Siena College Camberwell

Annual Report to the School Community 2020

SCHOOL REGISTRATION NUMBER: 1145

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

Minimum Standards Attestation

I, Elizabeth Hanney, attest that Siena College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 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 2021

Note

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

Our College Vision

Mission Statement

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

Vision

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

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

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

Values

We live the Dominican values through:

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

College Overview

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.

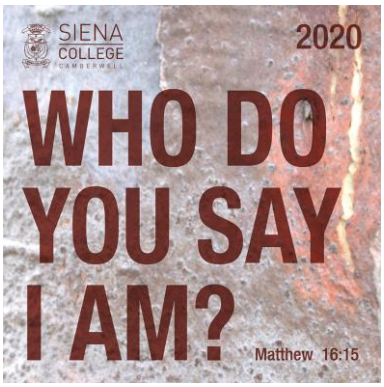
Annual Action Plan Goals

- 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's 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

In my first year as Principal of Siena College, I was warmly welcomed by staff, students, parents, alumnae, Dominican Education Australia and Board members.

The year commenced with a Leadership Team seminar and extended Leadership Forum, unpacking the 2020 College theme, *'Who do you say* I am'? which has as its heart a reading from the Gospel of Matthew.



2020 was the 80th Anniversary of Siena College with many celebratory events planned for staff, students and the extended Siena community. As the impacts of COVID-19 became apparent, our 80th Anniversary mass was postponed, along with many other activities including excursions, camps, interstate and overseas trips and immersions. We were pleased to gather as a College community for the Opening Mass in February, where we welcomed new Year 7 families and commissioned the 2020 Student Leadership Team.

Remote Learning

The Board and Leadership Team held several extraordinary meetings to monitor and plan for the impacts of COVID-19. COVID-safe protocols were established at the College around visitors being on site and additional cleaning practices were implemented. Towards the end of Term 1 decisions were taken to cancel forthcoming events and to commence online learning, which took place from the last week of Term 1. Students and staff were trained in the use of Microsoft Teams for classes to be conducted remotely, with resources prepared to support online learning and a remote Phase 1 timetable *'Siena Connect'* established (for simplicity of online learning). Phase 1 was a pared back timetable to ensure establishment of learning and teaching with regular routines, a wellbeing check-in, prayer and House Group. Phase 2 of remote learning saw the inclusion of a holistic program of learning, connection, wellbeing and spirituality and usual lunchtime programs.

Student attendance was high during remote learning, averaging between 90-95%. The Wellbeing team worked to support any vulnerable students and to assist their return to school.

A staged return to on site learning was implemented for Term 4. VCE students returned mid October, other students late October, with many adjustments made to ensure all classes and activities could be conducted in a COVID-safe manner.

The close collaboration between staff and students and the great support of families and the Board enabled the College to conduct online learning very effectively.

Business Continuity

The Finance Committee and College finance team met regularly and reported to the Board on the financial impacts for families. A process was established for families to register their need for fee concession and consideration and the College provided assistance to those families in need. Ultimately, a fee rebate of $575 per student was provided to all families, giving back to families savings made while the College was in lockdown.

Staff and Students

In 2020 three students commenced at Siena College on equity scholarships, as a result of the fundraising campaign in 2019. Three more Indigenous students from Palumpa and Barunga in the Northern Territory and Sale, Victoria, commenced at Siena, taking our indigenous student enrolment to five. 2020 was a challenging year for our indigenous students who had to quarantine several times when returning home with some spending the majority of the year studying from home or Darwin.

The 'Siena Inform' data platform was launched with teachers late in 2020, providing staff with the capacity to track live student data and progress across year levels and study disciplines.

We are particularly proud of our Class of 2020, who navigated their way through the year with much grace and tenacity, providing support to each other throughout. Although graduation activities were minimal, we were pleased to celebrate with them early in 2021 for a delayed graduation dinner.

We acknowledge with great appreciation, the tremendous work of Siena staff in 2020. Whether onsite or working remotely, the priority for staff was steadfastly placed on students; their wellbeing, connection and continuity of learning.

Future Directions

In conjunction with McGlashan Everist Architects, development of the next Masterplan for Siena College continued with plans to embed a Dominican thread throughout the site in the naming of our buildings and spaces, to enhance the Dominican ethos of the College.

The Agora Gardens were completed during remote learning and warmly welcomed by students on their return to face-to-face learning.

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, Vinnies and St Mary's House of Welcome Christmas appeal.

Although many missed events throughout 2020, the Siena Parents' Association (SPA) and Alumnae Association continued to provide support to the College where possible and were able to hold a number of events early in the year .

