
<td>25,675,005</td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td>31,849,068</td>
<td>29,736,961</td>
</tr>
</tbody>
</table>

| LIABILITIES                                 |            |            |
| Current Liabilities                         |            |            |
| Trade & Other Payables                      | 860,685    | 700,863    |
| Short-term Finance Liabilities              | 526,000    | 3,354,448  |
| Short-term Provisions                       | 1,890,104  | 1,485,342  |
| Other Liabilities                           | 251,319    | 299,673    |
| Total Current Liabilities                   | 3,528,108  | 3,798,326  |
| Non-Current Liabilities                     |            |            |
| Interest Bearing Liabilities                | 10,568,570 | 10,204,000 |
| Provisions                                  | 423,255    | 318,941    |
| Total Non-Current Liabilities               | 10,991,825 | 10,522,941 |
| TOTAL LIABILITIES                           | 14,519,933 | 14,321,267 |
| NET ASSETS                                  | 17,329,135 | 15,415,694 |
| ACCUMULATED FUNDS                           |            |            |
| Accumulated Funds                           | 17,329,135 | 15,415,694 |

Table 3.1: Cash Flow Statement (Audited)

<table>
<thead>
<tr>
<th>Cash from Operating Activities</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts from Student Fees and Charges</td>
<td>13,295,390</td>
<td>11,470,243</td>
</tr>
<tr>
<td>Government Grants Received</td>
<td>14,765,014</td>
<td>12,639,540</td>
</tr>
<tr>
<td>Donations Received</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest Received</td>
<td>36,925</td>
<td>51,845</td>
</tr>
<tr>
<td>Finance Costs</td>
<td>(836,664)</td>
<td>(679,716)</td>
</tr>
<tr>
<td>Payments to Suppliers and Employees</td>
<td>(22,493,820)</td>
<td>(18,705,199)</td>
</tr>
<tr>
<td>Net Cash provided by (used in) Operating Activities</td>
<td>4,766,845</td>
<td>4,576,717</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash Flows from Investing Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment for Property, Plant and Equipment</td>
<td>(2,715,880)</td>
<td>(4,281,038)</td>
</tr>
<tr>
<td>Net Cash provided by (used in) Investing Activities</td>
<td>(2,715,880)</td>
<td>(4,281,038)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash Flows from Financing Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceeds/(Repayment) of Borrowings</td>
<td>(463,878)</td>
<td>307,250</td>
</tr>
<tr>
<td>Net Cash provided by (used in) Financing Activities</td>
<td>(463,878)</td>
<td>307,250</td>
</tr>
<tr>
<td>Net Increase (Decrease) in Cash Held</td>
<td>1,587,087</td>
<td>602,929</td>
</tr>
<tr>
<td>Cash at Beginning of Financial Year</td>
<td>3,326,950</td>
<td>2,724,021</td>
</tr>
<tr>
<td>Cash at End of Financial Year</td>
<td>4,914,037</td>
<td>3,326,950</td>
</tr>
</tbody>
</table>

**CASH FLOW STATEMENT**

The Council of the Association has a policy that requires the Association to maintain cash reserves at a level sufficient to satisfy a recently introduced government requirement that financially healthy schools should maintain a working capital ratio of 1. The Association has been able to maintain cash reserves at the higher than the required levels by generating higher than expected cash flows from its operations. The extent of the capital development and the movement in borrowings during the year were well within the established benchmarks detailed in the 2013 operational plan approved by Council and the Association’s bankers.

**FUTURE DEVELOPMENTS**

The Council reviews the strategic direction of the Association annually, making adjustments in response to changing circumstances when required, however the major focus of the strategic direction of the Association over the medium to long term is to continue to consolidate the school on its current site. In the short term, due to the uncertain environment in which the Association operates and the potential of an economic downturn, the Council has once again taken a conservative approach to planning.

Council has continued to take a conservative view of enrolments into 2013 and as the major driver in the planning process this is reflected in the 2014 financial budget. Despite the conservative short term view, the Council does not believe the planned growth of the School over that time should be curtailed. The school is still planned to reach enrolment capacity by 2018 and during those years, development will concentrate on providing appropriate educational and pastoral facilities to cater for the growth. Beyond 2014, the Council will strategic direction will focus on the potential for the re-development and improvement of existing facilities.
The Association's 2013 Audited Financial Statements are available for members to review.

