



RUYTON GIRLS' SCHOOL

Senior School
ANNUAL REPORT 2015



Philosophy

Ruyton is a dynamic learning community dedicated to the pursuit of educational excellence and personal fulfilment.

We aim to foster the individuality of each student in a caring and safe environment, nurturing intellectual, physical and social qualities essential for growth.

Vision

Ruyton is committed to leadership in girls' education that is recognised nationally and internationally. We will achieve this recognition when each of our students can demonstrate:

- as individuals, they are confident, resourceful and resilient;
- as learners, they are intellectually curious, versatile and can work both independently and collaboratively;
- as members of the community, they are inclusive and compassionate;
- as leaders, they act with integrity, self-assurance, initiative and an awareness of the value of service;
- as citizens, they are enterprising, creative and have a commitment to community service, sustainability and a global society.



Principal's Report

2015 has been a year of achievement and progress as the Ruyton community has striven to achieve its best and explore new opportunities, both collectively and as individuals. Our student cohort has continued to produce remarkable results in both curricular and co-curricular activities and we recognise and celebrate their endeavour, effort and achievement.

We thank our 2015 Year 12 leaders for their contribution to our community and for fulfilling their ambition to lead with effervescence and ambition. We wish them every success and happiness as they embark on the next stage of their lives and know that they will continue to contribute to the wider community as confident and articulate young women, with a strong sense of purpose.

At the start of this year we congratulated our 2014 Year 12 students on their exceptional VCE results: 65 per cent of our girls in Year 12 achieved ATARs of over 90 and there were 12 perfect scores of 50. Gillian Lim was announced as Dux of the School, with a perfect score of 99.95. All of our girls received a tertiary offer and over 60 per cent received their first preference. In addition to these outstanding results five of our girls were recognised with Premier's Awards and five girls were awarded the Australian Student Prize, a highly prestigious award with only 500 prizes awarded nationally each year to Year 12 students.

Ruyton is well known for its exceptional culture, providing a clear focus on personalised learning and the attainment of personal best for each student. Alongside our academic studies the co-curricular activities and opportunities are a valuable component of a Ruyton education and support a productive and balanced approach to life. This year we have once again seen our girls engage in a wide range of activities, demonstrating risk taking, experimentation, creativity, personal growth, and most importantly, enjoyment.

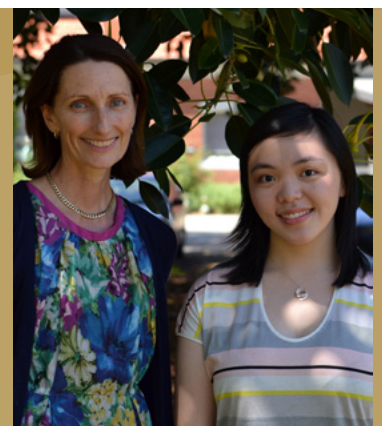
Students have demonstrated their talents and skills through a variety of student concerts, soirées, productions, eisteddfods and collaborations with Trinity Grammar School and Scotch College this year. We saw the introduction of the Years 7 and 8 play, with the wonderful performance of *Hating Alison Ashley*, ably led by Drama Co-ordinator, Ms Michele McNamara and involving over 80 girls. The Music Department took part in Generations of Jazz music festival at Mt Gambier for the first time, with our Stage Band and Madrigals representing the School with distinction.

Ruyton girls continued to show that they are a force to be reckoned with in the sporting arena. In a field of 24 girls' schools, our girls have excelled in the Girls Sport Victoria (GSV) carnivals, placing first in Cross Country, second in Swimming and third in Track and Field. Our Cross Country squad continued to demonstrate its excellence in terms of results, succession and individual and team development, winning three Victorian titles, the All Schools Road Relays, the All Schools Cross Country Relays and the All Schools Cross Country Championships. Our rowers completed their most successful season in the history of rowing at Ruyton, with their most notable achievements being the Senior Division 1 Quad Scull and Year 10 Division 1 Quad Scull winning titles at the Head of Schoolgirls Regatta, and the Senior Division 1 Quad Scull also winning both the NSW State Championship and the National Championship.

Debating has long been a strength of our girls and this year we saw new opportunities arise. Our Junior School Girls took up debating with gusto, recognising the International Day of the Girl Child in their debates with Trinity. The Debating Captain role was extended to Debating and Forums Captain, extending the opportunity for senior girls to engage with experts on challenging current topics.

Through New Horizons, camps have continued to provide our Junior and Senior School girls with curriculum experiences beyond the School, a range of activities that challenge them to take risks, learn new skills and work and live collaboratively.

Student Voice and Leadership are an essential part of a Ruyton education and 2015 saw additional opportunities for our girls emerge through structured programmes and through student initiative. Student-led pledges at Junior and Senior Assemblies to recognise National Day Against Bullying and Violence left a lasting impression and demonstrated a strong sense of standing together against such acts, as did joining Safe Schools Coalition Australia (SSCA), demonstrating a commitment to build a culture that is free from prejudice and supports equality for all.



Principal's Report (Continued)

Our Year 10 Exchange programme continued to provide a unique opportunity for a number of girls to experience schooling in a different setting in another country. The programme was extended to include three additional schools this year: Crofton House in Canada, King's School, Bruton and Oakham School in the UK. During the September holidays a group of very excited students and staff embarked on our first Space Tour, attending Space Camp USA in Huntsville, Alabama and visiting the Kennedy Space Centre in Orlando, Florida. Our thanks to Mrs Susan Fryer, Dean of Science, for her organisation of this amazing experience.

Personalised learning remains the central tenet guiding our professional learning programme, with staff continuing their learning and honing their expertise in relevant areas as they review and refine learning and teaching programmes.

Staff, students and parents have explored the benefits of Mindfulness for learning this year. With a focus on training attention to live more consciously and fully, utilising our time better, and fostering a growth mindset more conducive to learning, students and staff have engaged in programmes and courses under the guidance of Mrs Evie Bowtell, Junior School Counsellor, who is experienced in this area of study and practice. We look forward to developing this focus in 2016 and beyond.

As part of our Digital Strategic Plan Mr Brett Moller joined the staff this year as the Director of Digital Learning. Working closely with our IT staff and Digital Learning Mentors, this team has provided strong leadership and support for our staff and students as we continue to reimagine learning and teaching opportunities in a rapidly changing educational landscape. Staff and students have worked collaboratively to explore and embed meaningful digital learning experiences in our curriculum with the use of digital devices ranging from iPads, to 3D printers, to programmable drones.

As we live in a progressively complex, interconnected and technological world we are increasingly recognising the connection between science, technology, engineering and mathematics (STEM), as well as the importance of the arts and literature in the world of innovation. Science week this year at Ruyton focused on the need for blended mastery of STEM with arts and humanities and continued to promote curiosity, collaboration, problem finding and problem solving. The introduction of experiences such as a Maker Fair, Coding, Junior Engineers in the Junior School, and a Multimedia unit for Years 7 and 8 students have provided our girls with increased opportunity to explore, invent and create in our rapidly changing world.

