



Enrolment Information



Document current as at March 2026

Siena
CATHOLIC COLLEGE

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From the Principal

Welcome to Siena Catholic College, where our learners experience a quality education which fosters personal growth, academically, spiritually, physically, socially and emotionally, so that all may realise their God-given potential.

What Siena offers is a quality education, deepened in our Catholic Christian tradition, that aims to provide for young people a positive learning experience where they will discover for themselves the frontiers of success. This comes about, fundamentally, by fostering a nurturing and life-giving learning community where all experience a strong sense of belonging and positive wellbeing. Through engagement in **study**, hard work, with a strong commitment to **excellence**, we may lead all our Siena students to unleashing their personal potential; being who God meant them to be. Aligning ourselves with the story of the Gospel through **prayer** and our **service** to others, we come closer to understanding our place in the world and the contribution we are called to make.

At Siena, young people experience a safe learning environment and community that believes in them. Ensuring a strong sense of belonging, with high expectations, the wellbeing and engagement of each individual student takes priority. Our expert teachers are committed to working collaboratively with our Siena students, affording them every opportunity, both inside and outside the classroom, to ensure they doing and being their best.

Since its establishment in 1997, Siena has built an excellent reputation, and is proven to be a 'school of first choice', regarded among the best secondary schools on the Sunshine Coast. Siena's culture is all-embracing, steeped in the Dominican charism, and characterised by the four pillars of Prayer, Study, Community and Service.

This booklet provides you with a summary of what the College offers. I encourage you to ask questions of the local community, members of our school, and our Parish Priests to inform yourself thoroughly about Siena Catholic College. I can assure you our claims to excellence and our unwavering commitment to our students will be supported in these conversations.

More information regarding Siena is available on the College website - www.siena.qld.edu.au.

Ms Sharon Collins
College Principal



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College Overview

Siena Catholic College is part of the Brisbane Catholic Education (BCE) network operating across the Archdiocese of Brisbane. Brisbane Catholic Education (BCE) schools provide an education to believe in.

Students

There are 920 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). Our Senior Management comprises of:

- College Principal
- Deputy Principal
- Assistant Principals - each with a particular focus:
 - Mission and Identity
 - Teaching and Learning
 - HR and Organisation
- Middle Leadership appointments:
 - Wellbeing & Engagement Pastoral Leaders (responsible for the health, well-being and behaviour support of students)
 - Wellbeing & Engagement Curriculum Leaders
 - Wellbeing & Engagement Program Leaders - Pastoral Support; Curriculum Support; Innovative and Inclusive Practices; Student Learning Services; and Sport and Community
- Other key support personnel:
 - Guidance Counsellors
 - Inclusive Education Teachers
 - Speech Therapist
 - Campus Minister

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 Houses

Students at Siena are placed into one of our five Houses:

- Bernadino (Red)
- Catherine (Yellow)
- Mackillop (Purple)
- Ozanam (Green)
- Teresa (Blue)

Siblings are placed in the same House and then assigned to a **House Group** eg. Bernadino 1 (BN1) etc., each containing about 25 students, comprising boys and girls across Years 7-12 (i.e. vertical groupings). This group meets each morning and afternoon at a designated room for prayer, conversation, daily administration, registration of attendance, reading of notices, etc. Students' lockers are located outside this room. These House Groups enable students to mix with peers from all year levels, and this adds to the sense of community within the College.

Inter-House competitions are held in sporting, cultural and academic areas.

St Bernardino of Siena (1380 – 1444)



Bernardino of Siena was a man whose holiness and boundless energy made him the greatest preacher of his time. At the age of 20, he offered to run the hospital in Siena where, with the help of others, he nursed patients suffering from the plague. At 22, he entered the Franciscan Order and was ordained two years later. Initially, Bernardino lived in solitude and prayer, but ultimately, he was sent out as a preacher. His preaching calmed strife-torn cities, emphasised scholarship and theology, attacked paganism and attracted thousands who wanted to learn more about Jesus.

St Catherine of Siena (1347 – 1380)



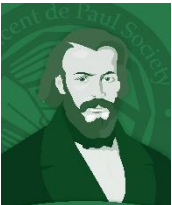
Catherine Benincasa was born in Siena, Italy, the 24th child of her family. Following several visions of Jesus, she felt called to consecrate herself to Him. She became a member of the Dominican Third Order and was a powerful preacher and spiritual guide, peacemaker and reformer. Catherine is known as 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 was not given to church schools. The sisters, led by Mary, worked tirelessly to provide a good education for their students. They 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 - work that 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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Our Charism

Our Charism is an expression of our community's mission and spirit, providing a distinctive character that fills our 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.

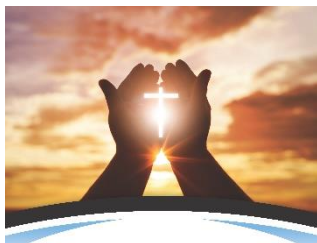
As Dominicans, there are four Pillars of life that, when lived, enable us to do the work to which we have been called.

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.



Prayer



Study



Community



Service

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RE Curriculum and the Religious Life of the College

Siena Catholic College is a Christ-centred 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. The aim of the **Religious Education (RE) 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

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, and as part of our regular College Assemblies. In addition, a variety of prayer styles are taught and practiced in RE classes. Some students undertake roles (as Singers, Readers and Ministers of Eucharist) at Masses - both within the College and the Parish. All students also engage in whole-school liturgies for events including ANZAC Day, Siena Day, and Catholic Education Week. Throughout the year, the College also provides students in each year level 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 the Vinnies School Sleepout.

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 God's word.*

Student Wellbeing

Our Student Wellbeing 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 co-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 Wellbeing & Engagement Pastoral Team use restorative practices to ensure the student is offered appropriate support in reflecting on their situation and choosing alternate actions in the future.

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 fulfill its pastoral and legal responsibilities, as supported by Brisbane Catholic Education. All students will be inducted into the "Student Protection" program by College staff early in the school year.

Teaching and Learning

Teaching and learning at Siena Catholic College is shaped by the learning dispositions which require our students to be self-regulated, connected and courageous.

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:

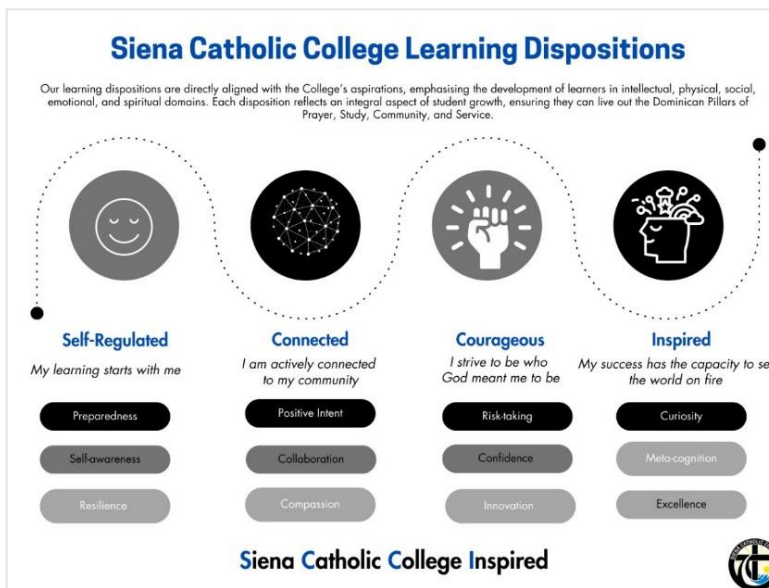
- values all students for their uniqueness and their dignity as children of God
- is creative and flexible in addressing the identified needs of students (and the staff/ community)
- is high in intellectual quality and expectations
- caters for diversity
- supports every student to achieve success and 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 and data to improve practice
- 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. 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 an additional language
- are a First Nations' person

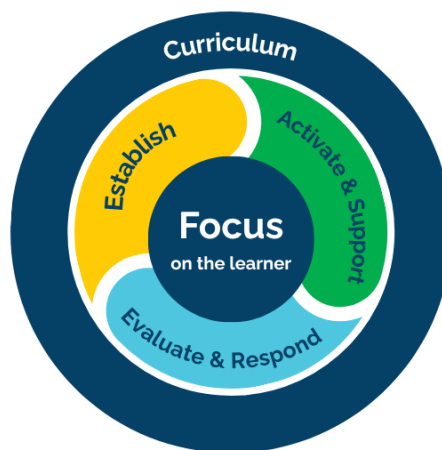


BCE Model of Pedagogy



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.

Literacy and Numeracy Strategies

Siena Catholic College implements a coherent, whole-school approach to improving student outcomes through evidence-informed literacy and numeracy strategies. These approaches are embedded consistently across learning areas and are aligned with the College's Explicit Improvement Agenda, ensuring high expectations, consistency of practice, and sustained growth in student learning.


Literacy - Eagle and Wolf Strategy

The Eagle and Wolf Reading Strategy supports students to engage confidently with increasingly complex texts by explicitly teaching reading behaviours, vocabulary development, comprehension strategies, and critical thinking. Through this approach, students are equipped to read for meaning, analyse texts, and transfer reading skills across all subject areas, building strong foundations for learning and academic success. Our wolf strategy is for our senior and extension students, and the cubs is for our junior students, ensuring all students are supported and extended while they read challenging texts.

	
 Fly over the text	 Fly over the text
Preview text Hypothesise & predict Identify patterns, sections, structure & organisation Visualise Summarise	Scan from the sky Stalk the structure Visualise Nest the essentials (summarise)
 Hunt through the text (analysing)	 Hunt through the text
Analyse <ul style="list-style-type: none"> ideas, themes & arguments mood, tone or atmosphere relationships vocabulary language features, textual features & aesthetic features similarities & differences the author's purpose 	Mark the territory (section and label) Track the clues (highlight and annotate) Pounce on keywords (vocabulary) Devour the detail (deduce the purpose)
 Look deeper into the text	 Look deeper into the text
Identify a problem or gap Evaluate the effect on the reader	Sniff out the meaning (answer questions)
 Look beyond the text	 Look beyond the text
Make connections Conduct research	Make connections Next hunt

Numeracy - Fast Focus

The Fast Focus Maths Strategy prioritises the explicit teaching of foundational numeracy skills, automaticity, and mathematical reasoning through short, targeted instruction embedded within regular lessons. By strengthening core mathematical understanding and fluency, Fast Focus Maths supports students to approach problem-solving with confidence and accuracy, contributing directly to improved numeracy outcomes across the College.

 Understand the Question <ul style="list-style-type: none"> Identify the key verb (e.g. calculate, explain). Determine what the question is asking and what information is needed. 01	 Highlight Key Information <ul style="list-style-type: none"> Underline or circle important quantities, units, and contextual clues. This helps focus attention and reduces misreading. 02	 Choose a Strategy <ul style="list-style-type: none"> Decide on an approach: draw a diagram, estimate, apply operations, or work backwards. 03	 Clear Working <ul style="list-style-type: none"> Use the provided space efficiently. Organise calculations and reasoning clearly to support your answer. 04	 Evaluate your Answer <ul style="list-style-type: none"> Check if the answer makes sense in context. In multiple choice questions, eliminate implausible options to improve your chances. 05
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Curriculum Offerings

Below is an outline of the current Year 7-12 subject choices available to students. [Curriculum Handbooks](#) are available on the College website.

Year 7	Year 8	Year 9	Year 10
<p>Core Subjects</p> <ul style="list-style-type: none"> ■ Religion ■ English ■ Mathematics ■ Science ■ Humanities (Geography/History/Civics /Business) ■ Health and Physical Education ■ Sport (core Physical Education) <p>Rotation Subjects</p> <ul style="list-style-type: none"> ■ Technologies (Food and Textile Design) ■ Technologies (Design Technology and Industrial Design) ■ Technologies (Digital Technologies) ■ Languages (Italian) ■ The Arts (Performing Arts) ■ The Arts (Visual Arts) 	<p>Core Subjects</p> <ul style="list-style-type: none"> ■ Religious Education ■ English ■ Mathematics ■ Science ■ Humanities and Social Sciences - History/Geography ■ Health and Physical Education <p>Electives</p> <ul style="list-style-type: none"> ■ 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 	<p>Core Subjects</p> <ul style="list-style-type: none"> ■ Religious Education ■ English ■ Mathematics ■ Science ■ Humanities and Social Sciences - History/Geography ■ Health and Physical Education <p>Electives</p> <ul style="list-style-type: none"> ■ 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 	<p>Core Subjects</p> <ul style="list-style-type: none"> ■ Religious Education ■ English ■ Mathematics/Mathematics Advanced ■ Science <p>Electives</p> <ul style="list-style-type: none"> ■ 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	
General Subjects	Applied Subjects
<p>Mathematics</p> <ul style="list-style-type: none"> ■ General Mathematics ■ Mathematical Methods ■ Specialist Mathematics <p>English</p> <ul style="list-style-type: none"> ■ English ■ Literature ■ English and Literature Extension <p>Humanities</p> <ul style="list-style-type: none"> ■ Ancient History ■ Business ■ Geography ■ Legal Studies ■ Modern History <p>Religion</p> <ul style="list-style-type: none"> ■ Study of Religion <p>Technologies</p> <ul style="list-style-type: none"> ■ Design ■ Digital Solutions ■ Food & Nutrition 	<p>Health and Physical Education</p> <ul style="list-style-type: none"> ■ Health ■ Physical Education <p>Science</p> <ul style="list-style-type: none"> ■ Biology ■ Chemistry ■ Physics ■ Psychology <p>Languages</p> <ul style="list-style-type: none"> ■ Italian <p>The Arts</p> <p>General</p> <ul style="list-style-type: none"> ■ Dance ■ Drama ■ Film, Television & New Media ■ Music ■ Visual Art
	<p>Mathematics</p> <ul style="list-style-type: none"> ■ Essential Mathematics <p>English</p> <ul style="list-style-type: none"> ■ Essential English <p>Religion</p> <ul style="list-style-type: none"> ■ Religion & Ethics <p>Technologies</p> <ul style="list-style-type: none"> ■ Industrial Technology Skills <p>Health and Physical Education</p> <ul style="list-style-type: none"> ■ Sport and Recreation
	<p>Vocational Education Subjects</p> <ul style="list-style-type: none"> ■ 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* <p><small>*delivered by an external provider</small></p>



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Student Life

Siena offers a myriad of extra-curricular activities to students. Siena students are encouraged to involve themselves as fully as possible in all aspects of College life. Both the curricular and co-curricular programs are designed to engage and extend students' thinking and learning.

Students also have access to a range of extra-curricular **Academic** activities including Debating, Public Speaking, Future Problem Solving, da Vinci Decathlon, Australasian subject-specific competitions, Linguistics Olympiad (OzCLO), and the Ethics Olympiad.

Cultural activities include Music Ensembles, Dance Ensembles, Arts Fest, Shake Fest and our bi-annual Musical. The Instrumental Music 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.

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 outside of school time are AFL, Basketball, Cricket, Netball, Rugby League, Rugby Union, Touch, Volleyball and Water Polo. The College's sporting facilities include indoor courts, a floodlit oval, cricket practice nets and outdoor-covered multi-purpose courts for Netball, Basketball and Tennis.

Information Communication Technology

All students are provided with a laptop, with the College choosing to use Apple Mac devices in all year levels. Students are encouraged to present assignments across all key learning areas using a range of programs.

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 clearly outline the expectations of the College with regards to ICT use.



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Enrolment Process

Enrolment Applications for Year 7-12 students at Siena Catholic College are submitted online via our website - [Enrolment Application \(siena.gld.edu.au\)](http://siena.gld.edu.au). Due to the high demand in particular year levels, a waiting list may apply. The order of receipt of applications has no bearing on the order of acceptances. When a vacancy arises, enrolment offers are based on the interview and the guidelines of the [College Enrolment Policy](#). Enrolment at the College is at the discretion of the Principal.

Additional enrolment processes and timeline information is located on our website [Enrolments \(bne.catholic.edu.au\)](http://bne.catholic.edu.au).

Transition Program

Orientation Year 7

To support all students in their transition to secondary school, confirmed enrolled students will be invited to attend an orientation day in November the year before commencing. A Parent/Carer Orientation Information Evening is also held in November.

Year 7 Induction

When Year 7 students begin their first week at Siena Catholic College they will be taken through some important induction processes, including finding homerooms and lockers, learning how to use their diaries, training on how to use their laptop and connecting with their peers and Year 12 Buddy. Our transition program is designed to ensure that our Year 7 students feel comfortable and become integrated into the college community right from the start and aims to ease any initial apprehensions and familiarise students with 'The College Way'.

Years 8 to 12 Induction

All new students commencing in Years 8 to 12 are buddied up with students from their year level to support their transition to Siena.

College Fees

The fees and levies collected at Siena Catholic College are used to provide high-quality education for students. These costs include Tuition Fees, Year Level Levies, Senior Subject Levies (if applicable), Vocational Education Levies (if applicable), Capital Levy and Parent Engagement Levy.

The College Fees do not include the cost of co-curricular activities, optional tours and excursions, individual music tuition or instrument hire and some sporting activities. These are billed to parents/carers throughout the year once permission has been granted to participate.

Further information can be found on our website - [College Fees](#).

College Details

Contact Details

60 Sippy Downs Drive
Sippy Downs, 4556, Queensland

Ph: 07 5476 6100

email: ssippydowns@bne.catholic.edu.au

website: www.siena.qld.edu.au

Office Hours

Monday – Friday 8.30am - 4.00pm

Uniform Shop

ph: 0403 534 142

Monday - Wednesday 7.45am - 11.30am

Thursday 1.00pm - 4.30pm



ORDER ONLINE:

Enter your password:
sienacollege4556

UMS

www.umspl.com.au | sienacatholicshop@umspl.com.au

Tuckshop

ph: 5477 3049

Monday – Friday 8.00am - 2.15pm

School Hours

School begins at 8.45am and finishes at 3.10pm. Students are expected to be at the College by 8.40am.

College Bell Times



Monday - Friday

House Group	8.45am – 9.05am
Period 1	9.05am – 10.05am
Period 2	10.05am – 11.05am
First Break	11.05am – 11.35am
Mindfulness	11.35am – 11.40am
Period 3	11.40am – 12.40pm
Period 4	12.40pm – 1.40pm
Second Break	1.40pm – 2.10pm
Period 5	2.10pm – 3.10pm

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
- Uniform Shop
- Parking (Parents/Students)
- 25** Back Courts - covered
- Primary School Buildings and Facilities
- College Staff Parking
- 26** Back Courts - uncovered
- Primary Drop Off Zone
- Primary Staff Parking
- 27** Main Oval
- Church - St Catherine's
- College Drop Off Zone
- 28** Back Oval
- Sky Chapel
- 29** Tuckshop
- College/Primary Bus Zone

Transport

Public Transport

The main operators are:

CDC Queensland, covers the coastal strip from Caloundra to Noosa. Refer to School Bus Passes for next year below. **Web:** <https://cdcqueensland.com.au/> **Phone:** 5476 6622

Glasshouse Country Coaches serves Glasshouse, Beerwah and Landsborough with connections from Peachester and Maleny. **Web:** <https://glasshousecoaches.com.au/Runs> **Phone:** 5496 9249

Car

Parents who drive their children to the College can park in the designated drop-off zone located near the College Administration Building or in nearby street.

Active Transport

Students who live nearby can cycle or walk to the College.