2010 Annual Report to the School Community

Siena College

Registered School Number: 1455
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## College Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>815 Riversdale Road, Camberwell (Victoria) 3124</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mrs Gaynor Robson-Garth</td>
</tr>
<tr>
<td>College Chaplains</td>
<td>Fr Anthony Walsh OP Mrs Ann Sanclolo</td>
</tr>
<tr>
<td>School Board Chair:</td>
<td>Dr Beverley Begg</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(03) 9835 0200</td>
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<td><a href="mailto:office@siena.vic.edu.au">office@siena.vic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.siena.vic.edu.au">www.siena.vic.edu.au</a></td>
</tr>
</tbody>
</table>

This report is distributed to members of the College community and made available on the College website.
Mission Statement
Siena College, a Catholic School in the Dominican tradition, offers young women an education which encourages them to make intelligent and responsible use of their personal gifts.

The College bases its teachings on the Gospel commitment to justice and compassion. Students are taught to value learning, to strive for excellence, to think critically, to appreciate beauty and to respect the diversity of cultures. By word and action they are nourished in faith and encouraged to embrace the future with hope.

Vision
In the next five years, Siena College will continue to provide exemplary and inspiring Catholic education within the Dominican tradition to the many young women who will pass through its care.

Values
Truth
Individuality
Contemplation
Joyfulness
Community
Love of the Beautiful
Justice
Unity of Creation
Knowledge

College Overview
Siena College is an independent, Catholic, secondary school for young women, founded by Dominican Sisters in 1940. For 800 years, Dominicans have identified with values such as truth, contemplation, community, justice, individuality, joyfulness, love of the beautiful and unity of creation. At Siena, these values underpin the education offered at the College. Students are encouraged and supported to think critically, ask questions about the world and begin a journey of seeking the Truth.

As a medium sized school, the College is large enough to offer a broad curriculum but small enough to provide a warm, caring and respectful atmosphere. 721 students were enrolled at the College in 2010. 23% of the students speak a language other than English at home.

The College is committed to contemporary learning and teaching and all staff work collaboratively to focus on continuous improvement in students’ learning outcomes.

ways in which girls learn. There is a challenging elective program and provision for individual needs with enrichment opportunities for highly able students. Emphasis is placed on personal excellence in all endeavours and the College aims to equip students to participate fully in a globalised world, to nurture their gifts and to build their self esteem and sense of connectedness.

There is a strong emphasis on intellectual inquiry and the College offers a broad curriculum that encompasses the key learning areas of:
- English
- Mathematics
- Science
- Humanities (History, Geography and Civics)
- Languages other than English (Chinese, Italian and French)
- Physical Education and Health
- Technology (Food, Textiles, ICT) and
- The Arts (Dance, Drama, Music, Visual Arts).

At senior levels, a broad range of VCE studies is offered, together with options to undertake vocational studies (VET), or other pathways such as Australian School Based New Apprenticeships.

There is a well established instrumental music program, opportunities for public speaking, debating and in the performing arts, and overseas language immersion trips to France, China and Italy. Diversity is acknowledged and celebrated and since 2007, the College has been committed to interfaith, intercultural dialogue. An indigenous immersion program offers students a chance to experience life in a remote Aboriginal community.

Siena College is an accredited Restorative Practices School. All members of the community are encouraged to take responsibility for their actions. A vertical, house based, pastoral program ensures that students are known and feel connected.
College Board Report

Dr Beverley Begg was appointed as the new Chair of the Board in May 2010, replacing Sr Pamela Davis OP who retired as Chair of the Board but continued in her role of Director during 2010. The Board would like to acknowledge Sr Pamela for her valued support, particularly in the development of the College Strategic Plan in 2009 and expresses its deep appreciation for her contribution to the robust governance of the Board.

The year has seen some significant events in the educational and spiritual development of the College. The Siena College Community celebrated its 70th Anniversary. In keeping with the theme of the 70th Anniversary Year, ‘Proclaiming Our Story’, the Board explored the Dominican charism and tradition in Siena College through an Armchair Conversation with past Principals, Sr Diana Woods OP, Sr Rosemary Lewins OP, Sr Maura McAvoy OP, Sr Margaret Mary Brown OP and Mrs Catherine Collins. The Board continues to be extremely impressed with the enveloping sense of community connectedness and the strength of the Dominican tradition and ethos in our College today, which makes Siena College such a special school for students, their families, teachers and the broader community.

In April 2010, the Catholic Education Office Melbourne was commissioned to conduct the Formative Review for Mrs Gaynor Robson-Garth, the Principal of the College. In the Review Report, the Principal was highly commended on being so soundly affirmed as ‘an effective Principal of a fine Catholic College which is focused on the wellbeing and learning of all its students, as it seeks to foster their development as young women who will be positive contributors to our society’. Her hard work, dedication and complete commitment to her leadership role were strongly acknowledged. Her efforts to be available to all members of the College community, within the constraints of her multifaceted role, were appreciated.

The Siena College Board has tackled many areas of governance during 2010, with the support of the Finance Committee, Marketing and Communications Committee, Building and Grounds Committee, Policy Review Committee and Risk Management Working Party.

Major areas of advancement include: collaboration with our Dominican Trustees in their development of a new Constitution for the College; beginning the process of researching a Future Capital Development Plan; exploring the development of contemporary learning spaces that will support and enhance the College’s approaches to teaching and learning; and continuing to support policy development to assist the College in preparation for the School Improvement Review that will occur in 2011.