2015 has seen the completion of the new Margaret McRae Centre. This major building project includes Science facilities, Year 7 and 8 learning areas, Drama studios and an Events space for the Ruyton community. Clearly focused on providing flexible learning opportunities, this Centre marks a new era in learning at Ruyton. Students and staff moved into the Centre during Term 4, with the official opening scheduled for early 2016. Thank you to everyone who has made a personally meaningful donation towards the campaign and supported Ruyton in providing the best possible learning environment for our girls now and into the future.

The refurbishment of both the Courtyard Café and the top floor of the Jacobs Building/Prue Gillies Centre has begun and will be completed for the commencement of the 2016 academic year.

Plans for the redevelopment of the Junior School precinct were finalised this year and work will commence over the December/January holidays, to be completed by the end of 2016. This project will provide our Junior School community with exciting and flexible spaces to best support learning and build on our strength of connection and community. Thank you to our students, parents, teachers and neighbours for their patience and understanding during this extended period of construction.

The strength of Ruyton is always the engagement of our community. Thank you to our many volunteers, particularly our Old Ruytonians and parents, who make sure that our culture of involvement remains strong and ensure that we continue to provide so many opportunities for our girls and our old scholars.

Our many successes as a community would not be possible without the dedication and professionalism of our staff. I thank each and every one of our teaching staff for their commitment to excellence and their resilience in dealing with change this year. Most importantly I thank them for inspiring our girls to achieve their best. Our administrative and support staff, co-curricular instructors and maintenance team have all contributed to the excellence of Ruyton and the spirit of our community. I thank them for their hard work, commitment and positive approach to their work.

Recte et Fideliter.

Ms Linda Douglas, Principal



Learning and Teaching

'At Ruyton we place strong emphasis on the value of personalised learning, acknowledging that students learn in many different ways as we develop an understanding of each individual as a learner. Girls are empowered to engage in a variety of rich learning experiences designed to develop independence and promote risk taking in their learning. They are supported and challenged to reach their full potential intellectually, physically, emotionally and socially.'

This statement encapsulates our pedagogy and practice at Ruyton, and in 2015 personalised learning has been the focus of our Professional Learning Programme. Extensive work has been undertaken with Dr John Munro from the University of Melbourne Graduate School of Education, exploring a framework of knowledge that underpins all learning. Teachers from across the School have also taken part in a series of Harvard Project Zero 'Mini-Courses', collaborating in teams to undertake units such as 'Teaching for Understanding', 'Making Learning Visible' and 'Educating for Global Competence'. In the Art programme teachers have used strategies explored in the Harvard courses to encourage students to 'dive more deeply' into the work they were investigating, using thinking routines to explore works of art in depth, and collaborating, creating and thinking in insightful, complex and meaningful ways.

Throughout the year, all teachers have worked in a Teacher Inquiry Group to explore the question 'How can Digital Tools Personalise Learning?' These projects culminated in a showcase event where all teams shared their learning with colleagues. In Early Learning the focus of this project has been the implementation of 'Story Park', an online platform that provides a communication tool between educators and parents. A project with the goal of increasing girls' understanding of mathematical concepts through an authentic, practical investigation was an exciting collaboration between Year 4 classroom teachers and Physical Education staff. Promoting inquiry-based and personalised learning and self-motivation to achieve one's personal best, each girl in Year 4 used the web-based programmes Active Globe and Fitbits to set personal goals and engage in physical activity to promote fitness, at the same time developing their mathematical skills in their data analysis. The Humanities Department project involved exploration and application of a range of Google Apps, including Docs, Slides, Forms and Google Earth, in order to create a more collaborative classroom approach, and to provide teachers with greater insight into the individual contribution of each student in collaborative tasks.

Formative assessment and feedback are fundamental to the personalisation of learning. A wide range of digital applications have been utilised to inform learners and teachers about student learning progress and to make decisions about the next steps. In the English department tools such as the Explain Everything app are used as a means of assessment to give individual feedback to students and to provide an opportunity for students to reflect on their own learning. In Languages Other Than English (LOTE) and Science classes, students use interactive formative assessment tasks created using applications such as iBooks and Quizlet, allowing students to work at their own pace with an appropriate amount of challenge and support, and to receive immediate feedback on their learning. The implementation of online pre-testing in the Mathematics programme provides students and teachers with immediate feedback and is used to determine subsequent learning pathways for the girls. Reflection by learner, teacher and parents following summative assessment tasks has also been introduced in the Year 7 and 8 Mathematics programme, reinforcing the value of feedback and personal reflection. The Performing Arts programme provides an extensive range of opportunities for learners to understand and express themselves as individuals, building teamwork, initiative, collaboration and personal growth. Digital applications such as LoopyHD, Sibelius and Garage Band have been utilised to allow students to create their own compositions, and performances are regularly recorded digitally, allowing for instant student reflection and feedback.

Inquiry-based learning units in the Junior School have enabled students to consider big ideas, develop their own questions and problems, and investigate concepts within an authentic context for learning. Promoting curiosity and ownership of their learning, students optimised the use of digital tools to collaborate, curate information, create and communicate their learning. This approach to learning has been strongly supported by the School Library, where the curriculum builds students' information to knowledge competencies, fostering the development of sophisticated information and digital literacy skills, and building an understanding of academic honesty based on ethical and safe online competencies.



Learning and Teaching (Continued)

Engagement in Science, Technology, Engineering and Mathematics (STEM) is greatest when girls can identify a personal connection with the learning and see the moral purpose in problems worth solving. A new unit in the Year 7 and 8 Learning Enrichment Achievement Programme (LEAP) has encouraged girls to immerse themselves in a range of activities exploring emerging technologies. From programming drones and robots to designing useful items to be 3D printed, the girls have been challenged to explore how each of these technologies can benefit humanity. Science Week provided an opportunity for students across the School to engage in a range of real-life STEM experiences, including classroom visits and presentations by Professor David Karoly, an internationally recognised expert in climate change and climate variability, and Astrophysicist Dr Sarah Sweet, as well as a week long Maker Fair in the Junior School. A highlight for 25 girls this year was the opportunity to attend Space Camp in Huntsville, Alabama. The Advanced Space Academy programme aims to inspire and motivate young people from around the world to join the ranks of space pioneers and to spur imagination in the fields of STEM, to provide students with the necessary skills for the economy of the future.

For learning to be truly personalised, students must understand themselves as learners. In the Health programme, the focus is on developing personal strength and resilience in students, as well as providing them with knowledge to make good choices about their learning and wellbeing. The Individual Learning team undertakes extensive testing and evaluation to identify the learning needs and strengths of students. Girls are supported to build on their strengths and develop their skills to ensure ongoing progress in all learning areas. Individual Learning staff work collaboratively with classroom teachers to ensure that all students, including those with specific learning needs, English as Another Language, and those identified as gifted and talented, are supported and challenged appropriately in all learning programmes.

Student Leadership

'From little things, big things grow ...'

