



RUYTON

RUYTON GIRLS' SCHOOL

WE BELIEVE IN GIRLS



Welcome to Ruyton Girls' School

Located in the inner eastern Melbourne suburb of Kew, Ruyton Girls' School is an independent, forward thinking girls' school committed to preparing girls for a lifetime of learning, leadership and engagement in the global community.

Ruyton has a reputation for producing academic excellence and co-curricular opportunity for girls. We are a non-denominational and non-selective entry school of nearly 1,000 students from Early Learning to Year 12. As a community we foster the individuality of each student in a caring and safe environment, developing the intellectual, physical, social and emotional qualities essential for them to flourish.

We invite you to discover why Ruyton is recognised globally as a leading educator of girls and young women.



Kim Bence is the 14th Principal of Ruyton Girls' School. An accomplished leader with over 25 years of distinguished experience in senior leadership roles, spanning learning, wellbeing, co-curricular and operations.

A dynamic force in education, Kim has earned a reputation for inspiring excellence and spearheading transformative change across diverse and prestigious educational institutions.

Kim's visionary and collaborative approach empowers students, educators and families to surpass expectations and realise their highest aspirations through learning, leading, and living. Energy and passion fuel a deep commitment to cultivating growth and nurturing strong community connections for students and educators alike.



A Message from Kim Bence

It is such a pleasure to welcome you to Ruyton, one of Melbourne's leading girls' Schools. With an enviable reputation for academic excellence, Ruyton is a progressive school anchored in tradition. Founded on the legacies of many fearless women, purpose, connection, and community are woven into our DNA.

As I steer Ruyton Girls' School through its next chapter, I feel privileged and excited for our future.

At the heart of leadership are humility and service – listening, learning, and leading together. This philosophy shapes the very fabric of our connected community at Ruyton. Our ideal size and foundational belief that wellbeing underpins and supports academic success enable us to foster meaningful relationships where every girl is known, understood, and supported on her unique path.

We are dedicated to equipping our students with the confidence and skills to navigate and shape the world beyond our gates. A Ruyton education is characterised by exceptional learning and consistently outstanding results. It also serves as a crucible where young women are inspired to embrace intellectual risks, overcome challenges, and ignite their passions through our diverse range of curricular and co-curricular activities.

Our school experience is further enhanced by our collaboration with Trinity Grammar School. For more than thirty years, our girls have experienced the best of both worlds – a focus on girls' education that supports academic performance alongside structured co-educational programs that enhance the experiences of our students throughout their journey at Ruyton.

Grounded in our rich heritage, Ruyton is also a future-focused learning community, resolutely committed to shaping the future with courage, conviction, and unwavering purpose. Education is paramount in our rapidly evolving world, and we embrace our responsibility to prepare the next generation of women to make informed decisions, confront new and emerging challenges, and thrive as leaders and change-makers.

I invite you to discover the distinctive spirit of a Ruyton education and join me as we work together to ensure our students are known, their paths are boldly embraced, and they are intentionally prepared for the future.

Kim Bence
Principal, Ruyton Girls' School



A History of Forward Thinking and Innovation

Ruyton was founded in 1878 by Charlotte Anderson, to provide sound scholarship, opportunity and challenge for girls. This belief remains at the heart of all we do today as we empower girls to uncover and realise their individual potential.

Our approach to educating girls is holistic, providing a wide range of curricular and cocurricular opportunities while recognising community and connection as essential elements of success. We encourage girls to be adventurous and confident, challenging themselves and each other to achieve their best.

Powerful learning is central to our culture, continuing our strong academic reputation. We focus on advancing the learning of every girl through engaging intellectual curiosity, building knowledge and skills and supporting individuals to achieve their personal best. We provide real world learning in and beyond the classroom, collaborating with the wider community to promote growth, discovery, sustainability and true citizenship.

We encourage our girls to lead lives of impact and purpose with courage, character and compassion.



