



RUYTON GIRLS' SCHOOL

Senior School
ANNUAL REPORT 2013

Principal's Report

Our 135th year has been another remarkable year of outstanding achievement and endeavour. I congratulate our students on their individual and collective achievements in both curricular and co-curricular activities, but, more importantly, on the way in which they have approached each opportunity with great enthusiasm, dedication and support for each other. We are an ambitious community and our students constantly exceed expectations collectively and individually. As a community, we embrace our boutique size and use it to achieve excellence and enjoy a strong sense of connectedness as a community.

The strength of a Ruyton education is consistently reflected in the results of our Year 12 girls. In 2012 59% of our Year 12s achieved ATAR scores of 90 and above and there were eight perfect scores of 50, achieved by Michelle He, Emma Jamieson, Rylie Wallace and Shu Xi Wang in Further Mathematics, Michelle Hu in Business Management, Natasha Kotsimbos in Literature, Saskia McEldowney in Physical Education, Maddison Nash in Economics, Edward Wang from Trinity in Music Performance, and Betty Xiong in Mathematical Methods. Natasha Kotsimbos (Dux), Ali Bethune, Tallulah Butcher, Jenny Guo, Michelle He, Jenny Li, Lucinda Loane, Maddison Nash and Rylie Wallace all achieved ATAR scores over 99, accounting for 12% of our cohort. Overall Ruyton was placed eighth in the top ten schools in the state for 2012. All of our girls received a tertiary offer and 60% received their first preference. In addition to these outstanding results Premier's Awards were received by Michelle He (Further Mathematics), Maddison Nash (Economics) and Rylie Wallace (Further Mathematics). Natasha Kotsimbos (Dux) was awarded the Australian Student Prize, a highly prestigious award, with only 500 prizes awarded nationally each year to Year 12 students. As a community we congratulate the 2012 Year 12 students on their excellent results and acknowledge their hard work and dedication, along with the commitment of our academic staff who guided and supported them throughout their time at Ruyton.

As a girls' school recognised for its academic excellence there has been a continued focus on curriculum review to promote reflection and continuous improvement. Academic staff have continued to prepare for the introduction of the Australian Curriculum, in addition to undertaking Department Learning and Teaching reviews, and developing and implementing action plans. This ongoing work has involved not only ensuring that we meet national requirements, but also that the Ruyton

curriculum is a unique and rich learning experience for our girls. This year has also seen the third year of our curriculum review cycle, involving external subject experts and self-studies involving academic staff and student focus groups. Humanities, Languages Other Than English and Science have reviewed their programmes this year. This ongoing process will support best practice and acknowledge both excellence and areas to strengthen. In addition to these learning areas Expanding Horizons and Outdoor Education were also reviewed. The School Executive and Board also reviewed policies and procedures for camps and overseas/ interstate tours.

This year we have celebrated the twentieth anniversary of the Ruyton/Trinity Co-ordinate Programme, a unique and successful collaboration, which was recognised officially at joint Assemblies. We take this opportunity to pay tribute to the outstanding service and contribution to education of the retiring headmaster of Trinity, Mr Richard Tudor, and wish him well for the future.

Ruyton girls have continued our strong tradition of academic excellence across the School, reflected in their competition results across many subject areas. Of particular note were our Junior School Future Problem Solving Teams who represented Ruyton at the national competition in Perth and won four of the six possible awards in their section. We also recognise Janet Davey, Year 12 2013, who was one of only 25 students across the nation to receive a Graham and Louise Tuckwell Foundation Scholarship to attend the Australian national University commencing in 2014. Over 650 students across Australia were considered for this prestigious recognition of academic excellence and they took part in a gruelling process as ANU searched for great thinkers and talented people who want to make a difference in our community.

At Ruyton we value the development of the individual, focusing on well-being as well as academic opportunities and endeavour. This year saw the introduction of a new staff role, Senior School Leadership Co-ordinator, to develop further the leadership training and opportunities for students across the Senior School. As a result, a review of leadership opportunities across the Senior School has been undertaken, which led to a number of areas of focus. We have seen the introduction of an updated Form Captain role description to incorporate leadership of community service projects across the year level, along with expanded leadership opportunities and training. We also saw the



reintroduction of Citizenship Awards in the Senior School, with girls being recognised for their citizenship qualities and initiative.

Ruyton girls are well known for their high level of engagement in co-curricular activities. This is particularly evident 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 the Arts their minds, senses, emotions and their souls are educated and challenged. Ruyton girls have had a multitude of opportunities to express themselves creatively through both the Visual Arts and Performing Arts. In November the Annual Muse Art Exhibition showcased the amazing array of talent across the School and highlighted exceptional VCE work.

Junior and Senior School students have had the opportunity to strengthen their performance skills through a variety of student productions, with the highlight being the professional Ruyton/ Trinity Musical Production of *Guys and Dolls*. The annual Performing Arts House Festival (PAHF) was a spectacle of creativity and resourcefulness, emphasising the spirit of Ruyton, the strength of our traditions and the way in which our girls work collaboratively and creatively. Congratulations to all Houses and to the Year 11 girls for their leadership and co-ordination of this event. Year 9 and 10 girls took part in the Interschool Theatre Festival. This was organised by Ruyton staff, providing an important opportunity for schools to perform and share their creative thinking processes and production. The Ruyton student performance explored the theme of human greed and consumerism and left a lasting impression on the audience.

Music is an essential part of the Ruyton experience, as featured in Junior and Senior Assembly each week, and in the many concerts, soirées and recitals, in addition to the classroom programme. This year we enjoyed the first ever Large Ensembles Concert as well as the ever popular Vocal Concert, with both events showcasing the amazing depth of musical talent at Ruyton.

Sporting results have been excellent, once again, and some highlights include the Track and Field and Cross Country teams, with both gaining Girls Sport Victoria (GSV) Division 1 victories. The 2013 Cross Country team enjoyed their eleventh successive overall victory at the State Cross Country Championships and State Road Relays. In addition,

our swimmers finished second in the GSV Division 1 Championships, our highest-ever placing, and a strong reflection of the increasing skill level of our girls and the focused training and coaching programme. To complete a year of Ruyton personal best performances, our rowers won their first ever medal at National titles, with a Bronze medal in the Schoolgirl Coxed Quad Scull, in what can only be described as a breathtaking finish.

In 2012 the Digital Learning Vision and five year Digital Learning Strategy were developed, clearly stating our focus to engage, inspire and transform learning and teaching at Ruyton. Four main pillars emerged as the basis of the plan: Learning Focus Areas, Key Technologies, Professional Learning, and Management/ Infrastructure. There has been a significant review and overhaul of the network infrastructure, in order to meet the goal of creating a stable and reliable network. This has included an upgrade of all optical fibre links, a new optical fibre link to the internet via AARNet, a new firewall to support the higher speeds now available, a replacement of all network switches, an upgrade and extension of the server room and more than doubling the number of wireless access points across the campus. As this work was being completed the ICT Committee carried out a Digital Devices Review with recommendations to the Board. As a result, from the start of 2014 we will be putting in place a new digital learning environment for students with improved technology infrastructure, hardware and devices, teacher training and support. This learning environment will be led by the introduction of iPads and MacBook Airs from the start of the 2014 academic year.

As part of our Professional Learning Programme all staff have explored 21st century learning, the ISTE NETS and the Australian Curriculum ICT General Capability. Through the establishment of the role of Digital Learning Mentor (Senior School and Administration), one-on-one and on-demand digital learning support has been available to Senior School staff throughout the year. A Digital Learning Mentor (ELC and Junior School) has been appointed to commence in 2014. This year Ms Robyn Treyvaud, Digital Learning consultant, worked with the Executive and key learning staff to plan programmes in preparation for 2014.

As a member of the Generation Safe Global network Ruyton has continued to navigate the realities of the digital world. This year there has been a focus on developing programmes and strategies that ensure digital integrity at Ruyton. As part of this work, Cyber Safe Kids and Parents of Ruyton presented a series of workshops designed to educate parents about living with and using digital media, and how to engage positively with daughters about digital



Principal's Report (Continued)

media usage. Thank you to parents, staff and students who worked collaboratively to present these workshops. Attendance was so overwhelming that workshops will be continued in 2014.

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, Maytime Fair, Green Team and Junior School CareBear efforts, as well as the efforts of individuals, continue to demonstrate the commitment of Ruyton girls to being responsible and informed citizens who make a difference. This year the introduction of the FareShare in the Kitchen programme provided a unique opportunity for Year 9 students to learn about the reality of hunger in our community and work with community groups in solving this issue.

The Students for Sustainability have encouraged our community to commit to act positively and reduce Ruyton's environmental impact. Participation in education, awareness-raising and activism-campaigns, alongside action both within and outside of the School, have enabled students to make a real difference. This was recognised with the School being announced as a finalist in four categories of Sustainability Victoria's ResourceSmart 2013 School Awards: Energy School of the Year, Student action Team of the Year, Water School of the Year, and Teacher of the Year. Ruyton was announced the winner of the Water School of the Year.

There were 19 girls who participated in International Exchange, visiting St Peter's School, Cambridge, New Zealand; St George's School for Girls, Edinburgh, Scotland; Havergal College, Toronto, Canada; The Study, Montreal, Canada; St Michaels University School, Victoria, Canada; Southridge School, Vancouver, Canada; Dana Hall School, Massachusetts, USA; Lycée International Georges Duby, France; and Priors Field School, Surrey, UK. The programme is designed to allow our 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. For the first time Year 8 students had the opportunity to take part in an interstate exchange programme. Four Ruyton girls exchanged with students at Meridien School, Sydney and two girls exchanged with students at Seymour College, Adelaide.

A group of Year 9–11 students took part in the French Tour over the September holidays to improve their French language skills and extend their understanding of French culture and history. The tour, led by Mrs Pam Grant, also visited Lycée International Georges Duby, and the students were able to experience a taste of school in France.

A group of 22 Senior School girls took part in the European Music Tour, performing 11 times across the United Kingdom, France, Italy and Austria. The tour provided them with amazing performance opportunities as well as memorable cultural experiences.

