ANNUAL REPORT
TO THE SCHOOL COMMUNITY

2016

SIENA COLLEGE CAMBERWELL

SIENA COLLEGE (**CAMBERWELL**)

REGISTERED SCHOOL NUMBER: **1445**

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Minimum Standards Attestation

I, Gaynor Robson-Garth, attest that Siena College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

June 2017

Our College Vision

Mission Statement

Siena College, a Catholic secondary school in the Dominican tradition, offers young women an education which challenges them to make intelligent and responsible use of their personal gifts and develop a lifelong love of learning.

Vision

As a vibrant, faith filled, Catholic community we will provide exemplary and inspiring education with a commitment to justice, truth, reconciliation and compassion. In the spirit of St Catherine of Siena, by word and action, young women are nourished in faith and encouraged to spread the Good News and embrace the future with hope.

Values

We value and live the Dominican pillars of:

Prayer -
By nurturing spirituality and celebrating as a community of Faith

Study -
By striving for excellence, thinking critically and seeking truth

Service -
By empowering young women to actively engage in local and global justice issues

Community -
By recognising God's presence in others and fostering right relationships

College Overview

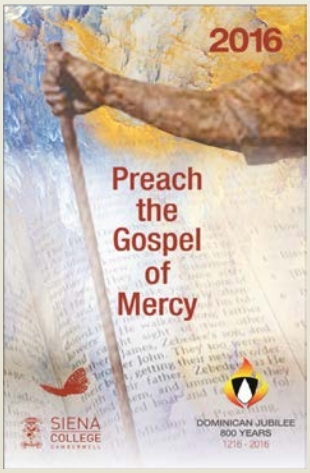
Siena College was established in 1940 as an independent, Catholic school for girls from Years 7 to 12. The Dominican Sisters who founded the College, built a school where young women could be inspired by the human person of Jesus Christ, follow their academic and cultural interests, believe in their potential and become passionate lifelong learners. It is a place where the diversity and unique gifts of young women are acknowledged and celebrated.

The College motto, Veritas, challenges al members of the Siena community to search for Truth through prayer and contemplation, a commitment to study and a strong sense of justice and outreach to others. Students are encouraged to engage in critical reflection on the world, developing a love of learning, an appreciation of culture and beauty and a spirit of freedom and responsibility. St Catherine of Siena is the College patron and a role model of a woman who responded to the needs of her time with courage and conviction.

Over a seventy-six year history, Siena College has demonstrated the capacity to meet evolving educational expectations of Church, students and parents.

Principal's Report

'2016 was a memorable year for Siena College, enriched by the many events that marked the 800 year Dominican Jubilee and the establishment of Dominican Education Australia.'



2016 was a significant year in the history of Siena College. The 800th anniversary of the Dominican Order was celebrated together with Dominicans across Australia and the world, and in August, the College commemorated ninety years of the Dominican Sisters in Camberwell.

Over the year, the St Catherine's Centre, opened in August 2015, was embraced by both staff and students. The new building centralised all student services, and the auditorium fulfilled the brief given to the architects for a multi-purpose student centre. The Susan Alberti Auditorium was the venue for breakfasts, lunches and dinners, lectures, music concerts, drama productions, open mornings, staff professional learning days, VCE exams, a performance by the Royal Australian Naval Band, a Science, Technology, Engineering and Maths (STEM) Day, a performance by traditional Chinese musicians, public speaking and table tennis competitions.

The launch of Dominican Education Australia (DEA) in August was a very sacred moment in the history of Siena College and the six other schools and ministries in DEA. The establishment of DEA marked the beginning of a new era as three Congregations, the Dominican Sisters of Holy Cross Congregation (Adelaide), the Dominican Sisters of North Adelaide and the Dominican Sisters of Eastern Australia collaborated to petition the Holy See in Rome to establish a new entity, Dominican Education Australia. In 2016, DEA assumed leadership of the governance of the educational ministries that were previously the responsibility of the Trustees of the Dominican Sisters. We look forward to strengthened relationships and new opportunities in the years ahead.

The 2016 VCE results were once again a source of pride and celebration. Based on the median Study Score and % Study Scores in the forties, the College was ranked once again in the top five Catholic schools in the State.

2016 was a memorable year for Siena College, enriched by the many events that marked the 800 year Dominican Jubilee and the establishment of the DEA. I thank the students, staff and families of Siena College for their contributions over the year. Much was accomplished as a result of the vision, energy and commitment of so many members of the Siena community, including the students, the staff and College Leadership Team, the Siena Parents' Association and its President Carmel Musco and the Committee. I acknowledge the Chairs and members of Board Committees for their support, particularly Mrs Philippa Lovell, Mr Peter Beckman, Mr Sean McGing and Mr Nick Fels, who provided leadership in the area of policy and strategic planning, master planning and capital works, risk and financial management. In conclusion, I recognise with great appreciation, the support, expertise and sound governance of the members of the College Board under the chairmanship of Dr Beverley Begg and Deputy Chair, Professor Michelle Welsh.

Gaynor Robson-Garth
Principal

College Board Report

In accordance with the Siena College Ltd Constitution (2012), the Board oversees the management of the business of the College. It is responsible for the sound governance of the College.

Siena College is a Catholic school in the Dominican tradition. The Board has a strong commitment to preserving and fostering the Catholic identity and the Dominican ethos and values upon which the College was founded.

The role of the Board is to provide strategic leadership, based on a clearly articulated and shared understanding of the Mission, Vision and Values of Siena College identified in the *Siena College Strategic Plan 2014-2018*. The Board is responsible for setting the strategic direction and planning through forward financial planning and risk management; the development and maintenance of the physical environment of the College; and the review and ratification of Board and College policies according to the cyclical four-year plan, thus ensuring that the present and future best interests of the College are served.

The Siena College Board consisted of eleven Directors in 2016:

- Mr Peter Beckman
- Mrs Patricia Cowling
- Mr Alan Cubbon
- Mr Nick Fels
- Sr Elizabeth Hellwig OP
- Mr George Housakos
- Mrs Philippa Lovell
- Mrs Katharine McCarthy
- Company Secretary: Mr Sean McGing
- Chairperson: Dr Beverley Begg
- Deputy Chairperson: Professor Michelle Welsh
- Chief Executive Officer: Mrs Gaynor Robson-Garth

Sr Julianna Drobik OP retired from the College Board in May 2016 after 18 years of dedicated service in the Board and its Committees, to take up her role of Trustee in Dominican Education Australia (inaugurated in August 2016).

