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Our College Vision

Mission Statement

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

Vision

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

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

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

Values

We live the Dominican values through:

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

College Overview

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

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

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

Principal’s Report

Our 2019 College Theme was ‘Called by Name’. We began the year, each one of us known and loved by God, and in the words of Cardinal Henry John Newman, each of us called to some service not committed to anyone else. The 2019 theme was ta(759 Tmn uphe wvariolleformsloved(dinalesona to TjE with stafdinalflovedstudents.)]TJETEMC /

Church Authority Report

For newcomers to the Siena community, Siena College is one of six educational ministries that is part of the governance structure under the leadership of Dominican Education Australia (DEA). This new structure was launched in 2016. DEA is one of eleven Public Juridic Persons established by religious institutes in Australia, exercising both Canonical stewardship and civil responsibilities for Ministries in the Catholic Church. The DEA Board works collaboratively with the incorporated Boards of each of the DEA Education Ministries, to support the Boards to exercise good governance in the particular environment in which they operate. DEA honours the traditions and stories of each school and college and recognises the professionalism and competence of their governing Boards, Principals and staff respecting the independence of each.

The resourcing, provision and support for Formation in the Dominican Charism, Catholic Identity, theology, spirituality and governance remains a key commitment of DEA. Siena College hosted a Mission and Identity Workshop attended by school directors of Religious Education and Faith Formation.

DEA appointed Ms Kath McCarthy as Chair to the Siena Board for a three-year term in June 2019. Ms McCarthy is an alumnus of the College, a current parent and served on the Board for five years before taking up the important role

College Board Report

2019 was a busy and engaging year for the Siena College Board, with continued focus on providing sound governance to support the College Principal and its staff to deliver the best possible learning and teaching outcomes for students, in the context of our Dominican tradition.

Late in 2018, a subcommittee of the Board was formed to manage the recruitment of a new Principal, following Ms Robson-Garth's advice that she would step down from the end of 2019. The Board Principal Selection Sub Committee met regularly throughout 2019 to oversee and manage the recruitment of the next Siena College Principal. It was our pleasure to announce to the Siena community in August, the appointment of Mrs Elizabeth Hanney as Siena College Principal from 2020.

A Board and Community evening was held in April 2019, as an opportunity for the Siena parent community to meet and engage with Board and Committee members, outline the governance structure of Siena, introduce the 2019 to 2023 Strategic Plan and brief the community on the Principal appointment process.

The Board Policy, Finance and Risk Management Committees met regularly throughout the year to provide timely and considered guidance to the Board. The 2019 priorities for the Board and Committees included:

- A review of Board and Committee succession planning
- Recruitment of the new Principal
- Implementation of the Strategic Plan for 2019 to 2023
- Review and selection of a Masterplan Architect, to develop the next College Masterplan
- Development of a Financial modelling tool to support future financial forecasting for the College
- Introduction of Complispace Risk Management system for the College and development of a new Risk framework
- Introducing an Equity Scholarships program
- Development of a Risk Appetite framework to guide decision making for the College

The College Board acknowledges the selfless contribution of former Board Chair, Mr Sean McGing, who resigned following the Annual General Meeting in May 2019. Mr McGing served for eleven years as a Director and as Board Chair from 2018.

We also acknowledge the service of Sr Elizabeth Hellwig OP who served as a Director from 2014 to 2019 and for her rich and valued contribution to Dominican prayer and charism throughout this time, and Mr Neal Murphy who served as a Director from 2018 to 2019 with a particular contribution to the Policy Committee during this period.

Mr Michael Kral was appointed as a Director of the Siena College Board in April 2016, having served on the Risk Committee since 2015. Mr Kral brings much expertise to the Board in the area of risk management.

As 2019 drew to a close, the Board farewelled Mrs Robson-Garth as Principal of Siena College from 2007 to 2019. The Board recognises Mrs Robson-Garth's attributes as a highly-skilled, dynamic, inspiring and relational educational leader. In partnership with the staff of Siena, she shaped the College for future generations of students, and it is with profound gratitude that the Board thanks her for thirteen years of service.

