



# Orientation Handbook



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Document current as at November 2025

Siena  
CATHOLIC COLLEGE



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# Principal's Welcome

We look forward to warmly welcoming your child and your family to our Siena College community. Siena is an inclusive, contemporary Catholic school that is a part of the Brisbane Catholic Education (BCE) system. The hallmark of a Siena education is our efforts in educating the whole person – intellectually, physically, socially, and emotionally, with a strong emphasis on a fifth dimension, the spiritual so that each learner can realise their God-given potential, being who God meant them to be.

All members of our College community offer talents, gifts and skills that contribute to the greater good of our collective community. The College is unwaveringly committed to a Catholic-Christian philosophy of education which defines all that we do in College life and is grounded firmly in the Gospel values of love for one another, recognising the dignity of all, and being people committed to the Dominican pillars of prayer, study, community and service.

Siena Catholic College understands that our moral purpose is to provide your child with the best Catholic education. For this reason, there are high expectations for our learners, coupled with strong mechanisms of authentic support. Our hope for each learner is to grow in self-regulation, and experience a sense of connection to their community and their learning; that they are courageous in all their pursuits, and inspired to be the best version of themselves.

This handbook is an abridged guide, providing insight around key staff, dates, policies, and procedures that will assist your child in their transition to Siena. I commend it to you as a source of helpful insight as we eagerly prepare for your child's start at Siena Catholic College.

**Ms Sharon Collins – College Principal**

## College Vision and Mission

### Vision

Siena Catholic College is a flourishing learning community, where all feel **connected**, are **challenged** to search for truth, and **inspired** to be who God meant us to be.

### Mission

The College commits to the four Pillars of Dominican life: Prayer, Study, Community and Service.

By educating the whole person – intellectually, physically, socially, emotionally and spiritually – members of the Siena seek truth and excellence, in a community that nurtures and celebrates the talents and potential of each learner.

# College Overview

## College Details

### Campus Details

60 Sippy Downs Drive,  
Sippy Downs, 4556, Queensland

ph: 07 5476 6100

email: [ssippydowns@bne.catholic.edu.au](mailto:ssippydowns@bne.catholic.edu.au)

web: [www.siena.qld.edu.au](http://www.siena.qld.edu.au)

### Uniform Shop

ph: 0472 718 655

Tuesday and Thursday 8.00am - 11.00am

Wednesday 8.00am - 10.30am

### Tuckshop

ph: 5456 4249

### College Office Hours

Monday – Friday 8.00am – 4.00pm

### Student Absence

BCE Connect App – ‘Log an absence’

## Student Enrolment

There are 935 students enrolled across Years 7 – 12, with the average cohort size approximately 155 students.

## Staff

Currently, there are 71 teachers and 28 ancillary staff members (some employed part-time). All teaching staff are registered, qualified, and accredited to teach in Catholic schools, and are generous in their commitment to the College and their on-going professional development.

## College Executive Leadership Team

Our College Executive Leadership Team (ELT) comprises of:



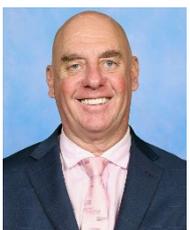
**Sharon Collins**  
Principal



**Kerri Buckley**  
Assistant  
Principal  
Mission and  
Identity  
(Acting)



**Christine  
Walton**  
Business  
Manager



**Patrick Toohey**  
Deputy  
Principal



**Joshua  
Maudsley**  
Assistant  
Principal  
Teaching and  
Learning



**Haydn Perugini**  
Assistant  
Principal - HR  
and  
Organisation

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## College Middle Leadership Team

Our College Middle Leadership Team comprises of:

■ Middle Leadership includes:

- Pastoral Leaders (responsible for the health, well-being, and behaviour support of students)
- Curriculum Leaders
- Program Leaders – Curriculum Support, Pastoral Support, Innovative and Inclusive Practices Support, Student Learning Services, Sport and Community

■ Other key support personnel are:

- Guidance Counsellors
- Inclusive Education Teachers
- Speech Therapist
- Campus Minister

# College Order of the Day

## School Hours

School begins at 8.45am and finishes at 3.10pm. Students are expected to be at the College by 8.35am.

## Bell Times

Monday - Friday	
House Group	8.45am – 9.05am
Period 1	9.05am – 10.05am
Period 2	10.05am – 11.05am
<b>First Break</b>	<b>11.05am – 11.35am</b>
Mindfulness	11.35am – 11.40am
Period 3	11.40am – 12.40pm
Period 4	12.40pm – 1.40pm
<b>Second Break</b>	<b>1.40pm – 2.10pm</b>
Period 5	2.10pm – 3.10pm

## Timetable Schedule

Lessons are 60mins in duration with 5 periods per day in a 10-day (two week) cycle consisting of 50 periods. The weeks alternate between Week A and Week B.

Timetables are issued at the beginning of the year. If changes occur to the timetable throughout the year (eg. new rotation has begun) a new timetable will be issued.

## Houses

Students are placed into one of our five Houses:

- **Bernardino** (House colour - Red)
- **Catherine** (House colour - Gold)
- **MacKillop** (House colour - Purple)
- **Ozanam** (House colour - Green)
- **Teresa** (House colour - Blue)

Siblings are placed in the same House and participate in Sporting, Academic, Cultural and Service events throughout the year, as they compete for the very prestigious House of the Year.

## House Group

As well as being assigned to a House, students are assigned to a House Group eg. Bernardino 1 (BN1). Each House Group contains approximately 25 students across Years 7 to 12. This group meets each morning and afternoon at a designated room for roll marking, notices, lock-up, etc. Student's lockers are outside this room.

## House Patrons

### St Bernardino of Siena (1380 – 1444)



Bernardino, a Franciscan priest, was famous for his preaching throughout Italy. At the heart of his preaching was Jesus and he symbolised Jesus' message on a plaque which was inscribed with the Greek letters 'IHS' – a symbol for the name of Jesus.

### St Catherine of Siena (1347 – 1380)



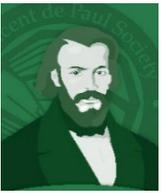
Catherine Benincasa was born in Siena, Italy, the 24<sup>th</sup> child of her family. Following a number of visions of Jesus, she felt called to consecrate herself to Him. She became a member of the Dominican Third Order and was a powerful preacher and spiritual guide, peace-maker and reformer. Catherine is known as a mystic and is one of the few women to be named as a Doctor of the Church. She is the Patron Saint of Italy.

### St Mary of the Cross MacKillop (1842 – 1909)



Mary was the co-founder of the Sisters of St Joseph of the Sacred Heart with Fr Julian Tenison Woods. Mary taught at a time when State Aid (money) was not given to church schools. The sisters, led by Mary, worked tirelessly to provide a good education for their students. Mary's Sisters also cared for anybody in need: orphans, the elderly, young women in danger and the friendless of all ages.

### Blessed Frederic Ozanam (1813 – 1853)



Frederic, born in Milan, studied Law in his youth. He strongly defended Christianity, but during a cholera outbreak in Paris he was asked; '*What has Christianity done for the poor?*' Frederic's response was; '*Let us go to the poor.*' Ozanam founded the Society of St Vincent de Paul in 1833. The Society helped the poor, desolate and needy and this work continues today, with members of the Society active in communities across the world.