The Board is supported and assisted in its work by its advisory Committees - the Board Executive, the Finance Committee, the Building and Grounds Committee, the Policy Committee and the Risk Management Committee.

Dr Beverley Begg
Chairperson, Siena College Board

Education in Faith

Goals and Intended Outcomes

In this dimension, the College aimed to articulate an authentic Catholic identity in the Dominican tradition; and sought as a community, meaningful, relevant, engagement of all students, families and staff in their faith journeys.

The College's intended outcomes were to:

- Strengthen faith leadership in the College community
- Continue to increase the number of staff accredited to teach in a Catholic school and accredited to teach Religious Education
- Continue to discern and respond to issues of justice and raise awareness of the social teaching of the Church
- Further develop the community service program
- Enhance the relationship and connection to the Dominican tradition and story by celebrating the 800 Year Dominican Jubilee
- Further enhance the Religious Education program through curriculum design and delivery, student assessment, examinations, and study of scripture
- Further enrich the liturgical, contemplative and sacramental life of the College

Achievements

Introduction:

Both curricular and co-curricular programs aimed to integrate faith and life through the development of the whole person and to reflect a strong Catholic and Dominican identity. The Catholic school vision remained embedded in recruitment practices, approaches to professional learning and in curriculum resources and pedagogy, including restorative practices. In 2016, the College Leadership Team and staff continued to explore ways to embed the charism in the curriculum.

2016 College Theme

Pope Francis announced the extraordinary '*Year of Mercy'* in the 800 Year Jubilee of the Dominican Order. The College theme, '*Preach the Gospel of Mercy*', impelled both staff and students to reflect on and embrace the challenge in the Gospel of Luke, "*Be merciful, even as your Father is merciful*" (cf. Lk 6:36). The College theme banner featured a 'staff' to represent St Dominic, the itinerant preacher, a scroll to represent the Papal Bull proclaiming the Dominican Order and the Gospel of Matthew which was thought to have been carried by St Dominic. These symbols were used at all liturgies and assemblies over the year.

800 year Dominican Jubilee Celebrations

A Siena College *'Jubilee Holy Door'* was opened as part of the Dominican Jubilee celebrations and in response to Pope Francis' invitation to '…*gaze even more attentively on mercy so that we become a more effective sign of (God's) actions in our lives'*. The Holy Door tiles were made and decorated by ceramic artist, Mary-Lou Pittard. The blue border of the tiles was selected to match the blue tiles on the dome of the Chapel. Dominican symbols included the Jubilee shield, lilies featured on the Siena College crest and that represent our Patron, St Catherine of Siena, a Dominican dog with a flaming torch and a native Australian Correa to symbolise Siena College's place in Australia. The final Thursday morning mass of the year included a ritual for the closing of the Mercy Door.

The presider for St Catherine's Day Mass on April 29 was Fr Dominic Murphy OP. On this day, as part of the 800 year Dominican Jubilee, representatives from Santa Sabina College in Sydney, including two students, presented a commemorative 'travelling staff/walking stick' that was kept at Siena College for a few days before being taken to Adelaide schools.
A member of staff accompanied two students and the 'staff' to join the Dominican Sisters in Holyrood Street in saying the Office, and Sr Margaret Fields wrote in the Jubilee Journal on behalf of the Dominican Sisters. The 'staff' was then taken by Siena College representatives to St Mary's College in Adelaide where the group also visited Cabra College and participated in a liturgy at the Cabra Dominican cemetery where all of the Cabra Sisters are buried.

The Principal of St Dominic's Primary school and four student leaders attended the Term 2 assembly and presented Siena College with an 800 year Jubilee banner featuring students' artwork in black and white Dominican colours. It was displayed on the College boundary fence.

A banner featuring French impressionist, Matisse's depiction of St Dominic, was used as a base on which to write 800 acts of kindness given or received. This involved staff, students and Dominican Sisters. It continues to be displayed in the St Catherine Centre.

Sr Sheila Flynn OP launched an 'Art for Justice' project as part of the 800 year Jubilee. Over the year, a group of students explored this theme through digital images, with the aim of deepening their understanding of current justice issues and to create artwork as a social commentary and a vehicle for empowerment.

Liturgy and Sacraments

The College marked the liturgical seasons and special feasts over the year including Lent, Easter, and Advent, the Feast of the Assumption and St Catherine's and St Dominic's Days with Eucharistic celebrations in St Dominic's Church, and the College Chapel; special liturgies at assemblies and in Home Rooms, year level celebrations or whole school celebrations. Class Masses in the College Chapel were celebrated with all Religious Education classes and in July, there was a whole school celebration of the Sacrament of Penance. In the Jubilee year of Mercy, all Dominican schools were invited to celebrate this sacrament of healing and reconciliation.

Religious Education

The Religious Education curriculum was framed to enable students to engage with a celebration of grace, peace, conversion and joy. Witness and service were integral to all units of study. Year 7 students were welcomed into the College community and learned about the foundation stories of the Dominican tradition and of the College. Preparing and leading class prayer, participating in the celebration of Eucharist and in the Sacrament of Reconciliation, were important times of communal prayer and highlights of this first year at Siena College. At senior levels, the College reintroduced the VCE Study, Religion and Society Units 3-4. Students responded very positively and class numbers for the following year increased substantially. The Catholic Studies course at Year 12 continued to be well received. A Jewish 'scope and sequence' was developed as part of a curriculum focus on our Christian heritage.

Retreats and Reflection Days

An Eckhart Seminar Series continued for senior students and included a session with the interfaith action group, INTERACT; a presentation by philosopher and gifted and talented educator Julie Arliss; and by alumna of the College, Dr Rose-Marie Prosser.

An annual highlight for Years 7-11 students are Reflection Days, the purpose of which is to offer a spiritual experience, community building and learning in a different environment. Through participation in the activities and commitment to ongoing community service, students come to understand the four pillars of Dominican life and the call to serve. Year 12s attended the annual three day 'Ninth Way' retreat at Lake Dewar Lodge, in Myrniong. Fr Dominic Murphy OP celebrated Eucharist with the students and one of the sessions was presented by Melinda Tankardt Reist on issues relating to sexualisation of young people, especially women.