Mission, Vision and Values

Mission

As an independent, forward thinking girls' school we are committed to preparing girls for a lifetime of learning, leadership and engagement in our global community.

Vision

Inspire girls to be bold. Educate girls to lead lives of impact and purpose.

Motto

Recte et Fideliter – 'Upright and Faithful'

The modern interpretation of our motto is
'Ruyton girls are women of character and integrity'.

Values

CHARACTER – to be resilient and to act with confidence and compassion.

CITIZENSHIP – to effect positive change through civic and environmental action.

ENDEAVOUR – to be curious, creative and courageous learners seeking to achieve personal best.

INTEGRITY – to live a life with honesty and virtue.

The Ruyton community lives by these values, providing support, role models and a sounding board for our girls as they make their mark in the world.



The Ruyton Advantage

Ruyton was founded as a school for girls; we are and always have been girl centred. Research shows that girls' schools are at the forefront of gender equality, challenging gendered norms and purposefully building girls' confidence, conviction and self-belief, At Ruyton we educate and empower our girls and young women to embrace opportunities and face challenges with resilience and grit, nurturing their potential and developing them as individuals.

At Ruyton we have developed a deeply embedded research focus to inform our learning and teaching approaches and the design of facilities, ensuring we best meet the needs of our girls.

A high level of student participation is a consistent feature of our culture. As a mid-sized girls' school our size provides outstanding opportunities for students to engage in a broad range of curricular and cocurricular activities and discover their passions and personal talents and achieve their personal best.

Our engaged community has always been an outstanding feature of Ruyton, and the support of students, staff, parents, past parents and our alumnae makes us a vibrant and supportive network.

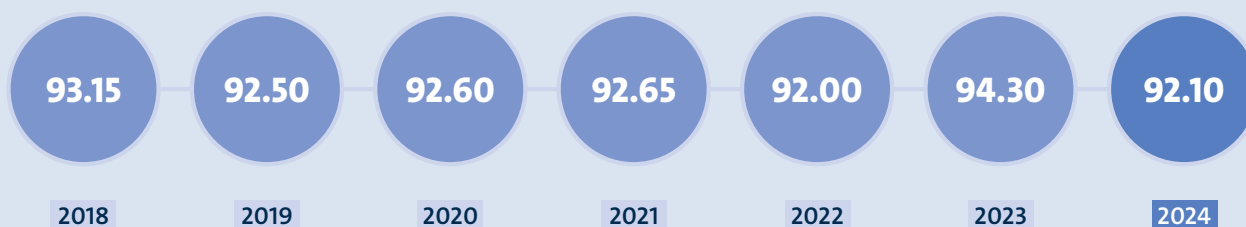


Academic Excellence

Achieving exceptional academic results across the board, Ruyton has gained a well-deserved reputation for academic excellence. It is reflected in our consistently high Year 12 results, but it is also clearly seen in the everyday life of our school as we provide girls with a rich and broad learning program in the early and middle years and our broad offering of VCE subjects. We recognise the expertise of our exceptional educators and their positive contribution to our learning culture. Their quality of practice and dedication to supporting the wellbeing and learning needs of every individual in our care empower and support our students to realise their potential.

At Ruyton we believe that a single grade, mark, medal or score never fully defines our success as a human being. It is their endeavour, morals, compassion, and actions that we will always admire. As women of character and integrity, only they have the power to define themselves and their success. We believe that every young woman has the ability to make her mark on the world; to raise her voice and take action, to be bold, and to lead a life of impact and purpose.

