



VILLANOVA COLLEGE



ANNUAL REPORT 2020



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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 1339 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-centered and witness to the Gospel vision of life, challenging those values of contemporary Australian society which erode the dignity of the human person
- We value and seek humility and interiority as paths for each individual to form, nurture and restore right relationships with themselves, with others and with God
- We assist our students to realise the fullness of their potential, as they strive to integrate the physical, emotional, intellectual and spiritual dimensions of life and culture, in ways most appropriate to their particular stage of development

Vision Statement

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

Mission Statement

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



The Gateway Values

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

As St Augustine said,

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



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

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

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

2020 ENROLMENTS

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

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

Year Level	Students	Streams
5	161	6
6	168	6
7	185	7
8	213	8
9	167	6
10	155	6
11	146	6
12	144	6
TOTAL	1339	51

CHARACTERISTICS OF THE STUDENT BODY

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

In 2020, 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 eight students who were identified as English as a Second Language (ESL) students. Of these students, two were students in the Junior School, four were members of the Middle School and two were Senior School students.

In 2020, two overseas students enrolled in the Middle School and eight overseas students were members of the Senior School.

STAFF INFORMATION

The College employs 166 staff members comprising 95 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.

2020 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	95	71	2
Full-time equivalents	90	55	2

The average staff attendance rate during 2020 was 96%.

The teaching staff retention rate from 2019 to 2020 was 92%.

Qualifications of College Staff 2020

Highest level of attainment	Number of Teaching Staff
Doctorate	2
Masters	41
Bachelor	186
Diploma	94
Certificate	65
TOTAL	388

**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 2020, 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, Catholic Identity, Art and Science of Teaching, Restorative Practices, Curriculum Development, particularly in the Senior subjects 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 2020, however, several opportunities were still afforded staff to attend learning sessions via online platforms.

In 2020, Villanova College spent \$74 785 (direct costs) on staff participation in professional development.

NEW FACILITIES

St Thomas of Villanova Learning Centre

After years of planning and a 12-month construction period, the St Thomas of Villanova Learning Centre welcomed its first students in Term 3, 2020. The Centre forms stage one of the master plan for the development of the College's Coorparoo campus.

The three-level building incorporates the Junior School precinct for Year 5 and 6 students on two levels and a new hub for the College's Senior students on the top level.

The design was informed by research about how boys learn best. The new spaces provide teachers with dynamic new delivery methods for teaching and learning with flexibility to suit individual or group work.

The top level of the St Thomas of Villanova Learning Centre was designed with a specific focus on providing Year 12 students in particular with the opportunity to prepare for their transition beyond Villanova.

The Study Commons features a flexible open plan layout and facilitates individual and small group collaboration both in and outside school hours, while the auditorium replicates a university learning environment.

Junior School Precinct

- Six learning suites comprising 12 flexible learning spaces (classrooms) over two levels
- Eight break-out project spaces
- Undercover play area including multiple play platforms and terraces



- Direct access to playing field
- Junior School Student Services
- Staff offices and meeting rooms

Senior School Expansion

- 120-seat auditorium
- Study Commons for small group and individual study
- Two mathematics suites
- Four tutorial rooms
- Senior School Student Services
- Student Café (seating and kitchenette facilities for Year 12 students)
- Staff offices and meeting rooms

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 2020.

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 allowing 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 (Years 5 and 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 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 2020 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
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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 changes to the Queensland system of senior assessment, in 2020 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 ATAR, 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 III level or higher.

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)

COVID-19 AND LEARNING @ HOME

Due to the COVID-19 pandemic, the College conducted two Readiness for Online Learning days, the first on March 26 and another, the following Friday April 3.

Following a directive from the Queensland Government that students would move to a home-based learning model, Learning @ Home for Villanova College students commenced on the first day of Term 2, 20 April 2020 and continued until 25 May 2020.

One of the key tasks undertaken when students returned to the College was to determine how each student has progressed with their schoolwork. Formative assessment tasks were used to check each student was up to date and had undertaken the tasks set over the last five weeks.



SPORT

2020 was an interesting year for Villanova College Sport. The COVID-19 pandemic saw many closures and lockdowns occur across the globe. Villanova College itself was closed for a period of five weeks during Term Two and the entire Term Two AIC sports program was brought to a halt, with no sport contested at all.

