Siena College Camberwell

Annual Report to the School Community 2022

SCHOOL REGISTRATION NUMBER: 1145

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ABN	85 756 114 223
E Number	1150
Federal DET Number	10941
Registered School Number	1445

Minimum Standards Attestation

I, Elizabeth Hanney, 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 2017 (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 2022 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in School, in Term 1 and Term 2, 2022;
  - Ministerial Order No.1359 - Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Term 3 and Term 4, 2022

May 2022

Note

The School's financial performance information has been provided to the Australian Charites and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

Mission Statement

Siena College, a Catholic secondary school in the Dominican tradition, engages young women in a challenging education that empowers them with the personal resources to make a difference in the world, by searching for truth through a culture of lifelong learning.

Vision

As a vibrant, faith filled, Catholic community with a commitment to justice, truth, reconciliation and compassion, we honour the sacred dignity of each person.

We aspire to provide exemplary and innovative education that will challenge young women to achieve their personal best and to embrace the future with hope, courage and confidence.

In the spirit of St Catherine of Siena, by word and action, we encourage young women to identify their strengths, enhance their sense of self-worth and be open to new ideas.

Values

We live the Dominican values through:

Prayer	by nurturing spirituality and celebrating joyfully as a community of Faith;
Study	by striving for personal excellence, thinking critically and seeking truth through research, creativity and innovation;
Justice	by empowering young women to embrace diversity, respect human dignity and actively engage in the gospel imperative of responding to local and global injustice;
Community	by recognising that a sense of belonging and connectedness is the foundation for fostering good relationships and service to others.

College Overview

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

The Dominican sisters have been involved in education in the Camberwell parish since 1926, at first supporting the work of the friars at St Dominic's Parish and Primary School in Camberwell, before going on to begin the planning and development of a much larger convent that would act as both convent and secondary school for many years. Siena Convent started with fifteen young women commencing on 6 February 1940. At the end of the decade, there was a total enrolment of fifty-seven women. In 1943, four students became the first graduates of the Convent. Siena College celebrated its 80th anniversary in 2020.

While there have been many changes to the building, population, size and curriculum of Siena College, it is the Dominican tradition that remains a constant living presence which underpins the Siena community. From its early years the College has demonstrated success in achieving strong academic outcomes that provide positive futures for young women.The College motto, Veritas, challenges all 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, develop 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.

Siena College serves the inner eastern suburbs of Melbourne, an area that has historically been well served by government, Catholic and independent colleges creating a highly competitive environment, that includes high fee-paying schools and excellent government schools. Siena College has maintained a strong reputation in the local community for providing engaging and innovative education for young women.

Strategic Intent

Siena College will work to engage young women in a challenging education that empowers them with the personal resources to make a difference in the world, by searching for truth through a culture of lifelong learning.

Annual Action Plan Goals

- Embed and enact the 2022 College Theme across all areas
- Use data to ensure that the Catholic identity of the College is promoted, sustained, enriched and embedded across all spheres
- To build a learning environment in which all students are engaged and challenged to realise the College vision for them to become independent, inquiring, critical and creative thinkers
- To skill staff in the analysis of relevant data that informs and directs practices in day-to-day learning and teaching
- Embed a school culture of safeguarding all students, that reflects the National Child Safe Standards
- Staff and students develop a repertoire of strategies to support learning confidence and wellbeing in the classroom (Berry Street Educational Model)
- Continue to develop student voice and agency
- Promoting beneficial relationships with the past, present and future communities
- Enhance the College's culture of philanthropy
- Nurturing a professional staff culture that is inclusive, supportive and diverse
- Exercise prudent oversight and implementation of policies and processes to ensure legislative compliance
- Overseeing the implementation, monitoring and review of a comprehensive risk management framework
- Monitoring enrolment trends and endorsing the College brand by being aware of the intergenerational trends to ensure the College's future viability

Principal's Report

The 2022 College theme 'In Truth and Action' invited all members of the community to consider the Dominican call to be people of truth and action. Following the 2021 theme, *Be Possibility*, in 2022 we were prompted to go forward bravely into a new year, emboldened by our Dominican imperative to seek truth in all our circumstances, and to live that truth in action.

Following the many disruptions to programs throughout the past two years, 2022 saw a welcome return to normality, albeit with some uncertainty and changed arrangements in light of covid safe protocols. There was high absenteeism amongst students and staff due to ongoing Covid cases, isolation requirements and general staff illness. Students were well supported through the Wellbeing team and were able to continue learning online via Siena Central if required to isolate.

The full range of academic programs were offered, with adjustments made by teaching staff to support students' full return to learning onsite.

Co-curricular programs across sport and music re-commenced, along with year level reflection days, excursions and activities including the Careers Showcase, Art Exhibition, Annual Music Concert, Night of Jazz, GSV sport and the National Aeroschools Competition.

Horizons Week activities ran across the last week of Term 1 involving Camps for Years 7 and 10, the Year 9 Siena in the City program, experiential learning programs for Years 8 and 11 and a Retreat for Year 12 students.

With fundraising activities led by student leaders, the College supported a number of programs throughout 2022 including the Kopanang Community Project in Tsakane, South Africa, the Dominican community in the Solomon Islands, Project Compassion, Caritas Ukraine, Indigenous Literacy foundation and the Vinnies Winter Appeal.

Justice education programs included an immersion to Lake Mungo and surrounding areas in Term 3. Students and staff volunteered for 'Friday Night School' (a Jesuit Social Services initiative to support tutoring of refugee students and families). Bake sales supported the Afghan Womens' Association of Victoria to equip a room for their members to access entertainment in a safe setting.

Initiatives to support student agency in their learning and connection to the community included the establishment of VOX, a forum for students to raise and discuss areas of interest and advocacy. In addition, Siena established enriching partnerships with Swinburne University and Monash University, to expose students to enterprise skills, as well as design thinking capabilities; each of these proved very successful.

Business Continuity

The Board and Leadership Team continued to monitor the impacts of Covid throughout 2022. Covid-safe protocols continued at the College with additional cleaning practices, provision of regular testing kits for students and staff and daily reporting of Covid cases.

