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 have 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 school buildings and grounds. The school serves a diverse community from many backgrounds, including a significant contribution from indigenous communities.

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.

- 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

Moira Berry, President
Cathy Jeffkins, Vice President
Irene Norman, Treasurer

School Council Members: Dyna Buxton, Greg Mason, Mark Mills, Shawn Peterken, Trish Stephenson, Peter Thompson, Philip Way

LIFE MEMBERS OF BACCHUS MARSH GRAMMAR ASSOCIATION

William Wilson, Jill Wilson, Graeme Blyth, Peter O’Day, Marcia Gage, Rachelene Hawkins, Baxter Holly, Bruce Marshall, Sheryl Tunnicliff, Silvija Lucas, John Cooke, Stuart Davidson, Andrew Conolly, Andrew Dickson.

OFFICE BEARERS OF THE PARENTS AND FRIENDS ASSOCIATION

President: Symone White
Vice President: Nicola Huddle
Treasurer: Rowena De Kyper
Secretary: Monica Slater

STAFF 2014


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 Adlam: B. Ed. (Mathematics & Special Needs)
Anita Alwayn: B. Sc., Dip. Ed.
Sara Antonowicz: B. Ed.

Alice Backhouse: B.A., Grad. Dip. (Secondary)
Catherine Baldwin: B.A., B. Ed., Masters in Education
Clare Ballard: B. Ed. Dip., Masters in Teaching (Secondary)
Lisa Beatty: BA Social science, Grad. Dip. (Secondary)

Kim Blundell: Dip. Teach. (Primary)
Rohan Bryan: Cert IV Mechanical Technology (Automotive); B. App. Sc. (Applied Chemistry), Grad. Dip. Ed. (Secondary)


Emma Burton: B.Ed. (Physical Education), Cert IV Training & Assessment

Jennifer Caligari: B.EC, BA (Honours), MA (History), Grad. Cert. Ed. (Religion), Dip. Ed.

Ray Callister: B. Sc., Dip. Ed.


Zoe Cassar: B. Ed. (P-12)

Tony Castrignano: B.Ed (P.E.)

Nicole Clark: B. App Sci, Grad Dip. Ed. (Secondary)

Lindsey Clifton: BSc, GTP Science

Sarah Collins: B. Ed. M. Ed.

Michelle Connell: B. Arts (Criminology/Political Science), B. Teach – Secondary (Hons.)


Justin Cooper: B.Sc (SLA), P.I.C.E.

Keith Currie: B.Sc (ANU), Dip. Ed. (CCAE), M.Ed. (Syd), B.BusCSU)

Rachel Dale: B. Ed. (P-12)

Cindy Daniel: B. Ed. (P.E.)

Ben Davey: B. Sc. Hons (Chemistry), P.G.C.E. (Science), M.R.S.C., Cert IV Training & Assessment


Nici Deller: B. Ed. Reading Recovery Victoria, M. Ed. Management


Ganisha Doma: Bve (Financial Mathematics), P.G.C.E.


Laura Edwards: B. Business (Hospitality & Tourism), Grad. Dip. Applied Learning (Secondary)

Katherine Elder: B.A. (English & History), Grad. Dip. (Humanities & Social Sciences, Drama), Grad. Dip. (Secondary)
Chantelle Eustick:
Jennifer Fearn: B. AgricSci (Hons); B.Teach
Shelley Fridle: B.A. Education, Endorsement Home Economics, Health
Deborah Godsell: Dip. Teach (Primary), Grad. Dip (Health & Physical Education)
Kathryn Graham: B. Eng; MBA, Grad. Dip. Ed (Secondary)
Peta Griffith: Dip. Visual Arts (Graphic Design), B. Visual Arts (Graphic Design/ Multimedia), Grad. Dip. (Secondary)
Marija Grmusa: B.Sc, Grad. Dip. Ed (Secondary)
Sherry Hatfield: B.Ed (Arts)
Peter Hexter: B. Ed.
Trevor Hilton: B. Ed (P-I-2) (P.E.)
David Hunter: B. App. Sc. (P.E.)
Sarah Hunter: B. Arts (Journalism), Diploma in Diplomacy
David Livshiz:
Jan Logus: B. Ed (Primary)
Philippa Loton: M. Ed (Student Wellbeing), B.A. (Fashion Design), Grad. Dip (Secondary)
Matthew Love: Dip. Teach. (Primary)
Andrew Mackenzie: B.A. (Hons), B.Ed., M.Ed. MACE, MACEL (Geography)
Susanna Mandie: B. Sc (Chemistry, Mathematics), Grad. Dip. (Secondary)
Claire Martin: B. Arts (Honours – History), Grad. Dip. Ed.
Gary Maybery: B. Bus (Accounting), Grad.Dip.Ed. (Secondary), Cert IV TAA
Sarah McCleary: B.A. (Creative Arts), Diploma in Teaching (Secondary)
Wes McLaughlin:
Brendan McLaughlin: B. Ed.
Shane Mcneel: B.A. Grad. Dip. Ed (Secondary)
Lynne Mehdai: B. Ed.
Jade Mete: B.Mus, BA (Psych) (Honours), Grad. Dip. Ed.
Christopher Morcombe: B. Ed (Secondary)
Melanie Morton: B. Ed. (Physical Education)
Travis Newton: B. Ed (Primary)
Patrick O'Brien: BSc (Computer Science & Electronics); Grad. Dip. Ed (Secondary)
Tanja O'Brien: B.Sc (Biology), Grad. Dip. Ed (Secondary)
Debra O'Gorman: B.(Ed., P.E., Outdoor Ed., Mathematics)
Trent O'Dakker: A. App Sc (Human Movement), Grad. Dip. Ed. (Secondary), Grad. Certificate of Outdoor & Environment Studies, Cert IV Outdoor Recreation
Annie Oliver: B. Sci B.Teach
Kelly O'Day:
Leigh Park: B.A. (Psychology), Dip. Ed. (Secondary), M. Ed. (School Leadership), Grad. Cert. Outdoor & Environmental Education
Melissa Pearson: B. Ed (Japanese)
Siegist Peal:
Debra Penny: PhD (Mathematics), BSc(Hons Mathematic), Dip. Ed
Dean Pepplekinson: B. Ed (PE/Science) (Hons).
Rachel Peterken: Dip. T (Primary), B. Ed.
Andrew Perkins: B. Ed (Honours) (Physical Education), M. Applied Science
Rebecca Perks: B. Ed (Physical Education & Health Education)
Emilia Prokopy: Dip. Teach. Grad Cert. Ed. (TESOL), Cert. IV Training & Assessment
Nam-Ha Quach: B.A. App. Sc, (Psychology), Dip. Ed. (Secondary), Grad. Cert in Counselling, Cert in Permaculture Design
Sian Rawlinson: Dip. Teach. (Primary) B.Ed.
Li Richardson: B. Sc (Mathematics/Chemistry), Dip. Ed (Secondary), G. Cert (Careers Counselling)
John Riczetti: Dip. Teach. (Primary) Dip. Ed. (Special Needs)
Georgia Romaszko: B.Ed.
Belinda Rzansowski: B. Bus., B. Teach
Katherine Scorpio: 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)
Lauru Slater: B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)
Sandra Spriggas:
Vanessa Stanion: B. Ed.
Helena Stratton: B.A. (Literature & Theatre & Film), Dip. Ed. (Secondary)
Sheryl Symes: B.Sc (Hons) P.G.C.E.
Dean Thompson: B. Mus. AMusA. Dip. Ed (Secondary)
Erim Thornton: B. Arts (Politics and English), Dip. Ed., MA (School Leadership)
Hayley Trask: B. Ed. (Physical Education)
Karlee Underwood: B. Ed.
Leanne Ward: B. Teach. Grad. Dip. (Student Welfare)
Holly Watts: B. Ed.
Alison Weir: B. Ed.
Brenna Wells: B. Ed.
Feona West: Dip. Teach. (Primary), Grad. Dip. Information Management
Alice Wu-Tollis: B.Sc(HR) (HRM), G.Cert (HRM), G.DiplEd (Secondary), Cert IV TAA, M.Counselling, G.Cert (Careers Counselling)
Learning Support Staff: Tamie Chadwick, Samantha Di Merti, Nicole Farley, Lindy Hartwood, Renee Micalet (B. Management), Kerry Oshorn, Zoe Osborn, Simone Loughnan, Lauren Majewski (Dip. Children’s Services), Leah Paterson, Lisa Scottson, Megan Tasker, Symone Whiteray
Canteen Staff: Kerrie Carberry, Leanne Drape, Janine Turner
Health Centre: Melissa Glen, Shannnon Koulstone, Jo Stanley (RN Div I)
Maintenance Staff: Nathan Cott, Luke Curran, Damien Earls, Darren Green, Shayla Kuno
2014 Senior School Leaders
School Captains: Ashley Groves, Timothy Sutherland
School Vice Captains: Natalie Gladys, Elizabeth O’Brien, Ashleigh Sawyer, Simone Williams
ANNUAL REPORT 2014