In December some Senior girls will join Trinity students on the Renaissance History Tour. In January another group of students and staff will walk the Overland Track in Tasmania, in a new initiative for the School to increase our challenge activities for students.

The Ruyton Foundation has continued to provide strong support for our learning programmes through Master Class and the Indigenous Cultures Research Award. The theme for Master Class this year was Asia Capability and Intercultural Understanding and the keynote address delivered by Dr Eeeqbal Hassim highlighted the value of intercultural understanding and compassion as essential life skills in the 21st century. We thank Mr Peter Kanat for his ongoing commitment to Ruyton and his leadership of the Foundation.

The Ball Committee worked tirelessly to present the Ruyton Ball 2013. It was an evening of fabulous celebration with a tremendous atmosphere of goodwill among the assembly. Over \$35,000 was raised on the evening and this has been allocated to the first stage of our Master Plan, the redevelopment of the Margaret McRae Building. The Boroondara Council Urban Planning Committee approved the Ruyton Development Plan this year, which includes three major projects: development of a new Performing Arts Centre, redevelopment of the Margaret McRae Building, and extension and refurbishment of the Junior School. The redevelopment of the Margaret McRae Building begins in 2014 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. Thank you to our Ball committee for all their hard work and efforts.

Last year the School was honoured to receive a bequest from Mr Victor Lapcik of his house in Selbourne Road. This generosity has enabled us to rethink some of our



educational spaces and explore new possibilities. As a result, the Development Office and Questers will relocate to the house in Selbourne Road early in 2014. South House will undergo a redevelopment in Semester 1 2014 in preparation for it to become an exciting new learning space for our Year 4 students. As Year 4 students enter early adolescence and become increasingly aware of themselves as learners and global citizens, we are developing a unique programme where girls explore the wider community and their own potential and the opportunities that exist for them to be contributing and positive members of their school and their society.

This has been a year of connection for the Old Ruytonians' Association (ORA). As well as the many reunions, President, Ms Caroline Jarrett, and I met with ORA members at interstate reunions in Brisbane and Adelaide. We also held a very successful ORA reunion in the United Kingdom, with 28 past students attending a wonderful afternoon of memories and conversation. Congratulations to Ms Jarrett and the ORA Committee for their work in providing ORA members with a variety of ways in which they can connect and network.

The Parents of Ruyton (POR) are an integral part of the strong community at Ruyton. They concentrate on friend-raising among the Ruyton community and also provide wonderful support for the education of our girls through their many support groups. There have been numerous events that provided friend-raising, fundraising and support for our girls. Thank you to the Executive, members of the Parents of Ruyton, and all of our volunteers for their continued support. This year over 600 volunteers have been involved. Be it Mothers' and Fathers' Day Breakfasts, Drama and Music performances, Questers stalls, second hand uniform sales, sporting or other special events, your contribution to the life of the School is invaluable.

To the class of 2013, we thank you for your enthusiastic leadership of the student body. As a School we wish each of you and your families every success for the future. As you prepare for the next stage of your education I urge you to continue to live your lives with great purpose, vibrancy and resilience, to dream big, aim high and make a difference in your world.

I extend special thanks to the Executive Team who are responsible for the day to day running of the School and the implementation of the Operational Plan: Mrs Glenis Gumley, Deputy Principal; Mr Brad Nelson, Assistant Principal; Mr Peter Sharples, Business Manager; Ms Bev Casey, Director of Studies; Ms Lindy Broadfoot, Director of Studies; Mrs Cathryn Furey, Assistant Principal and Director of Learning, and Ms Tonya Peters, Director of

Development. At the end of Term 1 we said farewell Ms Bev Casey who retired after 28 years of distinguished service to Ruyton. Mr Peter Sharples retires at the end of 2013 after 13 years of service as Business Manager and Mr Brad Nelson leaves to take up a leadership position in a co-educational setting after 6 years as Head of Junior School. On behalf of the Board, staff students and parents of Ruyton we thank Bev, Peter and Brad for their outstanding leadership, service and dedication to excellence at Ruyton.

The success of our girls is also a reflection of the dedication of our teachers and support of our parents. I thank the teaching staff for their commitment to excellence but, most importantly, for the support and guidance they provide for each of our girls. This strong relationship truly supports learning. 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 our community I thank you for your valuable contribution to the education of our girls and wish you every success for the future. I especially pay tribute to members of staff who have been with us for ten years or more: Mrs Mary Anderson, Mrs Kate Bamford, Mrs Kathy Galt and Mrs Angela Robertson. We thank them for their loyal and excellent service and wish them well for the future. They will be greatly missed.

Finally, a sincere thank you to Ms Kathryn Watt and the Directors of Ruyton for their wise governance, dedication to providing excellence in education for girls, and their support of Ruyton as a community. This year we said farewell to one of our Directors, Mrs Barbara Watterson, due to interstate relocation. We thank Barb for her commitment of time, energy and expertise as an educator. In November we welcomed Mrs Pamela Macklin to the Board and look forward to her valuable contribution to help the School maintain its strong record of sound governance.

To all of our Ruyton families, on behalf of the staff of Ruyton, I thank you for your ongoing support of Ruyton as a community of learners and as a connected community. I wish you all the best for the festive season and the coming year.

Recte et Fideliter.

Please find following the annual reports from each Dean or Head of Department for your information.



Art

To say it was a busy year in the Art department would certainly be an understatement, but we have achieved many wonderful things, both inside and outside the classroom.

We introduced Visual Communication Design as a VCE study for the first time. A small Year 11 class composed of Trinity boys and Ruyton girls was the first to be involved and it is hoped that in 2015, there will be a Year 12 Visual Communication Design class held at Ruyton. The introduction of this VCE subject has prompted a new Year 9 and 10 elective, Graphic Design, which will lead straight into the VCE study.

All year levels have had an excursion or incursion, as we continue to assist our girls to consolidate the learning that occurs in the classroom. There is no better way to understand the requirements of a Media, Product Design, Studio Arts, Art or Visual Communication Design folio at the VCE level than to view the best examples from schools across Victoria in the *Season of Excellence* exhibitions run by the National Gallery of Victoria and the Victorian Curriculum and Assessment Authority. Years 7 and 8 students engaged in *Responding to Art* tours at Heide Museum of Modern Art, each with a different focus. Year 7 explored a Fiona Hall exhibition called *Big Game Hunting* and then looked at works focusing on the theme of portraits. In the ensuing workshop the girls created their own collaged portraits in response to these tours. Year 8 explored the medium of sculpture through the Heide sculpture collection and an impressive ceramics exhibition by Mr Stephen Benwell. This exhibition was used as the starting point for the 3D structures that were created in the workshops following the tours. The 9/10 Design students were involved in a workshop with artist Ms Tania di Berardino, exploring the use of markers as part of their illustration folio. Years 9 and 10 Painting girls visited the winter masterpieces exhibition, *Monet's Garden*. Starting with an introductory lecture, then a viewing of the spectacular collection from the Musée Marmottan, Paris, the girls finished with the *After Monet* workshop, where they learned a few tricks to help them create their own Monet masterpieces. The Year 11 Product Design girls visited a fashion exhibition, *Hollywood Costume*, held at the Australian Centre for the Moving Image. Who could forget the famous evening dress worn by Audrey Hepburn in *Breakfast at Tiffany's* or the beautiful dress worn by Vivien Leigh as Scarlett O'Hara in *Gone with the Wind*? As part of the Digital Darkroom elective, the girls were escorted through the streets and laneways of Melbourne by

Mrs Penne Ebbage and photographer Ms Penny Kakoulous. They were given the opportunity to take photographs of the Melbourne street art and landmarks and encouraged to view things from a different perspective.

Over the course of the year competitions were organised to give the girls opportunities to showcase their talent. With the support of the enthusiastic parent committee, ForART, the girls were invited to submit photos that could be used to create a series of greeting cards. These cards will be sold to the Ruyton community to raise funds to support programmes, such as artists in residence, in both the Junior and Senior Schools. We also received many creative, colourful and imaginative ideas for the board artwork for the 2014 Ruyton Fair. One of our Year 8 students was selected as one of the final 10 entries from Victoria in the Years 7/8 age group for the Doodle 4 Google competition.

Our Art Society continued to grow under the guidance, passion and enthusiasm of Year 12 chair, Sarah Lee. Sarah organised activities and encouraged girls from all year levels to get involved, in particular, making our newest members of the Senior School, the Year 7 girls, feel very welcome at each meeting. This year, for the first time, girls who met the required criteria were presented with Certificates of Appreciation for their involvement.

The annual Art Exhibition, *Muse*, showcased artwork from Pre-Prep to Year 12 and the diversity and quality of the artwork presented was impressive. Our special guest, Dr Max Darby, spoke about the importance of an effective Art education and the skills that can be developed as a result: creative problem solving, collaborative decision making and team work. In the words of Alexandra York, author of *'The Fourth 'R' in Education: Reading, Writing, Arithmetic, and Art – Art educates the whole person as an integrated individual. It educates the senses, it educates the mind, and it educates the emotions. It educates the soul.'*

Thanks are extended to all the Art staff for their hard work, support and encouragement of the girls, both in their learning and personal journeys, and their support of me personally as the new Dean of Art this year. Thank you to the ForART committee for their continued support of the Art Department and special thanks to our technicians who work hard behind the scenes to make sure we all look good out on stage!

Ms Sara Valentino, Dean of Art



Community Awareness

'The best way to find yourself is to lose yourself in the service of others.' Mahatma Gandhi

The Community Awareness Programme allows students to explore links between the School community, the local community and the wider world. The programme fosters a sense of personal and social responsibility by encouraging girls to empathise with and serve others. Girls are supported to take on new challenges and further develop valuable skills, such as communication, team work, planning and leadership.

We have heard from many inspirational guest speakers, including Ms Millie Parker from Yooralla, who spoke about her life living with a brain injury and Ms Soreti Kadir, a Youth Ambassador for World Vision, who enlightened us about her life-changing visit to Malawi and her quest to end global hunger. In addition, Ruyton's 2012 Co-Captain, Ms Charlotte Inge, described her experiences on the OakTree Foundation's Road trip to End Poverty. These thought-provoking presentations showed students the benefits of life-long community service.

