



2014

Annual Report

Villanova College - Coorparoo



EDUCATIONAL CONTEXT

Villanova College is an independent Catholic Boys School conducted by the Order of St Augustine for students from Years 5 to 12. The College is located at Coorparoo Brisbane and has playing fields at Tingalpa.

The address of the College is 24 Sixth Avenue, Coorparoo, Brisbane, QLD 4151

ENROLMENTS 2014

YEAR LEVEL	2014	
	Students	Streams
5	140	5
6	112	4
7	112	4
8	178	6
9	165	6
10	166	6
11	166	6
12	165	6
TOTAL	1204	43

CHARACTERISTICS OF THE STUDENT BODY

Villanova College caters to students from the surrounding suburbs of Coorparoo and district. Predominantly the population consists of students from middle class families. The student population consists of a variety of ethnic backgrounds with 19 students- 3 in the Junior School and 16 in the secondary cohort identified as English as a Second Language- ESL students. Students with disability account for 31 students -15 students in the Junior School and 16 students in the secondary cohort. Students identifying as Indigenous number 4 with 1 in the Junior school and three in the secondary cohort.

DISTINCTIVE CURRICULUM OFFERINGS

Villanova College has implemented the Australian Curriculum as per the schedule devised by the relevant educational authorities in Queensland.

The Junior School consisting of Years 5 and 6 subjects offered are shown below:

Junior School

In the Junior School (Years 5 & 6) core teachers are responsible for the majority of students' lessons. Specialist teachers are assigned for *Sport, Music, Art* and *Drama*. The curriculum allocations are as follows:

Periods	4	4	4	4	4	1	1	1	10	2	2	1	1	1
Subject	English	Maths	Science	Religion	History	Art	Sport	ICT	PC	Music	Library	HPE	Assembly	Drama
Teacher	Core									Spec	T/L	Spec	HoS	Spec

Middle School

Within the Middle School (Years 7, 8 & 9) a team of Year Level Coordinators (YLC), together with Head of Middle School, supports teachers in the pastoral care of students. The Middle School pastoral groups are comprised of students from across the three year levels – 7, 8 & 9.

a. Year 7

Core teachers are responsible for *English, Maths, Science, Religious Education* and a specialist lesson in *Art, ICT* or *Maths (Extension)*, depending on staff skills and expertise. The Year 7 Coordinator currently teaches *History* across all Year 7 classes.

Periods	17		3	2	1	1	1	1	1	1	1	1	1	10
Subject	Eng	M a t h s	Sci R E	HPE	Hist	PD	Lib	Music	Drama	ICT	Art	Maths (Ext)	Assem bly	P C
Teacher	Core		Spec	YLC	YLC /Ho S	T/L	Spec	Spec	Spe c/ C ore	Spec/ C ore	Spec/ C ore	HoS	P C	

b. Year 8

Two 'core' teachers are responsible for a large portion of students' learning – one for the Year 8 *Humanities* program, the other for the Year 8 *Maths & Science* program. All students study *Italian* and *Chinese* for one semester each. Some students in need of assistance with literacy and numeracy are invited to participate in *Activ8* lessons, as an alternative to participation in language

classes. All students complete a six-week rotation in the following Year 8 electives: *Art, Business, Computing, Drama, Geography, Graphics, Music, and Woodwork.*

Periods	12	8	2	2	4	1	1	10
Subject	English, History, RE	Maths, Science	HPE	Italian/Chinese	Elective rotations	Assembly	Form Meeting	PC
Teacher	Core 1	Core 2	Spec	Spec	Spec	HoS	YLC/HoS	PC

Year 9

English, Maths, Science and *RE* are mandatory study courses for all students. A single teacher is responsible for each subject ... there are no core teachers. Students undertake studies in two (2) elective subjects each semester i.e. four (4) elective subjects over the entire year

No of Periods	4	4	4	2	2	4	4	4	1	1	10
Subject	English	Maths	Science	Rel. Ed.	History	HPE	Elective 1	Elective 2	PD	Assembly	PC

Year 9 Electives:

Art, Audio Engineering Studies, Business Entrepreneurial Studies, Business Financial Literacy, Chinese, Digital Technologies Studies, Drama, English (Extension), Food Studies, Geography, Graphics, Italian, Maths (Extension), Multimedia Studies, Music, Science (Extension), Sports Science, Workshop Technology.