At the direction of the College Board in exercising vigilance, a cyber security external assessment was conducted including the tightening of a number of security measures to better protect the College and its members from threat of cyber breaches. This included staff education sessions and phishing tests, which was a very worthwhile exercise in raising staff consciousness.

Students

Late 2021 saw the unexpected death of a Year 11 student. This had a significant impact on a number of Year 12 students as they commenced 2022. Students were supported by the Wellbeing team and an early assembly with the cohort was held, along with a liturgy. Staff and students demonstrated great care and solidarity to each other as the year commenced.

In 2022 additional equity scholarships (two) were awarded for students to receive the gift of a Siena education, along with two indigenous students at Year 8, taking our indigenous student enrolment to eight. Additional staff support was provided for the indigenous student program, with the introduction of an Indigenous Programs Coordinator.

There was much to celebrate at the end of the year with the exceptional achievements of the Class of 2022, a credit to the hard work of staff and especially Year 12 students who navigated their way through what was still an uncertain year, with much support and encouragement of each other. It was wonderful to celebrate with students and families at the Graduation dinner in October.

Future Directions

Following the unsuccessful VCAT outcome in 2022, the working group reconvened to expedite our new facility development. Priority remains with the development of a STEAM Centre and the re-introduction of food studies. Work continues on progressing this as a matter of priority in 2023.

College Community

It was lovely to welcome back to Siena members of the extended Siena College community for programs and gatherings in 2022.

- Primary schools for participation in the Siena ASPIRE program.
- The annual Alumnae/Student gathering in May.
- Our annual reunion day in October.
- Memorial Mass in November.
- Annual Golf Day, to support the Equity Scholarship Program.

The Siena Parents' Assocation (SPA) continued to support the College with fundraising events including Mother's Day and Father's Day breakfasts, Parent Welcome Evening and a reunion of past SPA members early in the year.

Staffing

We acknowledge with great appreciation, the tremendous work and dedication of Siena staff in 2022. The priority for staff was steadfastly placed on students; their wellbeing, connection and continuity of learning.

Sadly, early in Term 4 we lost a much loved and long serving staff member, Julie Caifano. A liturgy was held with all staff following her passing. Julie is lovingly remembered by all.

Throughout 2022 we farewelled a number of staff, including some long serving staff as they commenced a period of long service leave prior to retirement: Bernie Daly and Anne Clark.

Deputy Principals and the Leadership Team continued their significant leadership of all programs across the College.

Closing

2022 marked a significant moment in the history of the College with the official transfer of Siena properties from the Dominican Sisters to Dominican Education Australia. The Dominican sisters held and continue to hold close ties with Siena since its opening in 1940. They are a welcome presence at several College community events. Siena was well served by the presence of our College Chaplain, Fr Kevin Toomey OP, throughout 2022. Fr Kevin's gentle, insightful and encouraging faith ministry was evident in each of our major liturgical celebrations, along with regular Thursday morning Eucharists in the Chapel. In addition we acknowledge with appreciation the great support of Fr Peter Murnane OP who participated in several Year Level Reflection Days.

We acknowledge with great appreciation the supportive partnership established with the Siena College Board, led by Board Chair, Ms Judith Potter. Together with Dominican Education Australia, this strong governance ensured that College leadership and staff could navigate changing circumstances to facilitate exemplary learning and growth for all students.

Elizabeth Hanney
Principal

Church Authority Report

Siena College is the one Victorian member of the six educational ministries that are part of the governance structure under the leadership of Dominican Education Australia (DEA). DEA has been exercising both Canonical stewardship and civil responsibilities in the Catholic Church since 2016, one of twelve similar Public Juridic Persons established by religious institutes in Australia, with this number soon to reach thirteen.

Having received and endorsed the full College Master Plan, the trustees of DEA shared the disappointment of the College with the challenges to the plan outlined in the decision by VCAT. However, Trustees noted the good grace with which the College community accepted this decision and put in place plans to modify the Master Plan accordingly. DEA will continue to liaise and support the Board of the College, during each phase of the Plan's development.

Safeguarding students in all dimensions is a core responsibility of the College Board and the staff of the College. The Trustees wish to comment publicly on its appreciation for the manner in which this responsibility is carried out at Siena College. The impact of COVID 19 and the lengthy school lockdowns that were somewhat unique to Victoria created significant challenges for all in the school community, but especially students and staff. The College has made responding empathically and professionally to these difficult circumstances an ongoing part of its approach to student wellbeing and deserves much commendation.

The Trustees also wish to commend all in the College for the generous and creative manner in which our Catholic Identity and Dominican Charism are celebrated in the life of the College. The commitment to "Veritas" shines through in the very respectful and engaging manner that characterises celebrations of Liturgy at the College, as well as in the commitment to Justice education and the recognition of the gifts open to students through the gaining of a fuller appreciation of the life, history and spirituality of our Indigenous fellow citizens.

DEA is most appreciative of the governance relationship that exists between its Board of Trustees and the Siena College Board. We note with much appreciation the work of all Board Directors and especially its new Chair – Ms Judith Potter. We also thank Principal Mrs Elizabeth Hanney for her creative and generous leadership of this wonderful College and, through her, also commend the work of all staff.

Eileen Young
Chair, Dominican Education Australia

College Board Report

Board Members: Ms Judith Potter(Chair), Ms Vanessa Barcellona (Deputy Chair from June 2022), Mr Damian Giannangelo (Chair, Finance Committee), Mr Philip Grant (commenced as Director in January 2022; Chair, Policy Committee), Mr George Housakos (Deputy Chair until concluding his term as a Director in June 2022), Mr Michael Kral (Chair, Risk Committee), Sr Judith Lawson OP, Ms Laura McRae, Mr George Sfetsos (Chair, Strategic Property Committee), Mrs Elizabeth Hanney (Principal; ex-officio) and Mr Tony Grant (Director of Business Services; ex-officio). Minutes Secretary: Ms Cathy Carr

Finance Committee Members: Mr Damian Giannangelo (Chair), Mr Bruce Russell, Mr Ross Di Stefano, Mr Nick Hawkins, Mrs Annie Savvas, Mrs Elizabeth Hanney, Mr Tony Grant, Mrs Jennifer Levett, Mr Mark Baldasso