### Blessed Teresa of Calcutta (1910 – 1997)



Agnes Gonxha was born in Skopje, Albania (Yugoslavia) in 1910. In 1928 she joined the Loreto sisters in Ireland and was sent to Calcutta. She asked permission to leave this order in 1946 so that she could work with the poorest of the poor. Mother Teresa officially formed the Missionaries of Charity in 1950. She believed that God has not created poverty; it is we who have created it as, before God, all of us are poor.'

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## Charism

A Charism is an expression of a community's mission and spirit, providing a distinctive character that fills its daily practice with meaning. When using the word Charism, we refer to the gifts of the Spirit that inspired us to turn a vision into action. St Dominic de Guzman (1170 - 1221), the founder of the Dominican Order had a passion to do something to respond to the needs of his time. His passion inspired others to join him and out of this grew a religious community, whose members adopted a lifestyle of poverty and preaching, especially to the poor.

As a Tertiary of the Dominican Order, St Catherine of Siena (1347 - 1380) lived according to the Order's Charism. It provided her with a way to understand, give voice to and live out her relationship with Jesus Christ. It was the spiritual energy that permeated all that she did and said and it led her to follow Jesus and serve others in a particular way.

At Siena, where we strive to follow in the footsteps of St Catherine, we too are called to embody a Dominican way of being and of doing; a Charism that allows us, in the here and now, to make a unique and meaningful contribution to our Church and society.

For followers of the Dominican Charism, there are four Pillars of life that, when lived, enable them to do the work to which they have been called.

**Prayer** is how we encounter Jesus in liturgy, in Scripture, in contemplation and in meditation. It is about placing ourselves in the presence of God.

**Study** gives us a deeper understanding of God. Through study, we come to know truth, which should fill every aspect of our lives, guiding us to love of God and love of neighbour.

**Community** provides us with a place of encouragement and support, where we are truly present to others and where we are united in a common purpose.

**Service** is how we communicate the truth and love of Jesus to others, through word, action, and example.



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## Service

Service is how we communicate the truth and love of Jesus to others, through word, action and example.



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## Religious Life of the College

Siena Catholic College is a Christ-centered community that strives to support and encourage students, staff, and parents to reach their potential - as they make the Gospel message of love, compassion, stewardship, justice, and peace evident in all they do.

In parallel with the promotion of religious literacy, we strive to foster the spiritual lives of our students. This occurs through those events that contribute to the broader Religious Life of the School.

In keeping with the Four Pillars of our Charism, students participate in regular **prayer** opportunities. These occur in House Groups, in classrooms, at Masses, and as part of our regular College Assemblies. In addition, a variety of prayer styles are taught and practiced in Religious Education classes. All students also engage in whole-school liturgies for events including ANZAC Day, Siena Day, Awards Night, and Catholic Education Week.

Throughout the year, the College also provides students with extended opportunities (of one, two or three days) for reflection and spiritual formation.

**Service** activities are designed to raise much needed funds for and awareness of the work of organisations like Caritas, Vinnies, and Catholic Mission. Students also have opportunities to demonstrate their faith-in-action through participation in the Stella Maris Community Meal, their engagement with the Missionaries of Charity and their involvement in Socktober, and the Vinnies School Sleepout and Christmas Appeal.

Our work in these aspects of school life is guided by the Dominican prayer, which challenges us to ... *have eyes to see and hands to do the work of God. Feet to walk and a voice to preach the word of God.*

# Teaching and Learning

Siena aims to provide high quality learning and teaching that challenges and supports all students to develop their talents and abilities. With this comes the responsibility to provide appropriate opportunities which enable all students to access the curriculum, participate in the life of the school and to achieve curriculum outcomes.

As a Catholic Christian Community, we educate all to live the Gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world. (BCE Learning Framework 2019). In this way, our students will embrace their mission to contribute to the common good and the transformation of the world by being:

- Community Contributors
- Effective Communicators
- Designers and Creators
- Leaders and Collaborators
- Active Investigators
- Quality Producers

Education in a Catholic school “aims to inspire a love of learning that actively and wholly engages students as they live and learn in the world around them.” (Strategic Plan 2021 – 2025). Siena aims to provide high quality learning and teaching that challenges and supports all students to develop their talents and abilities. With this comes the responsibility to provide appropriate opportunities which enable all students to access the curriculum, participate in the life of the school and to achieve curriculum outcomes.

Such a curriculum:

- values all students for their uniqueness and their dignity as children of God
- is creative and flexible in addressing the identified needs of students (and the staff/ community)
- is high in intellectual quality and expectations
- supports every student to achieve success and acknowledges and celebrates this success
- promotes equity of opportunity
- is holistic and offers co-curricular opportunities
- is supported by a professional teaching community that values the needs of all students.

At Siena this is evidenced by:

- a comprehensive flexible whole of school approach towards education underpinned by a positive acceptance and acknowledgement of the presence, needs and abilities of the diverse range of students
- students feeling valued in a learning environment which challenges and supports them to both pursue excellence and develop a passion for lifelong learning
- innovative and flexible programs and effective classroom practices across all subject areas that are designed to ensure all students are challenged and supported
- analyses of student achievement through tracking and monitoring
- the regular evaluation of student programs
- established partnerships between the school, parents and the wider community in supporting quality educational outcomes for students

Fundamental to a Catholic school is the value of inclusiveness and the concept of Inclusive Education is embraced by Siena. By definition, Inclusive Education implies that the curriculum in all subjects involves a degree of differentiation so that each student experiences learning that is both challenging and supported.

The application of principles associated with the differentiation of the curriculum are applied within the context of the diverse student population a Catholic school supports. The population includes students who may need adjustments to their learning because they:

- have learning difficulties
- are students with a disability
- are marginalised - health, family background or the risk of becoming disengaged from their schooling
- are gifted
- have English as a second language
- are a First Nations' person

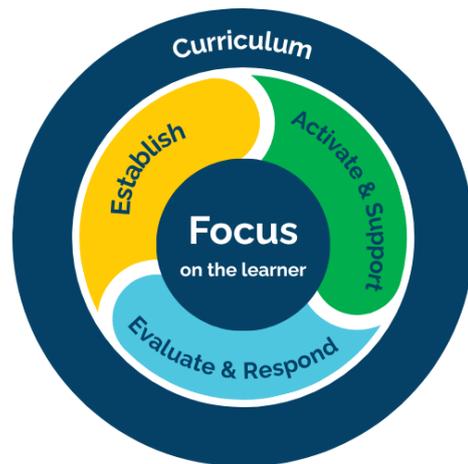
Siena has additional structures to respond to the needs of these students and these reflect the BCE Vision of “exercising a preferential option for the poor and the marginalised”



# Teaching for Learning

## The BCE Model of Pedagogy

Teaching for Learning is a living, learning model that supports educators to make effective decisions about their practice. It is underpinned by science of learning principles that place the student at the centre of the educational journey, fostering agency and active engagement.



### Curriculum

Pedagogy is shaped by disciplinary and interdisciplinary curriculum contexts and is most effective when informed by, and responsive to, learners' backgrounds and cognitive development — promoting engagement, clarity, and reflective teaching.



