



**Sophia College,
PLAINLAND**

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.

Sophia College is a new school which opened its doors in January this year with 96 Year 7 students and 19 staff members. As a co-educational, Catholic high school, Sophia College is a place of learning where every student has the opportunity to excel in their chosen pathway and to leave the College as confident, responsive and informed, resilient individuals who are well prepared for a rapidly changing future.



The College community is alive in the Franciscan charism. Community members seek to live in kinship with nature, each other, and God. Our mission is to nurture life-long learners who are called to make a difference for creation through acquiring and practising wisdom and who willingly walk with love to include the other. The College is committed to its Living Stones – Learning, Integral Ecology, Faith and Engagement.

Sophia College promotes an inclusive learning environment that responds to the needs of all learners. The provision of a learner-centred, values-driven curriculum is the priority as the College works towards achieving its vision to develop a community where students can be the best they can, given their individual talents.

Sophia College is an aspirational community which lives the good news of Jesus Christ by:

- Encouraging our young people to develop the goodness in themselves and to share their God-given gifts, in living the Gospel values,
- Continually striving for innovation and excellence in all aspects of our learning and wellbeing,
- Hearing and acting on the call to care for God's creation, our common home, locally and globally,
- Acquiring and practicing wisdom to create a hope filled future,
- Walking with love to include all,
- To give LIFE to St Francis' call to rebuild.

School progress towards its goals in 2021

Throughout 2021, the College has made significant progress towards creating a strong learning community. Improving student learning outcomes has been emphasised and, consequently, has driven the agenda for a school culture where high expectations, rigorous unit content and professional standard are the 'norm'.

2021 Goals	Status
<p>Develop an understanding of the Franciscan charism.</p> <ul style="list-style-type: none"> Share and explore the stories of St Francis and the Franciscan tradition. Engaging with Franciscan Schools Australia. Seeking opportunities for iconography across the College. 	<p>Achieved.</p> <p>Staff, students, and families have embraced the story of St Francis. There has been a focus on celebrating the Canticum of Creation and its link to Laudato Si'. Developing our understanding of the Franciscan traditions enhanced our foundation year.</p>
<p>Embed Catholic Perspectives in all units of work.</p> <ul style="list-style-type: none"> Develop an understanding of Catholic Perspectives and the way it connects within curriculum offerings. 	<p>Partially Achieved.</p> <p>On Track for completion in 2022.</p> <p>Significant progress was made with developing an understanding of Catholic Perspectives and many staff were embedding them into their units.</p>
<p>Embed literacy practices across the curriculum.</p> <ul style="list-style-type: none"> Context specific effective first teaching of literacy. 	<p>Achieved.</p> <p>Teachers created Accelerate lessons to provide an opportunity for students to focus on their literacy development. Each week, all students participate in these lessons at the level they were at to stretch each individual's literacy capabilities.</p>
<p>Develop Assessment Capable Learners.</p> <ul style="list-style-type: none"> Develop and impact attitudes & perceptions of the importance of NAPLAN. Extend understanding of standardised assessment and its value. 	<p>Achieved.</p> <p>Concentrated emphasis on learner and the value of assessment has resulted in well prepared students for not only NAPLAN but for exams in general.</p>
<p>Develop a Positive Relationship Program.</p> <ul style="list-style-type: none"> Research, model and promote strategies and behaviours which reflect positive and healthy behaviours as part of a college wide program. 	<p>Partially Achieved.</p> <p>Models of wellbeing programs were research with the intention of developing a program unique to the College. Triple S (SSS) was founded and will continue to be developed in 2022 to ensure it is contextually relevant to students at Sophia College.</p>
<p>Develop community processes and procedures which support the effective running of the College.</p> <ul style="list-style-type: none"> Develop community process and procedures which support the effective running of the College. 	<p>Achieved.</p> <p>The College's first year saw the development of a considerable number of processes and procedures. All policies and procedures were written and implemented to ensure the College is compliant with mandatory requirements.</p>

Future outlook

At Sophia College, we utilise the National School Improvement Tool to:

- review and make judgements about where we are on the improvement journey
- set goals and design strategies for improvement
- monitor and demonstrate improvement over time.

Our College focuses on holding and maintaining high expectations for every learner.

