



BACCHUS MARSH
GRAMMAR



26th Annual Report 2013

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 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



Andrew Conolly,
President

LIFE MEMBERS OF BACCHUS MARSH GRAMMAR ASSOCIATION

William Wilson, Jill Wilson, Graeme Blyth, Peter O'Day, Marcia Gage, Raelene Hawkins, Baxter Holly, Bruce Marshall, Sheryl Tunnecliff, 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

Principal: Andrew A. Neal: B.A. (Hons), M.Ed., F.R.G.S., M.Ed. (Policy & Administration), Adv. Dip. Hist (Oxon), M. Rel. Ed., Grad. Cert. Mental Health, Grad. Cert. Theol, FRSA, Grad. Dip. Lrn & Tch (Oxon)

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)

Jodie Agius: B. Ed., Grad. Dip. Music

Anita Alweyn: B. Sc., Dip. Ed.



Janelle Anthony: B. Ed. (Music/SOSE), A. Mus. A. (Piano)
Sara Antonowicz: B. Ed.
Mark Arness: BA (Languages), BA (Hons), PhD (Linguistics), Grad. Dip. Ed (Secondary)
Catherine Baldwin: B.A., B.Ed., Masters in Education
Alex Ball: B.A., Grad. Dip. Student Welfare, Grad. Dip. Special Education, T.P.T.C.
Clare Ballard: B.A. Dip. Ed., Masters in Teaching (Secondary)
Alison Bant:
Liisa Beazley: BA Social Science, Grad. Dip. (Secondary)
Kim Blundell: Dip. Teach. (Primary)
Rohan Bryan:
Margaret Buchanan: B. A. (Hons. Literature), Dip. Ed., B. Ed.
Philippa Buchanan: B.A. (History and Classical Studies), Grad. Dip. Ed.
Leonie Brown: M. Ed. B.A., Dip. Ed. Grad. Cert. Teach. – Studies of Asia
Sarah Brown: B.A. (Psychology), Dip. Teach (Secondary)
Emma Burton: B.Ed. (Physical Education)
Jennifer Caligari: BEC, BA (Honours), MA (History), Grad. Cert. Ed. (Religion), Dip. Ed.
Ray Callister: B. Sc., Dip. Ed.
Lou Callow: M. Ed. (Arts Administration), Post. Grad. (Visual & Performing Arts), Post. Grad. (Graphic Communication), B. Ed. (Art/Craft), Dip. Fine Art, Dip. Art Therapy
Laura Carr: B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)
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
Michelle Connell: B. Arts (Criminology/Political Science), B. Teach – Secondary (Hons.)
Jenni Coombs: Grad. Dip. (Visual & Performing Arts), A. Dip. Teach – Dance, I.S.T.D. (London), A.D.S. (Melb.), B. Ed (P-12), Cert. IV Training & Assessment
Justin Cooper: B.Sc. (St.A), P.G.C.E.
Keith Currie: B.Sc (ANU), Dip. Ed. (CCAIE), M.Ed. (Syd), B.Bus(CSU)
Rachel Dale: B. Ed (P-12)
Cindy Daniel: B. Ed. (P.E.)
Ben Davie: B. Sc. Hons (Chemistry), P.G.C.E. (Science), M.R.S.C., Cert IV Training & Assessment
Jacinta Davie: B. Ed., Grad. Dip. TESOL
Nici Deller: B. Ed. Reading Recovery Victoria, M. Ed. Management
Lear Donnelly: B.A, M. Comm, Grad. Dip. Teach.
Ganisha Doma: BSc (Financial Mathematics), P.G.C.E.
Bryce Durham: B. App. Sci., Grad. Dip. Ed. (Secondary)
Sally Durham: B. Dance, Grad. Dip. Ed (Primary), Grad. Dip. Applied Learning (Secondary)
Samantha Edwards: B. Ed. (Phys. Ed)
Melinda Facey: B.A., Grad. Dip. Ed (Secondary), Master of Information Management
Jennifer Fearn: B. AgricSci (Hons); B.Teach
Sandra Fletcher: B. Sc., Dip Ed.
Stephen Fletcher: B. Ed.
Russell Forster: B.A., Dip. Ed., Dip. F.M.I.
Shelley Frislie: B.A. Education, Endorsement Home Economics, Health
Geoff Gainey: B.A., Dip. Ed.
Kathryn Graham: B. Eng; MBA, Grad. Dip. Ed (Secondary)
Wendy Green: Dip. Ed., B. Ed., Grad. Dip. (Spec. Ed.), M. Ed.
Peta Griffith: Dip. Visual Arts (Graphic Design), B. Visual Arts (Graphic Design/Multimedia), Dip. Ed. (Secondary)
Marija Grmusa: B.Sc, Grad. Dip. Ed (Secondary)
Sherry Hatfield: B.Ed (Arts)
Nicole Heywood: B. Arts (Photography), Dip.Ed., M. Ed. Management
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.
Jacqueline Huxtable: B. App. Sci. (Food Tech/Biotech), Grad. Dip. Ed. (Secondary)
Cheryl Isaacs: Dip Ed., B.Ed.
Catriona Jackson: B. Ed. (Primary)
Stefa Jarema: B. Pharm., Grad. Dip. (Psych. Studies.), Grad. Dip. Ed., B. App. Sc. (Psychology Honours)
Jennifer Jovanovic: B. Ed.
Victoria Kamcev-Nicdao: Grad Dip. Ed. B.A. (Psychology)
Chris Kerambrun: Dip. Early Childhood, B. Ed.
Lydia Keyworth: B.A. (Literature & History), B. Ed. (Primary), Diploma of Professional Proofreading, Editing and Publishing.
Margaret Kirby: Dip. Perf Arts, Grad. Dip. Ed. (Secondary), B.A., Adv. Dip. Professional Screenwriting, Cert IV in Training & Assessment
Keiko Kitamura: B.A., Dip.Ed., Dip. Kin.
Danielle Kiriazis: B.Ed. (P-12)
Jeffrey Knolder: Dip. Teach., C.L.C.E., E.L.L.C., J.P.
Karin Kos: B.A. (Urban Studies), B.A. Ed. (Accelerated)
Belinda Lipscombe: B.A. (Consumer Science), Dip. Ed., Cert. IV (Commercial Cookery), Cert. IV Training & Assessment
Jan Loftus: B. Ed. (Primary)
Evan Long: B. AppSci; Grad. Dip. Ed.