Years 11 & 12

All students study three (3) core subjects comprising one from each of the following groupings:

- *English Communication (Authority-Registered Subject) or English (Authority Subject)*
- *Pre-vocational Mathematics (Authority-Registered Subject) or Mathematics A (Authority Subject) or Mathematics B (Authority Subject)*
- *Study of Religion (Authority Subject)*

No of Periods	4	4	4	4	4	4	4	1	1	10
Subject	English	Maths	Study of Rel	Elective 1	Elective 2	Elective 3	Elective 4 or ISP	Form Meeting	Assembly	PC

In addition to the three core subjects, all students study either three (3) or four (4) of the following elective subjects:

Authority Subjects

Accounting, Biology, Business Organisation and Management, Chemistry, Chinese, Drama, Economics, Geography, Graphics, Hospitality Studies, Information Processing and Technology, Italian, Legal Studies, Mathematics C, Modern History, Music, Music Extension (Year 12 only), Physical Education, Physics, Science21, Visual Art.

Authority-Registered Subjects

Information & Communication Technology, Recreation Practices, Visual Art Studies.

SPORTS

In the Junior School, over 60 teams across a range of sports were fielded in 2014. The sports offered at the College includes; Swimming, Cross-Country, Track and Field, Cricket, Rugby, Football, Basketball and Tennis. In the major team sports of Swimming the College placed 4th, Third overall in Cross-Country and second overall in Track and Field. In Cricket Villanova College was successful in 60% of all matches played throughout the season, winning 71 of the 119 games played. On the Rugby field Villanova College won over 50% of their games. In Football the Villanova teams won 45 matches, drew 12 and experienced 19 losses.

Basketball and Tennis remain two of our stronger sports where our junior players won 86% of games during the Basketball Season. Tennis saw Villanova College finish fourth overall with many close games contested during the season.

In the secondary AIC competition Villanova College has once again performed admirably in the sport of Cricket, Football, Cross Country, Basketball and Tennis.

SPORTS	CIC- JUNIOR SPORT	AIC –SECONDARY SPORT
Swimming	4th	5 TH OVERALL
Cricket	N/A	2 ND OVERALL
Cross –Country	3 rd	3rd OVERALL
Rugby	N/A	8 TH OVERALL
Football	N/A	3 RD OVERALL
Track and Field	2nd	7 TH OVERALL
Basketball	N/A	4 TH OVERALL
Tennis	N/A	4 TH OVERALL

THE ARTS- MUSIC, DRAMA AND VISUAL ARTS

Once again in 2014 the Arts at Villanova College took centre stage as the students explored numerous mediums to express their talents. The students have the opportunity to be involved in the Biannual Musical with Loreto College, numerous instrumental ensembles, choirs, and orchestras.

Visual Art is more than an academic subject at Villanova College. Students experience a number of unique workshops that help to develop their skills. One of the highlights for the year is the Villa Visions Art exhibition.

Drama is offered as a subject form Years 5 to 12. In 2014 the Senior Drama production, “Brotherhood” was a great success and the senior students had an opportunity to work closely with outside producers and writers to create a powerful story.

THE SOCIAL CLIMATE

Villanova College operates three distinctive precinct or schools; Junior School-Years 5 and 6, Middle School-Years 7-9 and Senior school –Years 10-12. The significantly different developmental needs of students in the early, middle and senior phases of learning are now well recognised. Further, research indicates the need for approaches to teaching and learning and pastoral care that are specifically designed and structured to meet the needs of students at the different stages of their schooling. Each stage of schooling needs to be designed to encourage the successful completion of the developmental tasks that boys must negotiate at each stage in their lives. Research has also indicated the psychological, developmental and intellectual benefits that derive from students establishing and maintaining a connectedness to their school, their peers and their community. This connectedness is best fostered in a developmentally appropriate way according to the students' needs, and in a 'small school' environment.

