



Siena College
Camberwell

Annual Report to the School Community 2024

SCHOOL REGISTRATION NUMBER: 1145



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E Number	1150
Federal DET Number	10941
Registered School Number	1445

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2024 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 2024

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

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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 stands proudly on the ancestral land of the Wurundjeri people of the Kulin nation. We acknowledge with deep gratitude and respect those who have gone before us as custodians of this land and community.

The Dominican sisters have been involved in education in the Camberwell parish since 1926, at first supporting the work of the friars at St Dominic's Parish and Primary School in Camberwell, before going on to begin the planning and development of a much larger convent that would act as both convent and secondary school for many years. Siena Convent started with fifteen young women commencing on 6 February 1940. At the end of the decade, there was a total enrolment of fifty-seven women. In 1943, four students became the first graduates of the Convent; in 2024, we were proud of each of our 122 graduates, among an overall enrolment of 742?

While there have been many changes to the building, population, size and curriculum of Siena College, it is the Dominican tradition that remains a constant living presence which underpins the Siena community. From its early years the College has demonstrated success in achieving strong academic outcomes that provide positive futures for young women. 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, develop 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 role model of a woman who responded to the needs of her time with courage and conviction.

Our continued focus on empowering young women is evident in our commitment to improving academic results year after year. We provide a supportive and nurturing environment that encourages students to strive for excellence in all areas of their education. Our dedicated staff work tirelessly to ensure that each student receives the guidance and resources they need to succeed.

The 2024 year required important operational decisions to ensure alignment of our vision and values with funding and building constraints. Despite this, 2024 has been one of the most successful years to date for Siena College. Our students have achieved remarkable academic results, with a significant increase in overall performance and numerous awards and recognitions in various fields. This success is a testament to our unwavering commitment to excellence and our belief in the potential of every student.

Siena College serves the inner eastern suburbs of Melbourne, an area that has historically been well served by government, Catholic and independent colleges creating a highly competitive environment, that includes high fee-paying schools and excellent government schools. Siena College has maintained a strong reputation in the local community for providing engaging, educational excellence and innovative education 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 2024, the following Strategic Goals were developed for our Annual Action Plan; these were drawn from our overarching Strategy in Action towards 2030 Plan. In the Summary sections contained within this report, these goals will be expanded upon and account given of their achievement.

Strategic Goals

- Formation of students and staff guided by
 - the framework of the Dominican Pillars
 - a revision of Contemplation
 - enhancement of connection with the Annual Theme
 - Opportunities for staff faith formation, professional learning and accreditation
 - Enabling students and staff to make connections between faith and life within our Dominican context
 - Re energising of Service opportunities within the College via House charities and through external agencies
- The Siena Learner – building independent learning skills and student voice in learning by:
 - Study skills to build academic buoyancy
 - Developing students' executive functioning capabilities
 - Promotion of student wellbeing for learning program
 - Collecting and responding to student voice in the classroom
- Enhanced connection by:
 - Providing opportunities for students to build positive relationships with peers
 - Enhancing student understanding of cyber safety, Respectful Relationships, Safe Partying, Consent education and Positive Body Image
 - Introduction of Wellness and enhancement Program
 - Building activities and interactions around an understanding of the "Siena Way" of being
- Fostering The Siena Teacher by:
 - Actively building consistency in teaching practices across and within faculties
 - Promotion and consistent application of the Siena Pedagogical Model
 - Growth in teacher capacity in data analysis of Formative and Summative assessments
 - Continued focus on literacy through faculties
 - Promotion of Teaching excellence programs to staff and support for engagement
- Launch Strategy in Action towards 2030 to the Siena community by:
 - Developing a working party to prioritise and implement Strategy in Action goals
 - Align Strategy in Action with Risk appetite framework
- Leadership and Governance
 - Professional Learning for staff in relation to Child Safety standards
 - Engaging with demographic modelling to inform enrolment and marketing strategy
 - Exploring diverse funding opportunities
 - Proceed with application for CRICOS registration
 - Refinement and commencement of Stage 1 of Master Plan
 - Active engagement with strategies to address environmental, social, and sustainable practice, including engagement with DEA regarding Modern Slavery awareness

2024 College Theme

The words of the 2024 College theme 'With Courage, Wisdom and Joy' have been used to describe our Patron Saint, St Catherine of Siena. In 2024 our community was invited to live their lives courageously, informed by wisdom and infused with joy. The theme was embraced by all within the community and used as the basis for prayer, assemblies and the whole school Fiesta. The theme design was taken from artwork by 2023 Year 12 student, Timikar Johnson.