Throughout the year students have been working tirelessly to collect food items, clothes, linen, nappies and toys for the SIDS foundation, St Vincent de Paul, and the Wesley Mission, which has assisted thousands of Australian families who go without the basic necessities each day. Year 7 compiled Christmas gifts for the Smith Family and Year 8 collected stationery for Cambodian children.

Ruyton's fairy floss stall at Xavier's May time fair raised a total of \$2015.95 for the Jesuit Mission. Special thanks must be given to those students who participated in the inter-school drama competition and to those who flaunted their style on the catwalk in the fashion parade. Over 40 girls also sacrificed their Sunday morning, contributing \$2266 to the Salvation Army Red Shield Appeal Door Knock.

The FareShare Schools in the Kitchen programme provided a unique opportunity for 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. Many of the students said they felt they *'were really making a difference in the community'* and they experienced a sense of personal achievement and fulfilment, showing that Ruyton's commitment to the community goes beyond monetary donations. Furthermore, a group of Year 9 students visited an aged care facility where they socialised and entertained the residents with an array of musical items.

A number of students participated in the Oaktree Foundation's Live below the Line, living on just \$2 per day for five days, and the World Vision 40 Hour Famine, where they gave up mobiles, speaking, cars, television or food. They raised over \$6000 for malnourished children in Malawi. The Senior School also celebrated Community Awareness Day in March and August, raising over \$6000 for Destiny Rescue, Yooralla, Skills Opportunity Survival in Kenya and the Collingwood Language School.

The children from Andale and Bulleen Heights Schools were 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.

Ms Maria Di Vitto, Community Awareness Co-ordinator

Debating

When I crunch the numbers, the facts that nearly 70 girls signed up to participate in our Debating programme this year and that I never felt inundated, or out of my depth, is a testament to how rewarding it is to co-ordinate students who like to argue and pick a fight.

Although I know each of our debaters is anxious before the prospect of a verbal stoush with an opposing school, each student chooses to take the challenge anyway just to see where it takes them. And, even though we may lose more than we win, the fact that the journey has been shared with like-minded peers continues to make each encounter worthwhile.

Being exposed to issues that many adults haven't always considered, organising research, anticipating the key arguments of the opposition and standing up to deliver both prepared and unprepared speeches, are all sophisticated skills that do a great deal to enhance each girl's academic and social confidence.

This year, our Debating Captain, Phoebe Franich, did a wonderful job supporting all the students who had signed up and her efforts with the younger girls were particularly noteworthy. In 2013, we continued to develop the leadership opportunities available to debaters and Phoebe was ably assisted by our Debating year level leaders. I acknowledge



the impressive contributions from each of our year level leaders at 8,9,10 and 11. Each of these students was invested with the responsibility of liaising with the squads in their level and assisting to co-ordinate teams for each round. I am grateful for their efforts and know that the experience will enrich them.

This year, in order to enhance further engagement with our debating programme, and to harness the enthusiasm that is apparent among the students, we also trialled a new mentoring initiative. Interested Years 10 and 11 students were offered the chance to coach a Junior team; mentors were required to assist our Year 8 debaters during our preparation nights and also to attend debates, providing positive feedback. I was very pleased with this peer-support initiative and am confident that it will serve our Debating community well in the future.

Our Debating Captain for 2014 is Deanne Xu. Having worked with her for four years and having seen her develop to become an outstanding public speaker, I know she will lead Ruyton well.

Finally, I would like to thank all of the students involved in our 2013 Debating programme for their enthusiasm and commitment. As always, I challenge them to make the next year an even more successful year for Debating at Ruyton, by planning just that little bit more, by pushing themselves to take risks on the floor as they speak their minds, and by believing that they can be, indeed, formidable opponents.

Hopefully, they won't argue with that.

Mr Walter Zavattiero, Debating Co-ordinator

Development

The Development Office is a busy and dynamic place which exists to support the thriving Ruyton community. There are many components which make up this successful team, including five members of staff and hundreds of volunteers.

Ruyton's Heritage Collection comprises the Archives of the School and the Museum Collection. Archives are the formal records held permanently to document the continuing history of the School and are transferred from the School's administration; they include Board records, correspondence, photographs, video and audio materials and maps and plans. The Museum Collection comprises three-dimensional items mostly donated by Old Girls, although now and again we receive donations from strangers. At the reunion of the Golden Girls (50 years plus) a scarf woven by Miss Hilda Daniell and given to Mrs Margery Watson when she was

School Captain was donated. Other items received include photographs, uniforms, badges and a pocket (we would welcome 'modern' pockets). An interesting DVD copied from a film of the 1928 Diamond Jubilee celebrations was donated by Mr Norman Marshall. We also acknowledge with gratitude donations from Mrs Joyce Bruce (Alley 1946); Mrs Lara Blamey (Stella 1985); Mrs Fee Evert (Dreiheller 1943); Mr Norman Marshall; Mrs Andrea Mollison (Culpan 1958); Mrs Margery Watson (McAlpin 1949); and Mrs Julie Yates (Harvey 1961). Forty-one enquiries have been received during the year, six originating from outside the School; these external enquiries related to details of past students, teachers, premises and war service.

This year we celebrated the reunions of the following groups: 1963, 1973, 1983, 1988, 1993, 2003, 2008, and 2012. There was also the biennial reunion of the Ruyton Boarders and the annual reunion of the Ruyton Golden Girls (alumni from 1930–1962.) We held our first Ruyton international reunion in the United Kingdom in September at One Aldwych Hotel, Covent Garden in London, where around 30 alumni attended. There were also reunions in South Australia and Queensland. Planning is now underway to hold two interstate reunions every year on a rotation. Thanks 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 value the enthusiasm and help we receive from all our Parents of Ruyton (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 supporting their daughter(s) with co-curricular activities and provide an important link with their daughters at School. We enjoyed the Ruyton Ball in August this year and are grateful for the enthusiastic response from our organisers, donors and the community overall. Next year we are looking forward to the Ruyton Fair on Sunday 23 March, the first such event for over ten years.

This year we have published a new Prospectus and are enjoying the updated website launched in late 2013. Online enrolment has been particularly successful and this is emerging as the preferred method of prospective families registering with the School. Each year we produce 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 Development Team looks forward to the launch of the Capital Campaign in 2014 to assist with the provision of the new Margaret McRae building, being developed over four storeys to incorporate state of the art Science facilities, flexible learning areas and classrooms for Years 7 and 8, and spaces for drama and community events.

We are grateful to over 600 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 Staff who assist in keeping everything running smoothly. Your ability to juggle many different tasks simultaneously never ceases to amaze me.

Ms Tonya Peters, Director of Development

English

Ruyton has a long history of success in the field of creative writing and 2013 has been no exception. In fact, this year the English Department has been particularly focused on providing opportunities both within and outside the School for the students in this area. In celebration of the twentieth anniversary of the Isobelle Carmody competition at Ruyton, and in conjunction with Ms Julie Purcell in the library and the Boroondara Writers in Schools programme, we were fortunate to have Ms Carmody herself visit the School. This visit was timely as it was organised to complement the girls' work in the Isobelle Carmody Creative Writing competition and the Boroondara Literary Awards.

Ms Carmody presented writing workshops for Years 7 and 8 and then enthralled the whole School in an Assembly with her childhood reminiscences.

Once again, the quality of the writing was very high in the Isobelle Carmody competition. The judge, professional writer Ms Sue Lawson, was thoroughly impressed with the imagination and flair displayed in the short narratives and commended both the students' and the School's dedication to the craft of writing. Furthermore, in the Boroondara Literary competition, a number of students were recognised with awards. We also had finalists in state and national competitions, such as the Time to Write and Future Leader's Writing Prize competitions. The fruit of this ability and dedication to writing in our students can be seen in the English Department Literary Magazine, *Scripsi*, in which Senior School students' talent for poetry, fictional stories, autobiographical narratives, essays and speeches is displayed.

In public speaking, all students in Years 7 to 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 competitions were celebrated and the winning students awarded their certificates at the Senior School Public Speaking Finals on the last day of Term 3. This proved to be an entertaining and thought-provoking afternoon. Thanks must go to Ms Suzanne Northey for her judging of the Alan Patterson Award.

The continued implementation and consolidation of elements of the Australian Curriculum this year has provided the Department with a further opportunity to enhance our curriculum. This year the Journalism elective was taught by Mrs Paisley, and we look forward to the introduction of Literature Unit 1 in 2014 for Year 10 students. ICT innovations in the presentation and production of work in English have continued to be a focus from Years 7 to 10. This has included the use of Prezi for Wide Reading tasks, blogs, embedded videos for interviews, Wordless, on-line discussion boards and virtual sticky note boards through the use of Linolt.

We feel it is important in our studies of Shakespeare (Years 8 to 10) and Brecht (Year 12) that we allow our students to be further engaged through the experience of a live performance in an intimate setting when the opportunity presents itself. Years 9, 10 and 12 were privileged to view the CWTC productions of *Macbeth*, *Romeo and Juliet*, and *Life of Galileo*. In the performances, there was an interactive element with the students taking assigned roles and discussing features of the plays at the end. Also, in support of our study of *The Great Gatsby* at Year 11, the students benefitted from a visit to the cinema for the sumptuous Baz Luhrmann version. Finally, as part of their learning outcomes, Year 12 Literature students performed a play-reading of Tom Stoppard's *Arcadia* at the home of Literature teacher, Mrs Di Berold.

In addition to those detailed above, stand-out achievements for the English Department in 2013 have included excellent results in the national ICAS competition for 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. These achievements can only happen with the skills and zeal of the staff of the English Department, to whom I give my thanks.

Ms Georgina Canty, Dean of English



Expanding Horizons and Special Programmes

There have been a number of exciting innovations and changes in the Expanding Horizons and Exchange programmes this year.