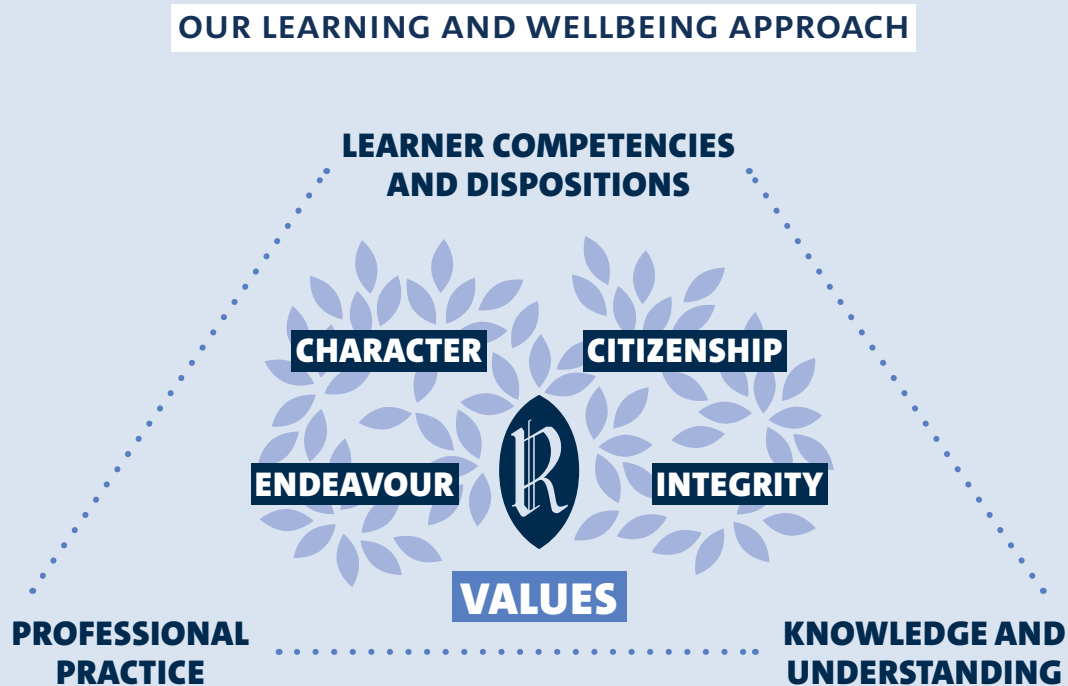
RUYTON'S MEDIAN ATAR RESULTS FROM 2018–2024





Learning and Wellbeing Philosophy

With a strong one-school ethos, our Learning and Wellbeing Approach guides all components of the Ruyton experience from Early Learning to Year 12, providing a clear focus and shared language for staff, students and families. It is through our intentional and integrated approach to learning and wellbeing that we support every student to thrive.





Ruyton Early Learning

Our vibrant and welcoming co-educational Early Learning Centre (ELC) caters for three-and four-year-olds with a clear focus on cultivating creativity and connection through play based and nature programs.

Inspired by the Reggio Emilia approach and our school-wide culture of thinking, our students are encouraged to wonder, imagine, create, experiment, investigate and collaborate as they explore the world around them. Genuine partnerships are formed between our teaching staff, families, children to enable a collaborative approach that supports each child's learning, development, and wellbeing.

Seeing the child as a strong and powerful individual who brings their own theories and thinking about the world is transformational to teaching practice. At Ruyton ELC we see children as competent and capable, ensuring the possibilities for education and development are endless. Our learning programs are constantly evolving, changing, adapting, and innovating, and we provide targeted opportunities for individual growth and development. In addition to our rich classroom program our Early Learning students enjoy specialist classes in French, Library, Music and Physical Education.



Junior School Prep to Year 6

Our Junior School students confidently engage, explore and take risks, encouraging them to be their best, and develop a strong sense of self. We emphasise the growth and development of the whole child with wellbeing and learning interwoven in all that we do. We know that learning will flourish if a child feels safe and supported in their school environment that works in partnership with the home. We embed the culture of wellbeing within and across year levels and throughout our wider community.

Our bespoke Prep to Year 6 Wellbeing program has been purposefully designed to cater to the unique needs of our girls, embracing our School values, student agency and positive behaviour approach.

With a strong emphasis on establishing solid foundations in literacy and numeracy we provide tailored programs to cater to the individual needs of each student. Inquiry and project-based learning empower our girls as partners in their learning, cultivating a culture of thinking and valuable life competencies such as effective communication, collaboration and resilience.