Mr Paul Kelly's famous words provide a metaphorical reminder that fundamental change often has small beginnings. The leadership programme at Ruyton is flourishing and going from strength to strength.

Ms Carla Bond and Mr Ross Baker took on the new roles of Prep-Year 2 Co-ordinator and Year 3-Year 6 Co-ordinator respectively. This initiative reflects our commitment to nurturing a strong sense of belonging for both students and staff and the development of programmes tailored to the needs and interests of the girls. The introduction of Prep to Year 2 Assemblies has enabled the Year 2 girls to take up an additional leadership role within the Star Sister programme. During each Assembly the girls participate in a Mindfulness session and each year level takes turns to share their current learning. These opportunities build on the strength of community and connection and enable our youngest girls to develop as confident and articulate speakers.

In keeping with the theme for the Year 6 Leadership Programme for this year, 'Discover the Leader within You', we have challenged all of the Year 6 leaders to create their own pathways as leaders and to leave a unique legacy that they can be proud of. The Year 6 students attended a leadership day with the Year 6 Trinity boys where they were inspired by guest speakers, including the children's book author Mr Andy Griffiths. A new focus team was established as part of the Year 6 Leadership Programme this year. The Cultural Diversity Team encourages students to learn about, recognise and celebrate different cultural days and events.

In Senior School, we have broadened the definition of leadership and established a sequenced programme of skills development from Years 7-12. The responsibilities of Form Captains were expanded throughout the Senior School, Year 11 and 12 Student Leaders roles were introduced and the responsibility for guest-speaker forums was added to the role of Debating Captain. An inspiring leadership presentation Speaking Up, Speaking Out from inaugural Forum speaker Chief Magistrate and Justice of the Family Court, The Honourable Sally Brown was well received by the Year 11 and 12 girls and we very much look forward to the evolution of the forum series. We also tapped into the skills of those students who lead by quiet example, providing opportunities to demonstrate these alternative forms of leadership. This sort of 'facilitative leadership' by non-elected leaders was evident during our recent Orientation Day when our Year 11 volunteers ran a series of games and ice-breaking sessions with our incoming Year 7 students for 2016. The older students' maturity and guidance ensured that the girls'



Student Wellbeing

first taste of secondary life was a friendly and welcoming one. Providing opportunities of this nature to a wider range of students has gone a long way towards the democratisation of leadership roles within the School, embedding the notion that all have something to contribute.

Year 7 and 8 students were encouraged to become more responsible, empathetic and inclusive in their interactions under the nurturing influence of the Year 11 and 12 student leaders. Working with High Resolves, an external organisation focused on developing global citizens and leaders to act in the long-term collective interest of humanity, reinforced these leadership goals and their programmes proved an outstanding success.

As girls progress into Years 9 and 10, the focus shifts to leadership within groups, such as the Student Representative Council, the Sustainability Committee and the Community Service Committee. The key focus of the Community Service programme was fundraising for the Cystic Fibrosis Foundation and Destiny Rescue, which aims to end child sexual exploitation and slavery in developing countries. Funds also went to both the Collingwood Language School and The School of St Jude's in Tanzania.

With service to others being at the forefront of our leadership programmes the Year 9 girls prepared food for Melbourne's homeless through FareShare while the Year 10 girls hosted an annual picnic and raised money for the Bulleen Heights School. Many girls supported World Vision through the 40-hour famine and raised \$3300 for Oxfam's Nepal Response. Finally, the Wesley Mission food-drive delivered non-perishable food for families in need. Whole school campaigns have also included the UN Walk for Women and fundraising for the victims of the Nepal Earthquake. A passion for environmental advocacy has continued to be promoted through the leadership of the Sustainability Captain in the Senior School and in the Junior School by the Green Team.

The format of the Year 11 Leadership Camp programme was redeveloped to provide appropriate training in problem-solving and interpersonal skills for those about to embrace whole school leadership roles. The reintroduced Citizenship Awards continued to extend their profile within Senior School, acknowledging and commending those who lead by example and make a difference for others through their actions.

While each leadership initiative is small when considered in isolation, like a tsunami that is barely discernible offshore, we believe something big is building which will come rolling in over successive years.

Ruyton is proud of its caring and collaborative community, in which we aim to equip the girls with the skills, motivation and confidence to face challenges in our complex world today and to equip them to become accomplished global citizens.

Our girls have immersed themselves in real world issues and recognised that students – no matter their race, religion, culture or sexual orientation – should feel they are appreciated and respected. This premise has been the basis for a number of wellbeing initiatives undertaken this year. We have continued to build upon a culture of tolerance and inclusion. At special Junior School and Senior School Assemblies early in the year student leaders rose from their seats to make a pledge, *'Inclusion begins with me. I commit to ...'* until the entire School stood as one, united in its determination to continue to stamp out behaviours that undermine the cohesion of a school community.

The Junior School Counsellor, Dr Evie Bowtell, has led our exploration of Mindfulness across the whole School, involving staff, students and parents, a key component of our wellbeing strategy throughout the course of this year. The trialling of new programmes in some Junior and Senior years, along with the maintenance of already successful practices in other year levels, has created a dialogue that has deepened our knowledge and provided strong foundations for our future direction. Throughout the year a team of Junior School teachers has been engaged in developing and contributing to the review of a new programme called Five Ways to Wellbeing, which incorporates Mindfulness, health and digital literacy.

A review of transition programmes, especially at the Prep level, has enabled a smoother transition for girls moving from the Early Learning to Prep. This has included the introduction of an annual picnic where the current Prep students create a gift for the new Preps, providing them with all of the information that a new Prep girl will require, from the perspective of six year old. Early Learning students have made visits to the Prep classrooms in Term 4 where they observed similarities and differences between their own learning environment and the Prep's space.

The growth in independence and social skill development of the girls through the Year 4 South House programme, in its second year of operation, has been notable. This programme equips the girls with the skills to negotiate challenges and manage relationships that are positive and mutually beneficial. It has also challenged us to rethink the experiences and opportunities for girls in Years 5 and 6.



Student Wellbeing (Continued)

To offer more diverse opportunities in the co-curricular programme Junior Engineers, Chess and Debating has been introduced. This will continue to be a focus in 2016, as we ensure that a wide-range of programmes is available to our girls.

In the Senior School new Years 7 and 8 pastoral programmes included discussions revolving around the nature of healthy friendships, the qualities that the students valued in their close relationships and the effect of rumours on relationships. Years 11 and 12 student leaders assisted in facilitating discussions on how to navigate common friendship issues faced by teenagers. A useful addition to the programme has been the utilisation of resources from the Ophelia Project, a non-profit organisation whose mission is to help create a safe social climate for all children.

Development of study skills and work habits, taught in conjunction with the growth mindset mantra, commenced in Year 7 with a focus on organisational strategies and monitoring action plans with a personal 'Goal Thermometer'. The new Buddy Programme, involving Year 7 and 11 girls, included social activities directed at establishing a bond between the girls, along with learning experiences, such as mentoring the Year 7 students to manage their homework.