The Year 7 Camp, held at Camp Weekaway, saw the introduction of Year 13 Assistant Leaders. Four Ruyton girls who had completed Year 12 in 2012 participated in this camp as Assistant Leaders. They joined the Year 7 girls in their activities, ran get-to-know-you games and talked with the girls informally about the year ahead and what to expect in Senior School. The Assistant Leaders were wonderful additions to the staff team on this camp, and provided the opportunity for the Year 7 girls to talk to someone close in age to them about their fears and uncertainties.

The Year 9 Snow Sports Camp was relocated to Falls Creek, with accommodation provided by Howman's Gap YMCA. This was a very successful change, as the distance between the accommodation and the snowfields was reduced to four kilometres, with the result that there was more time for snow activities. The cross country trails were excellent for beginners and the girls had a wonderful time exploring the mountain on their skis.

During the Year 10 Central Australia Tour a special excursion for the Ruyton girls and Girls at the Centre (G@C) girls was arranged at Standley Chasm. We were welcomed to country by Nana Doreen and Auntie Colleen, who taught us how to cook kangaroo tail on an open fire, told us the stories of their country and their lives, and took us searching for bush tucker. We also participated in an art class, and created dot-painted bookmarks. The opportunity to get to know people who have lived in the Standley Chasm area all of their lives, and to learn about our indigenous culture from people who have lived it and treasure it, were outstanding experiences for our girls.

Ruyton's International Exchange programme was very popular again this year, with 19 Year 10 girls participating. The new exchange partnership between Lycée Georges Duby in Aix-en-Provence was a very popular option and the French Tour group also visited the Lycée during their trip. Other girls participated in exchanges with schools in Scotland, England, Canada, the United States and New Zealand.

This year, Interstate Exchanges were introduced for Year 8 girls at the Meriden Anglican Girls' School, Sydney, and Seymour College in Adelaide. The exchanges were excellent

opportunities for the girls involved to develop resilience, learn leadership skills, make new friends and experience school life in another state. I would like to thank all of the Year 8 girls and staff and the participating students for making this new exchange programme such a success.

Senior girls have also been able to participate in a number of tours this year: the Music Tour of Europe, the French Tour and the Renaissance History Tour with Trinity. In January girls will participate in the first Ruyton Overland Track Expedition in Tasmania.

Ms Julie Hoskins, Special Programmes Co-ordinator

Humanities

2013 has seen further change in courses as the Geography unit has been finalised and published by the Australian Curriculum and Assessment Reporting Authority. This has necessitated a major review of course content through Years 7 to 10. Two new Geography electives in Year 9 and 10 entitled *The Interconnected World and Environmental Challenges and Disasters* will be offered in 2014. These units, while retaining elements of the previous electives, will incorporate new areas of content, including globalisation, mega-cities and planning, and the challenges of climate change and sustainable resource use. The Years 7 and 8 Geography courses have also required a restructure to focus on the nature of our environment and resources, particularly water. Through exploration of geomorphic processes and landforms, landscape degradation and geomorphological hazards, students will come to understand their responsibility to this planet and consider their own role in the future.

The Australian Curriculum History course is now implemented with a compulsory semester unit of History in both Years 9 and 10. In 2014 a separate elective History unit entitled *Ancient Cultures* will be offered which provides an insight into the ancient worlds, their belief systems, social lives and culture. The introductory commerce unit, *Money Law and Politics*, has also been expanded to provide a more extensive insight into the range of commerce subjects on offer at senior levels.

During this year students have been involved in a range of subject-based activities including fieldwork for Geography, factory visits in Business Management, Economics at the Victoria Market and an Australian History incursion for Year 9.



For the first time Humanities ran the AsiaWise competition with all Year 8 students. This required the use of sophisticated research skills on the part of students over three lessons. Support was provided by the Director of Learning Resources, Mrs Julie Purcell, and many students were impressed by their growing ability to work through complex information to determine an answer.

Yet again, Business Management provided the opportunity for students to conduct their own small businesses, with products including cupcakes, meditation sessions, gourmet burgers and iPhone cases. The simulation activity entitled *Justicecountry* was also a highlight for Year 11 students who chose to participate. It provides an opportunity to be involved in an activity which focuses on the workings of government and the issue of wealth distribution. Many students participated and thoroughly enjoyed this very different style of learning.

Every year the Department is responsible for running Assemblies on both Anzac Day and Remembrance Day. This year a number of Year 9 History students were involved in presenting the Anzac Assembly and are to be commended on making it such a moving occasion. The incoming 2014 School Leaders gave an excellent presentation for Remembrance Day.

Thanks are due to the staff of the Humanities faculty in 2013 for their continuing hard work and commitment to their students. They are also to be thanked for their contribution to the Faculty review process which was conducted this year. The rewriting of courses and the process of researching and creation of new resources is very time consuming. It is wonderful to see this tackled with enthusiasm and creativity so we are able to produce courses for students which are current, personalised and stimulating.

At the beginning of this year we welcomed two new members to the faculty, Mr Chris Moloney (Commerce) and Ms Lindy Broadfoot (Commerce and History). We also said au revoir to Ms Emma Officer on maternity leave and we look forward to her return in 2014. She was replaced by Mr Tim Agnew for Semester 2. Students thoroughly enjoyed his History classes and he is to be thanked for his contribution to Ruyton.

The Humanities Faculty can see an exciting time ahead as Australia, in particular, moves into a phase of huge economic and environmental restructuring. A knowledge of these disciplines for students has never been more valuable if they are to be productive members of society.

Ms Margaret Barratt, Dean of Humanities

Library Resource Centre

During the year within the Ruyton Library, we have continued to embrace the principles of best practice within C21st school libraries. Recognising the need to keep current, we have responded to the key drivers for change within all modern libraries; the identification and adoption of emerging technologies, the recognition of borrowers' needs diversity and the creation of authentic social spaces.

We acknowledge that reading is an important ingredient in students' ongoing success, and understand the power of guiding a student to the right book at the right time. Our collections reflect diversity in students' reading preference taking many forms, including print, electronic, audio and graphic. Author visits continue to be an important element of our literature programme and this year's Isobelle Carmody visit proved to be a highlight. We also enjoyed the presentations from Ms Sarah Brennan, author of the *Chinese Zodiac* series, and Mr Tony Bones' Book Week presentation. Our annual Book Fair is a hugely popular event and continues to create enthusiasm for books and reading, as does the new Junior School Book Club.

During 2013, we embraced the power of social media as an effective way to connect with our students. Students who follow the library's Instagram account are alerted to the availability of new high-interest titles and receive promotional information about our regular competitions. The Lit Club blog provides a private online space for like-minded students to share their thoughts on reading. This blog is also an entry point for the Library Tumblr account and our Instagram feed. Within the Year 6 Library programme students have again worked within a reading wiki, sharing their thoughts on literature, while also gaining valuable experience in digital citizenship.

As we move from focusing collections to connections, we seek to provide students with a sense of ownership and community within the Library, something Oldenburg¹ (1999) calls 'the third space'. This is a space that is welcoming and highly accessible, where students feel free to interact with their peers academically and socially. Our space usage statistics continue to rise and door traffic has grown 18 per cent since 2010. Interestingly, our after-school usage has almost tripled in these years. We also believe that it is important to provide students with opportunities to gather with other students across year levels, at events such as Lit Club meetings, conferences, movie nights/

1. Oldenburg, R. (1999). *The great good place: Cafés, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community*. New York: Marlowe.



lunches and author lunches. We provide a range of leadership opportunities for our Junior School Library Captains and within Senior School Lit Club.

Our growing online resource collections, tailored carefully to our students' education needs, can be reached via the newly developed Library Coneqt portal. This single platform provides access to the Library catalogue, eBooks and databases. Library staff members are always available to assist students to manage the digital information they retrieve from these sources.

We have been involved in a significant cleaning up of our metadata and are the second school nationally to actively align cataloguing practices to embrace the Australian Curriculum, particularly in relation to the cross-curriculum priorities. We continued to weed and reorganise our collections in order to maximise student access. Good quality items, deemed no longer useful to our School community, have been donated to either the Fitzroy Learning Network or sent to Cambodia as part of a project to rebuild the libraries destroyed by the Pol Pot regime.

The Library does not function in isolation; we consistently seek links and partnerships beyond our doors. We nurture our strong partnerships with classroom teachers and curriculum specialists, seeking to work collaboratively with all teaching staff in relation to the development of curriculum. We also offer a commitment to hosting Duke of Edinburgh volunteers and work placement students from Box Hill Institute. We were again involved in the Writers in Schools Programme run through the City of Boroondara.

During the month of October we celebrated International Schools Library Month by exchanging letters, video footage and bookmarks with students from a range of countries including Canada, the USA, Romania and Croatia. We also engaged in an online Skype discussion on books and reading with the students of Southwell School in Hamilton, New Zealand.

Being mindful that information is not knowledge, we recognise that our role within the School stretches far beyond being custodians of the library collections. We are committed to serving the needs of our School community in the development of information literacy skills and an appreciation of literature. We continue to provide the best resources, in the most appropriate format, while also supporting our students as they use information to create new and personal understandings.

Mrs Julie Purcell, Director of the Library Resource Centre

Chinese

‘好久不见!’ *I hope that you will remember me... I am working in the tourism industry, specifically promoting Melbourne as a business events destination at Melbourne Convention and Visitors Bureau where I have been for four and a half years. As you may be aware, the Chinese inbound visitor market to Australia is booming and so there is a lot of focus on this market, meaning that my Chinese culture and language skills are advantageous to my career.*

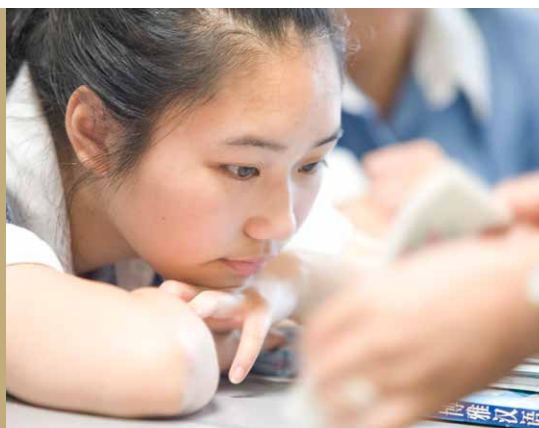
Ms Jenna Lipshut, 19 December 2012

This was an email from Jenna who was in my Year 12 class in 2002. As teachers, one of our goals is to inspire younger generations to pursue their studies and to help them to build the foundation for the future. The School has established a dynamic atmosphere for learning and many opportunities have been provided to achieve this.

