



SIENA  
COLLEGE  
CAMBERWELL



# Annual Report to the School Community 2018

SCHOOL REGISTRATION NUMBER: 1145







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## Contact Details

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<b>E Number</b>	1150
<b>Federal DET Number</b>	10941

## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

*May 2019*





# Our College Vision

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## Mission Statement

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

## Vision

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

## Values

We value and live the Dominican pillars of:

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

## College Overview

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

The College motto, Veritas, challenges all members of the Siena community to search for Truth through prayer and contemplation, a commitment to study and a strong sense of justice and outreach to others. Students are encouraged to engage in critical reflection on the world, developing a love of learning, an appreciation of culture and beauty and a spirit of freedom and responsibility. St Catherine of Siena is the College patron and a role model of a woman who responded to the needs of her time with courage and conviction.

Over a seventy-eight year history, Siena College has demonstrated the capacity to meet evolving educational expectations of Church, students and parents.

# Principal's Report

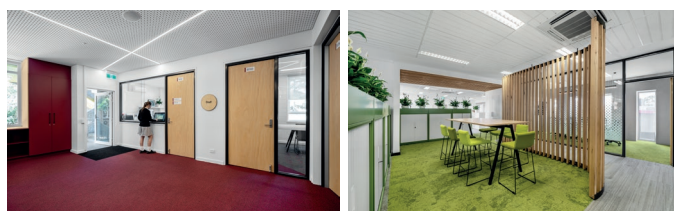
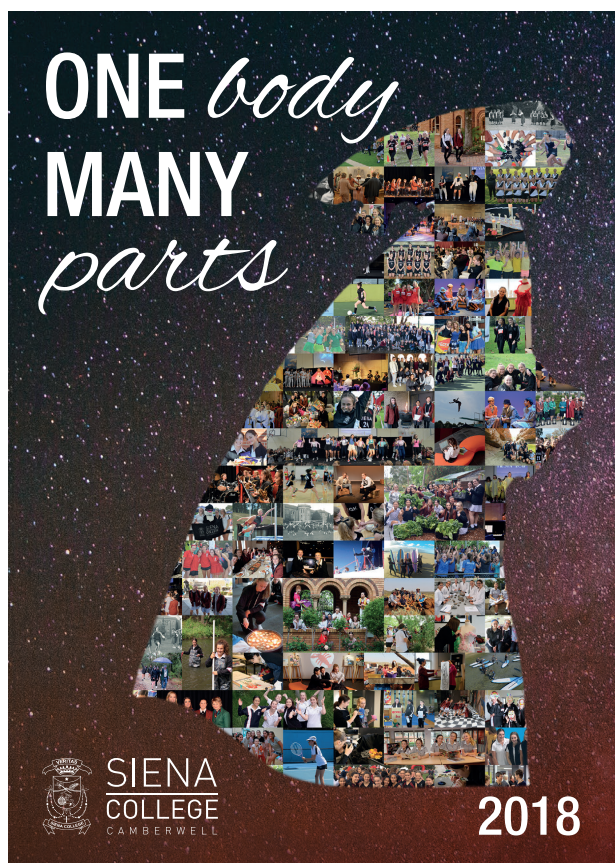
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We began the 2018 school year reflecting on our College Theme 'One Body, Many Parts', inspired by the Letters of St Paul to the Corinthians. Over the year, there were many examples of how the Siena community is founded on the contribution of individuals and groups who offer their time, their expertise and their personal gifts to serve the College.

Our governing body, Dominican Education Australia (DEA) held the biannual governance Symposium for DEA educational ministries at Siena College on 27 and 28 August with the theme 'Building Unity in Diversity'. Students and staff participated in immersion programs, visiting Central Australia to engage with indigenous Australians, and Kopanang in South Africa. Students attended the 2018 Common Ground Dominican Student Conference in Adelaide.


Investment in capital works programs and the roll out of the College Masterplan continued and we began the year with refurbished facilities for the Music and Performing Arts, a new building façade, refurbished undercroft area and landscaping works at the rear of the College. Refurbishment of the staff study was completed, allowing staff to start the year in an area which supports greater collaboration and teamwork. Work commenced on the final stage of the Masterplan, to refurbish our beautiful Convent as the gateway to the College with completion early in 2019.

In the area of learning and teaching, the emphasis on innovation, collaboration and teamwork was an ongoing priority. Action Research Teams focused on High Impact Teaching Strategies (HITS). The 2018 VCE results were a source of pride and celebration. Based on the median Study Score and percentage Study Scores in the forties, the College was ranked once again in the top five Catholic schools in the State and in the top 10% of all schools. Students achieved seven perfect Study Scores of 50 and the College was featured in *The Age* Newspaper for outstanding achievements in the 2018 VCE, particularly in English and Business Management. The new Learning Management System, Siena Central was further developed and enhanced. The result was more effective communication at all levels and enhanced delivery of the curriculum.





# Principal's Report



Siena College Alumnae Association presents

**The Siena College Careers Showcase 2018**

7.00pm – 9.00pm  
Thursday, 28 June 2018

The Careers Showcase is open to students in Year 9 to 12 and their parents. Register online to attend three of the above panels of your choice. [www.sienacollect.com.au/event/careersshowcase](http://www.sienacollect.com.au/event/careersshowcase)

**ALLIED HEALTH**  
Occupational Therapist  
Osteopath  
Pilates Instructor  
Physiotherapist  
Radiation Therapist  
Speech Therapist

**MEDICINE AND PARAMEDICS**

**MANAGEMENT AND MARKETING**

**BUSINESS**

**STEM**  
(SCIENCE, TECHNOLOGY, ENGINEERING, MATHS)

**CREATIVE DESIGN**

**ARCHITECTURE**

**EDUCATION**

**LAW**

**CRIMINOLOGY, FORENSICS AND EMERGENCY SERVICES**

**PSYCHOLOGY AND MENTAL HEALTH**

**NURSING AND NEO NATAL**

**SIENA COLLEGE CAMBERWELL**



Student wellbeing was enhanced through a range of programs and opportunities offered at the College. Heads of Student Wellbeing continued to drive changes to the pastoral program to meet the evolving needs of the student cohort with a focus on building resilience and independence in learning.