JUNIOR SCHOOL

The Junior School Precinct is one specifically designed to engage and nurture ten to 12 year old boys. It is a place of academic excellence based on individual needs and also a faith community that supports active, responsible Christians. The impact of positive relationships within the learning and social framework of the Junior School has established a Junior School where everyone is valued.

The Junior School currently consists of five streams of Year 5 and 6 classes with twenty-eight students utilising a double teaching space. Each year level is grouped together to maximise opportunities for socialising, learning, teaching and assessment. The pastoral, academic and social/emotional needs of each cohort are specifically catered for by Junior School Staff teachers. They provide hands-on experiences and focus on communicating ideas, opinions and strategies with the students so that the boys are conscious in understanding their successes or challenges in the curriculum.

Physical movement with working spaces and the flexibility to work in groups or an individual is significant at this age. Working conditions can change considerably through the day so that every individual has the opportunity to work under the conditions that best suit him. Opportunities for independent, small group, whole class and inter-class interactions will stimulate and maximise the learning spectrums in all subject areas.

The Junior School Precinct has strong pastoral ties established through core class teachers building upon relationships through everyday experiences. Restorative practices is modelled and taught explicitly so that the boys understand the impact of their words and actions. Social and emotional skills are taught in year level cohorts through Personal Development Programs specific to the identified needs of boys in this age group. Communication is given priority and all teaching staff liaise regularly with students and parents to discuss progress and goals for future learning.

MIDDLE SCHOOL

The Middle School at Villanova aims to provide a fun, engaging and rigorous experience of schooling which is specifically suited to the developmental needs of boys in Years Seven, Eight and Nine.

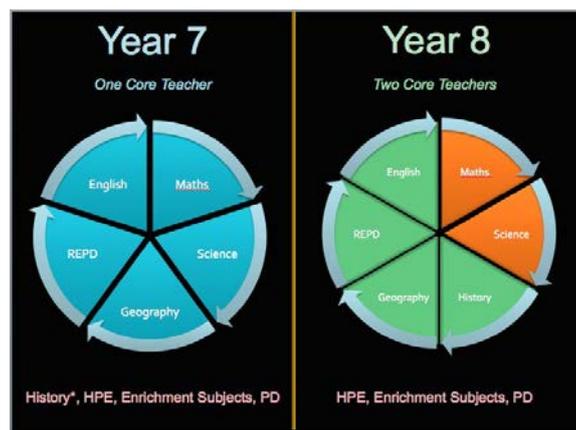
A Year Level Coordinator assigned to each year level in the Middle School. Their role includes:

- have a personal knowledge of and an active interest in all students within the year and coordinate the efforts of all staff, particularly teachers focused on that year level, in their efforts to guide and mentor boys
- be responsible for the development, management and implementation of the pastoral care plan, formation, camp & retreat programs in their particular year level
- ensure success in learning is the major activity focus of students and staff
- take a proactive role in ensuring that the Restorative Approach adopted by the College is implemented in the School
- participate in the life of the students inside and outside scheduled classes
- provide leadership for the personal, religious, academic, social and physical development of the students
- deal with day to day pastoral care and discipline matters in the Middle School
- be the focal point of contact and management of matters of concern in the pastoral care and/or discipline of students in the Year Level
- organise and lead weekly PD students
- build and maintain open relationships and communication with parents

CORE TEACHERS

A positive working relationship between the student and the teacher is central to our approach in Middle School. As a result, we adopt a **'core class – core teacher'** model in Middle School. In Year 7, each student is taught the core subjects by the one core teacher (in the one core classroom). In Year 8, we split the subjects in to Mathematics & Science (one core teacher) and the Humanities (one core teacher), as per the diagram.

In Year 9, as the teaching of the core requires increased specialization, each subject is taught by a different teacher, although where possible each class has their core lessons in the same classroom.



