



SIENA
COLLEGE
CAMBERWELL

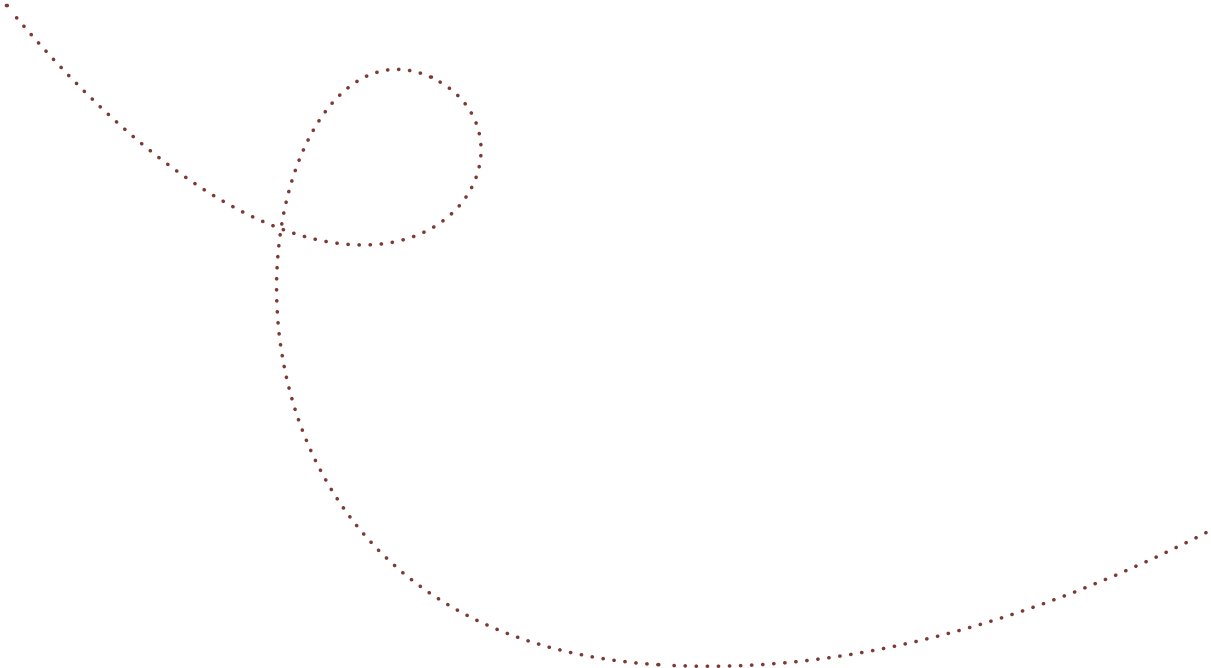
Sienna College Annual Report to the School Community 2019

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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020



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

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

Principal's Report

Our 2019 College Theme was 'Called by Name'. We began the year, each one of us known and loved by God, and in the words of Cardinal Henry John Newman, each of us called to some service not committed to anyone else. The 2019 theme was taken up in various forms and resonated well with staff and students.



Our governing body, Dominican Education Australia (DEA) held the bi-annual Conference for Dominican Schools from Australia and New Zealand in September in Invercargill, New Zealand. Siena College was represented at the conference, the theme of which was 'Gifted for the Journey', and it provided a wonderful opportunity to deepen our shared understanding of our mission and identity as a Catholic school in the Dominican tradition.

Eleven students and three staff participated in an immersion to Kopanang, South Africa.

Three staff and twenty-three students travelled to Italy for a language and cultural immersion, which also provided an opportunity to visit places of significance to Dominicans, especially the walled town of Siena where St Catherine lived and worked.

Twelve Siena College students attended the ACTURA CASE Space School in the USA for a unique STEM based experience at NASA.

Students from St Mary's College in Adelaide, a fellow Dominican school, visited to play in the Music Department's Autumn Concert and Siena musicians reciprocated with a visit to St Mary's later in the year.

A number of initiatives over the year gave particular focus to authentically engaging, promoting and responding to student voice. The student leadership program was extended to Year 7 and 8 students and the 'Eco Warriors' were established and called us to account on a number of fronts.

Our Library was rebranded as a Learning Centre to foster and support student voice and student programs, whilst still providing traditional library services.

In 2019 the College launched an Equity Scholarships Program and in August held its first 'Giving Day' campaign to raise funds for equity scholarships to provide an enduring gift of a Siena education.

As part of our partnership with the Melbourne Indigenous Transition School (MITS), two Indigenous students from Oenpelli, Northern Territory, commenced at Siena in 2019. The students attended the MITS school in Year 7 and commenced in Year 8 at Siena.

Refurbishment of the Convent building was completed and has now become the gateway to the College. The Convent houses College Reception, staff offices, boardroom and a Heritage area. The refurbishment honours the Dominican Sisters upon whose vision and commitment we educate, as well as the many generations of Siena women who have graduated since the College was established in 1940. As part of the refurbishment, ceramic artist, Mary-Lou Pittard designed tiles for the pond in the centre of the Convent courtyard to commemorate the Pioneer Sisters of 1867 and the opening of the College in 1940.

Principal's Report

McGlashan Everist Architects were appointed to develop the next Master Plan due for completion in 2020.

The College underwent an external School Review that offered opportunities to continue the growth and improvement of past years and build on our already excellent achievements.

The College developed a new five year Strategic Plan and in 2019 was proud to be named a 'School of Excellence' based on data analysed by the Grattan Institute. This award set up by *The Age*, recognising academic improvement over a decade.

In the area of learning and teaching, staff continued to utilise Professional Practice Time (PPT) to build on our Learning Framework, with a focus in 2019 to introduce and implement a more explicit pedagogical approach to lesson structure.

