



View East from bmg @ Staughton Vale



**BACCHUS MARSH
GRAMMAR**

**BACCHUS MARSH GRAMMAR
28TH ANNUAL REPORT 2015**

28th Annual Report 2015

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

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, Co-opted Members 2015: Caitlin Horwood-Skelton, Kerry Robins

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 2015

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

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

Property Manager: Nam-Ha Quach B.A. App. Sc. (Psychology), Dip. Ed. (Secondary), Grad. Cert in Counselling, Cert in Permaculture Design

Teaching Staff:

Rebecca Adlam: B. Ed. (Mathematics & Special Needs)

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

Janelle Anthony: B. Ed. (Music/SOSE), A. Mus. A. (Piano)

Sara Antonowicz: B. Ed.

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

Alice Backhouse: B.A., Grad. Dip. (Secondary), Masters of Teaching (Secondary)

Catherine Baldwin: B.A., B.Ed., Masters in Education

Clare Ballard: B.A. Dip. Ed., Masters in Teaching (Secondary), Masters in Counselling

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.

Leonie Brown: M. Ed. B.A., Dip. Ed. Grad. Cert. Teach. – Studies of Asia

Jennifer Caligari: BEC, BA (Honours), MA (History), Grad. Cert. Ed. (Religion), 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.)

Lindsey Clifton: BSc. GTP Science

Sarah Collins: B. Ed, M. Ed.

Michelle Connell: B. Arts (Criminology/Political Science), B. Teach – Secondary (Hons.) Grad Cert. Policy & Governance, A. Dip. Management, Edu. Policy Fellowship

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 TAA

Justin Cooper: B.Sc. (St.A), P.G.C.E.

Keith Currie: B.Sc (ANU), Dip. Ed. (CCAE), 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 TAA

Jacinta Davie: B. Ed., Grad. Dip. TESOL

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

Lear Donnelly: B.A. M. Comm, Grad. Dip. Teach.

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

Bryce Durham: B. App. Sci.(Sport Coaching & Admin), Grad.Dip.Ed. (Secondary), Grad.Cert.Ex.Sc. (Strength & Conditioning), CertIV Fitness, ASCA Level 1 (S&C)

Sally Durham: B. Dance, Grad. Dip. Ed (Primary), Grad. Dip. Applied Learning (Secondary)

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

Katharine Elder: B.A. (English & History), Grad. Dip. (Humanities & Social Sciences, (Drama)), Grad. Dip. (Secondary)

Fiona Erhardt: B.A. Grad. Dip. Ed.

Melinda Facey: B.A., Grad. Dip. Ed (Secondary), Master of Information Management

Shelley Frislie: B.A. Education, Endorsement Home Economics, Health
Geoff Gainey: B.A., Dip. Ed.

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

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

Suzanne Gladys: Dip. Teach (Primary), B. Ed. Religious Education
Accreditation



Deborah Godsell: Dip. Teach (Primary), Grad. Dip (Health & Physical Education)

Bianca Gordon: B. Ed (P-10) (Mathematics and Health) Grad. Cert. (Religious Education)

Kathryn Graham-Wood: 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

Victoria Hewson: B. Mus; Gra. Dip. Ed.

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), (Assoc MAPS)

Jennifer Jovanovic: B. Ed.

Vanessa Kamcev: B. Ed. (P-12)

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.

Nadelle Kiley: B.Sc (Animal Science), Dip. Ed. (Honours)

Danielle Kiriazis: B.Ed. (P-12)

Karin Kos: B.A. (Urban Studies), B.A. Ed. (Accelerated)

Diane Krosby: B. Ed (Mathematics, Science)

Matthew La Franchi: B. Ed. (Primary)

Melissa Lavendar: B.A. B.A. Ed.

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.

Philippa Loton: M. Ed. (Student Wellbeing), B.A. (Fashion Design), Grad. Dip (Secondary)

Michael Love: Dip. Teach. (Primary)

Amanda Lovett: B. Sc (Earth Science), Grad.Dip.Ed. (Secondary)

Andrew Mackenzie: B.A. (Hons), B.Ed., M.Ed. MACE, MACEL (Geography)

Susanna Mandic: B. Sc (Chemistry, Mathematics), Gra. Dip. (Secondary)

Meaghan Martin: B. Ed (Physical Education)

Russell Matchett: B. Eng, Grad.Dip.Ed. (Secondary)

Garry Matchberry: B. Bus (Accounting), Grad.Dip.Ed. (Secondary), Cert IV TAA

Sarah McCleary: B.A. (Psychology), Dip. Teach (Secondary)

Michelle McCubbin: B. Ed. (Honours) (P.E.)

Holly McKay: B. Ed.

Kylie McKerrow: B. Ed., Grad. Dip. Ed (Physical Education)

Wes McLaughlin: B. Ed. (P.E., Outdoor Ed., Information Technology P-12)

Brendan McLoughlin: B. Ed.

Ainslee McNamara: B. App. Sc (Osteopath), Masters of Osteopathy, Grad. Dip. Ed. (Secondary)

Shane McNee: B.A. Grad. Dip. Ed. (Secondary)

Sophia McQuillan: B.A. (Eng. Literature & History), B.A. (Hons. Eng. Literature), Grad. Dip. (Secondary) (Melb).

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)

Imogen Murray: B. Ed (Primary)

Travis Newton: B. Ed (Primary)

Jenna Nicolle: B. Ex. Sc, Grad. Dip. Ed.

Karin Nolta: Dip. Visual Arts (Graphic Design), Dip. Ed. (Secondary)

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

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

Siegrist Peel: B.A. Grad. Dip. Ed (Secondary)

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) PE, M Applied Science (Coaching, Fatigue & Recovery), Grad.Cert. (Exercise Science & Conditioning), ASCA Level 1, M.R.G.S.

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.

Sian Rawlinson: Dip. Teach. (Primary) B.Ed.

Li Richardson: B. Sc (Mathematics/Chemistry), Dip. Ed (Secondary), G. Cert (Careers Counselling)

Eliza Rivette: B. Ed. (Mathematics/Science P-12)

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: B.Ed., Dip.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.A., B Techg., ILMP

Sheryl Symes: B.Sc (Hons) P.G.C.E.

Dean Thomas: B. Mus. AMusA. Dip. Ed (Secondary), Cert IV TAA

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.

Jody van der Werf: B. Ed. (Physical Education), M. Ed. M.A. (Writing & Literature)

Leanne Ward: B. Teach. Grad. Dip. (Student Welfare)

Alison Weir: B.A. 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

Georgie Worland: B.A. (Journalism & Literature), Dip.Ed.

