



RUYTON GIRLS' SCHOOL

Senior School
ANNUAL REPORT 2014

Principal's Report

Our 136th year has been a year of notable achievement and progress as the Ruyton community has worked collaboratively to uphold our deserved reputation for excellence. Our student cohort has continued to produce remarkable results in both curricular and co-curricular activities, while displaying empathy and compassion in all that they do. The professionalism displayed by our teaching staff and the support from the rest of our community combines to ensure Ruyton moves forward with confidence and ambition.

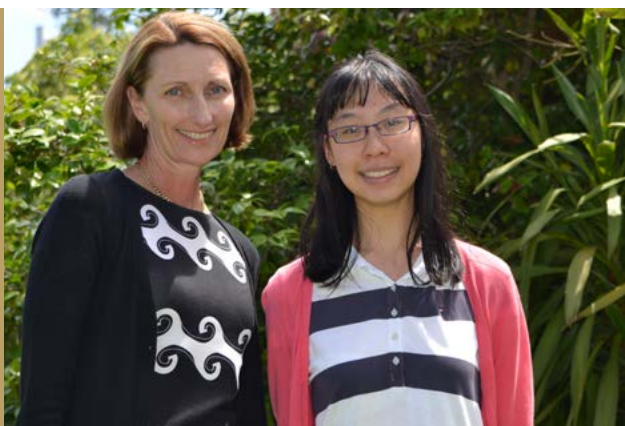
Ruyton girls have continued our strong tradition of academic excellence this year and this has been reflected in their endeavour, effort and achievements across the School. In 2013 46% of our girls in Year 12 achieved ATARs of over 90 and there were seven perfect scores of 50 achieved by Daniel Beratis (Trinity Media), Janet Davey (Psychology), Shalini Ponnampalam (Health and Human Development), Courtney Powell (Further Mathematics), Betty Xiong (English) and Deanne Xu (Further Mathematics). Betty Xiong (Dux), Janet Davey, Michelle Hu, Shu Xi Wang and Lauren Yip all achieved ATAR scores over 99, accounting for 8% of our cohort. All of our girls received a tertiary offer and 65% received their first preference. In addition to these outstanding results Premier's Awards were received by Betty Xiong (English), Shalini Ponnampalam (Health and Human Development), Courtney Powell (Further Mathematics) and Janet Davey (Psychology). Janet Davey and Lauren Yip were both awarded the Australian Student Prize, a highly prestigious award with only 500 prizes awarded nationally each year to Year 12 students. Janet was also the recipient of one of the 25 inaugural Graham and Louise Tuckwell Foundation Scholarships to attend ANU. As a community we congratulate the 2013 Year 12 students on their excellent results and acknowledge their hard work and dedication along with the commitment of our academic staff who have guided and supported them throughout their time at Ruyton.

We also recognise the endeavour, effort and achievements of our Junior and Senior School girls in local, state and national examinations and competitions across all curriculum areas. Ruyton girls have an amazing array of opportunities to challenge themselves academically and to develop an understanding of their personal strengths and areas in which to improve. Their involvement also provides important data to our academic staff to review so we can reflect and adapt programmes and approaches accordingly.

As a girls' school recognised for its academic excellence there has been a continued focus on curriculum review and learning and teaching strategies by all staff this year to ensure continuous improvement. Through the implementation of departmental action plans, directly linked to the Strategic Plan, we are ensuring that not only do we meet national requirements but also that the Ruyton curriculum and approaches to learning provide unique and rich learning experiences for our girls. This has involved reviewing School based activities as well as opportunities to engage externally with other organisations through digital links, excursions, incursions, workshops, assemblies, expert visits and camps. Curriculum review is continually questioning how we are best providing our girls with opportunities to extend their understanding of current local and global issues and contexts.

Curriculum leaders have worked collaboratively to develop and document the Ruyton Learning and Teaching Philosophy and Practices to emphasise and continue our focus on personalised learning and differentiation across the School. This work will lead to a review of Assessment and Reporting in 2015.

In 2014 the School has implemented a new digital learning environment for students with the introduction of iPads and MacBook Airs and access to Apple TV. This has resulted in a focused effort by staff to transition the necessary learning and teaching materials and strategies to this new environment and to explore a range of new approaches and concepts to best suit the needs of our learners. Whilst this change has been uncomfortable and challenging at times, our staff have worked tirelessly to adapt, rethink and revision learning and teaching strategies. Despite organisational setbacks at times, as the year has progressed staff and students have explored new ways in which we can create, curate and collect information with the use of digital technology. As a result our students and staff have explored new learning possibilities through this change. More than ever we are seeing teachers work as guides, co-learners, mentors, researchers and facilitators in their work with students, truly changing their approaches and reflecting on their practice. This work will be ongoing as we continually reimagine learning and teaching opportunities in a rapidly changing educational landscape.



As part of our Digital Strategic Plan the Library has been a centre for change and for collaboration. Students and staff have been able to communicate, connect and collaborate through a range of social media and focus group activities. The library catalogue is now searchable outside of the School, providing links to a rich collection of online resources. Recognising the power and opportunity of collaboration an eBook consortium has been established with Mentone Girls' Grammar School and has been recognised by the School Library Association of Victoria, naming Mrs Julie Purcell and Mr David Feighan from Mentone as joint recipients of the School Library Association of Victoria's Innovator's Grant 2014. At Ruyton our Library is truly seen as a place of engagement, where members of our community meet to connect, plan, research, collaborate and dream; a place where learning is valued, celebrated and enhanced.

We welcomed Dr Michael Davies as the 10th Headmaster of Trinity Grammar School this year and are pleased that the Ruyton-Trinity Co-ordinate Programme continues to thrive as an important part of the opportunities offered by both schools.

Our Junior School staff have continued to develop their focus on inquiry based learning as a leading pedagogy for our Junior School students. Mrs Nicole Ginnane, incoming Head of Junior School, joined us at the commencement of Term 2 2014 and her expertise and experience in this area has been advantageous. This work has also included development of a new and unique Year 4 curriculum to focus on the needs of pre-adolescent girls as they discover their place in the community as active citizens, able to make a difference. We particularly thank Ms Tanya Cockwill and Ms Cate Hallpike, Year 4 teachers, for their work in leading this development. Junior School Staff have worked in collaborative teams with leading experts in the field, while the ELC staff have been exploring the place of digital learning to support student learning and make it more visible. The ability of students to document their learning experiences and to reflect personally has been noticeable. The employment of Mr Julian Mutton, Digital Learning Mentor for Junior School/ ELC this year, has significantly advanced this work, providing strong support for our staff, students and parents. We look forward to Mr Brett Moller, joining us in 2015 as Director of Digital Learning, a whole School leadership position.

This year Chinese was introduced at Year 3 to ensure that all Junior School students experienced an Asian and European Language programme prior to making their language choice for Year 5. In 2015 Chinese will be extended to Year 4. In addition to this programme the French Department has successfully implemented French club, an after school programme for Year 3 students in 2014, to enable a degree of

language maintenance for those students who may already know they want to study French in Year 5. With Chinese and French reading programmes and the introduction of La Petite Bibliotheque our girls have a rich additional language experience in the Junior School.

The Learning Enrichment and Achievement Programme (LEAP) in Year 7 and 8 provides a unique opportunity for our girls to develop skills to equip them for learning in a changing world through an interdisciplinary approach. Review of the programme this year has seen the introduction of a focus unit on Growing Up Digital. This programme will continue to evolve and meet the changing needs of our girls as learners and citizens of their world.

Personalised learning continues to be the central tenet guiding our professional learning programme with staff continuing their learning and honing their expertise in relevant areas. In addition to focusing on inquiry based learning, digital learning and differentiating learning all teaching staff at Ruyton undertook a Collaborative Inquiry research project to explore how digital tools could be used to personalise learning. The sharing across the School and ongoing learning from this work by the staff has been significant.

Ruyton girls are well known for their high level of engagement in co-curricular activities. This is particularly evident again this year in the number of girls who have participated in choirs, ensembles, debating, drama performances, and sporting commitments. This engagement strengthens their sense of belonging, individual risk taking and endeavour, and builds opportunities for friendships across the year levels.

As a community we respect and value the important role of the Arts in educating our girls and young women. Through their involvement in Performing Arts and Visual Arts Ruyton girls have had a multitude of opportunities to express themselves creatively this year; challenging their ability to generate ideas, problem solve, adapt, communicate, imagine, create, curate, co-operate and take risks. In both curricular and co-curricular experiences our girls have the opportunity to explore Arts in the wider community, through excursions, artists in residence programmes, practical workshops and competitions.

In the Visual Arts this year many of our students explored the theme Arts for Peace, examining the importance of promoting cultural diversity, intercultural dialogue and social cohesion. In November the Annual Muse Art Exhibition showcased the work of students in the School, from ELC to the exceptional VCE work produced by our Year 12 students, emphasising the importance of exhibiting work. For the first time student awards were presented at the Opening of the



Principal's Report (Continued)

Muse Exhibition, with Commendation Awards for Prep to Year 4 and awards for Excellence and Commendation to Years 5 and 7 to 11. The Art Society has continued to grow in student engagement and activity this year, promoting Visual Arts throughout the School.

Students have had the opportunity to strengthen their performance skill through a variety of Junior and Senior School student Drama productions and collaborations with Trinity Grammar and Scotch College this year. The highlight was the very professional Ruyton/Trinity Musical Production of Sweet Charity, nominated for six Lyrebird Awards. These productions have showcased the depth of talent across the School and enabled our girls to gain confidence and experience in the public arena. The annual Performing Arts House Festival (PAHF) was once again a spectacle of creativity and resourcefulness, highlighting the way in which our girls work collaboratively and creatively. Congratulations to all Houses and particularly to the Year 11 girls for their leadership and co-ordination of the event. Last year Ruyton launched the Interschool Theatre Festival for Year 9 and 10 students and once again our students demonstrated the power of performance to explore a current issue with the audience. One of the most powerful performances of the year was the VCE Drama class exploring the issue of Asylum Seekers in Australia. A deeply thought-provoking and confronting performance, it demonstrated extensive research and exploration of multiple perspectives without shying away from the harsh realities.

Along with the Visual Arts and Drama, Music is an essential component of life at Ruyton. The many concerts, soirées, recitals and Assembly performances throughout the year, in addition to the classroom programme, reflect the importance of Music at Ruyton. This year we enjoyed the Gala Concert, Contemporary Music Concert and Jazz Night as our signature events. Musicians also played an important part in the production of Sweet Charity. Throughout the year Ruyton girls from Junior School and Senior School competed successfully at eisteddfods and the Victorian Schools' Music Festival.

This year our GSV teams have continued to compete with dedication and a clear focus on supporting each other and aiming to achieve personal best. Ruyton teams placed first in Cross Country, second in Swimming and third in Athletics. Given the size of Ruyton compared to a number of schools we compete against in this competition these results reflect the dedication and commitment of our students and the strong team spirit they always exhibit. In addition to the GSV

title our 2014 Cross Country team enjoyed their eleventh successive overall victory at the State Cross Country Championships and State Road Relays, continuing to demonstrate their excellence and validate the high regard in which they are held. These are only some of the highlights of our sporting results this year. There have been many personal bests and team successes. Most importantly, our girls have showed grit and determination and have understood the need for commitment, resilience and endeavour. They have stood together during some challenging times this year, demonstrating clearly their appreciation as well as their compassion and care for others.

As a member of the Generation Safe Global network Ruyton has continued to navigate the realities of the digital world. This year we have continued our focus on developing programmes and strategies that ensure digital integrity and resilience at Ruyton. As part of this work, Cyber Safe Kids and Parents of Ruyton (POR) presented a series of workshops designed to educate parents about living with and using digital media and how to positively engage with daughters about digital media usage. Thank you to Ms Robyn Treyvaud, parents, staff and students who worked collaboratively to present these workshops.

This year 24 Year 10 girls participated in our International Exchange, visiting schools in Canada, USA, UK, France and China. The value of this programme is reflected in the increasing number of students taking up this opportunity. The programme is designed to allow girls to develop independence, resilience, leadership and life skills as they experience life in another country, challenging their ways of thinking and experiencing unique learning opportunities. Six Year 8 students had the opportunity to take part in an interstate exchange programme, exchanging with students at Meridien School, Sydney and Seymour College, Adelaide.

