



BACCHUS MARSH  
GRAMMAR



*The BMG Massive Murray Paddle Team Winners of the 2016 Nyerna Award Trophy*

29<sup>TH</sup>  
ANNUAL REPORT  
2016



## 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,  
 Co-opted 2016: Leigh McCallum

## 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.

## STAFF 2016

**Principal:** Andrew A. Neal: B.A. (Honours), Grad. Dip. Learning & Teaching (Oxon), Grad. Dip. Theol., 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.

**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)

**Magali Bourkel:** Grad. Dip. Ed.

**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

**Deanna Carr:**

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

**Tony Castrignano:** B.Ed (P.E.), Cert IV Training & Assessment

**Emily Clark:**



**Lindsey Clifton:** BSc. GTP Science  
**Cheryl Clinton:** Dip Ed., B.Ed.  
**Sarah Collins:** B. Ed, M. Ed.  
**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  
**Brooke Cooper:** B. Ed. (PE, Health)  
**Justin Cooper:** B.Sc. (St.A), P.G.C.E.  
**Alison Cummins:**  
**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 TAA  
**Jacinta Davie:** B. Ed., Grad. Dip. TESOL  
**Nici Deller:** B. Ed. Reading Recovery Victoria, M. Ed. Management  
**Lear Donnelly:** B.A, M. Comm, Grad. Dip. Teach.  
**Ganisha Doma:** Bsc (Financial Mathematics), P.G.C.E.  
**Bryce Durham:** B. App. Sci.(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.  
**Zoe Erickson:** B.A. Hons (Media & Communications; History), M. Teaching  
**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)  
**Helen Gilmore:** B. Mus, A.Mus.A., Grad. Dip. Ed.  
**Emma Gill:** B.Ed. (Physical Education), Cert IV Training & Assessment  
**Suzanne Gladys:** Dip. Teach (Primary), B. Ed. Religious Education Accrediation  
**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)  
**Leonie Hegarty:** B. Ed. (Primary)  
**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)  
**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, Adv. Dip. Hospitality  
**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)  
**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), Grad. Dip. (Secondary)  
**Claire Martin:** B.A. (History), B.A. (Honours), Grad. Dip. Ed. (Secondary)  
**Meaghan Martin:** B. Ed (Physical Education)  
**Russell Matchett:** B. Eng, Grad.Dip.Ed. (Secondary)  
**Garry Mayberry:** 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.)  
**Michael McIntyre:** B. Comm, Dip. Ed, Cert III Fitness, Level 2 Aths Coach  
**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 McNeel:** B.A. Grad. Dip. Ed. (Secondary)  
**Sophia McQuillan:** B.A. (Eng. Literature & History), B.A. (Hons. Eng. Literature), Grad. Dip. (Secondary) (Melb.), M. Teach (Sec) (Melb)  
**Jade Mete:** BMus, BA (Psych) (Honours), Grad. Dip. Ed.  
**Jude Mete:** B.A. (Music), Cert. II Commercial Cookery, Grad. Dip. Ed.  
**Peta Miles:**  
**Christopher Morcombe:** B. Ed (Secondary)  
**Melanie Morton:** B. Ed. (Physical Education)  
**Aine Murphy:** B. Arts (Japanese & Political Science), Grad. Dip. Ed (Sec)  
**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)  
**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 Peplinkhouse:** B. Ed (PE/Science) (Hons).  
**Rachel McMahon:** 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.  
**Manta Ramgolam:**  
**Sian Rawlinson:** Dip. Teach. (Primary) B.Ed.  
**Serena Richards:** B. App. Sc. (Environmental Science), Grad. Dip. Ed. (Sec)  
**Kim Richards:** B. Ed. (P-12, PE & IT)  
**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 Scorpo:** 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)  
**Nicholas Sin Sawrajen:**  
**Laura Slater:** B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)  
**Sandra Spriggs:** Grad. Dip. Ed. (Primary), B.A. (Early Childhood)  
**Vanessa Stainton:** B. Ed.  
**Helena Stratakos:** B.A. (Literature & Theatre & Film), Dip. Ed. (Secondary)  
**Lisa Stephens:** Dip. Ed., B. Ed.  
**Lillian Steinicke:** B.A. (Art History), M. Teaching (Sec)  
**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 Inglis:** B. Ed. (Physical Education)  
**Karlee Underwood:** B. Ed.  
**Silvy Wantania:**  
**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:** 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.), Sarah Stepic: M. Mus., M. Mus., L. MusA; Grad. Dip. Ed.  
**Learning Support Staff:** Narelle Bens, Jillian Campey, Tamie Chadwick, Samantha Di Mieri, Nicole Farley, Lindy Harwood, Simone Loughnan, Lauren Majewski (Dip. Children's Services), Lisa Scotson, Monica Slattery, Megan Tasker, Symone Whiteway  
**Student Interns:** Jenna Fowlie, Riley Green, Madeleine Graham, Andrew Lock, Erik Lopez-Kos, Antonia Neal, Stephanie Neal, Zoe Osborn, Emma Perconte, Marcus Rzanovski, James Tsoutsouras  
**Teaching Support Staff:** Diane Dunn (Advanced Dip. Of Library & Information Services), Aleesha Grant, Janelle Layton (Cert. of Applied Sci. Lab Tech), Wendy Porter, Angeliq Stuhldreier (Cert. of Applied Sci. Lab Tech)  
**Out of School Hours Care:** Donna Blake (Dip. Children's Services), Judith Clark (B.Ed.)

**Administration Staff:** Hazel Bolt, Kerryn Browne (Grad. Dip. Project Management), Amy Caspar, Jan Cook, James Conolly, Rachel Davidson (Adv. Dip. Accounting), Michelle Graham, Shona Hiscock (Dip.Bus.Public Relations), Nathan Millson, John Morrison, Fiona Nice, Matthew Notley, Cathy Perconte (Adv. Dip. Business Management, Dip. Event Management), Fran Raynor, Leanne Robertson (Cert IV Project Management), Luke Robertson, Casey Ryder, Angelica Todarello (B. Arts (Psychology), M. Business (Human Resources Management & Industrial Relations), Jodie Thorneycroft