At the end of 2020 the College farewelled a number of staff including Deputy Principal Learning and Teaching, Ms Bernadette Donnelly. Ms Donna Laughlin was appointed as Deputy Principal, Learning and Teaching late in 2020 (to commence in 2021). Ms Jemimah Walsh was also appointed to the College Leadership team, taking on the role of Director of Learning and Innovation vacated by Ms Laughlin.

Closing

We acknowledge with great appreciation the supportive partnership with Dominican Education Australia, keenly felt in the tumultuous moments of 2020. Together with the Siena Board of Directors, 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

For newcomers to the Siena community, Siena College is one of six educational ministries that is part of the governance structure under the leadership of Dominican Education Australia (DEA). 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.

The DEA Board works collaboratively with the Siena College Board, recognising the professionalism and competence of the School Board under the leadership of Ms Kath McCarthy, Mrs Elizabeth Hanney, the new College Principal and staff.

Thankfully the inauguration of Mrs Hanney as Siena's new Principal was able to take place in the early months of the 2020 school year as Siena College celebrated its 80th year of providing educational excellence in the Dominican way. Unfortunately many of the planned events had to be scaled back due to the Stage 3 and Stage 4 lockdown conditions in Victoria.

The DEA Trustees recognise that 2020 was a very difficult year for Siena College and its families, and acknowledge all at the College who worked extremely hard to put in place processes and procedures to support the welfare of the students and their families during the once in a century pandemic. The swift movement to online learning, away from the nurturing school environment, was a difficult transition but one made with good grace and unwavering commitment by all concerned.

A lasting legacy to mark 80 years of Siena College in 2020 was the development of the Masterplan which included a 'Spaces and Graces' project of Dominican storytelling across the campus site in building and garden names. When the DEA Trustees finally had the opportunity to again visit Siena College in early 2021 it was a great joy to see the Dominican value of beauty so evident at the College.

Eileen Young
Chair, Dominican Education Australia

College Board Report

2020 was a busy year for the College Board as we experienced an interrupted year of face-to-face schooling due to the COVID-19 pandemic. The focus was on supporting the College to adapt and respond to ensure continuity of learning and care for students and staff

Extraordinary meetings of Board and Board Committees were held throughout the year to respond to strategic governance matters as the College moved into online learning; this included financial and health and safety implications for the College.

The Board focus for 2020 was on continued sound governance, to support the new Principal and staff to deliver the best possible learning and teaching and core outcomes for students in a Dominican context.

Opportunities for the Board to engage with community, committees and staff were largely deferred in 2020, such as the Board and Community evening, Board and staff gathering and the annual Board and Committees Inservice program. In its place, regular communication was provided to families in written form, on the part of Principal and Board Chair.

A new Board Committee was established in 2020, the Strategic Property Committee, to provide support and advice to the Board in the development of the new College Masterplan and other property-related matters. Board Policy, Finance, Risk Management and Strategic Property Committees met regularly throughout the year in order to provide considered guidance and advice to the Board. The 2020 priorities for the Board and Committees included:

- Transition of new Principal
- Responding to the challenges presented by COVID-19
- Succession planning for Board and Committee
- Child Safety awareness
- Connectedness between the Board and Siena community
- Formation in Governance and Charism
- To further improve efficiency and effectiveness of the Board
- Assess and consciously manage Board Risks and risk in Board decision making
- Masterplanning

Mrs Elizabeth Hanney commenced as the new Principal in January 2020 and worked closely with the Board throughout 2020, with its full support, to ensure continuity of learning and operations, particularly during the two lockdown periods.

The College Board acknowledged the contribution of retiring Board member, Mrs Patricia Cowling, who resigned from the Board in December 2019. Mrs Cowling served for four years on the Board and as Board Deputy Chair in 2019 and 2020 and provided much guidance and support to the Board and Principal during this time.

Sr Judith Lawson OP and Mr George Sfetsos were appointed to the Board from February 2020.

As 2020 drew to a close, it was pleasing to see a return to normality. The year closed with an in person gathering of all Board, Committee and Leadership Team members in acknowledging a challenging but successful year.

Kath McCarthy
Siena College Board Chair

Education in Faith

Goals and Intended Outcomes

In this dimension, the College aimed to live the values of the Gospel through articulation of and reflection on the Dominican pillars of prayer, study, community and service. 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
- continue to discern and respond to issues of justice and raise awareness of the social teaching of the Church

The College target was 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

  Both curricular and cocurricular programs aimed to make visible this integration of faith and life through the development of the whole person and to reflect a strong Catholic identity through a Dominican lens.

Achievements

2020 College Theme

The year was shaped by the College theme, ‘Who do you say I am?’, inspired by the Gospel of Matthew:

Now when Jesus came into the district of Caesarea Philippi, he asked his disciples,
'Who do people say that the Son of Man is?'
And they said, 'Some say John the Baptist, but others Elijah, and still others Jeremiah or one of the prophets.'
He said to them,
'But who do you say I am?'
Peter answered, 'You are the Messiah, the Son of the living God.'