2014 was another busy and productive year for Bacchus Marsh Grammar in which events demonstrated the inherent strength of the school. The process of continued improvement that is a feature of the school occurred in all areas, however, two areas in particular stand out for comment. The school’s sense of community in the face of difficulties and the physical transformation of the school.

During the year the school had to deal with two particularly tragic episodes, the death of Ian Paterson in an accident on his farm and the deaths of the van den Hende family aboard the crash of MH17.

Ian and his company Exo played an extremely important role in the growth and development of the school. He was often around the school working on tasks large and small and his cheerful “can do” manner was greatly appreciated by all as we often struggled to get buildings in place for the burgeoning school. Ian was also a parent and proud father of three daughters who all attended Bacchus Marsh Grammar. For him working at the school was not only work but an investment in an organisation and community that he had a strong commitment and loyalty to. Ian is missed by all who worked with him and he will be long remembered as both a man of integrity and a friend of the school.

In the middle of the year, the five members of the van den Hende family (Hans, Shaliza, Piers, Marnix and Margaux) were lost as they returned from a vacation in Europe. The senseless nature of their deaths shocked the community which, however, showed remarkable spirit in drawing together to both remember and honour the family.

In both incidents the school community demonstrated its strength, unity and compassion. The mourning for our losses was without self-indulgence but moderated, respectful and supportive. In many cases the strength of a community can be judged by how it reacts to adversity. In the face of these unfortunate tests, this school community acquitted itself exceptionally well.

The year will also be remembered as one in which the face of the school changed. School Council decided to undertake three substantial building projects, the Grade 5/6 Block and the Prep/1 Block was for the first time in the history of the school they involved the demolition and removal of older buildings.
to make way for new facilities. In all construction commenced on seventeen new classrooms and six specialist classrooms. Linking all three new buildings has been an extensive investment in landscaping to bring a greater unity to the school. Whilst finishing touches are still applied the new facilities have enabled not only more comfortable general teaching spaces, but ones that are more in tune with the requirements of the modern classroom. The ability to undertake such a significant project both in terms of management and finance, again demonstrates the inherent strength of the school.

Buildings

To help cater for the needs of a growing school as well as replace aging infrastructure, 2014 was a year of major construction. During late 2013 and early 2014, planning of a new Grade 5/6 complex began, to be built on the old parent carpark, north of the Gym. This project came to fruition in October of 2014 with the arrival of the first of thirty-two modules. As the building began to take shape, the excitement of staff and students grew, particularly those in the Grade 5/6 team. By December of 2014, the Grade 5/6 Complex was at 95% completion with only the last finishing touches to take care of, before the beginning of the 2015 academic year.

During the planning and construction phases of the Grade 5/6 complex, the planning of the new double storey Grade Prep/H1 complex began, which would replace the ageing “H-Block”, one of the first classroom blocks on the South Maddingley site. Demolition of the old H-Block began in late September and delivery of the first module arrived in December. Although this made for a busy end of year, the ultimate result would be a colourful, light and airy teaching and learning facility for our Grade Prep and 1 staff and students.