Phillippa Loton: B.A. (Fashion Design), Grad. Dip (Secondary)
Michael Love: Dip. Teach. (Primary)
Andrew Mackenzie: B.A. (Hons), B.Ed., M.Ed. MACE, MACEL (Geography)
Ruth Marnie: B. Ed. (Art & Craft), Grad. Dip. Outdoor Studies
Claire Martin: B. Arts (Honours – History), Grad. Dip. Ed.
Garry Mayberry: B. Bus (Accounting), Grad.Dip.Ed. (Secondary), Cert IV TAA
Sharon McDonough: BA (Hons), Grad. Dip. (Sec), M. Ed, MA (Literacy Studies), Grad Cert (Tertiary Education), PhD.
Kylie McKerrow: B. Ed., Grad. Dip. Ed (Physical Education)
Brendan McLoughlin: B. Ed.
Shane McNee: B.A. Grad. Dip. Ed. (Secondary)
Lynne Mehmed: B. Ed.
Jade Mete: BMus, BA (Psych) (Honours), Grad. Dip. Ed.
Jude Mete: B.A. (Music), Cert. II Commercial Cookery, Grad. Dip. Ed.
Christopher Morcombe: B. Ed (Secondary)
Melanie Morton: B. Ed. (Physical Education)
Douglas Neal: B.A., Dip. Ed.
Travis Newton: B. Ed (Primary)
Ron Noonan: M. Lit., B.A. (Deakin), B.A. (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. (Secondary), Grad. Certificate of Outdoor & Environment Studies, Cert IV Outdoor Recreation
Annie Oliver: B. Sci B., Teach
Kelly O'Day: B. Ed.
Leigh Park: B.A. (Psychology), Dip. Ed. (Secondary), M. Ed. (School Leadership), Grad. Cert. Outdoor & Environmental Education
Clare Parsons: B. Ed.
Celia Patterson: B.A., Dip.Ed., Grad. Dip. Adolescent Health & Welfare
Melissa Pearson: B. Ed. (Japanese)
Debra Penny: PhD (Mathematics), BSc(Hons Mathematics), Dip. Ed
Dean Peppinkhouse: 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)
Philip Pike: Dip. Civ Eng. Dip. Ed. Grad. Dip. Comp.
Ros Pittard: B.Ed. (Visual Arts), Post. Grad. Dip. Ed. Studies (Student Welfare), Grad. Cert. Mental Health, Grad. Dip. Ed (Primary)
Emilia Pokrovsky: Dip. Teach. Grad Cert. Ed. (TESOL), Cert. IV Training & Assessment.
Laura Porter: B. Ed.
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.
Kim Richards: B. Ed. (P-12)
Li Richardson: B. Sc (Mathematics/Chemistry), Dip. Ed (Secondary), G. Cert (Careers Counselling)
John Rizzetti: Dip. Teach. (Primary) Dip. Ed. (Special Needs)
Georgia Romaszko: B.Ed.
Paul Rowland: B. Ed.
Belinda Rzanovski: B. Bus., B. Teach
Melanie Saleta: B. Ed. (Drama & Mathematics)
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)
Nicholas Sher: Dip.Ed., B.Ed., MBA (Sports Management)
Vanessa Stainton: B. Ed.
Helena Stratakos: B.A. (Literature & Theatre & Film), Dip. Ed. (Secondary)
Lisa Stephens: Dip. Ed., B. Ed.
Sheryl Symes: B.Sc (Hons) P.G.C.E.
Dean Thomas: B. Mus. AMusA. Dip. Ed (Secondary)
Erin Thornton: B. Arts (Politics and English), Dip. Ed., MA (School Leadership)
Jane Todd: B. Ed. Visual Arts (Honours), M. Ed. School Leadership
Karlee Underwood: B. Ed.
Leanne Ward: B. Teach. Grad. Dip. (Student Welfare)
Holly Watts: B. Ed.
Ian Weir: Dip. Ed. Admin, H.D.T.S. (Eco. Hons.), T.S.T.C. Cert Res. Services (Qld), MACE
Feona West: Dip. Teach. (Primary), Grad. Dip. Information Management
Alice Wu-Tollis: B.SocSc (HRM), G.Cert (HRM), G.DipEd (Secondary), Cert IV TAA, M.Counselling, G.Cert (Careers Counselling)
Robert Wrzaszcz: B. Mus., Grad.Dip.Ed., Cert IV. A&T

