



RUYTON GIRLS' SCHOOL
ANNUAL REPORT 2016



Philosophy

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

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

Vision

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

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



Principal's Report

Introduction

Ruyton has a reputation for sound scholarship, opportunity and challenge for girls. We believe that success is clearly defined as students striving to achieve their personal best with the support of those around them, while gaining an understanding of the value of challenge and determination. Our culture supports this philosophy through the actions of our community.

Throughout 2016 our girls have continued to achieve their best and explore new opportunities, both individually and collectively. They have produced remarkable results in a wide range of curricular and co-curricular activities and we have recognised and celebrated their endeavour, effort and achievement.

Student wellbeing underpins our learning and teaching practices across the School. Every teacher has a responsibility for supporting student wellbeing through our range of programmes. The need to find balance, practise mindfulness, reject perfectionism and embrace the opportunity to take risks and learn from failure are some of the emerging themes in our programmes. At the same time we embrace the importance of values education and engaged citizenship.

Personalised learning continues to provide the strong foundation for all of our academic programmes. This year staff and students have engaged in new opportunities across the curriculum through flexible learning approaches, including blended learning and interdisciplinary and project-based learning. Real world connections have provided exciting learning opportunities for girls across the School. A thorough review of our Gifted and Talented programmes and practices is well underway, with staff engaging in research, training and review of optimal experiences for high potential learners. Digital learning has been embraced as girls explore, experiment and engage in coding, programming, writing, constructing and collaborating, working with local and global audiences. Increasingly, our girls are offered opportunities to engage with the scientific community beyond the School. They work with scientists from a range of fields, using scientific, technological, engineering and mathematical skills and understandings to deal with and solve real world problems.

Co-curricular activities are a valuable component of a Ruyton education, providing opportunities for challenge, aspiration and socialisation, while supporting a productive and balanced approach to life.

Students have demonstrated their talents and enviable skills through a variety of student concerts, soirées, productions and eisteddfods, as well as collaborations with Trinity Grammar and Scotch College. The 2016 Gala Concert took place at the Melbourne Recital Centre for the first time, providing a stunning environment for our girls to highlight the excellence of our Performing Arts programme. The inaugural School Arts Week emphasised the importance of creativity of mind in the visual arts and provided girls with new opportunities to immerse themselves in the arts.

In a field of 24 girls' schools across Melbourne, our girls have excelled in the Girls Sport Victoria (GSV) carnivals, placing first in Cross Country, second in Swimming and third in Track and Field. Notably, this year our Cross Country team surpassed their own milestones, recognised widely as exceptional, our Swimming Squad has gone from strength to strength, and our Rowing Squad produced another stellar season both locally and nationally, as well as their first-ever performance at the esteemed Henley Regatta in the United Kingdom.

Student voice and leadership learning are an essential part of a Ruyton education, as our girls become women of character and integrity. This year compassion has been the strong guiding theme, with our Year 6 girls choosing to lead with a focus on compassion and leading by example, and our Year 12 girls opting for compassion and inclusivity.

Our girls have actively supported the world-wide movement to educate girls and young women through their support of One Girl, International Day of the Girl, United Nations Women and the Cathy Freeman Foundation. From increasing their understanding of current global issues, such as refugees and asylum seekers, to supporting local hospitals to rehabilitate loved ones, they have demonstrated empathy and generosity of spirit.

True citizenship promotes both positive civic and environmental action. This year our girls have engaged in environmentally sustainable practices in the community through the leadership of the Green Team and the Sustainability Team, participating in tree planting, recycling, Earth Hour and Clean up Australia activities, encouraging us to review and reduce our consumer footprint.



Principal's Report (Continued)

During the September holidays girls in Years 9–11 took part in our Chinese and French language tours, immersing themselves in cultural experiences and honing their language skills. In December a group of Senior School girls will undertake a Performing and Visual Arts tour of New York City. Along with our Exchange programme and curricular experiences, we are reviewing and growing our global citizenship programme to ensure it provides every girl with learning opportunities designed to expand her horizons and her understanding of the world and its issues.

In Term 1 the Margaret McRae Centre was officially opened and throughout the year has been embraced as a place of flexible learning for Year 7 and 8, Science and Performing Arts. The Events Space has seen students, parents, staff and the Old Ruytonians' Association (ORA) gather to enjoy a variety of functions. Additionally, the Senior Study Centre and Courtyard Café were both upgraded for the commencement of 2016 and have provided our senior girls with an outstanding study space and the entire community with a rejuvenated café space where they can meet and connect.

Throughout the year we have watched with excitement as the new Junior School emerges from our major redevelopment work. This project has clearly focused on providing our Junior School community with exciting and flexible spaces to best support learning and build on our strength of connection and community. We look forward to the opening of the Junior School building and play space at the start of 2017 and the return of the oval and courts as outdoor student spaces.

Thank you to our students, parents, teachers, support staff and neighbours for their patience and understanding during this extended period of construction.

The strength of Ruyton will always be maintained through the engagement of our School community and in 2016 this has been clearly demonstrated time and time again. Thank you to our many volunteers, particularly our Old Ruytonians and parents, who ensure that our culture of involvement remains strong, enabling us to provide so many opportunities for our girls. Their generosity of time, expertise and resources are greatly appreciated. Particular thanks to ORA President Ms Sarah Blyth and to Parents of Ruyton (POR) Presidents Mrs Sue McLeish and Mrs Jenny Woollard and their respective committees for their leadership, commitment and engagement.

The Board provides expert guidance and counsel in determining and achieving the long-term strategic directions of Ruyton. This year in particular the Board have worked in collaboration with the Executive team to review, reflect and research in order to determine the 2017–2020 Strategic Priorities, with input from staff, students and the wider Ruyton community. In 2016 we have welcomed five new members to the Board, in Ms Fiona Griffiths ('87), Ms Melanie Higgins (Blomquist '92), Ms Virginia McLaughlan, Mr Bruce Bayley and Mr Cameron Price and farewelled Ms Fleur Coldwell (Summons '90), Ms Freya Marsden ('89) and Ms Margery Evans. At the end of 2016 we farewell Ms Kathryn Watt, President of the Board, who steps down after eight years of dedicated service and exceptional leadership. Mr Peter Kanat fills the role of President, with Ms Kylie Taylor as Deputy from the commencement of 2017 and Ms Fiona Griffiths takes on the position of President of the Foundation. Thank you to all members of the Board for their commitment, dedication and expertise.

