2011 Annual Report to the School Community
Siena College

Registered School Number: 1455
# Contents

College Contact Information ..................................................................................................................... 1

Mission Statement.................................................................................................................................... 2

Vision ....................................................................................................................................................... 2

Values ...................................................................................................................................................... 2

College Overview ..................................................................................................................................... 2

College Board Report ............................................................................................................................... 3

Principal's Report ..................................................................................................................................... 4

Education in Faith..................................................................................................................................... 5

Learning and Teaching ............................................................................................................................. 6

Leadership and Management ................................................................................................................. 10

Financial Performance ............................................................................................................................ 12

Staff Professional Learning..................................................................................................................... 14

College Community ................................................................................................................................ 15

Director of Programs and Chaplaincy ..................................................................................................... 17

College Organiser .................................................................................................................................. 19
# College Contact Information

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

This report is available to members of the College community and published 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

With opportunities for both independent and collaborative learning across a broad curriculum, individual needs are catered for through specifically tailored support programs and enrichment opportunities for highly able students.

A comprehensive cocurricular program enables students to pursue their interests, further develop their knowledge and skills or discover hidden talents. Programs are offered in drama, music, the visual arts, leadership, social justice, debating, public speaking and sport. As a member school of Girls Sport Victoria (GSV), students have the opportunity to participate socially or to compete at an elite level. Cultural and language immersion programs are offered to China, France and Italy. Students can also take part in an Indigenous Immersion Program.

The College is an accredited Restorative Practices School. The wellbeing of students is underpinned by an understanding that in respecting ourselves, we learn to respect others. 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.

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. 726 students were enrolled in 2011. 24% of students speak a language other than English at home.
College Board Report

The Siena College Board consists of eleven Directors, supported in their governance role by the Finance Committee, the Building and Grounds Committee, the Policy Review Committee, the Risk Management Committee and the Marketing and Communications Advisory Group. In 2011, the Board and its Committees focused their energies on supporting the College in preparation for the School Review in Term 3; on ensuring that proper procedures for financial management of the College were in place and engaging in forward financial planning for the College; on the refurbishment of learning spaces that will support and enhance the College’s approach to contemporary teaching and learning; on the development of a Master Plan for future capital development in the College; and on the development and implementation of a Risk Management Policy and Plan for the College.

The College participated in a School Review in Term 3 conducted by the Catholic Education Office Melbourne. The Board wishes to acknowledge and commend the College community – leadership team, staff, students and parents on the results of this favourable review.

Ms Keryn McGuinness, the School Reviewer reported that the College, as a Phase 2 School Improvement Framework school, has built a capacity for continuous improvement. She acknowledged the College’s strength in the Leadership and Student Wellbeing spheres and outstanding progress in the School Community sphere. She found the College to be effective in all key dimensions of an effective school.

The Business Manager, Mr Brendan Lynch, and the Finance Committee instill confidence through their thorough, balanced, responsible and professional approach and the transparent and accessible documentation of financial records. The College community can be reassured that the financial position at the end of 2011 is secure and that this financial security allows us to plan for the future.

Following a Learning Settings Review conducted by consultant, Ms Sandy Law of Law Architects, six general purpose classrooms and the adjacent corridors on E level were restructured and refurbished into flexible learning spaces that support contemporary teaching and learning approaches. The first two refurbished learning spaces, known as the Thomas Aquinas Learning Centre were blessed and opened officially on Friday 21 October 2011. A third learning space on F level was completed over the Christmas holiday period and into Term 1, 2012.

Williams Ross Architects were contracted to review the 2003 College Master Plan and to develop a new Master Plan for future capital development. The Master Plan 2011, proposed by Williams Ross Architects represents a long term vision consisting of three stages of potential future capital development:

- A Student Centre providing an opportunity to centralise student resources, student support services and a presentation space
- Relocation of the Administration areas and Music classrooms
- A Multipurpose Centre

Risk management planning, monitoring and reporting policies and protocols for implementation by College staff were developed in 2010-2011 and launched in July 2011. The Leadership Team and Director of Staff and Administration raised awareness of issues associated with risk management throughout the College during 2011. The Risk Management Committee is collaborating with a developer of risk management software for the monitoring, management and reporting of risk in the College community.

In conclusion, I would like to express my grateful appreciation to my fellow Board and Committee members for their tireless dedication and generosity. I acknowledge and commend the staff of the College, 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. I would like to thank the Trustees and the Dominican Education Council for their constant trust and support.

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

Siena College was reviewed in 2011 as part of a four year School Improvement Framework that commenced in 2007. The independent Reviewer’s Report was encouraging, indicating the following:

‘The community of Siena College Camberwell has every reason to be proud of their achievements in the areas of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and in developing School Community over the past years. The school vision is lived out by its members in a learning community that is supportive, welcoming, responsive to initiatives that impact on teaching and learning and geared for further improvement in each of the stated areas. … (I)t is strongly evident that the College has built a capacity for continuous improvement… (and) is effective in all key dimensions, with strengths in professional leadership, shared vision and goals, the unrelenting focus on learning and teaching, and a secure and increasingly stimulating learning environment.’