A comprehensive cocurricular program included opportunities for students to participate in GSV sport, music, debating, public speaking, performing and visual arts, and academic extension programs. Inter House activities included the Athletics and Swimming carnivals; awareness and fundraising programs supported a number of initiatives including Vinnies, Caritas Project Compassion, the Dominican community in the Solomon Islands and the Kopanang Community Project in Tsakane, South Africa.

The Siena College Alumnae Association continued to support the College in a range of community events such as the Careers Showcase, coaching sports teams, mentoring students and serving on the College Board and committees.

The Siena Parents' Association (SPA) continued to fund raise for the College via a number of community events including the Year 12 welcome breakfast, Year 7 parent welcome evening, and Mother's Day and Father's Day breakfasts.

Ms Antonella Rosati joined the Siena community as Deputy Principal Wellbeing and made a wonderful contribution in her first year. Ms Minna Denholm was appointed in the new role of Leader of Wellbeing Programs, established to oversee the weekly pastoral program with a focus on developing connections for students.

Sr Sheila Flynn OP took on the role of Director of Formation. As well as being a wealth of Dominican knowledge, Sr Sheila is a talented and respected artist and in 2019 was awarded the Fra Angelico Medal, the highest honour that the Dominican Institute for the Arts (DIA) bestows on one of its members

Board Chair, Mr Sean McGing retired after the Annual General Meeting in May 2019 after eleven years of service as a Director, Board Chair and past Chair of Finance and Risk Committees. Ms Kath McCarthy was appointed Board Chair from June 2019.

At the end of 2019, the College farewelled long serving Principal, Ms Gaynor Robson-Garth after thirteen years of distinguished service to the College. A mass of thanksgiving was held for the Siena community to farewell Ms Robson-Garth in December and she was inducted as a 'Notable Alumnae' of the College on her departure. Ms Robson-Garth will be remembered with great fondness, so too with deep appreciation for her steadfast commitment to leading the Siena community with such vision throughout her time. We wish her every blessing in the future.

Elizabeth Hanney
Principal

Church Authority Report

For newcomers to the Siena community, Siena College is one of six educational ministries that is part of the governance structure under the leadership of Dominican Education Australia (DEA). This new structure was launched in 2016. DEA is one of eleven Public Juridic Persons established by religious institutes in Australia, exercising both Canonical stewardship and civil responsibilities for Ministries in the Catholic Church. The DEA Board works collaboratively with the incorporated Boards of each of the DEA Education Ministries, to support the Boards to exercise good governance in the particular environment in which they operate. DEA honours the traditions and stories of each school and college and recognises the professionalism and competence of their governing Boards, Principals and staff respecting the independence of each.

The resourcing, provision and support for Formation in the Dominican Charism, Catholic Identity, theology, spirituality and governance remains a key commitment of DEA. Siena College hosted a Mission and Identity Workshop attended by school directors of Religious Education and Faith Formation.

DEA appointed Ms Kath McCarthy as Chair to the Siena Board for a three-year term in June 2019. Ms McCarthy is an alumnus of the College, a current parent and served on the Board for five years before taking up the important role of Chair. She practises as an educational psychologist providing executive coaching across multiple industries. DEA Trustees formally commissioned Ms McCarthy and two new directors during a prayerful ritual in the Siena College Chapel in July.

Retiring Board Chair, Mr Sean McGing, having taken up a two-year interim position to lead the Siena College Board during a critical development stage supported DEA in the appointment of Ms Kath McCarthy. The DEA Board acknowledges the excellent governance work of Mr McGing as the College transitioned in both Board and school leadership.

A significant focus of the Board's governance in 2019 was the recruitment and appointment of a new Principal to replace the outstanding leadership of Mrs Gaynor Robson-Garth who served the Siena community for thirteen years (2006 to 2019). The Board announced the appointment of Mrs Elizabeth Hanney in August to take up the position at the start of 2020.

Siena College was well represented at the 2019 bi-annual Dominican Education Conference held in Invercargill, New Zealand from 2 to 4 October. The theme of the conference was 'Gifted for the Journey'. Keynote speakers, Sr Laurie Brink OP, scripture scholar from the US and Mr Brendan Spillane, a leadership coach from Western Australia explored how each person is uniquely gifted for the journey as Gospel people for the ministry of education in Catholic schools in the Dominican tradition. A number of workshops enhanced the conference theme. Support to grow the Dominican spirit in schools across Australia and New Zealand and build on the 800 year tradition of the Dominican Order has never been stronger and the conference attracted not only DEA schools but many schools who remain strongly connected to the Dominican story and tradition.

DEA Trustees were represented at the College Thanksgiving Eucharist for retiring Principal, Ms Robson-Garth and the celebration that followed at Siena College on 12 December. The evening was a fitting tribute from past and current staff, parents and many colleagues in the broader Catholic school community.

Eileen Young

Chair, Dominican Education Australia

College Board Report

2019 was a busy and engaging year for the Siena College Board, with continued focus on providing sound governance to support the College Principal and its staff to deliver the best possible learning and teaching outcomes for students, in the context of our Dominican tradition.

Late in 2018, a subcommittee of the Board was formed to manage the recruitment of a new Principal, following Ms Robson-Garth's advice that she would step down from the end of 2019. The Board Principal Selection Sub Committee met regularly throughout 2019 to oversee and manage the recruitment of the next Siena College Principal. It was our pleasure to announce to the Siena community in August, the appointment of Mrs Elizabeth Hanney as Siena College Principal from 2020.

A Board and Community evening was held in April 2019, as an opportunity for the Siena parent community to meet and engage with Board and Committee members, outline the governance structure of Siena, introduce the 2019 to 2023 Strategic Plan and brief the community on the Principal appointment process.

