



VILLANOVA COLLEGE



ANNUAL REPORT 2021



TABLE OF CONTENTS

COLLEGE FEATURES.....	2
Vision Statement.....	2
Mission Statement.....	2
The Gateway Values.....	2
2021 Enrolments.....	3
CHARACTERISTICS OF THE STUDENT BODY	3
STAFF INFORMATION	4
Qualifications of College Staff 2021.....	4
Professional Development	4
New Facilities	5
Distinctive Curriculum Offerings	6
Junior School.....	6
Middle School	7
Senior School	9
Year 11 and Year 12.....	10
Sport	12
The Arts.....	13
The Social Climate	15
Junior School.....	16
Middle School	16
Senior School	16
Pastoral Care.....	17
Peer Mentoring	17
Social and Emotional Learning.....	18
Satisfaction with the College	20
Strategies Used To Involve Parents in Their Child's Education.....	20
Key Student Outcomes	21
How Non-attendance is Managed.....	21
Naplan Results 2021	22
Year 12 Outcomes 2021	24
2021 Next Step Report	25



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 1388 students. The College is located at 24 Sixth Avenue, Coorparoo, Brisbane and has playing fields (Villanova Park) 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-centred 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.

2021 ENROLMENTS

Villanova College is seen as a school of choice, and this has seen considerable growth in enrolment numbers.

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	174	6
6	166	6
7	207	8
8	182	7
9	209	8
10	159	8
11	150	7
12	141	7
TOTAL	1388	57

CHARACTERISTICS OF THE STUDENT BODY

Students attending Villanova College come from a variety of backgrounds and nationalities.

In 2021, there were two students in the Junior School, two Middle School students and one Senior School student who identified as being of indigenous descent enrolled in the College.

There were twelve students who were identified as English as a Second Language (ESL) students. Of these students, one was a student in the Junior School, six were members of the Middle School and five were Senior School students.

In 2021, there was one overseas student welcomed into the Junior School, two overseas students enrolled in the Middle School and three overseas students were members of the Senior School.



STAFF INFORMATION

The College employs 172 staff members comprising 101 teaching staff and 71 non-teaching staff, the latter being employed in a variety of capacities including learning support assistants, school officers and service officers. There are currently two staff members who identify as being of indigenous descent at the College.

2021 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	101	71	2
Full-time equivalents	98.5	56	2

The average staff attendance rate during 2021 was 97%.

The teaching staff retention rate from 2020 to 2021 was 87%.

Qualifications of College Staff 2021

Highest level of attainment	Number of Teaching Staff
Doctorate	2
Masters	44
Bachelor	195
Diploma	95
Certificate	67
TOTAL	403

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

PROFESSIONAL DEVELOPMENT

Within Villanova College, a structured program 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 2021, 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.

Due to COVID-19, many professional development opportunities were cancelled in 2021, however, several opportunities were still afforded staff to attend learning sessions via online platforms.

In 2021, Villanova College spent \$80,369.00 (direct costs) on staff participation in professional development.

NEW FACILITIES

O'Donnell and Good Counsel Buildings

With the educational landscape continually evolving, Villanova remains committed to ensuring that our young men develop the necessary 21st Century learning skills, and that the classroom spaces are appropriately designed to support this development.

The much-anticipated refurbishment of the O'Donnell and lower Good Counsel buildings was completed in 2021. These rooms have been transformed into contemporary, dynamic learning classrooms that have so much become a feature of our new Year 7 Learning Precinct.

In readiness for our new and exciting masterplan, several pilot classrooms were established, to learn more about how classroom design can best enhance teaching and learning. Villanova's new Year 7 Precinct has included several design principles in response to what has been discovered through that process. The core subjects in Year 7 are co-taught. Co-teaching involves two specialist teachers and a teacher-aide working with two combined Year 7 classes. There are many benefits to co-teaching which enhance the learning outcomes for our students. Co-teaching allows for greater levels of differentiation within the classroom and permits a greater variety of learning modalities.

The light-filled rooms, refurbished to include the corridors, each feature their own 56-seat lecture theatre which we call the "launch pad". This space is designed to enhance the moments when teacher-directed instruction is required. The rooms also feature a range of furniture, acquired through Steelcase Furniture, that promote options for students to collaborate with each other, conduct small conferencing with teachers, or to work independently without distraction.

Each dynamic learning classroom also features double-sized, automated student lockers. These ensure each room is clutter-free and assists in keeping our young men organised and responsible for their belongings.