Instrumental Music Teachers: Janelle Anthony B. Ed. (Music/SOSE), A. Mus. A. (Piano), Steven Bell (B. Mus. Cert IV TAA), Paul Cartwright, Andrew Clare (B. Mus., Dip. Mus.), Victoria Jones, Tobin Lang, Olivia Leggeri, Lisa Moloney (B.Mus., M.Ed., M.B.A.), Troy Westgarth (B. Mus., Grad Dip. Ed.)

Learning Support Staff: Tamie Chadwick, Rachel Dunn, Naomi Fowler, Jessica Glen, Lindy Harwood, Kerry Osborn, Lauren Majewski (Dip. Children's Services), Lisa Scotson, Symone Whiteway



Teaching Support Staff: Diane Dunn (Advanced Dip. Of Library & Information Services), Aleesha Grant, Janelle Layton (Cert. of Applied Sci. Lab Tech), Renée Micallef (B. Management), Angelique Stuhldreier (Cert. of Applied Sci. Lab Tech), Jack Williams

Out of School Hours Care: Donna Blake (Dip. Children's Services), Kelsey Bolt, Lauren Majewski (Dip. Children's Services)

Administration Staff: Hazel Bolt, Kerryn Browne (B. Management), Amy Caspar, Jan Cook, James Conolly, Rachel Davidson, Samantha Di Mieri, Michelle Graham, Shona Hiscock (Dip. Of Business, Public Relations), Christian Knolder (B. Accountancy), Nathan Millson, Jodie Noblett, Matthew Notley, Cathy Perconte (Adv. Dip. Business Management, Dip. Event Management), Fran Raynor, Leanne Robertson, Luke Robertson. Casey Ryder

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: Aleisha Clark, Chelsea Hogarth

School Vice Captains: Madeleine Graham, Taylor Jenkin, Caelan O'Rourke, Amar Singh

Prefects: Natalie Anderson, Nicholas Armstrong, Melissa Campbell, Rae Clifton, Matthew Fowle, Kate Freeman, Sophie Kasem, Aidan McCready, Amelia McGregor, Jacquelin McNee-Hill, Rachelle Meyer, Ben Peska, Joanne Perugini, Sebastian Reid, Victoria Rogan, Kieran Sandhu, Amy Taylor, Charlotte Thorne,



House Captains:

Bacchus House:

Senior Captains: Elizabeth O'Brien, Lachlan Groves

Vice Captains: Sarah Atze, Tyler Huynh

Junior Captains: Alexandria Galati, Kieran McKenzie

Braeside House:

Senior Captains: Callan Thomas, Kale Durham, Chloe Fitzpatrick

Vice Captains: Emily Newell, Bradley Xavier

Junior Captains: Holly Paxman, Andrew Locke

Hilton House:

Senior Captains: Hannah Blamey, Kirsty Stevens

Vice Captains: Kyle Corcoran, Cheyenne Hardie

Junior Captains: Jacob Micevski, Olivia Thompson

Pentland House:

Senior Captains: Leah Paterson, Lauren Martin

Vice Captains: Rebecca Merry, Dylan Boyle

Junior Captains: Logan McPherson, Shemariah Munshi, Adel Munro

2013 Junior School Leaders

Junior School Captains: Elexis Chapman, Christen Tzagarakis

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

SRP Presidents: Helena Mitchell, Emily Slee, 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, Georgia Bailey

IT Captains: Sophie Dunn, Morgan Miles

Library Captains: Dara King, Alana McMahon

Science Captains: Amanda Wallis, Ethan Murphy

Junior School Music Captains: Elizabeth Nuspan, Danny Osman

Chess Captain: Anushka Sadler

House Captains

Bacchus House:

Captains: Isaak Ekerbicer, Tanisha Mercieca

Vice Captains: Charlie Scotson, Abby McLean

Braeside House:

Captains: Stuart Campbell, Carla Rubino

Vice Captains: Jasmin Sidhu, India Sher

Hilton House:

Captains: Mitchell Lamb, Matisse Barnes

Vice Captains: Campbell Child, Alanah Teal

Pentland House:

Captains: Trent Meddings, Anushka Sadler

Vice Captains: Nazeeha Moosajee, 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 AHISA (Association of Heads in Independent Schools Australia)

Past Principals Graeme Blyth 1988 – 1994
W. Baxter Holly 1995 – 1998

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



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 instil 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.

