



SIENA
COLLEGE
CAMBERWELL

Siena College Annual Report to the School Community 2017

SCHOOL REGISTRATION NUMBER: 1145



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 2018



Our College Vision

Mission Statement

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

Vision

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

Values

We value and live the Dominican pillars of:

- Prayer** by nurturing spirituality and celebrating as a community of Faith
- Study** by striving for excellence, thinking critically and seeking truth
- Service** by empowering young women to actively engage in local and global justice issues
- Community** by recognising God's presence in others and fostering right relationships

College Overview

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

The College motto, Veritas, challenges 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-seven year history, Siena College has demonstrated the capacity to meet evolving educational expectations of Church, students and parents.

Principal's Report

We began the 2017 school year reflecting on the Gospel of Matthew (5:13-16) and an invitation to *'Be Light for the World'*. At our fortnightly Leadership Team meetings we reflected on the theme, shared stories, insights and experiences, and were inspired by the multitude of ways that individuals and teams at Siena College fanned the flame of our Dominican pillars: learning, justice, community and prayer, across 2017.

In May, the College welcomed delegates from New Zealand and from all states in Australia, to the inaugural Dominican Education Australia Conference. There was a great sense of commitment to our shared endeavours as Dominican educators and to our Mission of Truth Searching.

In July, the Siena Alumnae Wall was opened by Loyis Gibson (Class of 1944) and blessed by Sister Judith Lawson OP, Prioress of the Dominican Sisters of Eastern Australia and the Solomon Islands. The Alumnae Wall was installed in the Siena Cloister to honour and give thanks for Dominican Sisters, Board Chairs, past principals and alumnae of Siena College, those who have gone before to create the Siena story. The wall offers the Siena women of today and tomorrow, a sense of where we came from, of who we are and of who we aspire to be.

In the area of learning and teaching, there was an emphasis on innovation, collaboration and teamwork. Action Research Teams focused on pedagogical practices and curriculum. The 2017 VCE results were a source of pride and celebration. Based on the median Study Score and % Study Scores in the forties, the College was ranked once again in the top five Catholic schools in the State and in the top 10% of all schools. The introduction of a new Learning Management System, Siena Central, facilitated communication at all levels and enhanced the delivery of the curriculum.

Heads of Student Wellbeing lead changes to the pastoral program to meet the evolving needs of the student cohort with a focus on building resilience, and independence in learning. The College trialed the Braingro Program that embeds strategies based on current understanding of neuro science to enhance learning and self efficacy.

Relationships with College alumnae were enhanced through events such as the Careers Showcase, reunions, engagement with social media platforms and the opening of the Alumnae Wall.



Principal's Report

A capital works program at the end of the year included refurbishment of the West Wing as a performing arts precinct and an upgrade of the undercroft to provide welcoming social spaces for students and a 'pop up' uniform shop for the Siena Parents' Association. These works paved the way for the final stage of the Master Plan, the refurbishment of the Convent, in 2018 and the landscaping of the Agora Gardens. The staff study was refurbished at the end of the school year to create more welcoming, light filled spaces and facilities to enhance collaboration and teamwork.

As the year drew to a close, we thanked the Dominican Sisters for their ongoing support of our community, particularly the Leadership Team of the past four years,

Sr Judith Lawson in her role as Prioress, Sr Elizabeth Hellwig, Sr Patricia Madigan, Sr Jennifer Gerathy and Sr Anne Ryan. It is Sr Judith Lawson's vision that set up immersion opportunities to South Africa that have offered Siena staff and students life changing experiences. We are grateful for her wise counsel and the support she has given the Siena community over many years.

Ms Margaret O'Shea retired at the end of 2017. She was a regular presence in the Siena community in her role as the Promoter of the Dominican Charism in schools. The College acknowledged her role in the flourishing of the Dominican charism at Siena College and also in New Zealand and across the globe.

Siena College was blessed to have Dr Beverley Begg as Chair of the Board from 2010 to 2017. In the role of Board Chair, Beverley diligently sought out opportunities for herself and other Board Directors to develop understanding and knowledge of governance in an educational setting and to lead and implement change to enhance the governance of Siena College. In the period 2010 to 2017, Beverley oversaw a number of key initiatives and projects that have significantly enhanced the governance of the College and educational opportunities for students. Beverley was farewelled at the end of 2017 when she retired from the College Board.

2017 was a productive year for Siena College, enriched by many community events and the contribution of members of the community, students, parents, staff, alumnae and Board members.

Gaynor Robson-Garth
Principal



Church Authority Report

In August 2016, Siena College transitioned to a new governance structure under the leadership of Dominican Education Australia (DEA).

The Mission of DEA is to nurture and support DEA Education Ministries in creating safe, inclusive places of excellence in teaching and learning in the Catholic, Dominican tradition. DEA schools, colleges and centres are supported as they shape their identity as Catholic schools, and as they nurture the spiritual life of their students through faith formation, prayer and liturgy. DEA aspires to support effective leadership that builds capacity of staff and students to be creative and critical learners who will become discerning and engaged members of the community.

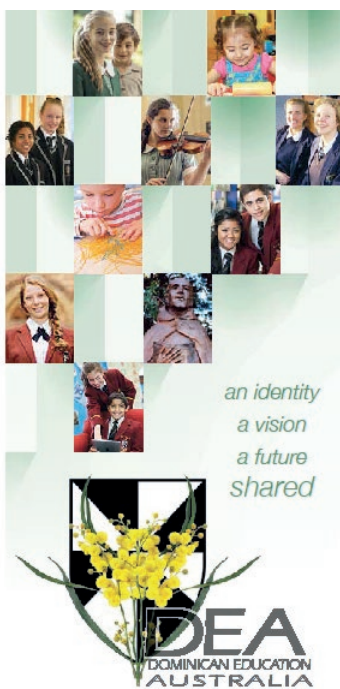
The Board of Trustees of DEA has always been conscious of the overwhelming importance of establishing warm, positive and constructive relationships with the Boards, Board Chairs, Principals and leaders of the DEA Education Ministries. While it develops a new community in the Catholic, Dominican tradition, DEA honours the traditions and stories of each school, college or centre. Good relationships are based on sensitivity to the different histories, communities and cultures of the Education Ministries, an appreciation of the environment in which each operates and sincere respect for the independence of each one. DEA recognises the professionalism and competence of their governing Boards, Principals and staff.

The resourcing, provision and support for Formation in the Dominican Charism, Catholic Identity, theology, spirituality and governance are essential and ongoing commitments of DEA. The Trustees of DEA are committed to understanding and affirming the achievements and challenges of each Education Ministry, within a strong and supportive network where the vision and Mission of DEA flourishes.

A highlight of 2017 was the inaugural DEA Conference, held in May at the Siena College. Over two hundred participants from DEA Education Ministries and other schools with a Dominican tradition throughout Australia and New Zealand, were thrilled to hear Fr Timothy Radcliffe OP speak about the conference theme, *Truth Searching*. The Conference offered a wonderful opportunity to gather as members of the Dominican family and to celebrate the Dominican story, mission and ethos. The warm and welcoming hospitality of the Siena College community was very much appreciated.

