



VILLANOVA COLLEGE

ANNUAL REPORT 2017

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 1239 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, enriching the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence
- We are Christ-centered and witness to the Gospel vision of life, challenging those values of contemporary Australian society which erode the dignity of the human person
- We value and seek humility and interiority as paths for each individual to form, nurture and restore right relationships with themselves, with others and with God
- 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, in ways most appropriate to their particular stage of development

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.

As St Augustine said,

"The love of knowledge and truth should invite us to continue learning". At Villanova College, 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

2017 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.

Year level enrolments for 2017 were:

Year Level	Students	Streams
5	162	6
6	150	6
7	156	6
8	167	6
9	151	6
10	124	5
11	168	6
12	161	6
TOTAL	1239	47

CHARACTERISTICS OF THE STUDENT BODY

Students attending Villanova College come from a variety of backgrounds and nationalities. There were two students who identified as being of indigenous descent enrolled in the College in 2017. One of these students was in the Middle School, the other a Senior School student. In 2017, there were 29 students who were identified as English as a Second Language (ESL students). Of these students, 15 were in the Middle School and 14 were Senior School students.

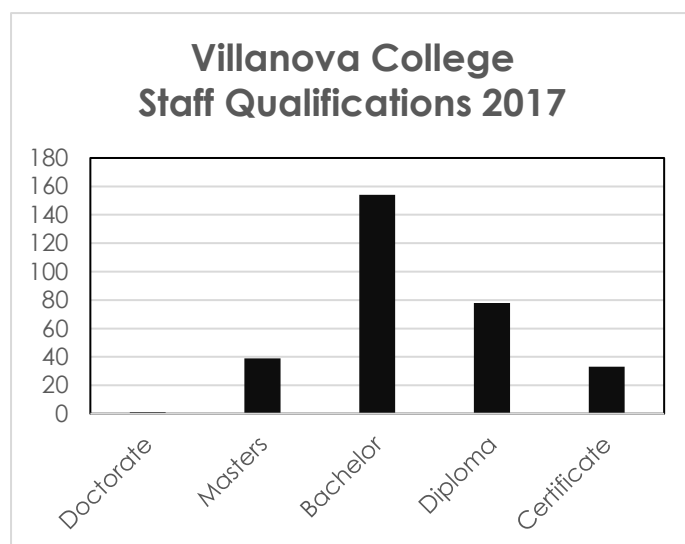
STAFF INFORMATION

The College employs 155 staff members comprising 92 teaching staff and 63 non-teaching staff, the latter being employed in a variety of capacities including learning support assistants, school officers and service officers. There is currently one staff member who identifies as being of indigenous descent at the College.

2017 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	92	63	1
Full-time equivalents	89	49	1

Qualifications of College Staff 2017

Highest level of attainment	Number of Teaching Staff *
Doctorate	1
Masters	39
Bachelor	154
Diploma	78
Certificate	33
Total	305



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

EXPENDITURE ON AND PARTICIPATION IN TEACHER PROFESSIONAL DEVELOPMENT

Within Villanova College, a structured programme of Professional Development operates to ensure that all staff are best able to implement new curriculum and pastoral care initiatives. The College places a priority on attracting, retaining and developing the best possible staff. In 2017, all staff were highly committed to the continuous improvement of their own skills and were focused on the development of knowledge and skills required to improve student learning.

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 2017, Villanova College spent \$129, 329 (direct costs) on staff participation in professional development.

The average staff attendance rate during 2017 was 96%.

The teaching staff retention rate from 2016 to 2017 was 94%.

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.

PILOT CLASSROOMS

In preparation for future Master Planning, the College embarked on a new program in 2017 looking at classroom design, flexible furniture and co-teaching. The major part of the project involved the creation of two *dynamic learning spaces* - one in Year 8 (Middle School) and the other in Year 6 (Junior School).

These spaces, labelled initially as "*pilot classrooms*", have throughout the year challenged the teachers and students' preconceptions about what a classroom should look like and how learning should occur within it.

Villanova's dynamic learning spaces have several key features:

- **a launch pad;** a multi-level place where students can gather to receive en masse instruction
- **collaboration pods;** large booths with sound absorption technology in which students can engage in discussion or collaboration
- **a variety of flexible furniture;** featuring a variety of levels, shapes and surfaces. The furniture provides flexibility for teachers whilst encouraging collaboration between students

These new classrooms have also allowed for co-teaching to occur. Whilst there can be a variety of co-teaching models, at its most effective it allows for a differentiation of content and pedagogy.