#### Focus on the learner

When focusing on the learner, educators:

- identify each learner's current level of understanding by considering progress, prior achievement, and developmental phase
- design learning experiences that accelerate cognitive growth for all students
- foster metacognitive and self-regulation skills by teaching students to plan, monitor, and evaluate their own learning, encouraging goal-setting, reflection, and persistence
- recognise and value the cultural, spiritual, emotional, and personal backgrounds students bring to the classroom, using these as assets to personalise and enrich learning.



#### Establish the conditions and expectations for learning & wellbeing

When establishing the conditions and expectations for learning and wellbeing, educators:

- promote teacher clarity and high expectations by explicitly communicating the focus of learning, and the criteria for success
- design a safe, inclusive, and organised classroom environment that supports both physical and psychological wellbeing, helping to foster motivation, respectful relationships, and focused learning
- develop, implement and reinforce consistent routines and behavioural norms that maximise instructional time, reduce disruptions, and encourage a supportive classroom climate
- embed social and emotional learning into the curriculum through mindfulness, resilience, and connection.



#### Activate & support learning experiences

When activating and supporting learning experiences, educators:

- maintain positive, structured environments that actively engage students in knowledge construction, skill acquisition and retention, and learning reflection in ways that are meaningful and motivating
- use explicit teaching and active learning strategies to build clarity, promote understanding, and support learners through multiple ways of knowing and doing
- design and implement collaborative learning experiences that actively promote peer interactions, drive shared problem-solving, and deepen learning tailored to students' interest and needs
- provide timely feedback and differentiated support that responds to individual learning progress, promotes growth, and empowers every student to grow and thrive.



#### Evaluate impact & respond

When evaluating impact and responding, educators:

- determine the effectiveness of their teaching by analysing formative and summative student assessment data, alongside student feedback that reveals how learning is experienced and perceived
- assess the classroom climate for evidence of engagement, emotional safety and inclusion, ensuring all students feel supported to learn and contribute
- reflect through multiple lenses – curriculum relevance, content accessibility, and student voice – to determine the extent that learners feel invited, challenged, and enabled to learn
- plan next steps with intentionality by revisiting learner needs, recalibrating learning conditions, and refining practices and strategies to foster growth and success.

# Curriculum and Program Leaders

## Curriculum Leaders



**Justine Stewart**  
The Arts and Culture



**Michelle McCarthy**  
English and Languages



**David Jack**  
Health and Physical and  
Community Systems



**Katie Gilbert**  
Humanities, Enterprise and  
Entrepreneurial Studies



**David Thies**  
Mathematics



**Robyn Cechalova**  
Religious Education



**Christopher Smith**  
Science



**Paul Dionysius**  
Technologies

## Program Leaders



**Dane Stevenson**  
Pastoral Support



**Kelly Jack**  
Curriculum Support



**Sarah Barnes**  
Innovative & Inclusive  
Practises Support



**Amanda Jamieson**  
Student Learning  
Services



**Paddy Tully**  
Sport and Community

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## Religious Education

Religious Education is an academic endeavour that informs learners about the Catholic tradition, as well as a variety of other religious beliefs, including Aboriginal and Torres Strait Islander spiritualities.

The aim of the **Religious Education Curriculum** - in the subjects of Religious Education (Years 7-10), Religion & Ethics, and Study of Religion (Years 11 -12) - is to develop each student's religious literacy in the light of the Catholic tradition. This literacy will ensure that they can participate critically and effectively in the life of their faith communities and wider society.

In Religious Education classes, students gain a knowledge and understanding of:

- the foundational Scripture texts of a variety of religious traditions
- key religious beliefs and practices and the way they assist believers to find meaning in life
- the way God communicates with people through their participation in prayer and worship
- Social Justice teachings and how they inform our relationship with God, each other, and our world

## Junior Curriculum

Junior curriculum at the College is currently organised around Middle Schooling with a number of "transition" elements for Year 10 based around elective units linked to Senior Curriculum. Rotation subjects are designed to give experience in a broad range of subjects outside those designated as Core. Rotation subjects have a time allocation of six periods per cycle (two weeks). Students study these subjects two at a time for 13 week blocks.

**Note** - *Curriculum Handbooks* are available on the College website, BCE Connect App and Parent Portal.

### Year 7

#### Core Subjects (all year)

- Religion
- English
- Mathematics
- Science
- Humanities (Geography/History)
- Health and Physical Education
- Sport (core Physical Education)

#### Rotation Subjects (trimester blocks)

- Technologies (Food and Textile Design)
- Technologies (Design Technology and Industrial Design)
- Technologies (Digital Technologies)
- Languages (Italian)
- The Arts (Performing Arts)
- The Arts (Visual Arts)

### Year 8

#### Core Subjects (all year)

- Religious Education
- English
- Mathematics
- Science
- Humanities and Social Sciences - History/Geography
- Health and Physical Education

#### Rotation Subjects (Semester Units)

- Humanities and Social Sciences – Business
- Languages - Italian
- Technologies - Food Specialisation
- Technologies - Textile and Fibre Production
- Technologies - Design Technology Materials
- Technologies - Engineering Principles and Systems
- Technologies - Digital Technologies
- The Arts - Dance
- The Arts - Drama
- The Arts - Media Arts
- The Arts - Music
- The Arts - Visual Arts

### Year 9

#### Core Subjects (all year)

- Religious Education
- English
- Mathematics
- Science
- Humanities and Social Sciences - History/Geography
- Health and Physical Education

#### Rotation Subjects (semester units)

- Humanities and Social Sciences - Civics and Citizenship
- Humanities and Social Sciences – Economics and Business
- Languages - Italian
- Technologies - Digital Technologies
- Technologies - Design Technology Materials
- Technologies - Food Specialisation
- Technologies - Textiles and Fibre Production
- Technologies - Engineering Principles and Systems
- The Arts - Dance
- The Arts - Drama
- The Arts - Media Arts
- The Arts – Music
- The Arts – Visual Arts
- Creative STEAM – Science Technology Engineering Arts and Mathematics

# Senior Curriculum

Developing a learning pathway to suit the needs and the ability of each individual is continued in the senior school (Years 10 and 12). The College offers academic and vocational pathways, with both offering the opportunity to qualify for a Queensland Certificate of Education (QCE).

**Note** - *Curriculum Handbooks* are available on the College website, BCE Connect App and Parent Portal.

## Year 10

### Core Subjects (all year)

- Religious Education
- English
- Mathematics/Mathematics Advanced
- Science
- Humanities

### Rotation Subjects (semester units)

- Health and Physical Education - Practical Applications of Anatomy and Physiology
- Health and Physical Education - Movement and Physical Activity
- Humanities and Social Sciences - Geography
- Humanities and Social Sciences - History
- Humanities and Social Sciences - Civics and Citizenship
- Humanities and Social Sciences - Economics and Business
- Languages - Italian (Family, Friends and Travel)
- Languages - Italian (Creativity, Italian style, and Who are you?)
  
