



SIENA
COLLEGE
CAMBERWELL

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



Siena College Camberwell Annual Report to the School Community 2021

SCHOOL REGISTRATION NUMBER: 1145



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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 2021 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 2022

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

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

Strategic Intent

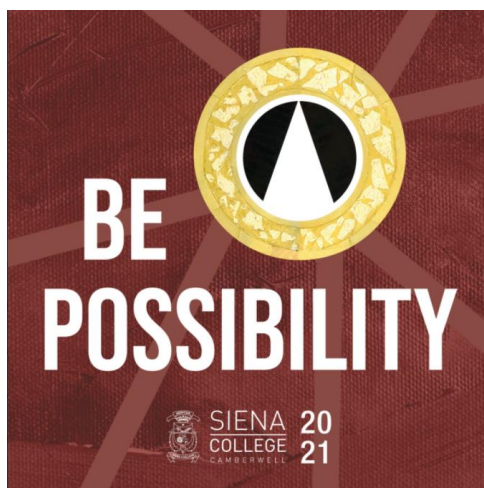
Siena College will work to engage young women in a challenging education that empowers them with the personal resources to make a difference in the world, by searching for truth through a culture of lifelong learning.

Annual Action Plan Goals

- In partnership with parents and the broader church, to ensure the community works together to make clear the connection between curriculum, the world of the learner and the Catholic tradition.
- To foster deep learning as a process that respects diverse cultures, worldviews and family backgrounds and actively engages students with Catholic beliefs and values relevant to their learning.
- To build a learning environment in which all students are engaged and challenged to realise the College vision for them to become independent, inquiring, critical and creative thinkers.
- To ensure that a high priority in the learning programs, curriculum planning and other college initiatives is given to the explicit progressive development of values, cross-curricular attributes and skills within and across subject areas.
- Develop a whole school, strengths based, restorative approach to teaching social and emotional literacy.
- Develop the professional capacity of staff to understand and articulate the connection between student wellbeing and the learning process
- Develop student voice and agency
- Promote the Siena College brand through collaborative partnerships and networking
- Promote beneficial relationships with the past, present and future communities including prospective families
- Continue to drive the College's risk management agenda.
- Ensure a Child Safe culture.
- Develop and calendar induction and formation activities in order to foster an open, challenging and engaging Board culture.

Principal's Report

The 2021 College theme 'Be Possibility', was a graced and hope filled call to Be the possibility within us. This Dominican inspired theme urges us forward, prompting us to not only listen to our dreams for the world but to turn it into action. In our gathering liturgies to commence the year, this was our prayer – that students will live the extraordinary possibility of their best self; to know what they are capable of and so transform the world. The theme was explored by the Leadership Team and staff and introduced to students at opening assemblies.



2021 was a year of mixed blessings, commencing well with a return of all students to site and all events early in the year being held in person. The year was then largely impacted by lockdowns throughout the remaining terms with a return to campus for some end of year celebrations. Events that ran early in the year included the Year 7 transition program, commissioning of student leaders, Year 7 Reflection Day, St Catherine's Day liturgy and celebrations, and Activities Week programs including camps, retreats, Siena in the City, Future Pathways programs and the Class of 2020 VCE assembly. A number of postponed 2020 events were also held including the Class of 2021 graduation dinner and Year 11 formal. At the end of the year, we were pleased to gather in person for our Night of Excellence, to acknowledge achievements of our students during this disrupted year.

As Covid cases rose and lockdowns were imposed, many other events and activities were postponed or cancelled, some for the second year running, including the Arnhem Land immersion, Kopanang Immersion and the Siena/Whitefriars Musical.

Remote Learning

Staff and students were required to quickly adapt from in person to online learning with lockdowns requiring swift adjustment to all aspects of operation. Being well versed in remote learning, staff adapted quickly to continue delivery of learning online with minimal disruption to classes. There was however significant disruption to many co-curricular programs, in particular sport and music which provide important connection and performance opportunities.

Staff and students felt the impact of the extended lockdown, in particular Year 12 students who returned to complete the GAT on 5 October and were then again placed into lockdown until the commencement of VCE examinations. An online liturgy and graduation ceremony was held for the Class of 2021 and their families. At the conclusion of VCAA examinations, we welcomed our Year 12 students back to site for a final farewell.

Student wellbeing was significantly impacted in 2021. Wellbeing staff worked closely with students and their families to maintain connections. Teachers spoke of diminishing motivation levels and classroom engagement, which was also reflected in attendance data.

Student attendance was high during remote learning, averaging between 90-94%. The Wellbeing team worked to support any vulnerable students and to assist their return to school.

Overall, staff and students showed great tenacity, continuing to show commitment and care with learning and teaching.

Siena College was listed as a finalist in the National Educator Excellence Awards in the Best Remote Learning Program category. This was a wonderful endorsement of the hard work and commitment of so many staff, students and families to ensure continuity of learning and wellbeing in 2020.

Business Continuity

The Board and Leadership Team continued to monitor and plan for the impacts of remote learning. A COVID Action Team was established to monitor all changes to government requirements and oversee the safety of staff and students. COVID-safe protocols continued at the College around visitors on site and additional cleaning practices implemented in 2020 continued throughout 2021.

Students

In 2021 two students commenced at Siena College on equity scholarships plus an additional two indigenous students (from Darwin and Bairnsdale), taking our indigenous student enrolment to seven. 2021 was again a challenging year for our indigenous students, with the requirement for our Northern Territory based students to quarantine when returning home for school holidays. These students spent a large amount of time completing their studies online from home or quarantine.

We are extremely proud of our Class of 2021, who navigated their way through an uncertain year with much dignity, providing support and encouragement to each other. Their results speak to the hard work and commitment throughout the many lockdown periods in 2021. Although graduation activities were minimal, we were pleased to celebrate with them early in 2022 for a delayed graduation dinner.