The AIC sports program was eventually rebooted in Term Three, when a decision was made by the AIC Management Committee to play all Term Two and Term Three sports in Term Three, playing a half season of each. To accommodate this decision, we played a half season of the AIC Tennis, Basketball and Cross Country sports during the first half of Term Three. During the second half of Term Three we played a half season of the traditional Term Two sports which includes AIC Rugby, Football and Chess. The idea being that all sports would still be played, although AIC Rugby League was cancelled this year due to the busyness of the revised AIC sports schedule. Track and Field was conducted over Term Three and 4 as per normal.

When sport did eventually return, restrictions and COVID safe procedures were put in place at the various venues, which included spectator limits, check-in procedures, social distancing measures, cleaning of equipment, the use of sanitiser stations and much more. As this was new territory for all involved, the College was extremely grateful for the respect and support shown by our community members which includes our parent body, students, and friends of the College to name a few, for adhering to the restrictions and protocols put in place.

When sport rebooted in Term Three our boys were 'jumping out of their skins' with a keen eagerness to play and represent their College again. Despite the troubled year, our boys did have many chances to play the sports they enjoy, albeit in a shortened season. As we took to the fields and courts again, I witnessed many great contributions made by our students and their families. The passion was not lost. The grit and determination shown by our students each week as they prepared for competition was very pleasing. Our success across many sports is largely due to the hard work put in at training over the entire season and has certainly been fundamental to Villanova's success this year. The generosity of our parents, Old Boys and staff, who give freely of their time to coach, manage, umpire, score, serve at canteens, etc. is paramount to the success of our sports program and I sincerely thank all those who have assisted in 2020.

Once again, we acknowledge the fine efforts of the Villanova Sports Club. This group is a parent driven body who meet regularly in order to provide support and assistance to the Villanova sports program. The support ranges from manning canteens for weekend fixtures, the organisation of fundraising events, providing funding for sports related projects and much more. Unfortunately, due to the COVID-19 pandemic this year, our major fundraising events the annual Sports Club Luncheon, the Mega-Raffle and Derby Day Luncheon were cancelled. However, this did not stop the generosity of this group to contribute funds towards the sports program.

Approximately \$210,000 of Sports Club funding was used to install and upgrade new Track and Field facilities at Villanova Park including a tartan long and triple jump pit, a high jump fan, shot circle and discus circle. This money was raised through those who supported the Villanova Park and Goold Hall canteens, bought tickets in mega raffles, attended the sports luncheons and/or the derby day events over the years.



At Villanova, the boys seem to do very well in the team sports offered as reflected by the numerous premierships and aggregates. Our aim for many years has been to lift our performances in the AIC Championship events including Cross Country, Track and Field and Swimming. Our swimming over the past few years has improved significantly and in 2020 our Juniors (Year 5 and Year 6) won the AIC Swim aggregate this year, while our Seniors (Year 7 to Year 12) overtook St Laurence's to take out fourth position overall in the senior aggregate.

Our second place in AIC Cross Country Championship this year was a fantastic result too. Our team was only one point behind first place. Our Juniors performed well at the AIC Cross Country Championships and took out the AIC aggregate title.

The Villanova College Junior boys, consisting of students from Year 5 and Year 6, took out the trifecta this year, winning the AIC Swimming, AIC Cross Country and AIC Track and Field aggregates all in one year. This is a fantastic result and certainly bodes well for the future of Villanova sport having so many talented sportsmen coming through the ranks.

Once again, it was great to see many parents and Old Boys again offering to coach, manage and officiate in 2020. These fine people have made a substantial contribution to the sports program and I again thank them for their efforts. We sincerely thank all those who assisted throughout the 2020 AIC Sport season. 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 the success of Villanova College in the sports arena.

SPORT	AIC COMPETITION – OVERALL RESULT
AFL	Fourth
Basketball	Not contested in 2020
Chess	Not contested in 2020
Cricket	First
Cross Country	Year 5 and Year 6 - First Year 7 – 12 - Second
Football	Not contested in 2020
Golf	First
Rugby League	Not contested in 2020
Rugby Union	Not contested in 2020
Swimming	Year 5 and Year 6 - First Year 7 – 12 - Fourth
Tennis	Not contested in 2020
Track and Field	Year 5 and Year 6 - First Year 7 – 12 - Seventh



Volleyball

Fourth

THE ARTS

In a year when nothing seemed normal, the need to express one's thoughts, feelings and fears has never been so apparent. It is no secret that creating works of art is therapeutic. It is not news that students sometimes choose to communicate with us through their artwork. Sometimes the need to just sit and strum your guitar, or paint with bold colours, or scream in frustration whilst performing on stage, helps to just get through the day.