**Woodlea Early Learning Centre:** Kirsty Condon, Hayley McPherson, Kerry Osborn,

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

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

**Canteen Staff:** Kerrie Carberry, Leanne Drape, Janine Turner

### 2016 Senior School Leaders

**School Captains:** Phoebe Hogarth, Keiren McKenzie, Cameron Richardson, Nicole Staunton

**School Vice Captains:** Jacob Micevski, Rachel O'Hagan, Brad Sawyer

### Prefects:

Academic Prefects: Casper Soley-Howlett, Brad Sawyer

Development Prefects: Morgan Bowes, Angus Lovell

Languages Prefects: Jessica Cain, Emma Squires

Sport Prefects: Michaela Agius, Alex Galati

House Prefects: Kees Fong, Adel Munro

Music Prefects: Jayden Bullard, Alexandra Hartley

Arts Prefects: Hollie Cassar, Gabrielle Hunak

SRC Prefect: Georgia Devenish

Master of Ceremonies & SRC Prefect: Lachlan West

Community Services & Sustainability Prefects: Bailey Aven, James Mathes

School Connectedness Prefect: Cassandra Anderson, Emma Rosario

Hospitality Prefect: Hannah Dunn



### House Captains:

**Bacchus House:**

**Senior Captains:** Jackson Dellios, Seraka Ratnayake, Maddy Crispo

**Vice Captains:** Bethany Cahill, Nick Da Cruz

**Junior Captains:** Kaylee Smith, Jessica Ewert, Emilee Jagos, Benjamin West

**Braeside House:**

**Senior Captains:** Tamsyn Warren, Brad Walls

**Vice Captains:** Mason Dipetta, Briana Peterson

**Deputy Captains:** Jordan Magana-Cruz, Olivia Peterson, Lily Stevens

**Junior Deputy Captains:** Jessica Pitts, Amber Eden-Jones, Amanda Wallis

**Hilton House:**

**Senior Captains:** Sarah Crnojacki, Alexandra Jani, Olivia Thompson



**Vice Captains:** Dane Birch, Brylee Stephens, Caitlin Philipps

**Deputy Vice Captains:** Laura Knauer, Chelsea Grech, Melia Savona

**Pentland House:**

**Senior Captains:** Madeline Mathers, Toby Wales

**Vice Captains:** Rachelle Holland, Sean Fenech

**Deputy Captains:** Jaimye-Lee Waters, Ellie Pitcher-Willmott

**Deputy Vice Captains:** Joseph Earnshaw, Adele Wilson, Kinga Basci, Bryce Stephenson

#### **2016 Junior School Leaders**

**Junior School Captains:** Emilia Te Paa, Malachy Walsh

**Junior School Vice Captains:** Eloise Driver, Emily Thistlethwaite



**Junior School Sports Captains:** Jemma Collins, Oliver Morin

**SRC Presidents:** Emily Attard, Hayley Bidwell

**SRC Vice Presidents:** Anopaishe Mahwendepi, Grace Savage

**Science Captains:** Grace Plecas, Ethan Wintershoven, Sara Sismanovic

**Visual Arts Captains:** Shelby Lowe, Isabella Renda, Ashley S

**I.T. Captains:** Kairav Ahuja

**Library Captain:** Daniella Camacho

**Music Captain:** Brayden Ludford, Madeline Wilson

**Performing Arts Captains:** Charlotte Gowland, Ellie Harris, Alana Keating

#### **Junior House Captains**

**Bacchus House:**

**Captains:** Xavier Hasiotis-Welsh, Alexandra Smith

**Vice Captains:** Sienna Faust, Harry Yianni

**Braeside House:**

**Captains:** Amelia Scolaro, Cooper Shannon

**Vice Captains:** Poppy Burt, Tom Pearson

**Hilton House:**

**Captains:** Connor Buttigieg, Isabelle Perry

**Vice Captains:** Braith Stainton, Zakary Yacoub

**Pentland House:**

**Captains:** Felicity McMahon, Gyan Singh

**Vice Captains:** Renae Agius, Jack Beeson

**School Banker:** The Commonwealth Bank of Australia/ National Australia Bank

**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 2016**

2016 was one of the most significant years in the development of our young school. The initial “difficult” years have started to become more distant memories and School Council and Senior Staff have started the process of turning their attention to cementing the school as one of the cornerstones of the “new West”. For a long period of time the under-developed portion of Melbourne, the West is now growing faster than many traditional areas of Melbourne and is likely to be a powerhouse of growth that reflects the new realities of 21st Century Melbourne. Bacchus Marsh Grammar is and will continue to be one of the significant features of the education landscape in the area.

To enable us to both exploit our natural advantages, meet increased demand and to continue to provide a challenging and democratic education; School Council three years ago adopted an educational vision for the school. Two key components of that were, the Brisbane Ranges Plan and Woodlea.

One of the things that is a key feature of the school is its rural feel. In looking to both keep and enhance that, the Brisbane Ranges Plan was developed. This has as its program cornerstone ideas that many of the key skills that our students will need to survive in the modern world are ones that need to be taught and experience outside of the classroom. Equally, sustainable developments and an understanding of nurturing land, air and water are going to be cornerstones of future developments. The development of Staughton Vale gives a physical face to these ideas. It provides the school with in essence a 200 acre “background” in which programs can be delivered and students extended.

We also now have as a catchment area powering some of the fastest growing areas of Australia. The purchase and development of Woodlea enables us to cater for inevitable growth in a way that allows us to maintain a relatively small schools where it matters but also to enjoy economies of scale and the value of size when it comes to senior secondary offerings. An enormous amount of work in 2016 has gone into the establishment of a pre-school program for the first time in the school’s history, at Woodlea. Thanks need to go to Liz O’Day, Kerry Osborn and Kirsty Condon for the significant amount of work they put into getting the program established.

Each year the school continues to provide opportunities for students to participate in. Events and educational opportunities help to develop both teamwork and individuals alike. Our Equestrian Team continues to do exceptionally well and BMG now hosts events for the wider school network across the State. Clay Target Shooting and Real Tennis are now well-established activities. In November the school entered The Massive Murray Paddle. It is a 404 km, 5-day canoe/kayak flatwater paddle on the Murray River, bordering Victorian and New South Wales. Congratulations to the team on winning the Nyerna Award Trophy. This trophy is presented to the high school that best expresses the spirit of youth, spirit of your school and enthusiasm for being out on the river. Nyerna is a word from the Wemba Wemba language and it means – to sit, to listen, to hear, to remember. The one thing that is fed back to the school in relation to all these activities is how well presented and what marvellous ambassadors our students are for both themselves and the school.

Life is always busy at this school, to grow from very small beginnings to a school with an enrolment of over 2,000





students is no simple matter. It is important that members understand that nothing occurs in this school without a great deal of thinking and planning. The major projects of Staughton Vale and Woodlea fit into that structure. Both projects have clear objects, have been thoroughly planned and will both change the nature of what we do in some ways but maintain the basic philosophies that have and continue to make the school so popular with people in the “new West”.



### Buildings

2016 was an extremely busy year for the Buildings and Grounds team, not only on the main Maddingley campus but also the new Woodlea temporary Early Learning Centre (ELC) and the Staughton Vale Campus. This year saw an exciting new chapter in Bacchus Marsh Grammar's history begin. The school building program is in part coordinated by the School's Architect Mr Peter Thompson who is also a member of School Council. The school is required to acknowledge that it has a long-standing contract for the provision of professional services. Those are provided at competitive rates discounted from the Institute of Architect rates. The arrangements are acknowledged in the School's audited accounts.

### Science Technology Space

Throughout 2015, the growth of 3D printing and design as well as Systems Engineering, exploded at Bacchus Marsh Grammar. It was identified early on in this growth that the school needed to cater for these numbers as well as provided students with the most up to date classroom and equipment to excel in their subject choice. In the later half of 2015 and early 2016, extensive consultation and designing was undertaken to help maximize the available space in the Science Technology Renovation Project. The result was a flexible, highly visible learning space that could be effectively



utilized as a “standard” science room, a specialized engineering and design space, a 3D printing classroom as well as be a model room to demonstrate visible and transparent learning and teaching.



### Gymnasium Extension

With the growing student and staff population at BMG, the Physical Education and Health department began to feel the need to expand their specialist equipment base and learning space. As such, the north eastern corner of the gym, was extended to create a larger Strength and Conditioning room, larger Weights room and three large office spaces. The opportunity was also taken to complete the northern façade by cladding the remaining sections in Alucabond, to create a sleek modern look. To the rear of the gym, the storeroom was expanded to house the ever increasing stock of equipment the department has, which provides the best possible teaching and learning tools for staff and students.



### Car Park Redevelopment

Although the Main Car Park at Bacchus Marsh Grammar is one of the largest school car parks in the region, the growing school population has placed added pressure on the Main Car Park. The ongoing re-development of the car park has firstly slowed traffic speed down for added safety, as well as provided some much needed shelter for students as they wait to be picked up from the school, as well as parents while they are waiting for their children to finish school for the day. Landscaping around the Home Economics facility and Café, has allowed for greater use of the area, particularly during student run functions and learning activities.





### S Block - Grade 2&3

Significant advantages have been noticed with parts of the Grammar moving towards double storey buildings, particularly the primary school. By providing more classrooms on a smaller footprint, this has allowed the school to group together class year levels, as well as free up space to for student passive and active play. The new S block was completed just in time for the beginning of the 2017 academic year and was built in an area that was once a play space and the Health Centre/Uniform Shop. This has given the Junior School 10 new classrooms for Grade 2 and 3 and with the X block – Grade 4 and Student Services, due for completion in 2017, this will effectively mean the entire Junior school has been rebuilt and students have new state of the art learning spaces for their use and enjoyment.

### Administration Extension and New Health Centre

With an expanding staff and student population, a larger administrative facility was required to help with the administration requirements of running a school as well as relocating the Health Centre to the administrative hub. The new extension has now joined the main administration centre to Wilson Hall, with a suite of office spaces and meeting rooms upstairs and a new Health Centre down stairs. This has allowed for the relocation of the emergency pick-up zone, which removes the need for the emergency vehicles to enter the school grounds (exceptional circumstances excluded). This has also allowed for the continuation of the sleek modern alucabond façade the Western face of the school.



### Grassed Play Space

Another acre of grassed play space has been installed to the eastern end of the bus terminal, as an extension of the previous acre and quarter. This has greatly relieved the pressure of almost 2,000 students on the school site and provided a very large and luxurious active and passive play space for students during recess and lunch times. The open field has also provided opportunities for Physical Education classes to run sporting activities which are traditionally played on grass fields at the school such as soccer.

### Woodlea ELC

The Woodlea Early Learning Centre (Temporary) was completed at the end of 2016, just in time for the opening of the facility for 2017. The buildings and the programs it offers, signals the beginning of an exciting relationship with the Woodlea Estate and a new chapter in Bacchus Marsh Grammar's history. Significant consultation, design and hard work from all stakeholders was put into this project and the result has been an amazing facility for 2-4 year old children.



### Staughton Vale

The final acquisition of 200 acres at Staughton Vale was realized mid 2016. From that point there has been a flurry of activity behind the scenes to organize appropriate permits, designs and required registrations for the site. During the later half of 2016, preparation works for road upgrades, building site, fencing and farm maintenance was performed. This set the team up to hit the ground running as the weather cleared. Unfortunately, with record rainfall in September, this slowed progress down significantly but did not dampen spirits, with a good crop of oaten hay benefitting greatly from the soaking rains. Building and construction works





continued in at a flurry as the end of the year came close to prepare for day visits from staff and students at the beginning of 2017.