In addition to our core curriculum of English, Mathematics and Humanities, our students benefit from an extensive specialist program including Coding, Drama, Health/Physical Education, Library, Music, Visual Arts, Sport, Languages (French Prep to Year 2, Chinese Year 3 to 4 and French or Chinese Year 5 and 6).

All Junior School students take part in our Outdoor Education program with students from Year 3 to 6 enjoying year level camps. Signature programs in the Junior School include the Student Leadership and InspireMe programs for all students as well as the unique Year 4 South House experience.

Our Individual Learning team collaborate closely with Junior School staff and families to further support our students, utilising assessment and data to enable and extend their individual learning experiences. This approach ensures continual refinement of our educational programs to facilitate student growth and development including support, enrichment and extension.



Senior School Years 7 and 8

Transition, Engagement and Personal Potential

As students transition to Senior School, they embrace new experiences, explore and discover individual passions and realise their personal potential across a rich and broad academic program and wide range of co-curricular opportunities.

Our Year 7 and 8 learning program provides the opportunity for students to develop knowledge, skills and understanding within each discipline and across learning areas (interdisciplinary) as well as fostering complex competencies such as collaboration, communication, and critical thinking. All students undertake a core curriculum that provides a solid foundation for their academic journey throughout the Senior School and beyond, with a range of opportunities for student choice and agency.

In Years 7 and 8 particular emphasis is placed on developing a sense of self and fostering positive and respectful relationships. Students are introduced to our Academic Buoyancy approach, fostering important skills and approaches necessary to navigate everyday challenges.

Supporting transition and based on a challenge by choice model, the Year 7 and 8 Outdoor Education program develops a deeper understanding of oneself, building teamwork and fostering key outdoor skills, while connecting with the environment, local and regional communities.



Senior School Years 9 and 10

Challenge, Choice and Flexibility

Year 9 and 10 students experience challenge, choice, and flexibility through a combination of core and elective learning programs. This approach provides a personalised learning experience for every student as they discover and explore their individual strengths, passions and the pathways into VCE and beyond while ensuring broad coverage of subject areas is maintained.

The Year 9 and 10 Wellbeing program focuses on the development of life skills, personal reflection, and the exploration of individual passions. Through a more mature lens, respectful relationships are also examined in greater depth, fostering an increased understanding of varied social interactions and connections.

In Year 9, all students are invited to join the MyScholar Program, the culminating stage of our InspireMe program. With a focus on strengthening complex competencies, students design and implement their own immersion experience to deepen their understanding of a chosen area of focus. In Year 10, students undertake a deeper exploration of an area of interest under the guidance of a mentor.

Our Year 9 and 10 outdoor education and immersive experiences program further extend challenge by choice, as students engage in a range of local, interstate and global opportunities including tours and exchanges. Students can gain micro credentials through the globally recognised Duke of Edinburgh Award program.



Senior School Years 11 and 12

Personal Pathways, Academic Rigour and the Coordinate Program

In Years 11 and 12, all students undertake the Victorian Certificate of Education (VCE). The VCE is an internationally recognised and valued qualification with students engaging in a comprehensive, rigorous and balanced contemporary curriculum. The VCE Baccalaureate provides an additional form of recognition for many Ruyton students who choose to undertake the demands of a higher-level mathematics and a language in their VCE program of study.

Ruyton offers a broad and diverse range of VCE subjects to support our girls' individual talents, enabling them to specialise in areas of interest while challenging them with academic rigour. Students also have access several VET courses as well as university enhancement studies through tertiary institutions including the University of Melbourne.

In the Year 11 and 12 Wellbeing program emphasis is placed on the exploration of pathways, life matters and responsible leadership, supporting each student to lead a meaningful and productive life beyond school.

Our Year 11 and 12 Outdoor Education program is leadership and future-focused. Year 11 students understand themselves as future leaders and refine their leadership skills while Year 12 students prepare to transition to tertiary studies and work. Additionally, local and global immersive experiences extend student networks and broaden perspectives.