The 2011 College theme - ‘Justice is Truth in Action’ challenged our community to engage with a core Dominican value and with the stories of Dominicans who have, and continue to work for social justice around the world. The five hundredth anniversary of a sermon preached by Dominican Friar, Antonio De Montesinos in Santo Domingo had particular significance. This story was the inspiration for the 2011 Dominican Education Conference hosted by Siena College. We welcomed more than one hundred and fifty delegates from Indonesia, New Zealand and various parts of Australia. Conference presenters addressed the scriptural underpinnings for justice education and the Church’s social teaching as well as a range of human rights and justice issues both within the Australian context and from a global perspective. The Montesinos story was the theme for the inaugural Antonio De Montesinos Award for Public Speaking. Shannen Bethune was a worthy recipient and delivered a speech about asylum seekers and refugees at the conference.

Every year brings with it special events and new initiatives. In 2011, we joined Girls’ Sport Victoria, we welcomed visitors from our new ‘sister school’ in Shanghai, China for the first time, refurbished nine classrooms and developed a new Master Plan. We erected two new flagpoles at the front of the College and the Aboriginal flag and a Dominican flag are now raised daily alongside the Australian flag.

An ongoing commitment to exemplary learning and teaching and progressive pedagogy was further supported by the refurbishment of nine general purpose classrooms.

The rooms were named the Thomas Aquinas Learning Centre to honour the 13th Century Dominican philosopher and theologian known for his extraordinary intellect and his openness to ideas and learning. The bright colours, abundant writeable surfaces and new furnishings create a welcoming, contemporary learning environment that has impacted on the way staff and students interact in the spaces.

We now look ahead to bringing the Master Plan to life in the next few years and to achieving the vision for an infrastructure that will carry Siena College forward into the future.

We were much saddened at the passing of Sr Frances Carver OP in March of 2011. Sr Frances was a past Principal of Siena College from 1979 to 1982. Our College is built on the legacy of those who have gone before, particularly the courageous and visionary Dominican Sisters like Sr Frances who have nurtured the spirit and core values of Siena during their time here.

I thank all who supported our endeavours over the year, the Trustees and members of the Dominican Education Council, Dr Beverley Begg and members of the College Board, Mrs Anne Brookes and the Siena Parents’ Association. I acknowledge the wonderful students of Siena College and the staff whose, expertise and commitment are at the heart of our endeavours. In particular, I thank the College Leadership Team and Deputy Principals, Mrs Sue Thompson and Ms Nicole Mangelsdorf for their vision and commitment to excellence.

Mrs Gaynor Robson-Garth
Education in Faith

The College sought to enhance students’ appreciation and understanding of the Catholic ethos and their engagement in faith development and Religious Education, and to deepen the community’s understanding of the Dominican tradition.

A Dominican spirit calls us to live a life that is both reflective and active. We know that to be an effective presence in our communities we need to contemplate both the world and the Word simultaneously. It is this dual reflection which invokes in us a desire to play an active role in building a just and peaceful world.

Our prayer, our study and our community form the foundation from which we spring forth into realising our College Theme of 2011: Justice is Truth in Action.

A revision of the entire Religious Education curriculum took place in 2011. Courses were consolidated, newly resourced and planning was put in place for complete revision of the Religious Education programs at Years 10 and 11. Midyear examinations for Years 9, 10 and 11 were reintroduced, adding a new level of academic rigour in the students’ faith related studies. Sr Julianna Drobik OP visited classes, leading the students to reflect more deeply on our patrons and to value the unique gift that the Dominican charism bestows upon them.

As Dominicans we value both study and reflection so in order to better complement our academic pursuits in Religious Education, the students were offered a variety of contemplative activities.

In addition to the weekly mass in the College Chapel, during Lenten Term, each student participated in a student led Ash Wednesday liturgy, receiving the Ashes with their House Group. As a Catholic Community Lent is a grace filled moment for growth, a time to nurture what is good within in us. Our Lenten practice provides us with an opportunity to allow our creative goodness to spring forth once more in this world making the loving Presence of God felt by those around us. We harbour a special concern for those who are downtrodden and considered the least among us. This focus was renewed when the Student Representative Council initiated a special liturgy to celebrate the anniversary of the canonisation of St. Mary of the Cross MacKillop. The students led both staff and students in recalling and celebrating the life and mission of Mary MacKillop and the blessing of her legacy upon all Australians.

Throughout the year, we gathered in St Dominic’s Church to celebrate our major feasts of St Catherine of Siena and St Dominic; to welcome those new to our College community and to send forth our graduates. Our St. Catherine’s mass was particularly moving with all of the “Catherines” at our College, playing a significant role throughout the Liturgy.

Our Year 7 students helped us reflect on the those less fortunate with their moving Communion Reflection. This year’s Graduation Mass was planned by our Year 12 students who did a remarkable job in preparing a moving liturgy. Inspired by a story of growth and renewal told to them during a reflection session led by Sr. Sheila Flynn, OP, the theme of growth wove its way through the liturgy, reinforcing the importance of the Word in all of our lives that enables us to reach our full potential.

Class masses were introduced at each year level and celebrated in Religious Education classes. All College Eucharistic celebrations were presided over by Fr. Anthony Walsh, OP. Fr. Anthony also participated in the Year 12 Christian spirituality class, giving the students an insight into the richness of monastic prayer. It is Fr. Anthony’s ongoing commitment to Siena College that enables us to enrich the Eucharistic experiences of our Staff and students.

Our prayer, contemplation and study prepare us to serve the Church in the World. Our students were active in raising funds for those in need, especially for the Dominican missions in Kopanang, South Africa and in the Solomon Islands. The Siena student body was also active in its support and ongoing commitment to St Vincent de Paul and various other worthy causes and Catholic charities.