Finalisation of planning and the commencement of building the Home Economics complex at Bacchus Marsh Grammar also began in October/November of 2014. When complete, this building will have two dedicated cooking classrooms as well as a Café dining area to fully cater for school events as well as provide our students with real life learning opportunities, particularly in the hospitality field. By the end of 2014, the majority of the site preparation works had been completed and the building was starting to take shape.

While all of the building works were happening at the school, conceptual designs for landscaping were being considered. A natural and where possible native landscape design was decided upon to complement the new building works as well as Stage 1 of the remediation of the terraces. Landscaping around the new buildings began late 2014 and once complete, will complement the new building designs at Bacchus Marsh Grammar.

Curriculum

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 2014 NAPLAN tests are included in summary form in Appendix 1.

VCE Results / Post School Destinations

VCE Results 2014

The Dux of the School was Kendall Evans who gained an ATAR of 98.20. Kendall also achieved a perfect score of 50 for Mathematical Methods. Below is a snapshot of Year 12 2014 results.

Year 12 2014:

<table>
<thead>
<tr>
<th>ATAR SCORES</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 90</td>
<td>14 (17) 10.4%</td>
</tr>
<tr>
<td>Between 80 and 90</td>
<td>25 (19)</td>
</tr>
<tr>
<td>Between 70 and 80</td>
<td>28 (26)</td>
</tr>
<tr>
<td>Between 60 and 70</td>
<td>33 (30)</td>
</tr>
<tr>
<td>Between 50 and 60</td>
<td>19 (15)</td>
</tr>
<tr>
<td>Below 50</td>
<td>16 (6)</td>
</tr>
<tr>
<td>Highest ATAR</td>
<td>98.20 (99.5)</td>
</tr>
</tbody>
</table>

Post School Destinations

All 148 Year 12 students have either been offered a tertiary position or have secured employment. Of the 139 VTAC applications, 100% of students were offered a tertiary position. 88.50% of students were offered a University position and 11.50% were offered a TAFE position. Due to personal pursuits, five students elected not to apply for post-secondary studies. These students have been offered career counselling support by the school.

Of the 139 VTAC applicants, graduates have gained entry to RMIT (28), Deakin (27), Victoria University (16), University of Melbourne (13), La Trobe (13), Australian Catholic University (11), Federation University (11), Swinburne (6), Monash (5) and Registered Training Organisations (4), William Angliss (3), The...
Gordon TAFE (1), Australian Maritime College (1). One student also accepted an interstate offer through UAC to study at the Australian National University. Highly sought-after courses were in Commerce (26), Sciences (27), Social Sciences - Law, Psychology & Criminology (26) and Creative/Visual Arts & Drama (20). Fields, with lesser but still significant numbers include Health Sciences and Education.

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</th>
<th>% Attendance</th>
<th>Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>95.26</td>
<td>7</td>
<td>95.63</td>
</tr>
<tr>
<td>1</td>
<td>96.07</td>
<td>8</td>
<td>94.89</td>
</tr>
<tr>
<td>2</td>
<td>95.20</td>
<td>9</td>
<td>94.70</td>
</tr>
<tr>
<td>3</td>
<td>95.83</td>
<td>10</td>
<td>93.31</td>
</tr>
<tr>
<td>4</td>
<td>95.81</td>
<td>11</td>
<td>94.12</td>
</tr>
<tr>
<td>5</td>
<td>96.40</td>
<td>12</td>
<td>94.89</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>95.2%</td>
</tr>
</tbody>
</table>

*As recorded in the 2014 School Student Attendance Report

Sports Report
Junior School students were offered sporting opportunities through The Sports Hub program which was available to students Monday through Thursday during each school term. Under the guidance and direction of Mrs Peterken, Bacchus Marsh Grammar developed The Clubs Hub Program for students also to train in teams to enter competitions in Triathlon, Netball and Cycling. Miss Romaszko 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, regional and state finals.

The BMG Mustangs had another fantastic year in Sport in 2014. The year started with some outstanding results in ICCES Swimming. The carnival was held at MSAC and the team had been training hard under the watchful eye of our new BMG Swim Coach, James Wilson. The Year 7 Boys Medley Relay Team won the first event of the day and the fantastic results continued. At the end of the day Team BMG Mustangs finished 4th overall and only just missed out on third place by 10 points. A big congratulations goes to Caleb Noonan of Year 7 who won the Year 7 Boys Age Group Champions Medal and to Stephanie Storey who broke the VCE Girls 50 Butterfly Record. The Year 7 Boys and Girls also clearly won their Age Group on the day.

As with 2013, BMG hosted the ICCES Athletics Carnival at the Lakeside Stadium in Melbourne. Once again the team’s aim was to better the sixth place gained in last year’s carnival. The BMG Mustangs fielded a team of 95 athletes across all disciplines of Track and Field and all athletes performed wonderfully well on the day. Final overall placing’s saw the Mustangs improve to finish one place higher than in last year’s carnival 5th place and our Year 8 Girls won their Year level across both the track and Field events. Congratulations must also go to Julia Bourke who broke the Year 10 Girls Shot Put Record with a put of 11m 80cm with the 4kg Shot and Sophie Minimce who broke the Year 8 Girls 1500m record with a time of 5.04.69.

The highlight in the ICCES calendar is the Winter Tour. Once again our athletes competed in Shepparton. Huge congratulations to all the members of the Senior Hockey Team and their coach Mr. Oldaker as they won Gold in the hockey final and three silver and two bronze medals were also won across other disciplines.

This year we also hosted a Year 7/8 and 9/10 Summer Cup against Braemar College in Volleyball, Badminton, Tennis and Cricket. The Mustangs won the Cricket Cup the Badminton Cup and The AFL Football.

The final event on the calendar was the ICCES X-Country Carnival. Unfortunately the Mustangs struggled over the Victorian course at Bundoora and finished in 6th place overall, however all team members are keen to look to next year and improve their results.

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. Numerous BMG athletes within the program were selected in State and National representative teams. The program model continues to be the benchmark amongst schools with many enquries as to the development and implementation of the BMG Model. The elite program also continues to run a fantastic training camp at the Singapore Sports School.
Camps

The Bacchus Marsh Grammar camps and experiences programs have been designed across the different year levels to provide 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.