Two Siena students were sponsored to attend World Youth Day in 2016 as part of the Melbourne Archdiocesan group.

Dominican Charism

The after school ‘Pillars’ Program for aspirant student leaders continued. The focus was on servant leadership and the four pillars that underpin the Dominican charism.

A Mass was held at St Dominic’s Church to commemorate ninety years of service by Dominican Sisters in Camberwell. This was followed by refreshments in the Siena College Hall.

Six students from Years 10-11 attended the biennial three-day student conference, Common Ground in July, along with students from eight Dominican schools across Australia and New Zealand. Students began the conference at San Sisto College in Brisbane and later travelled on to Noosa to continue the gathering at a conference facility.

The four minute period of silence across the College just before lunchtime each day (the Examen), continued in 2016 as a way to embed the Dominican pillar of ‘Contemplation’ and to be mindful and open to the presence of God.

Justice and Service

Students continued to undertake a range of activities in their own time, as a part of the ‘Service to the Community Program’, including assisting at Camberwell Green Aged Care, sandwich making at St Dominic’s Church, and the Pied Pipers Royal Children’s Hospital Good Friday Appeal which involved approximately one hundred Siena students. This Program was expanded to include Year 11 in 2016. The Program seeks to assist students to develop empathy and understanding of the lives of others, and foster a willingness to help make a difference in our world. Years 7 and 8 students were required to complete fifteen hours and Year 9 to 11 students, twenty hours of voluntary service out of College hours.

In the middle of the year, the College hosted a travelling exhibition, 'Canticle of the Universe'. Commissioned in 2002 to commemorate World AIDS Day by the Faithful Fools Street Ministry in San Francisco, the exhibition consisting of thirty-one textile panels, was created by seventeen women from the Kopanang Community Trust in South Africa.

Seven students competed in the annual Antonio De Montesinos Award for public speaking. The theme for the prepared speeches was the 2016 College theme: 'Preach the Gospel of Mercy'.

They spoke on topics including climate change and its impact on populations, the prevalence of mental health issues in young people, endangered species, homelessness, asylum seekers, and racism.

The SRC ran a range of fund raising events in support of Caritas Project Compassion, the Dominican Sisters' ministries in the Solomon Islands and South Africa, and for the scholarship fund for Reliloe Sibisi in South Africa to support her tertiary education. The Siena Christmas Hamper Appeal for St Mary's House of Welcome was the major social justice focus for Term 4 and the College continued to support Fair Trade organisations where possible.

Staff and students participated in the Palm Sunday march in the city, 'Walking for Justice for Refugees', to show solidarity with asylum seekers and senior students and staff attended the Justice Education in Catholic Schools Conference at Australian Catholic University in June. The theme for the conference was 'Overcome Indifference and Win Peace'.

Nine Year 10 students participated in the 2016 'Building Bridges' interfaith dialogue program.
Students and staff participated in an Immersion Program to Kopanang in South Africa for the fourth time. With the support and guidance of Sr Sheila Flynn OP, Year 11 students and two staff were able to fully appreciate the faith, spirituality and warmth of the Kopanang Community in what was once again a life changing experience for all participants.

During the September holidays, ten Siena students and two staff joined students from Our Lady of Sion College, on an immersion to Central Australia to experience the spirituality and culture of Aboriginal Australians and the complex issues that impact on their lives.
The College acknowledged the first Australians on Sorry Day, commemorated National Reconciliation Week, created artwork to support the marginalised on World Refugee Day and highlighted the struggle for gender parity on International Women's Day.

A group of Year 7 and 8 students participated in a Winter Sleepout for the homeless.
The College was represented by staff and students at a Michael Long 'Long Walk' at Aquinas College in Ringwood to show solidarity with Aboriginal Australians.

All Year 10 students attended an excursion to the Jewish Holocaust Museum, a Synagogue and a talk by Anne Schnider on Women in Judaism at the Beth Weizmann Community Centre.

VALUE ADDED

In 2016, activities that enhanced students' education in faith included the range of guest speakers, retreats and reflection days, including the three day Year 12 retreat, a series of Eckhart seminars for Year 11 students, extended learning activities and interfaith dialogue that students engaged in through the 'Building Bridges' program, together with presentations from the Jewish, Christian and Muslim Association. Students continued to be involved in a range of social justice initiatives and immersion programs, including the Indigenous Immersion to Central Australia and the South African Immersion program to work with Dominican Sister, Sheila Flynn, at Kopanang near Johannesburg.

Learning and Teaching

Goals and Intended Outcomes

In this sphere, the College sought to provide contemporary and effective learning opportunities to meet the needs of all students and to enhance student engagement through purposeful, student centred learning and teaching across all subject areas and year levels.

Achievements

Student learning was enhanced through participation in enrichment activities across all learning areas. Extended learning opportunities included the following:

- Year 12 Study Skills Program 'Elevate"
- Mentoring of Year 12 students and individual ATAR discussions
- Social Education Victoria 2016 Global Cooperation and Conflict Student Summit
- Year 9 STEM day: 3D AstroTour at Swinburne, and talk with visiting physicist, Madeleine Burchill
- Monash University's Forensic Science Outreach Program
- Membership of the Boroondara Gifted and Talented Cluster and participation in associated programs
- Chess Club
- Convening a one day gifted and talented seminar 'All Fired Up'
- Inaugural Victorian Junior Gifted and Talented Day
- Visiting author, Kirsty Murray
- Drama Victoria Theatre Festival
- Senior Drama Performance Evening
- Debating Association of Victoria Competition
- Antonio de Montesinos Award for Excellence in Public Speaking
- Chinese Cultural Trip to to Beijing, Shanghai and Guilin
- French language and cultural exchange programme including hosting of students and overseas homestays for Siena students
- Siena/Whitefriars Performing Arts Gala Concert, 'A Night at the Movies'
- 2016 College play, 'The Cage Birds'
- Victorian School Music Festival
- Generations in Jazz Festival, Mt Gambier
- Catholic Education Visual Arts Exhibition
- A series of life drawing classes and sculpture workshop
- Annual Visual Arts and Technology exhibition
- Annual Academic Awards Night
- Siena in the City Program
- Immersion Programmes to South Africa and Central Australia
- Opportunities to participate in sport at both participatory and elite levels and across a wide range of sports through Girls' Sport Victoria
- 2016 Snowsports participation
- Participation in the Waverley International Netball Competition
- Participation in the McDonald's Basketball Competition

Teacher Practice

At Siena College, teachers regularly reflect on and share their classroom practice in order to continually improve learning. One of the ways this is done is through the 'Learning Series' for staff which was introduced in 2014.The Learning Series showcases some of the knowledge and skill of Siena teachers, who present to their colleagues on an area of expertise. These workshops were highly informative, engaging and led to rich discussion amongst staff. In 2016, topics presented on by staff included:

- Restorative Practices
- Making Thinking Visible
- Thinking routines

STUDENT LEARNING OUTCOMES

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 at or above the State median in all areas of assessment.