In March we enjoyed the opportunity to host 13 students and one teacher from the Sheng Kung Catholic Girls' School in Taiwan. In May we hosted students and staff from the Girls@theCentre programme, Centralian Middle School, Alice Springs. This programme assists disadvantaged indigenous girls to stay at school and succeed in their studies, exploring opportunities for further education. While these girls come to Melbourne from different settings overseas, as well as from Central Australia, and experience many new things, it is the learning that happens between them and our girls as they both see life from different perspectives that is most important.



Our thanks to the parents and staff who have assisted our exchange programme by hosting students and staff throughout the year. The feedback we receive from our sister schools is always overwhelming in terms of the opportunities, experiences and ongoing connections enabled by these visits.

In January a group of students and staff took part in Ruyton's first Overland Track Expedition in Tasmania. The staff and students experienced conditions ranging from snow to heatwave conditions over the six days of the trek and enjoyed the challenge of the experience, the collegiality of the tour group and the breathtaking beauty of the environment.

A small group of Year 9 and 10 students took part in the Chinese Tour over the September holidays to improve their Chinese language skills and extend their understanding of Chinese culture and history. The tour, led by Mrs Danyang McAuliffe, visited our sister school the YuXin School in Beijing, and also the Nanjing Foreign Language School, with whom we formed an alliance in January this year.

In December some of our senior girls joined Trinity students to take part in the Renaissance History Tour.

Camps have continued to provide our Junior and Senior School girls with curriculum experiences beyond the School; a range of activities that challenge them and enable opportunities to work collaboratively. In addition to continually reviewing and refining our programme, the School Executive has worked with external specialists to review risk assessment policies and procedures for excursions, camps and overseas/interstate tours. As a result of this work, new procedures will be implemented next year.

This year the School has employed Mr Darren Saunder, an experienced outdoor education leader, to oversee the whole School camp programme and risk management of excursions, camps and tours. Ms Hoskins will continue to oversee the Exchange Programmes and our connection with the Girls @ the Centre Programme, in addition to her teaching duties. I would particularly like to thank Ms Hoskins for her leadership of the Senior School Camp programme over the past five years and her ongoing dedication to the Girls @ the Centre Programme and Exchange Programme.

Our girls have numerous opportunities to develop leadership skills at Ruyton. This year our Year 12 student cohort has truly led by example, displaying zest and sincerity throughout the year. Each year our Year 12s have the opportunity to refine the traditions and rites of passage that surround Year 12 at Ruyton, adding their own stamp to the history. This year our Year 12 Captains have introduced the Captains of the School Award for Outstanding Integrity. The purpose of this award is to acknowledge an outstanding student who reflects the

values that Ruyton encourages whilst also exhibiting the strong development of her own personal morals and values through her interactions with others and her actions. This award is not about achievement; it is about recognition of those with the intrinsic motivation to do the right thing in the community and in personally challenging situations. We thank our student leaders for a true vision of leadership that will be part of their legacy to the School.

Developing our girls as global citizens with a commitment to community service, sustainability and a global society is an important aspect of a Ruyton education. Community Awareness Days, Sustainability committee events, Fairshare Schools in the Kitchen, Maytime Fair, Green Team and Junior School CareBear efforts as well as the efforts of individuals, groups and year levels continue to demonstrate Ruyton girls' commitment to being responsible and informed citizens who make a difference.

2014 has seen climate change as a major national and global topic of debate and action. The Students for Sustainability have continued to encourage our community to commit themselves to act positively to reduce Ruyton's environmental impact. Participation in open meetings, awareness raising and activism campaigns, alongside action both within and outside of the School have enabled our students and our community to make a real difference

In line with our Master Plan 2014 has seen the redevelopment of South House as a purpose built centre for Year 4 and the commencement of the new Margaret McRae Centre. This major building project will be completed late in 2015 and will include state-of-the-art Science facilities, dedicated learning areas for Year 7 and 8 students, specialised Drama studios and an Events space for the Ruyton community. The Board has engaged Sally Draper Architects to commence the planning for the refurbishment of the old Junior School building. This project will commence after the Margaret McRae Centre is completed and will provide our Junior School community with exciting new spaces to best support learning and teaching now and into the future. The final project in the current Master Plan will be the demolition of the Royce Theatre to make way for a new Performing Arts Centre.

The financial position of Ruyton Girls' School continues to remain sound with all key budget parameters being met. Ongoing financial benchmarking with other independent schools ensures a focus on prudent financial management aimed at maximising the allocation of resources to the needs of our girls and their learning.

At the end of 2013 the Ruyton Board of Directors set the target of one million dollars for the Margaret McRae Centre Capital Campaign. Under the leadership of Mr Peter Kanat,



Principal's Report (Continued)

President and with the assistance of the Capital Campaign Committee, the campaign was launched in March. By mid November 2014 in excess of \$670,000 had already been pledged by members of the Ruyton community. The Campaign will continue through 2015 and we look forward to friend and fundraising events such as the Ruyton Luncheon and Ruyton Ball. 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. Our sincere thanks to Mr Peter Kanat for his strong commitment to providing excellence for Ruyton girls. His enthusiasm and energy have been driving factors in this campaign: the biggest Capital Campaign in the history of Ruyton. We also thank the members of the Capital Campaign Committee for their dedication and creative thinking.

The Foundation has also continued to provide strong support for our learning programmes this year through its support of Masterclass, the Indigenous Cultures Research Award and the Ruyton Award for Educational Research. The theme for Masterclass this year was We will call Australia Home – Seeking Asylum with a keynote address delivered by Mr Julian Burnside and a Q and A panel consisting of Mr Burnside and three remarkable women making a difference in our community. These sessions highlighted the value of intercultural understanding and compassion; of challenging perceptions; and how to make a difference as individuals and as a community.

The Old Ruytonians' Association (ORA) has continued to connect and reconnect with members locally, nationally and globally this year through publications and reunions. In addition to the many local reunions which took place, an afternoon tea was held for the Ruyton Outdoor Club (ROC), a High Tea for former office bearers of the ORA, and an international reunion took place in New York. Our thanks to outgoing President Ms Caroline Jarrett and to Secretary Ms Natalie Pullan for their commitment and dedication. We have welcomed incoming President Ms Sarah Blyth and new committee members and look forward to their contribution to our community.

The Parents of Ruyton are an integral part of the strong sense of community at Ruyton. They concentrate on friend raising amongst the Ruyton community but also provide wonderful support for the education of our girls through their many support groups. The POR and support groups have organised numerous events across the year that provide friend raising, fundraising and support for our girls. This year also saw the return of the much loved Ruyton Fair,

a wonderful day of community at Ruyton. This event alone involved the work of more than 350 volunteers. Thank you to the POR Executive, the Chairs and members of each support group, our Class Representatives and all of our volunteers for their continued support. Once again this year approximately 600 volunteers provided support to the School. Thank you to those who have contributed so generously of their time and expertise to continue the spirit of Ruyton this year.

To our Year 12 students, the class of 2014, we thank you for your enthusiastic leadership of the student body this year. As a School we wish each of you and your families every success for the future. Thank you for being such a vital part of Ruyton Girls' School and for your sincere and dedicated leadership of our student community this year. Each and every one of you has enriched the life of the School in your own unique way through your involvement in different activities and events. As you prepare for the next stage of your education I urge you to continue to live your lives with great purpose, to dream big, aim high and make a difference in your world. You have the makings of an extraordinary league of women. We know you will do something amazing if you put your minds to it; collectively and individually. Enjoy the journey that life will present to you, taking the good with the bad in your stride as a resilient young woman. We thank each and every one of you and your families for your contributions to the Ruyton community.

I extend a special thank you to the Executive Team, responsible for the day to day running of the School and the implementation of the Operational Plan. Their tireless work and dedication have been greatly appreciated. Thank you to Mrs Glenis Gumley, Deputy Principal; Mrs Cathryn Furey, Assistant Principal; Mrs Nicole Ginnane, Head of Junior School; Ms Leanne Sparkes, Business Manager; Ms Lindy Broadfoot, Director of Studies; and Ms Tonya Peters, Director of Development. Thank you also to Ms Helen Tait and Mrs Robyn Treyvaud for overseeing the Junior School in Term 1 of this year.

The success of our girls is also a reflection of the dedication of our teachers and support of our parents. 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 the support and guidance they have provided for each of our girls. Our administrative and support staff 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.



To those staff who are leaving Ruyton, we thank you as a community for your valuable contribution to the education of our girls and wish you every success for the future. I especially pay tribute to Mr David Toleman, Mrs Rachel Macey and Mrs Melinda Matheson, long serving members of staff. We thank them for their many years of excellent service and wish them well for the future. They will be greatly missed.

This year has not been without its sadness for the Ruyton community, particularly from a staff perspective. We noted the passing of Mr Trevor Hart in April 2014, highly respected Archivist at the School from 2007 - 2014. Many will remember him for his humorous and informative excerpts in the Wednesday Weekly. He was instrumental in assisting the ORA in establishing the Heritage Trail and supported the ORA in many other ways. For all of us at Ruyton Trevor was a true scholar and a gentleman and he will be missed. Mrs Suzanne Barrah passed away, also in April. She was a former Deputy Principal of Ruyton, 1980-1991. She enjoyed a rich professional life as a teacher, mentor, colleague and friend and brightened and enriched the lives of so many. The Ruytonian Editor Prize, awarded at Speech Night, will be named after Mrs Suzanne Barrah, donated by the School to recognise her exceptional contribution to the life of Ruyton. Mrs Jennifer Nicholls, past staff member and Deputy Principal 1981-2009, passed away suddenly in October of this year. Jennifer was someone who excelled in her many different roles in the School. She laid the foundations for the pastoral care programme and also provided the opportunity for students to have a real voice in School affairs, thus developing their leadership skills. Jennifer will be remembered for her wise counsel, fairness, equanimity but, most of all, for her delicious sense for the absurd. The Assembly Captain Prize, awarded at Speech Night, will be named after Mrs Jennifer Nicholls, donated by the School to recognise her exceptional contribution to the life of Ruyton.

Finally, a sincere thank you to Ms Kathryn Watt and the Directors of Ruyton for their wise and sound governance, dedication to providing excellence in education for girls, and their support of Ruyton as a community.

To all of our Ruyton families, on behalf of the Directors and staff of Ruyton, thank you for your ongoing contribution to Ruyton as a community of learners and as a connected community.

I wish you all the best for the festive season and for the coming year.

Recte et Fideliter.

Ms Linda Douglas, Principal

Art

'Schools that value creativity lead the way in cultivating the well-informed and active citizens our future demands: where individuals are able to generate fresh ideas, communicate effectively, take calculated risks and imaginative leaps, adapt easily to change and work cooperatively.'

National Education and The Arts Statement issued by the Ministerial Council on Education, Employment and Youth Affairs (2007)

This year has certainly been a year of learning, not just for our students, but for the staff as well, particularly with regard to the digital revolution and its implications for education into the future. The new iPads and MacBooks that were supplied to students and staff challenged us to embed them into the curriculum as valuable tools. In the Art department, the Mac platform has long been used within the design field for many of the subjects we offer, such as Graphic Design, Media, Visual Communication Design and Digital Photography. The ease with which the new iPad minis, in particular, could be carried around and the multitude of apps available also meant the girls were well equipped for other classes: the iPad cameras enabled them to gather research images, the Adobe Suite allowed them to choose the most suitable programme for each task and a selection of apps presented them with many options when it came to final presentations.

Our involvement as a team in the Teacher Inquiry projects across Term 3 enabled us to create a project for our Year 7 Art classes that consisted of a number of components. We offered an enriching experience for our girls, starting with a visit to the National Gallery of Victoria (NGV) to view the Italian Masterpieces exhibition. Utilising an iBook, girls listened to audio explaining events and people and gathered information about a range of artworks and artists. They presented some of this in the form of a 'postcard' and gained an insight into the art of portraiture over a long period of time. The final component was the practical task of completing a group portrait. These were all displayed in the Muse exhibition mid-way through Term 4.

This year, UNESCO celebrated the third International Arts Education Week in May. The focus of this particular week was Arts for Peace. Using this theme, we were able to advocate the importance of arts education in the global agenda of peace and cultural understanding. We were fortunate that at this time we hosted visitors from Girls@theCentre (in Alice Springs), enabling us to share some special time together through a range of activities and experiences. They were able to use digital photography and transfer techniques to create plaques that reflected both



place and individual and gave them an opportunity to share some personal moments and experiences.