Partnership with Trinity Grammar School

The Coordinate Program between Ruyton and Trinity Grammar School provides the best of both worlds.

Students experience all the benefits, and advantages of a single sex education alongside a broad range of opportunities for co-educational learning and relationship building, particularly in the VCE years. The shared school environments foster an extended culture of inclusion and respect, enhancing collaboration, connection and citizenship. Additionally, the movement and engagement of students, staff and families across the two schools ensures that we maximise the use of our facilities and resources, diversifying and extending the educational experience we offer.

This strong and historical partnership has grown and developed over the decades to now encompass age and stage appropriate learning and co-curricular experiences across both the Junior and Senior Schools. The Ruyton Trinity partnership meets the emerging needs of our learners at their different stages, enriching opportunities for broader community connection.

The most significant components of the Coordinate Program:

Coordinate VCE Program

Developed over thirty years ago, the Coordinate VCE program is delivered across the two school campuses, with Ruyton and Trinity VCE students attending classes across both schools. Our senior students enjoy greater independence, access and agency through this extended university style learning model, with access to the facilities and resources of both schools offering opportunities to diversify and extend their educational experience.

The VCE co-educational academic is made possible through joint timetabling, shared subject offerings and selection processes, with the collaboration of our academic staff. A bespoke wellbeing program has also been developed to build maturity and social skills in a co-educational setting, as students transition to life beyond school, while retaining the opportunities and advantages of single sex education.

Coordinate Buddy Program (Junior School)

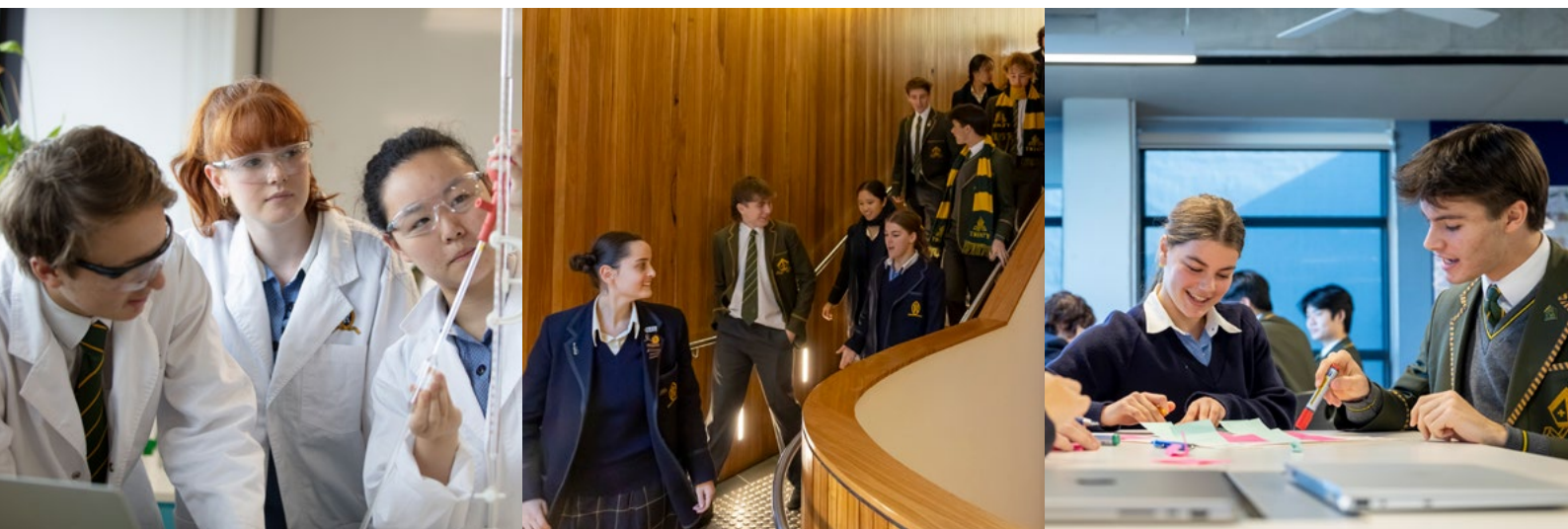
Students from Prep to Year 6 at Ruyton and Trinity come together once a term in a program that provides appropriate learning, wellbeing and cocurricular engagements to support their age and stage of development. This program develops a strong foundation on the relationship between the two school communities continues to grow.

