



VILLANOVA COLLEGE



ANNUAL REPORT 2019



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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 1332 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 other and with God
- We assist our students to realise the fullness of their potential, as they strive to integrate the physical, emotional, intellectual and spiritual dimensions of life and culture, in ways most appropriate to their particular stage of development

Vision Statement

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

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.

2019 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	163	6
6	157	6
7	206	8
8	166	8
9	155	6
10	158	6
11	145	6
12	119	6
TOTAL	1269	52

CHARACTERISTICS OF THE STUDENT BODY

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

In 2019, there was one student in the Junior School, one Middle School student 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, one was a student in the Junior School, three were members of the Middle School and four were Senior School students.



2019 also saw the introduction of international students to Villanova College. There was one overseas student in the Middle School while seven 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 is currently one staff member who identifies as being of indigenous descent at the College.

2019 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	95	71	1
Full-time equivalents	90	55	1

Qualifications of College Staff 2019

Highest level of attainment	Number of Teaching Staff
Doctorate	2
Masters	39
Bachelor	171
Diploma	89
Certificate	61
TOTAL	362

**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 2019, all staff were highly committed to the continuous improvement of their own skills and were focused on the development of knowledge and skills required to improve student learning.

While some of these reflected the particular interests of individual staff members, the great majority were aligned with the foci of the College Strategic Plan. The major areas of delivery were Augustinian Pedagogy, Art and Science of Teaching, Restorative Practices, Curriculum

Development and ICT in the classroom. Professional learning for Villanova College staff comprises many forms including whole staff days, subject specific in-services, meetings and conferences.



In 2019, Villanova College spent \$151, 874.02 (direct costs) on staff participation in professional development.

The average staff attendance rate during 2019 was 97%.

The teaching staff retention rate from 2018 to 2019 was 94%.

DISTINCTIVE CURRICULUM OFFERINGS

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.

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

Curriculum allocations are as follows:

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

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 addition to the Core Program, in 2019 students could undertake the following elective enrichment classes:

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

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.

Year 9

In Year 9, the major 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
- Elective subject



Semester 2

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

Senior School

Year 10

The Year 10 curriculum at Villanova College provides students with the opportunity to experience a balanced general education, as well as the opportunity for students to tailor their schooling to better fulfil their individual needs and talents.

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

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

Religious Education	English	General Mathematics OR Mathematical Methods	Elective One	Elective Two	Elective Three	Elective Four
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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.

English	Languages Other Than English
Literature	Italian
	Chinese

Arts	Physical Education
Drama	Health and Physical Education
Music	
Visual Arts	



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

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

Year 11 and Year 12

With the changes to the Queensland system of senior assessment, in 2019 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, Villanova College's efforts in 2019 were superb. Overall results from the 12 AIC sports on offer during 2019 indicate that Villanova College is among the top performers in the AIC Competition.

2019 saw the introduction of two new sports to the AIC Competition, AFL and Rugby League. These sports were introduced in 2019 and will continue again in 2020 as part of a two-year trial before they are reviewed by the AIC Association, and the possibility of implementing them fully as part of the AIC calendar from 2021.



The College was fortunate to witness many great sporting achievements in 2019, due largely in part to the many great contributions made by our students and their families. The generosity of our parents, Old Boys and staff, who give freely of their time to coach, manage, umpire, score and assist at canteens, is paramount to the success of our sports program.

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 in order to be competitive. Our 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.

At Villanova College, we instil in our students the attitude that participation and enjoyment should remain the focus but, above all else, displaying the correct sportsmanship always is an absolute must. Much is spoken at College Assemblies about 'pride in the jersey' and the importance of contributing one's gifts to the College. With the dedicated assistance of our coaches and managers, Villanova College students did indeed accomplish this throughout 2019.

SPORT	AIC COMPETITION - OVERALL RESULT
AFL	Second
Basketball	First
Chess	Second
Cricket	First
Cross Country	Fifth
Football	Fourth
Golf	Fourth
Rugby League	Fifth
Rugby Union	Fourth
Swimming	Fifth
Tennis	Third
Track and Field	Seventh
Volleyball	Seventh

THE ARTS

From social media platforms to high-tech music festivals, interactive art exhibitions and cinematic theatre performances, the Arts play a powerful influence in our everyday lives. As Arts educators, the



future proofing of our students to be critical thinkers, innovators and expert communicators are skills, if not superpowers, that will ensure success in the future.

