



Siena College
Camberwell

Annual Report to the School
Community 2025

SCHOOL REGISTRATION NUMBER: 1145



Contents

Contact Details	4
Minimum Standards Attestation	4
Our College Vision	5
College Overview	6
Principal's Report	7
Governing Authority Report.....	9
College Board Report	10
Education in Faith	12
Learning and Teaching	14
Student Wellbeing.....	19
Child Safe Standards	21
Leadership and Management	22
Teacher Professional Learning	24
Community Engagement	25
School Performance Data Summary	27

Contact Details

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School Board Chair	Ms Judith Potter
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ABN	85 756 114 223
E Number	1150
Federal DET Number	10941
Registered School Number	1445

Minimum Standards Attestation

I, Sarah Tymensen, 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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth)
- The Child Safe Standards as prescribed in Ministerial Order No.1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises

May 2026

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, Camberwell is situated on the traditional lands of the Wurundjeri people of the Kulin Nation. We acknowledge and honour their enduring connection to this land and pay our respects to Elders past and present who have cared for this community over generations.

The Dominican Sisters have played a significant role in education within the Camberwell parish since 1926. Initially supporting the ministry of the friars at St Dominic's Parish and Primary School, they later undertook the vision of establishing a larger convent that would also serve as a secondary school. Siena Convent opened on 6 February 1940 with fifteen students, and by the end of that decade enrolments had grown to fifty-seven. The first four students graduated in 1943; in 2025, we proudly celebrated 110 graduates.

In 2025, Siena College celebrated its 85th Anniversary. The College opened in the first week of 1940 and in the first week of 2025, students, staff and guests gathered in the Agora gardens to mark our 85th year with an official cake cutting. Over an eighty-five-year history, Siena College has demonstrated its capacity to continue to meet evolving educational needs and expectations of all stakeholders, for the benefit of our students.

Although the College has evolved in its facilities, enrolment and programs over time, its Dominican heritage continues to shape and inspire the Siena community. Guided by the pillars of Prayer, Study, Service and Community, Siena fosters strong academic achievement while nurturing well-rounded individuals. The College motto, *Veritas*, invites all members of the community to pursue truth through thoughtful reflection, dedicated study and a commitment to justice and service. Students are encouraged to think critically, value learning, appreciate culture and beauty, and act with both independence and responsibility. St Catherine of Siena remains a powerful example of courage and conviction in responding to the needs of her time.

A commitment to empowering young women remains central to the College's mission. This is reflected in a consistent focus on improving academic outcomes and providing a supportive environment in which students are encouraged to reach their full potential. Staff are dedicated to ensuring each student is equipped with the knowledge, skills and confidence to succeed.

Serving Melbourne's inner eastern suburbs, Siena College operates within a diverse and competitive educational landscape that includes both high-performing government and independent schools. Within this context, the College continues to be recognised for its strong community reputation, its commitment to educational excellence, and its innovative approach to learning for young women.

Principal's Report

Strategic Intent

Siena College works 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.

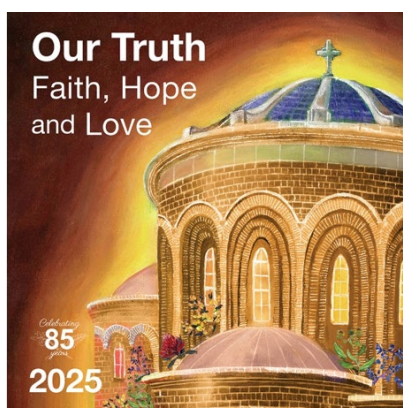
In 2025, the following Strategic Goals and key strategies were developed for our Annual Action Plan; drawn from our overarching Strategy in Action towards 2030 Plan.

Strategic Goals

- Promote the Siena Difference – Women Leaders for the future; Strong, sustainable and secure
 - Enhance the student experience by fostering supportive, engaging and innovative learning environment that priorities holistic wellbeing, academic excellence, and a strong sense of community connection.
- Foundations for Flourishing – positioning Siena College as a place for learning excellence
 - Commit to doing the basics exceptionally well by establishing strong academic and personal foundations, while cultivating responsibility, resilience and independence. Prepare students for the future through Dominican truth-seeking, deep awareness, empathy and meaningful human connection, enriched by authentic, real-world experiences.
- Governance and Leadership
 - Build contemporary capability to strengthen enrolments, financial sustainability, facilities and cyber security, ensuring the College remains strong, sustainable and secure into the future.

College Theme

The 2025 College Theme '*Our Truth: Faith, Hope and Love*' was inspired by our Dominican charism and the essential elements of who we are and aspire to be as a Siena community in 2025. Artwork for the theme was produced by Year 11 student, Aiko Tanubrata.



Learning Success

We were proud to acknowledge and celebrate the achievements of the Class of 2025, the culmination of six years of learning, care and attention to individual wellbeing and close collaboration with great staff expertise.

The Class of 2025 are to be congratulated for their strong performance. Many students achieved their personal best, exceeding their own aspirations, exhibiting great courage and resilience to produce some excellent individual results. Highlights include:

- Dux – Asta Robinson 99.6
- A median Study Score of 34
- One perfect study score of 50 (Legal Studies)
- 16.2% of study score (raw scores) over 40
- Top five ranking of Catholic Schools in Melbourne

Governance

The College continues to benefit from strong and effective governance, guided by the College Board under the leadership of Chair, Judith Potter. Together with fellow Directors and its three committees, and in partnership with Dominican Education Australia, the Board serves with a clear commitment to the Dominican vision and values that underpin Siena College. This shared dedication ensures the delivery of the highest quality educational experience for our students.

I acknowledge and thank Board members for their generous contribution and their ongoing support of the College Leadership Team.

As a Ministry of Dominican Education Australia, we also recognise and appreciate the guidance and support of our Trustees.

Closing

As we reflect on the achievements of our students and staff in 2025, we do so with deep gratitude for the many ways our College theme has been brought to life. We thank our students across all year levels for the energy and spirit they bring to their learning, to College life and to one another. We especially commend those who have shown determination and grace in the face of challenge.