Our success as a learning community for girls would not be possible without the dedication and professionalism of our staff. I thank each and every one of our teaching staff, administrative and support staff, co-curricular instructors and our grounds and maintenance team for their hard work, passion and commitment to excellence.

Most importantly we thank our girls. Their commitment to achieving personal best while supporting each other and engaging in a wide array of opportunities ensure that our culture remains strong. Their joy in learning, passion for engagement and ability to question, wonder and remain curious ensures that we continue to explore new opportunities for powerful learning.

We thank our 2016 Year 12 leaders for their contribution to our community and wish them every success and happiness as they embark on the next stage of their lives. We know that they will continue to contribute to the wider community, to be bold and to live lives of impact and purpose: to be women of character and integrity.

Recte et Fideliter.

Ms Linda Douglas, Principal



Powerful Learning

At the start of this year we congratulated our 2015 Year 12 students on their VCE results, with 46 percent of our girls achieving an ATAR score greater than 90. Katie Yang was announced as Dux of the School with a perfect score of 99.95 and five girls achieved ATAR scores over 99. There were three perfect scores of 50. In addition, Sophie Kleiman received a Premier's award in recognition of her academic achievements in VCE Literature 2015. All of our girls received a tertiary offer and over 60% received their first preference. Destinations included the universities of Melbourne, Monash, RMIT, Deakin, Swinburne, La Trobe and the ANU; Box Hill Institute, William Angliss and international destinations. We wish our girls every success in their future endeavours.

Real World Connections in Science, Technology, Engineering and Mathematics (STEM)

A central focus of our STEM work has been to build links with the scientific community beyond the School. Students have worked with scientists from a range of scientific fields, including Engineers without Borders, where they were able to use engineering, science and mathematics skills to deal with real world problems, such as the construction of prosthetic limbs and water filtration in third world countries with limited resources. Our guest for the 2016 Ruyton Foundation Masterclass, Ms Dianne McGrath, is one of the final 100 candidates for the Mars One Programme, set to leave Earth to establish a colony on Mars within the next decade. With a focus on environmental engineering, environmental management and sustainable food systems, Dianne worked with students from across the School to explore the practical, social and ethical issues facing those who wish to journey to this new frontier.

Digitally Enhanced Learning

Technology is a powerful tool to support and enhance learning, and STEM afternoons in Prep have seen some of our youngest students coding with their iPads, programming robots and constructing dolls' houses, complete with operational electrical circuits for lighting. Students in both Junior and Senior Schools continue to explore digital manufacturing through a range of projects involving 3D printing, coding with a range of languages, including SWIFT, the language used to develop iPad and iPhone applications. An inter-disciplinary Art unit of e-textiles at Year 8 explored coding and wearable technologies. A group of Literature Club members who are student-users of Wattpad, a collaborative online writing platform, conducted an informative presentation for Ruyton staff about why they are passionate about this writing and editing platform and how they use it to publish their own work to a global audience.

Performing Arts

The Performing Arts programme has provided rich opportunities for students, both in and out of the classroom, to develop a greater understanding and appreciation of Indigenous culture and the challenges faced by Indigenous Australians, past and present. Once again, we have witnessed outstanding musical and dramatic performances across the School, with highlights being *Into the Woods* and the Gala Concert.

Review of Gifted and Talented Programme

A review of our Gifted and Talented Education policies and practices has included the development of a range of extension programmes for students across the School. There has been a focus on the identification of gifted and talented students and the best ways to support these girls in their learning. This has included Individual Learning staff working in classrooms to model lessons that cater for the gifted students, and providing support during planning. A Philosophy Club that targets students from Years 3-6 has been established, engaging the girls in debate and philosophical discussion. Senior School students have had opportunities to work with like-minded students and the time to explore diverse ideas, as well as to participate in various competitions, such as the Da Vinci Decathlon, the National Schools Convention and to attend the Strathmore Science Centre. These experiences have given the girls an opportunity to explore their own views, grapple with diverse and 'big ideas' and have philosophical discussion. The invitation for a team of Ruyton staff to participate in the Independent Schools NSW Elevate Programme provides an exceptional opportunity to work with a number of schools from around Australia to develop programmes and practices that provide optimal learning experiences for high potential learners.



Powerful Learning (Continued)

Flexible Learning

English and Mathematics teams have embraced the opportunities offered by the flexible learning spaces in the Margaret McRae Centre to enable students to provide a greater focus on group work, developing collaborative skills and using blended learning approaches for students to design their own learning pathways. A blended learning model in Languages Other Than English (LOTE) provides differentiated and personalised learning opportunities for students, promoting self-evaluation, reflection and building confidence for our language learners, while the use of Google apps in the Humanities and Physical Education learning areas has provided a group based, co-operative approach to learning.

Collaborative Learning Investigations (CLI)

CLI from Prep to Year 6 continue to provide an engaging and authentic context for inquiry-based learning and the exploration of significant and global issues. The Year 5 Public Speaking Showcase saw the girls presenting on a range of issues and topics, from the risks of sugar consumption to gender equality and disabilities. The desire on the part of the students to create a safe, inclusive and equal society is clearly evident. Throughout the year we have invited parents and special friends into the School to enjoy Celebrations of Learning, where they observe the successful culmination of a project or experience a learning activity. These, along with our Grandparents and Special Friends' Day, allow the girls to take centre stage and share their learning with an appreciative audience, ensuring it is extended beyond the classroom.

Staff Professional Learning

Ongoing targeted and personalised professional learning for staff is critical in order to continue to provide the best learning opportunities for all students at Ruyton. Our year commenced with the annual Ruyton-Trinity shared professional learning afternoon, with Dr Adam Fraser. In Term 2 all teaching staff were introduced to the Looking for Learning process and Junior School staff were introduced to the Five Ways to Wellbeing programme. Non-teaching staff were involved in a half-day programme titled One Perfect Day, focusing on goals, priorities and managing relationships.

In Term 3 staff and parents viewed the documentary *Most Likely to Succeed* based on High Tech High in San Diego where project based learning provides authentic, interdisciplinary learning for students across all learning areas. A Project Based Learning workshop, facilitated by Mr Jake Plaskett, a former student and teacher at the school, resulted in the creation of units of work across the School to engage and challenge our students.