Policy Committee Members: Mr Philip Grant (Chair), Ms Laura McRae, Mr Rhys Barker, Mr Andrew Parnell, Mrs Elizabeth Hanney, Ms Annie Rosati, Dr Anthony Vadala, Ms Sarah Egan

Risk Committee Members: Mr Michael Kral (Chair), Mrs Pina Di Donato, Ms Kathryn Levi, Mr Nigel Taylor, Mr David Hawkins, Mrs Elizabeth Hanney, Mr Tony Grant, Ms Donna Laughlin, Ms Larissa Banks

Strategic Property Committee Members: Mr George Sfetsos (Chair), Ms Sarah Slattery, Ms Tamara Brezzi, Mrs Elizabeth Hanney, Mr Tony Grant, Mrs Tracey Grobbelaar

It was a delight to witness Siena College return to full community life in 2022 and to witness the energy created through the return of onsite special occasions. Energy and joy abounded. There continued to be deep reasons to be proud of the commitment, dedication and the living of the 'Dominican Way' by staff, students, parents, the Board and Board Committees and the broader College community.

Nine meetings of the Board were held in 2022 with Board priorities (not in any order of priority)

- Continue to respond to the challenges presented by Covid 19 in previous years
- Child Safety – stay sharply vigilant
- Master Plan – support the development and process for approval
- Formation in the Dominican Charism and governance
- Cyber Safety
- Support the preparation for the VRQA school review to be held in 2023.
- Ongoing attention to enrolments
- Support the Capital Appeal
- Succession Planning for the Board and Board Committees.
- Closer partnership with DEA ministries

The annual Board and Board Committees Inservice was held in August, with a focus on formation in the Dominican Tradition, the implementation of Child Safety Principles (Ministerial Order 1359) and an update on College strategic priorities along with the opportunity to review these. The Inservice provided the opportunity for the Board, Committees and the Leadership Team to explore key areas in a collaborative manner. Throughout the year the Board was briefed by a range of senior staff on key areas within the school, with the opportunity provided for Board members to seek clarification on any aspect.

Staff and students quickly and effectively made the transition back to onsite learning. Across the state the impact of two years of extended lockdowns resulted in an increased number of students requiring extensive support. Siena was no exception. All staff are to be commended for their exemplary commitment to wellbeing and learning. The excellent VCE results achieved in 2022 give witness both to this commitment along with the focus and dedication of students.

In May, the Principal and Board Chair joined with Dominican Education Australia Trustees and Chairs and Principals of Dominican schools across Australia for a combination of professional reflection and collegiality. Further opportunity in the areas of formation and governance was provided through an induction for new

Directors and a national meeting of Principals and Board Chairs with DEA Trustees.

Board Committees (Finance, Risk, Policy and Strategic Property) continued to meet regularly in 2022, supporting the Board in its decision making through the provision of considered guidance and advice.

The decision by VCAT in denying approval for the College's Master Plan was disappointing but the focus of the Board remained forward looking and positive with the focus turning immediately to reviewing feedback and the development of a new action plan. Whilst planning continued for the Capital Appeal, the starting date was postponed until 2023.

Siena College has benefited greatly under the leadership of Mrs Elizabeth Hanney (Principal). Leading a school has become ever more complex and Mrs Hanney leads with distinction in all areas. The contribution of Mrs Hanney and Mr Tony Grant (Director of Business Services) in their support of the work of the Board is to be acknowledged. Also to be acknowledged is the deep commitment and contribution of the College Leadership Team along with Ms Cathy Carr's strong contribution to the preparation of Board documents and all aspects of organising Board meetings.

The College Board acknowledged the contribution of retiring Board member, Mr George Housakos at the November meeting. Mr Housakos served in an exemplary manner with diligence and a deep commitment to supporting the Board to achieve strategic priorities designed to enhance the education of students. He was more than generous in his gifting of time, expertise and support in a tenure that spanned seven years. The depth of Mr Housakos' contribution to the Finance Committee and his role as inaugural chair of the Strategic Property Committee is to be applauded. He ably stepped into the role of Board Deputy Chair in February 2021 and provided valued support to the Board Chair, the Board and the College Leadership.

As 2021 drew to a close, the full Siena community could reflect back with pride at all that had been achieved individually and collectively during the year and could also look with great optimism to all that is planned for 2023 and beyond.

Judith Potter
Chair, Siena College Board

Education in Faith

Goals and Intended Outcomes

In this dimension, members of the College community continued the tradition of going out and challenging the status quo by searching for truth; being Dominican is about spreading the Gospel (good news) through words and actions to inspire transformation and change. In partnership with parents and the broader church, goals were:

- To embed and enact the 2022 College Theme
- To use data to ensure that the Catholic identity of the College is promoted, sustained, enriched and embedded across all spheres

The College intended outcomes were:

- That a shared understanding and enactment of our 2022 College theme is visible across all areas of Siena
- That data is used to inform our Catholic Identity through pedagogy, policies and practices

The College targets were:

- That there is a whole school approach to embedding and enacting the College Theme
- There is support for Catholic identity that empowers all members of the Siena College community to seek truth and to question and critique the prevailing cultural, religious, political and philosophical ideas within the world around them

Achievements

2022 College Theme

The year was shaped by the College theme *In Truth and Action:*

> *For this is the message you have heard from the beginning, that we should love one another…*
> *How does God's love abide in anyone who has the world's goods*
> *and sees a brother or sister in need and yet refuses help?*
> *Let us love, not in word or speech, but* ***in truth and action.*** (1 John 3:11,17-18)

The purpose of the First Letter of John is to critique 'popular' ideas and to deepen the spiritual and social awareness of the Christian community. It emphasises striking contrasts between light and darkness, and truth and error to illustrate the challenges and responsibilities of Christian life. The result is one of conviction expressed in simple truths. For our Siena community:

- Deepening spiritual and social awareness – Who are we as a community of faith?
- Challenges and responsibilities – Where are we called to be present?
- Conviction expressed in simple truths – What do we say and do?