Middle Leadership & Support Structure

The Middle School Curriculum Area Leaders, in consultation and partnership with Vice Principal – Teaching and learning, is responsible for implementation of the Core Subject programs within the Middle School. The role holders collaborate with all staff - teaching and support staff – to enhance teaching and learning within this area of responsibility. The positions rely on the development of strong, collegial relationships with all staff in order to support and enhance student learning.

Role
Mathematics Area Leader
Science Area Leader
English Area Leader
Social Sciences Leader
Religious Education Leader
Collaborative & Reflective Practice Facilitator
Learning Support & Enrichment Leader

SENIOR SCHOOL

In the Senior School, the major organising themes are the later adolescent ones of *individuation* and *purpose and meaning*. The psychological process of individuation reflects the adolescent's need to establish his own identity, values and life principles within the supportive framework of his family and his school. Academically, it is a period of diversification for some, and of specialisation for others, according to their needs.

At the heart of all our endeavours is the student. Villanova College is committed to building a community of learning that provides a safe, nurturing and academically challenging environment for all students.

Pastoral Care is another key priority. For administrative and organisational purposes each student becomes a member of a House and Year Level. In all there are three year levels (10-12) and four Houses (Heavey, Murray, Goold and Crane). Each Year Level is run by a Pastoral Area Leader supported by a number of Pastoral Teachers. Pastoral Care (PC) brings together all aspects of College life – academic, social, physical and spiritual. At its centre are quality relationships. Programs are in place to assist each student to develop into the best person they can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs and it is the day-to-day care of each student and their needs, which is of paramount importance.

As well as the day-to-day care of students, PC Programs address aspects of personal and social development, career education, mental health and personal organisation and management.

Each student within Villanova College is a member of a PC Group and will have a PC Teacher. PC Teachers will come to know students in their PC Group well so that they can be given the best care and support possible. The PC Teacher is the College's first port of call for students and parents/caregivers, thus it is imperative that PC Teachers strive to develop meaningful relationships with students in their PC. All stages of schooling can present challenges and a PC Group can offer support and encouragement during the difficult times and as well as celebrate the good times of life.

All staff throughout the College play a role in the wellbeing of students. This premise underpins all interactions and scheduled activities throughout the College. There are however a number of staff roles which play an integral role in the pastoral care of certain groups within the student population. These include: the College Principal, Head of Senior School, Guidance Counsellor, College Chaplain, Pastoral Area Leaders and Pastoral Care Teachers.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE COLLEGE

Data collected from the College Board and Parents and Friends Association meetings provides valuable feedback from the College. Overall parents are satisfied with the education provided to their sons and daughters at Mt Maria College.

Parents have an opportunity to engage with the leadership team through the monthly board and Parents and Friends Association meetings. Issues of concern are regularly brought up for attention and matters are dealt with quickly and efficiently.

Parents also have an opportunity to attend regular parent/teacher conference to discuss their child's academic progress. Teacher and student satisfaction with the College is reflected in the strong retention figures for both groups

STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

Parents are invited to attend a range of formal meetings at the College. These meetings include; Parent/Teacher Conferences twice a year to discuss the academic performance of their child, Year level meetings to discuss a range of issues pertinent to each year and Parent Information Evenings conducted by the Parents and Friends Association.

STAFF INFORMATION

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	85	48	1
Full-time equivalents			

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	14
Diploma	31
Advanced Diploma	10
Bachelor Degree	102
Graduate Diploma etc.**	32
Masters	19
Doctorate	2
Total	210

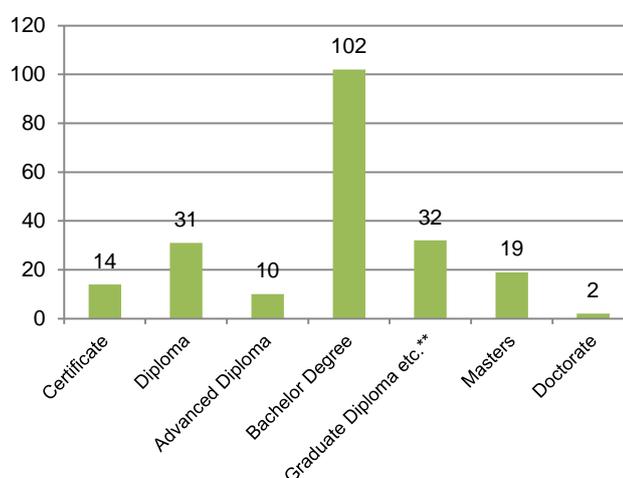


Figure 1*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

In addition to their professional qualifications in teaching, some staff members also hold qualifications and recognition in areas of expertise other than education.