The Centenarian Portrait Project by Teenagers is a community project that promotes friendships between our elderly senior citizens and school students. Schools were offered the opportunity to take part in this experience with local centenarians and student artists being paired up geographically. Following the initial introduction, the student artist visited their partnered centenarian multiple times to make sketches and take photos and then, the design work took place around valued conversation. Two Year 12 Visual Art students took part in this process and produced two beautiful portraits that went on display at the Centenarian Exhibition in August but more importantly, created memories and friendships that will forever be treasured.

The Year 11 ATAR Visual Arts course required students to take part in an immersive environmental experience. On a beautiful sunny day, the boys trekked from the Howard Smith Wharves along the Riverwalk under the Kangaroo Point Cliffs and then onto New Farm Park to reflect on their own experiences as an artist and an audience. The excursion was designed as stimulus for the first piece of Year 12 assessment, Investigation – Inquiry Phase 1.

Villa Visions is Villanova's prestigious Art Show and it annually takes over Goold Hall in October. Students across all year levels exhibited over 300 works of Art. This year, our guest speaker was Old Boy, Mr James Quinn Hawtin, founder of Dance Culture in Annerley who spoke about having a creative mindset. With over 250 friends and family attending, the night was a testimony to the diverse talents of our Visual Arts students.

The Year 10 Drama class took part in Queensland Theatre Company's The Scene Project in Term 2. Students worked on their adaptation of the commissioned script called The Shot written by playwright, Angela Betzien. The story is set on a plane, destination unknown where a photojournalist is travelling to accept a prestigious award. Students had the opportunity to participate in workshops run by professional actors and then perform their interpretation of the script at the Bille Brown Theatre. Performing in front of a live audience, especially that of your own peers, can be daunting but our team lifted the performance intensity to new heights and received a lot of positive feedback, especially from the girls in the audience.

A very important element in our Drama curriculum is to immerse our students in the experience of watching live theatre. This year we invited Shake & Stir to perform, *Chapter 3* for the Year 5 cohort, and *The Boy, The Bear, The Baron, and The Bard* for the Year 6s. Shock Therapy Productions', *The Apology* also kept the Year 9 Drama class glued to their seats in Hanrahan Theatre. Senior School Drama students travelled to QPAC to see *Death of a Salesman* and to the QTC's Bille Brown Theatre to see *City of Gold* and *Antigone*. The highlight of the year was definitely the trip to the Lyric Theatre for Music and Drama students to pump up the volume at *School of Rock*. Given the plethora of theatre styles and skills that these performances bring to the lives of our students, and the enjoyment they express whilst viewing them, we are indeed enriching their lives, and this is a privilege to cherish.

The Queensland Youth Theatre Sports competition continued to grow at Villanova College in 2019. A dedicated group of students across the Middle and Senior Schools signed up to take part in the competition this year. Our Junior Theatre Sports Team made it to the finals in October at La Boite Theatre. The competition was fierce and although our team didn't win, they put up a gallant fight.

The Senior Drama play is always a highlight of the year. Our students once again worked with resident playwright, Nathan Sibthorpe and cinematic specialist, Nevin Howell from Markwell Presents to produce *Stocktake*, a play which gives some insight into what goes on in a supermarket late at night behind closed doors. Family, friends, staff and Old Boys packed the Hanrahan Theatre to marvel at the scope of skills exhibited on stage.



Arts in Action Week, in October, showcased the skills of the creative and talented students that we have here at Villanova. Our instrumental music students, audio engineering, and art and drama students demonstrated their skills at morning tea and lunch times performances.

We also invited an artist in residence, Mr Brad Hill, a sculptor who works with different types of metal to join us on campus for the week. Inspired by the designs of a Year 10 student, Mr Hill's brief was to work with students to create an eagle and her nest. The mother eagle represents the Senior cohort protecting the Junior students with the nest being the school campus.

