



Annual Report 2016

COLLEGE FEATURES

Villanova College is an independent Catholic Boys School conducted by the Order of St Augustine. The College caters for male students from Years 5 to 12 and has a current enrolment of 1223 students. The College is located at 24 Sixth Avenue, Coorparoo, Brisbane and has playing fields at Manly Road, Tingalpa.

Flowing from our heritage and tradition as an Augustinian Catholic school, Villanova College seeks to educate young men as they pursue learning within the context of the Catholic faith in a community comprising parents, staff and students past and present, who strive to be “of one mind and heart on the way towards God”.

In following the path of Augustine:

- We embrace the living tradition of the Catholic Church, participating in the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence.
- We witness to the Gospel vision of life and challenge those values of contemporary Australian society which erode the dignity of the human person
- We assist our students to realise the fullness of their potential, as they strive to integrate the physical, emotional, intellectual and spiritual dimensions of life and culture
- We promote justice, truth, friendship, collaboration in decision making, initiative and equality of opportunity.

Vision Statement

Striving for excellence in boys' education as an Augustinian community one in mind and heart on the way towards God.

Mission Statement

Villanova College is a Catholic school for boys where education is the formation of the whole person within a faith community. Our staff, parents and students both past and present contribute their gifts and talents towards the development of young men of Gospel values who seek the common good. Our community promotes life-long learning through continually challenging itself in the restless search for Truth.

The Gateway Values

Education in the Augustinian tradition values the search for knowledge and understanding so that one's life is based on truth. Such searching is best accomplished through the development of a love of learning.



“The love of knowledge and truth should invite us to continue learning”. At Villanova, love of learning is founded on Augustinian values of:

Interiority - the inner process by which the truth of what is taught is tested by the ‘teacher within’; the presence of God within each person.

Search for Truth - the quest not merely to discover the truth of what is taught, but rather a commitment to live out the truth of what is learned.

Community - both the context within which teaching and learning take place and the beneficiary of the teaching and learning that occurs.

2016 ENROLMENTS

Reflecting the College’s strong reputation in the local and wider community, the continuing desire of parents for a Catholic education in the Augustinian tradition for their sons, and the commitment of current and past staff, the demand for enrolment places at Villanova remains high with waiting lists operating for many year levels.

Year level enrolments for 2016 were:

Year Level	Students	Streams
5	140	5
6	135	5
7	168	6
8	150	6
9	133	6
10	170	7
11	164	6
12	161	6
TOTAL	1221	47

CHARACTERISTICS OF THE STUDENT BODY

Students attending Villanova College come from a variety of backgrounds and nationalities. There were three indigenous students enrolled in the College in 2016, of these students one was in the Middle School and the remaining two indigenous students were in the Senior School. In 2016 there were nine students who identified as English as a Second Language (ESL students). Four of these students were in the Middle School and five were students in the Senior School.

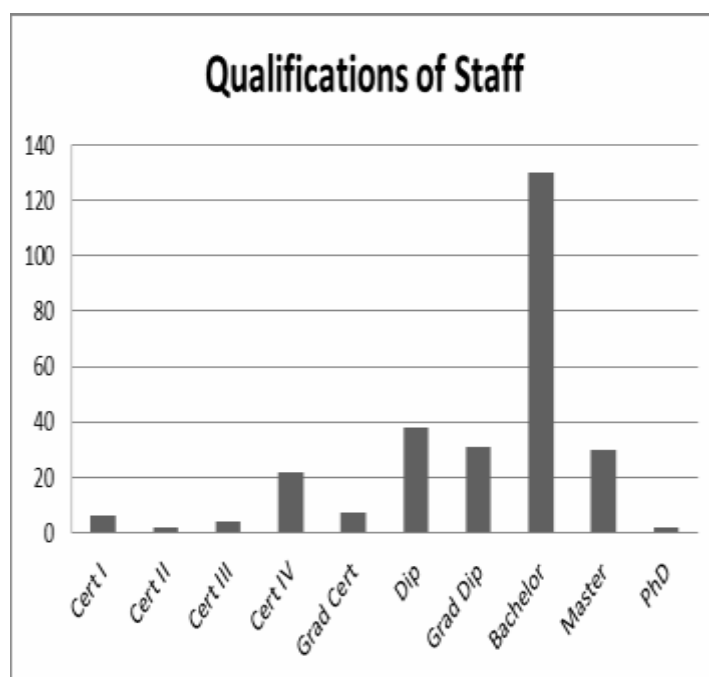
STAFF INFORMATION

The College employs 147 staff members comprising 88 teaching staff and 59 non-teaching staff, the latter being employed in a variety of capacities including learning support assistants and school officers. There is currently one staff member of Indigenous descent at the College.