Over the last two years the increase of dynamic learning spaces in schools across the country (and abroad) has continued. Qualitative data is beginning to be published about the benefits of these spaces. These dynamic learning spaces also foster the development of twenty-first century learning skills such as creativity, critical thinking, communication and collaboration.

The College is closely monitoring these exciting developments and introducing elements as their effectiveness is proven. By keeping abreast of these innovations and through graduated

introduction of what has been found to enhance learning we can continue to provide the best possible outcomes for all students.

Villanova College's exploration of, and commitment to, Dynamic Learning Spaces will continue into 2018. As always, the College's approach is one of collaboration and feedback from major stakeholders, which is critical to such a process.

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.

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 the relevant Acara Australian Curriculum syllabuses and Archdiocesan guidelines.

Year 7

Year 7 core teachers are responsible for English, Mathematics, Science, Religious Education, History and Health and Physical Education. Specialist teachers conduct classes in the other key Learning Areas as shown below.

Periods	17				3	2	1	1	1	1	1	1	1	1	10
Subject	English	Maths	Science	Religion	HPE	History	PD	Library	Music	Drama	ICT	Art	Maths (Ext)	Assembly	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	PC

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 are exposed to a number of enrichment subjects on a rotational basis and completed minor studies in two languages other than English and Health and Physical Education. In addition to the Core Programme, in 2017 students could undertake the following enrichment classes and complete minor studies:

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

Year 9

In Year Nine, the major Core Curriculum consists of the following full year subjects:

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

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.

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
- History
- Science
- Health and Physical Education

Year 10 Elective Subjects

Throughout Year 10, students study four semester length elective subjects in addition to their core subjects. The exception to this is if students were to study a year-long subject.

Extension Subjects

English Extension
Mathematics Extension

Languages Other Than English

Italian (year-long subject)
Chinese (year-long subject)

Physical Education

Sports Science - Exercise Physiology
and Biomechanics

Business Studies and Food Studies

Business Studies - Enterprise Education
Business Studies - Financial Management
Food Studies - Coffee Shop Operations
Food Studies - Food Preparation

Arts

Art (year-long subject)
Drama (year-long subject)
Music (year-long subject)
Audio Engineering Studies
Media Arts

Technologies

Digital Technologies - Internet and Things
Digital Technologies - Robot Design and Control
Digital Technologies - Games Programming
Digital Technologies - Engineering Design (Graphics)
Design and Technologies- Materials and
Technologies (Workshop)

Years 11 and 12

A usual programme of study for a full-time student in Years 11 and 12 consists of subjects of two years duration.

Students are required to take as their Core Studies the subject Study of Religion or Religion and Ethics 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.

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

Authority Subjects

An Authority Subject is one which has been approved by the Queensland Curriculum and Assessment Authority, and for which Villanova College has had its work program accredited by the QCAA. These subjects are four semester units in length and are taken over two years.

Authority subjects are:

Accounting	Geography	Mathematics C
Biology	Graphics	Modern History
Business Management	Hospitality Studies	Music
Chemistry	Information Processing and Technology	Physical Education
Chinese	Italian	Physics
Drama	Legal Studies	Science 21
Economics	Mathematics A	Study of Religion
English	Mathematics B	Visual Art

Authority-Registered Subjects

An Authority-Registered subject is one which has been approved by the Queensland Curriculum and Assessment Authority, and for which Villanova College has had its work program or study plan accredited by the QCAA. These subjects are suitable for all students and are of two years duration.

Authority-Registered subjects are:

Arts in Practice	Religion and Ethics	English Communication
Prevocational Mathematics	Recreation	

Vocational Education and Training (VET) Subjects

Vocational Education and Training (VET) subjects are complete training packages in which successful completion leads to the award of a VET Certificate, in addition to other certification students receive. To receive the VET Certificate, students must complete the course and demonstrate competency in each of the required VET modules.