Next year will see the introduction of a new curriculum area under the Creative Arts banner. Media Arts will be introduced as an elective in Years 9 and 10 with the possibility of carrying through to senior studies in Film, Television and New Media. This is the study of how the media influences our daily lives and students will engage in making media products that create messages with meaning.

As the incoming curriculum area leader this year, the implementation of ATAR and the expansion of the department, it has certainly been a very challenging 12 months.

The 2019 Villanova College Performing Arts Department would like to congratulate all our classroom Music and Drama students for their commitment, enthusiasm and dedication to excellence in our artistic endeavours. St. Augustine reminds us that our gifts and graces are not for ourselves alone, and it has been excellent to witness our students so readily sharing their creative gifts with the larger Villanova community.

Music

2019 commenced with the return of our combined Villanova and Loreto College Music Camp, where over 180 students and staff engaged in a weekend of workshops and rehearsals to ensure our year commenced with gusto. Our musicians had the wonderful opportunity of working with well-known educators and musicians, including Astrid Jorgensen (Pub Choir fame), Dr Ralph Hultgren AM (international clinician and composer), Dave Maddick (well-known string educator) and Dr Paul Svoboda (guitar extraordinaire). As per tradition, our camp concluded with a concert in Hanrahan Theatre where our students were given rapturous applause from the gathered masses.

With every new year, we welcome a new cohort into our Year 5 Immersion Music Program. In 2019 we indoctrinated 158 new students into the wonders of the Instrumental Music Department. During Week 5 of Term 1, these talented young musicians had the opportunity to share their musical development with their families and friends at our annual Jump Start Day Concert. It is always a great concert; however, this year I was impressed by the musical outcome presented. The students produced some of the best beginner camp concert performances I have experienced in my time as a music educator; everyone involved is to be congratulated for their efforts!

We rounded out Term 1 with our Debut Concerts, a change in schedule to previous years. The earlier time did require a more focused approach in rehearsals by our students; however, I was relatively pleased with the standard produced after five to six rehearsals for each ensemble. We will continue with our concert series early in the year due to the changes in Senior Studies and the need for our ensembles to adjust for the commencement of Term 4 from 2020 onward.

Our String Sinfonia Orchestra and Symphonic Band both provided musical interludes for our College Open Day activities during Week 7. This was a busy period for our musicians as this coincided with the debut concert series; however, we were appreciative of the students' efforts in presenting to prospective families the standard and ability of our music program. Such opportunities are vital in sharing the work of our students and staff with the broader community.

We moved into Term 2 with the collection and completion of our first Instrumental Music assessment task for the year. The Villanova College Music Department is leading Catholic schools in our state in the



roll-out of the Education Queensland Instrumental Music Curriculum. Students who participate in our program will have the opportunity to receive QCE credit points toward their Senior Certificate if they acquit levels 7 and above in their Senior years. Part of this process is the assessment of student work against the curriculum standards; these will then be moderated across the state for verification purposes. This is an exciting and new development for our students and staff which I am certain will allow for greater transparency in the teaching and learning process, and greater opportunity for discussion around how we may support students in our program.

Senior string students had the opportunity to participate in the Upper-Intermediate String Festival at Brisbane Grammar School during May. The students attended two rehearsals over a period of five days outside school hours, with a Concert convened in BGS Hall on Thursday May 23. Both the students and Ms Bastos are to be commended for their efforts in acquitting a standard suitable to be invited to this opportunity. They are also to be commended for the manner in which they represented their families, themselves, and the College.

During Weeks 5 and 6 of Term 2, we convened our Wieneke Bursary heats and finals. This year's competition was very well subscribed with over 50 students nominating and participating in the heats stage. The standard of performance was very high, and I was very pleased with the musical development that I witnessed through this stage of the event. The decision-making process to determine those moving through to the finals was very challenging this year!

The finals of the Wieneke Bursary competition were adjudicated by Mr Kane McNally, Music Co-ordinator at St Patrick's College, Shorncliffe. Under the bright lights of Hanrahan Theatre stage, our finalists shared their music with an enthusiastic audience, and all were suitably recognised for the standard of performance produced.

