



Siena Catholic Primary School, SIPPY DOWNS

Annual Report 2021

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

Contact information

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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.

Siena Catholic Primary School is a co-educational school sharing 12 hectares with Siena Catholic College and St Catherine of Siena Church, at Sippy Downs on the Sunshine Coast. The school opened in 2002 with 167 students, and now supports the learning of 625 students from Prep to Year 6. Prayer, Care and Learning are our foundational values and underpin a commitment to nurturing and celebrating a love of God and care for self, others, learning and our school. Excellence, Integrity, Justice and Hope help guide our actions within the school developing a community where we love to learn and learn to love. Siena is family and community-based, with opportunities for parent involvement and social occasions. Siena focuses on creating an enjoyable learning environment using evidence based pedagogies to implement the Australian Curriculum and BCE Religious Education curriculum. Literacy and numeracy are the core of our curriculum, developing a solid platform for establishing success in learning. A team of highly-skilled staff cater for learning support and student welfare programs. The school is located in an aesthetically pleasing environment, and facilities include a 1-1 iPad program for years 3-6, library, undercover multi-purpose area, tennis courts, adventure playground, purpose-built early years play areas, canteen and shaded, seated eating areas.

School progress towards its goals in 2021

In 2021 Siena worked towards the following goals:

1. Deepening the spiritual, scriptural and theological capacity of our community. As a school we committed Professional Learning time throughout the year and reengaged with the Catholic School's Identity Project and its findings. These surveys positioned the school and its processes, enabling work towards suggested goals and a recontextualised position. We also began the work to develop Formation Plans for staff, and subsequently students and families. Our staff set Formation Goals which focussed on their faith formation, as a part of their professional growth plans. The APRE led these activities working with staff to grow capacity across the school.
2. We continued our work to achieve improved outcomes for all students, regardless of ability, across the academic and wellbeing spheres. This work included a restructure of our student support framework, staffing and processes; and the development of Personal Learning Plans for students which more accurately captured and promoted the adjustments, and interventions being made within and beyond the classroom, their impact, and subsequent actions. The pedagogical focus was drawn from this framework, developing understanding of the Levels of Teacher Response and ensuring Effective and Expected Teaching Practices were implemented.

A greater level of consultation and collaboration occurred between school and families in the development and implementation of these plans. Our Professional Goal Setting process was relaunched requiring additional professional collaboration between staff. As a school we developed a draft whole school Curriculum Delivery Plan and Data Collection Plan, led by our PLL. Our staff adjusted well to these changes and met and surpassed every professional expectation of them.

Future outlook

By the end of 2022 we will have recontextualized classroom prayer as a core expression of our Catholic identity by reviewing our classroom and whole school prayer & worship experiences so that prayer is meaningful and valued within our school community. This will include professional learning and revisiting of prayer types and examples, providing all staff with the knowledge to ensure a range are utilised within all classrooms. Staff will be provided with time to plan prayer experiences within each classroom. We will know we are making progress through staff surveys pre and post implementation, evaluating efficacy with planning and leading class prayer and liturgy. We will also engage with Student Voice Surveys (pre and post) regarding attitudes and experiences of class prayer, ritual and liturgy.

By the end of 2022 we will also have had a whole school focus to improve student writing outcomes across the school, guided by commitment to the pedagogies of the Gradual Release of Responsibility, particularly shared and guided sessions. Core strategies will include the building of a culture and love of writing across learning areas, inclusive of students, staff and parents., through competitions, daily writing and the connection with published author Tristan Bancks. We will ensure the application of modelled, shared, guided and independent work is utilised in every classroom during the teaching of writing and continually develop staff capacity to know and utilise the pedagogies of GRR as individual pedagogies, linked together by their application, to meet the needs of groups of students within their classes. We will know we are successful through 2023 & 2024 Year 5 writing NAPLAN Band progression data, where we aim to have more students represented in the top 2 bands, using their Year 3 results and National averages as a reference point, and in comparison to previous years (2011-2021).

Our third core focus in 2022 will be that by the end of 2022, productive student behaviours and engagement at Siena is improved by the implementation of Zones of Regulation, so that all members of our community can flourish. Core strategies will include professional development so that all staff have the necessary skills and knowledge to implement the Zones of Regulation; the creation of a "Zones" staff team to assist implementation which will meet termly; and the purchasing of resources.

