



2024

Annual Report to the School Community



Siena Catholic Primary School

150 Eleanor Drive, LUCAS 3350

Principal: Shelley Ryan

Web: www.slucas.catholic.edu.au

Registration: 2115, E Number: E2079

Principal's Attestation

I, Shelley Ryan, attest that Siena Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 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 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 20 Mar 2025

About this report

Siena Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

Siena Catholic Primary School Vision

With Jesus in our heart, and in the spirit of St Catherine of Siena, we aspire to be a community of love and courage where learning and harmony flourish.

Siena Catholic Primary School Mission

As a highly effective and learning progressive Catholic school, we provide:

- A culture where every student is welcome to come close to Jesus
- A culture to excel where every student learns at high levels
- A culture of extraordinary care where every student is known and advocated
- A culture of possibilities where every student personalises their learning
- A culture of deep partnerships with students, families and community to enhance learning

School Overview

Siena Catholic Primary School opened in 2017 with an enrolment of 70 students from Foundation to Year 6. The school's name was chosen in consultation with the parish and wider community, honouring St Catherine of Siena. Jo Brewer was appointed as the Foundation Principal, guiding the early development of the school with a strong commitment to Catholic education.

St Catherine of Siena is a model of courage, compassion, and leadership. Living in the 1300s in Siena, Italy, she was deeply committed to nurturing and empowering others, mentoring those around her and responding to the needs of her community. She acted as a voice for justice, a peacemaker, and an advocate—qualities that align with our mission as a Catholic learning community. Like Eleanor Lucas, after whom the suburb of Lucas is named, St Catherine was a powerful example of service to others, making her an ideal patron for our school.

Enrolments

In 2024, enrolments reached 295 students. Siena continues to experience steady growth, demonstrating the community's trust in the quality of education offered. As part of the Diocese of Ballarat, Siena follows the centralised enrolment process for Foundation students. Families are invited to register interest via the school website and complete an online enrolment application. Enrolment tours and information sessions are held throughout the year to welcome prospective families.

Learning and Teaching

Siena is a vibrant Professional Learning Community committed to high-quality education. Staff work collaboratively to strengthen teaching practice and deepen student engagement. Professional development opportunities are embedded across the year, supporting staff growth and ensuring curriculum delivery reflects best practice.

Key programs such as the School Wide Positive Behaviour Program and Open Parachute support both social-emotional learning and wellbeing. Curriculum delivery is grounded in evidence-based approaches, with a strong focus on literacy and numeracy development across all year levels.

Building Program

Siena's facilities have expanded to accommodate growing enrolments and evolving learning needs. The second building, completed in 2017, added six general learning areas, a dedicated Art room, and additional amenities. The Administration and Multipurpose spaces were completed in 2019, followed by the construction of a four-classroom open learning

building in mid-2020. In 2021, the Multipurpose space was extended, doubling its capacity and enhancing opportunities for whole-school gatherings, sport, and the arts.

These developments support flexible, inclusive, and contemporary learning environments that reflect the school's commitment to educational excellence.

Religious Education

As a Catholic school in the Diocese of Ballarat, Siena follows the Awakenings Religious Education curriculum. Students regularly participate in prayer, liturgies, and whole-school worship. Families are warmly welcomed to Friday Whole School Prayer and other liturgical celebrations throughout the year.

Baptised Catholic students participate in the Parish Sacramental Program in collaboration with their families. Siena is part of the St Patrick's Cathedral Parish, alongside St Thomas More and St Patrick's Primary School. In 2024, we were pleased to welcome St Columba's into the Parish community, strengthening our shared faith journey.

Principal's Report

This report provides an overview of Siena Catholic Primary School's progress towards the 2024 Annual Action Plan goals, highlighting the successes, growth areas, and challenges that have influenced student outcomes. Siena Catholic Primary School is a **Professional Learning Community (PLC)**.

We focus on the **three big ideas**:

1. **A focus on learning**
2. **A focus on results**
3. **A focus on collaboration**

As we look to 2025, these challenges are viewed as opportunities to strengthen our mission and enhance the learning environment for all.