We also acknowledge, with appreciation and admiration, the Student Representative Council, led by 2025 College Captains Katrina Gavralas and Grace Mazzacca. Their leadership fostered a strong sense of connection and encouraged the wider student body to actively contribute to the life and spirit of Siena throughout the year.

We express our sincere appreciation for the dedication and professionalism of Siena staff. Throughout 2025, their focus remained firmly on student wellbeing, connection and the continuity of high-quality learning. Guided by the College Leadership Team, their collective commitment continues to strengthen and enrich our community.

We also acknowledge the many friends and supporters of the College who contribute wisdom and generosity to our shared mission, including Fr Kevin Toomey OP (College Chaplain), the Dominican Sisters, St Dominic's Parish, Siena College Board Directors and Committee members, and the Siena Parents Association.

Finally, I extend my sincere thanks to the 2025 Leadership Team, and especially to retiring Principal, Mrs Elizabeth Hanney, for her outstanding leadership from 2020 to 2025. Her tenure encompassed a period of significant change and challenge, including the COVID pandemic, and her dedication has left a lasting legacy. I am particularly grateful for her generosity and support during my transition to Principal.

Sarah Tymensen
Principal

Governing Authority Report

Siena College Melbourne is one of six schools in the Dominican Education Australia (DEA) family. Established by the Dominican Sisters in 2016, DEA governs and leads its schools in continuity with more than 150 years of Dominican education in Australia. A Board of Trustees has been appointed to oversee governance and to ensure each school remains faithful to its Catholic identity and Dominican values.

In 2025, DEA and its six Ministries completed National Catholic Safeguarding Standards (NCSS) implementation and compliance audits, with Australian Catholic Safeguarding Ltd (ACSL) recognising DEA as meeting the NCSS in November. This affirms that safeguarding matters are managed in line with the NCSS and local child protection laws, supported by regular review. As part of the ACSL audit, Siena College was assessed and affirmed as meeting the NCSS by the Victorian Catholic Education Authority (VCEA).

DEA's second Statement on Modern Slavery, published in June 2025, outlines the work of DEA and its Ministries to address the risk of inadvertently breaching modern anti-slavery laws. Siena College is commended for leading this work as the first of the six Ministries to begin risk management in 2023, and for demonstrating continuous annual improvement.

The Trustees thank all members of the Siena community for their continued service to students and families. We particularly acknowledge Siena's Board Directors and Board committee members, who oversee day-to-day governance and planning and give so generously of their time.

The Trustees also recognise the commitment and leadership of all staff, particularly the Principal and College executive. As the landscape of Catholic education in Melbourne continues to evolve, it is encouraging to see Siena and the College Board actively embracing new approaches. DEA also acknowledges Mrs Elizabeth Hanney for her vision, service and commitment to Dominican education during her time as Principal of Siena College, and wishes her well in retirement.

It is also pleasing to hear from the Board Chair and Principal that the VCEA continues to provide all-round generous support of schools owned by religious congregations and the entities that have been created to govern these schools.

The Trustees remain impressed by students' strong academic results and the breadth of learning opportunities available. DEA looks forward to working closely with the new Principal, Ms Sarah Tymensen, in the years ahead as we address the challenges of contemporary schooling, including the particular pressures faced by a medium-sized school.

May the College continue to flourish, enriching the lives of all who are part of Siena and, in turn, the wider community.

Kerryn Boland
Acting Chair, Dominican Education Australia

College Board Report

Board Members: Ms Judith Potter (Chair), Ms Laura McRae (Deputy Chair), Mr Damian Giannangelo (retired October 2025), Mr Philip Grant, Mr Michael Kral (retired June 2025), Mr Rhys Barker, Ms Nicola Quin, Ms Jaclyn Trounce, Mr David Hawkins (joined June 2025), Mrs Elizabeth Hanney (Principal/CEO; ex-officio), and Mrs Tracey Grobbelaar (Director of Business Services and Company Secretary; ex-officio), Minutes Secretary: Ms Cathy Barry

Finance and Strategic Property Committee Members: Mr Damian Giannangelo (Chair), Ms Jaclyn Trounce, Mr Ross Di Stefano, Mr Austin Whiting, Mr Sebastian Gadaleta, Ms Tamara Brezzi, Mr Stuart McGurn, Mr Shamal Wijesiri, Mrs Elizabeth Hanney, Mrs Tracey Grobbelaar, Ms Donna Laughlin, Mr Laurie Federico

Policy Committee Members: Mr Philip Grant (Chair), Mr Rhys Barker, Mr Andrew Parnell, Ms Bridget Goodear, Ms Heidi Reid (from June 2025), Mrs Elizabeth Hanney, Dr Anthony Vadala, Ms Joanna Wong

Risk Committee Members: Mr Michael Kral (Chair – retired June 2025), Ms Nicola Quin (Chair – from June 2025), Ms Kathryn Levi, Mr David Hawkins, Ms Jane Edwards, Mrs Elizabeth Hanney, Mrs Tracey Grobbelaar, Ms Annie Rosati (retired July 2025), Ms Larissa Banks

In looking back upon 2025, I shine the spotlight on the dedicated work of each Director. Each served Siena College in a volunteer capacity and I acknowledge the breadth and depth of responsibilities willingly taken on by each as set under state, federal and canon law. The role of the Board is a governance one with the Principal/CEO, Mrs Elizabeth Hanney, and Director of Business Services, Ms Tracey Grobbelaar, taking on key ex-officio roles on the Board. The Board continued to be ably supported by Ms Cathy Barry (EA to the Principal). I note the support and sustained commitment of Deputy Chair, Ms Laura McRae, as a member of the Board Executive. Members of the three Board Committees - Finance and Strategic Property, Risk and Policy – are central to the work of the Board. Senior staff are generous in contributing to the Board Committees. Underpinning the work of all is the Dominican Vision and Mission.

Eleven meetings of the Board were held in 2025. Child Safety and Wellbeing of all were a priority item at all Board meetings. Other key priorities included formation in Governance and Charism for Directors; monitoring and seeking to gain a deeper understanding of current and future parents with regards to enrolling at Siena College; sustainable and strategic financial management; cyber security; supporting close partnerships with DEA and ministries and succession planning for the Board and Board Committees. With the announcement by our dedicated Principal/CEO, Mrs Elizabeth Hanney of her retirement at the conclusion of 2025, a key priority became that of recruitment of her successor. We as Directors recognised the enormity of our responsibility in recruitment of our 2026 Principal/CEO. We were delighted to bring the extensive recruitment process to a very successful conclusion in November, with the appointment of Ms Sarah Tymensen.