Suzanne Fabian

Chair, Dominican Education Australia



College Board Report

The Siena College Board and its committees form a committed, dedicated team, which has worked tirelessly in the interest of the College. Their efficiency is demonstrated in:

- Their focus on the College Mission and strategic forward planning
- Planning of the next stage of the College Master Plan, the renovation of the West Wing building to incorporate Music and Performing Arts and the refurbishment of the Undercroft in Term 4.
- Their oversight of the implementation of the College Child Protection Plan
- The policies and procedures that have been developed
- The improved financial and risk management that has resulted from their efforts

Following the Committees Review in 2016, the Board has also focused on:

- Reviewing the Terms of Reference of the Board Committees
- Addressing issues of gender diversity in the Board Committees, by encouraging expressions of interest from alumnae

The College Board acknowledges the generous contribution of Peter Beckman and Nick Fels who retired from the Board this year. Peter Beckman retired from the Board in May 2017 after seven years of service as a Board Director and Chair of the Building and Grounds Committee. Nick Fels retired after five years of service as Board Director and Chair of the Finance Committee.

Dr Beverley Begg
Siena College Board Chair



Education in Faith

Goals and Intended Outcomes

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

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

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
- Further develop the community service program
- Further enhance the Religious Education program through curriculum design and delivery, student assessment, examinations, and study of scripture
- Further enrich the liturgical, contemplative and sacramental life of the College

Achievements

2017 College Theme

The year was shaped by the College theme, *'Be Light for the World'*. Taken from Matthew's Gospel, this challenge from Jesus inspired many of our endeavours at Siena, including Visual Communications projects, the Antonio de Montesinos Public Speaking Competition, Reflection Day activities and numerous liturgies. It challenged us to nurture the light within ourselves, to recognise the light in others, to confront darkness in our world and to fan the flame of light and truth when life dims on personal, school wide, local and global levels. The Sisters at Jamberoo Abbey crafted beautiful College candles for use in our liturgical celebrations over the year.

Percentage of Catholic Enrolments

The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 73.0% compared with all schools 67.7%. The percentage of Catholic enrolments has fluctuated marginally over the past eight years as shown below:

Year	2011	2012	2013	2014	2015	2016	2017
Year 7 Catholic Enrolments	76.8%	71.7%	74.3%	75.9%	72.6%	74.8%	73.0%

Deputy Principal Mission and Catholic Identity

Anne Muirhead was appointed Deputy Principal Mission and Identity in 2017. Sadly, Anne tendered her resignation at the end of the year to explore new opportunities as Director of Mission, Loreto Ministries. Anne's leadership, vision and creativity were much valued over the year, particularly her creative liturgies and her contribution to the planning and organization of the Dominican Education Conference.

Education in Faith

Staff Formation

The Dominican Enrichment Education Program (DEEP) for staff, structured around four areas of Culture, History, Mission and Education, included after school sessions, the Dominican Conference in the middle of the year, and a reading component. 2017 DEEP sessions included the following:

Description of Unit	Presenter
<i>Dominicans Defending Human rights: Past, Present and Future</i> Reflections on the Dominican Jubilee Congress held in September 2016 in Salamanca, Spain.	Margaret O'Shea
Catherine of Siena	Sr Sheila Flynn OP
All Siena staff attended Day 1 of the forthcoming DEA Conference that included two keynote presentations by Fr Timothy Radcliffe OP	Fr Timothy Radcliffe OP and presenters of concurrent sessions

There were additional presentations for new staff on the foundation story of the Order and on St Dominic and St Catherine of Siena.

Fr Ronald Rolheiser was the speaker for the Staff Faith Formation Day and he addressed the following topics:

- Spirituality and the Seasons of our Lives
- Being Missionaries to our own Children: Secularity and the Gospel
- Gender: The agony and ecstasy of living in a world and a Church within which there are two voices: Male and Female
- God made them

The College was represented at a symposium organised by Catholic Religious Victoria. Principals, representatives from Boards and governance bodies of Order and Congregational owned schools, met to explore the challenges and opportunities ahead.

The number of staff accredited to teach in a Catholic school was 67.5% (61.3% in 2016). This compared favourably with 'All Schools' (45.1%) and has continued to increase over the years (49.2% in 2007) 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.

Siena College		
Accreditation	All Schools	This School
Accreditation to teach in a Catholic School	45.1%	67.5%

Liturgy and Sacraments

- Fr Kevin Toomey OP took on the role of College Chaplain in 2017. Fr Kevin's inclusive presiding at our weekly Eucharist and at major sacramental celebrations, enriched the faith life of the small number of staff who attend this weekly liturgy, and of the College community by his regular presence and contribution to other celebrations and retreats and reflection days
- Eucharistic celebrations marked the beginning of the year for staff, students and parents. These included a staff commencement mass at St Dominic's Church in January followed by a Year 12 welcome and the College Opening Mass for new Year 7 students, their parents, staff and student leaders in February
- The regular morning Masses in the College Chapel continued
- The College marked the liturgical seasons and special feasts over the year including Lent, Easter, and Advent, the Feast of the Assumption and St Catherine's and St Dominic's Days, with Eucharistic celebrations

Education in Faith

in St Dominic's Church, and the College Chapel, special liturgies at assemblies and in Home Rooms, year level celebrations and whole school celebrations

- In 2017, student leaders lead prayer at the Dominican Education Conference, the Easter Liturgy, the Blessing of the Alumnae Wall, College assemblies and special morning prayers to mark the Anniversary of the National Apology to the Stolen Generations, International Women's Day, World Environment Day and the arrival of Spring

Religious Education

The Religious Education curriculum was framed to enable students to engage with a celebration of grace, peace, conversion and joy. Witness and service were integral to all units of study.

- Teachers continued to implement the College's new Learning Management System, Siena Central across all classes.
- The following guest speakers presented to Religious Education classes over the year: Dr Frances Baker (Morality), Dr Rose-Marie Prosser (College theme), Julie Arliss (Philosophy), Julianne Drobik OP (Religious Life), Margaret O'Shea (various Dominican themes), representatives from the Jewish, Christian, Muslim Association, Laurance Splitter (Philosophy), Paulie Stewart (Social Justice).
- At senior levels, it was encouraging that the number of students electing to study Religion and Society Units 3 and 4 increased in 2017.
- The Catholic Studies course at Year 12 continued to be well received. Students explored their faith via several avenues in Catholic Studies. The Social Justice stream investigated issues such as Human Trafficking and Asylum Seekers, including Church and Government approaches. In Meditation and Spirituality, the students compared meditative traditions across religious traditions.
- In Science and Religion, students examined thought provoking questions raised by bioethicists and the overlap between religious tradition and scientific endeavour.
- Year 11 students were challenged by the rich study of how religion and society has impacted both positively and negatively since the Hominids. The recent Australian census data was analysed to explore changes to Australia's multicultural, pluralist society, the impact of the 'White Australia Policy' and the detention of people seeking asylum. The Eckhart Seminar Series continued for Year 11 students and included a session with the interfaith action group, INTERACT: a presentation by philosopher and gifted and talented educator Julie Arliss; and by alumna of the College, Dr Rose-Marie Prosser.
- The Year 10 Religious Education course was enriched by guest speakers, such as Julie Arliss, a philosopher from King's College, London. A highlight was students creating a contemporary rendition of the Stations of the Cross. A focus of other units included the analysis of contemporary ethical issues and ancient texts.
- Year 9 students learned about Indigenous Spiritual Expression and the importance of both interdependence and solidarity in our connections with our world. Hearing stories of asylum from refugees was profoundly moving.
- Year 7 students were welcomed into the College community and learned about the foundation stories of the Dominican tradition and of the College. Preparing and leading class prayer, participating in the celebration of Eucharist and in the Sacrament of Reconciliation, were important times of communal prayer and highlights of this first year at Siena College.