Catholic Identity and Culture

Siena continues to foster a rich Catholic culture grounded in tradition, prayer, and sacramentality. Significant collaboration with the St Patrick's Cathedral Parish and local schools—coordinated through the leadership of Religious Education Leader Lisa Kennedy—has strengthened our faith identity and connection to the wider Church. Whole-school liturgies and sacramental programs have been well-supported and meaningfully integrated into school life.

Leadership and Staff Capacity

A distributed leadership model, informed by Duignan's work, was embedded in 2024 to engage staff more actively in school improvement. Deputy Principals Melita Corfee and Danielle Wilson have led with commitment and clarity, supporting a culture of collaboration and shared accountability. Staff development has been supported through the implementation of SIMON, promoting consistency in communication, assessment, and student tracking.

A focus on data literacy across F–6 has enabled teachers to set informed goals and adjust instruction based on student needs. This has underpinned a commitment to evidence-based practice and continuous improvement. Capacity building will continue in 2025 as we transition to the FLARE (Foundation Literacy Assessment and Reporting Environment) approach.

Staffing and Community

We acknowledge the dedication of our teaching staff and Enrichment Educators, whose commitment to high-quality learning and care ensures that students remain at the centre of all we do. All staffing positions for 2025 have been finalised, including the addition of an Italian Assistant (FTE 0.3) to support the Co-Learner Language Program.

We extend our gratitude to departing staff—Helen Shellard, Brett Mason, Laura Parker, and Georgina Wilson—for their contributions to Siena and wish them well in their future endeavours.

Student Engagement and Enrichment

Student agency continued to grow in 2024, with student leaders contributing meaningfully to assemblies, environmental initiatives, fundraising events, and community partnerships. Students participated in programs such as Bike Ed, River Detectives, and Clubs at Break, fostering leadership and environmental awareness.

A broad range of enriching experiences complemented classroom learning:

Camps: Kangarooobie (Years 5/6), Cave Hill Creek (Years 3/4)

Excursions and Incursions: Local and Melbourne-based educational visits

Specialist Programs: Performing Arts, Visual Arts, Physical Education, and Earthcare (Kitchen Garden)

Growth and Enrolments

Siena concluded the 2024 school year with 298 students, reflecting consistent growth of approximately 10% annually over the past two years. This steady increase highlights the school's strong reputation and the community's trust in the quality of Catholic education offered.

Community Partnerships and Council

Sincere thanks are extended to the School Advisory Council for their considered input and for representing the voice of families. Appreciation is also expressed to the Fundraising Committee and the wider parent community for their generosity, ongoing support, and constructive feedback throughout the year.

As a Catholic learning community inspired by the charisma of St Catherine of Siena, we remain committed to nurturing a school culture of love, courage, and excellence. The collective efforts of staff, students, and families in 2024 have laid a strong foundation for the year ahead. We look forward to continuing this journey in partnership, united in our vision to provide outstanding learning and care for every child entrusted to us.

Kind regards,

Shelley Ryan

Catholic Identity and Mission

Goals & Intended Outcomes

CULTURE OF CATHOLIC IDENTITY

Build a Catholic learning community that engages the learner through experience, encounter and dialogue

Key Priorities:

In the spirit of St Catherine of Siena, and in alignment with our school's Vision and Mission, the Catholic Identity Leader has worked to:

1. *Nurture and strengthen Siena's Catholic identity as a lived expression of our Vision and Mission so that students make authentic connections between faith and life*
2. *Support staff to intentionally plan for meaningful connections between life and faith, fostering authentic and relevant experiences for students*
3. *Ensure that the whole school community actively participates in the rituals and traditions of the Catholic faith in a way that is inclusive, reflective and transformative*

Achievements

Celebrations and Achievements

Teaching and Learning

The school endeavoured to deepen staff theological knowledge and liturgical leadership capacity through targeted formation and collaborative planning. Jo anne Van Der Voort from Dobcel, supported this planning in unpacking the Awakenings Religious Education Curriculum and deliver the Fullness of Life Program.