Saint Dominic is said to have carried the Gospel of Matthew with him as he walked the landscapes that brought him into contact with those who were marginalised – whether through circumstance or belief. As contemporary Dominicans we continue to carry on this tradition: going out to the margins and challenging the status quo by searching for truth. Across the year our theme inspired truth-seeking in many of our endeavours at Siena, including prayer, liturgy and the Antonio de Montesinos Public Speaking Competition.

Mission and Identity throughout Remote Learning

Our move to flexible learning showed that we were open to exploring opportunities for connection in what was, for all of us, a new space. Once online learning was established it became increasingly important to help community members make meaning through the lens of our faith by:

- Keeping the daily rhythm of Dominican life at Siena to support students' learning: Daily Prayer and Dominican Minute – this was an online version of Pause and Pray, a time each day when our whole community stops for reflection. Images of St Dominic in some parts of our College portray him alongside sunflowers, reminiscent of the setting for early Dominican communities in Fanjeaux, France. These blooms turn to face the sun - their source of life and energy – and track its path during the day. With no sun to follow at night they re-orient during darkness to face east, sure in the hope of the sun rising again. We chose this image as our focus for this time.
- Incorporating visual and written material from our Dominican communities in South Africa and the Solomon Islands, plus other justice/welfare agencies that we support, to help maintain a sense of perspective.
- Staying in touch with St Dominic's Primary School, Parish and Priory to further build connection and share resources.
- Maintaining connection and identity as a community of belief to enhance wellbeing by:
    - Creating student-led liturgies online to celebrate significant days in the life of the College, including 'Couch Choir' performances and spoken reflections.
    - Promoting meaning, solidarity and the sacred in relation to other civic and liturgical days.
    - Promoting SienaCast – podcasts featuring students and staff discussing and reflecting on this liminal time.
    - Regularly posting reflective material via Siena social media platforms and communications.

Percentage of Catholic Enrolments

The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 69.8% and has fluctuated marginally over the past eight years as shown below:

Year	2013	2014	2015	2016	2017	2018	2019	2020
Year 7 Catholic Enrolments	74.3%	75.9%	72.6%	74.8%	69.1%	73%	75.5%	69.8%

Staff Formation

The number of staff accredited to teach in a Catholic school was 63% and has continued to increase over the years due to a targeted program to offer staff opportunities to achieve accreditation. The College encourages and supports all teaching staff to become accredited within five years of commencement.

Dominican Charism

In 2020, staff and students continued to explore ways to embed the charism in the curriculum and in other aspects of College life. A staff Leadership Forum at the start of the school year aimed to build leadership capacity and a shared understanding of College priorities, as well as a shared understanding of leadership in the Dominican tradition. At an integral part of the first day of their Transition Program, all Year 7 students participated in 'Dominican Discovery' around our College Campus. They encountered images, words and symbols that link strongly to both our Catholic tradition and our Dominican charism. With staff members on hand to ask questions and provide direction, our students experienced the 'culture' of Siena for the first time through Dominican eyes.

Student Formation

Students aspiring to Leadership in 2021 participated in the Pillars program, facilitated by Claire Moody, members of staff and current senior Student Leaders. The resultant interviews and elections illustrated the capacity of our students to embody the characteristics of Dominican leadership and their commitment to continuing this important aspect of student voice at Siena.

Religious Education

The Religious Education Learning and Teaching program reflected the goals and outcomes of the College's Annual Action Plan. Scripture, Justice and our baptismal call to care for creation were integral to all units of study across Years 7 to 9; VCE Religion and Society at Years 10, 11 and 12 had as its focus the role of religion, ethical frameworks for decision-making and the search for meaning.

Justice Education and Service

Siena's justice commitments across 2020 included the commencement of our Reconciliation Action Plan through Reconciliation Australia and the Narragunnawali platform. The SRC led 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. Students in all year levels were introduced to the revised Service to the Community Program, now called Siena Service.

Value Added

Following the example of St Dominic and St Catherine we are truth seekers. As they did, we read the signs of the times and were called to respond to the area of greatest need.

In 2020, activities that enhanced students' education in faith included their participation in:

- Student-led online celebrations of St Catherine's Day and St Dominic's Day. Being unable to celebrate onsite as a College community required innovative thinking on their part and fuelled a desire to capture the essence of Siena in this new virtual gathering space. This was an opportunity to be nourished by Scripture, offer the prayers of our hearts and bless one another, as well as expressing gratitude for our continued wellness and safety.
- Hope Cross art installation – in collaboration with Director of Formation Sr Sheila Flynn OP.
- Partnership with St Dominic's Parish Justice Group.