Formation in the Dominican Vision and Mission is always a priority. I thank Ms Jenni Hickson, Director of Mission and Formation (Dominican Education Australia) for the modules on the Catholic Church and Charism she developed to support the Board in formation and for joining with the Board at our July meeting to lead us in our formation.

The running of our school is the responsibility of the Principal/CEO supported by the dedicated College Executive and Leadership Teams. Reports at Board meetings on a range of key areas by Senior Staff enabled Directors to gain an understanding of key areas and where support may be needed: - including but not limited to Formation, Child Safety, Student wellbeing, Staff wellbeing, the academic program and facility development. The hard-working Director of Business Services, Mrs Tracey Grobbelaar, appointed by the Board as Company Secretary, provided extensive financial reports at each meeting.

I thank all Directors and Board Committee members for celebrating the joys and embracing the challenges in 2025. The joys included the strong engagement of students in academic, faith, wellbeing, cocurricular and social justice programs. The challenges of the Board included the ever-increasing costs of running a school with 2025 being the first full year of the Victorian payroll tax. The Board endeavoured to plan for the implementation in 2026 of the new

EBA for Victorian Catholic schools without this being finalised.

We do not take Siena College's sense of community for granted. I express my deep appreciation to all staff, students, broader community members and volunteers for bringing your unique threads which woven together represent a dynamic, faith-filled and generous-hearted community. I am ever in awe of the impressive use of their individual gifts and talents of students and the unceasing support of all staff.

In November 2025, the Board formally farewelled two Directors who had been more than generous in sharing their expertise, gifts, time and commitment to taking Siena forward into a strong future. I acknowledge the dedicated commitment and extensive contribution of Mr Damian Giannangelo and Mr Michael Kral as Directors and Chairs of the Board Finance Committee and Board Risk Committee respectively. On the same occasion we farewelled our Principal/CEO Mrs Elizabeth Hanney, with a sense of deep gratitude and appreciation for her absolute commitment to leading Siena College for six demanding years. We recalled her able leadership in her first year during the covid pandemic and the subsequent years and the particular challenges always met with grace, optimism and expertise. In January Mrs Tracey Grobbelaar, innovative and energetic Director of Development for 11 years and then Director of Business Services and Company Secretary for two very demanding years. Mrs Grobbelaar's consistent solution focus and strong fiscal management is to be applauded.

In conclusion, the full Siena Community has much to celebrate as we look back on 2025 and much to anticipate in 2026.

Judith Potter
Chair, Siena College Board

Education in Faith

Goals and Intended Outcomes

Siena's Catholic identity is expressed through a whole-College approach to the formation of staff and students, grounded in service. This approach is holistic, inclusive and meaningful, supporting the spiritual journey of each individual.

The 2025 Annual Action Plan identified the following goals:

- Promoting the Siena Difference:
 - Strengthen staff engagement with the Dominican charism by cultivating a dynamic and resilient workplace culture grounded in a shared understanding of the Dominican story – one that values collaboration, care, community, quality education and holistic development.
- Foundations for Flourishing:
 - Strengthen the *Siena in Siena* Immersion program through the development of curriculum links to history, tradition, the Dominican charism, language and the arts, enabling deeper student immersion in the Dominican story
 - Cultivating personal and social responsibility by:
 - Fostering a shared commitment to sustainability across the College
 - Embedding meaningful and practical anti-slavery initiatives
 - Enhance students' understanding of the 'Dominican Difference' through its integration within the Religious Education curriculum
 - Embed Dominican formation within ongoing staff Professional Learning

Achievements

Religious Education and Catholic Identity

In Religious Education, Year 12 students explored global perspectives on climate justice.

Year 7 students began understanding what it means to live their faith actively and responsibly, appreciating the stewardship required for our planet and explored how intercultural and interfaith dialogue shapes a more united and hopeful future.

We celebrated our Catholic identity through music and prayer and Feast Day masses in recognition of special occasions including the Opening Mass, Graduation Eucharist, St Catherine's Day and St Dominic's Day celebrations.

Justice Education and Service

The Veritas Leaders, alongside House Captains connected Social Justice initiatives with charitable works, including fundraising for activities including:

- Caritas Project Compassion
- Vinnies
- Solomon Islands supporting sustainable initiatives
- Brigidine Asylum Seeker Project
- Friday Night School (Asylum Seeker refugee tutoring)
- Kopanang Community in South Africa
- Opening the Doors Foundation
- St Mary's House of Welcome

A number of Year 9 to 12 students regularly volunteered their time to support Friday Night School service opportunities, providing tutoring support for students from asylum seeker and refugee backgrounds.

A group of students participated in the Red Earth Cape York immersion, camping on indigenous homelands for a week, learning from elders and connecting deeply with the environment and Country. Evenings around the campfire and nights under the starry sky left a lasting impact on all involved.

Student Formation

The Pillars Student Leadership Program continued in 2025, with aspiring leaders in Years 10 and 11 participating in a structured program to develop and practise their leadership skills. Working alongside staff and current student leaders, participants were supported to reflect on and refine their individual leadership approach.

Leadership development was also extended to students in Years 7 to 9, who embraced opportunities to engage with the values of Dominican leadership while building a broad range of practical skills.

Percentage of Catholic Enrolments

The College continues to prioritise Catholic students seeking enrolment at Year 7. In 2025, Catholic students comprised 62.08% of total enrolments, with this proportion varying slightly from year to year.

Value Added

A number of extra-curricular activities were offered for students and staff in 2025:

- Fourteen Year 10 students participated in the Harmony Dialogues program, in partnership with students from Xavier College, Bialik College, Melbourne Grammar School and Methodist Ladies College. This initiative brought students together to deepen mutual understanding and respect across diverse faith perspectives.
- Staff Professional Learning included Mission and Formation sessions focused on International Women's Day (Women of Faith), Modern Slavery requirements, and a city-based faith experience centred on the theme Walking with Hope.
- The Year 9 Horizons Week and Year 12 Retreat programs incorporated opportunities for formation in the Dominican pillars of Service, Justice and Community.
- The Year 9 *Siena in Siena* Immersion, which deepens engagement with the Dominican story through integrated learning across history, tradition, charisma, language, and the arts, enriching the overall immersion experience.

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

The College provided a diverse range of opportunities to foster student connection, enrichment, and holistic development within a Siena education. These experiences were embedded across extended learning opportunities in the following areas:

Academic Enrichment and Experiential Learning

Students participated in curriculum-based excursions, fieldwork, and subject-specific programs, including Geography field trips, Science incursions, court visits, university tours, and industry experiences such as Empowered Women in Trades. STEM engagement was further enhanced through competitions and programs including the Monash Coding Program, Australian Mathematics Competition, Junior Science Olympiad, and Berbras Computational Thinking.

Arts, Culture and Languages

A rich program of performing and visual arts experiences included theatre productions, music performances, exhibitions, and workshops. Language and cultural learning were supported through immersion experiences, film festivals, cultural days, and Model United Nations conferences in French and Italian.

Student Voice, Leadership and Communication

Students engaged in a variety of public speaking, debating, and leadership opportunities, including DAV Debating, Ethics Olympiad, public speaking competitions, and forums with community leaders. Workshops and author visits further supported literacy and creative expression.

Wellbeing, Community and Civic Engagement

Wellbeing and personal development were supported through presentations on cyber safety, consent education, and empowerment initiatives. Students also participated in community and civic events such as ANZAC Day and Remembrance Day services, the Long Walk for Reconciliation, and engagement with local political representatives.

The College's Learning Framework continued as our classroom foundation, focusing on the student learner at its core. Providing the outline for classroom learning behaviour, our Learning Framework supported our students in developing their social and subject specific learning goals.

Student Learning Outcomes

The National Assessment Program Literacy and Numeracy (NAPLAN) was held in March 2025 and involved students in Year 7 and Year 9. Student achievement was reported against four levels of proficiency: Exceeding, Strong, Developing, Needs Additional Support.

From 2023, ACARA report student achievement in NAPLAN against four levels of proficiency. This replaces the previous numerical NAPLAN bands and national minimum standards. From 2023 ACARA have reset the NAPLAN measurement scale and time series. Comparison of NAPLAN achievement prior to 2022 to that from 2023 onwards is not possible. In 2025, we had access to three years of data against the new levels of proficiency.

Table 1: 2025 Participation Rates

	Year Level	Participation 2025
Grammar and Punctuation	7	99%
Numeracy	7	99%
Reading	7	99%
Spelling	7	99%
Writing	7	99%
Grammar and Punctuation	9	95%
Numeracy	9	97%
Reading	9	97%
Spelling	9	95%
Writing	9	97%

Source: Australian Curriculum, Assessment and Reporting Authority

NAPLAN Results: Year 7

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

	Siena median score 2025	State median score 2025	National median score 2025
Reading	584	551	541
Writing	586	555	542
Spelling	566	548	546
Grammar and Punctuation	588	548	542
Numeracy	577	553	544

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 above the State and National medians in all areas of assessment.

	Siena median score 2025	State median score 2025	National median score 2025
Reading	599	580	572
Writing	627	590	580
Spelling	580	574	572
Grammar and Punctuation	593	567	562
Numeracy	587	580	573

Analysis:

Siena students have performed to a high standard across all testing areas compared with the results of students both at a State and National level, with a higher percentage of Siena students at or above the State and National figures at the strong and exceeding level in all tests, for both year levels, apart from one.

- The latest National figures show that 67.2% of Year 7 students and 64% of Year 9 students across Australia are meeting the higher literacy and numeracy expectations, achieving in the 'Strong' and 'Exceeding' proficiency levels.
- By comparison, 89.44% of Year 7 Siena students and 81.7% of Year 9 Siena students are meeting the

higher literacy and numeracy expectations, achieving in the 'Strong' and 'Exceeding' proficiency levels across all NAPLAN Tests. In Year 7 Reading, the percentage is 94.2% and in Writing 91.4%; and for Year 9 Writing 86.9% and Reading 86%, to highlight a few outstanding results.

Of particular note are the following areas where Siena had a significantly higher percentage of students performing at the highest level (Exceeding) compared to the state and national results:

- Year 7 Reading – 40.4% of the cohort performed at the 'Exceeding' level compared to 23.4% in the State and 20.4% nationally
- Year 9 Writing – 35.5% of the cohort performed at the 'Exceeding' level compared to 24% in the State and 21.7% nationally
- Year 7 Grammar and Punctuation – 38.5% of the cohort performed at the 'Exceeding' level compared to 18.5% in the State and 17.3% nationally

These results reflect, to some extent, the work we have done over the last three years to improve literacy across the College through the Whole School Literacy Project.

Similar to the 2024 results, there was only one area (Year 9 Numeracy) where Siena had a lower percentage of students performing at the highest level (5.6% Exceeding) compared to the state (13.8) and national (11.9%) results; however, in this area, we had a significantly higher percentage of students performing at the Strong level (73.8%), being between 18 and 20% above state and national figures. Combining the figures for the two highest levels, 79.4% of Siena students achieved results at this level, compared to 68.9% (State) and 65.6% (National).

Overall, Siena has a very small number of students performing at the 'Needs Additional Support' level. In four of the ten tests, no Siena students recorded results at this level. In the other six, percentages ranged between 0.9% to 3.8%.

The percentage of Siena students in the lower two bands varies between year levels and tests. Areas for growth include Year 9 Numeracy (20.6%), Year 9 Spelling (18.1%) and Year 9 Grammar and Punctuation (25.7%).

The changes to the Victorian Curriculum in English support a greater focus on Grammar and Punctuation, in particular. Siena has also introduced a specific grammar focus in both Year 7 and 8 in the last couple of years, specifically interventions in the English and Mathematics classrooms.

Given our very strong middle-upper band in Year 9 Numeracy, this represents an opportunity to push our students to continue to grow in this area, challenging the apparent gender trend.