During the first week of June, the Villanova College Music Department had the opportunity of hosting Professor Annette-Barbara Vogel, string pedagogue and performer currently from Toronto, Canada. Professor Vogel spent the week workshoping with various Catholic Schools around Brisbane, as well as working with ensembles of Villanova College. It was a great opportunity for our students and one that was very well-received by those involved. The final day of Professor Vogel's stay with us culminated in a combined strings concert where students from St Laurence's College and Villanova College accompanied Professor Vogel in a number of pieces prepared over the week. We also had the wonderful opportunity of witnessing a performance by some of Brisbane's finest chamber musicians – a great chance for our students to hear great music performed well in their own space.

The focus for the remainder of Term 2 moved to preparations for the Sydney tour to the Australian International Music Festival. The tour party, an ensemble of 50 students with the assistance of three staff, had been rehearsing from the commencement of 2019; however, rehearsals ramped up in the final three weeks of term. The students acquitted themselves extremely well through this busy period and were very engaged in ensuring both individuals and the group bought in to the preparation process. The first week of school holidays culminated with a concert for families before preparing to depart. Upon the conclusion of this performance, I was confident our students (aged from Year 6 to 12) would do a fine job whilst away.

The Villanova College Conkestra had quite an experience whilst in Sydney. From performing in some first-class performance venues, including the Concert Hall of the Sydney Opera House, through to cultural exchanges with the Wind Symphony from Seri Puteri – a Muslim religious girls' middle school from Malaysia, our students grew as people and together as a group. Supported by travelling parents wherever we performed, the students were great ambassadors for our College and their families and are to be congratulated!



Term 3 arrived with the annual Brisbane Girls' Grammar School Workshops during Week 2. As always, it is a great opportunity for our students to meet other student musicians of the same age with similar interests and allows them a vital opportunity to build links with the musical community external to our College.

Week 3 led to the inaugural Chamber Ensemble Evening, the second item of assessment for the new curriculum. Convened on one evening across two performance spaces, this event was an opportunity for our students to refine their ensemble musicianship and share self-directed work they had been completing over the previous 10 to 12 weeks. The evening commenced with a performance from Brisbane Brass where students were treated to some fine music presented by this premiere ensemble. We look forward to a revised schedule in 2020 and perhaps a more intimate setting for some of our student ensembles.

August arrived and with it the 29th annual Queensland Catholic Schools' and Colleges' Music Festival. Villanova College welcomed over 15,000 students from across Queensland and Australia to celebrate music and music education for four days from August 16 to 19. In 2020 we will welcome our friends and festival family back again to celebrate the 30th anniversary of QCMF.

Term 3 activities concluded with the Junior String Festival at Brisbane Girls' Grammar School during Week 8. Two afternoons of rehearsal with students from BGGGS, Brisbane Grammar, and Villanova College led to a wonderful concert on the evening of Tuesday September 3. Convened in the music auditorium of BGGGS, our students shared their efforts with a full house of parents and were suitably acclaimed. Whilst these opportunities do add to our calendar and time outside school, they are also very enriching in terms of relationship development: between schools, across staff, and of course across students. Possibly the most edifying element of these events is the barbecue on the final day pre-concert. It is here that we witness the extra musical benefits of participating in such activities: staff gather to discuss pedagogy and performance; students engage in games of handball and friendly discussion; and parents meet and share a sausage sizzle, defragmenting after another busy day. We look forward to sharing this opportunity again in 2020.

Our annual Strings and Choir in the Cathedral event was another resounding success with our orchestral string and choral departments sharing their music in the Cathedral of St Stephen. I was impressed by the standard of music produced by our students and the guidance given them by our teachers. It was an honour to guest conduct the combined string ensemble and choir – all 130 students – in 'Halleluiah' arranged by Mr Wayne Brennan. The visual impact of seeing students from Year 5 to 12 together, at the same time, performing as one community was fantastic!