VET subjects are:

Hospitality - (Certificate II in Hospitality SIT20216)

Business - (Certificate III in Business BSB30115)

Fitness - (Certificate III in Fitness SIS30315)

Furnishing - (Certificate I in Furnishing MSF10113) and Construction – (Certificate I in Construction CPC10111)

Information, Digital and Media (Certificate III in Information, Digital and Media ICA30115)

SPORT

During 2017, Villanova College was fortunate to witness many great sporting achievements, due largely in part to the many great contributions made by our students and their families. The generosity of our parents, Old Boys and staff, who give freely of their time to coach, manage, umpire, score and assist at canteens, is paramount to the success of our sports program.

Villanova College enjoyed a successful year in the Associated Independent Colleges (AIC) Competition during 2017, particularly in basketball, golf and chess. While some teams achieved premierships, all participated and competed with energy, enthusiasm and determination exhibiting the best qualities of sportsmanlike conduct.

However, premierships do not convey the number of boys in the Junior, Middle and Senior Schools who achieved 'personal bests' in their respective competitions. 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 indeed accomplish this throughout 2017.

SPORTS	AIC COMPETITION
Basketball	First Place Overall
Chess	Second Place Overall
Cricket	Third Place Overall
Cross Country	Third Place Overall
Football	Fourth Place Overall
Golf	First Place Overall
Rugby	Fifth Place Overall
Swimming	Fifth Place Overall
Tennis	Fourth Place Overall
Track and Field	Eighth Place Overall

THE ARTS

From the first day our Year 5 students entered their classrooms and learnt the College Anthem through to the amazing work of our Year 12 Drama students and their fabulous production of 'In Tents', 2017 has been a bustling year of learning, performing, learning and creating. Villanova College has been excited to share this work with the wider community.

Midway through Term One, 68 Junior School students began the exciting and creative process of preparing our entry for the 2017 Wakakirri Competition. Led by a wonderful team of staff, the boys chose to prepare a performance based around Space.

With aliens, critters, rockets and a little boy with a vivid imagination, Villanova College combined to show the world that there is life all around us and that our life and imagination are an absolute gift. Joining them during their performance were students who excellently managed the backstage props and costume changes.

The boys excelled in their performances and we were very excited to receive many prestigious awards including Best Costume, Best T-shirt Design, Best Science Fiction Story and most importantly the Best Team-Work Award.

In September, the Senior Drama Production 'In Tents' was presented to an appreciative audience in the Hanrahan Theatre at the College. We again enlisted the talents of Nathan Sibthorpe and Jeremy Gordon from Markwell Presents to work collaboratively with the students in preparing the production. Under their mentorship and Mrs Julianne Shaw's vision and expertise, the boys workshopped and presented a very professional and entertaining show.

'In Tents' playfully clashes our culture of telling scary stories with the real underlying fears of a generation dealing with life in 2017. Without a doubt, the Senior Drama production was an experience that the students will not forget in a hurry.

Our Classroom Music students had many opportunities throughout the year to develop their skills within the curriculum. The Year 5 students began the year learning key songs associated with the College and thrilled their grandparents and staff alike at our annual Grandparents Day with fabulous performances of the Villanova College Anthem and My Brother's Keeper.

The students had the privilege of hearing some exquisite performances throughout the year as well as some amazing student compositions that were presented in our Senior Music Extension class. Year 9 - 12 Music students had the opportunity to once again attend the Queensland Orchestra's Secondary Showcase Concert and were amazed at the standard of both our professional musicians and this year's recipient of the Young Performer of The Year.

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

We congratulate all our classroom Music and Drama students for another successful year. In particular, their constant commitment and enthusiasm to the Arts, as well as their desire to look at

things from many different perspectives and most importantly, for their sharing of their gifts and talents with the community in both the classroom and at Villanova College events. We also acknowledge the commitment and passion of the Performing Arts staff at Villanova College for their endless energy and skill in guiding, managing and inspiring the students every day.

Music

2017 was a busy year of change in the Music Department at Villanova College which began with around 100 of our more experienced musicians travelled to QCCC Mapleton at the end of our first week of school for the annual Loreto College / Villanova College Music Camp. Joined by some of our nation's finest guest clinicians, members of senior ensembles from both schools spent their weekend busily rehearsing and preparing for the year ahead.

Enthusiasm was sparked, and imaginations fired when we took our Middle School and Senior School musicians to QPAC for the 'Grand Tannhäuser' concert at QPAC Concert Hall. With over 150 students attending, we made quite an impression on the gathered throng as an orderly mass of green and gold moved through the Cultural Forecourt and into the theatre. Our students left inspired by the quality and nature of these performances.