A comprehensive cocurricular program continued enabling students to pursue their interests and further develop their knowledge, skills and talents. Connection to peers and the school were enhanced by participation in these programs and by the range of structures and whole school celebrations and events that promote student wellbeing.

The Siena College Alumnae Association continued to grow and supported a range of community events such as the Careers Showcase, reunions, coaching sports teams, mentoring students and serving on the College Board and committees. College alumna, Susan Alberti AC was named the 2018 Victorian of the Year, a fitting tribute for someone whose generosity and contribution has enhanced the lives of many in the wider community. Over the year we grew our connection with past students and families, including generational families of grandmothers, mothers and daughters who continue their association with the College.

As the year drew to a close, we farewelled a number of long serving staff and community members, in particular Mrs Sue Thompson, Deputy Principal Wellbeing who over the past thirty-four years was an exemplary educator and College Leader. Mrs Jennifer Levett was appointed as Deputy Principal, Mission and Identity at the start of the 2018 school year.

Professor Michelle Welsh stepped down from her role as Deputy Chair of the College Board after serving as a Director of Siena College since 2010. Director, Mrs Philippa Lovell retired after seven years on the College Board and also from her role as Chair of the Policy Committee over six years. Mr Sean McGing took on the role of Board Chair, having previously served as Director since 2008 and also on the College Finance and Risk Committees.

2018 was a productive year for Siena College, enriched by many events and celebrations, and by the contribution of members of the community, students, parents, staff, alumnae, Dominican Education Australia and Board members.

*Gaynor Robson-Garth*  
Principal

# Church Authority Report

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In August 2016, Siena College transitioned to a new governance structure under the leadership of Dominican Education Australia (DEA). 2018 was the third year of operation of Dominican Education Australia as a Public Juridic Person exercising Canonical stewardship for the Education Ministries of DEA. The DEA Board works collaboratively with DEA Education Ministries, to develop a clear understanding of the environment in which they operate, their successes and achievements and the issues they face.

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

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

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

A highlight of 2018 was the biannual governance Symposium for the seven educational ministries of Dominican Education Australia and was held at Siena College in Melbourne on Friday, 27 and Saturday, 28 August. Members of the Sponsor's Council, Board Chairs and Directors of the College/School Boards, Principals/Director and Business Managers gathered with the DEA Trustees to explore the theme of the Symposium, Building Unity in Diversity. Participants were challenged to reflect on the multi dimensions of governance, and the tools required to navigate a changing landscape in both Church and civil society.

Keynote speaker, Fr Brendan Reed drew on data from the Catholic Identity Project in Melbourne to unpack his presentation 'Catholic Education in a Secular world'. What is the current landscape of Australian Catholic identity and how do schools navigate that into the future? Dr Rose-Marie Prosser's address explored the Mission of Jesus and Governance as a form of ministry in supporting the Catholic identity of our educational ministries. The warm and welcoming hospitality of the Siena College community was very much appreciated.

DEA appointed a new Board Chair, Mr Sean McGing to take up a two year interim position to lead the Siena College Board into its next critical development stage. Mr McGing was Chair of the Finance Committee from 2008 to 2013 and a member for two years prior. From 2013 to 2017 Mr McGing chaired the Risk Management Committee of the Board, having chaired the former Risk Management Working Group (RMWG) established in 2010 by the Board. Mr McGing brought a wealth of experience in governance and a passion to serve the Siena community to his new role.

Siena College Year 11 students attended the biannual Dominican gathering of Common Ground held in Adelaide. The Conference program sought to support students to deepen their Dominican understanding and to explore what it means to 'Preach the Gospel in Our Times'. The Australian participants were able to make global connections with our Dominican family, through the US presenters, Patrick Spedale and Michael Petro, who hark from the US Preaching Conference. Students came to realise that we are all part of a large and vibrant and active global family.

*Eileen Young*

Chair, Dominican Education Australia



# College Board Report

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2018 has been another engaging year for the Siena College Board with the focus as always on providing sound governance to support the College Principal and staff in delivering the best possible learning and teaching, in the context of our Catholic Dominican tradition, to each of our young women.

Our Board Policy, Finance and Risk Management Committees provided timely and well considered insight and guidance to us. This year, the challenges and opportunities we worked on included:

- Finding positive ways forward while dealing with the short and long term implications of revised Federal Government funding which resulted in sharp reductions in grants to Siena College for 2018 and 2019
- The start of the refurbishment of our historic Convent to make it the gateway to the College, the successful culmination of the College's first major Philanthropic campaign
- The preparation of a new Strategic Plan for 2019 to 2023, following wide consultation across the College community, to continue the College's positive momentum
- Reflecting on and improving Board Director selection processes to be of the best service we can
- Deepening the College's mutual understanding and support for and by, Dominican Education Australia (DEA), cementing the base for future connected community

The College Board acknowledges the selfless and priceless contribution of our former Chair Beverley Begg who left at the end of 2017 after nine years on the Board mostly as Chair, and who selflessly has been very helpful to me in transitioning into the role of Chair. We also gratefully acknowledge Michelle Welsh our Deputy Chair who retired in June as planned, also after nine years of dedicated service. We welcomed new talent to the Board in Neal Murphy and Vanessa Barcellona.

*Mr Sean McGing*  
Siena College Board Chair



# Education in Faith

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## Goals and Intended Outcomes

In this dimension, the College aimed to live the Gospel values through reflection and articulation of the Dominican pillars. As a Catholic school in the Dominican tradition, we sought as a community, meaningful, relevant engagement of all students, families and staff in their faith journeys.