We acknowledge the importance of nurturing and developing strong leaders, and continue to provide coaching and professional learning opportunities for our Leaders of Learning and Wellbeing. Ruyton has hosted a number of leadership programmes, including the Leading-Edge: Women in Education conference, the International Leadership and Management Programme: Senior Leaders and the International Leadership and Management Programme: Middle Leaders. We continue to encourage and support our staff to share their learning and expertise and in 2016 have had a number of staff presenting at conferences, including the Adolescent Success conference in Singapore and the National Coalition of Girls' Schools and International Boys Schools' Coalition Co-ordinate Education conference in Baltimore, USA.

Ruyton's reputation as a School committed to excellence in learning and teaching has provided us with a number of exciting opportunities to be involved in special projects and pilot programmes during 2016. These include two pilot programmes developed by Independent Schools Victoria (ISV), one focusing on developing interdisciplinary Science, Technology, Engineering, Arts and Mathematics (STEAM) learning programmes and the other exploring collaboration, consistency and culture in mathematics teams to inform future learning and teaching priorities in our Mathematics programmes.

With such rich and diverse learning opportunities for our educators at Ruyton we can be confident that we will continue to develop learning and teaching programmes which support every student to achieve and be her best.



Empowering Girls

Wellbeing Programme

The Wellbeing programme has continued to grow from strength to strength, with key initiatives impacting positively on the wellbeing of our students. A focus for the Junior School this year has been the concept of 'flow'. Drawing on the work of psychologist and author, Mr Mihaly Csikszentmihalyi, we have sought to help the girls understand what a flow state is, how it feels and to begin to understand how it is created. Understanding flow, grit and a growth mind set have all supported our work in empowering the girls as learners.

Finding your place and building on your strengths are integral to a great education. Opportunities available to the girls have expanded this year, with additional programmes running in the Junior School at lunchtimes across a range of areas, such as the Literature Club, Philosophy Club and Art Club. The various House Days that run at lunchtimes have engaged the girls in the spirit of their Houses and enabled the Year 6 leadership teams to plan and deliver highly engaging programmes. The Year 6 students were consulted in a review of the teams operating at their year level, which led to the creation of a Mindfulness Leadership Team. This team has organised special lunchtime and class activities, including meditation and colouring in.

Five Ways to Wellbeing

The development of the Five Ways to Wellbeing, Prep to Year 6, has created a framework for teaching the Health curriculum, along with digital citizenship and Mindfulness from Prep to Year 6. Digital citizenship has been embedded in the curriculum and we have been particularly proud of girls who have dealt with inappropriate use by challenging it.

Growth Mindset

The Wellbeing programme in Years 7 and 8 this year has provided the opportunity for girls to explore social justice issues and ethical dilemmas in detail. Developing a growth mindset has also been a focus, where the girls have been introduced to 25 ways to develop a growth mindset, looking at positive self-talk and their inner voice. Developing the skills to successfully negotiate the transition process is a key part of the Form Group activities for Year 7 girls, who work closely with Year 11 and 12 leaders as facilitators

Learning in Collaboration

An essential part of the Wellbeing programme in our community is to provide the girls with the skills and knowledge to make judicious personal choices. We have had a series of experts at the School, including Dr Richard Chambers, Clinical Psychologist, who discussed the power of mindfulness with Senior girls; Ms Maggie Hamilton who presented 21st Century Girls: Survival of the Prettiest, Coolest and Riskiest to parents and teachers; Mr Brett Moller, Director of Digital Learning, who presented invaluable information to Years 11 and 12 about the importance of safe practices for online behaviour; Ms Maree Crabbe's 'In the Picture' at Years 10, 11 and 12 helped the girls in the navigation of healthy, respectful social and sexual development in online material; and Mr Paul Dillon and the Red Frogs, who addressed issues associated with safe partying and provided information about the support networks available for young people at events such as Schoolies and music festivals.

Presentations at the Year 12 Conference included advice from motivational speaker, Mr Andrew Dobson, and Old Ruytonians, on how best to prepare and manage the academic demands of the year. The focus of the Year 11 Pastoral programme is on helping girls develop a VCE mindset that will equip them with the skills necessary to embrace their VCE study programme, supported by the Years 10-12 Elevate study skills presentations. This follows on from the work commencing in Year 9, where the introduction of examinations provides the opportunity for students to learn about the brain and how to implement effective examination preparation. In addition, driver education programmes for Year 10 and 11 girls enabled them to participate in Keys Please and Fit2Drive workshops.



Empowering Girls (Continued)

Leadership

Developing leadership potential and opportunities for our students to contribute has continued to be a strong focus at Ruyton in 2016.

In the Junior School this has been most evident in the increased opportunities for students to contribute to decision-making and for their perspectives to be heard in issues that matter. Students have contributed to the development of our next strategic plan through their participation in a range of meetings with Ms Linda Douglas and Mrs Nicole Ginnane. With Mrs Ginnane students from Prep through to Year 6 identified ways in which we can make the Junior School better. These initiatives have included picnic rugs for the playground; different music to be used for the School bells; the introduction of year level assemblies in Years 3-4 and Years 5-6; and a review of House events. The Prep to Year 2 team have focused on providing more opportunities for our youngest girls to make decisions, to engage in planning and to implement their ideas with support. The Prep to Year 2 Assemblies have been a highlight, with every Year 2 girl involved in the planning and delivery of an Assembly. The students have worked in teams with the teachers taking on the dual roles of mentor and facilitator. The Prep and Year 6 Buddy programme has associated the girls in meaningful ways and created connections that will be long lasting.

Year 6 Leadership Programme

This was defined in 2016 by the motto, Lead with Compassion: Lead by Example. The year commenced with an address by Ms Sushi Das, journalist, author and Ruyton parent, on her own leadership experiences and professional journey. The students have worked with compassion and drive throughout the year to contribute to the smooth running of the School and to have an impact beyond the School gates. This year the IT Team broadened to become the Science, Technology, Engineering and Mathematics (STEM) Team, reflecting a growing focus on STEM learning. The Mindfulness Team was introduced and the Community Awareness Team has become the Community Service Team, reflecting our deepening understanding of and increased engagement in service learning. An additional core component to develop the girl's understanding of leadership has been built through the exploration of inspirational leaders as role models. The return of Ms Kim Brennan (Crow '03) to Ruyton, along with her Olympic Gold medal, created great excitement. The visit by Dianne McGrath, Mars One Astronaut candidate, allowed the girls to explore the moral and ethical challenges faced by the Mars One Project.