The Board Policy, Finance and Risk Management Committees met regularly throughout the year to provide timely and considered guidance to the Board. The 2019 priorities for the Board and Committees included:

- A review of Board and Committee succession planning
- Recruitment of the new Principal
- Implementation of the Strategic Plan for 2019 to 2023
- Review and selection of a Masterplan Architect, to develop the next College Masterplan
- Development of a Financial modelling tool to support future financial forecasting for the College
- Introduction of Complispace Risk Management system for the College and development of a new Risk framework
- Introducing an Equity Scholarships program
- Development of a Risk Appetite framework to guide decision making for the College

The College Board acknowledges the selfless contribution of former Board Chair, Mr Sean McGing, who resigned following the Annual General Meeting in May 2019. Mr McGing served for eleven years as a Director and as Board Chair from 2018.

We also acknowledge the service of Sr Elizabeth Hellwig OP who served as a Director from 2014 to 2019 and for her rich and valued contribution to Dominican prayer and charism throughout this time, and Mr Neal Murphy who served as a Director from 2018 to 2019 with a particular contribution to the Policy Committee during this period.

Mr Michael Kral was appointed as a Director of the Siena College Board in April 2016, having served on the Risk Committee since 2015. Mr Kral brings much expertise to the Board in the area of risk management.

As 2019 drew to a close, the Board farewelled Mrs Robson-Garth as Principal of Siena College from 2007 to 2019. The Board recognises Mrs Robson-Garth's attributes as a highly-skilled, dynamic, inspiring and relational educational leader. In partnership with the staff of Siena, she shaped the College for future generations of students, and it is with profound gratitude that the Board thanks her for thirteen years of service.

Kath McCarthy
Siena College Board Chair

Education in Faith

Goals and Intended Outcomes

In this dimension, the College aimed to live the values of the Gospel through reflection and articulation of the Dominican pillars. As a Catholic school in the Dominican tradition, we sought as a community meaningful, relevant engagement of all students, families and staff in their faith journeys.

Both curricular and cocurricular programs aimed to integrate faith and life through the development of the whole person and to reflect a strong Catholic identity through a Dominican lens. The Catholic school vision remained embedded in recruitment practices, approaches to professional learning and in curriculum resources and pedagogy.

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 staff accredited to teach Religious Education
- Continue to discern and respond to issues of justice and raise awareness of the social teaching of the Church
- Review the Service to the Community program
- Further enhance the Religious Education program through curriculum design and delivery
- Further enrich the liturgical, contemplative and sacramental life of the College

Achievements

2019 College Theme

The year was shaped by the College theme, 'Called By Name'. Inspired by a quote from the Book of Isaiah this informed truth-seeking in many of our endeavours at Siena, including the Antonio de Montesinos Public Speaking Competition, Reflection Days, liturgy and prayer.

Percentage of Catholic Enrolments

The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 75.5% compared with all schools 67.7%. The percentage of Catholic enrolments has fluctuated marginally over the past eight years as shown below:

Year	2012	2013	2014	2015	2016	2017	2018	2019
Year 7 Catholic Enrolments	71.7%	74.3%	75.9%	72.6%	74.8%	69.1%	73.0%	75.5%

New Director of Formation

Sr Sheila Flynn was appointed Director of Formation for Semester 1 as of the start of the 2019 year. Sr Sheila is a member of the Mission and Identity Team and works closely with Deputy Principal Mission and Identity, Jennifer Levett, and Head of Religious Education, Belinda Duncan, to expand and enrich the faith life of the College.

New Head of Religious Education

Ms Belinda Duncan was appointed Head of Religious Education as of the start of the 2019 year. Belinda joined Siena College at the start of 2018 and is an experienced teacher of Religious Education, in particular VCE Religion and Society.

Education in Faith

Staff Formation

Presentations for new staff over the year focused on the foundation story of the Order and on St Dominic and St Catherine of Siena.

At the Staff Faith Day, theologian Dr James Nickoloff shared his deep sense of spirituality and his thought provoking wisdom as he explored the topics:

- Keynote 1: Three Paths to God: Beauty, Reason, and Justice
- Keynote 2: Catholic School and Catholic Church: A Complex Relationship
- Keynote 3: Secular Holiness

Dr Nickoloff is an Associate Professor Emeritus of Religious Studies at the College of the Holy Cross in Worcester, Massachusetts.

The number of staff accredited to teach in a Catholic school was 61%. This compared favourably with 'All Schools' (44.9%) and has continued to increase over the years (2007: 49.2%) due to a targeted program to offer staff opportunities to achieve accreditation. The College encourages and supports all teaching staff to become accredited within five years of commencement.

Accreditation	All Schools	This School
Accreditation to teach in a Catholic School	44.9%	61.0%

Members of the Leadership Team attended the Dominican Education Conference in Invercargill, New Zealand where they participated in workshops designed to enhance and support the ideals of Dominican leadership. This experience helped consolidate relationships between schools and opened up new spaces for ongoing dialogue.

Liturgy and Sacraments

Eucharistic and liturgical celebrations marked the beginning and end of the year for staff, students and parents. These included the Commencement Mass at St Dominic's Church, regular Thursday morning Masses in the College Chapel and celebrations to mark the Church's seasons and special feasts including Lent, Easter, Advent, St Catherine's and St Dominic's Days. Liturgies at assemblies and the Graduation Mass at the end of the year also provided opportunities to mark the Church's seasons and for individual and shared prayer.

The daily practice of stopping for four minutes of silence before lunchtime, 'Pause and Pray', continued in 2019 as a way of embedding the Dominican pillar of 'Prayer and Contemplation'. The inclusion of reflective music was received positively by staff and students.