Early in the year, *Mary Poppins the Musical* flew into Hanrahan Theatre. It was Loreto's turn to produce the musical and as tradition would state, our talented actors, dancers and musicians took centre stage beside the ladies from Loreto College. The show was spectacular and taught us all that hard work pays off and community and family are everything.

COVID-19 hit, and Learning@home became an unwelcome reality, but it gave us an opportunity to reassess how we teach and learn. The Creative Arts teachers rose to the challenge by implementing many new technical skills. We sent art packs home, made instructional video tutorials, zoomed with our students, and made resources that we never dreamed possible. We survived. The students survived. But it was great to get back together into our creative art spaces.

On our return, Year 5 and Year 6 students got on with the job of making 3D papier-mache insects. The Year 9 art class had a little more movement in mind whilst designing and painting their skateboard decks which were inspired by their school environment.

With the absence of the ATAR IA3 this year, Senior Visual Art students worked collaboratively over Term 3 to complete a large outdoor mural area in the arts precinct under Gould Hall. The subject matter ranged from city scapes to graffiti walls, all symbolically leaving a bit of themselves here at Villanova.

Junior school Drama students unleashed their pent-up energy by monologuing characters from Greek Myths and Legends, whilst the Year 8 Drama boys holstered their cap guns whilst role playing the Wild West in a mock Melodrama group performance.

Another annual tradition at Villanova is our Year 10 Drama class participation in the Queensland Theatre Company's (QTC), *The Scene Project*. QTC provides our students the opportunity to workshop with professional actors and, with their assistance, perform a specially commissioned script in front of their peers.

Not even COVID-19 could stand between the Year 12 Drama cohort performing their version of the senior play, *Where in the World is Frank Sparrow?* Taking very seriously the COVID restrictions of audience on campus, nothing could break the spirit of our thespians as they juggled their external exam practises and weekend rehearsals.

The Creative Arts welcomed a new subject into its fold this year. The study of the Media Arts was introduced as a semester unit in Years 9 and as a full course of study in Year 10. Professional equipment such as cameras and tripods, green screens and lighting was purchased and discussions of how



advertisements and documentaries were made to be persuasive, followed. Students eagerly learnt new skills and quickly started to edit their YouTube tutorials, TVC's and Radio Plays.

A highlight of the year was the inaugural VOSCA Awards (Villanova Oscar's). A red carpeted event took place at the end of the year to recognise the talents of the Year 10 Film class. All students were involved in making a short film based on the detective genre.

Every year is a big year. This year was a different year but what was lost, was reimaged into something new, exciting and challenging. Well done to all involved in Creative Arts at Villanova College in 2020.

MUSIC

To say 2020 was an interesting year would be a drastic understatement. As with all elements of our lives over the past 10 months, this year was a year of flexibility, accommodation, finding a best way forward, and embracing the challenges that we faced personally and as a community. Reflecting on all that we experienced, I am quietly pleased with how the Music Program at Villanova met these trials and rose to the occasion through supporting our musicians and their families through an emotionally and physically draining test.

The academic year commenced with our annual combined music camp with Loreto College at Mapleton QCCC. With almost 200 students from both schools attending, the students experienced a fantastic jump-start to the year working with some fine clinicians from across Queensland. The highlight for the students as always was the Saturday night trivia, led by our student leaders. I believe the teachers and parents may have taken out the win; however, a recount ensured the prizes were awarded to the students.

From Term 4 2019, a dedicated group of students and staff from both Loreto and Villanova College had been working diligently on the biannual Musical; this year the production was *Mary Poppins*. I would like to take a moment to congratulate all involved in this fine production. The engagement of students was amazing and can be attributed to the team of staff working to bring this show to fruition. The leads did a fantastic job of transporting us back to early 20th Century London and the performances belied that this was an amateur production. The consecutive sell-out houses left incredibly impressed and proud of the work our students produced. Well done and congratulations to all!

Almost as soon as the musical had concluded, we faced a pandemic of global proportions. It was quite an incredible experience – working toward a full calendar of events and exciting opportunities for our students, to almost immediately closing down and determining how we could sustain music and connection with our students in a lockdown environment. On the turn of a dime, the Music Program at Villanova worked quickly and diligently toward preparing for teaching in an online environment.