Learning Success

The achievements of the Class of 2024 were exceptional. Seen as the culmination of six years of learning and endeavour, six years of care and attention to individual wellbeing and close collaboration with great staff expertise, we were proud to acknowledge this cohort and celebrate their successful education at Siena College. Many students achieved their personal best, exceeding their own aspirations. The results of the Class of 2024 saw the following highlights:

- A median Study Score of 35
- 21% of study scores (raw scores) were over 40
- Median ATAR of 87.85
- Five students achieving perfect study scores of 50 in a range of subject areas
- Top four ranking of Catholic Schools in Melbourne

Governance

The College continues to benefit from very sound governance, animated so well by members of the College Board under the leadership of an outstanding Chair, Judith Potter. Together with fellow Directors and our four Board Committees and with the support of Dominican Education Australia, those serving the College in governance do so with a firm commitment to the Dominican vision and values of Siena College and ultimately for the provision of the very best educational offering for our students. I acknowledge with gratitude their generous contribution to this objective and their unwavering support of the College Leadership Team.

As a Ministry of Dominican Education Australia, we acknowledge the support and assistance of our Trustees.

Closing

As we reflect on the achievements of our students and staff in 2024, we are filled with gratitude for the many ways our college theme has been lived out. In times of challenge, in times of blessing, and in the everyday and ordinary encounters of our days, we have witnessed tremendous examples of Courage, Wisdom and Joy, in the way of St Catherine. We thank our students across every year level who bring life and energy to learning, to classrooms, to College activities and to friendships – we commend those students who demonstrated such determination and good grace in the face of challenges. So too we acknowledge with appreciation and admiration the Student Representative Council, led by the outstanding 2024 College Captains, Amy Duffy and Melania Flunt. Together, they ensured the life, vitality and spirit of Siena was celebrated across the community across a wonderful year.

We acknowledge with great appreciation, the tremendous work and dedication of Siena staff in 2024. The priority

for staff was steadfastly placed on students; their wellbeing, connection and continuity of exemplary learning. All of our endeavours were expertly led and supported by the College Leadership Team. Together with all staff, their steadfast commitment to providing exemplary educational experiences for our students, along with their commitment to the spirit of Siena continues to inspire and nurture our community.

So too, I wish to acknowledge many friends and supporters of the community who continue to offer wisdom and depth to all that we do: Fr Kevin Toomey OP (College Chaplain), Dominican sisters, St Dominic's parish, Siena Parents Association and the Alumnae Association.

Over an eighty-four-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.

Elizabeth Hanney
Principal

Governing Authority Report

Siena College Melbourne is one of six schools across Australia that is part of the Dominican Education Australia (DEA) family. In 2016 the Dominican sisters created DEA with the purpose of governing and leading the schools in a manner consistent with over 150 years of Dominican education in Australia. A Board of Trustees was created and delegated the task of governance and ensuring the schools stay faithful to their Catholic identity and Dominican values.

As the College prepares to celebrate its 85th year in 2025, Trustees wish to express their appreciation to all in the Siena family as it navigates another year of service to students and their families. We are particularly appreciative of the commitment of Siena's Board Directors and Board committee members who have line of sight responsibility for the day-to-day governance and planning associated with operating a contemporary school and give so generously of their time for this purpose.

Trustees are also mindful of the wonderful commitment and leadership exercised by all staff and in particular the principal and members of the College executive. The landscape of Catholic education in Melbourne has changed dramatically over the last few years and it has been pleasing to note that Siena and the College Board are actively embracing these new approaches. With archdiocesan education authorities now required to focus on schools owned by the archdiocese, Siena is assisting the new Victorian Catholic Education Authority (VCEA) to find its feet in having oversight of Catholic education for the whole of Victoria, particularly in relating to Governments and funding.

In this vein, Trustees congratulate the College in being able to access special factor funding support after discussion with the Chair and CEO of the VCEA. This funding recognises the financial implications placed on the College with the imposition of a payroll tax on schools charging fees above the fixed amount of \$15,000. No other State Government has this requirement. It is good to know these funds will be used to immediately improve the learning environment for students and staff. It is also pleasing to hear from the Board Chair and Principal that the VCEA is exercising an all-round generous support of schools owned by religious congregations and the entities that have been created to govern these schools.

Notwithstanding the challenges of contemporary schooling and particularly being a medium sized school in terms of enrolments, Trustees continue to be impressed by the excellent academic results obtained by students and also the wide range of educational provision and opportunities for students. May the College continue to flourish and by so doing continue to add value to the lives of all associated with the College and by extension our wider civil society.