This year we had a large group of 31 Year Six students which were split into two tours to Vietnam, one in April and one in September to cater for the growing numbers and interest in the tours. Nine staff participated in the 2014 Study Tours to Vietnam where the main focus of the tour was with our link to the Loc Tho Pagoda and Charity school. Students integrated with the children and students at the pagoda 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. Students then tour the country and are immersed in many cultural and educational experiences. During 2015 links will be made to include Cambodia into the tours.

In 2014 Senior Students participated in the following camp experiences:

The Bacchus Marsh Grammar 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 will take part in many activities throughout their time at BMG; all of which are designed to enhance their development by building resilience, independence and lifelong skills. Students will have the opportunity to develop friendships, engage in new experiences and gain an appreciation of the natural environment.

Year 7 Program

Orientation Coastal Camp - Term 1

The Year 7 Orientation Camp is held early in Term at YMCA Camp Manyung in Mt Eliza. The camp consists of two 3 day/2 night programs and connects students with the coastal region of the Mornington Peninsula and Port Phillip Bay. The rationale behind the program is for students to connect with others, make new friendships, build resilience, work in teams, and maintain a positive outlook. Students will be involved in a range of water and land activities consisting of - Initiative and leadership activities, open water learning, sea kayaking, high/low rope course, marine and bay discovery and community service. The program is fully catered by the YMCA catering staff and students stay in cabin accommodation housing up to eight students.

Year 8 Program

The Year 8 students participate in three diverse experiences throughout the year.

Community Service Program - Term 1

In Term 1 the whole Year 8 cohort participate in a community service program which is located around Bacchus Marsh and surrounding community areas. The program is held during school hours and students return home each night. The rationale behind the program is to build a sense of community spirit, raise funds for charity and put back into the community. The students are involved in a range of activities with the following organisations and services - Friends of Maddingley Park, Bacchus Marsh Tennis Club, Providence Aged Care, Bacchus Marsh Sustainability Hub project, BMG art project, Junior School involvement, BMG canteen and Health Centre, fundraising and Serendip Sanctuary Lara.

The Outdoor Education Group Recreation Camp - Term 2

In Term 2 students take part in recreation camp to Eildon. This camp is run by the Outdoor Education Group and situation at their Eildon base. The program consists of four separate camps run over a two week period.

The camp provides students the chance to experience a new environment, build their teamwork & leadership skills, develop independence and resilience, while working in small groups to develop community.

The students are involved in bushwalking, mountain biking, low ropes course, initiatives over water and a high ropes course. The camp is fully catered, with students responsible for preparing meals. Students will stay in tents and build on their basic camping skills.

Narmbool Environmental Camp - Term 3

In Term 3 the students will experience the Narmbool Lodge at Eilane. This program is operated by Sovereign Hill and has a Sustainability focus. The program consists of four separate camps run over a two week period.

The camp makes many curriculum links to year 8 history and geography and is designed to have many practical study elements. Students participate in bushwalking, biodiversity, astronomy, ecology, birds of prey. While staying in Eco friendly lodges and fully catered meals prepared by the Narmbool kitchen.

Duke of Edinburgh Preparation Camp - Term 4

During the Headstart program the Year 8 students will be in a transition phase and take part in a preparation camp to prepare them for the year 9 Duke of Edinburgh Expedition the following year. The program consists of two separate camps with an overnight component. Students are involved in sessions that include tent set-up, equipment, first aid, hygiene and health, GPS, using a trangia, and menu creation. The camp is fully catered by the YMCA and students will use the BMG tent to camp in.

Year 9 Program

Duke of Edinburgh Expedition - Term 4

The Duke of Edinburgh Expedition is a 4 day adventure building independence, resilience, teamwork, self-efficacy, learning about local history and exploring the Otway region. Students spend a night in Apollo Bay, Blanket Bay, Aire River and Bimbins Park. The program consists of two separate camps.

Students participate in mountain biking, bush walking, GPS amazing race, rock climbing, abseiling, Otway Fly treetop walk, coastal historical guided tour, Cape Otway lighthouse tour, Bimbi Park experience, & camping. They are challenged with catering their own food requirements for 50% of the expedition while the school & venues supplies the other meals. Students will spend three nights experiencing camping in tents while the other night is at the Bimbins Park cabins.
**Dance/Drama**

2014 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 again over 40 students involved. Some of those students were lucky enough to compete at various dance competitions and events throughout the year including the BMG Dance Off, DanceFest and the Victorian Performing Arts Challenge receiving some outstanding results.

The Bacchus Marsh Grammar students were also given the opportunity to participate in the Senior School Musical, The Wizard of Oz. These students spent many hours after school in rehearsals putting together what was an amazing school production demonstrating an exceptional level of talent and strength in all areas of performing arts.

2015 will show the development of classes across Years 9, 10 and 11. Opportunity presented to students continues to develop with the International Tour to Singapore and the opportunity to participate in various dance performances and events throughout the year.

It has been extremely pleasing to see how the Bacchus Marsh Grammar dance program has evolved over the past year and exciting to see the progress and improvements made by students. We are very lucky to have such talented and enthusiastic dance students at Bacchus Marsh Grammar.

**Other Programs**

The school also provides a range of other experiences that students have the option of being involved in.

- Snow camp
- Overseas trips to France, Japan, Thailand
- Singapore Sports Tour
- Further skills in the outdoors by studying VCE Outdoor and Environmental studies in Year 10 and 11.

**Music**

Throughout 2014, the Music Department has continued to demonstrate growth and development, particularly in the area of co-curricular involvement.

The vocal program at BMG continues to grow, as this year has seen the emergence of a Prep and combined Grade 1/2 choir adding to an already varied co-curricular Music program.

Throughout Semester Two, a large cohort of Year 8 students took part in a newly introduced Year 8 Band elective, working towards developing their skills performing in a group environment. It is exciting to see so much interest from students to be involved in Music at the senior level.

The number of instrumental students partaking in the internationally accredited AMEB Music examinations has also risen considerably in recent times. This year for the first time, BMG was host to a number of string examinations for the AMEB, which is also a clear indication of the growing strings program at the school, in particular at the Junior level. This year was also a great opportunity for some of our senior music students to partake in the Senior Musical production of ‘The Wizard Of Oz’, and be a part of an orchestral group working alongside past music students and professional musicians.