The Board also commenced a thorough risk analysis for the College, as part of the development of the Risk Management Plan, which will identify the challenges that the school faces and propose ways of managing these risks.

The Finance Committee ensured proper accounting and auditing procedures were in place and engaged in forward financial planning. The Business Manager, Mr Brendan Lynch, and the Finance Committee instill confidence through their conservative professional approach and the thorough documentation of financials and transparent and accessible reports. Our financial position at the end of 2010 is still strong and provides a solid footing for the future.

In conclusion, I would like to offer my thanks to my fellow Board and Committee members for their generosity, commitment and hard work. Thanks are also extended to the dedicated staff of the College who support our role, especially Mrs Gaynor Robson-Garth, the Principal of the College and Chief Executive Officer of the Board and Mrs Maria Pearson, the Minutes Secretary of the Board, for her tireless, effective administrative support. I would like to express my appreciation of the trust, advice and support given so generously by the Trustees, the Dominican Education Council and especially Sr Julianna Drobik OP.

Dr Beverley Begg
Chair, Siena College Board
Principal's Report

2010 marked the 70th anniversary of Siena College and seventy years since the first group of thirteen students commenced in 1940. The College theme for the year - 'Proclaiming our Story' provided an opportunity to celebrate and reflect on the Siena story, and to engage with past students from each of the seven decades. It was an opportunity to look back to the traditions of the past and to move into the future with a renewed sense of what it is that the College community values and of what differentiates this school.

We commemorated the Siena story in different ways and in a variety of forums. An Anzac Day assembly paid tribute to students from the 1940s and 1950s. Their stories and the reflections of five past Principals at a College Board gathering, painted a picture of significant change and of much that has endured. Through all of the stories, some constants remained: the beauty of the Convent building and the surroundings, the dedication of the Sisters, the strong friendships and sense of community, and the valuing of learning and excellence. All spoke of students who were articulate and independent and of the commitment to social justice. There was frequent reference to a love of learning and a spirit of inquiry and questioning, coupled with strong student leadership, a vibrant community and very supportive parents.

The College’s annual Music Concert was an opportunity to hear an excerpt from a composition commissioned for the 70th Anniversary celebrations. This composition by Katy Abbott, the College’s patron of music, is called ‘The Bells of Hope’. Our celebration of the Siena story was enhanced by the establishment of a College Archives. This work progressed well over the year and the College will be well placed to celebrate the 75th anniversary in 2015.

Over the year, we welcomed a number of past students. Angela Savage, a 1984 graduate, was the guest speaker at the annual International Women’s Day breakfast. Angela shared an account of her travels and her work with communities of women in third world countries. She reflected on the excellent teaching she had experienced at the College and the values she formed, particularly her strong sense of social justice and her commitment to speak out on behalf of disadvantaged women.

Dr Rose Marie Prosser, past student and teacher at Siena, and lecturer at Yarra Theological Union, presented a series of seminars on understanding the Bible.

Rose Marie’s daughter, Katharine McCarthy (Prosser) who graduated in 1989 to practise Law, was the keynote speaker at the annual Academic Awards Night and Sandy Law of Law Architects (1984), opened the College Art exhibition in October and facilitated a learning settings review. As a school for girls, Siena College students are surrounded by strong female role models such as these former collegians, who encourage them to aim high and to achieve successful outcomes from their own efforts.

We welcomed many visitors over the year, Sr Sheila Flynn OP from the Kopanang community in South Africa, Dr Caroline Smith from the Australian Catholic University, Laura Sanchez and staff member Anne-Maree Noonan, who talked about their experiences teaching in a small school in Gizo in the Solomon Islands. In July, Siena College hosted ‘Common Ground’ – a gathering of Dominican students from five schools across Australia and New Zealand, at Lake Dewar Lodge near Bacchus Marsh.

There were many other initiatives over the year including the arrival of some resident chickens in the requisite rust colours of the College uniform. The chickens are part of a commitment to more sustainable practices and the recycling of food scraps into eggs.

I was privileged to join a small group of students on the annual indigenous immersion experience to central Australia in September. Despite unprecedented rains and floods, the trip left a deep impact on all who participated and a renewed sense of wonder at the incredible beauty of Australia and the spiritual connection of the Aboriginal people to the land.

I acknowledge all members of the College Board for their service to the Siena community, particularly the retiring Chair, Sr Pamela Davis OP, and the incoming Chair, Dr Beverley Begg. Mrs Diane Morris, the retiring President of the Siena Parents’ Association and the members of the Committee were a regular presence at the College and I thank them for their generous commitment of time and expertise to support the College.

The students, parents and dedicated and talented staff are the heart and soul of Siena College and I thank them for all they contributed in 2010. In particular, I acknowledge the College Leadership Team and Deputy Principals, Mrs Sue Thompson and Ms Nicole Mangelsdorff for their proactive leadership and support.

Mrs Gaynor Robson-Garth
Principal
Education in Faith

In 2010, under the guidance and leadership of Mrs Olga Buttigieg, Director of Faith and Religious Education, the College community was invited to explore its spirituality and Dominican charism through the College theme of *Proclaiming our Story*. Through this lens we examined our 70 year history of Dominican education in Camberwell. As we listened and shared our common story we also became aware of the richness of individual stories that enliven our community.

Our Dominican charism encourages us to Praise, to Bless, to Preach.

*This is a way of living life that is aware that all of creation is a gift from God, thus we give glory to God in praise. All of life is a moment when God wants to infuse us with grace, and so we bless those around us and ask God's blessing on the world. All of life is a Word from God, so our urge is to preach it.* (Dominican Life USA, 2007.)