Expenditure on and participation in teacher professional development

Within the College, a structured program of Professional Development operates in order to ensure that staff are enabled to implement new curriculum and pastoral care initiatives. This program has included work aimed at developing teachers' understandings and skills in Restorative Practices, The Art and Science of Teaching and Augustinian Pedagogy. A parallel program enhancing the capacity of staff in areas of faith and spirituality is also central to our vision and mission as a Catholic school.

Total Amount spent in 2014 on Teacher Professional development = \$68,100

Average staff attendance, based on unplanned absences of sick and emergent leave for periods of up to five days -2014 = 92.8%

Proportion of teaching staff retained from the previous school year

2014= 97.6%

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school and for each year level

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
97.2%	95.7%	94.9%	95.2%	94.5%	95.0%	92.0%	93.8%	94.7%

How non-attendance is managed by the school

The attendance of students at the College is handled by the relevant Year Co-ordinator and Head of School. The Students services Officer in the three schools monitors the rolls and bring to the attention of the key staff patterns of non-attendance that are of concern. Parents play a significant role informing the College of any difficulties students may be experiencing in attending normal classes. The College staff maintain close communication with all families.

Apparent retention rates from Year 10 to 12

2014 – 96.4%

NAPLAN RESULTS 2014

National Assessment Program- Literacy and Numeracy – Reading, Writing, Spelling, Grammar and Punctuation, Numeracy.

Results for Years 5, 7 and 9

Year 5					
READING	WRITING	SPELLING	GRAM, PUNCT	NUMERACY	
527	484	514	529	512	Villanova College
99%	97%	99%	100%	99%	% above NMS
Year 7					
READING	WRITING	SPELLING	GRAM, PUNCT	NUMERACY	
563	531	544	572	593	Villanova College
100%	97%	100%	100%	100%	% above NMS
Year 9					
READING	WRITING	SPELLING	GRAM, PUNCT	NUMERACY	
602	565	591	596	615	Villanova College
97%	91%	95%	95%	95%	% above NMS