Each year provides our music students with extensive performance opportunities for junior and senior soloists and ensembles to hone their craft. The senior annual music concert ‘BMG in Concert’ at GPAC and the annual junior concert once again demonstrated a culmination of the hard work and dedication of our talented music students and staff.

**School Productions**

The Senior School Production of The Wizard of Oz was held at the Clocktower Centre on the 2nd and 3rd 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 Helena Stratakos 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. Thanks also to the many musicians who participated in the production under the direction of Mr Dean Thomas.
The Junior School Production of Alice in Wonderland was held at the Bacchus Marsh Shire Hall on the 6th and 7th November. The Junior School production played to full houses on both nights and we 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.

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 Wendy Green, Mrs Jan Loftus, Mr Leigh Park, Mr Andrew Mackenzie and Mr Ray Callister for the enormous contribution they make to the life of 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 Symone Whiteway for the contribution she has made to the PFA as President.

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 table gives an overview of the composition of the Staff:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>41</td>
<td>106</td>
</tr>
</tbody>
</table>

*As reported in the 2014 Census

At the end of 2014 a number of staff retired who had made a significant contribution to the development of the school. In particular I would like to mention:

- Mr Ron Noonan
- Mr Ray Callister
- Mrs Ruth Marnie

I thank Ron, Ray and Ruth 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.

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.
2014 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 2014 financial year. A major assumption underpinning the strategic planning process conducted by Council in 2013 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 2014 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 2014. Education outcomes were extremely positive with the School reporting excellent VCE results across all subjects, with several students achieving maximum scores. The financial performance of the School continued to exceed expectations. The better than expected operating result for 2014 has underpinned an improvement in all financial benchmarks for the year and provides a sound financial foundation for the Association to move forward into 2015.

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 2014, 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 major projects completed during the year were the construction of a grade 5 and grade 6 classroom complex, the construction of a prep and grade 1 classroom complex and the commencement of the new hospitality building. This significant capital program enabled the School to remove much of the ageing junior school infrastructure and involved the construction of 18 new classrooms and several multi-purpose spaces.

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 2014 of $2,495,000 (2013 $1,913,000), which was a significant improvement on budgeted expectations. The operating result includes commonwealth government funding for capital projects completed in previous years. The improvement in the operating result against budget expectations was due to a combination of factors. An increase in income for 2014 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.

STATEMENT OF FINANCIAL POSITION
The Statement of Financial Position, Table 2.1, has strengthened during the year with total assets increasing by $2,405,901 (including capital expenditure of $3,522,312). Total liabilities decreased by $89,000 for the year, reflecting a decrease in borrowings according to the finance schedules and increased employee provisions.

Table 1.1: Statement of Financial Performance

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td>$11,131,949</td>
<td>$9,716,375</td>
</tr>
<tr>
<td>Tuition Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Income</td>
<td>14,700,593</td>
<td>13,422,740</td>
</tr>
<tr>
<td>Other Income</td>
<td>4,025,903</td>
<td>3,638,094</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>29,858,445</td>
<td>26,777,209</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Expenses</td>
<td>15,863,452</td>
<td>13,322,957</td>
</tr>
<tr>
<td>Tuition Salaries &amp; Staff Related Expenses</td>
<td>1,480,261</td>
<td>1,326,492</td>
</tr>
<tr>
<td><strong>Total Tuition Expenses</strong></td>
<td>17,343,713</td>
<td>14,649,449</td>
</tr>
<tr>
<td>Administration Expenses</td>
<td>2,506,876</td>
<td>2,890,776</td>
</tr>
<tr>
<td>Administration Salaries &amp; Staff Related Expenses</td>
<td>2,023,184</td>
<td>2,315,999</td>
</tr>
<tr>
<td>Depreciation</td>
<td>5,489,658</td>
<td>5,007,543</td>
</tr>
<tr>
<td>Other Administration Expenses</td>
<td>10,019,718</td>
<td>10,214,318</td>
</tr>
<tr>
<td><strong>Total Administration Expenses</strong></td>
<td>27,363,431</td>
<td>24,863,767</td>
</tr>
<tr>
<td><strong>NET OPERATING SURPLUS/(DEFICIT)</strong></td>
<td>$2,495,014</td>
<td>$1,913,442</td>
</tr>
</tbody>
</table>
Cash Reserves
The cash reserves of the Association remained high during
the year with cash reserves of $3,652,643 as at 31 December
2013 (2013 $4,914,037), however they decreased over the
year as the Association used excess cash to fund a part of the
capital program. 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 2014. The working capital ratio at the end of 2013 was
1.64.

External Borrowings
During the year, the Association decreased external debt
by $526,000 from $11,095,000 in 2013 to $10,569,000
in 2014. 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 $5,895 per student
in 2014 ($6,592 in 2013).

Table 2.1: Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>3,652,643</td>
<td>4,914,037</td>
</tr>
<tr>
<td>Trade &amp; Other Receivables</td>
<td>792,759</td>
<td>516,349</td>
</tr>
<tr>
<td>Other Assets</td>
<td>212,368</td>
<td>343,795</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>4,657,770</td>
<td>5,774,181</td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>29,597,199</td>
<td>26,074,887</td>
</tr>
<tr>
<td>Total Non-Current Assets</td>
<td>29,597,199</td>
<td>26,074,887</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>34,254,969</td>
<td>31,849,068</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade &amp; Other Payables</td>
<td>1,004,157</td>
<td>860,685</td>
</tr>
<tr>
<td>Short-term Finance Liabilities</td>
<td>6,212,570</td>
<td>526,000</td>
</tr>
<tr>
<td>Short-term Provisions</td>
<td>2,052,429</td>
<td>1,890,104</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>245,245</td>
<td>251,319</td>
</tr>
<tr>
<td>Total Current Liabilities</td>
<td>9,514,401</td>
<td>3,528,108</td>
</tr>
<tr>
<td>Non-Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Bearing Liabilities</td>
<td>4,356,000</td>
<td>10,568,570</td>
</tr>
<tr>
<td>Provisions</td>
<td>560,419</td>
<td>423,255</td>
</tr>
<tr>
<td>Total Non-Current Liabilities</td>
<td>4,914,037</td>
<td>10,991,825</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>14,430,820</td>
<td>14,519,933</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>19,824,149</td>
<td>17,329,135</td>
</tr>
<tr>
<td><strong>ACCUMULATED FUNDS</strong></td>
<td>19,824,149</td>
<td>17,329,135</td>
</tr>
</tbody>
</table>

