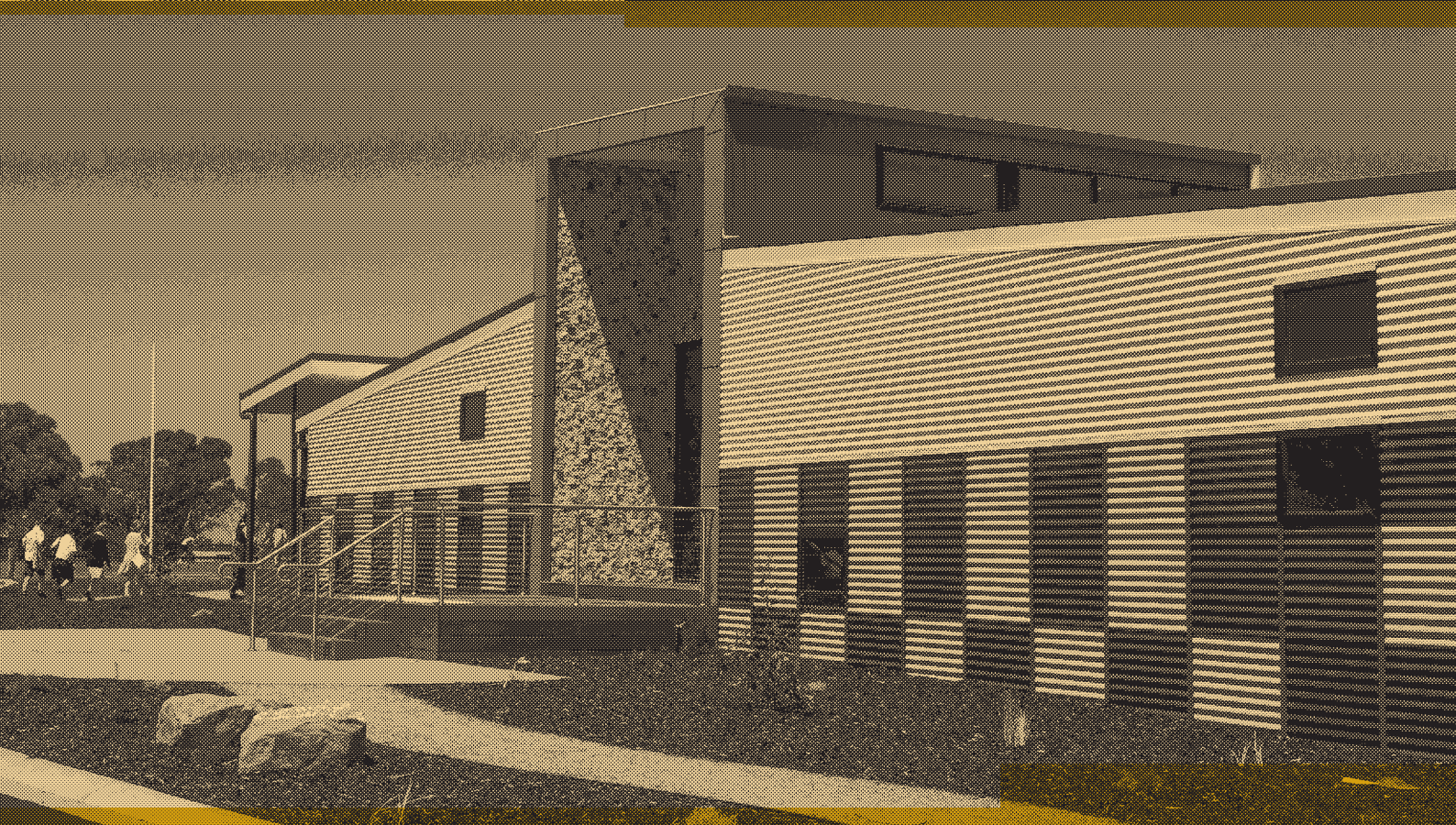


**BACCHUS
MARSH
GRAMMAR
27th
ANNUAL
REPORT
2014**



**BACCHUS MARSH
GRAMMAR**



27th Annual Report 2014

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 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.

- 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

Moira Berry, President
 Cathy Jeffkins, Vice President
 Irene Norman, Treasurer
 School Council Members: Dyna Buntine, Greg Mason, Mark Mills, Shawn Peterken, Trisha Stephenson, Peter Thompson, Philip Way

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, Andrew Conolly, Andrew Dickson.

OFFICE BEARERS OF THE PARENTS AND FRIENDS ASSOCIATION

President: Symone Whiteway
Vice President: Nicola Hindle
Treasurer: Rowena De Kuyper
Secretary: Monica Slattery

STAFF 2014

Principal: Andrew A. Neal: B.A. (Honours), M.Ed., M.Ed. (Policy & Administration), Adv. Dip. Hist (Oxon), M. Rel. Ed., Grad. Cert. Mental Health, Grad. Dip. (Lrng & Tch); Grad. Cert. Teol, FRSA, FRGS, FRAS.
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.
Alice Backhouse: B.A., Grad. Dip. (Secondary)
Catherine Baldwin: B.A., B.Ed., Masters in Education
Clare Ballard: B.A. Dip. Ed., Masters in Teaching (Secondary)
Liisa Beazley: 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)
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
Emma Burton: B.Ed. (Physical Education), Cert IV Training & Assessment
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
Zoe Cassar: B. Ed (P-12)
Tony Castrignano: B.Ed (P.E.)
Nicole Clark: B. App Sci, Grad Dip. Ed. (Secondary)
Lindsay Clifton: BSc. GTP Science
Sarah Collins: B. Ed, M. Ed.
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. (CCA), 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
Nisha Doma:
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), Cert IV Fitness, ASCA Level 1 Strength & Conditioning Coach
Sally Durham: B. Dance, Grad. Dip. Ed (Primary), Grad. Dip. Applied Learning (Secondary)
Laura Edwards: B. Business (Hospitality & Tourism), Grad. Dip. Applied Learning (Secondary)
Samantha Edwards: B. Ed. (Phys. Ed & Health)