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

The College's intended outcomes were to:

- Strengthen faith leadership in the College community
- Continue to increase the number of staff accredited to teach in a Catholic school and staff accredited to teach Religious Education
- Continue to discern and respond to issues of justice and raise awareness of the social teaching of the Church
- Further develop the community service program
- Further enhance the Religious Education program through curriculum design and delivery, student assessment, examinations, and study of scripture
- Further enrich the liturgical, contemplative and sacramental life of the College

## Achievements

### 2018 College Theme

The year was shaped by the College theme, 'One Body, Many Parts'. Inspired by the Letters of St Paul to the Corinthians, this challenge inspired many of our endeavours at Siena, including Visual Communications projects, the Antonio de Montesinos Public Speaking Competition, Reflection Day activities, liturgy and prayer.

### Percentage of Catholic Enrolments

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

Year	2011	2012	2013	2014	2015	2016	2017	2018
Year 7 Catholic Enrolments	76.8%	71.7%	74.3%	75.9%	72.6%	74.8%	69.1%	73.0%

### New Deputy Principal Mission and Catholic Identity

Following the resignation of Anne Muirhead at the end of 2017, Jennifer Levett was appointed as Deputy Principal Mission and Identity as of the start of the 2018 year. Jennifer has a Master's Degree in Religious Education and has undertaken studies in the Enhancing Catholic Identity Project.



# Education in Faith

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## Staff Formation

Deputy Principal Mission and Identity, Jennifer Levett and Human Resources Manager, Tracey Kermond were sponsored to participate in the 2018 Dominican pilgrimage to Europe as part of their induction to the College.

The Dominican Enrichment Education Program (DEEP) for staff, structured around four areas of Culture, History, Mission and Education, included after school sessions and a Staff Faith Formation day in July with Fr Timothy Radcliffe OP. 2018 DEEP sessions included the following:

Description of Unit	Presenter
<i>Religious life as a Dominican Friar and the history and religious iconography of St Dominic's Church</i>	Fr Kevin Toomey OP
<i>Religion Meets Science: The principles of ethics as well as questions around science and religion</i>	Julie Arliss <i>Gifted and talented educator and philosopher, King's College London</i> Andrew Pinsent <i>Catholic priest and academic at Oxford University</i>
<i>Change, Innovation and Leadership in the Dominican Tradition</i>	Sr Sheila Flynn OP

At the Staff Faith Day, Fr Timothy Radcliffe shared his deep sense of spirituality and his thought provoking wisdom as he explored the topics:

- Keynote 1: *Can we all feel at home in the Church?*
- Keynote 2: *Revelation: Conversations with God.*

The afternoon session involved a panel presentation in response to Fr Timothy's sessions.

Presentations for new staff over the year focused on the foundation story of the Order and on St Dominic and St Catherine of Siena.

The number of staff accredited to teach in a Catholic school was 63%. This compared favourably with 'All Schools' (44.9%) and has continued to increase over the years (2007: 49.2%) 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.

Accreditation	All Schools	This School
Accreditation to teach in a Catholic School	44.9%	63%

## Liturgy and Sacraments

Eucharistic and liturgical celebrations marked the beginning and end of the year for staff, students and parents. These included the Welcome Mass at St Dominic's Church, regular Thursday morning Masses in the College Chapel and celebrations to mark the Church's seasons and special feasts including Lent, Easter, Advent, the Feast of the Assumption, St Catherine's Day and St Dominic's Day. Liturgies at assemblies, in Home Rooms and year levels, and the Graduation Mass at the end of the year also provided opportunities to mark the Church's seasons and for individual and shared prayer.

The daily practice of stopping for four minutes of silence before lunchtime, 'Pause and Pray' continued in 2018 as a way of embedding the pillar of 'Contemplation'.

## Dominican Charism

In 2018, staff and students continued to explore ways to embed the charism and the 2018 College theme 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

# Education in Faith

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leadership in the Dominican tradition. The student leadership Pillars program continued as a way to form students as Dominican leaders.

Year 7 Siena students participated in a range of activities aimed at developing an understanding of the history and tradition of the College, including a 'Dominican Day' with guided visits to the Dominican Priory and St Dominic's Church, and a 'Dominican Dash' around Siena to explore various historical areas and Dominican symbols and iconography. The College Archivists introduced students to the history of Siena College and the Dominican story. Sr Sheila Flynn addressed senior students on her vocation as a Dominican Sister and the College was represented at the 2018 Common Ground Dominican Student Conference in South Australia.

## Religious Education

The Religious Education curriculum was framed to enable students to engage with a celebration of grace, peace, conversion and joy. Witness and service were integral to all units of study. Teachers continued to implement the College's new Learning Management System, Siena Central across all Religious Education classes, and the Religious Education Curriculum was reviewed. Studies in Religious Education were enriched by seminars and visiting speakers as well as excursions to places of religious significance including a forum held in St Paul's Cathedral on Science and Religion. Students participated in retreats and reflection days for all year levels and interfaith dialogue with neighbouring schools and the Jewish Christian Muslim Association (JCMA).

## Justice and Service

Siena's justice and service commitments remained consistent across 2018 and included the annual Indigenous Immersion to Central Australia, and to Kopanang in South Africa. The Student Representative Council (SRC) lead a number of initiatives including support for South African student, Refiloe Sibisi to continue her tertiary education, commemoration of the tenth anniversary of National Sorry Day and the apology given in 2008 by Prime Minister Kevin Rudd, International Women's Day and the 'Night of Change' trivia night to raise funds for the Kopanang community, support for women's refuges, Caritas Project Compassion, MacKillop Family Services and the work of the Dominican Sisters and their Associates in the Solomon Islands. Students and staff were involved in the St Vincent de Paul Soup Van and the Palm Sunday March in the city, 'Walking for Justice for Refugees', to show solidarity with asylum seekers. Students in all year levels participated in the Service to the Community Program.