Future Directions

The College acquired the property at 4 Compton Street, Canterbury in May 2021. Following development of the College Masterplan with McGlashan Everist Architects, the Masterplan package was lodged with Boroondara Council in February, which was unfortunately rejected. Some concession in the design of the VERITAS building was considered and the Masterplan will now proceed to VCAT. A Project Team was established to finalise the planning and design stages for the Veritas STEAM building, the first stage of our Masterplan.

College Community

The College continued to provide support to a number of fundraising programs throughout 2020, including the Kopanang Community Project in Tsakane, South Africa, the Dominican community in the Solomon Islands, the Brigidine Asylum Seekers Project (in partnership with St Dominic's Parish), Caritas Project Compassion, Vinnies and St Mary's House of Welcome Christmas appeal.

Although there were missed opportunities for events and gatherings in 2021, the Siena Parents' Association (SPA) and Alumnae Association continued to provide support to the College where possible. SPA were able to hold some events early in the year, including the Year 7 Parent Welcome evening but many events were unable to proceed.

Staffing

We acknowledge with great appreciation, the tremendous work and dedication of Siena staff in 2021. Whether onsite or working remotely, the priority for staff was steadfastly placed on students; their wellbeing, connection and continuity of learning.

In June we farewelled Mr Michael Hanrahan, Science teacher and member of the leadership team. In December we farewelled departing staff including retiring staff members Mr Michael Johnston and Ms Cathy Fulco.

In their first year of new roles, Deputy Principal Learning and Teaching (Donna Laughlin) and Director of Learning and Innovation (Jemimah Walsh) made significant contributions to the learning program and supported the Class of 2021 through extraordinary times.

Closing

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

Elizabeth Hanney
Principal

Church Authority Report

Siena College is one of six educational ministries that is part of the governance structure under the leadership of Dominican Education Australia (DEA). DEA has been exercising both Canonical stewardship and civil responsibilities in the Catholic Church since 2016, one of eleven Public Juridic Persons established by religious institutes in Australia.

In March 2021 the DEA Trustees were delighted to again be able to visit the Camberwell campus of Siena College. The visit occurred during a brief reprieve in the midst of long COVID-19 lockdowns across 2020-2021. One of the joys of that meeting was the opportunity to receive a presentation on the College Master Plan.

It is intended that the vision detailed in the Master Plan will ensure the provision of additional learning and recreational spaces which will be of significant benefit to Siena students. The DEA Trustees received and endorsed the full Master Plan and will continue to liaise with the College Board during each phase of the rollout of the Plan.

The DEA Board acknowledges the significant leadership of Ms Kath McCarthy as Chair of the Siena College Board from June 2019 until the end of 2021, particularly during the challenge to the College and its families resulting from COVID-19. Ms McCarthy ensured that there is a strong partnership between DEA and Siena College into the future.

It was a delight to be able to present to the Siena Board during their planning day on Saturday 15 May. I enjoyed engaging with the Board and appreciated the fullness of the Agenda and matters covered. The Trustees wish Ms McCarthy well in her future endeavours while welcoming Ms Judith Potter as the new Chair. Ms Potter comes with a wealth of experience in education which will be of support to this community. DEA thanks Ms Potter for her willingness to make this significant commitment to Board leadership in a period of growth for Siena College.

At the end of the year the property on which Siena College is situated was transferred from the Dominican Sisters of Eastern Australia and the Solomon Islands to DEA. This has been a long and involved project, and there are many people who contributed to the successful fulfilment, in particular Mr Tony Grant, Director of Business Services for the College, and Mr Paul Reid from DEA. While it will not have any impact on the day-to-day life of the College, it is an important development in terms of the governance arrangements within DEA.

DEA is most appreciative of the governance relationship that exists between its Board of Trustees and the College Board. I thank Mr Tony O'Byrne for his part in attending Siena events as the Liaison Trustee for Siena College when possible. And last but definitely not least, I wish to thank Principal Mrs Elizabeth Hanney for her constancy of leadership of this wonderful College and her open communication with DEA.

Eileen Young
Chair, Dominican Education Australia

College Board Report

Despite the many interruptions the College faced again in 2021 due to the COVID-19 pandemic, there are deep reasons to be proud of the manner in which students, staff, community, the Board and Board Committees focused on ensuring the school maintained its holistic focus on learning, teaching and wellbeing, as evidenced in The Educator 'Best Remote Learning Program' Award and the excellent results from the Class of 2021.

Lessons learnt in 2020 enabled staff at the College to quickly adapt from learning in person to an online mode, with classes and programs continuing with minimum disruption. All staff are to be commended for their flexibility, commitment and dedication in another challenging pandemic year.

There were less opportunities in 2021 for the Board to engage with community, committees and staff but pleasingly we were able to hold the annual Board and Committee Inservice day in May, welcoming guests from Dominican Education Australia (DEA). Areas of focus for this day were Dominican formation, overview of College and DEA governance, Master Planning and Child Safety matters.

Board Committees (Finance, Risk, Policy and Strategic Property) met regularly in 2021 to provide support and advice to the Board in the development of property, finance, policy and risk matters providing considered guidance and advice to the Board in its decision making. The Board acknowledges the exemplary leadership of Mrs Elizabeth Hanney, Principal, and the Siena College Leadership team throughout 2021. Also to be acknowledged is the contribution of Mrs Elizabeth Hanney and Mr Tony Grant, Director of Business Services, for ensuring the Board was kept fully briefed on all aspects that informed the diligence of the Board in its governance role. The Board expresses appreciation to Ms Cathy Carr, EA to the Principal, for her support with organisation and as Minutes Secretary.

Nine meetings of the Board were held in 2021 with Board priorities identified as:

- Responding to the challenges presented by COVID-19
- Child Safety vigilance
- Board and Committee Succession Planning
- Master Planning
- Formation in Governance and Charism
- Partnership with DEA and DEA ministries
- Assess and manage Board Risks
- Connectedness between Board and Siena Community

There was much focus on the increasing pandemic situation and providing support for the College to deliver its programs in an online manner, for the best possible learning and teaching outcomes for students.