Explicit Improvement Agenda goals and strategies for 2021 have been identified as follows:

Strategic priority	Goal (Improvement area)	Strategies for improvement
Catholic identity	<p>Catholic Perspectives</p> <p>Explicit, intentional embedding of Catholic Perspectives across curriculum areas.</p>	<ol style="list-style-type: none"> 1. Regular PD for teachers at staff meetings. 2. Explicit and intentional embedding of Catholic Perspectives in unit plans. 3. Monitoring staff implementation.
Learning and teaching	<p>Pedagogy</p> <p>Implement the BCE Model of Pedagogy so that there is clarity and agreement of the College's expectations for classroom teaching practices.</p>	<ol style="list-style-type: none"> 1. Unpack the BCE MOP 2. Focus on Feedback 3. Create Sophia Learning analogy 4. Collaborative learning area teams
	<p>Professional Collaboration</p> <p>Sophia College will be a Professional Learning Community (PLC) of leaders and teachers who model, observe and provide feedback on effective pedagogical practice to ensure precision, consistency of delivery and continuous improvement of high expectations for learning.</p>	<ol style="list-style-type: none"> 1. Learning Sprints and 4 Cs model - collaboration 2. Learning Area team meetings are prioritised in timetable 3. Classroom observations
	<p>Data</p> <p>The College will develop a data plan to ensure a more strategic approach to the use of data sets to inform school-level decisions, interventions and initiatives.</p>	<ol style="list-style-type: none"> 1. Identify data opportunities and create plan. 2. Implement, revisit and revise data plan.
	<p>Subject integration</p> <p>The development of a whole-college curriculum plan including opportunities for subject integrations is a priority with emphasise on curriculum mapping of cross-curricular skills of literacy and numeracy, higher-order thinking skills and other general capabilities.</p>	<ol style="list-style-type: none"> 1. Concerted focus on embedding Integral Ecology across curriculum commences with Science and Maths. 2. Mapping of cross curricular opportunities.

Strategic priority	Goal (Improvement area)	Strategies for improvement
	<p>Sport</p> <p>Sophia College is committed to developing learning opportunities through sport and sporting competitions.</p>	<ol style="list-style-type: none"> 1. Connect with local sporting organisations. 2. Embed time for sport in timetable. 3. Engage coaches.
	<p>Culture</p> <p>Sophia College is committed to developing learning opportunities through music, art and other cultural pursuits.</p>	<p>Explore local competitions</p> <p>Run after school workshops</p>

Our school at a glance

School profile

Sophia College is a co-educational, Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Year 7

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	95	61	34	7

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

The College is proudly founded in the Franciscan tradition. Although there have been many words crafted about Franciscan spirituality, it is essentially a spirituality marked by its simplicity. The Franciscan tradition founded by Saint Francis of Assisi and Saint Clare embraces simplicity, joy and profound reverence for every person, all of creation and the Creator of all.

As a Catholic, Christian College, we are committed to educating and forming students who are challenged to live the gospel of Jesus Christ and participate critically and authentically in faith contexts and wider society.

Sophia College is located within the Archdiocese of Brisbane, in the Southwest Region – halfway between Toowoomba and Ipswich. Plainland is located in the Lockyer Valley. As such it is predominately a rural community however its location is now being sought by families, investors and businesses.

The College opened on 29 January 2021 with 96 students from 18 different feeder primary schools. Sophia College is the only Catholic Secondary School located between Ipswich and Toowoomba. The families in the Lockyer Valley have long petitioned for a school of choice for their students. The College also provides a viable means of students continuing their Catholic education from Prep to Year 12 without having to travel outside of the region.

The College community comprises of a mix of cultures and faith backgrounds; however, all families are seeking to share the expressed values of the school and who are willing to support and contribute to the school's vision and ethos. It soon became clear through this process that while essentially many members of the community are from agricultural backgrounds they want more for their students. The College therefore while strongly connected to the land and ecology aims to provide varied pathways to allow students to be change agents who have diverse skills and who have first-hand experiences of technology in action. STEM and an integrated curriculum are a focus of teacher planning.

Sophia College is also committed to providing an inclusive education which focuses on the safety of our students. The College facilities and infrastructure has been designed to provide a good line of sight for supervision and to minimise the opportunities for inappropriate and bullying behaviours. There is a genuine focus on developing respectful relationships and the outdoor learning spaces created through this project will afford staff the opportunity to develop positive relationships informally and formally with students.

Curriculum implementation

Curriculum overview

Learning at Sophia College is underpinned by our College mission and vision and supported by the Brisbane Catholic Education Learning and Teaching Framework. Learning happens in an interconnected system where the learner is central. The success of each student to care for and create a better world is lived through their learning at Sophia College. Our learning ecology is:

- Connected to faith - Students at Sophia are in dialogue with their faith and that of others
- Connected curriculum - Students at Sophia have access to curriculum opportunities that reflect the world in which we live.
- Connected teachers - Teachers at Sophia are passionate, collaborative and innovative.
- Connected to community - Sophia College is a community in conversation with all including our traditional custodians. Our learning is connected to the people and places of the Lockyer Valley.
- Connected to the world - Students of Sophia shape a better world beyond the college gates for generations to come.

Students in year 7 2021 will engage in learning across all learning areas of the Australian Curriculum and the Brisbane Catholic Education Religious Education curriculum. Subjects taught in 2021 year 7:

- Religion
- Mathematics
- Science
- English
- HASS (History, Civics and Citizenship, Geography, Economics and Business)
- The Arts (Music, Dance, Drama and Visual Arts)
- Digital Technologies
- Japanese
- Design and Technology (Engineering, Food and Fibre Production, Food Specialisation and STEM)

Extra-curricular activities

Our holistic education extends beyond the classroom, and we acknowledge that students' skills and abilities range from the field to the stage and beyond. Extra-curricular activities are important to promote a healthy and balanced lifestyle.