Enhancing Catholic School Identity (ECSI)

Students, staff and families completed the ECSI Surveys. Beyond the presence of an engaged faith community within the college, survey results reveal that the College's Catholic identity is largely supported by those who took the survey. Respondent groups concur and desire that their College continues to be a very good place to grow closer to God. Siena College explicitly expresses its own Catholic identity and religious inspiration. Such results show that the college is not just Catholic 'in name,' but a place experienced as a religiously inclusive environment. The diversity in perspective and in practice provides an opportunity for inter-religious dialogue; by paying attention to and remaining open for diversity, the college displays a major strength as a Catholic school. Results indicate a significant wealth of resources within our school identity for exploring our unique Catholic school difference, inspired by the *Dialogue* between communal solidarity and our Dominican charism.

Celebrating St Catherine

The Feast of our College Patron St Catherine of Siena was a unique day of prayer, community building, outreach to our Dominican sisters and brothers in the Solomon Islands, fun and Fiesta. It was wonderful to begin our special day with a whole-school celebration of the Eucharist in the Latingata Morrom Gym with Presiders College Chaplain Fr Kevin Toomey OP and Fr Peter Murnane OP; at this Mass we also commissioned our Student Leaders and listened to a thoughtful reflection on the Gospel by guest Christine Cummins.

Reconciliation Action Plan (RAP)
Our Reconciliation Action Plan reached fruition and was shared initially with staff, with a College launch to be held early in 2023. Our RAP is a commitment to ensuring that Reconciliation is embedded into the culture of Siena College, evident in our classrooms, around our grounds and in the norms and practices when we gather in meeting spaces.

Percentage of Catholic Enrolments
The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 73.3% and has fluctuated marginally over the past eight years as shown below:

Year	2015	2016	2017	2018	2019	2020	2021	2022
Year 7 Catholic Enrolments	72.6%	74.8%	69.1%	73%	75.5%	69.8%	68.0%	73.3%

Accreditation
The number of staff Accredited to Teach in a Catholic School was 52.5%. The College encourages and supports all teaching staff to become accredited within five years of commencement and to maintain this accreditation.

Staff Formation
Creating opportunities for dialogue and sharing directed us to imagine and generate new responses to the Dominican invitation to be preachers of the Good News in our contemporary Australian context. Staff participated in a number of Professional Learning sessions facilitated by the Mission and Identity Team, devoted to:

- Our 2022 College Theme
- Catholic Social Teaching
- National Reconciliation

We welcomed Dr Miriam-Rose Ungunmerr-Baumann who explained and then led us in the practice of Dadirri (deep listening).

Catholic Education stands for meaning, interconnectedness, hope, spirituality, the soul and a passion for this world while we look for the next – in sessions with Richard Leonard SJ staff explored how our schools are meant to be places offering faith, hope and a deep love for God.

Student Formation
Staff member Peta Mackintosh was appointed to the role of Head of Student Formation at the end of 2021; the Pillars Student Leadership Program continued in 2022 with aspiring leaders in Year 10 and 11 participating in the four week program to learn about leadership, develop and practise leadership skills, and work with a variety of staff members and current student leaders to reflect on their own leadership approach. The leadership program also took place for students in Years 7 to 9, with students embracing the opportunity to engage with the values of Dominican Leadership, and learn a variety of leadership skills, including setting goals, and effective collaboration. The year closed with the inaugural offsite Student Leadership Day, held at RSEA Park as part of our ongoing College partnership with St Kilda Football Club.

Religious Education
A focus across the year levels has been how elements of our Catholic Christian story are brought to life in a range of learning experiences, while Catholic Social Teaching remains our framework for action in bringing about justice and living the Gospel in our time. Students have explored their understanding of an *integral ecology,* with a specific focus on connection. By situating the stories of Dominic and Catherine in the context of our foundational Christian story students have been able to appreciate the importance of actions taken by people inspired to be agents of change. Embedded in our classes have been opportunities for students to become storytellers and deep listeners themselves – these have extended to Year Level Reflection Days as well as external offerings such as the Building Bridges Interfaith Program in Schools.

Justice Education and Service
Once again, in partnership with Sr Margaret Fields OP and St Dominic's Parish, we worked to support the Brigidine Asylum Seekers Project; in Religious Education classes students learnt about the work of Sr Bridget Arthur CSB and the impact that BASP has had, and continues to have, on the daily lives of those seeking asylum.

The SRC lead a number of initiatives including support for Caritas Project Compassion, Vinnies, the work of the Dominican Sisters in the Solomon Islands and the Kopanang Community Trust.

- In increasing numbers, senior students participated in the Friday Night School Program. This program is an invaluable opportunity for Siena students to reflect upon their own education and to work alongside others to develop their knowledge and understanding of fundamental skills.

Value Added

This year:

- We commissioned a new group of FIRE Carriers at our St Dominic's Day Liturgy – these Friends Igniting Reconciliation in Education lay strong foundations in our Siena community to build respect, understanding and knowledge of our shared story that started in this rich land thousands of years ago and continues today.
- During the final week of Term 3, a group of nineteen students from Years 9, 10 and 11 participated in our Immersion to Lake Mungo. They spent time walking and sleeping on Paakantji and Mutthi Mutthi Country. Our students were privileged to sit with, to learn from, and to listen to Traditional Owners teach us their ways, stories, perspectives and aspects of their Culture. After a busy term, this experience enabled our students to pause, to live more mindfully On Country, and to watch and listen to the living culture surrounding us. The opportunity to visit Lake Mungo, and to walk and spend time sitting on this Sacred Land with Aunty Vicki Clark OAM was a highlight for us all. This experience served as an affirmation for our students on their commitment to Reconciliation.
- In addition to supporting Caritas, Vinnies and St Mary's House of Welcome, we re-engaged with the Opening the Doors Foundation, as well as developing a new 'sisters supporting sisters' partnership with the Afghan Womens' Organisation Victoria
- As a Catholic Earthcare School, student leaders participated in a Student Environmental Conference at Whitefriars College – Siena was the only girls' school represented and this was an opportunity to network with other schools.
- In Eco Warriors, our focus has been on environmental activism through the lens of Laudato Sì' teachings. In particular, we explored the goal of Ecological Consumption, which outlines the importance of being a conscience consumer, diverting away from fossil fuels and other harmful activities to our planet and human population. As nominated by the student body, the issues of greatest concern included fast fashion, waste production and responsibility, as well as our impact on the ocean bodies and marine life. Throughout the year members progressed through ecological consumption on different scales, considering our Personal Consumption in Term 1, our Local Community of Siena in Term 2, Corporate Consumption and Responsibility in Term 3, and finally, a look at our Consumption Behaviours and Habits on a National Level in Term 4.

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

With the complete return to onsite learning, it enabled the reconnection with many activities to consolidate student learning and ensure the whole person is developed through engagement with a Siena education. Extended learning opportunities included the following:

- Building Bridges Program
- Year level Religious Education Reflection Day Program
- Melbourne Writers Festival Secondary Program
- Barpa Constructio Program
- Cyber Safety Presentation
- Year 9 Italian 'City' Experience
- Rothwell Biodiversity Fieldwork Trip
- Years 9, 10 and 11 Drama – viewing Drama Productions
- DAV – Junior Public Speaking/ Debating Program
- Respectful Relationships Student Forum
- Years 11 and 12 Boroondara Reconciliation Strategy Forum
- DAV – Senior Debating Program
- Rotary Four Public Speaking Showcase
- Year 8 Brainstorm Productions Workshop
- Year 10 F1 STEAM Engineering Workshop
- Middle School Ethics Olympiad
- Poetry in Residence workshop with Joel McKerrow
- Year 7 Zoo Excursion and Botanical Gardens Fieldwork Excursion
- Year 12 Product Design and Technology Maton Guitar Factory Tour
- Years 10, 11 and 12 Blak and Bright First Nations Literary Festival
- Year 12 Kooyong Candidates Forum
- Australian Geography – 5km Neighbourhood Forum
- Year 12 Legal Studies Magistrates Court Tour
- Year 11 Chemistry Plastics Recycling Plant Tour
- Year 11 Art and Product Design and Technology Zoo Excursion
- Year 10 Physics iFly Excursion and Year 11 and Year 12 Physics at Luna Park Excursion
- Art Club
- Year 7 Chess Incursion
- Friday Night School Program
- International Women's Day Breakfast at Parliament House
- Year 12 Physical Education visit to Exercise Research Australia
- Year 8 Medieval Day
- Antonio de Montesinos Public Speaking Competition
- Year 8 Commedia Dell'Arte Drama Program
- Senior Drama Performance Evening
- All State Jazz Competition
- Years 11 University Tours
- Year 8 Wanyara Cultural Immersion

Our Learning Framework with the student at the centre provided the foundation for the recalibration to onsite learning behaviours, supporting our students in developing their social and subject specific learning goals.

Our learning focus in the classroom continued to be the development of collaboration, communication, and character within each subject sphere. Students and staff alike enjoyed and embraced reconnecting in the classroom and solidifying our approach.

Student Learning Outcomes

The National Assessment Program Literacy and Numeracy (NAPLAN) was held in May 2022 and involved students in Year 7 and Year 9.

Table 1: NAPLAN Siena College Participation Rates			
	Year Level	Not participated	Participation 2022
Grammar and Punctuation	7	12	89%
Numeracy	7	13	88%
Reading	7	12	89%
Spelling	7	12	89%
Writing	7	4	96%
Grammar and Punctuation	9	27	78%
Numeracy	9	23	82%
Reading	9	24	81%
Spelling	9	28	78%
Writing	9	12	91%

Source: Australian Curriculum, Assessment and Reporting Authority

NAPLAN Results: Year 7

The following table details the median cohort scores for NAPLAN categories: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Year 7 students at Siena College performed at or above the State median in all areas of assessment.

Table 2: NAPLAN Results – Year 7, 2022			
	Siena Students' Year 7 2022 Median Score	State Median Score	% at or above the national minimum standard
Reading	575	550	100%
Writing	576	545	100%
Spelling	571	557	100%
Grammar and Punctuation	555	538	100%
Numeracy	562	555	99%

NAPLAN Results: Year 9

The following table details the median cohort scores for NAPLAN categories: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Year 9 students at Siena College performed at or above the State median in all areas of assessment.

Table 3: NAPLAN Results – Year 9, 2022			
	Siena Students' Year 9 2022 Median Score	State Median Score	% at or above the national minimum standard
Reading	622	590	99%
Writing	611	577	99%
Spelling	599	586	100%
Grammar and Punctuation	609	582	99%
Numeracy	599	587	98%

Attainment against Minimum Standards

The following tables show the change in the percentage of students meeting the national minimum standard in Years 7 and 9. Please note NAPLAN was not held in 2020.

Table 4: Year 7 NAPLAN Trend Data 2019 – 2022					
	2019	2021	2019-2021 Changes	2022	2021-2022 Changes
Year 7 Reading	100%	99%	-1.0%	100%	1.0%
Year 7 Writing	100%	99%	-1.0%	100%	1.0%
Year 7 Spelling	98.7%	98%	0.7%	100%	2.0%
Year 7 Grammar and Punctuation	99.3%	99%	0.3%	100%	1.0%
Year 7 Numeracy	100%	99%	-1.0%	99%	0.0%

Table 5: Year 9 NAPLAN Trend Data 2019 – 2022					
	2019	2021	2019-2021 Changes	2022	2021-2022 Changes
Year 9 Reading	100%	100%	0.0%	99%	-1.0%
Year 9 Writing	97.6%	100%	2.4%	99%	-1.0%
Year 9 Spelling	98.4%	98%	-0.4%	100%	2.0%
Year 9 Grammar and Punctuation	100%	99%	-1.0%	99%	0.0%
Year 9 Numeracy	100%	99%	-1.0%	98%	-1.0%

There has been some change from 2021 to 2022 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 2019 to 2022, from a range of primary schools. The variation in 2022, reflects a solid consolidation of the key areas of learning for Year 7.

Between 99% and 100% of Year 7 students met the minimum standards in 2022. At Year 9, between 98% and 100% met the minimum standards. There was an increase in students' spelling at Year 9, with a slight reduction in reading, writing and numeracy at Year 9.

Due to the Covid-19 pandemic, the 2020 NAPLAN testing program was not conducted, meaning that the current Year 9 cohort did not participate in testing as Year 7 students two years ago. Likewise, the current Year 7 cohort did not participate in testing as Year 5 students in 2020. Disappointingly, this means that the **Relative Growth Report** is not available in 2022.