Table 1: NAPLAN – Year 7, 2016

	Siena Students' Median Score	State Median	% above the national minimum standard
Reading	575	545	96%
Writing	560	535	95%
Spelling	567	542	90%
Grammar and Punctuation	575	546	90%
Numeracy	571	551	95%

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.

Table 2: NAPLAN – YEAR 9, 2016

	Siena Students' Median Score	State median score	% at or above the national minimum standard
Reading	605	584	94%
Writing	609	573	91%
Spelling	602	584	93%
Grammar and Punctuation	590	576	92%
Numeracy	596	587	96%

Changes in minimum standards

The following tables show the change in the percentage of students meeting the national minimum standard in Years 7 and 9.

Proportion of Students Meeting the Minimum Standards					
	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
Year 7 Reading	99.2	100.0	0.8	100.0	0.0
Year 7 Writing	100.0	99.3	-0.7	100.0	0.7
Year 7 Spelling	100.0	99.3	-0.7	99	-0.3
Year 7 Grammar and Punctuation	99.2	100.0	0.6	100.0	0.0
Year 7 Numeracy	98.5	100.0	1.5	100.0	0.0

Proportion of Students Meeting the Minimum Standards					
Year 9 Reading	99.1	100.0	0.9	100.0	0.0
Year 9 Writing	99.1	99.3	0.2	99	-0.3
Year 9 Spelling	99.1	99.3	0.2	99	-0.3
Year 9 Grammar and Punctuation	100.0	98.6	-1.4	100.0	1.4
Year 9 Numeracy	100.0	100.0	0.0	100.0	0.0

STUDENT LEARNING OUTCOMES

There has been minimal change from 2014 to 2016 in the proportion of students meeting the minimum standards.

At Year 7, the data reflects the capabilities of the students who entered the College each year from 2014 to 2016, from a range of primary schools.

Between 99% and 100% of students at both Year 7 and Year 9 met the minimum standards in 2016. There was a small increase between 2014 and 2016 in the proportion of students meeting the minimum standards in reading, grammar and punctuation and numeracy at Year 7. There was a small decrease in spelling. 100% of Year 9 students continue to meet the minimum standards for Numeracy. There was a small increase at Year 9 between 2015 and 2016 in the area of grammar and punctuation.

Overall, the changes across the three years indicate no areas of concern.

Senior Secondary Outcomes – 2016 VCE Results

The Class of 2016 achieved outstanding results. Siena College attained a top 5 ranking of Catholic Schools and was in the top 10% of all schools offering the VCE.

- 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2016
- The median Study Score was 34
- 16% of all Study Scores were above 40
- 22% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 14% of students achieved an ATAR 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

Table 5: VCE Trend Data 2014 – 2016

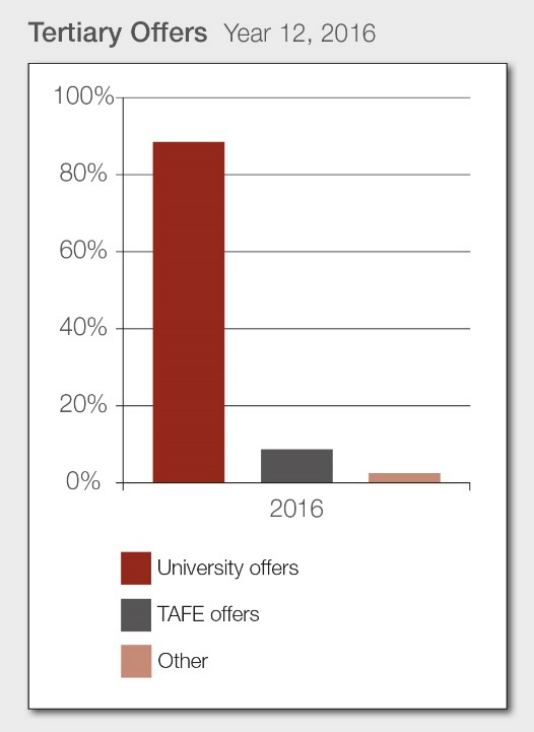
	2014	2015	2016
Median Study Score	34	34	34
% Study Scores over 40	18.5	14.4	16
Highest ATAR	98.7	98.75	99.70

The College Dux, Georgia Efthimiou, achieved an ATAR of 99.70. Georgia accepted an offer from The University of Melbourne to study a degree in Commerce.

Post school destinations

Of the 104 students that completed Year 12 in 2016, 101 students applied for a tertiary placement and all were offered a tertiary placement.

Table 6: Tertiary Offers



Student Wellbeing

Goals and Intended Outcomes

In this sphere the College aimed to embed a culture where wellbeing is integral to learning and consciously connected to student achievement.

The College's intended outcomes were to:

- Continue to provide a learning environment that assisted students to develop into independent, resilient, responsible learners and leaders
- Continue to provide students with access to the best possible wellbeing support in all aspects of Siena life

Achievements

In 2016, many opportunities were provided for staff and families to enhance their understanding of issues that can hinder or enhance adolescent development and the impact of these issues on student learning.