Retreats and Reflection Days

Year 12 Retreat and Year 7 Reflection Days were run by Siena staff. Reflection Days for Years 8, 9, 10 and 11 were outsourced to various facilitators. These days offer a spiritual experience, community building and learning in a different environment. Through participation in the activities on their Reflection Days and commitment to ongoing community service, students come to understand the four pillars of Dominican life and the call to serve.

Education in Faith

- Year 12s attended the annual retreat at the end of Term 1 at a new venue, Pallotti College near Warburton. The program was very positively reviewed by all students and staff who attended. One of the sessions was presented by Melinda Tankardt Reist who addressed issues relating to sexualisation of young people, especially women
- The Year 11 Reflection Day was lead by the Youth Mission Team at the College
- Year 10s visited the Mizrachi Synagogue and Holocaust Museum
- Reflection Days for Year 8 were facilitated by the GPBS Team (Gather, Proclaim, Break, Send) and College Religious Education staff
- The Year 7 Reflection Days were held at St Paul's Missionary Retreat Centre in Wantirna South

Dominican Charism

In Term 1, Year 7s participated in a Dominican Day with Year 7s from Dominic House, Aquinas College, Ringwood. This was the first time this program for over two hundred students was offered. The program included input from Marg O'Shea, a tour of St Dominic's Church with Julianna Drobik OP, a tour of the Priory with Paul Rankin OP, a 'Dominican Dash' exploring symbols around the campus and a shared banner making activity.

A small number of staff and students experienced the works of a number of international Dominican artists at a touring exhibition hosted in the Priory, including works by Sheila Flynn OP, Cristobal Torres OP and Kim En Joong OP. The College purchased a lithograph by Sr Sheila Flynn which tied in beautifully with our 2017 College theme.

Sr Sheila Flynn OP commenced work on a large art installation for the stairwell in the St Catherine Centre. In Term 1 she held a contextualisation session with student artists, exploring the life, ministry, words and inspiration of our patron Catherine of Siena. This was followed up with a week of workshops in Term 2.

Proceeds from our St Catherine's Day Fiesta supported the work of the Dominican Sisters and their Associates in the Solomon Islands. Contextual sessions focusing on the ministry of the Sisters in the Solomon Islands were held during the Pastoral Program early in Term 2.

The Communion Reflection at the St Catherine's Day Mass highlighted the work of Dominican women in Iraq, the United Nations, the Solomon Islands, and in Italy.

A highlight of 2017 was the DEA Conference in May, exploring the theme Truth Searching. Two hundred and sixty delegates from New Zealand and from all states in Australia attended a variety of excellent workshops and participated in morning prayers and a celebration of the Eucharist. We were especially privileged to welcome theologian and former Master of the Dominican Order, Fr Timothy Radcliffe OP, as the keynote presenter, together with a number of other speakers who both inspired and challenged the participants. Timothy Radcliffe shared his deep sense of spirituality and his thought provoking wisdom. The Conference was organised by a wonderful team of Siena staff supported by Sr Sheila Flynn, Margaret O'Shea and Sr Julianna Drobik. Feedback from delegates affirmed the hospitality offered by the College and the high quality of all presenters.

The Opening of the Alumnae Wall provided the College with an opportunity to reflect upon our legacy of Dominican women leaders and educators. The Blessing included a specially crafted sung litany created by Anne Muirhead, calling on Christian and Dominican leaders throughout the ages.

The College marked the 150th anniversary of the arrival of the Dominican Sisters in Eastern Australia with a special assembly in September. It was a beautiful celebration, highlighting the international context of the year 1867, and some of the key characters in the 1867 narrative. At the end of the assembly, representatives from College leadership and all House Groups processed to the Pioneer Sisters' Memorial where a wreath of Australian flowers was laid, and lanterns signifying each of the eight Pioneer Sisters were placed.

Throughout Term 3, extracts from the Martha Birnie Journal were read at the beginning of Religious Education classes, thus familiarising students with the remarkable story of these courageous and inspirational women.

Education in Faith

To honour this significant anniversary, the College has commissioned ceramic artist, Mary-Lou Pittard, to design tiles for the fountain pool in the middle of the cloister garden highlighting flora from both Ireland and Australia, including the emblems of our four House Groups.

- Input on Catherine of Siena as a leader was incorporated into the Pillars Program for aspirant student leaders. The focus is on servant leadership and the four pillars that underpin the Dominican charism
- Veritas Dinners this year, hosted by the local Dominican Sisters, focused on exploration of the encyclicals *Amoris Laetitia* and *Laudate Si*
- The Antonio de Montesinos' public speaking competition inspired students to explore the College theme, *Be Light for the World*, covering topics such as refugees and asylum seekers, exploitative tourism in Bali, feminism and justice advocates, Malala Yousafzai and Fred Hollows
- The four minute period of silence across the College just before lunchtime each day was rebadged as 'Pause and Pray' and continued in 2017 as a way to embed the Dominican pillar of 'Contemplation' and to be mindful and open to the presence of God

Justice and Service

Siena's justice and service commitments remained consistent across 2017 and included:

- The Indigenous Immersion for twelve students and two staff to Central Australia. After a comprehensive evaluation it was decided to find another agency to run future immersion programs and contact was made with Catholic Mission Australia to explore options for 2018
- A focus on Women in Sport for International Women's Day that highlighted new opportunities to achieve equity
- Support of Vinnies, Doncare, St Mary's House of Welcome, MacKillop Family Services, Caritas Australia, Kopanang Trust and Dominican Sisters in the Solomon Islands
- Support of South African student, Refiloe Sibisi continued to cover her expenses for her final year of tertiary studies
- Staff support on a Sunday evening of the Vinnies' Food Van through St Dominic's Parish
- The Service to the Community Program in which students undertake a range of activities in their own time, including assisting at Camberwell Green Aged Care, sandwich making at St Dominic's Church, and the Pied Pipers Royal Children's Hospital Good Friday Appeal which involved approximately one hundred Siena students
- The College continued to support Fair Trade organisations where possible
- Staff and students participated in the Palm Sunday march in the city, 'Walking for Justice for Refugees', to show solidarity with asylum seekers
- Year 10 students participated in the 2017 'Building Bridges' interfaith dialogue program
- The College acknowledged the first Australians on Sorry Day, commemorated National Reconciliation Week, and staff and students participated in a Michael Long sponsored 'Long Walk' at Aquinas College in Ringwood to show solidarity with Aboriginal Australians
- A group of Year 7 and 8 students participated in a Winter Sleep-out for the homeless

Value Added

In 2017, activities that enhanced students' education in faith included the range of guest speakers, retreats and reflection days, including the three day Year 12 retreat, a series of Eckhart seminars for Year 11 students, extended learning activities and interfaith dialogue that students engaged in through the 'Building Bridges' program, together with presentations from the Jewish, Christian and Muslim Association. Students continued to be involved in a range of social justice initiatives and immersion programs, including the Indigenous Immersion to Central Australia and the South African Immersion program to work with Dominican Sister, Sheila Flynn, at Kopanang near Johannesburg.