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. Dip. Ed, Cert. Bus, Dip. Bus), 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, Wendy Porter, Lisa Scotson, Monica Slattery, 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 Stuhldreier (Cert. of Applied Sci. Lab Tech)

Out of School Hours Care: Donna Blake (Dip. Children's Services), 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.Bus. (Public Relations)), Nathan Millson, John Morrison, Matthew Notley, Cathy Perconte (Adv. Dip. Business Management, Dip. Event Management), Fran Raynor, Leanne Robertson (Cert IV Project Management), Luke Robertson, Casey Ryder, Jodie Thorneycroft

Canteen Staff: Kerrie Carberry, Leanne Drape, Janine Turner

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

Maintenance Staff: Ashley Bryan, Luke Curran, Damien Earls, Darren Glen, Shayla Kuno

2015 Senior School Leaders

School Captains: Sarah Atze, Andrew Lock

School Vice Captains: Leyla Chapman, Marcus Macklin, Sarah Neville, Cody Pratt,

Prefects:

Academic Prefects: Steven Aquilina, Josh Zamperoni

Languages Prefects: Rebecca Brown, Cheyenne Hardie

Sport Prefects: Tyler Huynh, Shanae Keleher

House Prefects: Kyle Corcoran, Ranul Ratnayake

Music Prefects: Rachael Dwyer, Francis Quinal

Arts Prefects: Emma Beard, Chloe Cini, Caitlin Fortune, Emily Lacey, Caitlin Fortune

SRC Prefects: Nick Trento, Chiara White

Community Services Prefect: Antonela Marjanovic, Jennifer Nguyen

School Connectedness Prefect: Marcus Rzanovski, Lachlan Miles

Sustainability Prefect: Logan McPherson, Shimron Munshi





House Captains:

Bacchus House:

Senior Captains: Jason Neskovski, Abbey Freeman

Vice Captains: Michaela Agius, Kieren McKenzie, Lachlan West

Junior Captains: Kaylee Smith, Jessica Ewart

Junior Vice Captains: Emilee Jagos, Benjamin West

Braeside House:

Senior Captains: Brooke Heward, Wiebren Fong

Vice Captains: Holly Paxman, Nicki Staunton

Junior Captains: Nicholas Archon, Jessica Pitts

Junior Vice Captains: Jordan Messina, Olivia Peterson

Hilton House:

Senior Captains: Andreas Moutzouris, Mikayla Tunzi

Vice Captains: Jacob Micevski, Elanor Armstrong, Angus Lovell

Junior Captains: Caitlin Phillipps, Laura Knauer

Junior Vice Captains: Brylee Stephens

Pentland House:

Senior Captains: Courtney Homewood, Aiden Boyle

Vice Captains: Kate Lidgett, Adel Munro

Junior Captains: Chloe Lutterschmidt, Tom Lunt

Junior Vice Captains: Rachele Holland, Jordan McCormick

2015 Junior School Leaders

Junior School Captains: Zoli Earnshaw, Ella Grahek

Junior School Vice Captains: Nathan Havard, Jaz Ward

Junior School Sports Captains: Jacob Attard, Bianca Iannazzone

SRC Presidents: Amy Thistlethwaite, Lily Thomson

SRC Vice Presidents: Katelyn Taylor, Imogen Burnett

Science Captains: Lewis Peterken, Christian Meguerditchian

Visual Arts Captains: Aaliyah Moosajee, Isabella Di Mieri, Brydie O'Connor, Olivia Magill

I.T. Captains: Cleo Brennan, Brayden McDonald

Library Captain: Lily Trethowan

Library Vice Captains: Georgia Chapman, Molly Gibson

Music Captain: Jake Pawar

**** Music Captain 2014:** Navod Senanayake

Junior House Captains

Bacchus House:

Captains: Noah Simmons, Hannah Conroy

Vice Captains: Ella Noorman, Mia McLean

Braeside House:

Captains: Abby Taylor, Riley Huxtable

Vice Captains: Ben Pridham, Keeley Hardingham

Hilton House:

Captains: Sophie Parton, Jaelen Pavlidis

Vice Captains: Eloise Shirra-Gibb, Molly Gibson, Marnie Stanley

Pentland House:

Captains: Logan Hegarty, Dean Tipping

Vice Captains: Lani Burston, Josh Patterson, Milla Rice

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 2015

One of the most important tasks of both School Council and the Principal is not only maintaining that which exists within a school but ensuring that there is a strong sense of “developing the future”. This is achieved through a combination of protecting and nurturing the

core aspects of culture that make the institution what it is but also careful and detailed planning for the future. During 2015 School Council and Senior Management spent a considerable time working on the next ten years for the school that culminated in a number of key strategy days for the group.

Bacchus Marsh Grammar faces a series of unique circumstances which make our planning somewhat different to many other independent schools. In a general environment which is seeing a decline in market share for students attending independent schools and many schools fighting for enrolments; Bacchus Marsh Grammar finds itself in the pathway of two of the most significant population growth corridors in the nation.

School Council has been asking itself three basic questions about the school in the next period:

- i) What aspects of school culture are central to our school and need to be maintained at all costs?
- ii) How does the school cater for the continued growth in its catchment without losing some of the important factors that make the school the one it is?
- iii) How do we make sure our children are able to fully learn from and appreciate the rich and diverse environment which surrounds the school?

In considering this the Council has asked school management to look at a number of options, in particular:

- i) The development of a Brisbane Ranges/Lerderderg Forest Plan which makes use of the extensive natural reserves to the school's east and north. To this end the school during the year purchased a property of 200 acres at Staughton Vale with the aim of developing an adjunct campus to complement activities at the Bacchus Marsh Campus. This significant purchase is the first part of broader plans to build on strengths in outdoor and environmental education across the school.
- ii) The consideration of the establishment of a second site for an additional primary school. This is a significantly more complex part of the strategy and is one that has taken up a great deal of Council and Management's time during the year. Progress on the proposed development has been good, however, the school is adamant that it will not be involved in any new project until it can put into place arrangements which are to the school's satisfaction and which protect and indeed promote the long-term future of the school.

I hope to be able to discuss development in relation to this strategy in greater depth in coming months.

It is with a great degree of sadness that the death of Andrew Conolly; the long-term Chair of School Council, occurred as this document was being prepared. Andrew was significant in both the development of the school we have today but also a great promoter for us to continue to see the school's future as one without limits. Andrew's vision will in part be seen in the major developments of the school that we will see in coming years.

Buildings

The beginning of 2015 saw the completion of the Grade 5 and 6 complex as well as the completion of the of the Grade Prep and 1 complex. These two buildings have now replaced some of our ageing infrastructure, providing comfortable, bright and colourful learning environments for our Primary students. The Grade Prep and 1 complex was designed as a double story building to maximize footprint space and increase the play space available for student in the yard. A large open space where the “E block” once stood, now allows for students to ample space for health and fitness activities before, during and after school.

With the buildings complete, the landscaping works directly surrounding the buildings began in earnest, to help finish off the



projects as well as start a linking native theme through the middle section of the school. The northern section of the old parent car park was transformed into an amazing passive garden space with a feature Illawarra Flame Tree planted which will provide an amazing display of flowers and ample shade in the coming years. This has really finished off the northern section of the Grade 5&6 complex and the landscaping to the western side of the building has served to create a sense of permanence with our new infrastructure.

The Home Economics facility was completed ready for student use in the second half of 2015 and this provided students with state of the art cooking and catering facilities as well as a fully functional Café and dining area. This facility along with BMGs ongoing relationship with the local food industry, has allowed staff and students to fully immerse themselves in real world hospitality experiences. As the year progressed the outdoor space adjacent to the Café was paved and landscaped to allow for additional seating space as well as creating an alfresco environment for prospective “customers” for students to practice their cooking and serving trade to.

As one project closes, another one arises and with Home Economics completed, the focus of the Property team turned to the Sciences, specifically the growing field of Science Technology and Engineering. During the final quarter of 2015, research into best practice in this growing field as well as facilities that best suited the needs of students in this area, was undertaken with the idea of refurbishing the old Home Economics room and turning it into a state of the art Science Technology and Engineering learning centre. With concepts and ideas floated and awaiting finalization, the demolition of this area began, which also allowed BMG to upgrade toilet facilities to the O block Science wing, ready for a new and exciting 2016 to come.