The College Board acknowledged the contribution of retiring Board members at the November meeting:

Ms Kath McCarthy, who served as Board Chair from 2019 to 2021, as a Director from 2013 and on the Risk Management Committee from 2014 to 2019.

Ms Celia Conlan, who served as a Director from 2018 to 2021 and as Chair of the Policy Committee.

The Board is very grateful for the gift of expertise and time of Ms McCarthy and Ms Conlan who brought much to Board decision making, always underpinned by the Dominican mission, along with their expertise and guidance in the areas of Risk Management and Policy.

Ms Laura McRae was appointed to the Board in November 2021 and Mr Philip Grant in February 2022. Mr Grant also serves as Chair of the Policy Committee.

Following the retirement of Ms Kath McCarthy, Ms Judith Potter was appointed as Board Chair from February 2022.

As 2021 drew to a close, the Board had a deep optimism about the current and future direction of the College. The depth of exploration and planning that took place in 2021 has positioned the College well to move closer to implementing the strategic plans for the benefit of students, staff and the Siena College community. We look forward to an exciting future for Siena College!

Judith Potter
Siena College Board Chair

Education in Faith

Goals and Intended Outcomes

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

- To ensure the community works together to make clear the connection between curriculum, the world of the learner and the Catholic tradition, and
- To foster deep learning as a process that respects diverse cultures, worldviews and family backgrounds and actively engages students with Catholic beliefs and values relevant to this learning

The College intended outcomes were to:

- Continue and increase support for the enactment of pedagogy that empowers learners to seek truth and to question and critique the prevailing cultural, religious, political and philosophical ideas within the world around them
- Gather and engage with data in this

The College targets were:

- That a contemporary Catholic worldview is clearly identifiable in:
 - The formation of staff and students
 - Learning and Teaching
 - Wellbeing
 - Parent and community engagement
 - The culture and lived-out mission of the College
- That specific data is used to inform the College's policies, pedagogy and practices

Achievements

2021 College Theme

The year was shaped by the College theme *Be Possibility* - in Matthew 19:26, Jesus tells his followers "...with God all things are possible." Verbs used with 'possibility' mean to explore, look at or into, open up new horizons, raise – these suggest a journey into something deeper, or with new insight, through networks of relationships if we share a vision in seeking such possibility of wholeness.

Sheila Flynn, OP, our Director of Formation, reminded us that St Dominic challenged his followers to be frontier persons; people on the edge, alert to what the signs of the times beckon them to embrace, to be open to possibility.

Celebrating St Catherine

The Feast of our College Patron St Catherine of Siena was a unique day of prayer, community building, outreach to our Dominican sisters and brothers in the Solomon Islands, fun and Fiesta. As we had been unable to celebrate Eucharist as a whole-school community since 2019 it was wonderful to begin our special day with Mass in the Latingata Morrom Gymnasium. Our celebrant Fr Peter Murnane OP reminded us anew of our 2021 College theme – Be Possibility. In our current context we explored the ways in which we are called to live this theme in the spirit of St Catherine – to be who God means us to be...and set the world on fire.

Mission and Identity throughout remote learning

Once again, our move to flexible learning showed that we were open to exploring further opportunities for connection in what was, for all of us, a now familiar space. It became increasingly important to help community members make meaning through the lens of our faith by maintaining the rhythm of the Liturgical Year and highlighting issues of justice via:

- The Siena App
- College Website
- College Newsletter
- Social Media posts

Reconciliation Action Plan (RAP)

Our Reconciliation Action Plan Working Party continued to meet regularly to review and set targets for the Siena Community. This team aims to ensure that Reconciliation is embedded into the culture of Siena College, evident in our classrooms, around our grounds and in the norms and practices when we gather in meeting spaces.

Percentage of Catholic Enrolments

The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 68% and has fluctuated marginally over the past eight years as shown below:

Year	2014	2015	2016	2017	2018	2019	2020	2021
Year 7 Catholic Enrolments	75.9%	72.6%	74.8%	69.1%	73%	75.5%	69.8%	68.0%

Accreditation

The number of staff Accredited to Teach in a Catholic School was 60%; this compared favourably with the Archdiocese of Melbourne all schools figure of 54%. 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	54%	60%

Staff Formation

2021 marked the commemoration of 800 years since the death of St Dominic with the global theme *At Table with Dominic*. As a community of faith we considered

- What does it mean for us to be at table with Dominic *here and now*?
- Who else do we *need* to be at table with?

We have explored the table as place of connection, blessing, brokenness and givenness in our tradition – linking this to the Mascarella Table, located in Bologna, which depicts Dominic at table with his own community.

Student Formation

The Pillars Student Leadership Program continued in 2021 with over fifty aspiring leaders in Year 10 and 11 participating in the four week program to learn about leadership, develop and practise leadership skills, and work with a variety of staff members and current student leaders to reflect on their own leadership approach. The leadership program also took place for students in Years 7 to 9, with over sixty students embracing the opportunity to engage with the values of Dominican Leadership, and learn a variety of leadership skills, including setting goals, and effective collaboration.

Religious Education

This year our particular priority, across the year levels, has been Catholic Social Teaching, our framework for action in bringing about justice and living an ethical life. Students have examined the importance of all God's creation, humans and the natural world alike. By exploring the stories of Dominicans from the past like Dominic, Catherine and Antonio de Montesinos up to contemporary Dominicans working in the field of Arts, Science and international aid and development and even reflecting on the amazing impacts those closer to us have, our students have seen the powerful results of the actions by people inspired to be agents of change. Embedded in our classes have been opportunities for students to become change makers themselves – be it writing letters to their local members of Parliament, completing an environmental impact study in their own homes or considering

the ethical sources of day to day consumables like tea, chocolate, coffee and clothing.