A second limitation to the 2022 NAPLAN data is due to the Covid-19 pandemic, which, along with significant rates of influenza in the Australian community over autumn and winter in 2022 contributed to a historically low participation rate nationally in the NAPLAN testing program. Secondary schools experienced lower participation rates than primary schools, with participation rates down by 2 to 3 percentage points in secondary schools, as compared to primary schools, whose participation rates were down by 1 to 2 percentage points. ACARA stated that national participation rates were below the technical data standard of 90%, contributing to their decision to delay the release of preliminary data.

Senior Secondary Outcomes: 2022 VCE Results

The Class of 2022 achieved outstanding results. 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2022.

- The median study score was 34
- 20.2% of all study scores were above 40
- 1 student attained a study score of 50
- 35% 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
- Top 4 ranking of Catholic schools and top 10% of all schools in Victoria

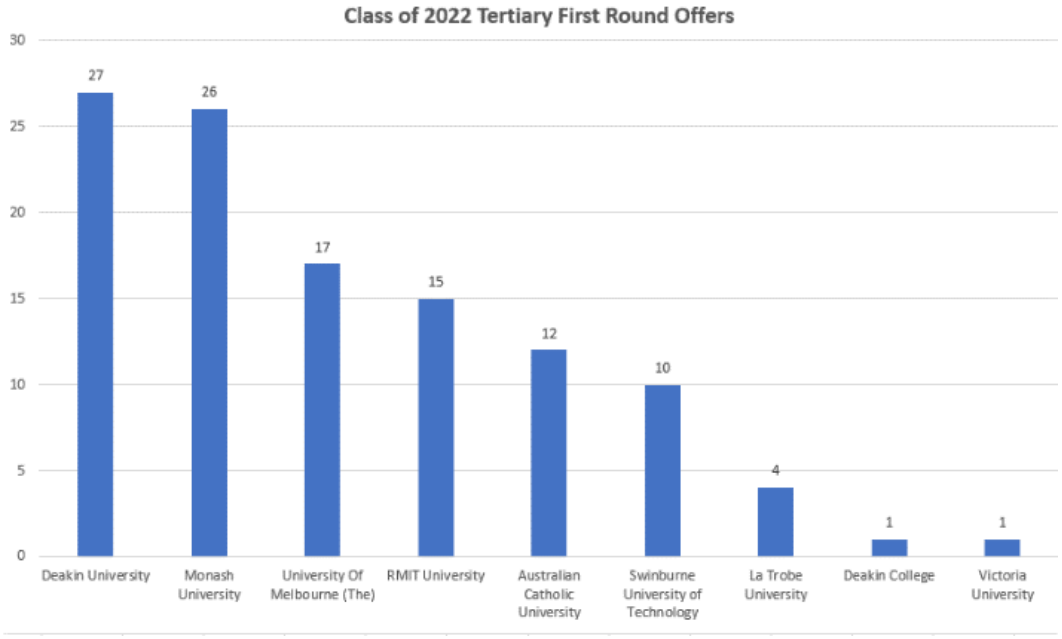
TABLE 6: VCE Trend Data 2019 – 2022				
	2019	2020	2021	2022
Median Study Score	33	33	34	34
% Study Scores over 40	13.7	16.5	16.8	20.2
Highest ATAR	98.6	99.6	99.6	99.25

The 2022 College Dux, Bridie Warren, achieved an ATAR of 99.25. Bridie accepted an offer from the University of Melbourne to study Biomedicine.

Post School Destinations

Of the 117 students that completed Year 12 in 2022, 115 students applied for a university course and all 115 students received offers for University level courses. 75 students received a first round offer.

TABLE 7: Tertiary Offers 2022



Student Wellbeing

Goals and Intended Outcomes

We aspire to provide exemplary and innovative education that will challenge young people to achieve their personal best and to embrace the future with hope, courage and confidence. We encourage them to identify their strengths, enhance their sense of self-worth and be open to new ideas. (Taken from Strategic Plan)

The College intended outcomes in relation to Student Wellbeing were that:

- Siena College was compliant with the new Child Safe Standards by July 2022
- There is a whole school approach to embedding Respectful Relationships in the curriculum and Wellness program
- Teaching staff use Restorative and Berry Street Educational Model practices in their interactions with students
- Improve staff, student and community awareness around gender and identity issues
- Students report feeling safe at school (based on MACSSIS data)
- Continue to provide opportunities for authentic student voice to influence change

Student wellbeing remains a priority at the College as more students present with mental health challenges, including increased anxiety and school refusal post Covid.

Achievements

The Wellbeing Team has worked with students, families and teachers to reconnect and to celebrate being part of our wonderful Siena Community. The need for connection and the impact of the loss of connection in the previous years was evident in some of our students, particularly in the junior years where the absence of social interaction has led to social media/phone addiction with all its impacts. Activities to provide students with feelings of identity, security, support, acceptance, connection and community were celebrated.

Heads of House supported all students in their respective Houses by creating opportunities for connection through House events and activities. Student leaders and Year 12 students assisted in this by providing the inspiration and leadership that supports significant school events like Fiesta and sporting carnivals.

A Director of Students was introduced in 2022 to further support student learning and wellbeing. Minna Jewell is particularly passionate about developing the capacity of staff to embed preventative mental health strategies in their teaching as a direct response to the ongoing prevalence of mental health issues adolescents face. A diverse Wellness Program was delivered within our College curriculum. It was fluid in its nature so that it responded to the needs of students as well as offering opportunities for building on resilience, positive coping and furthering the Respectful Relationships program.

The Counselling Team at Siena continued to support students, families and College staff to create a successful and enjoyable learning environment, where young people learn to manage their own wellbeing. They worked with individual students and year levels to support students to develop personal insight, problem-solving skills, greater self esteem and stronger relationships.

Value Added

Student wellbeing was enhanced through a range of programs and opportunities. The Wellness Program provided opportunities for students to connect with one another, to recognise the things we should be grateful for and to raise awareness about local, national and international issues. These sessions focused on developing connections for students at the House Group and House level and also provided year level appropriate programs. Strategies to support student wellbeing included stress management, building resilience, gratitude and identifying and using personal strengths. There was a strong focus on social justice activities, particularly in relation to women in society.