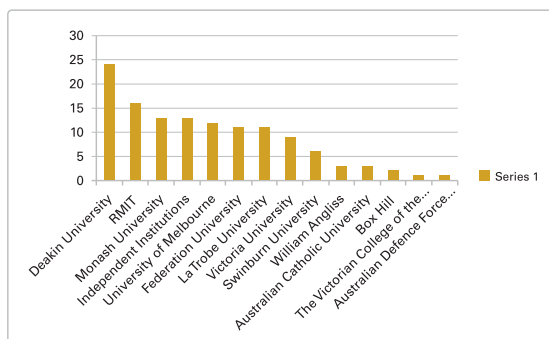
14% of the cohort gained ATAR's greater than 90 and Aleisha Clark and Chelsea Hogarth are to be congratulated on achieving a perfect score of 50 in Psychology and English respectively. Of equal significance is that the median ATAR was maintained at 70 and the number of students scoring ATAR's below 50 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:

Year Level	% Attendance	Year Level	% Attendance
Prep		7	95.31%
1	97.11%	8	95.50%
2	97.18%	9	94.51%
3	97.99%	10	93.93%
4	97.76%	11	
5	97.01%	12	
6	97.31%		

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 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 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, Eildon (3 days/2nights)
Community Service Program (3 day program – school hours)

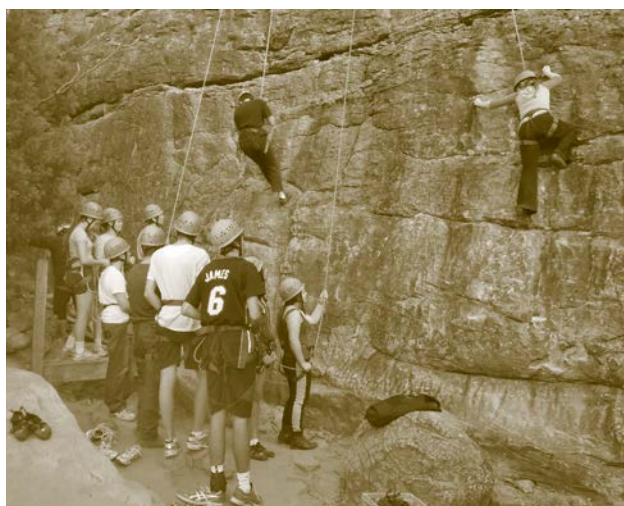
Year 9:

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:



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.

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.



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.



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

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

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 \$11,095,000 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

	2013	2012
	\$	\$
ASSETS		
Current Assets		
Cash & Cash Equivalents	4,914,037	3,326,950
Trade & Other Receivables	516,349	442,850
Other Assets	343,795	292,156
Total Current Assets	5,774,181	4,061,956
Non-Current Assets		
Property, Plant and Equipment	26,074,887	25,675,005
Total Non-Current Assets	26,074,887	25,675,005
TOTAL ASSETS	31,849,068	29,736,961
LIABILITIES		
Current Liabilities		
Trade & Other Payables	860,685	700,863
Short-term Finance Liabilities	526,000	1,354,448
Short-term Provisions	1,890,104	1,483,342
Other Liabilities	251,319	259,673
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
	17,329,135	15,415,694

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.

Table 3.1: Cash Flow Statement (Audited)

	2012	2012
	\$	\$
Cash from Operating Activities		
Receipts from Student Fees and Charges	13,295,390	11,470,243
Government Grants Received	14,765,014	12,639,540
Donations Received	-	-
Interest Received	36,925	51,845
Finance Costs	(836,664)	(879,716)
Payments to Suppliers and Employees	(22,493,820)	(18,705,195)
Net Cash provided by (used in) Operating Activities	4,766,845	4,576,717
Cash Flows from Investing Activities		
Payment for Property, Plant and Equipment	(2,715,880)	(4,281,038)
Net Cash provided by (used in) Investing Activities	(2,715,880)	(4,281,038)
Cash Flows from Financing Activities		
Proceeds/(Repayment) of Borrowings	(463,878)	307,250
Net Cash provided by (used in) Financing Activities	(463,878)	307,250
Net Increase (Decrease) in Cash Held	1,587,087	602,929
Cash at Beginning of Financial Year	3,326,950	2,724,021
Cash at End of Financial Year	4,914,037	3,326,950

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.