- The Wellbeing Team (Deputy Principal Wellbeing, College Counsellor, House Coordinators) took part in the Catholic Education Melbourne Professional Learning Series, conducted by the Berry St Childhood Institute. Aspects of this program were then trialed in classes and as part of the Pastoral Program. Plans were also put in place for an expanded team to continue this training in 2017 with other staff
- In response to staff concerns about students, a master class was offered to staff where Dr Michael Gordon explained how anxiety affects the brain. Dr Gordon gave staff practical advice on dealing with students with anxiety
- The broader College Community, particularly families of students, were offered the opportunity to participate in a Seminar Series covering the follow topics:
    - Developing Respectful Relationships in Adolescents, conducted by Doncare, a non for profit community organisation
    - Adolescent Development: Everything You need to Know, conducted by Dr Katie Wood, Clinic Psychologist, Swinburne University
    - Introduction to BRAiNgro, conducted by Dr Peter Collins, Clinical Psychologist
    - Diet and Mental Health, presented by Dr Felice Jacka, Deakin University
- The College accepted the invitation to become a pilot school for a program developed by Dr Pieter Rossouw and Dr David Collins. This was rolled out in the Pastoral Period to Year 7, 8 and 9. BRAiNgro is a whole school wellbeing program that uses current neuroscience research to provide students with a range of tools to improve social, emotional and educational learning
- The College participated in a pilot program run by Doncare which explored aspects of respectful relationships. This program was rolled out to Year 10 students during activities week at the end of Term 2
- The Pastoral Program continued to focus on developing connections for students at the House Group and House level and also provided age appropriate programs
- At the end of 2016, the College was accredited for the third time, as a Restorative Practices School

Attendance monitoring

Rolls were marked electronically at the beginning of every day and at the beginning of every class. If a student was absent and there was no communication from the family, a text message was sent to parents/guardians at approximately 10.30 am.
Depending on the knowledge that the College had about the family and the student, the absence of communication was noted or in other cases, the House Coordinator, Deputy Principal Wellbeing and/or Counsellors were notified and took the necessary action. If the College was informed that a student was absent, this information was recorded on the electronic roll so that all staff members were aware of the student's absence. House Coordinators checked the absences of students on a regular basis. The number of missed classes was recorded for each student on the Interim and Semester Reports. In 2016, a pilot program was conducted to test the use of Synergetic software via SchoolBox to mark rolls with a view to rolling this out in 2017.

2016 Student Attendance data

Year 7	95.2%
Year 8	93.4%
Year 9	93.2%
Year 10	92.9%
Year 11	93.7%
Year 12	92.2%

VALUE ADDED

The co-curricular program is an integral part of the learning experience at Siena College and provided opportunities for students to experience leadership and to communicate creatively and cooperatively with their peers. Programs were offered in drama, music, the visual arts, leadership, social justice, debating, public speaking, through the Boroondara Gifted and Talented Cluster, and in sport and House activities. As a member school of Girls' Sport Victoria (GSV), students had the opportunity to participate in a range of sports or to compete at an elite level. The program broadened and enhanced the experience of every student in the College, promoting a sense of belonging and engagement. The Vertical House System and inter-House activities in sport, the performing arts, public speaking and debating, and fund raising, helped to build House spirit and provided opportunities for positive interactions in and between year levels.

Many aspects of co-curricular life were organised by the Student Representative Council (SRC).The SRC continued to be a dynamic and positive element of life at the College. Students aspiring to leadership were encouraged to participate in the 'Pillars' Leadership Program. The Program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, was further enhanced and expanded in 2016.

STUDENT SATISFACTION

The 2016 School Improvement Survey indicated a high level of student satisfaction with classroom and school behaviour, including student safety. Some aspects of the student survey data reflected a need to further explore students' perceptions of their levels of engagement in learning and teaching. Very good student outcomes data and high attendance rates provided further evidence of student satisfaction with the College.

Child Safe Standards

Goals and Intended Outcomes

In 2016, new Victorian, minimum child-safe standards were introduced into law along with Ministerial Order 870 which specified the actions required of schools to ensure compliance as of 1 August 2016.

The College established a Child Safe Standards Committee (CSSC) to oversee compliance with the Ministerial Order. Membership included a range of stakeholders to drive the implementation process, the Chair of the College Board, Chair of the Board Policy Committee, Principal, Deputy Principal Wellbeing, Deputy Principal Learning and Teaching, Director of Risk and Strategy, and College Counsellors. The compliance requirements included processes for staff recruitment, supervision and management practices together with strategies to embed an organisational culture of child safety, and procedures for responding to and reporting allegations of suspected child abuse.

Achievements

- Members of the CSSC attended a range of professional learning opportunities to ensure clarity about the responsibilities of the College in implementing the Child Safe Standards
- The College staff was kept informed via presentations given at various staff forums
- All College staff were involved in a professional development day that raised awareness of Victorian legal requirements and the impact of child abuse on young people. A presentation by Stephen Troeth, a partner in the Gaden's School Law team, focused on the new legislation relating to reporting of child abuse and grooming. The second session on child safety was presented by Robyn Miller, a former Siena College parent and Board member
- The College Board also took part in training
- Updates, consultations and reports were made at a number of staff meetings and to the College Board throughout 2016
- All staff were fully briefed re the new and revised policies and practices in the College
- The Community was informed about the new practices and policies through meetings with the Siena Parent's Association, articles in the College Newsletter and information distributed via the College website

The following practices were revised to reflect changes in Child Safe practices:

- The employment process from the job advertisement, job description to the interview process, the employment pack and induction process were reviewed to ensure that they met the government and Catholic Education Melbourne compliance requirements.
- Through the College Learning Management System and the College website, all relevant Child Safe Policies and documents were made available for current and future employees.
- Policies and practices around the use of volunteers and contractors at the College were reviewed and upgraded for implementation in 2017.
- The Child Safe Standards were signed off by the College Board in August.

Leadership and Management

Goals and Intended Outcomes

As a Catholic school in the Dominican tradition, the College aimed to foster a model of shared leadership to build a healthy organisation in which trust and vision are shared.

Achievements

Overall, there were many improvements in the College that reflected the time and resources directed towards the goals of the Strategic Plan and the 2016 Annual Action Plan. These achievements were the result of careful planning and reflective practice by the Leadership Team, Heads of Learning, Pastoral Team, and the staff.