Cash from Operating Activities
Receipts from Student Fees and Charges | 14,736,834 | 13,295,390 |
Government Grants Received | 14,700,593 | 14,765,014 |
Interest Received | 138,536 | 36,925 |
Finance Costs | (773,966) | (836,664) |
Payments to Suppliers and Employees | (23,991,895) | (22,493,820) |
Net Cash provided by (used in) Operating Activities | 4,810,102 | 4,776,845 |

Cash Flows from Investing Activities
Payment for Property, Plant and Equipment | (5,545,496) | (2,715,880) |
Net Cash provided by (used in) Investing Activities | (5,545,496) | (2,715,880) |

Cash Flows from Financing Activities
Proceeds/(Repayment) of Borrowings | (526,000) | (463,878) |
Net Cash provided by (used in) Financing Activities | (526,000) | (463,878) |

Net Increase (Decrease) in Cash Held | (1,261,394) | 1,587,087 |
Cash at Beginning of Financial Year | 4,914,037 | 3,326,950 |
Cash at End of Financial Year | 3,652,643 | 4,914,037 |

FUTURE DEVELOPMENTS
The Council reviews the strategic direction of the Association annually, making adjustments in response to changing
circumstances when required. In the past the major focus of
the strategic direction of the Association over the medium to
long term has been to continue to consolidate the school on
its current site. During the last strategic review, the Council
identified a number of issues facing the Independent School
sector over the next few years including reducing enrolments,
pressure on fees, increasing costs of education and an
increasing expectation of the curriculum offering by parents.
Due to this uncertain environment and recognising the potential
for a continued economic downturn, the Council has once
again taken a conservative approach to planning. However, in
response to the concerns raised by the strategic review, Council has implemented a number of initiatives commencing from
2015 without compromising the existing educational program
and the continued re-development and improvement of existing
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 Academic Excellence Awards: Kaiara Braybrook, Ben Campney, Campbell Child, Saxon Dowton, Mitchell Havard, Kai Mitchell, Carla Rubino, Ryan Samarakoon, Bryce Stephenson, Jayden Troselj


Year 8 English Competition Award winner: Praneet Alluri

Year 7 Mathematics Competition Award winner: Mitchell Kai

Year 7 Science Competition Award winner: Asan Liyanarate

John Rizzetti Prize for Dux of Year 7: Rachel Jackson


Year 8 Academic Excellence Awards: Dilan Cosar

Year 8 Academic Excellence & Outstanding Effort Awards: Darcie Botes, Katelynn Condon, Zak Crossman, Joseph Earnest, Maddison Heward, Jennifer Li, Adam Steele, Caitill Barracough, Juulke Castelijn, Ben De Bortoli, Emily Harbison, Georigina Latham, Lauren Machell, Stephanie Trento, Michelle Aquilina, Olivia Coghlan, Amy Dao, Jessica Pitts, Michael Rubino, Khushi Kaia, Lily Moomenhoust, Lachlan Ranzoski, Ruby Roberts, Venkatesan, Benjamin West, Daniel Wilson, Jacob Woolley, Lea Bright, Olivia Peterson, Nandita Singh, Chirra Tyson, Aarnav Venkatesh, Clarissa Servinio, Shani Bullard, Ella Clark, Piper Dinham, Jessica Ewer, Sarah Hageman, Lauren Knaues

Year 8 English Competition winner: Benjamin West

Year 8 Mathematics Competition winner: Rohith Vankatesan

Year 8 Science Competition winner: Joseph Earnershaw, Stephanie Trento

Nick Hale Prize for Dux of Year 8: Juulke Castelijn


Year 9 Academic Excellence Awards: Nick Duffy, Jonathan Dwyer, Isabel Fischer, Thomas Grindle, Aidan Johnson, Nathan Oakley

Year 9 Excellence and Outstanding Effort Awards: Fiona Bayly, Chelsea Bell, Monique Brain, Jessica Campbell, Natalie Cini, Nicole Farnell, Baylee Fletcher, Sam Franks, Georgia Hollier, Emma Humphries, Lois Hunter, Nathan Jackson, Benign Kellok, Hannah Lacy, Jack Lantieri, Georgia Mcintosh, Hannah McLean, Nathan Meyer, Georgia Morrell, Filip Philippou, Caitlin Philipps, Ellie Pitcher-Willmott, Eve Rampley, Nicholas Salmon, Liaza Semersen, Gurlen Singh, Shannyn Stein, George Thorne, Catherine Truemane

Year 9 English Competitionwinner: Nicholas Duffy

Year 9 Mathematics Competition winner: Caitlin Philippis, Jacob Sinclair, Jack Lantieri, Samuel Franks
Year 9 Science Competition winners: Felipe Philippou
Kevin Nicholson Prize for Dux of Year 9: Caitlyn Philippus


Year 10 Academic Excellence Awards: Joshua Carter, Nick Deris, Mason Dipetta, Lachlan Ellis

Year 10 Excellence and Outstanding Effort Awards: Cassandra Anderson, Eleanor Armstrong, Bailey Aven, Julie Bourke, Jayden Bullard, Sarah Burzacott, Hollie Cassar, Melis Cosar, Simran Dhillon, Annelyse D'Roziario, Hannah Dunn, Kees Fong, Annabelle Ford, Emma Gill, Phoebe Hogarth, Georgia Isaacs, Courtney Lamb, Angus Lovell, Brooke Magri, Madeline Mather, Kieren McKenzie, Nicole Melis, Jacob Micevski, Adel Munro, Rachel O'Hagan, Briana Peterson, Cameron Richardson, Emma Rosario, Bradley Sawyer, Casper Soley-Howlett