Sr. Patricia Madigan OP identifies the importance of interfaith dialogue for Australia’s future. She emphasises that to create a cohesive society in which the identity of each person is honoured and all are given the opportunity to contribute as Australian citizens to a fair and just society, depends upon our ability to engage with people of other faiths in our pluralistic society. (cf: Catholic Religious Australia, Pathways, June 2012.)

Siena College has a clear and unequivocal commitment to providing opportunities for our students to engage in meaningful ways with people of other faiths. Our Year 10 students engaged in meaningful dialogue with representatives of the Jewish, Islamic and Christian faiths during Term One. Other activities included a Year 10 Jewish immersion experience, a Koorie Walk for our Year 9s and a peer dialogue for our Year 11 Religion and Society students at Mt Scopus.
Our connection to the wider Church was further strengthened with Siena’s participation in World Youth Day celebrations in Spain and our representation at the St Patrick’s Day and Catholic Mission masses. Year 7 and 8 students attended full day reflection experiences and our Year 12 students participated in reflection led by the Youth Mission Team, which focused on the presence of God in their lives. Our contemplation, study, community and service assist us to remain true to our charism, so that we may be of service to the Body of Christ in our own day and remain committed to be “Light for the Church” as St Dominic and Catherine of Siena were in their own times.

Ms Deborah Kent
Director of Mission 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 2011, some of the activities that enhanced students’ education in faith included the range of guest speakers, retreats and reflection days, extended learning activities and interfaith dialogue that students engaged in. Many opportunities were offered for participation in the sacramental life of the Church including the weekly Mass in the College Chapel and students were involved in a range of social justice initiatives such as refugee tutoring and immersion programs. The Dominican pilgrimage to Spain for World Youth Day was a wonderful opportunity to connect with the history and charism of the Order and for students and staff to get a sense of their place in a global community of Catholics and Dominicans.

Learning and Teaching

The College aimed to create a learning community and increase students’ engagement in their learning, offer ‘best practice’ models of staff professional learning, and improve students’ learning in literacy, numeracy and senior studies.

Over the course of 2011 we continued to focus on providing a challenging, enriching and supportive learning environment in which every student has the opportunity to fulfill her potential.

Students were encouraged through their studies to engage with and reflect upon the College theme ‘Justice is Truth in Action’ and to be creative, critical and reflective thinkers with a respect for evidence and openness of mind.

Learning and teaching at the College was further enhanced in a variety of ways including the following:

- Six very traditional classrooms were transformed into contemporary learning spaces which are spacious, light and bright. These new learning spaces were designed to support and facilitate more student centred classrooms, inquiry based learning, collaboration and the effective integration of information and communication technologies into the learning program.
- The former computer ‘pods’ were converted into ‘break out’ spaces for classes and students to utilise.
- The breadth of extension programs offered across the curriculum was increased.
- Public speaking and debating were enhanced through the introduction of the Antonio de Montesinos Award for Public Speaking and there were increased opportunities for participation in both internal and external competitions.
- Students had the opportunity to experience learning beyond the classroom and engage with the community through a variety of programs. One example of this was the involvement of VCE Studio Arts students in the Indoor Laneway Project.
- Increased participation in external competitions, such as the Brain Bee Challenge (Year 10 Science).
In 2011, under the leadership of the ICT Committee we continued to implement our ICT Strategic Plan and manage the expenditure of the Digital Education Revolution (DER) funding. This led to the following enhancements in ICT provision at the College over the course of the year:

- Purchase and roll out of three class sets of laptops
- Wireless data projectors installed into all remaining classrooms
- Studies in the area of Visual Arts and Design enhanced through the installation of iMAC computers with the latest industry standard software
- Studies and performances in Drama enhanced through the installation of a rear-projection data projector in Calaroga
- Extension and upgrade of the wireless network
- Preparation for the introduction of iPads in 2012

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 97.6% of students were at or above the national minimum standard in all areas of assessment.

<table>
<thead>
<tr>
<th>Table 1: NAPLAN – Year 7, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</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 96.4% of students were at or above the national minimum standard in each area assessed.

<table>
<thead>
<tr>
<th>Table 2: NAPLAN – YEAR 9, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</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>
<thead>
<tr>
<th>Table 3: NAPLAN – Year 7, 2009 – 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 % at or above the national minimum standard</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Table 4: NAPLAN – Year 9, 2009 – 2011</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Table 5: VCE Trend Data</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Median Standardised Results</strong></td>
</tr>
<tr>
<td>The following table shows the Estimated VELS Equivalent Score.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Table 5: NAPLAN – Year 9, 2011</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Table 5: VCE Trend Data</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>2011 VCE Results:</strong></td>
</tr>
<tr>
<td>The College Dux, Jacqueline McPherson, achieved an outstanding ATAR score of 98.65 and two perfect scores were attained in Geography (in Year 11) and Physical Education.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Riana Hart and Tess Papadopoulos were invited to exhibit their final garments and folios in the very prestigious VCE Season of Excellence ‘Top Designs’ Exhibition held at the Melbourne Museum. They were two of only fifteen Design and Technology students in the State to be invited to exhibit their work.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Post-school destinations:</strong></td>
</tr>
<tr>
<td>Of the 108 students that completed Year 12 in 2011 and applied for a tertiary placement 106 received a offer.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Ms Nicole Mangelsdorf</strong></td>
</tr>
<tr>
<td><strong>Deputy Principal (Learning) and Teaching)</strong></td>
</tr>
</tbody>
</table>

**2011 VCE Results:**

The College Dux, Jacqueline McPherson, achieved an outstanding ATAR score of 98.65 and two perfect scores were attained in Geography (in Year 11) and Physical Education.