Learning and Teaching

Goals and Intended Outcomes

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

Achievements

In the Online Environment, we sustained effective classroom learning. COVID offered opportunity to reimagine learning approaches in an online environment, and student learning was enhanced through participation in enrichment activities across many learning areas. Extended learning opportunities included the following:

- Siena in the City Program – Religious Education: Justice Focus
- Online Writer Workshop with Kirsty Murray
- Poetry Workshop with Joel McKerrow
- Weekly Writers Workshop
- Speak Student Magazine
- Robogals Robotic Engineering Workshop
- Science in Action – Interview with Dr Lisa Higgins
- DAV – Junior Speaking Program
- Debating Association of Victoria Competition (Online)
- Antonio de Montesinos Public Speaking Competition
- Middle School Online Ethics Olympiad
- Chess Club
- Philosophy Program
- Microsoft 'AI for Good' Challenge
- SEPEP Volleyball Program
- Theatre Performance, 'Billy Elliot'
- Online Physical Education Program
- Shape Your Destiny Careers Workshop

Whilst no one could have anticipated the robust change in learning approach necessitated by COVID, Siena College responded effectively and swiftly. Our goal to optimise the use of current and emerging technologies was a substantial focus in our COVID response. With a collaborative approach, we were able to ensure continuity of learning for all students in the online environment.

Introduced in 2019, the Siena Learning Framework provides the foundation for all classroom practice. The implementation of this Framework ensures that our teaching and learning reflects high expectations and outcomes, creating a shared vision for excellence that enables all students to achieve learning success. During 2020, this model was adjusted to maintain student engagement in the online learning environment. A greater emphasis on the 'middle of the lesson', chunking activities and explicitly orchestrating student collaboration, enabled students to continue to engage in group work and peer feedback. Technology such as OneDrive was used in combination with features of MS Teams, to provide opportunity for synchronous online teamwork regarding completion of tasks, sharing of ideas and formative assessment of student understanding. Student self assessment was introduced, as was more regular feedback on formative and summative tasks, through Siena Central.

We also took the opportunity to move Parent Teacher Learning Conversations to the online environment, offering opportunity for greater parent engagement in a quieter and more private online environment.

Whilst 2020 offered many challenges, it also provided the backdrop for the development of creative new approaches and new learnings. Siena College successfully navigated the unchartered waters and will incorporate many of these learnings into our ongoing learning approach.

Student Learning Outcomes

The National Assessment Program Literacy and Numeracy (NAPLAN) was cancelled due to COVID. In place of NAPLAN, Siena College Students in Years 7, 8 and 9 undertook Allwell Testing.

Allwell National Progress Index Results

The following table details the median cohort score for each of the Year 7 Reading, Writing and Numeracy Allwell Assessments and indicates the growth attained for the 2020 Year 7 Cohort.

Table 1: Allwell National Progress Index Results – Year 7, 2020

	Siena Students' Year 6, 2019 Median Score	Siena Students' Year 7, 2020 Median Score	Growth (points)
Reading	569	586	17
Writing	510	535	25
Numeracy	551	581	30

The following table details the median cohort score for each of the Year 8 Reading, Writing and Numeracy Allwell Assessments and indicates the growth attained for the 2020 Year 8 Cohort.

Table 2: Allwell National Progress Index Results – Year 8, 2020

	Siena Students' Year 6, 2018 Median Score	Siena Students' Year 8, 2020 Median Score	Growth (points)
Reading	576	615	39
Writing	521	574	53
Numeracy	555	614	59

The following table details the median cohort score for each of the Year 9 Reading, Writing and Numeracy Allwell Assessments and indicates the growth attained for the 2020 Year 9 Cohort.

Table 3: Allwell National Progress Index Results – Year 9, 2020

	Siena Students' Year 6, 2017 Median Score	Siena Students' Year 7, 2018 Median Score	Siena Students' Year 9, 2020 Median Score	Growth (points)
Reading	549	569	627	58
Writing	519	543	589	46
Numeracy	547	556	587	31

Senior Secondary Outcomes: 2020 VCE Results

The Class of 2020 achieved excellent results. 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2020.