Our School counsellors worked with the senior students by providing practical suggestions on how to manage anxiety by establishing good habits, a balanced lifestyle, practising Mindfulness and avoiding negative self-talk. Pilot study skills programmes in Year 11 centred on focused learning and adopting an independent and self-disciplined approach to minimising distractions.

In recognition that our students are young adults who are on the cusp of acquiring a much greater degree of independence, it is important that they are exposed to the realities of the world. Building on the Keys Please driving programme at Year 10, this year Fit to Drive for Year 11 students has been introduced. Year 12 marks the last chapter in students' sessions with Mr Paul Dillon from Drug and Alcohol Research and Training Australia (DARTA) who very candidly discussed numerous issues related to risk taking and harm minimisation. Complementing this initiative, the organisation Red Frogs presented to students on 'Staying Safe at Schoolies'.

The Expanding Horizons Programme has been reviewed and renamed New Horizons. The programme is undergoing redevelopment to expose girls to real world challenges and risk taking in new and varied environments. The experiences are designed to allow the girls to extend themselves and to become aware of self and others. At age appropriate levels these include camping in tents and, at senior level, physical challenges, such as a whitewater rafting expedition and a seven-day bushwalk.

As a collaborative community the Parents of Ruyton (POR), working with the School's Senior School Counsellor, Ms Elise Conabere, facilitated an informative parent education programme, organising a number of seminars led by field experts. Our Growing up Digital series took place earlier in the year, continuing the involvement of Ms Robyn Treyvaud, founder of Cyber Safe Kids. Two workshops for parents were held: Distraction, Multi-tasking and Time Management, and Growing Up Digital: A Student Perspective. The Fathering Project, a non-profit organisation from Western Australia, provided an informative evening where fathers were invited to explore the importance of their role and to share strategies to assist each other in our busy world. In addition we have been privileged to have Dr Craig Hassed speak to teachers, parents and students alike about Mindful Learning, covering the science, practice and philosophy of mindfulness and how it applies to learning, health and emotional development.



School Community

The Development Office is a thriving place, where a myriad of activities occur to support the unique Ruyton community.

The Parents of Ruyton (POR) has continued with its community building and developing new friendships, through organising social events for both parents, and supporting girls in their education and extracurricular activities. Aply led by POR Co-Presidents, Mrs Donna De Bortoli and Mrs Sue McLeish, we thank them and all our enthusiastic parent volunteers for their support this year. With funds raised from the annual Luncheon where the speaker was Old Ruytonian Ms Jane Hadjion ('01), to the biennial Ball, the POR has contributed to our target in the Capital Campaign to raise funds for the new Margaret McRae Centre. This year, in order to support the office for Performing Arts in a more streamlined way, Friends of Ruyton Drama Association (FORDA) and Friends of Ruyton Music Association (FORMA) were amalgamated into one group, Friends of Ruyton Performing Arts (FORPA). In addition, the Parent Education Seminars continued, with speakers such as Ms Robyn Treyvaud with the Growing up Digital series, Mr Kim Grist from The Fathering Project and Dr Craig Hassed presenting on Mindfulness.

As part of our commitment to continual improvement, a number of student-listening groups were held this year. These provided staff with valuable feedback in regard to our learning and teaching programmes, which has been used to inform our future directions. Our community surveys involving students, staff and parents rated Ruyton substantially above the average in the following; academic achievement, co-curricular involvement, health and safety, facilities and resources, personal and social development, parent and community involvement, and student morale.

The Ruyton Velo Group consolidated its operation this year and has seen numbers steadily increasing for the early Sunday morning ride once a month. Ruyton Athletic has made changes, and now trains and competes with Box Hill Athletics Club to provide track and field competition opportunities for girls throughout the year. A number of Old Ruytonians also train with the Box Hill club.

2015 saw a very successful Capital Campaign, raising funds to support the building of the new Margaret McRae Centre. At the time of publication we can report that we have raised over \$850,000 the largest amount ever in the history of Ruyton campaigns. Our success is founded on the generosity of our community as we all work together as a team to provide opportunities for future generations of Ruyton girls. Over 110 individuals or families have donated to this campaign. We are most thankful for donations which have been received from current and past parents, current and past staff, as well as past students. We are also indebted to the tireless efforts and support of the President of the Ruyton Foundation, Mr Peter Kanat, and to members of the Capital Campaign Committee in this venture. This new Centre, with its state-of-the-art science laboratories, drama and community spaces, and areas for Years 7 and 8 girls provides opportunities to further strengthen teaching and learning opportunities.

The Old Ruytonians' Association (ORA) continues to maintain invaluable connections with our past students. Under the Presidency of Ms Sarah Blyth ('07) the ORA has continued to support many reunions this year for the classes of 2014, 2010, 2005, 1995, 1985, 1975, 1965 and The Golden Girls, an interstate reunion in Western Australia, as well as numerous year level 'catch-ups'. The oldest past student who attended a reunion was from the class of 1938. The ORA also conducted an extensive survey of its members to ascertain what, if any, additional activities were appealing. The results indicated strong support for the establishment of a mentoring programme, for gallery tours, a walking/running group and more networking opportunities. On the ORA Facebook page Throwback Thursdays was introduced, posting photos from the Archives, and this has provoked widespread engagement with past students. We are very grateful for the enthusiastic support from all the ORA Year Level Representatives who assist us, and also from the dedicated members of the ORA Committee.



School Community (Continued)

To reflect Ruyton's philosophy of individualised learning, the Development Office launched an exciting initiative with the online *Build Your Own Prospectus*, where prospective parents are able to design a personalised prospectus for their daughter. In addition, we saw the successful publication of the biannual *Ruyton Reporters* in print and as eBooks, *The Ruytonian*, with its theme of travel, and with individualised front and inside covers, the *Wednesday Weekly*, the collection of Senior School students' short stories in *Scripsi* and various marketing publications in the wider community.

We have made great progress with the collation and organisation of material for the Archives. With the continued assistance of former student, Ms Alex Caldwell, the digitisation of Ruyton's photographic albums has continued throughout 2015. At time of writing, we have six albums digitised and processed. In addition, three Year 9 students, as part of their volunteer experience for the Duke of Edinburgh Award Scheme, have been working towards digitising our collection of Ruytonian magazines. They have now processed 29 issues of the magazine published between 1909 and 1924. We have received several donations from the community this year, including a blazer from Ms Alex Caldwell, a hat and a home economics book from Ms Janine Greenwood, a collection of items from Ms Sally Dean, photographs and reports from Ms Ann Pavey, which belonged to her mother, Mrs Dorothy MacGruer, magazines and a prospectus from Ms Naomi Louttit, and photographs from Ms Jan Walker and Ms Helen Gordon. The archives office has received 11 external requests for information and research in relation to our collections and seven internal requests.

With 13 active parent groups we continue to be most grateful for the level of community engagement and generosity - the investment of time and talents of our volunteers makes the Ruyton community a richer place: a place where families are connected, girls are supported in their co-curricular pursuits and our School continues to 'punch above its weight' in so many areas. It is wonderful to have volunteers involved and supporting the students in so many areas and we sincerely thank you.