Sacramental Program

This year, we deepened our partnership with the Cathedral Parish through the implementation of school-based sacramental instruction, with a centralised parent information evening hosted at the Parish for each Sacrament. Preparation sessions have been held during school hours, supported by Father Ed Maloney, who has made valued visits to lead the final sessions with students. This structure has allowed for greater student engagement and strengthened the Parish–School–Family partnership.

Whole School Liturgies and Prayer Life

Our whole school community has continued to grow in its understanding and expression of Catholic liturgical traditions:

Teachers have developed confidence in leading class and whole-school prayer, supported by professional learning and clear liturgical guidelines.

- Students have been actively involved as readers and leaders in major liturgical celebrations, including Mother's Day, Father's Day, Mission Month, and the Feast Day of St Catherine of Siena.
- During Holy Week, each class offered a reflective interpretation of a Station of the Cross as part of our community Easter Picnic—an initiative that continues to grow in depth and impact.
- We gathered as a whole school community at St Patrick's Cathedral to mark both the beginning and end of the school year with a shared celebration of the Eucharist.

Classroom Prayer and Resourcing

In 2024, we continued to embed daily classroom prayer as a central practice of our Catholic Identity. Staff were supported with a suite of age-appropriate resources, including:

- Liturgical calendars, handheld crosses, and sacred prayer spaces
- Prayer journals and class prayer books
- Children's Bibles and Bible storybooks.

These resources, alongside ongoing mentoring, have empowered staff to create meaningful and developmentally appropriate prayer experiences for students.

Value Added

- Caritas: Project Compassion and Mission Month
- Social Justice Year six leadership
- Whole School Prayer on a Friday afternoon led by classroom and the children
- Newsletter reflections by students reflecting on celebrations
- Sacramental Meetings onsite
- School leading sacramental student meetings in an allocated time slot across the week, led by the Catholic Identity and Mission Leader

Learning and Teaching

Goals & Intended Outcomes

CULTURE TO EXCEL

Delivery of the highest levels of learning

CULTURE OF EXTRAORDINARY CARE

Engage in partnerships to optimise inclusion, learning and wellbeing

Key Priority:

Strengthen PLC and pedagogical practices to ensure high levels of learning for all

Siena Catholic Primary School is a **Professional Learning Community (PLC)**.

We focus on the **three big ideas**:

1. **A focus on learning**
2. **A focus on results**
3. **A focus on collaboration**

Achievements

Literacy:

In 2024, the Literacy Leader role for Foundation to Year 6 began with a focus on building confidence and capability to lead literacy improvement across the school. A key priority was establishing trust with colleagues and developing the confidence to support the professional growth of others.

Systematic Sythetic Phonics and evidenced based practices:

Over the year, capacity has grown significantly in leading the implementation of PhOrMes (Phonics, Oral Language, Morphology, and Spelling) in Years 3–6 and in facilitating professional learning sessions that have strengthened instructional practices. The successful training and implementation of the Sounds-Write program in Foundation to Year 2 has

supported the delivery of a structured synthetic phonics program with fidelity across early years classrooms.

Highest levels of learning:

Throughout the year, there has been a growing proficiency in facilitating data-informed conversations with staff, with a focus on analysing Tier 1 instruction and driving improvement in student literacy outcomes. These experiences have enhanced leadership skills and deepened the school's commitment to evidence-based literacy practice.

Siena staff will continue to deliver high-quality, explicit instruction and ensure cohesive and targeted literacy development for all students across the school.

Numeracy:

In 2024, Siena Catholic Primary School made significant progress in strengthening a data-informed, collaborative culture in Mathematics. Through targeted professional learning and strengthened PLC inquiry cycles, teaching practices have become more consistent, responsive, and focused on student growth.