Year 10 English Competition winner: Madeline Mather

Year 10 Mathematics Competition winner: Cameron Richardson

Year 10 Science Competition winner: Morgan Bowes

The Kwong Lee Dow Scholars Award from the University of Melbourne: Samuel Mirzadeh, Barkay Trifkovic

Australian Defence Force 2014 Long Tan Youth Leadership and Teamwork Award: Jacob Micevski

Ballarat University Prize for Dux of Year 10: Phoebe Hogarth

The Allister Cuttler Memorial Award: Kieren McKenzie

Year 10 Academic Excellence and Outstanding Effort Awards: Cassandra Anderson, Eleanor Armstrong, Bailey Aven, Julie Bourke, Jayden Bullard, Sarah Burzacott, Hollie Cassar, Melis Cosar, Simran Dhillon, Annelyse D’Roziario, Hannah Dunn, Kees Fong, Annabelle Ford, Emma Gill, Phoebe Hogarth, Georgia Isaacs, Courtney Lamb, Angus Lovell, Brooke Magri, Madeline Mather, Kieren McKenzie, Nicole Melis, Jacob Micevski, Adel Munro, Rachel O’Hagan, Briana Peterson, Cameron Richardson, Emma Rosario, Bradley Sawyer, Casper Soley-Howlett

Year 10 English Competition winner: Madeline Mather

Year 10 Mathematics Competition winner: Cameron Richardson

Year 10 Science Competition winner: Morgan Bowes

The Kwong Lee Dow Scholars Award from the University of Melbourne: Samuel Mirzadeh, Barkay Trifkovic

Australian Defence Force 2014 Long Tan Youth Leadership and Teamwork Award: Jacob Micevski

Ballarat University Prize for Dux of Year 10: Phoebe Hogarth

The Allister Cuttler Memorial Award: Kieren McKenzie

The BMG Staff Association Award: Edan Dowling and Brooke Wilson

The Lions Club of Bacchus Marsh has sponsored awards for Leadership and Achievement in Sport: Recipients: Taylah Kelly, Noel Jewell, Eliza Wales

VCE Unit 1 & 2 Dux of Subjects:

Cassandra Anderson: Information Technology
Sarah Atze: Japanese
Bailey Aven: Environmental Science
Emma Beard: Textiles
Holliie Cassar: Psychology
Leyla Chapman: Dance
Kyle Corcoran: Legal Studies
Kees Fong: Accounting
Caitlin Fortuna: Drama
Patrick Ho: Chemistry
Sreedevi Kannabara: Japanese
Daniel Magri: Economics
Antonela Marjanovic: Textiles
Jacob McCloskey: VCAA Award
Jacob Micevski: Mathematics – General Further
Sarah Neville: French, Literature, Physics
Shelby Noabch: Art
Charlotte Payne: English Language
Briana Peterson: Outdoor & Environmental Studies
Francis Quinal: Music Performance
Lily Rowan: History, Legal Studies, Media Studies
Anna Vannan: Studio Arts, Visual Communication & Design
Jack Wallach: Biology
Joshua Zamponeri: English, Health & Human Development, Physical Education, IT Units 3&4 Outdoor & Environmental Studies

Peter & Robyn Russell Prize for Dux of Year 11: Joshuam Zamponeri

Ashlee Sargent: Biology, Chemistry, Physical Education
Ashleigh Sawyer: Textiles
Joshua Stone: Japanese
Simone Williams: English, Literature

Gold Duke of Edinburgh Awards: Kyle Burton, Nicole Jackson, Emma Perciote

PFA Award for Services to the School: Senior School: Nicole Staunton & Paul Ryan

The Bacchus Marsh Rotary Club Award: Ashleigh Groves, Tsitsi Mukodi

The BMG Staff Association Award: Cameron Richardson, Jessica Macdonald

Dux of the School 2014: Kendall Evans

2014 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: Alejandra Camacho, Sydnie McCallum

The Bacchus Marsh Grammar Parents and Friends have sponsored two awards for Services to the School

Recipients: Nicholas Pandza and Majella McColl

The BMG Staff Association Award: Edan Dowling and Brooke Wilson

The Lions Club of Bacchus Marsh has sponsored awards for Leadership and Achievement in Sport: Recipients: Taylah Kelly, Noel Jewell, Eliza Wales

Year 5 Awards

The recipients of the Outstanding Effort Awards for 2014 are:

Year Five: Jacob Attard, Ella Beatzley, Ceo Brennan, Georgia Chapman, Asia Child, Hannah Conway, Jojo DePetrotta, Emma Frost, Molly Gishon, Samuel Kelly, Mia Mclean, Adam Micevski, Emily Mills, Tanai Newman-Coverdale, Brydie O’Connor, Sophie Parton, Ella Philipps, Max Pisanos, Tahilla Pohatu, Will Porter, Emily Powell, Chanel Raddburn, Olivia Santalucia, Georgie Saunders, Tarra Scheuer, Ryan Schulze, Elise Shirra-Gibb, Anthony Stevens, Mikayla Tehan, Amy Thistlethwaite, Dylan Thomas, Dean Tipping

The recipients of the Academic Excellence Awards for 2014 are: Noah Fischer, Riley Huxtabel, Samuel MacKelvie, Braden McDonald, Amy Meddings, Benjamin Morcom-Knight, Corey O’Neill, Lwelen Pavlidis, Lewis Peterken, Jacob Zahra

Year Five:

The recipients of the Academic Excellence/Outstanding Effort awards for 2014 are: James Allam, Imogen Burnett, Alannah Burston, Hayley Dangerfeld, Megg Delmo, Zoli Earnshaw, Brayden Edwards, Ella Grahark, Nathan Havard, Bianca Iannazzione, Simren Khreha, Aaliyah Moosaajee, Ella Noorman, Jake Pawar, Ben Pridham, Joshua Quinlan, Noah Simmons, Bea Skelton, Claire Sutton, Abby Taylor, Lily Thomson, Jaz Ward, Phoebe White

Year Five:

Year 5 Spelling Competition Winner: Jake Pawar

Year 5 Mathematics Competition Winner: Samuel MacKelvie

Year 5 Science Competition Winner: Amy Meddings, Benjamin Pridham, Lewis Peterken