In 2017, we welcomed 162 new musicians from Year 5 into the band and strings program. After a fortnight of demonstrations and testing, the students were handed their new instruments and the fun of learning began!

Term Two witnessed a change of format to our Debut Concert Series. Rather than three distinct band, string and contemporary concerts, we mix-and-matched ensembles from Junior, Middle, and Senior Schools to provide three different evenings of entertainment across the first week of June. Each of the events were well attended and afforded all members of our community the opportunity to witness music from across the program.

At the end of Term Two and over the winter break, around 90 Middle and Senior School musicians participated in our tour program. Almost 50 Middle School band and string students, accompanied by five teachers, travelled to The Cathedral College, Rockhampton to participate in the Catholic Education Music Camp. Our team joined with students from across Central Queensland, forming combined ensembles and working with attending staff to prepare a concert for families and invited guests.

Over 40 students, four staff members and two parents made the journey to Rhapsody Rotorua during the winter holidays. This tour to New Zealand combined performance opportunities, cultural exchange, sightseeing, and adjudication over a six-day period on the North Island. Most memorable of this tour was our performance at Rotorua Primary School. After our students performed, the entire school stood up and sang as a means of thanking us. Our students acquitted themselves incredibly well, earning one of two gold medals presented for their performance in adjudication at the Festival.

The Queensland Catholic Schools and Colleges Music Festival loomed on the horizon again in August and we prepared with a series of pre-QCMF performances, allowing our students to have a final 'hit-out' before the Festival in front of an audience.

Our Irish Ensemble and Big Band were again regular ambassadors for the College in the local community with both groups appearing at many school fetes over the year. From St James' Church Multicultural Day to the Loreto College Live and Wired Event, the students in these ensembles continue to share their gifts freely with the broader community.

One of the highlights on the Villanova Musical Calendar is our afternoon of Strings and Choirs in the Cathedral. On the second-last Sunday of October, all our string and choral students combined to produce a wonderful aural feast of music to share with friends and family in St Stephen's Cathedral.

In 2017, we decided to enter our students into the Prestige Music Fest; a similar activity to QCMF but comprising schools from across South-East Queensland. Our students performed exceptionally well with many groups earning Gold Awards for their performances.

2017 marked a large break from tradition for Villanova College with the inception of our Celebration of Excellence at QPAC during Term 4. Whilst the focus of the evening was on celebrating academic achievement across the College, the Music Department provided music before and during the event. Many of our chamber ensembles performed around the foyers of the Concert Hall to our gathering guests and award recipients. Our Senior Choir, Symphonic Band, String Sinfonia, and Irish Ensemble 1 provided music throughout the evening.

Our year concluded with a combined guitar concert held in the Hanrahan Theatre during the final week of November. Students from Loreto College, the Anglican Church Grammar School, Villanova College and Paul Svoboda's Azure community guitar ensemble performed in the concert. Each ensemble had an opportunity to perform for family and friends across the evening, with the grand finale comprising two works performed by all performers combined.

Visual Arts

2017 was indeed a wonderful year for Visual Art at Villanova College and we are grateful for such a supportive community where we can create art and celebrate our Villanovan artistic achievements.

Senior School students had the opportunity to work with artists, to share their vision, techniques and processes. Our Visual Arts in Practice students worked alongside Adam Busby, a designer and mural artist, who specialises in 'expanding ideas' to communicate complex themes. The inspiring Lecceto mural lucidly communicates the Villanovan story of 'Brother's Keeper'. Busby believes that "design is powerful and can change someone's mind, someone's day, someone's attitude and someone's world". This community-based project has been a wonderful display of Augustinian Values that will beautify our environment and inspire our community for many years.

Year 11 Visual Art students worked with the *First Coat* curators, Grace Dewar and Ian McCallum, in Toowoomba. They viewed 80 large-scale urban artworks in the local CBD and participated in urban art workshops. The students created a five-metre Villanova mural in approximately one hour using spray art and great teamwork.

In the Junior School, Year 6 students experienced a dream come true when they were able to use Minecraft Education Edition to explore design activities. This cutting-edge project is a great example of 21st century skills in the Visual Arts curriculum, where students were encouraged to use collaboration skills, communication skills, creative thinking and a broad range of ICT skills to develop and present an original composition in a virtual art gallery space.