These refurbishments have created learning spaces that align with those in the new Year 5 and Year 6 classrooms in the St Thomas of Villanova building – this alignment allows for a smoother transition from Junior to Middle schooling. The Year 7 Learning Precinct's design fundamentals, also reflect the new senior spaces, such as the auditorium and breakout rooms, also a feature of the new St Thomas building.

Since the Year 7 students and teachers have commenced using these spaces, we have seen an impressive level of engagement from the boys and a sense of ownership of, and connectedness to, their learning space.



DISTINCTIVE CURRICULUM OFFERINGS

Co-Teaching in Dynamic Learning Classrooms

State of the art, flexible learning spaces provided a positive learning environment for student engagement and learning at Villanova College in 2021.

Learning

- Dynamic learning spaces designed with boys' educational and wellbeing needs in mind, allowing for movement, space collaboration and independence.
- Development of essential executive function skills (attention, organisation, prioritization, focus, emotional regulation) through student centred learning. Students are encouraged to provide feedback and reflect on their learning within the environment.
- Students are encouraged and supported to develop into responsible learners, able to engage with new content confidently and develop mastery of skills.
- Student centred learning fosters leadership skills in and out of the classroom.
- Explicitly teaching 21st century skills (collaboration, critical thinking, communication and creativity) through the syllabus, as well as modelling strong relationships (cooperation and problem solving) between two or more adults in the room.
- Collaboration between students and teachers, focusing on the importance of building strong relationships.

Teaching

- Increased opportunities to use a variety of teaching approaches (small groups, individual, one on one) and differentiation to cater to different learning styles.
- Two or more teachers allows for more timely feedback and tracking of progress
- Provides opportunities for teachers to engage in 'passion projects' or become 'lead educators' in certain subjects. Increasing teacher practice through professional development (learning from one another), reflection, collaboration and accountability.
- Co-teachers share their workloads, resources and ideas on teaching pedagogy.
- Having another adult in the classroom offers a support system to the individual teacher – boosting morale, improving confidence, building a positive classroom culture and providing support for dealing with challenging students or situations.
- Classroom design, teaching pedagogy and a student-centred learning model which is grounded in evidence-based, action research and regular, ongoing teacher professional development.
- Enables working with colleagues and young people in ways which build community, strengthen relationships, and give expression to shared values, and which enable the seeking of peace and truth within an Augustinian school.

Junior School

A key aspect of education at Villanova College is the attention given to the individual needs of boys at different stages of their personal and spiritual development.



Junior School staff work hard to provide boys with a sense of belonging, particularly by encouraging friendships among fellow students, along with parents and staff. These relationships are especially important to boys at this stage of pre-adolescence and form the basis of productive community engagement for years to come.

Junior School staff are aware of the particular challenges for boys at this stage of their lives, such as peer friendships and the need to promote self-esteem, as well as the management of basic feelings including aggression, frustration and hurt.

The Junior School is extremely proud of building relationships and a sense of community, both of which are strongly recommended for boys. In building these relationships we work towards fostering creativity, curiosity, initiative, multidisciplinary thinking and empathy. Circle Time, which is held in Junior School classrooms several times a week, is an ideal opportunity to foster relationships. Classes get to know each other, talk about issues that are concerning them and how they might solve any problems. This builds mutual respect and makes boys aware of the importance of being their best self.

In the Junior School (Year 5 and Year 6), the College offers a wide and varied program to its students. Core teachers are responsible for the majority of students' lessons including :

- English
- Mathematics
- Science
- Religion
- History
- Geography
- Wellbeing (Year 6)

Specialist teachers are assigned for Art, Drama, Italian, Music, Health and Physical Education, Design Technology and Project.

Middle School

Villanova College aims to provide an engaging and enriching learning experience in the spirit of Catholic and Augustinian traditions, which is specifically suited to the developmental needs of boys in Years 7, 8 and 9.

This learning experience encompasses the formal curriculum structured around the nine key learning areas, along with social, emotional, physical and spiritual development of students through activities and programs within and outside the classroom.

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

Year 7

Year 7 core teachers are responsible for English, Mathematics, Science, Religious Education, History and Health and Physical Education. Students experience a rotation of elective subjects and specialist teachers conduct classes in the other key Learning Areas.



Year 8

In the Year 8 program, the core curriculum is divided into two (2) parts:

- The Humanities
- Mathematics and Science

Following on from Year 7, some units within these two core areas are integrated by theme or topic.