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 2015 NAPLAN tests are included in summary form in Appendix 1.



VCE Results/Post School Destinations

VCE Results 2015

The Dux of the School was Yaesh Raj Sharma who gained an ATAR of 99.4. Jason Steele achieved a perfect score of 50 for Food and Technology and Joshua Zamperoni achieved a perfect score of 50 for Physical Education.

Year 12 2015:

Total number of students:	2015	2014
Number of students studying VCAL:	10	(6)
Number of students studying VCE:	136	(148)
Number of students applying to VTAC:	127	(136)
ATAR SCORES	NUMBER OF STUDENTS	
Above 90	17	(14)
Between 80 and 90	19	(25)
Between 70 and 80	19	(28)
Between 60 and 70	22	(33)

2015 Post School Destinations

All 146 Year 12 students have either been offered a tertiary position or have secured employment. 136 applicants completed the VCE and 10 students completed the VCAL certificate. Of the 127 VTAC applications, 100% of students were offered a tertiary position after final round offers. 86.29% of students were offered a University position and 40.63% were offered a TAFE position, these figures reflect dual applications to both University and TAFE course preferences. The remaining 9 students elected not to apply for post-secondary studies through the VTAC system. They are currently either employed or attending further education pursuits. All students have been offered extended career counselling support by the school.

The 127 VTAC applicants have gained entry to Deakin (20), RMIT (19), Victoria University (14), University of Melbourne (12), Federation University (11), La Trobe (10), Australian Catholic University (10), Swinburne (4), Monash (7) and Registered Training Organisations (11) and William Angliss (9). One international student also accepted an early offer to study Medicine and Surgery. Highly sought-after courses were in the fields of Management/Commerce (28), Society and Culture (26), Health (16), Creative Arts (15), Sciences (14), Education (11). Study fields, with lesser, but still significant numbers, included Engineering, Hospitality, Agriculture, IT, Architecture/ Building, and a Tertiary Preparatory Course.

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 is 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:

Semester One 2015

Year Level	Non-Indigenous Attendance %	Indigenous Attendance %
Prep		
1	95.89	0
2	94.87	0
3	95.66	0
4	95.87	0
5	95.81	97.74
6	95.56	0
7	96.56	0
8	94.47	95.92
9	94.69	98.78
10	93.93	95.21
11		
12		

Overall % Attendance: 95.27%

*As recorded in the 2015 School Student Attendance Report – Semester One

Term 3 2015

Year Level	Non-Indigenous Attendance %	Indigenous Attendance %
Prep		
1	92.57	0
2	92.49	0
3	93.25	0
4	92.35	0
5	93.62	95.23
6	93.52	0
7	94.04	0
8	92.40	93.95
9	92.23	94.45
10	90.68	93.29
11		
12		

Overall % Attendance: 92.68%

*As recorded in the 2015 School Student Attendance Report – Term 3

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.



In 1995 Bacchus Marsh Grammar won their first major Interschool Trophy, winning the Galway Swimming Competition at the Sunbury pool. In between now and then Team BMG Mustangs have moved from the Galway competition to the very strong and competitive ICCES competition. We have been members of the ICCES organization for three years and have shown gradual improvement in all major carnivals throughout this time. However, in the last two days of Term 2 and twenty years after our first Galway success the BMG Mustangs took a huge step forward in their development as a sporting team by improving from fourth place in 2014 to Winning! the 2015 ICCES Winter Tour Aggregate.

The first day of competition saw all teams battle with atrocious weather conditions and all athletes performed brilliantly considering the cold, the wind and the rain. After the first day Team BMG were placed fourth overall on aggregate. Day two saw invigorated Mustangs outperform expectations winning three overall individual sporting shields and finish in medal positions in 5 other events.

The ICCES Swimming carnival was held at MSAC and the team had been training hard renewing the great relationship with swim coach Mr. James Wilson. Three years ago the BMG Mustangs entered the ICCES competition and finished 6th at the Swimming Sports. Three years on and the team had a major improvement with an overall 2nd placing and only missing out on first place by 22 points as well as coming second overall on Aggregate Bacchus Marsh Grammar athletes also won individual Age Group Champions Awards;

Year 9 Boys – Jack Carr

Year 10 Girls – Bailey Fletcher

VCE Girls – Stephanie Storey

Stephanie Storey also broke three ICCES records on the day in her events. Whilst our Swimming Team were performing brilliantly in the MSAC pool the Badminton and Table Tennis Teams were competing in the world class sporting facilities also at MSAC. In the badminton hall the students played extremely well and won the Junior Girls division and came second in the Senior Boys and Girls competitions. This resulted in a second place overall on a count back in the Aggregate Shield. The Table Tennis athletes also performed fantastically winning the Junior Girls whilst coming second in the Junior Boys and Senior Boys, thus securing the Win in the Aggregate Shield. These results are extremely pleasing, as this was the first time the BMG High Performance staff had centred on racket sports as a priority within its program.

BMG once again hosted the ICCES Athletics Carnival at the Lakeside Stadium in Melbourne. Once again the team's aim was to better the 5th 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 in 4th place and It was extremely pleasing to see continued improvement across all athletic disciplines.

2015 also saw the expansion of the ICCES Summer Cup to include Ballarat Grammar School and venues change to Ballarat. Year 7/8 and 9/10 students competed in Volleyball, Tennis, Softball and Cricket. The Mustangs won the Tennis and Cricket competitions.

The final event on the calendar was the ICCES X-Country Carnival. Unfortunately the Mustangs struggled over the 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 and athletes achieved results in State, National and International levels.



Camps

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 foster learning and development outside of the normal classroom setting.

Students will participate 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 student take part in an Orientation Camp in the third week of the year 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 program allows for students to connect with others, make new friendships, work in teams, build resilience and maintain a positive outlook as they begin their first year of secondary schooling. This camp offers a range of water and land activities with its unique location close to Sunnyside beach. Year 7's will participate in initiative and leadership challenges, open water learning, sea kayaking, high/low rope courses, marine and bay discovery sessions and community service. The program is fully catered 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 consisting of the theme Community, Recreation and Environment.

Community Service Program – Term 1

The entire Year 8 cohort participate in a community service program located around Bacchus Marsh and surrounding community areas. The program is held during school hours and students return home each night. It allows students to get in touch with the local community and develop a sense of community spirit. Students are offered a range of talks and seminars from local community services such as the Police, CFA and SES to build on their knowledge of these vital services. Students take part in fundraising for charity and other volunteer activities with the following organisations and services – Clean Up Australia Day, Parks Victoria, Melton Botanical Gardens, Merrimu Disability Services, Arcare Westwood, Providence Aged Care Bacchus Marsh, Sustainability Hub project, BMG art project, Junior School involvement, BMG canteen and Health Centre.

The Outdoor Education Group Recreation Camp - Term 2

This camp is run by the Outdoor Education Group and situation

at their Eildon base. The program consists of four separate 3 day/2night 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 a sense of 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 and outdoor skills in preparation for their year 9 Duke of Edinburgh expedition.

Narmbool Environmental Camp - Term 3

The Narmbool Lodge is located at Elaine and operated by Sovereign Hill. This camp focuses around the theme of Sustainability and consists of four separate 3 day/2night camps run over a two week period.

