



BACCHUS MARSH
GRAMMAR



30TH
ANNUAL
REPORT 2017

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 (resigned 2017), 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 2017

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

Senior Deputy Principal: Maddingley Campus Operations: Kevin
Richardson: Dip. Teaching Technology, Grad. Dip. Mathematics
Education

Senior Deputy Principal/Woodlea Operations Project – Primary

Specialist: Elizabeth O'Day: B. Ed., Grad. Dip. Teach. (Primary),
J.S.H.A.A.

Deputy Principal: Student Welfare and Management: Jennifer
Jovanovic: B. Ed.

Assistant Principal, Head of Junior School: Jan Loftus: B. Ed.
(Primary)

Assistant Principal, Head of Middle School: Dean Peplinkhouse: B.
Ed (PE/Science) (Hons).

Assistant Principal, Head of Senior School: Debra Ogston: B. Ed.
(P.E., Outdoor Ed., Mathematics)

Assistant Principal, Education Services: Wendy Green: Dip. Ed., B.
Ed., Grad. Dip. (Spec. Ed.), M. Ed.

Assistant Principal, Teaching and Learning: Leigh Park: B.A.
(Psychology), Dip. Ed. (Secondary), M. Ed. (School Leadership), Grad.
Cert. Outdoor & Environmental Education

Assistant Principal, Director of Studies: Benedict Davie: B. Sc. Hons
(Chemistry), P.G.C.E. (Science), M.R.S.C., Cert IV TAA

Assistant Principal, Deputy Head of Junior School: Nici Deller: B.
Ed. Reading Recovery Victoria, M. Ed. Management

Assistant Principal, Deputy Head of Middle School: Ros Pittard:
B.Ed. (Visual Arts), Post. Grad. Dip. Ed. Studies (Student Welfare), Grad.
Cert. Mental Health, Grad. Dip. Ed (Primary)

Assistant Principal, Deputy Head of Senior School: Erin Thornton: B.
Arts (Politics and English), Dip. Ed., MA (School Leadership)

Business Manager: Gregory Gough, B.Com ASA

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

School Accountant: Kylie Cooper: CPA, B. Com (Accounting), B. Bus
(Business Administration).

Human Resources Manager: Angelica Hill B. Arts (Psychology), M.
Business (Human Resources Management & Industrial Relations),

Teaching Staff:

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

Sara Allan: 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

Marija Barallon: B.Sc, Grad. Dip. Ed (Secondary)

Liisa Beazley: BA Social Science, Grad. Dip. (Secondary)

Steven Bell: B. Mus. Cert IV TAA, Grad. Dip. Ed (Secondary)

Kim Blundell: Dip. Teach. (Primary)

Magali Bourkel: Grad. Dip. Ed.

Caitlin Bowers: B.A. B.Ed.

Erin Bullen:

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: PhD (History), 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: B. Bus. (Human Resource Management), B. Arts
(Psychology), Grad. Dip. Ed. (Secondary), Cert IV TAA

Zoe Cassar: B. Ed (P-12)

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

Emily Clark: BA (Psychology), BSocSc (Psych)(Hons), MTeach (Psych,
Hums)

Russell Clark: B. Sci. (Health Science), B. Teach., M. Teaching

Lindsey Clifton: BSc. GTP Science

Cheryl Clinton: Dip Ed., B.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.

Joanne Cronin: B. App. Sc. (Psychology), Dip. Ed., M. Teach
(Secondary)

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

Alison Cummins: B. Teach. B.A.

Keith Currie: B.Sc (ANU), Dip. Ed. (ACCAE), M.Ed. (Syd), B. Bus (CSU)

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

Maddison Darcy:

Fiona Davidson:

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

Christine De Luca: B. Arts (Photography), Dip. Ed.

Natalie Desira: B. Sc (Biology), Grad. Dip. Ed. (Secondary)

Kelly Dilges: B.A.; Dip Ed.

Samantha Di Mieri: B. Ed.

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

Christine Drakeford:

Bryce Durham: B. App. Sci. (Sport Coaching & Admin), Grad. Dip. Ed.
(Secondary), Grad. Cert. Ex. Sc. (Strength & Conditioning), Cert IV 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)

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

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

Chantelle Estlick: B. Ed. (P-12 Outdoor Ed.)

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

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

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

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)

Peta Griffith: Dip. Visual Arts (Graphic Design), B. Visual Arts (Graphic
Design/Multimedia), 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; Grad. Dip. Ed.

Peter Hexter: B. Ed.

Trevor Hilton: B.Ed (P-12) (P.E.)

Michael Howell:

Laura Humphrey: B. Arts, Dip. Ed.

David Hunter: B. App. Sc. (P.E.)



Sarah Hunter: B. Arts (Journalism), Dip. Ed., M. Ed.
Sharmeen Hussein:
Jacqueline Huxtable: B. App. Sci. (Food Tech/Biotech), Grad. Dip. Ed. (Secondary)
Hayley Inglis: B. Ed. (Physical Education)
Kim Irvine: B. Ed. (Mathematics)
Stefa Jarema: B. Pharm., Grad. Dip. (Psych. Studies.), Grad. Dip. Ed., B. App. Sc. (Psychology Honours), (Assoc MAPS)
Veronica Johnston: B. Ed. Hons. (Psychological Science)
Robert Jovanovic: B. App. Sc (Maths), Grad. Dip (Education), Grad. Dip. (Comp), M Comp St.
Vanessa Kamcev: B. Ed. (P-12)
Victoria Kamcev-Nicdao: Grad Dip. Ed. B.A. (Psychology)
Nadelle Kiley: B.Sc (Animal Science), Dip. Ed. (Honours)
Danielle Kiriazis: B.Ed. (P-12)
Arron Knezevic: LL.B(Hons), B.A.
Karin Kos: B.A. (Urban Studies), B.A. Ed. (Accelerated)
Diane Krosby: B. Ed (Mathematics, Science)
Aimee La Franchi:
Matthew La Franchi: B. Ed. (Primary)
Belinda Lipscombe: B.A. (Consumer Science), Dip. Ed., Cert. IV (Commercial Cookery), Cert. IV TAA, Adv. Dip. Hospitality
Evan Long: B. AppSci; Grad. Dip. Ed.
Phillippa Loton: B.A. Grad. Dip. Ed. (Secondary), M. Ed. (Student Wellbeing)
Michael Love: Dip. Teach. (Primary)
Stuart Love:
Georgia Low: B.Ed.
Amanda Lovett: B. Sc (Earth Science), Grad.Dip.Ed. (Secondary)
Andrew Mackenzie: B.A. (Hons), B. Ed., M.Ed. MACE, MACEL (Geography)
Harriet Madams:
Susanna Mandic: B. Sc (Chemistry, Mathematics), Grad. Dip. (Secondary)
Meaghan Martin: B. Ed (Physical Education)
Sophia Marsden-Smith: B.A. (Eng. Literature & History), B.A. (Hons. Eng. Literature), Grad. Dip. (Secondary) (Melb), M. Teach (Sec) (Melb)
Russell Matchett: B. Eng, Grad.Dip.Ed. (Secondary)
Garry Mayberry: B. Bus (Accounting), Grad.Dip.Ed. (Secondary), Cert IV TAA
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)
Rachel McMahon:
Wes McLaughlin: B. Ed. (P.E., Outdoor Ed., Information Technology P-12)
Brendan McLoughlin: B. Ed.
Shane McNee: B.A. Grad. Dip. Ed. (Secondary)
Jude Mete: B.A. (Music), Cert. II Commercial Cookery, Grad. Dip. Ed.
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)
Sally Newton:
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)
Trent Oldaker: B. App Sc (Human Movement), Grad. Dip. Ed. (Secondary), Grad. Certificate of Outdoor & Environment Studies, Cert IV Outdoor Recreation
Celia Patterson: B.A., Grad. Dip.Ed., Grad. Dip. Adolescent Health & Welfare, Prof. Cert. Instructional Leadership
Raellie Patterson: B.Sc. Hons (Biology), Grad. Dip. Ed. (Secondary), Cert IV TAA
Siegrist Peel: B.A. Grad. Dip. Ed (Secondary)
Debra Penny: PhD (Mathematics), BSc (Hons Mathematics), Dip. Ed
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.
Philip Pike: Dip. Civ Eng, Dip. Ed. Grad. Dip. Comp.
Emilia Pokrovsky: Dip. Teach. Grad Cert. Ed. (TESOL), Cert. IV TAA
Manta Ramgolam:
Sian Rawlinson: Dip. Teach. (Primary) B.Ed.
Adrian Reivers: G. Cert. (Industrial Ed. & Training), Cert. IV (TAE), Dip. Eng (Adv. Trade), Cert IV (Mech. Eng.)
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)
Belinda Rzanovski: B. Bus., B. Teach
Nicholas Sher: B.Ed., Dip.Ed., MBA (Sports Management)
Laura Slater: B. Bio. Sci. (Microbiology/Genetics), M. Teaching (Secondary), M. Ed (Educational Management)
Sandra Spriggs: 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)
Sarah Stepic: M. Mus., M. Mus., L. MusA; Grad. Dip. Ed
Brett Stone:
Luke Symes: B.A., B Techg., ILMP
Sheryl Symes: B.Sc (Hons) P.G.C.E.
Aimee Taylor:
Dean Thomas: B. Mus. AMusA. Dip. Ed (Secondary), Cert IV TAA
Jane Todd: B. Ed. Visual Arts (Honours), M. Ed. School Leadership
Karlee Underwood: B. Ed.
Silvy Wantania: B.A., M. Ed (TESOL & LOTE)
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.
Feona West: Dip. Teach. (Primary), Grad. Dip. Information Management
Troy Westgarth B. Mus., Grad Dip. Ed.
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.TAA
Instrumental Music Teachers: Andrew Clare (B. Mus., Dip. Mus.), Daniel Coco, Victoria Jones, Tobin Lang, Olivia Leggieri, Chris Rourke
Learning Support Staff: Eliza Allen, Narelle Bens, Jillian Campey, Tamie Chadwick, Nicole Farley, Lindy Harwood, Simone Loughnan, Lauren Majewski (Dip. Children's Services), Peta Miles, Lisa Scotson, Monica Slattery, Megan Tasker, Symone Whiteway
Student Interns: Steven Aquilina, Leyla Chapman, Riley Green, Madeleine Graham, Andrew Lock, Erik Lopez-Kos, Antonia Neal, Millie Osborn, Zoe Osborn, Emma Perconte, Marcus Rzanovski
Teaching Support Staff: Nicholas Armstrong (B. Sci. Geography), Diane Dunn (Adv. Dip. Of Library & Information Services), Janelle Layton (Cert. of Applied Sci. Lab Tech), Belinda Nash, Wendy Porter, Angelique Stuhldreier (Cert. of Applied Sci. Lab Tech)
Out of School Hours Care: Donna Blake (Dip. Children's Services), Judith Clark (B.Ed.), Tyler Huynh, Allyce Near (Dip. Ed, B. Arts), Bridey Soley-Howlett
Administration Staff: Hazel Bolt, Kerryn Browne (Grad. Dip. Project Management), Amy Caspar, Jan Cook, James Conolly, Rachel Davidson (Adv. Dip. Accounting), Michelle Graham (Cert IV Administration), 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, Daniel Somerville, Jodie Thorneycroft
Woodlea Early Learning Centre: Melissa Barnes (Dip. ECEC), Kirsty Condon (B. ECE, Assoc. Dip. Social Science), Gaganpreet Kaur Hira (Dip. ECEC), Hayley De La Hunty (Dip. Children's Services), Michele



McDonald (Adv. Dip. Children's Services), Hayley McPherson (B. Ed. Early Childhood & Primary), Pranita Naik (Dip. ECEC), Kerry Osborn (Dip. ECEC),

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

Maintenance Staff: Adam Attard, Rebecca Borg, Ashley Bryan, Michael Erhardt, Damien Earls, Darren Glen, Shayla Kuno, Tony Lawatzki

2017 Senior School Leaders

School Captains: Benjamin Kellock, Hannah Lacy

School Vice Captains: Chelsea Bell, Jonathan Dwyer, Ellie Pitcher-Wilmott, Caitlin Philipps

Academic Captains: Liana Semcesen, Shannyn Steyn

SRC Captain: Disha Patel

Prefects:

Indya Chilton, Jessica Campbell, Travis Evans, Nicole Farnell, Isabel Fischer, Baylee Fletcher, Georgia Hollier, Rachelle Holland, Emma Humphries, Nathan Jackson, Shayla Kiriazis, Jack Lantieri, Georgia McIntosh, Hannah McLean, Felipe Philippou, Eve Rampley, Ellie Robertson, Gurleen Singh, Lilli Stanley, George Thorne



Junior School Sports Captains: Sienna Johnston, Ben Peterson

Junior School Sports Vice Captain: Emilee Attard

SRC Presidents: Khayle Forsyth, Jordyn Mace

SRC Vice Presidents: Chloe Baira

Science Captain: Maddox Edwards

Visual Arts Captains: Emmerson Kitchin, Olivia Beggs

I.T. Captains: Tristan Noorman, Luke O'Neil

Library Captains: Ethan Marchington, Sophie Bill

Music Captain: Riley Pittard

Performing Arts Captains: Makenzie Ericson, Abigail Bradford

Chess Captain: Jack Buskens

Junior House Captains

Bacchus House:

Captains: Indi Stanley, Abe Penny

Vice Captains: Lucy Conroy

Braeside House:

Captains: Analyse Nolta, Riley Pridham

Vice Captains: Connor Sinclair

Hilton House:

Captains: Taylah Sladek, Ryan Woolley

Vice Captains: Abby Grahek

Pentland House:

Captains: Zoe Daniel, Thomas Bens

Vice Captains: Rebecca Wall

School Banker: 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



Bacchus House Leadership Group

House Prefect: Isabel Kavanagh

Leadership Group: Billie Camilleri, Jay Debrincat, Jessica Ewert, Christian Hadzidimitriou, Rachel Jackson, Josh Lappin, Abbey Richmond, Kaylee Smith, Cooper Stevanov, Mason Torney

Braeside House Leadership Group

House Prefect: Nick Duffy

Leadership Group: Gemma Dangerfield, Amber Eden-Jones, Jordan Messina, Matthew Packer, Olivia Peterson, Jessica Pitts, Milla Place, Arshnoor Singh, Lily Stevens

Hilton House Leadership Group

House Prefect: Daniel O'Reilly King

Leadership Group: Shani Bullard, Elexis Chapman, Jackson Eekelschot, Mel Freeman, Chelsea Grech, Laura Knauer, Ella-Jayne Lewer, Eden Noonan, Emily Robertson, Melia Savona, Abbey Tomkinson

Pentland House Leadership Group

House Prefect: Elissa Sniegowski

Leadership Group: Kinga Basci, Darcie Botes, Maddison Buckner, Joseph Earnshaw, Thomas Lunt, Bryce Stephenson, Eliza Wales, Adele Wilson

2017 Junior School Leaders

Junior School Captains: Jackson Brown, Jade Cilia

Junior School Vice Captains: Brandan Knight, Emily Pallpratt, Alexandra Lang-Boyd



ANNUAL REPORT 2017

Looking back at 2017 it is easy to see that what had been just a normal busy year whilst in the middle of it, was something very significant in the history of the school.

The school continued to expand to the point where it is now one of the largest schools in regional Victoria and Western Melbourne. That growth is fueled by the development of Western Melbourne at the fastest rates they have perhaps seen and the growing positive reputation of the school across the region.

In 2017 the first students started to use the school new Staughton Vale Farm campus on a regular basis. Building work was completed on the "village" area on the site which serves as classrooms, shelter and resource areas for staff and students. Work was also completed on the day observation centre which provides a refuge and shelter on the higher parts of the property. During the year significant resources were put into developing a unique program for the site. The program combines the capacity to teach environment and sustainability through hands-on activities. The site also lends itself to the development of longer more open-end learning experiences which enable students to pursue particular interests and place the learning that they receive at school in a broader context. A good school is more than classrooms and results. Whilst these are important, Staughton Vale provides opportunities for leadership and the development of personal goals as well as fostering skills like cooperation and team work in a way that is going to enhance a Bacchus Marsh Grammar education for the better.



At the end of the year the school took ownership of the Woodlea site and began the process of filling classes that will be transferred to Woodlea in 2019. This means for the start of 2018 a majority of the Woodlea classes will already have been filled with the school on target to be full with three streams at all levels for the 2019 academic year. It has been a pleasure to interview and appoint so many new teachers and students who will pioneer the new Woodlea campus. The school's presence in the Woodlea Estate commenced with the opening of the ELC. This was the school's first

movement into early learning and I would like to thank all of the staff particularly Kerry Osborne, Kirsty Condon and Liz O'Day for all their work in making the centre such a success.



As the school grows a major issue that needs to be considered is the basic structure of how the school is governed. Currently the school is an Incorporated Association a structure more suited to smaller less complex organisations. This was the perfect vehicle for the school at its beginning. The school today is a vastly different organization and therefore needs management and governance structures that work better with the complexity of the school today and which provides guarantees of greater accountability for the large array of people who now have a stake in the school. As such, the School Council will be looking to recommend to Members a transference of the school's basic legal structure to a Company Limited by Guarantee. Further discussion of this will occur during the second half of 2018.

In 2018 the school celebrates its 30th Anniversary. It is appropriate to look back with appreciation to so many people who have contributed to the development of the school. Very few institutions grow as quickly and as successfully as this one. We all as members of this community have much to be proud of.



Buildings

2017 was another busy year for the Buildings and Grounds team, not only on the main Maddingley campus but also at the Staughton Vale Farm Campus. It was also a year where much planning occurred in preparation for the new BMG Woodlea Primary School. 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.

Maddingley Campus

Year 4 and Student Services redevelopment.

As part of the upgrading of the aging building infrastructure at the school, the area that was once a play space, Student Services, the Health Centre and the Uniform shop, was due for a major upgrade. Double storey buildings had proven to be a successful addition to the school, allowing Bacchus Marsh Grammar to free up more space for student outside play. Thus it was decided to build a large L shaped double storey building to house Years 2, 3 and Year 4 as well as the expanding Student Services Department. This building facility, designed by Peter Thompson Architects and KLMS builders, allowed for the staged relocation of Year 2 and 3 in 2016 and the final relocation of Year 4 and Student Services in 2017. This building has provide a functional and modern work space for Student Services staff and the various external consultants that visit the school.



R Block Renovations

R block, comprising of seven classrooms and two small offices was due for a minor renovation. The classrooms, although serviceable, were beginning to show signs of wear and tear. The decision was made to repaint and recarpet the entire building, as well as take the opportunity to create a large office space in the central spine of R3 and R4. R7 was also converted into a science lab, allowing the pressure on the Junior Science Lab in W block to be reduced. The R block classrooms have also allowed the school to house the pre-filled Woodlea classes, in preparation for the opening of the new campus in 2019.



Uniform Shop and Gatehouse

As part of a staged redevelopment of the main parent entry to the school, the Uniform Shop, as well as a Gatehouse was constructed. This has allowed the school to effectively remove all traffic other than Maintenance vehicles, from the school grounds, thus increasing the safety of staff and students. With the inclusion of a main delivery area to the Gatehouse, a central point of entry for delivery vehicles has now been created which has helped to streamline maintenance operations. Added to this redevelopment, parents and students are able to visit the Uniform Shop, which is now housed in a much more open and modern space.

Play space Redevelopment

The main parent entry staged redevelopment also saw a major upgrade to the play space available for student use. Both the playgrounds in this area received a minor overhaul and relocation, as well as an addition of a half-court basketball court. This has proven to be a hit with the students, particularly with the new blue playing surface. Seating has also been included in this space and the Pin Oak tree will provide lovely shade for all in the summer in years to come.



Sports Precinct

With increased student numbers, the school found itself needing to expand the sporting facilities available for both student free time use, as well as for teaching and learning purposes. The under utilized space to the rear of the school was an ideal location for the addition of three full sized basketball courts which can also be used as tennis and netball courts among other ball games. The area is very popular with the student population as well as the Health and Physical Education Department, allowing Bacchus Marsh Grammar to expand its ever growing opportunities for students.

Staughton Vale Campus

Farm and Building Development

With the acquisition of 200 acres at Staughton Vale in 2016, the implementation of extensive planning for the use of this land began in earnest. The initial plans of revitalising the existing fruit orchards began with a much needed prune to the stone fruit, as well as a removal of unwanted plants. Weed and land management techniques were employed to begin the remediation of the property, in particular through the main gully. This will help with invasive weed control as well as pest control and damage caused by rabbits. All of these activities and more have been woven into the fabric of the Staughton Vale curriculum, to provide students with hands on experience based learning to complement their classroom theory based activities.

To help with the implementation of the Staughton Vale program, a series of buildings were delivered and installed on the farm. These buildings were re-purposed building from the Bacchus Marsh Grammar Maddingley Campus. The old "X block", "Student Services" as well as the "Health Centre and Uniform Shop", were taken down to Staughton Vale, installed and renovated, to provide staff and students with amenities, kitchen facilities, and classrooms to aid in the delivery of the curriculum. The buildings have been linked together by a boardwalk, in preparation for a landscaping project that will highlight some of the Bacchus Marsh Grammar journey across the campuses.

Woodlea Campus

Planning Acknowledgement

2017, saw a significant amount of time allocated to the planning for the successful implementation of the Bacchus Marsh Grammar Woodlea Campus. High level planning with stakeholders for this project occurred and much discussion and negotiation was had, culminating in a final master plan design which was submitted to Melton City Council – Town Planning for approval. Acknowledgment needs to be made to all of the hard work put in by various consultancy groups and the BMG Woodlea Development Committee, to get the school to this stage. With Town Planning approval expected to be received in early 2018, the Woodlea Development Committee eagerly await the flurry of activity required to complete the project by 2019.

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 2017

2017's VCE results were some of the best in the school's history with 10% of scores of 40 or more. The Dux of the School was Aiden Johnson who gained a near perfect ATAR of 99.25. Mitchell Hamill achieved a perfect score of 50 for Mathematical Methods.

Year 12 2017:

Total Number of Students:	2017	2016
Number of students studying VCE	151	140
Number of students studying VCAL	2	2
Number of students applying to VTAC	145	130

NUMBER OF STUDENTS

ATAR SCORE Distribution	2017	2016
Above 90	19	15
Between 80 and 90	27	32
Between 70 and 80	26	21
Between 60 and 70	26	20

2017 Post School Destinations

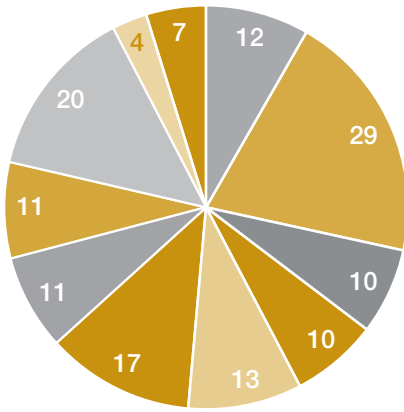
With 155 students enrolled in Year 12, 146 students submitted a VTAC application for tertiary education studies. 98% (141) tertiary course offers were made to students with 80 (55%) students receiving their first tertiary preference and 126 (86%) receiving an offer for one of their first three tertiary course preferences (after all rounds). Deakin University was the most popular tertiary destination for our students along with Business/Commerce courses being most sought after.

Extended career counselling support and resources were offered to the five students who did not receive an offer through the VTAC system. Nine students elected not to submit a VTAC application in favour of pursuing alternative pathways. This included the use of direct entry applications to non-VTAC course providers, participation in a GAP year program and the uptake of immediate employment opportunities.

Three students were offered prestigious interstate study opportunities to Australian National University (ACT), James Cook University (QLD) and University of Adelaide (SA). Many academic scholarships were awarded to Year 12 graduates, including the achievement of a national scholarship, the 'Sir John Monash - Vice Chancellors Scholarship for Excellence', by Monash University, a Bendigo Bank Scholarship and Year 12 Excellence Scholarship by Federation University to name a few.

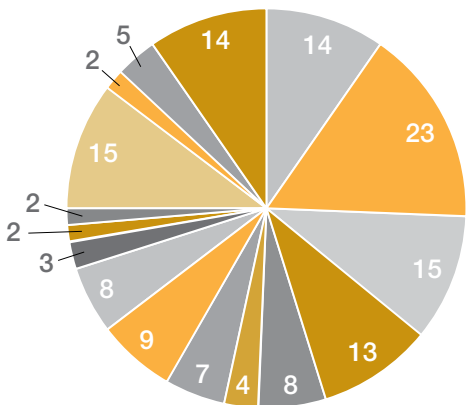


Tertiary Destinations



- Private Institution 7
- Victoria University, 20
- University of Melbourne, 11
- Swinburne University, 11
- RMIT University, 17
- TAFE, 4
- Australian Catholic University, 12
- Deakin University, 29
- Federation University, 10
- Monash University, 13
- La Trobe University, 10

Course Types



- 14 Arts / Humanities
- 8 Engineering
- 8 Science
- 15 Allied Health
- 23 Business / Commerce
- 4 Environment
- 3 Sport
- 2 Aviation
- 14 Creative Arts
- 7 IT
- 2 Combined (Generalist)
- 15 Trade / Vocational
- 13 Education
- 9 Law
- 2 Biomedicine
- 14 Nursing / Paramedicine

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 2017

Year Level	Non-Indigenous Attendance %	Indigenous Attendance %
Prep		
1	95.38	0
2	95.40	96.24
3	95.16	99.43
4	95.67	0
5	95.47	0
6	93.17	0
7	95.71	98
8	91.98	0
9	94.25	94.90
10	93.05	93.26
11		
12		

Overall % Attendance: 94.39

*As recorded in the 2017 School Student Attendance Report – Semester One



Sports Report

2017 saw the Bacchus Marsh Grammar Mustangs win a fourth straight ICCES Winter Tour. This was the highlight of another outstanding year in sport. Once again held in Shepparton the ICCES Winter Tour show cased the best athletes across the eight ICCES schools in a mixture of



winter sports. Team BMG were Champions in; Senior Girls Basketball, Junior Boys Basketball, Senior Boys Basketball, Senior Boys Soccer and Girls Soccer whilst coming third in Junior Girls Basketball, Senior Hockey, Junior Boys Soccer and Junior Girls Netball. This was a dominating performance by BMG and culminated in the Overall Aggregate win. All 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 continued on from a successful 2016 with a solid fourth place in 2017 with the overall point difference between the top four schools being extremely close. As well as a positive aggregate result BMG had numerous individual athletes win Age Group Championships; Nava King - Year 7, Jamie Paterson- Year 10 and Jackson Eekelshot – VCE. 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 Junior Girls Division, only being beaten overall by a couple of points. Our other age group teams finished 4th Junior Boys, 5th senior Girls and 4th Senior Boys. This resulted in a 4th place overall on a count back in the Aggregate Shield. Table Tennis athletes also competed well and their 5th place on aggregate was gained through a consistent team effort.

The ICCES Athletics Carnival was once again held at the Lakeside Stadium in Melbourne. The BMG Mustangs fielded a team of 100 athletes across all disciplines of Track and Field and all athletes performed wonderfully well on the day. This was our largest Athletics Team in competition in the history of the school. Final overall placing's saw the Mustangs improve to finish in an outstanding 3rd place our best ever result in athletics in ICCES competitions. The following athletes also finished second in their respective Age Group Championships; Rye Penny – Year 7 and Dylan Thomas – Year 8.

The final event on the calendar was the ICCES X-Country Carnival. The athlete's positive attitude BMG finishing in 6th place only four points off 5th place. A number of students achieved outstanding results on the day, with Bailey Sharp and Sophie McMinimee blitzing the field to win their respective VCE events, Ethan McMinimee narrowly finishing 2nd in the 9/10 Boys, and Matthew Rosario and Jack Bidwell finishing 4th in VCE and 9/10 Boys respectively.

BMG again hosted the ICCES Summer Tour in Ballarat. BMG won the junior boys Cricket, Junior Girls Volleyball, the Intermediate Boys Volleyball and Harvey Young of Year 8 won the overall in the Golf tournament. This concluded a most successful day that saw BMG finish second on Aggregate. The Summer Tour continues to provide more sporting opportunities for our students.

BMG also hosted, for the first time an ICCES Football Competition with boys and girls from Years 7-10 being involved. BMG won both boys competitions and were runner-up in the girls. This was an outstanding success and teams from Girton Grammar, Goulburn Valley and Braemar had a fantastic day in Bacchus Marsh.



2017 also saw the 5th 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.

The BMG Mustangs also competed in our first International Tournament. A team of young 15 and under Bacchus Marsh Grammar Girls competed in the 9th International Junior Netball Tournament held in Singapore from the 24th November until the 4th December. This was an outstanding opportunity for our athletes to show case their talents against teams from South Africa, New Zealand, Australia and Asia. They finished 5th from 12 teams and a huge thanks must go to Mrs Daniel, Mrs Garner and Mr Durham for taking the girls.



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 Strength and Conditioning programs to work with on a weekly basis. Coaching staff in the program were also upskilled attending numerous seminars in Asia and Europe. Our partnership with the FedUni WestVic Academy of Sport continued and scholarship athletes received many benefits during 2017 including Sport Science Seminars and visits to the VIS in Melbourne. Athletes achieved some incredible results in 2017, including Top 5 World Rankings, International Medals, National and State Titles, National and State Team selection. Our partnership with FedUni WestVic Academy of Sport continues to grow and we will have 11 athletes under joint scholarship next year.



Camps

Camps are an important part of the educational program offered at Bacchus Marsh Grammar. The Year Level Camps Program enables students to further enhance their learning and social skills development in a non-school setting. The focus on leadership, physical challenge and curriculum links in the natural world are a core component of the Year Level Camps Program.