All Year 8 students will study the following core subjects:

- Religious Education
- English
- Mathematics
- Science
- History/Geography
- Chinese/Italian
- Health and Physical Education

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 Year 8, students begin to make choices about the types of elective subjects they wish to study in greater depth. Students should consider the subjects experienced in Year 7 and consider which subjects they enjoyed and wish to study further. The range of elective choices allows students to experience a broad range of subjects. This is also a time to try new subjects. Being of a longer duration, the electives allows students greater depth of coverage and the opportunity to discover new areas of study that may lead to further development in the following years.

Each elective is of a term's duration, except for the Technologies elective, which is of one (1) semester's length due to the nature of the unit. Should students choose the Technologies elective, they will only study two other electives in either Semester 1 or Semester 2.

In addition to the Core Program, in 2021 students could undertake the following elective enrichment classes:

- Art
- Business
- Drama
- Music
- Science and Mathematics Extension
- Sport Science
- Technologies

Year 9

In Year 9, the core curriculum consists of the following full year subjects:

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

In addition to the Core Program, all students take four elective units - two in Semester 1 and a further two in Semester 2.



Year 9 Subjects

Semester 1

- Religious Education and Personal Development
- English
- Mathematics
- History
- Science
- Health and Physical Education
- Elective subject 1
- Elective subject 2

Semester 2

- Religious Education and Personal Development
- English
- Mathematics
- History
- Science
- Health and Physical Education
- Elective subject 3
- Elective subject 4

Senior School

Year 10

As the first year of our Senior School, the purpose of the Year 10 curriculum at Villanova College is to allow students to study in greater depth than previous years to best prepare them for their Year 11 and Year 12 studies.

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.

Students are encouraged to consider their electives carefully based on their previous experiences. They should choose subjects that match their interests and abilities.

Religious Education	English OR Literature	General Mathematics OR Mathematical Methods	Elective 1	Elective 2	Elective 3	Elective 4
---------------------	-----------------------	---	------------	------------	------------	------------

Core Curriculum Subjects

- Religious Education
- English
- General Mathematics or Mathematical Methods

Year 10 Elective Subjects

Throughout Year 10, students' study four (4) elective subjects in addition to their core subjects. All subjects are one (1) year in length.

The elective subjects act as feeder subjects for Year 11 and Year 12, while permitting students to change in Semester 2, Year 10 if necessary.



There are no feeder subjects for Certificated based courses; students will have the opportunity to choose these at the conclusion of Year 10 to begin these Certificated courses in Year 11.

Mathematics	Languages Other Than English
Specialist Mathematics	Italian
	Chinese

Creative Arts	Health and Physical Education
Drama	Physical Education
Film , Television and New Media	
Music	
Visual Arts	

Business	Sciences
Accounting	Biology
Business	Chemistry
Economics	Earth and Environmental Science
Hospitality Practices	Physics

Technologies	Social Sciences
Design	Geography
Digital Solutions	Modern History
Engineering	Legal Studies
Workshop Technologies	

Year 11 and Year 12

With the recent changes to the Queensland system of senior assessment, in 2021 there was:

- New processes to strengthen the quality and comparability of school-based assessment
- An external assessment introduced in most subjects
- A move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR)

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

Dependent upon their subject choices, students will study a course that makes them eligible for an ATAR or allows them to pursue an industry pathway. To be eligible for an ATA, students are required to study a minimum of four (4) General subjects and one (1) Applied subject or one (1) VET qualification at a Certificate 111 level or higher.



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 program for a part-time student must still meet the requirements of the Queensland Curriculum and Assessment Authority and Villanova College.

Core Subjects - all four (4) units long

Religious Education

Study of Religion (General)
Religion and Ethics (Applied)

English

Essential English (Applied)
English (General)
Literature (General)
English as an Additional Language (General)

Mathematics

Essential Mathematics (Applied)
General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)

General Subjects (These subjects are four (4) units in length and are studied over two years.)

Accounting	Drama	Music
Ancient History	Earth & Environmental Sciences	Music Extension (Year 12 only)
Biology	Economics	Physical Education
Business	Engineering	Physics
Chemistry	Geography	Specialist Mathematics
Chinese	Italian	Visual Art
Design	Legal Studies	Digital Solutions
Modern History	Literature	

Applied Subjects

These subjects are four (4) units in length and are studied over two years:

Visual Arts in Practice Hospitality Practices Sport and Recreation

Vocational Education and Training (VET) Subjects

Villanova College is a Registered Training Organisation (RTO No. 30478).