Coordinate Cocurricular Program

Each year shared senior theatre productions are staged by the two schools. The Ruyton/Trinity Musical, Senior Play and Year 9 Play showcase our student talent and provide highlights of our school year. Students can audition for roles in Ruyton/Trinity productions as a performer, musician or crew member.

Coordinate Leadership

Student leaders work collaboratively across the two school communities with impact and purpose, to inspire engagement and making a difference in the lives of others. They also mentor and support younger students, passing on their learnings and experience to the next generation of Coordinate students.



Co-curricular Opportunities

Learning extends beyond the classroom in both our Junior and Senior Schools through a broad range of opportunities.

Co-curricular Junior

Our Junior School co-curricular opportunities encompass an extensive range of music ensembles and choirs, afterschool and interschool sports, debating, chess, and lunchtime academic and House events.

In the junior years our students discover and explore their interests, igniting their passions. Participation and involvement are central, creating connections and fostering a deep sense of community.

Junior School co-curricular activities are available before and after school for students from Prep through to Year 6. Activities are provided based on student's interests and are reviewed regularly to reflect cohort needs and interests. In addition, before school care and afterschool care services are available to parents.



Co-curricular Senior

The Senior School co-curricular opportunities support our students to discover more about themselves, both as a learner and an individual.

From Ruyton's strength of GSV sporting teams to our acclaimed performing arts program spanning dance, drama and music, the focus is on participation, endeavour and engagement. Opportunities to belong to a team and experience personal growth in programs such as our highly accomplished cross country or rowing crews, or to delve deeply into passions for the arts are extended to students throughout the Senior School. Our students embrace and revel in these experiences with an extraordinary high level of engagement.

Student voice and advocacy is encouraged and fostered, through debating, service, sustainability and community connection opportunities. While our House system fosters belonging and cross-year level collaboration, allowing students to thrive in a variety of contexts.



Signature Programs

Beyond our extensive core curriculum, Ruyton's signature programs have been developed to further enrich our student's learning. These programs extend and implement the skills, competencies and knowledge developed through the core curriculum:

Student Leadership (Prep–Year 12)

Our leadership learning framework provides an age and stage developmental program, woven throughout our curricular and co-curricular experiences. It supports all students to learn more about themselves, engage positively with others, develop skills and understanding, and make a difference.

Across the Junior and Senior Schools we focus on developing skills such as collaboration, communication, strategy, decision making, team management, event management and negotiation. Leadership attributes such as open-mindedness, empathy, resilience, humility and courage are explored. Leadership opportunities at Ruyton are ongoing and diverse, emphasising holistic development throughout the educational journey.

South House (Year 4)

South House is an immersive year-long learning experience specifically designed to meet the developmental needs of our Year 4 students. With a focus on independence and being an active and contributing member of a learning community and the wider community, our students develop a greater sense of themselves as learners, collaborators and responsible citizens.

Operating from the reimagined South House building, students move between indoor learning spaces (classrooms, kitchen) and outdoor spaces (vegetable garden, bush tucker garden). They also engage regularly with the local community through an extended program of excursions and field trips and reciprocal visits.

Academic Buoyancy (Years 7–9)

Academic Buoyancy, or ‘everyday academic resilience’ refers to the ability of students to successfully deal with the everyday academic setback, adversity and challenge in everyday learning. Girls typically demonstrate higher motivation and engagement than boys, yet academic setback, adversity, and challenge register more and linger longer for them.