Tony O'Byrne
Chair, Dominican Education Australia

College Board Report

Board Members: Ms Judith Potter (Chair), Ms Vanessa Barcellona (Deputy Chair, retired June 2024), Ms Laura McRae (Deputy Chair, commencing June 2024), Mr Damian Giannangelo, Mr Philip Grant, Mr Michael Kral, Mr Rhys Barker, Ms Nicola Quin, Ms Jaclyn Trounce, Mrs Elizabeth Hanney (Principal; ex-officio), Mr Tony Grant (Director of Business Services and Company Secretary, concluding 27 February 2024) and Mrs Tracey Grobbelaar (Director of Business Services and Company Secretary; ex-officio, commencing 26 March 2024)), Minutes Secretary: Ms Cathy Barry

Finance Committee Members: Mr Damian Giannangelo (Chair), Ms Jaclyn Trounce, Mr Ross Di Stefano, Mr Austin Whiting, Mr Sebastian Gadaleta, Mrs Elizabeth Hanney, Mr Tony Grant (February 2024) Mrs Tracey Grobbelaar, Mr Laurie Federico

Policy Committee Members: Mr Philip Grant (Chair), Mr Rhys Barker, Mr Andrew Parnell, Ms Bridget Goodear, Mrs Elizabeth Hanney, Ms Annie Rosati, Dr Anthony Vadala, Ms Joanna Wong

Risk Committee Members: Mr Michael Kral (Chair), Ms Nicola Quin, Ms Kathryn Levi, Mr David Hawkins, Ms Jane Edwards, Mrs Elizabeth Hanney, Mrs Tracey Grobbelaar, Ms Donna Laughlin, Ms Larissa Banks

Strategic Property Committee Members: Ms Laura McRae (Chair), Ms Tamara Brezzi, Mr Stuart McGurn, Mr Shamal Wijesiri, Mr Steve Necoski, Mrs Elizabeth Hanney, Mr Tony Grant (February 2024) Mrs Tracey Grobbelaar

In looking back upon 2024, we shine a light on students for embracing their Siena education with spirit and joy, staff for their deep commitment and dedication; parents for entrusting Siena with the education of their daughters and parent and alumnae volunteers for their strong support, Board Committee members and Board Directors for their exemplary commitment and unstinting sharing of time and expertise and upon Elizabeth Hanney (Principal), Antonella Rosati (Acting Principal Term 3) and all members of the College Executive and Leadership Teams for their extraordinary commitment to the provision of the best possible education in the Dominican tradition. We acknowledge the exemplary leadership of Ms Antonella Rosati as Acting Principal during Term 3, 2024.

Nine meetings of the Board were held in 2024 with Board priorities (not in any order of priority)

- Launch of the new Strategic Plan
- Child Safety and Wellbeing
- Formation in Governance and Charism for Directors
- Monitor and support measures to increase Enrolments
- Support the ongoing development and implementation of the Masterplan
- Cyber Security
- Sustainable and strategic financial management
- Support close partnerships with DEA and ministries
- Succession Planning for the Board and Board Committees

Each year brings with it many joys and a range of challenges. The College Board kept a strong focus on addressing all challenges, including the introduction of the payroll tax and considerable increase in all costs. The Board and College Executive worked diligently in addressing these challenges, ably supported by the extensive work of Board Committees, whilst ensuring oversight of all areas required by our governance responsibilities.

The annual Board and Board Committees Inservice was held in March 2024, with a focus on formation in the Dominican Tradition, Child Safety and Compliance, DEA (Dominican Education Australia) Framework of Accountabilities and the Board Action Plan and opportunity to review these. The Inservice provided the opportunity for the Board, Committees and the Leadership Team to explore key areas in a collaborative manner. Throughout the year, as in previous years, the Board was briefed by a range of senior staff on key areas within the school, with the opportunity provided for Board and Board Committee members to seek clarification on any aspect. These briefings supported Directors in fulfilling their governance obligations.

Directors are delighted to support Siena College through a governance role and look with a profound confidence to a future in which current and former Siena students step up to be heard and seen in their life beyond secondary school. We can be confident that the future leadership of our current students will be inclusive, skilled and open to new possibilities.

The consistent engagement of students in various academic, wellbeing and cocurricular pursuits, as well as in activities and programs addressing injustice, is to be celebrated. Their energy, connectedness and spirit are indeed tangibly felt at all small and large community gatherings and special celebrations.

The College farewelled a number of dedicated Board and Committee members at the conclusion of the school year. We acknowledge the dedicated commitment of Mr Andrew Parnell (Policy Committee 2016 to 2024), Mr Steve Necoski (Strategic Property Committee 2023 to 2024), Mr Tony Grant (Director of Business Services and Company Secretary, retiring in March 2024) and Ms Vanessa Barcellona (College Finance Committee, August 2017 to May 2022; College Board, July 2018 to June 2024 and Deputy Board Chair, June 2022 to June 2024).