COMMONWEALTH GOVERNMENT FINANCIAL HEALTH INDICATORS

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 STATUTORY FINANCIAL STATEMENTS

The Association's 2013 Audited Financial Statements are available for members to review.

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 Hohmann, Callum Lambert, Jennifer Ly, Ashna Tuteja, Niamh McCallum, Mia Minto-Voss, Taylah Neskovski

Year 7 Academic Excellence Awards: Teneisha Brothers, Ella Clark, Katelynn Condon, Dilan Cosar, Caitlyn De Kuyper, Isovelle Dobai, Chloe Dragwidge, Mel Freeman, Mitchell Hearne, Lachlan Karslake, Laura Knauer, Ronan Lopez-Kos, Matthew Micevski, Lily Moerenhout, Kelly Pettifer, Ismar Ridzalovic, Matthew Rosario, Jack Smith, Rebekah Staunton, Adam Steele, Lily Taylor, Shaun Thomas, Caylee Thunder, Luke Warner-Reid, Daisy Woods

Year 7 Academic Excellence & Outstanding Effort Awards: Jamie-Lee Aquilina, Michelle Aquilina, Kinga Basci, Caitlin Barraclough, Darcie Botes, Shani Bullard, Juulke Castelij, Olivia Coghlan, Piper Dinham, Joseph Earnsahw, Jessica Ewert, Alicia Gehlhar, Sarah Hageman, Emily Harbison, Maddison Heward, Meg Holt, Jack Hurley, Emilee Jagos, Khushi Kalra, Georgina Latham, Abbey Loughnan, Lauren Machell, Himeth Peiris, Olivia Peterson, Jessica Pitts, Caitlin Reardon, Michael Rubino, Lachlan Rzanovski, Clarissa Servinio, Nandita Singh, Lily Stevens, Stephanie Trento, Chirra Tyson, Delaney Vailmuthu, Rohith Venkatesan, Aarnav Venkatesh, Benjamin West, Daniel Wilson, Jacob Wooley, Daniel Worrall

Year 7 English Competition Award winner: Juulke Castelij

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

Year 7 Science Competition Award winner: Juulke Castelij, Benjamin West

John Rizzetti Prize for Dux of Year 7: Stephanie Trento

Year 8 Outstanding Effort Awards: Natasha Beard, Jackson Eekelschot, Aidan Johnson, Emily Riley, Elissa Sniegowski, Max Willach

Year 8 Academic Excellence Awards: Mitchell Braiden, Bethany Cahill, Nicholas Da Cruz, Thomas Grimble, 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: Chloe Anderson, Fiona Bayly, Chelsea Bell, Monique Brain, Stephanie Brown, Jessica Campbell, Ahmet Celik, Riley Danton-Jack, Baylee Fletcher, Sam Franks, Georgia Hollier, Emma Humphries, Lois Hunter, Benjamin Kellock, Hannah Lacy, Jack Lantieri, Maddy Lowe, Ritvik Mahadeshwar, Georgia McIntosh, Hannah McLean, Georgia Morrell, Felipe Philippou, Caitlin Phillipps, Ellie Pitcher-Willmott, Madison Porter, Eve Rampley, Nicholas Samson, Liana Semcesen, Archit Shukla, Jacob Sinclair, Gurleen Singh, Brylee Stephens, Shannyn Steyn, Zoe Wilson, Sinisha Zdero

Year 8 English Competition winner: Nathan Jackson

Year 8 Mathematics Competition winner: Thomas Grimble

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 Crispo, Riley Crossman, Hannah Dragwidge, Hannah Dunn, Abby Grech, James Krstin, Yasemin Mehmed, Yohanna Mequwanint, Victoria Mourkakos, Maddy Norling, Natasha Ovcak, Janaya Walker-Pierce, Chloe Walker-Pierce, Liam Was, Lachlan West, Emily Woodland, Jai Wright

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

Year 9 Academic Excellence and Outstanding Effort Awards: Cassandra Anderson, Bailey Aven, Julie Bourke, Jayden Bullard, Sarah Burzacott, Jessica Cain, Hollie Cassar, Melis Cosar, Jye Curwood, Jackson Dellos, Simran Dhillon, Sean Fenech, Emma Gill, Phoebe Hogarth, Gabrielle Hunak, Angus Lovell, Brooke Magri, Madeline Mather, Kieren McKenzie, Nicole Mellis, Jacob Micevski, Adel Munro, Rachel O'Hagan, Briana Peterson, Cameron Richardson, Emma Rosario, Bradley Sawyer, Casper Soley-Howlett, Emma Squires, Nicki Staunton