Key Achievements:

Facilitated planning has embedded the use of data, Learning Intentions, Success Criteria, and proficiency scales to guide differentiated instruction. WINN Time (What I Need Now) has been introduced across classrooms, supporting targeted intervention and extension. Best practices such as mathematical vocabulary, open-ended problem solving, and clinic grouping are now evident in planning and instruction.

Lesson design has been strengthened using Peter Sullivan's structure, ensuring challenge, scaffolding, and consolidation. Classrooms are consistently resourced to support high-quality mathematics instruction.

Student Engagement & Achievement:

Student confidence has grown, with increased engagement in goal setting and self-monitoring through proficiency scales. Participation in the OZ ROCKS competition saw Siena achieve third place among nearby Victorian schools.

Building Teacher Capacity:

Staff have engaged in professional learning through DOBCEL Maths Bites, Michael Ymer

PD, and Selena Fisk's Data Storytelling sessions. A shared understanding of high-impact strategies and the role of data in planning is now evident across teams.

Assessment & Data Use:

Essential Assessment, PAT Maths (Adaptive), CFATs, and MAI data are being used to guide instruction, inform reporting, and identify trends. Data conversations are embedded in planning to support evidence-based decision making.

Community Engagement:

Parent communication through the Maths Matters @ Siena newsletter and a successful Learning Walk has strengthened home-school partnerships. Connections with local schools are being explored to expand collaborative opportunities.

Italian:

In 2024, Siena Catholic Primary School experienced significant growth in the implementation and leadership of the Italian Language Program through the Thinking Curriculum and Languages (TCL) initiative. While the leadership role began with limited prior experience in Italian language instruction, a strong focus was placed on building knowledge, relationships, and confidence to lead staff and support program success. This was well supported by the Catholic Education Ballarat Language Education Officer.

Key achievements:

Development of Italian resource boxes for each classroom, streamlining preparation and ensuring consistency across year levels. Structured Seesaw assessments were introduced to support student learning and provide valuable feedback. These assessment practices were well-received and have since influenced approaches in other schools, demonstrating Siena's broader impact.

Professional learning opportunities were facilitated for staff, and support was provided to navigate pacing and curriculum implementation. The program was consistently represented in leadership forums, including the Guiding Coalition.

Student engagement was enriched through the introduction of Year 6 Italian Leaders and rotating classroom assistants, helping foster a vibrant culture of language learning. Events such as Il Palio Day and various community initiatives further strengthened visibility and celebration of Italian at Siena.

Despite initial challenges, including leading a new program, building staff trust, and managing workload without additional support, the program has continued to thrive.

With Siena now recognised as a Thrive School, priorities include embedding visible Italian across the school, establishing an Italian garden and cooking program, and leveraging a new Italian assistant to enhance student engagement and strengthen program sustainability.

Elearning:

Cybersafety and DigiTech: We engaged Inform and Empower to present a webinar to parents in October as a taster for 2025. The school has engaged in reporting on DigiTech this year which has been an exciting insertion into the learning and Teaching Space. We have worked on implementing a tighter security monitoring system of Hapara and this also has wellbeing alerts for students. This has assisted in the Technology breaches being reduced. Siena endeavours to have technology support learning through the use of devices ipads one to one in Foundation to Year two and Chromebooks for Years three to six. We embed the teaching across the curriculum.

Achievements:

- Engaged Inform and Empower
- Implementation of JAMF and Hapara for increased cybersecurity of school security

Student Learning Outcomes

The school has maintained a strong focus on improving student learning outcomes in Literacy, with a focus on Writing, and Numeracy. 2024 results demonstrated improved levels of performance, particularly in Reading and Numeracy, however still need to grow improvement to be at state mean.

Year 5 results in NAPLAN for Writing, Spelling, Grammar and Punctuation, Reading and Mathematics for 2024 continue the trend since 2019 which sees the schools mean aligning more closely with the State Mean. Continuing to develop teacher skill and capability to direct teaching at explicit points of need will support in enhancing student level of achievement.

Response to Intervention programs such as those delivered by qualified staff (MacqLit, MiniLit and PreLit), are implemented across the school. The Learning Diversity Leader works together with teachers and Learning Support Officers to devise a timetable to enable support programs to occur and equitable support for students and teachers.

