



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2015

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name Siena Catholic College

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Principal's Foreword

Introduction

Named after St Catherine of Siena, Siena Catholic College aims to educate the whole person: intellectually, culturally, physically, emotionally and spiritually. The College badge sums up the ethos that Siena seeks to establish and maintain: PRAYER, CARE and LEARNING. Within this context the school community strives to promote and uphold Christian values and to foster and applaud the talents and potential of each student.

In the 19 years since its establishment, Siena has developed a reputation for the breadth of its formal curriculum and co-curricula programs. In line with the mission of a Catholic school, a strong emphasis on inclusive education has evolved with subjects catering for a wide variety of student interests and abilities. Students are offered a myriad of co-curricula opportunities in both the visual and performing arts and other cultural activities, sporting teams access to activities that offer service to the local and wider community and programs that extend students intellectually.

Student welfare is a high priority at Siena with a well-developed Student Protection plan to ensure that the individual student is known and understood as a person.

School Profile

Siena Catholic College is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 907 Girls 470 Boys 437

Characteristics of the student body

Siena has six cohorts of approximately 150 students in each year level. The majority come to the College from Siena Primary School, Stella Maris School (Maroochydore) and, to a lesser extent, Our Lady of the Rosary School (Caloundra), with the remainder from many state schools from the Maroochydore, Buderim, Mooloolaba, Sippy Downs and Caloundra areas of the Sunshine Coast and elsewhere in the state or interstate. The "turnover" of students is normally about 5%.

In 2015, 87.6% of students were Catholic, 2% of students were of indigenous descent, and 72% came from families whose income is above average.

Vertical House Groups are an important aspect of Siena's Student Support program. Students are grouped into Houses and then again into sub-groupings of these Houses each of which contain students from across all year levels. These groups meet morning and afternoon for roll marking etc and given students stay in the same House Group as they move through the year levels, a strong bond is formed amongst its members and teacher.

Our Student Representative Council allows elected students to gather at regular intervals to discuss issues that affect the student body with input from all year levels. Years 7 – 10 SRC female and male members represent a given core group as a , while Year 11 has 20 elected members from across the cohort. Our Year 12 structure sees positions held as Convenors of Committees or Houses along with the male and female College Captains. The leaders convene the following committees; Liturgy, Indigenous Relations, Social Awareness, Health and Environment, Sport, Cultural, Social and Public Relations. Each of the SRC representatives from Year 7 to 11 align themselves with one of these committees.

Our distinctive curriculum offerings

Siena offers subjects that cater for students in both the OP and VET pathways. Years 7 & 8 students study core and rotation subjects with an element of choice in Year 9 and a greater range of choice in Year 10 as students begin to recognise their particular areas of interest and strengths. Term length units give each subject more time and therefore depth of study as well as reducing the assessment workload on students. Many certificate level courses are school-delivered through both Siena's registration as a Registered Training Organisation and external providers. Students also have access to many other certificate courses through the Sunshine Coast Institute of TAFE and the University of the Sunshine Coast's Headstart Program, its campus being adjacent to Siena. A significant number of students undertake School-based Apprenticeships and Traineeships (SATs). Program Challenge is an extension elective offered to students in Year 10 which is designed to engage students who would benefit from extension beyond the usual curriculum and includes a mentorship program - students are matched with a mentor from the community who has experience in the students particular area of interest and together they work to produce an independent project.

The "Beautiful Siena Women/Worthy Siena Men" program involves all year levels and explores what it means to be a positive and appropriate male or female in today's society. The program seeks to challenge the sometimes negative messages of popular media by affirming their inherent value as young men and women through the age-appropriate activities scheduled each term.

Extra curricula activities

Siena offers students a broad range of cultural, academic, service, social awareness and sporting extra curricula opportunities, made possible by the generous giving of time by staff, parents and community members. Cultural: College Show Band, Concert Band, Strings Ensemble which sees many students selected for the State Honours program; a biennial Musical offset by entry in the Sunshine Coast Dance Eisteddfod every other year; Choir, including participation in the Sunshine Coast Vocal Eisteddfod; Debating teams and Public Speaking competitions. Academic: Tournament of the Minds, Maths Challenge for Young Australians, Readers Cup and Literature Circle, ASX sharemarket game, Future Problem Solving competition, OZCio, Da Vinci Decathlon, Extreme Science Experience and other Maths/Science/Technology competitions. Social Awareness: Disabled Surfing, Relay for Life, Vinnies Sleepover, Smith Family Reading Program. Sports: Netball, Touch, Soccer, Rugby League, Rugby Union, Tennis, Water Polo, Volleyball, Basketball.

How Information and Communication Technologies are used to assist learning

All students (across Years 7-12) and staff having access to their own laptop/computer. The College is presently transitioning from a Windows environment to an Apple platform and by 2017, all students and teaching staff will operate on an Apple platform. A comprehensive wireless network operates, allowing all users access to the school network from any point in the College. Each teaching space in the College has either an interactive whiteboard projector or a large flat screen television to further assist with digital and online learning, allowing easy access to a large range of Web2 tools. The installation of Apple TV's across the campus is also an ongoing project in the transition to Apple, allowing projection of any screen in the class with ease for sharing of work. Teachers make much use across subject areas of hardware and programs such as: Clickview; GPS units; GIS; data loggers; Graphics programs; Adobe Creative Suite; Garage Band; iMovie; Sibelius; RoboC and Lego Robotics. Siena also makes very good use of the range of capabilities within the BCE Sharepoint, such as: Student Workspaces (a document storage space for each subject); MySite (collaborative document sharing); LIFE (an online learning management system). Siena has an organised approach to cyber education of the students, with cyber education and digital citizenship incorporated across all year levels and a range of subject areas. The topics covered are selected as being important to the particular year levels. Siena has allocated middle management position of ICLT Program Leader and that person works with staff and students to ensure digital technologies are being used most effectively at the College.