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school

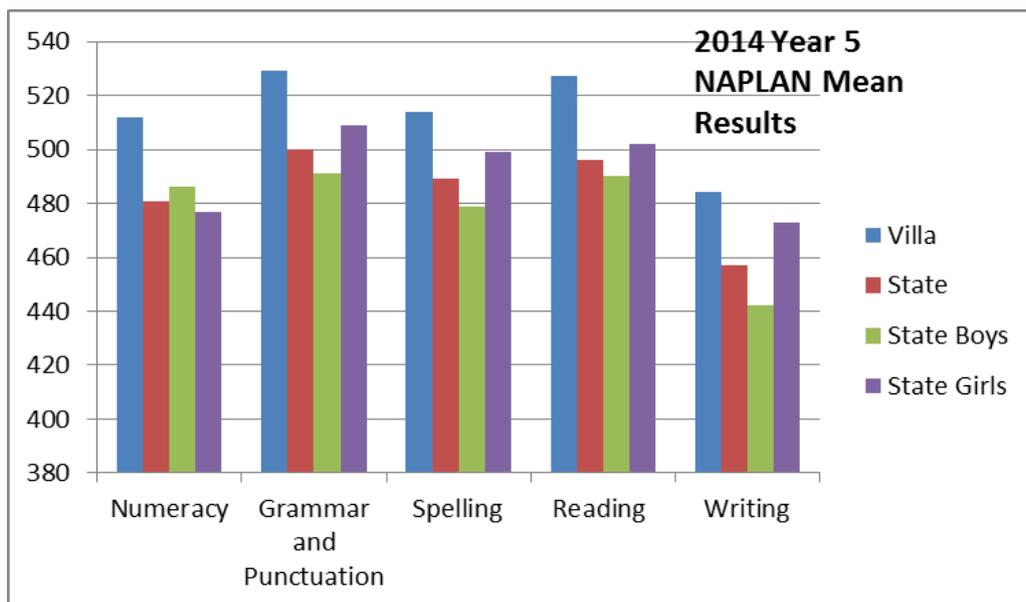
Search by school name

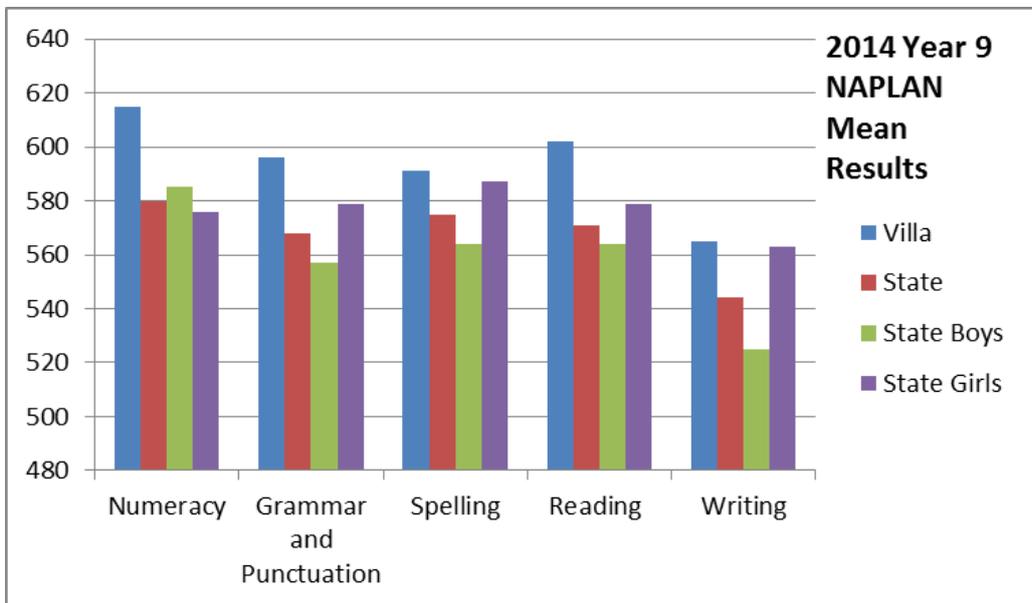
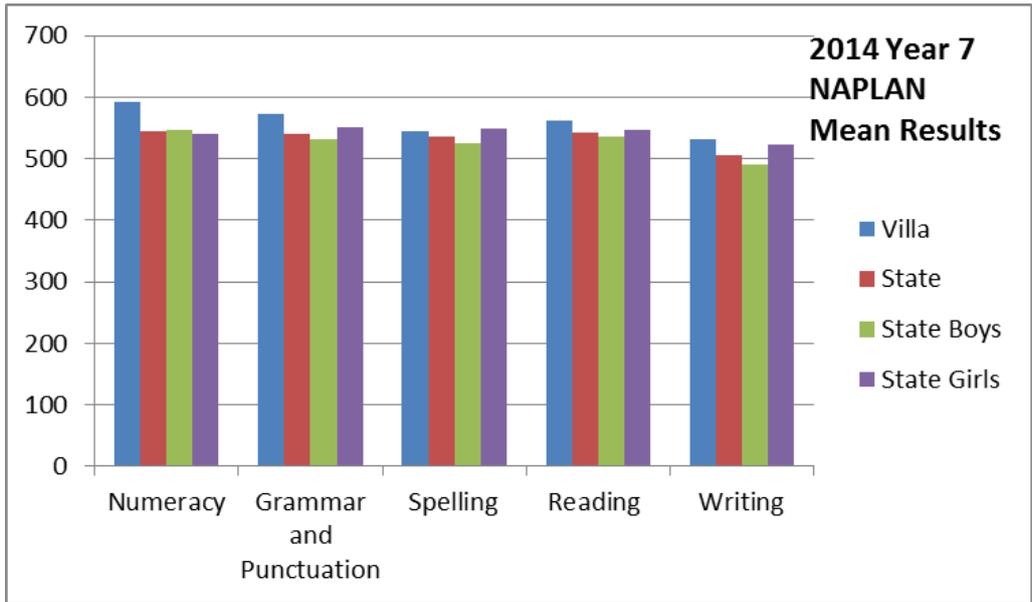
Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.