The Villanova College Big Band continued the frenetic pace into Term 4, representing the College with our Irish Ensemble 1 at the Loreto College Live and Wired festival. Against the conditions, our students acquitted themselves very well and received much positive feedback. The Big Band also represented the College at the Prestige Music Festival where they received a Silver Award for their efforts.

The third annual Celebration of Excellence was convened in the Concert Hall of the Queensland Performing Arts Complex on Monday October 28. A number of ensembles performed in the foyer of QPAC prior to the event: congratulations to Guitar Ensemble 1, Chamber Brass, and the Junior Clarinet and Saxophone Ensembles. I would also like to recognise the performances of our Symphonic Band), Sinfonia String Orchestra, Big Band, and Irish Ensemble 1 during the event. The feedback regarding the quality of performance was remarkable and our students are to be commended for their efforts and work across the year.

Our Senior students were farewelled in fitting style with our annual Senior Musicians' Dinner. Both our Irish Ensembles shared a set of music each with the sunset and city lights as a backdrop. We shared our reflections through the traditional PowerPoint display and showed gratitude for the service offered by



these fine young men. On behalf of the Villanova music community, I thank these students for their leadership, humour, and music shared over their time within our place.

To round the year off, we succumbed to Christmas cheer and celebrated our Christmas Extravaganza at Cassiacum Gardens. The event was bigger than ever, with over 300 students and several hundred family members enjoying an evening of music and Christmas cheer. The weather was great, and the music was only just matched by the fantastic backdrop of the city lights we enjoy from our hill. I would like to take this opportunity to thank the fantastic Music Support Group who, as always, assist us with the food and beverages for our events – I believe this concert was our most successful this year in terms of fundraising! I would also like to take this opportunity to once again thank the staff for their efforts in ensuring another successful year of music making at Villanova concluded in style!

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 on the south-eastern side of the College campus. The Junior School is a community within the larger College community and caters specifically for the needs of boys in Years Five and Six, while still sharing in the life of the College as a whole.

In 2019, the Junior School consisted of six streams of Year 5 (comprising two classes of 28 students, three classes of 27 students and one class of 26 students. Year 6 had six streams (one class with 27 students and five classes with 26 students). Each year level is grouped together to maximise opportunities for socialising, learning, teaching and assessment. Junior School staff specifically cater for the pastoral, academic and social/emotional needs of each cohort. They provide hands-on experiences and focus on communicating ideas, opinions and strategies with the students so that the boys are conscious in understanding their successes or challenges in the curriculum.

Middle School

The Middle School at Villanova 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
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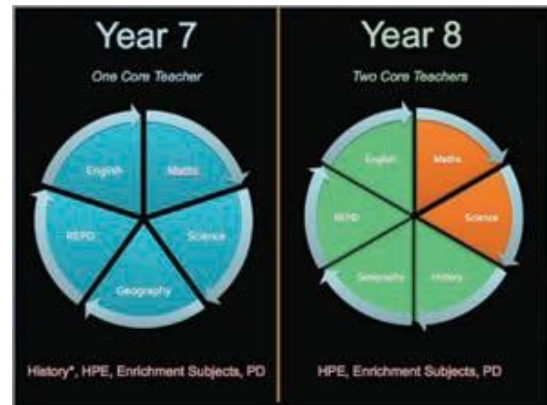
Middle School Leadership and Support Structure

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

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

The coordination of curriculum and teaching and learning in the Middle School is the responsibility of the Middle School Curriculum Team, consisting of the Head of Middle School, Middle School Coordinators for History, English, Religion, Mathematics and Science and the 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 and Year Level. In all there are three Year Levels (10 - 12) and 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 2019, a Peer Mentoring Program was introduced between Junior School and Year 12 students. Two sessions were conducted, twice a week 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.

STUDY HUB

Founded in 2018, the Study Hub in 2019 provided Junior and Middle School students with opportunities to receive extra tutoring. Led by the 2019 Academic Captain, some 20 Senior School students made themselves available before and after school to assist the younger students with homework, assignments and revision.

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 wellbeing.

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.

On 28 October 2019, the Celebration of Excellence was held at the Queensland Performing Arts Centre to showcase the talent of Villanova College students.