The median study score was 33

- 16.5% of all study scores were above 40
- 24% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 10% of students achieved an ATAR above 95 which places them in the top 5% of the state
- Top 7 ranking of Catholic schools and top 10% of all schools in Victoria

TABLE 4: VCE Trend Data 2018 – 2020

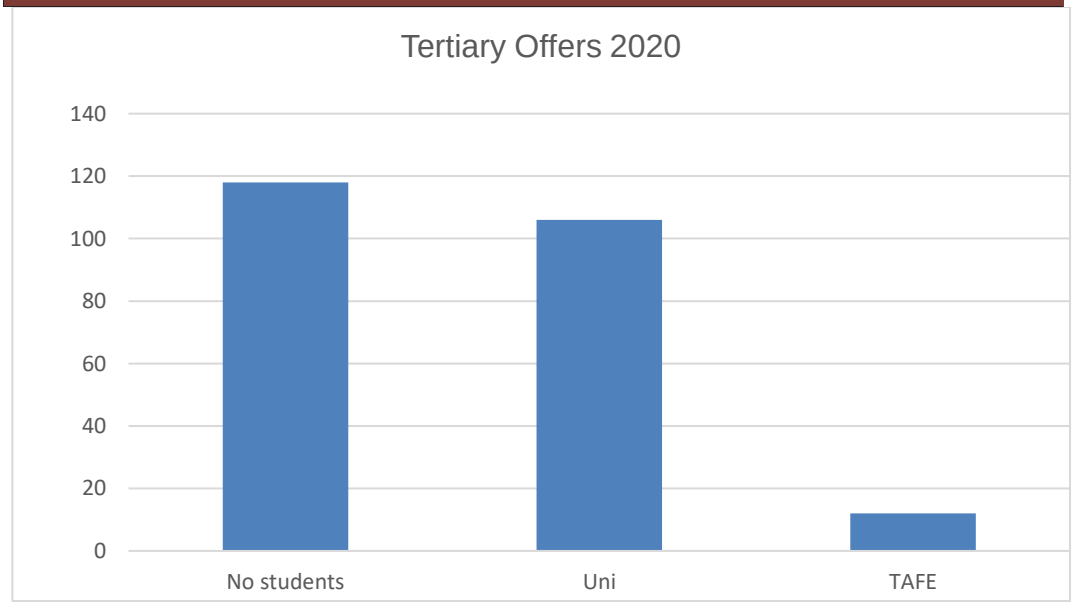
	2018	2019	2020
Median Study Score	34	33	33
% Study Scores over 40	17.5	13.7	16.5
Highest ATAR	98.85	98.6	99.6

The 2020 College Dux, Elena Cruz, achieved an ATAR of 99.6. Elena accepted an offer from the University of Melbourne to study a Bachelor of Arts and an Associate Diploma in Languages. Talia Mascarin was accepted into the 2020 VCE Seasons of Excellence exhibition for Top Designs.

Post School Destinations

Of the 118 students that completed Year 12 in 2020, 106 students received offers for University level courses and 12 received TAFE offers.

TABLE 5: Tertiary Offers 2020



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.

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

- Staff have a clear understanding of their role in maintaining Child Safe practices which is supported by policy.
- Teaching staff use restorative and Berry Street Educational Model (SEL) practices in their interactions with students. The Pastoral Program builds resilience and emotional literacy.
- There is open and timely communication with parents.
- Staff and students are supported to manage personal and professional issues that impact their wellbeing.
- Staff and students recognise the connection between wellbeing and learning through targeted professional learning.
- Students report feeling safe at school and know how to access support.
- Opportunities for students to influence change are promoted.

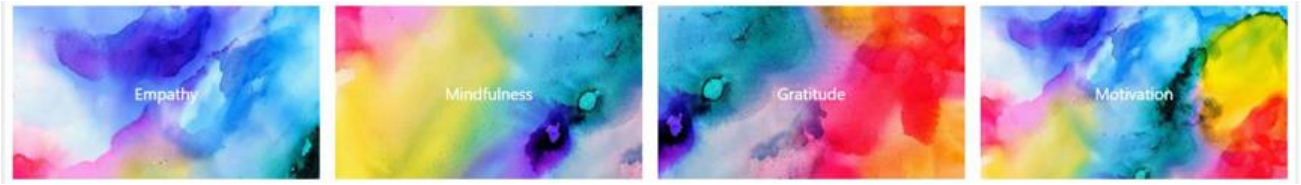
The onset of COVID-19 meant that we had to be creative in the way that we sought to achieve our goals. Wellbeing was brought into sharp focus and we saw teachers employ a range of strategies in classes from Year 7 to Year 12 to engage with students and maintain strong connections.

Achievements

There was great emphasis on wellbeing in our entire community in 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 our Siena Connect 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. Practising gratitude helps us shift our focus to positive memories or experiences, noticing the good in our lives. This plays a part in re-wiring our brain to create new neural pathways, increasing our state of happiness and overall wellbeing. The 'Wellness and Spirituality' tile which was developed especially for last year's unique circumstances.

The Wellbeing Team prepared valuable resources for students to access at this time. 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 to parents via the Parent Portal so they could also have access to this information. Some of the features included:

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



A Wellness lesson was included in the timetable for all students. This provided students with a structured way of “checking-in” with their wellbeing 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 acknowledge the commitment of frontline workers, 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 Student Wellbeing 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 who may have sought extra support.