The College continued its involvement in the interfaith, intercultural dialogue project, Building Bridges and the Antonio de Montesinos public speaking competition inspired students to explore the College theme, 'One Body, Many Parts'. Environment Week Keep Cups were an SRC initiative and the weekly pastoral program, focused on a range of specific year level priorities including issues of climate change and 'Fairtrade Fortnight' as well as the 2018 drought and the Vinnies appeal to raise funds for rural communities in need. The lunchtime Art for Justice Club continued each Monday.

## Value Added

In 2018, activities that enhanced students' education in faith included the range of guest speakers, retreats and reflection days, the series of Eckhart seminars for Year 11 students, extended learning activities and interfaith dialogue that students engaged in through the 'Building Bridges' program, together with presentations from the Jewish, Christian and Muslim Association. Students continued to be involved in a range of social justice initiatives and immersion programs, including the Indigenous Immersion to Central Australia and the South African Immersion program to work with Dominican Sister, Sheila Flynn, at Kopanang near Johannesburg.



# Learning and Teaching

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## Goals and Intended Outcomes

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

## Achievements

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

- Building Bridges Program
- Indigenous Immersion
- Reflection Days
- Year 7 Dominican Discovery Day
- South Africa Kopanang Immersion
- Year 10 Masterclass on Relativism with Julie Arliss
- Year 11 Philosophy Ethics Olympiad
- World Scholars Cup
- Victorian Junior Gifted and Talented Philosophy Day
- CSIRO Partnership with Madeleine Burchill, Scientist
- Robogals Workshop
- Susan Alberti Medical Research Foundation Mother's Day Luncheon
- STEAM for Humanity Workshop
- Space School International Study Program NASA
- Visiting authors: Robert Newton, Ellei Marney, Gabrielle Williams, Simone Howell and Joel McKerrow
- Text Performances: *Bombshells* and *The Penelopiad*
- Weekly Writers Workshop
- Shared Stories Anthology
- Year 12 Physical Education VO2 Max live demonstration
- Year 9 Gardening Project
- French Student Exchange Program
- China Cultural Tour
- Dante Alighieri Poetry Competition
- Debating Association of Victoria Competition
- Antonio de Montesinos Public Speaking Competition
- Opening of new Drama and Music Wing
- Senior Drama Performance Evening
- College Musical: *A Chorus Line: High School Edition*
- Annual Music Concert
- Generations in Jazz Festival, Mt Gambier
- Solos and Chamber Ensemble Soirees
- Music Camp
- Williams Ross Architect Design Project
- Siena in the City Program (Geography: Interconnections)

# Learning and Teaching

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The main professional learning focus was on utilising Action Research Teams. Teams investigated one of the ten Instructional Practices that reliably increase student learning and are commonly referred to as the 'High Impact Teaching Strategies' (or HITS). Staff Professional Practice Time provided the opportunity to work collaboratively across faculties, to investigate, trial, analyse, evaluate and finally, to make recommendations regarding our pedagogical direction and subsequent future teaching practice. This process has been a valuable opportunity for teaching staff to focus on classroom practice in areas such as explicit teaching, structuring effective lessons and metacognitive thinking strategies. Student voice was also an important part of the process.

We also implemented the Siena Learning Framework that the staff developed in 2017 which combined our collaborative understanding of and commitment to the key components of a successful learning model for Siena College. The implementation of this Framework has ensured that our teaching and learning reflects high expectations and outcomes, creating a shared vision for excellence that enables all students to achieve learning success. Adopting a whole school approach, we have highlighted one 'learning quadrant' per term as a focus for our learning and teaching endeavours in all subject areas.

## Student Learning Outcomes

### National Assessment Program Literacy and Numeracy (NAPLAN)

The National Assessment Program Literacy and Numeracy (NAPLAN), which began in Australian schools in 2008, assesses all students in Years 3, 5, 7 and 9 in the areas of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy, using common national tests.

### NAPLAN Results: Year 7

The following table details the median score for each of the Year 7 Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy assessments. Year 7 students at Siena College performed at or above the State median in all areas of assessment.

TABLE 1: NAPLAN, Year 7 2018			
	Siena Students' Median Score	State Median	% at or above the national minimum standard
Reading	566	549	97%
Writing	546	512	91%
Spelling	576	548	94%
Grammar and Punctuation	562	544	92%
Numeracy	552	552	94%



# Learning and Teaching

## NAPLAN Results: Year 9

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

TABLE 2: NAPLAN, Year 9 2018			
	Siena Students' Median Score	State Median	% at or above the national minimum standard
Reading	616	592	92%
Writing	583	558	83%
Spelling	611	590	91%
Grammar and Punctuation	602	583	90%
Numeracy	607	596	92%

## Changes in minimum standards

The following tables show the change in the percentage of students meeting the national minimum standard in Years 7 and 9.

TABLE 3: Year 7 NAPLAN Trend Data 2016 – 2018					
Proportion of Students Meeting the Minimum Standards					
	2016 %	2017 %	2016 – 2017 Changes %	2018 %	2017–2018 Changes %
Year 7 Reading	100.0	100.0	0.0	100.0	0.0
Year 7 Writing	100.0	99.3	-0.7	100.0	0.7
Year 7 Spelling	99.3	100.0	0.7	97.0	-3.0
Year 7 Grammar and Punctuation	100.0	99.3	-0.7	97.0	-2.3
Year 7 Numeracy	100.0	100.0	0.0	100.0	0.0

TABLE 4: Year 9 NAPLAN Trend Data 2016 – 2018					
Proportion of Students Meeting the Minimum Standards					
	2016 %	2017 %	2016 – 2017 Changes %	2018 %	2017–2018 Changes %
Year 7 Reading	100.0	97.6	-2.4	99.0	1.4
Year 7 Writing	99.3	96.8	-3.2	100.0	3.2
Year 7 Spelling	99.3	99.2	-0.8	98.0	-1.2
Year 7 Grammar and Punctuation	100.0	96.8	-3.2	99.0	2.2
Year 7 Numeracy	100.0	100.0	0.0	100.0	0.0

# Learning and Teaching

## Student Learning Outcomes

There has been some change from 2016 to 2018 in the proportion of students meeting the minimum standards. At Year 7, the data reflects the capabilities of the students who entered the College each year from 2016 to 2018, from a range of primary schools. Between 97% and 100% of Year 7 students met the minimum standards in 2018. At Year 9, between 98% and 100% met the minimum standards. There was a small increase in students' reading, writing, grammar and punctuation at Year 9. 100% of Year 7 and 9 students continued to meet the minimum standards for Numeracy.