2013 has seen a number of significant events in Chinese. First, online resources have been embraced by the students to improve and expand their learning. The younger generation consists of natives of the digital world and the availability of plentiful online programmes has added a new dimension to teaching and learning. The use of Language Perfect, Quizlet, Languages Online and the electronic games attached to textbooks are both enjoyable and helpful to students' learning. One Year 7 Accelerated student answered more than 1600 questions online to win a Bronze Certificate in Language Perfect's World Championship. Ruyton was placed fourth in Australia in the 1–50 Students Category of this competition.

Secondly, the visit of Yu Xin School to Ruyton in Term 3 has strengthened the relationship between the two schools. Their student, Zirui, and their Head of Junior School, Mrs Qi, spoke at the Senior School Assembly and both Ruyton and Yu Xin School value this programme, as it expands the mutual-understanding of each other's school system, society and cultures.

Thirdly, Chinese Week was held in Term 4, when the students from Year 5 to Year 10 participated in workshops featuring Chinese acrobatics and Chinese musical instruments, and enjoyed a Chinese feast to celebrate their learning. Learning about Chinese culture has always been a component of our programmes. Students have opportunities to try Chinese painting and calligraphy, knotting, paper-cutting, singing and dancing.



Fourthly, our teachers have attended professional learning activities and put together a resource bank to make sure that the continuity of the different programmes is maintained. Dr Ren has completed his research on the girls' perception of a good Chinese Second Language teacher. His findings will help to improve teaching qualities and teacher-training.

*'All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling.'*² We not only endeavour to provide various opportunities for the students to be exposed to the target language and culture, but also work to achieve high standards in teaching and learning.

Mrs Danyang McAuliffe, Dean of Chinese

French

2013 has been a year of challenge, growth and engagement in the French Department, with students and teachers alike involved in a range of learning opportunities. All staff participated in a LOTE review, as well as taking part in professional learning in Formative Assessment, Differentiation, the Use of Technology in LOTE and a range of special interest areas, such as Focused Observation, Brain-based Learning and Visible Thinking.

Twenty-one girls have completed an outstanding year's work in Units 3-4 French. It has been wonderful to watch students with a range of abilities strive for their best throughout the year and make such pleasing progress. Every year the Detailed Study provides students with an experience much like the writing of a research thesis. Within the context of Multicultural France, a discussion question is decided upon and texts are selected to support the question. Many of this year's students developed a keen passion for their chosen topic and an impressive ability to speak and write about it in French.

Alliance Française competition results were outstanding, with many finalists and virtually all our entrants receiving *Bien* (Credit) or above. Many students from Years 4 to 12 participated in either oral, written or both sections. We were delighted to send 11 girls from Years 4-8 to finals in the Poetry section, and many received awards. Year 12 results in the Oral Examination were particularly pleasing, with four students selected as finalists, and 16 of the 20 receiving *Excellent*, *Très Bien* or *Bien*.

2. *Australia in the Asia Century*, October 2012

Every second year, Ruyton students in Years 9–11 have the opportunity of participating in the French tour in the September school holidays. Under the capable supervision of Madame Grant and Ms Casey, girls visited Nice, Avignon, Paris, Bayeux and Aix-en-Provence, where the girls attended the Lycée Georges Duby. Highlights included a day trip to Fontaine de Vaucluse, the Bayeux tapestry and *bien sûr*, climbing the Eiffel Tower. Madame Grant was delighted to report exemplary behaviour from the girls.

A tradition begun last year, French Celebration Week, took place again in the first week of Term 2, to extend the mood created by Bastille Day on 14 July. Once again it was a week of entertaining learning and cultural enrichment for all. A highlight in the Junior School was the performance of *Cinderella* from Carrousel Bilingual Puppet Theatre. In the Senior School, a delightful addition to the programme was a lively lesson in African drumming provided by Senegalese drummers Lamine Sonko, Culture Keeper, and friends.

The end of another School year is upon us, but the wonderful thing about teaching is that a fresh new start will follow not long afterwards.

Ms Shona Mancev, Acting Dean of French

Maths

The mean-scaled study scores for Ruyton's 2012 VCE mathematics students were 47.7 out of 50 in Specialist Mathematics Units 3 and 4, 39.7 out of 50 in Mathematical Methods CAS Units 3 and 4, and 37.5 out of 50 in Further Mathematics Units 3 and 4. A highlight from last year's results was the five perfect scores of 50, which were obtained by four of our Further Mathematics students and one Mathematical Methods CAS student. Two students were rewarded with Premier's Awards. During 2013 we have had one Specialist Mathematics, two Mathematical Methods CAS and two Further Mathematics classes.

The average NAPLAN numeracy scores for Ruyton's 2012 students were 431 in Year 3, 536 in Year 5, 599 in Year 7 and 640 in Year 9. The all-Australian average scores were 396, 489, 538 and 584 respectively. 2013 was the sixth year of NAPLAN and this year's numeracy results will be reported in next year's Speech Night Report.

The University of Melbourne School Mathematics Competition is the most difficult of all Mathematics competitions which are available to Victorian students. It is done under examination conditions. In the long and distinguished history of this School, there have been only



16 awards in this Competition. A Year 8 student secured our 17th award this year. Ruyton girls have also taken out 30 distinctions and 15 high distinctions in this year's Challenge Stage of the Mathematics Challenge for Young Australians, and 32 distinctions and 10 high distinctions in the Enrichment Stage of the Challenge. In this year's Australian Mathematics Competition, Ruyton girls won 35 distinctions, 6 high distinctions and 2 prizes. This year's Competition clashed with the Year 9 Camp and Year 10 Work Experience, which is why no Year 9 or Year 10 Ruyton girls participated in the 2013 Competition. 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.

One of Ruyton's Year 8 Mathematics Games Day teams secured second place in the Year 8 state-wide Mathematics Games Day at Penleigh and Essendon Grammar School on 29 July 2013. Well done girls! This is the fourth successive year that Ruyton has won an award in the Victorian Mathematics Games Day competitions.

As part of the implementation of the strategic plan, the Mathematics Department had a learning and teaching review in the second semester of 2012. As a high performing faculty, it is imperative that we constantly review our procedures and programmes in order to maintain academic excellence and to challenge our girls appropriately. This has resulted in three main changes to our programmes for 2014. There will be no change, however, to the high level of curriculum differentiation and excellence within the faculty.

From the commencement of 2014, Year 10 girls will elect to study either Mathematics or Mathematics A. Mathematics A is the prerequisite study for VCE Mathematics Methods and Specialist Mathematics. Girls who aspire to study one or both of 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.

Year 7 Mathematics in 2014 will incorporate a pre-testing format for each unit of work. This will enable girls to be best grouped according to their learning needs, while still maintaining a variety of learning abilities in each group. It will also provide each girl with an appropriate level of challenge and success in Mathematics.

From the commencement of next year, Year 6 Mathematics groups will be determined by pre-testing. We will continue to provide extension and enrichment to girls within and across the Year 6 Mathematics groups to ensure

personalised learning with appropriate levels of challenge and success is achieved for all girls.

I would like to express my thanks to all members of the Mathematics Department for their willingness to engage in discourse, discussion and debate during our teaching and learning review. Their professionalism, hard work, talent and support have been of great assistance to me in putting together our Three-Year Implementation Plan.

Mr Russell Boyle, *Dean of Mathematics*

Performing Arts

2013 was another very successful and creative year within the Performing Arts, with wonderful achievements both within the classroom and as part of the CCA programme.

Music continued to thrive and grow throughout 2013, with record numbers of girls involved in the instrumental and ensemble programmes. Classroom music was a big part of this, with an emphasis on bringing all different aspects of music together, as one homogenous department.

Over 400 lessons took place on a weekly basis in the Instrumental Music Programme, with increased enrolments in the brass programme. This will allow the orchestra and bands to have a more balanced sound in the future.

Approximately 400 girls participated in at least one ensemble, with many involved in up to four different groups. Concerts hosted by Ruyton included regular events, such as the Summer Concert, Contemporary Music Night, Jazz Night and the Piano Festival, and two of the highlights were the first-ever Large Ensembles Concert at Xavier College and the Vocal Concert in Royce Theatre that showcased our vocalists. There were also a number of after school soirées and assembly performances. Many of the ensembles took part in eisteddfods and festivals. The Annual Music Camp witnessed a record number of girls attending. There were 22 girls who performed 11 times across Europe on the Music Tour, in such countries as the United Kingdom, France, Austria and Italy.

In Year 7 the girls spent a majority of their time honing their aural comprehension skills and theoretical understanding, supplemented with the study of Indonesian Gamelan Music. Girls also looked at the music of a well-known art composer and created a radio advertisement.

In Year 8 the girls developed their listening and musicality through aspects of the Kodaly method. They also created an original short song, learnt how to play chords on the ukulele, composed a backing track and recorded



themselves. African drumming was brought to life by a visit by African musicians and they performed a basic beat on the drum kit. The girls also developed a rhythmical composition using non-musical instruments.

The Year 9/10 Songs and Musicals class used Musicals to learn about the different components of a song. They then wrote their own songs and created backing for a track, using loops and samples. The Unit 3 and 4 Music Performance class was hosted by Ruyton in 2013, along with the Unit 1 and 2 class, as a combined group. Solo and group performing, musicianship and analysis were studied and all members of the class enthusiastically studied performing and took a great deal from the different aspects of the course.