Katherine Elder: B.A. (English & History), Grad. Dip. (Humanities & Social Sciences, Drama), Grad. Dip. (Secondary)
Fiona Erhardt: B.A. Grad. Dip. Ed.
Chantelle Estlick:
Melinda Facey: B.A., Grad. Dip. Ed (Secondary), Master of Information Management
Jennifer Fearn: B. AgricSci (Hons); B.Teach
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.
Deborah Godsell: Dip. Teach (Primary), Grad. Dip (Health & Physical Education)
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 Grmusca: 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)
Kim Irvine: B. Ed (Mathematics)
Cheryl Isaacs: Dip Ed., B.Ed.
Stefa Jarema: B. Pharm., Grad. Dip. (Psych. Studies.), Grad. Dip. Ed., B. App. Sc. (Psychology Honours)
Jennifer Jovanovic: B. Ed.
Vanessa Kamecev:
Victoria Kamecev-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)
Diane Krosby: B. Ed (Mathematics, Science)
Matthew La Franchi: B. Ed. (Primary)
Belinda Lipscombe: B.A. (Consumer Science), Dip. Ed., Cert. IV (Commercial Cookery), Cert. IV Training & Assessment
David Livshiz:
Jan Loftus: B. Ed. (Primary)
Evan Long: B. AppSci; Grad. Dip. Ed.
Phillippa Loton: M. Ed. (Student Wellbeing), B.A. (Fashion Design), Grad. Dip (Secondary)
Michael Love: Dip. Teach. (Primary)
Andrew Mackenzie: B.A. (Hons), B.Ed., M.Ed. MACE, MACEL (Geography)
Susanna Mandic: B. Sc (Chemistry, Mathematics), Gra. Dip. (Secondary)
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
Sarah McCleary: B.A. (Psychology), Dip. Teach (Secondary)
Kylie McKerrow: B. Ed., Grad. Dip. Ed (Physical Education)
Wes McLaughlin:
Brendan McLoughlin: B. Ed.
Shane McNe: 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)
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:
Leigh Park: B.A. (Psychology), Dip. Ed. (Secondary), M. Ed. (School Leadership), Grad. Cert. Outdoor & Environmental Education
Celia Patterson: B.A., Grad. Dip.Ed., Grad. Dip. Adolescent Health & Welfare, Prof. Cert. Instructional Leadership
Melissa Pearson: B. Ed. (Japanese)
Siegrist Peel:
Debra Penny: PhD (Mathematics), BSc(Hons Mathematics), Dip. Ed
Dean Peplinkhouse: 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.
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 Rizzetti: Dip. Teach. (Primary) Dip. Ed. (Special Needs)
Georgia Romaszko: B.Ed.
Belinda Rzanovski: 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)
Nicholas Sher: Dip.Ed., B.Ed., MBA (Sports Management)
Laura Slater: B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)
Sandra Spriggs:
Vanessa Stainton: B. Ed.
Helena Stratakos: B.A. (Literature & Theatre & Film), Dip. Ed. (Secondary)
Lisa Stephens: Dip. Ed., B. Ed.
Luke Symes: 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
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.
Ian Weir: Dip. Ed. Admin, H.D.T.S. (Eco. Hons.), T.S.T.C. Cert Res. Services (Qld), MACE
Breanna Wells: B. Ed.
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 Leggieri, Lisa Moloney (B.Mus., M.Ed., M.B.A.), Troy Westgarth (B. Mus., Grad Dip. Ed.)

Learning Support Staff: Tamie Chadwick, Samantha Di Mieri, Nicole Farley, Lindy Harwood, Renee Micallef (B. Management), Kerry Osborn, Zoe Osborn, Simone Loughnan, Lauren Majewski (Dip. Children's Services), Leah Paterson, Lisa Scotson, Megan Tasker, Symone Whiteway

Teaching Support Staff: Diane Dunn (Advanced Dip. Of Library & Information Services), Aleesha Grant, Janelle Layton (Cert. of Applied Sci. Lab Tech), Angelique Stuhlreier (Cert. of Applied Sci. Lab Tech)

Learning Hub Staff: Donna Blake (Dip. Children's Services), Kelsey Bolt, Judith Clark (B.Ed.) Lauren Majewski (Dip. Children's Services)

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

Canteen Staff: Kerrie Carberry, Leanne Drape, Janine Turner

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

Maintenance Staff: Nathan Coff, Luke Curran, Damien Earls, Darren Glen, Shayla Kuno

2014 Senior School Leaders

School Captains: Ashleigh Groves, Timothy Sutherland

School Vice Captains: Natalie Gladys, Elizabeth O'Brien, Ashleigh Sawyer, Simone Williams