**2013 STATUTORY FINANCIAL STATEMENTS**

During 2009, the Financial Government introduced a number of financial indicators that would be used to benchmark and monitor a School's financial health annually. Satisfaction of most of these benchmarks would ensure the School is regarded as a Category 1 institution. The Council has passed a resolution that the school must always satisfy category 1 criteria in all future financial and strategic planning.

During 2011, the Commonwealth Government decided to undertake a review of the financial health indicators and deferred the implementation of the indicators without confirming a final introduction date. In the absence of any direction it is the Association's intention during future planning that the School continue to satisfy the proposed Commonwealth Government's financial health indicators as stipulated in 2009 until other indicators are confirmed.

**COMMONWEALTH BANK FINANCIAL BENCHMARKS**

The Association satisfies all its Bank financial benchmark requirements.

**AUDIT REPORT**

Bell Partners have conducted the annual audit and have confirmed that the Association’s 2013 Financial Statements present a true and fair view of the financial position of the Association as at 31 December 2013 and the results of its operations and cash flows for the year.

The Auditors confirm that the 2013 Financial Statements have been prepared in accordance with applicable Accounting Standards and other mandatory reporting requirements in Australia.

**2013 PRIZE WINNERS**

### SENIOR SCHOOL

**Academic Excellence Awards** – are given to students who display excellence in the area of academic studies through the achievement of consistently high results.

**Outstanding Effort Awards** – are given to students who display excellence through outstanding effort across their studies.

**School Colours and House Colours** – are awarded to Senior School Students for sustained efforts for their House of the School.

**Year 7 Outstanding Effort Awards:**
- Leia Bright, Callum Cody, Ben De Bortoli, Matthew Holmham, Callum Lambert, Jennifer Ly, Ashna Tuteja, Niamh McCallum, Mia Minto-Voss, Taylah Neskovski

**Year 7 Academic Excellence Awards:**

**Year 7 Academic Excellence & Outstanding Effort Awards:**
- Jamie-Lee Aquilina, Michelle Aquilina, Kinga Bacsi, Caitlin Barraclough, Darcie Botes, Shani Bullard, Juulke Castelijn, Olivia Coghlan, Piper Dinhm, Joseph Earmshaw, Jessica Ewert, Alica Gelhia, Sarah Hageman, Emily Harbison, Maddison Heward, Meg Holt, Jack Hurley, Emilee Jagos, Khushi Kalra, Georgina Latham, Abbey Loughnham, Lauren Machell, Ihimet Peris, Olivia Petersson, Jessica Pitts, Caitlin Beardon, Michael Rubino, Lachlan Rzanzovski, Clarissa Servinio, Nandita Singh, Lily Stevens, Stephanie Trento, Chirra Tyson, Delaney Vailmuhi, Rohith Venkatesan, Aarav Venkatesh, Benjamin West, Daniel Wilson, Jacob Wooley, Daniel Worrall

**Year 7 English Competition Award winner:**
- Juulke Castelijn

**Year 7 Mathematics Competition Award winner:**
- Benjamin West, Clarissa Servinio

**Year 7 Science Competition Award winner:**
- Julia Castelijn, Benjamin West

**John Rizzetti Prize for Dux of Year 7:**
- Stephanie Trento

**Year 8 Outstanding Effort Awards:**
- Natasha Beard, Jackon Eekelsclot, Aidan Johnson, Emily Riley, Elissa Sniegowski, Max WILLACH

**Year 8 Academic Excellence Awards:**
- Mitchell Braun, Bethany Cahill, Nicholas Da Cruz, Thomas Grimbhle, Nathan Jackson, Sian Joannidis, Yali Klemm, Holly Marsland-Kelsey, Nathan Oakley, Daniel O’Reilly King, Madeline Spence, George Thorne, Piers van den Hende

**Year 8 Academic Excellence & Outstanding Effort Awards:**

**Year 8 English Competition winner:**
- Nathan Jackson

**Year 8 Mathematics Competition winner:**
- Thomas Grimbhle

**Year 8 Science Competition winner:**
- Hannah Lacy

**Nick Hale Prize for Dux of Year 8:**
- Georgia McIntosh

**Year 9 Outstanding Effort Awards:**
- Michaela Agius, Eleanor Armstrong, Zachary Bargiamidis, Madelene Criso, Riley Crossman, Hannah Dragwidge, Hannah Dunn, Abby Grech, James Kristin, Yasemin Mehmed, Yohanna Mequwanant, Victoria Mourkas, Maddy Norling, Natasha Ovcak, Janaya Walker-Fierce, Chloe Walker-Fierce, Lian Wu, Lachlan West, Emily Woodland, Jai Wright

