



# VILLANOVA COLLEGE ANNUAL REPORT 2018



## COLLEGE FEATURES

---

Villanova College is an independent Catholic Boys School conducted by the Order of St Augustine. The College caters for male students from Year 5 to Year 12 and has current enrolment of 1230 students. The College is located at 24 Sixth Avenue, Coorparoo, Brisbane and has playing fields (Villanova Park) at Manly Road, Tingalpa.

2018 marks the 70th year since the foundation of Villanova College as a fledging school for boys. It has been a year of reflection for the College community: of remembering with gratitude our past, enthusiastically living our present and planning with hope for our future.

We are reminded of the humble beginnings of Villanova College in a post war economy where families had little, and countries as well as families were rebuilding following many years of scarce resources. Education was regarded as the means to a brighter future particularly in terms of employability.

Reflecting on the past, we are grateful for the pioneering work of the early Augustinian Fathers. In those early days, they faced many difficult situations and yet, through their hard work and dedication to their vocation and profession, they were able to touch the hearts and minds of families and students and build an exceptional, flourishing community of learning with strong enrolments and a fine reputation for educating boys.

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 other 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.*



VILLANOVA COLLEGE



## 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

## 2018 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   | Students | Streams |
|--------------|----------|---------|
| 5            | 152      | 6       |
| 6            | 166      | 6       |
| 7            | 162      | 6       |
| 8            | 158      | 6       |
| 9            | 159      | 6       |
| 10           | 147      | 6       |
| 11           | 120      | 5       |
| 12           | 166      | 6       |
| <b>TOTAL</b> | 1230     | 47      |

## CHARACTERISTICS OF THE STUDENT BODY

Students attending Villanova College come from a variety of backgrounds and nationalities. In 2018, there was one Middle School student who identified as being of indigenous descent enrolled in the College and there were 23 students who were identified as English as a Second Language (ESL) students. Of these students, 6 were in the Middle School and 17 were Senior School students.

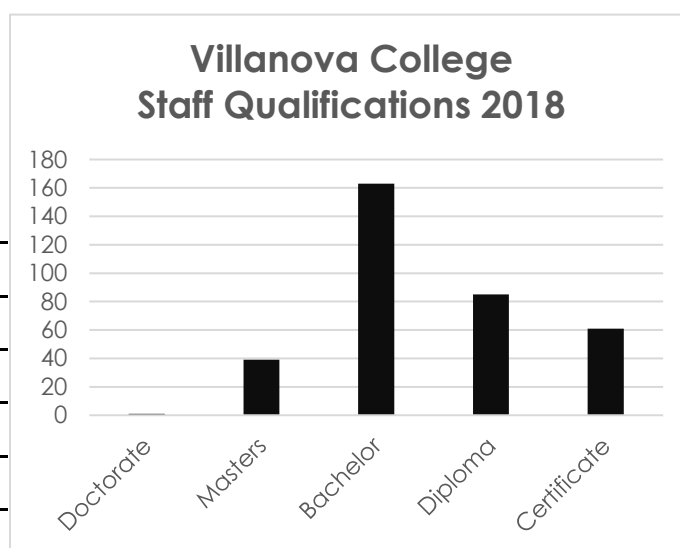
## STAFF INFORMATION

The College employs 161 staff members comprising 98 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.

| 2018 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts                 | 98             | 63                 | 1                |
| Full-time equivalents      | 96             | 49                 | 1                |

### Qualifications of College Staff 2018

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Doctorate                   | 1                          |
| Masters                     | 39                         |
| Bachelor                    | 163                        |
| Diploma                     | 85                         |
| Certificate                 | 61                         |
| <b>Total</b>                | <b>349</b>                 |



\*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 2018, 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 2018, Villanova College spent \$129, 071 (direct costs) on staff participation in professional development.

The average staff attendance rate during 2018 was 97%.

The teaching staff retention rate from 2017 to 2018 was 95%.

## 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.

### Junior School

---

In the Junior School (Year 5 and Year 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, Health and Physical Education, Digital Technology and Design Technology.