## 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.

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 2016 NAPLAN tests are included in summary form in Appendix 1.

## VCE Results/Post School Destinations

### VCE Results 2016

The Dux of the School was Jayden Bullard who gained an ATAR of 97.95. Jayden Bullard and Rachel O'Hagan achieved a perfect score of 50 for Business Management.

#### Year 12 2016:

| Total Number of Students:           | 2016 | 2015 |
|-------------------------------------|------|------|
| Number of students studying VCAL    | 2    | 10   |
| Number of students studying VCE     | 140  | 136  |
| Number of students applying to VTAC | 130  | 127  |

| ATAR SCORES       | NUMBER OF STUDENTS |      |
|-------------------|--------------------|------|
|                   | 2016               | 2015 |
| Above 90          | 15                 | 17   |
| Between 80 and 90 | 32                 | 19   |
| Between 70 and 80 | 21                 | 19   |
| Between 60 and 70 | 20                 | 22   |

### 2016 Post School Destinations

2016 saw 148 Year 12 students enrolled at the school with 132 students applying for tertiary course entrance. Of these students, 123 were made an offer to study at tertiary level and 9 applicants did not receive a VTAC offer. A further 16 students did not make a VTAC application which emphasised the growing trend of students taking a GAP year or electing to apply directly to institutions and bypassing the VTAC system. Of the VTAC applicants, 93% of applicants were successful in receiving an offer (some of them with

multiple offers). At the conclusion of all VTAC rounds, 61% of student received their 1st preference, followed by 19% with their second preference, 11% awarded entry into their 3rd preference and 14% into a preference positioned at placement 4 or beyond (up to 8 preferences). 6% of students did not receive an offer through the VTAC process, but were offered individual pathway options through the career counselling services of the school. Similarly, students that not directly affiliate themselves with the VTAC process, were also offered extended career counselling support and resources.

After all VTAC rounds, the 122 VTAC applicants gained entry to RMIT (25), Deakin (24), La Trobe (14), ACU (14), University of Melbourne (10), Monash (10), VU (10), Swinburne (7), Fed Uni (4), William Angliss (2), Melbourne Polytechnic (2), Box Hill (1) and 11 offers made by Private Registered Training Organisations. Of those achieving a VTAC offer, 61% secured their first preference, 19% who received their 2nd preference, 11% achieved their 3rd preference and 14% achieved a preference at 4th position or greater. There were 111 higher education, Bachelor Degree offers made, followed by 11 TAFE Vocational Certificate offers and 11 students awarded a course of study at a Private Registered Training Organisation (a mixture of TAFE and Degree programs).

## 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 2016

| Year Level | Non-Indigenous Attendance % | Indigenous Attendance % |
|------------|-----------------------------|-------------------------|
| Prep       |                             |                         |
| 1          | 95.57                       | 95.37                   |
| 2          | 95.99                       | 97.54                   |
| 3          | 94.67                       | 0                       |
| 4          | 95.72                       | 0                       |
| 5          | 95.75                       | 0                       |
| 6          | 96.23                       | 97.60                   |
| 7          | 96.41                       | 0                       |
| 8          | 94.82                       | 0                       |
| 9          | 92.77                       | 90.75                   |
| 10         | 91.63                       | 94.11                   |
| 11         |                             |                         |
| 12         |                             |                         |

Overall % Attendance: 94.79

\*As recorded in the 2016 School Student Attendance Report – Semester One





## Sports Report

The Bacchus Marsh Grammar Mustangs continued on from their outstanding year of 2015 with a “Back to Back” win in the 2016 ICCES Winter Tour. This was a big highlight and the BMG Mustangs second overall ICCES win. The Winter Tour was once again held in Shepparton and as well as winning the Aggregate the BMG Mustangs made seven Grand Finals from 11 sports and came away not only with the aggregate but also the Junior Girls Basketball and the Junior Girls Netball Championships as well as Silver Medals in JB Basketball, SG Basketball, JB Soccer, IG Netball and S Hockey. All the students across all sports performed brilliantly and have set an extremely high standard for future teams to live up to.

The ICCES Swimming Carnival was again held at MSAC and the Mustangs certainly did not disappoint with a team that had been training hard since the BMG House Swimming Carnival under the watchful eye of our BMG Swim Coach, Kyle Burton. The competition this year was extremely fierce with the Team finishing in 4th Place Overall, however, the points difference between all top teams was extremely close. As well as coming fourth overall on Aggregate Bacchus Marsh Grammar athletes also won individual Age Group Champions Awards; Year 10 Boys – Jack Carr, Year 9 Girls – Jaime Paterson.

Whilst our Swimming Team were performing admirably in the MSAC pool the Badminton and Table Tennis Teams were competing in the world class sporting facilities also at MSAC. Both teams had been chosen after a lengthy training and selection process and the best three athletes in two divisions, both male and female were selected.

In the badminton hall the students played extremely well and were Runners up in the Senior Boys Division, only being beaten overall by a couple of points. Our Table Tennis athletes also performed well finishing in third place on aggregate.

As with 2015 BMG co-hosted along with Braemar College all ICCES Schools in the ICCES Athletics Carnival held at the Lakeside Stadium in Melbourne. Once again the team's aim was to better our fifth 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 in 4th place our best ever result in athletics. The following athletes also won their Age Group Championship Medals; Year 9 Female – Rachel Jackson, Year 8 Male – James Di Pretoro and Year 10 Girl – Shani Bullard.

The final event on the calendar was the ICCES X-Country Carnival. With X-Country not traditionally being a strength of the Mustangs, training started early and athletes were utilising the strength and conditioning facilities etc. on a weekly basis. This along with the athletes positive attitude BMG finish a “best ever” 4th place with Ethan McMinmee winning the Junior Boys and Sophie McMinimee winning Silver and Bailey Sharp winning Bronze in their respective age groups.

BMG introduced and again hosted the ICCES Summer Tour in Ballarat. Unfortunately due to extremely poor weather Cricket and Softball had to be cancelled, however, BMG won the Junior Girls Tennis and finished second on Aggregate. The Summer Tour continues to provide more sporting opportunities for our students and next year will introduce Golf for the first time. Next year will also see

BMG introducing and hosting AFL Football for the ICCES Competition.

2016 also saw the 4th year that the Singapore Sports Tour has taken place. Allowing students a window in the “Sports High Performance” world staying and training at the world-renowned Singapore Sports School. The relationship between BMG and SSPS continues to grow and strengthen.



Our Elite Sports Program continues to be at the “cutting edge” within junior athlete development. All athletes underwent muscular skeletal screenings and were introduced to a new load management and diary tools to work with on a weekly basis. Our partnership with the FedUni WestVic Academy of Sport continued and scholarship athletes received many benefits during 2016. Athletes achieved some incredible results in 2016, including Top 5 World Rankings, International Medals, National and State Titles, National and State Team selection and selection to NCAA University in America. Our partnership with FedUni WestVic Academy of Sport continues to grow and we will have 10 athletes under joint scholarship next year.

## Camps

Bacchus Marsh Grammar offers a range of camps and experiences across the different year levels that provides BMG students with a range of unique experiences that foster learning and development outside of the 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, strengthen their leadership and decision-making skills, engage in new experiences and gain an appreciation of the natural environment.

### Junior School Camps Program

- Year 1 – Lake Dewar Day Camp
- Year 2 – Lady Northcote
- Year 3 – Mt Evelyn
- Year 4 – Camp Wyuna
- Year 5 – Sovereign Hill
- Year 6 – Anglesea Surf Camp



## Year 7 Program

### Orientation Coastal Camp - Term 1

The Year 7 students 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 Recreation Camp - Term 3

This camp is run by YMCA Lake Dewar and situated close to Myrning. The program consists of two separate 3 day/2night camps.

The camp provides students the chance to experience an outdoor 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, geo caching, flying fox, adventure tunnelling, canoeing and raft building. The camp is fully catered, with a variety of nutritious meals. Students will have one night in cabins and one night in tents, to help 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 and a birds of prey session. Students will stay Eco friendly lodges and have all meals catered 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 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 and 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.

### 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
- Junior School Vietnam Trips
- 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

Throughout 2016, Junior Music students were busy showcasing their skills in JS assemblies, Junior House Music and the Junior Instrumental Concert Series. A number of junior students have also successfully completed AMEB examinations in various disciplines. The Year 5/6 Glee Club Choir experienced success once again at the prestigious Royal South Street Eisteddfod in Ballarat taking out 1st place.

Music in the Senior School has been equally busy. Senior Music students attended the VCE Top Class concerts at the Melbourne Recital Centre. Of particular note this year, was past music student, Andreas Moutzouris, who was invited to perform at this year's Top Class concert for his outstanding results in Music Investigation in 2015. This was a momentous occasion, and a great honour for Andreas to be invited to perform at a concert full of elite music students from across the state. This performance no doubt served as inspiration for our up and coming musicians.

Once again, many of our Senior musicians took part in the orchestra for the Senior Production of 'Hairspray' at the Clocktower in Moonee Ponds. It is a unique and worthwhile

learning experience for young musicians to perform in this setting alongside professional musicians, and they clearly enjoyed the experience.

Each year, we showcase our Senior Music talent at the annual 'BMG IN CONCERT'. This year it was held at the Altona Civic Theatre. As always, it was an entertaining evening, and the music students didn't cease to impress.



For the first time this year, our Blues Soul Band entered the Victoria School's Music Festival (VSMF) held at the Australian Institute of Music in Melbourne. This event was adjudicated by Ross Irwin, who has been actively involved in the Australian Music Industry for some time. The bands performance was streamed live on the internet, and they received some fantastic feedback from the adjudicator. Overall, they received a Bronze Award which was an excellent first-time effort.

2016 has also been the first year for BMG running Unit 3/4 VCE/VET Music Performance. This subject has created a number of additional performance opportunities for students in various industry settings. Many of the students performed at the newly formed 'MI Sound' competition in Ballarat, aimed at not only providing Year 12 students with valuable feedback in the lead up to their exams by industry professionals, but to give them an experience performing at a venue in an industry setting. Phoebe Hogarth and Jayden Bullard both received first place awards in two sections each, a 1st place artistic award and 1st place commercial award for group and solo performance respectively. This Year 12 Music Group also performed at the local Bacchus Marsh 'Baby Black' café earlier in the year, which served as more valuable experience to take into their end of year performance examinations.

Jayden Bullard was also provided an invitation to perform at the Melbourne Recital Centre for the 2017 Top Class series due to his outstanding results in VCE/VET Music Performance in 2016.

The rest of the year has been filled with numerous student showcases during assemblies, Senior House Music and the Senior Instrumental Concert series to name a few, alongside various solo successes in the Royal South Street and Geelong Eisteddfods. I would once again like to thank the Music staff for making this year's achievements possible.

## Dance

2016 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, "Hairspray". 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.

2016 saw the continuing 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 "Hairspray" was held at the Clocktower Centre on the 6 and 7 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 Sound of Music" 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 90%. 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: 34  
Total Number of Female Teaching Staff: 130

Total Number of Male Non-Teaching Staff: 11  
Total Number of Female Non-Teaching Staff: 50

\*As reported in the 2016 Census

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, Mrs Nici Deller, 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





### 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 2016 financial year. The Council maintained its conservative approach to the financial planning and operational management of the Association’s finances for 2016.

The Association maintained high standards across all the key operational activities of the School throughout 2016. Education outcomes continued to be in line with School expectations 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 internal financial benchmarks and bank obligations for the year and provides a sound financial foundation for the Association to move forward into 2017. Increased cash flows generated by the positive 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.

During 2016 the Association successfully worked towards the completion of two major strategic initiatives: the establishment of a second primary school in the inner western region and the continued expansion of the school’s curriculum through the development of the Staughton Vale campus.

A significant strategic objective identified by the Association during 2015, was the need to position the School so that it could respond to the significant population growth and changing demographic emerging within the western corridor, our immediate catchment area. During 2016, the Association successfully negotiated a major tripartite agreement with the Leakes Road Redevelopment and the National Bank for the development of a two stream primary school within the Woodlea residential development by the year 2019. Work on the development will commence in 2017. The Association also obtained the relevant permits and commenced work on the development 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 the year the Association commenced a number of significant improvements to the School’s existing facilities and continued to implement enhancements to the curriculum offering to provide students with increased access to technology and greater choice in subjects. During 2016, senior management implemented a number of initiatives that further improved the curriculum offering for students. The new middle school program was refined to provide more targeted programs to enable growth in complexity of tasks and skills that students are exposed to and the new student technology program was extended to Grade 2.

During the year the Association commenced a number of building projects which will complete the renovation of the Junior School, provide new and expanded student services facilities and the expansion of administration facilities, including a new health centre.





## STATEMENT OF FINANCIAL PERFORMANCE

The Association achieved an operating surplus for 2016 of \$1,657,000 (2015 \$2,158,000), which was a significant improvement on budgeted expectations. The improvement in the operating result against budget expectations was due to a combination of factors including an increase in income for 2016 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

|  | 2016              | 2015              |
|--|-------------------|-------------------|
|  | \$                | \$                |
| <b>INCOME</b>                                    |                   |                   |
| Tuition Income                                   | 13,273,459        | 12,411,814        |
| Government Income                                | 17,224,222        | 16,341,120        |
| Other Income                                     | 4,175,684         | 4,119,952         |
| <b>TOTAL INCOME</b>                              | <b>34,673,365</b> | <b>32,872,886</b> |
| <b>EXPENSES</b>                                  |                   |                   |
| <b>Tuition Expenses</b>                          |                   |                   |
| Tuition Salaries & Staff Related Expenses        | 17,034,642        | 16,706,718        |
| Other Tuition Expenses                           | 1,727,120         | 1,603,998         |
| <b>Total Tuition Expenses</b>                    | <b>18,761,762</b> | <b>18,310,716</b> |
| <b>Administration Expenses</b>                   |                   |                   |
| Administration Salaries & Staff Related Expenses | 4,182,725         | 3,517,352         |
| Depreciation                                     | 2,695,932         | 2,571,789         |
| Other Administration Expenses                    | 7,375,670         | 6,314,949         |
| <b>Total Administration Expenses</b>             | <b>14,254,327</b> | <b>12,404,091</b> |
| <b>TOTAL EXPENSES</b>                            | <b>33,016,089</b> | <b>30,714,807</b> |
| <b>NET OPERATING SURPLUS/(DEFICIT)</b>           | <b>1,657,276</b>  | <b>2,158,079</b>  |

## STATEMENT OF FINANCIAL POSITION

The Statement of Financial Position, Table 2.1, has strengthened during the year with Net Assets increasing by \$1,659,000 over the previous year. Total assets increased by \$7,150,000, which included a significant increase in cash reserves of \$3,303,000 over the year and capital expenditure of \$6,600,000. Total liabilities increased by \$5,491,000, reflecting an increase in borrowings of \$4,957,000 and an increase in employee provisions and a slight increase outstanding. The increase in both Cash Reserves and Total Liabilities were in line with Council expectations for 2016.

### Cash & Short-Term Investments

The Cash Reserves of the Association remain high with cash balances and short-term investments of \$6,163,000 as at 31 December 2016 (2015 \$2,860,000). Whilst Council had forecast an increase in cash reserves over 2016, the end of year balance exceeded budget expectations due higher than expected cash flows from operations. 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 1.00 in 2016. The working capital ratio at the end of 2016 was 1.51.

## External Borrowings

During the year, the Association external borrowings increased by \$4,957,000 from \$9,992,000 in 2015 to \$14,949,000 in 2016, which was in line with Council expectations and within the level of bank approved financial facilities. The Association expected a rebound in external borrowings in 2016 because the Association decided to use excess cash generated by operations in 2015 to achieve a lower level of borrowings for a short-term period by not extending a matured finance facility. As a result of the higher level of borrowings the debt per student benchmark has increased to \$7,981 per student in 2016 (\$5,383 in 2015), well within Council expectations.

Table 2.1: Statement of Financial Position

|                                      | 2016              | 2015              |
|--------------------------------------|-------------------|-------------------|
|                                      | \$                | \$                |
| <b>ASSETS</b>                        |                   |                   |
| <b>Current Assets</b>                |                   |                   |
| Cash & Cash Equivalents              | 6,162,649         | 2,859,553         |
| Trade & Other Receivables            | 691,319           | 356,243           |
| Other Assets                         | 126,533           | 387,176           |
| <b>Total Current Assets</b>          | <b>6,980,501</b>  | <b>3,602,972</b>  |
| <b>Non-Current Assets</b>            |                   |                   |
| Property, Plant and Equipment        | 36,777,197        | 33,005,459        |
| <b>Total Non-Current Assets</b>      | <b>36,777,197</b> | <b>33,005,459</b> |
| <b>TOTAL ASSETS</b>                  | <b>43,758,418</b> | <b>36,608,431</b> |
| <b>LIABILITIES</b>                   |                   |                   |
| <b>Current Liabilities</b>           |                   |                   |
| Trade & Other Payables               | 1,303,177         | 1,261,249         |
| Short-term Finance Liabilities       | -                 | 1,629,570         |
| Short-term Provisions                | 2,827,034         | 2,358,615         |
| Other Liabilities                    | 488,146           | 426,560           |
| <b>Total Current Liabilities</b>     | <b>4,618,357</b>  | <b>5,675,994</b>  |
| <b>Non-Current Liabilities</b>       |                   |                   |
| Interest Bearing Liabilities         | 14,948,526        | 8,362,000         |
| Provisions                           | 550,644           | 588,209           |
| <b>Total Non-Current Liabilities</b> | <b>15,499,170</b> | <b>8,950,209</b>  |
| <b>TOTAL LIABILITIES</b>             | <b>20,117,527</b> | <b>14,626,203</b> |
| <b>NET ASSETS</b>                    | <b>23,640,891</b> | <b>21,982,228</b> |
| <b>ACCUMULATED FUNDS</b>             |                   |                   |
| Accumulated Funds                    | 21,983,615        | 21,982,228        |
|                                      | <b>23,640,891</b> | <b>21,982,228</b> |





## 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 2016 operational plan approved by Council and the Association's bankers.