The annual 'Villa Visions' Art Exhibition in October was a tremendous success with many in our community enjoying the visual displays of talent, inventiveness and artistic skill. It is always exciting to have Visual Art as the focus for the week. For the first time the event was staged in the lower level of Veritas. This allowed for a more intimate viewing of the artworks in a contemporary setting. The exhibition highlighted works of a high standard from across the Junior, Middle and Senior Schools. Villanovan artists from each year level were acknowledged and awarded and Villanova students supplied wonderful Hospitality and Music.

The College acquired several student artworks, which will be displayed within the Tolentine Gallery and surrounds. 'Villa Visions' raised \$500 from the *People's Choice Award* sales, AFAS raffles, silent

auction and gold coin donations. Funds raised will be used to support local art programs on the AFAS (Australian Filipino Augustinian Solidarity) student exchange to the Philippines in 2018.

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, 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 College'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 2017, the Junior School consisted of six streams of Year 5 (comprising of 27 students in each class) and six streams of Year 6 (one class with 23 students, three classes with 25 students and two classes with 26 students). Each year level is grouped together to maximise opportunities for socialising, learning, teaching and assessment. Junior School staff specifically cater for the pastoral, academic and social/emotional needs of each cohort. 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
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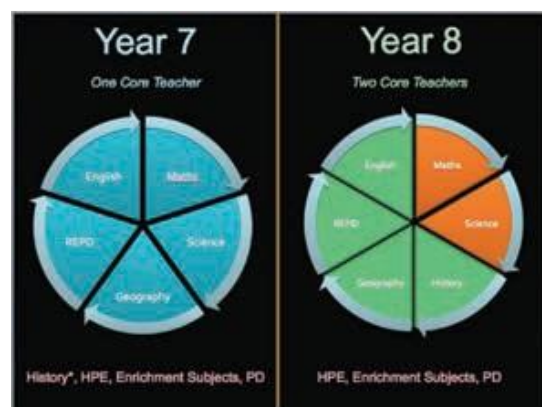
Middle School Leadership and Support Structure

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 school'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 (10 - 12) and four Houses (Crane, Gould, Heavey and Murray). Each Year Level is run by a Pastoral Area Leader supported by many 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, PC 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 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 several 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.

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning at Villanova College is a whole College approach to a developmental process. Through this process, individuals, via programmed activities, gain critical skills for life effectiveness. These skills involve gaining awareness and understanding of their emotional and social functioning within the context of community-based relationships.

The College has created its own framework that captures the SEL skills and competencies. The five broad areas, now commonly recognised, are as follows:

- 1) Self Awareness***
- 2) Self Management***
- 3) Social Awareness***
- 4) Relationship Management***
- 5) Responsible Decision Making***

Villanova's framework then breaks these down into specific skills and competencies. There are 37 in total and they are integral to our evolving programs.

Self Awareness

- 1.1 Recognise and label emotions
- 1.2 Identify what triggers own emotions and feelings
- 1.3 Understand how emotions can affect self and others
- 1.4 Accurately recognise own strengths and limitations
- 1.5 Develop self-efficacy and self-esteem
- 1.6 Understand own values and how they are formed
- 1.7 Develop spiritual awareness and connection

Self Management

- 2.1 Goal setting skills; short, medium and long term
- 2.2 Resilience; overcoming adversity and managing stress and anxiety
- 2.3 Emotional regulation and impulse control

- 2.4 Attention control and listening skills
- 2.5 Ability to seek help when required and use feedback constructively
- 2.6 Exhibit positive motivation, hope and optimism
- 2.7 Identifying and integrating our faith in working and social relationships

Social Awareness

- 3.1 Identify social cues, both verbal and physical
- 3.2 Predicting and considering others feelings and reactions
- 3.3 Show respect and empathy for others
- 3.4 Understand others' points of view and perspectives
- 3.5 Develop an awareness of how an online presence can be a positive influence within a community and globally
- 3.6 Appreciate diversity (including gender, ethnicity, religious beliefs)
- 3.7 Development of social justice