Mr Tony Grant served in his demanding dual roles with an exemplary commitment to fulfilling the best possible outcomes for all students. Governance has become ever more complicated, and the work of the College Board was greatly enhanced through the depth of Ms Vanessa Barcellona's commitment to Siena College, her high-level knowledge and skill in strong fiscal management and her laser focus on key areas and all aspects of governance.

All members of the Siena College Community can look back with pride upon their contribution to the vibrant Siena College community life in 2024.

Judith Potter
Chair, Siena College Board

Education in Faith

Goals and Intended Outcomes

Siena's Catholic identity is reflected in a College wide approach to formation of staff and students with a service orientation: one that is holistic, inclusive, meaningful and supports the individual's spiritual journey. The 2024 Annual Action Plan goals were:

- Formation of students and staff to take place within a framework that reflects an intentional and ongoing approach
- Further develop Mission and Identity priorities informed by data

Achievements

Religious Education

The year was shaped by the 2024 College theme: *With Courage, Wisdom and Joy*. Throughout the year the theme served as a reflective touchstone for discussions and contemplation within Religious Education classrooms at all year levels.

The Year 9 Horizons Week Program took place once again in collaboration with Xavier College, with a focus on learning about issues of social justice in the city of Melbourne.

Year 10 students were invited to participate in Harmony Dialogues, an interfaith, interschool program for students from a range of faith traditions and backgrounds. This was the first year of this program, an adaptation of the original program previously known as Building Bridges.

Year 11 Religion and Society students participated in panel discussions on religious and ethical perspectives of Judaism and Catholicism, fostering a respectful engagement and deeper understanding of Judaism and Christianity.

Year 12 Religion and Life students explored Social Justice through their studies, including climate justice, refugees and people seeking asylum.

Throughout the year the school community joined together to celebrate a number of special occasions at St Dominic's Church, including the Opening Mass, Graduation Eucharist, St Catherine's Day and St Dominic's Day celebrations.

Justice Education and Service

Siena's Reconciliation Action Plan, launched in 2023, continued to provide a framework when responding to issues pertaining to our First People. Days of significance were recognised by the whole school community and First Nation's perspectives were reflected through Contemplation and Prayer.

The Veritas team, led by Student leaders, worked diligently to instigate positive changes at Siena in the realms of environmental activism and social justice.

Student Formation

The Pillars Student Leadership Program continued in 2024 with aspiring leaders in Year 10 and 11 participating in the four week program to learn about, develop and practice leadership skills. Students worked with a variety of staff and current student leaders to reflect on their own leadership approach. The leadership program also took place for students in Years 7 to 9, with students embracing the opportunity to engage with the values of Dominican Leadership and learn a variety of skills, including setting goals and effective collaboration.

Students worked diligently in support of fundraising throughout 2024. In our goal to help the community embody the spirit of giving and compassion, student led activities included support of various initiatives, including:

- Caritas Project Compassion (For All Future Generations)
- Care for our Common Home, linking with the Solomon Islands and 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
- Equity Scholarship 'Giving Day'

Percentage of Catholic Enrolments

The College continues to give priority to Catholic students seeking enrolment at Year 7. The percentage of Catholic enrolments was 63.61% in 2024 and fluctuates from year to year.

Value Added

A number of extra-curricular activities were offered for students and staff and in 2024 included:

- Harmony Dialogues, with approximately 20 Year 10 students, a collaboration with students from Jewish, Islamic and Catholic schools across Melbourne, coming together to learn and build mutual understanding and respect for a range of faith perspectives.
- All staff participated in a number of Dominican focussed Professional Learning sessions in 2024 and a Staff Faith day in April, exploring the stories of St Dominic and St Catherine, and a faith day focus on the theme *With Courage, Wisdom and Joy*, facilitated by Ann Rennie.
- Year 9 Horizons Week program, in conjunction with Xavier College with a focus on immersive experiences of justice seeking in the city of Melbourne.
- Friday Night school, with students and staff volunteering for this refugee tutoring initiative.