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

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

KEY STUDENT OUTCOMES

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
96.4%	95.5%	94.9%	94.5%	93.2%	93.3%	94.5%	94.3%	94.5%

HOW NON-ATTENDANCE IS MANAGED

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



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

Parents play a significant role informing the College of any difficulties students may be experiencing in attending normal classes. Habitual lateness or non-attendance is then managed via direct contact with the student's parents to work together to create a solution.

Apparent retention rates from Year 10 to 12 in 2019 – 95.9%

NAPLAN RESULTS 2019

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

Year	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	
5	530 98.8 %	485 97.6%	512 100%	527 98.8%	524 100%	Villanova College percentage at or above National Benchmarks %
7	578 99%	525 98%	553 96.9 %	561 99%	597 99.5%	Villanova College percentage at or above National Benchmarks %
9	609 97.4%	562 90.9%	594 98%	598 95.4.%	644 100%	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

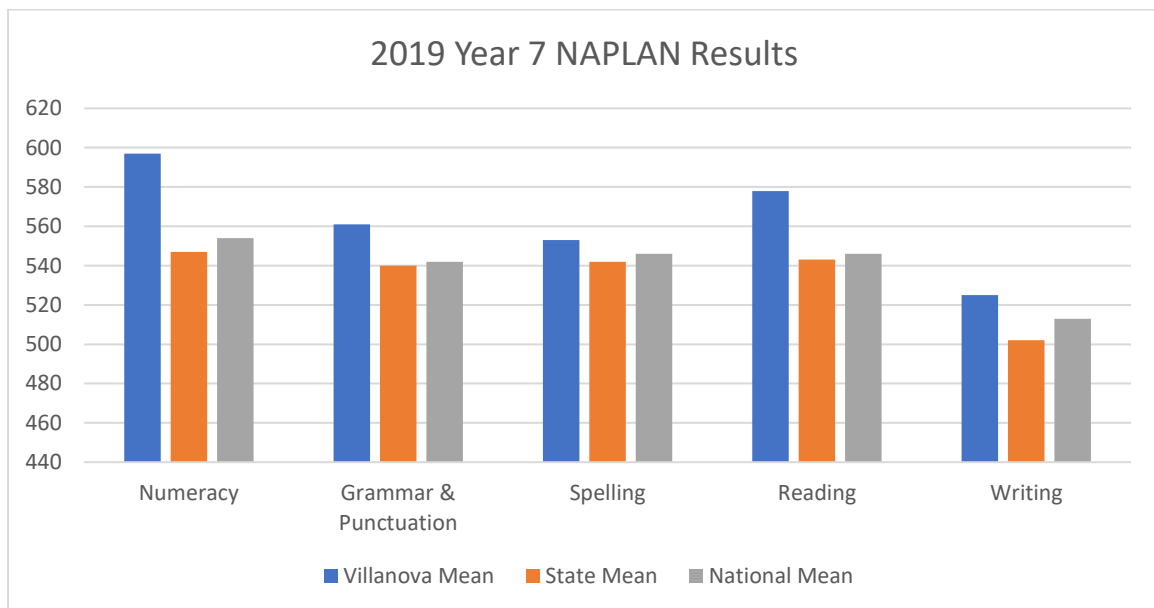
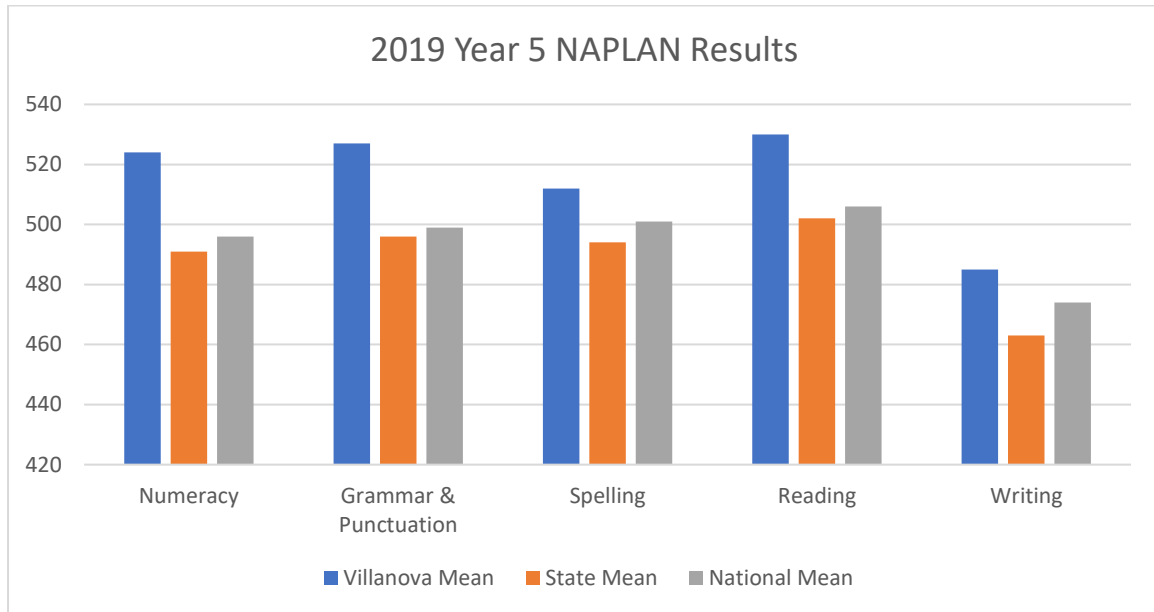
Search by suburb, town or postcode