Vocational Education and Training (VET) courses are complete training packages that award a VET Certificate upon successful completion in addition to any other certification students receive.

To receive the VET Certificate, students must complete the course and demonstrate competency in each of the required VET modules. Students may choose from the following courses:

Business - Certificate III in Business (BSB30115) – Binnacle (RTO No. 31319)



Fitness - Certificate III in Fitness (SIS30315) – Binnacle (RTO No. 31319)

Furnishing - Certificate I in Furnishing MSF10113) - Skills Tech (RTO No. 31396) and Construction – (Certificate 1 in Construction CPC10111)

Information, Digital and Media – Certificate III in Information, Digital and Media (ICA30115) – Axiom (RTO No. 40489)

SPORT

In such a strong sports competition as the AIC Sports Association, Villanova College's efforts in 2021 have been superb.

Success in sport comes about through hard work and dedication. The hard work and dedication needed to do well is often unseen and is generated by the efforts of many people spanning the entire season. Within Villanova's sports program our boys are aware that they must be prepared to put in the hard work, effort, and determination to be competitive. Villanova College is committed to giving each student the opportunity to participate and to ensure that all teams are well prepared and well organized as they take to the sporting arena.

There is no doubt that our College relies heavily on the involvement of both the staff and parents to take up the many coaching, managerial and officiating roles within each of the sports. At the conclusion and the beginning of each year we ask members within our community to fulfil these roles. In 2021, the response from our community was fantastic. As our lifestyles become increasingly busy with work and family commitments, it is not always easy to fit in the extra time required to coach and manage teams.

It was great to see that many parents and Old Boys again offered to coach, manage, and officiate this year. We sincerely thank all those who assisted with the 2021 AIC Sports Program. Our coaches freely gave up their time for our boys to enjoy all the benefits that school sport provides. The reliability, commitment and skills that our coaches, officials and managers have contributed throughout the year is appreciated and has certainly contributed to Villanova's success.

SPORT	AIC COMPETITION – OVERALL RESULT
AFL	Second
Basketball	Not contested in 2021
Chess	Not contested in 2021
Cricket	First
Cross Country	Year 5 and Year 6 - Second Year 7 - 12 - Fourth
Football	Fifth
Golf	First
Rugby League	Not contested in 2021
Rugby Union	Fourth



Swimming	Year 5 and Year 6 - First Year 7 - 12 - Fourth
Tennis	Not contested in 2021
Track and Field	Year 5 and Year 6 - Fourth Year 7 - 12 - Sixth
Volleyball	Sixth

THE ARTS

Over the 2020 Christmas holidays, the original Art rooms under Gould Hall were gutted and the long-awaited refurbishment of the Creative Arts spaces commenced. Art classes were re-homed to the Junior teaching spaces and various spots around the College, but it wasn't long before we found ourselves decking out our new digs. Two brand new spaces, one for the Seniors with a new sink and computer hub attached and a second classroom space purpose built for the Junior Art classes. The Art storeroom was moved to sit between the two classrooms for easy access. Student artwork quickly took pride of place on the walls as we all became familiar with the new and exciting layout of resources.

Visual Art

In the Junior Art curriculum, the Year 5 students undertook studies in insect anatomy to produce a 'Hybrid' insect and our Year 6 students created a 'Day of the Dead' inspired mask or cross in remembrance of a loved one who has passed.

The Middle School students took on the role of a 'Young Archie' painting a self-portrait based on an artist who has been represented in the Archibald Prize and designed and created the ever-popular skate decks developed using the concept of 'Skating Through Modern Art', where they investigate and explore Impressionism, Cubism and Pop Art.

Our Senior School Visual Artists continued to excel across the media areas of digital works including animation, short film, photography, sculpture, street art, installation, painting and drawing. As the first group of Seniors to complete the full range of assessment tasks in the ATAR system we are very proud of the conceptual and skilful works the boys resolved, and the levels of achievement attained.

Media

This new and exciting area of study is growing rapidly in the school. With the completion of the new Art Rooms, Media was given a new home as well, closer to the action and proximity to the computer hub. This has been extremely advantageous for students to engage with highly sophisticated camera's, lighting, and green screen effects.

