



**Siena Catholic College,  
SIPPY DOWNS**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

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<b>Contact person</b>	Michael McCarthy — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Named after Catherine of Siena (a tertiary of the Order of St Dominic), the College aims to educate the whole person intellectually, physically, emotionally and spiritually. The College's Catholic identity is expressed through the charism of the Order of St Dominic and framed by the Four Pillars of Dominican Life: Prayer, Study, Community, Service. 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. Since its establishment in 1997, Siena has developed a reputation for the breadth of its formal curriculum and co-curricular 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-curricular opportunities in both the visual and performing arts and other cultural activities, sporting teams and access to programs that offer service to the local and wider community. Student wellbeing is a high priority at Siena which focuses on students' positive intent towards school underpinned by relational approach which emphasises the importance of the Teacher-Student relationship.

### School progress towards its goals in 2021

The College's Annual Plan prioritised three areas of College Life: Strong Catholic Identity, Excellent Teaching & Learning, and Student Wellbeing. The progress against each of the priorities is summarised below. Particular account should be taken of the impact of Covid-19 on the achievement of the Annual Priorities given the significant level of disruption throughout the year.

**Strong Catholic Identity:** The College focused on progressing work in the articulation of its identity through the lens of the charism of the Order of St Dominic. Specifically, the embedment of charism in the Religious Education program (Years 7 to 10) through a focus on the key people and aspects of the Order. Good progress has been made with Years 7 & 8 units of work now reflecting a stronger emphasis on charism.

**Excellent Teaching & Learning:** The focus for teaching and learning was progressing student achievement in the area of Writing and the implementation of a new Reading Strategy. Students across Years 7 to 10 made excellent progress in the area of Writing and phase 1 of the Reading Strategy (i.e. reading for enjoyment) was well-received by students.

**Wellbeing - Staff & Students:** The focus for wellbeing prioritised staff and student voice in decision-making. A number of initiatives were implemented to allow students to contribute to the development of the College and Brisbane Catholic Education more broadly. Staff were provided with multiple opportunities to provide feedback to College Leadership across a variety of areas of school life.

### **Future outlook**

In 2022, the College continues to focus on Catholic Identity, Teaching and Learning, Our People.

The College's Catholic Identity will be strengthened through our continued focus on the Dominican charism through the curriculum, College prayer life and by providing student opportunities to explore Catholic perspectives through the learning process. Greater clarity of alignment between the Pillars of Dominican Life and the rhythms of school will be a focus.

Teaching and Learning at the College continues to progress student achievement in Writing, with the additional focus on Reading to promote the Reading-Writing relationship. Specifically, students will be explicitly taught reading strategies to meet discipline literacy demands.

Our People focuses on providing all staff the opportunity to expand their understanding of various roles within the College as part of succession and adaptability planning.

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	932	478	454	21

Student counts are based on the Census (August) enrolment collection.

Siena Catholic College's student body mostly consists of students born in Australia, with a small selection of students born abroad. Student enrolments are predominantly drawn from two Catholic primary schools: Siena Catholic Primary School and Stella Maris School, with a smaller number enrolling from Our Lady of the Rosary School in Caloundra. Siena Catholic College also enrolls students from the Greater Brisbane Area, and intra- and inter-state, as well as students seeking enrolment from the independent and public school sectors. Upon graduating, the majority of our students matriculate to university, and the balance of students continue in Vocational Education & Training, further education, and full or part time employment.

## Curriculum implementation

### Curriculum overview

The College implements the ACARA Curriculum in Years 7 to 10. This is the most comprehensive approach to teaching and learning in these formative learning years. Further, the ACARA Curriculum prepares students in the content, skills, knowledge and understandings required for successful engagement in the Senior Phase of Learning.

In Year 7, students are introduced to the range of subject of areas on offer at the College. This informs them for subject selection in Year 8 and beyond, where student choice is valued. Students also undertake the core subjects of Religious Education, English, Science, Mathematics and History until the conclusion of Year 10. Students study Religious Education from Years 7 to 12.

Years 11 and 12 students work towards the attainment of the Queensland Certificate of Education (QCE). All students are offered a variety of General, Applied and Certificate courses to study during the Senior Phase of Learning. This provides students with multiple post-school pathways: university and further education and training, full-time work, apprenticeships and traineeships.