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 offered a range of experiential opportunities for connection, with many activities consolidating student learning and ensuring the whole person is developed through engagement with a Siena education. Extended learning opportunities included the following:

- Harmony Dialogues Program
- Project Compassion Fundraising
- Susan McClean Cyber Safety Presentations
- Melbourne Writer's Festival Excursion
- Year 9 Italian 'City' Experience
- Years 9, 10 and 11 Drama – viewing Drama Productions
- DAV – Junior and Senior Public Speaking/ Debating Program
- Respectful Relationships Student Forum
- Year 10 F1 STEAM Engineering Workshop
- Middle and Senior School Ethics Olympiad
- Poetry in Residence workshop with Joel McKerrow
- Year 7 Zoo Excursion and Botanical Gardens Fieldwork Excursion
- Year 12 Product Design and Technology Maton Guitar Factory Tour
- Year 9 Melbourne Museum Ancient Worlds Excursion
- Year 12 Environmental Science Rothwell Biodiversity Excursion
- Years 10 and 12 Blak and Bright First Nations Literary Festival
- Year 12 Geography – Land Use Excursion
- VCE Physics Luna Park Excursion
- The Cardoner Network Showcase
- Year 12 Legal Studies Magistrates Court Tour
- Year 11 Chemistry Plastics Recycling Plant Tour
- Friday Night School Program
- VCAA Plain English Speaking Awards
- International Women's Day Breakfast at Parliament House
- Year 12 Physical Education visit to Exercise Research Australia
- Year 8 Medieval Day
- Year 11 Art workshop with David Egan
- Year 8 Geography Fieldwork Excursions
- Year 9 Siena in the City – Social Justice Program
- Sr Bridget Arthur – BASP Presentation
- Bebras Computational Thinking
- Y9 Science – Lightening Show Incursion
- VCE Top Class Music, Top Class Drama and Top Class Arts Excursions
- Antonio de Montesinos Public Speaking Competition
- Year 8 Commedia Dell'Arte Drama Program
- Senior Drama Performance Evening
- All State Jazz Competition
- Years 11 University Tours
- Siena in Siena Immersion

Our Learning Framework continued as our classroom foundation, focusing on the student learner at its core. Providing the outline for classroom learning behaviours, supporting our students in developing their social and subject specific learning goals.

Our learning focus in the classroom continued to be the development of collaboration, resilience, and character within each subject sphere.

Student Learning Outcomes

The National Assessment Program Literacy and Numeracy (NAPLAN) was held in March 2024 and involved students in Year 7 and Year 9. 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. From 2024 we can see NAPLAN results as a time series and compare to previous years (2023 only).. Student achievement against four levels of proficiency: Exceeding, Strong, Developing, Needs Additional Support.

Table 1: 2024 Participation Rates

	Year Level	Participation 2024
Grammar and Punctuation	7	99%
Numeracy	7	98%
Reading	7	99%
Spelling	7	99%
Writing	7	99%
Grammar and Punctuation	9	96%
Numeracy	9	98%
Reading	9	96%
Spelling	9	96%
Writing	9	95%

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.

Table 2: NAPLAN Results – Year 7			
	Siena median score 2024	State median score 2024	National median score 2024
Reading	585	547	538
Writing	599	555	544
Spelling	565	546	545
Grammar and Punctuation	578	542	539
Numeracy	569	542	538

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.

Table 3: NAPLAN Results – Year 9			
	Siena median score 2024	State median score 2024	National median score 2024
Reading	612	576	569
Writing	641	588	579
Spelling	588	571	570
Grammar and Punctuation	587	559	558
Numeracy	586	571	566

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 approximately 65% of students across Australia are meeting the higher literacy and numeracy expectations, achieving in the 'Strong' and 'Exceeding' proficiency levels,.
- On average 87% of 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 Writing, the percentage is 94% and in Reading 93%; and for Year 9 Spelling 94% and Writing 93%, 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:

- Yr 7 Reading – 39.4% of the cohort performed at the 'Exceeding' level compared to 22.3% in the State and 19.9% nationally
- Yr 9 Writing – 48.5% of the cohort performed at the 'Exceeding' level compared to 22.5% in the State and 21.1% nationally
- Yr 9 Grammar & Punctuation – 24.5% of the cohort performed at the 'Exceeding' level compared to 15.1% in the State and 12.9% 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.

Senior Secondary Outcomes: 2024 VCE Results

The Class of 2024 achieved outstanding results. 100% of students successfully completed the Victorian Certificate of Education (VCE) in 2024.