Justice Education and Service

The SRC lead a number of onsite and online initiatives including support for Caritas Project Compassion, Vinnies, the Kopanang Project and the work of the Dominican Sisters and their Associates in the Solomon Islands. In partnership with St Dominic's Parish, this year we worked to support the Brigidine Asylum Seeker Project. Students learnt about the vision of Sr Bridget Arthur CSB and the impact that the Brigidine Asylum Seeker Project has had, and continues to have, on the daily lives of Refugees and Asylum Seekers. Through our grocery drive, conducted in House Groups, Siena students were able to provide practical and tangible support for the work of BASP.

Value Added

This year:

- We have continued to support Caritas, St Mary's House of Welcome and Vinnies, seeking new ways of engaging students with these organisations and spreading awareness of the vitally important work they do.
- Our senior students were invited to participate in Friday Night School, a tutoring program which operates out of St Ignatius Catholic Parish Hall in Richmond. The program partners school students from a number of Catholic schools in Melbourne with primary and secondary students from refugee backgrounds. Each week, our students met with their tutees working on basic literacy and numeracy tasks. This program is an invaluable opportunity for Siena students to reflect upon their own education and to work alongside others to develop their knowledge and understanding of fundamental skills.
- Our Eco Warriors continued to focus on educating the Siena Community about choices and the impact our choices have on the world around us. We continued to roll out new bins, worked with the College Leadership Team to make seemingly small changes which we know will ultimately have a big impact, educated students about Fair Trade and ethical consumption, ran our first Clothes Swap and connected with alumnae working in the area of sustainability. We continue to respond to the Climate Crisis with a sense of urgency combined with hope. We are empowered by the belief that we can make a difference and are working hard to extend this agency to all within our community.

Learning and Teaching

Goals and Intended Outcomes

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

Achievements

With remote learning continuing for part of 2021, opportunity existed to reimagine the delivery of learning possibilities. Whilst onsite, student learning was enhanced through participation in enrichment activities across all learning areas. Extended learning opportunities included the following:

- Building Bridges Program
- Year level Religious Education Reflection Day Program
- Speak Student Magazine
- DAV – Junior Public Speaking/ Debating Program
- DAV – Senior Debating Program
- Year 10 AKORN STEAM Engineering Workshop
- Middle School Ethics Olympiad
- Poetry in Residence with Joel McKerrow
- Writer in Residence with Susie Zali and Kristy Murray (online)
- Year 7 Chess Day
- Kooyong 200 Club Breakfast
- Maton Guitar Factory Day
- Friday Night School Program
- John Kennedy School Captains Roundtable Program
- Year 9 Street Art Incursion
- Year 8 'All Fired Up' Enhancement Day
- Year 12 Physical Education visit to Exercise Research Australia
- Dante Alighieri Poetry Competition
- Year 9 and Year 10 Student Voice Conference
- Antonio de Montesinos Public Speaking Competition (Online)
- Year 8 Commedia Dell'Arte Drama Program
- Senior Drama Performance Evening
- All State Jazz Competition
- Christian Leadership Day
- Years 10 and 11 University Visits
- Year 8 Geography Fieldwork Day
- Siena in the City Program, The Arts: The Arts Alive
- Year 9 Asia Foundation Youth Forum Day
- Year 11 Model United Nations Conference
- Global Youth Forum

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

Our learning focus in the classroom continued to be the development of collaboration, communication, and character within each subject sphere. With the challenges of COVID restrictions, staff development moved to an online platform, which enabled further development of newly acquired skills. Student feedback and classroom engagement benefited as Siena Central, MS Teams and OneNote were utilised for timely feedback and greater inclusion of aural feedback on written responses. The more widely embraced approach of the flipped classroom also served to develop students' skills of independent learning, further preparing them for life beyond Siena.

Whilst 2021 again offered many challenges, it enabled the cementing of many effective learnings of 2020. Siena College consolidated the successful navigation of the online learning environment, and it will be exciting to see what is retained as we move back into onsite learning.

Student Learning Outcomes

The National Assessment Program Literacy and Numeracy (NAPLAN) was held in May 2021 and involved students in Year 7 and Year 9.

NAPLAN Results - Year 7

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

	Siena Students' Year 7 2021 Median Score	State Median Score	% at or above the national minimum standard
Reading	583	553	99%
Writing	560	523	99%
Spelling	565	552	98%
Grammar and Punctuation	561	543	99%
Numeracy	570	555	99%

NAPLAN Results - Year 9

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

	Siena Students' Year 9 2021 Median Score	State Median Score	% at or above the national minimum standard
Reading	619	588	100%
Writing	585	560	100%
Spelling	607	592	98%
Grammar and Punctuation	612	583	99%
Numeracy	615	586	99%

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. Please note NAPLAN was not held in 2020.

	2018	2019	2018-2019 Changes	2021	2019-2021 Changes
Year 7 Reading	100%	100%	0%	99%	-1.0%
Year 7 Writing	100%	100%	0%	99%	-1.0%
Year 7 Spelling	97%	98.7%	1.7%	98%	-0.7%
Year 7 Grammar and Punctuation	97%	99.3%	2.3%	99%	-0.3%
Year 7 Numeracy	100%	100%	0%	99%	-1.0%

	2018	2019	2018-2019 Changes	2021	2019-2021 Changes
Year 9 Reading	99%	100%	1.0%	100%	0%
Year 9 Writing	100%	97.6%	-2.4%	100%	2.4%
Year 9 Spelling	98%	98.4%	0.4%	98%	-0.4%
Year 9 Grammar and Punctuation	99%	100%	1.0%	99%	-1.0%
Year 9 Numeracy	100%	100%	0%	99%	-1.0%

There has been some change from 2019 to 2021 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 2018 to 2021, from a range of primary schools.

Between 98% and 99% of Year 7 students met the minimum standards in 2021. At Year 9, between 98% and 100% met the minimum standards. There was an increase in students' writing at Year 9, with a slight reduction in spelling, grammar and punctuation and numeracy at Year 9. 100% of Year 9 students continued to meet the minimum standards for Reading.

The variation in 2021, may well reflect the impact of online learning across a range of primary schools. Overall, the changes across the three years indicate no areas of concern.

Senior Secondary Outcomes: 2021 VCE Results

The Class of 2021 achieved outstanding results. 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2021.

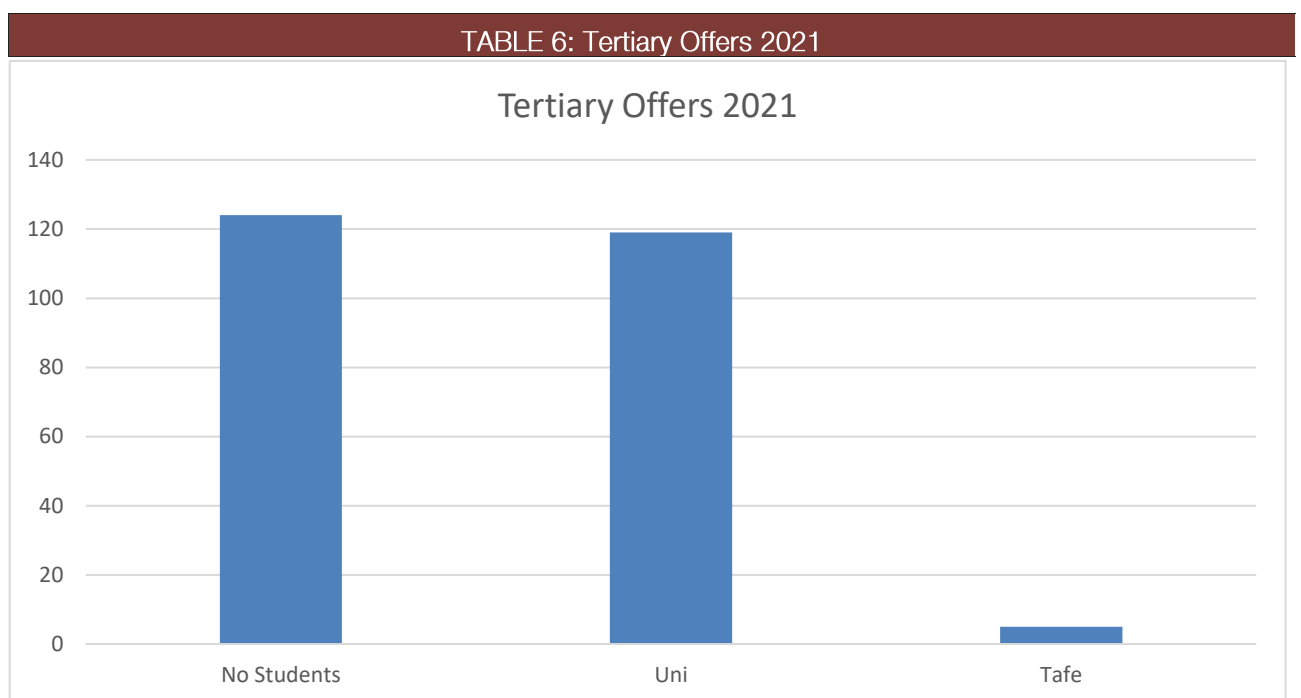
- The median study score was 34
- 16.8% of all study scores were above 40
- 9 students attained a study score of 50
- 31% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 20% of students achieved an ATAR above 95 which places them in the top 5% of the state
- 5% of students achieved an ATAR above 99 which places them in the top 1% of the state
- Top 5 ranking of Catholic schools and top 10% of all schools in Victoria

TABLE 5: VCE Trend Data 2019 – 2021			
	2019	2020	2021
Median Study Score	33	33	34
% Study Scores over 40	13.7	16.5	16.8
Highest ATAR	98.6	99.6	99.6

The 2021 College Dux, Juliet Guthrie, achieved an ATAR of 99.6. Juliet accepted an offer from the University of Melbourne to study a Bachelor of Science.

Post School Destinations

Of the 124 students that completed Year 12 in 2021, 119 students received offers for University level courses and 5 received TAFE offers.



Student Wellbeing

Goals and Intended Outcomes

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. We encourage young women to identify their strengths, enhance their sense of self-worth and be open to new ideas. (from Strategic Plan)

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

- There is a whole school approach to a strengths based, restorative approach to teaching social and emotional literacy.
- Staff understand the connection between student wellbeing and the learning process.
- Teaching staff use of restorative and Berry Street Educational Model (BSEM) practices in their interactions with students.
- The Wellness Program builds resilience and emotional and social literacy.
- Students demonstrate authentic agency and voice in the College.
- Students report feeling safe at school (as indicated in CEMSYS survey) and know how to access support.

The extended lockdown in the second half of the year meant that we had to be creative in the way that we sought to achieve our goals. Wellbeing was brought into sharp focus and we saw teachers employ a range of strategies in classes from Year 7 to Year 12 to engage with students and maintain strong connections.

Achievements

There was a continued emphasis on wellbeing in our entire community in 2021 on the back of 2020, particularly during the extended period of lockdown. We know that wellbeing is essential to our physical, mental and social health and research tells us that being in contact with others adds positively to our feelings of comfort and security. During the period of remote learning, students were supported to be active, exercise and practise mindfulness, meditation and relaxation each day. It is widely acknowledged that there is a strong correlation between gratitude and greater happiness, so this formed a central part of our Wellness lessons. The 'Wellness and Spirituality' tile which was developed especially for last year's unique circumstances was also made available to parents on the Parent Portal.

Prior to lockdown, there was also a strong focus on 'connections' which saw us run practical and fun activities with students, particularly in Years 7 and 8. We ran both a Year 7 and 8 camp to compensate for the fact that students in 2020 were unable to attend camps.

The Wellbeing Team prepared valuable resources for students to access at any time, particularly during lockdown. These were located on the 'Wellness and Spirituality' tile on the Student Dashboard of the Siena College learning management system. It was also made available on the Parent Portal so they could also have access to this information.

These are just some of the features:

- Promoting Mental Health at Home
- Empathy
- Mindfulness
- Gratitude
- Motivation
- Videos, COVID-19 information
- Video messages from our School Captains and Staff

A Wellness lesson was included in the timetable for all students. This provided teachers with a structured way of “checking-in” on the wellbeing of their students so that teachers could promote positive mental health strategies and help our students build resilience in challenging times. Lessons were prepared and shared by the Leader of Wellbeing Programs and details emailed to staff and students weekly. Students completed a range of activities that were grounded in mindfulness, gratitude, empathy, resilience and motivation. Not all lessons required the students or staff to be online for the duration of the lesson.

The Covid-19 pandemic brought into sharp focus just how important connection and wellbeing are. Technology enabled us to remain connected. It enabled our Wellbeing Team to remain in regular contact with students, and provided new ways for us to work with student leaders and coordinate House Assemblies and gatherings to maintain connections between students and with the College. Together with classroom learning, lunchtime activities, House challenges, a weekly Wellness lesson, House meetings and physical fitness, the Siena Community ‘spirit’ flourished during this time. Staff worked very conscientiously to provide activities that were stimulating, provided opportunities for connection and engaged students in creative and interesting ways.

Value Added

Student wellbeing was enhanced through a range of programs and opportunities, notwithstanding COVID-19. The Wellness Program provided opportunities for students to connect with one another, to recognise the things we should be grateful for and to appreciate the outdoors. 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. Connections were also fostered by encouraging students to share photos, stories, recipes, and a range of other things on their House page.

Heads of House continued to make connections with year levels through assemblies and one on one check ins via email or MS Teams. They remained the first point of contact for parents who had any concerns about their daughter during this time. Our College Counsellors also continued to provide support to the school community. They maintained contact and arranged appointments with students they saw on a regular basis and were available to other students and parents who may have sought extra support.

Cocurricular and Extra Curricular Activities

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

- The Student Representative Council (SRC) continued to run a range of activities and elections for 2022 were run online.
- We hosted a Body Image Parent Webinar in response to the issues students were presenting with. This was facilitated by Siena Staff and the Butterfly Foundation.

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 remotely. The Program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, continued to be very well subscribed in 2021.

Students were invited onto the Child Safe Committee for the first time and were instrumental in developing a ‘child friendly’ version of a booklet that explains what child safety is about, appropriate and inappropriate behaviours and how to seek help and support. This also included access to external and internal services.

Student Satisfaction

The College sought feedback from students in a significant survey at the start of Term 2 and some sample questions and responses are recorded here.

Student Feedback:

1. What are the most important or challenging issues for young people today?

- *Mental health*
- *Covid*
- *Body image*
- *Pressure to succeed*
- *Social media*
- *Climate change*
- *Stress*
- *Feelings of inclusion (especially in LGBTQ+ groups, racial equality, mental health issues and religious beliefs) and freedom of expression regarding.*
- *There is so much pressure on the students to make their families proud and get good grades, and the school gives them so much work, and homework, the students have no time to hang out with friends and enjoy themselves. the pressure of the workload leads to stress, which can lead to lots of problems.*

2. Do you feel safe at Siena? If not, why not?

- *Overwhelmingly YES!*
- *Yes, I do feel safe at Siena thanks to the kind teachers and the wellbeing values and also a sense of strong community spirit.*

3. What demonstrates to you that your teachers know, understand and support you?

- *Knowing my name*
- *Regular check ins*
- *Giving feedback*
- *When they take time to ask you about your day and take an interest in making sure you as an individual do your best.*
- *When they check in on you if they can tell you are having a bad day and helping you with your learning by giving strategies to deepen your understanding.*
- *My teachers know when to put my mental health first instead of a singular lesson. I can tell because when you are upset they are caring, gentle and kind. They do not give more than we can handle and that tells me that they know, understand and support me.*
- *When they respond to emails, are willing to set time outside of class to help me with work I am struggling with.*
- *Siena College provides students with care as they seem to acknowledge how students are feeling and to see where they are in terms of work load. This to me ensures that the Siena community is willing to consider the mental health of all students, ensuring that they are the most comfortable during their time at Siena.*
- *personal feedback + being personally addressed about my work and how I am doing in class.*

4. What is your favourite thing about being a student at Siena?

- *Friends*
- *The supportive community*
- *I feel supported and challenged because there are opportunities offered to extend my learning by teachers who care.*
- *I really enjoy the leadership program (pillars and the opportunity of taking on a leadership role) and the overall experiences I get to enhance being a young female in society.*
- *I like how welcoming everyone at Siena is and how easily I transitioned into Siena.*
- *My favourite thing about being a Siena student is the kind, happy community, and the safe learning environment.*
- *I honestly love the fact that I can come to school knowing that I will be treated with equal respect to all students at Siena. Siena College provides me with countless opportunities to learn and expand my knowledge in the best way possible. The social aspect here is vibrant as all students are willing to chat to one another even if they are not in the same social group.*
- *The friendships, the spirit, the community, the teachers that push me to be better, the social justice focus, I literally love everything about Siena*

- *I value the general organised nature of the school which is a small thing however I really appreciate how smoothly things generally run. I also value the school's emphasis on the empowerment of young girls and the way in which Siena is an environment in which girls learn to be strong, independent women that feel more and more prepared to take on the world.*
- *The number of opportunities provided for extracurricular activities and leadership as well as the vast choice of subjects in the later year levels.*

Student Attendance and Retention in 2021

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

Monitoring student attendance was critical to student management during lockdown, especially after 2020. Attendance was used as a measure of wellness. Dedicated staff monitored daily attendance and reported to the Head of House and Deputy Principal Wellbeing when students missed three or more classes a day. These students were followed up personally by the Heads of House and parents were also contacted. The Wellbeing staff worked collaboratively with College counsellors to ensure students had the support they needed whilst they studied from home. Heads of House remained in regular contact with students and parents through email, phone calls and Microsoft Teams.