Two other students also achieved perfect Study Scores of 50 in a subject; Chloe Cefai in Further Mathematics and Nicola Cortese in Design and Technology.

Riana Hart and Tess Papadopoulos were invited to exhibit their final garments and folios in the very prestigious VCE Season of Excellence ‘Top Designs’ Exhibition held at the Melbourne Museum. They were two of only fifteen Design and Technology students in the State to be invited to exhibit their work.

**Post-school destinations:**

Of the 108 students that completed Year 12 in 2011 and applied for a tertiary placement 106 received a offer.

**Ms Nicole Mangelsdorf**  
**Deputy Principal (Learning) and Teaching)**

---

**Table 4: NAPLAN – Year 9, 2009 – 2011**

<table>
<thead>
<tr>
<th></th>
<th>2009 % at or above the national minimum standard</th>
<th>2010 % at or above the national minimum standard</th>
<th>2011 % at or above the national minimum standard</th>
<th>% Change (2010 to 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.1%</td>
<td>97.4%</td>
<td>98.5%</td>
<td>+1.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>100%</td>
<td>99.3%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.1%</td>
<td>97.4%</td>
<td>97.8%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.2%</td>
<td>96.6%</td>
<td>99.3%</td>
<td>+2.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>95.7%</td>
<td>96.4%</td>
<td>+0.7%</td>
</tr>
</tbody>
</table>

**Table 5: NAPLAN – Year 9, 2011**

<table>
<thead>
<tr>
<th></th>
<th>Median Standardised Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5.74</td>
</tr>
<tr>
<td>Writing</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>5.27</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4.99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.89</td>
</tr>
</tbody>
</table>

**Table 5: VCE Trend Data**

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</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>11.6</td>
<td>12.6</td>
<td>15.3</td>
</tr>
<tr>
<td>Highest ENTER/ATAR Score</td>
<td>99.05</td>
<td>98.85</td>
<td>98.65</td>
</tr>
</tbody>
</table>

**2011 VCE Results:**

The College Dux, Jacqueline McPherson, achieved an outstanding ATAR score of 98.65 and two perfect scores were attained in Geography (in Year 11) and Physical Education.

Two other students also achieved perfect Study Scores of 50 in a subject; Chloe Cefai in Further Mathematics and Nicola Cortese in Design and Technology.

Riana Hart and Tess Papadopoulos were invited to exhibit their final garments and folios in the very prestigious VCE Season of Excellence ‘Top Designs’ Exhibition held at the Melbourne Museum. They were two of only fifteen Design and Technology students in the State to be invited to exhibit their work.

**Post-school destinations:**

Of the 108 students that completed Year 12 in 2011 and applied for a tertiary placement 106 received a offer.

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

The College aimed to enhance student wellbeing and respect for individuals and community by embedding a whole school approach to restorative practices and a shared vision and understanding for pastoral care.

The 2011 School Improvement survey data indicated that student wellbeing and connectedness continue to be a major strength of the College. The school review report concluded that:

‘Student perceptions of their connectedness to each other and that the environment is safe and supportive, are very strong. (Top 10% of secondary schools statewide for safety). The Parent SIF survey results support the strength in the relationship indicators. … High levels of connection and wellbeing are reflected in student attendance and retention. In 2011, attendance across the school was 94% and student retention was 97% from Years 11 to 12 (above the CEOM benchmark and the retention rate for like schools). … There is a clear understanding in the school of the integral relationship between wellbeing and learning.’

In 2011 we continued to build on these good foundations through the following practices:

Vertical House System:
This structure was strongly supported by staff, students and parents and promoted partnerships with families, good relationships between House Group Teachers and students and strong relationships between year levels.

Pastoral Program:
In 2011, the House Group Teachers facilitated a number of programs and activities which enhanced inter year level connections, strengthened House Spirit, facilitated meaningful year level connections and supported students in developing their social and emotional skills. There was particular emphasis on developing and refining study skills in the senior year levels.

Professional learning:
House Coordinators and Senior Leadership took advantage of professional learning activities offered by a range of providers, to enhance understanding of restorative practices and of current research on student wellbeing.

All staff were informed about recent developments in the area of mandatory reporting, and the processes in place at the College to deal with these issues.

DRAST (Darebin Risk Assessment Screening Tool):
The College Counsellors and House Coordinators attended briefings on the DRAST program designed to identify and manage students at risk. The project aims to investigate, develop and implement consistent, best practice models of school welfare processes, including risk identification, referral, case planning and management. The program was trialed for incoming Year 7 students in one House in 2011.

Parent Education:
2011 saw the continuation of the College’s parent education program. At the Middle School and Year 10 Information Evenings, Associate Professor Greg Murray from Swinburne University of Technology spoke to parents about the biological, psychological and social functions of sleep, the challenges associated with sleep in adolescence, the consequences of sleep deprivation, and strategies to improve adolescent sleep.

Schools/Police Network:
During 2011 Siena was an active member of the Schools/Police Network. Staff attended meetings once per term. The meetings provided a useful forum for liaising with the Camberwell police and other schools on a variety of matters, including those related to Year 12 end of year celebrations.

Counselling:
At the beginning of 2011, the counselling team moved to 6 Compton Street. This proved to be an excellent location as parents are able to access the service in private. Students enter the property discreetly through the rear garden. Anne Boyle and Ruth Boydell, the College counsellors, are family therapy trained and bring a systemic focus to their work. This is a good fit with the College's pastoral care framework which focuses on building the strengths and networks that promote well being.