School Performance

FINANCE

Financial year ended 31 December 2014

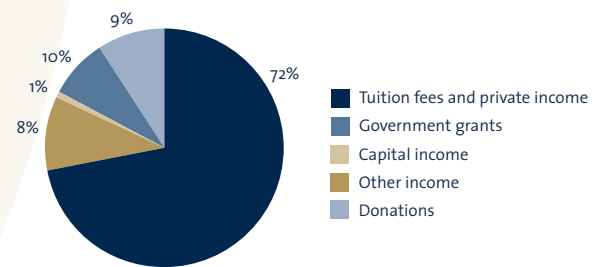
We are pleased to report that, in 2014, all key budget parameters were met and the financial position of Ruyton Girls' School continues to remain sound. In addition to the prudent financial management of our day-to-day activities, Ruyton has a constant improvement programme in place for the facilities at the School to ensure that the students and staff have access to the spaces, equipment and technology necessary for the delivery of our programmes.

The realisation of the School's Master Plan continued in earnest with the completion of the South House redevelopment and the commencement of the construction of the new McRae Building due for completion in 2015.

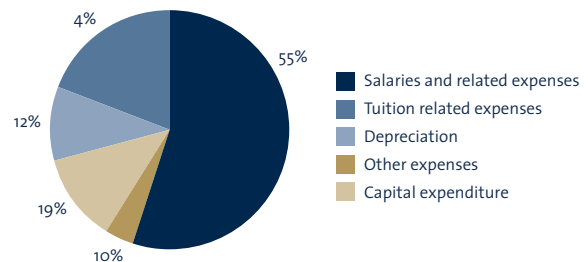
During 2014 a significant donation was received by the School, being The Wardynski's Residence at 25 Selbourne Road. This property is being put to good use by our Development Team and Ruyton community groups.

Pie charts the following:

Income



Expenses



Ms Leanne Sparkes, *Business Manager*



ACADEMIC

Dux:

Gillian Lim

Scores above 99.00:

Gillian Lim (Dux)
Alice Adams
Isabella Beischer
Elaine Chan
Joanna Cookson
Ann Du
Emma Fox
Tesse Kimber
Juncai Luo
Chenyi Mao
Pearl Paguio
Shalini Ponnampalam
Lauren Sibree
Deanne Xu

Scores of 50 (Perfect Study Scores):

Lauren Sibree (Business Management, English, Health and Human Development)
Gillian Lim (Art, English)
Laura Aldous (Drama)
Joanna Cookson (History: Revolutions)
Ann Du (Economics)
Tesse Kimber (Biology)
Grace Nix (Media)
Shalini Ponnampalam (English)
Katie Yang (French)

ATAR Scores:

99.95:	1 student
Above 99.00:	22.6%
Above 90.00:	64.5%
Above 80.00:	82.3%
Above 70.00:	90.3%
Above 60.00:	95.2%
Above 50.00:	98.4%
Above 48.00:	100%

2014 Monash Scholars

Sarah Cheang
Roshica Ponnampalam
Laura Powell

Year 11 Prizes awarded in 2015

Catherine Wood Scholarship: Sophie Kleiman and Grace Yuan

Other Awards:

Premier's Award for Art: Gillian Lim
Premier's Award for Drama: Laura Aldous
Premier's Award for Economics: Ann Du
Premier's Award for English: Lauren Sibree
Premier's Award for History (Revolutions): Joanna Cookson
Australian Student Award: Alice Adams, Joanna Cookson, Gillian Lim, and Lauren Sibree

Published post Year 12 destination information for 2014 students

Each year the information provided by VCAA (Victorian Curriculum and Assessment Authority) for individual schools is published in the newspapers in May. The published data relates to senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training in a trade, and attaining a Year 12 certificate or equivalent vocational education and training qualification, and post-school destinations. Ruyton's data is listed below.

VCAA School number: 01176

VCAA School name: Ruyton Girls' School

Address locality: Kew

VTAC Data

Tertiary Applications and Offers

University Offers %	98.4%
TAFE/VET Offers %	1.6%
Any Tertiary Offer %	100%

On Track Survey Data 2015

Year 12 completers consenting to On Track (Actual Number) 55

In Education and Training

Bachelor degree enrolled %	90.7%
Deferred %	2.3%
TAFE/VET enrolled %	2.3%
Apprentice/Trainee %	2.3%



School Performance - Academic (Continued)

Not in Education and Training

Employed %	0%
Looking for Work %	0%

Tertiary Destinations

University	98.4%
TAFE	1.6%
ACU	15.5%
ANU	3.3%
Deakin University	9.7%
La Trobe University	3.3%
MIBT (Private provider)	1.6%
Monash University	25.8%
RMIT	12.9%
University of Melbourne	35.5%
William Angliss TAFE Degree	1.6%

COURSE INTERESTS AREAS

(Number of students)

Double Degrees	11
SCIENCE and HEALTH	32
Science Total	15
Science	8
Biomedical science	5
Psychological Science	1
Pharmacy	1
Health Total	17
Nursing	6
Medicine	4
Rehabilitation Therapy 2	
- Occupational Therapy 1 Speech Therapy	1
Health Science	2
Paramedicine	1
Public Health	1
Midwifery	1
Arts /Communication Total	17
ARTS	12
Professional Communication	5
Business Total	14
Commerce	6
Business	4
Marketing	1
Human Resource Management	1
Property	1
Hospitality Management	1
Law Total	6
Performing Arts /Design Total	3
Architecture	2
Design	1
Education	1
Primary Teaching	1

STUDENT ATTENDANCE

At Ruyton student attendance is recorded on-line by teachers using Seqta, a computer software system. Attendance is recorded for morning Roll Call and for each lesson throughout the day. The School Assistant checks the morning Roll Call data and contacts parents to check on unexplained student absences. During the course of the day, the School Assistant and Level Co-ordinators monitor student absence to detect any unexplained absence from class. Parents are contacted when appropriate.

Each year the Department of Education, Employment and Workplace Relations (DEEWR) undertakes the task of collecting attendance data from non-government schools for Years 1 to 10. The data collected by DEEWR is forwarded to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for publication on its 'My School' website. The period for recording attendance data in 2014 was semester 1 between Monday 3 February and Friday 27 June.

Ruyton's overall rate of attendance for the collection period was 97 per cent. Individual year level attendance was as follows:

Year 1: 96%	Year 6: 97%
Year 2: 98%	Year 7: 97%
Year 3: 98%	Year 8: 97%
Year 4: 97%	Year 9: 95%
Year 5: 98%	Year 10: 96%

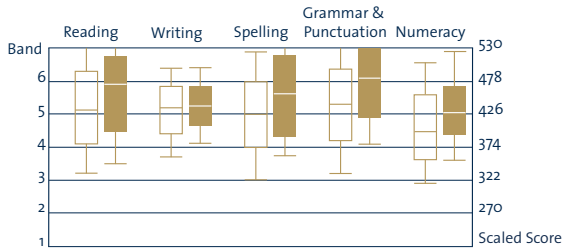
NAPLAN (National Assessment Plan)

Students in Years 3, 5, 7 and 9 undertake the NAPLAN testing over a three day period in May. Individual reports were generated by the Victorian Curriculum and Assessment Authority (VCAA) and were posted to parents.