Academic Prefects: Nicole Jackson, Bethany Kellock, Kendall Evans
Languages Prefects: Karina Tetkowski, Naomi Beard
Sport Prefect: Jessica Macdonald
House Prefects: Emily Blazeovski, Ella Philo
Music Prefects: Fraser Currie, Jarrod Perconte
Arts Prefects: Mercy McColl, Maddison Gregson
SRC Prefects: Paris Bowden, Tsitsi Mukodi
Community Services Prefects: Jake Sewell, Gayatri Singh, Huw Morgan-Gibson
School Connectedness Prefects: Antonia Neal, Carissa Bailey and Georgia Bowden
Environmental Prefects: Emma Perconte, Adelina Da Cruz, Matthew Holland

House Captains:

Bacchus House:

Senior Captains: Kyle Burton, Olivia Stevenson
Vice Captains: Shenae Keleher, Kieren McKenzie
Junior Captains: Mason Torney, Shannyn Steyn

Braeside House:

Senior Captains: Bradley Xavier, Ashlee Sargent
Vice Captains: Danielle Arbaci, Brayden May
Junior Captains: Holly Paxman, Emma Gill

Hilton House:

Senior Captains: Katelin Crnojacki, Jacob Micevski
Vice Captains: Kyle Corcoran
Junior Captains: Daniel O'Reilly-King, Caitlin Phillips

Pentland House:

Senior Captains: Jackson Almenara, Matt Holland
Vice Captains: Rebecca Merry, Logan McPherson
Junior Captains: Jenna Thomas, Sinisha Zdero

2014 Junior School Leaders

Junior School Captains: Taylah Kelly, Noah Jewell, Eliza Wales
Junior School Vice Captains: Alejandra Camacho, Jack Harbison, Ella-Jayne Lewer



SRC Presidents: Sam Buttigieg, Callum Thompson, Katie Todd,
Junior School Sports: Ronan Keleher, Olivia Way
Performing Arts Captains: Elana Penny, Mia Stanley
IT Captain: Bryn Savona
Library Captain: Jasmyn Robinson
Chess Captain: Ella Percy, Leon Riley, Angelique Ross
Science & Environment Captains: Grace Fisher, Majella McColl, Alexander O'Mahoney
Visual Arts Captains: Ebony Adam, Mackenzie Kelly, Marnix van den Hende

House Captains

Bacchus House:

Captains: Jack Bidwell, Annabel Conroy
Vice Captains: Jye Burton, Rebecca West

Braeside House:

Captains: Jack Mutsaerts, Alana Christie
Vice Captains: Taj Lee, Caitlyn Welch

Hilton House:

Captains: Zoe Barnes, Yanah Cini, Ethan Jenkins
Vice Captains: Eden Noonan, Lachlan Tsujasehenko

Pentland House:

Captains: Harley Blake, Grace Graham
Vice Captains: Edan Dowling, Sydney McCallum, Ally Quinlan

School Banker: The Commonwealth Bank of Australia

School Auditor: William Buck

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 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 they react 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&1 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:

Total number of students:	2014	2013
Number of students studying VCAL:	6	(7)
Number of students studying VCE:	148	(135)
Number of students applying to VTAC:	136	(126)

ATAR SCORES

Above 90	14	(17)	10.4%
Between 80 and 90	25	(19)	
Between 70 and 80	28	(26)	
Between 60 and 70	33	(30)	
Between 50 and 60	19	(15)	
Below 50	16	(6)	

Highest ATAR: **98.20** (99.5)

NUMBER OF STUDENTS

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:

Year Level	% Attendance	Year Level	% Attendance
Prep		7	95.63
1	95.26	8	94.89
2	96.07	9	94.70
3	95.20	10	93.31
4	95.83	11	
5	95.81	12	
6	96.40		

Overall % Attendance: 95.2%

*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 McMinimee 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 enquiries 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 situated 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 Bimbi 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 Bimbi Park cabins.





Year 12 Program

Study Skills Camp - Term 1

Held on the first student day of the year it is designed to set the year 12 cohort up for a successful final year of school and focusses on study skills, team building, leadership and motivation. The camp is a day program held at Lake Dewar YMCA and sees the students participate in a motivational talk, safety talk – Sonia Karas, study skills, careers, VCE policy and ATAR, teambuilding and health. The program is fully catered and conducted in school hours.

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 Yr 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.



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 and 12. 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.



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.



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:

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

Total Number of Male Teaching Staff: 41

Total Number of Female Teaching Staff: 106

Total Number of Male Non-Teaching Staff: 10

Total Number of Female Non-Teaching Staff: 32

*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.

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.



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.

Table 1.1: Statement of Financial Performance

	2014	2013
	\$	\$
INCOME		
Tuition Income	11,131,949	9,716,375
Government Income	14,700,593	13,422,740
Other Income	4,025,903	3,638,094
TOTAL INCOME	29,858,445	26,777,209
EXPENSES		
Tuition Expenses		
Tuition Salaries		
& Staff Related Expenses	15,863,452	13,322,957
Other Tuition Expenses	1,480,261	1,326,492
Total Tuition Expenses	17,343,713	14,649,449
Administration Expenses		
Administration Salaries		
& Staff Related Expenses	2,506,876	2,890,776
Depreciation	2,023,184	2,315,999
Other Administration Expenses	5,489,658	5,007,543
Total Administration Expenses	10,019,718	10,214,318
TOTAL EXPENSES	27,363,431	24,863,767
NET OPERATING SURPLUS/(DEFICIT)	2,495,014	1,913,442

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.