YEAR 12 OUTCOMES

YEAR 12 OUTCOMES 2014	
Number of students awarded a Senior Education Profile	165
Number of students awarded QCIA	Nil
Number of students awarded QCE	161
Number of students awarded an IBD	Nil
Number of students awarded one or more Vocational Education and Training (VET) qualifications	22
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students who received an Overall Position(OP)	147
Percentage of OP/IBD students who received an OP 1-15 or an IBD	86.39%
Percentage of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	96.1%

2014 Next Step Report:

Source of information

This report is based on the results of the annual *Next Step* survey for Villanova College. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2014, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2015, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The survey results were compiled and reported on by the *Next Step* team, Department of Education and Training.

Response Rate for Villanova College

Response rate for Villanova College

Table 1: Survey response rate, Villanova College 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
157	165	95.2

Table 1 reports the response rate for Villanova College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Villanova College in 2014.

In 2015, 84.7% of the young people who completed Year 12 at Villanova College in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (75.8 per cent). The combined VET Study destinations accounted for 98.9 per cent of respondents, including 5.1 per cent in campus-based VET programs, with 3.9 per cent of Year 12 completers entering programs at Certificate IV level or higher. 3.8 per cent commenced employment-based training, either as an apprentice (2.5 per cent) or trainee (1.3 per cent).

In addition to the above study destinations, a further 8.3 per cent of respondents from Villanova College deferred a tertiary offer in 2015. 15.3 per cent did not enter post-school education or training, and were either employed (13.4 per cent) or seeking work (1.9 per cent).

Main destination

The pathways of Year 12 completers were categorised into 10 main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. Please refer to Appendix 1 for more details about each main destination.