High Resolves Programme

Throughout the Senior School years our girls are challenged to take up leadership roles, both in the formal and informal sense. This year, in addition to the Year 8 and 9 programmes, the High Resolves Year 9 Leaders' Project was implemented. Students organised initiatives to advocate, educate and donate to a cause of choice. This year the girls chose 'better access to education' as their focus and supported a variety of causes, including the promotion of access to affordable and equitable education for remote Australian children; the Malala Fund, whose focus is that 'education is the right of every girl' and the Aboriginal Literacy Foundation.

Leading by Example

Building on the success of the Buddy Programme in the Junior School, Year 11 and 12 students were given the opportunity to strengthen their existing leadership skills, as they liaised with the Year 7 and 8 girls. For Year 11 girls the emphasis of the Wellbeing programme during Terms 3 and 4 has been Leadership. The Phillip Island Leadership Camp at the beginning of Term 3 provided an environment for girls to participate in activities to hone their existing leadership and teamwork skills. They were also encouraged to engage in Everyday Leadership by keynote speaker and old Ruytonian, Rebecca Starkins ('09.) Form and level sessions throughout Terms 3 and 4 centered on the Leadership Challenge Model proposed by Mr Barry Posner and Mr James Kouzes.

With each passing year, the definition of leadership continues to broaden and deepen at Ruyton, with students of all ages actively engaging in a range of related activities. From early in the Junior School through to Year 12 there are meaningful opportunities for those with talent and energy to share. Our School and local communities are the richer for their contributions.



Service and Sustainability

Coaching

One of the great strengths of the Ruyton community is the valuable cross-age relationships that are fostered between our students, often through involvement in the Co-curricular programme. Many of our past students reflect on how they benefitted from the wisdom and experience imparted by older students during their time at Ruyton. In 2016 a group of recent Old Ruytonians have worked in partnership with us to pilot a Coaching and Mentoring programme for some of our Senior students. We invited a small number of Old Ruytonians to undertake a full day of training at the commencement of 2016 and they were subsequently paired with a Year 11 student, meeting on a fortnightly basis, to provide mentoring and support, assisting our students to develop strategies to achieve their personal best during their final years at Ruyton. Both current and past students have found this to be a most valuable opportunity and we have greatly valued the willingness of this group of Old Ruytonians to volunteer their time to be part of the pilot programme.

The Challenge of New Horizons

As part of Outdoor Education, the New Horizons programme has been developed further to create Semester 1 and Semester 2 opportunities for Year 5 students, enabling students to connect and solidify friendships. Developing respectful relationships and a degree of resilience when faced with a challenge are also important goals for the Summit programme for Year 8 and 9 girls, as they embark on a graduated programme of outdoor adventures. 2016 saw the culmination of this new programme, with Year 9 girls participating in a six-day walk in the High Plains of Victoria. The new format for the Year 8 surf camp at Anglesea provides a pastoral focus, giving each girl opportunities to form strong friendships with all members of her Year 8 Form Group and Form Teacher, whilst taking advantage of the beach environment on the initiative course and the ever-popular Learn to Surf programme.

Sustainability

We aim to empower all girls at Ruyton to create a future which is sustainable. In the Junior School the Green Team promote environmentally sustainable practices in the School community, such as Earth Hour, 5-Star Lunches, Use the Right Bin and Planting for School Tree Day. In the Senior School the role of the Sustainability Captain and her team is to help us all make a real difference in our community. This year has seen the addition of many new opportunities for girls to connect with the wider School community. The girls were involved in Clean Up Australia Day, National Tree Planting Day and the Environmental Film Festival. There has been a focus on coming together to take action to reduce the environmental footprint we each make as consumers.

Junior School

We have continued to engage the hearts and minds of our girls with our Community Service programme. In the Junior School the Community Service Team have initiated both awareness-raising and fund-raising, focusing on supporting our community locally, as well as girls and women around the world. In Semester 1 support was provided to Foodbank Victoria through donations of food. The Junior School community also supported OneGirl and United Nations Women. The Year 2 students initiated their own book stall in Term 3, coinciding with Book Week. They used the funds raised (over \$2000) to support a rehabilitation hospital that had particular resonance for the students. We welcomed the CEO of OneGirl to speak at an Assembly in Term 4. Ms Morgan Koegel inspired the students with her own story and her capacity and willingness to make a difference to others. The Year 6 Semester 1 Community Service team attended the UN Women International Women's Day Breakfast at the MCG. We celebrated the UN International Day of the Girl Child on 11 October, with a visit from Ms Holly Ransom, who spoke to girls in Years 5 to 8, showing her strong commitment to social justice and her willingness to act in order to help and improve the lives of others. The Year 4 South House programme continues to develop each year through a process of reflection and building from the student's interests and teacher's passions. The Collaborative Learning Investigations (CLI) allow deep exploration of diversity, inclusion and community service. The girls raised funds to support Second Bite in Term 2. They built their knowledge and understanding of Aboriginal culture and history through an incursion with Mr Glenn Shea, an Aboriginal leader and advocate for the education of young Aboriginal Victorians.



Service and Sustainability (Continued)

Senior School

A key focus of the Community Service programme is to continue to encourage empathy amongst the girls for those less fortunate than themselves, whilst at the same time teaching them valuable life skills in communication, negotiation and time management. The Years 9-11 Community Service programme introduced Reading Buddies run by The Smith Family and gave the girls the opportunity to be a reading mentor to a child in the local community where there is no access to an at-home listener. This was done through conversations using telephone and web-based tools provided by the Smith Family over a 12-week period. As well as serving the community in a safe and supported environment, the programme encouraged empathy, leadership, organisational skills and time management.

Community Service days supported local charities.

The themes for each day were Refugees and Foster Care, supporting organisations such as RISE, Berry Street and Anglicare. The Year 11 girls were introduced to the Cathy Freeman Foundation through an initiative conducted by Hannah Wilson and Nikita De Bortoli. This organisation has subsequently become the primary focus of fundraising for Year 11s, as they aim to support the education of Indigenous Australians. It is also a natural extension of the historical relationship Year 11 students have had with the Girls at the Centre Programme. In addition, the Debating and Forums Captain organised guest speakers to present to our Senior students on issues that are both compelling and topical. In 2016 students were fortunate to hear presentations from Ms Bronwyn Duncan from the Asylum Seeker Resource Centre and Old Ruytonian Charlotte Inge ('12), who spoke about her experiences working as a volunteer in a remote Indigenous community.