- Technologies - Digital Technologies
- Technologies - Design and Technologies Textile and Fibre Production
- Technologies - Design and Technologies Food Specialisation
- Technologies - Design and Technology Materials
- Technologies - Design and Technologies Engineering Principles and Systems
- The Arts – Dance
- The Arts – Drama
- The Arts – Media Arts
- The Arts – Music
- The Arts – Visual Arts



## Years 11 and 12

### QCAA Senior Syllabus Subjects

#### Mathematics

##### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

##### Applied

- Essential Mathematics

#### English

##### General

- English
- Literature

##### Applied

- Essential English

#### Humanities

##### General

- Ancient History
- Business
- Geography
- Legal Studies
- Modern History
- Study of Religion

##### Applied

- Business Studies
- Religion & Ethics

#### Technologies

##### General

- Design
- Digital Solutions
- Food & Nutrition

##### Applied

- Industrial Graphics Skills
- Industrial Technology Skills

## Year 11 and 12

### Health and Physical Education

#### General

- Health
- Physical Education

#### Applied

- Sport and Recreation

### Science

#### General

- Biology
- Chemistry
- Physics
- Psychology

### Languages

#### General

- Italian

### The Arts

#### General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

### Vocational Education

- Diploma of Business\*
- Certificate I in Construction\*
- Certificate II in Health Support Services \*
- Certificate II in Health Community Services \*
- Certificate III in Health Services Assistant \*
- Certificate IV in Crime and Justice\*
- Certificate II in Hospitality
- Certificate III in Tourism\*
- Certificate III in Fitness\*

\*delivered by an external provider



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## Homework/Study

Homework can be an effective way for students to consolidate concepts and practice skills related to the curriculum. However, the effective use of home study time is a skill which needs to be taught explicitly. Further, additional work during the early transition period can hamper students' full integration into Secondary school. Therefore, Year 7 students will not have formal homework for Term 1 in an effort to promote the transition to Secondary school by:

- Allowing families the time to speak with their children about their experiences of school without the pressure of establishing and maintaining homework routines.
- Reducing unnecessary pressure and anxiety in relation to the completion of work.
- Focusing on study and organisational skills during school time to enable a foundation for the effective use of homework/study time.

## Assessment

The College [Assessment Policy and Guidelines](#) outlines our commitment to assessment practices and procedures that promote educational excellence and lead to justice for all. This document is available on the College website, BCE Connect App and on the Parent Portal.

## Academic Reporting

All Reports are uploaded onto the Parent Portal and available to view and download from the BCE Connect App or Parent Portal.

- An **Interim Academic Report** for each student is available at the end of Term 1 and Term 3.
- More comprehensive **Semester Reports** are available at the end of Semesters 1 and 2 and these cover all aspects of a student's progress and achievements.
- Year 11 **Unit Reports** are reported on at the end of each Unit.
- Year 7 **Rotation Reports** are reported on as the course of study is completed.

Parents and students are invited to discuss these reports with teachers at the **Student Progress Meeting** evenings or by appointment at other times.

## Incursions, Excursions/Field Trips and Camps

### Curriculum Incursions and Excursions/Field Trips

Incursions and Excursions/Field Trips are an essential element of the curriculum and require attendance by each student. In some cases, these learning experiences are directly related to assessment and/or mandatory requirements of the syllabus. The cost of most Incursions, Excursions/Field Trips are included in the school fees and are non-refundable. If the cost is not included you will be notified by a Parent Slip of the details and cost.

### Camps

There is one camp each year for Year 7 to 12. Camps provide opportunities for students to display a variety of skills and talents not necessarily shown at school. At Siena, year level camps are a compulsory part of the curriculum and all students are expected to attend. The cost of the camp is included in the school fees and are non-refundable.

- **Year 7 Camp** is held at Big 4 North Shore in Term 1 and is themed around uniting students as a cohort.
- **Year 8 Camp** is held at Emu Gully, Helidon in Term 3. The philosophy at Emu Gully is that success in life is often based on one's character, measured in the way we handle pressure and difficult circumstances and work together to overcome adversity.
- **Year 9 Camp** is held in Term 3 with the girls attending Boulder Creek and boys - Luther Heights. The focus of the camp is an extension of our Pastoral Program at Siena, focusing on specific themes covered for both boys and girls in our Pastoral Program from Year 7 and 8.

- **Year 10 Wilderness Camp** is held at the end of Term 3 at the Kenilworth - Little Yabba, Pullen Lane and Lake Borumba. Students are divided into groups and head out on a 3-day opportunity to explore and develop their individual spiritualities.
- **Year 11 Camp** is held at Emu Gully, Helidon in Term 2. Students return to the location they experienced in Year 8, however this is a totally different experience to their previous experience. Emu Gully's activities revolve around problem-solving through teamwork, based on the ANZAC core values of courage, mateship, perseverance and sacrifice.
- **Year 12 Retreat** is held at the beginning of the year and focuses on supporting the Year 12 cohort in strengthening ties within the cohort and preparing for their final year of schooling.

## Co-curricular Activities

Siena is well known for the breadth of co-curricular activities available to students including, **academic, cultural, service** and **sporting** offerings. These experiences provide students with the opportunity to be part of a team, make new friends and develop their talents.

Students have access to a range of co-curricular **Academic** activities including Debating, Public Speaking, Future Problem Solving, ICAS Testing, Australasian subject-specific competitions, OzCLO, and the Ethics Olympiad.

**Cultural** activities include Music Ensembles, Dance Ensembles, Arts Fest, Battle of the Rock Bands, Shake Fest and our bi-annual Musical. Part of our co-curricular cultural offering is the **Instrumental Music** program. This program is available to students who wish to learn/further their skills in piano, brass, percussion, strings, guitar and singing. Lessons are taught by qualified tutors in sessions that can be either before, after or during school. There is an additional charge for this program.

Students have opportunities to demonstrate their faith-in-action through **Service** activities such as World's Greatest Shave, Socktober, Day for Daniel Walk, Vinnies School Sleepout and Christmas Appeal.

**Sport** has a major place at Siena, as it assists with students' physical development, and engenders a sense of team and spirit that can permeate into the classroom, thus improving student learning. Sports currently played as part of the co-curricular offerings are AFL, Basketball, Cricket, Football, Netball, Oztag, Rugby League, Rugby Union, Touch, Volleyball and Water Polo. College sporting facilities include indoor courts, a floodlit oval, cricket practice nets and outdoor covered multi-purpose courts for Netball, Basketball and Tennis. Students are encouraged to participate and 'have a go', their varying strengths and talents are developed and appreciated throughout the College community. This involvement in the wider College community contributes greatly to their quality of experience at the College and helps them develop into decent, well-balanced people who are positive and adept.



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# Student Wellbeing

Our Student Support program is student-centred and has at its core a philosophy of support for students in their journey through Secondary School. We have a strong emphasis on quality relationships, which are engendered in the classroom and in the many extra-curricular activities offered to our students and supported by our wonderful staff.

When a student finds themselves outside clearly published and reinforced expectations, this quality relationship allows low level interventions to be aimed at the individual who can be re-directed so that more positive actions can occur. When students require additional support, our Pastoral Team uses restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future.

Student support at the College takes many forms and staff collectively accept responsibility for all students. All students are supported by Pastoral Leaders, Home Room Teachers, Guidance Counsellors, the Campus Minister, Learning Enrichment Program Leader, Inclusive Education Teachers, Curriculum Leaders, Classroom Teachers, and Ancillary Staff.