**Year 9 Academic Excellence Awards:**
- Morgan Bowes, Nick Deris, Mason Dipetta, Lachlan Ellis, Jervis Nguyen, Matthew Petrovski

**Year 9 Academic Excellence and Outstanding Effort Awards:**
- Cassandra Anderson, Bailey Aven, Julie Bourke, Jayden Bullard, Sarah Buzzacott, Jessica Cain, Hollie Cassar, Melis Cosar, Jye Curwood, Jackson Delios, Simran Dhillon, Sean Freche, Emma Gill, Phoebe Houghart, Gabrielle Hunak, Angus Lovell, Brooke Magri, Madeline Mathir, Kieren McKenzie, Nicole Mellis, Jacob Micevski, Adel Munro, Rachel O’Hagan, Briana Petersen, Cameron Richardson, Emma Rosario, Bradley Sawyer, Casper Soley-Hwell, Emillia Squires, Nicki Staunton

**Year 9 English Competition winner:**
- Madeline Mathir

**Year 9 Mathematics Competition winner:**
- Morgan Bowes

**Year 9 Science Competition winner:**
- Sean Bentley, Cameron Richardson

**Kevin Nicholson Prize for Dux of Year 9:**
- Phoebe Houghart
Year 10 Outstanding Effort Awards: Rebecca Brown, Leyla Chapman, Jack Duffy, Madison Erddy, Caitlin Fortune, Cheyenne Hardie, Liza Jayakody, Shernae Kelder, Emily Lacy, Kate Lidgett, Marcus Macklin, Simon Schembri, Nick Trent, Dejan Vasiljevic, Benjamin Walter

Year 10 Academic Excellence Awards: Alaа Alameh, Steven Aquilina, Sally Clark, Kyle Corcoran, Jaimee Head, Ben Hunter, Yenn Low, Nguyen Ly, Shelby Noach, Charlotte Payne, Jack Prodan, Lily Rowan, Adrian Semeceen

Year 10 Academic Excellence and Outstanding Effort Awards: Sarah Atze, Rosanna Bowes, Meagan Buttigieg, Rachel Dwyer, Patrick Ho, Tyler Huynh, Andrew Lock, Daniel Magri, Antonella Marjanovic, Logan McPherson, Sarah Neville, Jennifer Nguyen, Holly Paxman, Marcus Rzanoski, Samantha Sherrington, Liam Simmons, Jason Steele, Madeleine Tabak, Anna Vanstan, Jack Willach, Kareem Zaghiblo, Joshua Zamperoni

Year 10 English Competition winner: Kyle Corcoran, Antonella Marjanovic, Samantha Sherrington, Sarah Neville

Year 10 Mathematics Competition winner: Nguyen Ly

Year 10 Science Competition winner: Marcus Rzanoski

The Kwong Lee Dow Scholars Award from the University of Melbourne: Nguyen Ly and Sarah Neville

Ballarat University Prize for Dux of Year 10: Joshua Zamperoni

The Allister Cuttler Memorial Award: Leyla Chapman

VCE Unit 1 & 2 Dux of Subjects:
Nathan Anderson: Accounting, Business Management
Steven Aquilina: Mathematics: General
Kirsia Aven: Economics
Carissa Bailey: Geography
Elise Barraclough: Psychology
Lainey Bloomcamp: Health and Human Development
Ephony Cowan: Environmental Science
Fraser Currie: Legal Studies
Jackson Danton-Jack: VCAL
James Dominko: Information Technology
Kendall Evans: General Mathematics: Specialist, Physics
Natalie Gladys: Australian and Global Politics
Bethany Kelloch: Media, Studio Art
Caitlin Lambert: VET: Hospitality
Nguyen Ly: Mathematics Methods (CAS)
Mercy McColl: Art
Elizabeth O’Brien: LOTE: French
Jarrod Percus: Music Performance
Melanie Phillips: Visual Communication & Design
Ashlee Sargent: Biology, Chemistry, Physical Education
Ashleigh Sawyer: Design and Technology – Textiles
Karma Terekoski: LOTE: Japanese Second Language
Simone Williams: English, History, Literature
Joshua Zamperoni: Outdoor and Environmental Studies
Peter & Robyn Russell Prize for Dux of Year 11: Simone Williams