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 Association's 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

	2014	2013
	\$	\$
ASSETS		
Current Assets		
Cash & Cash Equivalents	3,652,643	4,914,037
Trade & Other Receivables	792,759	516,349
Other Assets	212,368	343,795
Total Current Assets	4,657,770	5,774,181
Non-Current Assets		
Property, Plant and Equipment	29,597,199	26,074,887
Total Non-Current Assets	29,597,199	26,074,887
TOTAL ASSETS	34,254,969	31,849,068
LIABILITIES		
Current Liabilities		
Trade & Other Payables	1,004,157	860,685
Short-term Finance Liabilities	6,212,570	526,000
Short-term Provisions	2,052,429	1,890,104
Other Liabilities	245,245	251,319
Total Current Liabilities	9,514,401	3,528,108
Non-Current Liabilities		
Interest Bearing Liabilities	4,356,000	10,568,570
Provisions	560,419	423,255
Total Non-Current Liabilities	4,916,419	10,991,825
TOTAL LIABILITIES	14,430,820	14,519,933
NET ASSETS	19,824,149	17,329,135
ACCUMULATED FUNDS		
Accumulated Funds	19,824,149	17,329,135
	19,824,149	17,329,135

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 2014 operational plan approved by Council and the Association's bankers.

Table 3.1: Cash Flow Statement (Audited)

	2014	2013
	\$	\$
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



facilities. Of particular significance is the purchase of an additional property at Staughton Vale.

Council has continued to take a conservative view of enrolments into 2015 and as the major driver in the planning process this is reflected in the 2015 financial budget. In response to the rising costs, the School has completed a major review of the technology program to identify more cost effective computer technology to be implemented in 2015. In addition, Senior Management will undertake reviews of the non-educational functions of the School to identify efficiencies without sacrificing outcomes. Importantly, the Council have also decided that the school must continue to improve and "value add" to the curriculum offering. From 2015, senior management will also implement major changes to the middle school program by offering more target programs to enable growth in complexity of tasks and skills that students are exposed to.

Despite the conservative short term view, the Council does not believe the planned growth of the School over the next few years should be curtailed. The school is still planned to reach enrolment capacity by 2018 and during those years, development will also concentrate on providing appropriate educational and pastoral facilities to cater for the growth.

The Council of the Association believe that its responses to the issues facing Independent schools generally, and Bacchus Marsh Grammar Incorporated specifically, are appropriate and will position the School to take advantage of the significant growth planned for the western region over the next two decades.

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

William Buck have conducted the annual audit and have confirmed that the Association's 2014 Financial Statements present a true and fair view of the financial position of the Association as at 31 December 2014 and the results of its operations and cash flows for the year.

The Auditors confirm that the 2014 Financial Statements have been prepared in accordance with applicable Accounting Standards and other mandatory reporting requirements in Australia.

2014 STATUTORY FINANCIAL STATEMENTS

The Association's 2014 Audited Financial Statements are available for members to review.

2014 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: Matisse Barnes, Arianna Bowles, Elexis Chapman, Tunisha Chawla, Alyshia Ciappara, Nathan Clark, Scott Daisley, Shirkeena Henderson, Harry Ho, Georgia Horell, Alicia Kilic, Emily Kilic, Zea Klemm, Chelsea Knighton, Logan Koch, Natalie Kotoski, Raquel Krstin, Cassandra Lee, Morgan Miles, Helena Mitchell, Madeline Page, Bailey Parsons, Zene Paterson, James Siketa, Demee Spargo, Caitlin Thomson, Olivia Thomson, Christen Tzagarakis, Amanda Wallis

Year 7 Academic Excellence Awards: Kaiara Braybrook, Ben Campey, Campbell Child, Saxon Dowton, Mitchell Havad, Kai Mitchell, Carla Rubino, Ryan Samarakoon, Bryce Stephenson, Jayden Troselj

Year 7 Academic Excellence & Outstanding Effort Awards: Praneet Alluri, Connor Anthian, Ziad Atalla, Georgia Burston, Jamieele Cabato, Stuart Campbell, Kayla Clemente, Natasha Crawley, Gemma Dangerfield, Stevan Deris, Pawan Dissanayake, Andrew Donohue, Sophie Dunn, Amber Eden-Jones, Rebecca Farnell, Grace Frederickson, Madelyn Gay, Hope Healy, Rachel Jackson, Lainey James, Dara King, Morgan King, Naomi Kitchin, Asan Liyanaratne, Sarah Lunt, Ashleigh Maher, Sakshi Maskey, Nazeera Moosajee, Elizabeth Morrell, Lael Newton, Elizabeth Nuspan, Mehar Parbhakar, Jaime Patterson, Abbey Richmond, Olivia Russell, Anushka Sadler, Charlie Scotson, Jasmun Sidhu, Adith Siva, Phoebe Soley-Howlett, Laura Spargo, Mackenzie Stewart, Alyssa Steyn, Victoria Sutton, Aya Taniguchi, Monie Tannous, Sandra Varghese, Jye Veith, Jarah Vincenzino, Lauren Walmsley, Chloe Woolley