The graphs below show Ruyton's results compared with the State results. (Please note National results were not included in the data in 2014). The yellow box represents students in the state education system and the red box represents Ruyton students. The graphs indicate performance in key learning areas and show achievement in a box and whisker format. The box represents the middle 50 per cent of the students' scores and the middle score (median) for the group is shown by the black line. The whiskers show the range of scores achieved by the middle 80 per cent of the students. The figures on the left axis indicate Victorian Essential Learning Standards Levels. Level 1 to 6 represents year levels from Prep to Year 10.

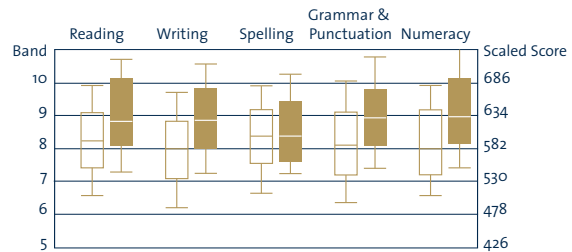
Year 3:

In 2014, all students in Year 3 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



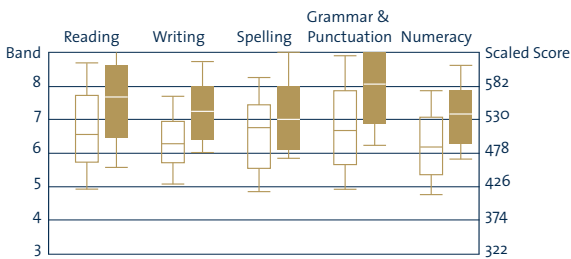
Year 9:

In 2014, all students in Year 9 met the national benchmarks for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.



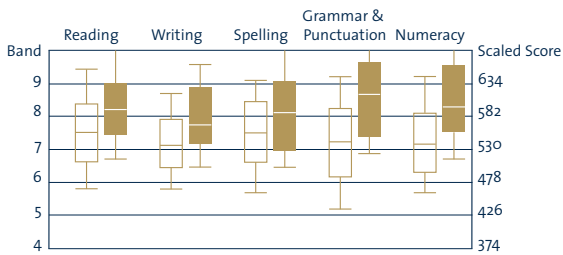
Year 5:

In 2014, all students in Year 5 met the national benchmarks for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy.



Year 7:

In 2014, all students in Year 7 met the national benchmarks for Writing, Spelling, Grammar, Punctuation Reading and Numeracy.



School Community Staff Listing

Board of Directors

President

Ms K Watt, BA, LLB, LLM, GCTM, MAICD

Board

Ms L Douglas, BEd, MEd(Curriculum)

Ms M Evans, MEd, BEd, DipEd

Mr J Gillam, BCom, FAIM

Mr T Hogg, BConsEco, FAIQS

Mr P Kanat

Ms P Macklin, DipEd, BEd, GradDip(Arts), GAICD,

Accredited IELC Coach

Ms F Marsden, BAgResEco(Hons), MCom(Econ), GAICD

Mr B Meehan, BCom, BIT, ACA

Mr A Smith, BAppSc, BBus, DipEd

Ms K Taylor, BA(Comms)

Secretary

Ms L Sparkes, BBus(Acc), MBA, CPA, MAICD

Principal

Ms L Douglas, BEd, MEd(Curriculum)

Academic Staff ELC

Mrs N Albert, Pre Prep Teacher BECS

Ms K Bertram, Early Learning Co-Educator, Dip(ChildServ)

Ms K Buttler, Director of Early Learning (Terms 1&2), BAEEd(EarlyChlhd&Prim)

Ms J Chan, Early Learning Co-Educator and Teacher, BAEEd(Hons)(EarlyChlhd&Prim), BECE(Hons)

Ms M Dimitrova, Early Learning Co-Educator, BEd, Dip(ChnServ)

,Miss B Douch, Pre Prep Teacher, BECS

Mrs F Foster, Teacher Early Learning French, BEd

Mrs S Guerrero, Early Learning Co-Educator, Cert III (ChnServ) Dip (ChnServ)

Mrs G Lauchlan, Early Learning Co-Educator, TITC, TTLC

Mrs S Lusted Early Learning Kindergarten Teacher, BEd(Hons)(EarlyChlhd&Prim)

Mrs S Michael, Assistant Co-Educator, Cert(III)EdSupport

Mrs A Milentis, Pre-Prep Teacher, BECS

Miss K Perkins, Pre Prep Assistant and Teacher, DipM, KTC

Mrs A Shute, Pre Prep Assistant, LLB, CertIII(ChnServ)

Mrs S Swingler, Early Learning Teacher and Assistant, BEd(EarlyChlhd)

Miss Q Tai, Co-Educator, BEd(EarlyChlhd & Primary)

Mrs K Vines, Pre Prep Teacher, BA(Arch), GradDipEd(EC)

Mrs H Wild, Pre Prep Teacher, DipTeach(EC), BEd(Prim)

Mrs T Wojcik, Director of Early Learning (Terms 3&4), DipTeach (Early Chldhd), Grad Dip Special Ed

Academic Staff Junior School

Mr R Baker, Teacher Junior School Science, Years 3-6 Co-ordinator, BEd(Prim)

Ms E Barry, Assistant Co-Educator, DipTeach(EarlyChlhd)

Mrs R Barker, Director of Music, Junior School, BMusEd

Ms C Bond, Teacher Junior School, Prep-2 Co-ordinator

Mrs A Bush, Teacher Junior School, BEd(Prim), DipTeach

Mrs O Campbell, Individual Learning Assistant

Mrs L Clyde, Individual Learning Teacher, BEd(Prim)

Ms T Cockwill, Teacher Junior School, BTeach(Prim), BEd

Ms D Davies, Junior School Art Teacher (Term 2 onwards), Dip Teaching (Prim), BEd, (Print Making & Vis Comm)

Mrs J Fairley, Junior School Teacher Librarian, ARMIT, AALIA, GradDipReadEd, DipTeach(Prim), BEd(Prim), M(InfoManSys)

Miss C Gibson, Teacher Junior School BTeach, BEd

Ms M Gidley, Teacher Junior School, DipEd(Prim), BEd

Ms N Gill, Teacher Junior School, BEd, LLB(Hons), PGCE

Mrs N Ginnane, Head of Junior School, BEd, BA, PGradDipAppSc(LibInfoMgmt), DipEd

Ms M Gordon, Deputy Head of Junior School - Learning & Teaching, MEd

Mrs S Gowland, Teacher Junior School, BEd(Prim)

Mrs L Graham, Teacher Junior School, Community Awareness Co-ordinator, DipEd(Prim), PGradDipEd

Ms J Halliday, Teacher Junior School & French Learning Co-ordinator, BA, DipEd

Ms C Hallpike, Teacher Junior School, BEd, DipEd(Prim)