## Student Protection

All students have a right to expect that Siena will always act to protect them from any kind of harm.

The College has procedures in place to fulfil its pastoral policy and legal responsibilities, as supported by Brisbane Catholic Education.

All students will be inducted into the **'Student Protection'** program by College staff when they commence at the college. The relevant policy and procedures are available on the [College website](#).



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## Pastoral Leaders

Each year level at Siena is under the direct care of a specific Pastoral Leader. The Pastoral Leader for each year level is the 'go to' person for any queries, concerns or feedback that may arise regarding a student in that year level group. This dedicated and passionate group of people embody our system of wrap around care here at the college and are committed to ensuring each and every student is best able to take their place as engaged, life giving members of this vibrant community.



**Larissa Struik**  
Year 7



**Daniella Shuttlewood**  
Year 8



**Paul Pennisi**  
Year 9



**Nathan Clohesy**  
Year 10



**Emma Bradley**  
Year 11



**Tamara Jeffrey**  
Year 12

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## Guidance Counsellors

Our guidance counselling services at the College focus on physical, emotional and social wellbeing of students. They engage in personal counselling, social and emotional support, general student welfare and referral advice. Career counselling, assistance with subject selection, Tertiary preparation and QTAC advice for students and families is also an important element of the services provided. The College Guidance Counsellors work closely with the Pastoral Leaders who often refer students to them. They also maintain relationships with community support organisations and Health professionals.

Students can self-refer or may be referred by parents and teachers. A key component of counselling is the maintenance of confidentiality within the bounds of ensuring the safety of the students. An appointment can be made directly using the *Guidance Counsellor Referral Form* which is available on the Student and Parent Portals.



**Kassie  
Bromley**



**Sarah  
Macauley**



**Cameron  
Millach**

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## Inclusive Education

The Inclusive Education unit at the College addresses the education of all students within the complex community of learners and works to enhance the education of students.



**Amanda Jamieson**  
Student Learning Services Program Leader  
[amanda.jamieson@bne.catholic.edu.au](mailto:amanda.jamieson@bne.catholic.edu.au)



**Sharon Wilson**  
Support Teacher Inclusive Education  
[sharon.wilson@bne.catholic.edu.au](mailto:sharon.wilson@bne.catholic.edu.au)



**Lisa Solomou**  
Support Teacher Inclusive Education  
[lsolomou@bne.catholic.edu.au](mailto:lsolomou@bne.catholic.edu.au)

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## Student Behaviour Support

The College Student Behaviour Support Framework is student-centered and has at its core a philosophy of support for students in their journey through secondary school. We have a strong emphasis on quality relationships, which are engendered in the classroom and in the many -co-curricular activities offered to our students and supported by our wonderful staff.

When students require additional support our Pastoral team, spearheaded by our Pastoral Leaders, use restorative practices to ensure the student is offered appropriate support in reflecting on their situation to make better choices in the future.

The comprehensive pastoral structures at Siena are framed in our [Student Behaviour Support Framework Policy and Guidelines](#) which is available on our website, BCE Connect App and the Parent Portal.

## Student Expectations

The expectations at Siena revolve around the three key principles of **preparedness, participation, and positive intent**. These allow students the greatest opportunity to engage meaningfully in learning and in the community.

### Presentation

It is a clearly stated expectation of Siena that students be well presented and comply with our uniform regulations. It is the expectation that students will maintain the highest standard of presentation for the entire day including travelling to and from school.

Specific expectations regarding **piercings, jewellery, tattoos, make-up, nail polish and hair** are outlined in the [Student Behaviour Support Framework, Policy and Guidelines](#). This document is available on the website, BCE Connect App and the [BCE Connect Online/Parent Portal](#).

### Uniform

The uniform is to be worn correctly for the entire day including travelling to and from school.

If the students are unable to wear the correct uniform a note is to be presented to the House Group teacher for signing and dating. The note is to be carried with the student for the remainder of the day. Any long-term variations in uniform must be referred to the Pastoral Leader.

Girls Uniform	
Item	Description
<b>Dress</b>	Black and white stripes in polyrayon. The dress has a white collar and short sleeves with white cuffs. It is buttoned down the front to the hip seam. The skirt has three knife pleats on each side, front and back (worn at or below knee length).
<b>Tie</b>	Black and white striped. The tie must be worn with the dress at all times. Junior crossover tie for Years 7 – 10, the tie buttons under the collar of the dress. Senior tie for Years 11 – 12 is a longer tie.
<b>College Badge</b>	To be worn on the crossover part of the tie.
<b>Socks</b>	White, above ankle style.
<b>Stockings</b>	Black or neutral tones, may be worn during Terms 2 and 3 only (no tights permitted).
<b>Formal Shoes</b>	Must be black, lace up shoes with a sole and a distinct heel. They are the “traditional school shoe” - black lace up runners are not acceptable nor are the moulded wave soles that have no defined heel. There must not be any buckles or straps or high heels. If unsure, please ask for clarification before purchasing.
<b>Hat</b>	Formal white hat - mandatory for events. Formal cap - can be worn with formal uniform and sports uniform. Bucket hat – can be worn with formal uniform and sports uniform.
<b>Pullover</b>	Unisex black wool blend with black, blue and white stripes around the V neckline, wrists and waist. Siena Catholic College embroidered on left front.
<b>Microfibre Jacket</b>	Black microfibre zip-up jacket with blue and white trim. Siena Catholic College logo embroidered on left front.
<b>Bag</b>	Black nylon Spartan backpack with College logo screen-printed on the front.

Note – Girls have the option of Formal Shorts and Pants with Blouse.

Boys Uniform	
Item	Description
<b>Formal Shirt</b>	Years 7 to 10 - black and white stripe in polyrayon with white piping on pocket. Shirts are to be worn tucked. Year 11 and 12 – white shirt with black piping on the pocket and inside the collar. Siena Catholic College embroidered on the pocket. Shirts are to be worn tucked in.
<b>Shorts/Trousers</b>	Dark grey fabric, with pleated front.
<b>Tie</b>	Diagonal striped in black and white (worn all year round).
<b>Belt</b>	Black Leather.
<b>Socks</b>	Long grey, with double black stripe and centre white stripe.
<b>Formal Shoes</b>	Must be black, lace up shoes with a sole and a distinct heel. They are the “traditional school shoe” - black lace up runners are not acceptable nor are the moulded wave soles that have no defined heel. There must not be any buckles or straps or high heels. If unsure, please ask for clarification before purchasing. Refer picture of the correct school shoes.
<b>Hat</b>	Formal grey hat - mandatory for events. Formal cap - can be worn with formal uniform and sports uniform. Bucket hat – can be worn with formal uniform and sports uniform.
<b>Pullover</b>	Unisex black wool blend with black, blue and white stripes around the V neckline, wrists and waist. Siena Catholic College embroidered on left front.
<b>Microfibre Jacket</b>	Black microfibre zip-up jacket with blue and white trim. Siena Catholic College logo embroidered on left front.
<b>Bag</b>	Black nylon Spartan backpack with College logo screen-printed on the front.