The camp makes many curriculum links to year 8 history and geography and science curriculum 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 tranguia, and menu creation. The camp is fully catered by the YMCA and students will be involved in a group camp out for the evening.

Year 9 Program

Duke of Edinburgh Expedition – Held during the Year 9/10 Leadership week in Term 1-3

The Duke of Edinburgh Expedition is a 5 day adventure building independence, resilience, teamwork, self-efficacy while teaching students about the local history by exploring the Otway region. Students spend a night in Apollo Bay, Blanket Bay, Aire River and Bimbi Park. The program consists of three separate week long camps held in the final week of Term 1, 2 and 3.

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, and 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 camping 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 and Japan
- Singapore Sports Tour
- VCE Outdoor and Environmental studies in Year 10 and 11



to further their outdoor skills and knowledge of the outdoor environment.

- VCE Geography Expedition to the Murray Darling Basin



Music

2015 has been a busy and fruitful year for the Music Department. There are now 20+ ensembles being offered as a part of the co-curricular program, which is an indication of the positive growth and increasing student interest in the performing arts throughout the school. It is exciting to see so much interest from students in being involved in Music at both the junior and senior levels.

Once again, students from BMG have continued to do well in the internationally accredited AMEB examinations across numerous disciplines. This year also saw a number of successes in the Royal South Street Eisteddfod in Ballarat and the Geelong Eisteddfod for a number of ensembles and soloists. The Senior Production of 'Beauty and the Beast' was another fantastic opportunity for Music students to be a part of an orchestral group working alongside past music students and professional musicians. It was pleasing to see a number of new recruits to the fold.

It was also a great honour for BMG Music student Andreas Moutzouris who studied Music Investigation in 2015 to receive a place performing at the Melbourne Recital Centre for the VCE Music Top Class performance series. This is a very prestigious event, and a first for BMG to have a student representative performing.

Extensive performance opportunities have once again been offered to our junior and senior soloists and ensembles to hone their craft. 'BMG in Concert', the annual junior concert, junior and senior house music competitions, eisteddfods and the Senior Production were just some examples of such performance opportunities taking place throughout the year.



Dance

2015 was a very productive and successful year for the Dance students of BMG.

The Bacchus Marsh Grammar students were given the opportunity to participate in the Senior School Musical, "Beauty and the Beast". 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.

The Bacchus Marsh Grammar Dance Team continued to run throughout Term Three. In 2015 we offered a Year 6 to 8 Team as well as a Year 9 to 11 Team. Both groups rehearsed after school on Monday and Wednesday and were lucky enough to compete at the Victorian Performing Arts Challenge (VPAC) during the September school holidays. Their commitment to this co-curricular program was outstanding.

2016 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.

Each student should be congratulated on their ongoing commitment and dedication to the development of the Bacchus Marsh Grammar Dance program.



School Productions

The Senior School Production of Beauty and the Beast was held at the Clocktower Centre on the 8 and 9 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 the many staff and parents who assisted with the production. Thanks also to the many musicians who participated in the production under the Direction of Mr Dean Thomas.



The Junior School Production of The Little Mermaid was held in the School's Gym on the 1 and 2 September. 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: 39

Total Number of Female Teaching Staff: 113

Total Number of Male Non-Teaching Staff: 11

Total Number of Female Non-Teaching Staff: 41

*As reported in the 2015 Census

At the end of 2015 Mr Ian Weir retired. Ian has made a significant contribution to the development of the school and to the lives of so many young people over the years and I wish him 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, Mr Nam-Ha Quach, Mrs Jenny Jovanovic, Mr Keith Currie, Mrs Wendy Green, Mrs Jan Loftus, Mr Leigh Park, Mr Andrew Mackenzie, Mr Ben Davie and Mr Dean Peplinkhouse 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. A systematic analysis of student feedback called the Pivot Program is to be introduced across the school in 2016.



REVIEW OF OPERATIONS

The Council of Bacchus Marsh Grammar Incorporated is pleased to report an extremely positive financial outcome for the Association for the 2015 financial year. The Council continued to adopt a conservative approach to the financial planning and operational management of the Association's finances for 2015.

The Association continued to maintain high standards across all the key operational activities of the School throughout 2015. Education outcomes continued to be positive with the School reporting satisfactory VCE results across all subjects. The financial performance of the School improved over original budget expectations influenced by increased student related income from higher enrolments and significant cost savings. The positive financial performance achieved by the Association means we can report satisfactory performance against all financial benchmarks for the year and provides a sound financial foundation for the Association to move forward into 2016.

The increased cash flows generated by the higher operating result and lower than expected capital expenditure meant the Association was required to borrow less than expected during the year resulting in lower than expected borrowings for the year. The Association satisfies all Bank and Commonwealth Government financial obligations.

During 2015 the Association finalised a number of significant improvements to the School's facilities and also implemented major changes to the curriculum offering to provide students with increased access to technology and greater choice in subjects.

During the year the Association completed a number of building projects including the grade 5 and grade 6 classroom complex, the prep and grade 1 classroom complex and the new hospitality building. These projects provided 17 new classrooms, 3 specialist rooms and a range of additional learning and teaching spaces. The Association also completed the purchase of the land in Staughton Vale which will enable the school to provide students with a broader range of environmental and agricultural related subjects.

During 2015, senior management also implemented some major initiatives to further improve the curriculum offering for students. A new middle school program was introduced which provided more targeted programs to enable growth in complexity of tasks and skills that students are exposed to. A new cost effective technology initiative was also implemented involving the provision of a computer device to individual students grade 5 to year providing students with greater to resources.

STATEMENT OF FINANCIAL PERFORMANCE

The Association achieved an operating surplus for 2015 of \$2,158,000 (2014 \$2,495,000), which was a significant improvement on budgeted expectations. The improvement in the operating result against budget expectations was due to a combination of factors. An increase in income for 2015 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

	2015	2014
	\$	\$
INCOME		
Tuition Income	12,411,814	11,131,949
Government Income	16,341,120	14,700,593
Other Income	4,119,952	4,025,903
TOTAL INCOME	32,872,886	29,858,445
EXPENSES		
Tuition Expenses		
Tuition Salaries		
& Staff Related Expenses	17,500,789	15,863,452
Other Tuition Expenses	1,603,998	1,480,261
Total Tuition Expenses	19,104,787	17,343,713
Administration Expenses		
Administration Salaries		
& Staff Related Expenses	2,723,281	2,506,876
Depreciation	2,571,789	2,023,184
Other Administration Expenses	6,314,949	5,489,658
Total Administration Expenses	11,610,020	10,019,718
TOTAL EXPENSES	30,714,807	27,363,431
NET OPERATING SURPLUS/(DEFICIT)	2,158,079	2,495,014

STATEMENT OF FINANCIAL POSITION

The Statement of Financial Position, Table 2.1, has strengthened during the year with total assets increasing by \$2,353,000 (including capital expenditure of \$5,980,000). Total liabilities increased by \$195,000 for the year, reflecting an increase in employee provisions and creditors outstanding offset by a decrease in borrowings according to the finance schedules.

Cash Reserves

The cash reserves of the Association remain high with cash reserves of \$2,860,000 as at 31 December 2015 (2014 \$3,653,000), however they were lower than expectations as the Association used excess cash generated by operations to achieve a lower level of borrowings. The Association requires a high level of cash reserves in order to comply with the Association's own finance liquidity benchmark and bank compliance benchmark of a working capital ratio of at least 1 in 2015. Unfortunately, the working capital ratio at the end of 2015 was 0.76 which, whilst positive compared to others in the sector, was below the Associations expectations.