We will know we are successful when we see the use of Zones of Regulation in all classrooms and in measuring and reviewing our student engagement data.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	627	317	310	17

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

Siena is a Catholic, Archdiocesan school, with three streams, Prep to Year Six, with the exception of a 'bubble' cohort of four classes, commencing with Prep in 2015. This cohort will move through with four classes, exiting at Year Six in 2021. Enrolment numbers are stable with the demand for enrolments continuing to be high. The school student population is predominantly Catholic (84.1%). Siena student indigenous population is at 3%; students with English as an Additional Language at 4%, and students with a disability at 14.5%. Students have opportunities to experience aspects of servant leadership in their final year of primary schooling with all Year Six students nominating for four active service ministries throughout the year. There is a student buddy system operating whereby the schools' older students support and assist students in Prep and Year One. House activities are also designed to provide opportunities for all students to gather in pastoral groups in order to build relationships with fellow students from across all year levels. The majority of students from the primary school seek enrolment at Siena Catholic College for Year Seven through to Year Twelve.

Curriculum implementation

Curriculum overview

Teachers work collaboratively to plan learning experiences for our students which reflect the learning needs of each student. Literacy development has continued to be a priority at Siena where decisions are made, and learning goals developed based on comprehensive student achievement data. The school curriculum complies with the guidelines set by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Siena aims to deliver the curriculum in safe and welcoming environments where all children have access to the curriculum and are motivated to fully engage in their learning. Siena is a three streamed school with the following curriculum offerings: 1. Religious Education 2. English 3. Mathematics 4. Science 5. HASS (Humanities and Social Sciences) 6. The Arts, 7. Technologies 8. Health and Physical Education and 9. Italian for Years 5 and 6. All students have weekly access to a Music Specialist and a Physical Education Specialist. Prep – Yr 4 also have a weekly technology lesson. Yr 4, 5 and 6 also have the opportunity to work with our technology specialist each term. Across the school, Digital Technology is regarded as an essential tool for supporting active learning at all levels. All classrooms have wireless access to the internet with whiteboard presentation capacity. All students from Year Three to Year Six have access to a personal iPad device to enhance their learning across all curriculum areas. Prep to Year Two students have access to iPad banks at a minimum ratio of 1:3.

Extra-curricular activities

Co-curricular activities Students are provided with a range of additional learning opportunities to extend and develop specific knowledge, skills and interests within the following areas: 1. Academic activities – Voices on the Coast, Chess Club, Robotics, Coding and Developing Web Apps, Leadership Program, 2. Cultural activities – Viva Siena, an Instrumental Music program offering tuition in piano, strings, guitar, percussion, brass, woodwind and singing. Children experience RAW Art, Qld Arts Council performances, dance, the Sunshine Coast Eisteddfod and also participate in the Buderim Community Anzac Day March. The school choir performs at various community events. All students participate in an end of year musical performance 3. Sporting activities students engage in at school and/or have access to through district school sporting opportunities – rugby league, rugby, touch, Oztag, soccer. The school has two clubs associated with the school which train onsite: Siena Netball and Siena Soccer.

How information and communication technologies are used to assist learning

At Siena, our teachers plan to incorporate technology across the curriculum. This is supported by having 1:1 iPads from Yr 2 and a Technology teacher who, in consultation with class teachers, takes weekly technology lessons for Prep – Yr 4 and targeted teaching blocks for Yr 5 and 6. Each classroom has digital connectivity. NAPLAN has been managed online since 2019. Robotics and coding clubs are run during break times and students enter local competitions.

Staff utilise OneNote and Teams to support learning and differentiated practice and technology supports inclusive practices within the classroom, including voice to text and Roger Soundfields throughout the school.

Social climate

Overview

Students are encouraged to build resilience and develop positive attitudes and behaviours through a number of universal supports included in the school's positive behaviour support procedures. 'Care' is one of the key pillars of our school and is the foundation on which our Behavioural Support Policy is built: Care for Ourselves, Care for Others, Care for Our Learning and Care for Our School. Across all classes, Siena uses a Between the Flags strategy to model and promote behaviours and attitudes in order to develop an environment for learning and building healthy relationships. In 2021 we began looking at the strategies within Zones of Regulation with a view for implementation in 2022.

The language of Zones of Regulation are taught and employed through the school to develop social and emotional wellbeing and build resilience. Anti-bullying strategies are built into the school's support processes and the school supports activities aimed at raising awareness and dealing with bullying behaviours. Each year our school participates in a Bullying- No Way (National Day of Action Against Bullying and Violence) Week which promotes the development of respectful relationships within our community. Information for parents regarding bullying is available through the school's Parent Portal. We also run lunchtime clubs such offering teacher led activities like computer coding/robotics, music and trading cards to provide a greater range of break time activities for our students.

The school employs a Guidance Counsellor who has qualifications as a psychologist to support students with Social and Emotional needs. The school forms teams around students for support, inclusive of members from the leadership team, the class teachers, Guidance Counsellor, Support Teacher, Speech Therapist. The school has 3 Support Teachers- Inclusive Education to support students requiring adjustments to access the curriculum. They collaborate closely with families and teachers to develop learning plans the suit student needs and promote learning progress.

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	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	99.1%
School staff demonstrate the school's Catholic Christian values	97.3%
Teachers at this school have high expectations for my child	92.7%
Staff at this school care about my child	97.3%
I can talk to my child's teachers about my concerns	95.5%
Teachers at this school encourage me to take an active role in my child's education	92.0%
My child feels safe at this school	94.6%
The facilities at this school support my child's educational needs	98.2%
This school looks for ways to improve	95.4%
I am happy my child is at this school	95.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	88.9%
I enjoy learning at my school	84.9%
Teachers expect me to work to the best of my ability in all my learning	96.1%
Feedback from my teacher helps me learn	91.4%
Teachers at my school treat me fairly	87.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	69.9%
I feel safe at school	84.2%
I am happy to be at my school	85.6%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	98.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	91.5%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	89.8%
In general students at this school respect staff members	93.8%
This school makes student protection everyone's responsibility	97.9%
I enjoy working at this school	100.0%

'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

Parents willingly and actively seek out a variety of opportunities to participate in the life of the school. There is a strong sense of partnership between parents, staff and school leadership. Parents participate at a variety of levels, including classroom assistance, supporting learning needs in the home, accepting managerial and advisory roles on committees and engaging with staff at various levels, such as Curriculum Adjustment Plan and Individual Learning Plan meetings, to ensure needs are supported. When these plans are written by the Classroom Teacher and the Support Teacher, parents are provided a copy for discernment and invited in to meet with the teachers to discuss the proposed plans to ensure there is a shared understanding, and to make further adjustments where required.

The school works at fostering this partnership within all aspects of school life. We have an active and engaged Parent & Friends Committee whose main focus is to develop community building events for the community, such as Siena Day on the Green. The school has a discernment Board which is shared between the Primary and Secondary College. This Board assists the Principals with future projects and provides parent voice to policies, procedures and decisions. Many opportunities also exist for parents to connect on a social level with school organized events, such as Grandparents Day, the Yr 1 Art Show or the Prep Mother's Day pampering, that allow for parent interactions. Each class has a Parent Representative who assists with reminders of upcoming events and organising family meet ups.

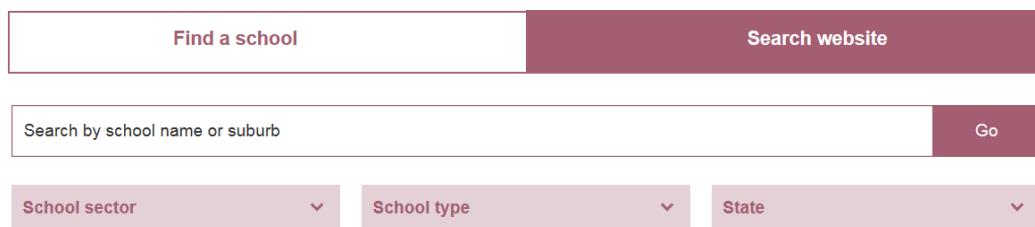
School funding

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	39	42
Full-time Equivalents	34.6	18.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	3
Bachelor degree	26
Diploma	4
Certificate	1

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- Recontextualised world view
- Effective and expected teaching practices
- Making adjustments to include all learners within the classroom
- Learning Data Analysis.

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	96.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was 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 Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	88.7%

Average attendance rate per year level			
Prep attendance rate	95.2%	Year 4 attendance rate	93.4%
Year 1 attendance rate	94.7%	Year 5 attendance rate	93.3%
Year 2 attendance rate	93.2%	Year 6 attendance rate	92.7%
Year 3 attendance rate	93.6%		

*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.

Description of how non-attendance is managed by the school

Each day, rolls are marked by 9:00am and then again at midday. At this time, school office staff begin the process of calling the parents of any student who is an unexplained absence. Families and students requiring support with school attendance are also referred to the school's Guidance Counsellor where appropriate. School newsletters are used to remind parents of the importance of full day attendance and request that occurrences of late arrivals or early finishes are kept to a minimum. Poor attendance is often a symptom of other concerns. The school seeks to engage with the families of students who have irregular or low attendance in order to better understand the concern and to work with the family to support an improvement in school attendance. The school also works to improve student engagement while at school in order to build a positive school connection. Engagement can be with the extra curricular activities, school based relationships and access to learning opportunities.

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](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



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

[View School Profile](#)

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



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.