2021 saw the introduction of the QCAA general subject, Film, Television and New Media to our Senior School studies. The College has made a significant contribution to the purchase of technology to run the course. With brand new digital cameras, lighting and software, the students engaged inquisitively with the new syllabus materials. A Promo video and a Hybrid Genre Film proved popular as students worked together to design creative imagery and solve production problems. Tom Price won the academic subject prize and demonstrated his visual compositions and editing skills whilst making his Hybrid Film on the devastation of the bush fires.



Drama

Throughout the year, Senior Drama students were involved in Physical Theatre Workshops. This challenged the students intellectually and physically to express concepts, abstract ideas, and emotions, using only movement and the architecture around them.

The Senior Drama play is always one of the Creative Arts highlights of the year and was held in June to rave reviews. We went off-campus to perform, renting the Multicultural Centre under the Story Bridge and with video projections purposefully designed for the College, the stage was set to be an entertaining night to remember.

Year 10 Drama once again participated in The Scene Project where they prepared an extract from a play provided by Queensland Theatre Company and then presented it on stage to other schools at the Outcomes Day. In the words of the Queensland Theatre staff, Villanova always shows 'high quality, innovative, energetic performances' and 'we always look forward to the interpretations from groups of boys who are true gentlemen'. High praise indeed!

Our Year 5 Drama Space Troopers continued to fight aliens, exploring new lands and save the Earth from itself. We would also like to congratulate Year 6 students who bravely presented their monologues in front of the class.

At La Boite Theatre in October, our Junior Theatresports team competed in the regional finals. The competition was fierce against teams from Nudgee, Churchie, All Hallows, and Sheldon College. Although we didn't take first place, our team competed with focus and energy, and we congratulate them on making it through to the finals.

MUSIC

Commencing the year with an optimistic outlook, we were looking forward to farewelling the impacts of the pandemic and preparing for a positive and productive new year. Our annual music camp with Loreto College was transformed into a weekend workshop at Chandler Sports and Aquatic Centre, with approximately 160 students from both schools combining to approach the start of 2021 with enthusiasm and vigour.

As we do every year, the College welcomed 174 Year 5 musicians into our immersion program. The students came to us enthusiastic and ready to learn after experiencing a year of interrupted learning at their previous schools. It was certainly a pleasure to meet the students every Tuesday morning as they moved into the Augustine Centre to prepare for before-school rehearsals every week.

As Semester 2 commenced, we managed to celebrate our students through the Winter Concert Series; partially hosted onsite in Hanrahan Theatre, and offsite at the Queensland Multicultural Centre in Kangaroo Point. In this 'new' venue for Villanova, our string department convened a wonderful concert with Orava String Quartet, and our Guitar program shared a combined concert with Loreto College. Both evenings were great opportunities for our students to learn and perform with fine musicians who have international performance experience and provided memories that our students will reflect on with pride for some time.

Our Concert, Jazz, and Contemporary Bands shared their Gala Concert upon the grand re-opening of Hanrahan Theatre. The joy and relief of being able to perform back in our 'home ground' was palpable as the music commenced.

The Hybrid Queensland Catholic Music Festival was the largest online festival of its kind, ever. The original blueprint for this year's event was to stream video footage of school performances across the web, interspersed with live compering and adjudication.



The team was primed, and we were looking forward to the success of our hybrid production until South-East Queensland went into lock down 10 days prior to the festival. With the event in jeopardy, we managed to pivot and adjust in record time.

With a team of extremely motivated volunteers, and a committed organising group, the 2021 QCMF changed from a hybrid festival to a completely remote event within a week. Presentations that had been developed for streaming were rapidly changed to shorter, more easily shared, video clips. A new distribution system was developed for sharing the videos, and the packaging and distribution of adjudication materials was completed in record time. Viewing the first day's footage online and seeing the viewing numbers climb was an incredibly edifying experience and just reward for a great team effort.

The impact of the pandemic postponed our Gala Concert Series from the end of Term 3 through to the very early stages of Term 4. The concert series commenced with our Bands Gala Concert where our Jazz, Irish, and Contemporary Ensembles shared their music on the Middle School Terraces on a pleasant October evening, followed by our Concert Bands performing indoors on Hanrahan Theatre stage. Our String, Choral, and Guitar program shared their music in Hanrahan Theatre a little later in the week. All events were well attended and a fine celebration of the efforts of our students over the year.