Weekly meetings are held between LDLs and LSOs and for the Guiding Coalition to facilitate optimum communication.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 387 | 51% |
| | Year 5 | 491 | 61% |
| Numeracy | Year 3 | 392 | 61% |
| | Year 5 | 493 | 78% |
| Reading | Year 3 | 414 | 75% |
| | Year 5 | 486 | 76% |
| Spelling | Year 3 | 400 | 63% |
| | Year 5 | 463 | 61% |
| Writing | Year 3 | 398 | 79% |
| | Year 5 | 470 | 60% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

CULTURE OF POSSIBILITIES

Nurture the development of the whole person by providing a rigorous and engaging curriculum that inspires and empowers individuals to be responsible citizens of the world

Key Priority:

Strengthen PLC and pedagogical practices to ensure high levels of learning for all

CULTURE OF EXTRAORDINARY CARE

Engage in partnerships to optimise inclusion, learning and wellbeing

Key Priority:

Build learner agency in order to provide opportunities for co-constructing and personalising learning to develop as a highly effective and learning progressive school

Achievements

The Deputy Principal (Community Engagement, Wellbeing & Learning Diversity – F–2, Semester 2) and the Wellbeing Leader have worked collaboratively to lead key strategic improvement areas at Siena.

The Counsellor was supported through induction processes, including assistance with timetabling and the use of the SIMON platform. Weekly meetings between the Wellbeing Leader, Deputy Principal, Counsellor and Principal were established to provide ongoing guidance and reflection. The Counsellor successfully implemented the Peaceful Kids social and emotional intervention program, along with targeted social groups, contributing to a noticeable improvement in student wellbeing, as reflected in behaviour data recorded in SIMON.

Learning Diversity:

In 2024, Learning Diversity Leadership introduced two positions Year F-2 and Years 3–6. Each leader played a key role in enhancing teacher capability, supporting learners and strengthening inclusive practices at Siena.

A major focus was supporting staff in navigating the SIMON system and contributing to high-quality Personal Learning Plans (PLPs). Through step-by-step guides, SMART goal professional development, and the creation of consistent comment banks, staff were equipped to enter and track data confidently and professionally. This work supported the development of high-functioning PLCs, ensuring teachers could collaboratively analyse and respond to student needs.

Students with additional needs were empowered through increased participation in Program Support Group (PSG) meetings in Terms 3 and 4. This inclusive approach gave students the opportunity to reflect on their learning, celebrate progress, and set future goals—fostering learner agency and ownership.

Strong relationships with students, families, and allied health professionals have remained central to supporting learners with disabilities and diverse learning needs. Ongoing leadership in this space has contributed to a culture of care, collaboration, and high expectations across the school.

Siena will continue to :

- Deepen evidence-based practices in PLCs, particularly around data-informed planning and differentiated support.
- Further embed SMART goal development, with a focus on personalisation and increased student input in goal setting.
- Enhance student agency through structured and regular involvement in PSG processes, supporting self-assessment and student-led reflection.
- Strengthen collaboration with families and professionals to ensure consistency of support across school and home environments.

Siena remains committed to ensuring all students, particularly those with additional needs, experience success, challenge, and inclusion in every aspect of their learning.

Wellbeing and Student Engagement:

The **Open Parachute** program was implemented across all year levels with positive feedback from staff and students. Funded by the Sebastian Foundation, the program

included guest speakers from Hand in Hand Ballarat for World Mental Health Day and will continue into 2025.

The **Peaceful Kids** intervention program was delivered each term, facilitated by the Pastoral Care team, with staff professional learning provided to enhance implementation.

Increased student involvement in **Program Support Group** meetings supported learner reflection, ownership, and goal setting.

Behaviour Support & Recognition

The school-wide Behaviour Flowchart and Tracker were revised collaboratively with staff. Major incidents reduced from 115 to 66, with teachers managing minor behaviours more effectively. A new commendation system resulted in over 1,200 positive behaviour acknowledgements, reinforcing a positive culture of recognition.