Year 7 English Competition Award winner: Praneet Alluri

Year 7 Mathematics Competition Award winner: Mitchell Kai

Year 7 Science Competition Award winner: Asan Liyanaratne

John Rizzetti Prize for Dux of Year 7: Rachel Jackson

Year 8 Outstanding Effort Awards: Jamie-Lee Aquilina, Kinga Bacs, Ashleigh Beeson, Naomi Best, Jasmine Bown, Teneisha Brothers, Callum Cody, Tyler Collinson, Rhylee Cracknell, Caitlyn De Kuyper, Riley Dellios, Isobelle Dobai, Jazmin Fazzolari-Dusik, Monique Gasan, Meg Holt, Jack Hurley, Lachlan Johnson-Thomas, Sarah Lidgett, Abbey Loughnan, Lacey Madacki, Niamh McCallum, Shayla Moore, Taylah Neskovski, Rhianna Noack, Anabel Pearson, Himeth Peiris, Caitlin Reardon, Nikita Reardon, Imogen Schembri, Julia Sekulic, Lily Taylor, Jacquelyne Tetkowski, Josh Thomas, Caylee Thunder, Luke Whittaker, Nicole Wright

Year 8 Academic Excellence Awards: Dilan Cosar

Year 8 Academic Excellence & Outstanding Effort Awards: Darcie Botes, Katelynn Condon, Zak Crossman, Joseph Earnshaw, Maddison Heward, Jennifer Ly, Adam Steele, Caitlin Barraclough, Juulke Castelij, Ben De Bortoli, Emily Harbison, Georgina Latham, Lauren Machell, Stephanie Trento, Michelle Aquilina, Olivia Coghlan, Amy Dao, Jessica Pitts, Michael Rubino, Khushi Kalra, Lily Moerenhout, Lachlan Rzanovski, Rohith Venkatesan, Benjamin West, Daniel Wilson, Jacob Woolley, Leia Bright, Olivia Peterson, Nandita Singh, Chirra Tyson, Aarnav Venkatesh, Clarrisa Servinio, Shani Bullard, Ella Clark, Piper Dinham, Jessica Ewert, Sarah Hageman, Laura Knauer

Year 8 English Competition winner: Benjamin West

Year 8 Mathematics Competition winner: Rohith Vankatesan

Year 8 Science Competition winner: Joseph Earnshaw, Stephanie Trento

Nick Hale Prize for Dux of Year 8: Juulke Castelij

Year 9 Outstanding Effort Awards: Caitlyn Axiaq, Mitchell Braiden, Stephanie Brown, Erin Carlin, Indya Chilton, Shantelle Cowan, Alice Craggs, Riley Danton-Jack, Jackson Eekelschot, Jackson Briffiths, Bonnie Hall, Shayla Kiriazis, Yali Klemm, Joshua Lappin, Maddy Lowe, Chloe Lutterschmidt, Holly Marsland-Kelsey, Jarrod Meddings, Kristine Megson, Jordan Messina, Matthew Packer, Disha Patel, Madison Porter, Ellie Robertson, Lauren Robins, Brittany Robinson, Stephanie Romano, Lena Rowe, Jacob Sinclair, Elissa Sniegowski, Brylee Stephens, Chelsey Terry, Abbey Tomkinson, Jaimye-Lee Waters, Max Willach, Sinisha Zdero

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

Year 9 Academic 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, Benjamin Kellock, Hannah Lacy, Jack Lantieri, Georgia McIntosh, Hannah McLean, Nathan Meyer, Georgia Morrell, Felipe Philippou, Caitlin Philipps, Ellie Pitcher-Willmott, Eve Rampley, Nicholas Samson, Liana Semcesen, Gurleen Singh, Shannyn Stein, George Thorne, Catherine Trueman

Year 9 English Competition winner: Nicholas Duffy

Year 9 Mathematics Competition winner: Caitlin Philipps, Jacob Sinclair, Jack Lantieri, Samuel Franks



Year 9 Science Competition winners: Felipe Philippou

Kevin Nicholson Prize for Dux of Year 9: Caitlyn Philipps

Year 10 Outstanding Effort Awards: Michaela Agius, Zachary Bargiamidis, Sean Bentley, Melissa Browne, Samuel Browne, Jessica Cain, Liam Camilleri, Olivia Caon, Shaye Chick, Jye Curwood, Georgia Devenish, Sean Fench, Alexandria Galati, Kimberley Gehlhar, Ebony Grahek, Alicia Griffiths, Alexandria Hartley, Gabrielle Hunak, Alexandra Jani, James Krstin, Jessica Latham, Jordan Magana Cruz, April McNeill, Yaemin Mehmed, Victoria Mourkakos, Jervis Nguyen, Natasha Ovcak, Joshua Peska, Tahlia Pilbeam, Lateisha Provenzano, Seraka Ranayake, Madison Rodrigues, Ella Ryder, Teliah Spargo, Emma Squires, Nicki Staunton, Emma Thomson, Chloe Walker-Pierce, Janaya Walker-Pierce, Liam Was, Eden Weller, Lachlan West, Emily Woolley

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

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, Annelise D'Rozario, Hannah Dunn, Kees Fong, Annabelle Ford, Emma Gill, Phoebe Hogarth, Georgia Isaacs, Courtney Lamb, Angus Lovell, Brooke Magri, Madline Mather, Kieren McKenzie, Nicole Mellis, 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: Hollie Cassar and Cameron Richardson

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

VCE Unit 1 & 2 Dux of Subjects:

Cassandra Anderson: **Information Technology**

Sarah Atze: **Japanese**

Bailey Aven: **Environmental Science**

Emma Beard: **Textiles**

Hollie Cassar: **Psychology**

Leyla Chapman: **Dance**

Kyle Corcoran: **Legal Studies**

Kees Fong: **Accounting**

Caitlin Fortune: **Drama**

Patrick Ho: **Chemistry**

Sreedevi Kannambra: **Japanese**

Daniel Magri: **Economics**

Antonela Marijanovic: **Textiles**

Jacob McCluskey: **VCAL Award**

Jacob Micevski: **Mathematics – General Further**

Sarah Neville: **French, Literature, Physics**

Shelby Noach: **Art**

Charlotte Payne: **English Language**

Briana Peterson: **Outdoor & Environmental Studies**

Francis Quinal: **Music Performance**

Lily Rowan: **History, Legal Studies, Media Studies**

Mason Schembri: **Geography**

Jason Steele: **Business Management, Food & Technology**

Anna Vanstan: **Studio Arts, Visual Communication & Design**

Jack Willach: **Biology**

Joshua Zamperoni: **English, Health & Human Development, Physical Education, & Units 3&4 Outdoor & Environmental Studies**

Peter & Robyn Russell Prize for Dux of Year 11: Joshua Zamperoni

VCE Unit 3 & 4 Dux of Subjects:

Nathan Anderson: **Accounting, Economics**

Carissa Bailey: **Business Management, Environmental Science, Geography**

Laura Baker: **Health & Human Development**

Emily Blazevski: **Sport & Recreation**

Daniel Bogdanov: **Psychology**

Fraser Currie: **Legal Studies**

Jackson Danton-Jack: **VCAL**

James Dominko: **IT – Software Development**

Kendall Evans: **Mathematical Methods, Mathematics – Specialist**

Alexis Joannidis: **Physics**

Chalice Madacki: **Hospitality**

Deana Marshman: **Studio Arts**

Mercy McColl: **Art, Media Studies**

Elizabeth O'Brien: **Australian Politics, French**

Melanie Phillips: **Mathematics – Further, Visual Communication & Design**

Paul Ryan: **Music – Technical Production**

Benjamin Samson: **History – Australian, History – Revolutions**

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 Perconte

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, Sydney 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, Noah Jewell, Eliza Wales**

Year 5 Awards

The recipients of the **Outstanding Effort Awards** for 2014 are:

Year Five: Jacob Attard, Ella Beazley, Cleo Brennan, Georgia Chapman, Asha Child, Hannah Conroy, Jorja DePetro, Ella Frost, Molly Gisbon, Samuel Kelly, Mia McLean, Adam Micevski, Emily Mills, Tanai Newman-Coverdale, Brydie O'Connor, Sophie Parton, Ella Philipps, Max Pisano, Tahlia Pohatu, Will Porter, Emily Powell, Chanel Radburn, Olivia Santalucia, Georgie Saunders, Tarra Scheuer, Ryan Schulze, Eloise 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 Huxtable, Samuel MacKelvie, Braden McDonald, Amy Meddings, Benjamin Morcom-Knight, Corey O'Neil, Jaelen Pavlidis, Lewis Peterken, Jacob Zahra

Year Five:

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2014 are: James Allan, Imogen Burnett, Alannah Burston, Hayley Dangerfield, Megg Delmo, Zoli Earnshaw, Brayden Edwards, Ella grahek, Nathan Havard, Bianca Iannazzone, Simren Khehra, Aaliyah Moosajee, Ella Noorman, Jake Pawar, Ben Pridham, Joshua Quinlan, Noah Simmons, Beau Skelton, Claire Sutton, Abby Taylor, Lily Thomson, Jaz Ward, Phoebe White

Year Five:

Year 5 Spelling Competition Winner: Jake Pawar

Year 5 English Competition Winner: Amy Meddings

Year 5 Mathematics Competition Winner: Samuel McKelvie

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

Dux of Year 5 2014: Aaliyah Moosajee

Year 6 Awards

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

Year 6:

The recipients of the **Academic Excellence** awards for 2014 are: Jack Bidwell, Harley Blake, Chloe Chau, James Di Pretoro, Brooke Draper, Phoenix Hasiotis-Welch, Thomas MacKelvie, Navod Senanayake, Joshua Wintershoven

Year 6:

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2014 are: Ebony Adam, Liam Anthian, Ashlee Bawden, Harrison Blake, Imagen Boardman, Indiana Bowden, Sam Buttigieg, Alejandra Camacho, Grace Fisher, Shakira General, Noah Jewell, Anthony Kasimiotis, Ronan Kelleher, Mackenzie Kelly, Majella McColl, Cooper McIntosh, Alexander O'Mahoney, Nicholas Pandza, Elana Penny, 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 Anthian, Thomas McKelvie

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

Dux of Year 6 2014: Olivia Way



Appendix 1

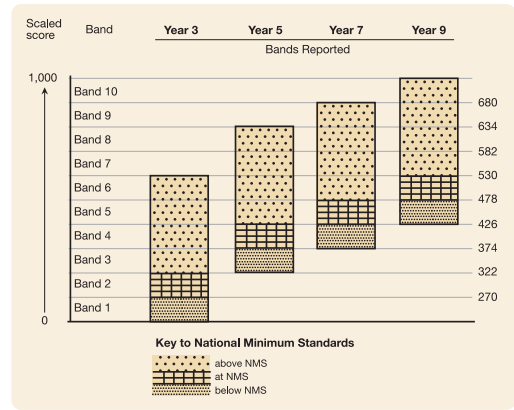
Explanation of National Standards numbers by Bands

NAPLAN uses the National Assessment Program Scale.