The search for truth at Siena invites each person to discover the sacredness and fullness of life through connecting and living out the Gospel values and we do this in a particular way by telling our stories. These values embedded in individual and communal tales, animate and invite us into the fullness of life and affirm the dignity of the human person. The search for truth at Siena has at its core the centrality of the Eucharist.

We recognised that we are part of the greater story of the Life, Death and Resurrection of Jesus Christ that has been passed onto us through the ages by our Catholic Church community forming a sacred story through which we are nurtured and led into the fullness of life. (John 10:10)

Throughout the year there were four College Eucharist Celebrations that immersed us in our rich heritage, - the Opening School Mass; The Feast of the College Patron St. Catherine of Siena; the St. Dominic's Day Mass; and, the Year 12 Graduation Mass. These masses were presided over by our College Chaplain Fr. Anthony Walsh OP in the parish Church of St. Dominic.

There were further opportunities for staff and students to pray together both in word and image. We remembered and shared through a variety of archival and contemporary images. The St. Catherine’s Day Mass booklet cover was a Mandala created by the Year 7 students during their reflection day at Lysterfield, facilitated by Ms. Christine Sage.

The cover portrayed students’ prayers and reflections on what it means to be Dominican in the world today. Preparations for the feast of St. Dominic were made through the meditative practice of Lectio Divina.

The Canonisation of Mary MacKillop provided us with a wealth of home grown stories and modelled for us ways in which we can live out our own prophet mission of building the Kingdom of God in this Great South Land. Through story, symbol and liturgy, Mary MacKillop’s story became a part of our own. We were able to draw parallels between her charism and our own Dominican concern for kindness and compassion for all.

In addition to exploring our own deep and rich Catholic Tradition, the College also engaged in interfaith learning. Members of the Jewish Christian Muslim Association (JCMA) facilitated the annual interfaith workshop with Year 10 students and shared their journeys in faith. Janet Etty-Leal shared ideas and strategies aimed at increasing well being by living in the present moment and Carole Vale spoke to the students about homeless youth and her own work at Bethlehem House. The transforming power of story was felt by the students in Year 9 on their annual Koorie Walk on the banks of the Yarra River. Here they felt themselves drawn into the story and heritage of the Wurundjeri People.

We also heard stories from other lands as Anne-Marie Noonan shared her experience of meeting children in the Solomon Islands. A pictorial record of her visit was included for reflection during the Lenten Liturgy. Sr. Sheila Flynn OP offered us a prophetic presence and the challenge to stay focused on our commitment to Justice.

As we reflect back on 2010, we can joyfully agree with our patron, St Catherine of Siena that "Every step of the way to heaven is heaven.”

2. Cf: O. Buttigieg, Annual Report, 2010

Mrs Olga Buttigieg
Director of Faith and Religious Education

Value Add

As evidenced in this report, Siena College adds value to the education of each student in a myriad of ways. In 2010, activities that enhanced students’ education in faith included a range of guest speakers, retreats and reflection days, extended learning activities and interfaith dialogue. Many opportunities were offered for participation in the sacramental life of the Church including the weekly Mass in the College Chapel. Students were involved in a range of social justice initiatives such as refugee tutoring and immersion programs.
Learning and Teaching

In 2010, we focused our energies on the area of contemporary learning and teaching to ensure that Siena College is a model of best practice. Staff professional learning days, faculty and committee meetings centred upon reflective practice and dialogue around contemporary learning and teaching, using as a model the Learning Centred Schools framework developed by the Catholic Education Office, Melbourne.

Siena College was invited by the Catholic Education Office to participate in a trial that focused upon Leading Innovation in schools. Our involvement in this project encouraged curriculum leaders at the College to reflect on the key role that they play in leading contemporary learning and teaching. Our journey was captured on a DVD produced by the Catholic Education Office which will be shared with other Catholic primary and secondary schools.

Each school year brings new opportunities for growth and improvement and over the course of the year a number of new projects and initiatives were undertaken including:

- A learning settings review was conducted to investigate ways in which more flexible learning spaces, that support collaboration and innovation, can be created at the College.

- Formal trial examination periods for all VCE Unit 3 and 4 studies were introduced to provide our students with a more realistic experience of the examinations and aid them in their preparation for both their mid-year and end of year examinations.

- A partnership with Box Hill Institute was established providing a Chemistry Enhancement Program for VCE Unit 1 and 2 Chemistry students at the College. This program enabled students to extend their understanding and skill level by participating in a series of practical workshops both at the College and in the laboratories at Box Hill Institute.

- The use of data to inform practice, including SIF data, transition data, NAPLAN and VCE data was extended.

- Educational testing of incoming students was extended and the data collected used to inform and support the learning and teaching program.

- Like-ability grouping of students in Mathematics was extended to Year 10.

- VCE Units 3 and 4 Italian were offered for the first time.

- Apple iMAC computers were installed in the Visual Arts area, class sets of laptops were purchased and data projectors were installed into more classrooms allowing more flexible and creative use of contemporary technologies.

- The Year 7 Information Skills Program which focuses on the development of research, presentation and ICT skills was further enhanced.

National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN), which began in Australian schools in 2008, assesses all students in Years 3, 5, 7 and 9 in the areas of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy, using common national tests.

NAPLAN Results - Year 7

The following table details the median score for each of the Year 7 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy assessments. Year 7 students at Siena College performed above the State median in all areas of assessment. At least 98.2% of students were at or above the national minimum standard in all areas of assessment.