As has been the practice over a number of years, we endeavoured to ensure that all year levels were involved in an excursion, incursion or other out-of-class activity. Students visited the NGV for a number of different exhibitions, including the Italian Masterpieces, the VCE Season of Excellence (Media, Visual Communication Design, Art, Studio Arts, and Product Design and Technology), Mid Century Modern, Sketching in the Gallery, Visual Communication in Context (gallery viewing and workshop), Marker Rendering Workshop, David Harradine (Photographer) in the CBD, Ceramics incursion (practical workshop) and Jean Paul Gaultier. All of these excursions enhanced the classroom experience, offering the girls some interesting perspectives on both 2D and 3D art and design works. Many involved lectures giving an overview of what was ahead, whilst others allowed girls to be involved in practical workshops, where they applied some of the techniques that were evident in the exhibitions. They used iMotion, made 3D models and completed a series of observational drawings that allowed them to walk away from their experience enriched and more informed.

Initial planning has begun for a series of murals that will adorn the hoarding around the new Margaret McRae Centre site and next year's Art Society will be able to complete these murals as part of their scheduled activities. Art Society has continued to grow this year and it is important to acknowledge the work that chairs Gillian Lim and Joanna Cookson did to ensure that the group was engaged, welcoming and inclusive. Both Gillian and Joanna were enthusiastic and passionate and this was infectious. A number of girls received Art Certificates for their regular and ongoing participation in Art Society and other art related activities.

This year's Muse exhibition was very special for a number of reasons. As well as having a huge array of work to display, a lot of extra work was put into ensuring that every girl from Prep through to Year 8 had at least one piece of work displayed. For the first time Art Awards for Excellence were presented to girls at Year 5 and Years 7-11. Commendations were presented to girls from Prep-Year 4 and Years 7-11. Year 6 and 12 were awarded with Certificates for Outstanding Contribution to the Arts as they were presented with subject awards at their respective Speech Nights to acknowledge their achievements. Our special guest, Dr Christopher Marshall, was very complimentary of

the work on display and suitably impressed by the work, in particular some of the very ambitious installations that were presented by our talented Year 12 students.

I extend my heartfelt thanks to all the Art Department staff for their commitment, hard work and encouragement of the girls. Thank you to the FORArt committee for their continued support, and special thanks to Gillian Lim and Joanna Cookson for their enthusiasm and commitment to the Art Society group. We say au revoir and wish our Art Assistant, Mrs Fiona Copper-White, well as she embarks on her next exciting role as a mother.

Ms Sara Valentino, Dean of Art

Community Service

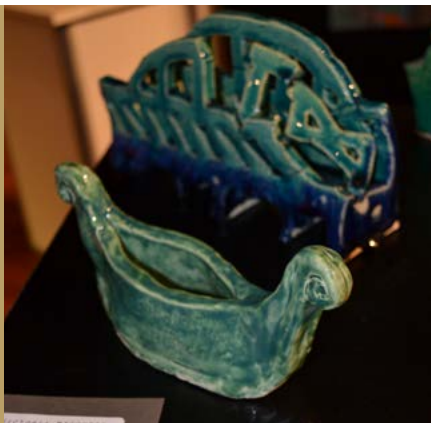
'Only a life lived for others is a life worthwhile.'

Albert Einstein

The Community Service Programme fosters a sense of personal and social responsibility, promoting the importance of empathy and generosity. Students are supported to take on new challenges, to collaborate, plan and lead with integrity. Ruyton has made links with a number of organisations within our local community, and internationally, in the hope of aiding in the provision of a better life for others.

Throughout the year students have been working tirelessly to collect food, clothes, toiletries, linen, nappies and toys for the SIDS foundation, St Vincent de Paul, Cottage by the Sea and the Wesley Mission. Each Year Level also worked industriously to offer support in a variety of ways to their specific charity. One Year 10 student participated in the Leukaemia Foundation World's Greatest Shave, while Freya Solomon (Year 12) led the Ovarian Cancer Awareness Day and educated students about the symptoms of the disease and the importance of regular screening.

The FareShare Schools in the Kitchen programme provided a unique opportunity for Year 8 and Year 9 students to learn about the reality of hunger in our community. The girls prepared meals which were distributed to schools with children from disadvantaged backgrounds and to community food programmes run by St Vincent de Paul, local church groups and women's shelters. Several students said they experienced a sense of accomplishment and fulfilment, showing that Ruyton's commitment to the community goes beyond monetary donations.



A number of students participated in the Oaktree Foundation's Live below the Line and World Vision's 40-Hour Famine, raising in excess of \$6000 for malnourished children in Rwanda. The Senior School also celebrated Community Awareness Day in March and August, contributing over \$9000 to Destiny Rescue, St Paul's College for disabled children, One Girl and the Collingwood Language School. Ruyton's notable fairy floss stall at the Xavier May Time Fair also donated in excess of \$2000 to the Jesuit Mission.

The children from Andale and Bulleen Heights schools were once again delighted to visit Ruyton for their annual Christmas party, where, alongside their Year 10 mentors, they participated in a workshop by Bubble Media, followed by a picnic lunch, strengthening the relationship we have with these schools. This event facilitated the development of Ruyton students' skills in communicating with children with learning and language disorders, autism spectrum disorder and children with difficulties with fine or gross motor skills and visual perception.

We have witnessed many thought-provoking presentations, including one by our very own, Mrs Janine Power, who works closely with Destiny Rescue. A Youth Ambassador for World Vision, Mr David French-Mullen enlightened us about his transformative visit to Rwanda and his quest to end global hunger. In addition, an Old Ruytonian, Ms Anna Richardson, spoke about her voluntary work as Human Resources Manager for the School of St Jude in Tanzania. These inspirational presentations revealed to our students the benefits of life-long community service. I extend my thanks to all in the community who have supported our endeavours this year.

Ms Maria Di Vitto, Community Service Co-ordinator

Debating

There is a line from a Paul Kelly song, *'Don't start me talking or I'll have it all my way'* and, I have to admit, it's the tune that I hear in my head every time I am with our Ruyton students whenever they debate.

This year our intake of new debaters was excellent, with over 30 girls joining our squad from Year 8. These new girls, along with our experienced debaters, were outstanding, even managing to set a new benchmark, with nine out of 13 teams winning in Round One. The other very promising feature was that a broad range of students won Best Speaker awards across the five debating rounds.

The other impressive accomplishment that must be recognised is that of one Year 10 girl who won the 2015 Swannie Award for the Hawthorn region. This award is conferred by the Debating Association of Victoria and recognises speakers who have excelled in their division. Given that the standard of talent in our Hawthorn competition is so high, this is a truly wonderful achievement for all of Ruyton, let alone for the student herself.

As a group, these girls are excellent and, thanks to the Senior girls, the collegiality improves every year. In particular, it is important to acknowledge the indefatigable work of our 2014 Debating Captain, Deanne Xu who worked with amazing enthusiasm to encourage, support and nurture the girls.

Deanne was ably assisted by our Debating Level Leaders, Years 8-11. These students took their responsibilities seriously, demonstrating their sincere commitment to debating at Ruyton. Indeed, I would like to thank everyone who has supported us throughout the season.

The leadership opportunities we have in place mean that we are building depth in the squad, enabling girls to find their voices in a very supportive environment. This year, Deanne organised more practice debates for the new girls as well as ensuring several Year 11 students coached and mentored new teams. Our aim is to continue to grow this aspect of the activity, as it is rewarding for both the teams and the mentors.

I am sure that our 2015 Debating and Forums Captain, Laura Marshall, will dedicate herself to building on the great work of her predecessors. Laura has been a wonderful team player throughout her years of debating at Ruyton and I very much look forward to working alongside her.

Despite the exacting nature of debating - the need to research a topic; to consider the counter-arguments; to organise one's content and the ability to articulate one's position both clearly and persuasively it is also an activity that is great fun. Our Preparation nights are full of energy (that's even before the hot chips come) and win or lose, each girl leaves a Debating Round at Scotch College smiling.

While it is true that you don't really want to *'start me talking'*, I personally love it when they finally do!

Mr Walter Zavattiero, Debating Co-ordinator



Development

The Development Office is always a busy and dynamic place and this year has been no exception. We began with a move, as we relocated our office from South House, which has been returned to a teaching and learning space for our Year 4 Programme, to Wardynski's House at 25 Selbourne Road. This move was as a result of the generous donation by Mr Victor Lapcik, who expressed his wish that the house be known by his wife's family name. The Wardynski's House has been able to accommodate all our regular staff and also offers good storage for the myriad items the Development Office is required to hold. Questers moved with us and there is also a meeting room for parent groups.

Following this move came the Ruyton Fair, the first for 12 years. It proved to be an enormous success, thanks to the amazing efforts of our whole community. It was wonderful to see how we all pulled together to produce a varied and enjoyable day. My sincere thanks are extended to the organising committee and to over 350 volunteers who assisted to make this such a memorable fun-filled family day.

At the same time we were also involved in the launch of the Capital Campaign, to assist with the provision of the new Margaret McRae Centre, which will incorporate state-of-the-art Science facilities, flexible learning areas and classrooms for Years 7 and 8, and spaces for drama and community events. At the end of 2013 the Ruyton Board of Directors asked the Ruyton Foundation to raise one million dollars to help with development of this new centre. As a result of the generosity of the Ruyton community, including current and past parents, current grandparents, past students, staff, and including funds raised from Parents of Ruyton (POR) fundraising events, over \$570,000 has been pledged towards our campaign total. The Campaign will continue through 2015 to help us reach our target. Special mention must be made of the support provided by the President of the Foundation, Mr Peter Kanat, and by members of the Capital Campaign Committee who have invested their time and talents into assisting us with raising the funds to date.

We value the enthusiasm and help we receive from all our POR volunteers, with 13 active parent groups within our community this year. Our parents help support the School in myriad ways, building the community and assisting their daughter(s) with co-curricular activities. These activities are enriched by this commitment. It is the involvement of parents which helps to make such a varied programme of opportunities available for Ruyton girls. We thank all of our

parents who have taken on leadership roles. Mrs Fabiola Mazzocco and Mrs Donna De Bortoli, as Co-Presidents of the POR, have led our parents ably and we thank them for their generosity. We look forward to working with Donna next year, and incoming Co-President, Mrs Sue McLeish.

The Old Ruytonians' Association (ORA) provides invaluable support and assistance with our Old Girl activities. We are grateful to outgoing President, Ms Caroline Jarrett, and Secretary, Ms Natalie Pullan, for their commitment and welcome incoming President Ms Sarah Blyth and new members of the committee. This year we have organised reunions for the classes of 2013, 2009, 2004, 1994, 1989, 1984, 1974, 1964, the Ruyton Outdoor Club (ROC) and our Golden Girls' Afternoon tea for those past students who left Ruyton prior to 1964. There was a High Tea at the Windsor Hotel for past office bearers of the ORA, and at the 2013 reunion we were delighted to receive the Class of 2013 Year 12 Gift to the School of a water filling station. We also held a reunion in New York, while the reunion planned for Tasmania has been postponed. Thank you to all the Old Ruytonians' (ORA) Year Level Representatives who assist with these events, and also to the ORA Committee who are unwavering in their support of the School's activities.

We have been fortunate recipients of generous donations from members of the Ruyton community this year. We have seen exceptional support of the Margaret McRae Centre Campaign and the Ruyton Scholarships Fund and will acknowledge a full list of donors in 2015. In addition we are grateful to Mrs Ruth Wirtz who augmented Henty Rowing's collection of boats with the gift of the *Ruthie Wirtz*, a coxed quad scull. We are thankful to the family of Elizabeth Harold who established the Elizabeth Dougall Harold Prize for Music Captain and the School has named two further prizes in memory of previous Deputy Principals, Mrs Suzanne Barrah and Mrs Jennifer Nicholls.

This year we completed the installation of new signs around the School, and have seen the successful production of our regular publications the *Ruytonian*, the School's annual year book, *Scripsi*, the Senior School's literary publication, the *Ruyton Reporter*, our bi-annual round-up of events relating to the community, and the *Wednesday Weekly*, a newsletter for current parents.

The Ruyton community was saddened by the passing of much-loved and well-respected Archivist, Mr Trevor Hart. We welcomed Ms Louise Baker, our new Archivist, who comes to us with outstanding credentials. With the help of past students Mrs Alex Caldwell (1968) and Mrs Robyn Kanat (1980) the process of digitising Ruyton's records has commenced and two photo albums have been processed so far. An Oral History Programme has also been established,



with three interviews having taken place this year. Since June, we have received three donations to the Ruyton Archives, including the book, *A History of Ruyton*, signed by Miss Hilda Daniell. There have been seven external requests for information and five internal requests. The Year 4 teachers have introduced a new unit of enquiry where the students research the history of both Henty House and South House. The Archives Office was able to provide assistance with this unit, via the 'history cabinet', housing important historical documents and through two visits to the classroom.