Community & Staff Engagement

Staff wellbeing was supported through World Teachers' Day celebrations, report-writing kits, and staffroom wellbeing initiatives. The Wellbeing SIT Team met each term to align cohort-specific goals and share strategies.

SchoolTV was launched to share evidence-based wellbeing resources with families, complementing events such as the Mission Fete, Cyber Safety sessions, and community celebrations.

Value Added

Programs & Events:

Earthcare supported by Catholic Earthcare & Resourcesmart

Performing Arts - Siena's Got Talent

The Visual Arts Show

Open Parachute Tier One Mental Health Program

Clubs ran by staff at Break time to engage students

Ballarat City Council Student Voice Network - Collaboration with two other State Schools with leaders from all Year levels attending, led by Shelley Dalrymple.

Building and Grounds

We have added many interactive and engaging spaces within the classrooms and to the Siena outdoor spaces. I would like to acknowledge Gen Wilmott for her wonderful collaboration, coordination and management of funds to enable these wonderful works to occur. To our outdoor space we have added a Gaga Pit, Sports Shed, x 2 shelters for end of school pickup and sport classes, Community Village- 5 Cubbies, a Yarning Circle, Vegetable Garden, Water tanks and the front garden space (Work in progress). Indoors we have painted building one, refurbished a classroom in building one, building three and added some partitions to create usable spaces for learning, and updated tables and chairs for classrooms and the staffroom. Greater engagement means greater inclusion for students.

Student Satisfaction

Australian Wellbeing in Education Survey (AWE) celebrations:

Wellbeing Enablement score 8.2 (high)

Bullying score 2 (slightly below average)

Students; 1% increase in Peer Relationships, Bullying decrease by 13%, Sadness decreased by 4%,

Junior resilience has improved from Semester

Staff: 46% of staff high resilience, work with pride & job satisfaction increased by 3%, work happiness 8% increase

Bullying still prevalent however has reduced

Staff wellbeing enablement is high

No Insight SRC Data available

Student Attendance

Attendance is marked daily by teachers via SIMON.

Administration staff contact parents via text message if their child is absent.

An absentee flowchart is followed by staff to monitor student attendance.

Average Student Attendance Rate by Year Level

Foundation- 91.26%

Year 1- 89.18%

Year 2- 89.49%

Year 3- 87.09%

Year 4- 87.65%

Year 5- 85.04%

Year 6- 85.67%

Average overall attendance: 87.91%

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y01 | 91.7 |
| Y02 | 92.9 |
| Y03 | 90.5 |
| Y04 | 90.7 |
| Y05 | 90.0 |
| Y06 | 91.3 |
| Overall average attendance | 91.2 |

Leadership

Goals & Intended Outcomes

CULTURE TO EXCEL

Delivery of Highest Levels of Learning

Key Priorities:

Strengthen PLC and pedagogical practices to ensure high levels of learning for all

Exploring and building practice in the area of distributed leadership structure

Share knowledge and understanding regarding the engagement of all staff in the area of school improvement

Building capacity to use tools that support whole school development e.g. SIMON

Achievements

Leadership and Staff Capacity

A distributed leadership model, informed by Patrick Duignan's work (2011), was embedded in 2024 to engage staff more actively in school improvement. Deputy Principals Melita Corfee and Danielle Wilson have led with commitment and clarity, supporting a culture of collaboration and shared accountability. Staff development has been supported through the implementation of SIMON, promoting consistency in communication, assessment, and student tracking.

A focus on data literacy across F–6 has enabled teachers to set informed goals and adjust instruction based on student needs. This has underpinned a commitment to evidence-based practice and continuous improvement. Capacity building will continue in 2025 as we transition to the FLARE (Foundation Literacy Assessment and Reporting Environment) approach.

Staffing and Community

We acknowledge the dedication of our teaching staff and Enrichment Educators, whose commitment to high-quality learning and care ensures that students remain at the centre of all we do.