- 120 Year 12 Students and 49 Year 11 Students (Unit 3/4)
- Dux – Hannah Morpeth 99.8
- Median Study Score 35
- 5 study scores of 50: Business Management, English, Physical Education, Psychology x 2
- 21% (135 study scores, raw) were over 40 (Y12:127, Y11:8)
- 39% of ATARs above 90
- 15.8% of students achieved an ATAR above 95 which places them in the top 5% of the state
- Top 4 ranking of Catholic schools and top 10% of all schools in Victoria

Results Snapshot

	2024	2023	2022	2021	2020
Median ATAR	87.85	82.4	86.06	84.00	79.15
Study Scores \geq 40	21%	20.4%	20.2%	16.8%	16.5%
Median Study Score	35	34	34	34	33
Dux	99.8	99.2	99.25	99.6	99.6

Post School Destinations

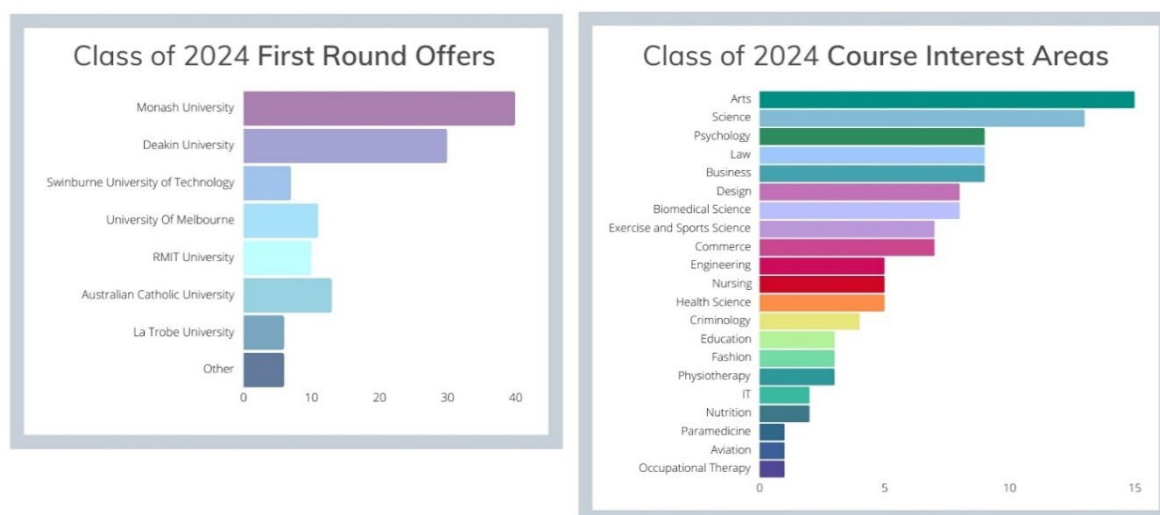
Students were offered places at a range of tertiary institutions, as listed below.

- Monash University – 40 places
- Deakin University – 32 places
- ACU - 13 offers
- University of Melbourne - 11 offers
- RMIT - 10 offers
- Swinburne – 7

Tertiary Destinations 2024



Tertiary Destinations



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 worked with students, families and teachers to connect and to celebrate being part of our wonderful Siena Community. We know that in today's landscape, adolescents face a multitude of challenges that can impact their wellbeing. From anxiety and depression to issues related to self-esteem and identity, young people are navigating a complex landscape that requires support, understanding, and proactive interventions. A holistic approach is needed to continue to address the multifaceted factors contributing to student wellbeing.

Heads of House supported all students in their respective Houses by creating opportunities for connection through House events and activities. Student leaders and Year 12 students assisted in this by providing the inspiration and leadership that supports significant school events like Fiesta and the Swimming and Athletics carnivals. Year 12 students also played a key role in mentoring Year 7 students in the Buddy program.

The Director of Students further supported student learning and wellbeing. The Director of Students is passionate about developing wellbeing programs and curriculums that support student wellbeing and respond to the current needs of our student body and was able to weave important elements of the Respectful Relationships curriculum into the wellbeing curriculum framework.

The Counselling Team at Siena continued to support students, families and College staff to create a successful and enjoyable learning environment, where young people learn to manage their own wellbeing. Our Counselling team also includes our therapy dog, Rooey. Our Counsellors worked with individual students and year levels to support students to develop personal insight, problem-solving skills, greater self esteem and stronger relationships. The team also works collaboratively with external clinicians to support the needs of our most vulnerable students.

The Wellbeing Team worked closely with Be You in 2024, directly responding to the needs of the College.

Value Added

Student wellbeing was enhanced through a range of programs and opportunities. The Wellness Program provided opportunities for students to connect with one another, to recognise the things we should be grateful for and to raise awareness about local, national and international issues. 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 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 an interactive theatre experience that tackles some of the biggest issues facing adolescents today: social isolation, bullying, online safety, school stressors, family relationships and pressure from social media. 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.

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
- Buddy program
- Camps at Year 7 and Year 10
- Siena in Siena Program at Year 9
- Year 9 City experience with Xavier College
- GSV Sporting opportunities, including a Prelude program 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 2024.