2016 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	88	59	1
Full-time equivalents	100.05	47.49	1

Qualifications of academic staff

Highest level of attainment	Number of Teaching Staff *
Certificates	43
Diplomas	38
Bachelor Degrees	130
Master Degree	30
Postgraduate Diploma	31
Doctorates	2
	274



*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 programme of Professional Development operates in order to ensure that all staff are best able to implement new curriculum and pastoral care initiatives. A broad range of professional development activities have been undertaken by staff during 2016. While some of these reflected the particular interests of individual staff members, the great majority were aligned with the foci of the College Strategic Plan. The major areas of delivery were Augustinian Pedagogy, Art and Science of Teaching, restorative Practices, Curriculum Development and ICT in the classroom. Professional learning for Villanova College staff comprises many forms including whole staff days, subject specific in-services, meetings and conferences.

In 2016 Villanova College spent \$189,395 (direct costs) on staff participation in professional development.

The average staff attendance rate during 2016 was 96%.

The teaching staff retention rate from 2015 to 2016 was 93.3%

DISTINCTIVE CURRICULUM OFFERINGS

Villanova has continued its commitment to providing a rich educational environment in which the curriculum, the teaching and learning practices, the approach to pastoral care, and the activities of the community are all designed to encourage and nurture the development of understanding and wisdom in young adolescent males as they grow into responsible and capable young men.

Subjects taught in the Junior School (Years 5 and 6) are shown below:

Junior School

In the Junior School (Years 5 and 6), the College offers a wide and varied program to its students. A practical 'learning by doing' approach in Music and Drama has caused interest in these subjects to blossom. In line with the Australian Curriculum, in 2016, a specialist language (Italian) was introduced to Year 5 and Year 6.

Core teachers are responsible for the majority of students' lessons. Specialist teachers are assigned for Art, Drama, Italian, Music and Health and Physical Education.

Curriculum allocations are as follows:

Periods	4	4	4	4	4	1	1	1	10	2	1	1	1	1	1
Subject	English	Maths	Science	Religion	History	Art	Sport	ICT	PC	Music	Library	HPE	Assembly	Drama	Italian
Teacher	Core									Specialist	Teacher/ Librarian	Specialist	Head of School	Specialist	Specialist

Middle School

The differentiated and inclusive approach to teaching and learning established in Junior School is carried through Middle School (Years 7, 8 and 9). This pedagogy is supported by the College's Middle School curriculum and pastoral care structures in response to students' developmental needs. Middle School Curriculum Coordinators in English/Social Sciences and Mathematics/Science areas and Year Level Pastoral Area Leaders are two examples of this structural and organisational support. All courses and programs of study are developed according to relevant QSA syllabus and/or Archdiocesan guidelines.

Year 7

Core teachers are responsible for English, Mathematics, Science, Religious Education and a Specialist lesson of Art, ICT or Mathematics (Extension) depending on their individual skills and expertise. The Year 7 Pastoral Area Leader currently teaches History across all Year 7 classes.

Periods	17				3	2	1	1	1	1	1	1	1	10
Subject	English	Maths	Science	Religion	HPE	History	PD	Library	Music	Drama	ICT	Art	Maths (Ext)	PC
Teacher	Core				Specialist	Pastoral Area Leader	Pastoral Area Leader Head of School	Teacher/ Librarian	Specialist	Specialist	Specialist / Core	Specialist / Core	Specialist / Core	Head of School

Year 8

In the Year Eight programme, the major Core Curriculum is divided into two parts:

- the Humanities (including English, Religious Education and Personal Development, History and
- Mathematics and Science.

Following on from Year Seven, some units within these two core areas are integrated by theme or topic. Each Year Eight class has two Core teachers - one for Mathematics/Science and the other for the Humanities.

In addition to these two major core areas, students undertake minor studies in *Italian* and *Chinese* languages and *Health and Physical Education*.

The Year Eight Program is rounded out by students taking short units across enrichment subjects including *Art, Drama, Music, Business Studies, Computing, Graphics and Workshop*.

The Core Curriculum consists of the following full year subjects:

English	Mathematics	History/ Geography	Science	Health and Physical Education	Italian/ Chinese
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In addition to core subjects, students are asked to nominate their preferred elective subjects. Each elective subject is of one term in length, and a student will study ONE elective per term. Elective offerings for 2016 are listed below:

- Business Studies
- Drama
- Music
- Sports Education
- Science and Mathematics Elective
- Digital Technologies
- Design and Technologies - Graphics
- Design and Technologies - Workshop
- Visual Art

Year 9

As Year Nine is a transition year towards the Senior School, the curriculum in this final year of the Middle School is not integrated along subject lines - rather the subjects are treated separately.

The major Core Curriculum consists of the following full year subjects:

Religious Education and Personal Development	English	Mathematics	History	Science	Health and Physical Education
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In Year Nine, in addition to the Core Programme, all students take four elective units - two in Semester One, and a further two in Semester Two.

Year 9 Subjects

Semester One

- Religious Education and Personal Development
- English
- Mathematics
- History
- Science
- Health and Physical Education
- Elective subject
- Elective subject

Semester Two

- Religious Education and Personal Development
- English
- Mathematics
- History
- Science
- Health and Physical Education
- Elective subject
- Elective subject

Senior School

Year 10

The Year 10 curriculum at Villanova College provides a balanced general education, as well as the opportunity for students to tailor their programme to their own individual needs and talents. As the first year of our Senior School, Year 10 is an opportunity for students to prepare for their Senior Programme in Years Eleven and Twelve.