Overall, the changes across the three years indicate no areas of concern.

## Senior Secondary Outcomes: 2018 VCE Results

The Class of 2018 achieved excellent results. Siena College attained a top 5 ranking of Catholic Schools and was in the top 10% of all schools offering the VCE.

- 99% of students successfully completed the Victorian Certificate of Education (VCE) in 2018
- The median Study Score was 34
- 17.5% of all Study Scores were above 40
- 28% of students achieved an ATAR above 90 which places them in the top 10% of the state
- 12% of students achieved an ATAR above 95 which places them in the top 5% of the state
- 3% of students achieved an ATAR above 99 which places them in the top 1% of the state
- Seven students achieved a 50

**TABLE 5: VCE Trend Data 2016 – 2018**

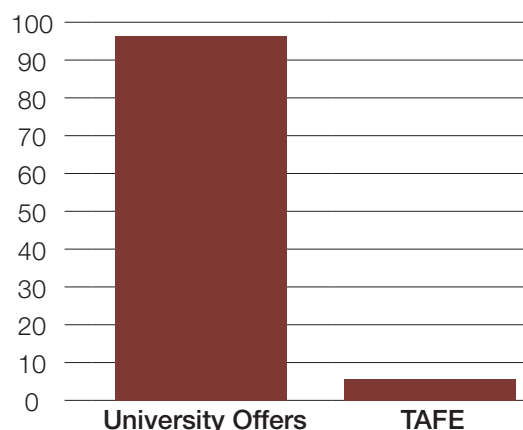
	2016	2017	2018
<b>Median Study Score</b>	34	34	34
<b>% Study Scores over 40</b>	16	14.3	17.5
<b>Highest ATAR</b>	99.70	98.65	99.85

The 2018 College Dux, Katherine Kim, achieved an ATAR of 99.85. Katherine accepted an offer from the University of Melbourne to study a degree in Biomedicine.

## Post School Destinations

Of the 128 students that completed Year 12 in 2018, all applied for a tertiary placement and all were offered a tertiary placement. 95% of students accepted a University placement and 5% accepted a TAFE placement.

**TABLE 6: Tertiary Offers 2018**





# Student Wellbeing

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## Goals and Intended Outcomes

In 2018, the College continued to focus on enhancing each student's sense of personal worth and wellbeing to support exemplary learning and teaching. The focus was on providing an emotionally and physically enriching environment, characterised by respectful relationships, acceptance and a sense of belonging, along with strong collaboration between home and school. The College aimed to embed a culture where wellbeing is integral to learning and consciously connected to student achievement.

### **The College's intended outcomes were to:**

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

A regional Network of Wellbeing Leaders offered opportunities for sharing knowledge and expertise across a range of contemporary wellbeing, health and engagement topics. A new 'Identity and Growth' provided a framework to review curriculum, policies and practices relating to Catholic understandings of the human person and issues relating to sexual orientation, gender identity and pastoral care of students experiencing gender dysphoria. The material was used to update the Physical Education/Health curriculum from Year 7 to 10 and to support the implementation of Child Safe Standard 7.

Students in all year levels completed the wellbeing survey (Wellbeing Profiler) that was undertaken in collaboration with The University of Melbourne. The Wellbeing Profiler provided quantitative data to measure the wellbeing of Siena students, thus providing a deeper understanding of their strengths, challenges and current needs to inform College practice and future directions.

## Achievements

In 2018, many opportunities were provided for staff and families to enhance their understanding of issues that can hinder or enhance adolescent development and the impact of these issues on student learning.

A review of the Parent Series led to the decision to trial an online information program for parents. SchoolTV replaced the Parent Series in 2018, providing on line access to parent seminars of relevance. SchoolTV take up by families was strong with a high rate of parent visits to the site. Programs were offered on social media, digital reputation and cyberbullying as well as a range of other topics relevant to parents of adolescents.

Parents also had access to a range of speakers over the year including presentations by Katie Wood, an Adolescent Psychologist, on Social Media and Digital Reputation, and Cyberbullying.

Staff professional learning focused on Visible Wellbeing in the classroom through exploring further the Berry St Education Model (BSEM). This was underpinned by the belief that every lesson can be enhanced by the explicit and integrated teaching of social and emotional skills and that visible wellbeing should be identifiable in every class.

The College continued to provide students and families with a professional counselling service to enhance their ability to fully access learning opportunities.

# Student Wellbeing

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## Student Attendance and Retention in 2018

Rolls are marked electronically at the beginning of every day and at the beginning of every class. If a student is absent and there is no communication from the family, a text message is sent to parent/guardians at approximately 10.30am. Depending on the knowledge that the College has about the family and the student, the absence of communication is noted or in other cases, the 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 check the absences of students on a regular basis.

The number of missed classes are recorded for each student on the Interim and Semester Reports.

Average Student Attendance Rate by Year Level	%
Year 7	94.5
Year 8	93.5
Year 9	93.6
Year 10	92.4
Overall average attendance	93.5

Average Student Retention Rate	%
Years 7 to 10 Student Retention Rate	92.1
Years 11 to 12 Student Retention Rate	98.3

## Value Added

Student wellbeing was enhanced through a range of programs and opportunities. The weekly pastoral lesson 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 and identifying and using personal strengths.