Miss C Hayward, Junior School Teacher BA, GradCertEd, GradDipEd(Prim)

Mrs J Hemingway, Junior School Art Teacher (Term 1), DipEd, BEd(Sec), Dip(GraphicArt&Design)

Miss B Hook, Teacher Junior School, BEd(Prim)

Mrs K McPherson, Teacher Junior School, BTeach(Prim), BEd

Miss J Milic, Teacher Junior School, BEd(Prim), BAppSc(HumMove)

Mrs C Mullins, Teacher Junior School, BEd, DipTeach(Prim)

Mr J Mutton, Deputy Head of Junior School- Administration, Digital Learning Mentor BEd (Primary)

Mrs B Odman, Teacher Junior School, BEc MTeach (Prim)

Miss C Oldfield, Teacher Junior School, BA(Teach)

Mrs G Parker, Teacher Junior School, BA, BTeach, AssocDip(Dance)

Mrs E Perrett, Teacher Junior School (Term 1), BEd(Prim) (Hons)

Mrs M Roy, Individual Learning Co-ordinator (JS), BA, DipTeach

Ms H Tait, Teacher Junior School, BA(Hons), PGCE, MEdSt(SpEd)

Miss N Welsh, Teacher Junior School BEd(Hons)

Academic Staff Senior School

Mrs A Alexis, Year 8 Level Co-ordinator, BEd, CertIV(WkplaceTrng&Assmnt)

Mrs A Allen, House Co-ordinator, BAppSc(HumMove), BEd(Sec)

Mrs N Barrah, Teacher Senior School, BEd(Sec), GradDip(VocEd&Train)

Ms M Barratt, Dean of Humanities, BEc, DipEd

Ms E Barry, Assistant Co-Educator, DipTeach(EarlyChlhd)

Mrs D Berold, Teacher Senior School, MA, DipEd

Mr R Boyle, Dean of Mathematics, BSc, DipEd, MEdSt

Mrs E Bradley, Teacher Junior and Senior School DipPhysEd, DipTeach

Mr P Brandner, Teacher Senior School, BA(Photography), GradDip(Film&Tel), BEd(Prim&Sec)

Ms A Bray, Teacher of French, MA, DipEd, Cert(d'Ethnologie)

Ms L Broadfoot, Director of Studies, DipT, BEd, CertIV(SportsAdmin&Mgmt)

Mr A Broder, Teacher Senior School BEng, MBA(Hons), GradDipEd

Mrs L Burbury, Director of Sport, BEd(PhysEd), GradDipEd(Admin)

Ms E Conabere, School Counsellor, BEco, GradDip(EdPsych), MA(CnslgPsych), MAPS

Ms D Cooper Acting Dean of English, BA, DipEd(DblMethodEngl)

Mrs F Cooper-White, Art Studio Assistant (Terms 3&4), BContpA

Mrs J Cornelius, Teacher Senior School, Year 7 Deputy Level Co-ordinator, BA(Hons), DipEd, DipModernLang

Ms I Corr, Teacher Junior and Senior School French, BA, GradDip(French&Engl)

Mr A Cotchett, Swim Teacher

Ms M Danos, Year 9 Level Co-ordinator, BScEd

Mrs S Deady, Teacher Senior School (On leave), BEd(Sec)

Ms M Di Vitto, Community Awareness and Service Co-ordinator, Year 9 Deputy Level Co-ordinator, BBiomedSc, GradDipEd

Ms L Dreyfuss, French Language Assistant BA, DipEd, BEd, PGradDipEdSt (StWelf)

Mr C Eames, Teacher Senior School, BSc(Hons)Maths, GradDipEd

Mrs P Ebbage, Co-ordinator LEAP Programme, OH&S Employee Representative (Terms 1&2), BEd(Art&Craft)

Mr S Ellinghaus, Coaching Co-ordinator

Mrs S Fryer, Dean of Science, BSc, DipEd, GradDipCompEd, MITEd

Mrs C Furey, Assistant Principal, Director of Learning BEd, MEd

Mrs H Galanos, School Assistant, BEd(Sec)

Ms T Gibbons, Director of Ruyton / Trinity Co-ordinate Education BSc, DipEd, PGradDipEco

Ms P Grant Teacher of French, BAGradDipEd(Sec)

Miss S Gratch, Teacher Senior School BA (Maths) Cert(Secondary Education)

Mrs G Gumley, Deputy Principal, Head of Senior School, BSc, DipEd

Ms M Han, Teacher Senior School - Chinese MA Teaching, PGradDipTeach(Sec), ProfCeretEd(ContentLangIntegratedLrng)

Mrs R Harding, Term 1 Teacher Senior School, BA(Hons), DipEd, BSpEd

Mr D Harrison, Physical Education Teacher, BEd(PhysEd)

Dr T Harvey, Teacher Senior School BSc(Hons), PhD, DipEd

Ms J Hoskins, Co-ordinator of Special Programmes, BEd, GradDipA(Eng), MEd

Ms Y Huang, Teacher Senior School PGradDipEd, MA(Ed), BA(ChineseLang&Lit)

Miss B Johnson, Curriculum Dean Health & Physical Education, BAppSc(PhysEd)

Mrs J Journoud-Ryan, LOTE French Support Teacher, DipEd(Sec), BFA(Hons), BFA, CertIV(AssmntTrng), MFA, CAP

Ms J Kitt, Teacher Senior School, Year 7 Level Co-ordinator, BA, DipTeach

Ms B Lang Art Studio Assistant (Maternity Leave Replacement) BEd (VisArt)

Ms S Mancev Co-ordinator of French Senior School, BA, DipEd, MEd, AMusA

Mr A Martin Teacher Senior School BAppSci (Maths), DipEd

Mrs D McAuliffe, Dean of LOTE, Co-ordinator of International Students BA, MA, BEd, DipEd

Mrs E McDonald, Teacher Senior School BPerfA, DipCnslg, DipEd(Sec)

Mrs L McLaverty, Head Swim Coach, ASCTA Silver Licence, AustSwim-Teacher of Swimming

Ms M McNamara, Director of Drama, BA(Drama), GradDipEd

Mr B Moller, Director of Digital Learning

Mr C Moloney, VCE Business Management & Humanities Teacher, BA, DipEd, MEdSt

Ms A Paisley, Teacher Senior School, Equestrian Co-ordinator BA, DipEd

Ms S Patterson, Digital Learning Mentor, BEd, MA, GradDip(LibInfoStud), GradDipAppSc

Ms S Pidgeon PE & Health Teacher, Junior School PE & Health Curriculum and Expanding Horizons, BEd(PhysEd)

Mrs J Purcell, Director Library Resource Centre, BEd, GradDip(InfoMgt&LibSt), MInfoSt(ChildLib)

Ms M Raatjes, Teacher Senior School/Year 11 Level Co-ordinator, BEd(Sec)

Mrs E Rogers, Teacher Senior School, BA, DipEd

Ms J Roszkowski, Teacher Senior School, BEd(VisArts), GradDip(ArthistFilm)