<table>
<thead>
<tr>
<th></th>
<th>Siena Students’ Median Score</th>
<th>State median</th>
<th>% at or above the national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>4.8</td>
<td>4.3</td>
<td>99.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>4.5</td>
<td>4.1</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.6</td>
<td>4.2</td>
<td>99.1%</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.7</td>
<td>4.3</td>
<td>98.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.3</td>
<td>4.1</td>
<td>100%</td>
</tr>
</tbody>
</table>

NAPLAN Results - Year 9

The following table details the median score for each of the Year 9 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy assessments. Year 9 students at Siena College performed above the State median in all areas of assessment. At least 95.7% of students were at or above the national minimum standard in each area assessed.
Table 2: NAPLAN – YEAR 9, 2010

<table>
<thead>
<tr>
<th></th>
<th>Siena Students’ Median Score</th>
<th>State median score</th>
<th>% at or above the national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5.6</td>
<td>5.3</td>
<td>97.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>4.9</td>
<td>4.5</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.1</td>
<td>4.7</td>
<td>97.4%</td>
</tr>
<tr>
<td>Grammar</td>
<td>5.1</td>
<td>4.8</td>
<td>96.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.9</td>
<td>4.8</td>
<td>95.7%</td>
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</tbody>
</table>

Changes in minimum standards
The following tables show the change in the percentage of students achieving at or above the national minimum standard in Years 7 and 9.

Table 3: NAPLAN – Year 7, 2008 – 2010

<table>
<thead>
<tr>
<th></th>
<th>2008 % at or above the national minimum standard</th>
<th>2009 % at or above the national minimum standard</th>
<th>2010 % at or above the national minimum standard</th>
<th>% Change (2009 to 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.2%</td>
<td>97.9%</td>
<td>99.1%</td>
<td>+1.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>99.2%</td>
<td>97.9%</td>
<td>100%</td>
<td>+2.1%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.3%</td>
<td>98.6%</td>
<td>99.1%</td>
<td>+0.5%</td>
</tr>
<tr>
<td>Grammar</td>
<td>98.3%</td>
<td>98.6%</td>
<td>98.2%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.2%</td>
<td>97.1%</td>
<td>100%</td>
<td>+2.9%</td>
</tr>
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</table>

Table 4: NAPLAN – Year 9, 2008 – 2010

<table>
<thead>
<tr>
<th></th>
<th>2008 % at or above the national minimum standard</th>
<th>2009 % at or above the national minimum standard</th>
<th>2010 % at or above the national minimum standard</th>
<th>% Change (2009 to 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.3%</td>
<td>99.1%</td>
<td>97.4%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>99.2%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.3%</td>
<td>99.1%</td>
<td>97.4%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Grammar</td>
<td>97.5%</td>
<td>98.2%</td>
<td>96.6%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5%</td>
<td>100%</td>
<td>95.7%</td>
<td>-2.7%</td>
</tr>
</tbody>
</table>

Senior Secondary Outcomes
- Over 18% of students achieved an ATAR score above 90 which places them in the top 10% of the state
- 6% of students achieved an ATAR score above 95 which places them in the top 5% of the state
- No students were enrolled in the Victorian Certificate of Applied Learning (VCAL) program at Siena College in 2010

Table 5: VCE Trend Data

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Study Score</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>% Study Scores over 40</td>
<td>14</td>
<td>11.6</td>
<td>12.6</td>
</tr>
<tr>
<td>Highest ENTER/ATAR Score</td>
<td>99.75</td>
<td>99.05</td>
<td>98.85</td>
</tr>
</tbody>
</table>

2010 VCE Results
The College Dux, Bridget King, achieved an outstanding ATAR score of 98.85 and two perfect scores were attained in Physical Education (in Year 11) and Chemistry. Bridget was one of only 500 students nationally to be awarded an Australian Student Prize for her exceptional academic achievement.

Jacqueline McPherson (Year 11, 2010) achieved a perfect Study Score of 50 for Geography and Isabel Ross (Year 11, 2010) was invited to perform her VCE Unit 3/4 Dance solo at Top Class – Dance.

Post-school destinations
Of the 107 students that completed Year 12 in 2010, 103 applied for a tertiary placement. All 103 applicants were offered a tertiary placement.

The On Track Survey data for Siena College 2010 indicates that:
- 69% of students enrolled in University
- 15% of students enrolled in TAFE/VET
- 1% of students undertook an apprenticeship/traineeship
- 9% deferred their tertiary placement
- 4% were employed

Ms Nicole Mangelsdorf
Deputy Principal (Learning and Teaching)
Student Wellbeing

Goals
Goals articulated in this area were to:

- Enhance student wellbeing in order to support exemplary learning and teaching
- Enhance the valuing and respect for individuals and communities through building social relationships (VELS Interpersonal learning domain)

Restorative Practices
The implementation of Restorative Practices continued. The College was accredited as a Restorative Practices School and moved into the more challenging phase of getting all staff to commit to the more proactive aspects of the restorative approach. Strategies were embedded to build community in the classroom and further integrate restorative dialogue into daily classroom interactions.

House System
A review of the role of Assistant House Coordinators was conducted in Term Two indicating that these roles are crucial to the successful operation of the Vertical House System.

Following the success of House based locker areas for Years 7 – 10 in 2009, Year 11 lockers were relocated to House areas. The Year 12 Common Room was extensively refurbished to provide a more appropriate social and study area for Year 12. Individual study corrals were installed along with a new kitchen.