Curriculum allocations are as follows:

|         |         |       |         |          |         |       |      |            |            |                   |            |   |            |            |                    |                   |
|---------|---------|-------|---------|----------|---------|-------|------|------------|------------|-------------------|------------|---|------------|------------|--------------------|-------------------|
| Periods | 4       | 4     | 4       | 4        | 4       | 1     | 10   | 1          | 2          | 1                 | 1          | 1                                       | 1          | 1          | 1                  | 1                 |
| Subject | English | Maths | Science | Religion | History | Sport | PC   | Art        | Music      | Library           | HPE        | Assembly                                | Drama      | Italian    | Digital Technology | Design Technology |
| Teacher | Core    | Core  | Core    | Core     | Core    | Core  | Core | Specialist | Specialist | Teacher/Librarian | Specialist | Head of School/<br>Pastoral Area Leader | Specialist | Specialist | Specialist         | Specialist        |

## Middle School

---

The differentiated and inclusive approach to teaching and learning established in Junior School is carried through Middle School (Year 7, Year 8 and Year 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

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 show below:

|         |         |       |         |          |      |         |  |                    |            |            |                   |                   |                   |                                      |    |
|---------|---------|-------|---------|----------|------|---------|--|--------------------|------------|------------|-------------------|-------------------|-------------------|--------------------------------------|----|
| 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)       | Assembly                             | PC |
| Teacher | Core    |       |         |          | Core | Core    | Pastoral Area Leader<br>Head of School | Teacher/ Librarian | Specialist | Specialist | Specialist / Core | Specialist / Core | Specialist / Core | Head of School/ Pastoral Area Leader | 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 complete minor studies in two languages other than English and Health and Physical Education. In addition to the Core Programme, in 2018 students could undertake the following enrichment classes:

- 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 purpose of the Year 10 curriculum structure is to allow students to study in greater depth than previous years to best prepare them for their Year 11 and Year 12 studies. 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.

All subjects in Year 10 are of a year in length and include a combination of core subjects that all students will study as well as four elective subjects. Students will study a course of seven subjects throughout Year 10.

|                     |         |   |              |              |                |               |
|---------------------|---------|---|--------------|--------------|----------------|---------------|
| Religious Education | English | General Mathematics<br>OR<br>Mathematical Methods | Elective One | Elective Two | Elective Three | Elective Four |
|---------------------|---------|---|--------------|--------------|----------------|---------------|

### Core Curriculum Subjects

- Religious Education
- English
- Mathematics

### Year 10 Elective Subjects

Throughout Year 10, students' study four elective subjects in addition to their core subjects. All subjects are one year in length.

#### Extension Subjects

Literature  
Specialist Mathematics

#### Languages Other Than English

Italian  
Chinese

#### Arts

Drama

#### Physical Education

Health and Physical Education

#### Business Studies and Food Studies

Business Studies  
Economics  
Financial Management  
Food and Hospitality

#### Sciences

Biology  
Chemistry  
Earth and Environment Science  
Physics

#### Design and Technologies

Design Technologies  
Workshop Technologies  
Engineering Technologies  
Digital Technologies

#### Social Sciences

Geography  
Ancient History  
Modern History  
Legal Studies

## Year 11 and Year 12

A usual programme of study for a full-time student in Year 11 and Year 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 Villanova 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                         |                    |

### **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) courses 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

---

In such a strong sports competition, Villanova College's efforts in 2018 were superb and the 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 2018, particularly in basketball, chess and cricket. 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 always 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 2018.

| SPORTS          | AIC COMPETITION       |
|-----------------|-----------------------|
| Basketball      | First Place Overall   |
| Chess           | First Place Overall   |
| Cricket         | Second Place Overall  |
| Cross Country   | Fifth Place Overall   |
| Football        | Fourth Place Overall  |
| Golf            | Fourth Place Overall  |
| Rugby           | Fourth Place Overall  |
| Swimming        | Fifth Place Overall   |
| Tennis          | Fourth Place Overall  |
| Track and Field | Sixth Place Overall   |
| Volleyball      | Seventh Place Overall |

## THE ARTS

---

2018 has been a busy and rewarding year for the Performing Arts department, which has resulted in some exciting opportunities for students across Music, Drama, Music Extension and Audio Engineering Studies classes.