Senior Secondary Outcomes: 2025 VCE Results

The priority of Teaching Staff in 2025 was to continue to maintain the strong VCE results of recent years to ensure that each individual student achieved their personal best, thus allowing them to maximise their opportunities to pursue post-secondary pathways of their choice. At VCE Data Analysis meetings in the first weeks of 2025, areas for growth for the 2025 cohort by subject were identified, with Unit 3 and 4 subject teaching teams meeting each fortnight to collaboratively plan for, monitor and review student progress. To ensure consistency of approach to marking and ranking, formal moderation processes are in place, with whole cohort assessing across a multi class subjects.

Support for student performance was provided by the continued application of:

- Strong, clear expectations of students in approaching Unit 3 and 4 study:
 - Masterclass lectures throughout the year
 - Enrichment and Study Skills Programs
 - Subject forums with external presenters and VCAA assessors
 - Consistent practice SACs prior to SACs, formal and additional trial examination opportunities

- Social and emotional and academic support provided by the Heads of House, Director of Students, Head of Senior Pathways and Deputy Principal Wellbeing and Strategy and Deputy Principal Learning and Teaching
- Learning Conversations/VCE Student Improvement Plan
- Regular individual student careers planning meetings with Head of Careers, whole cohort presentations on VTAC applications, including on-site visits from Victorian Universities and the Cardoner Network - Two Wolves Program (a volunteer gap year program allowing students to work with communities in need overseas)
- Formal Term 4 Examination Revision program – Alumnae Subject Expert presentations and VCAA assessor presentations
- The Box, a process where all students submit as many practice examinations as possible, with marking from teachers across cohort and with feedback returned within 1-2 days, was implemented for all subjects until two days prior to individual VCAA Examinations, building a healthy sense of competition and achievement, contributing strongly to rapid growth in student performance in a short time prior to exams

The Class of 2025 are to be congratulated for their strong performance. As a group of students with diverse learning needs, including some students who have experienced significant personal challenges throughout their secondary schooling, we are very proud of the Class of 2025, who exhibited courage and resilience to exceed our initial expectations and achieve some excellent individual results.

Class of 2025 Summary

- 110 Year 12 Students and 53 Year 11 Students (Units 3 and 4)
- Dux – Asta Robinson 99.6
- Median Study Score 34
- Study score of 50: Asta Robinson – Legal Studies (Teachers: Anne Rogan / Jessica Sullivan)
- 16.2% (94 raw study scores) over 40:
 - Year 12 – 83
 - Year 11 – 11
- Year 11 students completing an accelerated Unit 3 and 4 subject:
- Median Study Score 37; 20.8% raw study scores over 40
- Top 5 ranking of Catholic Schools

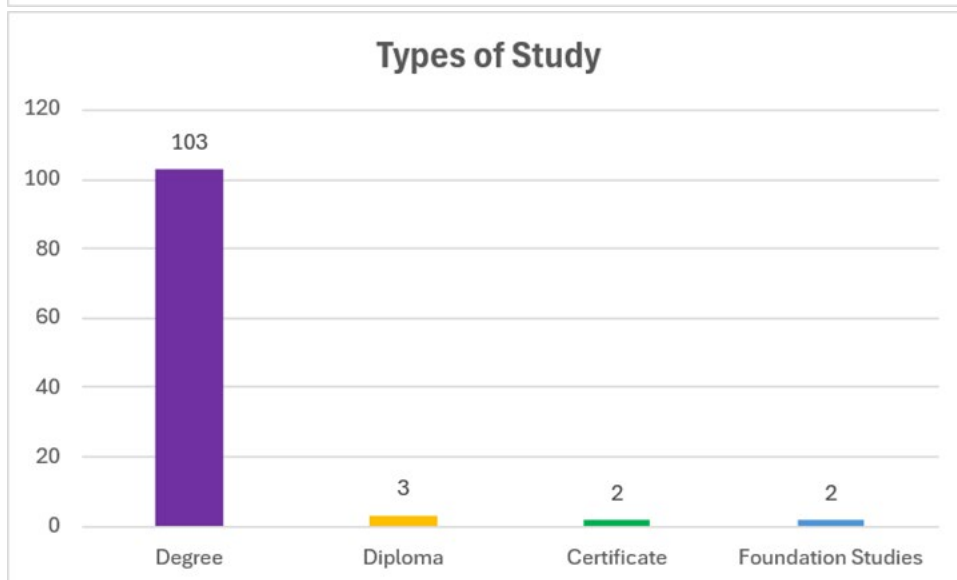
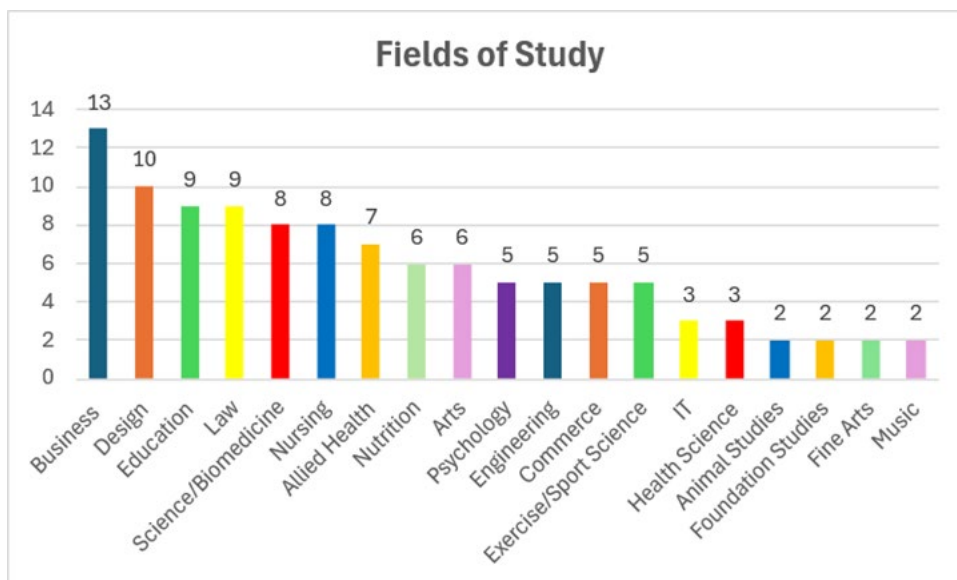
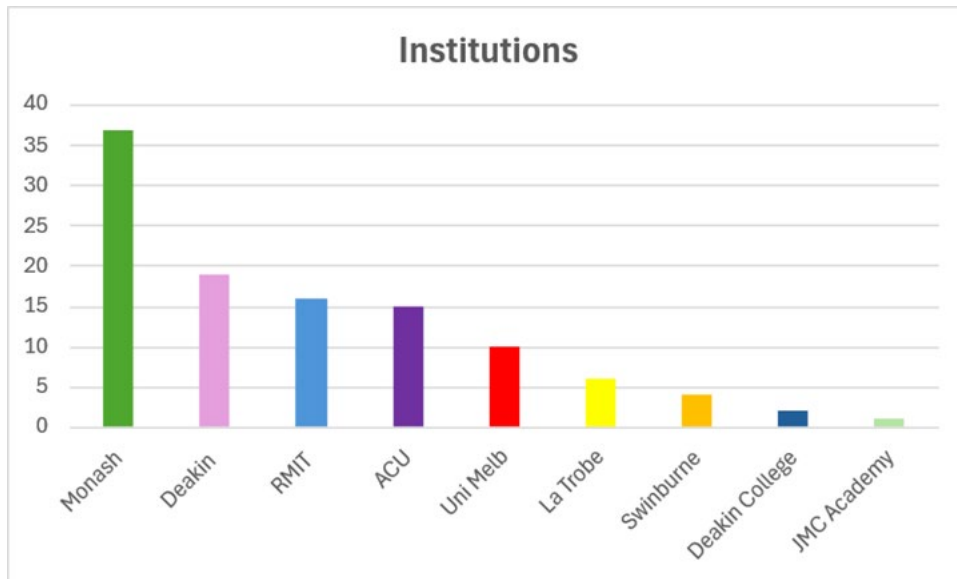
Results Snapshot