The inaugural Music Awards Evening and Senior Farewell was convened in Hanrahan Theatre on Friday, October 15. This evening combined our annual Senior Dinner with the opportunity to recognise excellence through the presentation of our music awards for 2021. As an evening of reflection and celebration, it was a fitting way to bookend our Senior's music experience at the College, commencing with their own Jump Start Day over eight years earlier. We look forward to continuing this new tradition well into the future.

Our Jazz Department had two wonderful external workshop opportunities during Term 4. The 'Con Artists' Big Band from the Queensland Conservatorium of Music and members of the Jazz Music Institute Faculty came to Villanova College to workshop with members of our Jazz Band, Jazz Combos, and Big Band. The students were treated to high-quality performances on both occasions, with several of our students given the opportunity to play with these fine musicians. We look forward to continuing the relationship with these fine organisations and create further opportunities for our developing Jazz musicians.

As is tradition, the Villanova Music Performance calendar concluded with our annual Christmas Extravaganza in Goold Hall in mid-November. All our Middle School musicians combined to share an evening of carols and celebration in the round in Goold Hall, with the event simulcast to Hanrahan Theatre and over the internet. This concert is always enjoyable and a wonderful way for our community to conclude another busy year of music at Villanova College.

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.

As with each of the College's sub-schools, the Junior School has its own precinct in the new St Thomas of Villanova Learning Centre. The Junior School is a community within the larger College community and caters specifically for the needs of boys in Years 5 Five and 6, while still sharing in the life of the College as a whole.

In 2021, the Junior School consisted of six streams of Year 5 (comprising one class of 26 students and five classes of 27 students. Year 6 had six streams with each class comprising 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 7, 8 and 9.

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

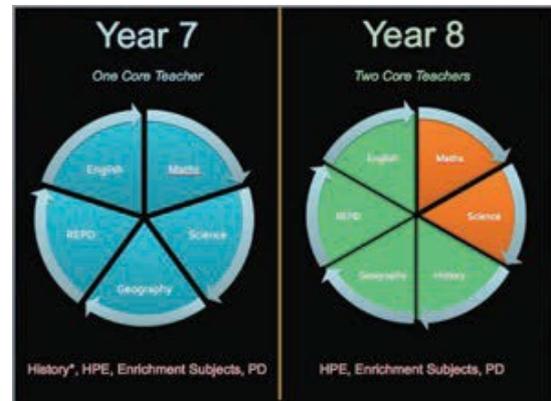
Middle School Leadership and Support Structure

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 Dean of Teaching and Learning. The Dean of 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 programs 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 program. 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 program 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. In all there are four Houses (Crane, Goold, 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.

Programs are in place to assist each student to develop into the best person they can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs, and it is the day-to-day care of each student and their needs, which is of paramount importance.

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

Each student within Villanova College is a member of a Pastoral Care Group and has a Pastoral Care teacher. These 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 the College Principal, Deputy Principal, Head of Senior School, Head of Middle School, Head of Junior School, College Psychologists, College Counsellor, College Chaplain, Pastoral Area Leaders and Pastoral Care Teachers.

PEER MENTORING

In 2021, our Peer Mentoring Program continued between our Junior School and Year 12 students.



Commencing in Semester 2, weekly sessions were conducted, and in addition to providing guidance, support and discussion opportunities in smaller group settings, this peer mentoring encouraged positive social interactions and provided a supportive connection across the year levels.

Each of the Year 12 peer mentors were trained in restorative practices, encouraging questions and reflection.

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.

SATISFACTION WITH THE COLLEGE

The College understands the importance of regularly reviewing approval and satisfaction levels and uses a variety of methods to gauge parental, student and staff satisfaction with College operations. The College is accessible to all stakeholders in the 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, past parents, Old Boys, 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.

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. This EAP is a voluntary, confidential and complimentary counselling service, with a solution focused approach to enhance overall well-being.

Students and teachers work in harmonious, congenial relationships and treat each other with respect. 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 well-being.

STRATEGIES USED TO INVOLVE PARENTS IN THEIR CHILD'S EDUCATION

At Villanova College, parents have the opportunity to be involved in our school learning community in a variety of ways. Their involvement can involve formal settings or less formal and social opportunities.

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

Formal parent teacher interviews are offered twice a year while informal interviews are welcomed on a 'by-request' basis.

While COVID-19 restrictions during the year curtailed many of these activities, we were able to resume when the situation permitted.



Celebration of Excellence

The annual Celebration of Excellence was held at QPAC on Tuesday, 2 November 2021, and followed strict COVID regulations. At this ceremony, the academic achievements of students from Year 5 to Year 11 were recognised. The evening included a presentation of academic awards, music and choral performances.