Our Community

There has been much to celebrate across our community in 2017. The investment of time, talent, support and generosity has been outstanding. There have been many and varied opportunities within the Ruyton community this year, and the Development Office continues to organise and support philanthropy in our community. Philanthropy recognises all contributions of time and donations, and 2016 has been a year of significance for Ruyton.

As the result of a very successful Capital Campaign we were able to celebrate the official opening of the Margaret McRae Centre on 22 February. Mr Peter Kanat, President of the Ruyton Foundation, and Ms Kathryn Watt, President of the Board, officiated. There was a musical item performed by current students and two old Ruytonians written and arranged by Ms Sonja Horbelt, Co-ordinator of Contemporary Music Studies, specifically for the opening, entitled *Building*. The piece incorporated percussion on science equipment, specifically to tie in with the new science labs. The impressive Margaret McRae Centre was awarded winner for a new Educational Facility at the Association for Learning Awards Victorian Chapter. The award recognises design and educational outcomes. We were thrilled when the Capital Campaign passed the total of \$978,000, with over 169 donors partnering with us. The School has chosen to recognise exceptional generosity by naming rooms in the Margaret McRae Centre. We are honoured to be able to name the following spaces: the Bate Family Room, the Kanat Family Room, the Moulden Family Room, the Penney Furmage Room, the Rebecca Starkins Room, the Verrocchi Family Room and the Woolrich Family Laboratory. Three remaining room names will be installed at a later date in accordance with donor discussions.

Our Annual Giving is an opportunity for all of us within the Ruyton community to demonstrate our strong commitment to our girls and show how we value a Ruyton education. This year the sum of \$51,785.55 donated by our generous community was directed to Ruyton Scholarships, and collaborative learning spaces in the Junior School and in the Years 9-10 area.

The events space in the Margaret McRae Centre has enabled us to embrace many new opportunities. In addition to providing more space for regular activities, such as the Second Hand Uniform Sale and the Mothers' and Fathers' Day Breakfasts, the Parents of Ruyton (POR) have also run another successful Parent Education series in this area; the Old Ruytonians' Association (ORA) held their Personal Development session here; and, following a special Assembly



to celebrate the International Day of the Girl, we organised a lunch here for Ruyton students, together with significant women in their lives.

The Friends of Ruyton Inc. known as the Parents of Ruyton (POR) is about community building, through organising social events for both parents and students, while supporting our girls in their education and co-curricular activities. It is not only the students, but also the parents who have the opportunity to forge links and friendships that can last a lifetime. Co-Presidents Mrs Sue McLeish and Mrs Jenny Woollard, together with POR Committee Members, Support Group Chairs, Year Level Representatives and many other parent volunteers, have generously donated their time to strengthen the School community. Throughout the year the following groups have put on events, assisted teachers and raised funds to support our girls: FORPA – Performing Arts, FORART – Art, FORSA – Sport, Questers – sewing and stalls for Easter, Mothers' and Fathers' Day; Henty Rowing, FRET – Equestrian, Ruyton Saturday Netball, Ruyton Gymnastics, and Ruyton Aquatic. In addition, the POR and the ORA worked together on an exciting project to provide each Ruyton student with a Personal Record Folder.

The ORA, under the guidance of President Ms Sarah Blyth ('07) and the committee, organised events and activities to facilitate the renewal of old friendships and build a stronger network of Old Ruytonians. These included a NGV Gallery Tour, *The Sound of Music* Backstage tour, a Meet the Author session with David Nyuol Vincent, and the launch of the ORA Professional Development programme. This programme provides members with the opportunity to network with other Old Ruytonians and aims to support Old Girls in their personal and professional development. The second career-enhancing event in a series facilitated by external consulting firm Kru Consulting was held in August and explored the importance of networking, providing attendees with an opportunity to develop their networking skills. The ORA continued to support the many reunions which took place, including alumni from the classes of 2015, 2006, 1996, 1986, 1976, 1966, the Golden Girls, the New South Wales Reunion, the UK and Europe Reunion in London and the Tasmanian Reunion in Hobart.

The Class of 2015 presented the School with their Year 12 Leavers' Gift of a bespoke lectern to be used in the Margaret McRae Events Space. They also made a donation to the Cathy Freeman Foundation. We are most thankful for these generous gifts, which stand as a permanent reminder that the Class of 2015 led with *Effervescence and Ambition*.

The Ruyton Heritage Collection, formerly known as the Archives, continues to be a busy place, with a growing number of enquiries for information. Six requests came from inside the School, while 18 were external, for information for family history research or from School publications. A new archivist was appointed at the beginning of Term 2, and work continued on the digitisation of *The Ruytonian* magazines, with the assistance of Duke of Edinburgh Award participants as part of their voluntary service. 'Kew Remembers' was a collaborative project between the Rotary Club of Kew, the Kew Historical Society and Ruyton. It gave Year 9 History students a valuable opportunity to research the WW1 service personnel from the local area, thereby developing research skills and providing insight into the impact of war upon the community.

Our collections continued to build, with nine donations received from the community this year. In combination with the systematic collection of internally produced publications and documents, such contributions help to preserve and promote the rich heritage of our School. Of particular note was a donation made by Libby Marsden (Quarterman, '62), and her daughter Jane Hadjion (Marsden, '01). This was a wide-ranging collection of items that reflect the School experiences of three generations of Ruyton students. Named in honour of Libby Marsden's mother Creslie Quarterman (Holmes, '36) the Creslie Holmes Collection contains material from the School days of both Libby and Jane, as well as Creslie and her sisters Bettina Pizzezy (Holmes, '33) and June Thonard, (Holmes, '41), who attended Ruyton between 1919-1941. Among School reports, exercise books and blazer pockets, there are also several casual photographs of staff and students in the 1930s, with an image of headmistress Miss Daniell playing basketball as one highlight. Other items include over 30 issues of *The Ruytonian*, ribbons won by Libby Quarterman in School Athletics 1956-1962, speech night programmes 1958-1963, and a collection of Ruyton-related newspaper articles from the 1930s-1980s.