Experiential learning programs provide the platform to assist students discover more about their personal strengths, capabilities and resilience as well as developing interpersonal, teamwork and leadership skills. Students are exposed to a wide range of experiences, opportunities and environments, which has a curriculum, cultural, environmental or outdoor emphasis.



Junior School Camps Program

Year 1 – Staughton Vale
Year 2 – Lady Northcote
Year 3 – Queenscliffe
Year 4 – Camp Manyung
Year 5 – Lake Dewar
Year 6 – Anglesea Surf Camp

Year 7 Program

Orientation Coastal Camp - Term 1

The Year 7 student take part in an Orientation Camp 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

Recreation Camp - Term 3

This camp is run by YMCA Lake Dewar and is situated close to Myrning. The program consists of two separate 3 day/2night camps. The camp provides students with the chance to experience an outdoor environment, build their teamwork and 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.

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 tranga, 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, 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.

Other Programs

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

- Senior School Snow Camp
- Overseas trips to France, Indonesia, New Caledonia 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

Junior School Music continued to thrive throughout 2017, with performances from an ever-growing number of students at JS assemblies, Junior House Music and the Junior Instrumental Concert Series. It has been pleasing to see more students at the junior level also completing their AMEB examinations to a high level.



This year's Senior Production of 'Legally Blonde' took place at the Clocktower in Moonee Ponds. The standard that the BMG community have come to expect from our productions was upheld with yet another fine show presented by all involved.

The annual Senior Music showcase 'BMG IN CONCERT' took place this year at the Wyndham Cultural Centre. Students entertained guests with a variety of ensemble and solo performances encompassing numerous genres. The evening finished with a large combined performance featuring many of the performers from throughout the evening.



Once again in 2017, our students performed at the 'MI Sound' competition in Ballarat as a part of the Royal South Street Eisteddfod. Two of our represented groups lead by Jonathon Dwyer and Shayla Kiriazis respectively, obtained prizes, winning the 'Commercial Group Award' and the 'Engaging Set Group Award'. Jack Lantieri won the 'Artistic Solo Award', which is testament to the high level of professionalism and musicianship achieved by our VCE Music students

The remainder of the year consisted of the usual fair of student showcases and performances at assemblies, Senior House Music, Senior Instrumental Concert series and other school functions. Thank you to the Music Staff for assisting our students in working towards and reaching their musical goals throughout 2017.

School Productions

The Senior School Production of "Legally Blonde" was held at the Clocktower Centre on the 3 and 4 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 "Cinderella" was held in the Bacchus Marsh Public Hall on the 5 and 6 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 of 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: 44

Total Number of Female Teaching Staff: 129

Total Number of Male Non-Teaching Staff: 19

Total Number of Female Non-Teaching Staff: 42

**As reported in the 2017 Census*

I would like to take this opportunity to thank the school's senior staff in particular, Mrs Elizabeth O'Day, Mr Kevin Richardson, Mrs Jenny Jovanovic, Mr Greg Gough, Mr Nam-Ha Quach, Mrs Jan Loftus, Mr Dean Peplinkhouse, Mrs Debra Ogston, Mrs Wendy Green, Mr Leigh Park, Mr Ben Davie, Mrs Nici Deller, Mrs Ros Pittard, Mrs Erin Thornton. A special thank you needs to be extended to Mr Andrew Mackenzie who resigned after a highly successful career in

education. Andrew had been Principal of three schools before arriving at Bacchus Marsh Grammar and we greatly appreciate his involvement in the school at the end of his career.

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, through volunteering their time with the school productions, or by assisting with reading or any of the numerous ways that parents assist in the school each day and week

Staff, Parent and Student Satisfaction

There are a variety of ways in which schools can measure staff, parent and student satisfaction.

Traditionally a model of staff, parent and 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 staff, parent and student satisfaction mainly using measure of qualitative information and measure of the range and style of communications that it receives from staff, 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. The school also has a high staff retention rate. A systematic analysis of student feedback called the Pivot Program was introduced to the school in 2016. During this year the survey has become an integral component of how we collect data on students' perceptions of teaching. It has been pleasing to see the way the student body has accepted the process and the degree to which they comment favourably on the quality of teaching across the school.



REVIEW OF OPERATIONS

The Council of Bacchus Marsh Grammar Incorporated is pleased to report an extremely positive financial outcome for the Association for the 2017 financial year. The Council maintained its conservative approach to the financial planning and operational management of the Association's finances for 2017.

The Association continued to maintain high standards across all the key operational activities of the School throughout 2017. Education outcomes continued to be in line with School expectations with the School reporting improved VCE results across most subjects.

The financial performance of the School exceeded original budget expectations due to the combined impact of increased student related income (tuition fees and government funding) 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 2018. Increased cash flows generated by the positive operating result and lower than expected capital expenditure meant the Association was required to borrow significantly less than expected during the year resulting in lower than expected borrowings for the year.

The Association also continued with the significant improvements to the School's existing facilities commenced in 2016 and implemented further enhancements to the curriculum offering to provide students with increased access to technology and greater choice in subjects

During 2017, senior management implemented some major initiatives to further improve the curriculum offering for students. The new middle school program was further refined to provide more targeted programs to enable growth in complexity of tasks and skills that students are exposed to.

During 2017 the Association finalised a number of major projects designed to improve educational facilities across the School. These projects included the construction of two additional junior school classrooms that completes the renewal of the junior school facilities, including an expanded student services space and the redevelopment of the administration building that incorporates new office space and an improved health centre.

During the year, the Association also commenced the substantial building program to develop the Staughton Vale Farm campus, which will enable the school to offer students a broader range of environmental and agricultural related subjects. It is anticipated the Staughton Vale building program will be completed in early 2018.

The Association commenced the Woodlea development, a significant strategic objective identified by the Association during 2016, as critical 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, with the purchase of 4.5 hectares of land required for the development. The Association established a steering committee charged with management of all aspects of the project.

STATEMENT OF FINANCIAL PERFORMANCE

The Association achieved an operating surplus for 2017 of \$2,724,815 (2016 \$1,657,276).

Table 1.1 : Statement of Financial Performance

	2017	2016
	\$	\$
INCOME		
Tuition Income	15,225,451	13,273,459
Government Income	19,573,311	17,224,222
Other Income	4,697,958	4,175,684
TOTAL INCOME	39,496,720	34,673,365
EXPENSES		
Tuition Expenses		
Tuition Salaries &		
Staff Related Expenses	18,224,238	17,034,642
Other Tuition Expenses	1,953,085	1,727,120
Total Tuition Expenses	20,177,323	18,761,762
Administration Expenses		
Administration Salaries &		
Staff Related Expenses	4,966,262	4,182,725
Depreciation	3,352,448	2,695,932
Other Administration Expenses	8,275,872	7,375,670
Total Administration Expenses	16,594,582	14,254,327
TOTAL EXPENSES	36,771,905	33,016,089
NET OPERATING SURPLUS/(DEFICIT)	2,724,815	1,657,276



CASH FLOW STATEMENT

The cash reserves of the Association remained high during the year with cash reserves of \$3,934,000 as at 31 December 2017 (2016 \$6,162,000). They decreased over the year as the Association used excess cash to fund a part of the capital program. The extent of capital development and the movement in borrowings during the year were well within the established benchmarks detailed in the 2017 operational plan approved by Council and the Association's bankers.

Table 2.1: Statement of Financial Position

	2017	2016
	\$	\$
ASSETS		
Current Assets		
Cash & Cash Equivalents	3,934,302	6,162,649
Trade & Other Receivables	1,239,144	691,319
Other Assets	395,138	126,533
Total Current Assets	5,568,584	6,980,501
Non-Current Assets		
Property, Plant and Equipment	49,546,622	36,777,197
Total Non-Current Assets	49,546,622	36,777,197
TOTAL ASSETS	55,115,206	43,758,418
LIABILITIES		
Current Liabilities		
Trade & Other Payables	2,537,995	1,303,177
Short-term Finance Liabilities	18,341	-
Short-term Provisions	3,062,994	2,827,034
Other Liabilities	538,055	488,146
Total Current Liabilities	6,157,385	4,618,357
Non-Current Liabilities		
Interest Bearing Liabilities	22,057,110	14,948,526
Provisions	535,005	550,644
Total Non-Current Liabilities	22,592,115	15,499,170
TOTAL LIABILITIES	28,749,500	20,117,527
NET ASSETS	26,365,706	23,640,891
ACCUMULATED FUNDS		
Accumulated Funds	26,365,706	23,640,891
	23,365,706	23,640,891

Table 3.1: Cash Flow Statement (Audited)

	2017	2016
	\$	\$
Cash from Operating Activities		
Receipts from Student Fees and Charges	21,299,597	17,099,897
Government Grants Received	21,530,642	17,224,222
Interest Received	62,222	75,756
Finance Costs	(568,189)	(992,702)
Payments to Suppliers and Employees	(33,946,276)	(28,461,730)
Net Cash provided by (used in) Operating Activities	8,377,996	4,945,443
Cash Flows from Investing Activities		
Payment for Property, Plant and Equipment	(17,733,268)	(6,599,303)
Net Cash provided by (used in) Investing Activities	(17,733,268)	(6,599,303)
Cash Flows from Financing Activities		
Proceeds/(Repayment) of Borrowings	(7,126,925)	(4,956,956)
Net Cash provided by (used in) Financing Activities	(7,126,925)	(4,956,956)
Net Increase (Decrease) in Cash Held	(2,228,347)	(3,303,096)
Cash at Beginning of Financial Year	6,162,649	2,859,553
Cash at End of Financial Year	3,934,302	6,162,649



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 in 2017, the Council revisited those critical issues impacting the School, and the independent school sector as a whole, as at 2017. 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.

BANK FINANCIAL BENCHMARKS

The Association satisfies all its Bank financial benchmark requirements.

AUDIT REPORT

William Buck have conducted the annual audit and have confirmed that the Association's 2017 Financial Statements present a true and fair view of the financial position of the Association as at 31 December 2017 and the results of its operations and cash flows for the year.