Learning and Teaching

Goals and Intended Outcomes

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

Achievements

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

- Building Bridges Program
- Food Security Network Project
- Indigenous Immersion
- Reflection Days
- Eckhart Seminars
- World Scholars Cup
- Victorian Junior Gifted and Talented Philosophy Day
- Year 9 and 10 STEM day
- The Florey Institute of Neuroscience and Mental Health State Finals Brain Bee Day
- Visiting authors: Robert Newton and Angela Savage
- Text Performances: *Macbeth* and *Bombshells*
- Year 12 Physical Education visit to Exercise Research Australia
- Jump Rope for Heart Program
- French Student Exchange Program
- Italian Cultural Trip
- Chinese Cultural Day
- Dante Alighieri Poetry Competition
- Debating Association of Victoria Competition
- Antonio de Montesinos Public Speaking Competition
- Drama Victoria Theatre Festival
- Senior Drama Performance Evening
- Annual Music Concert held at Melbourne's Recital Centre, Elisabeth Murdoch Hall
- Generations in Jazz Festival, Mt Gambier
- Catholic Education Visual Arts Exhibition
- Australian Youth Climate Coalition Repowering Schools Forum
- Siena in the City Program, Geography: Interconnections
- Model United Nations Conferences
- Australian Mathematics Challenge
- World of Mathematics Incursion

Learning and Teaching

The major focus in this sphere was on working collaboratively to create a shared understanding of learning at Siena, utilising current research and practice, as well as tapping into the wealth of expertise and experience of Siena staff. The process also engaged student voice in the process. In 2018, a new Learning Framework developed through these consultations, will be implemented.

Staff also continued to share good practice through the successful 'Learning Series'. The Learning Series showcased some of the knowledge and skill of Siena teachers, who presented to their colleagues on an area of expertise. The focus of 2017, presented on by staff was to maximise the use of the new Learning Management System (Siena Central) and work on an understanding of the importance of a 'Growth Mindset' in the classroom and in professional practice.

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 2017			
	Siena Students' Median Score	State Median	% above the national minimum standard
Reading	588	552	99%
Writing	569	524	96%
Spelling	580	549	96%
Grammar and Punctuation	585	548	99%
Numeracy	574	562	95%

NAPLAN Results: Year 9

The following table details the median score for each of the Year 9 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy assessments. Year 9 students at Siena College performed above the State median in all areas of assessment.

TABLE 2: NAPLAN, Year 9 2017			
	Siena Students' Median Score	State Median	% above the national minimum standard
Reading	614	584	93%
Writing	616	561	90%
Spelling	609	581	92%
Grammar and Punctuation	594	574	87%
Numeracy	597	597	95%

Learning and Teaching

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 2015–2017					
Proportion of Students Meeting the Minimum Standards					
	2015 %	2016 %	2015–2016 Changes %	2017 %	2016–2017 Changes %
Year 7 Reading	100.0	100.0	0.0	100	0.0
Year 7 Writing	99.3	100.0	0.7	99.3	-0.7
Year 7 Spelling	99.3	99.3	0	100	0.7
Year 7 Grammar and Punctuation	100.0	100.0	0.0	99.3	-0.7
Year 7 Numeracy	100.0	100.0	0.0	100	0.0

TABLE 4: Year 9 NAPLAN Trend Data 2015–2017					
Proportion of Students Meeting the Minimum Standards					
	2015 %	2016 %	2015–2016 Changes %	2017 %	2016–2017 Changes %
Year 7 Reading	100.0	100.0	0	97.6	-2.4
Year 7 Writing	99.3	99.3	0	96.8	-3.2
Year 7 Spelling	99.3	99.3	0	99.2	-0.8
Year 7 Grammar and Punctuation	98.6	100.0	1.4	96.8	-3.2
Year 7 Numeracy	100.0	100.0	0.0	100.0	0.0

Summary of NAPLAN Data

There has been minimal change from 2015 to 2017 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 2015 to 2017, from a range of primary schools.

Between 99% and 100% of Year 7 students met the minimum standards in 2017. At Year 9, between 96% and 100% met the minimum standards. There was a small decrease in students' writing, grammar and punctuation at Year 9. However, in real terms this refers to four students within the cohort who were slightly below the standard. 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.

Learning and Teaching

Senior Secondary Outcomes: 2017 VCE Results

The Class of 2017 achieved excellent results. Siena College attained a top 5 ranking of Catholic Schools and was in the top 10% of all schools offering the VCE.

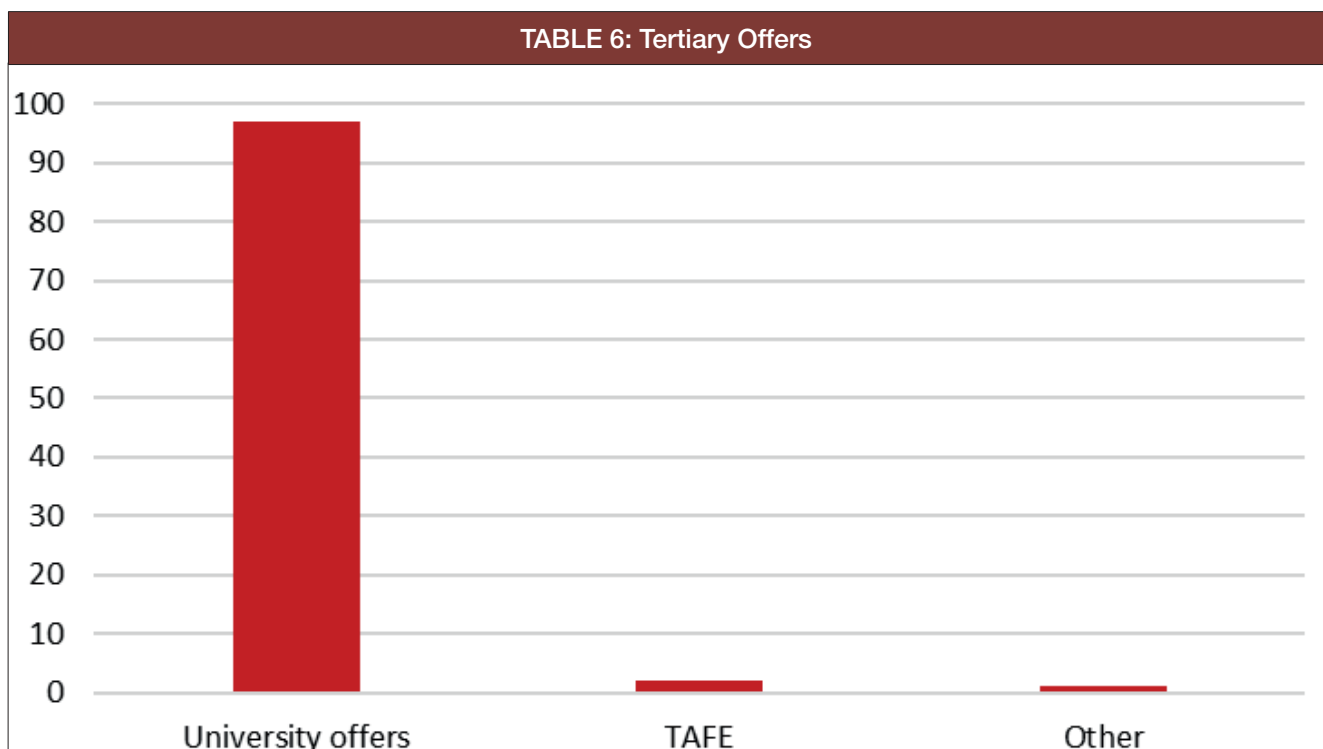
- 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2017
- The median Study Score was 34
- 14.3% of all Study Scores were above 40
- 26.7% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 11% of students achieved an ATAR above 95 which places them in the top 5% of the state
- Two students achieved a 50
- Three students were accepted into the VCE Seasons of Excellence (one in Top Designs and two in Top Arts) and four other students were short listed
- No students were enrolled in the Victorian Certificate of Applied Learning (VCAL) program