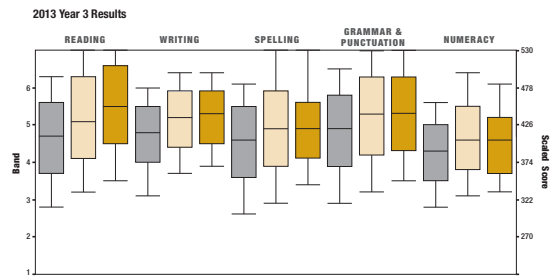
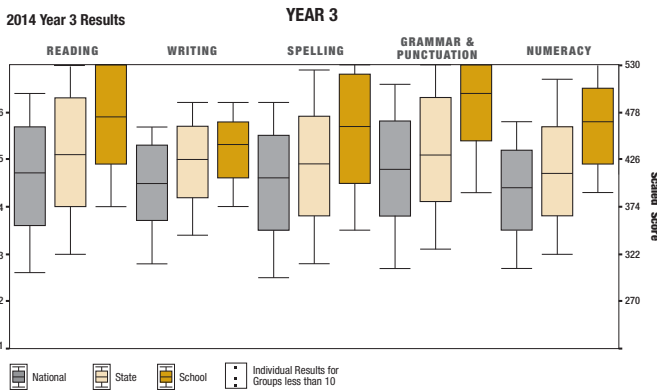
Five domains are measured on the National Assessment Program Scale: Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy.

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 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.
- 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.

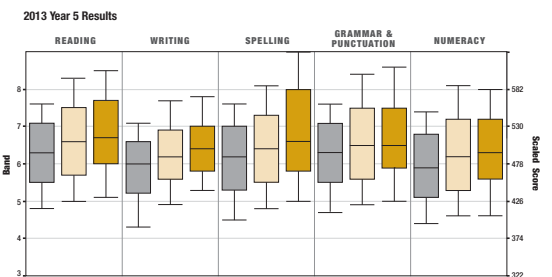
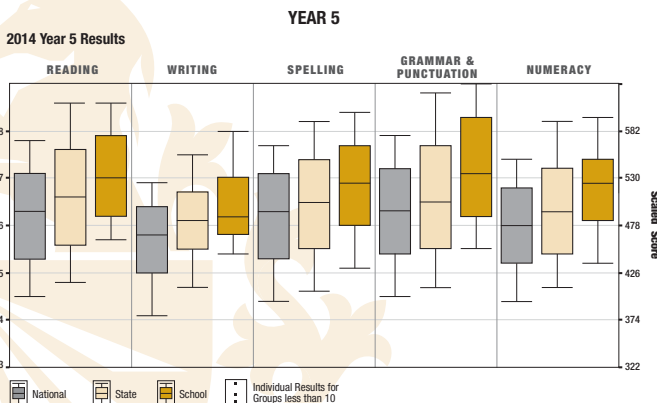
These results show that Bacchus Marsh Grammar students are substantially above both National and State standards for ALL areas of NAPLAN testing at every point of measurement.

Of particular note is the great improvement in Spelling, 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.

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).



Commentary on Year 5 Results

These results show that there has been a very pleasing and continuing improvement since 2011 results. All results in all areas at all points in the distribution are above State levels – a good overall achievement.

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

The improvement in the 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

(Band 4) in all domains tested, with almost no students in the lowest bands.

It is of note that:

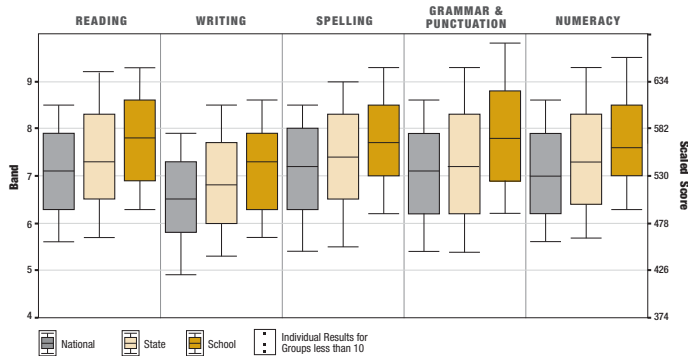
- boys results in Reading and especially Numeracy were significantly higher than girls;
- no students were below N M Standard in Reading and Grammar & Punctuation, and very few below in the other tests;
- Spelling results, whilst strong, were weaker than the previous year;
- there is a 95+% above N M Standards in all areas except Spelling (91%).



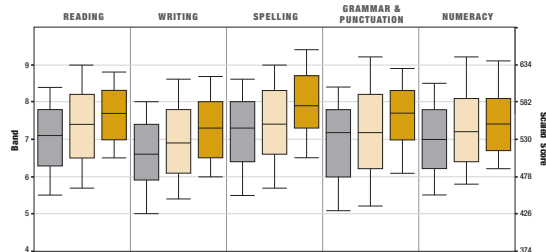
NAPLAN Results – 2013 and 2014

YEAR 7

2014 Year 7 Results



2013 Year 7 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.

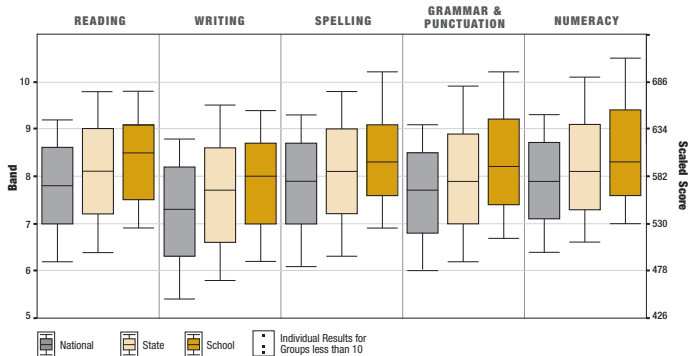
Results continue to be evenly distributed between boys and girls, except for girls achieving somewhat higher than boys in all except the top quartile in Writing, and boys achieving significantly better results at all levels in Numeracy.