## Sports Uniform (Unisex)

Sports Uniform may be worn on allocated sports days and year level allocated days:

Monday	Wednesday	Thursday	Friday
Year 7	Years 7, 8, 10, 11 and 12	Years 9, 11 and 12	Year 8

Students who have Physical Education practical classes on days other than those above must wear their formal uniform to school and get changed at the beginning of their HPE lesson. Students are required to change into their formal uniform at the completion of the lesson.

Unisex Sports Uniform	
Item	Description
<b>Shirt</b>	Black and white polo shirt. Siena Catholic College embroidered on left front and Siena Catholic College logo on right front.
<b>Shorts</b>	Microfibre unisex shorts (short or long) with elasticised waist and side pockets. Siena Sport embroidered on left leg.
<b>Shoes</b>	Well-constructed runners or trainers which offer good support during activity. Students are allowed to wear runners that incorporate <b>muted</b> tones of the school colours – blue, black, white, grey/silver ONLY. Under <b>no circumstances</b> is there to be any <b>fluorescent colour</b> or swipes on the shoes or laces.
<b>Socks</b>	Ankle Siena sports socks.

## Hats



Formal Girls Hat



Formal Boys Hat



Unisex Cap



Unisex Bucket Hat



Unisex Sports Cap

The Hats/Caps above are permitted to be worn with the girls and boys formal uniform or sports uniform.

This Unisex Sports Cap can ONLY be worn with the a Sports Team Uniform (not sports uniform)

## Shoes

Each year we have students arrive on the first day with brand new shoes that **do not comply** with our uniform requirements. *It is never pleasant to ring parents who have just bought a new pair of shoes and ask them to buy another pair.*

### Formal Shoes

The shoes for our formal uniform for both boys and girls are:

- Black
- Leather
- Lace-up
- Proper Heel

**Note** - We do not allow black, leather, lace up “runner” style shoes that many primary schools accept.



### Sports Shoes

Sports shoes must be proper runners or trainers with full support for the ankle and foot. They need to be lace up, and one or mixture of MUTED school colours – NO FLUORO!



## Co-Curricular Sports Uniforms

Students who participate in co-curricular sporting teams will be provided with College team shirts/jerseys for games and will be returned by the student at the end of the season. Some apparel may be required to be purchased eg. Siena wolves socks, shorts, etc.

## Naming of Items and Lost Property

All items of uniform and equipment **must** be clearly labelled with the student's name. Sometimes students lose or misplace items of clothing or equipment. These items, if found, should be handed in to Student Services. Students may check for lost property during break times.

At the end of the term, any unnamed uniform items will come as part of the second-hand uniform pool.

## Mobile Phone and Technology Considerations

Siena Catholic College is committed to reducing the distraction of mobile devices to provide optimal learning environments and freedom from social media for all students. In 2024, the college moved to a formal phone policy where students must ensure that any mobile phones brought to campus are kept silent and out of sight during school hours.

Mobile phones are not to be visible or accessed for any reason during school hours. If they are, the student will be instructed to surrender their phone to Student Services where they will be stored in secure lockers. These phones can be collected at the end of the day. If a second breach occurs, the student's parent/carer must collect the phone from the college.

The following conditions exist if in possession of a mobile phone:

- All mobile phones that are brought campus are to be silent and out of sight during school hours.
- It is strongly recommended phones are locked in students' lockers to protect them from damage or loss.
- The owner of the phone is responsible for any content that is stored on the phone.

When is it appropriate for students to use their phone during school time?:

- Phones can be used at the request of teachers, who will notify students in advance, and let other staff know that phones will be used during particular lessons for educational purposes.
- If a plastic debit card is not available, students may use their phone to pay for lunch. The phone must be out of sight until immediately before and after the transaction inside the Tuckshop.
- If a student needs to contact their parent/carer or employer, they may ask Student Services staff to use the College phone or ask to use their phone to make the call at Student Services.

## Reporting a Student Absence

All absences must be explained by a Parent/Carer. To report a student absence, complete the online **Log an absence** form using **BCE Connect App**.

**Please note** - an SMS will be sent in the morning to parents of students who have an unexplained absence. A reason is required for every absence.

## Arriving Late and Early Departures

Students who:

- arrive late to school must present at Student Services with notification from their parent/carer.
- leave school early must have written request in the form of a note from parent/carer and that this parent/carer (or adult proxy listed as one of the students emergency contacts) presents at Student Services to sign out the student. Students will not be released from school unless the parent/carer is present to pick up their son/daughter.

To avoid disrupting classes we ask that students wait until the end of the lesson to go to Student Services for early departures. Please keep this in mind when collecting students and making appointments.

**Please note** - unexplained absences must be explained, either through a BCE Connect App, note, phone call to the college office.

## Student Attendance during Term Time

Students are expected to be at school for the whole of each term. Holidays outside of these times should be avoided, but where necessary, parents should seek permission in writing from the Principal. *Term-Time Holidays Policy and Guidelines* for such situations is available on the BCE Connect App and [BCE Connect/Parent Portal](#).

# College Life

## Library

The Library seeks to provide students with the resources and environment to pursue research assignments, individual study and borrowing of books.

Students will be issued with an **ID card** which is compulsory for borrowing. If the ID card is lost, a new one may be purchased from the Library. Replacement ID cards are \$6.

### Library Opening Hours:

Monday – Thursday	8.00am - 4.00pm
Friday	8.00am - 3.30pm

## Photocopying and Printing

Photocopying and printing facilities are available at the Library. If students are wishing to use this facility, money is to be added to their student card and the printing fee is deducted from their account.

## Lockers

To assist with security and storage, all students are issued a locker and a school-supplied combination lock. Students are responsible for ensuring their locker is always locked in their absence. Lockers are located at their particular House Group room. Replacement locks are \$17.

## Student Diary

A Siena Catholic College Student Diary is provided to all Year 7 students to assist them with their transition into high school life and must be brought to all classes. Parents are encouraged to refer to the Student Diary, as it is a valuable tool for parents and students. Lost diaries will need to be replaced at an additional cost. Replacement diaries are \$15.

Students in years 8-12 are to purchase and use any type of diary that suits their diarising requirements (this can be a physical hand-held diary or electronic).

## Stationery

*Stationery Lists* are available on the BCE Connect App and Parent Portal and can be purchased through the service provider identified by the College or sourced by families themselves.

## Textbook Hire

Students are supplied with all essential texts at the beginning of each year. It is the student's responsibility to ensure these are named and kept in excellent condition. Damaged or lost books must be replaced.

## Student First Aid

Students feeling unwell should report to Student Services – care will be provided, and an assessment will be made. If the student is in class and feels unwell, they are to inform their teacher who will send them to Student Services. Any contact with parents regarding illness is required to be made through the Office.

Students who require Student Services to administer medication during school time must have the *Authority to Administer Medication Form* completed and provided to Student Services. Medication is stored in a locked location at Student Services and must be collected on your child's last day of the school year.

## Student Accidents

The College through Brisbane Catholic Education have a Student Accident Policy in place for students. In the unfortunate event of an accident please contact the College for further information.

# ICT and Laptop Use

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programs at Siena Catholic College, and to the effective operation of the College. This applies whether the ICT equipment is owned or leased either partially or wholly by the College, and used on or off the College site.