Ms M Sanders, VCE Manager, BBSc(Hons), BAppSc(MedTech), GradDipEd

Mr D Saunder, Director of Outdoor Education BEd, GradDipEd

Miss A Shackell, Deputy Year 10 Level Co-ordinator, BEd, DipTeach, GradDipTESOL, CertTeach(SpLD)(Sec), GradEd(CareerDev)

Mrs C Smibert, Teacher Senior School, BSc, DipEd

Mr P Smith, Director of The Performing Arts, BEd(Mus)

Mr S Stanecki, Teacher Senior School, BVisArts, GradDipEd

Mr R Upperton, Teacher Senior School, Year 10 Level Co-ordinator, Leadership Co-ordinator, BA, DipEd

Ms S Valentino, Dean of Art, BEd(ArtsCraft), CertIV(WkplaceTrng&Assmnt)

Ms N Volkmann, Teacher Senior School & Sustainability Co-ordinator, BPharm, GradDipEd

Ms C Waide, Teacher Senior School BA, DipEd

Mrs C Walkley, Teacher Senior & Junior School, BAppSc(HumMove), BEd

Mrs J Whelan, Careers and Course Counsellor, BEd, GradDip(Careers)

Mr M Wilson, Director of Rowing, BCom(Mkt&CommLaw)

Mr T Yeo, Teacher Senior School. BSc(Maths), PostGradDipEd

Ms M Young, Individual Learning Co-ordinator (Prep-12), BAppSc(SpchPath), DipEd(Prim), MEd(SpecEd)

Mr W Zavattiero, Year 12 Level Co-ordinator, BA(Hons), MA, DipEd

Ms W Zhang, Teacher Senior School, MAEd, GradDipEd(Secondary)

Music Support Staff

Miss E Anagnostou, Music Teacher, Bmus, GradDipEd

Mr A Angus, Music Teacher, BA(Music), BAHons, MMUS, GradDip(Hum)

Miss S Coghlan, Music Teacher, BMusPerf(Hons), MMUS (Perf Teach), GradDipEd

Mr S Connew, Music Teacher, ATCL, LTCL, LTCL(MusTeach), BEd, DipTeach, KodalyCert, OrffCert

Ms F Cunningham, Music Teacher, BMusPerf (Hons), GradDipEd

Miss T Foley, Music Teacher, BMus, BA(Psych)

Ms E Funnell, Music Teacher, DipArts(Mus), BA(MusPerf), AMusA, LMusA, FMusA, GradDipEd(Middle)

Mr O Grenell, Music Teacher, Dip(Jazz) (Perf), DipEd(Teach&Lrng)

Ms A Guthrie-Jones, Music Teacher, BMus

Mr M Habben, Music Teacher, BEd(Mus)

Ms S Horbelt, Music Teacher, BA(Hons), BA(MusPerf), GradDipEd

Ms F Johnson, Music Teacher, BMus

Mr S Jones, Music Teacher, BMus(Hons), AMusA, GradDipEd

Ms L Kennedy, Music Teacher, BMusEd

Mr S Kessarar, Music Teacher, BMus

Mrs J Lane, Music Teacher, BEd(Mus)

Ms M McClymont, Music Teacher, BMusEd

Ms A Mosca, Music Teacher, BBus, AMusA, ADipA, MIMT, STCA(Prim)

Mr R Nicholson, Music Teacher, BMus(Hons)

Ms E O'Hanlon, Music Teacher, BMusEd

Mrs J Power, Music Teacher, BEd(Sec)Mus, AMusA, GradCertRE

Ms A Roche, Music Teacher

Mr I Rosa, Music Teacher, BMus(Perf)

Mr R Sedergreen, Music Teacher

Ms K Stockwin, Music Teacher, BA(Mus) (Hons)

Ms J Vallins, Music Teacher, GRSM, ARCM

Mr R Wallis, Music Teacher, BMus, CertIV(WkplaceTrng&Assmnt)

Dr Z Wang, Music Teacher, PhD, MA, BA

Mr K Worley, Music Teacher, BMus(Hons)

School Community Staff Listing (Continued)

Ancillary Staff

Ms N Anderson, Administrative Assistant, BA

Mrs L Baker, School Archivist, BA(Hons), DipEd

Mrs E Beattie, Development Co-ordinator - Communications, MA

Mrs D Begg, Administration Assistant Senior School

Mrs Y Bennett, PA to Head of Jnr School, DipBusMan

Mrs E Blumbergs, PA to the Principal

Mr S Bowman, Maintenance Staff Carpenter & Joiner

Miss J Brown, Systems Administrator

Mrs Y Cao, Payroll Officer BBus(Acc)

Mrs A Cheng, Librarian, GradDip(InfoMgt), BTeach(Prim)

Mrs S Deane, Manager Database, BBus(InfoSys)

Mr C Elmer, Maintenance Staff

Mrs J Fordham, Administrative Assistant, RN

Mr J Gamble, Maintenance Staff

Mr E Gaulke, Landscape Gardener, BAppSc (Hort), LIAV, HMA

Mrs A Healy, School Assistant

Mrs N Hibbert, Registrar, BEd(PhysEd)

Ms K Holding, ICT Helpdesk Administrator, BInfoTech

Mrs K Jackson, Data Base Administrator, CertIII BusAdmin

Mrs M Jenkin, Accounts Receivable Officer, CertI&II Bookkeeping

Miss S Jones, Accounts

Dr C Karopoulos, Systems Manager & Administrator, PhD, BSc(Hons)

Mrs V Koutroulis, Receptionist, CertIII(OffAdmin)

Mr P Kyprianou, Cleaner .

Ms C Lee, Library Assistant, DipMkt(Hons)

Mrs A Mafrici, Accounts Payable Officer DipAcc

Ms F Mantelli, Receptionist

Mrs J McMillan, Aquatics Centre Manager

Mr R Moodie, Cleaning Supervisor

Mr D Moulton, AV/Theatre Technician

Mr L Parker, Cleaner

Mrs V Patel, School Nurse, BNurs, PGrad(HlthAdmin)

Mrs A Pearson, School Nurse, BASc(Nurs), DipAppSc(Nurs), Nurse Immuniser

Ms T Peters, Director of Development, BA, CELTA

Ms M Pinnell, Science Laboratory Assistant, BAppSc(FoodSc&Tech)

Mrs J Power, Registrar to Music Department

Mr R Rennie, Maintenance Staff

Mrs M Rouhard, Development Co-ordinator - Community

Mrs R Schultz, Administrative Assistant

Mrs A Sciberras, Development Administrative Assistant

Mrs K Soumprou, Secretary to Performing Arts

Mr L Sparkes, Maintenance Staff

Ms L Sparkes, Business Manager BBus(Acc), MBA, CPA, MAICD

Ms S Tossoun, Finance Manager CPA, BComm(Acc)

Mrs S Wilkins, PA to the Deputy Principal, DipBusSt(Secretarial)

Ms J Wright, Catering

Inside Ruyton



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