TABLE 5: VCE Trend Data 2015 – 2017			
	2015	2016	2017
Median Study Score	34	34	34
% Study Scores over 40	14.4	16	14.3
Highest ATAR	98.75	99.70	98.65

The 2017 College Dux, Caitlin Angus, achieved an ATAR of 98.65. Caitlin accepted an offer from Monash University to study a degree in Commerce/Arts.

Post School Destinations

Of the ninety students that completed Year 12 in 2017, eighty-seven students applied for a tertiary placement and all were offered a tertiary placement.



Student Wellbeing

Goals and Intended Outcomes

In 2017, the College continued to focus on enhancing each student's sense of personal worth and wellbeing to support exemplary learning and teaching. The focus was on providing an emotionally and physically enriched environment, characterised by respectful relationships, acceptance and a sense of belonging, along with strong collaboration between home and school. The College aimed to embed a culture where wellbeing is integral to learning and consciously connected to student achievement.

The College's intended outcomes were to:

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

Achievements

In 2017 many opportunities were provided for staff and families to enhance their understanding of issues that can hinder or enhance adolescent development and the impact of these issues on student learning.

- At the end of 2016, the College was accredited for the third time as a Restorative Practices School. This approach continues to be embedded across classrooms and in all areas of interaction between staff and students
- The Wellbeing Team (Deputy Principal Wellbeing, College Counsellor, House Coordinators) continued to develop their understanding and expertise in the Berry St Educational Model (BSEM), by attending the master classes offered by Catholic Education Melbourne. Four other staff were enrolled in the BSEM four day course. The Wellbeing Team further developed the strategies for introducing the BSEM to all staff. It was decided to utilize the new Professional Learning structures for 2018 to facilitate this process
- The College continued to engage the broader College Community. Families of students were offered the opportunity to participate in a Seminar Series covering the follow topics:
 - Adolescent development (Year 7 Parents), presented by Dr Katie Wood, Swinburne University
 - Cyberbullying and social media (Year 7 – 9), a drama performance (followed by a staff led discussion)
 - Strength based schools presented by Leonie Abbott from Berry St Childhood Institute
 - Mindfulness and its positive impact on adolescents presented by Associate Professor Craig Hassed Monash University
 - Importance of sleep for adolescents presented by Professor Greg Murray Swinburne University
- A review of the Parent Series led to the decision to trial an online information program for parents. SchoolTV will replace the Parent Series in 2018, providing on line access to parent seminars of relevance
- The College continued to provide students and families with a professional counselling service to enhance their ability to fully access learning opportunities. Together with in-house counselling, students and families are referred to appropriate outside agencies as appropriate

Pastoral Program

In 2017 the College continued to develop the Pastoral Program for students:

- The Year 7 students took part in the BRAiNgro program. BRAiNgro is a whole school wellbeing program that uses the latest neuroscience research to provide students with a range of tools to improve social and emotional wellbeing, and enhance learning
- The weekly pastoral lesson focused on developing connections for students at the House Group and House level and also provide Year level appropriate programs. Some BSEM strategies were also introduced to students at various levels, including stress management and identifying and using personal strengths

Student Wellbeing

Student Attendance and Retention in 2017

Rolls are marked electronically at the beginning of every day and 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 10.30 am. Depending on the knowledge that the College has about the family and the student, the absence of communication is noted or in other cases, the House Coordinator, Deputy Principal Wellbeing and/or Counsellors are notified and take the necessary action. 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. House Coordinators check the absences of students on a regular basis.

The number of missed classes are recorded for each student on the Interim and Semester Reports. In 2017 the College moved to using Synergetic and Siena Central for recording and monitoring attendance.

Average Student Attendance Rate by Year Level	%
Year 7	91.46
Year 8	91.49
Year 9	91.73
Year 10	91.96
Overall average attendance	91.66

Years 9 to 12 Student Retention Rate	85.05%
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Student Wellbeing and Learning

Student wellbeing is enhanced through a range of programs and opportunities offered at the College. A comprehensive co-curricular 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 the College membership of Girls Sport Victoria (GSV), students had the opportunity to participate in a range of sports and to compete at an elite or participatory level. Students were also able to access academically challenging extension programs because of the College membership of the Boroondara Gifted and Talented Cluster. Inter House activities in sport, the performing arts, public speaking and debating and fund raising, developed house spirit and provided opportunities for positive interactions between year levels.

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 2017.

Students continued to be involved in Immersion Programs to Central Australia and South Africa.

Student Satisfaction

The 2017 School Improvement Survey indicated a high level of satisfaction with classroom and school behaviour. Students feel safe around the College but there are some aspects of relationships between staff and students that require improvement.

Value Added

In 2017 the College continued to develop the Pastoral Program for students.

- The Year 7 students took part in the BRAiNgro program. BRAiNgro is a whole school wellbeing program that uses the latest neuroscience research to provide students with a range of tools to improve social and emotional wellbeing, and enhance learning.
- The weekly pastoral lesson focused on developing connections for students at the House Group and House level and also provide Year level appropriate programs. Some BSEM strategies were also introduced to students at various levels, including stress management and identifying and using personal strengths.

Child Safe Standards

Goals and Intended Outcomes

From 2016, the College Board has overall responsibility for the oversight and compliance of the development and implementation of a Child Protection Program in the College that addresses the new Victorian Child Safe Standards and Ministerial Order 870.