Our Year 7 students participated in a workshop with Susan McLean regarding their online presence whilst Year 8 students participated in an interactive theatre experience that tackles some of the biggest issues facing adolescents today: social isolation, bullying, online safety, school stressors, family relationships and pressure from social media. These messages were reiterated with our Year 9 and 10 students, who also had a focus on subject selection and career planning and important preventative measures when preparing for examinations. There was a focus on 'consent' education at all year levels and on 'safe partying' for senior students.

Cocurricular and Extra Curricular Activities

A comprehensive cocurricular program is offered at the College to enable students to pursue their interests and further develop their knowledge and skills. Connections to peers and the school were enhanced by participation in these programs. Opportunities were offered in the performing and visual arts, debating and public speaking. Inter House activities in sport, the performing arts, public speaking and debating, developed House spirit and provided opportunities for positive interactions between year levels.

- The Student Representative Council (SRC) ran a range of activities
- Student Leadership Program, Pillars
- House Swimming and Athletics
- Fiesta
- Big Sister, Little Sister events
- Camp at Year 7
- Introduction of an Outdoor Ed camp at Year 10
- GSV Sporting opportunities
- Strong music opportunities, including a "Prelude" program for Year 6 students attending Siena the following year

Student Voice

The Student Representative Council (SRC) remains an integral part of the student leadership program. Students aspiring to leadership participated in the 'Pillars' Leadership Program. The Program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, was very well subscribed in 2022.

VOX was introduced as a student group to give voice to range of issues at the local, national and global level. The focus was on current news items throughout the week that would be used as a discussion starting point, welcoming round-table conversations. It was also an aim that this group will also provide a connection point and an outlet for LGBTQI+ students.

Student Satisfaction

Student feedback on the 2022 MACSSIS Survey was positive with some results sitting above the secondary Catholic schools average:

- Student Safety
- Student Belonging
- Enabling Safety

Student Attendance and Retention in 2022

Rolls are marked electronically at the beginning of every class. If a student is absent and there is no communication from the family, a text message is sent to parent/guardians at approximately 10.30am. If the College is informed that a student is absent, this information is recorded on the electronic roll so that all staff are aware of the student's absence. Heads of House and Deputy Principal Wellbeing & Strategy receive a daily report of absent students for follow up. An end of week report is also prepared for the Wellbeing Team.

Child Safe Standards

Goals and Intended Outcomes

Since 2016, the Siena College Board has overall responsibility for the oversight and compliance of the development and implementation of a Child Protection Program that addresses the Victorian Child Safe Standards. In 2022 Ministerial Order No. 1359 was introduced and we developed a process for updating policies, documents and practices that are in line with the new 11 Victorian Child Safe Standards. Ministerial Order No. 1359, *Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises,* provides a framework for how schools can action the 11 Victorian Child Safe Standards which came into effect on 1 July 2022. This was seen as an opportunity to build on our existing child safety policies and practices to address the 11 Standards.

The central considerations of upholding the primacy of the safety and wellbeing of children and young people, empowering families, children, young people and staff to have a voice and raise concerns and implementing rigorous risk-management and employment practices, remain key considerations.

Students remained on the Child Safe Committee and were instrumental in developing a presentation for a College Assembly on Child Safety and Student Voice. They also provided insight to how the Student Code of Conduct should be worded and shared with the student body.

Achievements

The College has been committed to the ongoing implementation and review of the child safe standards and developed steps to bring about cultural change in the school community.

This has been achieved by:

- Writing, reviewing, discussing policies in line with the new 11 Child Safe Standards
- The embedding of policies and commitments into everyday practice (risk assessments, supervision)
- Professional learning of teachers, non-teaching staff and volunteers (Mandatory Reporting; Child Safe practices; Issues faced by young people)
- Presentation to staff about Reportable Conduct Scheme and Professional Boundaries
- Child Safety Team/Committee structures (Child Safe Committee Meetings continued)
- The Respectful Relationships student group continued
- The Respectful Relationships curriculum was embedded in the curriculum
- External presentations for students on social issues such as cyber safety, anti-bullying,
- Human Resources practices (recruitment, supervision, performance review)
- Child safety - Risk Management practices (these are embedded in everyday practice)
- All documentation and other resources relating to Child Safe Standards were made available to staff through Siena Central (CompliSpace). These resources were updated regularly.
- The College Counsellors continued to provide support to the school community.

Leadership and Management

Goals and Intended Outcomes

As a Catholic school in the Dominican tradition, the College aimed to maintain collaborative, ethical governance and visionary, innovative leadership. Leadership and Management goals identified in the Annual Action Plan were to:

- Exercise prudent oversight and implementation of policies and procedures to ensure legislative compliance
- Oversee the implementation, monitoring and review of a comprehensive risk management framework
- Monitor enrolment trends and endorse the College brand by being aware of the intergenerational trends
- Continue to ensure a Child Safe culture.

Achievements

- Comprehensive and successful return to onsite learning following the disruptions of the pandemic
- Reintroduction of whole school gatherings, co curricular events, community events
- Board and Executive Leadership vigilance with introduction of new 11 Child Safe Standards in accordance with Ministerial Order 1359
- Board and Executive Leadership support of the redevelopment of Masterplanning process
- Successful transition of new Chair of the Board
- Successful appointment of new Board Director and succession planning across all Board Committees to ensure the effectiveness of these groups
- Commitment to formation for service and leadership in the Dominican way. Two extended formation sessions were conducted with the Leadership Team and one formation session was conducted for new Board members. Each of these sessions was led and facilitated by the Director of Formation, Sr Sheila Flynn OP
- Conduct of formative and summative leadership reviews for relevant middle and senior leaders
- Continued engagement with past, present and future community members including prospective families
- Ongoing engagement with external stakeholders in supporting enrolment increases. This included a marketing strategy that was built on priorities of relationships, digital presence and personalised service
- Growth of partnerships with tertiary institutions. STEAM programs were supported by partnering initiatives with Monash, Deakin and Swinburne Universities.
- Strengthening of our Risk Maturity, particularly in the area of cybersafety with the commissioning of an organisation to conduct a report and provide a road map for further enhancement of our network.
- Delivery of the Board and Committees Inservice Day in May 2022.
- Ongoing formation of staff and students via various programs and celebrations throughout 2021.