Relationship Management

- 4.1 Develop processes and strategies for making decisions
- 4.2 Establish and maintain friendships with peers
- 4.3 Participate appropriately socially in group situations
- 4.4 Intimacy skills (becoming emotionally close to another individual)
- 4.5 Practice tolerance and acceptance of individual differences
- 4.6 Use conflict resolution skills and strategies (including negotiation, compromise, de-escalating skills)
- 4.7 Develop and use appropriate communication skills (including awareness of self and others' verbal and non-verbal communication, active listening, assertion)
- 4.8 Resist inappropriate social pressures
- 4.9 Understand and exhibit leadership qualities and skills

Responsible Decision Making

- 5.1 Develop processes and strategies for making decisions
- 5.2 Implement problem solving skills when making decisions
- 5.3 Make decisions based on moral, personal and ethical views
- 5.4 Negotiation skills
- 5.5 Reflect on how current choices can affect future
- 5.6 Become self-reflective and self-evaluative
- 5.7 Interactions and decisions made online have implications and consequences (positive and negative)

These skills and competencies are, in many ways, a blueprint of what we want for our young men as they graduate from Villanova College. Increasingly, they are also the skill set that employers are seeking in twenty-first century workplaces. The ongoing challenge we face is how to form a baseline, track, and enhance a students' progress in their development of these competencies. The results we are already seeing in our students is the reward that this work brings.

For parents, at the very least, it can be a checklist of skills and competencies that can be observed, fostered, and encouraged on the home-front.

The College remains committed to furthering its collective knowledge of SEL and its implementation across the Senior, Middle and Junior Schools.

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. Parents and families are recognised as integral members of the College community and partners in their children's education. Partnerships are built with parents, families, local businesses and community organisations to improve opportunities and outcomes for students.

The College enjoys a high level of parental support and involvement. 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 most are positive and enthusiastic and enjoy the day to day collegiality of Villanova College. Staff feel like they are both challenged in their work and feel supported in doing so.

Villanova College places a high priority on staff well-being and in 2017, the College introduced an Employee Assistance Program for all employees and their direct family members. This EAP is a voluntary, confidential and complimentary counselling service, with a solution focused approach to enhance overall wellbeing.

Students 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 Monday 9 October, at the invitation of the Parents and Friends Association, all members of the College community were invited to attend a presentation by Peter Dawson of Architectus on an update of the College Master Plan. This presentation was part of the stakeholder engagement process and similar presentations have been made to staff, the College Leadership Team and the College Board in 2017.

The strategies that are guiding the development of the Masterplan were summarised under the following headings:

- Legible and accessible
- 21st century learners
- Embracing geography
- Facilities for all
- Gathering
- Servicing

- Enjoyable

The Masterplan will guide the development of the College for many years and enable a growth in enrolments to meet demand. Importantly, facilities will be designed for the needs contemporary teaching and learning. A feature of the planning is the consideration given to open space, landscape, and shade.

The audience was appreciative of the vision described and engaged in a question and answer process. Feedback from this presentation has been incorporated into the final documentation.

On 31 October 2017, the inaugural Villanova College Celebration of Excellence Evening was held at the Queensland Performing Arts Centre.

At this ceremony, the academic achievements of students from Years 5 to 12 were recognised. The evening included a presentation of academic awards, music and choral performances, addresses by the Provincial of the Order of St Augustine, Fr Dave Austin OSA, College Principal, Mr Mark Stower and College Captain, Hamish Drummond.

In recognition of the completion of their academic journey, all Year 12 students were in attendance and closed the evening by joining together to sing the College Anthem.

KEY STUDENT OUTCOMES

On average, the attendance rate of students on any given school day was 95.3%.

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 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. Habitual lateness or non-attendance is then managed via direct contact with the student's parents to work together to create a solution.