Our Community (Continued)

The Ruyton Heritage Collection was also grateful to receive a number of other important donations, which have helped to build the range and depth of our collections. These included a copy of Marjorie Theobald's *Ruyton Remembers 1878-1978* from the estate of Pauline Burren, and a Spirit of Ruyton 1878-1998 rugby shirt donated by former student Margaret Smith OAM (Ingram, '65). Micky Ashton (Marshall, '65) donated a selection of student reports, student work, programmes, letters and invitations from her School days and those of her daughter Cathy's (Ashton, '95.) Another alumna, Judy Frazer (Clark, '11) gifted a collection of photographs from a 1949 School trip to Magnetic Island. Catherine Wallace gave a book prize awarded by Miss Daniell in 1913 to her aunt, Marjorie Wallace. Frank Sicari, of Tek Print and Design printers, donated a 1926 play programme and three copies of *The Ruytonian* from 1925-1926. Susan Grant gave a digital copy of a previously unknown photograph of staff and students outside the A'Beckett St premises circa 1896. The photograph featured both her grandmother and great aunt, Aubie and Dorothy Merritt. Prue Gillies AM, Principal of Ruyton 1985-1999, gave a collection of photographs depicting the opening of the John Bate Physical Education Centre in 1992. Such interest and generosity on the part of our School community is most appreciated.

There was great sadness in February, with the passing of Mr John Bate, OAM. John was a former Chair of the Ruyton Board, a philanthropist and a champion of girls' education. He was a past parent, a member of the Board (1966-1991) and Chair (1978-1991), a Foundation member and a special friend to Ruyton. Collaborating with four Principals, he was a true guardian of the spirit of Ruyton. He provided wise counsel and was ever generous with his time, talents and resources.

The Development Team has continued to provide the Ruyton community with support by publishing School-wide publications in a creative and timely manner. It has been another successful year of extra-ordinary collaboration within our vibrant community and we sincerely thank everyone for all their efforts.

School Performance

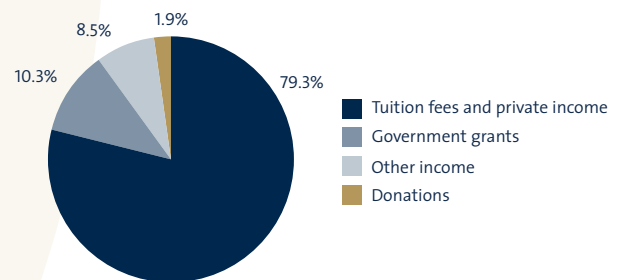
FINANCE

Summary Financial Information – Financial year ended 31 December 2016

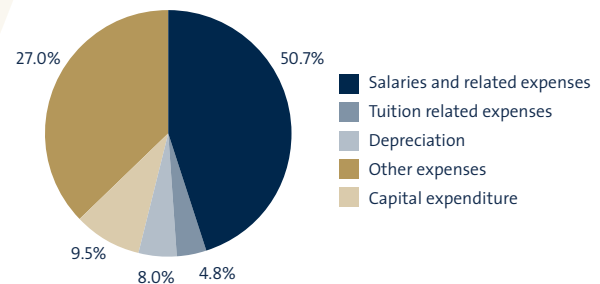
We are pleased to report that, in 2016, all key budget parameters were met and the financial position of Ruyton Girls' School continues to remain sound. In addition to the prudent financial management of our day-to-day activities, Ruyton has a constant improvement programme in place for the facilities at the School to ensure that the students and staff have access to the spaces, equipment and technology necessary for the delivery of our programmes.

The realisation of the School's Master Plan continued in earnest with the full renovation of the Junior School and surrounding outdoor spaces.

Income



Expenses



Ms Leanne Sparkes, *Business Manager*



ACADEMIC

Dux:

Claire Smart

Scores above 99.00:

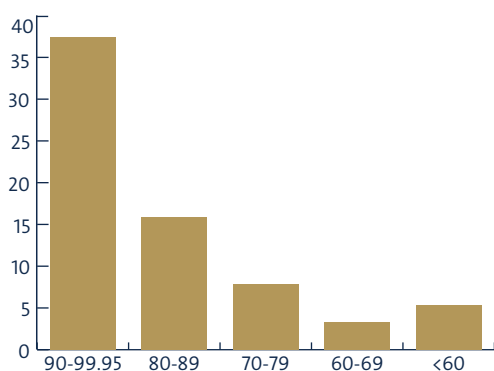
Elaine Su Rose Adams
Liliana Testen Jessica Lamb
Serena Wang Sherry Li

Scores of 50 (Perfect Study Scores):

Rose Adams (Theatre Studies)
Annie Gleisner (English)
Claire Smart (English)

ATAR Scores: ATAR

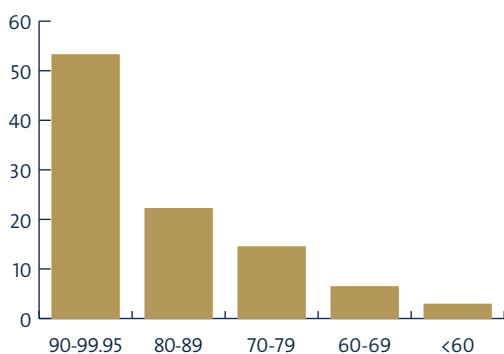
Scores 2016



The above information shows the number of students who gained an ATAR score within the indicated range for students completing VCE in 2016.

Average ATAR Scores 2008-2016

Median ATAR Score 2008-2016: 90.45



Other Awards Presented 2016

Catherine Wood Scholarship: Roshica Ponnampalam

Monash Scholars: Roshica Ponnampalam, Sarah Cheang and Laura Powell

Premier's Award for Literature VCE 2016: Sophie Kleiman

ADF Award: Kathleen Hansen (Year 12) and Vinhara Goonesekera (Year 10)

Kwong Lee Dow Award: Georgia Bayley and Jessica Hepworth

Published post Year 12 destination information for 2015 students

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

VCAA School number: 01176

VCAA School name: Ruyton Girls' School

Address locality: Kew

VTAC Data

Tertiary Applications and Offers

University Offers %	97.4 %
TAFE/VET Offers %	2.6%
Any Tertiary Offer %	100%

On Track Survey Data 2015

Year 12 completers consenting to On Track 62

In Education and Training

Bachelor degree enrolled %	92.9%
Certificate / diploma	4.8%
Deferred	2.4%
TAFE /VET	nil
Apprentice / Trainee	nil

Not in Education and Training

Employed %	0%
Looking for Work %	0%



School Performance - Academic (Continued)

VCE Year 12 2016 Destination

Data (Number of students)

Received Offers 1100%

Degree	68
Diploma	1
TERTIARY INSTITUTIONS	
University Of Melbourne	24
Monash University	20
RMIT University	11
Deakin University	10
Swinburne University	1
Box Hill Institute	1
Interstate ANU	1