A comprehensive cocurricular program continued to enable students to pursue their interests and further develop their knowledge and skills. Connections to peers and the school were enhanced by participation in these programs. Opportunities were offered in the performing and visual arts, debating and public speaking. Through membership of Girls' Sport Victoria (GSV), students were able to participate in a range of sports and to compete at an elite, competitive or participatory level. Students were also able to access academically challenging extension programs because of the College's membership of the Boroondara Gifted and Talented Cluster and a range of special programs and activities offered on site. Inter House activities in sport, the performing arts, public speaking and debating, and fund raising, developed house spirit and provided opportunities for positive interactions between year levels.

The Student Representative Council (SRC) was an integral part of the student leadership program. Students aspiring to leadership continued to participate in the 'Pillars' Leadership Program. The program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, continued to be very well subscribed in 2018.

## Student Satisfaction

The 2018 School Improvement Survey indicated a high level of student satisfaction with classroom and school behaviour. Students feel safe around the College and are motivated to learn. In focus groups, students reported that the medium sized community enables all to be known and feel that they belong. Students value the inclusive culture that allows girls to feel that they can try new things and that even though the academic results are excellent, there is not too much pressure applied. Every girl can succeed and be successful at whatever she is interested in, whether highly academic or not; the balance is right.

# Child Safe Standards

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## 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 new Victorian Child Safe Standards and Ministerial Order 870.

In 2018, the College continued to monitor and develop practices and structures to ensure ongoing implementation of the Child Safe Standards and to meet compliance requirements:

- New Victorian minimum Child Safe Standards were further embedded in line with Ministerial Order 870 which specified the actions required of schools
- The compliance requirements included processes for staff recruitment, supervision and management practices together with strategies to embed an organisational culture of child safety, and procedures for responding to and reporting allegations of suspected child abuse
- Members of the Child Safe Standards Committee attended a range of professional learning opportunities to continue to ensure clarity about the responsibilities of the College and Head of Entity in implementing the Child Safe Standards and raise awareness of the new Reportable Conduct legislation
- The College staff was kept informed via presentations given at various staff forums
- All documentation and other resources relating to Child Safe Practices were made available to staff through Siena Central. These resources were updated regularly





# Leadership and Management

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## Goals and Intended Outcomes

As a Catholic school in the Dominican tradition, the College aimed to foster a model of shared leadership and a healthy organisation in which trust and vision are shared.

## Achievements

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning Undertaken in 2018

Following the success of the Leadership Forums of the previous year and subsequent follow up seminars with College leaders, 2018 repeated the Forum chaired by the Principal, and involving a number of members of the leadership team as presenters. The program for the day covered a wide variety of interesting theories about leadership and the styles of leadership exhibited by team members.

Leadership Coach, Rob Devling, conducted a survey based presentation about personality profiles and leadership based around enneagrams. Later the team was led through a process to develop a set of team protocols and role played how to manage difficult conversations, the latter being a request from the team in 2017.

The investment in Siena Central (SchooBox™) paid dividends with staff populating class pages and setting/marking assessments online. Parents also benefitted by accessing the site to monitor their daughters' progress through the year and instantly receive marks once they are available.

The professional learning day on 16 July commenced with a focus on Dominican Formation and Prayer, then explored the question *'What skills do we want our students to develop through their learning?'* The staff teams focussed on the difference between skills and knowledge, the teaching strategies in use and maintained a focus on identifying and embedding skills and strategies in a unit of work.

The Faith Development day was conducted by Fr Timothy Radcliffe OP and covered two main concepts: *'Can we all feel at home in the Church?'* and *'Revelation: Conversations with God'*. The afternoon sessions incorporated a panel discussion fuelled by questions from the audience and which included representatives from Our Lady of Sion College and Presentation College Windsor.