2021 Graduates' Celebration and Scholars' Assembly

On Thursday 10 March 2022, the community came together as we welcomed back the 2021 Year 12 cohort for the 2021 Graduates' Celebration. Given the nature of the new Senior Assessment and Tertiary Entrance system, final subject and overall results are not known until after the end of the school year. With this in mind, the College decided to bring these young men back to the College and congratulate them on their efforts early in 2022.

KEY STUDENT OUTCOMES

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

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
96.8%	95.6%	94.6%	93.6%	93.8%	93.7%	93.6%	95.6%	94.6%

HOW NON-ATTENDANCE IS MANAGED

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children do attend school regularly, staff monitor attendance each day as part of their duty of care. The attendance of students at Villanova College is handled by the relevant Pastoral Area Leader and Head of School. The Student Services Officer in each of the three schools (Junior, Middle and Senior) monitors the rolls and brings to the attention of key staff patterns of non-attendance that are of concern.

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

Parents play a significant role informing the College of any difficulties students may be experiencing in attending normal classes. Habitual lateness or non-attendance is then managed via direct contact with the student's parent/guardian to work together to create a solution. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal or his delegate to discuss the leave request.

Apparent retention rates from Year 10 to 12 in 2021 – 89.2%



NAPLAN RESULTS 2021

2021 saw the College move to NAPLAN testing online in Years 5, 7 and 9. The National Assessment Programme – Literacy and Numeracy allows parents/carers and educators to monitor and evaluate the progression of students over time in the four domains of reading, writing, language conventions (spelling, grammar and punctuation) and Numeracy.

NAPLAN is one aspect of our assessment program, and the results of the tests provide important information about each student as an individual, as part of the school community, and against state and national standards.

Each student's level of achievement, in conjunction with their internal school assessment will be used to support teaching and learning.

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	535 98.9 %	490 98.9%	521 98.8%	516 99.5%	522 99.4%	Villanova College percentage at or above National Benchmark
7	570 97.9%	536 96.1%	563 96.9 %	559 96.1%	588 98.9%	Villanova College percentage at or above National Benchmarks
9	613 98.4%	577 95.5%	591 96.9%	603 98%	628 99%	Villanova College percentage at or above National Benchmarks

Reading, writing, spelling, grammar and punctuation and numeracy results for Villanova College in Year 5, Year 7 and Year 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

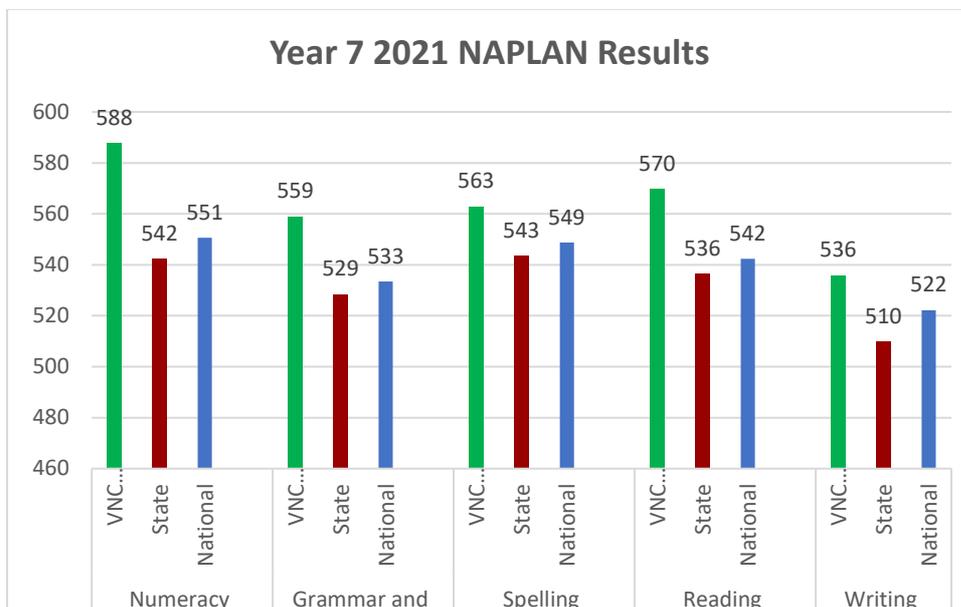
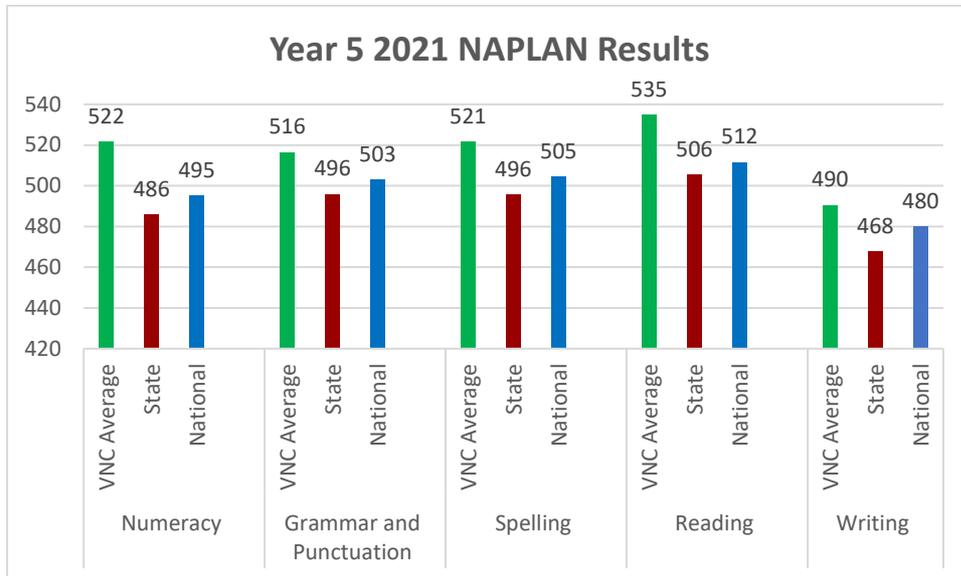
Search by suburb, town or postcode