INTERNATIONAL

USA 6 Pending UK 1 Pending	2
BUILT ENVIRONMENT	1
•Architecture	1
•Town Planning	16
COMMERCE	1
•PR	1
•Event Management	1
•Professional Communication	8
CREATIVE ARTS	5
•Fashion	2
•Music	3
EDUCATION	2
•Primary	1
•Secondary	
ENGINEERING	2
AVIATION	1
HEALTH	9
•Biomedicine	6
•Nursing/Midwifery	4
•Nursing	1
•Psychology	2
•Radiation Science	1
•Emergency Health	1
HUMANITIES	21
•Arts	18
•Law	6
INFORMATION TECHNOLOGY	1
NATURAL & PHYSICAL SCIENCE	14
•Biomedicine	6
•Science	8

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 2016 was Semester 1 between Monday 1 February 2016 to Friday 24 June 2016. Ruyton's overall rate of attendance for the collection period was 96 per cent. Individual year level attendance was as follows:

Year 1: 93%	Year 6: 96%
Year 2: 97%	Year 7: 97%
Year 3: 96%	Year 8: 95%
Year 4: 97%	Year 9: 94%
Year 5: 96%	Year 10: 95%

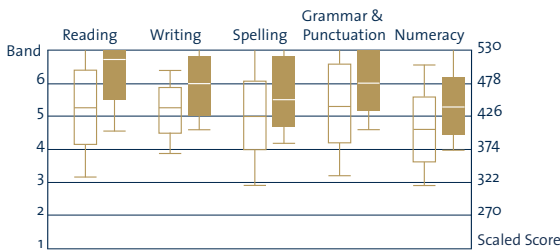
2016 National Assessment Plan Literacy and Numeracy (NAPLAN) Testing Results

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 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.

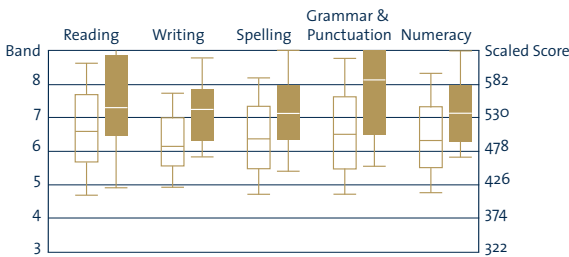
Year 3:

In 2016, all Ruyton students in Year 3 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



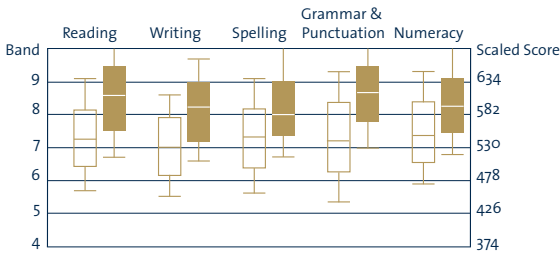
Year 5:

In 2016, all Ruyton students in Year 5 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



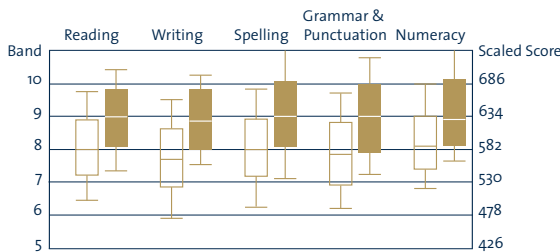
Year 7:

In 2016, all Ruyton students in Year 7 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



Year 9:

In 2016, all Ruyton students in Year 9 met the national benchmarks for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



School Community Staff Listing

Board of Directors

President

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

Board

Mr B Bayley, BEng (Hons), MBA

Ms F Coldwell, LLB (Retired)

Ms L Douglas, BEd, MEd(Curriculum)

Ms M Evans, BEd, MEd (Retired)

MR J Gillam, BCom, FAIM

Ms F Griffiths, LLB, B.Com

Ms M Higgins, BA(Economics)

Mr T Hogg, BConsEco, FAIQS

Mr P Kanat

Ms V McLaughlan, BA(Hons), FAHRI, GAICD

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

Mr B Meehan, BCom, BIT, ACA

Mr C Price, BEc, LLB(Hons)

Ms K Taylor, BA(Comms)

Secretary

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

Principal

Ms L Douglas, BEd, MEd(Curriculum)

Academic Staff ELC

Mrs M Bell, Early Learning Co-Educator,
DipTeach

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

Miss Z Brown, Early Learning Co-Educator,
BEd(EarlyChlhd&Prim)

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

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

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

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

Ms A Matteo

Ms J Mitchell, Early Learning Teacher,
BEd(Prim), GradDip(EarlyChlhd)

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

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

Miss N Tai, Early Learning Co-Educator,
BEd(EarlyChlhd)

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

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

Ms T Wojcik, Director of Early Learning,
DipTeach (Early Chldhd), Grad Dip Special
Ed

Academic Staff Junior School

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

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

Ms S Bell, Art Teacher Junior School

Ms R Bodey, Teacher Junior School

Ms C Bond, Teacher Junior School, Prep-2
Co-ordinator, BA, BTeach(Prim)

Dr E Bowtell, Student Counsellor, BEd,
MPsych, PhD

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

Mrs O Campbell, Individual Learning
Assistant

Mrs L Clyde, Teacher Junior School

Ms T Cockwill, Teacher Junior School, Year 3
to 4 Level Co-ordinator, BTeach(Prim), BEd

Mrs D Davies, Art Teacher Junior School,
BEd, DipTeach (Prim)

Mr T Doyle, Teacher Junior School,
BEd(Prim), DipTeach(Prim)

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

Miss C Gibson, Teacher Junior School,
BTeach, BEd

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

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

Ms M Gordon, Teacher Junior School, Med

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 &
French Learning Co-ordinator, BA, DipEd

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

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

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

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

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

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

Ms M Nomes, Teacher Junior School, BEd,
DipTeach (Prim)

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

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

Ms E O'Leary, Music Teacher Junior School,
Bmus, BEd (Prim)

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

Mrs M Roy, Director of Individual Learning,
BA, DipTeach

Ms, J Summers, Junior School and Senior
School Teacher, BMus, Dip Ed

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

Miss N Welsh, Teacher Junior School, Year
5/6 Level Co-ordinator, BEd(Hons)

Ms Z Williamson, Junior School Science
Teacher, BA/BSc, Mteach(Prim)