Our Drama Department continues to provide opportunities for our girls to shine, in both curricular and co-curricular forums. Showcases of classwork at every level, from Prep through to VCE, have allowed parents to enjoy the maturing skills of their daughters. The Junior School has continued its tradition of staging a delightful series of shows. In Term 1, Year 5 demonstrated their work on Differences; Term 2 saw Year 6 take to the Royce Theatre stage with the play *Peter Pan*; Year 3 and 4 staged their play *Elemental – Fire, Earth, Wind and Water* in Term 3 and the excitement of the Prep to Year 2 musical *The Bug and Butterfly Ball* filled Term 4 with the batting of many tiny wings! In Year 7, an adaptation of *James and the Giant Peach* was presented in November, allowing our budding actors to gain an understanding of the full gamut of organisation required for a performance. The Year 8 cohort took to the stage in September with a number of group-devised soap operas, dripping with melodramatic pathos and twisted into complex narrative structures. In May, our Year 9 to 10 Performance to Production students devised performances from visual stimulus. The performance of these pieces took the form of an interschool Drama festival held at Ruyton for the first time. Our VCE Drama students also responded to stimulus to research, devise and polish their solos, and exhibited a varied palette of emotions.

On the co-curricular side, the Drama Department produced a colourful variety of performance events, many in partnership with other schools. Yet again, exceeding our previous standards of production values, the Scotch/Ruyton play, *A Midsummer Night's Dream*, saw students working together to accomplish a beautiful and entertaining show. The Ruyton/Trinity musical *Guys and Dolls* was another opportunity for our girls to work alongside our partner school in a creative environment and the show was very well received. The Trinity Senior School play, *One Flew over the Cuckoo's Nest* was a gritty portrayal of the legendary story. By contrast, our Performing Arts House Festival (PAHF)

saw our Year 11 cohort lead an array of students from Years 7 to 12 in a loud outpouring of competitive fun. Our Drama Captain, Dana Heir, supported the Department very capably and as part of her role, ran the lunchtime Drama Club for a close-knit group of die-hard thespians.

The many events run by the Performing Arts Department would not be possible but for the support of our hard-working Friends of Ruyton Drama Association (FORDA) and Friends of Ruyton Music Association (FORMA) members.

Mr Paul Smith, Director of the Performing Arts

Physical Education

In sport, it is a common misconception that the biggest and strongest will have the most success. Ranked 17th out of the 24 GSV member schools in terms of population, Ruyton never lets its size hamper its achievements. In 2013 GSV Division 1 Cross Country, Ruyton were winners for the tenth consecutive year; in Athletics they finished first in four of the last five Track and Field GSV Division 1 Championships; in Swimming they achieved a second place in Division 1 and in Rowing the Senior Firsts won a Bronze medal at the Nationals. As Mr Stephen Ellinghaus, Ruyton's Head Coach of Cross Country, and Track and Field, said, '*Success comes as a result of a commitment from the whole team to training, as well as on the day of the competitions.*'

This year in Physical Education the girls have undertaken a variety of traditional sports and have also been introduced to many new sports. The Year 7 girls have spent the year learning 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. To help celebrate Physical Education week, all Year 7 students participated in the GSV Sports Expo at Monash University. The expo provided students with a variety of experiences in 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 the focus of Physical Education lessons moved towards developing greater games sense. The sports of Touch Football and European Handball were introduced in Year 8. A Peer Teaching unit was undertaken during second semester. Students worked in small groups to develop a safe, fun and inclusive game which they then taught to the rest of the class.



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. The students also participated in a Sport Education in Physical Education Programme (SEPEP) unit, which aimed to provide insight into how to organise a sports function. According to their interest, students undertook a variety of different roles, including player, coach, team manager and match reporter. This year all classes participated in the administration and running of an Indoor Soccer competition, culminating in a round robin competition played between two classes.

Physical Education lessons take on a collaborative approach in Year 10. Two classes are timetabled on at the same time and students can select which unit they participate within each block. Once again this year, students in Year 10 engaged in a 'self-directed' fitness unit. Each student selected a specific area of fitness in which they wished to focus, and performed a pre-test. Students then planned their own six week programme, with the aim to improve the specific fitness component in post-tests. A highlight for the Year 10, Unit 1 and 2 students was an excursion to Bulleen Templestowe Youth Club (BTYC) Gymnastics where, under the supervision of Gymnastics coaches, they were able to observe basic biomechanical principles, such as linear and angular motion.

In Year 11, Physical Education classes are replaced by a Recreation programme. At the start of each semester, the students 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, and 'Bounce' Trampolining.

In Year 12, the students have worked diligently throughout the year aiming to achieve their best in the final exam. The students have participated in a number of practical classes to clarify their learning of content covered in the classroom. The students also attended excursions to Exercise Research Australia in Thornbury on two occasions to undertake laboratory testing and also for a revision session, in preparation for the final exam.

Health Education

The Health Education Department continued to deliver a programme tailored specifically for the Ruyton community. Fostering self-esteem, resilience, knowledge and responsibility for one's own behaviour is a focus throughout, and the curriculum is delivered using the harm minimisation philosophy.

Communication and conflict resolution is studied from Year 7 to 10. The girls build on their skills and complexity of understanding throughout each year. The Year 9 cohort gained a lot from listening to Ms Di McDonald, an expert on executive stress management, who usually speaks to adults in the corporate realm on resolving conflict. She equipped the girls with some practical tools they could use in their everyday interactions and they displayed a mature and insightful understanding of multifaceted communication issues.

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*. His sessions gave the girls many facts and practical advice so they could make informed decisions about the consequences of their behaviours and keep themselves and their friends safe in a potentially uncontrolled party environment.

At Year 7 and 8 time is spent helping develop strength and resilience in 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 and relaxation are explored in detail.

At all year levels, each unit of study is 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 in small groups within the classroom for the remainder of the 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.

Mrs Louisa Burbury, Director of Sport



Sport

Weekly Sport

Junior A Hockey– Zone winners

Carnival Sports

Cross Country team – Winner GSV Division 1 Championship

Cross Country team – Winner State All Schools Championship

Cross Country team – Winner State All Schools Road Relays

Cross Country team – Winner State All Schools Cross Country Relays

Track and Field team - Winner GSV Division 1 Championship

Individual achievements

Three students were selected /qualified for GSV Representative teams

Eleven students were selected /qualified for the State team in one sport

Four students were selected /qualified for the State team in two sports

One student was selected /qualified for the State team in three sports.

Parents of Ruyton (POR)

The POR is all about community building and developing new friendships within the School community while supporting our girls in their education and extra-curricular activities, and organising social events for both parents and students. Ruyton is unique with regard 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 support groups put on events, assist teachers and raise funds to support their activities and our girls. These include FORDA (Drama), FORMA (Music), 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 Easter, Mothers' Day and Fathers' Day, among other activities.

The POR also run three very valuable services, including the Second Hand Uniform Sales, 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 welcome new families into the Ruyton Community, including events to introduce the new girls to one another before School commenced for 2013. Many families opened their homes for morning teas and drinks parties. There were also dinners, lunches, tours of art galleries, golf days and movie nights. Once again we supported The Cancer Council Biggest Morning Tea across all year levels.

Our thanks are extended also to the large number of parents who give up their mornings many times a year to assist Lime Catering at the Courtyard Café.

Throughout the year the POR hold several events: the Welcome Cheers and Tears Coffee morning, Mothers' Day Breakfast, Fathers' Day Breakfast, Welcome to New Parents' Cocktail Party, Ruyton Readers, Junior School Disco, the Ruyton Golf Day (for the men only) and our Volunteers' Thank You Cocktail Party. The Ruyton Luncheon was a huge success, in most part due to the dynamic, entertaining and informative guest speaker, our very own Ms Sushi Das. The Ruyton Ball was spectacular. Held at the Peninsula, Docklands, 303 guests enjoyed beautiful food and wine and danced the night away to the popular group, Popcorn. Funds raised from the event have been allocated to Ruyton's new Master Plan. Three Digital Parenting Workshops were introduced in third term, which provided insightful forums to help parents keep pace with the ever changing and challenging cyber-world.

Looking to next year, preparation is well underway for the Ruyton Fair to be held on Sunday 23 March.

It would be impossible to list every parent of Ruyton who has, in some way, assisted in one or many of the above groups and activities. Our vision for the future direction of the Ruyton POR is to continue to nurture and develop the ongoing involvement of our Ruyton Parents in the many opportunities available for them to embrace the Community spirit that is Ruyton.

The POR are eternally grateful to the ongoing support from our Ruyton parents, our Principal, Ms Linda Douglas and the staff of the Ruyton Development Office, Ms Tonya Peters, Mrs Marilyn Rouhard, Mrs Anne Sciberras and Mrs Elizabeth Beattie.

We continue to encourage parents to support the Ruyton Community and thank you all for a wonderful year.

**Mrs Susie Sutherland and Ms Fabiola Mazzocco,
Co-Presidents POR**



Professional Learning

Education today is far removed from the 'industrial revolution' model so many adults experienced, and while our students certainly still need to develop literacy in the traditional 'three Rs', these will only ensure success if applied in the context of the 'five C's': Collaboration, Communication, Creativity, Critical Thinking and Curation. Parents often comment on their excitement that the learning opportunities their daughters have at Ruyton are so different to their own learning journey at school. This shift is not accidental nor is it simple, but requires strategic thinking, planning and implementation. Providing effective professional learning for teachers is pivotal, and like the learning of our students, staff learning at Ruyton in 2013 has been diverse, stimulating and always aimed at providing the best learning opportunities for our students.

In late January Ruyton hosted the annual Ruyton-Trinity professional learning event. The *Australia in the Asia Century* White Paper by the Federal Government in 2012, along with the identification of *Asia and Australia's Engagement with Asia* as a Cross-Curricular Priority in the Australian Curriculum, both highlight the need to be Asia-literate. Keynote speaker Ms Lindy Stirling worked with staff to explore what is meant by the term 'Asia Literacy' and to understand how we embed this in our learning and teaching programmes. Later in the year, the Ruyton Foundation Masterclass keynote address to the Senior School by Dr Eeqbal Hassim, entitled *Asia Capability and Intercultural Understanding as essential life skills in the 21st century*, provided further insight and perspective for all of us as learners. The ensuing workshops, undertaken by Year 9 students, involved exploration of the concept of intercultural understanding with an Asia focus, an opportunity to work with a Martial Arts expert, and an interactive workshop with Ruyton parent Mr Andrew Godwin, who shared his experiences of working in the Chinese legal system.