We are grateful to our many individual volunteers who have played a part in the Development Team at Ruyton this year. We value the contribution of each and every one of you. Special thanks, also, to the talented, friendly and efficient Development Office team who assist in keeping everything running smoothly. This year has been particularly complex, with the organisation of the Fair and the launch for the Capital Campaign. I am truly grateful for your ability to multi-task and to deliver on time, all with good grace and humour.

Ms Tonya Peters, Director of Development

English

Be it in reading, writing or speaking, the English Faculty continues to provide a variety of enriching opportunities both within, and external to, the curriculum. The significant list of achievements and highlights of the year in the English Department, detailed below, is a testament to the hard work of both students and staff alike.

The introduction of MacBooks has led to a timely opportunity to enhance and refresh our curriculum. New units of work have been developed throughout the year and this will be expanded upon in next year's English curriculum. The technology has allowed for even greater differentiation in terms of units of work on text, writing folio and listening and speaking activities and assessments.

The texts studied as part of the English curriculum offer numerous opportunities for students to make connections with events and times beyond their immediate experience. In Year 7 students are asked to consider the impact of commercial development on the environment in Tim Winton's *Blueback*. In Year 8 students explore the effects of Apartheid on South Africa in the 1970s and also the ramifications of early settlement on the Indigenous community in Jackie French's *Nanberry*. In Year 9, the spectre of racism and prejudice and its insidious effects on

a community are further explored. Year 9 students also undertake a Human Rights Project which links the study of the film *Rabbit Proof Fence* to the issues of Human Rights in Australia and throughout the world. In order for students to become aware of the way in which language and images are used to shape their lives, Year 10s have been encouraged to become critical readers of the messages presented to them in a continually expanding range of media. At Year 11, the study of *The Great Gatsby* asks students to consider the consequences of being motivated solely by materialistic gain, with such a novel prompting students to make parallels to elements of contemporary society.

To support our studies of Shakespeare at Years 9 and 10, and Bertolt Brecht at Year 12, the English faculty organised for Complete Works Theatre Company (CWTC) productions of *Romeo and Juliet*, *Macbeth* and *The Life of Galileo* to visit the School. In the performances, there was an interactive element with the students taking assigned roles and discussing features of the plays at the end. In addition, as part of their learning outcomes, Year 12 Literature students attended readings at the home of Literature teacher, Mrs Di Berold, where the students' understanding was enhanced through readings and music.

In conjunction with Mrs Julie Purcell in the Library, visiting authors and writing workshops for Years 7, 8 and 9 were offered. These visits were timely as they were organised to complement the girls' work in the Isobelle Carmody creative writing competition and the Boroondara Literary Awards Competition. Ruyton has a long history of success in the field of creative writing and 2014 has been no exception. This year, three students were recognised with awards in the Boroondara Literary Competition. As they have for the past 21 years, students in Years 7 to 11 participated in the annual Isobelle Carmody Creative Writing Competition. Once again, the quality of the writing was extremely high. This year's topic, *The Building*, resulted in an impressive range of engaging and inspiring writing, with buildings, both literal and metaphorical, providing interesting settings and points of action. The judge, professional writer, Ms Sue Lawson, was thoroughly impressed with the imagination and flair displayed in the short narratives and commended the students' dedication to the craft of writing. This ability and dedication can also be seen in the English Department's Literary Magazine, *Scripsi*, in which Senior School students' talent for poetry, fictional stories, autobiographical narratives, essays and speeches is displayed. This year marks the first year that it will be published in an electronic format and I trust that you will enjoy reading the collection over the summer holidays.



In public speaking, the Department has been thrilled with the enthusiasm in involvement and presentation, as well as the breadth and understanding of complex topics, in both internal and external competitions across the levels. External competitions in which Ruyton girls have successfully represented the School include the prestigious Victorian Curriculum and Assessment Authority (VCAA) Plain English Speaking Award. Furthermore, all students in Years 7-10 participated in the keenly contested Orator of the Year Awards, and a number of students chose to participate in the Year 11 Suzanne Northey and Year 12 Alan Patterson competitions. These were celebrated and awarded at the Senior School Public Speaking Finals on the last day of Term 3. Thanks must go to the encouragement and support of the English Department for their assistance in organising and adjudicating these competitions.

In addition to those detailed above, stand-out achievements for the English Department in 2014 have also included excellent results in the International Competitions and Assessments for Schools (ICAS) from students in Years 7 and 8. This competition assesses reading and language skills in a range of contexts. More than this, however, are the achievements of the girls in each of their English classes, which can be seen in their commitment to do their best, and their enthusiasm for both English and Literature. The culmination of all these achievements can only happen with the skills and zeal of the staff of the English Department to whom I give my thanks and appreciation.

Ms Danielle Cooper, Acting Dean of English

Expanding Horizons, Tours, Interstate and International Exchanges

The year began with Ruyton's first Overland Track Expedition, which took place in January. The Overland Track is approximately 70 km long, and covers diverse terrain from Cradle Mountain to Lake St Clair in the middle of Tasmania. It was a wonderful and challenging expedition for the five girls and three teachers who traversed this beautiful wilderness over six days, carrying everything on their backs, including tents, food and toilet paper! The weather ranged from snow at Mt Ossa to a heatwave by the time we rolled into Hobart. Some minor bumps, bruises and tummy bugs didn't deter this intrepid group, who felt a huge sense of achievement at the completion of the walk.

The Year 7 camp traditionally takes place at the beginning of the school year, giving the Year 7 girls the opportunity to get to know one another and their teachers very early on. Due to bush fires in the Kilmore area, this year's camp was delayed until May. The girls substituted a day at the Geelong waterpark instead, and three days at Camp Weekaway in Term 2. The girls and staff were able to mingle and get to know one another in spite of these adjustments to the programme, and a positive experience was reported by all.

In March the Year 8 girls participated in the Marine Discovery Camp at Queenscliff. This camp is a packed week of marine-based activities, including snorkelling, stand-up paddle-boarding, beach-combing, harbour cruises, canoeing on the Queenscliff estuary and surfing at Ocean Grove. The girls stay at Cottage by the Sea, operated by a charitable organisation which runs camps for disadvantaged children. As part of their fundraising activities, the Year 8 girls raised money for Cottage by the Sea.

February and March were busy times also for international visitors, with students from Canada and New Zealand attending Ruyton as part of the International Programme. In addition to this, we also hosted fourteen girls from Sheng Kung Girls' School, Taiwan, for a week at the end of March. The girls stayed with Ruyton host families, and enjoyed getting to know the Australian way of life, eating western food, and practising their English language skills.

In May, Ruyton hosted visitors from Alice Springs as part of the Smith Family's Girls @ the Centre Programme. This is a multi-faceted support programme that operates at Centralian Middle School in Alice Springs, which is designed to assist disadvantaged girls to stay at school and to succeed with their education.

The Year 11 Leadership camp took place in July at Phillip Island Adventure Resort. The students participate in a range of challenging team-based activities that are designed to foster leadership skills and to create a strong sense of teamwork within the year level. The girls also had the good fortune to hear from past Ruyton Co-Captain, Sarah Blyth, who spoke about her experiences beyond school at university, in voluntary work and now in the business world.

July was also the month for the Year 9 Snow Sports Camp, which was again located at Falls Creek, with accommodation at Howman's Gap YMCA. The girls remained in very good spirits in spite of white-outs, icy winds and snow. Most of the girls were complete beginners in all three disciplines (cross country, downhill skiing and snowboarding) but all came away with some good basic skills and a real sense of achievement.



More international visitors were welcomed to Ruyton during the month of July, with girls visiting from France, Scotland and the USA. Highlights for these visitors were a trip to Healesville Sanctuary and a tour of the National Gallery of Victoria in Federation Square to learn about the history of Australian art.

In August, our Interstate Exchange Programme for Year 8 girls got underway. Three girls from Ruyton exchanged with three girls from Seymour College in Adelaide and the same number of girls exchanged with students from Meriden Anglican Girls' School in Sydney. The girls all had a fabulous time, with lots of new friends made, and insights gained into these other Australian cities.

A number of Year 10 girls participated in International exchanges in September and October. Twenty-four girls visited schools in Canada, USA, UK, France and China. The Chinese exchange to Nanjing Foreign Language School was a wonderful success, with the three students participating in the exchange gaining a rich insight into Chinese culture and meaningful opportunities to practise their Chinese language skills. Many thanks to Mrs McAuliffe for arranging this exchange and for accompanying the girls on a tour of China before their arrival in Nanjing.

The final camp for the year was the Year 10 Central Australia Tour. This is a highlight for many students during their time at Ruyton. The camp involves travelling for three days through Victoria and South Australia, visiting Coober Pedy, and into the Northern Territory before arriving at Uluru. After exploring Uluru and Kata Tjuta, and learning about the land and culture, the group travelled to Kings Canyon to experience the magnificent Rim Walk.

The wide range of outdoor, interstate and international opportunities that Ruyton girls have been able to access will be further enhanced in 2015 by the arrival of the new Director of Outdoor Education, Mr Darren Saunder, who has some wonderful new expeditions planned for our students. I wish him well in his new role, and I hope he enjoys his involvement with Ruyton camps as much as I have over the last five years. I would like to express my gratitude to everyone who has helped make all these exchanges and camps such a success.

Ms Julie Hoskins, Co-ordinator of Special Programmes

Financial Accountability

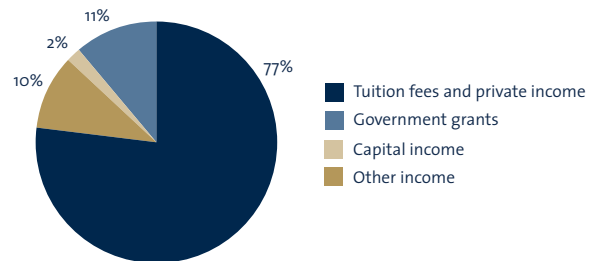
Financial year ended 31 December 2013

The financial position of Ruyton Girls' School continues to remain sound with all key budget parameters set for 2013 being met. Ongoing financial benchmarking with other independent schools ensures a focus on prudent financial management aimed at maximising the allocation of resources to the needs of our girls and their learning.

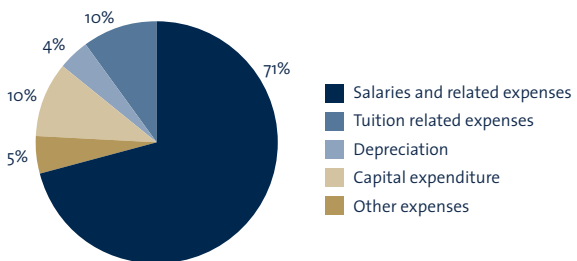
During the year expenditure towards the realisation of the School's Master Plan commenced with the design of two significant projects, the redevelopment of South House (completed 2014) and the new McRae Building (due for completion 2015). Capital expenditure consumed 29 per cent of the annual surplus with the balance being retained for Master Plan projects.

Pie charts the following:

Income



Expenses



I thank all staff in my Department for their outstanding support this year.

Ms Leanne Sparkes, Business Manager



Humanities

2014 has been a year of implementation for the Geography courses of study. These constitute the second major change of Australian Curriculum for the Humanities Faculty. The new Geography electives in Year 9 and 10, entitled *The Interconnected World and Environmental Challenges and Disasters*, have been offered in 2014 and will be reviewed and developed further for next year with an improved focus on fieldwork and the important skills that it develops. The increasing use of tools such as Google maps, integrated with student photographs and data collection will help to develop more sophisticated fieldwork presentations at all levels. This year has seen the first offering of the new Year 7 and 8 Geography courses which will require review and development. A decision was made during the year that in the best interests of effective learning the History and Geography courses at Year 8 should operate on a semester basis from 2015. This will provide more frequent contact with students and greater continuity than has previously existed.

In 2014 a new History elective in Years 9 and 10 entitled Ancient Cultures has been offered for the first time. This has proved to be popular and is a positive step in establishing a background for students who may wish, in the future, to study the new VCE Ancient History course that is being planned by the Victorian Curriculum and Assessment Authority (VCAA). The *Money, Law and Politics* elective unit has also been popular this year as the faculty has had to begin the review of this area of study with the publishing of the Business and Economics and Citizenship AusVELs. This review may lead to an expansion of these offerings as a lead- in to the extensive range of Commerce subjects available at VCE level.