VCE Unit 3 & 4 Dux of Subjects:
Nicholas Armstrong: Physical Education
Steven Barnes: Media
Richard Barsha: Software Development
Hannah Blamey: Geography
Aleisha Clark: Chemistry, Psychology, Maths: Mathematical Methods (CAS)
Ephony Cowan: Outdoor and Environmental Studies
Christopher De Pasquale: Physics
Lucinda Di Giorgi: VET: Hospitality
Matthew Fowlie: VET: Music Technical Production
Devona Govender: Health and Human Development
Dinolyn Govender: Economics
Chelsea Hogarth: English, History Revolutions, Visual Communication and Design
Aidan McCready: Biology
Jaymie McPherson: Environmental Science
Caelan O’Rourke: VCAL
Connor Pain: Australian History
Joanne Perugini: LOTE: French
Benjamin Peska: Music Investigation
Melanie Phillips: Studio Art
Kieran Sandhu: Business Management
Arsie Sen: Accounting
Mark Simon: Australian Politics
Amarendra Singh: Further Mathematics, Legal Studies, Literature
Amy Taylor: Product Design and Technology

Callan Wallace: Physics, Maths: Specialist Mathematics
Yen Yap: LOTE: Japanese Second Language
PFA Award for Services to the School: Senior School: Chelsea Hogarth, Matthew Fowlie

The Bacchus Marsh Rotary Club Award: Alexisha Clarke, Madeleine Graham
The BMG Staff Association Award: Ashleigh Groves, Sophie Kasem
The Baxter Holly Award for School Captains & Vice Captains: Alexisha Clarke, Chelsea Hogarth, Amar Singh, Madeleine Graham, Caelan O’Rourke, Taylor Jenkins

Dux of the School 2012: Bradley Sargent

2013 JUNIOR SCHOOL PRIZE WINNERS:
The Rotary Club of Bacchus Marsh has sponsored two awards for students who have achieved academic excellence, displayed fine leadership qualities and have been active in Community Service.
Recipients: Elexis Chapman, Christen Tzagarakis
The Bacchus Marsh Grammar Parents and Friends have sponsored two awards for Services to the School
Recipients: Rachel Jackson, Max Scoble
The BMG Staff Association Award: Charlie Scotson, Bryce Stephenson
The Lions Club of Bacchus Marsh has sponsored awards for Leadership and Achievement in Sport: Recipients: Brendan Collins, Matisse Barnes, Caleb Noonan, Sophie Dunn
The Baxter Holly Award for School Captains & Vice Captains: Elexis Chapman, Christen Tzagarakis, Amber Eden-Jones, Emmensy Jenkins, Bryce Stephenson

Year 5 Awards
The recipients of the Outstanding Effort Awards for 2013 are:
Year Five: Mia Stanley, Alarni Christie, Reid Cilia, Annabel Comroy, Tomoka Fowlie, Sydnie McCaullum, Ethan McKinnone, Phoebe Pearson, Ally Quinlan, Monique Rene, Liam Volf, Jack Harrison, Taylor Kellett, Robert McGregor, Alyssa Thunder, Caitlyn Welch

The recipients of the Academic Excellence Awards for 2013 are:
Year Five: Alexander O’Maloney, Nvodi Senanayake, Aiden Di Pretoro, Georgia Spence, Harley Blake, Anthony Kasimiotis, Jack Bidwell, Cooper McIntosh

The recipients of the Academic Excellence/Academic Excellence Awards for 2013 are:
Year Five: Liam Anthian, Alejandra Camacho, Harrison Blake, Nicholas Pandza, Noel Jewell, Mackenzie Kelly, Madeline Stephens, Marinx van den Hende, Eliza Wales, Olivia Way, Ethon Adam, Brooke Draper, Grace Fisher, Ronan Kelder, Majella McColl, Jade Schuijers

Year 5 Spelling Competition Winner: Alejandra Camacho, Ethon Adam
Year 5 English Competition Winner: Alejandra Camacho, Mackenzie Kelly
Year 5 Mathematics Competition Winner: Liam Anthian

Year 5 Science Competition Winner: Alejandra Camacho

Dux of Year 5 2013: Alejandra Camacho

Year 6 Awards
The recipients of the Outstanding Effort Awards for 2013 are:
Year Six: Christen Tzagarakis, Georgia Bailey, Kaiara Braybrook, Jye Veith, Arianna Bowles, Joel Williams, Elexis Chapman, Ahimsa Dobson, Jordan Cornea, Alicia Kilic, Helena Mitchell, Noah Shaw, Morgan Miles, Max Scoble, Shiteeka Henderson, Gemma Dangerfield, Dara King, Elizabeth Nuspan