The development of Ruyton's Personalised Learning Philosophy in 2012 has led to a focus on differentiation in all learning programmes, with Curriculum Deans and a number of other staff undertaking a series of workshops on Formative Assessment with Ms Radmila Harding, and collaborating with colleagues to put this learning into practice in the classroom. A concurrent review of the Individual Learning programme and Gifted and Talented policy aims to ensure that every student is empowered to engage in a variety of rich learning experiences designed to develop independence and promote risk taking in their

learning, and that they are supported and challenged to reach their full potential: intellectually, physically, emotionally and socially.

In conjunction with the announcement of the digital device plan for 2014 and beyond at the commencement of Term 4, the staff Professional Learning Day included the rollout of 100 iPads to teaching staff and the opportunity to experience the many ways in which iPads can be used as 'enablers of learning'. Ongoing personalised professional learning opportunities have ensured that the excited buzz of day one has not diminished, as staff continue to explore the scope of these devices and share their learning. Digital Citizenship continues to play an important role in all areas of curriculum, and as part of the 2013 Operational Plan, a team of staff has worked with Digital Learning consultant Ms Robyn Treyvaud to review the Learning Enrichment and Achievement Programme (LEAP) at Year 7 and 8. The 2014 programme will see the theme of 'growing up digital' explored through the lens of personal identity and intercultural understanding, while at the same time developing student skills in the use of digital tools. Science teacher Ms Nicole Volkmann was the 2013 recipient of the Ruyton Award for Educational Research and her extensive research into using technology to 'the flipped classroom', along with recommendations for future learning and teaching, was shared with staff late in Term 4.

The sharing of classroom practice is widely recognised as one of the most effective forms of teacher professional learning and involvement in the Australian Government Quality Teacher Programme this year has seen a team of teachers undertake a series of 'focused classroom observations' to provide effective feedback to each other. As the year has progressed this learning has been shared with members of the reflective practices group, a voluntary professional learning team who meet regularly to discuss innovation and creativity in learning and teaching.

Ruyton is certainly a true learning community, epitomised by this extract from a poem by Mr Allan Glatthorn.

'What is learning? A journey, not a destination.

What is teaching? Not showing them what to learn but how to learn.

What is school? Whatever we choose to make it.'

Mrs Cathryn Furey, Director of Learning



Ruyton School Council

This year, the Ruyton Student Council (RSC) comprised a dynamic team of students from Years 7 to 12, very capably led by RSC Captain, Jess Wat. The RSC is a student-run body, representing all girls in Senior School and considers matters pertaining to uniform, facilities, the curriculum and co-curricular activities.

This year, the RSC ran two major events: The UN Women Walk for Women and the Girls' Night In. The UN Women Walk for Women has grown since its inception in 2010 to an event involving students from over ten schools. Organised by a team of students from Ruyton, Melbourne Grammar and Trinity Grammar schools, the Walk took place on Friday 3 May at the Tan. The event is always a lot of fun, and greatly anticipated by the students. Over \$2000 was raised for UN Women.

This year, the success of the event was acknowledged when it was awarded the Enterprise Award at the VicSRC State Conference. This award recognises a student-initiated and run event that links schools with the community.

The second event was the Girls' Night In Movie Night, held in September. Girls from Years 7 to 12 met in the Courtyard Café for pizza and a trivia competition, before snuggling into Royce Theatre to watch *The Princess Diaries*. It was a delightful evening for all participants, and enabled girls to develop further their friendships across year levels.

Both of these events accentuate the sense of community that Ruyton girls value so much in their school.

Ms Julie Hoskins, Special Programmes Co-ordinator

Science

'The scientist is not a person who gives the right answers; he's one who asks the right questions.' Monsieur Claude Lévi-Strauss

Science at Ruyton in 2013 has provided students with myriad opportunities to ask questions, form hypotheses and design and execute investigations. Sometimes this may lead to those questions being answered, or more likely, more questions arising that require further investigations. Such is the nature of Science!

Practical work is the focus of the Science classroom. It allows students to think about a problem from an inquiry perspective: how to find information, explore ideas and draw conclusions from what they have observed. Students in Year 9 have the opportunity to put their skills into

practice as they prepare for the Science Talent Search (STS) during their unit on Scientific Method. This year we had a number of students whose entries were submitted to the STS, with many of these entries being awarded bursaries. Experimental work provides a wonderful opportunity for individualised-learning, as students have the ability to extend their research, according to their particular interests.

Experiences outside the class room are an important part of the programme in Science. At the Senior level, there are many opportunities for students to build upon their knowledge and skills in real-world settings. Physics students explored the motion and forces of amusement park rides at Luna Park, visited LaTrobe University to study Photonics and visited the Australian Synchrotron. Year 11 Physics students attended the Australian Grand Prix to learn about STEM technologies in the design of Formula One cars and race track design. Biology students travelled to Queenscliff to explore the ecology of the region. Year 12 Biology students visited the Gene Technology Access Centre (GTAC) to work with DNA.

Year 12 Chemistry students visited LaTrobe University, putting into practice some of the theory they have covered on analytical instruments. A visit to the Melbourne Aquarium to study the practical importance of controlling the pH of water enhanced the work done on Acids and Bases by Year 11 Chemists. Psychology students engaged in activities with Prep and Grade 2 girls to understand changes in thinking through development.

Years 7 and 10 students have taken advantage of Swinburne University programmes in Astronomy and Physics. Year 8 students made use of the Melbourne Museum to support their learning in the Rocks and Minerals unit of work. The Year 8 camp in Queenscliff allowed students to further investigate the ecological concepts that were covered as part of the Ecology topic.

The role of the Scientist in the community is an important one and the opportunity for students to meet with current scientists and discuss their work is important. A number of Year 10 students attended a Careers in Chemistry seminar at the Australian Synchrotron and some Year 9 students travelled to the Melbourne Museum to hear from young scientists discussing their current research. The Year 10 Ethics in Science unit has provided opportunities for students to engage with staff from the Red Cross Blood Bank, the Thalassaemia Association and DonateLife.

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 National Youth Science Forum, the Science Talent Search and the Biology, Chemistry and Physics Olympiads.

In August, National Science Week was celebrated with a focus on the theme 100 Years of Australian Science. There was a quiz on prominent Australian Scientists, in-class activities on Australian Scientists and we were fortunate to have Old Ruytonian, Dr Amelia Liu, speak at our Science Week Assembly about her work as a Physicist and the experiences which shaped her exciting career in Science.

The Science staff at Ruyton are active in the use of technology in the class room. 2013 saw the Science Department introduce Science and Technology Education Leveraging Relevance (STELR) kits (from the Australian Academy of Technological Sciences and Engineering) in both Year 8 and Year 11 Physics. These kits allow students to work at their own pace while investigating concepts involving various aspects of energy. During 2014 the use of these kits will be extended into the Year 9 unit on Light. The use of the 'flipped classroom' has been trialled and staff have been busy investigating the use of iPads in Science and presenting their findings at external conferences. They are well-prepared for the introduction of iPads in Year 7 in 2014.

The diverse and challenging Science programme owes its success to highly professional teaching and support staff and their contributions have ensured the continuing evolution and relevance of Science learning experiences for our students at Ruyton.

Mrs Susan Fryer, Acting Dean of Science (2013)

Sustainability

For the first time in human history, the concentration of climate-warming carbon dioxide in the atmosphere has passed the milestone level of 400 parts per million (ppm). The past year has been the hottest ever in Australia since temperatures have been recorded. Immediate action is needed, and this year the Students for Sustainability have continued to commit themselves to act positively to reduce Ruyton's environmental impact. This year, we have also begun to make links with other schools in the area, to network and share ideas and work together to create a more sustainable environment. Participation in awareness raising and activism campaigns both within and outside the School have demonstrated that together, we can make a difference.

Key Achievements for 2013 include:

- finalists in four categories in Sustainability Victoria's ResourceSmart Schools Awards
 - Energy School of the Year
 - Student Action Team of the Year
 - Water School of the Year
 - Teacher of the Year.

Ruyton was the winner of the Water School of the Year Award.

- Boroondara Bronze Award for Green Team of the Year.
- Panda joined the Ruyton Community to help spread awareness of environmental issues.
- Ruyton held its own Earth Hour by turning off all electrical appliances for one hour, reducing electricity usage by 24 per cent.
- World Environment Day was celebrated with a guest speaker from Australian Youth Climate Coalition (AYCC) at Assembly and a candle-lit acoustic concert in Royce Theatre. Girls were encouraged to make it a Nude-Food day.
- Four students joined over 1500 young Australians at the AYCC Powershift Conference during the July school holidays.
- Ruyton hosted the first-ever combined Ruyton-Trinity Sustainability meeting.
- Ruyton continued to upgrade our recycling systems, with the introduction of more co-mingled recycling bins and worm farms across the School. A new system was introduced in the Senior School in which form groups took responsibility for emptying these on a weekly basis. In Junior School the Year 2s introduced recycling of soft plastics.
- Ruyton held two rubbish free lunch challenges, reducing rubbish going to landfill by 33 per cent and 43 per cent respectively.
- For National Tree Day, over 40 Ruyton girls and 20 Trinity boys ventured down to the hidden trail of Back Creek, Camberwell to plant over 1500 native trees and shrubs.
- Ten SFS students attended the annual Melbourne Girls' College student-led Rethinking Consumption Conference.
- The Junior School continued actively to support the TravelSmart philosophy, conducting regular walk-to-school days and operating the Walking School Buses.



- Ruyton continues its completion of the Water Module of the ResourceSmart Schools programme to gain our third star. This included a whole staff Professional Learning session run by a representative from CERES.
- Over 350 Save the Reef petitions were signed by staff and students in a campaign to stop the proposed dredging and dumping of 3 million cubic metres of seabed at Abbot Point which threatens the Great Barrier Reef.
- Data loggers have been installed on all water meters and water usage is monitored 24 hours, ensuring that any leaks have been noticed immediately.
- Ruyton is excited to be a founding school in the student led Melbourne Environmental Schools Initiative (MESI) which involved students from over 12 schools within the area.

2013 has been a busy and productive year for Sustainability here at Ruyton, and the students and staff involved in creating and supporting all these projects can be proud of their achievements. Special thanks must go to this year's Sustainability Captain, Tessa Faulks, for her inspired leadership of Students for Sustainability and her outstanding enthusiasm and commitment to making Ruyton a more sustainable community.

Ms Nicole Volkmann, *Co-ordinator of Sustainability*



2012 VCE Results

Dux:

Natasha Kotsimbos

Scores above 99.00:

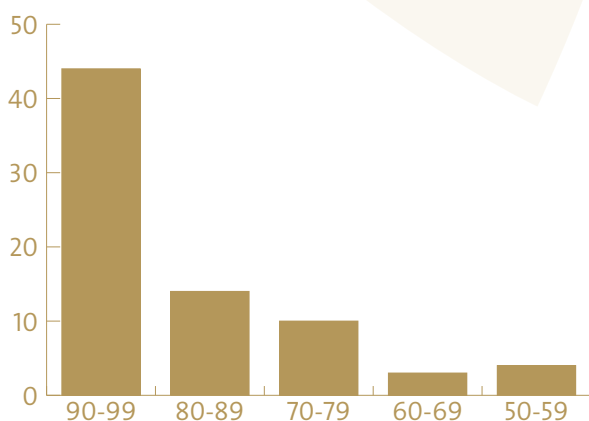
Anjali Bethune
Tallulah Butcher
Jenny Guo
Michelle He
Natasha Kotsimbos
Jenny Li
Lucinda Loane
Maddison Nash
Rylie Wallace

Scores of 50:

Michelle He (Further Mathematics)
Michelle Hu (Business Management)
Emma Jamieson (Further Mathematics)
Natasha Kotsimbos (Literature)
Saskia McEldowney (Physical Education)
Maddison Nash (Economics)
Rylie Wallace (Further Mathematics)
Edward Wang (TGS) (Music Performance)
Shu Xi Wang (Further Mathematics)
Betty Xiong (Mathematical Methods)

ATAR Scores:

Above 99.00: 12%
Above 90.00: 59%
Above 80.00: 77%
Above 70.00: 91%
Above 60.00: 95%
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 2013:

Catherine Wood Scholarship: Betty Xiong
Monash Prize: Lauren Yip

Other Awards:

Premier's Award for Economics: Maddison Nash
Premier's Award for Further Mathematics: Michelle He
Premier's Award for Further Mathematics: Rylie Wallace

YEAR 12 AWARDS

House Awards and Gold Certificates for Participation are awarded to students who have received a given number of CCA Certificates or points, according to the guidelines set out in the School Diary. Certificates for Excellence are awarded to students for exceptional achievements in the given CCA area.

Published post Year 12 destination information for 2012 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) 52

VTAC Data

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number) 52

University Offers % 94

TAFE/VET Offers % 6

Any Tertiary Offer % 100

On Track Survey Data – April 2013

In Education and Training

Bachelor degree enrolled % 83

Deferred % 10

TAFE/VET enrolled % 5

Apprentice/Trainee % 0

Not in Education and Training

Employed % 0

Looking for Work % 2

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 2013 was the twenty weeks between Monday 4 February and Friday 28 June.

Ruyton's overall rate of attendance for the collection period was 96 per cent. Individual year level attendance was as follows:

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

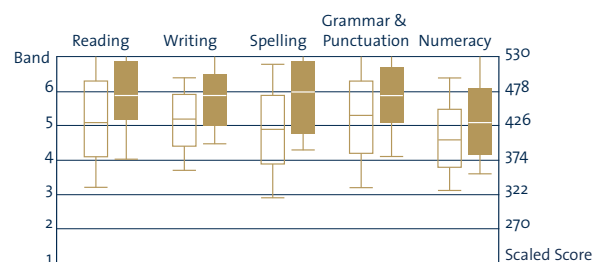
NAPLAN (National Assessment Plan)

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. The left hand box box represents students in the state education system and the right hand 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.

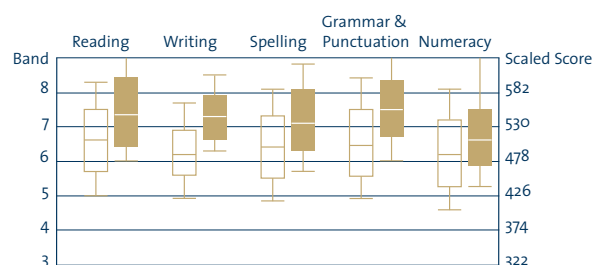
Year 3:

In 2013, all students in Year 3 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



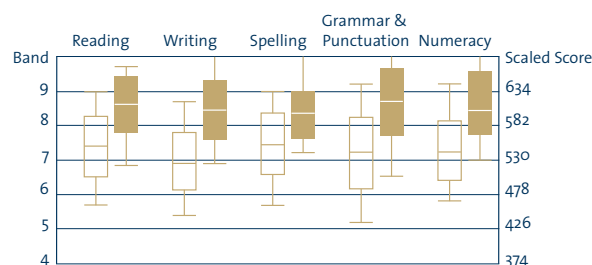
Year 5:

In 2013, all students in Year 5 met the national benchmarks for Numeracy, Reading, Writing, Grammar and Punctuation. 98.7 per cent of the Year 5 students met the national benchmarks for Spelling.



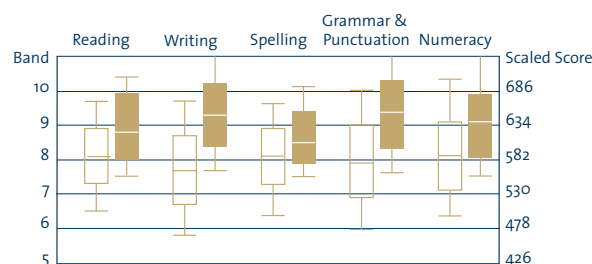
Year 7:

In 2013, all students in Year 7 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation. 98.7 per cent of the Year 7 students met the national benchmarks for Numeracy.



Year 9:

In 2013, all students in Year 9 met the national benchmarks for Reading, Writing and Numeracy. 98.7 per cent of the Year 9 students met the national benchmarks for Spelling, Grammar and Punctuation Writing.



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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, Deputy Head of Junior School (Curriculum), BTeach(Prim), BEd

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

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

Ms J Halliday, Teacher Junior School, BA, DipEd

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

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

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

Ms F Johnson, Teacher Junior School, Music, BMus

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

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

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

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

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

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

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Ms M Barratt, Dean of Humanities, BEc, DipEd

Mrs D Berold, Teacher Senior School, MA, DipEd

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

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 Canty, Dean of English, Snow Sports Co-ordinator, BA, BTeach, COGE

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

Ms D Cooper, Teacher Senior School, BA, DipEd(DblMethodEngl)

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

Mrs A Herault, French Assistante, MEd

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Ms J Kitt, Teacher Senior School, Year 10 Deputy Level Co-ordinator, BA, DipTeach

Miss L Law, Physical Education Teacher, BEd(PhysHlthEd)

Mrs C Lucas-Pannam, Director of Drama, BEd

Ms S Mancev, Acting Dean of French, BA, DipEd, MEd, AMuSA

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

Ms B Meades, Physical Education Teacher, Co-ordinator Health Education, Year 8 Deputy Level Co-ordinator, BEd

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

Miss 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 Teacher & 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)

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

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Miss A Shackell, ESL Co-ordinator/English Teacher, 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 A Tiernan, Year 12 Co-ordinator, Dean of Health Education, BAppSc(HumMove), DipEd(Sec)

Mr P Upperton, Teacher Senior School, Year 9 Level Co-ordinator, BA, DipEd

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

Ms A Verona, Teacher Senior School, BA(Hons)

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

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

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

Mr T Yeo, Teacher Senior School, BSc(Maths), GradDipEd

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

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

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

Miss A Conrau, Music Teacher, BMus(Hons)

Mr I Faragher, Music Teacher

Ms E Funnell, Music Teacher, BMus(Perf), AMuSA, LMuSA, FMuSA

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

Mr M Habben, Music Teacher, BEd(Mus)

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

Mr S Jones, Music Teacher, BMus(Hons), AMuSA

Mr S Kessar, Music Teacher, BMus

Mrs K Kuti, Music Teacher, BA, BMus(Hons)

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

Miss L Reynolds, Music Teacher, BMus

Ms A Roche, Music Teacher

Mr I Rosa, Music Teacher, BMus(Perf)

Mr R Sedergreen, Music Teacher

Ms K Stockwin, Music Teacher, BA(Mus)

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

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

Ancillary Staff

Mrs A Avola, Payroll Officer

Mrs E Beattie, Development Co-ordinator - Communications, BA, MA (Hons)

Mrs D Begg, Administration Assistant Senior School

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

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

Mrs S Deane, Database Administrator, BBus(InfoSys)

Mr C Elmer, Maintenance Staff

Mrs J Fordham, Administrative Assistant, RN

Mr J Gamble, Maintenance Staff

Mr R Greenwood, ICT Assistant

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

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)

Ms C Lee, Library Assistant, DipMkt(Hons)

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 Bronze Licence

Mrs J McMillan, Aquatics Centre Manager

Mr R Moodie, Maintenance Staff

Mr D Moulton, AV/Theatre Technician

Mr B Nelsen, Assistant Principal, Head of Junior School, BTeach(Prim), BEd, MEd

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

Mrs A Pearson, School Nurse, 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

Mr P Sharples, Business Manager, BBus(Acc), GradDipDP, DipEd, CPA, FCIS, FCSA

Mrs K Soumprou, Secretary to Performing Arts

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

Mrs K Toleman, Accounts

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

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

Inside Ruyton



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