Subject-based activities run this year include fieldwork at various levels, incursions by History Box, speakers, and other activities. Subject competitions are being reviewed to evaluate their worth as a learning activity. A range of competitions may be offered as extension activities to interested students in the future.

Yet again the simulation activity entitled Justicecountry was a highlight for the Year 11 students who chose to participate. It provides an opportunity to be involved in an activity that focuses on the equity of income distribution and the process of government decision making. Many Year 11 students found the task enlightening and thought provoking.

Every year the Department is responsible for running Assemblies on both Anzac Day and Remembrance Day. This year a number of Year 11 History students were involved in presenting the Anzac Assembly and are to be commended on making it such a moving occasion. The incoming 2015 School Leaders did an excellent presentation for Remembrance Day.

Thanks are due to the staff of the Humanities Department in 2014 for their continuing hard work and commitment to their students. They are also to be thanked for their contribution to the development of many new courses and the thoughtful approach to the increasing use of technology in the classroom, particularly at Years 7 and 8.

Staff are also to be commended on their involvement in a range of professional learning, including subject-based areas, technology, formative assessment and leadership. Many of these courses have led to enthusiastic planning and changes in classroom strategies.

At the beginning of this year we welcomed Ms Emma Forte (History Maternity Leave Replacement) to the Department. Ms Forte was a graduate teacher who has made a positive contribution to History, with great enthusiasm and skill. We also welcomed Ms Jane Cornelius, although she is a long-standing member of the French department at Ruyton as well.

The Humanities Department takes pride in the opportunities it provides in terms of a holistic and interdisciplinary approach to learning, which has always been a part of our approach. As the world, through technology, becomes a more interconnected place, we see the role of Humanities in equipping students with this integrated form of knowledge becoming increasingly important.

Ms Margaret Barratt, Dean of Humanities



Learning and Teaching

'Doing what matters is easy. Only doing what really matters is very difficult.'

This was the key message from Mr Ben Jensen of the Grattan Institute as he addressed the staff of Ruyton and Trinity Grammar School at the commencement of 2014. His keynote address focused on strategies to change learning and teaching behaviours in order to ensure that student learning is at the centre of everything we do. This presentation laid the foundation for a year of wonderful learning opportunities for both staff and students and Ruyton, and challenged us, as educators, to ask ourselves each day, with each action we take, *'how will this improve learning and teaching?'*

With the ever-changing digital landscape providing wonderful opportunities and tools for learning, 2014 has seen the implementation of a key component of the Digital Learning Strategic plan in the transition to new devices, including iPads, throughout the Junior School and in Year 7. Our teachers have embraced the opportunity to utilise these tools to enhance and support learning for students. During Term 3 all teaching staff worked in Teacher Inquiry Groups to undertake a range of action research projects exploring how digital tools could be used to personalise student learning. The commencement of Term 4 provided an opportunity to share and celebrate these projects with colleagues. Another highlight of Term 3 was the privilege, for both staff and the wider School community, to hear from Professor Carol Dweck of Stanford University. Professor Dweck is world renowned for her work on the importance of approaching all facets of life, including learning, with a growth mindset.

Supporting our Curriculum Deans as leaders of learning has been yet another professional learning focus in 2014. Through a unique programme developed in collaboration with educational consultants Dr Bern Nicholls and Annelies Hoogland of EDUCAA, a number of our Curriculum Deans have undertaken the International Leadership and Management Programme (ILMP) Middle Leaders programme. In this way they have received ongoing coaching, support and professional development working with Bern and Annelies at Ruyton. Junior School staff have continued to work with Ms Andrea Muller to further develop an inquiry-based approach to learning across the curriculum.

Each year, when selecting the theme for the Ruyton Foundation Masterclass, our goal is to present a programme which extends our knowledge, deepens our thinking, challenges our perceptions, links with our curriculum, touches our hearts and helps us understand how we can make a difference as individuals and as a community. Our theme for 2014 certainly met all of these criteria, with the striking title *'We will call Australia Home - Seeking Asylum'*. The Masterclass began with a compelling performance by Unit 3/4 Drama students portraying the chilling story of a family's flight from Syria to Australia. Mr Julian Burnside AO QC addressed the Senior School and then joined a 'Q and A' style panel alongside three remarkable women making a difference in our community. The questions that our Year 11 and 12 students addressed to the panel were deep, challenging and insightful and the ensuing conversation between the panel members provided a rich and unique learning experience.

The Learning Enrichment and Achievement Programme (LEAP) provides a unique opportunity for students in Years 7 and 8 to develop a diverse set of skills that equip them for learning in the 21st Century. This long-standing programme constantly evolves and in 2014 the focus has been the exploration of a variety of digital tools to equip students with the skill-set required to be creative, collaborative, communicative, inquisitive, agile, adaptable and ethical 21st century citizens, through a problem-based learning approach with a focus on 'Growing Up Digital'.

At Ruyton we acknowledge that students learn in many different ways and we strive to develop an understanding of each individual as a learner. The Individual Learning Department plays a key role in supporting teachers to personalise learning, with staff taking on a consultancy role in the classroom to work alongside teaching staff and students. Mrs Radmila Harding, appointed in 2014 as the co-ordinator of Gifted and Talented Programmes at Ruyton, has worked closely with individuals and groups of teachers and students throughout the year, and was the recipient of the 2014 Ruyton Award for Educational Research. Radmila undertook a research project titled *Girls, Technology and the Classroom - with a Twist of Giftedness*, and presented this research at the 2014 Asia Pacific Conference on Giftedness held in China, as well as to Ruyton staff.

2014 has certainly been a wonderful year of learning for the entire Ruyton community, with a focus on what really matters - ensuring student learning is at the heart of all that we do. I thank all the staff for their enthusiasm and support.

**Mrs Cathryn Furey, Assistant Principal,
Director of Learning**



Library Resource Centre

Our focus within the Library in 2014 can be distilled into two words: connect and collaborate. Seeking to connect more strongly with our School community, we pushed out our physical boundaries by providing new electronic gateways to a wide range of online resources. Recognising the value of collaboration, we seized the opportunity to enrich our collections through the establishment of an eBook consortium.

Early in 2015, the new library website will go live. It will serve as a welcoming gateway to our virtual library, allowing students to communicate, connect and collaborate through a range of social media, including the Library Instagram account, the Lit Club blog, Year 6 Wiki and our Tumblr account. Junior School students are using QR codes to easily find new resources. Our library catalogue, now searchable outside the School, provides links back to a rich collection of online resources.

The eBook consortium established with Mentone Girls' Grammar School provides our School community with a significantly larger shared database of high interest eBooks. The deeper and broader collection assists students to satisfy their diverse reading needs and interests. This consortium is based on best practice beyond the school sector; sharing resources in this way is a powerful example of innovative and collaborative library practice. In fact, a 2009 Harvard University Library report noted that the future for libraries is based around access rather than ownership. One of the five key recommendations indicated within this report, was a need to '*collaborate more ambitiously with peer libraries and other institutions*'.¹ Within school libraries, a consortium of this type creates possibilities for students to experience shared reading experiences within a broader community; potentially allow them to connecting with reading classes and literature clubs beyond their own school.

As educators we strive not only to provide spaces and resources that truly support and enhance our students' learning experience, but also to work toward ensuring that students function effectively in an information society, as creators of knowledge rather than consumers of facts. By working actively in curriculum planning we endeavour to ensure our teaching programmes assist our students to become both information literate and upstanding digital citizens. Collaboration with classroom teachers and other specialist teachers helps to ensure that information literacy

and digital citizenship are firmly embedded across the curriculum and across year levels.

We have continued to connect with our students by offering friendly and inviting spaces for students to read, research and relax. These are spaces where students can find opportunities to expand their horizons through engagement with literature and where they are encouraged to think more deeply about the world around them. Likewise, we reach into the parent community through the provision of our Parent Collection, incorporating titles that have been purchased to provide parents with reading material on a range of high-interest topics within modern families.

The theme of this year's Book Week *Connect to reading ~ Reading to connect*, served to remind us of the power of reading to connect us with each other and also reflect on our own lives. Junior School students demonstrated a lively and joyous connection to literary characters when they dressed as their favourite character for the Book Week Parade.

Students attended presentations from visiting authors and illustrators including Mr Luka Lesson, Mr Gary Crew, Mr Archimede Fusillo and Mr Simon Swingler. These visits were well received, promoting discussion about books, literature and the writing process. Similarly, Lit Club provides a forum for students to meet and to share ideas about what they are reading. Lit Club students enjoyed attending conferences, writers' lunches and DVD nights. It was with a certain sadness that we said good-bye and good luck to Charlotte Armstrong (Year 12), an important and influential member of Lit Club for six years. Over the years, she has offered leadership, guidance and encouragement to many younger Lit Club members.

Another Lit Club Year 8 student was selected in 2014 to be one of six National Inky Judges by the State Library's Centre for Youth Literature. These youth judging positions are highly prized and much contested. Judges are required to review a large collection of Australian and International youth literature. Our student did the School proud as she worked her way through the judging process and took on a presenter's role at the Melbourne Writers' Festival and the Inky conference.

Last year was a time to consolidate our connection with our School community in both a physical and virtual sense. New technology has provided a catalyst for us to rethink how we serve students and staff, calling us to enrich and improve our resources and services. While we continue to

1. To access the full 2009 Harvard University Libraries' report go to: <http://provost.harvard.edu/search/site/University%20library>



nurture the sense of student ownership for the physical library, we are also providing access points to new, exciting and diverse online resources. I am grateful to all staff for their support and willingness to embrace these new ideas.

Mrs Julie Purcell, Director Library Resource Centre

Language Other Than English (LOTE)

In the LOTE Department in 2014 there has been much to celebrate with the introduction of new programmes and many achievements.

'We love China so much. We will miss everyone we met.'
WeChat message from Year 10 students on exchange to China.

According to the Chinese Zodiac 2014 is the Year of the horse. In Chinese, people say, '马到成功' meaning 'Succeed upon arrival (with a horse)'. As the year unfolded, we witnessed a number of significant events which took place in and out of the Chinese classrooms at Ruyton. The learning and teaching of Chinese remained dynamic and exciting, with students' linguistic and intercultural competences expanding by completing assessment tasks and participating in cultural activities.

As part of an exciting initiative in 2014 all girls in Year 3 have Chinese lessons five times per fortnight. To cater for the needs of these inquisitive minds we have chosen not to use commercial textbooks but instead we compile or write our own teaching materials. Apart from learning the basic elements of the Chinese language, girls have also had opportunities to try Chinese cooking, dancing, music, painting and calligraphy. Their dancing performances at the Junior School Assembly showcased how well they have been immersed in Chinese culture. They also loved using the iPad apps to revise and expand their learning. At the Chinese Afternoon Tea held in Term 3 parents were positive about the learning opportunities provided and said that their daughters kept talking about Chinese at home.

In another initiative an exchange programme for Year 10 students has been established with Nanjing Foreign Language School (Xianlin). This is the third sister-school relationship we have in mainland China and Taiwan. In July, two students and one teacher from Nanjing came to Ruyton for a three-week exchange and in September four Ruyton girls visited Nanjing and three of them stayed for three weeks to experience Chinese school life. In addition

13 girls and one teacher from Sheng Kung Girls' School were hosted by us in March.

In our daily teaching and learning we have focused on two new strategies to improve student learning in Chinese. In the Senior classes we oversee students' work samples in VCE classes and devise strategies to extend and support the girls. In the Junior classes we have explored the use of apps to enrich student learning, such as using Book Creator, Quizlet, iMovie, Tellagami and Puppet Pal.

Other significant events have included Chinese Culture Week and the Chinese Reading Competition in which one Year 7 student won third prize at State level.

The French Department has also enjoyed a challenging and stimulating year. To add to existing programmes, French Week and annual visits from exchange students, there have been significant changes this year. French Club and La Petite Bibliothèque (Little Library) have been established in the Junior School, new courses have been created in Year 9 and Year 10 to adapt to changing student needs, and a range of new technologies have been embraced. Students and teachers of Prep-Year 7 have enjoyed the new possibilities for language learning provided by iPads in the classroom, while Year 12 students have studied the impact of new technology on our lives and on French society as the theme of their Detailed Study.

In the Junior School and in Year 7, apps like *Bitsboard*, *Move 'n' Match*, *Explain Everything*, and *iMovie* have been particularly useful for helping students attend to language structure, to demonstrate and share their understanding by illustrating text, and to create their own media. Some of these apps have also been useful in Year 8-12 classes, accessible either online or on student iPhones. All Senior School French students use online resources such as *Languages Online*, *Ecoutez Bien*, *Quizlet* and *Quia* for vocabulary, grammar and listening practice. Other online resources such as *Linoit* and *Infuse Learning* allow students to effectively share ideas and collaborate in the classroom. Students are also now able to produce increasingly sophisticated media of their own, with MacBooks transforming the standard PowerPoint presentation to professional-looking iMovies, and Apple TVs allowing for easy sharing of these in the classroom.

French Celebration Week was once again a week of fun events, food and cultural enrichment timed to include a celebration of Bastille Day. Highlights in the Junior School this year included a performance of *Sleeping Beauty* from Carrousel Bilingual Puppet Theatre and dressing with a touch of French. Dress ups have also become a tradition for Year 12 students and teachers during French Week, as they



enjoy an evening of high quality restaurant food whilst re-enacting some moments in history as part of the unit called Historical Perspectives. Year 5- 8 students were treated to some comedy from *Les Batons Français* – an amazing hour of history and culture combined with musical comedy. Year 9 and 10 students participated in a theatre workshop incursion run by Melbourne French Theatre, a bilingual theatre company. Students and teachers enjoyed performing scenes from *Le Petit Nicolas*, but the highlight for all was Amélie (one of the French Assistante)'s improvised performance with the visiting actors. Finally, who can forget M (and Mme!) Crêpe, who, once again, cooked an amazing amount of crêpes for students and staff alike, all the while amid bracing icy winds?

Alliance Française competition results were very pleasing. All students in Years 4-6 and 12, as well as selected Year 8 students, participated in either oral, written or both sections of the competition. Virtually all Ruyton entrants this year received *Bien* (Credit) or above, and the School was delighted to send eight girls from Years 4-8, together with two Year 12 students, off to finals. When a Year 12 student is selected as a finalist in the oral section of the competition this is a particular achievement as this is similar to an end-of-year Oral Examination and students must receive 20/20 on the day to be selected. *Bravo* to all those who received awards, and especially to a Year 5 student for achieving a prize – a wonderful achievement!

Whether it is in the French or Chinese Department, we are fortunate to be part of a whole School community who values language learning very highly. Students have opportunities to begin language learning from an early age and benefit from staff who are fluent in their target language. I am sincerely grateful to all the wonderful staff in this Department.

Mrs Danyang McAuliffe, Dean of LOTE

Mathematics

'Do as much Mathematics as you can – it will empower your professional life.'

Sir Gustav Nossal

Mathematics is older than recorded history and has, through the ages, developed into a sophisticated, complex body of knowledge. Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Mathematics studies the patterns arising from the real world and from within Mathematics itself. These patterns can be used to make predictions about mathematical objects and about the behaviour of real things. Because mathematical knowledge is about relationships between things, it is inherently an abstract discipline. This abstractness makes it applicable in a wide variety of situations.

The University of Melbourne School Mathematics Competition is the most difficult of all Mathematics competitions that are available to Victorian students. It is done under examination conditions. In the long and distinguished history of this School, there have been only 17 awards in this Competition. Two girls, in Year 8 and Year 9, secured our 18th and 19th awards this year. Ruyton girls have also taken out 63 distinctions and 29 high distinctions in this year's Challenge Stage of the Mathematics Challenge for Young Australians, and 34 distinctions and 31 high distinctions in the Enrichment Stage of the Challenge. In the Australian Mathematics Competition, Ruyton girls have this year won 47 distinctions, seven high distinctions and one prize. The Mathematics Challenge for Young Australians and the Australian Mathematics Competition are both run under the auspices of the Australian Mathematics Trust and the University of Canberra.

As part of the Mathematics Department's Three-Year Plan, 2014 has seen the introduction of online Readiness to Learn Tasks in Year 7 Mathematics. These are designed to show what girls know about a topic prior to its commencement and what they will still need to learn during the teaching of that topic. While Readiness to Learn Task results are not reported in Semester reports, teachers use the data gleaned from the tasks to differentiate the learning and to determine appropriate pathways for each student as they progress through topics. Girls receive all of their own data at the end of each Readiness to Learn Task so that they too



know their strengths and weaknesses prior to the start of each topic. Readiness to Learn Tasks will be introduced into Year 8 Mathematics next year and into Year 9 Mathematics in 2016.

The aim for girls is to build the strongest foundation possible between the start of Year 7 and when they choose their Year 10 Mathematics subject. This selection takes place during Term 3 of Year 9 when girls elect to study either Mathematics A or Mathematics in Year 10. Mathematics A is the prerequisite study for VCE Mathematical Methods and Specialist Mathematics. Girls who aspire to study these subjects must elect to study Mathematics A in Year 10. The Mathematics course prepares girls for VCE Further Mathematics but is not an adequate preparation for Mathematical Methods and Specialist Mathematics in VCE.

I extend my thanks to all members of the Mathematics Department for their professionalism, hard work and support over the course of this year. Ruyton is fortunate to have such a strong, knowledgeable and cohesive team of Mathematics teachers who work tirelessly in helping our girls to make the most from every lesson.

Mr Russell Boyle, Dean of Mathematics

PE and Health Education

The Health Education Department continues to deliver a programme tailored specifically for the Ruyton community. The programme aims to foster self-esteem, resilience, knowledge and responsibility for one's own choices and behaviours and is delivered using the harm minimisation philosophy.

Across Years 7-10 many of the units of study are introduced by a guest speaker, who is an expert in his or her field, or by a play or production, and this is then followed up within the classroom for the remaining lessons. This provides the opportunity to facilitate small group activities and relevant discussions and learning guided by the teacher, in a safe and supportive environment. Time is spent helping to develop strength and resilience in the girls, as well as providing them with the knowledge to make good choices concerning their health. Topics such as digital citizenship – keeping safe online, sexual health - puberty, disability awareness, nutrition and body awareness, team building, relaxation and wellbeing are explored in detail.

Mr Paul Dillon, founder of Drug and Alcohol Research and Training Australia, returned to Ruyton to deliver his

three-year programme to the Years 10, 11 and 12 students. He gave a presentation for the parent body entitled *Alcohol and other drugs and young people*.

This year we introduced CPR training as a part of the Year 10 programme. This enabled each student to gain qualifications in administering CPR. Real Response training was also a new addition to the Year 10 curriculum. Next year our focus is to further align our programme with the Australian Curriculum and we are also bringing in etextbooks and workbooks to ensure deeper progressions and connections are developed across the year levels.

Physical Education

In Physical Education the girls have undertaken a variety of traditional sports and have also been introduced to many new ones. The Year 7 girls learnt the skills involved in many of the core sports offered in the Girls' Sport Victoria (GSV) competition. New sports such as Water Polo and Badminton were also introduced. Many units in Year 7 aim to foster team work and collaboration, such as the Survivor unit, Dance and Peer Teaching of Global Games, in which students were required to work cohesively to achieve success. To help celebrate Physical Education week, all Year 7 students participated in the GSV Sports Expo at Monash University, experiencing both traditional and less 'well known' sports, such as Calisthenics, Lacrosse, and Ultimate Frisbee.

Our Year 8 students continued with participation in core GSV sports and developed greater games sense. Touch Football, Ultimate Frisbee and European Handball were introduced. Girls demonstrated organisational skills and positive team spirit in the co-ordination of the European Handball Sport Education in Physical Education (SEPEP) unit, by adopting various roles to successfully run a class competition.

Year 9 students revised the rules and skills in the core GSV sports and also participated in activities such as Table Tennis and Recreational AFL. Girls also participated in a Sport Education in Physical Education Programme (SEPEP) unit, which aimed to provide insight into how to organise a sports function, this time an Indoor Soccer competition. The girls also participated in a mini triathlon.

Physical Education lessons take on a collaborative approach in Year 10 and students engaged in a 'self-directed' fitness unit. A highlight for Year 10 students was teaching the fundamental motor skills to Junior school students, in which they were able to further develop their understanding of coaching practices.

In Year 11 Physical Education classes are replaced by a Recreation programme. At the start of each semester girls



select from a wide range of activities, with a view to providing experiences for future leisure time pursuits. Some of the activities undertaken this year included Yoga, Indoor Rock-climbing, Ice-skating, Ten Pin Bowling, Laser tag and 'Bounce' Trampolining.

In Year 12 students have worked diligently throughout the year, aiming to achieve their best in the final exams. Girls have participated in a number of practical classes to clarify their learning of content covered in the classroom. They also attended excursions to Exercise Research Australia (ERA) in Thornbury to undertake laboratory testing and some students attended the ERA revision session, in preparation for their final exam. Thank you to the fabulous staff in the PE Department who have worked so hard to deliver these programmes this year.

Miss Brooke Johnson, Co-ordinator Physical Education and Health

Performing Arts Department

Music

Music has continued to thrive in 2014, with large numbers of students involved in all aspects of the Music Programme. The girl's enthusiasm for music has enabled the high standard of performing to be maintained, with ensembles and soloists giving some wonderful and breath-taking performances throughout the year.

Curriculum

In Year 7 Music, the girls focused on improving their musicianship. Aural development was an important aspect of this, with an emphasis on Kodaly-based activities linked with the more traditional musical language. Indonesian music was also studied, with the girls taking part in an incursion with Bagus Kan! They also improved their listening skills through the study of Art Music and the Super Quiet Uninterrupted Listening Time, using Keynote.

Year 8 Music classes developed their skills in performance, aural comprehension, theory and composition. They wrote a short song and played the ukulele. Rhythm was a big focus, and the girls performed with African drums. They played a basic rock beat on the drum kit and created a composition using non-musical items. They were also treated to an entertaining performance by African Beat.

The Year 9/10 Music Performance class worked on improving as soloists and group performers. Performances

in class were regular occurrences, which allowed for comment by class members and self-analysis. Aural comprehension and theory, arranging and concert reviews continued the development of the girls.

A knowledgeable class of students participated in the Units 1 and 2 Music Performance class this year. They studied solo, group performing, musicianship and analysis. This expanded their understanding of performing and the importance of learning about all aspects of music. Individual tuition on their instrument was a key component of this.

The Instrumental Music Programme was again busy, with 400 lessons taking place each week. The balance of instruments learnt was encouraging, which allowed most of the ensembles to have a full and true sound. Thanks must go to the 28 music staff who tutor the girls each week and we are fortunate to have an incredible group of staff. Their commitment and work ethic is a big part of the success of the Music Programme.

Co-Curriculum

The ensembles epitomise everything that is unique and wonderful about the Ruyton Music Programme, with most being at capacity and many concerts and presentations occurring. Highlights of the year included performances at the Ruyton Fair, the Contemporary Music Concert, the Gala Concert, the Jazz Night and the production of *Sweet Charity*. The choirs also performed very successfully at many eisteddfods and there were many fine performances at the Victorian Schools' Music Festival. Most weeks there were soirees, with over 100 girls performing at the Piano Festival. Assembly performances took place throughout the year.

Drama

There is wonderful saying, '*Creativity is imagination in action*'. This inspiring quote is what Drama embodies, both as an art form and what it supports and nurtures in students' learning. This is reflected strongly in Ruyton's Junior and Senior School curricular and co-curricular Drama programmes. Imagination in action is evident in the vibrant Drama classroom environment as students test the boundaries of their expressive skills, in creative interpretation of stimuli and in the honing of their skills in collaborative and independent learning.

The public performance opportunities available to students enable them to gain confidence and share their creative vision beyond the classroom. In the Junior School Mrs Georgina Parker created engaging and highly entertaining



productions, such as Year 5's *Revolting Rhymes*, Year 6's *Dorothy in Wonderland*, Years 3 and 4 *From Now To Then and Back Again* and the Prep to Year 2 *Race to Save Lolly Land*. The Senior School treated audiences to a wonderful array of co-productions with Trinity and Scotch College. The Trinity Senior School Play, *Metamorphosis*, provided students with a challenging script and the girls embraced their roles with a focus and commitment beyond their years. *Sweet Charity*, the Ruyton/Trinity musical, successfully nominated for many Lyrebird Awards and the Scotch/Ruyton Middle School Play *The 39 Steps* was a superb showcase for students' skills of characterisation and comedic timing.