Social climate inclusive of pastoral care and our response to bullying

Siena is known for the "Siena Spirit" which is developed through a strong commitment to the "Prayer" and "Care" elements of the school ethos and is characterised by the positive students/staff relationships. A strong pastoral focus on students is generated through the vertical House Group system and the provision of a Pastoral Leader for each Year Level. Additionally, Year 7 students are assigned a Year 12 Buddy from their House group who assists them with the transition to secondary school. These systems and people ensure students are known and "tracked" as they move through the school. They are supplemented by a Assistant Principal - Students, Guidance Counsellors, Campus Minister and trained Year 11/12 Peer Support students. There is a strong focus on positive relations using a Shared Responsibility process through which all involved, whether it be student, staff member or parent, agree to take responsibility for behaviours to move to a positive outcome. Siena has a comprehensive Good Relations (anti-bullying) program.

Parent, student and teacher satisfaction with the school

Siena does not advertise for enrolments but continues to be a high demand school. A common theme heard at enrolment interviews is that the prospective families know of several other families who have children at Siena and both the children and parents speak highly of what Siena offers. Two areas continually named as its strengths are a strong sense of community and a holistic education that is student focused. This is strongly supported by data gathered from parents, students and staff as part of an ongoing Internal School Review Surveys and other anecdotal information.

Parent involvement in their child's education

Parents are encouraged to partner with Siena to achieve the best outcomes for their children in the following ways:

- monitoring their child's Student Diary and published Assessment Planners to assist with self organisation and time management.
- critically evaluating Student Academic Reports and meeting with teachers to discuss them at either twice-yearly scheduled Student Progress Meetings or by individual arrangement.
- reading emailed weekly newsletters to be informed of what is happening in the school.
- accessing the online Parent Portal.
- responding to surveys that request parent input on planning and renewal processes.
- using appropriate communication channels to query school policies and procedures where concerns are held or inconsistencies noted.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	79	43
Full-time equivalents	68.42	19.83
Aboriginal and Torres Strait Islanders	2	

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	0
Masters	11
Post Graduate Diploma/Certificate	42
Bachelors Degree	22
Diploma/Certificate	4

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 85 000

The major professional development initiatives were as follows

- Teacher Learning Cycles to introduce/up-skill staff to the LIFE learning management program.
- Digital Learning in-services in staff - determined areas and the third phase of the Mac rollout to staff.
- Qualifications and currency maintenance for VET staff.
- Ongoing roll out of the new Australian Curriculum
- Engagement with the BCE's Delivering Excellent Learning and Teaching (DELT) strategy with the focus on student literacy.
- Introduction of BCE's Student Reporting System.

School Income by Funding Source

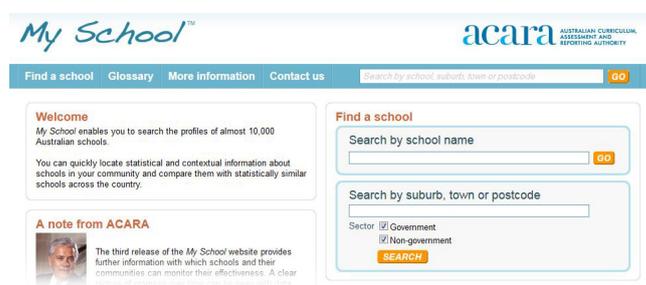
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.99 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 98.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	94.00 %
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Prep Attendance Rate	%	Year 7 Attendance Rate	95.00 %
Year 1 Attendance Rate	%	Year 8 Attendance Rate	93.00 %
Year 2 Attendance Rate	%	Year 9 Attendance Rate	95.00 %
Year 3 Attendance Rate	%	Year 10 Attendance Rate	93.00 %
Year 4 Attendance Rate	%	Year 11 Attendance Rate	95.00 %
Year 5 Attendance Rate	%	Year 12 Attendance Rate	95.00 %
Year 6 Attendance Rate	%		

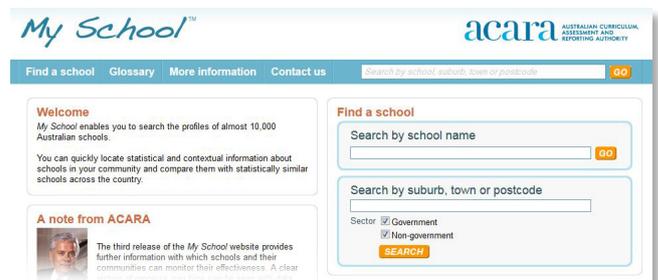
Policy and practice to manage student attendance

Student attendance at Siena is especially high, all year levels above 93% attendance rates. Attendance rolls are completed at both the beginning and at the end of the day in House Groups and data is collected electronically. Many staff also keep subject class rolls. Parents are encouraged to notify student absences on a designated phone line with the capacity to leave messages. Once explained, absences for that day are entered into the computer data base. An SMS message is sent to a designated family member advising them of the student's unexplained absence and requesting confirmation that the absence is bona fide.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

98.6 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	150
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	106
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	31
Number of students awarded one or more Vocational Educational Training qualifications.	106
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	145
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	86.0 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
23	34	34	14	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
67	24	46

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.