Open Minds, a student-led group, operated to give voice to range of issues at the local, national and global level. The focus was on current news items throughout the week that would be used as a discussion starting point, welcoming round-table conversations. It was also an aim that this group will provide a connection point and an outlet for LGBTQI+ students. 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 2024.

Student 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 prepared 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
- The Respectful Relationships student group continued
- 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
- 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 works to maintain collaborative, ethical governance and visionary, innovative leadership. Leadership and Management goals identified in the Annual Action Plan were broken down into three main categories:

- Foundations for Flourishing
- Engagement
- Capacity Building (Growth)

Achievements

Foundations for Flourishing

- Doing the basics brilliantly and providing solid foundations:
 - New focus for year level reflection days and staff formation
 - Enhancement sessions for Year 7, Skills for Learning Year 8, Enrichment and Study skills sessions to build student capacity
 - Wellness program focus to build resilience, stamina for learning, self care, empathy and personal safety, including targeted education for students on Cyber Safety, Anti Bullying, Respectful relationships, Safe Partying, Consent Education and Positive Body Image
- Launch and implementation of the new Strategic Plan – *Strategy in Action, towards 2030*
- Cultivating personal and social responsibility with proactive environmental, social and governance practices, through introduction of a Modern Slavery Policy and focus on waste management
- Embedding Child Safe Standards for Safeguarding Children through continued compliance with VRQA expectations, updating policies and practices as required

Engagement

- Promoting opportunities for Alumnae and parent engagement
- Continued engagement with primary schools with successful delivery of the ASPIRE program
- Regular staff engagement via weekly Illuminate Newsletter and staff professional learning sessions
- Educating staff in use of data, with a focus on particular focus on Literacy in 2024
- Provision of service opportunities for students
- House based outreach fundraising programs, led by the Student Leaders

Capacity Building (Growth)

- Continuous innovation and transformation, with a focus on Cyber Security, investigating opportunities for AI and development of an ICT strategy
- Encouraging Leadership growth via professional learning opportunities for individuals and groups
- Conduct of formative and summative leadership reviews for staff in Positions of Leadership
- Development of student leaders via the Pillars Student Leadership Program
- Achieved CRICOS registration
- Leadership Sessions – Middle and Senior Leaders

Value Added

- Risk Management focus on Cyber Security, Enrolments and Child Safety Compliance
- Succession planning across all Board Committees to ensure the effectiveness of these groups
- Delivery of the Board and Committees Inservice Day, with a focus on Formation, Child Safety and Strategic Update
- Regular review and update of policies by Board and Leadership

- Commitment to formation for service and leadership in the Dominican way, with Board and Leadership formation sessions
- Continued engagement with past, present and future community members including prospective families
- Ongoing support and celebration of staff and students via various programs and celebrations throughout 2024
- Continued growth of the Year 9 'Siena in Siena' immersion to Tuscany, Italy, where students immersed themselves in the local community, engaged with the local Tavernelle school, visited important Dominican landmarks in Siena, Florence and Rome.
- Ongoing engagement with external stakeholders in supporting enrolment increases. This included a marketing strategy that was built on priorities of relationships, digital presence and personalised service
- Growth of partnerships with tertiary institutions. STEAM programs were supported by partnering initiatives with Monash, Deakin and Swinburne Universities.

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 in 2024. 282 individual professional learning events were approved by the College, maintaining the level achieved in 2023, and 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 32 afternoons throughout 2024, covering pedagogical aspects of differentiation; literacy and numeracy; student wellbeing and youth mental health; Dominican formation; cultural competency and the College's Reconciliation Action Plan; NCCD 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 2024 were used to develop, refine and enhance course descriptions, course outlines, and formative and summative assessment tools based on the College's Learning Framework.

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 also involved in professional learning relating to diverse aspects of advanced STEAM learning and teaching.

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.

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's core group of highly experienced casual relief teachers is predominantly comprised of former members of staff, who integrate very well with our permanent staff and enable 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.

- **Total expenditure on Professional Learning in 2024: \$79,503**
- **The number of teachers who participated in Professional Learning was 96**
- **Average expenditure per teacher for Professional Learning was \$828**

Teacher Satisfaction

The College did not undertake the annual MACSSIS survey in 2024.

Community Engagement

Goals and Intended Outcomes

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

- Continue to develop beneficial relationships with the past, present and future communities
- Ensure a culture of philanthropy is present
- Ensure future trends are investigated, and protocols put in place to ensure future viability

Achievements

Primary Schools

We continued promoting the profile of Siena College with our local primary schools via the ASPIRE program. The Siena College ASPIRE Program invites primary school students in Years 3 and 4 to work with Siena students on STEAM based activities. The 2024 STEAM program was conducted by Head of Learning Centre, Roxanne Summer and Head of Science, Nicholas Harvey. Year 8 and VCE Biology students assisted with the program, enriching the experience for the primary students as they explored the topics of electric circuits and environmental sustainability.