The recipients of the Academic Excellence Awards for 2013 are:
Year Six: Campbell Child, Connor McNee, Ziad Atalla, Logan Koch, Nicholas Prodan

The recipients of the Academic Excellence/Academic Excellence Awards for 2013 are:
Year Six: Pranreet Alluri, Connor Anthian, Matisse Barnes, Stuart Campbell, Natasha Crawley, Saxon Downer, Amber Eden-Jones, Ethan Murphy, Carla Rubio, Madeline Page, Anushka Sadler, Charlie Scotton, Stevan Deris, Rachel Jackson, Grace Frederickson, Sarah Lunt, Nazeha Moosaire, Jasmin Sitdhi, Bryce Stephenson, Phoebe Soley-Howlett, Billie Camilleri, Naomi Kitchin, Laura Spargo, Riley Griffiths, Mackenzie Stewart, Cassandra Lee

Year 6 Spelling Competition Winner: Rachel Jackson, Amber Eden-Jones
Year 6 English Competition Winner: Pranreet Alluri
Year 6 Mathematics Competition Winner: Campbell Child
Year 6 Science Competition Winner: Connor McNee

Dux of Year 6 2013: Rachel Jackson
Commentary on Year 3 Results

These results show that Bacchus Marsh Grammar students are well above both National and State standards for Reading and Writing at every point of measurement. Spelling and Grammar & Punctuation results are still high, but not at the same level as the exceptional results of last year. Numeracy continues to have lower performance than desired, with results lower than 2012.

The weakness in Writing from 2011 and before has disappeared, as a consistent trend.

The percentage of students at or above National Minimum Standards is exceptionally high in all areas. It is of note that:

• the extremely high performance of girls in Grammar & Punctuation (Q3 at the top-of-scale), offset by the at-average performance of boys

• Band 1 & 2 marks are almost entirely absent in all of the 5 domains tested

• the very high overall level of performance in Reading and writing;

• very few students achieved at Band 4 or below (Band 2 is the National Minimum Standard).
Commentary on Year 5 Results

These results show that there has been a very pleasing and continuing improvement over the dramatic improvements shown in the 2011 results, with Reading, Writing, and Spelling & Grammar continuing at high levels. Bacchus Marsh Grammar students are at or above both National and State standards in all of the domains tested.

The weaker results in Writing and Numeracy have improved noticeably and show an improvement from this cohort’s results in Year 3.

There continues to be a very high percentage of students above National Minimum Standards in all domains tested, with very few students in the lowest bands.

It is of note that:

• boys and girls results in Reading, Writing and Numeracy were uniformly high, which is very pleasing;
• no students were below N M Standard in Writing, and very few below in the other tests;
• Spelling continues to be very strong;
• there continues to be 90% plus above N M Standards in all areas except Numeracy (85%).

Commentary on Year 7 Results

These results show that Bacchus Marsh Grammar students are at or above both National and State standards in all domains, and have maintained the extremely good results from 2012.

Spelling results have risen noticeably since 2012; Numeracy results are good, but high-level results are still too few. The increased intake into Year 7 has produced a much wider range of Numerical abilities, which are difficult to overcome in only one Term.

Reading and Writing results continue to be strong and evenly distributed between boys and girls.

Very few students achieved at Band 5 or below (Band 5 is the National Minimum Standard) and there continues to be an overwhelming percentage of students above National Minimum Standards (over 91% except for Writing, at 89%).

Students continued to be, on average, 2 to 6 months above expected VELS standard for Year 7;

The results for all the domains show a significantly elevated Median score over State and National results, although Numeracy continues to show softer results than desired.

Commentary on Year 9 Results

These results are extremely pleasing, and show that Bacchus Marsh Grammar students are well above both National and State standards in all domains.

Of particular note is the improvement in Numeracy results, although this is in keeping with this cohort's strong results in Year 7. The boys' results were significantly higher than those of the girls, and the girls were higher than State average.

It is of note that the elevated number of students who were in the bottom two Bands (5 & 6) in 2012, have diminished significantly, although there were still too many at low levels in Writing – all boys!

In general, in all areas except Numeracy, the boys' and girls' results were very uniform.

An overwhelming percentage of students remained above the National Minimum Standards. This pattern of results shows a distinct resemblance to that achieved by this cohort in Year 7 NAPLAN.

Students are still on average up to 3 to 6 months above expected VELS standard for Year 9, and the median scores for all subjects were above State and National levels.

There was a distinct increase in Writing from their Year 7 results.