All students are provided with a laptop (MacBook), accessories and software whilst they are enrolled at the College. These are owned by the College and when a student leaves, they are required to return their assigned laptop and accessories in good order. As part of a BCE school, students are provided with a personal email address (username@mybce.catholic.edu.au) which can be accessed anytime, anywhere using their BCE username and private password. In addition, they also use a range of other web-based tools, including: the College Portal to access various documents, OneDrive for cloud storage of documents, and Microsoft Teams as a collaborative learning platform.

A condition of their access to these services is that all students and parents sign an Information Technology Use Agreement. The *ICT and Laptop Policy, Guidelines and Use Agreement* outlines the responsibilities of students and parents in relation to ICT at the College and is available on the BCE Connect App and BCE Connect Online/Parent Portal.

## Internet Access

Internet access is available for student use for educational purposes only as per the *ICT and Laptop Policy, Guidelines and Use Agreement*.

## Financial Information

The *College Fees Schedule* is available on the [College website](#), BCE Connect App and BCE Connect Online/Parent Portal along with the *Fee Collection and Payment Policy and Guidelines*. Should you have any enquires or require further information please contact the College Finance Administrator on 5447 3053 or email [ssipfinance@bne.catholic.edu.au](mailto:ssipfinance@bne.catholic.edu.au).

## College Communication

We aim to keep parents/carers informed about College activities and functions by using a number of different mediums. **Email, Parent Slips, SMS, BCE Connect Online/Parent Portal, BCE Connect App, Facebook, Instagram** and **Newsletter** are the College's primary means of communication between school and home.

### Email and Parent Slips

College staff will use email communication to distribute information to families and students from the College mailbox ([ssippydowns@bne.catholic.edu.au](mailto:ssippydowns@bne.catholic.edu.au)) or directly from staff members. Online *Permission Slips* will also be emailed using our online system (EdSmart).

It is important to have email details up-to-date at all times. For changes to email contacts, logon to the Parent Portal and make the relevant alterations.

### SMS

Occasionally, the college will be required to contact parents/carers urgently or to highlight an important event approaching. This communication will be sent via Mobile SMS to the main contact's mobile device.

Student attendance and duty of care is a high priority at Siena. Parents/Carers are informed by SMS of any unexplained absences for the child.

It is important to update any change to mobile number/s through the Parent Portal.

## BCE Connect App

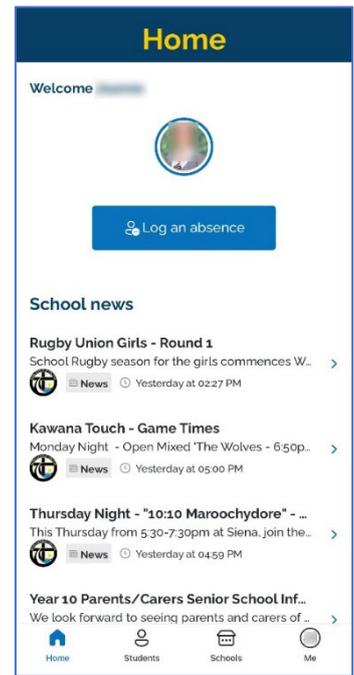
The BCE Connect App makes it easy for Parents/Carers to access a broad range of College information from your smart device making it easier to keep track and stay in touch.

All new parents are encouraged to login via BCE Connect. New parents will be granted access 30 days prior to the student’s enrolment start date.

BCE Connect App is available to be downloaded via the Google play store or Apple App Store.

Features of the BCE Connect App include:

- Log an absence
- View College News
- Access College Documents
- Check Media Consent Status
- Check Calendar entries
- View and action Parent Slips and Parent Broadcasts
- View students Timetable
- Access Academic Reports via the Learning Dashboard
- View Term Dates and Holidays



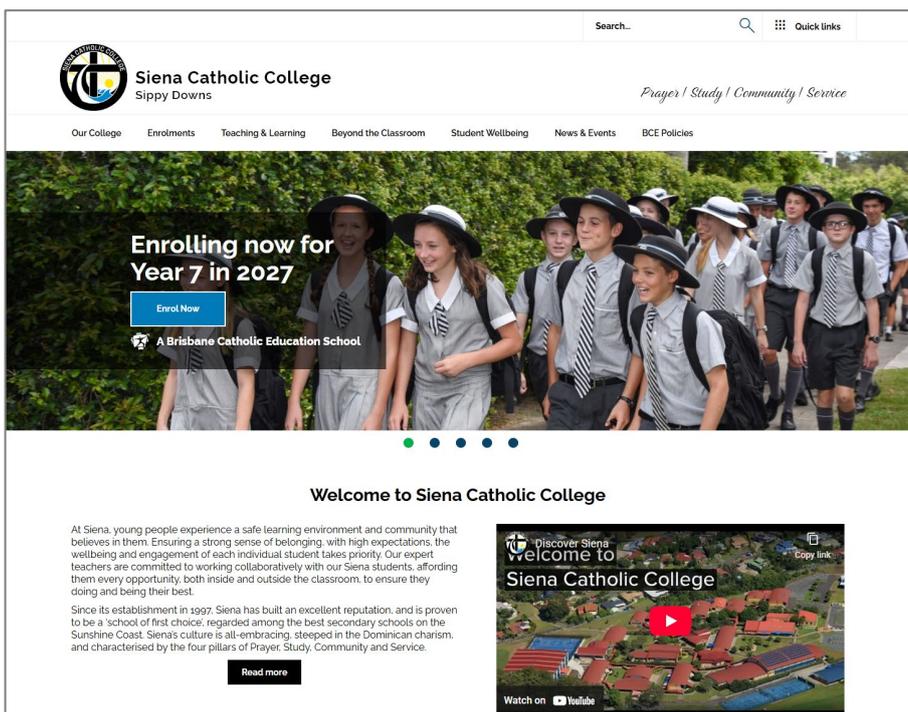
## BCE Connect Online/Parent Portal

The BCE Connect Online/Parent Portal enables easier access to information about the college and events happening. Within the portal you can access Staff Contact Details, Online Permission Forms, College Calendar and Announcements, Policy Information, Year Level information, Reports, Newsletters and much more.

The portal is restricted to parents of students at our school and a logon is required. Instructions for use are on the College website and will be provided at the beginning of the year.

## College Website

The Siena Catholic College website is a great resource for prospective families with important information about the College. There are also Quick Links buttons in the top right hand corner of the website and middle section of the site providing quick and easy navigation to important parent and student information including Facebook, Student Portal, Parent Portal, Siena’s Careers Website, College Events, and other relevant resources.



## Social Media

Siena Catholic College maintains active accounts on Facebook, Instagram, and YouTube. These social media platforms are great resources for discovering what life at Siena is all about. We like to keep our parents, students, and community informed and celebrate significant activities, events and achievements. This is the primary reason for our social media presence. We hope you enjoy our posts and give us plenty of 'Likes'!

We love sharing photographs of our students and staff. However, posting photos requires full media consent from parents or carers. If you're unsure whether consent has been given, please contact the College Office.



**Facebook**  
@SienaCatholicCollege



**Instagram**  
@sienaccsunshinecoast



**YouTube**  
@sienacatholiccollege-sippy2697

## College Newsletter

The College Newsletter is produced throughout the term with contributions from college staff and aims to:

- Report on the progress made within the College
- Promote College mission, ethos and values
- Celebrate achievements
- Act as a reference point for events and activities within the College.
- Reinforce expectations such as behaviour, uniform, etc

## Contact with Teachers

Contact details for all staff are available on the **BCE Connect App** and **BCE Connect Online/Parent Portal**. Teachers should be contacted by email in the first instance so that an appropriate time can be organised to contact by phone.