Pastoral
The Pastoral Planning Committee continued to develop programs and activities to enhance connectedness, develop social skills, and foster greater cooperation between Senior and Middle School House Groups and House Group Teachers.

College Wellbeing Group
In 2010, the membership of the group included the Deputy Principal Wellbeing and the two College Counsellors. The focus for 2010 was on:

- Skilling all staff to deal with wellbeing issues that impact on students. Staff focused on challenges associated with anxiety - how it presents in adolescents, its impact on students’ learning and strategies to reduce student anxiety
- The importance of sleep in relation to learning and student wellbeing. Staff explored how sleep patterns change in adolescents, together with strategies to encourage more appropriate sleep patterns so that sleep deprivation does not impact negatively on students’ ability to perform at their best

House Coordinators were supported in their roles by enhancing their understanding of adolescent mental health issues and how to administer mental health first aid.

Cyber safety project
In 2010, Siena joined with the Stride Foundation to conduct a cyber safety program. This included:

- Working with staff to enhance their understanding of cyber safety issues
- Working with parents to make them more aware of the issues confronting young people in relation to online social networking. Groups of parents were involved in producing a set of guidelines to help parents set expectations with their daughters for the use of mobile phone and computer technology in the home
- Some of the work presented by Stride was incorporated into the Year 7 Information Skills program.

Students Attendance
The average student attendance rate was 94.2%.

The apparent retention rate for students from Year 9 to Year 12 was 85.6%.

Student Satisfaction
A high level of student satisfaction can be evidenced by:

- High levels of student retention to Year 12
- Low levels of student absence
- High levels of student participation in co-curricular activities

Mrs Sue Thompson
Deputy Principal (Wellbeing)
Leadership and Management

The College’s Strategic Plan (2009 – 2013), and a range of data, including the 2009 School Improvement Framework surveys, continued to inform planning and the identification of priorities for the year. The College is committed to exemplary learning and teaching and progressive pedagogy. This was a particular focus in 2010.

Staff Numbers
In 2010, the College employed 65 teaching staff (full time equivalent of 77.6), and 30 non teaching staff (full time equivalent of 23.1).

Staff Attendance and retention

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance</td>
<td>92.9%</td>
</tr>
<tr>
<td>Non Teaching Staff Attendance</td>
<td>96.5%</td>
</tr>
<tr>
<td>Average Attendance (All Staff)</td>
<td>93.92%</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
<td>90.77%</td>
</tr>
</tbody>
</table>

New Roles
Staff were appointed to new roles in the following areas of responsibility: Archives, Dominican Liaison, IT Technical Support and Personal Assistant to the Deputy Principals.

Language Assistants
Successful funding submissions provided an opportunity for the College to host Language Assistants from China and Italy for a year.

Senior Staff Reviews
In 2010, the Principal and Deputy Principal (Wellbeing) underwent formative external reviews and a summative review was conducted of the Director of Faith and Religious Education.

Building and Grounds:
The College secured a lease for a property at 6 Compton Street for future use as a Counselling/Wellbeing Centre.

A Learning Settings Review was undertaken and a proposal developed for the refurbishment of six designated classrooms to create more contemporary learning spaces in 2011.

A range of minor refurbishment/maintenance projects was undertaken over the year:
- Conversion of the Year 11 Common Room into a Year 12 locker area and the creation of an enlarged Year 12 Common Room/Study/Exam Centre
- The installation of a fixed projector and screen in the College gym together with a drop down curtain to create two learning and teaching areas
- The installation of air conditioning in the Music Room
- The establishment and fitting out of an ICT Help Centre opposite the Resource Centre
- The installation of new ovens in Food Technology
- The construction of a Drama storage area for costumes
- Recarpetering of the Administration area
- Enhanced provision of AV access and installation of LCD screens in the Conference Room, IT Help Area and House Coordinators’ offices
- Upgrading of sewing machines in Textiles
- Upgrading of classroom cupboards
- The construction of a chicken run for College chickens as part of a recycling initiative for the student environment group
- Repainting of the Chapel and College gym.
- Enlarging the central door into the College gym to allow for easier access for equipment and staging

ICT Strategy
The College continued to upgrade access to information and communication technologies. A range of specialist hardware and software was installed in different areas of the College, including a trial of Tablet PCs for Mathematics, Apple computers in the Visual Arts and Technology areas and portable wireless laptops on trolleys for use in general purpose classrooms.

VET Award
The College is a member of the Inner Melbourne VET Cluster (IMVC) which received a National award for excellence. The VET Fashion Program offered at Siena College is part of this program and this award is an acknowledgement of a collaborative effort which includes Siena.

Teacher Satisfaction
Staff commitment to professional learning reported on by the Director of Staff and Administration, together with the high retention and attendance rates for staff, are an indication of high levels of staff satisfaction with the College.
Financial Performance

Financial Performance for the year ended 31 December 2010

The Siena College Financial year operates on a twelve monthly cycle and is subject to an annual audit, conducted by MDHC Audit Assurance Pty Ltd. The following information has been extracted from the Statutory accounts as prepared for the Members of the College Congregation and audited in accordance with the Corporations Law.

The College Financial year runs from January to December in line with both the Victorian State and Independent schools.

Each year the College maintains a tight and prudent budget that ensures accessibility to families without compromising on the ability to deliver a wide range of programs and access to technology, whilst ensuring that the facilities are maintained in excellent condition.