Apparent retention rates from Year 10 to 12 in 2017 - 99.3%

NAPLAN RESULTS 2017

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	524	468	510	507	519	Villanova College percentage at or above National Benchmarks %
	98.75%	95.62%	98.75%	97.5%	100%	
7	572	536	567	568	595	Villanova College percentage at or above National Benchmarks %
	99.35%	92.94%	97.43%	96.15%	100%	
9	610	581	600	616	632	Villanova College percentage at or above National Benchmarks %
	98.02%	89.47%	98.68%	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

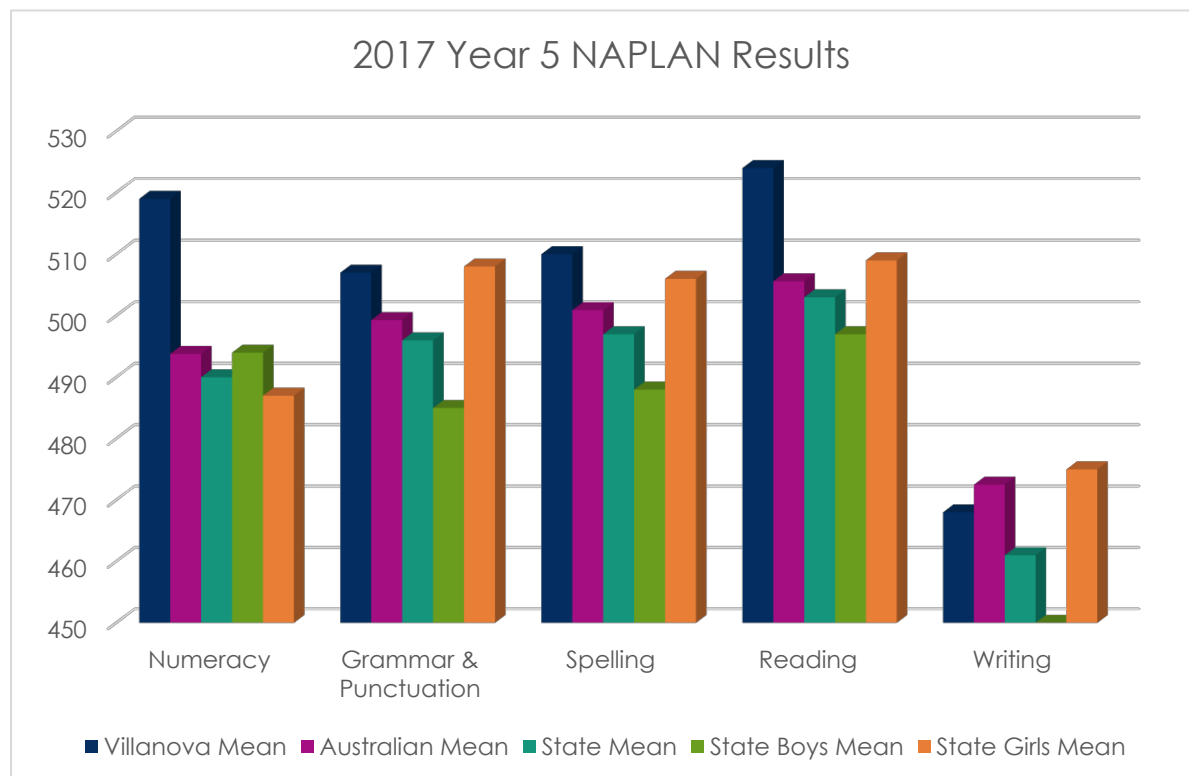
Search by school name

Search by suburb, town or postcode

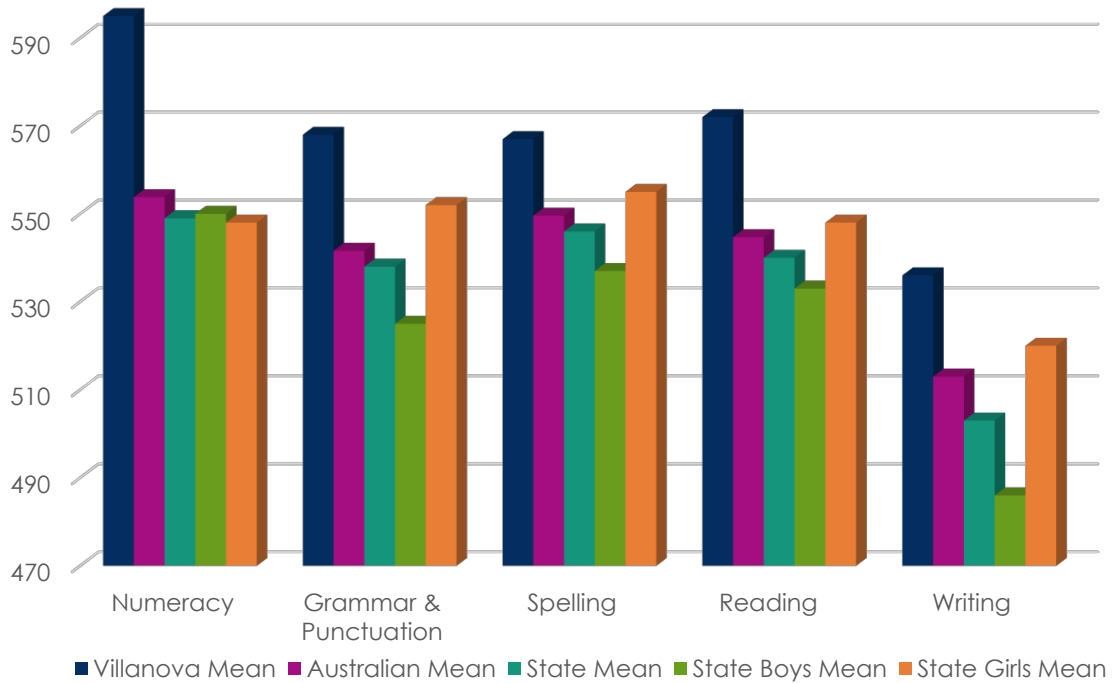
Sector ☒ Government
☒ Non-government

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

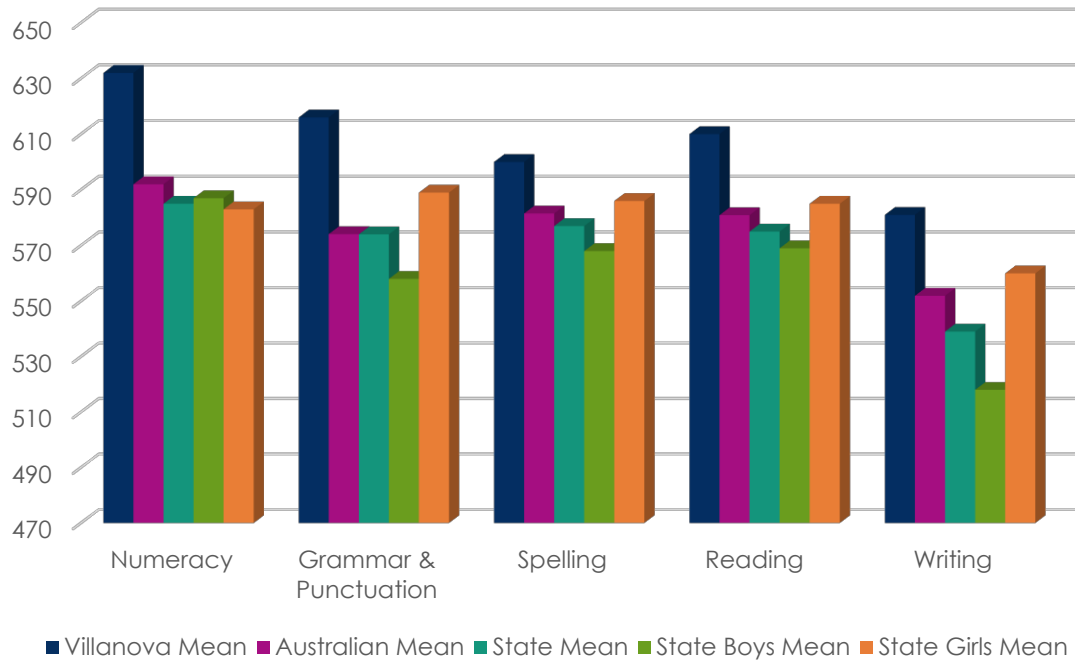
Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use and Privacy Policy** before being able to access NAPLAN data. If you are unable to access the internet, please contact the College for a paper copy of our school's NAPLAN results.



2017 Year 7 NAPLAN Results



2017 Year 9 NAPLAN Results



YEAR 12 OUTCOMES 2017

Number of students awarded a Senior Education Profile	161
Number of students awarded QCE	160
Number of students awarded one or more Vocational Education and Training (VET) qualifications	42
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	21
Number of students who received an Overall Position (OP)	138
Percentage of OP students who received an OP 1-15	88.4%
Percentage of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.4%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	98.5%

2017 NEXT STEP REPORT

At the time of publishing this report, the results of the 2017 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.