Cocurricular and Extra Curricular Activities

A comprehensive remote cocurricular program continued 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 through various apps such as STRAVA, the performing arts, public speaking and debating, developed House spirit and provided opportunities for positive interactions between year levels. The College ran a lunchtime program that included the following:

- Make-It Mondays (a Craft workshop)
- Tone Up Tuesdays and Eco Warriors
- Wednesdays: Chess and SRC
- Thursday: Maths Help and Year 7 Book Club
- Friday: Writing Club
- The Student Representative Council (SRC), led by our College Captains, were unwavering in their commitment to promoting student connection. They held our first ever online SRC week, with fun activities ranging from “Siena Masterchef” (judged by alumna Emelia Jackson, 2020 Master Chef winner) to the Staff vs Students Mini Olympics.

Parents were critical to the partnership between school and home, as we travelled through an uncertain landscape, and without their steadfast collaboration and support we would not have achieved optimal engagement, achievement and wellbeing. The College created opportunities for students to share their remote

learning experiences by uploading images of their study spaces and moments of joy. We shared these through social media platforms.

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 2020 and was further developed to include even more students from Year 7 to Year 12.

Student Attendance and Retention in 2020

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. Depending on the knowledge that the College has about the family and the student, the absence/communication is noted or in other cases, the Head of Student Wellbeing, Deputy Principal Wellbeing and/or Counsellors are notified and take the necessary action. If the College is informed that a student is absent, this information is recorded on the electronic roll so that all staff are aware of the student's absence. Heads of Student Wellbeing 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.

A commitment was made at the very commencement of online learning to ensure that every student was cared for. Monitoring student attendance was key to this and we used it as a measure of wellness. Dedicated staff monitored daily attendance and reported to the Head of Student Wellbeing and Deputy Principal Wellbeing when students missed three or more classes a day. These students were followed up personally by the Head of Student Wellbeing 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 Student Wellbeing remained in regular contact with students and parents through email, phone calls and Microsoft Teams.

Student Satisfaction

The College sought feedback from students at regular intervals and some sample responses are recorded here.

Student Feedback:

- *Doing smaller group calls during class time ...has helped my learning online.*
- *Just being able to still continue schooling online and having the teachers talk and show their own screen has been beneficial as if it was just like at school with face-to-face communicating. I am enjoying it a lot more because I feel like I have more time to complete tasks.*
- *Knowing that my teachers are supportive has helped me to positively engage in online learning as I feel comfortable to ask questions.*
- *Teachers having their cameras on - makes learning feel more normal. Teachers trying to run class as normal - class discussions, similar tasks, etc .*
- *I like how each of my teachers are really organised for every lesson which helps me with my own organisation skills.*
- *Teachers having their cameras on so that its more engaging as well as small group work in channels where we can actually talk and have discussions.*
- *The 15 minute breaks (between classes) definitely helps me rest my eyes and mind from the computer screen, allowing me to reset and focus in the next class.*
- *The breaks between lessons have helped me to prepare for each lesson by printing notes and submitting work.*
- *The understanding of teachers, they have been very considerate.*
- *Teachers have always made it easy to get in contact with them.*
- *The teachers are being extra helpful and having their cameras on and explaining the work the same as it would be in a classroom.*

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.

In 2020, we further integrated the child safety focus into the school's vision and broader goals for the care and wellbeing of all students by recognising the increased risks for some students when spending greater periods of time at home. Students were provided with opportunities to meet with members of the Wellbeing Team (including counsellors) via MS Teams or to communicate through email or messages on MS Teams. Staff were encouraged to look for signs of distress and report these immediately to the Wellbeing Team.

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; Anxiety and Young people; Counselling Team presentation for staff).
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' (Professional learning and presentation to all staff; shared with Members of the Child Safe Standards Committee to continue to ensure clarity about the responsibilities of the College and Head of Entity in implementing the Child Safe Standards).
- Child Safety Team/Committee structures (Child Safe Committee Meetings continued online and agreed on including students on the committee in 2021).
- Engagement of Families and communities in promoting child safety (Parent webinar 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

- Developed Siena College brand in remote learning.
- Furthered relationships with past, present and future communities including prospective families through virtual mediums and alumnae presentations.
- Enhanced the College Risk Management Framework via the use of the Risk Appetite and Tolerance Statement, to underpin decision making.
- Child Safety culture was enhanced with the updating of the Child Safety Policy and ensuring that all staff met the legal requirements for compliance.
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' (Professional learning and presentation to all staff; shared with Members of the Child Safe Standards Committee to continue to ensure clarity about the responsibilities of the College and Head of Entity in implementing the Child Safe Standards).
- Induction and formation activities were provided to all new staff via the Director of Formation and Human Resources Manager.