	2025	2024	2023	2022	2021
Median ATAR	84.20	87.85	82.4	86.06	84.00
Study Scores \geq 40	16.2%	21%	20.4%	20.2%	16.8%
Median Study Score	34	35	34	34	34
Dux	99.6	99.8	99.2	99.25	99.6

Post School Destinations

Students were offered places at a range of tertiary institutions, as depicted below, with 99% students receiving a first-round offer and 100% students achieving a tertiary study pathway.

First Preference Offers



Student Wellbeing

Goals and Intended Outcomes

We aspire 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. 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.

The College intended outcomes in relation to Student Wellbeing were:

- To continue to embed a school culture of safeguarding all students, that reflects the Child Safe Standards (MO 1359).
- Staff and students develop a repertoire of social and emotional learning strategies to support student learning confidence, resilience and wellbeing in the classroom.
- Continue to develop student voice and agency.

Student wellbeing remains a priority at the College as more students present with mental health challenges, including increased anxiety and school refusal trends, in line with national data.

Achievements

The Wellbeing Team has strengthened connections across students, families and staff while promoting a strong sense of belonging within the Siena community. Recognising the complex challenges facing adolescents, the team adopted a holistic, proactive approach to student wellbeing, collaborating with external organisations such as Headspace, the Butterfly Foundation and Cybersafety Solutions to respond to the needs of the College.

Heads of House fostered student connection through targeted House events and activities. Student leaders and Year 12 students played a key role in leading major school events including Fiesta, Swimming and Athletics carnivals. Year 12 students also played a key role in mentoring Year 7 students through the Buddy Program.

The Director of Students further supported student learning and wellbeing. Student agency was a critical focus, with the Student Representative Council (SRC) working collaboratively with the student body to address key issues. The Director of Students assisted the Wellbeing Team through management of critical student needs alongside delivering targeted year-level interventions and managing complex wellbeing cases impacting a small number of students to attend school.

The Counselling Team provided evidence-based therapeutic support to over 15% of students, offering individual counselling, risk assessment, parent consultation and wellbeing programs across all year levels, including Year 7 Kind Mind Club, Year 8 Body Image sessions and Senior School Stress Management sessions. The Counselling Hub remains committed to fostering student resilience, connection and emotional safety to support students to thrive both emotionally and academically. The team comprises two registered Psychologists, a placement Counsellor and therapy dog, Rooley.

The Health Centre complemented Wellbeing support by delivering high-quality, responsive care through two Registered Nurses, ensuring students' physical health needs were efficiently triaged and managed in a safe and supportive environment.

Value Added

Student wellbeing was enhanced through a range of programs and opportunities. House Group sessions focused on developing connections for students at the House Group and House level and also provided year level appropriate programs. Strategies to support student wellbeing included stress management, building resilience, gratitude and identifying and using personal strengths. There was a strong focus on social justice activities, particularly in relation to women in society and climate justice.

Our Year 7 students participated in a workshop with Susan McLean regarding their online presence whilst Year 8 students participated in workshops with This is Your Body, an organisation that focuses on building a positive relationship with self. These messages were reiterated with our Year 9 and 10 students, who also had a focus on subject selection and career planning and important preventative measures when preparing for examinations. There was a focus on Consent education at all year levels and on Safe Partying for senior students. Red Frogs also presented to Year 12 students prior to their departure from the College at the end of the year.

A shift in our wellbeing approach to ensure that students are triaged appropriately. If a student requires wellbeing support, they presented to the Health Centre first and then if required are directed to the Counselling Hub. This has created a more responsive model of service.

Cocurricular and Extra Curricular Activities

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

- The Student Representative Council (SRC) ran a range of activities
- Student Leadership Program, Pillars
- House Swimming and Athletics
- Fiesta
- Xavier Dancing at Year 10
- Buddy program
- Camps at Year 7 and Year 10
- Year 9 City experience
- GSV Sporting opportunities, including Sports Workshops for Year 6 students attending Siena the following year
- Strong music opportunities, including a Prelude program for Year 6 students attending Siena the following year

Student Voice

The Student Representative Council (SRC) remains an integral part of the student leadership program. Students aspiring to leadership participated in the 'Pillars' Leadership Program. The Program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, was very well subscribed in 2025.