- For **student queries** - contact the Year Level Pastoral Leader
- For **subject queries** – contact the Curriculum Subject Teacher

## Contact with Office and Administration

- For **Principal queries** – contact the College Executive Assistant
- For **changes to emergency contacts** – logon to the BCE Connect Online/Parent Portal and make the relevant changes

## College Services

### Tuckshop

Siena's tuckshop provides for both Siena Primary School and the College and operates every day of the week during term time. The Tuckshop is open Monday to Friday, 8.00am to 2.15pm.

The [Tuckshop Menu](#) is available on the website, BCE Connect app and the BCE Connect Online/Parent Portal.

Students can buy and pay for their food directly at the tuckshop.

Should you need to contact the tuckshop please call the friendly staff on **5477 3049**.

## Uniform Shop

The Uniform Shop provides for both Siena Primary School and the College. It is outsourced to **wearitto...smart clothing centres** who pay an annual percentage of profits to the schools.

The Siena Uniform Shop is the exclusive sellers of our College Uniform, enabling reliable quality and styling.

The Uniform Shop is located at the rear of Siena Primary's Daintree building and is open during term time. Any queries with regards to uniforms can be made direct to the Uniform Shop on **0472 718 655**.

The [College Uniform Shop Pricelist](#) is available on the website, BCE Connect App and the Parent Portal.

### Term Time Opening Hours:

Monday	7.45am – 11.30am
Tuesday	7.45am – 11.30amseller
Wednesday	8.00am - 11.45am
Thursday	8.00am - 11.45am



wearitto...smart clothing centre - <http://www.wearitto.com.au/schools/siena-catholic-college>

## Transport to School

### Bicycles and Skateboards

Bike and skateboard racks are available for students who choose to ride or skateboard to school. Helmets are required to be worn when riding. Battery run transport devices are not permitted on the college grounds.

### Bus

The main service operators are:

**CDC Queensland** (previously known as Buslink), covers the coastal strip from Caloundra to Noosa.

**Web:** <https://cdcqueensland.com.au/school-services/siena-catholic-college/>

**Phone:** 5476 6622

**Glasshouse Country Coaches** serves Glasshouse, Beerwah and Landsborough with connections from Peachester and Maleny.

**Web:** <http://www.glasshousecoaches.com.au/school-services> **Phone:** 5496 9249

### School Transport Assistance Scheme (STAS)

Any enquiries regarding transport eg. driving students to school or to the bus stop, please contact Queensland Department of Transport, phone 5477 8400 or visit <http://translink.com.au/tickets-and-fares/concessions/school-transport-assistance>. or further information and an application form - contact your nearest Queensland Transport office and or visit their website on <http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Assistance-schemes.aspx>

### TRANSLink *go* cards

*go* card is TRANSLink's South East Queensland electronic ticket. It allows students to travel seamlessly on all TRANSLink bus, train, ferry and tram services. Plus, it provides you with travel savings and discounts.

Students are eligible for Concession *go* cards, giving them a reduced fee for their ride.

It is strongly advised that the students name is written on their *go* card once purchased.

**Phone:** 13 12 30

**Web:** <https://gocard.translink.com.au/webtix/>

**Participating Retailers:** <http://translink.com.au/tickets-and-fares/go-card/locations>

# Parent Engagement Strategy

The Parent Engagement Strategy references Epstein’s framework for parent engagement. The framework directs the purposes of the parent engagement strategy at the College.

## Purpose (based on Epstein’s Framework):

- **Type 4:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- **Type 6:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

## Aims and Objective

To engage parents in the school of their adolescent child and the College community. The Siena Catholic College Parent Engagement Strategy seeks to:

- Offer parents relevant, evidence-based strategies and ideas in respect of their child’s academic progress (eg. study, time management)/
- Provide parents with strategies which effectively promote and support their child’s wellbeing.
- Establish a forum for parents to provide advice and feedback to the College on matters relating to College life as this relates to the positive experiences of students.

## Structure

- Six (6) Meetings per year;
  - 2 x ‘school business’: strategic priorities, capital projects, uniform, policy and procedure.
  - 4 x Type 4/6 engagement: teaching and learning, study skills, mental health and wellbeing, neuroscience and adolescent behaviour, growth mindset, resilience.
  - Parent Advisors assist with planning of meeting focus, including advice from parent reps on Board.
  - Family levy to contribute to small capital projects. Ideas discussed at ‘school business’ meetings.

## 2026 College Term Dates

<b>TERM 1</b>	<b>10 weeks</b>
Term 1 Commences for Year 7 and 12	Wednesday 28 January
Term 1 Commences for Year 8, 9, 10 and 11 (on campus with 7s, and 12s)	Thursday 29 January
Term 1 Finishes	Thursday 2 April
<b>TERM 2</b>	<b>10 weeks</b>
Term 2 Commences	Monday 20 April
Term 2 Finishes	Friday 26 June
<b>TERM 3</b>	<b>10 weeks</b>
Term 3 Commences	Tuesday 14 July
Term 3 Finishes	Thursday 17 September
<b>TERM 4</b>	<b>9 weeks</b>
Term 4 Commences	Tuesday 6 October
Term 4 Finishes	Thursday 3 December

# College Map



## CAMPUS MAP

Siena Catholic College | 60 Sippy Downs Drive, Sippy Downs Qld 4556

- 1** Administration/Main Entry.....Acacia
- 2** Staff Workrooms.....Acacia
- 3** Student Services.....Acacia
- 4** Learning Spaces.....Banksia [B]
- 5** Dance and Music.....Casuarina [C]
- 6** Performing Arts.....Benincasa [BC]
- 7** Visual Arts.....Bryan Baker Annexe [BBA]
- 8** Learning Spaces.....Grevillea [G]
- 9** Learning Spaces.....Hakea [H]
- 10** Learning Spaces.....Ironbark
- 11** Learning Spaces.....Jarrah [J]
- 12** Library/Learning Hub.....Leichardt
- 13** Hospitality.....Il Campo
- 14** Learning Spaces.....Melaleuca [M]
- 15** Learning Spaces..... Pandanus [P]
- 16** Learning Spaces.....Stringybark [S]
- 17** Film and Media.....Stringybark [S]
- 18** Science.....Tuckeroo [T]
- 19** Science..... Waratah [W]
- 20** Design & Technologies... Xanthorrhoea [X]
- 21** Multi Purpose Courts.....Casuarina [C]
- 22** Groundsman/Facilities Shed
- 23** Gym



- 24** Cricket Nets
- 25** Back Courts - covered
- 26** Back Courts - uncovered
- 27** Main Oval
- 28** Back Oval
- 29** Tuckshop

- Uniform Shop
- Primary School Buildings and Facilities
- Primary Drop Off Zone
- Church - St Catherine's
- Sky Chapel
- College/Primary Bus Zone

- Parking (Parents/Students)
- College Staff Parking
- Primary Staff Parking
- College Drop Off Zone