In 2020 many events, including College masses, excursions, camps, overseas trips and immersion programs were cancelled due to the pandemic.

However, the majority of programs were able to be delivered in an online format via the use of Microsoft Teams, Zoom or Parent Webinars, including student-led liturgies to mark important feast days, 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

Despite the obvious limitations imposed by state-wide shutdowns and remote learning, the College continued to be able to support an extensive range of Professional Learning opportunities to both the teaching and non-teaching staff, with around two hundred events being approved by the College administration.

As in previous years, a Leadership Forum was provided for all holders of Positions of Leadership. The event was by invitation but saw almost 100% attendance indicating that the event is highly valued especially considering it is held prior to the whole staff return date.

Following a very successful return to school in early February, the College conducted a number of orientation and induction sessions for the new staff. A part of this was the familiarisation of the College's Learning Management System (LMS) – Siena Central, which became invaluable as the first shutdown was implemented. The College was ideally placed to offer all classes via MS Teams and incorporate online remote learning through a combination of Siena Central and MS Teams.

The one hour Professional Practice Times allocated on Tuesday afternoons continued while staff were on site but the real change was in the number of e-learning events approved. Most PL providers continued their offerings via this platform and at a reduced cost to the College since there was a reduction in the number Casual Replacement Teachers (CRTs) required.

Compliance training was facilitated by the College's decision to engage CompliSpace and CompliLearn. E-learning modules were provided by CompliSpace and the College was able to develop its own learning modules around OHS and policy matters. Mandatory training in hand washing and mask wearing was made available via this platform. Other third party providers provided the ability to complete modules in Disability Standards in Education, Anaphylaxis and mandatory reporting. It is worthy to note that staff engaged in some hours of online training, required by legislation, that they complete in their own time.

During the few student free days, faculties completed course descriptions, student course outlines, engaging assessment tasks and reflection activities on the pedagogical model and Learning Framework.

A number of State Conferences and Faculty based PL sessions continued online with quite a number of staff attending these Webinars. The College is also fortunate to have a number of staff completing the Highly Accomplished or Lead Teacher (HALT) program which demonstrates leadership and commitment to excellence in teaching.

During the disrupted 2020 year, staff at the College still managed to attend 204 events.

- **Total expenditure on Professional Learning in 2020: $69,410.25 of which $15,788 were direct event fees.**
- **FTE in the final pay in December: 100.68**
- **The number of teachers who participated in Professional Learning was 133.**
- **Average expenditure per teacher for Professional Learning was (includes CRT costs): $521.88**
- **Average Expenditure on Event Fees was: $118.70**

Teacher Satisfaction

The CEMSIS survey was not conducted in 2020 but the decrease in staff absences whether on site or during remote teaching was marked, which may indicate a high level of teacher satisfaction with the College and the programs initiated to assist both the students and the staff in such a turbulent year. Certainly feedback from the parents and the student cohorts supported the College's approach taken during the epidemic.

College Community

Goals and Intended Outcomes

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

- Continue to enhance the profile of the College within the local community and more broadly
- Continue to enhance relationships and connections with alumnae. Expand the Alumnae Association, update the database
- Continue to build a culture of philanthropy

Achievements

Development Office

There has been continued growth in this area of the College and all members of the Development Team have contributed to exemplary fundraising campaigns, establishment of three additional Equity Scholarships, major events, growth in the alumnae database and in enrolments, as well as the creative oversight of the Siena brand.

The Development Team was instrumental in providing timely communications during COVID-19, including ensuring that every family received a telephone call to “check in”, enabling staff to triage any concerns.

The Team developed a dedicated COVID-19 tile on the parent and student portal. This housed all the essential information relating to College operations providing up to date communication for the community.

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 our 80th celebrations 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.
- During the remote learning period the Alumnae Coordinator updated the database by calling 471 alumnae (across 11 peer years from 2009 to 2019) and updating their contact details. This resulted in the following number of records being updated:
  - Mobile numbers: 114
  - Home phone numbers: 122
  - Email addresses: 91
- At the 2020 Academic Awards Night, we were joined virtually by alumna Sarah Slattery as our Notable alumna and Debbie Phyland nee Law as the Ursula McKenna Award Recipient.
- Siena College values the contribution of community members. The 2020 recipients of the Siena Community Award were Michael and Trish Mimmo and Carmel Musco.