Achievements

College Board Oversight of Child Safety Program

In 2016 to 2017, the Board established a regime of reporting at each Board meeting to enable monitoring of the implementation of the Victorian Child Safe Standards and compliance in the College. This included:

- Regular verbal and written reports in the Principal's Report, as documented in the Board Oversight of Child Safety Program developed in Term 1, 2017
- Reports from the Risk Management Committee and Child Safe Standards Committee
- An update on the Child Safe protocols and procedures in the College over the Sustainability Phase in 2016 to 2017 by Deputy Principal Wellbeing, Sue Thompson and College Counsellor, Anne Boyle on 26 July 2017

Oversight Report of the Child Safety Program strategies reported during 2017

Child Safe Standard	Phase 2: Sustaining a Culture of Child Safety 2017
CSS1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements	<p>Dr B Begg, Mrs P Lovell and Mrs G Robson-Garth attended the Child Safe Standards Committee meetings held each term.</p> <p>Regular report to Board on CSSC meeting + minutes/relevant resources.</p> <p>Annual progress report to Board by Mrs S Thompson and Mrs A Boyle on 25 July 2017.</p> <p>The College met the Victorian Registration and Qualifications Authority (VRQA) Child Safe Standards compliance requirements.</p> <p>Mrs P Lovell developed the Child Safe Annual Action Plan, based on Catholic Education Melbourne (CEM) resources.</p> <p>Mrs P Lovell developed Draft Terms of Reference for the Siena College Child Safe Standards Committee.</p>
CSS2: A child safety policy or statement of commitment	Implementation of Child Safe Policy.
CSS3: A code of conduct that establishes clear expectations of appropriate behaviour with children	<p>Implementation of Code of Conduct.</p> <p>iPad sign in agreement for all College staff, volunteers and visitors (on going)</p>

Child Safe Standards

Child Safe Standard	Phase 2: Sustaining a Culture of Child Safety 2017
<p>CSS4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel</p>	<p>Employment of Human Resources Manager</p> <p>Human Resources Manager to develop and monitor relevant documentation and employment checks (on going)</p> <p>Siena College Human Resources Policy and protocols developed by the Human Resources Manager.</p> <p>All staff role descriptions updated and interview protocols and reference checks now include appropriate questions.</p> <p>All Human Resource (HR) procedures now compliant with the Child Safe Standard 4 requirements</p> <p>A Volunteers' Engagement Handbook developed to meet Child Safe Compliance requirements.</p> <p>Requirement of Working with Children Check for volunteers.</p> <p>Director of Development and Community Relations oversees new and existing volunteer engagements and Business Manager oversees engagement of contractors.</p> <p>College subscribes to the organisation, SAM 4 Schools, which manages a database of contractors with online compliance checks</p>
<p>CSS5: Processes for responding and reporting suspected child abuse</p>	<p>On-going implementation of Child Protection Mandatory Reporting / Reporting Obligations Policy and protocols (Appendices 1-5)</p> <p>Principal to advise: Board Chairperson + Board Executive at BE meeting and Board at Board meeting + CEM (as per PROTECT protocol).</p> <p>PROTECT resource for responding to incidents, disclosures and suspicion of child abuse.</p> <p>Compliance with Reportable Conduct Scheme from the 1 July 2017.</p> <p>Board and Staff briefed on the Reportable Conduct legislation.</p>
<p>CSS6: Strategies to identify and reduce or remove risks of child abuse</p>	<p>Inclusion of risks of child abuse in established risk management planning.</p> <p>Consideration of risks to Child Safety in Risk Management Report at Board meetings.</p> <p>Consideration of risks to Child Safety in Annual Top Risks Report to Board in December 2017 and in Risk Management Report to DEA at AGM in May 2017</p> <p>Consideration of Child Safety Risk Assessment Tool (RAT) by the Child Safe Standards Committee</p>
<p>CSS7: Strategies to promote the participation and empowerment of children</p>	<p>Development of Child abuse awareness and prevention strategies in progress.</p> <p>Participation in the Partner Schools Program throughout 2017, focusing on curriculum development and a whole school approach to respectful relationships.</p> <p>Staff have attended the Respectful Relationships Program information sessions for partner schools.</p> <p>Current relevant Child Safe resources available on the Staff Zone in Siena Central.</p>

Leadership and Management

Goals and Intended Outcomes

In this dimension, the College aimed to develop a strategic and visionary leadership culture that empowers all to engage actively in a shared improvement journey. The aim was to build a healthy organization in which trust and vision are shared.

As a Catholic school in the Dominican tradition, we seek to foster a model of shared leadership to build a healthy organization in which trust and vision are shared.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning Undertaken In 2017

The year commenced early for those staff who held leadership responsibilities at the College. A Leadership Forum chaired by the Principal, Gaynor Robson-Garth, provided the opportunity for the development of the strategic intent for 2017 based on the College's School Improvement Plan as detailed in the Annual Action plan for this year. There was a great deal of work done in establishing the goals for the year ahead and the collective experience at the forum was evidenced by the forward thinking ideas and implementation plans that emerged.

In 2017 the College introduced a new Learning Management System (LMS) known locally as Siena Central. The system replaced the ageing facility which was proving to be too cumbersome, time consuming and ineffective. Siena Central on the other hand is intuitive, engaging to both staff and students and has the capacity to facilitate more parent involvement in their daughters' educational progress. A significant amount of professional learning time was dedicated to the introduction of Siena Central. For staff this implementation required a great deal of upskilling which was managed by a team of dedicated staff who trialed the LMS in the latter part of 2016 before leading the professional learning of the remaining staff in 2017. The College provided many opportunities for proximal zone training for staff, learning and training sessions after school as well as workshop sessions conducted by the support team. The Siena Central training complemented the on-going professional learning undertaken by all staff in matters of faith development, pedagogy, wellbeing and curriculum development.

In Term 3, a Faith Development day was hosted by Genazzano College and attended by a number of girls' schools including Siena. Fr Ronald Rolheiser, a Roman Catholic priest and member of the Missionary Oblates of Mary Immaculate and President of the Oblate School of Theology in San Antonio Texas, was the guest presenter. He is a specialist in the fields of spirituality and systematic theology and provided an investigation of spirituality that left many of the attendees with a lot to think and talk about for months to follow.

Total expenditure on Professional Learning in 2017 was \$87,530.

Number of teachers who participated in Professional Learning was 104.

Average expenditure per teacher for Professional Learning was \$245.