Miss J Young, Emergency Teacher,
MA(Teach)

Ms M Young, Individual Learning Teacher,
BAppSc(SpChPath), DipEd(Prim),
MEd(SpecEd)

Academic Staff Senior School

Mrs K Adams, Teacher Senior School,
Acting Year 10 Level Co-ordinator, BTeach,
BA

Mr T Adams, Teacher Senior School, BA
(Ger, His), Dip Ed (His, Ger)

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

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

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

Ms M Barratt, Dean of Humanities, BEc,
DipEd

Mrs D Berold, Teacher Senior School, MA,
DipEd

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

Mrs L Bradley, Teacher Junior and Senior
School, DipPhysEd, Dip Teach

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

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

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

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

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

Mr S Chockalingam, Teacher Senior School

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

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

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

Mrs J Cornelius, Teacher Senior School, Year 10 Deputy Level Co-ordinator, BA(Hons), DipEd, DipModernLang

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

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

Ms N Dempsey, Teacher Senior School, BA, DipEd, DipCrim

Ms M Di Vitto, VCE Manager, BBiomedSc, GradDipEd

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

Mr S Ellinghaus, Coaching Co-ordinator,

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

Mr J Forrest, Teacher Senior School, Bed

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

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

Mrs H Galanos, School Assistant, BEd(Sec)

Ms T Gibbons, Director of Ruyton / Trinity Co-ordinate Education, BSc, DipEd, PgradDipEco(Statistics)

Ms J Gorman, Teacher Senior School

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

Ms J Greer, Teacher Senior School, BSc, BEd

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

Ms M Han, Teacher Senior School - Chinese, MA(Teach), CLIL, PGradDipTeach(Sec)

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

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

Mrs A Herault, French Assistante, Med

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

Miss C Hudson, Teacher Senior School

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

Ms D Kane-Priestley, Drama Co-ordinator, BTeach, BA

Ms B Lang, Art Studio Assistant (Junior & Senior School), BEd (Visual Art)

Ms C Lee, Library Assistant, DipMkt(Hons)

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

Mr A Martin, Teacher Senior School, BAppSci (Maths), DipEd, M(MathModel&DataAnalys)

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

Mrs E McDonald, Teacher Senior School, Year 8 Acting Deputy Level Co-ordinator, BPerfA, DipCnslg, DipEd(Sec)

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

Mrs S Mooney, Teacher Senior School

Ms D Moynagh, Teacher Senior School, BSc, MEd, PGCE

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

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

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

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

Mrs A Pearson, School Nurse, BAsc(Nurs), DipAppSc(Nurs)

Ms S Pidgeon, PE & Health Teacher, Year 7 Deputy Level Co-ordinator, BEd(PhysEd)

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

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

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

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

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

Mr D Saunder, Director of Outdoor Education, BEd, GradDipEd

Ms L Shen, Teacher Senior School, Bteach

Mrs C Smibert, Teacher Senior School, BSc, DipEd

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

Mr P Upperton, Teacher Senior School, Year 7 Level Co-ordinator, Leadership Co-ordinator, RSC Co-ordinator, BA, DipEd

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

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

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

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

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

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

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

Music Support Staff

Mrs E Ambrose, Music Teacher

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

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

Miss T Foley, Music Teacher

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

Mrs E Glover, Music Teacher, BMus, GradDipEd

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

Ms A Guthrie-Jones, Music Teacher, BMusPerf

Mr M Habben, Music Teacher, BEd(Mus)

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

Ms F Johnson, Music Teacher, BMus

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

Ms L Kennedy, Music Teacher, DipMus, PGradMus

Mr S, Kessar, Music Teacher, Bmus

Mrs J Lane, Music Teacher, BEd(Mus)

Ms A 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

Mr I Rosa, Music Teacher, BMus(Perf)

Ms R Scaffidi, Music Teacher, MMusPerf, FTCL, LMusA, AMusA, BMus(Hons)Perf

Mr R Sedergreen, Music Teacher

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

Ms J Vallins, Music Teacher, GRSM, ARCM

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

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

Mr K Worley, Music Teacher, BMus(Hons)

School Community Staff Listing

Support Staff

Ms N Anderson, Administrative Assistant, BA(ProfWrtng&Edit), DipMusPerf

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

Mrs E Beattie, Development Co-ordinator - Communications MA

Mrs D Begg, Administration Assistant Senior School

Mrs Y Bennett, PA to Head of Jnr School, Dip BusMan

Mrs E Blumbergs, PA to the Principal

Mr S Bowman, Maintenance Staff, Carpenter & Joiner

Ms K Bray

Mrs G Brent

Miss J Brown, Systems Administrator

Mrs Y Cao, Payroll Officer, BBus(Acc)

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

Mr R Corrie

Mr A Cotchett, Swim Teacher

Mr A Di Petta, Swim Teacher

Ms C Dodson, Archivist, BA(Hons)Hist, GradDipMusStud

Mr C Elmer, Maintenance Staff

Mrs J Fordham, Administrative Assistant, RN

Mr J Gamble, Maintenance Staff

Mr E Gaulke, Landscape Gardener B.App.Sc. (Hort.) LIAV, HMA

L Glikfeld, Reception

Mr C Goswami, Cleaner

Mrs N Hibbert, Registrar, BEd(PhysEd)

Miss K Holding, ICT Helpdesk Administrator

Mrs K Jackson, Data Base Administrator, CertIII(OffAdmin)

Mrs M Jenkin, Accounts Receivable Officer

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

Mrs V Koutroulis, Receptionist, CertIII(OffAdmin)

Mr P Kyprianou, Cleaner

Mrs A Mafrici, Accounts Payable Officer, Dip Acc

Ms F Mantelli, Receptionist

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

Mrs J McMillan, Aquatics Centre Manager

Mr B Moller, Director of Digital Learning, BA, Bed(Prim), MEd

Mr R Moodie, Cleaning Supervisor

Mr D Moulton, AV/Theatre Technician

Mrs J Musgrove, Development Co-ordinator - Community

Mr L Parker, Cleaner

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 R Schultz, Administrative Assistant

Mrs A Sciberras, Development Administrative Assistant

Mrs L Smith, Business Manager BBus(Acc), MBA, CPA, MAICD

Mrs K Soumprou, Secretary to Performing Arts, BMus (Hons), MMus (Research)

Mr L Sparkes, Cleaner

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

Ms J Wright, Catering

Inside Ruyton



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