The following financial information is an indication of the percentage breakdown of the various sources of both operational and capital income and expenditure that contributed to the running of the College during 2010.

### Operational Income
- Net Fees Collected: 46.1%
- Commonwealth Grant Income: 39.9%
- State Grant Income: 10.7%
- Commonwealth & State Program Grant Income: 0.6%
- Income from Other Sources: 2.7%

### Capital Income
- Net Capital Fees Collected: 88.6%
- Capital Grants Received: 11.4%

### Operational Expenditure

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Salary On-costs</td>
<td>71.8%</td>
</tr>
<tr>
<td>Curriculum Based Expenditure</td>
<td>7.9%</td>
</tr>
<tr>
<td>Occupancy, Building and Grounds</td>
<td>4.7%</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5.9%</td>
</tr>
<tr>
<td>Administration Costs</td>
<td>3.6%</td>
</tr>
<tr>
<td>Interest repaid on Loans</td>
<td>6.1%</td>
</tr>
<tr>
<td>Depreciation on Fixed Assets</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### Capital Expenditure

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements to Buildings &amp; Leasehold</td>
<td>0.3%</td>
</tr>
<tr>
<td>Furniture &amp; Equipment including Library</td>
<td>11.0%</td>
</tr>
<tr>
<td>Stock &amp; Computer Equipment</td>
<td>6.5%</td>
</tr>
<tr>
<td>Repayment of Loan Principal</td>
<td>82.2%</td>
</tr>
</tbody>
</table>

**Total**: 100.0%
Financial Performance for the year ended 31 December 2010

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Accrual</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td>3,785,954</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>329,162</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>289,659</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>1,056,785</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>4,018,385</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>9,479,945</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td></td>
<td>7,497,450</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>3,007,420</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>10,504,870</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td>88,437</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>1,204,264</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>1,307,701</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>232,118</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>5,003,675</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>3,928,092</td>
</tr>
</tbody>
</table>

**Note** that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Staff Professional Learning

The Professional Learning Program encompasses a broad range of activities and processes of reflection, enrichment and growth to ensure sustainable improvement in professional practice. This in turn strengthens student learning.

As a part of Siena College’s Strategic Plan, the Professional Learning strategy strives to maintain a strong professional culture through the provision of quality professional learning delivered both on site and via external activities and agencies. Pedagogical practices are regularly reviewed in order to develop better contemporary learning and teaching strategies.

In 2010, there was a focus on the development of individual professional learning goals through a process of self reflection, peer feedback and data collection, including the use of the Principles of Learning and Teaching (POLTs).

In line with Victorian Institute of Teaching (VIT) requirements for teachers to undertake at least one hundred hours of professional learning over a five year period, each teacher continued to use a Professional Learning Portfolio to document his/her professional learning undertaken over the year. The portfolios form a valuable mechanism for reflection on professional learning goals in the Annual Review Meeting and to demonstrate progression towards meeting the VIT requirements. As well, staff were encouraged to make use of the Catholic Education Office Integrated Professional Learning System (IPLS).

Staff are responsible for pursuing ongoing professional learning in all aspects of their work, gaining an understanding of Catholic teachings that underpin their practice, critically reflecting on practice and achievements and contributing to the professional learning of their colleagues. This last point was demonstrated through a shift in the function of the Professional Learning Teams. In 2010, there was a move away from a ‘stand and deliver’ mode that is more accurately considered as ‘training’, to a collaborative approach where a group of staff identifies a learning need and the knowledge and skills required to bring about a change. The strategy is trialled in the classroom and then reflected on and improved in order to improve student outcomes.

Professional learning days in 2010 focused on the following areas:

- Learning Centred Schools – A Sacred Landscape (including a trial of the Catholic Education Office of Melbourne’s Innovation Tool)
- Additional school based professional learning in the Dominican ethos, restorative practices, e-Learning, teaching Christian meditation to students and instrumental music.

Enrichment activities in the Dominican Ethos continued. The new staff induction program included a number of sessions on the College’s Dominican charism. An “Arm Chair Pilgrimage” to the lands of Catherine of Siena took staff on an imaginative and informative tour of the life and times of our patron saint. These, together with regular visits by Dominican sisters helped to embed the Dominican ethos into the everyday ‘busyness’ of the school.

In addition to the school based professional learning, all staff were encouraged to access external professional learning of particular relevance to their roles. Professional learning applications were processed more efficiently, resulting in more certainty in planning.

Staff Qualifications

Staff qualifications (below) indicate a high level of skill and professionalism, commitment to lifelong learning, and a range of expertise which adds to the College’s capacity to deliver specific programs.
The number of staff accredited to teach in a Catholic school increased in 2010. The graph below demonstrates Siena’s commitment to the accreditation process.

### Initiatives to Enhance Staff Professional Learning

- A formalised Induction Program was delivered for Provisionally Registered Teachers and for new staff.
- The Professional Learning site on the College Intranet was expanded to include professional learning resources and links to relevant providers.
- Staff were sent directed emails regarding Professional Learning activities which matched their communicated Professional Learning Goals.
- Heads of Learning received faculty specific information regarding Professional learning activities for dissemination to their staff.
- Access to online journals and Professional learning website was provided.
- Opportunities were provided for staff professional learning in the use of digital technologies, including vodcasting, digital imagery, ‘NINGs’ and wiki spaces.
- Annual review meetings that link to 2010 College imperatives with individual goals were continued with staff choice from a range of formats.
- Work continued with the Principles of Learning and Teaching (POLTs).