Kath McCarthy
Siena College Board Chair

Education in Faith

Goals and Intended Outcomes

In this dimension, the College aimed to live the values of the Gospel through 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 identity through a Dominican lens. The Catholic school vision remained embedded in recruitment practices, approaches to professional learning and in curriculum resources and pedagogy.

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
- Review the Service to the Community program
- Further enhance the Religious Education program through curriculum design and delivery
- Further enrich the liturgical, contemplative and sacramental life of the College

Achievements

2019 College Theme

The year was shaped by the College theme, 'Called By Name'. Inspired by a quote from the Book of Isaiah this informed truth-seeking in many of our endeavours at Siena, including the Antonio de Montesinos Public Speaking Competition, Reflection Days, 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 75.5% compared with all schools 67.7%. The percentage of Catholic enrolments has fluctuated marginally over the past eight years as shown below:

Year	2012	2013	2014	2015	2016	2017	2018	2019
Year 7 Catholic Enrolments	71.7%	74.3%	75.9%	72.6%	74.8%	69.1%		

Religious Education

The Religious Education curriculum was framed to enable students to engage with a celebration of grace, peace, conversion and joy. Justice and service were integral to all units of study. Teachers continued to implement Siena Central across all Religious Education classes, whilst Religious Education Learning and Teaching was regularly reviewed and updated. Studies in Religious Education were enriched by seminars and visiting speakers as well as excursions to places of religious significance. Students participated in retreats and reflection days for all year levels, with Year 10 VCE Religion and Society Unit 1 students in particular engaging with interfaith dialogue with neighbouring schools and the Jewish Christian Muslim Association (JCMA).

Justice and Service

Siena's justice and service commitments remained consistent across 2019 and included the annual immersion for

Learning and Teaching

Goals and Intended Outcomes

In this sphere, the College sought to provide contemporary and effective learning opportunities to meet the needs of all students within the Learning Framework. Our newly developed Strategic Plan emphasises 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
- Reflection Days
- South African Immersion (Kopanang Trip)
- Year 9 Gifted and Talented day with Julie Arliss
- Year 11 Philosophy Ethics Olympiad
- Victorian Junior Gifted and Talented Philosophy Day
- CSIRO Partnership with Madeleine Burchill, Scientist
- Robogals Workshop
- Susan Alberti Medical Research Foundation Mothers Day Luncheon
- STEAM for Humanity Workshop
- Space School International Study Program NASA
- Visiting authors Kirsty Murray and visiting Poet Joel McKerrow
- Text Performances: *Bombshells*, *The Penelopiad* and Literature Workshop, *Cat on a Hot Tin Roof*
- Weekly Writers Workshop
- Shared Stories Anthology
- Year 9 Gardening Project
- French Student Exchange Program
- Italy Trip (Language and Cultural Immersion)
- Dante Alighieri Poetry Competition
- Debating Association of Victoria Competition
- Antonio de Montesinos Public Speaking Competition
- Senior Drama Performance Evening
- College Musical: *All Shook Up!*
- College Play: *The Importance of Being Earnest*
- Generations in Jazz Festival, Mt Gambier
- Solos and Chamber Ensemble Soirées
- Music Camp
- Williams Ross Architect Design Project
- Siena in the City Program – Religious Education: Where's Dominic
- County Court visits
- Australian Mathematics Challenge
- World of Mathematics Incursion
- Shape Your Destiny Careers Workshop
- Mini Tertiary Expo
- Alumnae Association Careers Showcase
- Vinnies Soup Van Street Retreat

Learning and Teaching

The Siena Learning Framework is the foundation for all classroom practice. 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.

In 2019, staff professional learning teams made 19 recommendations as a result of their Action Research based on utilising the High Impact Teaching Strategies (HITS) in the classroom. The main professional learning focus has been on developing and embedding the Siena Lesson Framework as a response to the 2018 recommendations. Staff Professional Practice Time provided the opportunity to work in level teams and across faculties. The Pedagogy Team led the professional learning sessions utilising an evidence based practice. Teaching staff trialled the shared learning in specific classes, analysed, and evaluated their findings in their professional learning level teams. This process has been a valuable opportunity for our teaching staff to focus on our classroom practice in delivering a structured lesson, stating learning intentions and success criteria, providing direct instruction, time for student collaboration and independent learning and an explicit closure of the lesson. Student voice was also an important part of the process.