Table 3.1: Cash Flow Statement (Audited)

|  | 2016               | 2015               |
|--|--------------------|--------------------|
|  | \$                 | \$                 |
| <b>Cash from Operating Activities</b>                      |                    |                    |
| Receipts from Student Fees & Charges                       | 17,099,897         | 17,075,139         |
| Government Grants Received                                 | 17,224,222         | 16,341,120         |
| Interest Received  | 75,756             | 74,458             |
| Finance Costs  | (992,702)          | (712,589)          |
| Payments to Suppliers and Employees                        | (28,461,730)       | (27,014,169)       |
| <b>Net Cash provided by (used in) Operating Activities</b> | <b>4,945,443</b>   | <b>5,763,959</b>   |
| <b>Cash Flows from Investing Activities</b>                |                    |                    |
| Payment for Property, Plant and Equipment                  | (6,599,303)        | (5,980,049)        |
| <b>Net Cash provided by (used in) Investing Activities</b> | <b>(6,599,303)</b> | <b>(5,980,049)</b> |
| <b>Cash Flows from Financing Activities</b>                |                    |                    |
| Proceeds/(Repayment) of Borrowings                         | (4,956,956)        | (577,000)          |
| <b>Net Cash provided by (used in) Financing Activities</b> | <b>(4,956,956)</b> | <b>(577,000)</b>   |
| <b>Net Increase (Decrease) in Cash Held</b>                | <b>(3,303,096)</b> | <b>(793,090)</b>   |
| <b>Cash at Beginning of Financial Year</b>                 | <b>2,859,553</b>   | <b>3,652,643</b>   |
| <b>Cash at End of Financial Year</b>                       | <b>6,162,649</b>   | <b>2,859,553</b>   |

## FUTURE DEVELOPMENTS

The Council reviews the strategic direction of the Association annually, making adjustments in response to changing circumstances when required. During the annual strategic review, the Council revisited those critical issues impacting the School, and the independent school sector as a whole, as at 2016. Council re-confirmed the major issues facing the School continues to be the pressure of balancing fee increases with increasing costs of education and the growing expectation of the curriculum offering and educational outcomes by parents and how the School remains a relevant and progressive institution within the western region.

The Council believes that the current strategic direction of the Association continues to be the appropriate response to those operational issues currently facing independent schools generally, and Bacchus Marsh Grammar Incorporated specifically.

Whilst the Association will always be conservative in the long-term planning of the School it is confident it has implemented forward looking and sound strategies to ensure the School is positioned to respond to the future growth in population density

in the western region and also the changing demographic. The Association is confident it will achieve these strategies without compromising the financial or educational foundations of the School. The commitment remains to further refine and enhance the educational offering and to continue the improvement in the physical facilities of the Bacchus Marsh campus whilst maintaining its reputation as a low cost School.

The Council believes that an outward looking and progressive strategy will ensure the School continues to be a relevant and dynamic institution within the education industry and maintain its reputation as a significant school in the western region.

## COMMONWEALTH BANK FINANCIAL BENCHMARKS

During 2016, The Council conducted a tender process for the Association's banking business (both transactional and finance facilities) inviting all the major banks to participate. After a comprehensive review, the Association appointed the National Australia Bank for all its banking business.

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 2016 Financial Statements present a true and fair view of the financial position of the Association as at 31 December 2016 and the results of its operations and cash flows for the year.

Based on the recommendations of the Auditors the Association has elected to adopt the Reduced Disclosure Requirements for the reporting of the 2016 Financial Statements. The adoption of the new reporting regime allows the Association to provide more streamlined financial reports and remove unnecessary information. The key difference is the removal of the financial instruments note, which does not add value to the readers of the reports. This change results in the accounts being more relevant to the schools operations and easier to read & understand.

The Auditors confirm that the 2016 Financial Statements have been prepared in accordance with applicable Accounting Standards and other mandatory reporting requirements in Australia.

## 2016 STATUTORY FINANCIAL STATEMENTS

The Association's 2016 Audited Financial Statements are available for members to review.



## 2016 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:** Chloe Brennan, Linnea Cederberg, Georgia Chapman, Madeline Chincarini, Madeline Clark, Narelle Collins, Hannah Conroy, Jorja Depetro, Isabella Di Mieri, Brayden Edwards, Chloe Elcoat, Katia Failla, Ella Frost, Molly Gibson, Liam Hageman, Cole Healy, Logan Hegarty, Cara Hindle, Ella Hindle, Nahlah Intiaz Ahmed, Jessica Jagos, Charli Jilbert, Teodora Karlica, Molly Koorn, Olivia Magill, Jasmine-Lee McCoy, Alannah McMillan, Christian Meguerditchian, Jackson Molenkamp, Brydie O'Connor, Tyler O'Hehir, Ella Philipps, Tahlia Pohatu, Emily Powell, Riana Rene, Liam Richardson, Michael Russell, Claudia Short, Chloe Sinclair, Prue Soley-Howlett, Claire Sutton, Amy Thistlethwaite, Lily Trethowan, Daniel Tropiano, Guia Tunogbanua, Neha Vinu, Ethan Wester, Jemima Woods.

**Year 7 Academic Excellence Awards:** Samuel McKelvie, Chanel Radburn

**Year 7 Academic Excellence & Outstanding Effort Awards:** Jaylan Altay, Jacob Attard, Ella Beazley, Imogen Burnett, Pelle Castelij, Tahnee Currie, Hayley Dangerfield, Samuel Davey, Zoltan Earnshaw, Britney Ellis, Solomon Erhardt, Hannah Farmer, Kira Findlay, Aaliya Fish-Sharman, Darcy Gallagher, Keenya Giroux-Harries, Ella Grahek, Emma Heaphy, Michaela Karakyriakos, Simren Khehra, Abbey Knight, Jessica Lillie, Megan Llanza, Victoria Ly, Braden McDonald, Mia McLean, Jackson McMullin, Brooke McNeill, Amy Meddings, Adam Micevski, Aaliyah Moosajee, Claire Newcombe, Tanai Newman-Coverdale, Ella Noorman, Tara Parkhill, Sophie Parton, Arin Patel, Jake Pawar, Samara Peel, Jack Prelec-Smith, Benjamin Pridham, Matt San Buenaventura, Elsa Saultry, Megan Seric, Clare Shankland, Lauren Shankland, Eloise Shirra-Gibb, Lloyd Slimmon, Kate Streeter, Stephanie Tannous, Abby Taylor, Lily Thomson, Toby Turnham, Phaedon Vass, Sophie Wall, James Wang, Jaz Ward, Zali Ward, Mia White, Jacob Zahra

**Year 7 English Competition Award winners:** Victoria Ly, Megan Llaneza

**Year 7 Mathematics Competition Award winner:** Megan Llaneza

**Year 7 Science Competition Award winner:** Samuel Davey

**Academic Scholarships:** Aaliyah Moosajee, Ella Noorman, Jaz Ward

**John Rizzetti Prize for Dux of Year 7:** Megan Llaneza

**Year 8 Outstanding Effort Awards:** Lauren Beard, Sasha Bentley, Indiana Bowden, Denise Chan, Alarni Christie, Yanah Cini, Annabel Conroy, Hayden Da Cruz, Madison Dipetta, Brooke Draper, Harna Farrugia, Amelie Ferry, Tomeka Frowlie, Molly Gale, Rhys Green, Elizabeth Grosshans, Marcus Hamilton, Ronan Keleher, Nicholas Pandza, Connor Poulton, Ethan Rayner, Hannah Riley, Yianna Ross, Riley Salmon, Ryan Squires, Madeline Stephens, Alyssa Thunder, Megan Tolson, Mason Warren, Caitlyn Welch, Brooke Wilson, Connor Wilson, Tylah Wright, Maja Zdero