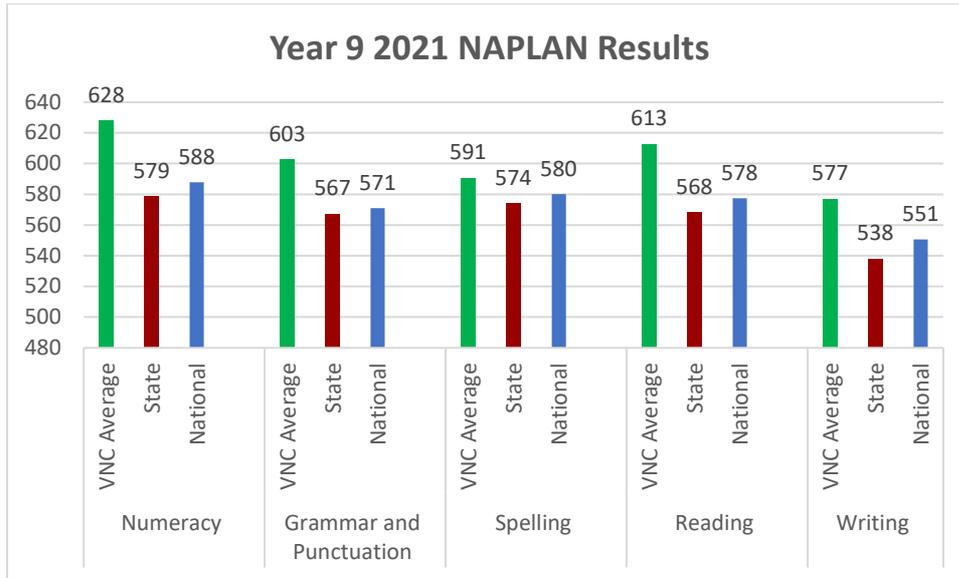
Sector Government
 Non-government



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.





YEAR 12 OUTCOMES 2021

Number of students who received a Senior Education Profile (SEP)	141 (100%)
Number of students awarded a Queensland Certificate of Education (QCE)	141
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	0
Number of students awarded one or more VET qualifications	44
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	4
Number of Students awarded a VET qualification:	
Certificate I	18
Certificate II	22
Certificate III	37



Certificate IV	2
Diploma	3
Advanced Diploma	0

2021 NEXT STEP REPORT

At the time of publishing this report, the results of the 2021 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.



VILLANOVA COLLEGE

Villanova College
24 Sixth Avenue
Coorparoo QLD 4151

+61 7 3394 5690

villa@vnc.qld.edu.au

www.vnc.qld.edu.au