The usual program for a Year Ten student consists of six Core Subjects with four semester units from the Elective Subjects.

Core Subjects

- Religious Education and Personal Development
- English
- Mathematics
- Science
- History
- Health and Physical Education

Elective Subjects

A broad range of Elective Semester Units is available. Students are required to include in their program four semester units from these Elective Subjects, including:

- The Arts: Visual Art, Media Arts, Drama, Music - Film Music, Audio Engineering Studies
- Business: Business Studies, Food Studies, Electronic Record-Keeping, Enterprise Education, Food and Technology, Food Preparation
Languages other than English: Chinese or Italian
- Technical Studies: Computer and Network Technologies, Digital Technologies - Robotics, Games Programming, Engineering, Graphics, Workshop Technology
- Geography
Sports Science
- English Extension, Mathematics Extension, Science Extension

Years 11 and 12

A usual programme of study for a full-time student in Years 11 and 12 consists in each Semester of seven subjects, or usually six subjects and the Independent Study Programme (ISP). Each subject is of two years in duration.

Students are required to take as their Core Studies the subject Study of Religion, and either English Communication or English, and one of Prevocational Mathematics, Mathematics A or Mathematics B.

For some Senior students, for example those with special needs due to illness or extensive training commitments as part of an elite sports squad or any other valid reason, the Queensland Curriculum and Assessment Authority (QCAA) allows them to undertake their course of studies part-time over three years rather than the usual two years full-time. If you believe this option may be an appropriate one, you should consult the College's Curriculum Office before applying.

The subject programme for a part-time student must still meet the requirements of the Queensland Curriculum and Assessment Authority and the College.

SUBJECTS			
CORE	English Communication (Authority-Registered Subject)	Prevocational Mathematics (Authority-Registered Subject)	Study of Religion (Authority Subject)
	English (Authority Subject)	Mathematics A (Authority Subject)	
AUTHORITY	Accounting Biology	Geography Graphics Hospitality Studies	Modern History Music
	Business Management Chemistry Chinese	Information Processing & Technology Italian	Physical Education Physics Science2
VET COURSES	Hospitality - (<i>Certificate II in Hospitality SIT20213</i>) Business - (<i>Certificate III in Business BSB30115</i>) Fitness - (<i>Certificate III in Fitness SIS30313</i>)		Furnishing - (<i>Certificate I in Furnishing MSF10113</i>) Computer Aided Drawing - (<i>partial Diploma of Engineering (Technical) MEM20413</i>)

BYOD – Bring Your Own Device Initiative

Villanova College recognises that effective learning is personalised, active and interactive and the BYOD programme which commenced in January 2016 provides the following benefits:

- The ability to choose a device suited to a student's particular academic needs and personal preferences
- Parent and student involvement in selection of device
- A strong sense of ownership of the device
- A smooth transition between school and home
- The ability to tailor payment options and renewal periods as required

Digital Citizenship Program

In 2016, Villanova College commenced development and implementation of a Digital Citizenship program with specific focus aligned to the needs of learners in the Junior, Middle and Senior School. During 2016, the following activities occurred:

- SID 2016: Safer Internet Day Task Force ARGOS presentations to students in Years 5, 7, 8 and 9.
- All students completed an online "Are you a good digital citizen" lesson activity within Moodle. This activity was used as a responsible use of computing facilities agreement.
- Year 12 Form Meeting: Task Force ARGOS
- Year 11 Form Meeting: Lucy Ivers, Digital Thumbprint Facilitator
- Year 10 Form Meeting: Brett Lee, iNESS
- Parent Power Evening (March 2016): a parent information evening with a focus on technology and safer internet/networking practices in the home.
- Ongoing opportunities to engage and collaborate with Task Force ARGOS in Semester 2 for Junior, Middle and Senior School students.

SPORT

In such a strong sports competition as the Associated Independent Colleges (AIC), Villanova's efforts in 2016 were superb. Success in sport comes about through hard work and dedication, which is often unseen but is generated by the efforts of many people spanning the entire season. Within Villanova's sports programme our boys are aware that they must be prepared to put in the hard work, effort and determination in order to be competitive. Villanova College is committed to giving each student the opportunity to participate and to ensure that all teams are well prepared and well organised as they take to the sporting arena.

At Villanova College, we instill in our students the attitude that participation and enjoyment should remain the focus but, above all else, displaying the correct sportsmanship at all times is an

absolute must. Much is spoken at College Assemblies about 'pride in the jersey' and the importance of contributing one's gifts to the College. With the dedicated assistance of our coaches and managers, Villanova College students did accomplish this throughout 2016.

In 2016, once again many parents and old boys offered to coach, manage and officiate Villanova College's various sporting teams. The commitment and skills that our coaches, officials and managers have contributed throughout the year are appreciated and have certainly contributed to Villanova's success. We sincerely thank all those who assisted in the 2016 AIC Sports Programme.

Villanova College is held in high regard within the AIC Sports Associations for producing a high level of competition across all age groups and sports. More importantly the College is proud of the way in which our students conduct themselves, both in victory and defeat.

SPORTS	AIC COMPETITION
Basketball	1st Place Overall
Chess	7th Place Overall
Cricket	1st Place Overall
Cross Country	4th Place Overall
Football	4th Place Overall
Golf	1st Place Overall
Rugby	6th Place Overall
Swimming	5th Place Overall
Tennis	6th Place Overall
Track and Field	8th Place Overall
Volleyball	4th Place Overall

THE ARTS

2016 has been another busy and exciting year for the Performing Arts staff and students. Highlights in and out of the classroom have included a fabulous production of *Guys and Dolls*, the comical Senior Drama Production, amazing Artists in Residence programs, inspiring excursions, and of course fabulous class work achieved throughout all year levels.

At the end of Term 1, we saw the efforts of many of our boys, along with the girls from Loreto College, combine forces to present the musical *Guys and Dolls*. The energy and professionalism presented by the students was captivating to all who saw the show.

In September, the Senior Drama Production '*Chicken Hut*' was presented to an appreciative audience in the Hanrahan Theatre. The College was delighted to welcome back resident artist Nathan Sibthorpe from Cinematic Theatre Company, Markwell Presents who assisted Drama teacher Mrs Julianne Shaw in script writing, development workshops, blocking, filming of cinematic sequences and technical and dress rehearsals, resulting in an engaging and comical theatrical event by our Year 12 Drama students.

Our classroom Music students had many opportunities throughout the year to develop their skills

within the curriculum. We had the privilege of hearing some exquisite performances throughout the year as well as some amazing student compositions presented in our Senior Music Extension class. Other highlights of the year included attending performances by the Queensland Orchestra and Opera Queensland as well as a very successful visit to the Brisbane Jazz Club in Term 4 for our Year 11 students.

Junior School students had the opportunity in both Music and Drama throughout the year to view live theatre and music performances from many professional companies, including The Queensland Symphony Orchestra and drama production group Shake 'n' Stir.

All classroom Music and Drama students are to be congratulated for their constant commitment and enthusiasm, for daring to look at things from many different perspectives and for sharing their gifts and talents in our classrooms in 2016.

Music

2016 was another action-packed, music filled year in the performance Music Department at Villanova College. With many interschool activities, including our bi-annual musical and workshops with Colleges across Brisbane, our students were involved in performance and liturgical events across every month of our academic year.

As always, we commenced the year with our annual combined Music Camp with Loreto College. Almost 200 students made the journey to Mapleton to work with some of our country's finest music educators. Dr Ralph Hultgren, Mr Gwyn Roberts, Richard Charlton and Kate Thompson spent two and a half days working with our students who worked diligently across the weekend and produced some fine musical outcomes at the annual Camp Concert in the Hanrahan Theatre on the Sunday evening. Another great start to an active musical year.

The remainder of Term 1 focused on the production of our bi-annual musical, another combined activity with Loreto College. Our production *Guys and Dolls* was a resounding success through box office takings and the quality of work produced. Riley Anderson, Nick Eadie, Liam McMahon among so many guys and dames gave performances that belied their age and experience. The Hanrahan Theatre was transformed into New York of the prohibition period each time the house lights went down. Congratulations must go to all involved and a big thank you to the staff from both Colleges who worked so diligently to make this production the success it was.

March progressed and Easter drew ever near. The smell of valve oil, new rosin, and fresh reeds filled the building; our annual Jump Start Day was upon us! In 2016 we welcomed almost 140 new Year 5 musicians into our music program at Villanova College. Across eight hours of sweat (and no tears) our beginner (and some experienced) musicians wowed the gathered audience at the finale concert. This year we had so many experienced Year 5 musicians enrol at the College, we had to create a new ensemble called 'advanced band' to cater for them.

The ANZAC Liturgy this year brought a change in pace, and perhaps a more appropriate backdrop to this solemn occasion. Our symphonic band provided the music for this Liturgy with the cantors from our Music Ministry Ensemble and Mr Craig Atkinson, our vocal teacher, leading the congregational singing.

A new addition to our Concert Calendar was the Junior School Chamber Evening. Billed as a 'wondrous evening of music under lights, in front of the lights' the night lived up to its publicity. On a mild evening, Junior School musicians performed solo and duet works on the Senior School Terraces in front of a city lights backdrop. Our young musicians performed excellently and received much immediate and positive feedback. Of almost equal importance was the assistance afforded our young musicians by our Senior Musicians and Music Leaders on the evening.

Late May and early June welcomed our debut concerts for 2016. Along with our new musicians in the Junior School, we had the opportunity to welcome two new ensembles and a new teacher – it was quite an event! Our Junior School Advanced Band had their first public performance opportunity after Jump Start Day and our new Middle School Concert Band, the Wind Ensemble, had their debut performance. We had the opportunity to welcome Mr Russell Neville our new guitar teacher to Villanova College at these concerts also. It was a great community response and I am sure Russell will enjoy his time here at Villanova.

Villanova College Music department has embarked on a mission of engagement. As part of this process, we are providing opportunities for our students to engage with professional ensembles and with other student musicians from across Brisbane through performance and workshop opportunities. May gave our Senior and Middle School musicians the opportunity to visit the Queensland Symphony Orchestra in performance at the QPAC Concert Hall. The students were treated to some of the 'big hits' of the orchestral canon; this was a wonderful experience for our musicians in terms of witnessing good ensemble sound and performance etiquette.

Our Senior and Middle School bands had the opportunity to workshop with Brisbane Girls' Grammar School on a couple of occasions across Terms two and three. Our Symphonic Band worked with the girls in the Hanrahan Theatre in July with our Concert Band and Wind Ensemble visiting Girls' Grammar in August. Both events occurred over two afternoons after school, culminating in short concerts for parents and friends. This experience afforded our musicians the opportunity to meet and engage with other students of similar ages and interests; a very positive experience by all accounts.

The 26th annual Queensland Catholic Schools and Colleges Music Festival (QCMF) was proudly hosted by Villanova in August, when we welcomed 536 ensembles representing over 110 schools and colleges from across Queensland and Australia, producing over 15,000 student performances across the weekend. This year's event was the largest QCMF ever and was celebrated with over 20,000 audience members.

Our Senior Percussion ensemble paid a visit to Melbourne Town to participate in the Australian Percussion Eisteddfod, hosted by Methodist Ladies College. Our students had an opportunity to enjoy cultural delights such as an espresso in Fitzroy on a Saturday morning, and a trip to Etihad Stadium for an afternoon and evening of Aussie Rules. Of course, performance was the focus, and the students acquitted themselves wonderfully well at the Eisteddfod.

Our string students participated in the annual Strings Fest for the second time this year in the weeks after QCMF. Senior School and Middle School string musicians from Villanova joined students from several Colleges across Brisbane, including St Joseph's, Brisbane Grammar, and Brisbane Girls' Grammar schools in a series of workshops held in the afternoon, culminating in a concert for parents and friends.

In September our annual Wieneke Family Bursary finals were convened in the Hanrahan Theatre. This year we had a strong field of 15 performers selected from a great number of entrants in our heat section. The winners for 2016 were Lachlan Beake on guitar in the Junior School, Andre Oberleuter on clarinet in the Middle School and Matthew Richards on trombone in the Senior School.

The work of our Music Ministry group and Mrs Belinda Tucker was recognised with an invitation to lead the music for the Catholic Mission Mass in October at St Stephen's Cathedral. It was quite an honour for the students and a special occasion for Villanova and the broader Catholic community. With almost 1,000 parishioners in the Cathedral, our students did a wonderful job adding to the Liturgy led by Archbishop Mark Coleridge. The students were recognised publicly by His Grace for their efforts and received much positive feedback regarding their contribution to

Mass.

We returned to the Cathedral in October with our annual Strings and Choir at the Cathedral concert. The students were prepared wonderfully and performed some wonderful music under the direction of our string and choral department. Our finale celebrations continued with our end of year concerts in the Hanrahan Theatre for concert bands and guitar ensembles.

Our big event in 2016 revolved around our 'Outreach' theme. Loreto College's Senior Band and Villanova College's Combined Orchestra, Symphonic Band and Wind Orchestra joined forces with the Symphony Orchestra from the Queensland Young Conservatorium for a concert in the Hanrahan Theatre in early November. The event was a great opportunity for our students to be exposed to musicians of a similar age, performing challenging repertoire, with the goal of boosting their confidence and sense of what is possible to be achieved whilst still at school.

Our Irish Ensemble 1 were given the fantastic opportunity to perform at the Woodford Folk Festival at the end of 2016. A number of recently graduated Old Boys joined together with current students and rehearsed diligently over the early stages of the Christmas Holiday break.

Visual Arts

In 2016 the College officially opened the *Reconciliation Garden* outside the Tolle Lege Library. The garden is a place where our community has actively demonstrated their support and acknowledged the need for reconciliation amongst all peoples. In 2015, teachers and students were invited to show their commitment to Reconciliation by marking their personal story on the mural wall using Australian Aboriginal Central and Western Desert iconography. In 2016, we extended this invitation to the Junior School students to enable them to show their support. The current Year 6 cohort contributed to this garden by creating ceramic land spirits and permanently installing them into the garden rockery. Each student pressed lines and shapes into the clay bricks representing a symbolic Villanovan story that was significant to them. This project has been a wonderful display of Augustinian values and community spirit from current and past students and staff.

In the Senior School, our students have had the opportunity to work with local industry professionals, to inspire and share artistic techniques and processes. Our students worked alongside Carolyn Watson, a 3D artist, who specialised in using exotic materials to create haunting but at the same time charming creatures. We have worked with the *First Coat* curators, Grace Dewar and Ian McCallum, in Toowoomba where we viewed 80 large-scale urban artworks in the local CBD and participated in urban art workshops. We also worked with an unconventional local artist Michael Candy, who inspired the students to integrate technology into their artworks.

The annual *Villa Visions* art exhibition has always an enjoyable time of year, as we are able to bring Visual Art to the foreground. The exhibition showcased 1500 artworks from across the three schools, as well as several student artworks created externally from the College.

The event acknowledged and awarded Villanovan artists from each year level and the College acquired several student artworks that will be displayed within College grounds.

We are thankful for such a supportive school and extended community where we are able to celebrate all our Villanovan artists and their achievements.

THE SOCIAL CLIMATE

Villanova College operates three distinctive precincts 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.

While each school within the College has its own specialised approach, as appropriate to the developmental stage of the students – Villanova remains one College in the Augustine tradition.

The strong Villanova community of parents, teachers, students, old boys and friends is being maintained and strengthened. Villanova's proud academic, sporting and cultural traditions are also being preserved and continued.

Junior School

The Junior School at Villanova aims to provide a nurturing yet challenging experience of schooling which is specifically suited to the developmental needs of boys in Years Five and Six.

As with each of the College's sub-schools, the Junior School has its own precinct on the south-eastern side of the College campus. The Junior School is a community within the larger College community and caters specifically for the needs of boys in Years Five and Six, while still sharing in the life of the College as a whole.

In 2016 the Junior School consisted of five streams of Year 5 (five x twenty-eight students) and Year 6 (four classes with twenty-eight students and one class with 23 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 is specifically catered for by Junior School staff. 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.

Middle School

The Middle School at Villanova aims to provide an engaging and joyful experience of schooling which is specifically suited to the developmental needs of boys in Years Seven, Eight and Nine. Based on sound academic research in both education and psychology, the aim of the Middle School is to meet the needs of young adolescent males including:

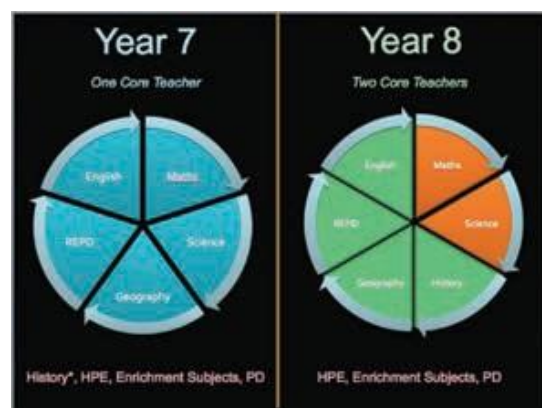
Identity Relationships Purpose Empowerment Success Rigour Safety

Middle School Leadership and Support Structure

The Head of Middle School has specific responsibility for the pastoral care of boys within the school, as well as a shared responsibility for pedagogical leadership and staff formation.

In the pastoral care role, the Head of Middle School is assisted by three Pastoral Area Leaders, one for each of the three year levels.

The coordination of curriculum and teaching and learning in the Middle School is the responsibility of the Middle School Curriculum Team, consisting of the Head of Middle School, Middle School Coordinators for History, English, Religion, Mathematics and Science and the Vice Principal - Teaching and Learning. The Vice Principal – Teaching and Learning has collaborative responsibility for ensuring the effective articulation of learning programmes across the Junior, Middle and Senior School.



Teachers in the Middle School plan and work collaboratively with the Pastoral Care Team and the Curriculum Team to ensure coordinated programmes and a common approach.

Senior School

In the Senior School, the major organising themes are the later adolescent ones of *individuation and purpose of 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.

PASTORAL CARE

The principles of Restorative Practices are embedded in the College's Pastoral Care programme. Villanova espouses an approach to pastoral care which is built on a philosophy of Restorative Practices. Such a philosophy aligns closely with the College's approach to education within an Augustinian tradition. While providing students with the opportunity to develop self-discipline, authentic relationships and positive behaviours in a caring and supportive environment, they are encouraged to strive for the Augustinian ideal of being 'free people acting under the influence of grace, rather than slaves under the law.'

At Villanova College it is our belief that a school climate in which young men are made to feel safe, supported and experience a sense of belonging is the best environment for learning to occur. The College's programme of class and year level camps, retreats and days of reflection are part of our ongoing endeavour to achieve and sustain such an environment.

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.

For administrative and organisational purposes each student becomes a member of a House and Year Level. In all there are three year levels (7-9 and 10 - 12) and four Houses (Crane, Goold, Heavey and Murray). 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.

Programmes 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, Pastoral Care programmes 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 Pastoral Care Group and will have a Pastoral Care Teacher. Pastoral Care Teachers will come to know students in their Pastoral Care Group well so that they can be given the best care and support possible. The Pastoral Care Teacher is the College's first port of call for students and parents/caregivers, thus it is imperative that Pastoral Care Teachers strive to develop meaningful relationships with students in their Pastoral Care Group. All stages of schooling can present challenges and a Pastoral Care 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: College Principal, Deputy Principal, Head of Senior School, Head of Middle School, Head of Junior School, College Psychologist, College Counsellor, College Chaplain, Pastoral Area Leaders and Pastoral Care Teachers.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE COLLEGE

The College is accessible to all stakeholders in the College community, with numerous opportunities for parents, students and staff to express their satisfaction or concerns.

During Villanova College's NSSAB Cyclical Review conducted in July 2016, selected staff, students and parents were invited to provide feedback on the following four components:

- **Teaching and Learning**
Curriculum design and implementation
Pedagogical Practice
Teaching and Learning improvement
- **Student Wellbeing and Pastoral Care**
- **School Improvement**
- **Staff Welfare and Formation**
Work Culture

Parents are always welcome to provide feedback on their degree of satisfaction about the College and frequently do so. Feedback is also obtained from the College Board and the College's P&F Association. This feedback allows the College to reflect upon its practices and refine and enhance how it operates. As a community we welcome and encourage parental involvement.

Feedback received from staff informs us that the vast majority are positive and enthusiastic and enjoy the day to day collegiality of Villanova College. Staff feel like they are both challenged and supported in their work.

Students also have opportunities to express their satisfaction and concerns through the Student Council, College Leaders and other informal means. The positive spirit of the College is consistent with a high level of satisfaction among the student body. They believe there are treated fairly and are provided with a nurturing pastoral environment. Students also indicate they have strong relationships with their teachers and the teachers care for student wellbeing.

STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

The College has active Parents' and Friends' and Music Support Group Associations keen to assist in providing facilities and support for the College. Teaching staff and parents have a variety of opportunities to communicate, including parent/teacher conferences, year level information evenings, Parents' and Friends' meetings and other gatherings during the year.

On 1 March, 2016, the Villanova College Parents and Friends Association hosted a parent

information evening, *Parent Power Night - Parent Support with Student Devices*. The particular focus of the evening was how to keep our young people safe and what role parents can play to support their child in developing responsible and appropriate habits when using technology. A feature of the evening was a panel of technology experts who took questions from the floor.

Three key speakers addressed the following topics:

Stage 1 - Healthy Habits and Open Communication

Stage 2 - Consideration of Use and Intervention

Stage 3 - Pastoral Care Team Support

Parents unable to attend the evening, were provided with literature which had been presented on the night.

In 2016, the TASS.web Parent Lounge was introduced to current parents of the College. Parent Lounge has functionality that allows parents to:

- Manage and update parent and student confidential information details
- Share contact information with other parents at Villanova College (should they wish to do so)
- Access student Academic Reports
- Access student timetables
- Access student Assessment Calendars
- Access co-curricular activities
- Access the College newsletter and other relevant information

KEY STUDENT OUTCOMES

On average, the attendance rate of students on any given school day during 2016 was 97.2%. This number excludes students who were absent for extended explained absences such as serious illness. The breakdown of average attendance by year level is explained in the table below.

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
98.8%	97.5%	98.9%	98.6%	98.4%	98.2%	93.6%	94.3%	97.2%

HOW NON-ATTENDANCE IS MANAGED

The attendance of students at Villanova College is handled by the relevant Pastoral Area Leader and Head of School. The Students Services Officer in each of the three schools (Junior, Middle and senior) monitors the rolls and brings to the attention of key staff patterns of non-attendance that are of concern.

The College has in place an SMS Absentee Alert system to notify parents in the event of an unexplained absence. If a student is absent from Villanova College and an absentee message has not been received from a parent/guardian by 9.30am, a text message is sent to a nominated mobile phone number advising parents of the need to contact the College.

Parents play a significant role informing the College of any difficulties students may be experiencing in attending normal classes.

Apparent retention rates from Year 10 to 12 in 2016 – 97.5%

NAPLAN RESULTS 2016

All students at the College in Years 5, 7 and 9 completed the National Assessment Programme - Literacy and Numeracy (NAPLAN) in May. The results of the tests provide important information to the College about each student and their level of achievement and will be used to support teaching and learning programmes. Analysis of the results is essential in assisting College planning, as well as monitoring literacy and numeracy development over time.

Year	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	
5	521	480	503	520	522	Villanova College percentage at or above National Benchmarks %
	99.29%	100%	98.58%	100%	100%	
7	573	534	565	567	593	Villanova College percentage at or above National Benchmarks %
	99.4%	96.97%	98.79	97.58%	100%	
9	622	560	588	590	637	Villanova College percentage at or above National Benchmarks %
	100%	90.91%	96.97%	96.97%	100%	

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

To access Villanova College's 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