Staffing

The 2016 staff data was as follows:

Staff Composition:	
Principal class	4
Full Time Equivalent teaching staff	62.6
Full Time Equivalent non-teaching staff	31.8

Staff Attendance and Retention:	
Average Teaching Staff Attendance Rate	92.73%
Average Non-Teaching Staff Attendance Rate	90.74%
Average Attendance Rate for All Staff	92.14%
The proportion of teaching staff retained from the previous year	86.76%

Senior staff appointments in 2016:

Bernadette Donnelly was appointed to the role of Deputy Principal, Learning and Teaching as of January 2016. Bernadette has broad educational experience in both the Catholic and independent sectors, and internationally, having taught at Marist Sion College, Warragul (Faculty Coordinator and Head of House); Barunga Aboriginal Community, Northern Territory; Crystal English Academy Ueda, Japan (Principal); St Paul's Anglican Grammar (Year 11 Coordinator and Head of Senior School) and Loyola College (Deputy Principal, Learning and Teaching). Bernadette is a creative thinker and a visionary leader who built on the College's strong foundations in learning and teaching over the year in her work with Heads of Learning, staff and students.

Tony Grant accepted the role of Siena College Business Manager as of September 2016 following the resignation of Vivienne Halocha. Tony moved to Siena College from Sacred Heart in Geelong where he was the Business Manager for nineteen years. Tony has extensive experience in financial management, master planning and strategic planning. Tony has worked on all aspects of school improvement including significant capital works projects. He is currently undertaking a Master of Business Administration (MBA Executive), holds a Graduate Certificate in Business Leadership and is a Graduate of the Australian Institute of Company Directors. Tony has a Bachelor of Business, a Graduate Certificate in Education Law, and an Advanced Diploma of Accounting.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Staff Professional Learning:

Siena College is committed to staff professional learning, particularly in the area of student and staff wellbeing and exemplary teaching and learning.

The 2016 Staff Wellbeing Professional Learning Day focused on Child Safe Standards and new Victorian legislation requiring all adults of eighteen years and above to report matters of misconduct. Robyn Miller, a past College Board member and a social worker and family therapist, presented to staff on sexual abuse of minors. Dr David Collins concluded the day with an introduction to the "BRAiNgro" initiative for the girls at Siena. This program builds on recent research in the area of neuroplasticity and is aimed at optimizing students' learning and wellbeing.

The Teaching and Learning day was conducted by members of the College teaching staff led by Michelle Robertson, the Learning Leader. The focus was on the 'Making Thinking Visible' program, a teaching and learning program designed at Harvard University to promote engagement, understanding and independence for all learners. Staff presented a number of 'Thinking Routines' and students' feedback about their learning was examined in a later session with a focus on differentiation in the classroom.

Dr Ernesto Valiente, Associate Professor of Systematic Theology at Boston College, Massachusetts, facilitated the staff Faith Development day. Dr Valiente's teaching and research interests include Christology, soteriology, theologies of reconciliation, political theology and Latin American theology, with a particular interest in liberation theology.

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Number of teachers who participated in PL	123
Average expenditure per teacher for PL	$ 561.40

TEACHER SATISFACTION

Insight SRC survey results indicated an overall sense of connectedness and wellbeing in the College staff.

Individual morale indicators showed averages above 5 in the 7-point scale and the 'percent favorable' scores were all above 90% with the exception of 'Feeling Proud at School' which was at 87% favorable. In general, the staff are enthusiastic, proud, cheerful and energetic.

The Individual Distress indicators also showed very positive responses. Most staff reported rarely feeling depressed, anxious or tense but there were higher figures in the criteria for stress. Even with that, staff still reported high confidence in curriculum processes, professional growth and student motivation.

Buildings and Grounds

The property at 6 Compton Street that houses the College Counsellors, was acquired by the College in December 2015. The house is named Mezei House in memory of the family that lived there. 8 Compton Street was acquired in 2016 and subsequently leased to a tenant.

The Administration Building was refurbished to a design similar to that of the St Catherine Centre. The building was refurbished to house the expanded Finance Office and the Development Office previously located at 2 Compton Street. The upstairs offices now accommodate the Human Resources Manager, the Deputy Principal Mission and Identity, the Principal and the Executive Assistant to the Principal.

Trees on the Eastern boundary of the College were removed and replaced with smaller shrubs. These were identified for removal as a result of the regular arborists' inspections of the College and prior to the damage caused in 2015 to a neighbouring property when an aging conifer was uprooted during a period of high wind.

General maintenance/refurbishment works included floor sanding and recarpeting at 6 Compton Street, the installation of tables and seating for students in the undercroft, the installation of storage cages for the canteen storeroom and changes to signage.

ICT Matters:

New iPads for all Year 7 students and new teacher laptops were rolled out. The option of a 'Bring Your Own Device' continued at senior levels. Wireless Access Points (WAPs) were upgraded. Synergetic Administration Software continued to be implemented and staff were trained in various applications of the software over the year.

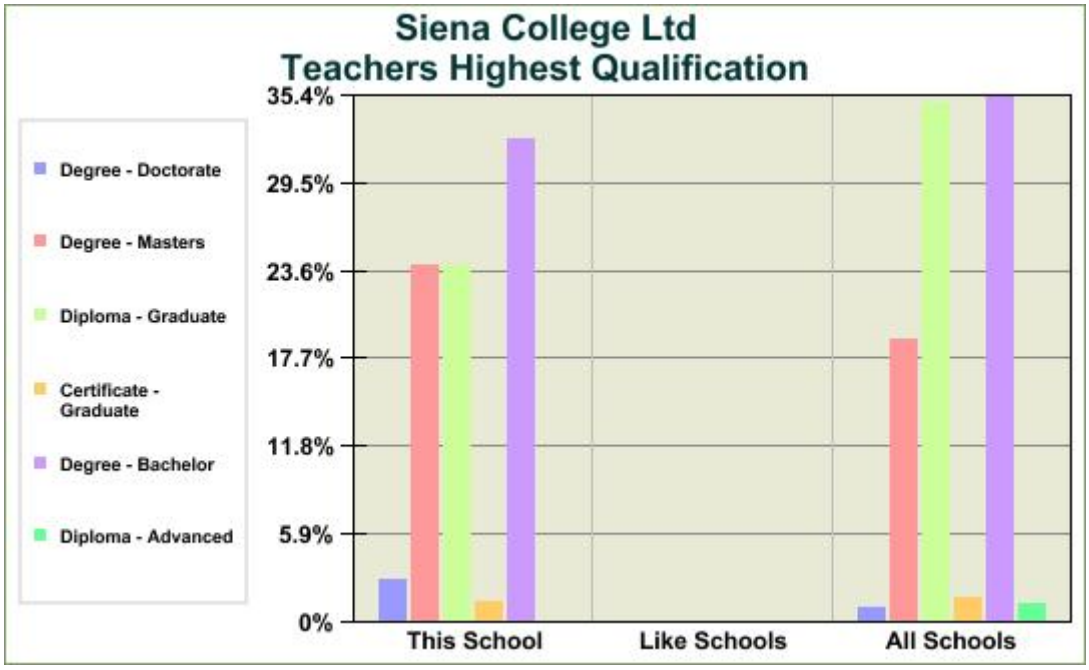
A digital APP (Care Monkey), for managing permission forms online via 'phones, computers or iPads, was introduced at the end of 2016.