Dominican Charism

In 2019, staff and students continued to explore ways to embed the charism and the 2019 College theme in the curriculum and in other aspects of College life. A staff Leadership Forum at the start of the school year aimed to build leadership capacity and a shared understanding of College priorities, as well as a shared understanding of leadership in the Dominican tradition. The Pillars Student Leadership program was reviewed and updated with a sharpened focus on forming students as Dominican leaders.

Year 7 Siena students participated in a range of activities aimed at developing an understanding of the history and tradition of the College, including a 'Dominican Dash' around Siena to explore various historical areas and Dominican symbols and iconography. Sr Sheila Flynn addressed senior students on the topic of the Salamanca Process in light of the closing statement of the 2016 Salamanca Congress.

Education in Faith

Religious Education

The Religious Education curriculum was framed to enable students to engage with a celebration of grace, peace, conversion and joy. Justice and service were integral to all units of study. Teachers continued to implement Siena Central across all Religious Education classes, whilst Religious Education Learning and Teaching was regularly reviewed and updated. Studies in Religious Education were enriched by seminars and visiting speakers as well as excursions to places of religious significance. Students participated in retreats and reflection days for all year levels, with Year 10 VCE Religion and Society Unit 1 students in particular engaging with interfaith dialogue with neighbouring schools and the Jewish Christian Muslim Association (JCMA).

Justice and Service

Siena's justice and service commitments remained consistent across 2019 and included the annual immersion for Year 11 students to the Kopanang Project in Tsakane, South Africa. The SRC lead a number of initiatives including support for International Women's Day and the 'Night of Change' trivia night to raise funds for the Kopanang community, support for women's refugees, Caritas Project Compassion, MacKillop Family Services and the work of the Dominican Sisters and their Associates in the Solomon Islands. Students and staff were involved in the St Vincent de Paul Soup Van and the Palm Sunday March in the city, 'Walking for Justice for Refugees', to show solidarity with asylum seekers. Students in all year levels participated in the Service to the Community Program.

The Antonio de Montesinos public speaking competition inspired students to explore the College theme, 'Called by Name'. Nude Food was an Eco Warriors initiative and the weekly pastoral program focused on a range of specific year level priorities including Indigenous Literacy Foundation.

The establishment of the Albertus Magnus Learning Centre provided opportunities for students to participate in projects to support and enhance their learning. Year 8 students worked with the High Resolves team to explore respectful relationships while Year 9 students collaborated with Humankind Enterprises to examine the role of story and subsequently record the stories of Siena Alumnae.

Value Added

In 2019, activities that enhanced students' education in faith included their participation in range of retreats and reflection days, the series of extended learning activities and dialogue that students engaged in through the Building Bridges Interfaith program and presentations from Jesuit Social Services and the Jewish, Christian and Muslim Association. Students continued to be involved in a range of Learning Centre initiatives, including projects with Humankind Enterprises and High Resolves. The annual immersion to South Africa included working with Sr Sheila Flynn OP at the Kopanang Community Project in the township of Tsakane 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 within the Learning Framework. Our newly developed Strategic Plan emphasises 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:

- Building Bridges Program
- Reflection Days
- South African Immersion (Kopanang Trip)
- Year 9 Gifted and Talented day with Julie Arliss
- Year 11 Philosophy Ethics Olympiad
- Victorian Junior Gifted and Talented Philosophy Day
- CSIRO Partnership with Madeleine Burchill, Scientist
- Robogals Workshop
- Susan Alberti Medical Research Foundation Mothers Day Luncheon
- STEAM for Humanity Workshop
- Space School International Study Program NASA
- Visiting authors Kirsty Murray and visiting Poet Joel McKerrow
- Text Performances: *Bombshells*, *The Penelopiad* and Literature Workshop, *Cat on a Hot Tin Roof*
- Weekly Writers Workshop
- Shared Stories Anthology
- Year 9 Gardening Project
- French Student Exchange Program
- Italy Trip (Language and Cultural Immersion)
- Dante Alighieri Poetry Competition
- Debating Association of Victoria Competition
- Antonio de Montesinos Public Speaking Competition
- Senior Drama Performance Evening
- College Musical: *All Shook Up!*
- College Play: *The Importance of Being Earnest*
- Generations in Jazz Festival, Mt Gambier
- Solos and Chamber Ensemble Soirées
- Music Camp
- Williams Ross Architect Design Project
- Siena in the City Program – Religious Education: Where's Dominic
- County Court visits
- Australian Mathematics Challenge
- World of Mathematics Incursion
- Shape Your Destiny Careers Workshop
- Mini Tertiary Expo
- Alumnae Association Careers Showcase
- Vinnies Soup Van Street Retreat

Learning and Teaching

The Siena Learning Framework is the foundation for all classroom practice. The implementation of this Framework has ensured that our teaching and learning reflects high expectations and outcomes, creating a shared vision for excellence that enables all students to achieve learning success.

In 2019, staff professional learning teams made 19 recommendations as a result of their Action Research based on utilising the High Impact Teaching Strategies (HITS) in the classroom. The main professional learning focus has been on developing and embedding the Siena Lesson Framework as a response to the 2018 recommendations. Staff Professional Practice Time provided the opportunity to work in level teams and across faculties. The Pedagogy Team led the professional learning sessions utilising an evidence based practice. Teaching staff trialled the shared learning in specific classes, analysed, and evaluated their findings in their professional learning level teams. This process has been a valuable opportunity for our teaching staff to focus on our classroom practice in delivering a structured lesson, stating learning intentions and success criteria, providing direct instruction, time for student collaboration and independent learning and an explicit closure of the lesson. Student voice was also an important part of the process.