Teacher Professional Learning

Expenditure and Teacher Participation In Professional Learning

During 2022 the College maintained a program of professional learning for both teaching and non-teaching staff that was extensive in scope and diverse in range. During the year, the College approved 245 professional learning events, maintaining the high level of engagement in professional learning from the previous years. For the third consecutive year, several staff completed the Highly Accomplished Lead Teacher (HALT) program, demonstrating a gradually increasing depth and breadth of pedagogical leadership amongst our teachers. Staff from a range of faculties were also involved in professional learning relating to diverse aspects of STEM learning and teaching.

All staff were engaged in hourly professional practice sessions conducted on 29 Tuesday afternoons throughout 2022, which covered pedagogical aspects of literacy and numeracy; student wellbeing; mission and identity; the College's Reconciliation Action Plan; NCCD and Siena Inform, the College's in-house student performance data system. Staff used student-free days in 2022 to develop, refine and enhance course descriptions, course outlines, assessment tasks and other assessment tools based on the College's Learning Framework.

The College continued to provide a comprehensive program of compliance training around OHS, policy, disability standards in education, anaphylaxis and mandatory reporting as required by legislation using a combination of e-learning modules developed by CompliSpace, and modules developed in-house.

Orientation and induction sessions for new staff, including casual relief teachers, continued throughout the year. This program included the use and detailed application of the College learning management system, Siena Central.

- **Total expenditure on Professional Learning in 2022: $77,811.45**
- **The number of teachers who participated in Professional Learning was 78**
- **Average expenditure per teacher for Professional Learning was $997.58**

Teacher Satisfaction

The MACSSIS survey, conducted in 2022, showed an increase in teacher satisfaction from the 2021 survey, indicating the areas of strength as, relationships between staff and College leadership, collective efficacy, instructional leadership and Catholic Identity. Areas for growth include collaboration (in teams and around an improvement strategy), professional learning and feedback.

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:

- Continue to promote beneficial relationships with the past, present and future communities
- Enhance the culture of philanthropy.
- Raise additional funds for the Equity Scholarship Program. Complete a feasibility Study for the Veritas Centre
- Promote a nurturing and professional staff culture that is include, supportive and divers

Achievements

Primary Schools

We expanded the Siena College profile with our local primary schools via the ASPIRE program. The Siena College ASPIRE Program invites primary school students to work with Siena students on STEAM based activities. STEAM (Science, Technology, Engineering, the Arts and Mathematics) education is an integrated curriculum designed to equip students with knowledge in these five disciplines as they gain invaluable experience solving problems in which there is not one right answer. Our aim is to encourage a lifelong interest in the five relevant disciplines and encourage students to pursue a career in the STEAM sector. The ASPIRE program is presented by our Scientist in Residence, alumna Dr Lorien Parker.

The program was delivered across eight schools during the 2022 school year.

Alumnae

- There was enhanced engagement with alumnae, both locally and globally, through the work of the Director of Development and Community Relations and the Alumnae Coordinator
- Two overseas reunions were hosted in London to further engage with alumnae working and living internationally.
- Alumnae of the College continued to volunteer their services to coach sports teams, mentor students and serve on College Board Committees
- The number of alumnae enrolling their daughters at the College continued to increase with 44 families enrolled.
- Further engagement with past students via our social media platforms continued across two Facebook pages; the Siena College and the Siena College Alumnae Facebook page, and the College Alumnae LinkedIn profile
- The growth of our alumnae networking platform, Siena Global Connect, continued allowing for further collaboration and contact with alumnae
- Siena College values the contribution of community members. The 2022 recipient of the Siena Community Award was the Kral family, Andrea and Michael Kral.
- We continued our comprehensive and innovative Alumnae mentoring strategy focusing on creating past-to-present partnerships and deepening our connections with Siena alumnae, who now number over 6,500. This innovation builds on the existing success of our annual Careers Showcase, which annually, sees over forty alumnae participate in panel presentations in their particular field for current students to be inspired and learn about possible future pathways. The Careers Showcase was hosted onsite.
- The Scientist in Residence program continued with Dr Lorien Parker engaging with current students and staff.

Philanthropy

- The College awarded two Equity Scholarships for 2022
- The Siena College Golf Day was held in November to raise funds for the Equity Scholarship Program
- The Alumnae Association gifted $7,000 to the Equity Scholarship Fund
- A feasibility study for the Veritas Centre, Stage 1 of the Master Plan was completed

Community Events

- The Siena Parents Association (SPA) and alumnae association hosted many community events. These included, Mother's Day, Father's Day, and the annual Careers Showcase.
- The final weeks of the 2022 school year were marked with the Night of Excellence celebrating students' academic and sporting achievements

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, such as showcasing our student artwork, at our annual Art and Technology Exhibition, various music evenings and the annual Antonio De Montesinos evening.

Parent Satisfaction

During Term 2, parents focus groups were held and feedback at these groups were extremely positive.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

YEARS 9 TO 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	94.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	91
Y08	87.9
Y09	90.3
Y10	88.3
Overall average attendance	89.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.2%

ALL STAFF RETENTION RATE	
Staff Retention Rate	80%

TEACHER QUALIFICATIONS	
Doctorate	2.7%
Masters	34.7%
Graduate	29.3%
Graduate Certificate	8%
Bachelor Degree	88%
Advanced Diploma	12%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal (Headcount)	1
Deputy Principal (Headcount)	3
Teaching Staff (FTE)	79.8
Teaching Staff (Headcount)	90
Non-Teaching Staff (Headcount)	56
Non-Teaching Staff (FTE)	55.2
Indigenous Teaching Staff (Headcount)	0

SENIOR SECONDARY OUTCOMES	
VCE Median Score	34
VCE Completion Rate	100%
VCAL Completion Rate	N/A

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	86%
TAFE / VET	5%
Apprenticeship / Traineeship	4%
Deferred	4%
Employment	0%
Other - The category of Other includes both students Looking for Work and those classed as Other	2%

NUM. DOMINO·

SIENA
COLLEGE
CAMBERWELL

A CATHOLIC COLLEGE FOR YOUNG WOMEN IN
THE DOMINICAN TRADITION, YEARS 7 TO 12

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