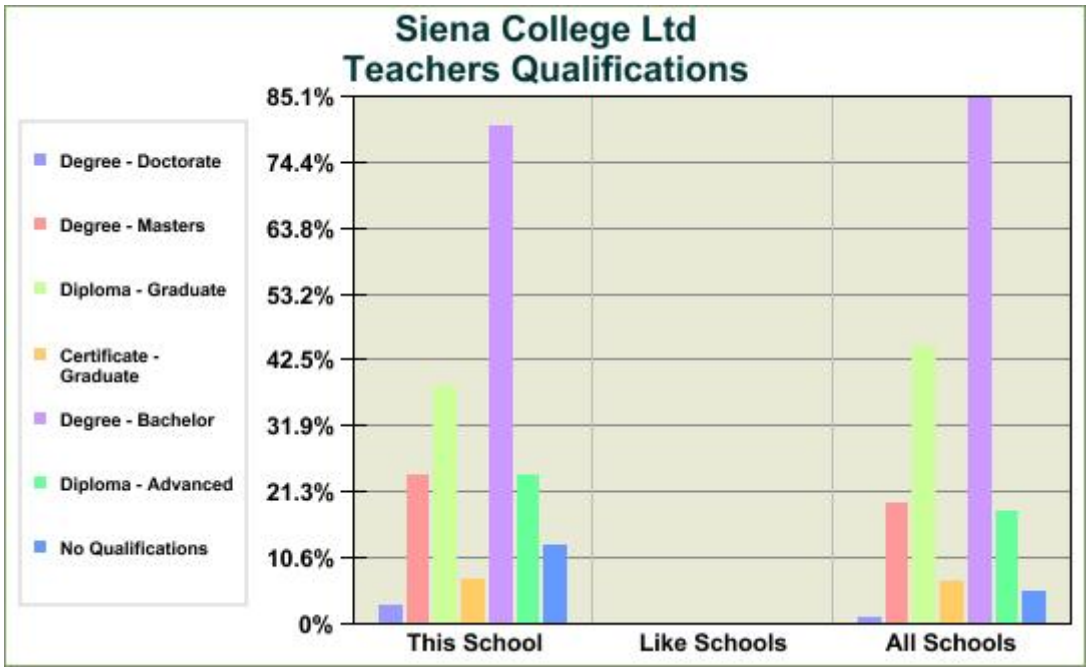
Contracts were signed for a new Learning Management System, School Box. Planning for its implementation took place in Semester 1 followed by the establishment of a Pilot group to spearhead its full introduction in 2017.

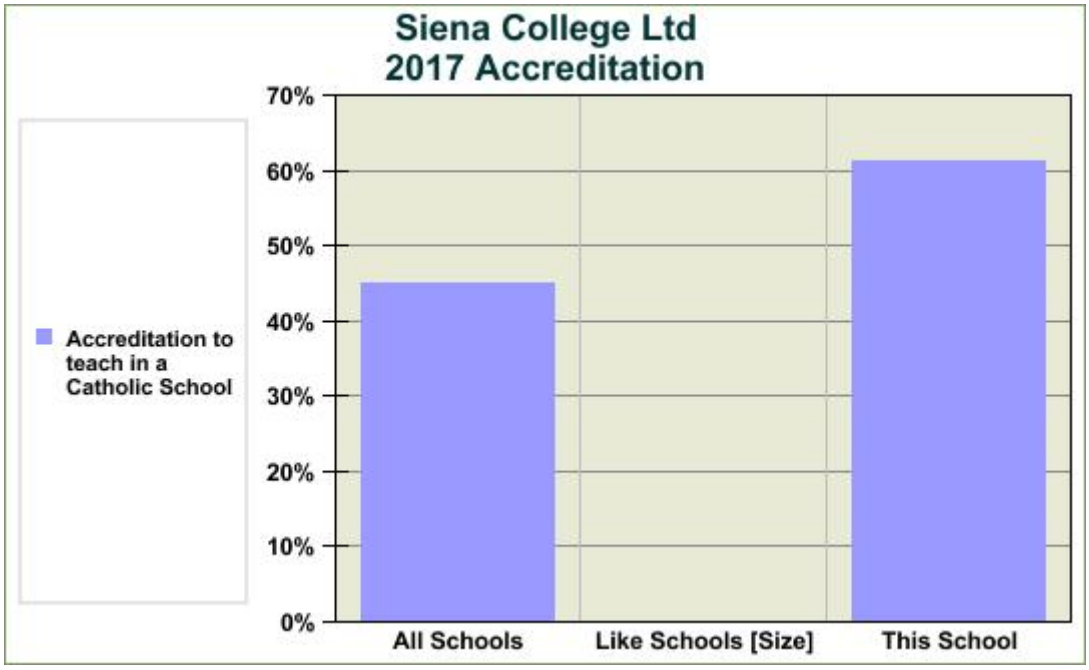
Siena College continues down the path of applying risk management principles to all of its undertakings both strategic and operational. Deserving of recognition are the members of the Board's Risk Management Committee who consider so many aspects of the College's operation from a risk perspective. Their diligence affords peace of mind and allows for an assessment of emerging opportunities as well.

The College Board recognised the outstanding achievements of our students at the annual Board function with staff. They spoke of the dedication of the teachers and support staff that contribute to maintaining the College as one of the premier schools in the state.

Siena College continues to engage teachers with high qualifications and supports those wishing to seek Accreditation to Teach in a Catholic School.




Siena College Ltd
Teachers Qualifications
Degree - Doctorate
Degree - Masters
Diploma - Graduate
Certificate - Graduate
Degree - Bachelor
Diploma - Advanced
No Qualifications
85.1%
74.4%
63.8%
53.2%
42.5%
31.9%
21.3%
10.6%
0%
This School
Like Schools
All Schools


Siena College Ltd
2017 Accreditation
Accreditation to teach in a Catholic School
70%
60%
50%
40%
30%
20%
10%
0%
All Schools
Like Schools [Size]
This School

College Community

Goals and Intended Outcomes

In this dimension, the College aimed to enhance the Siena College profile through collaborative relationships.