With Debut Concerts planned and prepared, we were unable to share this music in person with our community and so moved to filming ensembles performing their work and splicing this together into an online Concert that was shared just before Easter. I remember feeling bereft that our Senior musicians may not experience another live performance at the time; however, was incredibly proud of our music leaders who gladly compered the event through video clips filmed at home and inserted into our video production. The online concert was incredibly well received with over 2,000 views in its first week, some of these coming from the USA and Europe. Family members were contacting the Music Office thanking us for the opportunity to view their grandson or nephew performing – something they



may never have been able to do in person. Even though we were separate, we were able to create and continue connection – a silver lining if ever there was one.

With restrictions came ingenuity. We developed COVideos for some of our ensembles through the lockdown period, more particularly our Amadeus and College Liturgy Ensembles. As restrictions were eased, ensemble rehearsals moved from rostered in-person and online teaching activities to whole-group in person events. Physical distancing, disinfectant, cardboard, and hand sanitiser became common elements within everyday life in the Music Program. Thankfully, by the time Term 2 had concluded, we were looking more able to return to regular routine for Term 3.

The first week of September heralded our Gala Concert Series, designated since the start of 2020. The prevailing conditions within the community allowed us to plan a hybrid in-person and streamed concert, something our staff and students were very much looking forward to. With much logistical planning, we were one of the very few schools in Queensland offering a live concert with parents in attendance. With confidence we were able to create and maintain a safe environment, we proceeded with the challenge. The event was logistically large, almost akin to a small QCMF. Without the support of many of our regular festival volunteers, this concert would not have proceeded. I am very thankful that we were able to call on a willing community to allow our students to share their music – it was a great undertaking; however, I am certain we would do it again without a second thought. Thank you to you all.

The remainder of our year's activities were able to proceed as planned. The Wieneke Bursary Finals found a new home in Term 4. We had an incredible number of entrants in this year's Bursary Heats and the quality produced during the finals was fantastic.

Our performance year concluded with our annual Christmas Extravaganza Concert, convened in Gould Hall for the first time. The venue allowed us to set the festive scene effectively, and we were able to create three unique performance spaces to ensure the event ran seamlessly. With audience participation, it was a great way to celebrate what has been a challenging year.

Although we were removed from physical, in-person teaching for almost two months, the musical development of our students across this year has been amazing. Through assessment and performance opportunities, our students have demonstrated wonderful musical growth. We have experienced high engagement with the program more broadly across the year and I am very thankful that we continue to enjoy fine student and parental support for our events and activities.

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 2020, 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:

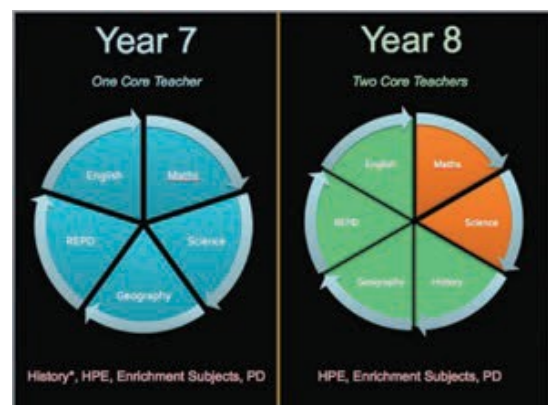
Identity Relationships Purpose Empowerment Success Rigour Safety

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: 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 2020, our Peer Mentoring Program continued between 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 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.

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 wellbeing.

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.

Due to COVID-19 restrictions, two separate Celebrations of Excellence were held in the Hanrahan Theatre in 2020. On Wednesday, 4 November the College celebrated the achievements of students from Year 5 – Year 9 and on 5 November Year 10 and Year 11 achievements were celebrated.

At these ceremonies, the academic achievements of students from Years 5 to 11 were recognised. The evening included a presentation of academic awards, music and choral performances.

2020 Graduates' Celebration and Scholars' Assembly

On Thursday 18 February 2021, the community came together as we welcomed back the 2020 Year 12 cohort for the 2020 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 2021.

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
96.0%	94.7%	94.4%	93.7%	94.5%	94%	94.6%	94.9%	94.6%



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 parent/guardian to work together to create a solution.

Apparent retention rates from Year 10 to 12 in 2020 – 97.9%

YEAR 12 OUTCOMES 2020

Number of students who received a Senior Education Profile (SEP)	144
Number of students awarded a Queensland Certificate of Education (QCE)	135
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	9
Number of students awarded one or more VET qualifications	47
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	7
Number of Students awarded a VET qualification:	
Certificate I	16
Certificate II	29



Certificate III	23
Certificate IV	0
Diploma	0
Advanced Diploma	0

2021 NEXT STEP REPORT

At the time of publishing this report, the results of the 2020 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