### Extra-curricular activities

The College offers a range of activities including co-curricular academic competitions (OZCLO, Da Vinci Decathlon, Future Problem Solving, Ethics Olympiad), instrumental music including concert band and a variety of ensembles, and a wide range of sporting opportunities including surfing, cricket, rugby, netball, sailing, water polo and tennis to identify only a few.

### How information and communication technologies are used to assist learning

The College has a 1:1 laptop program and the selected device is a MacBook Air. This device supports teaching and learning through the provision of access to e-books, research, assignment work, as well

as students' engagement in specific curriculum areas where a device is integral to learning: Film, TV and New Media, Digital Technologies, Design and Visual Art.

The College uses MS Teams for all classes and as well as other subject-related third-party software and learning platforms.

## Social climate

### Overview

The College promotes student health and wellbeing as central to academic success through established structures, policy and procedure. Specifically, the College has a clearly defined Pastoral leadership structure where personnel are responsible for the management, coordination and administration of student needs in each Year Level. The Pastoral Leader is the conduit between student/parent and staff, including support staff (i.e. Guidance Counsellors).

The College has a number of proactive strategies for promoting student health and wellbeing, including Worthy Siena Men & Women, retreat and camp experiences, as well as the myriad of co- and extra-curricular opportunities (service, sport, co-curricular Arts, co-curricular Academic) which allow students to experience success, and contribute to community cohesion.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	97.6%
School staff demonstrate the school's Catholic Christian values	96.3%
Teachers at this school have high expectations for my child	94.0%
Staff at this school care about my child	96.0%
I can talk to my child's teachers about my concerns	93.1%
Teachers at this school encourage me to take an active role in my child's education	84.4%
My child feels safe at this school	98.8%
The facilities at this school support my child's educational needs	95.4%
This school looks for ways to improve	94.4%
I am happy my child is at this school	96.5%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	70.7%
I enjoy learning at my school	87.1%
Teachers expect me to work to the best of my ability in all my learning	96.5%
Feedback from my teacher helps me learn	92.7%
Teachers at my school treat me fairly	85.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	64.7%
I feel safe at school	92.4%
I am happy to be at my school	85.6%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	87.5%
School staff demonstrate this school's Catholic Christian values	92.2%
This school acts on staff feedback	51.6%
This school looks for ways to improve	87.5%
I am recognised for my efforts at work	68.8%
In general students at this school respect staff members	90.5%
This school makes student protection everyone's responsibility	98.4%
I enjoy working at this school	91.8%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

The College makes the clear distinction between involvement and engagement. Parents can volunteer their time to support various programs at the College (i.e. co- and extra-curricular) which provides opportunity for involvement in College life. As distinct from involvement, the College's strategy for parent engagement emphasises the partnership between the school and home in respect of their child's learning and adolescent development. More information about the College's Parent Engagement Strategy can be found on our website.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	75	58
Full-time Equivalents	69.4	27.2

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	14
Graduate diploma etc.**	17
Bachelor degree	40
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

The major professional development initiatives were restricted and required adjustment due to Covid-19:

- MS Teams in the curriculum.
- Understanding the explicit teaching of reading.
- First Nations Perspectives.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97.3% of staff were retained by the school for the entire 2021.



# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.1%

Average attendance rate per year level			
Year 7 attendance rate	94.7%	Year 10 attendance rate	92.8%
Year 8 attendance rate	93.9%	Year 11 attendance rate	91.8%
Year 9 attendance rate	92.9%	Year 12 attendance rate	94.1%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	92.5%

### Description of how non-attendance is managed by the school

- An attendance roll is taken each morning and afternoon.
- Parents are notified via SMS if students are not in attendance at the beginning of the day.
- An attendance roll is taken each lesson.
- Ongoing absenteeism is managed through our pastoral processes, and attendance plan are arranged through the appropriate personnel.
- Persistent, excessive absenteeism is brought to the attention of parents/carers, and their responsibilities under Education Act are made known to them. A documented process towards a return-to-school plan is undertaken.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	145
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	137
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	61
Number of students awarded a VET Certificate II or above.	76
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%
Number of students receiving an ATAR	114
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	90%

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

A small number of students leave school between Years 10 and 12. Those that do finish before completing Year 12 do so to undertake full time apprenticeships or traineeships. The College supports this process for selected students, and there is a lengthy, supportive process which directs decision-making.