The overall expenditure on staff professional learning was $1500 per capita in 2010. This figure reflects the commitment to professional learning by the College Leadership and staff in general.

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**Mr Michael Hanrahan**

Director of Staff and Administration

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### College Community

Goals articulated in this area were to:

- Strengthen links with the College’s immediate community.
- Enhance Siena’s profile and influence in the extended community so that Catholic families continue to see Siena College as a school of first choice.

Over the year, the College hosted visits from a number of past students and a reunion was organised for the ‘Class of 2009’. A social networking site for alumnae was launched and linked to the College website. The 70th anniversary celebrations also strengthened the College’s links to the wider community and to the traditions of the past.

The College endeavours to give students a sense of their place in both the local and global communities. In 2010, students were involved in a range of social justice initiatives in the local community and on a global scale. The College hosted visits from international visitors, including students from France and Dominican sisters and other visitors from distant places.

Siena students travelled to France as part of the College’s language immersion program and in 2010, the College established a sister school in Shanghai, China. Twenty students and three staff visited Xian, Beijing and Shanghai and were able to experience a weekend home stay and a week at the Jianping Experimental School in Shanghai for the first time.

Students’ learning was enhanced through a range of co-curricular activities including visual and performing arts activities and programs, debating, public speaking, chess and sport.

In 2010, the music program expanded and two bands received awards at the 2010 Melbourne Bands Festival. The Symphonic Band was awarded the Deer River Gold Award for outstanding performance and the Monash Award for participation while the Wind Orchestra received the Hal Leonard Silver Award for Excellence in Performance.

The College musical ‘Beauty and the Beast’, in collaboration with Whitefriars College, exceeded expectations and was a highly professional performance. Siena students were involved in a Sacred Music Concert at Hamer Hall that featured students from schools in the Melbourne Archdiocese.

A very entertaining evening at Dizzy’s Jazz Club in Richmond and a number of Music Soirees provided additional opportunities for students to perform for family and friends.
Three VCE Music students recorded solo performances at 3MBS radio station studios and their music was broadcast on the radio.

**Sport**

In 2010, the College applied to join Girls’ Sport Victoria (GSV). Membership of GSV brings with it significant benefits for sport at Siena College, including enhanced opportunities for participation at both the elite and participatory level, as well as access to a wider range of sports. Some sporting achievements of note were as follows:

- Two students, Cassie Donald and Emily Crawshaw were selected to compete in the National Championships in the Australian School’s Triathlon Championship and the Australian Age Swimming Championships respectively.
- Four out of five Siena Aerobics Teams qualified to compete in the State Championships. Four qualified for the National championships with two teams emerging as National champions.
- The Intermediate Soccer Team was the Secondary Catholic Girls’ Sports Association (SCSA) Division 1 champions. They qualified for the All Schools Championships where they defended their State title of the previous year and emerged as runners up after an exciting final.
- Siena teams won two of the three aggregate trophies in the SCSA Indoor Cricket Tournament.
- The Siena senior and junior Basketball teams were runners up in the Victorian Championships and the Intermediate Team won the championship.
- The junior softball team won the SCSA softball competition.
- Students competed in an International Netball Tournament at the Waverley Sports Centre in the first week of the holidays. Despite never having played together as a team previously, a group of girls from Year 7 to 11 were very competitive and remained unbeaten for the first three days of the tournament and were eventually placed fourth.

**Value Add**

Over the year, the 2010 College Yearbook and the fortnightly College Newsletter reported on a range of school activities and events that contributed to building community and to enhancing the connectedness and participation of students, staff and parents. These events such as camps and retreats, the Indigenous Immersion experience to Central Australia, parent social gatherings, a Fathers’ Day breakfast, Year 12 breakfast and the commemoration of Anzac Day, National Sorry day and International Women’s Day, are just a few examples of the myriad of activities that reflect the strong sense of community at Siena College. This is further evidenced by the report that follows from the Director of Programs.

**Parent and Student Satisfaction**

Very good attendance at the many activities and events at Siena College across the year indicated general satisfaction of a high level from members of the College community. These included the high numbers of parents, teachers and students at social, sporting, information, parent/teacher, guest speaker and community events, as well as feedback - both formal and informal, received from parents and students involved in particular activities. Members of the Siena Parents’ Association continued to be a regular presence at the College and generously committed their time and expertise to organise and support a number of College events, providing further evidence of parent satisfaction.

Enrolments continued to increase steadily and good student outcomes data and high attendance rates provide further evidence of student and parent satisfaction with the College.
In 2010, Siena College provided a range of special programs to develop the gifts of students across all year levels. The Student Representative Council offered students with leadership abilities the opportunity to refine and exercise these skills. The newly appointed leaders attended a Leadership Training Day in January where they identified their goals for the forthcoming year and outlined their approach to their particular portfolios. Throughout the year, SRC leaders were sent to training sessions and conferences which enhanced their leadership skills. The SRC was a forum for student discussion and the organizing body for most student activity and fundraising. In February I accompanied the College Captains, Catrina Armiento and Grace Hand, to Xavier College where the Archbishop, Dennis Hart, addressed College leaders from Melbourne’s Catholic schools. The focus of the session was on the leader as a bringer of hope. Catrina and Grace joined in the discussion about the responsibilities of their position and were great ambassadors for Siena. In response to this day they initiated monthly lunchtime meetings where any student could raise or debate an issue regarding school life.