In 2024, we continued with the 'Write a Book in a Day' program which was also run by our Head of Learning Centre, Roxanne Summer. The 'Write a Book in a Day' program assists students to develop collaboration, creativity and time management skills.

Alumnae

- There was enhanced engagement with alumnae through the work of the Head of Development and the Alumnae Coordinator
- Alumnae of the College continued to volunteer their services to coach sports teams, mentor students, participate in the Careers Showcase and serve on College Board and Committees
- The number of alumnae enrolling their daughters at the College stood firm at approximately 20 families enrolled. A special event is held each year to connect and celebrate these families
- Further engagement with past students via our social media platforms continued across two Facebook pages (the Siena College and the Siena College Alumnae Facebook page), Instagram and LinkedIn
- A migration of the alumnae networking platform, Siena Global Connect occurred, with a relaunch in October 2024. This online platform allows for further collaboration and contact with alumnae
- Reunions were very well attended, with Alumnae from the Classes of 1974, 1984, 1994, 2004, 2014 and the 40s-70s returning to the College to reminisce and reconnect
- A special reunion was held in Perth to engage alumnae who live in Western Australia
- The Notable Alumna Award for 2024 was awarded to Dr Wendy Timms (Class of 1981), who was the guest speaker at our Night of Excellence, and the Dr Ursula McKenna Award for 2024 was awarded to Prof Dorota Gertig (Class of 1980)
- The Alumnae Association also presents the annual Siena Award. In 2024, this was awarded to Year 12 student, Charlotte Lang, in recognition of her outstanding leadership and engagement
- We continued our comprehensive and innovative Alumnae mentoring strategy focusing on creating past-to-present partnerships and deepening our connections with Siena alumnae, who now number over 6,500.

Philanthropy

- The College awarded two Equity Scholarships for 2024
- The Siena College Golf Day was held in November to raise funds for the Equity Scholarship Program
- The Alumnae Association gifted \$10,000 to the Equity Scholarship Fund

Community Events

- The Siena Parents' Association (SPA) hosted community events to engage the parents and raise funds for the benefit of current students. These events included the well-attended Mother's Day and Father's Day Breakfasts
- The Alumnae Association 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. The Careers Showcase celebrated its tenth anniversary in 2024 and was marked by a special 'Future Proofing your Career' panel with past Alumnae Association Presidents sharing their career insights and expertise with students and parents
- The final weeks of the 2024 school year were marked with the Night of Excellence celebrating students' academic and sporting achievements. The annual Community Award was presented to parent and SPA member, Helena Chinnock, for her outstanding contribution to the Siena community
- The College offered a range of programs and events to engage the community and extend student learning beyond the classroom. These included events such as the annual Arts and Technology Exhibition, where student artwork was showcased, various music evenings, and the annual Antonio De Montesinos Public Speaking Award evening
- The Siena in Siena Italy Immersion pilot program continued in 2024, with a September trip of 25 students and 4 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 Italian culture, traditions, architecture and artwork of Rome, Siena, Pisa, Assisi and Bologna.

Parent Satisfaction

The College did not undertake the annual MACSSIS survey in 2024.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

YEARS 9 TO 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	85.14%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Y07	90.8%
Y08	88.6%
Y09	89.6%
Y10	86.6%
Overall average attendance	88.9%

TEACHER QUALIFICATIONS

Doctorate	2
Masters	28
Graduate	20
Graduate Certificate	7
Bachelor Degree	67
Advanced Diploma	6
No Qualifications Listed	8

STAFF COMPOSITION

Principal (Headcount)	1
Deputy Principal (Headcount)	2
Teaching Staff (FTE)	80.62
Teaching Staff (Headcount)	91
Non-Teaching Staff (Headcount)	42.18
Non-Teaching Staff (FTE)	52
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 2024	
Tertiary Study	96.8%
TAFE / VET	0.8%
Apprenticeship / Traineeship	0%
Deferred	Unknown
Employment	1.6%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.8%

POST-SCHOOL DESTINATIONS Class of 2024	
Tertiary Study	96.8%
TAFE / VET	0.8%
Apprenticeship/Traineeship	0%
Deferred	Unknown
Employment	1.6%
Other	0.8%



NUM. DOMINO.



SIENA COLLEGE

C A M B E R W E L L

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

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