Child Safe Standards

Goals and Intended Outcomes

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

Students were invited onto the Child Safe Committee for the first time and were instrumental in developing a 'child friendly' version of a booklet that explains what child safety is about, appropriate and inappropriate behaviours and how to seek help and support. This also included access to external and internal services.

A Respectful Relationships student group was also initiated to complement the staff group.

Achievements

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

This has been achieved by:

- The embedding of policies and commitments into everyday practice (risk assessments,
- Professional learning of teachers, non-teaching staff and volunteers (Mandatory Reporting; Child Safe practices; Issues faced by young people)
- Presentation to staff about Reportable Conduct Scheme and Professional Boundaries
- Presentation to Staff about Child Information Sharing Scheme (CISS), Family Violence Information Sharing Scheme (FVISS) and Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework
- Child Safety Team/Committee structures (Child Safe Committee Meetings continued)
- Engagement of Families and communities in promoting child safety (Parent webinar on Body Image was offered)
- Human Resources practices (recruitment, supervision, performance review)
- Child safety - Risk Management practices (these are embedded in everyday practice)
- All documentation and other resources relating to Child Safe Practices were made available to staff through Siena Central (CompliSpace). These resources were updated regularly.
- The College Counsellors continued to provide support to the school community during the long period of remote learning. They maintained contact and arranged appointments with 'at risk' students and were available to other students who were seeking extra support. The Counselling team continued to support any parents who were in contact with them regarding concerns for their daughter.

Leadership and Management

Goals and Intended Outcomes

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

- Promote the Siena College brand through collaborative partnerships and networking
- Promote beneficial relationships with the past, present and future communities including prospective families
- Continue to drive the College risk management agenda.
- Ensure a Child Safe culture.
- Develop and calendar induction and formation activities in order to foster an open, challenging and engaging Board culture.

Achievements

- Delivery of the ASPIRE program to three primary schools.
- Continued engagement with past, present and future communities including prospective families.
- Developed social entrepreneurial partnership through the Science in Residence Program.
- Constructing Risk Review and Top Risks report for 2021 and regular review of Board Risks, which underpin decision making.
- Incorporation of Child Safe considerations in future Masterplanning.
- Addition of student representation to the Child Safe Committee and continued oversight of Child Safe Standards to ensure compliance and legal requirements are implemented in 2022..
- Delivery of the Board and Committees Inservice Day in May 2021.
- Ongoing formation of staff and students via various programs and celebrations throughout 2021.

In 2021 many events, including College masses, excursions, overseas trips and immersion programs were again cancelled due to the pandemic. We were able to gather as a school community to celebrate St Catherine's Day in April 2021 with a mass in the Latingata Morrom Gymnasium prior to the extended lockdown period.

The majority of programs were delivered in an online format via the use of Microsoft Teams, Zoom or Parent Webinars, including student assemblies, parent/teacher learning conversations, subject selection, parent webinars and many more. The daily life of the College continued in an online format until we were able to gather again towards the end of the year for face-to-face learning.

Teacher Professional Learning

Expenditure and Teacher Participation In Professional Learning

During 2021 the College maintained program of professional learning for both teaching and non-teaching staff that was extensive in scope and diverse in range. During the year, the College approved 246 professional learning events, representing a substantial and expected increase on the previous year, despite the shutdowns that affected most of Term 3.

The College conducted a Leadership Seminar for selected teaching staff and learning support officers in the week preceding the start of Term 1. This highly successful event focussed on the College Leadership Framework and Leadership in the Dominican Tradition.

Orientation and induction sessions for new staff, including casual relief teachers, continued throughout the year, with the program being conducted via MS Teams during the protracted period of remote learning in Term 3. This program included the use and application of Siena Central, the College learning management system, and its specialised use with MS Teams. This enabled a virtually seamless movement of classes between on-site and remote modes whenever state-wide shutdowns were periodically introduced.

The College continued to provide a comprehensive program of compliance training around OHS, policy, disability standards in education, anaphylaxis and mandatory reporting using a combination of e-learning modules developed by CompliSpace, and modules developed in-house. Additionally, several staff completed the Highly Accomplished Lead Teacher (HALT) program, demonstrating pedagogical leadership.

As in previous years, all staff were engaged in hourly professional practice sessions conducted on Tuesday afternoons throughout the year supplemented by online training required by legislation in their own time. Staff used the student-free days in 2021 to develop, refine and enhance course descriptions, course outlines, assessment tasks and other assessment tools based on the College's Learning Framework.

- **Total expenditure on Professional Learning in 2021: \$67,141.84 of which \$26,763.03 were direct event fees.**
- **FTE in the final pay in December: 106.15**
- **The number of teachers who participated in Professional Learning was 75**
- **Average expenditure per teacher for Professional Learning was (includes CRT costs): \$895.22**
- **Average Expenditure on Event Fees was: \$356.84**

Teacher Satisfaction

The MACSSIS (formerly CEMSSIS) survey was conducted in 2021 for the first time since 2019. Staff data sets indicated that areas of strength include relationships between staff and College leadership, collective efficacy, instructional leadership and Catholic Identity. Areas for growth include collaboration (in teams and around an improvement strategy), professional learning and feedback.