**Year 8 Academic Excellence Awards:** Harrison Danton-Jack, Ashleigh D'Souza, Irena Loh, Joshua Quinal, Miles Seager

**Year 8 Academic Excellence & Outstanding Effort Awards:** Ebony Adam, Liam Anthian, Tayla Aquilina, Parys Battistella, Ashlee Bawden, Daniel Bosevski, Sam Buttigieg, Alejandra Camacho, Caelin Currie, Alexandra Deellar, Madalyn Ewert, Mason Feltham, Grace Fisher, Jordan Fletcher, Jenna Franks, Caitlin Fuller, Eliza Galvin, Shakira General, Samantha Grumont, Phoenix Hasiotis-Welsh, Kailani Hillyer, Joshua Johnson, Anthony Kasimiotis, Mackenzie Kelly, Vaneesa Kohut, Yasmin Matthews, Sydnie McCallum, Majella McColl, Ethan McMinimee, Eden Noonan, Elana Penny, Ainsley Reardon, Zoe Reeves, Flynn Rice, Brianna Robinson, Angelique Ross, Navod Senanayake, Arshnoor Singh, Sahilpreet Singh, Mia Stanley, Callum Thomson, Max Torstensson, Ellen Vass, Eliza Wales, Olivia Way, Nikita Wright, Declan Xerri, Kirra Young, Hadi Zaghlool

**Year 8 English Competition winner:** Alejandra Camacho

**Year 8 Mathematics Competition winner:** Alexandra Dellar

**Year 8 Science Competition winner:** Harrison Blake, Hadi Zaghlool

**Academic Scholarships:** Alejandra Camacho, Elana Penny, Eliza Wales

**Nick Hale Prize for Dux of Year 8:** Grace Fisher

**Year 9 Outstanding Effort Awards:** Olivia Agius, Ameer Alameh, Sarah Borg, Arianna Bowles, Helayna Braiden, Billie Camilleri, Benjamin Campey, Sean Cattlin, Elexis Chapman, Tunisha Chawla, Olivia Cooke, Jordan Cornea, Scott

Daisley, Ahimsa Dobson, Sophie Dunn, Amber Eden-Jones, Emily Golding, Hope Healy, Shirkeena Henderson, Brodie Hillier, Georgia Horell, Bianca Jefic, William Johnson, Morgan King, Zea Klemm, Natalie Kotoski, Raquel Krstin, Cassandra Lee, Abigail McLean, Caleb Noonan, Elizabeth Nuspan, Danny Osman, Jaime Patterson, Teagan Riley, Madison Robins, Olivia Russell, Anushka Sadler, Charlie Scotson, James Siketa, Alexander Skelton, Demee Spargo, Laura Spargo, Indianna Stevens, Victoria Sutton, Olivia Thomson, Christen Tzagarakis???, Monique Tzambazakis???, Jarah Vincenzino, Amanda Wallis, James Woolley

**Year 9 Academic Excellence Awards:** Saxon Dowton, Jayden Troselj

**Year 9 Academic Excellence and Outstanding Effort Awards:** Connor Anthian, Kaiara Braybrook, Georgia Burston, Jamie Cabato, Stuart Campbell, Kayla Clemente, Natasha Crawley, Gemma Dangerfield, Stevan Deris, Rebecca Farnell, Grace Frederickson, Madelyn Gay, Rachel Jackson, Lainey James, Dara King, Bianca Krt, Sarah Lunt, Olivia McDermott, Nazeeha Moosajee, Elizabeth Morrell, Abbey Richmond, Phoebe Soley-Howlett, Bryce Stephenson, Mackenzie Stewart, Alyssa Steyn, Aya Taniguchi, Lauren Walmsley, Chloe Woolley

**Year 9 English Competition winner:** Madelyn Gay

**Year 9 Mathematics Competition winner:** Connor McInnes

**Year 9 Science Competition winners:** Saxon Dowton

**Academic Scholarships:** Stevan Deris, Elizabeth Morrell, Chloe Woolley

**Kevin Nicholson Prize for Dux of Year 9:** Stevan Deris

**Year 10 Outstanding Effort Awards:** Jamie-Lee Aquilina, Madeline Arbaci, Kinga Bacs, Naomi Best, Darcie Botes, Jasmine Bown, Shani Bullard, Callum Cody, Tyler Collinson, Katelynn Condon, Rhylee Cracknell, Zak Crossman, Amy Dao, Ben De Bortoli, Kaitlin D'Rozario, Jazmin Fazzolari-Dusik, Melanie Freeman, Monique Gasan, Sarah Hageman, Emily Harbison, Maddison Heward, Isabella Hill, Christopher Iannazzone, Emilee Jagos, Lachlan Karlake, Lauren Machell, Lacey Madacki, Ellie Martin, Niamh McCallum, Lily Moerenhout, Shayla Moore, Angus Munro, Micaela Noach, Meg Percy, Olivia Peterson, Kelly Pettifer, Jessica Pitts, Milla Place, Katelyn Presinszky, Caitlin Reardon, Ismar Ridzalovic, Matthew Rosario, Imogen Schembri, Julia Sekulic, Kaylee Smith, Rebekah Staunton, Adam Steele, Lily Taylor, Caylee Thunder, Ashna Tuteja, Chirra Tyson, Delaney Vailmuthu, Aarnav Venkatesh, Luke Whittaker, Nicole Wright, Eleni Yianni

**Year 10 Academic Excellence and Outstanding Effort Awards:** Michelle Aquilina, Caitlin Barraclough, Teneisha Brothers, Juulke Castelij, Olivia Coghan, Piper Dinham, Isobelle Dobai, Joseph Earnshaw, Jessica Ewert, Sarah Hageman, Jack Hurlay, Laura Knauer, Jennifer Ly, Yen Nguyen, Nandita Singh, Lily Stevens, Stephanie Trento, Jacob Woolley

**Year 10 English Competition winner:** Juulke Castelij

**Year 10 Mathematics Competition winner:** Juulke Castelij

**Year 10 Science Competition winner:** Benjamin West

**The Kwong Lee Dow Scholars Award from the University of Melbourne:**

Jessia Ewert and Jessica Pitts

**Australian Defence Force 2016 Long Tan Youth Leadership and Teamwork Award:** Michelle Aquilina

**Federation Business School Year 10 Award:** Rhys Radburn

**Federation University Year 10 Achievement Award:** Nicole Farnell

**The Allister Cuttler Memorial Award:** Naomi Best

**Academic Scholarships:** Juulke Castelij, Joseph Earnshaw, Stephanie Trento

**Dux of Year 10:** Juulke Castelij

### VCE Unit 1 & 2 Dux of Subjects:

**George Thorne:** Accounting

**Rade Latinovic:** Australian & Global Politics

**Liana Semcesen:** Biology

**Benjamin Kellock:** Business Management

**Nicholas Archon:** Chemistry

**Jessica Ewert:** Dance

**Ellie Pitcher-Willmott:** Economics, English Language, Literature

**Nicholas Duffy:** English

**Caitlin Philipps:** Environmental Science, French

**Felipe Philippou:** Food & Technology

**Michelle Aquilina:** Mathematics – General Further

**Nicholas Samson:** Geograph, Japanese

**Baylee Fletcher:** Health & Human Development, Physical Education

**Madison Porter:** History

**Nathan Jackson:** Information Technology

**Gurleen Singh:** Legal Studies

**Hannah McLean:** Legal Studies



**Aidan Johnson:** Mathematics – Methods, Physics, Mathematics – Specialist  
**Emma Humphries:** Media Studies  
**Jack Lantieri:** Music Performance VCE/VET  
**Maddison Heward:** Outdoor & Environmental Studies  
**Olivia Peterson:** Outdoor & Environmental Studies  
**Juulke Castelijin:** Psychology  
**Indya Chilton:** Studio Arts  
**Joseph Earnshaw:** Systems Engineering  
**Chloe Anderson:** Textiles  
**Sian Joannidis:** Visual Communication & Design  
**Hannah Lacy:** Hospitality

**Academic Scholarships:** Aidan Johnson, Samuel Franks, Thomas Grimble

**Dux of Year 11:** Aidan Johnson

### Year 11 VCE Unit 3 & 4 Dux of Subjects:

**Chelsea Bell:** Dance  
**Riley Danton-Jack:** Outdoor & Environmental Studies  
**Jackson Eekelschot:** Sport & Recreation  
**Nathan Jackson:** Systems Engineering  
**Aiden Johnson:** Mathematics – Further  
**Georgie McIntosh:** Health & Human Development  
**Ellie Pitcher-Willmott:** Psychology  
**Samuel Franks:** IT – Software Development