**Total expenditure on Professional Learning in 2018 was \$96,493.90.**

**The number of teachers who participated in Professional Learning was 74 (65FTE).**

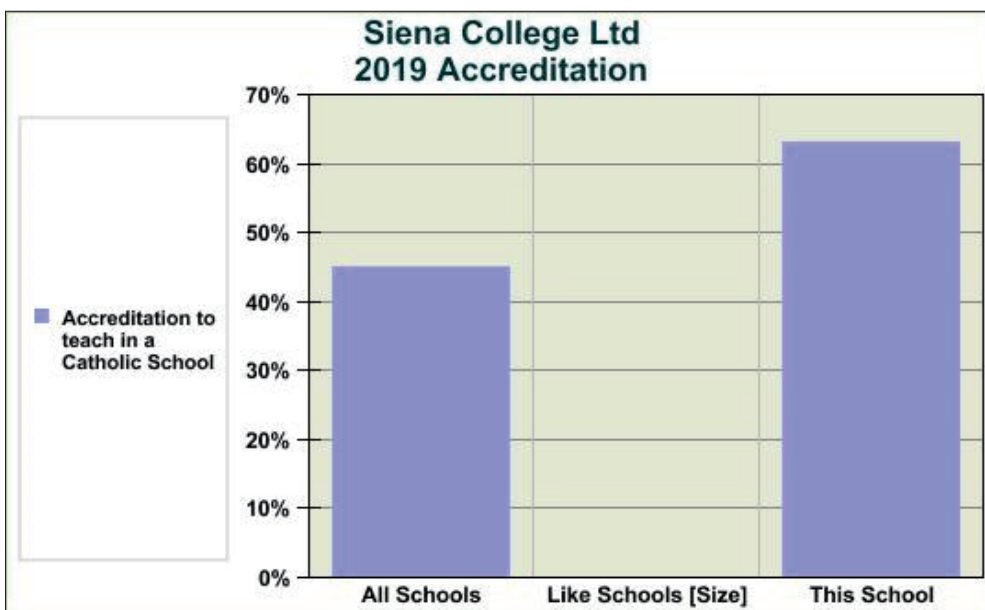
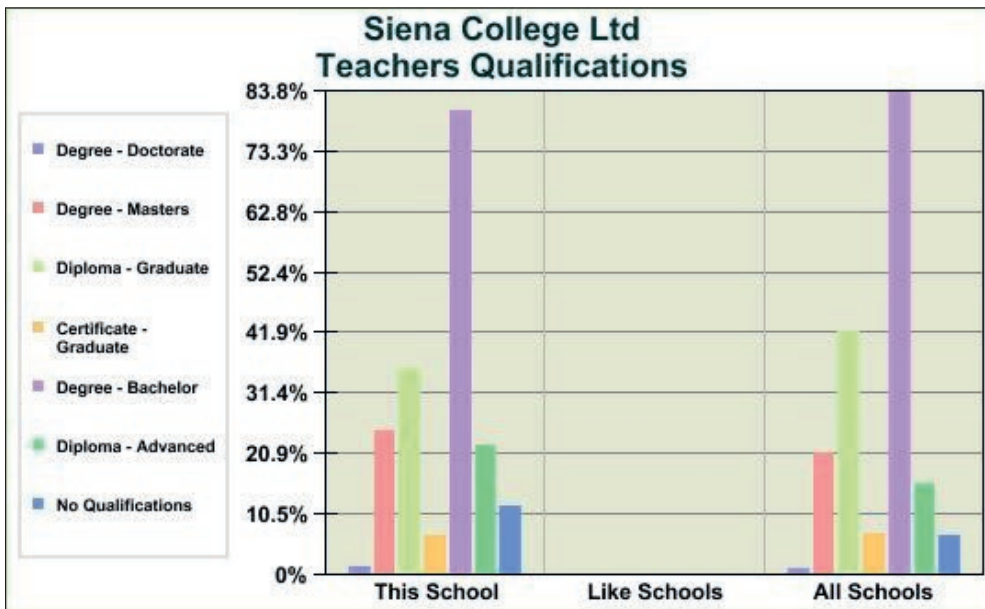
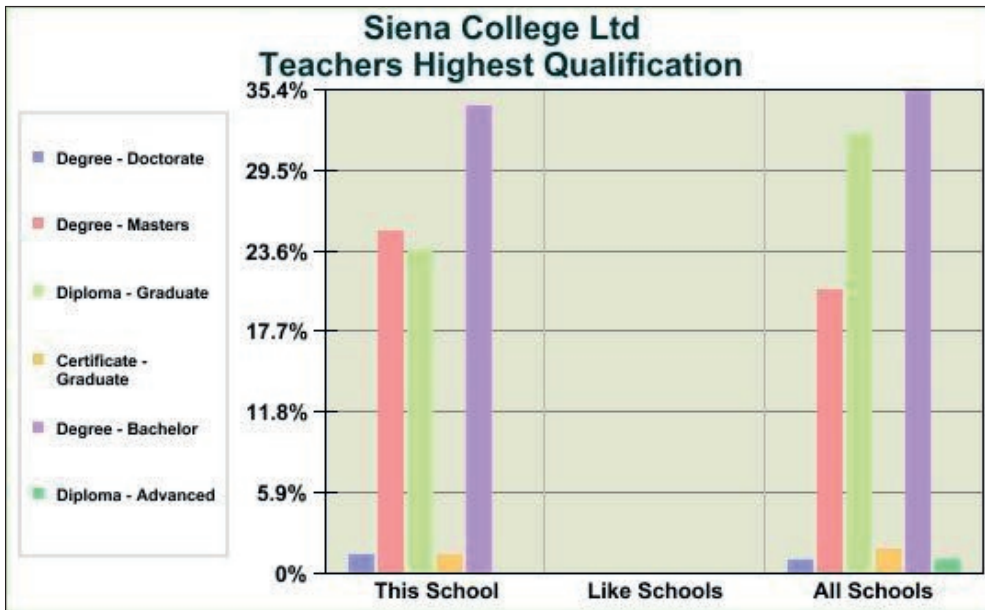
**Average expenditure per teacher for Professional Learning was \$245.**

### TEACHER SATISFACTION

In the final year of the Insight SRC survey, results concerning teacher satisfaction again indicated an overall sense of connectedness and wellbeing in the College's staff, parent and student body. The survey underlines the outstanding performance of the student cohort, the hard work put in by the staff and the support offered by the parent body.

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

# Leadership and Management



# College Community

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## Goals and Intended Outcomes

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

- Continue to enhance the profile of the College within the local community and more broadly
- Continue to enhance relationships and connection with alumnae and expand the Alumnae Association
- Continue to establish a culture of philanthropy
- Develop effective community partnerships with corporate entities

## Achievements

### Development Office:

- There has been much growth in this area of the College and all members of the Development Team have contributed to exemplary fundraising campaigns, major events, growth in the alumnae database and in enrolments, as well as the creative oversight of the Siena brand. The Development Team will continue to capitalise on opportunities to innovate, enhance and drive key efficiencies. The development of positive, lasting relationships with stakeholders is fundamental to the College's future development
- Pillar IV, transforming the Convent into the gateway of the College, commenced
- Two 3D printers were gifted to the College as part of the STEAM program. A dedicated area was established in the Albertus Magnus Library for use of these printers
- The Principal and Director of Development visited a past student from the 1950s who has pledged the first bequest to the College

### 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
- During the year, many alumnae returned to celebrate decade reunions that provided opportunities for past and present students to re-engage
- The Siena College Alumnae Association continued to grow, and the Association hosted a fifth Careers Showcase. Seventy past students were invited to speak at the Siena Careers Showcase and over six hundred students and parents attended a range of sessions based on the students' particular interests
- Alumnae of the College continued to volunteer their services to coach sports teams, mentor students and serve on College Board Committees
- The Alumnae Association provided funds to frame past uniforms for the newly refurbished Heritage Centre
- The growth in the number of alumnae enrolling their daughters at the College continued
- Purchased inscriptions to the Alumnae Wall grew steadily
- Communication with past students via social media continued on two Facebook pages for Siena College and the Siena College Alumnae, and the College Alumnae LinkedIn profile. A new alumnae networking platform was created called Siena Global Connect which allows for further collaboration and contact with alumnae
- At the 2018 Academic Awards Night, we were joined by alumna Wendy Purcell (Class of 1957) and Ursula Harris (Class of 1984). Ursula Harris was awarded the Ursula McKenna Award for her achievements as a cartographer with the Australian Antarctic Division. Wendy Purcell was inducted as the 2018 notable alumna of the College.
- Siena College values the contribution of community members. The 2018 recipient of the Siena Community Award was Phyllis Naughton (Class of 1954)