Year 7 students participated in the Kind Mind Club, a group set up to assist the transition from Grade 6 to Year 7 for our most junior students.

Student Satisfaction

The College did not undertake the annual MACSSIS survey in 2025.

Student Attendance

Siena has dedicated staff that manage the day-to-day processes and procedures of attendance. 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 and Strategy receive a daily report of absent students for follow up. An end of week report is also prepared for the Wellbeing Team. Ongoing student absence concerns are shared with the senior leadership team as well as governing bodies, including the Melbourne Archdiocese Catholic Schools (MACS) and the Department of Education (DET).

Child Safe Standards

Goals and Intended Outcomes

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

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

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

We also reviewed a suite of policies to support an application to VRQA for CRICOS Registration.

Achievements

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

This has been achieved by:

- The embedding of policies and commitments into everyday safe practice (risk assessments, supervision)
- Providing opportunities for professional learning of teachers, non-teaching staff and volunteers (Mandatory Reporting; Child Safe practices; responding to issues faced by young people)
- Annual presentation to staff about Reportable Conduct Scheme and Professional Boundaries
- The Child Safeguarding Committee continued, with a focus on fostering respectful relationships between all members of the community
- Successful embedding of Respectful Relationships in the curriculum
- External presentations for students on social issues such as cyber safety, anti-bullying, safe partying, consent education and help-seeking
- External presentation to parents with the Butterfly Foundation, Headspace and Safe Partying
- Human Resources practices continued to spotlight child safety through our recruitment and performance review processes
- The College Counsellors continued to provide support to the school community
- All documentation and other resources relating to Child Safe Standards were made available to staff through Siena Central (CompliSpace). These resources continue to be updated regularly.

Leadership

Goals and Intended Outcomes

As a Catholic school in the Dominican tradition, the College is committed to collaborative, ethical governance and visionary, innovative leadership. The key priorities outlined in the Annual Action Plan were organised under three strategic pillars:

- Promoting the Siena Difference
- Foundations for Flourishing
- Governance and Leadership

Achievements

Promoting the Siena Difference

- Strengthened core learning foundations through a renewed focus on year-level reflection days and staff formation
- Delivered targeted student programs, including Year 7 Enhancement, Year 8 Skills for Learning, and enrichment and study skills sessions to build capacity and independence
- Expanded the Wellness Program to support resilience, stamina for learning, self-care, empathy and personal safety, including targeted education in cyber safety, anti-bullying, respectful relationships, consent, safe partying and positive body image
- Launched and commenced implementation of the Strategic Plan: *Strategy in Action – Towards 2030*
- Fostered personal and social responsibility through environmental, social and governance initiatives, including the introduction of a Modern Slavery Policy and a strengthened focus on waste management
- Continued embedding of Child Safe Standards through compliance with VRQA requirements and regular review of policies and practices

Foundations for Flourishing

- Strengthened engagement with alumnae and parents
- Deepened partnerships with primary schools through the successful delivery of the ASPIRE program
- Maintained consistent staff communication through the weekly *Illuminate* newsletter and professional learning opportunities
- Built staff capability in data-informed practice, with a particular focus on literacy
- Expanded opportunities for student service and social justice engagement
- Supported house-based outreach and fundraising initiatives led by student leaders

Governance and Leadership

- Advanced innovation and transformation through a focus on cyber security, exploration of AI applications and development of an ICT strategy
- Supported leadership growth through targeted professional learning for individuals and teams
- Conducted formative and summative reviews for staff in Positions of Leadership
- Continued development of student leadership through the Pillars Student Leadership Program
- Achieved CRICOS registration
- Delivered leadership formation sessions for middle and senior leaders

Value Added

- Strengthened risk management practices, with a focus on cyber security, enrolments and Child Safety compliance.
- Implemented succession planning across Board Committees to ensure continuity and effectiveness.
- Maintained regular review and updating of policies by the Board and Leadership.
- Deepened commitment to Dominican formation through Board and Leadership formation sessions.

- Sustained engagement with past, present and prospective members of the College community.
- Celebrated and supported staff and students through a range of programs and community events.
- Expanded the Year 9 *Siena in Siena* Immersion program, with two trips to Tuscany, Italy. Students engaged with the local community, partnered with the Tavernelle school, and visited significant Dominican sites in Siena, Florence and Rome.

Teacher Professional Learning

Expenditure and Teacher Participation In Professional Learning

The College maintained an extensive, diverse and flexible program of professional learning for both teaching and non-teaching staff throughout 2025. 191 individual professional learning events were approved by the College, reflecting a sustained commitment to a high level of engagement in professional learning.

In addition to individual professional learning, all staff engaged in professional learning sessions conducted on 25 afternoons throughout 2025, covering Dominican formation; the historical and contemporary role of women in the Dominican faith and mission; pedagogical aspects of differentiation; literacy and numeracy, including preparing students for the NAPLAN testing program; student wellbeing and youth mental health; cultural competency and the College's Reconciliation Action Plan; NCCD; the role of artificial intelligence in contemporary classrooms; and detailed applications of the Albitros student performance data system. The College also conducted a Leadership Seminar for selected teaching staff and learning support that focussed on the College Leadership Framework and Leadership in the Dominican Tradition. Non-teaching days in 2025 were used to develop, refine and enhance course descriptions, course outlines, and formative and summative assessment tools based on the College's Learning Framework.

Orientation and induction sessions for new staff continued throughout the year. This program included detailed application of the Siena Central learning management system. The College maintains a core group of highly experienced casual relief teachers predominantly comprised of former members of staff, who integrate with our permanent staff and enable effective learning and teaching at all year levels to continue normally despite the large number and broad scope of the curricular and co-curricular activities undertaken by our teaching staff on behalf of our students.

Numerous staff undertook VCAA Assessor training programmes and acted as VCAA assessors, reflecting the increasing depth and breadth of pedagogical excellence amongst our teaching staff. Staff from a range of faculties were involved in professional learning relating to diverse aspects of advanced STEAM learning and teaching, and several senior staff undertook the MACS Masterclass Series in High Impact Instruction for Secondary Schools.