**School Colours Awards:** Michelle Aquilina, Kinga Bacsi, Caitlin Barraclough, Naomi Best, Darcie Botes, Shani Bullard, Juulke Castelijin, Ella Clark, Olivia Coghlan, Katelynn Condon, Amy Dao, Ben De Bortoli, Caitlyn De Kuyper, Piper Dinham, Isobella Dobai, Chloe Dragwide, Joseph Earnshaw, Jessica Ewert, Bailey Graham, Chelsea Grech, Sarah Hageman, Emily Harbison, Maddison Heward, Jack Hurley, Emilee Jagos, Laura Knauer, Georgina Latham, Jennifer Ly, Lauren Machell, Matthew Micevski, Mia Minto-Voss, Olivia Peterson, Jessica Pitts, Dorothy Quinal, Michael Rubino, Nandita Singh, Kaylee Smith, Jye Spiteri, Bek Staunton, Lily Stevens, Stephanie Trento, Chirra Tyson, Aarnav Venkatesh, Benjamin West, Adele Wilson, Daniel Wilson, Jacob Woolley, Nicole Wright, Eleni Yianni, Chloe Anderson, Bethany Cahill, Indya Chilton, Maia Dowling, Nick Duffy, Jonathan Dwyer, Travis Evans, Nicole Farnell, Isabel Fischer, Mitchell Hamill, Rachelle Holland, Isabel Kavanagh, Tom Lunt, Teagan Marsh, Holly Marsland-Kelsey, Jordan Messina, Daniel O'Reilly King, Disha Patel, Felipe Philippou, Ellie Robertson, Brittany Robinson, Elissa Sniegowski, Lilli Stanley, George Thorne, Mason Torney, Sam Campbell-Russell, Olivia Caon, Sean Fenech, Alexandria Galati, Nigel Hartley, Georgia Isaacs, Madeline Mather, Justin Walmsley, Liam Was, Jai Wright

**Double School Colours:** Juulke Castelijin, Caitlyn De Kuyper, Lauren Machell, Jessica Pitts, Stephanie Trento, Chelsea Bell, Indya Chilton, Nick Duffy, Emma Humphries, Benjamin Kellock, Hannah Lacy, Hannah McLean, Ellie Pitcher-Willmott, Elissa Sniegowski, Cassandra Anderson, Jessica Cain, Hollie Cassar, Georgia Devenish, Alexandria Hartley, Gabrielle Hunak, James Mathes, Emma Rosario, Casper Soley-Howlett, Emma Squires, Bradley Walls, Lachlan West

**Triple School Colours:** Juulke Castelijin, Stephanie Trento, Hannah Lacy, Hannah McLean, Caitlin Philipps, Ellie Pitcher-Willmott, Jayden Bullard, Hollie Cassar, Georgia Devenish, Emma Gill

**School Honours Award for Outstanding Services to the School:** Phoebe Hogarth, Kieren McKenzie, Jacob Micevski, Cameron Richardson, Nicole Staunton

### Year 12 VCE Units 3 & 4 Dux of Subjects:

**Bailey Aven:** Economics  
**Jayden Bullard:** Business Management  
**Joshua Carter:** History – Australian, Environmental Science  
**Hollie Cassar:** English Language, Japanese  
**Melis Cosar:** Studio Arts  
**Simran Dhillon:** Textiles – Product Design & Technology, Visual Communication & Design  
**Hannah Dunn:** Food & Technology  
**Samuel Franks:** IT – Software Development  
**Emma Gill:** VET Hospitality  
**Phoebe Hogarth:** English  
**Gabrielle Hunak:** Media Studies  
**Anthony Kasem:** VET Business Management  
**Angus Lovell:** Biology  
**Madeline Mather:** Literature, History-Revolutions, Australian Politics  
**Jacob Micevski:** Accounting, Business Management  
**Adel Munro:** Mathematical Methods

**Rachel O'Hagan:** VET Hospitality  
**Joshua Peska:** VET Music  
**Briana Peterson:** Chemistry  
**Nathan Petrovski:** Physical Education  
**Sereka Ratnayake:** Legal Studies  
**Cameron Richardson:** Physics, Mathematics – Specialist  
**Bradley Sawyer:** Mathematics – Specialist  
**Casper Soley-Howlett:** Geography  
**Emma Squires:** French

**Bacchus Marsh Coaches Dux of the School 2016:** Jayden Bullard

### 2016 JUNIOR SCHOOL PRIZE WINNERS:

#### Year 5 Awards

The recipients of the **Outstanding Effort Awards** for 2016 are: Tristan Collinson, Tessa Hovell, Grace Mutsaerts, Nate Frost, Sophia Rene, Ghaniya Shaifullah, Alexandra Magill, Dhedeepya Chennupalli, Lucy Conroy, Sienna Johnson, Emma Manton, Ashleigh McGuire, Abbey Newcombe, Indi Stanley, Charli Brown, Tyra McDonald, Amity Palpratt, Khayle Forstyth, Ben Peterson, Emilee Attard, Jordan Draper, Rosie Green, Brodie Leahy, Laura Harper, Chloe Baira

The recipients of the **Academic Excellence Awards** for 2016 are: Kael Dowton, Mackai La Rocca, Taylah Johnson, Tom Trethowan, Sam Seric, Taylah Slahdek, Riley Pittard, Abby Grahek

The recipients of the **Academic Excellence/Outstanding Effort** for 2016 are: Abbey Newcombe, Maddox Edwards, Jordyn Mace, Riley Pridham, Charlie Fredrickson, Mackenzie Erikson, Emmerson Kitchen????, Zoe Daniel, Thomas Bens, William Hudolin, Brandan Knight, Evie Nathan, Annalise Nolta, Stacie Oakley, Lachlan Sliwa, Alexandra Lang-Boyd, Ethan Marchington, Jackson Brown, Tristan Noorman, Oliver O'Mahoney, Ella Thomson, Sophie Bill, Jack Buskens, Kyle McInnes

**Year 5 Spelling Competition Winner:** Samuel Seric

**Year 5 English Competition Winner:** Jordyn Mace

**Year 5 Mathematics Competition Winner:** Maddox Edwards

**Year 5 Science Competition Winner:** Maddox Edwards

**Dux of Year 5 2016:** Maddox Edwards

#### Year 6 Awards

The recipients of the **Outstanding Effort** awards for 2016 are: Isabelle Bloss, Ellie Harris, Shelby Lowe, Isabella Pino, Ashley S, Alexandra Smith, Brianna Condon, Bianca O'Keefe, Jack Perry-Eppingstall, Ella Vanson, Maddie Wilson, Hayley Bidwell, Acacia Dunstan, Daniel Zahra, Hayley Welch, Aatira Vatera, Hayden Whiteway, Sienna Faust, Kendra Fergusson

The recipients of the **Academic Excellence** awards for 2016 are: Kairav Ahuja, Thomas Pearson, Anzac Pirika, Ricky Heywood, Chloe Allen-Sciberas, Jemma Collins, Alana Keating, Liam O'Keefe, Braith Stainton, Morgan Mayor, Deacon Nagle, Isabella Renda

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2016 are: Jeyda Polat, Tasha Saini, Hannah Slee, Flynn Trembath, Maddison West, Malachy Walsh, Tiahn Carlesso, Eloise Driver, Gyan Singh, Emily Attard, Daniella Camacho, Andrew Erhardt, Xavier Hasiotis-Welsch, Molly Lardner, Amy O'Hara, Isabelle Perry, Emily Thistlethwaite, Renae Agius, Poppy Burt, Raamish Arooq-Mirza, Charlotte Gowland, Aaron Karp, Tristen Lindner, Felicity McMahon, Grace Plecas, Deanna Rubiono, Bronte Stevens-Kelso, Emelia Te Paa, Ethan Wintershowven

**Year 6 Spelling Competition Winner:** Kairav Ahuja

**Year 6 English Competition Winner:** Emily Thistlethwaite

**Year 6 Mathematics Competition Winner:** Charlotte Gowland

**Year 6 Science Competition Winner:** Emily Thistlethwaite and Natalie Nason

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: Daniella Camacho, Gyan Singh

The **Lions Club** of Bacchus Marsh has sponsored awards for Citizenship, Effort and Community Involvement

Recipients: Andrew Erhardt (Citizenship), Tiahn Carlesso (Effort and Citizenship), Maddie Wilson (Citizenship and Community Involvement)

The **PFA Award:** Renae Agius

The **Bacchus Marsh Grammar Staff Association Award:** Grace Plecas and Charlotte Gowland