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,

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 2019			
	Siena Students' Median Score	State Median	% at or above the national minimum standard
Reading	614	591	100%
Writing	592	560	98%
Spelling	613	588	98%
Grammar and Punctuation	605	580	100%
Numeracy	620	592	100%

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 2017 – 2019					
Proportion of Students Meeting the Minimum Standards					
	2017	2018	2017 – 2018 Changes	2019	2018–2019 Changes
Year 7 Reading	100%	100%	0%	100%	0%
Year 7 Writing	99.3%	100%	0.7%	100%	0%
Year 7 Spelling	100%	97%	-3.0%	98.7%	1.7%
Year 7 Grammar and Punctuation	99.3%	97%	-2.3%	99.3%	2.3%
Year 7 Numeracy	100%	100%	0%	100%	0%

Student Wellbeing

Cocurricular and Extra Curricular Activities

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 fundraising, developed House spirit and provided opportunities for positive interactions between year levels.

Student Voice

The Student Representative Council (SRC) was an integral part of the student leadership program. Students aspiring to leadership continued to participate in the Pillars Leadership Program. The program, based around the four pillars of Dominican life, Prayer, Study, Mission and Community, continued to be very well subscribed in 2019 and was further developed to include students from Year 7 to Year 12. The number of missed classes are recorded for each student on the Interim and Semester Reports.

Student Attendance and Retention in 2019

Rolls are marked electronically at the beginning of every day and at the beginning of every class. If a student is absent Students in Years 9 to 11 participated in a pilot program through CEM. The Australian Safe Kids and Young People (ASK-YP) Pilot Project ran in conjunction with Catholic Education Melbourne and Australian Catholic University. The survey results provided us with important feedback about what we are doing well and what areas may require further attention.

The vital component of safe environments is the active participation of young people in building school cultures that are respectful and inclusive. The results of this project informed the review and continuous improvement of the child safety culture at Siena College. The seven main questions asked students about the adults they interact with, and how they perceive those adults as knowing about, caring about and protecting young people from unsafe situations. The feedback was very positive. Some sample responses below:

Student Wellbeing

Stretch and Relaxation classes were offered in the hope that they may provide an opportunity for students to escape from the busy school day and do something for their own wellbeing. This was an opportunity for students to take some time to focus on their own self-care and develop some skills to help manage any stress they may be feeling.

Student Feedback from the Sessions

Thank you for giving us this opportunity to participate in this class. I had a great time and felt very relaxed and calm after. If we could have more of these classes, I would definitely come and invite my friends to as well.

I really loved the class today as did my two friends. It was a great time to just unwind and take our minds off everything else. We would love to do the class every week if not more!

Child Safe Standards

College Community

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
- Siena students represented the College at a range of community events over the year including the Susan Alberti Mother's Day Lunch, healthy lifestyle breakfast, political forums and local forums on climate and the environment
- Minna Jewell 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 2019 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 Jenni Screen OLY 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

Philanthropic Campaign

- In 2019 we hosted the 24-Hour Giving Day raising $101,595 on the day for Equity Scholarships. Further funds were raised post the event to facilitate a full Equity Scholarship for a student from Year 7 to Year 12
- Community events along with the Siena Parents' Association and the Alumnae Association partnerships raised a further $30,000 during 2019.

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.

Parent Satisfaction

The 2019 CEMSIS survey data in most fields reflected better than CEM average for secondary Colleges. Parent responses were very positive when asked if there were no barriers to parent engagement although indicators showed that parents were reluctant to take up the offers. The data also indicated strong respect for the College and its staff and reported that a high percentage of parents felt welcomed at the College and were prepared to reach out if they needed support. The parents' data supported the work that the College has been doing in matters of safety and College "fit". Both of these indicators are essential for building a sense of community and connectedness. The parent data was especially complimentary regarding the level of communication at Siena.

School Performance Data Summary

E1150
Siena College Ltd, Camberwell

School Performance Data Summary

School Performance Data Summary

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

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Tel: