



VILLANOVA COLLEGE



ANNUAL REPORT 2022



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

Flowing from our heritage and tradition as an Augustinian Catholic school, Villanova College seeks to educate young men as they pursue learning within the context of the Catholic faith in a community comprising parents, staff and students past and present, who strive to be "of one mind and heart on the way towards God".

In following the path of Augustine:

We embrace the living tradition of the Catholic Church, enriching the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence

We are Christ-centred and witness to the Gospel vision of life, challenging those values of contemporary Australian society which erode the dignity of the human person

We value and seek humility and interiority as paths for each individual to form, nurture and restore right relationships with themselves, with others and with God

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

Vision Statement

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

Mission Statement

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



The Gateway Values

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

As St Augustine said,

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

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



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

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

2022 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	173	6
6	174	6
7	210	8
8	200	8
9	180	7
10	205	9
11	155	8
12	145	7
TOTAL	1442	59

CHARACTERISTICS OF THE STUDENT BODY

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

In 2022, there were four students in the Junior School, five Middle School students and three Senior School student who identified as being of indigenous descent enrolled in the College.

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



In 2022, there was one overseas student welcomed into the Junior School, two overseas students were enrolled in the Middle School and three overseas students were members of the Senior School.

STAFF INFORMATION

The College employs 174 staff members comprising 102 teaching staff and 72 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.

2022 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	102	72	1
Full-time equivalents	99.5	57	1

The average staff attendance rate during 2022 was 97%.

The teaching staff retention rate from 2021 to 2022 was 86%.

Qualifications of College Staff 2022

Highest level of attainment	Number of Teaching Staff
Doctorate	3
Masters	48
Bachelor	202
Diploma	97
Certificate	70
TOTAL	420

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

STAFF FORMATION PLAN

Goals

- To provide staff with the opportunity to grow in knowledge and understanding of Jesus' mission, the Augustinian Charism, Spirituality and story and the unique story of Villanova College.
- To deepen an understanding of the values that underpin an Augustinian education.
- To articulate ways to enliven our Vision and Mission as an Augustinian College with the lived reality of working with boys in 2022.
- To skill staff in living out their faith and values through an Augustinian Relational pedagogy



and in Restorative Practices.

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 2022, all staff were highly committed to the continuous improvement of their own skills and were focused on the development of knowledge and skills required to improve student learning.

While some of these reflected the particular interests of individual staff members, the great majority were aligned with the foci of the College Strategic Plan.

The major areas of delivery were Augustinian Pedagogy, Art and Science of Teaching, Restorative Practices, Curriculum Development and ICT in the classroom. Professional learning for Villanova College staff comprises many forms including whole staff days, subject specific in-services, meetings and conferences.

Due to COVID-19, professional development opportunities were limited in 2022, however, several opportunities were still afforded staff to attend learning sessions via online platforms.

In 2022, Villanova College spent \$49,115.68 (direct costs) on staff participation in professional development.

SCHOOL WIDE EXPECTED BEHAVIOURS

In 2022, the College started the year with a focus on student performance and behaviour support through a focus on translating the values of the Augustinian graduate into a clear set of expectations and directions that would assist boys as they matured through the College from Year 5 to 12.

What emerged through the work of the pastoral team was the GREATS framework. A set of expected standards that focus on Growth, Respect, Effort, Accountability, Teamwork and Service as the fundamental underpinnings of the Villanova graduate. This framework challenges the students at Villanova College to develop themselves to become respectful, reflective, responsible, resourceful and relational.

While our young men will make mistakes, we expect a commitment from each boy to improvement and growth toward the Villanova graduate.

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 2022.



Learning

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

Teaching

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

Junior School

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

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

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

The Junior School is extremely proud of building relationships and a sense of community, both of which are strongly recommended for boys. In building these relationships we work towards fostering



creativity, curiosity, initiative, multidisciplinary thinking and empathy. Circle Time, which is held in Junior School classrooms several times a week, is an ideal opportunity to foster relationships. Classes get to know each other, talk about issues that are concerning them and how they might solve any problems. This builds mutual respect and makes boys aware of the importance of being their best self.

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

- English
- Mathematics
- Science
- Religious Education
- Humanities and Social Sciences
- Health

Specialist teachers are assigned for The Arts, Drama, Chinese, Italian, Music, Health and Physical Education and Technologies.

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, Humanities and Social Sciences and Health and Physical Education. Students experience a rotation of elective subjects and specialist teachers conduct classes in the other Key Learning Areas – Art, Chinese, Design Technologies, Digital Technologies, Drama, Health, Italian and Music.

Year 8

All Year 8 students will study the following core subjects:

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

In Year 8, students begin to make choices about the types of elective subjects they wish to study in greater depth. Students should consider the subjects experienced in Year 7 and consider which



subjects they enjoyed and wish to study further. The range of elective choices allows students to experience a broad range of subjects. This is also a time to try new subjects. Being of a longer duration, the electives allows students greater depth of coverage and the opportunity to discover new areas of study that may lead to further development in the following years.