Year 7 embraced conventions of non-naturalism in their performance of Mr David Holman's *No Worries* and Year 8 interwove complex narrative structures in their Soap Opera satire. It was affirming to see the Interschool Theatre Festival initiative launched by Ruyton last year continued on in 2014, with Lauriston hosting this year's festival. A memorable moment, also, was the inclusion in the Masterclass programme of the VCE Drama class ensemble based on the issue of Asylum Seekers. Students produced a highly sophisticated and moving response to the issue, which was praised by guest, Mr Julian Burnside AO QC.

Congratulations to Olivia Weatherson on her enthusiastic leadership as Ruyton's Drama Captain. Her positive contribution to all areas of the Department was invaluable. In addition, the many and varied endeavours of the Ruyton Drama Department would not be feasible without the tireless support of our FORDA Members. My thanks to all students, staff and parents who have supported our work in the Performing Arts Department so generously this year.

Mr Paul Smith, Director of Performing Arts

Ruyton Student Council

The Ruyton Student Council (RSC) again proved to be an effective representative body for the Senior School students this year. Aply led by Annabel Loane, RSC Captain, the girls met fortnightly to discuss a range of issues arising from student suggestions/requests. These included such items as microwaves in the Courtyard Cafe to rubbish bins and uniforms. With the temporary loss of space in Hiscock Court due to the building work, one of the biggest challenges in 2014 was to find suitable areas for students to eat lunch, but this was duly overcome. The RSC-led Walk 4 Women was organised again in conjunction with students from

Melbourne and Trinity Grammar Schools. The Walk around the Tan attracted students from over ten secondary schools, and culminated in a BBQ at Melbourne Grammar. Approximately \$3500 was raised and donated to UN Women Australia. The RSC also organised the annual Girls Night In Movie Night at Ruyton. This year, the film was *Ten Things I Hate About You* inspiring the theme of Warrior Women. Over one hundred girls from Years 7-12 participated, consequently supporting one of Ruyton's key strengths - a genuine sense of community. Thank you to everyone who assisted us in our endeavours this year.

Ms Julie Hoskins, Co-ordinator of Special Programmes

Science

'The best scientist is open to experience and begins with romance - the idea that anything is possible.'

Ray Bradbury

This year has been a year of change and new experiences in many different areas of Science at Ruyton. During Term 1 staff and students prepared for the move out of the Margaret McRae building, as the first phase for the construction of the new cutting-edge science facilities began. Many hours have been dedicated to researching laboratory design and how this can integrate and support innovative teaching practice and digital learning. Spaces have been designed to permit a variety of learning activities, and allow for a multitude of configurations.

The temporary classrooms have been set up with Apple TVs and this has provided staff and students with new ways to explore and engage with science. The move to MacBooks and iPads has opened up a vast array of new resources, which have been eagerly explored by students and teachers. There are many apps that allow for consolidation of knowledge and also provide opportunities for enrichment, supporting our philosophy of personalised learning. The introduction of iBooks allows students to personalise resources to cater for their individual learning styles. The expansion of digital learning resources is a continuing priority for the Science Department.

2014 has also marked some changes in curriculum for Science. Psychology has always attracted strong student numbers and in order to cater for student interest, a Year 9/10 Psychology elective has been introduced. This elective



has been well received by students and provides an opportunity to explore key concepts that will support those students who continue on to VCE Psychology. The very successful Year 6 Science programme, which sees Year 6 students being taught by Senior School Science teachers, has been redesigned to meet the requirements of the Australian Curriculum and provide further intellectual challenge to students, while still maintaining student excitement and engagement. The Year 7 Science programme has also been reviewed to ensure continuity of learning from Year 6.

Online learning opportunities have been explored further this year. Following on from staff professional learning activities, Year 10 students have commenced using the Big History Project, a resource on the history of the universe and life on earth. Cosmos Live Learning has allowed students to utilise scientific journals in a manner which enables them to understand the importance of scientific literature. Year 8 students have also continued to utilise Science and Technology Education Leveraging Relevance (STELR) for an inquiry-based approach to their unit on Energy.

There are numerous excursions offered to students at all levels in order to enrich their learning. At the Senior level, there are many opportunities for students to build upon their knowledge and skills in real-world settings. Physics students visit Luna Park, LaTrobe University, the Australian Synchrotron and the Australian Grand Prix. Biology students visit Queenscliff, Werribee Zoo and the Gene Technology Access Centre (GTAC). Year 12 and Year 11 Chemistry students visited LaTrobe. Psychology students engaged in activities with Prep and Grade 2 girls. Year 7 students have taken advantage of Swinburne University programmes in Astronomy. Year 8 students made use of the Melbourne Museum for the Rocks and Minerals unit of work. The Year 8 camp in Queenscliff enhanced student understanding of Ecology. Year 10 students have had a number of incursions with guest speakers. Students have attended the L'Oreal Girls in Science Forum and the Women in Science Breakfast.

Ruyton students participated in the following Science enrichment programmes and competitions, gaining commendable results: the Big Science Competition, the International Competitions and Assessments for Schools Science Competition, the Australian National Chemistry Quiz, the Australian Brain Bee Challenge, the Science Talent Search and the Biology, Chemistry and Physics Olympiads.

It was a great pleasure to welcome back Old Ruytonian Jane Hadjion (Marsdenn '01) to our Science Week Assembly. Jane studied Science at Ruyton, won a scholarship to go to Space Camp as a student and then went on to work for Boeing. Her presentation to the students demonstrated her passion for Science, in particular aeronautical engineering. Jane's talk was particularly relevant as planning has commenced for an international tour in 2015 to Space Camp, USA. This tour will provide an opportunity for students in Years 9–11, who have an interest in Science, to gain firsthand experience in astronaut training and Space Science.

Science at Ruyton is characterised by change and growth, a continual evolution of learning and experiences. Professional and dedicated staff actively seek out the new, share with colleagues and students and add to our experiences, believing that 'anything is possible'.

Mrs Susan Fryer, Acting Dean of Science

Sport

In 2014 Ruyton had another excellent year of Sport. There were students who qualified to compete at Nationals in a State team and achieved or beat their personal best. In Cross Country Running Ruyton ranked first out of 23 GSV member schools. In Rowing our success continued and we were represented at both State and Nationals. Ruyton ranked second in swimming and third in Track and Field Athletics out of 23 GSV member schools. Our Year 9 and 10 Volleyball Team were Zone Winners and GSV Premiers. One girl was selected for the GSV representative team in Hockey. These are fabulous results for our girls and I extend my sincere thanks to the coaching staff and to the parents for their valuable and indispensable support. The girls have trained hard across the board and these results are testament to the fabulous community we have here at Ruyton.

Mrs Louisa Burbury, Director of Sport



Sustainability

'Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.'

Margaret Mead

Climate change and its potential solutions continue to occupy a substantial space in political and social debates. The Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) in November 2014 has warned that, if left unchecked, climate change will increase the likelihood of severe, pervasive and irreversible impacts for people and ecosystems. The Secretary-General, Ban Ki-moon, urged worldwide action in light of its stark finding, saying that *'even if emissions stopped tomorrow, we will be living with climate change for some time to come'*.

Student leadership of Sustainability within the School remains a keystone of our approach, and this year's Sustainability Captain, Zoe Rachcoff, is to be commended on her leadership of Students for Sustainability and her enthusiastic promotion of environmental issues to the whole School.

During 2014 we have focused on promoting actions that students can identify making a difference, including participation in awareness raising and activism campaigns both within and outside the School. Key Achievements in 2014 include:

- The Senior School Students for Sustainability (SFS) group continued its 'Open Meeting' Policy that enabled all girls who are passionate about the environment to be involved. In the Junior School, the Green Team, with its representatives from Prep to Grade 6, continued to brainstorm ideas about making their School more sustainable.
- Earth Hour once again swept around the world on Saturday 29 March as over 1.2 billion people from 152 countries switched off their lights to celebrate and signal their care for the planet. Ruyton showed its commitment by holding its own Earth Hour the day before and turned off all electrical appliances. Some very talented girls entertained students and staff during lunch in Royce Theatre with acoustic performances.

- On the same evening the Melbourne Environmental Schools Initiative (MESI) held its inaugural Earth concert at Melbourne High School. MESI was formed in 2013 by a group of committed students from schools across Melbourne. Over 10 acts from different schools performed on the night, including three Ruyton musicians, alongside three headline acts: Declan Sykes, Angie McMahon and Big Words. The night was a huge success, with an estimated 250 people (and Panda) attending, and raising \$1000 that was sent to the Save the Reef campaign.
- World Environment Day was celebrated with a guest speaker, former Sustainability Captain, Tessa Faulks, speaking about the importance of each person taking action to make a difference and a candle-lit acoustic concert in Royce theatre. Girls were encouraged to make it a Nude-Food day.
- This year's National Tree Day focused on the care and renewal of local natural places, native plants and animals. On a crisp Sunday morning in July, students and teachers gathered at Back Creek in Camberwell to offer their time to plant 1500 trees.
- We have continued to upgrade our recycling systems. Hundreds of kilograms of recyclables and organic waste were diverted from landfill. Empty printing cartridges and computer consumables were recycled through Close the Loop, along with old mobile phones, which supported the Melbourne Zoo's environment programmes.
- The Sponsor a Worm Campaign during Term 3 promoted the importance of correctly using the worm farms and reducing the amount of food being put into landfill. Over 170 worms were sponsored.

We have enjoyed another busy and productive year for Sustainability and I thank everyone who has participated in our events. The students and staff involved in creating and supporting all these projects can be proud of their achievements.

Ms Nicole Volkmann, Sustainability Co-ordinator



Parents of Ruyton (POR)

Sporting a new logo this year, The POR is all about community building and developing new friendships within the School, through organising social events for both parents and students, while supporting our girls in their education and extra-curricular activities. Ruyton is unique with regards to the extraordinary level of support it receives every year from its parents, and this year was no exception!

We sincerely thank our POR Committee Members, Sub – Committee Chairs, Year Level Representatives and the many volunteers for continuing to be a part of the support groups that make up this very successful network. These groups put on events, assist teachers and raise funds to support our girls. Groups include: Performing Arts - FORDA (Drama) and FORMA (Music), FORART (Art), FOREST (Sustainability), and the sporting Clubs, FORSA (Sport), FRET (Equestrian), Ruyton Athletics Inc, Ruyton Saturday Netball, Ruyton Gymnastics, Ruyton Aquatic Club Inc, and Henty Rowing. Questers (Craft) are busy all year, organising stalls for the Fair, Easter, Mothers' Day and Fathers' Day, among their many activities.

The POR also run three very valuable services, the Second Hand Uniform Sale, the Second Hand Book Sale and our Ruyton Babysitting Register, with the help of some very dedicated parents.

The Year Level Representatives organised a huge array of events to encourage connection across the Ruyton community, including events to ensure families new to Ruyton are integrated seamlessly into the Ruyton family. Many families opened their homes for morning teas and drink parties. There were also dinners, lunches, golf days, movie nights and plenty of coffees! Once again we supported The Cancer Council Biggest Morning Tea across all year levels.

Our thanks, also, to the large number of parents who gave up their mornings many times a year to assist Lime Catering in the Courtyard Café.

The return of The Ruyton Fair earlier in the year was met with huge success. We welcomed the broader community into the grounds of Ruyton and there was no doubt that the Ruyton spirit and sense of community was felt by all. Many thanks to the Ruyton Fair committee for leading such a wonderful event.

Our annual Ruyton Luncheon was once again a wonderful afternoon of good food, connection, and sharing stories. We were privileged to have Ms Belinda Hawkins ('76), award winning journalist as our guest speaker, who was befittingly introduced by her Ruyton teacher and our very own Mrs Di Berold. Their connection is testament to the unique and lasting relationships that Ruyton fosters. Money raised from both of these fabulous events has been allocated to the new Margaret McRae Centre.

This year the POR has had an increased focus on parent education, organising a number of parent 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. Dr. Michael Carr-Gregg also led us in a discussion on *What Every Parent Needs to know About Parenting Teenage Girls* and we finished the year with an insightful talk from Ms Maree Crabbe on the impact of today's pornography on young people's sexuality and beliefs about relationships.

Ruyton and the POR also became members of the Victorian Parents Council (VPC) where helpful information is shared among Parent Associations of non-government schools.