The College continued to provide a comprehensive program of compliance training around child-safe practices, OHS, policy, disability standards in education, anaphylaxis; bullying, harassment and discrimination training and mandatory reporting as required by legislation, using a combination of CompliLearn e-learning modules developed by CompliSpace, and other professional learning modules developed in-house.

- **Total expenditure on Professional Learning in 2025: \$57,199**
- **The number of teachers who participated in Professional Learning was 145**
- **Average expenditure per teacher for Professional Learning was \$395**

Teacher Satisfaction

The College did not undertake the annual MACSSIS survey in 2025.

Community Engagement

Goals and Intended Outcomes

The College sought to strengthen the Siena College profile through purposeful collaboration and community connection. Key intended outcomes were to:

- Deepen community relationships across past, present and future community members
- Foster a connected and valued community by strengthening initiatives that build belonging, recognition and meaningful participation
- Embed a culture of philanthropy
- Engage prospective families by understanding emerging needs and ensuring Siena remains a compelling future choice

Achievements

85th Anniversary Events

2025 marked Siena College's 85th Anniversary, celebrated through a series of memorable community events:

- 85th Anniversary celebration featuring a whole-school gathering, commemorative cake and anniversary badges gifted to all staff and students
- Commemorative liturgies for St Catherine's Day and St Dominic's Day
- 'Siena Through the Ages' uniform parade and storytelling assembly
- 85th Anniversary Ball, a joyful celebration for parents, alumnae, staff and community members

Alumnae Community

- Alumnae engagement remained strong, with volunteers coaching, mentoring, presenting at the Careers Showcase and serving on the College Board and Committees
- Legacy enrolments remained steady at approximately 20 families. A special event is held each year to connect and celebrate these families.
- Digital engagement continued to grow across Facebook, Instagram, LinkedIn and the alumnae-exclusive online platform, Siena Global Connect.
- Reunions were very well attended, with Alumnae from the Classes of 1975, 1985, 1995, 2005, 2015 and the 40s-70s returning to the College to reminisce and reconnect.
- Alumnae Award recognition included:
 - Notable Alumna Award: Rachel Clements (Class of 1987). Rachel was also guest speaker at our annual Night of Excellence
 - Dr Ursula McKenna Award: Dr Claire Tobin (Class of 1996)
 - Siena Award (awarded by the Alumnae Association in recognition of outstanding leadership and engagement): Lily Graham (Year 12)
- A special edition of *The Spirit* magazine was published in October 2025. This edition explored our history and highlighted a fantastic series of 'Where are they now' stories from our past Captains, Academic High Achievers and Notable Alumnae.
- The College hosted the annual Careers Showcase, an event which annually sees over forty alumnae participate in panel presentations in their field to inspire current students and allow them to learn about possible future pathways.

Parent Community

- The Siena Parents' Association (SPA) community events, including Mother's Day and Father's Day Breakfasts, strengthened parent connection and fundraising
- At the annual Night of Excellence, the annual Community Award was presented to parent and SPA member, Lisa Harris, for her outstanding contribution to the Siena community
- Parent connection was further enhanced through events such as the annual Arts and Technology Exhibition, various music concerts and events throughout the year, and the Year 12 Welcome Breakfast

Connections Further Afield

- The *Siena in Siena* Immersion pilot program continued in 2025, with a March trip of 19 students and 4 staff and a September trip of 29 students and 5 staff. This opportunity allowed students to deepen their understanding of our Dominican charism and to walk in the footsteps of St Catherine, contemplating her relevance in the world today. The trip was enriched by the connection with the local community in Tavernelle in Tuscany. Italian culture, traditions, architecture and the artwork of Rome, Siena, Pisa, Assisi and Bologna. Feedback of the program from participants and their families is overwhelmingly positive.

Philanthropy

- Another highly successful Golf Day was held in October to raise funds for the Equity Scholarship Program. This event brings together suppliers, parents, alumnae, staff and our community.

Future Families

- Open Morning each term attracted strong attendance, featuring student-led presentations and tours.
- Year 7 2026 families were invited to participate in the Music Prelude and Sports Workshops in Term 4 (their Grade 6 year). As well as promoting our fabulous cocurricular offerings, these programs offer our future students the opportunity to make friends and get to know their new school before they begin Year 7.
- The Wellbeing Team and Siena Parents' Association hosted a Welcome Barbecue for our 2026 Year 7 students and their parents in November. It was a wonderful way to connect with the newest members of our community.

Value Added

The College's community engagement initiatives in 2025 significantly strengthened the sense of belonging across all generations of the Siena community. Through vibrant celebrations, meaningful alumnae involvement, strong parent partnerships, philanthropic growth and enriched experiences, Siena College deepened its culture of connection and service. These achievements not only enhanced the Siena College profile but also created lasting opportunities for students, families and alumnae to contribute, participate and thrive as part of a dynamic and supportive community.

Parent Satisfaction

The College did not undertake the annual MACSSIS survey in 2025.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

YEARS 9 TO 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	88.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	90.81%
Y08	88.56%
Y09	89.55%
Y10	86.64%
Overall average attendance	88.90%

TEACHER QUALIFICATIONS

Doctorate	2
Masters	26
Graduate	15
Graduate Certificate	4
Bachelor Degree	53
Advanced Diploma	4
No Qualifications Listed	6

STAFF COMPOSITION

Principal (Headcount)	1
Deputy Principal (Headcount)	2
Teaching Staff (FTE)	78
Teaching Staff (Headcount)	69.27
Non-Teaching Staff (Headcount)	45
Non-Teaching Staff (FTE)	37.73
Indigenous Teaching Staff (Headcount)	0

SENIOR SECONDARY OUTCOMES

VCE Median Score	35
VCE Completion Rate	100%
VCE VM Completion Rate	N/A
VCAL Completion Rate	N/A

POST-SCHOOL DESTINATIONS AS AT 2025	
Tertiary Study	93.6%
TAFE / VET	5.5%
Apprenticeship / Traineeship	0%
Deferred	0.9%
Employment	0.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

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SIENA

COLLEGE

CAMBERWELL

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

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