Year 9 English Competition winner: Madeline Mather

Year 9 Mathematics Competition winner: Morgan Bowes

Year 9 Science Competition winners: Sean Bentley, Cameron Richardson

Kevin Nicholson Prize for Dux of Year 9: Phoebe Hogarth



Year 10 Outstanding Effort Awards: Rebecca Brown, Leyla Chapman, Jack Duffy, Madison Erdody, Caitlin Fortune, Cheyenne Hardie, Liza Jayakody, Shena Keleher, Emily Lacy, Kate Lidgett, Marcus Macklin, Mason Schembri, Nick Trento, Dejan Vasiljevic, Benjamin Walter

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

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

Year 10 English Competition winner: Kyle Corcoran, Antonela Marijanovic, Samantha Sherrington, Sarah Neville

Year 10 Mathematics Competition winner: Nguyen Ly

Year 10 Science Competition winner: Marcus Rzanovski

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**

Kiesha Aven: **Economics**

Carissa Bailey: **Geography**

Elise Barraclough: **Psychology**

Lainey Bloomcamp: **Health and Human Development**

Ebony 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 Kellock: **Media, Studio Art**

Caitlin Lambert: **VET: Hospitality**

Nguyen Ly: **Mathematics Methods (CAS)**

Mercy McColl: **Art**

Elizabeth O'Brien: **LOTE: French**

Jarrold Perconte: **Music Performance**

Melannie Phillips: **Visual Communication & Design**

Ashlee Sargent: **Biology, Chemistry, Physical Education**

Ashleigh Sawyer: **Design and Technology – Textiles**

Karina Tetkowski: **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)**

Ebony Cowan: **Outdoor and Environmental Studies**

Christopher De Pasquale: **Physics**

Lucinda Degiorgio: **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**

Arnie Sen: **Accounting**

Mark Simone: **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: Aleisha Clarke, Madeleine Graham

The BMG Staff Association Award: Ashleigh Groves, Sophie Kasem

The Baxter Holly Award for School Captains & Vice Captains: Aleisha Clark, Chelsea Hogarth, Amar Singh, Madeleine Graham, Caelan O'Rourke, Taylor Jenkin

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: Broden Collins, Matisse Barnes, Caleb Noonan, Sophie Dunn

The Baxter Holly Award for School Captains & Vice Captains: Elexis Chapman, Christen Tzagarakis, Amber Eden-Jones, Emmersyn 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 Conroy, Tomeka Fowlie, Sydney McCallum, Ethan McMinimee, Phoebe Pearson, Ally Quinlan, Monique Rene, Liam Volf, Jack Harbison, Taylah Kelly, Robert McGregor, Alyssa Thunder, Caitlyn Welch

The recipients of the **Academic Excellence Awards** for 2013 are:

Year Five: Alexander O'Mahoney, Nvod Senanayake, Aiden Di Pretoro, Georgia Spence, Harley Blake, Anthony Kasimiotis, Jack Bidwell, Cooper McIntosh

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2013 are:

Year Five: Liam Anthian, Alejandra Camacho, Harrison Blake, Nicholas Pandza, Noah Jewell, Mackenzie Kelly, Madeline Stephens, Marnix van den Hende, Eliza Wales, Olivia Way, Ebony Adam, Brooke Draper, Grace Fisher, Ronan Keleher, Majella McColl, Jade Schuijers

Year 5 Spelling Competition Winner: Alejandra Camacho, Ebony 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 6: 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, Shirkeena Henderson, Gemma Dangerfield, Dara King, Elizabeth Nuspan

The recipients of the **Academic Excellence** awards for 2013 are:

Year 6: Campbell Child, Connor McInnes, Ziad Atalla, Logan Koch, Nicholas Prodan

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2013 are:

Year Six: Praneet Alluri, Connor Anthian, Matisse Barnes, Stuart Campbell, Natasha Crawley, Saxon Downton, Amber Eden-Jones, Ethan Murphy, Carla Rubino, Madeline Page, Anushka Sadler, Charlie Scotson, Stevan Deris, Rachel Jackson, Grace Frederickson, Sarah Lunt, Nazeeha Moosajee, Jasmun Sidhu, 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: Praneet Alluri

Year 6 Mathematics Competition Winner: Campbell Child

Year 6 Science Competition Winner: Connor McInnes

Dux of Year 6 2013: Rachel Jackson



APPENDIX 1 – NAPLAN

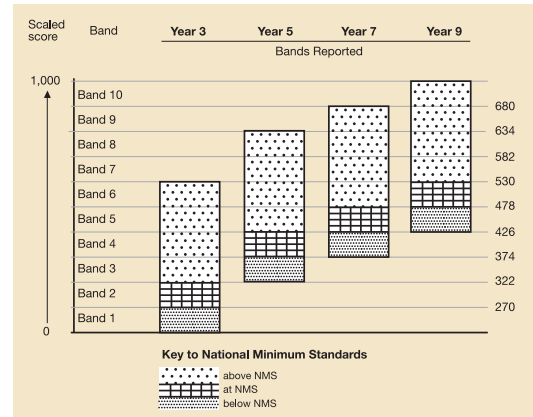
Explanation of National Standards numbers by Bands

NAPLAN uses the National Assessment Program Scale.