The POR are grateful for the ongoing support from our Principal, Ms Linda Douglas and from the team in the Development Office, the Director of Development, Ms Tonya Peters, the Co-ordinator of Community, Mrs Marilyn Rouhard, The Administration Assistant, Mrs Ann Sciberras and the Co-ordinator of Communications, Mrs Elizabeth Beattie.

In Term 4 Ms Fabiola Mazzocco stepped down and became Immediate Past President. We welcomed Mrs Sue McLeish as the new Co-President for 2014-2015. We continue to encourage parents to support the Ruyton Community and thank you all for a wonderful year.

Co-Presidents, Mrs Donna De Bortoli and Ms Fabiola Mazzocco



2013 VCE Results

Dux:

Betty Xiong

Scores above 99.00:

Betty Xiong
Janet Davey
Michelle Hu
Shu Xi Wang
Lauren Yip

Scores of 50:

Daniel Beratis, Trinity Grammar School (Media)
Janet Davey (Psychology)
Shalini Ponnampalam (Health and Human Development)
Courtney Powell (Further Mathematics)
Lauren Markopoulos (English)
Betty Xiong (English)
Deanne Xu (Further Mathematics)

ATAR Scores:

99.95:	1 student
Above 99.00:	8%
Above 90.00:	45%
Above 80.00:	69%
Above 70.00:	91%
Above 60.00:	100%
Above 50.00:	100%

The above graph shows the number of students who gained an ATAR score within the indicated range for students completing VCE in 2012.

Year 11 Prizes awarded at the first School Assembly in 2014:

Catherine Wood Scholarship: Marina Altson
Monash Prize: Sophie Kleiman and Eliza Li

Other Awards:

Premier's Award for English: Betty Xiong
Premier's Award for Health and Human Development: Shalini Ponnampalam
Premier's Award for Further Mathematics: Courtney Powell
Premier's Award for Psychology: Janet Davey
Australian Student Award: Janet Davey and Lauren

Published post Year 12 destination information for 2013 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

Year 12 completers consenting to On Track (Actual Number) 64

VTAC Data

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number)	64
University Offers %	100%
TAFE/VET Offers %	1.5%
Any Tertiary Offer %	100%

On Track Survey Data - April 2014

In Education and Training

Bachelor degree enrolled %	95%
Deferred %	3%
TAFE/VET enrolled %	1.5%
Apprentice/Trainee %	0%

Not in Education and Training

Employed %	0%
Looking for Work %	0%

ATAR score data 2013

99.95	1.5%
Above 99	8%
Above 90	45%
Above 80	69%
Above 70	91%
Above 60	100%



Tertiary Destinations

- ACU 3%
- ANU 9.5%
- Deakin University 21%
- La Trobe University 3%
- Monash University 21%
- RMIT University 11%
- Swinburne University of Technology 1.5 %
- University of Melbourne 28.5%
- International University USA 1.5%

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%

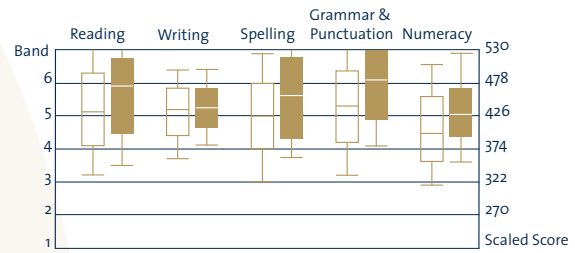
NAPLAN (National Assessment Plan)

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.

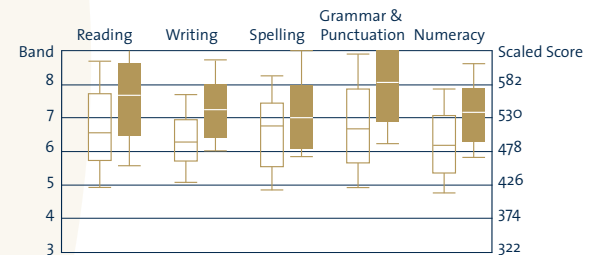
Year 3:

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



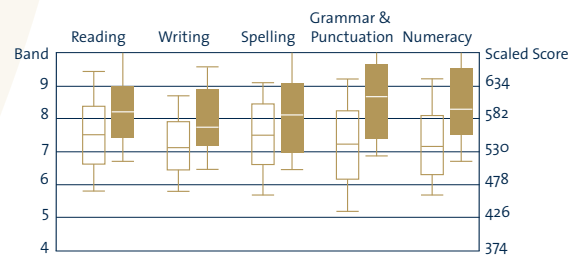
Year 5:

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



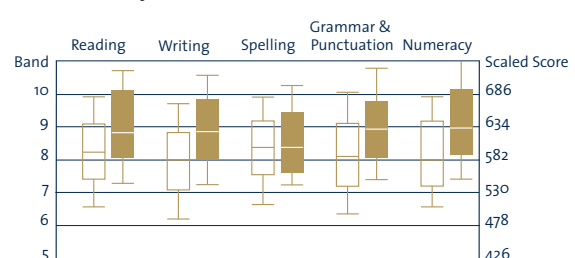
Year 7:

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



Year 9:

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



Directors and staff

Board of directors

President

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

Board

Ms F Coldwell, LLB

Ms L Douglas, BEd, MEd(Curriculum)

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, Principal, 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, BAEd(EarlyChlhd&Prim)

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

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

Miss B Douth, Pre Prep Teacher, BECS

Mrs F Foster, Teacher Early Learning French, BEd

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

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

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

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

Mrs Y Simmonds, Early Learning Co-Educator, BEd(EarlyChlhd)

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

Miss Q Tai, Early Learning Co-educator, BEd(EarlyChlhd)

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

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

Academic Staff Junior School

Miss N Annetta, Teacher Junior School, BEd

Mr R Baker, Teacher Junior School Science, BEd(Prim)

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

Mrs A Bennett, Teacher Junior School, BEd, DipTeach

Ms C Bond, Teacher Junior School, BA, BTeach(Prim)

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

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

Ms E Cooney, School Counsellor, BA, DipEd, GradDip(CnslgPsych), MAPS

Mrs J Fairley, Teacher Junior School, 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

Mrs N Ginnane, Head of Junior School, BEd

Ms M Gordon, Teacher Junior School, MEd

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

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

Ms C Hallpike, Teacher Junior School & Literacy Co-ordinator, BEd, DipEd(Prim)

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

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

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

Ms F Johnson, Music Teacher, BMus

Mrs J Johnson, Teacher Junior School, DipTeach(Prim)

Mrs R Macey, Teacher Junior School, BAppSc(HumMove), BEd(Prim)

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

Miss J Milic, Teacher Junior School, Junior School Mathematics Co-ordinator, BEd(Prim), BAppSc(HumMove)

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

Mr J Mutton, Digital Learning Mentor, BEd (Primary)

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

Mrs E Perrett, Teacher Junior School, BEd(Prim)

Mrs S Reedman, Individual Learning Assistant, BBus, BEd(Prim)

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

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

Miss N Welsh, Teacher Junior School, BEd(Hons)

Mrs B Wilkes, Teacher Junior School, BEd(Prim), MEd, TITC

Academic Staff Senior School

Mrs K Adams, Teacher Senior School, BTeach, BA

Mr J Adams, Teacher Senior School, BCom(Hon), BA, DipTeach(Sec)

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

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

Mr L Attwood, Director of Ruyton / Trinity Co-ordinate Education, BA, DipEd

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

Ms M Barratt, Dean of Humanities, BEd, DipEd

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, Dip Teach

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 G Cauty, Dean of English BA, BTeach, COGE

Ms F Chew, Teacher Senior School - French BSci, BA, MTeach

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

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

Mrs F Cooper-White, Art Studio Assistant (Senior School), 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)

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

Mrs M Dawborn-Gundlach, Teacher Senior School, BSc, DipEd, BEd, MEd

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

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

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

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

Ms K Feng, Teacher Senior School, MEd, GradDip(Sec)

Ms E Forte, Teacher Senior School, BA, MTeach

Ms M Fraser, Director of Individual Learning BEd, BA, HDipEd

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

Ms E Funnell, Music Teacher, DipEd, BMus, AMusA, LMusA, FMusA

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

Mrs H Galanos, School Assistant, BEd(Sec)

Ms P Grant, Teacher of French, BAgGradDipEd(Sec)

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

Mr H Gundlach, Teacher Senior School, BCom(Hons), BA, DipModLang(French), PGradDipTeach, MBA, MCom

Ms M Han, Teacher Senior School, MTeach

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

Mr D Harrison, Physical Education Teacher, Duke of Edinburgh Co-ordinator, BEd(PhysEd)

Mrs A Herault, French Assistante, MEd

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

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

Mrs R Katerelos, Teacher Senior School, BSc, DipEd(Sec)

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

Mrs K Kun Feng, Teacher Senior School, MEd, GradDip(Sec)

Mrs C Lucas-Pannam, Director of Drama, BEd

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

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

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

Ms E Officer, Teacher Senior School, BPerfa, DipCnslg, DipEd(Sec)

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

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

Ms Z Peng, Chinese Assistant, BA, GradDipTeach(LOTE)

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

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

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

Ms M Raatjes, Teacher Senior School/Year 8 Deputy Level Co-ordinator, BEd(Sec)

Dr G Ren, Teacher Senior School, PhD, GradDipTESL, BA, CertEFLMethods, NAATI3(Chinese)

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

Ms M Sanders, VCE Manager, BBS(Chons), 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, Year 11 Level Co-ordinator, BSc, DipEd

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

Mrs R Treyvaud, Acting Co-Head Junior School, BEd, Dip(Teach)

Mr P 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 A Verona, Teacher Senior School, BA(Hons), GradDipEd

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

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

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

Music Support Staff

Miss E Anagnostou, Music Teacher, BMus

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

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

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

Mr I Faragher, Music Teacher

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

Mr M Habben, Music Teacher, BEd(Mus)

Mr B Harris, Music Teacher, BMus

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

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

Mr S Kessar, 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)

Ms C Russell, Violin Teacher, BMus GradDipEd, MA(Music), AMusA, LMusA, GradDip (AdolesHlth&Welf)

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)

Ancillary Staff

Mrs A Avola, Payroll Officer

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

Mrs A Bennett, Teacher Junior School, BEd, DipTeach

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

Mrs D Begg, Administration Assistant Senior School

Mrs Y Bennett, Assistant to Head of Junior School, DipBus (Maternity Leave replacement)

Mrs E Blumbergs, PA to the Principal

Mr S Bowman, Maintenance Staff, Carpenter & Joiner

Miss J Brown, ICT Technician

Ms S Calwell, School Assistant

Mrs Y Cao, Payroll Officer, BBus (Acc)

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

Mrs S Deane, Database Administrator, BBus(InfoSys)

Ms L Douglas, Principal, BEd, MEd(Curriculum)

Ms T Edmond, School Assistant

Mr C Elmer, Maintenance Staff

Mrs J Fordham, Administrative Assistant, RN

Mr J Gamble, Maintenance Staff

Mrs S Geremia, Assistant to Head of Junior School Terms 1-3, Cert(OffBusSt)

Mr R Greenwood, ICT Assistant

Mr T Hart, School Archivist, MA(Archives&Rec) Dec

Ms A Healy, School Assistant

Mrs N Hibbert, Registrar, BEd(PhysEd)

Miss S Jones, Accounts

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

Mrs J Koenig, Assistant to Head of Junior School BA (Hons), Cert (PubRelats)

Mrs V Koutroulis, Receptionist, CertIII(OffAdmin)

Mr P Kyprianou, Cleaner

Ms C Lee, Library Assistant, DipMkt(Hons)

Mrs A Mafri, Accounts Receivable Officer

Ms F Mantelli, Receptionist

Mrs M Matheson, Catering, BA, DipEd

Mrs S Matlock, Manager Information Systems, BA, IMS

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

Mrs J McMillan, Aquatics Centre Manager

Mr R Moodie, Cleaning Supervisor

Mr D Moulton, AV/Theatre Technician

Mr L Novak, Maintenance Staff

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

Mrs J Power, Registrar to Music Department

Mr R Rennie, Maintenance Staff

Mrs M Rouhard, Development Co-ordinator - Community

Mrs A Sciberras, Development Administrative Assistant

Mrs K Soumprou, Secretary to Performing Arts

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

Mr L Sparkes, Maintenance Staff

Mr P Stone, Cleaner

Mrs K Toleman, Accounts

Mr D Toleman, Financial Controller, BSc(Hons), BCom, CPA

Ms S Tossoun, Financial Controller, CPA, BComm(Acc)

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

Inside Ruyton



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