External Borrowings

During the year, the Association decreased external debt by \$577,000 from \$10,569,000 in 2014 to \$9,992,000 in 2015. The decrease in borrowings was in line with the Associations bank facility repayment schedules. The Association's level of debt was lower than Council expectations and complies with all bank finance requirements. As a result of the improved borrowing result the debt per student level has decreased to \$5,404, per student in 2015 (\$5,895 in 2014).



Table 2.1: Statement of Financial Position

	2015	2014
	\$	\$
ASSETS		
Current Assets		
Cash & Cash Equivalents	2,859,553	3,652,643
Trade & Other Receivables	3,56,243	792,759
Other Assets	387,176	212,368
Total Current Assets	3,602,972	4,657,770
Non-Current Assets		
Property, Plant and Equipment	33,005,459	29,597,199
Total Non-Current Assets	33,005,459	29,597,199
TOTAL ASSETS	36,608,431	34,254,969
LIABILITIES		
Current Liabilities		
Trade & Other Payables	1,261,249	1,004,157
Short-term Finance Liabilities	1,629,570	6,212,570
Short-term Provisions	2,358,615	2,052,429
Other Liabilities	426,560	245,245
Total Current Liabilities	5,675,994	9,514,401
Non-Current Liabilities		
Interest Bearing Liabilities	8,362,000	4,356,000
Provisions	588,209	560,419
Total Non-Current Liabilities	8,950,209	4,916,419
TOTAL LIABILITIES	14,626,203	14,430,820
NET ASSETS	21,982,228	19,824,149
ACCUMULATED FUNDS		
Accumulated Funds	21,982,228	19,824,149
	21,982,228	19,824,149

CASH FLOW STATEMENT

The Association has been able to maintain significant cash reserves 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 also within the established benchmarks detailed in the 2015 operational plan approved by Council and the Association's bankers.

Table 3.1: Cash Flow Statement (Audited)

	2015	2014
	\$	\$
Cash from Operating Activities		
Receipts from Student Fees & Charges	17,075,139	14,736,834
Government Grants Received	16,341,120	14,700,593
Interest Received	74,458	138,536
Finance Costs	(712,589)	(773,966)
Payments to Suppliers and Employees	(27,014,169)	(23,991,895)
Net Cash provided by (used in) Operating Activities	5,763,959	4,810,102
Cash Flows from Investing Activities		
Payment for Property, Plant and Equipment	(5,980,049)	(5,545,496)
Net Cash provided by (used in) Investing Activities	(5,980,049)	(5,545,496)
Cash Flows from Financing Activities		
Proceeds/(Repayment) of Borrowings	(577,000)	(526,000)
Net Cash provided by (used in) Financing Activities	(577,000)	(526,000)
Net Increase (Decrease) in Cash Held	(793,090)	(1,261,394)
Cash at Beginning of Financial Year	3,652,643	4,914,037
Cash at End of Financial Year	2,859,553	3,652,643

FUTURE DEVELOPMENTS

The Council reviews the strategic direction of the Association annually, making adjustments in response to changing circumstances when required. During the 2015 strategic review, the Council considered the major strategic issues facing the school, and the independent school sector as a whole, continues to be pressure on fees, increasing costs of education and an increasing expectation of the curriculum offering by parents. The Council however also recognised that there will be significant population growth in the western corridor, our immediate catchment, and that the Association must ensure the school is in a position to respond to the changing demographic.

Accordingly, whilst the Association continues to be conservative in the long term planning of the School, it has commenced investigation into a number of strategic initiatives that would see the School position itself to take advantage of the significant growth planned for the western region over the next two decades. The Council is committed to continuing the growth and refurbishment of both the educational offering and the physical facilities of the Bacchus Marsh campus.

The Council believe that the current strategic direction of the Association is both an appropriate response to the current operational issues facing independent schools generally, and Bacchus Marsh Grammar Incorporated specifically, and a forward thinking strategy that will assist the School to remain a relevant and dynamic institution; a school that highly regarded in the western region.



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 2015 Financial Statements present a true and fair view of the financial position of the Association as at 31 December 2015 and the results of its operations and cash flows for the year.

The Auditors confirm that the 2015 Financial Statements have been prepared in accordance with applicable Accounting Standards and other mandatory reporting requirements in Australia.

2015 STATUTORY FINANCIAL STATEMENTS

The Association's 2015 Audited Financial Statements are available for members to review.

2015 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: Laura Beard, Chanith Peiris, Hannah Riley, Alysia Semcesen, Lachlan Tschujasehenko, Indiana Bowden, Chloe Chau, Harrison Danton-Jack, Harna Farrugia, Tegan Horder, Ethan McMinimee, Alexander O'Mahoney, Marcus Perilli, Lauren Pugliese, Monique Rene, Navod Senanayake, Mia Stanley, Madeline Stephens, Bailee Terry, Josh Wallace, Ilana White, Olivia Wright, Sophie Keller, Michael Manton, Abbie Noack, Alana Taylor, Patrick Verdura, Tylah Wright, Maja Zdero, Alarni Christie, Ella Cook, Paris Feltham, Tomeka Fowlie, Mason Feltham, Clare Fox, Caitlin Fuller, Molly Gale, Emily Karp, Mackenzie Murray, Lauren Oakley, Zoe Reeves, Yianna Ross, Riley Salmon, Olivia Scott, Sahilpreet Singh, Alyssa Thunder, Max Torstensson, Darcy Farrugia, Ronan Keleher, Cody Pugh, Caitlyn Welch, Brooke Wilson

Year 7 Academic Excellence Awards: Harrison Danton-Jack, Sam Buttigieg, Liam Anthian, Nicholas Pandza, Ashleigh D'Souza

Year 7 Academic Excellence & Outstanding Effort Awards: Ebony Adam, Daniel Bosevski, Brooke Draper, Samantha Grumont, Joshua Johnson, Anthony Kasimiotis, Vanessa Kohut, Yasmin Matthews, Darcy Murley, Elana Penny, Flynn Rice, Shakira General, Mackenzie Kelly, Miles Seager, Mason Warren, Ashlee Bawden, Alexandara Dellar, Jordan Fletcher, Eliza Galvin, Kailani Hillyer, Connor Poulton, Brianna Robinson, Madalyn Ewert, Jenna Franks, Kiran Jessel, Sydney McCallum, Eden Noonan, Ainsley Reardon, Angelique Ross, Megan Tolson, Ellen Vass, Eliza Wales, Kirra Young, Irena Loh, Jasmyn Robinson, Olivia Way, Nikita Wright, Hadi Zaghlool, Tayla Aquilina, Grace Fisher, Marcus Hamilton, Arshnoor Singh, Parys Battistella, Alejandra Camacho, Majella McColl, Ethan Rayner, Callum Thomson, Joshua Wintershoven

Year 7 English Competition Award winners: Alejandra Camacho

Year 7 Mathematics Competition Award winner: Liam Anthian, Joshua Johnson, Hadi Zaghlool