**Dux of Year 6 2016:** Emily Thistlethwaite



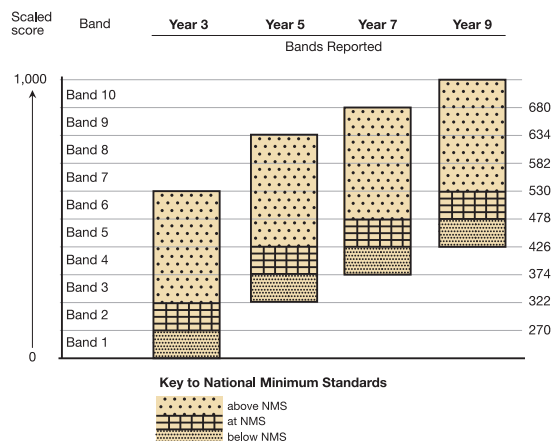


# Appendix 1

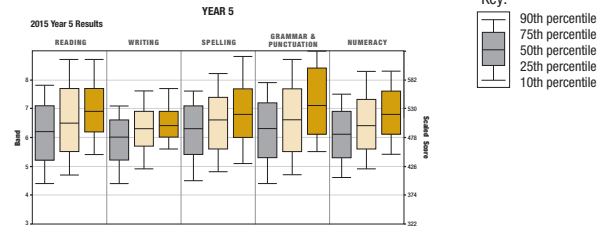
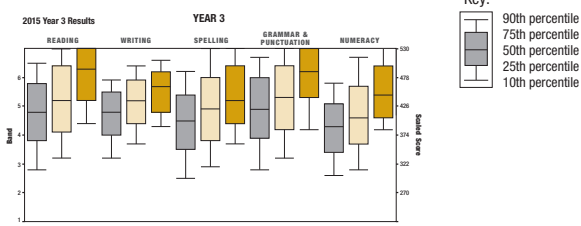
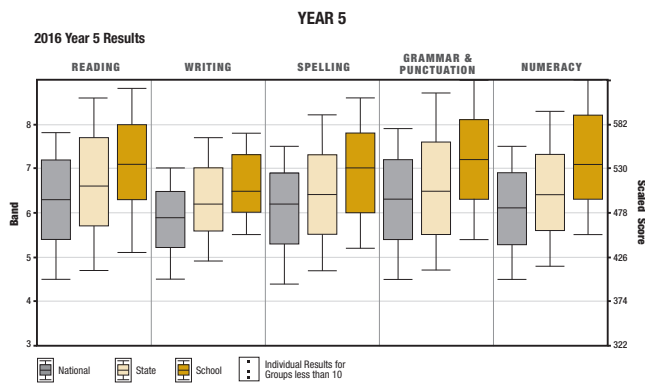
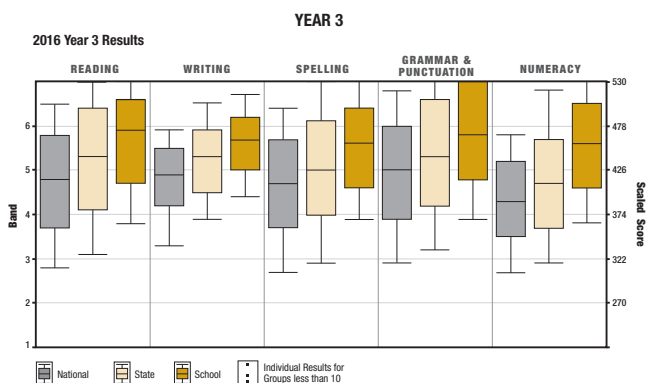
## Explanation of National Standards numbers by Bands

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 – 2015 and 2016



### Commentary on Year 3 Results

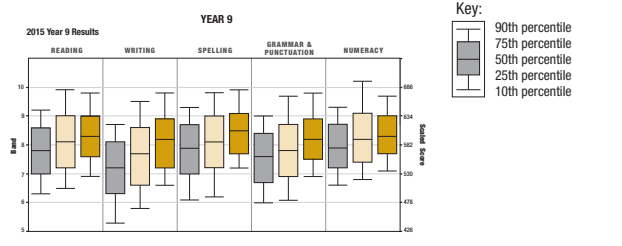
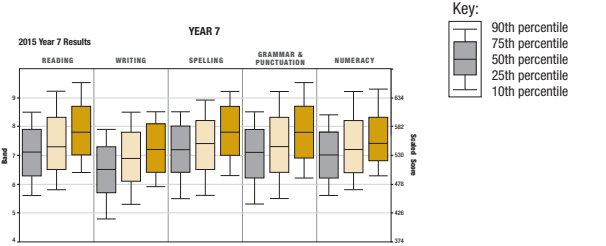
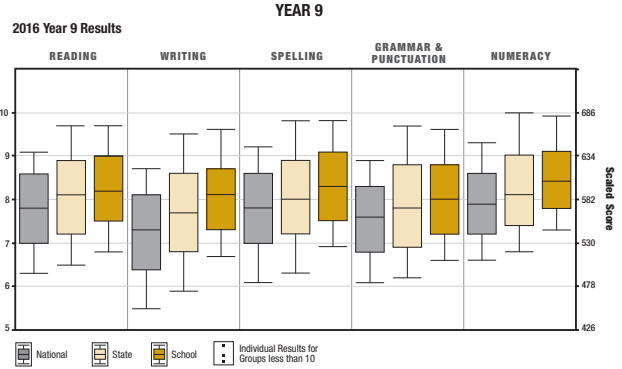
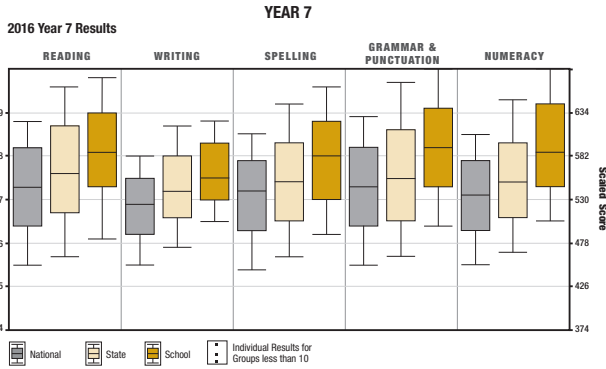
Commentary on Year 3 Results  
2016 was another strong year for our Grade 3 cohort. While there was a drop in the 3 of the 5 areas when compared to 2015 Bacchus Marsh Grammar students continue to perform substantially above both National and State standards for ALL areas of NAPLAN testing at every point of measurement. Of particular note is the great improvement in Writing, which had been previously highlighted as area of focus last year. The percentage of students at or above National Minimum Standards is exceptionally high in all areas. It is of note that:  
Band 1 & 2 marks are almost entirely absent in all of the 5 domains tested;  
Less than 10% students achieved at below Band 4 (Band 2 is the National Minimum Standard).

### Commentary on Year 5 Results

Grade 5 results continue to show steady improvement in Writing, Spelling and Numeracy. While Reading and Grammar & Punctuation are slightly down on 2015, they remain considerably higher than both National and State results. The improvement in Numeracy has been significant. 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 results are of concern with nearly 10% of students below NM Standards  
However, this drops to a maximum of 5% in all other areas.



# NAPLAN Results – 2015 and 2016



### Commentary on Year 7 Results

These results show that Bacchus Marsh Grammar students continue above or equal to both National and State standards in all domains and at all statistical points. Reading, is an area of concern. Where while we exceed National and state figures in most figure, our 90th percentile merely matches that of the state. Numeracy and Writing have seen considerable improvements on 2015. In Numeracy with nearly 50% of the cohort achieving Band 8 or 9 and no student achieved below minimum standard in Writing. Less than 2% of the cohort achieved below NM Standards in any area.

### Commentary on Year 9 Results

While these results show a significant improvement in some of the areas flagged last year, there are still some areas of concern. The school is performing above State and National figures for most statistical measures. However, in Numeracy, Grammar & Punctuation and Reading, our 90th percentiles are at or below state averages. It is important to not School average for all 5 areas is above State average, with Writing and Spelling significantly above. An overwhelming percentage of students remained above the National Minimum Standards. The gain made in 2015 with the main body of students have been maintained and there was another decrease in the number of students below NM Standards. However, the number of standard at standard has increased. 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.

## 2015 and 2016 NAPLAN Summary Results

### 2016 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 | 98                       | 1                        | 99                       | 0                        | 97                       | 0                        | 99                       | 0                        | 97                       | 0                        |
| Year 5 | 90                       | 3                        | 98                       | 0                        | 95                       | 1                        | 95                       | 2                        | 95                       | 2                        |
| Year 7 | 93                       | 1                        | 95                       | 0                        | 93                       | 1                        | 91                       | 2                        | 97                       | 1                        |
| Year 9 | 85                       | 2                        | 87                       | 3                        | 88                       | 3                        | 84                       | 4                        | 94                       | 1                        |

|                       | Reading          |                     | Writing          |                     | Spelling         |                     | Grammar          |                     | Numeracy         |                     |
|-----------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|---------------------|
|                       | % in top 2 bands | % in bottom 2 bands | % in top 2 bands | % in bottom 2 bands | % in top 2 bands | % in bottom 2 bands | % in top 2 bands | % in bottom 2 bands | % in top 2 bands | % in bottom 2 bands |
| Year 3 (bands 1 - 6)  | 68               | 2                   | 77               | 1                   | 69               | 3                   | 69               | 1                   | 67               | 3                   |
| Year 5 (bands 3 - 8)  | 56               | 10                  | 35               | 2                   | 49               | 5                   | 59               | 5                   | 51               | 5                   |
| Year 7 (bands 4 - 9)  | 39               | 7                   | 32               | 5                   | 38               | 7                   | 41               | 9                   | 46               | 3                   |
| Year 9 (bands 5 - 10) | 15               | 25                  | 16               | 16                  | 12               | 26                  | 16               | 24                  | 6                | 29                  |

### 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

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