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 2019			
	Siena Students' Median Score	State Median	% at or above the national minimum standard
Reading	597	551	100%
Writing	560	523	100%
Spelling	577	553	99%
Grammar and Punctuation	595	554	99%
Numeracy	597	559	100%

Learning and Teaching

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 2019			
	Siena Students' Median Score	State Median	% at or above the national minimum standard
Reading	614	591	100%
Writing	592	560	98%
Spelling	613	588	98%
Grammar and Punctuation	605	580	100%
Numeracy	620	592	100%

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.

TABLE 3: Year 7 NAPLAN Trend Data 2017 – 2019					
Proportion of Students Meeting the Minimum Standards					
	2017	2018	2017 – 2018 Changes	2019	2018–2019 Changes
Year 7 Reading	100%	100%	0%	100%	0%
Year 7 Writing	99.3%	100%	0.7%	100%	0%
Year 7 Spelling	100%	97%	-3.0%	98.7%	1.7%
Year 7 Grammar and Punctuation	99.3%	97%	-2.3%	99.3%	2.3%
Year 7 Numeracy	100%	100%	0%	100%	0%

TABLE 4: Year 9 NAPLAN Trend Data 2017 – 2019					
Proportion of Students Meeting the Minimum Standards					
	2017	2018	2017 – 2018 Changes	2019	2018–2019 Changes
Year 7 Reading	97.6%	99%	1.4%	100%	1.0%
Year 7 Writing	96.8%	100%	3.2%	97.6%	-2.4%
Year 7 Spelling	99.2%	98%	-1.2%	98.4%	0.4%
Year 7 Grammar and Punctuation	96.8%	99%	2.2%	100%	1.0%
Year 7 Numeracy	100%	100%	0%	100%	0%

Learning and Teaching

Student Learning Outcomes

There has been some change from 2017 to 2019 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 2017 to 2019, from a range of primary schools.

Between 97% and 100% of Year 7 students met the minimum standards in 2019. At Year 9, between 97% and 100% met the minimum standards. There was a small increase in students' reading, writing, grammar and punctuation at Year 9. 100% of Year 7 and 9 students continued to meet the minimum standards for Numeracy.

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

Senior Secondary Outcomes: 2019 VCE Results

The Class of 2019 achieved excellent results. 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2019.

- The median Study Score was 33
- 13.7% of all Study Scores were above 40
- 28% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 13% of students achieved an ATAR above 95 which places them in the top 5% of the state
- Top 8 ranking of Catholic schools and top 10% of all schools in Victoria

TABLE 5: VCE Trend Data 2017 – 2019

	2017	2018	2019
Median Study Score	34	34	33
% Study Scores over 40	14.3	17.5	13.7
Highest ATAR	98.65	99.85	98.6

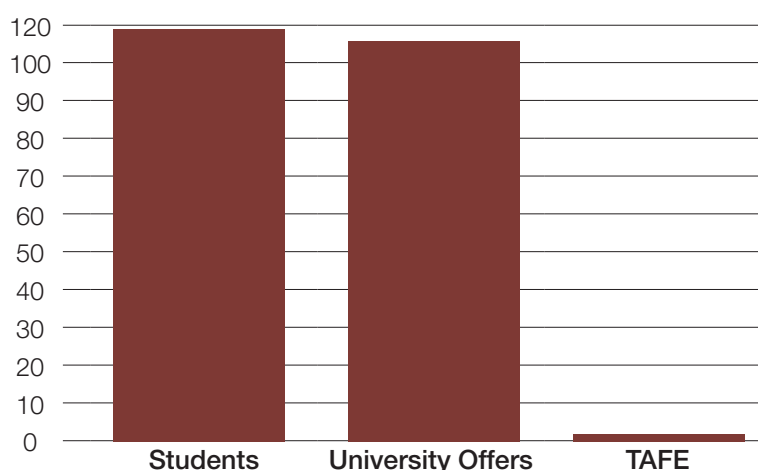
The 2019 College Dux, Emilee Molcik, achieved an ATAR of 98.6. Emilee accepted an offer from Monash University to study a degree in Pharmacy.

Two students were also recognised in the VCE Seasons of Excellence Program: Teagan Matthews in Top Class Drama and Monica Jagic in Top Arts. Olivia Graham was nominated for Studio Arts.

Post School Destinations

Of the 119 students that completed Year 12 in 2019, 116 students received offers for University level courses, 2 received TAFE offers (and have taken them up) and one went into employment.

TABLE 6: Tertiary Offers 2019



Student Wellbeing

Goals and Intended Outcomes

In the 2018 School Improvement Framework (SIF) survey, a significant number of students indicated that their emotional wellbeing (the presence of positive emotions, the absence of negative emotions and the extent to which students feel connected to their school) was significantly low. A number of students also indicated that their relationships with teachers (feeling understood by their teachers) was significantly low. This culminated in the student body's perception of student wellbeing falling outside the mean range for the state of Victoria.

The aim of Wellbeing Leaders was to improve student perceptions of both "student morale" and "teacher empathy", leading to students being more engaged in class, as we know that student levels of engagement in class directly impact their ability to achieve academically. The aim was that improvements in "student morale" and "teacher empathy" would lead to staff adopting changes to pedagogical practices in student wellbeing.

The College's intended outcomes were to:

- Continue to provide a learning environment that assisted students to develop their emotional wellbeing and improve overall morale
- Continue to provide staff with opportunities to develop pedagogical practices in student wellbeing

The College was provided with some funding through Catholic Education Melbourne to work with other schools in our network to develop and share best practice in the area of student wellbeing. This was managed by the Leader of Wellbeing Programs and involved wellbeing leaders who had completed the Berry Street Educational Model (BSEM) training, leading and working with small groups of teachers. Berry Street strategies were shared, and teachers adopted a practice that they would use in their classes.