Community Events

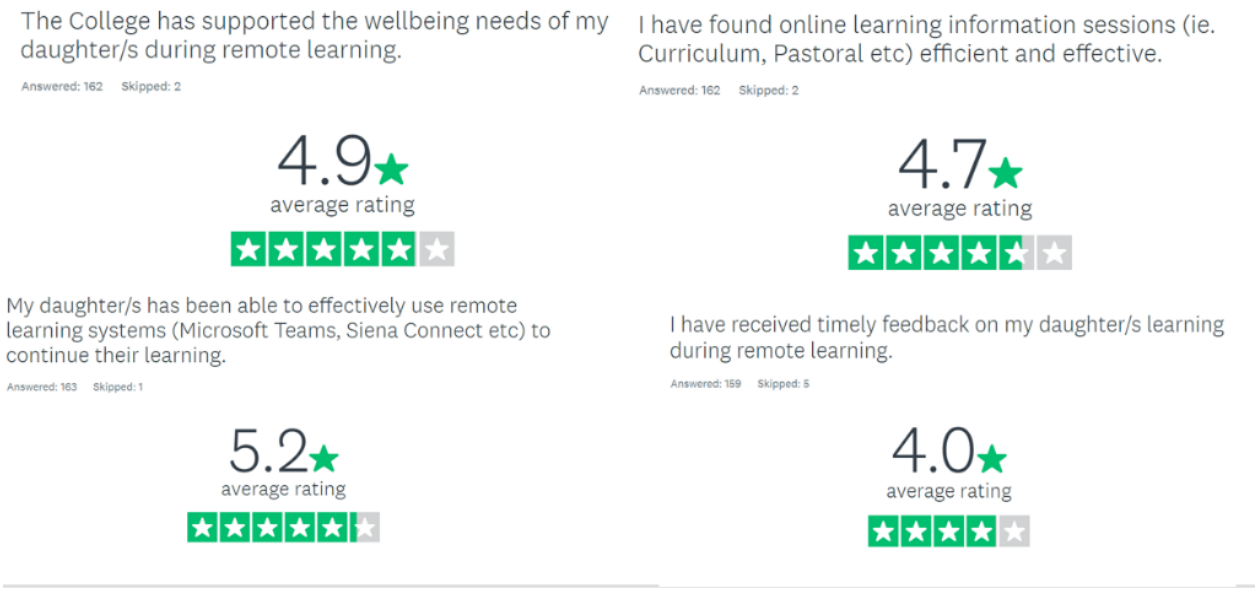
- Virtual assemblies and Masses kept our community connected as we managed to celebrate key events in the school calendar, albeit in a different way. Daily Prayer and quiet reflection time reminded us of our Dominican charism and maintained our connection and identity, as a community of faith. The International 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 Emma Yee.
- Donna Laughlin was acknowledged and profiled in The Educator 'Hot List' awards, recognising Donna's commitment to excellence in learning and teaching leadership.
- The final weeks of the 2020 school year were marked with virtual celebrations of students' academic and sporting achievements.

Value Added

The College offered a range of programs and events to engage the community and extend students' learning opportunities beyond the College. These included events hosted 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. We hosted the "Staying Connected" webinar, a virtual panel discussion hosted by our Principal, Elizabeth Hanney discussing health and wellbeing during the pandemic and beyond. The panel consisted of alumnae, all experts in their chosen field.

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. Please see comments below:



What have been the most significant aspects of remote learning for you and your daughter/s?

We wish to congratulate the school and teachers on an excellent remote learning experience. We have 4 children across 3 schools and Siena's program, along with support by way of phone calls has been essential and appreciated. I note what Siena has done differently is to provide phone calls which were not designed to just tick us off a list as a family who has been contacted but rather a genuine call to reach out and offer help in specific areas and proactively offering additional support where needed

High level of engagement from all teachers, faculty, specialist Leadership team members and support staff. Outstanding commitment to learning demonstrated by all.

Breaks between periods are fabulous. Appropriate expectations are clearly outlined.
I have noticed my daughter's interaction with her classmates has increased significantly as RL has progressed.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

YEARS 9 TO 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	93.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	97.3%
Y08	95.7%
Y09	94.8%
Y10	95.6%
Overall average attendance	95.8%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	87.1%

TEACHER QUALIFICATIONS	
Doctorate	1.4%
Masters	36.5%
Graduate	35.1%
Graduate Certificate	9.5%
Bachelor Degree	93.2%
Advanced Diploma	20.3%
No Qualifications Listed	1.4%

STAFF COMPOSITION	
Principal (Headcount)	1
Deputy Principal (Headcount)	3
Teaching Staff (FTE)	69.1
Teaching Staff (Headcount)	78
Non-Teaching Staff (Headcount)	53
Non-Teaching Staff (FTE)	48.8
Indigenous Teaching Staff (Headcount)	0

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

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	89.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	0.0%
Deferred	2.0%
Employment	2.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

NUM. DOMINO.

SIENA
COLLEGE
CAMBERWELL

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

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