Together with the Leadership Team, Guiding Coalition, Consultative Committee and the School Advisory Council Siena seeks to hear the voice of our community. This assists in the School Improvement of Siena with a strategic focus, in line with the Annual Action Plan priorities to drive future improvement and full engagement of our learners so that they are future ready.

Implementation of a new leadership structure called the Guiding Coalition:

Leadership Team 2025

Principal: Shelley Ryan

Deputy Principal ~ Curriculum & Learning Culture: Melita Corfee

Deputy Principal ~ Wellbeing and Community Engagement: Danielle Wilson

Guiding Coalition 2025:

Catholic Identity, Faith & Mission Leader: Lisa Kennedy

Literacy Leader: Tamara Wade

Elearning Leader: Carla Watson

Italian Teacher as Co-Learner Leader: Tim Gilbert

Wellbeing Leader: Kara Bond

Learning Diversity Leaders: Tonia Burrridge & Helen Shellard

Learner Agency:

A Community of Practice has been established in relation to the Student Agency with members of the St Thomas More staff and ourselves. This has come about through our ongoing partnerships with our Parish Schools, a commitment to Meerkating and the alignment of Annual Action Plan priorities.

After seeking Expressions of Interest from staff, Shelley Dalrymple and Scott Walker have joined Helen Shellard as Siena's representatives on this Community of Practice. Shelley presented some of the work that has occurred at Siena to Catholic Education Ballarat.

As a result of the Learner Agency I have seen tremendous progress where our students have thrived in leadership. The Year 6 School Leadership Group has been inspiring to work alongside, where every child had a leadership role and took responsibility for an area within our school. They have shown initiative and led by example and collaborated with the Staff

Leadership Team to give us counsel for school improvement. I have been so proud to see them flourish.

| Expenditure And Teacher Participation in Professional Learning | |
|--|-----------|
| List Professional Learning undertaken in 2024 | |
| Professional Learning Opportunities for Staff: Sounds Write Training All Years F-2 staff Mathematics: Essential Mathematics, Michale Ymer F-6 PHORMES: Spelling and Grammar Whole School Catholic Earthcare: Whole School Network Days for all leaders across the year Spelling webinars SIMON Training Italian PL Days Ballarat and Melbourne Resourcesmart Diocesan Leadership Gathering - DOCEL Principals CZPPA Central Zone Principal Network Partnership Meetings: DOBCEL Data Literacy: Selena Fisk Learner Agency Community of Practice Spiritual FormationPilgrimage: DOBCEL Introduction to FLARE Inform and Empower | |
| Number of teachers who participated in PL in 2024 | 38 |
| Average expenditure per teacher for PL | \$1850.00 |

Teacher Satisfaction

According to the Insight SRC data School Morale (from 66-77%) and Teamwork (from 69-78%) had increased to be over the average mean for other like schools, since the last survey. We will continue to work on managing work demands and professional learning opportunities for staff.

The Community Engagement Aggregate Indicator places Siena at the mean score for Australian schools. This is an indication of parent satisfaction in their involvement in the child's education. Data also indicates parents' high level of confidence in the educational programs provided addressing the needs of their children.

Learning Walks for parents, related to the school's approach to Teaching and Learning continued in 2024. Parents felt these had provided an excellent opportunity for them to gain an understanding of the Teaching and Learning taking place. At the end of each of these sessions we offer parents an opportunity to discuss what they saw with staff and to ask questions. It also offers staff the opportunity to seek feedback and information from parents.