In 2021 students engaged in:

- Touch football
- Soccer
- Volleyball

- Choir
- Esports
- Franciscan Schools Days
- Lockyer Valley Schools Cluster Days

How information and communication technologies are used to assist learning

Learning and living are not two separate endeavours that students engage with in isolation. Technologies and their uses are pervasive across all areas of our society and modern living.

In response, we need to ensure that learning can take place in flexible, resource-rich environments where technology supports connected, real life and real time learning and teaching.

Students at Sophia College participate in a 1:1 Learning Technology Program. Each student is issued with a school-owned device for their educational use whilst enrolled at the college.

Staff, Student and Parent Portals allow community members to engage in teaching, learning and partnership opportunities.

Social climate

Overview

The Student Behaviour Support Policy at Sophia College has a focus on understanding behaviours rather than reacting to them. It places emphasis on relationships, personal responsibility and choice. It is proactive and preventative in nature and strives to create a positive culture in the College. It provides opportunities for reconciliation and redirection for students to allow for fresh beginnings.

The Sophia College community believes that every person should be treated with dignity and respect and will be provided with fair and just processes. Student Behaviour Support is a cooperative process involving students, staff and parents in the progressive development of responsible citizens. Sophia College follows the model of Positive Behaviour for Learning (PB4L). PB4L is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.

Developing positive and respectful relationships with self and others is an important part of a student's emotional and social development. The relationships in a student's life, including those with friends, family and peers, can influence their physical health, promote self-esteem and assist them in developing a sense of belonging. Teaching students about positive and respectful relationships encourages them to reflect on their current relationships and supports them as they form new ones.

The positive relationships program, Triple S, at Sophia College is designed to be engaging and developmentally relevant for students, teaching students how to build healthy relationship, resilience and confidence.

Family and community engagement

Engagement with families is prioritised at Sophia College as we believe the parent-school relationship is an important factor in the success of any student. Sophia College has adopted the Family and Community Engagement (FACE) to work with families to engage them in their student's learning. 2021 Parent Engagement workshops included:

- Welcome and meet the teacher
- Using technology with your children
- A day in the life of your student

Parents were a welcome part of many celebrations including:

- Mother's Day breakfast

- Father's Day afternoon
- Sought parental input through survey's
- Reconciliation Action Plan meeting with parents
- End of year mass, awards ceremony and Christmas fair.

Environmental footprint

Reducing the school's environmental footprint

Responsible energy usage supports the College's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

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.

The screenshot shows the My School search interface. At the top, there are two buttons: "Find a school" and "Search website". Below these is a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search bar are three filter dropdown menus: "School sector", "School type", and "State".

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

A rectangular button with a thin border and the text "View School Profile" centered inside.

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

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background and a dark border.

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	12	13
Full-time Equivalents	12	10.45

*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	6
Graduate diploma etc.**	2
Bachelor	4
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

Staff at Sophia College engaged in a range professional learning aligned to College and Individual Professional Development Goals.

The major professional development initiatives are as follows:

- Staff Formation
- Student Protection Training
- Positive Behaviour for Learning
- Franciscan Charism and Teaching in a Catholic School
- Developing an understanding of the Model of Pedagogy
- Supporting students with Disability
- Workplace Health and Safety.

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	97.73%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.73% 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	94.41%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.21%

Average attendance rate per year level	
Year 7 attendance rate	94.41%

*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

Sophia College prioritises attendance every day and its impact on learning. This message is delivered consistently to community members and prospective community members.

As part of our organisational goal, an Attendance Policy was developed. Procedures were driven by data drawn from BI. Time is given across key junctures of the College year to remind staff around required practices with regards to the marking of attendance and rolls are marked in the first 5 minutes every lesson throughout the day.

Key strategies for improving attendance include:

- Each student's attendance is monitored by their Fratelli House Teacher. Unexplained absences are followed up and a process is implemented following three days of absenteeism.
- The College Guidance Counsellor monitors patterns of absenteeism and, corresponds with parents and guardians to address concerns and encourage a change of behaviour.
- An SMS is sent to parent of a student who, on any one day is absent with no explanation; or who leaves early or arrives late. This assists the College in building a strong partnership with parents to address any concerns with attendance.
- At the end of each semester, students who demonstrate outstanding attendance receive a certificate.
- Parents must contact the Principal if there is a planned absence for their son or daughter for a period during the term.

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

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.



A screenshot of the My School search interface. It features a dark red header with a search bar on the left containing the placeholder text 'Search by school name or suburb'. To the right of the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is positioned on the far right of the header.

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.



A screenshot of the My School navigation menu. The menu is a dark red horizontal bar with several items: 'School profile', 'NAPLAN' (which is highlighted with a white background and a dropdown arrow), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.