TEACHER SATISFACTION

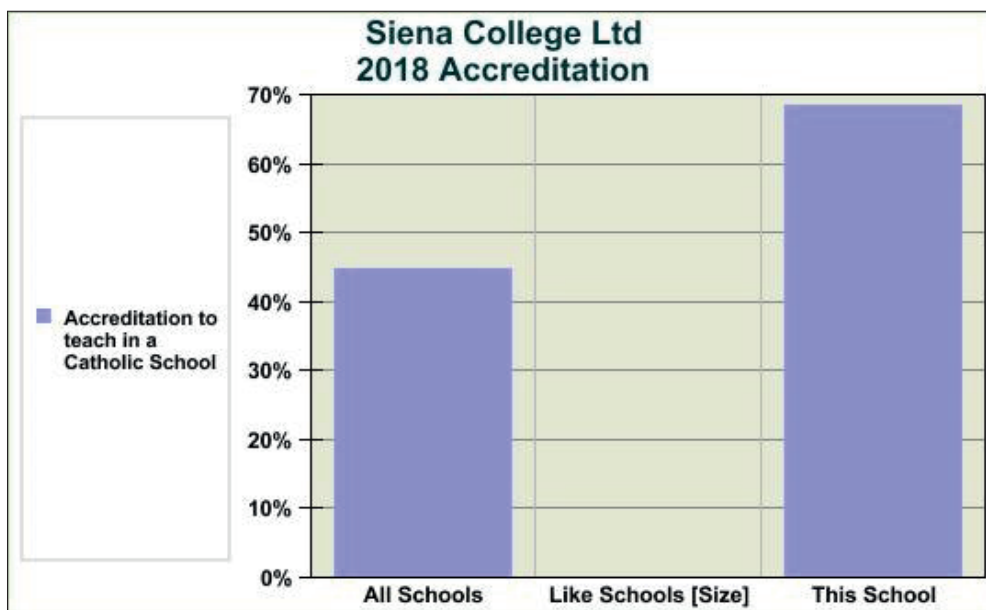
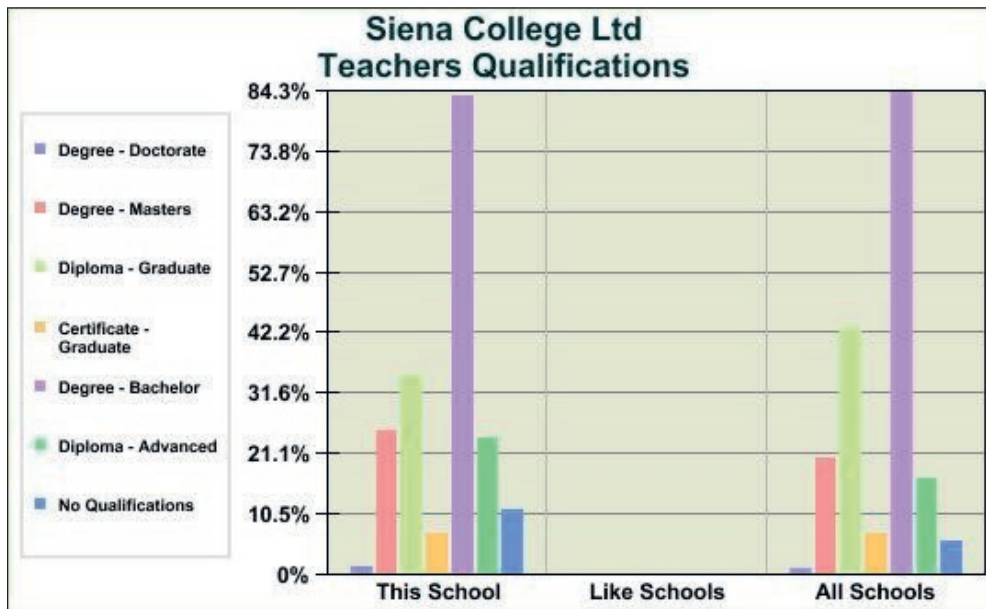
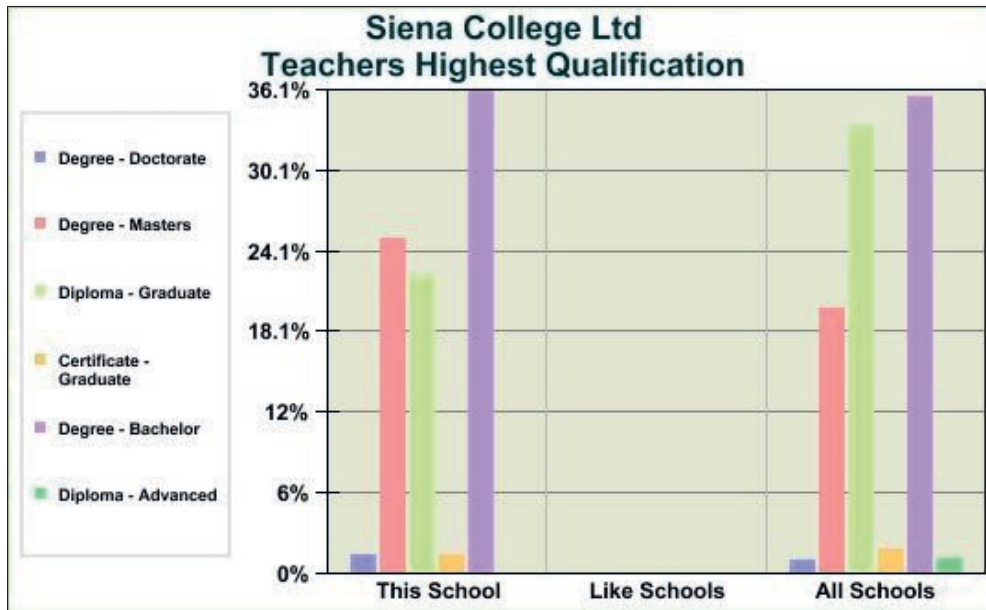
Insight SRC survey results concerning teacher satisfaction indicated an overall sense of connectedness and wellbeing in the College's staff.

Individual morale indicators showed averages of five in the seven point scale and the 'percent favourable' scores averaged above 80%. In general, the staff are enthusiastic, proud, cheerful and energetic.

The Individual Distress indicators also showed very positive responses. Most staff are reporting very rare incidents of feeling depressed, anxious or tense but there are higher figures in the criteria for stressed at school. This may be due to the introduction of the new Learning Management System and Report Writing systems (Synergetic). Even with that, staff still report high confidence in curriculum processes, professional growth and student motivation. Around 97% of staff report taking pride in the school and go about their work with enthusiasm and energy.

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

Leadership and Management



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 grow a culture of philanthropy and develop community partnerships

Achievements

Development Office Restructure:

- An external review of the College Archives was commissioned, resulting in a restructure of the Development Office to bring together all activities which impact on the College's relationships with its external community.
- Following the review, an Archives Strategic Plan and Archives Roadmap was developed, together with a revised Archivist's Role Description.
- The activities of the Development Office include fundraising and philanthropy, major events, marketing and communications, public relations, archives and student recruitment. An integrated approach to these activities is required to ensure that the wider community understands and supports the College's Mission as a Catholic school for girls in the Dominican tradition. Tracey Grobbelaar was appointed to lead the Development Office in this expanded role.
- There has been much growth in this area of the College and all members of the newly established Development Team have contributed to exemplary fund raising campaigns, major events, growth in the alumnae database and in enrolments, as well as the creative oversight of the Siena brand. Support from the community continues to be reflected in growing financial and community support and in Siena's increasing enrolments. The Development Team will continue to capitalise on opportunities to innovate, and to enhance and drive key efficiencies. The development of positive, lasting relationships with stakeholders is fundamental to the College's future development.

Alumnae

- The College Board ratified a Recognition Policy to formalize acknowledgement of alumnae, long serving staff, volunteers and community members.
- There was enhanced engagement with alumnae, both locally and globally, through the role of the Director of Development and Community Relations and the establishment of a new role of Alumnae Coordinator.
- During the year, many alumnae returned to celebrate decade reunions that provided opportunities for past and present students to reengage.
- The Siena College Alumnae Association continued to grow and the Association hosted a fourth careers showcase evening. 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 generational families and the number of alumnae enrolling daughters at the College continued.
- An Alumnae Wall was introduced to the Siena community. It was opened by past student, Loyis Gibson (Class of 1944) and blessed by Sr Judith Lawson OP.
- Communication with past students via social media continued on two Facebook pages for Siena College and the Siena College Alumnae, a College Alumnae LinkedIn profile and the use of YouTube to promote the College's first philanthropic campaign and the building project.
- A production company was engaged to create a new cinema advertisement featuring alumnae, Prof Michelle Welsh, Susan Alberti, Dr Julia Marchingo (Medical Science Researcher), Anna Fleiter (philanthropist) and

College Community

Kate Gotlib (Teacher, past student and current Co-President of the Alumnae Association). The concept centred around 'connecting girls, empowering young women' and focused on alumnae to illustrate the inspiration, mentoring and support that Siena students are offered to achieve their aspirations.