Teachers employed these strategies in classes from Year 7 to Year 11 and conducted pre and post testing around student perceptions of teacher empathy. These same teachers then shared the strategy they had employed and the very positive student feedback with all staff in a meeting. This encouraged other teachers to adopt some of these strategies, thus growing the pool of teachers using explicit wellbeing strategies in their classes.

Achievements

A new Deputy Principal Wellbeing commenced at the College. This role was supported by the newly created role of Leader of Wellbeing Programs.

In 2019, staff professional learning focused on wellbeing in the classroom through exploring further the Berry Street Education Model (BSEM). This was underpinned by the belief that every lesson can be enhanced by the explicit and integrated teaching of social and emotional skills and that visible wellbeing should be identifiable in every class.

Wellbeing leaders and staff who had engaged in the CEM project shared their findings which continued to develop the skills of all staff. Members of the CEM Project Group came together to share the outcomes of their school's work and share best practice in the area of student wellbeing. This created momentum and the plan to host a Wellbeing Seminar in 2020.

The College continued to provide students and families with a professional counselling service to enhance their ability to fully access learning opportunities.

Value Added

Student wellbeing was enhanced through a range of programs and opportunities. A new role, Leader of Wellbeing Programs, was initiated. The person in this role oversaw the weekly pastoral lesson. 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 also a strong focus on social justice activities. More teachers, counsellors and leaders trained in the Berry Street Educational Model.

Student Wellbeing

Cocurricular and Extra Curricular Activities

A comprehensive cocurricular program continued 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. Through membership of Girls' Sport Victoria (GSV), students were able to participate in a range of sports and to compete at an elite, competitive or participatory level. Students were also able to access academically challenging extension programs because of the College's membership of the Boroondara Gifted and Talented Cluster and a range of special programs and activities offered on site. Inter House activities in sport, the performing arts, public speaking and debating, and fundraising, developed House spirit and provided opportunities for positive interactions between year levels.

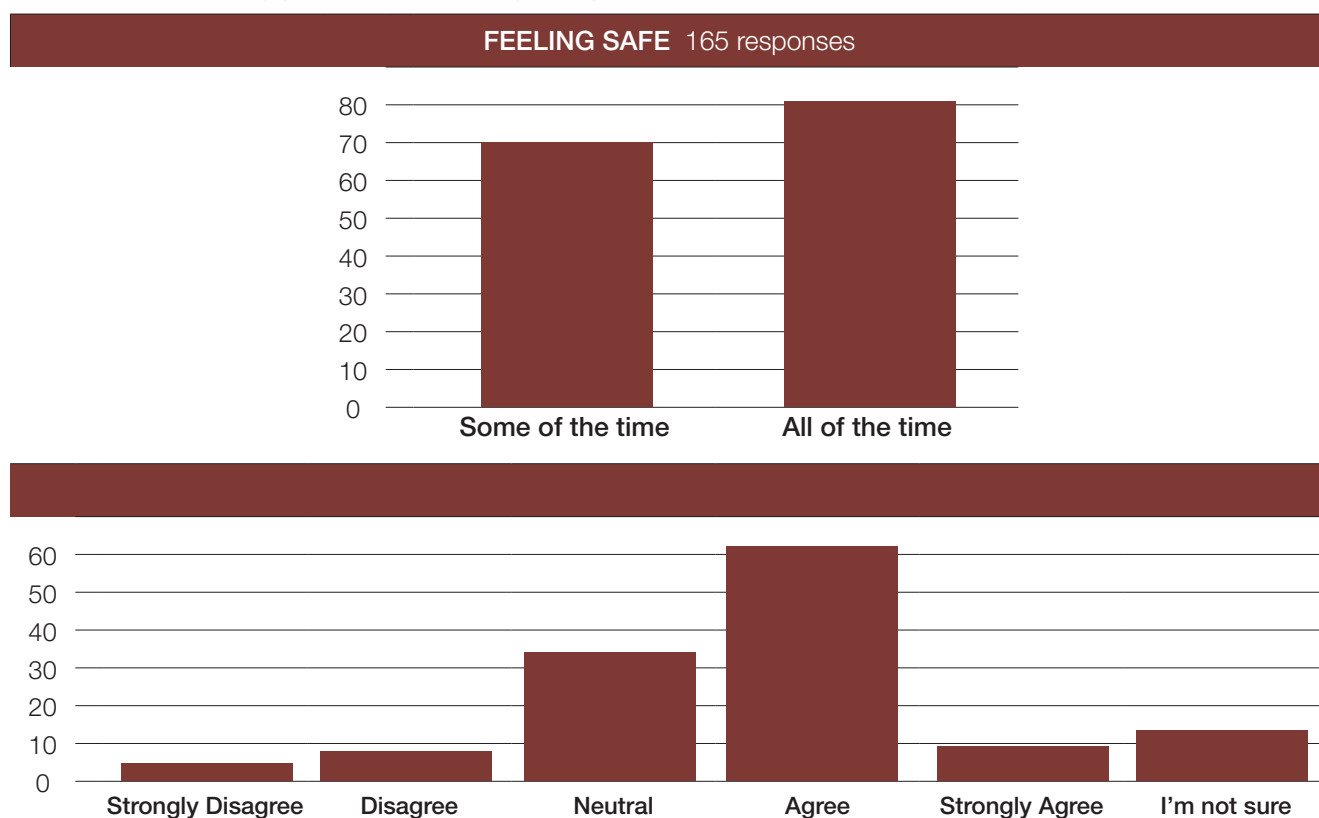
Student Voice

The Student Representative Council (SRC) was an integral part of the student leadership program. Students aspiring to leadership continued to participate in the Pillars Leadership Program. The program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, continued to be very well subscribed in 2019 and was further developed to include students from Year 7 to Year 12. The number of missed classes are recorded for each student on the Interim and Semester Reports.