Towards the end of Term One, we saw our students, along with the students from Loreto College, combine to present Footloose: The Musical. The energy and professionalism displayed by all involved captivated the audience and was a highlight of our busy 2018 year in Performing Arts.

In August, the compelling, darkly funny and powerful Senior Drama Production entitled 'Puff Post' was presented to a packed audience in the Hanrahan Theatre. Villanova College was delighted to welcome back resident artist Mr Nathan Sibthorpe from the cinematic theatre company *Markwell Presents*, who assisted Ms Sophie Kenny in the creation and production of workshops, blocking, filming of cinematic sequences and subsequent dress and tech rehearsals. The final performance resulted in a highly engaging and thought-provoking theatrical event which made the audience question the direction social media and technology could potentially head.

The Year 9 Audio Engineering Studies classes have experienced a largely practical and industry-based course, in which the students have recorded music in our state-of-the-art recording studio. Students have worked with TAFE students, Triple J Unearthed bands on recording projects and had the opportunity to learn how to DJ with assistance from Old Boy, Nicholas Madden. The final product of this unit saw the Year 9 students perform for Junior School students, which resulted in some exciting and lively sets.

In 2018, Villanova College competed in the Queensland Youth Theatresports Competition. Theatresports involves quick thinking and on the spot improvisation skills in a variety of drama games, whilst working collaboratively as a team. After months of rehearsals and workshops, two teams were ready to compete against other schools who had been involved in this competition for many years. An excellent result was posted by both teams as they progressed as far as the semi-finals in their inaugural year of competition.

Villanova College students also attended professional live performances in 2018, including: 'Aladdin' at QPAC's Lyric Theatre, 'The Longest Minute' at QPAC's Playhouse and 'Jasper Jones' at QPAC's Playhouse. The College also welcomed the Zeal Theatre Company who presented 'The Stones' to our Year 9 and 10 Drama students in both semesters, continuing a fine tradition of live performance.

During Term Three, the Performing Arts department established a new Artist in Residency program for the Senior Music program with leading chamber music ensemble Topology. Students in the Year 12 Music class had multiple workshops with composers such as Dr. Robert Davidson, Mr Tom Green and Mr John Babbage. This directly informed the student's film music compositions which were performed at the end of the term with a large chamber orchestra, combining the Topology ensemble, postgraduate Conservatorium students, Villanova staff and current students from Year 11 and Year 12.

The 2018 Villanova College Performing Arts department would like to congratulate all our classroom Music and Drama students for their commitment, enthusiasm and dedication to excellence in our artistic endeavours. St. Augustine reminds us that our gifts and graces are not for ourselves alone, and it has been excellent to witness our students so readily sharing their creative gifts with the larger Villanova community.

## **Music**

In 2018, we welcomed three new experienced educators to the Music staff as part of a new leadership group to assist in the implementation of the new Instrumental Music Curriculum and support our peripatetic staff in the improvement of teaching and learning outcomes for our students.

Due to the Australia Day weekend, our annual combined music camp with Loreto College was postponed. In its place, a workshop activity was convened for all students in Middle and Senior School ensembles at Villanova College during the student-free days leading up to our academic year.

Across Term One, the focus within our area was the biannual musical convened with Loreto College. From 7 - 10 March, almost 100 talented students shared seven weeks of hard work on the Augustine Centre stage, performing the musical 'Footloose' for four full-houses.

With every new year, we welcome a new cohort into our Year 5 Immersion Music Program. In 2018 we indoctrinated over 150 new students into the wonders of the Instrumental Music Department. Towards the end of Term One, these talented young musicians had the opportunity to share their musical development with their families and friends at our annual Jump Start Day Concert.

Term Two commenced with our debut concerts involving all ensembles from across the program. Across two evenings of entertainment, students from Year 6 and above had the opportunity to share their musical efforts with family and the community. This event allowed our community to witness for the first time the connections developing between our new staff members and the students, and the development of our new team.