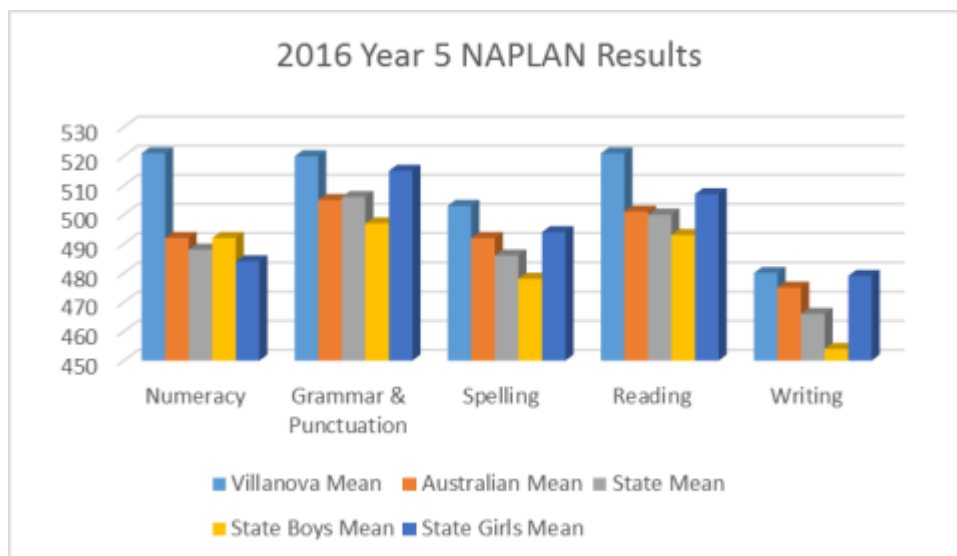
Search by school name

Search by suburb, town or postcode

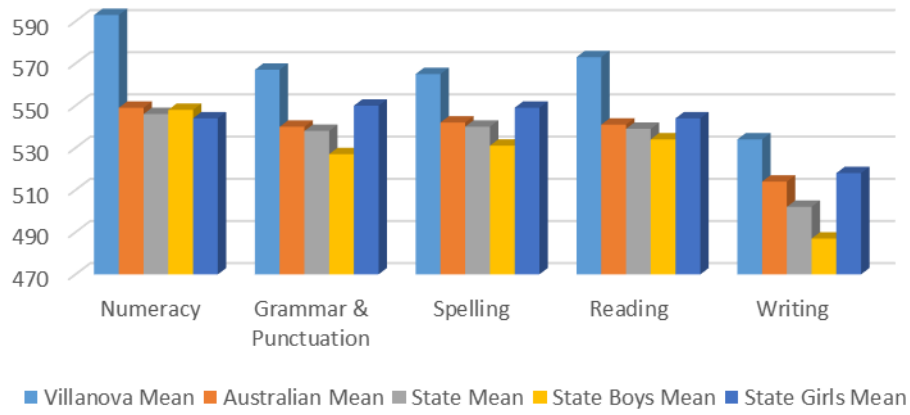
Sector ☒ Government
☒ Non-government

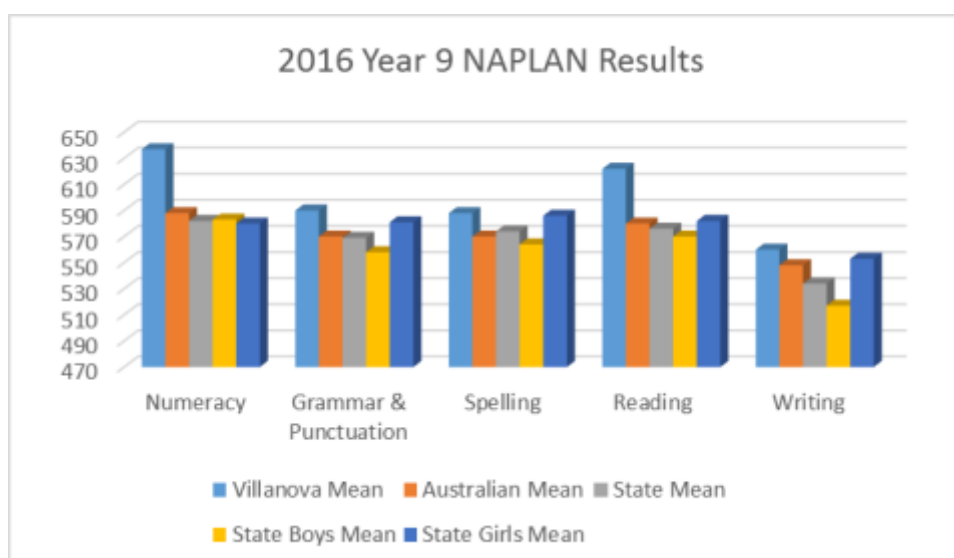
Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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 College for a paper copy of our school's NAPLAN results.



2016 Year 7 NAPLAN Results





YEAR 12 OUTCOMES 2016

Number of students awarded a Senior Education Profile	160
Number of students awarded QCE	158
Number of students awarded one or more Vocational Education and Training (VET) qualifications	17
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)	139
Percentage of OP students who received an OP 1-15	92%
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	97.8%

2016 NEXT STEP REPORT

At the time of publishing this report, the results of the 2016 Year 12 post-school destinations survey, Next Step - Student Destination Report for Villanova College were not available. Information on the post school destinations of Villanova College students will be published once this information becomes available.