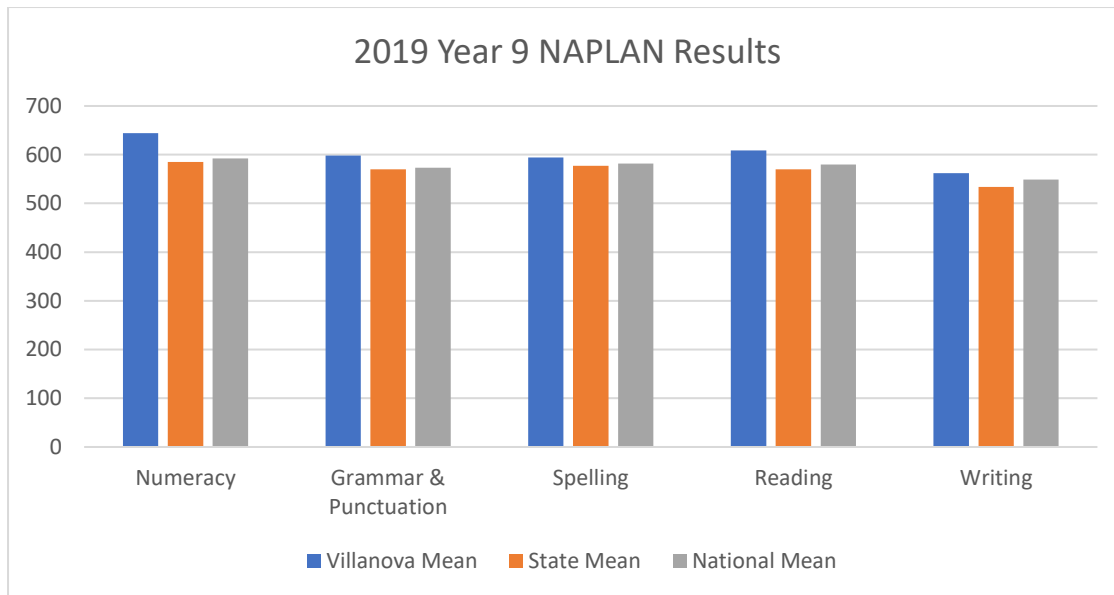
Sector Government
 Non-government

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 2019

Number of students awarded a Senior Education Profile	119
Number of students awarded QCE	117
Number of students awarded one or more Vocational Education and Training (VET) qualifications	48
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students who received an Overall Position (OP)	98
Percentage of OP students who received an OP 1 - 15	90.8%
Percentage of students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98.3%
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	98%

2019 NEXT STEP REPORT

At the time of publishing this report, the results of the 2019 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

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