# College Community

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## Community Events

- 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 Siena College and Whitefriars College musical, *A Chorus Line: High School Edition* was directed and produced by Siena College in 2018. Significant funds were raised to cover the cost of the production, with most performances sold out
- Siena students represented the College at a range of community events over the year including the Alliance of Girls Schools, the International Women's Day Breakfast at Parliament House, the Susan Alberti Mother's Day Lunch and AFLW Breakfast, political forums and local forums on climate and the environment
- Donna Laughlin was profiled in *The Weekly Review* as an exceptional educator
- The Siena Parents' Association hosted many community events which were well attended
- The final weeks of the 2018 school year were marked with celebrations of students' academic and sporting achievements
- The Celebration of Sport Night was held at Camberwell Grammar, with guest speaker Michelle Timms and the more formal Academic Awards Night at the Hawthorn Town Hall
- Following the conclusion of the VCE exams, parents, students and staff gathered at the Leonda function Centre for the Graduation Ball
- A Siena Golf Day and Dad's Night was well supported by sponsors and participants. Funds raised from these events contributed to a Scholarship Fund

## Philanthropic Campaign

- 2018 saw the completion of Pillar IV, transforming the Convent and Cloisters into the College gateway.
- The College continued to plan for future development by securing surrounding properties and improving facilities.
- Community events along with the Siena Parents' Association and the Alumnae Association partnerships raised a further \$30,000 during 2018

## Value Added

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

New partnerships with external groups provided support for learning programs, including a week long program offered by College Architects, Williams Ross, where the students were able to take on the roles of client and architect and develop a design for an area of the College designated for development in the future. Other partnerships included work with local Ward Counsellor, Lisa Holligsworth and an Open Day for community members to visit the Convent and Chapel as part of a Heritage Day in Boroondara

# School Performance Data Summary

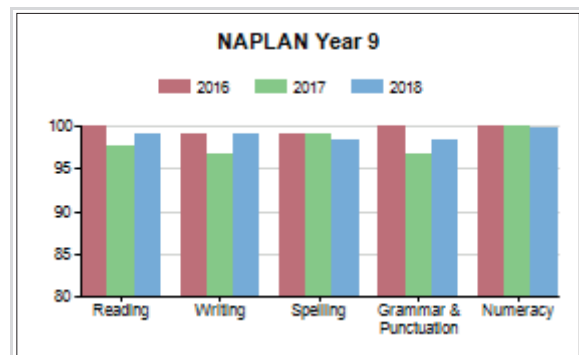
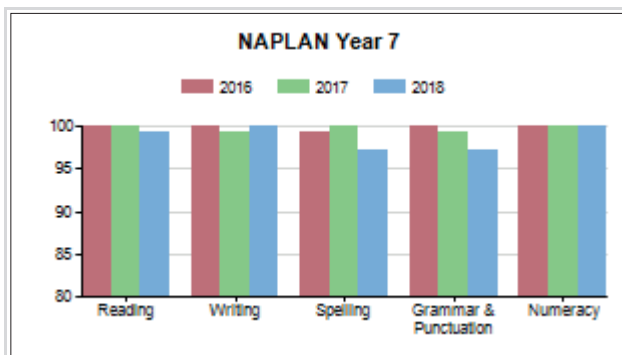
## Parent Satisfaction

The 2018 School Improvement survey data indicated strong levels of parent satisfaction. Parent responses were in the top 25% of all Victorian secondary schools for extra-curricular learning opportunities and classroom behaviour. High levels of attendance at community events, growth in the membership of the Siena Parents' Association and in the number of alumnae choosing to enrol their daughters at the College, provided further evidence of high levels of parent satisfaction.

**E1150**  
**Siena College Ltd, Camberwell**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 7 Grammar & Punctuation	100.0	99.3	-0.7	97.3	-2.0
YR 7 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 7 Reading	100.0	100.0	0.0	99.3	-0.7
YR 7 Spelling	99.3	100.0	0.7	97.3	-2.7
YR 07 Writing	100.0	99.3	-0.7	100.0	0.7
YR 09 Grammar & Punctuation	100.0	96.7	-3.3	98.4	1.7
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	100.0	97.6	-2.4	99.2	1.6
YR 09 Spelling	99.2	99.2	0.0	98.4	-0.8
YR 09 Writing	99.2	96.7	-2.5	99.2	2.5



# School Performance Data Summary

<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9 to 12 Student Retention Rate	87.1%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	94.5
Y08	93.5
Y09	93.6
Y10	92.4
Overall average attendance	93.5

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	88.5%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	85.9%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	1.3%
Masters	25.0%
Graduate	35.5%
Graduate Certificate	6.6%
Bachelor Degree	80.3%
Advanced Diploma	22.4%
No Qualifications Listed	11.8%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	89
Teaching Staff (FTE)	77.2
Non-Teaching Staff (Headcount)	59
Non-Teaching Staff (FTE)	51.4
Indigenous Teaching Staff (Headcount)	0



# School Performance Data Summary

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<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Grammar & Punctuation	601.9
Year 9 Numeracy	606.8
Year 9 Reading	615.8
Year 9 Spelling	610.9
Year 9 Writing	582.5

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	34
VCE Completion Rate	99%
VCAL Completion Rate	N/A

<b>POST-SCHOOL DESTINATIONS AS AT 2018</b>	
Tertiary Study	87.1%
TAFE / VET	4.8%
Apprenticeship / Traineeship	3.2%
Deferred	3.2%
Employment	0.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.6%

## 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](http://www.acnc.gov.au)

NUM, DOMINO.





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