- In the final week of Term 2, a 'raffled' dinner prepared by alumna and former 'Master Chef', Laura Cassai, was served by the Principal and Business Manager in the Siena Conference Room. This was part of the 2016 Butterfly Campaign fundraising at the final gala dinner.
- At the 2017 Academic Awards Night, we were joined by two Siena alumnae who were featured in the 2015 commemorative 75th anniversary book. Alumna, Dr Clare Fedele was awarded the Ursula McKenna Award for her achievements as a STEM Ambassador, and Celia Conlan (Family Law Barrister) was inducted as the 2017 notable alumna of the College.
- The first of two Community Awards were announced at the Awards Night for past Board member Peter Beckman, his wife Jenny who was a member of the Marketing Advisory Group over several years, and his daughter Stephanie for her contribution to justice initiatives. Alumna, Loyis Gibson, was recognized for her contribution to the College Archives.

Community Events

- There was continued participation in music, art, language, debating, public speaking, mathematics, gifted and talented clusters, and other community events and competitions.
- The Catholic feeder primary program for Grade 4 to 6 students continued.
- To promote the launch of the AFL Women's League, AFLW ambassador and alumna of Siena College, Susan Alberti, joined Melbourne players, Karen Paxman and Mel Hickey, and representatives from Channel 7 in the Susan Alberti Auditorium for a Q and A session and to showcase the AFLW Premiership Cup.
- The International Women's Day breakfast was held in the Susan Alberti Auditorium, with funds raised going to the Kopanang community in South Africa.
- The 2017 College play produced and directed by staff member, Maree Cody, 'Stories from Suburban Road', was a poignant and moving account of what it was like to grow up in Perth between two world wars. The use of lighting, music and projected images, together with the sets and the polished performances of the actors, evoked memories of times gone by and of a world the students must have struggled to interpret.
- The Siena/Whitefriars Musical was directed and produced by Whitefriars College in 2017. Siena staff will direct and produce the Musical: A Chorus Line, in 2018.
- The 2017 College Music Concert, 'Fanfares, Anthems and Music that Changed the World', was held at the Elizabeth Murdoch Recital Centre. It was a great showcase of the creativity and talent of the Music students and staff. There was a rousing finale to conclude the evening.
- The College was represented at the launch of alumna, Susan Alberti's book, 'The Footy Lady'. Susan was named Melburnian of the Year in 2017.
- The College staged a community Fun Run in collaboration with Marcellin College.
- A commemoration of Remembrance Day was held in the front of the school in November, followed by the annual college Memorial Mass in the evening.
- The College hosted a 'Gifted and Talented Philosophy Day' with visiting speaker Julie Arliss. Eleven schools attended and it was good to witness the students' discussions that were prompted by Julie's presentations.
- The three day Snowsports Camp was much enjoyed by all participants.
- The final weeks of the 2017 school year were marked with celebrations of students' academic and sporting achievements.
- The Celebration of Sport Night was held at the Hawthorn Campus of The University of Melbourne 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.

College Community

Philanthropic Campaign

- 2017 focused on the planning and implementation of the remaining Pillars of the Butterfly Campaign, Pillar III, the Agora and Terraced Gardens and Pillar IV, transforming the Convent and Cloisters into the College gateway.
- The College continued to plan for the future by securing surrounding properties and improving facilities.
- A bequest society, named The Siena Philanthropic Society, was launched in 2017. The patron is past student, Professor Anne-Maree Kelly (Class of 1977).
- Community events such as the Fun Run, Alumnae Wall, along with the Siena Parents' Association and the Alumnae Association partnerships raised a further \$49,000 in philanthropy during 2017.

Value Added

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

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

Parent Satisfaction

The 2017 School Improvement survey data indicated strong levels of parent satisfaction. Parent responses were in the top 25% of all Victorian secondary schools for extra-curricular learning opportunities, homework, classroom behaviour and students' connectedness to school. High levels of attendance at community events, growth in the membership of the Siena Parents' Association and in the number of alumnae choosing to enrol their daughters at the College, provided further evidence of high levels of parent satisfaction.



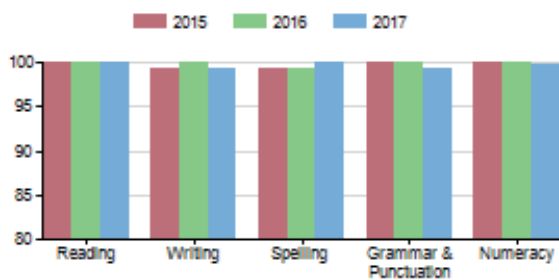
School Data

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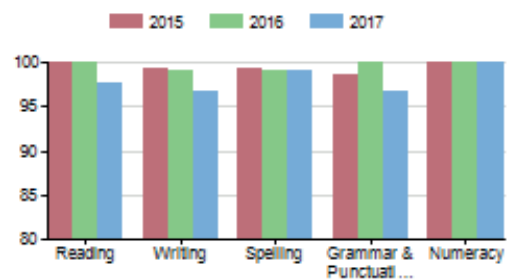
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	100.0	100.0	0.0	99.3	-0.7
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	100.0	100.0	0.0	100.0	0.0
YR 07 Spelling	99.3	99.3	0.0	100.0	0.7
YR 07 Writing	99.3	100.0	0.7	99.3	-0.7
YR 09 Grammar & Punctuation	98.6	100.0	1.4	96.7	-3.3
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	100.0	100.0	0.0	97.6	-2.4
YR 09 Spelling	99.3	99.2	-0.1	99.2	0.0
YR 09 Writing	99.3	99.2	-0.1	96.7	-2.5

NAPLAN Year 7



NAPLAN Year 9



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	85.05%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y7	91.46
Y8	91.49
Y9	91.73
Y10	91.96
Overall average attendance	91.66

School Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.65%

STAFF RETENTION RATE	
Staff Retention Rate	88.41%

TEACHER QUALIFICATIONS	
Doctorate	1.35%
Masters	24.32%
Graduate	35.14%
Certificate Graduate	6.76%
Degree Bachelor	81.08%
Diploma Advanced	22.97%
No Qualifications Listed	13.51%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	84
FTE Teaching Staff	73.572
Non-Teaching Staff (Head Count)	56
FTE Non-Teaching Staff	48.546
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	614.90
Year 9 Writing	617.60
Year 9 Spelling	611.90
Year 9 Grammar & Punctuation	589.70
Year 9 Numeracy	594.90

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

School Data

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	76.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	1.0%
Deferred	6.0%
Employment	9.0%

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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