The intended outcomes were to:

- Enhance the profile of the College within the local community and more broadly
- Enhance the Alumnae Program and the connection of past students and staff with the College
- Continue to grow a culture of philanthropy

Achievements

Alumnae

The International Women's Day breakfast was held in the Susan Alberti Auditorium. Alumna, Dr Stephanie Jackson was the guest speaker with funds raised going to the Kopanang community in South Africa.

There was enhanced engagement with alumnae both locally and globally through the role of the Director of Development and Community Relations and the celebration of the 800 year Dominican Jubilee.

During October, many alumnae returned for a reunion day, which provided opportunities for past and present students to reengage and celebrate decade reunions.

The Siena College Alumnae Association continued to grow and the association hosted a third careers showcase evening.

Alumnae of the College continued to volunteer their services to coach sports teams.

The growth in generational families and the number of alumnae enrolling daughters at the College continued.

An Alumnae Wall was introduced to the Siena community. It will be housed in the Convent and Cloisters as a record of those who passed through the College and treasured place for all alumnae and community to visit.

Communication with past students via social media was enhanced through two Facebook pages for Siena College and the Siena College Alumnae, a College Alumnae LinkedIn profile and the use of YouTube to promote the College's first philanthropic campaign and the building project. The final weeks of the 2016 school year were marked with celebrations of our students' academic and sporting achievements. At the Academic Awards Night, we were joined by four Siena alumnae who were featured in the 2015 commemorative 75th anniversary book, Board Chair, Dr Beverley Begg; Deputy Principal, Sue Thompson, Dr Lisa Begg and Professor Anne Maree Kelly.

Sr Julianna Drobik was inducted as a notable alumna of the College at the Awards Night. Susan Alberti, alumna and benefactor of the College, was honoured with the award of a Companion of the Order of Australia (AC) in the Australia Day honours list, for eminent service to the community as a fund raiser, advocate, mentor and role model. This is the highest commendation given and Susan was one of only three women to receive an AC this year. Susan continues to be an advocate for women and a generous supporter of medical research and so many other worthy causes.

Professor Nicholas Tonti-Filippini was posthumously made an AO, Officer in the general division of the order of Australia for distinguished service to tertiary education, particularly in the area of bioethics, through academic leadership and advisory roles to medical research. Professor Tonti Filippini was a past parent and former Chair of the Siena College Board.

Community Events

A range of community events was calendared over the year:

- A College Golf Day and community Fun Run/Walk were staged.
- Siena College is a partner school of the Melbourne Indigenous Transition School (MITS). The College hosted a football game at the Whitten Oval against students from MITS.
- There was continued participation in music, language, debating, public speaking, mathematics, gifted and talented clusters, and other community events and competitions.
- A condolences book was set up to show solidarity with the people of France and the visiting French Exchange students following the terrorist incident in Nice. The French Consul asked to receive the Condolence Book in person and the Principal joined French Teacher, Danielle Tranquille and three students shared afternoon tea with Mr. Jean-Paul Esnault, Consular Assistant and Mrs Myriam Boisbouvier-Wylie, Honorary Consul-General, at the Consulate.
- The Siena Parents' Association and the Friends of the Performing Arts and Friends of Sport, continued to host and support a number of community events and fund raising opportunities, including the annual Mothers' and Fathers' Day breakfasts. The generous commitment of time and expertise of parents was a constant reminder of the strong sense of community at the College.

Primary School Visits

The primary school program is designed to forge enduring relationships with local Catholic feeder primary schools and provide primary school students with an opportunity to experience the secondary school environment. These relationships are critical to the ongoing success of Siena College in delivering a Catholic secondary experience to young women. In 2016, the College hosted over six hundred students from Grades 3-6 from feeder primary schools, including attendance at a matinee performance of the Siena College and Whitefriar's Musical, 'A Night at the Gala', and the Year 9 Drama performance in the Susan Alberti Auditorium.

Philanthropic Campaign:

2016 saw the conclusion of the Butterfly campaign. Pillar 1 was the conversion of the St Catherine Centre Lecture Theatre into a multi-purpose auditorium. This was achieved in 2015. Pillar 2, the transformation of the student Resource Centre into a purpose built Library, renamed the Albertus Magnus Library, was also achieved during the construction of the St Catherine Centre in 2015.

The fund-raising target for Pillar 3, the Agora and Terraced Gardens, designed by Karsha Dickinson (Class of 2002), was achieved in October 2016. The construction of this area of the

College is targeted to commence in 2017, together with Pillar IV, transforming the Convent and Cloisters into the gateway of the College.

The final event for the Butterfly Campaign was a dinner, hosted in the Convent Cloisters and the Susan Alberti Auditorium. The evening showcased the convent and outlined the vision for transforming the convent into the gateway of the College.

VALUE ADDED

The College offered a range of programs and events to engage the community and extend students' learning opportunities beyond the College. These included events hosted by the Siena Parents' Association, the Alumnae Association, (an annual Careers Showcase), camps and retreats, immersion programs, music tours such as Generations in Jazz at Mount Gambier, and participation in events organised by community organisations such as the commemoration of Anzac Day at the Shrine of remembrance.

The co-curricular program continued to grow as an integral part of the learning experience at Siena College. The Program provided opportunities for students to experience leadership and to communicate creatively and cooperatively with their peers. Programs were offered in drama, music, the visual arts, leadership, social justice, debating, public speaking, through the Boroondara Gifted and Talented Cluster, and in sport and House activities. As a member school of Girls Sport Victoria (GSV), students had the opportunity to participate in a range of sports at participatory or elite levels.

PARENT SATISFACTION

The 2016 School Improvement survey data indicated strong levels of parent satisfaction. Parent responses were in the top 25% of all Victorian secondary schools for extra-curricular learning opportunities, homework, classroom behaviour and students' connectedness to school. High levels of attendance at community events, growth in the membership of the Siena Parents' Association and in the number of alumnae choosing to enrol their daughters at the College, provided further evidence of high levels of parent satisfaction.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

Victorian Registration and Qualifications Authority