Acknowledged as one of the few psychoeducational attributes not favouring girls, we have embedded our Academic Buoyancy program into Years 7-9 to support our girls to identify what academic adversity looks like and become familiar with a range of strategies so they can take proactive action before responses to setback, pressure, stress and fear of failure engulf them.

InspireMe (Prep–12)

An explicitly powerful learning initiative, designed for Ruyton students in Prep to Year 12, the InspireMe program nurtures the development of transformative and complex competencies, preparing students for a well-rounded future. These competencies, or life skills, include acting ethically, active citizenship, agency in learning, communication, collaboration, and quality thinking. The program lays the foundation for students to thrive and live lives of impact and purpose, building capacity as empowered, self-directed, and lifelong learners and is presented in three stages:

- MySpark (Prep to Year 4) – developing complex competencies.
- MyCred (Years 5 to 8) – competency credentialling.
- MyScholar (Years 9 to 12) – independent capstone project.

Our Facilities

Ruyton Girls' School is located in the heart of Kew, seven kilometres east of Melbourne's CBD, and close to public transport and school bus routes.

Set in landscaped gardens, Ruyton is fortunate to have a single-site campus with Early Learning, Junior School and Senior School all linked through shared facilities. This fosters a strong sense of belonging, which supports our whole-school approach, where students, staff and parents work together as part of one school community.

With purpose-built and state-of-the-art buildings nestled amongst the historically significant Henty House and Moreton Bay Fig Tree, Ruyton's campus pays deep respect to its history whilst providing a welcoming environment for future-focused learning and outstanding educational outcomes.



Our facilities include:

- A bright and welcoming Early Learning Centre, with an expansive playground for outdoor learning and play.
- A modern and spacious Junior School precinct, with flexible learning studios, specialist facilities, a shared open space and easy access to outdoor play and learning areas.
- The Margaret McRae Centre with Years 7 and 8 learning areas, Science laboratories, Drama/Dance studios and an events space.
- The Jacobs Gillies Building with Years 9 to 12 learning areas, Visual Art studios, cafeteria, and the Senior Study Centre – a dedicated space for Year 11 and 12 students.
- The world-class Verrocchi Centre, completed in 2024, which houses a 630 seat Auditorium, Library, outstanding Performing Arts Facilities and multiple flexible learning studios.
- The Sports Precinct consisting of the John Bate PE Centre, Ruyton Aquatic facility, School Oval and outdoor sports courts. The Ruyton Aquatic Swim School teaches swimming lessons to students of Ruyton Girls' School and the broader community through a partnership with Melbourne Swimming Club. It caters for varying age groups and abilities, from parent and child classes (6 months and onwards) through to squad programs.
- The iconic Henty House, with School leadership, Senior School Office, Business Office, Community Relations and staff facilities.





Our Community

Ruyton is a highly connected and engaged community, inclusive of students, staff, parents and Old Ruytonians (alumnae).

Parents of Ruyton (POR)

The Parents of Ruyton is an umbrella organisation inclusive of all Ruyton parents. POR volunteer subgroups include the POR committee, Year Level Representatives from early Learning to Year 12, and special event subcommittees. Each year our parent body enjoys a variety of opportunities to gather and connect.

Old Ruytonians' Association (ORA)

The Old Ruytonians' Association is the School's official alumnae body. The ORA has a long history and each year hosts many reunions, as well as supports the Ruyton Foundation and the School. We regularly host ORA reunions locally, interstate and internationally.

Ruyton Foundation

Established in 1985, the Ruyton Foundation provides all members of the Ruyton community with the opportunity to philanthropically contribute to the current and future educational and built environment needs of the School. The Foundation is strongly supported by former alumnae, current and past parents and staff.



RUYTON GIRLS' SCHOOL

12 Selbourne Road Kew 3101 Victoria Australia

Tel 61 3 9819 2422 ruyton@ruyton.vic.edu.au

www.ruyton.vic.edu.au CRICOS 00336J

**WE
BELIEVE
IN GIRLS**