As part of the College’s commitment to Social Justice, the SRC lead several consciousness and fund raising activities among the student body. The annual International Women’s Day Breakfast celebrated the achievements of women across the decades, whilst raising money for Sr Sheila Flynn’s work with HIV affected women in South Africa. Some of the proceeds also went to the Bethlehem Community which supports homeless women in Melbourne. For the first time this event was held at Box Hill Golf Club. Guest Speaker and past pupil, Angela Savage was an entertaining and thought-provoking speaker who shared her experience working with African women and helped to make this a most interesting occasion.

In April, Siena students raised over $11,700 door knocking for the Royal Children’s Hospital. Throughout the rest of the year the SRC gathered clothing and donations for a newly arrived Somali refugee family. It was also very satisfying to be able to direct some funds to assist a candidate for the priesthood in New Guinea.

The highlight of the SRC year is SRC week in September. This is always a time of fun and activity for Siena students. Proceeds from this enjoyable week went to the Kapanang project in South Africa and the Bethlehem Community.

The College Captains worked enthusiastically and energetically alongside the other leaders to make this a happy and lively week for the Siena community.

September was the designated month for the Siena/Sion Indigenous Immersion Experience. Once again Siena joined Our Lady of Sion College, Box Hill on this trip to the Pitjanatjara lands in Central Australia. The College Principal, Mrs. Robson-Garth and Mrs Claire Jenkinson accompanied eleven Siena students on this experience which endowed each participant with a deeper understanding of indigenous issues and the need for further reconciliation between white and black Australians.

Siena students were encouraged to reflect upon global issues and interact with people from a variety of social and cultural backgrounds. A group of students in Year 10 participated in two intercultural exchange workshops with AIA Islamic College, Coburg. These days focused on the theme of identity and culture and students informed each other about their differing religious values and explored similar viewpoints and experiences. Year 10 students also assisted a PhD candidate from ACU on an investigation of values, identity and creativity.

The Year 10 Reflection Day focused on Dominican values and the Christian call to social justice. Sr Sheila Flynn OP shared her story about her work with HIV positive women in Kopanang, South Africa and encouraged the girls to reflect on the significance of Dominican values. She led the students in the production of a creative response to the stimulus material and discussion.

At their day of reflection, Year 12 students were encouraged to think about their relationship with God. This day was facilitated by the vibrant Youth Mission Team. The Year 12 group entered enthusiastically into a series of games, activities, scenarios and discussions about their faith and spiritual development as young adults.

The College is committed to providing an outdoor camping experience which develops students’ appreciation of natural beauty and develops resilience and a sense of community. Year 9 students were offered a choice of three camp locations. Twenty-four students spent three days rowing on the Gippsland Lakes near Lake Tyers. A second group learnt about marine ecosystems and surfing at Anglesea, whilst the third group enjoyed a similar experience at Point Leo. Stunning weather ensured the perfect climate for outdoor activity. Twelve teachers accompanied these campers.

The hazy hills around Myrtelford provided a scenic background for the Year 7s’ introduction to outdoor activities. One hundred and twenty happy girls climbed, abseiled, rode and tried valiantly to survive in the bush.
A visit to the historic town of Beechworth capped off a very successful camping experience for all concerned.

The College’s Sustainability Program moved ahead with the introduction of six hens that will consume waste food scraps, create compost and provide fresh free range eggs. They are happily ensconced in an elegant enclosure and have been enthusiastically received by the Siena community. The next step in this program is to create vegetable gardens that students will maintain.

It was my pleasure to work with John Knights to organise the Year 12 Graduation Dinner at Leonda. This was a fitting conclusion to the year and a chance to farewell leaders who had worked generously to serve their College community.

2010 was certainly an action packed one, with students undertaking a variety of social justice actions, and participating in programs that encompassed Dominican values of prayer, community and ministry.

Mrs Ann Sanciolo
Director of Programs and Chaplaincy

The last three years have seen an inexorable increase in the range and frequency of activities at the College. The constant challenge these activities present in terms of College organisation is achieving the necessary balance between predictability and flexibility, and 2010 was no exception.

The past year saw a steady increase in the size, range and frequency of events. These events included extended learning activities conducted both on campus and at a wide range of locations throughout the state; collaborative meetings between both faculty groups and specific year level staff teams, guest speakers presenting to both staff and student groups, professional learning activities conducted both externally and in house and the diverse music and sporting activities engaged in by the student community which are supported strongly by our staff.

Planning for the 2010 College Calendar began in August 2009, primarily with the aim of enabling the activities of the College to occur as smoothly as possible, and with minimal disruption to our core business of learning and teaching. After school meetings and information sessions involving parents and other members of the public were allocated standardised commencement times, the internal procedures for preparing College facilities for various functions were refined and improved communication between administration and Maintenance staff enabled facilities to be prepared both well in advance and exactly to requirements in virtually all instances.

Careful planning of the wide range of after hours functions conducted by the College minimised the after hours attendance of staff where possible, by either combining events or running events concurrently with normal school functions. This reduced possible disruptions to learning and teaching. A significant innovation for 2010 was the running of Parent/Teacher/Student Interviews for students in Years 7 to 11 to occur simultaneously with the running of normal timetabled VCE classes. This enabled the interviews to take place without an impact on contact hours for VCE students.

Deliberate and long term planning provided the College with a core group of experienced emergency teaching staff, many of whom are either former members of staff or current staff on leave. They integrate very well with our permanent staff and enable even classes at all year levels to run normally despite the number and scope of the curricular and co-curricular activities undertaken by our teaching staff on behalf of our students.

Dr Anthony Vadala
College Organiser