Five domains are measured on the National Assessment Program Scale: Reading, Writing, Spelling, Grammar and 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 scaled 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. A summary of the skills assessed each year is provided on the back of the individual student reports.
- 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).



BACCHUS MARSH GRAMMAR

2013 NAPLAN Summary Results

	Reading		Writing		Spelling		Grammar		Numeracy	
	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard
Year 3	94	0	98	1	93	4	95	1	95	1
Year 5	91	1	92	0	91	3	90	5	85	8
Year 7	95	2	88	2	97	0	91	2	94	0
Year 9	89	2	82	8	88	1	87	4	92	3

	Reading		Writing		Spelling		Grammar		Numeracy	
	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands
Year 3 (bands 2 - 6)	61	0	63	1	48	7	63	5	34	5
Year 5 (bands 3 - 8)	45	8	25	8	44	9	40	10	29	15
Year 7 (bands 4 - 9)	37	5	30	12	44	3	42	9	31	6
Year 9 (bands 5 - 10)	33	11	27	18	25	12	25	13	35	8

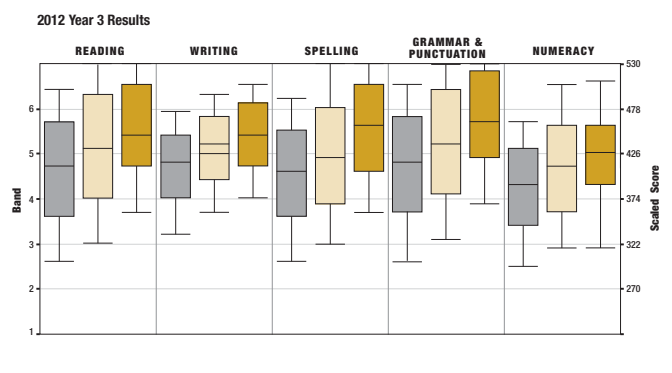
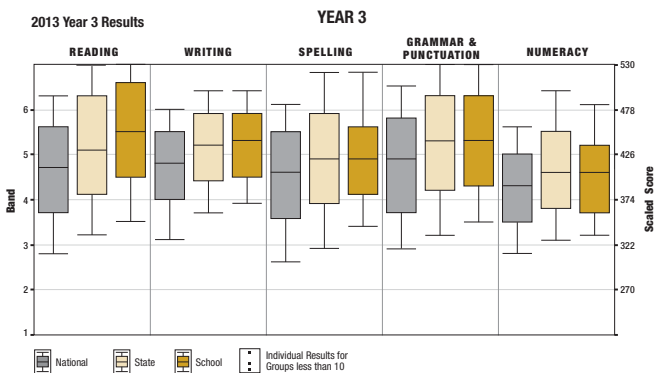
BACCHUS MARSH GRAMMAR

2012 NAPLAN Summary Results

	Reading		Writing		Spelling		Grammar		Numeracy	
	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard	% above min Nat standard	% below min Nat standard
Year 3	95	0	99	0	96	0	96	0	90	3
Year 5	93	0	91	1	88	1	83	3	89	1
Year 7	93	2	82	2	92	2	97	1	92	1
Year 9	89	3	80	6	86	3	81	3	83	1

	Reading		Writing		Spelling		Grammar		Numeracy	
	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands	% in top 2 bands	% in bottom 2 bands
Year 3 (bands 2 - 6)	68	13	70	0	68	14	75	13	64	10
Year 5 (bands 3 - 8)	35	8	22	9	45	13	34	18	24	11
Year 7 (bands 4 - 9)	40	8	30	18	35	8	45	3	31	8
Year 9 (bands 5 - 10)	27	11	20	20	24	14	23	19	21	17

NAPLAN Results – 2012 and 2013



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.