In May 2018, we welcomed the Brigham Young University Wind Symphony all the way from Utah, U.S.A. It was a great honour for Villanova College to host one of the best College Bands in the world. The BYU students participated in an afternoon workshop with our Symphonic Band before enjoying the hospitality of our Music Support Group and musicians on the senior terraces, Cassiciacum Gardens.

Villanova College also hosted international guitar sensation Aldo Rodriguez Delgado. Aldo was brought out to Australia by Villanova College to work with our students and conduct workshops at Loreto College and the Anglican Church Grammar School. After a week of working with our collective guitar ensembles, a combined concert was convened in the Hanrahan Theatre.

At the end of Term Two, our string students were given the opportunity to work with the Australian String Quartet in a workshop. Our String Quartet and String Sinfonia spent three hours one afternoon during the final week of school with these fantastic musicians. We also had the opportunity to witness the debut of their new Australian tour at the Queensland Conservatorium Theatre.

Term Three commenced with our band and string workshops with Brisbane Girls' Grammar School and Brisbane Grammar School. Both events were fantastic occasions for our students to engage with like-minded musicians from other Brisbane schools.

In August, we welcomed over 15,600 students from across Australia to participate in the largest Queensland Catholic Schools and Colleges Music Festival (QCMF) ever. QCMF would not be possible without the continued support of an extremely committed organising group comprised of parents, past-parents, Old Boys and current students, leading a team of over 700 volunteers.

In Term Four, eight of our ensembles participated in the annual Prestige Music Fest with all our groups acquitting themselves extremely well. This event is always a great opportunity for our students to experience playing in different venues and witness some of the music being produced by other students across Brisbane.

Our annual Strings and Choir in the Cathedral event was another resounding success with our orchestral string and choral departments sharing their music in the Cathedral of St Stephen. The visual impact of seeing students from Year 5 to Year 12 together, at the same time, performing as one community was a sight to see!

The second annual Villanova College Celebration of Excellence was held at the QPAC Concert Hall at the end of October and was another fantastic opportunity for our musicians to share their

talents with the College community.

To round off 2018, Villanova College celebrated our very first Christmas Extravaganza on the Cassiciacum Gardens, when over 300 students and several hundred family members enjoyed an evening of music and Christmas cheer.

Musical events at Villanova College would not be possible without the assistance of the Music Support Group. We thank all members of our community for ensuring that 2018 was one of our finest years to date.

### **Visual Arts**

Throughout 2018 Visual Art offered Villanova College students the opportunity to explore new media and to display their work publicly.

Our Junior School students explored both two-dimensional and three-dimensional media. Printmaking skills were developed by creating and resolving an adapted animal and an understanding of ceramic hand building and decoration was fostered through creating a collaborative totem. Students' drawing skills were also encouraged by producing a foreshortened self - portrait.

In the Middle School, students took inspiration from the art movements of cubism and surrealism and the lifework of Picasso and Magritte. As students 'walked' with Picasso and Magritte they were inspired to create mixed media collages, African masks and surrealist flying pigs.

Year 9 students also took steps to build upon their foundational art skills by taking on the role of a community activist to raise awareness by drawing endangered animals and creating a painting to support anti-graffiti campaigns.

Senior School students embraced the opportunity to work with industry professionals and participated in workshops and created two-dimensional mixed media pieces. The creation of these pieces developed student knowledge and an understanding of processes that will continue to inform their practical work. Students attended an excursion to Monte Lupo Studio at Eight Mile Plains, an organisation which provides opportunities for people with disabilities to work creatively. This fostered students' knowledge and understanding of professional studio practices as well as allowing them to extend their understanding of ceramic techniques, processes and materials. These practical explorations were consciously displayed publicly with great success in 2018. The Tolle Lege Library exhibited student work where students, staff and visitors were able to admire and congratulate our talented artists. College Facebook and Instagram accounts displayed artworks digitally, receiving tremendous support from our extended school community. Our Year 6 artists, who had their Villanovan story depicted as lines and shapes pressed into clay as totems are now permanently installed on Villanova College grounds for all to view and enjoy.