Dux of Year 5 2014: Aaliyah Moosaajee

Year 6 Awards

The recipients of the Outstanding Effort Awards for 2014 are: Annabel Conroy, Tomeka Fowlie, Eliza Galvin, Marcus Hamilton, Sophie Keller, Sydnie McCallum, Robert McGregor, Ethan Minimieme, Eden Noonan, Ella Percy, Ally Quinlan, Monique Rene, Leon Riley, Mia Stanley, Alyssa Thunder, Caitlyn Welch, Rebecca West, Jaxson Whicchello

Year 6:

The recipients of the Academic Excellence awards for 2014 are: Jack Bidwell, Harlley Blake, Chloe Chau, James Di Pretooro, Brooike Drapper, Phoenix Hastotis-Welch, Thomas Mackelvie, Navood Senanayake, Joshua Wintershoven

Year 6:

The recipients of the Academic Excellence/Outstanding Effort awards for 2014 are: Ebony Adam, Liam Anthin, Ashlee Bowden, Harrison Blake, Imagen Boardman, Indigenous Bowden, Sam Buttiggieg, Alejandra Camacho, Grace Fisher, Shakira General, Noel Jewell, Anthony Kasimiotis, Ronan Kelleher, Mackenzie Kelly, Majella McColl, Cooper McIntosh, Alexander O'Mahoney, Nicholas Pandza, Elana Petrie, Flynn Rice, Prateek Sharma, Callum Thompson, Eliza Wales, Olivia Way, Brooke Wilson

Year Six:

Year 6 Spelling Competition Winner: Ebony Adam

Year 6 English Competition Winner: Ebony Adam, Grace Fisher

Year 6 Mathematics Competition Winner: Liam Anthin, Thomas MacKelvie

Year 6 Science Competition Winner: Ebony Adam, Harrison Blake, Anthony Kasimiotis

Dux of Year 6 2014: Olivia Way
Appendix 1

Explanation of National Standards numbers by Bands

NAPLAN uses the National Assessment Program Scale. Five domains are measured on the National Assessment Program Scale: Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy.

The National Assessment Program Scale describes the development of student achievement from Year 3 through to Year 9. It has scores that range from 0 to 1000 (called scaled scores), and these are grouped into ten bands (National Assessment Program Band 1 to Band 10).

- Scaled scores within a given domain represent the same level of achievement over time. For example, a result score of 540 in Reading will have the same meaning in 2012 as it had in 2008. This enables domains to be monitored over time.
- Scaled scores between domains should not be compared. For instance, if a student has a score of 540 in Reading and 550 in Writing, this does not necessarily indicate a higher level of ability in Writing compared to Reading, due to different skills being assessed in each domain.
- For the National Assessment Program Bands, the higher the band, the greater the complexity of the skills assessed (so, for example, test items in Band 9 are more complex than those in Band 7).

NAPLAN Results – 2013 and 2014

Commentary on Year 3 Results

An outstanding set of results. These results show that Bacchus Marsh Grammar students are substantially above both National and State standards for ALL areas of NAPLAN testing at every point of measurement. Of particular note is the great improvement in Writing, Grammar & Punctuation and Numeracy. Writing continues to be an area of focus, especially with respect to students who achieved excellent results in the other areas, but results continue the upward trend noticeable since 2011.

Commentary on Year 5 Results

These results show that there has been a very pleasing and continuing improvement since 2012 results. All results in all areas at all points in the distribution are above State levels – a good overall achievement.

The results in the past for Writing and Numeracy have improved noticeably and show an improvement from this cohort’s results in Year 3. The improved median Numeracy score is most pleasing, as is the improved performance at the higher and lower ends. There continues to be an extremely high percentage of students above National Minimum Standards.

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 Reading, Spelling and Grammar & Punctuation is now matched by the performance of boys;
- Band 1 & 2 marks are almost entirely absent in all of the 5 domains tested;
- very few students achieved at below Band 4 (Band 2 is the National Minimum Standard).

(Tables and graphs showing NAPLAN results for years 2013 and 2014, with comments on Year 3 and Year 5 results.)
Commentary on Year 7 Results

These results show that Bacchus Marsh Grammar students are above both National and State standards in all domains, and have maintained the extremely good results from 2013. All results in all areas at all points in the distribution are above State levels – a good overall achievement.

The improvement in Reading, Grammar & Punctuation and Numeracy is very noticeable, whilst Spelling maintains the improvement noticed since 2012.

Writing, though improved, remains an area of focus, though the improvement in Reading results is pleasing.

Numeracy results have improved at the top end. The increased intake into Year 7 still produces a much wider range of Numerical abilities than hoped for, which are difficult to adequately overcome in only one Term.

Results continue to be evenly distributed between boys and girls, except for girls achieving somewhat higher than boys in all except the top quartile in Writing, and boys achieving significantly better results at all levels in Numeracy.

Very few students achieved at Band 5 or below (Band 5 is the National Minimum Standard) (none at all in Writing and Numeracy) and there continues to be an overwhelming percentage of students above National Minimum Standards (92% except for Writing, at 84%).

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

Commentary on Year 9 Results

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

Results in all areas and at almost all points in the distribution are above State levels – a good overall achievement. The exceptions are at the 90th percentile level for Reading and Writing. Of particular note is the maintained improvement in Numeracy results, especially at the higher levels.

The boys’ results are noticeably higher than those of the girls (as in 2012 when they were in Year 7), and the girls’ results were higher than State distribution.

Girls’ and boys’ results were comparable in Reading, but girls’ results were higher than those of boys, at all points, in the other 3 domains tested – again, very similar to their 2012 results.

Reading and Writing is a continuing area of weakness with this cohort. There has been an improvement, but mainly in the middle 50% of students - the lower quartile have regressed. It remains an area of focus, especially for boys at the higher levels.

An overwhelming percentage of students remained above the National Minimum Standards. No students were below Minimum Standards in Numeracy, but 24% of students were at or below Standards in Writing, evenly distributed between boys and girls (unlike previous years, when boys dominated this lower end). 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.

BACCHUS MARSH GRAMMAR

2014 NAPLAN Summary Results

2013 NAPLAN Summary Results