Student Attendance and Retention in 2019

Rolls are marked electronically at the beginning of every day and at the beginning of every class. If a student is absent Students in Years 9 to 11 participated in a pilot program through CEM. The Australian Safe Kids and Young People (ASK-YP) Pilot Project ran in conjunction with Catholic Education Melbourne and Australian Catholic University. The survey results provided us with important feedback about what we are doing well and what areas may require further attention.

The vital component of safe environments is the active participation of young people in building school cultures that are respectful and inclusive. The results of this project informed the review and continuous improvement of the child safety culture at Siena College. The seven main questions asked students about the adults they interact with, and how they perceive those adults as knowing about, caring about and protecting young people from unsafe situations. The feedback was very positive. Some sample responses below:



Student Wellbeing

Stretch and Relaxation classes were offered in the hope that they may provide an opportunity for students to escape from the busy school day and do something for their own wellbeing. This was an opportunity for students to take some time to focus on their own self-care and develop some skills to help manage any stress they may be feeling.

Student Feedback from the Sessions

Thank you for giving us this opportunity to participate in this class. I had a great time and felt very relaxed and calm after. If we could have more of these classes, I would definitely come and invite my friends to as well.

I really loved the class today as did my two friends. It was a great time to just unwind and take our minds off everything else. We would love to do the class every week if not more!

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 new Victorian Child Safe Standards and Ministerial Order 870.

Achievements

In 2019, the College continued to monitor and develop practices and structures to ensure ongoing implementation of the Child Safe Standards and to meet compliance requirements:

- New Victorian minimum child-safe standards were further embedded in line with Ministerial Order 870 which specified the actions required of schools
- The 2019 VRQA Audit found that College policies in relation to Child Safe Standards were compliant
- The updated PROTECT protocols were shared with Members of the Child Safe Standards Committee to continue to ensure clarity about the responsibilities of the College and Head of Entity in implementing the Child Safe Standards
- The College staff was kept informed via presentations given at various staff forums
- All documentation and other resources relating to Child Safe Practices were made available to staff through Siena Central. These resources were updated regularly
- A student Child Safe Committee was formed to develop a College poster that reflects in 'child speak' an understanding of Child Safety



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 and a healthy organisation in which trust and vision are shared.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning Undertaken in 2019

The year commenced with the third annual Leadership Forum prior to the all staff return date. As in past years there was a very good attendance rate reflective of the commitment of all leaders at the College. The sessions focussed on strategies to assist leaders in their day to day encounters with students, parents and those in their teams. Useful strategies were explored and workshopped.

The College participated in the National School Improvement Tool (NSIT). A significant allocation of resources were deployed to examine the findings and work with staff to implement the recommendations coming out of the process.

The one hour Professional Practice Times allocated on Tuesday afternoons has enabled the College to build upon the Siena Learning Framework and a common understanding of the Siena Pedagogical Model. All sessions were well attended and well received with a combination of experience and enthusiasm driving the process forward. The program emerged from a sound theoretical basis. Wellbeing sessions focussed on the Berry Street model and gave the staff great insights into the psyche of girls who are in their care, especially those dealing with trauma. The College also set aside times to cover legislative compliance areas such as anaphylaxis training, OHS training, Mandatory Reporting, Reportable Conduct and Child Safe practices. It is worthy to note that staff engaged in some hours of on-line training, required by legislation, that they complete in their own time.

During student free days, faculties worked tirelessly to complete course descriptions, student course outlines, engaging assessment tasks and reflection activities on the pedagogical model.

A follow up Leadership Forum was conducted later in Term 4 in order to reflect on the progress and attainment of leadership goals established at the start of the year.

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

Total expenditure on Professional Learning in 2019 was \$98,707.46

The number of teachers who participated in Professional Learning was 83

Average expenditure per teacher for Professional Learning was \$1,189

TEACHER SATISFACTION

The College CEMSIS data regarding teacher satisfaction was particularly pleasing with most indicators being well above CEM averages. This could be attributed mainly to the College's investment in building a team based strategy to support teachers in their professional learning and curriculum development. Very good indications were also present in the fields of Collective Efficacy, Catholic Identity as well as Student and Staff safety. The data also demonstrated a confidence in both the College, and Instructional, leadership. A further indicator of staff satisfaction is the continuing low numbers of staff leaving the College for other employment.

College Community

Goals and Intended Outcomes

In this dimension, the College aimed to enhance the Siena College profile through collaborative relationships. The College's intended outcomes were to:

- Continue to enhance the profile of the College within the local community and more broadly
- Continue to enhance relationships and connection with alumnae and expand the Alumnae Association
- Continue to establish a culture of philanthropy
- Develop effective community partnerships with corporate entities

Achievements

Development Office:

- There has been continued growth in this area of the College and all members of the Development Team have contributed to exemplary fundraising campaigns, establishment of an Equity Scholarship committee, major events, growth in the alumnae database and in enrolments, as well as the creative oversight of the Siena brand. The Development Team will continue to capitalise on opportunities to innovate, enhance and drive key efficiencies. The development of positive, lasting relationships with stakeholders is fundamental to the College's future development
- The 24-Hour Giving Day was established to contribute to the Equity Scholarship Program
- The College committed to a waste audit review. This resulted in the Eco Warriors launching a Waste Program at Siena College