The highlight of the 2018 Visual Arts calendar, Villa Visions, further enabled the exhibition of work in a formal space. The exhibition was held in Goold Hall, allowing a broad range of student works from Year 5 - Year 12 to be curated. The evening was a celebration of our students' interests, talents and dedication to Visual Art. The visible achievements seen at Villa Visions clearly reflect the strength of our programs.

In recognition of these quality works the College awarded Year Level Awards, Acquisitions Prizes and Highly Commended Awards. These acknowledged innovation, creativity and skillful use of media and were a testament to the dedication and creative talent of their recipients. It was fitting that these awards and prizes be publicly announced with recipients surrounded by fellow students, friends, family, staff and supportive community members who honoured their talents.

Villa Visions 2018 was supported by our Year 12 Music students, Year 10 Food Studies students and



Australian Filipino Augustinian Solidarity (AFAS) helpers who enriched the gallery experience. The proceeds from the People's Choice Award and Staff for AFAS Silent Auction were donated to AFAS to support our Augustinian friends in the Philippines.

We thank the Visual Art Department, as it is through their exceptional skillset and guidance that the potential of students is encouraged. We also extend our thanks to the students, parents and friends of Villanova College for their continued involvement in the Visual Arts. It is our collective work that has and will continue to develop our fine Villanovan artists.

## 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 College 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 2018, the Junior School consisted of six streams of Year 5 (comprising of four classes of 26 students, one class of 25 students and one class with 23 students) and six streams of Year 6 (two classes with 27 students and four classes with 28 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 College 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

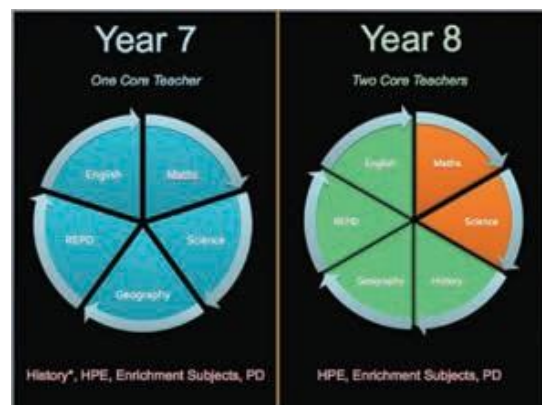
### Middle School Leadership and Support Structure

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 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.

## PEER MENTORING

---

In 2018, a Peer Mentoring Program was introduced between Year 7 and Year 11 students. In addition to providing guidance, support and discussion opportunities in smaller group settings, peer mentoring encourages positive social interactions and a supportive connection across the year levels.

Each of the Year 11 peer mentors were trained in class assessments, coursework, giving effective feedback and encouraging questions and reflection.

Year 8 students engaged in many different activities, focusing on improving written responses, higher order thinking and source analysis.

## 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 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 Parents and Friends Association. This feedback allows Villanova College to reflect upon its practices and refine and enhance how it operates. As a community we welcome and encourage parental involvement.

In October 2018, as part of Villanova College's continuous progress and to assist with the next Strategic Plan, the Villanova College Board commissioned a survey which provided the opportunity for all current parents, students and staff to complete a comprehensive questionnaire to provide research informed feedback relating to their views of Villanova College across a wide range of areas.

484 parents out of 968 families responded to the survey, which was a 50% response rate. 26% were parents from the Junior School, 39% from the Middle School and 34% from the Senior School.

### Key Results

- 94% of parents noted Villanova College to be their school of first choice.

- **Overall satisfaction with son's education at Villanova College**

Junior School - 89% (Very high)  
Middle School - 83% (Very High)  
Senior School - 82% (Very High)  
Overall - 84% (Very High)

- **Overall satisfaction with the Academic Program**

Junior School - 83% (Very High)  
Middle School - 78% (High)



Senior School - 81% (Very High)  
Overall - 80% (Very High)

Villanova College places a high priority on staff well-being and has in place an Employee Assistance Program for all employees and their direct family members has been in place. 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 they 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 19 March 2018, all parents were invited to attend a parent education event, Parenting with Technology in the Age of Social Media.