Seesaw continued to provide communication between home and school, providing a window into the children's learning in the form of a digital portfolio. This was supported across the year through reporting each semester, welcome conversations and 3 way conferences.

| Teacher Qualifications | |
|--------------------------|----|
| Doctorate | 0 |
| Masters | 4 |
| Graduate | 1 |
| Graduate Certificate | 1 |
| Bachelor Degree | 22 |
| Advanced Diploma | 2 |
| No Qualifications Listed | 2 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 26 |
| Teaching Staff (FTE) | 23.02 |
| Non-Teaching Staff (Headcount) | 14 |
| Non-Teaching Staff (FTE) | 10.47 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

CULTURE OF POSSIBILITIES

Promoting Inclusion, Partnerships, and Student Agency

Build learner agency in order to provide opportunities for co-constructing and personalising learning to develop as a highly effective and learning progressive school

Key Priorities:

Partnering with families to provide multiple opportunities to engage with the school about their child/s learning and their own learning - in order to build a positive and supportive environment for all

Achievements

Sincere thanks are extended to the Fundraising Committee for their ongoing commitment to strengthening community connection at Siena. In particular, we acknowledge the leadership and dedication shown in coordinating fundraising and social events throughout the year. These efforts have made a meaningful contribution to the life of the school and supported initiatives that benefit all students and build a sense of community for parents and carers. As a young and growing school, Siena continues to build a strong foundation for high-quality education, while seeking innovative and progressive approaches to learning and community engagement.

We would like to acknowledge the fundraising efforts of the Fundraising Team which has assisted in the purchase of Sports tops for our children, giving them a unique identity in our community, when representing Siena. As mentioned above this has also assisted in the purchase of the 5 cubbies in the Community Village and Yarning Circle.

Learning Walks for parents, related to the school's approach to Teaching and Learning continued in 2024. Parents felt these had provided an excellent opportunity for them to gain an understanding of the Teaching and Learning taking place. At the end of each of these

sessions we offer parents an opportunity to discuss what they saw with staff and to ask questions. It also offers staff the opportunity to seek feedback and information from parents.

School and Community Partnerships initiatives:

- Earthcare and Kitchen Garden
- The ART Show was an outstanding success
- Riding Bus- Jane McErlain, Melita Corfee and Tim Gilbert brought this to life. This was positively supported
- Bike Education- Jane McErlain where this led to an idea of seeking parents' thinking around riding to local events and the cricket day was a huge success.
- Tree Planting and support from Bunnings, Ballarat City Council and Intergra for donations
- Poppy Project for Anzac Day
- Resourcesmart and Catholic Earthcare
- Parent donations to assist our Earthcare program: Jenny and Rachel Muir have provided us with seedlings to grow native plants to the area
- Hot Chocolate vouchers for weekly Commendations for actioning the school values of Courage, Respect, Responsibility & Safe donated by Bean on the Run
- SEDA sport
- District and Eureka Sport
- Rotary Alfredton

Kelly Sports Enrolment Numbers

Kelly Sports continue to offer the opportunity for children on Monday evening after school. Numbers have remained steady across the year for this to be an activity for after school, however term 4 numbers are lower:

Term 1: 7 (1 of these was a Free Enrolment using the Voucher donated in 2023)

Term 2: 8

Term 3: 9

Term 4: 4

OSHC Enrolment Numbers

Term 1- 367 bookings for the term

Term 2- 478 Bookings for the term

Term 3- 471 bookings for the term

Term 4-526 booking for the term

The current weekly average is sitting at 12

Enrolments Numbers

Currently 44 Children

Parent Satisfaction

Invitation for all families to be a part of our Catholic School Culture has increased participation in many of our events. It was observed that families have had a higher attendance at School Masses and Whole School Prayer. Through the use of Seesaw and making parents aware of when their children are receiving awards we have had greater attendance at assembly on a Monday.

According to the Insight SRC data parent responses showed high satisfaction in the areas of Parent partnerships (78-81%), school improvement (80-83%) and stimulating learning (83-90%). We will continue to work on the areas of behaviour management and reporting to families.

The Community Engagement Aggregate Indicator places Siena at the mean score for Australian schools. This is an indication of parent satisfaction in their involvement in the child's education. Data also indicates parents' high level of confidence in the educational programs provided addressing the needs of their children.

We sought feedback from families to understand who was using YMCA After School Care and if there was a need for Before School Care. This was received with a positive response, to be trialled in Term 1, 2025.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.slucas.catholic.edu.au