Mrs Sue Thompson
Deputy Principal (Wellbeing)
Leadership and Management

In this dimension, the College sought to improve organisational health.

The College’s Strategic Plan (2009 – 2013) and a range of data, including the 2011 School Improvement Framework surveys, continued to inform planning and the identification of priorities for the year. All staff and all students completed School Improvement Framework surveys towards the end of Term 3. One hundred randomly selected parents were invited to complete parent surveys.

Staff Numbers:
In 2011, the College employed 66 teaching staff (full time equivalent of 58.2), and 32 non-teaching staff (full time equivalent of 24.4).

Staff Attendance and Retention:
- Teaching Staff Attendance Rate 92.9%
- Non-Teaching Staff Attendance Rate 96.5%
- Average Attendance (All Staff) 93.92%
- Staff Retention Rate 90.77%

Student Numbers and Retention:
726 students were enrolled at the College in 2011. 24% of the students spoke a language other than English at home. The apparent retention rate for students from Year 9 to Year 12 was 93.16%.

Enhancing Leadership Capacity:
In 2011, formative, external reviews of the Deputy Principal (Learning and Teaching), and 360° reviews of the Heads of Learning, House Coordinators, Senior Pathways Coordinator and Head of Sport, provided feedback to affirm good practice, identify areas for improvement and develop staff leadership capability. Following the reviews, there was a restructure of some roles to create a role for a Head of Visual Art/Technology rather than retain two separate positions as in the previous three years. The role of Head of Performing Arts was given increased time and status with added responsibility for oversight of major performing arts initiatives such as the College Musical.

Ministry Team:
A Ministry Team was established and focused on the development of a role description for the group, a draft Religious Identity Statement and a list of potential projects for 2012. The team also reflected on the School Reviewer’s Report and contributed to the next four year School Improvement Plan and 2012 Annual Action Plan in the area of Dominican and Catholic ethos.

Master Planning:
In 2011, the College engaged Williams Ross Architects to develop a new Master Plan. The Master Plan identified a Student Centre as the next major capital works project.

Contemporary Learning Spaces:
The refurbishment of nine general purpose classrooms resulted in contemporary learning spaces that have changed the ways in which students and staff go about their learning and teaching. This was another way in which the College continued its commitment to contemporary learning and teaching.

Wellbeing and Counselling Centre:
Siena House, the College’s Wellbeing and Counselling Centre, was relocated to a leased property at 6 Compton Street.

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.
ICT Strategy:
The College continued to upgrade access to information and communication technologies. A new network of Apple Computers was set up in the Visual Arts/Media area, together with a trial of Tablet PCs in the Mathematics and Science Faculties. Access to computers was extended to areas such as the Year 12 Common Room, and there is now wireless access throughout the College, increased bandwidth, and five class sets of notebook computers available on portable trolleys. Much planning was invested in preparing for the introduction of iPads at Years 9 and 11 in 2012.

Refurbishment and Maintenance Projects:
A range of other refurbishment/maintenance projects was undertaken over the year including the following:

- The Hall was repainted and upgraded with new carpets and blinds to create a more contemporary environment for gatherings and performances and a display of past Principals of the College was installed
- The exterior of the Hall and some buildings was rendered to match the concrete façade of more recent buildings
- The sound systems in the Gym, Hall and Staffroom were upgraded
- The window frames on the Convent building were painted and repaired
- The floor in the Chapel was resurfaced
- Tiles were restored in the interior of the Convent building stair well which was painted
- 6 Compton Street was painted and refurbished to accommodate the Counsellors
- The floor in 2 Compton Street was strengthened and a second compactus installed for the College Archives
- Repairs were undertaken to address water seepage into the concrete walls, pillars and floors of the Resource Centre building

Mrs Gaynor Robson-Garth
Principal
Financial Performance

The Siena College financial year operates on a twelve month cycle and is subject to an annual audit conducted by MDHC Audit Assurance Pty Ltd. The information presented 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. The Financial Performance Report was prepared in accordance with the Commonwealth Government guidelines for systemic schools reporting.

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 financial information provided 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 2011.

**Operational Income**
- Net Fees Collected: 47.2%
- Commonwealth Grant Income: 38.9%
- State Grant Income: 10.9%
- Commonwealth and State Program Grant Income: 0.5%
- Income from Other Sources: 2.5%

**Capital Income**
- Net Capital Fees Collected: 80.1%
- Capital Grants Received: 19.9%

**Operational Expenditure**
- Salaries and Salary On-costs: 71.0%
- Curriculum Based Expenditure: 8.2%
- Occupancy, Building and Grounds Maintenance: 4.4%
- Administration Costs: 6.4%
- Interest repaid on Loans: 2.3%
- Depreciation on Fixed Assets: 7.6%

**Capital Expenditure**
- Improvements to Buildings & Leasehold: 45.9%
- Furniture & Equipment including Library: 19.3%
- Stock and Computer Equip: 16.2%
- Repayment of Loan Principal: 18.6%
### Financial Performance for the year ended 31 December 2011

<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>4,303,689</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>375,525</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>344,255</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>1,237,569</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>4,225,967</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td><strong>10,487,005</strong></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>7,662,386</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>3,241,761</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td><strong>10,904,147</strong></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>205,686</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>1,154,956</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td><strong>1,380,642</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td><strong>1,166,942</strong></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><strong>3,928,092</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td><strong>3,675,951</strong></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) that may ultimately change the method of reporting these exclusions.

*Mr Brendan Lynch*

*Business Manager*
Staff Professional Learning

Professional Learning at Siena College is contemporary, dynamic and encompasses both the needs of the staff and the learning intentions of the students. The program is based on the professional practice and is designed to strengthen student learning outcomes through the staff having up to date knowledge, expert skills, a clear understanding of student needs and a commitment to self improvement.

Siena College's Professional Learning approach strives to maintain a strong professional culture through the provision of quality professional learning delivered both on site and via external activities and agencies. Professional practice is reviewed in a variety of ways including student feedback, peer evaluation and self reflection.

2011 saw the revision of the Professional Learning practices at the College. Staff were asked to develop a set of Professional Learning Goals early in the year. These goals focused on improving the academic, social and emotional outcomes of the students. The first Professional Learning day led the staff through a reflective process looking at educational change and imperatives in an historical context. This led to an understanding that education has changed rapidly in the recent past and student learning practices have become more dependent on ICT, social networks and “just in time” knowledge acquisition.

Shortly after the first Professional Learning day, staff were asked to set their goals for the year based on those imperatives and educational changes. This was the start of the action research model of Professional Learning recently adopted by Siena. After the goal setting process came the commitment to afterschool learning teams. These brought together staff with similar learning goals. The teams identified a problem or need in the classroom, undertook some training or knowledge and skill acquisition, trialed the new strategy in the classroom and reported back to other team members. The strategy was then modified and improved upon before going back into the classroom.

Continuing the theme of classroom improvement, the second of the Teaching and Learning Professional Learning days, focused on feedback and assessment. An external presenter, Anna Bennett, conducted “Effectively Embedding Feedback into the Learning and Teaching Process”.

Anna has presented the same program for a number of independent schools across Victoria and is a well regarded leader in the field. After her presentation Heads of Learning led their teams through a process of identifying insertion points in the curriculum for effective feedback mechanisms. Anna visited the groups to answer questions and provide guidance. Staff worked with either a unit of work they were going to teach in Term 3 or a unit of work they have recently taught.

They reviewed the unit and enhanced it based on their learning from the day using a series of guiding questions.

Staff are supported in gaining an understanding of the Catholic teachings and traditions that underpin their practice at Siena College. In 2011 the Dominican Formation Series conducted by a variety of presenters not only gave a remarkable insight into the Dominican tradition but also broadened our understandings of the Catholic ethos as it is espoused and practiced in the community. The course was accredited by the Australian Catholic University and staff completing the course and assessments were eligible for credit in a Masters degree. The course was also recognised by the Catholic Education Office Melbourne which assigned 3 hours per session to go towards “Accreditation to Teach” in a Catholic School. This program complemented programs that continued the work on Restorative Practices and Staff Faith Development.

As in previous year, in addition to the school based professional learning, all staff had the opportunity and were encouraged to access external professional learning of particular relevance to their roles or teaching focus at the College. In 2011 there were in excess of 163 applications for external Professional Learning. Most of those were approved indicating the commitment the College has to on-going improvement.

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 school’s capacity to deliver high quality education programs.
The graph below demonstrates Siena College’s continuing commitment to the accreditation process with more staff gaining “Accreditation to Teach” in a Catholic School:

The overall expenditure on staff professional learning was $1,993 per capita in 2011. This figure, which is an increase over the past 12 months, reflects the commitment to professional learning by the College Leadership and staff in general. In all 60 teaching staff participated in in-house training and Professional Learning during scheduled Professional Learning days and there were 370 (equivalent) external Professional Learning days approved for staff in 2011.

Mr Michael Hanrahan
Director of Staff and Administration

College Community

The College sought to strengthen links within Siena’s immediate community, enhance its profile and influence in the extended community, and increase knowledge of the distinctive Catholic and Dominican ethos.

The independent School Reviewer reported as follows:

‘The review finds progress in the School Community sphere is outstanding. Enrolments increased, student retention is very high, parents’ satisfaction improved, and Siena College’s profile and influence locally, nationally and internationally, was enhanced through active engagement with the Dominican Network of schools, a number of CEOM initiatives and forging new educational links.’

The following initiatives and events took place over the year:

Marketing and Communications:
A Marketing and Communications Plan was developed by the Marketing and Communications Advisory Group of the College Board.

Two cinema advertisements featuring Siena College were screened in local cinemas to raise the profile of the College in the wider community.

Indoor Laneway Project:
Fifteen Year 11 Siena Studio Arts students participated in the Victorian Art Centre’s Indoor Laneway Project. This involved collaboration with other students from Nossal High School and Mooroopna Secondary College via an online blog. The project concluded with an exhibition in various spaces around the Victorian Arts Centre in the city.

Siena College Art and Design Exhibition:
The 2011 exhibition was opened by Jan Murray, Head of the School of Art at the Victorian College of the Arts, and showcased the work of students and staff. A Principal’s Award for Art and Design and a People’s Choice Award, were introduced in 2011. The exhibition opening coincided with the opening of the refurbished classrooms, a tenth anniversary reunion of past students and a welcome picnic for 2012 Year 7 families organised by the Siena Parents’ Association.
Uniform Review:
A committee was established to explore options for a new College uniform to be introduced at the start of 2013.

Careers Expo:
A ‘Careers Expo’ was staged for Years 9 and 10 and a number of parents were co-opted to speak about their work and about career pathways in a range of professions and industries.

Visitors:
Over the year, there were many visitors to the College including Aboriginal elder and artist, Miriam Rose Ungunmerr Baumann from Daly River, Mr Davenport, a local resident since 1948, Sr Sheila Flynn OP from Kopanang in South Africa and Kathy Kelly who was nominated three times for a Nobel Peace Prize. A respected leader of the American Peace movement, Kathy talked about her work as a peace activist at an assembly. Sr Sheila’s poetry, her vision and her artist’s eye as well as her deep faith and Dominican passion for justice were a source of inspiration and challenge.

We were honoured to welcome past students, Monique Loughnan (2006), Anna Trembath, Siena College Captain in 1999, and Ms Katherine Wilson, former College Dux in 2001 as guest speakers. All spoke of the values that they had learned at Siena and of their commitment to lifelong learning and social justice.

Archives:
The College archives continued to grow and the original hand written roll listing the names of the first students and some items of past uniform as well as many other historical documents and publications, were added to the repository. A dedicated group of students, the History Makers of Siena, helped gather information for the College archives by interviewing and recording past members of the Siena community.

Value Add:
Over the year, the fortnightly College Newsletter and the 2011 College Yearbook reported on the 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 from the Director of Programs that follows.

Parent and Student Satisfaction:
The 2011 School Improvement survey data indicated high levels of parent satisfaction. Responses were in the top 25% of all Victorian secondary schools for most areas surveyed. In particular, students’ connectedness to school and to their peers, the College’s learning focus and the range and quality of the extra-curricular activities provided by the College scored very highly. The 2011 independent Reviewer’s Report indicated that:

‘Parents approve of the school climate, are appreciative of the teaching and learning programs of the College and in most areas parents survey scores are well above Victorian School benchmarks (averages) for secondary schools’.

This evidence of high levels of parent satisfaction is further supported by very good attendance at the many activities and events at Siena College across the year, including social and sporting events, information evenings, and parent/teacher conferences. Members of the Siena Parents’ Association continued to be a regular presence at the College and generously committed their time and expertise to organize and support a number of College events. Very good student outcomes data and high attendance rates provide further evidence of student and parent satisfaction with the College.
The Siena College Student Representative Council continued to be a dynamic and positive element of life at the College. The SRC provides a forum for students to develop their leadership skills, to represent the student body, to initiate and plan activities to promote school spirit and to draw awareness to issues in our local and global communities. Throughout the year, the student leaders attended a wide range of conferences, events and training sessions in order to expand and enhance their leadership skills.

In March I accompanied the College Co-Captains, Adele Hirst, Georgia Morsley and the Liturgy Captain, Alexandra Lewis to Our Lady of Mercy College where His Grace, Archbishop Dennis Hart, addressed College leaders from Melbourne’s Catholic schools. This gathering brought together senior student leaders from across the Archdiocese of Melbourne and provided them with an opportunity to reflect on their roles as young Catholic leaders in light of the theme for the gathering, ‘Planted and built up in Jesus Christ, firm in the faith’. The Siena College students participated fully in the discussion and were inspired by the words of Archbishop Hart.

As part of the College’s commitment to Social Justice, the SRC lead many consciousness and fund raising activities throughout the year. In March Siena College celebrated the 100th anniversary of International Women’s Day at Box Hill Golf Club. We were privileged to welcome Anna Trembath, Siena College Captain, 1999, and her family to our breakfast. Anna shared her story and talked of women’s struggles and challenges in Uganda and East Timor. 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. As well as celebrating the achievements of women across the decades we also raised funds for Sr. Sheila Flynn’s work with HIV affected women in the Kopanang Community in South Africa. Some of the proceeds from the breakfast went to the Bethlehem Community in Melbourne to support homeless women.

The SRC worked enthusiastically throughout the year to represent their peers and organised school activities such as SRC Week where each day brought a special activity for the student body to enjoy. Proceeds from this week supported the Kopanang community and in August the College Co-Captains were delighted to present a cheque on behalf of the SRC and the Siena community of $5,000 to Sr. Sheila. As part of our regular Friday SRC meetings, past Siena student Monique Loughnan (2006) shared with the staff and students information about The Oaktree Foundation’s work in Cambodia, Timor Leste and Papua New Guinea.

Everyone who listened to Monique speak was touched by her strong sense of justice and outreach to others.

As part of our commitment to more sustainable practices and recycling, the Siena chickens continued to dispose of food scraps while rewarding us with delicious eggs. We also participated in the Melbourne Zoos ‘They’re Calling on You’ program for mobile phone recycling, raising awareness about the plight of the Gorillas and providing financial support for rangers in the Democratic Republic of the Congo. The Environment Committee encouraged student awareness about the need to practise sustainability by switching off computers, lights and heaters.

We addressed the issue of unnecessary printing and paper use by setting up an ‘SRC at Siena Ning’ that enabled the student leadership group to publish agendas, minutes and important information online. The SRC at Siena Ning provided an online forum to engage in discussions and make suggestions in a supportive and stimulating environment. The Ning gives all students a voice.

In 2011, Veritas, our student newsletter, was published online. This initiative proved to be most successful allowing the editors greater opportunities to produce a very professional and exciting magazine in a manner that was easily accessible to all students and staff.

The 2011 Siena College school theme ‘Justice is Truth in Action’ called us to speak with one voice in situations calling for justice. National Reconciliation Week is one such time when the Siena community speaks out for reconciliation. On Thursday 26 May the Siena College community came together with thousands of Australians, both Indigenous and Non-Indigenous to pause, to grieve together and to recommit to making things better for members of the Stolen Generations, their families, and communities.

During Reconciliation Week, we reflected on the history of relations between Indigenous and non-Indigenous Australians, celebrating the successes, but also facing up honestly to the challenges and shortcomings that are still to be dealt with. This year we initiated a Fire Carriers group that will strive to keep the flame of reconciliation alive within the Siena College community.

2011 marked the fourth year that Siena College and Our Lady of Sion College, Box Hill have undertaken an Indigenous Immersion Experience in order to develop a deeper understanding of indigenous issues and the need for further reconciliation between black and white Australians. Fourteen Siena College students joined Mr. Michael Hanrathan and myself for an amazing experience in the rugged and spectacular scenery of the Central Australian desert. Led by Jungala Kriss and his wife Colleen, we interacted with the traditional people of this land, gathered bush foods and medicines, saw traditional tools and weapons and camped out under the stars on aboriginal land.
We walked the Larapinta trail in the West MacDonnell National Park, traversing breathtaking ancient landscapes and experiencing the timeless beauty of the land.

We visited the Yipirinya School, an independent aboriginal school where Jungala introduced us to the culture, protocols and history of Mbantua (Alice Springs). We camped at Jungala’s family outstation, Thakerperte, where we dug for honey ants and witchetty grubs, learned about bush medicine and creation time. In Mbantua we visited Congress, the health service for Aboriginal people and the courthouse where Jungala talked to us about the legal issues that indigenous Australians face. At the Pupunya Tula gallery we learned about the beginnings of contemporary aboriginal art. We journeyed to The Ochre Pits and Orminston Gorge experiencing fantastic views along the way. We camped at the Lilla outstation and climbed through Kings Canyon. Jungala led us on a journey around Uluru before taking us to an outstation where the traditional owners greeted us before journeying on to the spectacular Kata Tjuta. The Indigenous Immersion journey was a very powerful and enriching experience for everyone involved and one that we will carry with us for many years to come.

The 2011 year was one that challenged Siena students to engage with the global community. This year the worst droughts in Ethiopia, Kenya, Somalia and across East Africa in 60 years left more than 12 million people in need of food, water and basic facilities. The situation was officially declared a ‘food crisis’. In parts of Somalia, the United Nations declared the situation a famine. The region’s fragile food security continued to deteriorate; the most vulnerable communities were faced with below-average summer harvests, early depletion of pasture and water, and continued high prices of food, water and fuel. The Caritas East Africa appeal was the focus of the SRC for Term 3 and many students worked hard to raise funds for this cause.

As part of the Siena College Caritas East Africa Appeal, the SRC raffled a beautiful piece of artwork created by the women of the Kopanang Community trust and the money raised from the raffle was donated to Caritas to assist with the crisis in East Africa. In October, the Siena College Hall was filled with students, teachers, guests and performers attending a music fundraiser ‘A Night of Change’. Many weeks of preparation and hard work resulted in a fantastic night filled with amazing performances from Year 11 and Year 12 students. The acts varied from solo instrumentalists to choreographed dance routines that dazzled the audience. All money raised on the night was donated to the Caritas East Africa Appeal to help provide basic necessities to those living in impossible circumstances.

At the core of the Siena College co-curricular program is the call to social justice that is modelled by the Gospels. The various fundraising and community support projects that students undertook raised student consciousness about the marginalised in our society and reflected Dominican values of truth, community and preaching. The vibrancy and richness of life at Siena College is reflected in the co-curricular program. This is an integral part of the learning experience at the College and provides opportunities for students to experience leadership, develop their gifts and learn to communicate creatively and cooperatively with their peers. The co-curricular program broadens and enhances the experience of every student in the College. It promotes a sense of belonging and engagement with the Dominican family that is the heart of Siena College.

Ms Marie Salinger
Director of Programs and Chaplaincy
The past year followed the pattern of recent years in that the number, size and complexity of events hosted by the College continued to expand. These events ranged from guest speakers presenting to both staff and student groups, to internal and external extended learning activities involving whole year levels and multiple venues. Correspondingly, the number and scope of curricular and co-curricular activities undertaken by our teaching staff on behalf of our students continues to increase with each year, as does the diversity of music and sporting activities engaged in by the student community and supported strongly by our staff.

Planning for the 2011 College Calendar began in June 2010, primarily with the aim of achieving a greater degree of cohesion between major events, particularly in their relationship to one another. This resulted in fewer disruptions to learning and teaching across all year levels despite a significant increase in the number of events.

The expanding calendar of activities at the College presents two major challenges in terms of organization. The Calendar, as our principal planning tool, must be sufficiently adaptable to enable the various learning areas to engage in the diverse and fulfilling range of curricular and cocurricular activities that are one of the most distinctive characteristics of the College. At the same time, our long term planning must incorporate enough predictability to allow rich and effective learning and teaching to be planned.

The past year saw numerous refinements in our organisation, for example: the improvement and enhancement of the Daily Bulletin as a source of information for staff, particularly during examination periods; introduction of faster and more frequent dissemination of the Bulletin via electronic media, achieving a more efficient distribution to staff; and introduction of progressive updates of the Bulletin throughout the day following unexpected staffing changes.

Electronic media were also employed to better monitor performance of yard duties and marking student attendance at the end of the day, and for effective circulation of the College Calendar, particularly after changes to the timing of significant whole school or year level events.