Figure 1: Main destination of Year 12 completers, Villanova College 2015

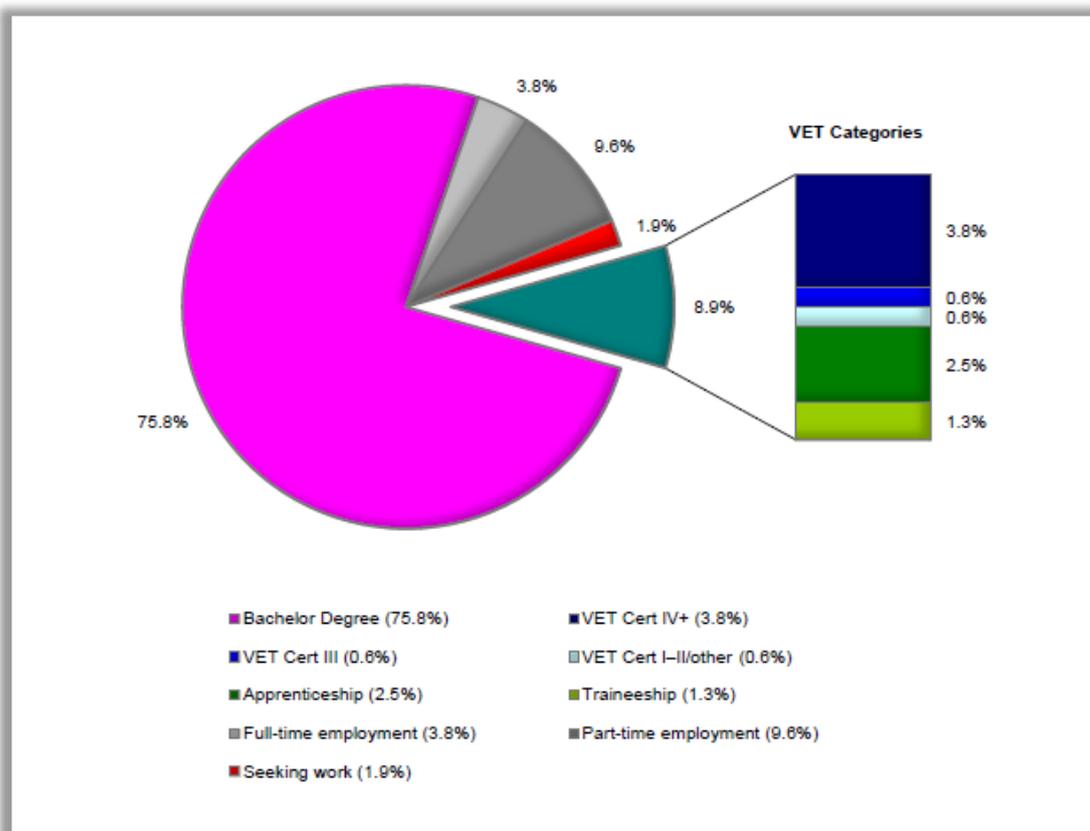


Figure 1 illustrates the main destinations of Year 12 completers from Villanova College.

Table 2: Main destination of Year 12 completers, Villanova College 2015

Main destination	no.	%
Bachelor Degree	119	75.8
VET		
VET Cert IV+	6	3.8
VET Cert III	1	0.6
VET Cert I–II/other	1	0.6
Apprenticeship	4	2.5
Traineeship	2	1.3
<i>VET Total</i>	<i>14</i>	<i>8.9</i>
Work		
Full-time employment	6	3.8
Part-time employment	15	9.6
<i>Work Total</i>	<i>21</i>	<i>13.4</i>
Seeking work	3	1.9
NILFET	0	0.0
Total	157	100.0

Table 2 reports the main destinations of Year 12 completers from Villanova College.

Education and Training

Table 3: Post-school institution of Year 12 completers in education or training, Villanova College 2015

<i>Institution</i>	<i>no.</i>
The University of Queensland	43
Queensland University of Technology	42
Griffith University	27
TAFE Queensland Brisbane	6
TAFE Queensland SkillsTech	4
Australian Catholic University	4
Interstate university	2
University of Southern Queensland	1
Other private training college	1
James Cook University	1
Central Queensland University	1
Other	1
Total	133

Table 3 reports the names of the institutions entered by Year 12 completers from Villanova College.

Table 4: Field of study of Year 12 completers in education or training, Villanova College 2015

<i>Field of study^a</i>	<i>no.</i>
Society and Culture	27
Engineering and Related Technologies	20
Double field of study	20
Management and Commerce	19
Natural and Physical Sciences	12
Health	9
Information Technology	6
Education	6
Architecture and Building	6
Creative Arts	4
Food, Hospitality and Personal Services	2
Mixed Field Programs	1
Agriculture, Environmental and Related Studies	1
Total	133

^a Field of study based on the *Australian Standard Classification of Education* (ABS cat. no.1272.0). See Appendix 2 for more details.

Appendix 1 – Main destination categorisation

Table A1: Main destination categorisation

Education and Training – Higher Education	
Bachelor Degree ^a	Studying at Bachelor Degree level (including Honours).
Education and Training – VET categories	
VET Cert IV+ ^a	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Cert III ^a	Studying at Certificate III level (excluding apprentices and trainees).
VET Cert I-II/other ^a	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, or in other basic courses (e.g. short courses) and with an unknown course level.
Apprenticeship	Employment-based apprenticeship.
Traineeship	Employment-based traineeship.
Labour Force	
Full-time employment	Working full-time (35 hours or more per week) and not in an education or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training destination.
Seeking work	Looking for work and not in an education or training destination.
Not in the Labour Force, Education or Training	
NILFET	Not in education or training, not working and not seeking work.

^a Some respondents may also be in the labour force.