The Auditors confirm that the 2017 Financial Statements comply with relevant accounting standards and legislation.

2017 STATUTORY FINANCIAL STATEMENTS

The Association's 2017 Audited Financial Statements are available for members to review

2017 PRIZE WINNERS

Year 5 Awards

The recipients of the **Outstanding Effort Awards** for 2017 are: Alana Cooper, Jessica Berry, Thomas Morton, Jaeden Cabato, Murphy O'Connor, Riya Khandar, Isabelle Holmes, Hayley Carlesso, Alex Wigginton, Sarah Mills, Emmie Moren, Alexandra Smith, Chinmayi Potturi, Shea Cain-Wherrett, Liam Pluck, Jaidah Love, Tyra Stanley, Charli O'Connor, Nadine Ridzalovic, Rhys Davey, Noah Karcoushkas, Jasvani Kaur, Brylie Pettifer, Jessica Slattery, Grace Strang, Katrina Tau, Jesse Trembath, Olivia Wymer, Kristina Bogic, Isabelle Weeks, Jasmine Georgievski, Madeline Clinton

The recipients of the **Academic Excellence Awards** for 2017 are: Srikar Buddi, Nicholas Iyer, Harry Jackson, Jake Junqueira, Mischa Petilla, Kareem Atalla, Peta Glenn, Jamie Rens, Marlee Wilson

The recipients of the **Academic Excellence/Outstanding Effort** for 2017 are:

Eva Green, Angus Ingham, Zack Burston, Isaac Fisher, Oscar Greenshields, Jazmin Park, Phoebe McMinimee, Alyssa Micallef, Aleisha Syres, Summer Wray, Jake Parton, Ella Closter, Roxy Ward

Year 5 Spelling Competition Winner: Zack Burston

Year 5 English Competition Winner: Isaac Fisher

Year 5 Mathematics Competition Winner: Oscar Greenshields

Year 5 Science Competition Winner: Oscar Greenshields

Dux of Year 5 2016: Isaac Fisher

Year 6 Awards

The recipients of the **Outstanding Effort** awards for 2017 are: Amity Pallpratt, Brodie Leahy, Makenzie Ericson, Sienna Johnston, Charlie Frederickson, Charlotte O'Connor, Indi Stanley, Jasmine Faranda, Laura Harper, Lucy Conroy, Nate Frost, Ghanuya Shaifullah, Lochie Pantazis, Ryan Dutson, Tom Trethowan, Tristan Collinson, Jade Cilia, Chloe Baira, Emma Manton, Joshua Di Mieri

The recipients of the **Academic Excellence** awards for 2017 are: Cooper Schulze, Kael Dowton, Mackai La Rocca

The recipients of the **Academic Excellence/Outstanding Effort** awards for 2017 are:

Abbey Newcombe, Abby Grahek, Abe Penny, Alexandra Lang-Boyd, Annalise Nolta, Ashleigh McGuire, Brandon Knight, Dhedeepya Chennuppalli, Ella Thomson, Emmerson Kitchin, Ethan Marchington, Evie Nathan, Jack Buskens, Jackson Brown, Jordyn Mace, Joshua Huxtable, Khayle Forsyth, Kyle McInnes, Maddox Edwards, Malak Hallak, Mohini Shukla, Oliver O'Mahoney, Omar Abdou, Riley Pittard, Riley Pridham, Rosie Green, Ryan Woolley, Samuel Seric, Sophie Bill, Stacie Oakley, Taylah Johnson, Thomas Bens, Tristen Noorman, Zoe Daniel

Year 6 Spelling Competition Winner: Benjamin Peterson

Year 6 English Competition Winner: Jordyn Mace

Year 6 Mathematics Competition Winner: Joshua Huxtable

Year 6 Science Competition Winner: Samuel Seric

Bacchus Marsh Grammar School Council Award for Citizenship and Effort is awarded to: Indi Stanley

Bacchus Marsh Grammar School Council Award for Performing Arts and Effort is awarded to: **Ryan Dutson**

The **Bacchus Marsh Grammar Staff Association Award:** **Taylah Johnson** (Citizenship) and **Tristan Noorman** (Information Technology/Community Involvement)

Rotary Awards: **Abe Penny** for Information Technology and Sport and **Jordan Mace** for Community Involvement



Lions Club Awards: Rosie Green (Citizenship), Khayle Forsyth (Citizenship/Community Involvement), Maddox Edwards (Academics/Community Involvement)

Dux of Year 6 2017: Tristan Noorman

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: Khusheen Kaur, Tamiah Matthews, Grace Riddell, Grace Sanders-Savage, Abbie Buttigieg, Tegan Gillespie, Bianca O’Keefe, Zeney Steyn, Ella Vanson, Hayley Welch, Mia Wymer, Charlotte Zirkel, Aishi Bhatia, Brianna Condon, Lachlan Murphy, Olivia Murray, Georgia Murray, Aseka Ratnayake, Zak Spiteri, Mel Wang, Ryan Winfield, Renae Agius, Lucy Barth, Jemma Collins, Acacia Dunstan, Andrew Erhardt, Liam O’Keefe, Chloe Oughtred, Jeyda Polat, Micah Toms, Hayden Whiteway, Isaac Nixon, Isabelle Bloss, Ellie Harris, Tyler Keys, Amelia Micallef, Georgia Arthana, Mikayla Cornford, Natalie Henley-Smith, Felicity McMahon, Ashley S, Charlotte Stevenson, Brylie Vella

Year 7 Academic Excellence Awards: Bhargav Venu Shastry, Harnoor Parbhakar, Chloe Allen-Sciberras, Charlotte Gowland, Liam Wilson, Duraiz Dhingra, Harshith Setty

Year 7 Academic Excellence & Outstanding Effort Awards: Mari Aninon, Aleena Antony, Monideepa Banerjee, Sadewni Dissanayake, Amy O’Hara, Tashi Saini, Maddison West, Emily Attard, Tiahn Carlesso, Olivia Gaudion, Tristen Lindner, Birony Mort, Cooper Pitts, Grace Plecas, Ethan Wintershoven, Patrick Binks, John Cusmano, Eloise Driver, Bronte Stevens-Kelso, Madeline Wilson, Poppy Burt, Deanna Rubino, Emilia Te Paa, Paige Varney, Abbey Xerri, Haley Bidwell, Jack Boddington, Ben Hutcheon, Molly Lardner, Max Mashall, Phoenix Menz, Jaimie Robinson, Janindu Somarathna, Dana Sparrius, Daniella Camacho, Sarah McInerney, Odin Otteraa, Isabelle Perry, Ilesha Spiteri, Emily Thistlethwaite, Kairav Ahuja, Xavier Hasiotis-Welsh, Alana Keating, Shelby Lowe, Olivia Ogston, Hannah Slee, Malachy Walsh

Year 7 English Competition Award winners: Elijah Parnis

Year 7 Mathematics Competition Award winner: Janindu Somarathna

Year 7 Science Competition Award winner: Janindu Somarathna & Jamie Robinson

Academic Scholarships: Janindu Somarathna, Eloise Driver, Monideepa Banerjee

John Rizzetti Prize for Dux of Year 7: Emily Thistlethwaite

Year 8 Outstanding Effort Awards: Jacob Attard, Kiera Grumont, Nahlah Imtiaz Ahmed, Chloe Elcoat, Emma Heaphy, Ella Philipps, Amy Thistlethwaite, James Wang, Georgia Chapman, Sophie Parton, Tara Parkhill, Guia Tunogbanua, Madeline Clark, Logan Hegarty, Ella Hindle, Molly Koom, Olivia Magill, Micahel Russell, Ella Frost, Kyah Marum, Emily Mills, Cara Hindle, Jessica Jagos, Prue Soley-Howlett, Lily Thomson

Year 8 Academic Excellence Awards: Stephanie Tannous, Jack Prelec-Smith, Simren Khehra, Jacob Zahra, Samuel McKelvie, Phaedon Vass

Year 8 Academic Excellence & Outstanding Effort Awards:

Zoltan Earnshaw, Hannah Farmer, Kira Findlay, Claire Newcombe, Ella Noorman, Jake Pawar, Matthew San Buenaventura, Abby Taylor, Jaz Ward, Mia White, Solomon Erhardt, Benjamin Pridham, Elsa Saultry, Eloise Shirra-Gibb, Alannah Burston, Megan Llazeza, My Ly, Jackson McMullin, Kate Streeter, Jessica Lillie, Hayley Dangerfield, Arin Patel, Aaliya Fish-Sharman, Ella Grahek, Tanai Newman-Coverdale, Toby Turnham, Clare Shankland, Sophie Wall, Ella Beazley, Pelle Castelijn, Samuel Davey, Aaliyah Moosajee, Samara Peel, Megan Seric, Lauren Shankland, Michaela Karakyriakos, Abbey Knight, Brooke McNeill, Lloyd Slimmon, Zali Ward

Year 8 English Competition winner: Matt San Beunavetura

Year 8 Mathematics Competition winner: Toby Turnham

Year 8 Science Competition winner: Megan Llazeza

Academic Scholarships: Aaliyah Moosajee, Ella Noorman, Jaz Ward

Nick Hale Prize for Dux of Year 8: Aaliyah Moosajee

Year 9 Outstanding Effort Awards: Aaliyah Bise, Indiana Bowden, Harna Farrugia, Ethan McMinimee, Alexander O’Mahoney, Sasha Bentley, Eliza Galvin, Kailani Hillyer, Connor Poulton, Maja Zdero, Alarni Christie, Madalyn Ewert, Sydney McCallum, Joshua Quinal, Angelique Ross, Ellen Vass, Madison Dipetta, Tomeka Fowlie, Christine Nguyen, Nicholas Pandza, Chantal Thomas, Nikita Wright, Tayla Aquilina, Molly Gale, Rhys Green, Lauren Oakley, Olivia Rivette, Yianna Ross, Sahilpreet Singh, Parys Battistella, Ronan Keleher, Diya Shanker, Caitlyn Welch, Brooke Wilson

Year 9 Academic Excellence Awards: Ashleigh D’Souza

Year 9 Academic Excellence and Outstanding Effort Awards: Elizabeth Grosshans, Samantha Grumont, Joshua Johnson, Vanessa Kohut, Yasmin Matthews, Elana Penny, Mackenzie Kelly, Miles Seager, Navod Senanayake, Mia Stanley, Ashlee Bawden, Sam Buttigieg, Alexandra Dellar, Jordan Fletcher, Brianna Robison, Liam Anthian, Jenna Franks, Eden Noonan, Eliza Wales, Kirra Young, Phoenix Hasiotis-Welsh, Irena Loh, Olivia Way, Caelin Currie, Grace Fisher, Alejandra Camacho, Majella McColl, Callum Thomson

Year 9 English Competition winner: Ethan Perry

Year 9 Mathematics Competition winner: Liam Anthian

Year 9 Science Competition winners: Harrison Blake

Academic Scholarships: Alexandra Dellar, Liam Anthian, Alejandra Camacho

Kevin Nicholson Prize for Dux of Year 9: Alexandra Camacho

Year 10 Outstanding Effort Awards: Andrew Donohue, Sophie Dunn, Jaime Patterson, Olivia Russell, Joel Valletta, Amber Eden-Jones, Jasmun Sidhu, Mackenzie Stewart, Graeme Frislie, Bianca Jelic, Ken Lin, Morgan Miles, Teagan Riley, Connor Anthian, Kayla Clemente, Natalie Kotoski, Tanisha Mercieca, Ethan Murphy, Caleb Noonan, Carla Rubino, Lauren Walmsley, Elexis Chapman, Zea Klemm, Bailey Parsons, Charlie Scotson, James Siketa, Christen Tzagarakis, Abbie Cadden, Sonja Debono, Morgan King, Bianca Krt, Olivia McDermott, Phoebe Soley-Howlett, Victoria Sutton, Monique Tzambazakis, Nazeeha Moosajee, Elizabeth Nuspan, Olivia Thomson, Amanda Wallis

Year 10 Academic Excellence Awards: Kai Mitchell, Saxon Dowton

Year 10 Academic Excellence and Outstanding Effort Awards: Aya Taniguchi, Georgia Burston, Gemma Dangerfield, Jarah Vincenzino, Lainey James, Elizabeth Morrell, Jamie Cabato, Chloe Woolley, Madelyn Gay, Kaiara Braybrook, Stevan Deris, Abbey Richmond, Tara Brown, Stuart Campbell, Rebecca Farnell, Grace Frederickson, Rachel Jackson, Dara King, Sarah Lunt



Year 10 English Competition winner: Benjamin Campey

Year 10 Mathematics Competition winner: Kai Mitchell

Year 10 Science Competition winner: Jack Slattery

The Kwong Lee Dow Scholars Award from the University of Melbourne: Jamiee Cabato, Dara King, Stevan Deris

Australian Defence Force 2017 Long Tan Youth Leadership and Teamwork Award: Benjamin Campey

Federation Business School Year 10 Award: Madelyn Gay

Federation University Year 10 Achievement Award: Nicholas Calleja

The Allister Cuttler Memorial Award: Elexis Chapman

Academic Scholarships: Chloe Woolley, Stevan Deris, Abbey Richmond

Dux of Year 10: Stevan Deris

VCE Unit 1 & 2 Dux of Subjects:

Jasmun Sidhu: Health & Human Development

Lainey James: Psychology

Connor Anthian: Systems Engineering

Stevan Deris: Legal Studies

Rachel Jackson: Outdoor & Environmental Studies

Callum Cody: Geography

Joseph Earnshaw: Physics, Mathematics – Specialist

Maddison Heward: Japanese

Juulke Castelijin: Biology, Chemistry, History, Literature, Mathematics – Methods

Katrina Deidun: French

Isobelle Dobai: Food Studies, Hospitality

Stephanie Trento: Music Performance VCE/VET

Michelle Aquilina: Accounting, Business Management, Economics

Olivia Coghlan: Studio Arts, Art, Textiles, Visual Communication & Design

Lachlan Rzanovski: Physical Education

Lachlan Karslake: Computing, Mathematics – General Further

Taran Pannu: Media Studies, Drama

Jessica Ewert: Australian & Global Politics

Laura Knauer: English Language

Kaylee Smith: English

Year 11 VCE Unit 3 & 4 Dux of Subjects:

Jessica Ewert: Dance

Juulke Castelijin: Psychology

Joseph Earnshaw: Systems Engineering

Olivia Peterson: Outdoor Environmental Studies

Academic Scholarships: Juulke Castelijin, Joseph Earnshaw, Michelle Aquilina

Dux of Year 11: Juulke Castelijin & Joseph Earnshaw

School Colours Awards: Sophie Dunn, Olivia Russell, Aya Taniguchi, Joel Valletta, Georgia Burston, Gemma Dangerfield, Amber Eden-Jones, Dean Henderson, Bryce Stephenson, Jarah Vincenzino, Elizabeth Morrell, Danny Osman, Anushka Sadler, Connor Anthian, Jamiee Cabato, Benjamin Campey, Kayla Clemente, Benjamin Campey, Kayla Clemente, Benjamin Eley, Natalie Kotoski, Caleb Noonan, Carla Rubino, Kane Stiegler, Lauren Walmsley, Chloe Woolley, Elexis Chapman, Charlie Scotson, Tunisha Chawla, Stevan Deris, Morgan King, Abbey Richmond, Phoebe Soley-Howlett, Victoria Sutton, Rebecca Farnell, Grace Frederickson, Rachel Jackson, Dara King, Sarah Lunt, Nazeeha Moosajee, Elizabeth Nuspan, Amanda Wallis, Matthew Congdon, Milla Place, Govind Suseel, Niamh McCallum, Owen Pugh, Lily Taylor, Caylee Thunder, Matthew Hohmann, Jasmine Bown, Luke Whittaker, Ruby Simioni, Mel Freeman, Zack Johnston, Toby Lovell, Ismar Ridzalovic, Daisy Woods

Double School Colours: Jamiee Cabato, Lauren Walmsley, Chloe Woolley, Elexis Chapman, Abbey Richmond, Rachel Jackson, Katelynn Condon, Joseph Earnshaw, Jennifer Ly, Caitlin Barraclough, Isobelle Dobai, Emily Harbison, Milla Place, Rebekah Staunton, Nicole Wright, Eleni Yianni, Mia Minto-Voss, Michael Rubino, Caylee Thunder, Naomi Best, Bailey Graham, Olivia Peterson, Chloe Dragwidge, Chelsea Grech, Shani Bullard, Jessica Ewert, Sarah Hageman, Emilee Jagos, Laura Knauer, Matthew Micevski, Kaylee Smith

Triple School Colours: Lauren Machell, Eleni Yianni, Caitlyn De Kuiper, Olivia Peterson, Jessica Ewert

VCE Units 3 & 4 General Excellence Awards:

The following students have been awarded Academic Excellence Awards for achieving an ATAR greater than 90:

Aidan Johnston, Nicholas Duffy, Mitchell Hamill, Ellie Pitcher-Willmott, Gurleen Singh, Nicholas Samson, Thomas Grimble, Lois Hunter, Samuel Franks, Georgia McIntosh, Hannah Lacy, Nathan Jackson, Chelsea Bell, Caitlin Philipps, Emily Bloom, Baylee Fletcher, Benjamin Kellock, Emma Humphries, Liana Semcesen

VCE Units 3 & 4 Subject Awards:

The following students have been awarded Subject Awards for gaining scores of 45 or above in a subject:

Mitchell Hamill – Perfect Score of 50 for Mathematical Methods

Ellie Pitcher-Willmott – Legal Studies

Aidan Johnson – Maths: Mathematical Methods & Physics

Nicholas Duffy – Media & Psychology

Olivia Peterson – Outdoor and Environmental Studies

Stephanie Trento – Psychology

Juulke Castelijin – Psychology

Joseph Earnshaw – Systems Engineering

Bacchus Marsh Coaches Dux of the School 2017: Aidan Johnson



Appendix 1

NAPLAN REPORT:

Year 3

Headlines:

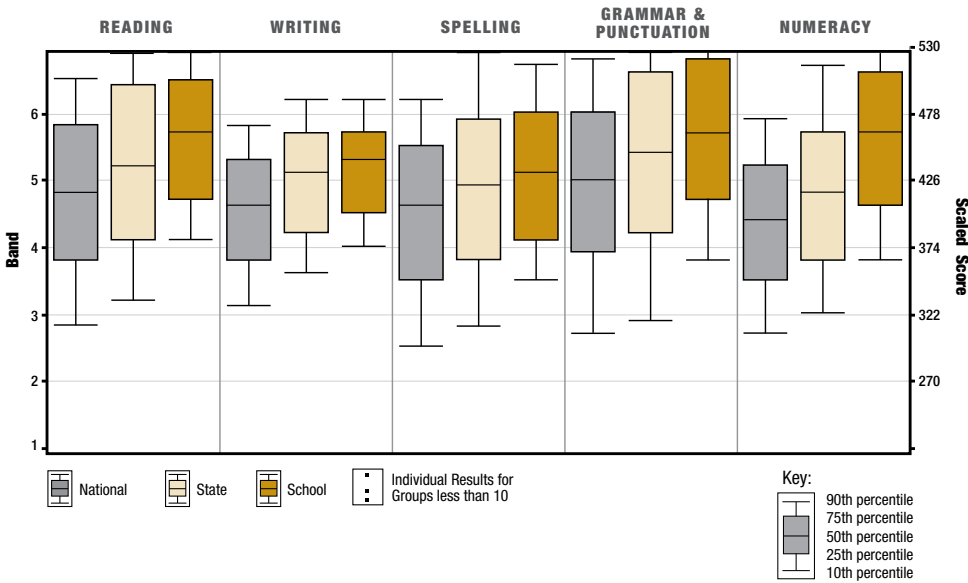
- Over two thirds of the cohort performing in Band 5 & 6 in Reading and Grammar & Punctuation
- Nearly half the cohort achieving in Band 6 for Numeracy
- No students working below National Minimum Standard in Reading, Writing, Spelling & Numeracy

Focuses for 2018:

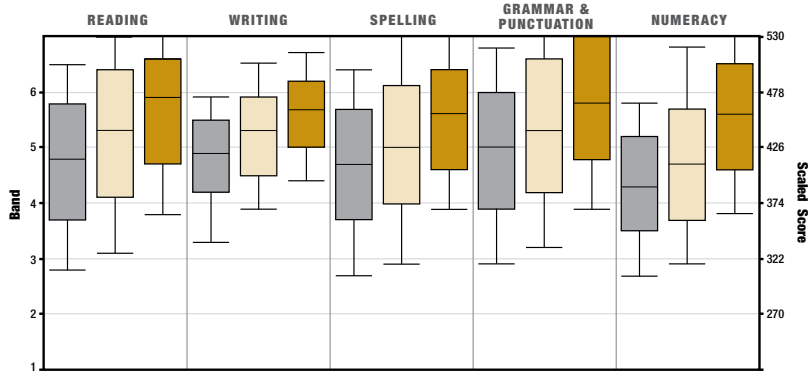
- Support for those students not achieving National Minimum Standard
- Enhancement & Extension Numeracy programs for those achieving well above standard.

2017 Grade 3 Band breakdowns

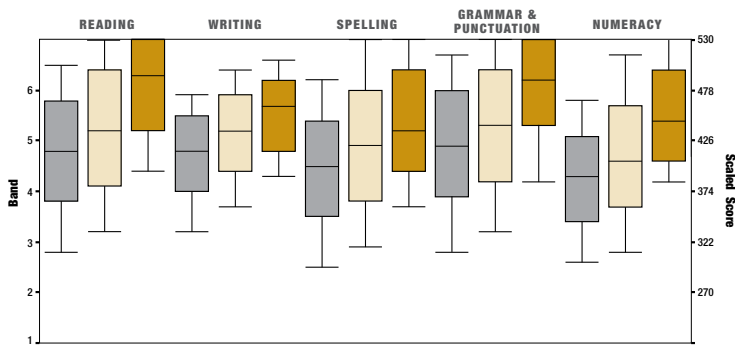
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 1	0%	0%	0%	1.8%	0%
Band 2	2.7%	0%	2.7%	0.9%	0.9%
Band 3	5.4%	10.9%	12.6%	8.1%	10.0%
Band 4	24.3%	21.8%	27.9%	14.4%	22.7%
Band 5	30.6%	52.7%	27.9%	30.6%	18.2%
Band 6	36.9%	14.6%	28.8%	44.1%	48.2%
% ABOVE National Minimum Standard	97%	100%	97%	97%	99.09%
% AT National Minimum Standard	2.7%	0%	2.7%	0.9%	0.91%
% BELOW National Minimum Standard	0%	0%	0%	1.8%	0%



Year 3 2017



Year 3 2016



Year 3 2015



Year 5 2017

Headlines:

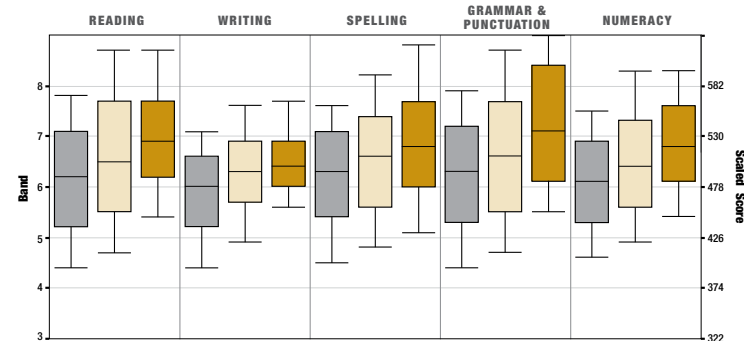
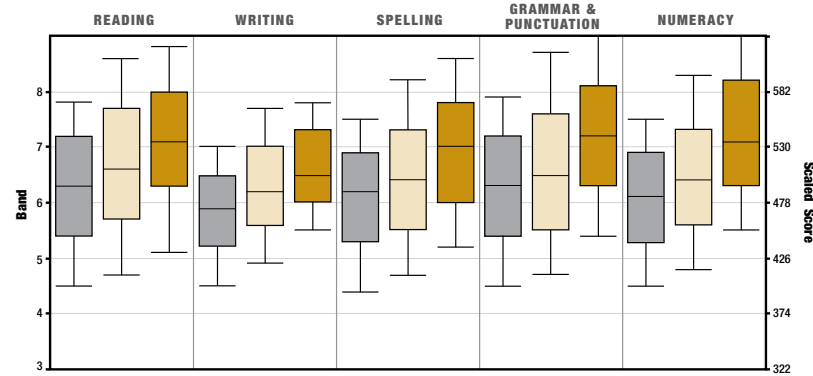
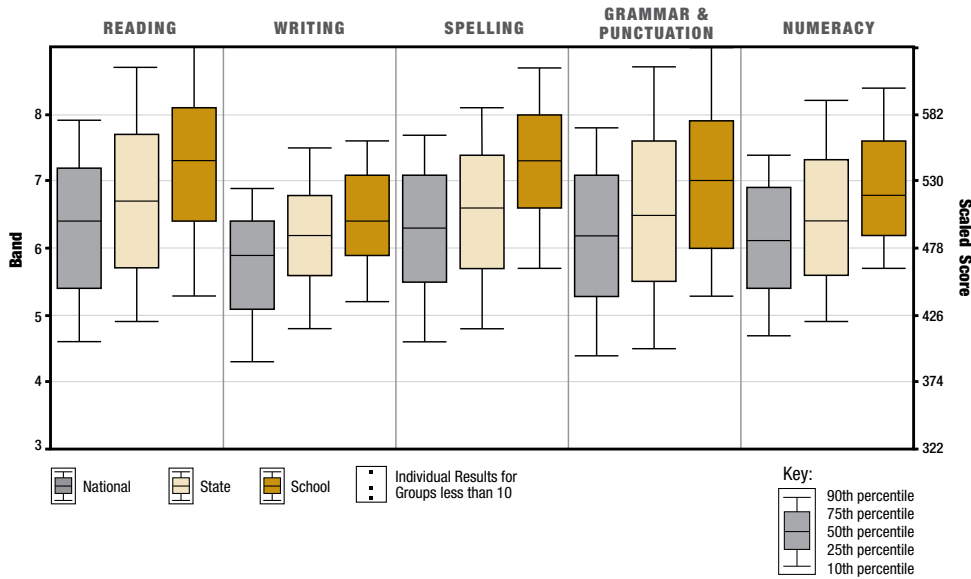
- One quarter of the cohort in Band 8 for Reading, Writing and Grammar & Punctuation
- 98% of students achieving above National Minimum Standard for Numeracy
- No students working below National Minimum Standard in Reading. With a maximum of 3.6% in Grammar & Punctuation.

Focuses for 2018:

- Support for those students not achieving National Minimum Standard, especially in Writing and Spelling.
- Enhancement & Extension Numeracy programs to push those in Band 7 & 8.

2017 Grade 5 Band breakdowns

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 3	0%	1.44%	2.88%	3.6%	0.72%
Band 4	7.91%	3.6%	3.6%	4.32%	0.72%
Band 5	6.47%	28.78%	10.79%	16.55%	15.83%
Band 6	27.34%	38.85%	25.9%	28.06%	39.57%
Band 7	32.37%	21.58%	30.94%	21.58%	28.06%
Band 8	25.9%	5.76%	25.9%	25.9%	15.11%
% ABOVE National Minimum Standard	92.08%	94.97%	93.53%	92.09%	98.57%
% AT National Minimum Standard	7.91%	3.6%	3.6%	4.32%	0.72%
% BELOW National Minimum Standard	0%	1.44%	2.88%	3.6%	0.72%



Year 7 2017

Headlines:

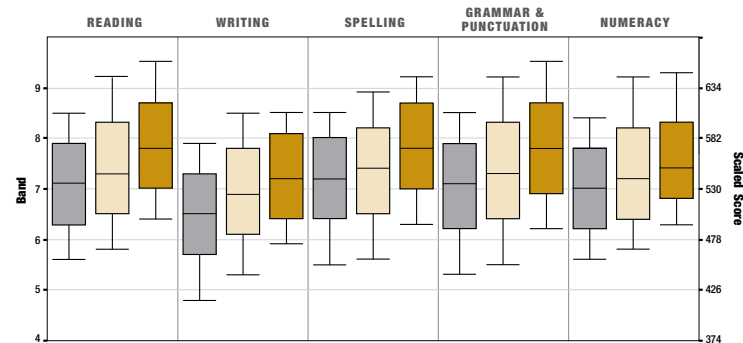
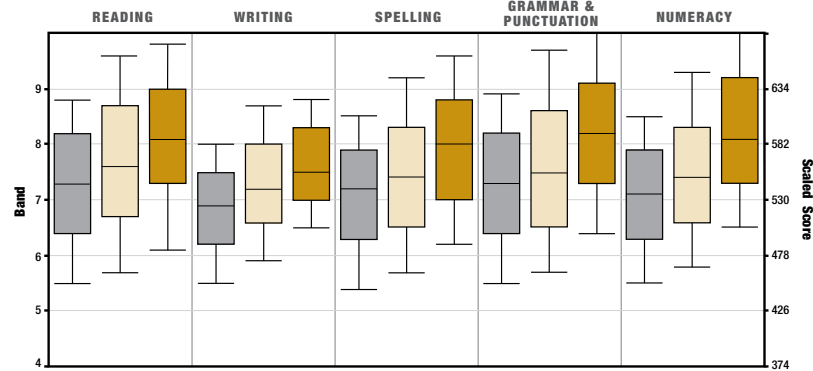
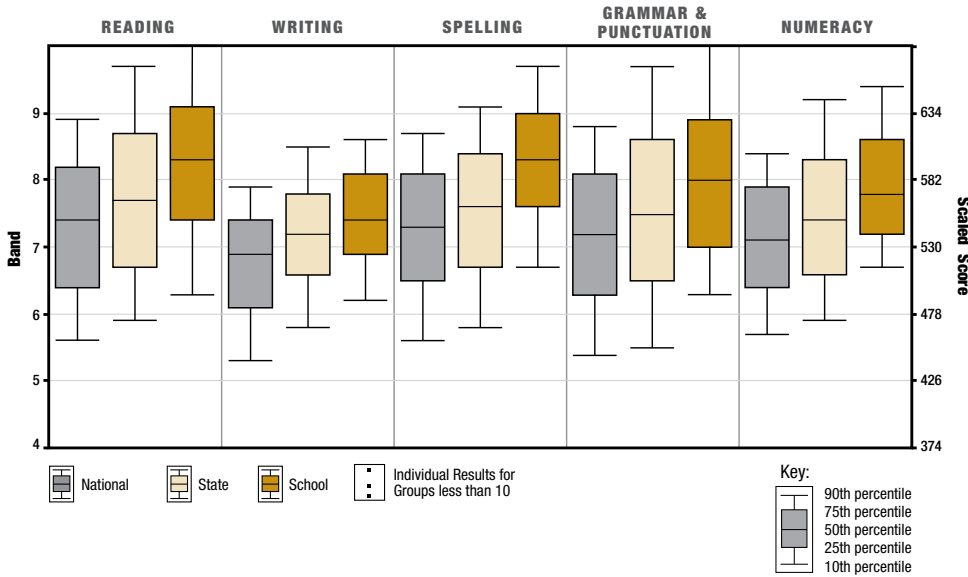
- 40 to 50% of students achieving in Band 8 or 9 in all domains except Writing
- 97% of students achieving above National Minimum Standard for Numeracy, and 95% in Reading, Spelling and Grammar & Punctuation
- No students working below National Minimum Standard in Reading or Numeracy. With a maximum of 2% in Writing and Grammar & Punctuation.

Focuses for 2018:

- School wide focus on developing Writing
- Support for those students not achieving National Minimum Standard, especially in Writing and Reading.
- Enhancement & Extension Numeracy programs to push those in Band 8 & 9.

2017 Grade 7 Band breakdowns

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 4	0%	2.05%	1.03%	2.05%	0%
Band 5	4.17%	11.79%	3.08%	2.56%	2.6%
Band 6	15.1%	26.67%	14.87%	15.38%	13.02%
Band 7	43.23%	31.79%	31.79%	37.95%	29.69%
Band 8	27.08%	17.95%	35.38%	23.59%	31.25%
Band 9	10.42%	9.74%	13.85%	18.46%	23.44%
% ABOVE National Minimum Standard	95.8%	86.2%	95.6%	95.5%	97.4%
% AT National Minimum Standard	4.2%	11.8%	3.1%	2.5%	2.6%
% BELOW National Minimum Standard	0%	2.0%	1.3%	2.0%	0%



Year 9 2017

2017 Grade 9 Band breakdowns

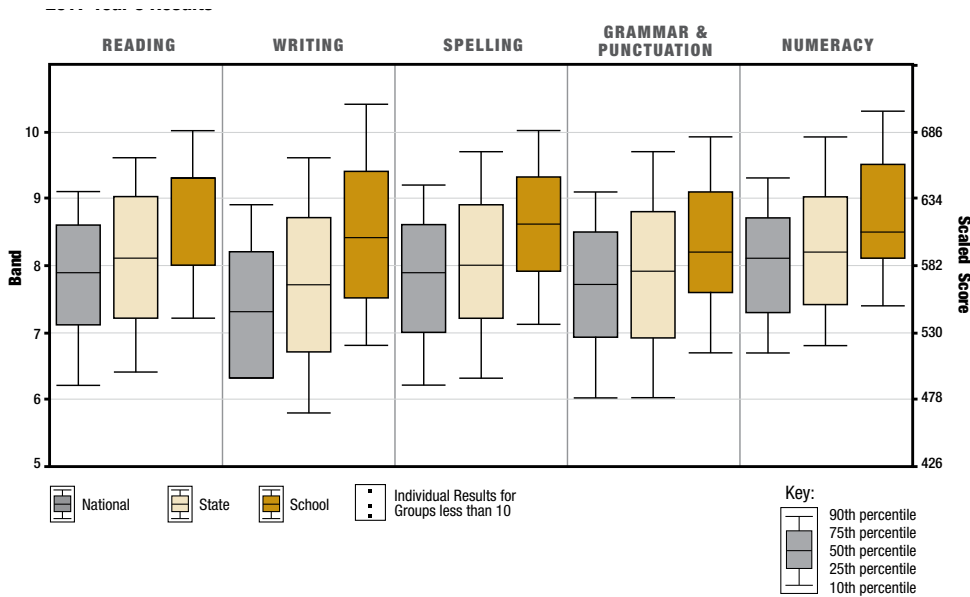
Headlines:

- 94% of students achieving above National Minimum Standard for Numeracy, and 91% in Reading and Grammar & Punctuation
- No students working below National Minimum Standard in Reading or Numeracy. With a maximum of 2.4% in Writing and Grammar & Punctuation.

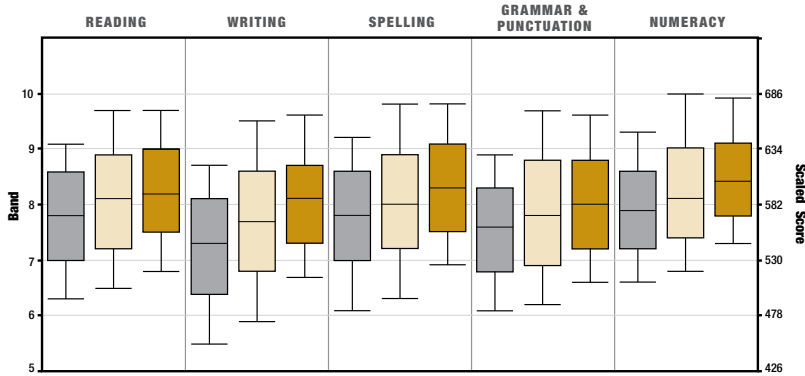
Focuses for 2018:

- School wide focus on developing Writing and additional work on Grammar for the Senior years.
- Support for those students not achieving National Minimum Standard, especially in the 4 Literacy Domains.
- Enhancement & Extension Numeracy programs to push those in Band 8 and 9.

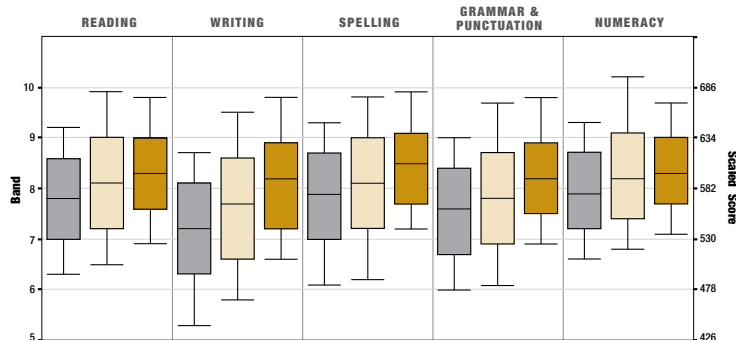
	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 5	2.3%	2.37%	1.76%	2.35%	0%
Band 6	5.75%	10.06%	7.06%	11.76%	5.81%
Band 7	16.09%	25.44%	22.94%	22.94%	16.28%
Band 8	44.25%	31.95%	32.35%	36.47%	41.86%
Band 9	20.11%	12.43%	27.06%	16.47%	22.67%
Band 10	11.49%	17.75%	8.82%	10%	13.37%
% ABOVE National Minimum Standard	91.9%	87.6%	91.2%	85.9%	94.2%
% AT National Minimum Standard	5.8%	10.1%	7.1%	11.8%	5.8%
% BELOW National Minimum Standard	2.3%	2.4%	1.8%	2.4%	0%



Year 9 2017



Year 9 2016

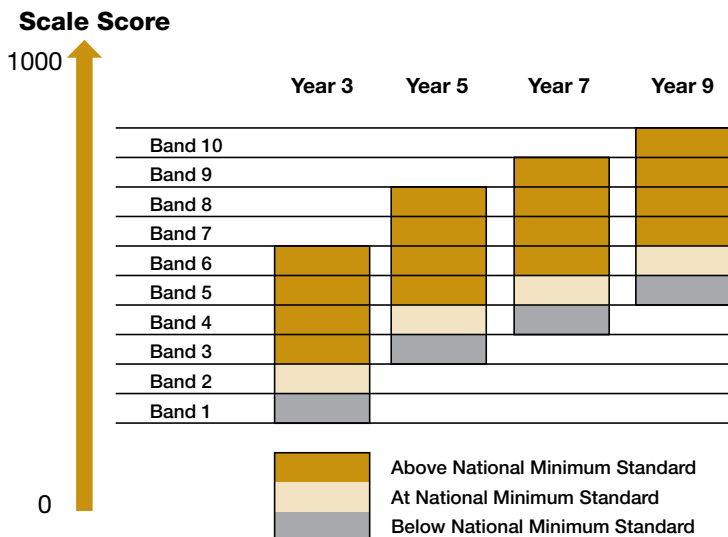


Year 9 2015



Explanation of National Standards numbers by Bands

- 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).
 - 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 2011 as it had in 2010, 2009 and 2008. This enables domains to be monitored over time.
 - Scaled scores *between* domains should not be compared. With each domain representing different skills, it is misleading to compare results across domains. 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.
- The Australian Curriculum, Assessment and Reporting Authority (ACARA) has established ten Reporting Bands within the National Assessment Program Scale. (National Assessment Program Band 1 to Band 10)
 - 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).
 - The skills generally associated with band levels in each test are outlined every year on the back page of the NAPLAN Student Report. The report template can be accessed on ACARA's NAPLAN website.
- A diagrammatic representation of the National Assessment Program Scale is provided below and shows the Reporting Band range for each year level.





BACCHUS MARSH
GRAMMAR

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Personal Assistant to the Principal

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Email: school@bmg.vic.edu.au