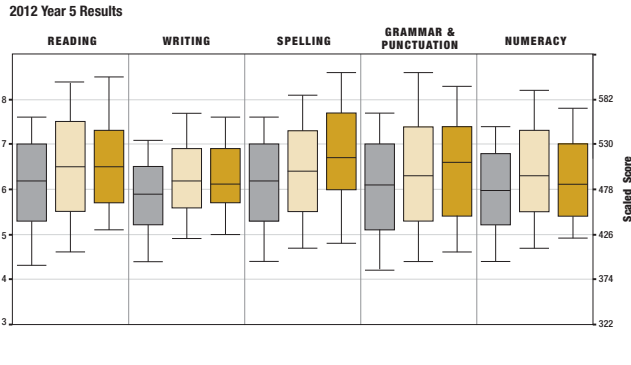
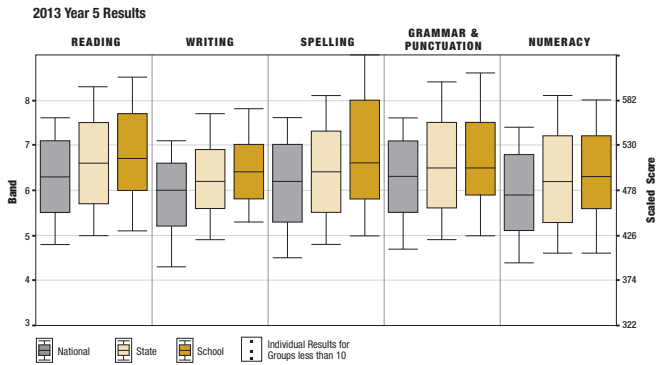
The percentage of students at or above National Minimum Standards is exceptionally high in all areas.

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).



YEAR 5



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.

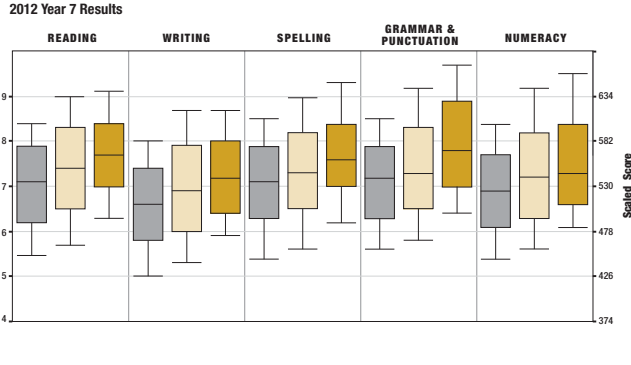
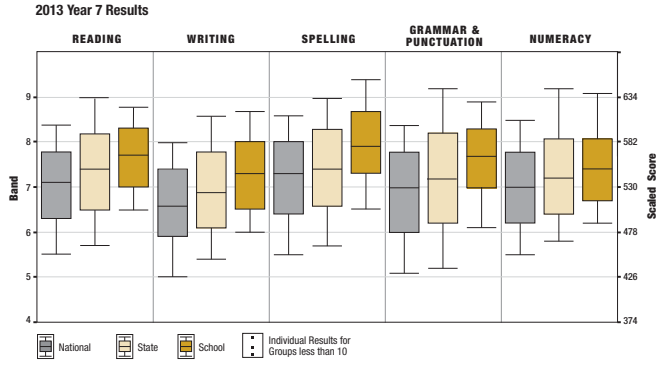
The weaker results in Writing and Numeracy have improved noticeably and show an improvement from this cohort's results in Year 3.

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%).

YEAR 7



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.

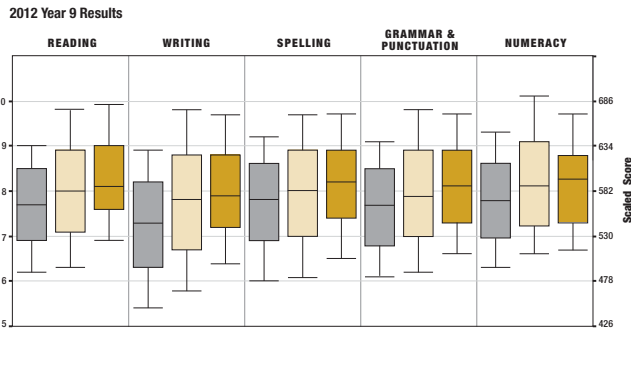
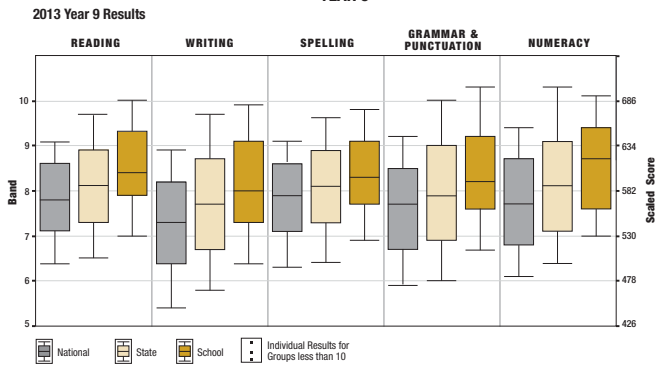
Reading and Writing results continue to be strong and evenly distributed between boys and girls.

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 88%)

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.

YEAR 9



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.





BACCHUS MARSH
GRAMMAR



For further information please contact:

Mrs Michelle Graham

Personal Assistant to the Principal

Bacchus Marsh Grammar

South Maddingley Road PO Box 214 Bacchus Marsh Victoria 3340

Tel: (03) 5366 4800 Fax: (03) 5366 4850

Email: school@bmg.vic.edu.au