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%).

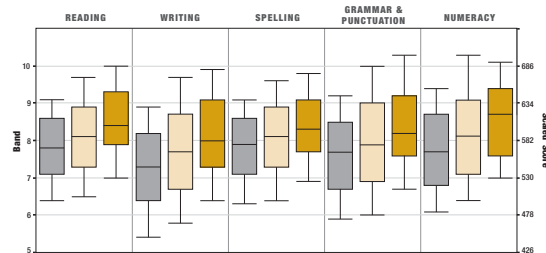
Students continued to be, on average, 2 to 6 months above expected VELS standard for Year 7;

YEAR 9

2014 Year 9 Results



2013 Year 9 Results



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

	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	97	0	99	0	95	0	97	0	99	0
Year 5	96	0	95	3	91	1	95	0	95	2
Year 7	95	0	84	1	92	2	92	3	95	0
Year 9	88	2	76	9	89	3	80	3	90	0

	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 1 - 6)	73	0*	62	0*	69	1*	79	0*	73	0*
Year 5 (bands 3 - 8)	47	0*	25	1	52	1	58	0*	41	0
Year 7 (bands 4 - 9)	42	1*	25	2	44	1	44	1	38	1*
Year 9 (bands 5 - 10)	33	12	17	24	24	11	28	20	32	10*

* = no student in lowest band

BACCHUS MARSH GRAMMAR

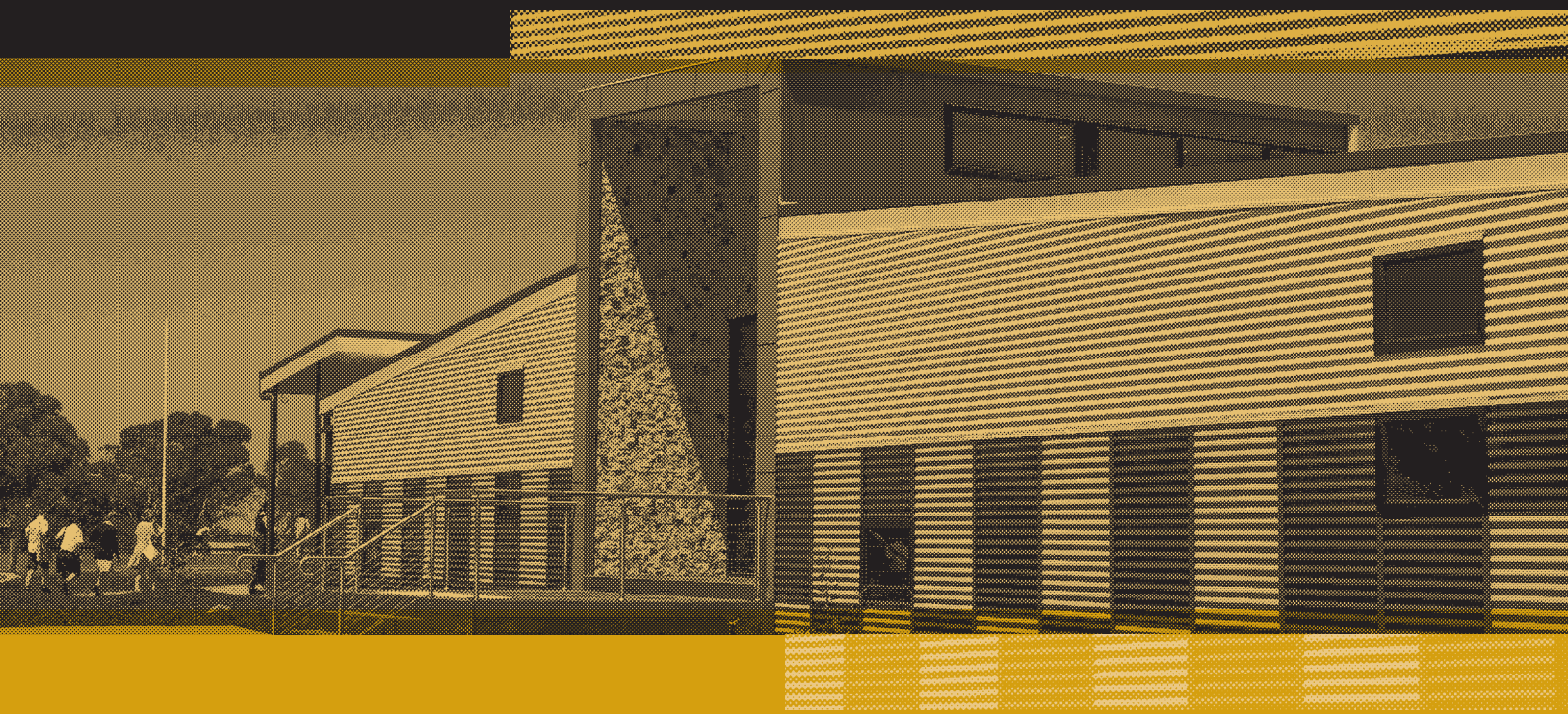
2013 NAPLAN Summary Results

	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



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