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
- During the year, many alumnae returned to celebrate decade reunions that provided opportunities for past and present students to re-engage
- The Siena College Alumnae Association continued to grow, and the Association hosted a sixth Careers Showcase. Seventy past students were invited to speak at the Siena Careers Showcase and over six hundred students and parents attended a range of sessions based on the students' particular interests
- Alumnae of the College continued to volunteer their services to coach sports teams, mentor students and serve on College Board Committees
- The growth in the number of alumnae enrolling their daughters at the College continued
- Purchased inscriptions to the Alumnae Wall grew steadily
- Communication with past students via social media continued on two Facebook pages for Siena College and the Siena College Alumnae, and the College Alumnae LinkedIn profile.
- The growth of the alumnae networking platform called Siena Global Connect continued to allow for further collaboration and contact with alumnae
- At the 2019 Academic Awards Evening, we were joined by alumna Mrs Philippa Lovell (Past Board Member) and Mrs Gaynor Robson-Garth (Principal). Mrs Lovell and Mrs Robson-Garth were awarded the Ursula McKenna Award for their achievements and both were inducted as the 2019 notable alumnae of the College.
- Siena College values the contribution of community members. The 2019 recipient of the Siena Community Award was Mrs Maria Ang, Archivist (Staff Member)

College Community

Community Events

- The International Women's Day breakfast was held in the Susan Alberti Auditorium, with funds raised going to the Kopanang community in South Africa
- Siena students represented the College at a range of community events over the year including the Susan Alberti Mother's Day Lunch, healthy lifestyle breakfast, political forums and local forums on climate and the environment
- Minna Jewell was profiled in *The Weekly Review* as an exceptional educator
- The Siena Parents' Association hosted many community events which were well attended
- The final weeks of the 2019 school year were marked with celebrations of students' academic and sporting achievements
- The Celebration of Sport Night was held at Camberwell Grammar, with guest speaker Jenni Screen OLY and the more formal Academic Awards Night at the Hawthorn Town Hall
- Following the conclusion of the VCE exams, parents, students and staff gathered at the Leonda function Centre for the Graduation Ball

Philanthropic Campaign

- In 2019 we hosted the 24-Hour Giving Day raising \$101,595 on the day for Equity Scholarships. Further funds were raised post the event to facilitate a full Equity Scholarship for a student from Year 7 to Year 12
- Community events along with the Siena Parents' Association and the Alumnae Association partnerships raised a further \$30,000 during 2019.

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), parent breakfasts, music tours such as Generations in Jazz at Mt Gambier, and participation in events organised by community organisations such as the commemoration of ANZAC Day at the Shrine of Remembrance.

Parent Satisfaction

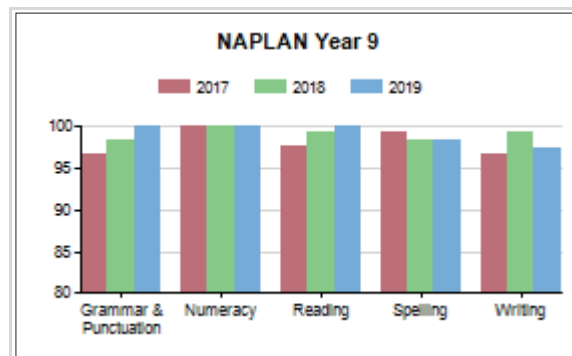
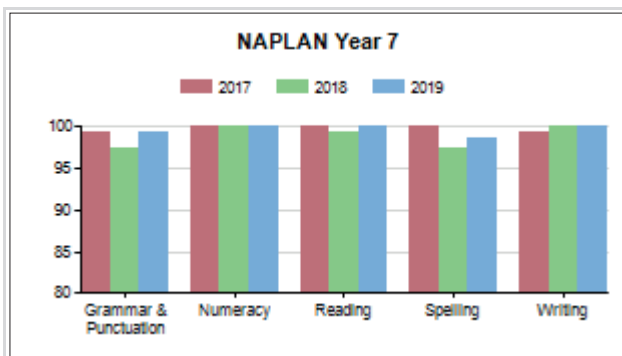
The 2019 CEMSIS survey data in most fields reflected better than CEM average for secondary Colleges. Parent responses were very positive when asked if there were no barriers to parent engagement although indicators showed that parents were reluctant to take up the offers. The data also indicated strong respect for the College and its staff and reported that a high percentage of parents felt welcomed at the College and were prepared to reach out if they needed support. The parents' data supported the work that the College has been doing in matters of safety and College "fit". Both of these indicators are essential for building a sense of community and connectedness. The parent data was especially complimentary regarding the level of communication at Siena.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	99.3	97.3	-2.0	99.3	2.0
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	100.0	99.3	-0.7	100.0	0.7
YR 07 Spelling	100.0	97.3	-2.7	98.6	1.3
YR 07 Writing	99.3	100.0	0.7	100.0	0.0
YR 09 Grammar & Punctuation	96.7	98.4	1.7	100.0	1.6
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	97.6	99.2	1.6	100.0	0.8
YR 09 Spelling	99.2	98.4	-0.8	98.4	0.0
YR 09 Writing	96.7	99.2	2.5	97.5	-1.7



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	93.5
Y08	92.0
Y09	93.5
Y10	92.3
Overall average attendance	92.8

School Performance Data Summary

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.7%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	79.3%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	32.0%
Graduate	33.3%
Graduate Certificate	8.0%
Bachelor Degree	89.3%
Advanced Diploma	20.0%
No Qualifications Listed	4.0%

STAFF COMPOSITION

Principal Class (Headcount)	5
Teaching Staff (Headcount)	85
Teaching Staff (FTE)	74.2
Non-Teaching Staff (Headcount)	52
Non-Teaching Staff (FTE)	44.0
Indigenous Teaching Staff (Headcount)	0

SENIOR SECONDARY OUTCOMES

VCE Median Score	33
VCE Completion Rate	100%
VCAL Completion Rate	N/A

POST-SCHOOL DESTINATIONS AS AT 2019

Tertiary Study	91.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	0.0%
Deferred	2.0%
Employment	4.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

School Performance Data Summary

Note

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



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