Year 7 Science Competition Award winner: Darcy Murley

Academic Scholarships: Alejandra Camacho, Grace Fisher

John Rizzetti Prize for Dux of Year 7: Jenna Franks

Year 8 Outstanding Effort Awards: Arianna Bowles, Helayna Braiden, Liam Cornford, Alicia Kilic, Ashleigh Maher, Melia Savona, Alexander Skelton, Laura Spargo, Mackenzie Stewart, Teagan Riley, Natalie Kotoski, Ethan Murphy, Caleb Noonan, Indianna Stevens, Jye Veith, Lauren Walmsley, Elexis Chapman, Scott Daisley, Madeline Page, Christen Tzagarakis, Georgia Horell, Juan Jones, Morgan King, Raquel Krstin, Bianca Krt, Abigail McLean, Monique Tzambazakis, Demee Spargo, Amanda Wallis

Year 8 Academic Excellence Awards: Natasha Crawley, Mehar Parbhakar, Hope Healy, Jayden Troselj

Year 8 Academic Excellence & Outstanding Effort Awards: Sophie Dunn, Jaime Patterson, Olivia Russell, Aya Taniguchi, Georgia Burston, Gemma Dangerfield, Amber Eden-Jones, Jasmun Sidhu, Bryce Stephenson, Jarah Vincenzino, Lainey James, Asan Liyanaratne, Elizabeth Morrell, Danny Osman, Anushka Sadler, Sandra Varghese, Connor Anthian, Jamie Cabato, Benjamin Campey, Kayla Clemente, Sakshi Maskey, Lael Newton, Carla Rubino, Chloe Woolley, Madelyn Gay, Zea Klemm, Charlie Scotson, Alyssa Steyn, Kaiara Braybrook, Tunisha Chawla, Stevan Deris, Olivia McDermott, Abbey Richmond, Phoebe Soley-Howlett, Victoria Sutton, Praneet Alluri, Ziad Atalla, Stuart Campbell, Saxon Downton, Rebecca Farnell, Grace Frederickson, Rachel Jackson, Dara King, Sarah Lunt, Nazeeha Moosajee, Elizabeth Nuspan, Adith Siva, Olivia Thomson,

Year 8 English Competition winner: Praneet Alluri

Year 8 Mathematics Competition winner: Harry Ho, Benjamin Eley, Praneet Alluri, Ziad Atalla

Year 8 Science Competition winner: Praneet Alluri

Academic Scholarships: Stevan Deris, Nazeeha Moosajee

Nick Hale Prize for Dux of Year 8: Chloe Woolley

Year 9 Outstanding Effort Awards: Jamie-Lee Aquila, Madeline Arbaci, Ashleigh Beeson, Darcie Botes, Teneisha Brothers, Callum Cody, Tyler Collinson, Katelynn Condon, Matthew Congdon, Dilan Cosar, Rhylee Cracknell, Ben De Bortoli, Kaitlin D'Rosario, Monique Gasan, Chelsea Grech, Christian Hadzidimitriou, Emily Harbison, Isabella Hill, Jack Hurley, Christopher Iannazzone, Lachlan Johnson-Thomas, Sarah Lidgett, Abbey Loughnan, Nathan Martina, Sophie McMinimee, Mia Minto-Voss, Shayla Moore, Taylah Neskovski, Adam Neville, Rhianna Noack, Anabel Pearson, Meg Percy, Jessica Pitts, Dorothy Quinal, Caitlin Reardon, Ismar Ridzalovic, Kaylee Smith, Rebekah Staunton, Adam Steele, Lily Stevens, Ashna Tuteja, Adele Wilson, Liam Wilson, Daisy Woods, Jacob Woolley, Nicole Wright, Eleni Yianna

Year 9 Academic Excellence Awards: Ella Clark, Matthew Micevski

Year 9 Academic Excellence and Outstanding Effort Awards: Michelle Aquilina, Kinga Bacci, Caitlin Barraclough, Naomi Best, Leia Bright, Shani Bullard, Juulke Castelijin, Olivia Coghlan, Zak Crossman, Amy Dao, Piper Dinham, Isobelle Dobai, Chloe Dragwidge, Joseph Earnshaw, Jessica Ewert, Melanie Freeman, Sarah Hageman, Maddison Howard, Meg Holt, Emilee Jagos, Laura Knauer, Georgina Latham, Lauren Machell, Lily Moerenhout, Jennifer Ly, Olivia Peterson, Kelly Pettifer, Michael Rubino, Lachlan Rzanovski, Caylee Thunder, Stephanie Trento, Chirra Tyson, Aarnav Venkatesh, Benjamin West

Year 9 English Competition winner: Benjamin West

Year 9 Mathematics Competition winner: Stephanie Trento

Year 9 Science Competition winners: Joseph Earnshaw

Academic Scholarships: Jessica Ewert, Jennifer Ly, Nazeeha Moosajee, Stephanie Trento



Kevin Nicholson Prize for Dux of Year 9: Juulke Castelijin

Year 10 Outstanding Effort Awards: Chloe Anderson, Caitlin Axiak, Natasha Beard, Maddison Buckner, Erinn Carlin, Indya Chilton, Shantelle Cowan, Alice Craggs, Veronica Di Lorenzo, Nicole Farnell, Isabel Fischer, Hayley Gould, Georgia Hollier, Mikayla Jenkins, Shayla Kiriazis, Madelleyn Lowe, Kristine Megson, Nathan Meyer, Daniel O'Reilly King, Matthew Packer, Disha Patel, Felipe Philippou, Madison Porter, Ellie Robertson, Jayde Robinson, Briony Smith, Brylee Stephens, Rowan Taylor, Chelsey Terry, Abbey Tomkinson, Natalia Urso, Maddison Wood, Sinisha Zdero

Year 10 Academic Excellence Awards: Jonathan Dwyer, Dogukan Elyazar, Thomas Grimble, Aidan Johnson, Connor Marum

Year 10 Academic Excellence and Outstanding Effort Awards: Fiona Bayly, Chelsea Bell, Emily Bloom, Bethany Cahill, Jessica Campbell, Riley Danton-Jack, Nicholas Duffy, Jackson Eekelschot, Baylee Fletcher, Samuel Franks, Emma Humphries, Lois Hunter, Nathan Jackson, Benjamin Kellock, Yali Klemm, Hannah Lacy, Jack Lantieri, Georgia McIntosh, Georgia Morrell, Caitlin Philipps, Ellie Pitcher-Willmott, Eve Rampley, Nicholas Samson, Liana Semcesen, Gurleen Singh, Shannyn Steyn, George Thorne, Catherine Trueman, Zoe Wilson

Year 10 English Competition winner: Nicholas Duffy

Year 10 Mathematics Competition winner: Aidan Johnson

Year 10 Science Competition winner: Thomas Grimble

The Kwong Lee Dow Scholars Award from the University of Melbourne: Caitlin Philipps, Ellie Pitcher-Willmott

Australian Defence Force 2015 Long Tan Youth Leadership and Teamwork Award: Ellie Pitcher-Willmott

Academic Scholarships: Aidan Johnson, Caitlin Philipps, Gurleen Singh

Ballarat University Prize for Dux of Year 10: Georgia McIntosh

The Allister Cuttler Memorial Award: Chelsea Bell

VCE Unit 1 & 2 Dux of Subjects:

Bailey Aven: Economics

Stephanie Brown: Dance

Jayden Bullard: Mathematics – Methods, Music Performance

Joshua Carter: Environmental Science, Geography

Hollie Cassar: Biology, Japanese

Riley Danton-Jack: Outdoor & Environmental Studies

Simran Dhillon: Textiles

Samuel Franks: Information Technology

Nicole Mellis: Studio Arts

Phoebe Hogarth: Health & Human Development

Aidan Johnson: Mathematics – General Further

Jack Lantieri: Systems Engineering

Gabrielle Hunak: Visual Communication & Design

Brooke Magri: Accounting

Madeline Mather: History, Australian & Global Politics

Adel Munro: Business Management, English Language

Rachel O'Hagan: Food & Technology, Hospitality

Briana Peterson: Chemistry

Ellie Pitcher-Willmott: Psychology

Cameron Richardson: Chemistry, Mathematics – Methods, Physics, Mathematics – Specialist

Madison Rodrigues: Media Studies

Ella Ryder: English

Bradley Sawyer: Physical Education

Emma Squires: French

Academic Scholarships: Adel Munro, Bradley Sawyer

Dux of Year 11: Cameron Richardson

VCE Unit 3 & 4 Dux of Subjects:

Alaa Alameh: Physics

Cassandra Anderson: IT – Software Development

Sarah Atze: Visual Communication & Design

Bailey Aven: Environmental Science

Emma Beard: Textiles – Product Design & Technology

Jayden Bullard: History – Australian

Meagan Buttigieg: History – Revolutions

Hollie Cassar: Psychology

Chloe Cini: Dance

Paige Dingey: Geography

Rachel Dwyer: Drama

Kees Fong: Accounting

Patrick Ho: Biology, Chemistry

Grace Hollier: VCAL

Emily Lacy: Studio Arts

Daniel Magri: Economics

Antonela Marjanovic: Legal Studies

Logan McPherson: Japanese

Jacob Micevski: Mathematics – Further

Andreas Moutzouris: Music Investigation

Shelby Noach: Art, English, History – Australian

Briana Peterson: Outdoor Environmental Studies

Ranul Ratnayake: Business Management

Lily Rowan: Literature, Media Studies

Adrian Semcesen: Mathematical Methods, Mathematics – Specialist

Yaesh Raj Sharma: French

Jason Steele: English Language, Food & Technology, Hospitality

Joshua Zamperoni: Health & Human Development, Physical Education,

Gold Duke of Edinburgh Awards: Logan McPherson, Stephanie Moore

PFA Award for Services to the School: Jayden Bullard, Nicole Staunton

The Bacchus Marsh Rotary Club Award: Jacob Micevski, Cameron Richardson

The BMG Staff Association Award: Sarah Neville & Nicholas Trento

Bacchus Marsh Coaches Dux of the School 2015: Yaesh Raj Sharma

2015 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 has been active in Community Service.

Recipients: Aaliyah Moosajee, Jake Pawar

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

Recipients: Georgia Chapman, Brayden Edwards

The **BMG Staff Association Award:** Jorja Depetro, Dylan Thomas

The **Lions Club** of Bacchus Marsh has sponsored awards for Leadership and Achievement in Sport. Recipients: Jacob Attard, Avalee Gauci, Jaelin Pavlidis

Year 5 Awards

The recipients of the **Outstanding Effort Awards** for 2015 are: Renae Agius, Emily Attard, Poppy Burt, David Camenzuli, Brianna Condon, Candice Falzon, Raamish Farooq Mirza, Kendra Fergusson, Ari Fletcher, Ricky Heywood, Shelby Lowe, Kai Maytom, Amy O'Hara, Bianca O'Keefe, Grace Sanders-Savage, Ashley Siketa, Gyan Singh, Alexandra Smith, Braith Stainton, Ella Vanson, Aatira Vatera, Brylie Vella, Malachy Walsh, Madeline Wilson

The recipients of the **Academic Excellence Awards** for 2015 are: Darrel Malkin, Natalie Nason, Cooper Shannon, Bronte Stevens-Kelso, Jai Tolson, Ethan Wintershoven

The recipients of the **Academic Excellence/Outstanding Effort** for 2015 are: Kairav Ahuja, Daniella Camacho, Tiahn Carlesso, Jemma Collins, Eloise Driver, Andrew Erhardt, Charlotte Gowland, Xavier Hasiotis-Welsh, Aaron Karp, Tristen Lindner, Felicity McMahon, Liam O'Keefe, Thomas Pearson, Isabelle Perry, Anzac Pirika, Grace Plecas, Isabella Renda, Deanna Rubino, Tashi Saini, Hannah Slee, Luke Stevenson Presland, Emilia Te Paa, Emily Thistlethwaite, Flynn Trembath, Hayley Welch, Ben Wigginton

Year 5 Spelling Competition Winner: Kairav Ahuja, Daniella Camacho, Cooper Shannon

Year 5 English Competition Winner: Hannah Slee

Year 5 Mathematics Competition Winner: Kairav Ahuja, Hannah Slee, Emily Thistlethwaite

Year 5 Science Competition Winner: Emily Thistlethwaite

Joint Dux of Year 5 2015: Hannah Slee, Emily Thistlethwaite

Year 6 Awards

The recipients of the **Outstanding Effort** awards for 2015 are: Cleo Brennan, Georgia Chapman, Asha Child, Hannah Conroy, Jorja Depetro, Brayden Edwards, Izabel Fazzolari-Dusik, Ella Frost, Avalee Gauci, Molly Gibson, Cara Hindle, Lachlan Ingham, Charli Jilbert, Connor Manning, Paris Marsland-Kelsey, Emily Mills, Bastian Mullan, Brydie O'Connor, Tahlia Pohatu, Emily Powell, Prue Soley-Howlett, Claire Sutton, Amy Thistlethwaite

The recipients of the **Academic Excellence** awards for 2015 are: James Allan, Noah Fischer, Samuel MacKelvie, Corey O'Neil, Noah Simmons, Jacob Zahra

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2015 are: Jacob Attard, Imogen Burnett, Alannah Burston, Hayley Dangerfield, Isabella Di Mieri, Zoltan Earnshaw, Solomon Erhardt, Ella Grahek, Nathan Havard, Bianca Iannazzone, Samuel Kelly, Simren Khehra, Christian Meguerditchian, Aaliyah Moosajee, Tanai Newman-Coverdale, Ella Noorman, Sophie Parton, Jaelen Pavlidis, Jake Pawar, Lewis Peterken, Benjamin Pridham, Joshua Quinlan, Justin Runge, Eloise Shirra-Gibb, Abby Taylor, Lily Thomson, Jaz Ward, Phoebe White

Year 6 Spelling Competition Winner: Lily Trethowan

Year 6 English Competition Winner: Lewis Peterken

Year 6 Mathematics Competition Winner: Nathan Havard

Year 6 Science Competition Winner: Lewis Peterken

Dux of Year 6 2015: Ella Noorman



Appendix 1

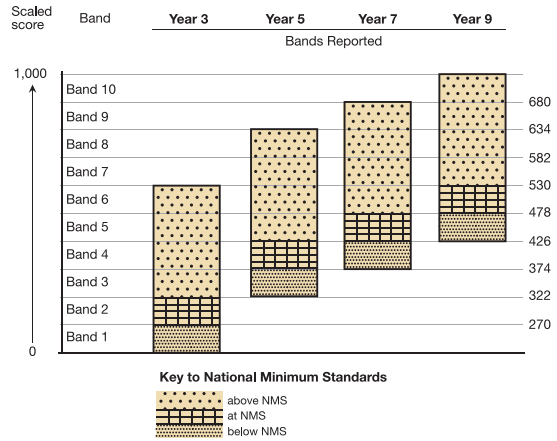
Explanation of National Standards numbers by Bands

NAPLAN uses the National Assessment Program Scale.