College Community

Goals and Intended Outcomes

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

- Continue to enhance the profile of the College with local primary schools
- Continue to enhance relationships and connections with alumnae
- Continue to build a culture of philanthropy. Raise additional funds for the Equity Scholarship Program. Complete a feasibility Study for the Veritas Centre

Achievements

Primary Schools

We continued to develop our customised program aimed to enhance the Siena College profile with our local primary schools. This program is called the ASPIRE Program, standing for Achieve, Shine, Play, Ignite, Reflect and Engage. The Siena College ASPIRE Program invites primary school students to work with Siena students on STEAM based activities. STEAM (Science, Technology, Engineering, the Arts and Mathematics) education is an integrated curriculum designed to equip students with knowledge in these five disciplines as they gain invaluable experience solving problems in which there is not one right answer. Our aim is to encourage a lifelong interest in the five relevant disciplines and encourage students to pursue a career in the STEAM sector. Many countries, including Australia, are making efforts to boost their STEAM enrolments at the tertiary level to meet future needs in the workplace.

In 2021, the ASPIRE Program explored colour principles of both pigment and light, artistic symbolism, and sustainability and re-usability. Siena College students will work in groups with up to five Grade 3 or 4 primary students, exploring colour in science and art, building to what home means to each of them. Focusing on the phrase 'home is where the heart is' students created a model house which portrayed their own sense of self. When combined as an installation, the houses became a community, standing as one but filled with individuality and vibrant colour.

The program was delivered across three schools during the 2021 school year.

Alumnae

- There was enhanced engagement with alumnae, both locally and globally, through the work of the Director of Development and Community Relations and the Alumnae Coordinator
- Due to the pandemic, reunions were cancelled, however the College continued regular social media storytelling along with publishing the online edition of the community magazine, The Spirit
- Alumnae of the College continued to volunteer their services to coach sports teams, mentor students and serve on College Board Committees
- The number of alumnae enrolling their daughters at the College continued to increase communication with past students via social media, continued across two Facebook pages; the Siena College and the Siena College Alumnae Facebook page, and the College Alumnae LinkedIn profile
- The growth of our alumnae networking platform, Siena Global Connect, continued allowing for further collaboration and contact with alumnae
- At the 2021 Academic Awards Night, we were joined virtually by alumna, Amanda Holt née Spithill (Class of 1994) as our Notable alumna and Prof Louise Bennett (Class of 1979) as the Ursula McKenna Award Recipient
- Siena College values the contribution of community members. The 2021 recipient of the Siena Community Award was IT Services Manager and long serving staff member, Stanislaus Sukohondono (Suko)

- We embarked on a comprehensive and innovative Alumnae mentoring strategy focusing on creating past-to-present partnerships and deepening our connections with Siena alumnae, who now number over 6,500. This innovation builds on the existing success of our annual Careers Showcase, which annually, sees over fifty alumnae participate in panel presentations in their particular field for current students to be inspired and learn about possible future pathways. The Careers Showcase was hosted virtually across three evenings
- A desire to leverage the skills and experience of our alumnae together with strong interest in STEAM career pathways has seen the introduction of our Scientist in Residence program. Alumnae with significant experience in these careers will work with our students, providing a different focus each term. Our Scientist in Residence will also join with our staff to develop our STEAM curriculum across all year levels, combining scientific enquiry with the use of technology to support student comprehension and understanding of real world problems

Philanthropy

- The College awarded three Equity Scholarships for 2021
- The Siena College Golf Day was held in February to raise funds for the Equity Scholarship Program
- The Alumnae Association gifted \$7,000 to the Equity Scholarship Fund
- A virtual Giving Day, "Give Possibility". was hosted raising \$115,000 for the Equity Scholarship Fund
- A feasibility study for the Veritas Centre, Stage 1 of the Master Plan was completed in Term 3

Community Events

- Virtual assemblies and Masses kept our community connected as we managed to celebrate key events in the school calendar, albeit in a different way. Daily Prayer and quiet reflection time reminded us of our Dominican charism and maintained our connection and identity, as a community of faith. 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 guest speaker was alumna Prof Debbie Phyland (Class of 1982)
- The final weeks of the 2021 school year were marked with virtual celebrations of students' academic and sporting achievements
- The College Executive attended the virtual Educator Awards following the College being nominated as a finalist for the Best Remote Learning Program

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 virtually, such as showcasing our student artwork, at our annual Art and Technology Exhibition via ArtSteps, a virtual and interactive gallery space. Guests were able to 'walk through' the exhibition and view artwork.

The College created opportunities for students to share their remote learning experiences by uploading images which were then shared through social media platforms. All students participated in weekly Wellness lessons with their House Group. A dedicated Wellness tile provided health and wellbeing resources so that students could practise mindfulness and keep physically fit. Video messages from staff and our College Captains encouraged all to practice gratitude, empathy and resilience.

Parent Satisfaction

During the pandemic, parents were critical to the partnership between school and home, as we travelled through an uncertain landscape, without their steadfast collaboration and support we would not have achieved optimal engagement, achievement and wellbeing. We made a commitment at the very commencement of online learning to ensure that every student was cared for. The College community was surveyed regularly, and their responses were extremely positive. During September, all Year 7 families were called and some responses can be seen below:

Positive Feedback

Loved the messages and videos from Elizabeth, wonderful gesture

Communications have been appreciated, very clear and timely

Breaks between class are welcome

Wellbeing days definitely needed

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

YEARS 9 TO 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	93.15
Y08	94.04
Y09	92.51
Y10	91.81
Overall average attendance	92.86

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.73%
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TEACHER QUALIFICATIONS

Doctorate	1.3%
Masters	33%
Graduate	9%
Graduate Certificate	11%
Bachelor Degree	97%
Advanced Diploma	15%
No Qualifications Listed	0%

STAFF COMPOSITION

Principal (Headcount)	1
Deputy Principal (Headcount)	3
Teaching Staff (FTE)	68.54
Teaching Staff (Headcount)	71
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	36.65
Indigenous Teaching Staff (Headcount)	0

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

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	98%
TAFE / VET	2%
Apprenticeship / Traineeship	0%
Deferred	0%
Employment	0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

NUM, DOMINO.





SIENA COLLEGE

CAMBERWELL

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

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