This educational event was held to support families in the community with managing and regulating safe online behaviour. The evening provided parents with relevant information, technical skills and advice, enabling them to be more informed and involved with the social behaviours and potential threats affecting children in 2018 and beyond.

On 29 October 2018, the Celebration of Excellence Evening was held at the Queensland Performing Arts Centre to showcase the talent of Villanova College students.

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 Peter Jones OSA, College Principal, Mr Mark Stower and College Captain, James King.

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 94.4%.

## 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 2018 - 97.6%**

## NAPLAN RESULTS 2018

---

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    | 537     | 470     | 513      | 519                     | 524      | Villanova College percentage at or above National Benchmarks % |
|      | 98.2%   | 98.2%   | 100%     | 99.1%                   | 100%     |  |
| 7    | 566     | 527     | 556      | 568                     | 600      | Villanova College percentage at or above National Benchmarks % |
|      | 99.3%   | 97.9%   | 96.4%    | 98.4%                   | 100%     |  |
| 9    | 616     | 559     | 611      | 615                     | 640      | Villanova College percentage at or above National Benchmarks % |
|      | 99.2%   | 94.1%   | 100%     | 99.2%                   | 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**

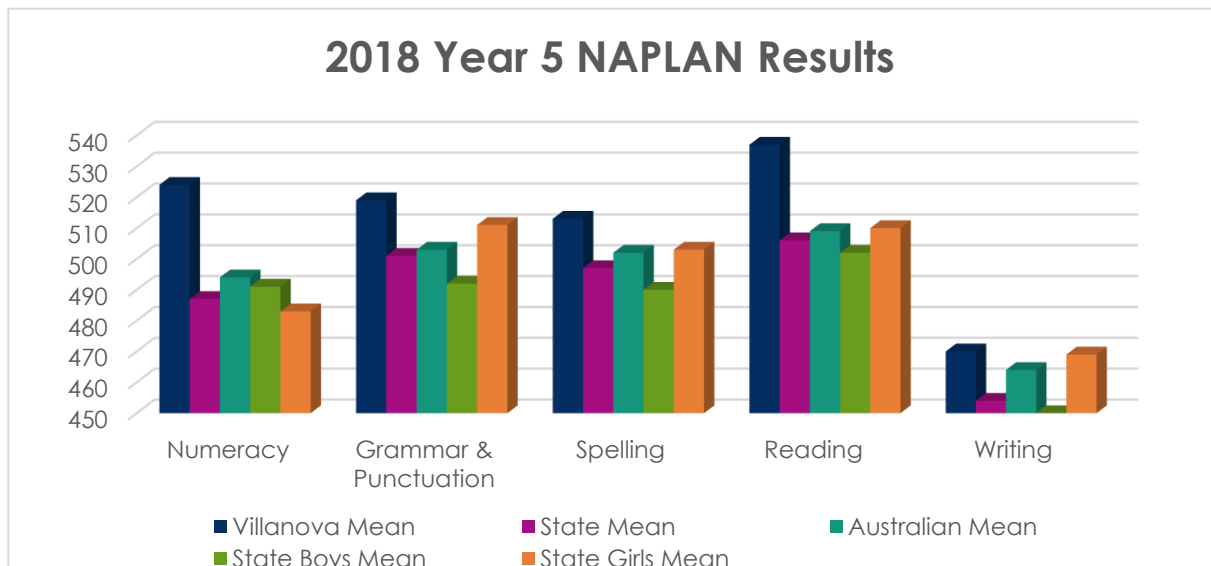
Search by school name

Search by suburb, town or postcode

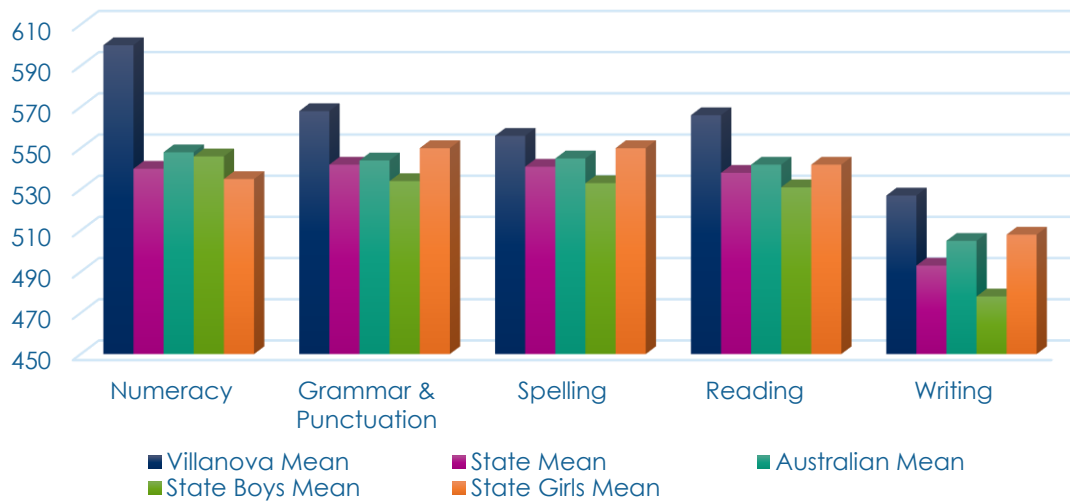
Sector ☒ Government  
☒ Non-government

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

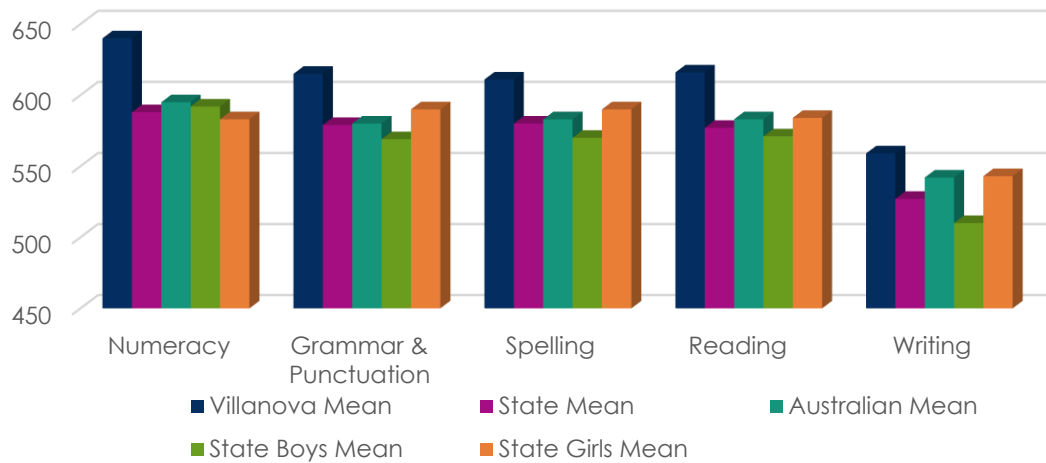
Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use and Privacy Policy** before being able to access NAPLAN data. If you are unable to access the internet, please contact the College for a paper copy of our school's NAPLAN results.



## 2018 Year 7 NAPLAN Results



## 2018 Year 9 NAPLAN Results



## YEAR 12 OUTCOMES 2018

|   |     |
|---|-----|
| Number of students awarded a Senior Education Profile   | 166 |
| Number of students awarded QCE  | 166 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications         | 76  |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 15  |

|  |       |
|--|-------|
| Number of students who received an Overall Position (OP)   | 141   |
| Percentage of OP students who received an OP 1 - 15  | 92.1% |
| Percentage of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100%  |
| Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer  | 97.2% |

## 2018 NEXT STEP REPORT

---

At the time of publishing this report, the results of the 2018 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 on the Villanova College website once this information becomes available.