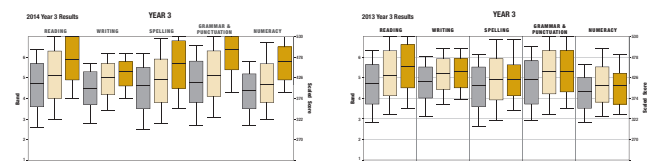
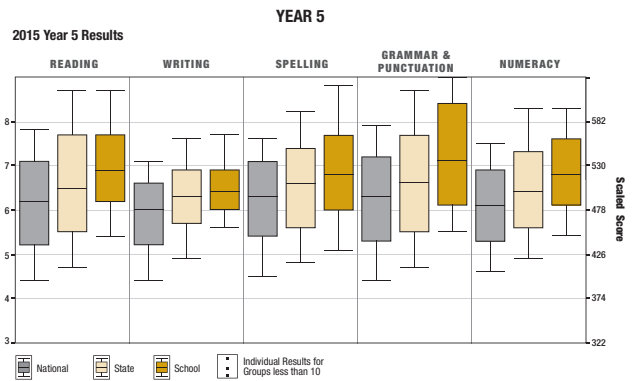
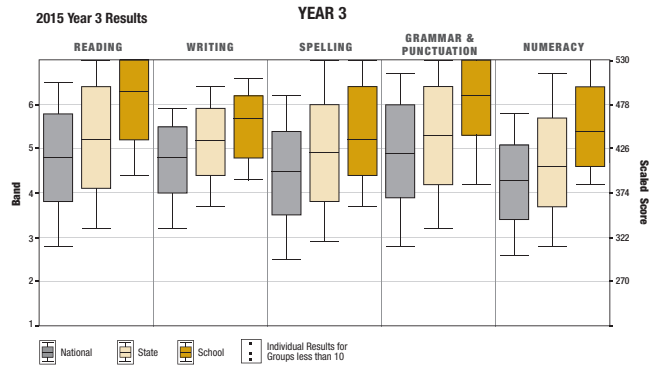
Five domains are measured on the National Assessment Program Scale: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

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).



NAPLAN Results – 2014 and 2015



Commentary on Year 3 Results

Continues the 2014 trend as 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).

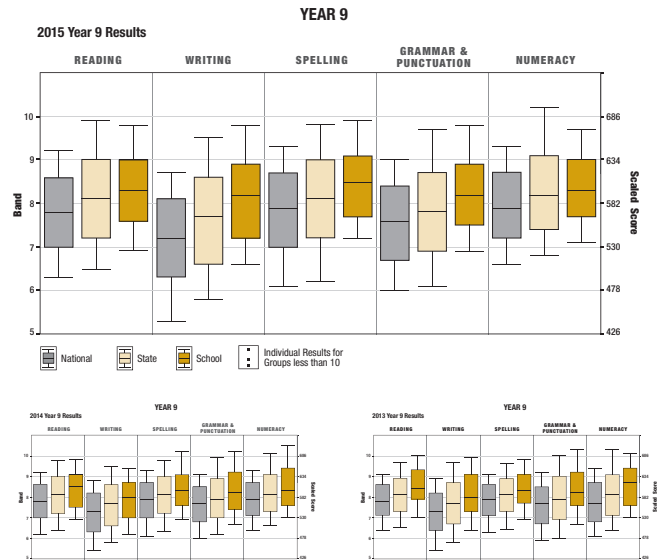
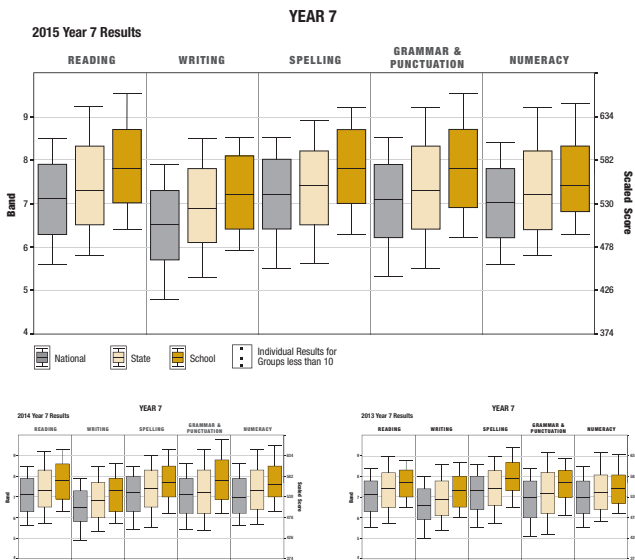
Commentary on Year 5 Results

These results show that there has generally been a maintenance of the improvement since 2011. All results in all areas at all points in the distribution are at or above State levels – a good overall achievement. The improvement noted over the past few years in Numeracy has continued, but Reading and Writing have shown some concerning weakening. The improvement in the median Numeracy score has been maintained, as has the improved performance at the higher and lower ends. It is of note that there has been a marked improvement in Numeracy and Spelling for this cohort from their Year 3 results. 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:

- Reading and Writing results are of concern.
- boys results in 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 (90%).



NAPLAN Results – 2014 and 2015



Commentary on Year 7 Results

These results show that Bacchus Marsh Grammar students are above both National and State standards in all domains and at all statistical points, and have maintained the extremely good results from 2013. The improvement in all areas over 2014 is noticeable and pleasing, 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 not 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 reasonably evenly distributed between boys and girls, except for girls achieving higher than boys in Writing and Spelling, with the reverse in Numeracy. Very few students achieved at Band 5 or below (Band 5 is the National Minimum Standard) (none at all in Numeracy) except for Writing. Students continued to be, on average, 2 to 6 months above expected VELS standard for Year 7;

Commentary on Year 9 Results

These results show a worrying weakening of the improvement of recent years – not across the board, but at the top levels in two areas. Reading, Writing and Spelling have improved; but for the first time in some years, there has been a decrease in results – in Grammar and Numeracy. This cohort had similar results in Year 7 (2013) except for Spelling, but the lack of relative progress in some areas is of concern. Results in all areas and at almost all points in the distribution are above State levels – a good overall achievement – except at the top levels in Reading and Numeracy. The 90th percentile level for Reading and Numeracy are below State levels, while the median for all areas remains above State levels. However – the School average for all 5 areas is above State average, with Writing and Spelling significantly above. The boys' results are noticeably higher than those of the girls in Numeracy, with the reverse for Writing. Reading and Writing at the top level is a continuing area of weakness with this cohort. There has been an improvement, but mainly in the lower 50% of students – the upper quartile has 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. There was an increase in students in the bottom 2 levels in all areas, which was pleasing. 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

2015 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	99	1	99	0*	97	0*	96	0*	99	0
Year 5	97	3*	98	2*	90	2	98	0*	95	2
Year 7	95	0*	84	1	94	2	92	4	95	1
Year 9	89	1	83	6	93	3	87	2	93	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)	79	0	71	0*	57	3*	79	4*	65	0*
Year 5 (bands 3 - 8)	51	3*	22	2	44	10	51	2*	45	5*
Year 7 (bands 4 - 9)	46	5*	31	16	45	6	46	8	37	5
Year 9 (bands 5 - 10)	27	11	22	17	28	7	21	13	26	7*

* = no student in lowest band

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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