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

In addition to the Core Program, in 2022 students could undertake the following elective enrichment classes:

- Art
- Business
- Drama
- Media
- Music
- Technologies
- Design Technologies
- Digital Technologies

Year 9

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

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

In addition to the Core Program, all students take four elective units - two in Semester 1 and a further two in Semester 2. Actual timetabled subjects in any year depend on student demand and the capacity of the College to conduct these courses.

Year 9 Elective Unit Subjects

Business and Hospitality

Business Studies
Financial Literacy
Food Studies

Creative Arts

Drama
Media Arts
Music
Visual Art

English

English Extension

Languages other than English

Chinese
Italian

Mathematics

Mathematics Extension

Science

Science Extension

Social Sciences

Geography

Technologies

Design
Digital Solutions
Engineering
Workshop Fundamentals



Senior School

The introduction of the new Queensland Certificate of Education (QCE) in 2019 provided Villanova College with a unique opportunity to continue to prepare Senior School students for the future. The focus of this period of schooling is to prepare students for their chosen pathway and to also equip them with the skills to be highly effective, highly functioning citizens once they have graduated from the College.

Year 10

Year 10 at Villanova College can be viewed as a preparatory year for students in the Senior School. All Year 11 and 12 General subjects are available for Year 10 students to study. This allows our students to make informed decisions around their future course of study. Year 10 students undertake seven subjects. Mathematics, English and Religion are studied across the year. It is here that students continue to consider their options for the following two years, and beyond.

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 Art	

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

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 (Australian Tertiary Admissions Rank) 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 111 level or higher.

An ATAR pathway generally applies to students contemplating tertiary studies at a university after they complete Year 12.

For ATAR pathway students, at Villanova College there are three (3) mandated subject areas from which a student must select one subject. Non-ATAR students may select a mix of General and Applied Subjects in these areas, however their selections will be governed by performance in the respective subject areas in Year 10.

A non-ATAR pathway is defined by the selection of fewer than four (4) General subjects in the Senior Studies program. It is for students who, rather than choosing a university pathway, wish to:

- (a) Enter the workforce
- (b) Move into a TAFE program, or
- (c) Undertake an Apprenticeship or Traineeship

In choosing a Non-ATAR pathway, the key to entry is the achievement of the Queensland Certificate of Education (QCE).



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.

Students are required to take as their Core Studies the subjects of Study of Religion or Religion and Ethics and either Essential English, English or Literature and one of Essential Mathematics, General Mathematics or Mathematics Methods. *English as an Additional Language may be studied after consultation with the Dean of Teaching and Learning or Director of Studies.

	Subjects		
CORE	Essential English (Applied Subject)	Essential Mathematics (Applied Subject)	Study of Religion (General Subject)
	English (General Subject)	General Mathematics (General Subject)	Religion and Ethics (Applied Subject)
	Literature (General Subject)	Mathematics Methods (General Subject)	Religion and Ethics - Flexible delivery (Applied Subject)
	*English as an Additional Language (General Subject)		
GENERAL	Accounting Biology Business Chemistry Chinese Design Digital Solutions Drama	Earth & Environmental Science Economics Engineering Film, Television and New Media Geography Legal Studies Literature	Modern History Music Music Extension (<i>Year 12 only</i>) Physical Education Physics Specialist Mathematics Visual Art
VET COURSES	Certificate III in Business – BSB530115 Diploma of Business – BSB50120 Certificate III in Fitness - SIS30315 Certificate I in Furnishing - MSF10113 Certificate III in Hospitality - SIT30616 Certificate III Aviation – (Remote Pilot) AV130419		

SPORT

2022 was a year of enormous participation with well over 1,100 boys participating in AIC sport and representing the College across the 13 sports offered. In fact, 14 sports this year with the emergence of Esports which was a Villanova initiative. This represents almost 75% of students donning the Green and Gold with their friends to engage in sport.



The sporting program at Villanova is not just about aiding a boy's physical development and general well-being – it is so much more. When a boy dons the green and gold for Villanova, he learns the importance of being a valued member of a team and an equally important member of the Villanova community. It is where a boy can learn about having pride in himself and his school. Our students are taught to understand that hard work and good preparation are needed to succeed and at times they know that when the chips are down you must dig deep and support each other in times of difficulty. The experiences which the boys receive from playing sport become life-long lessons which could be applied to many facets of their lives.

We acknowledge the efforts of the 'Villanova Sports Club'. This group is a parent driven body who meet regularly to provide support and assistance to the Villanova College 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.

Approximately \$75 000 of Sports Club funding was used to install and upgrade new gym equipment in the College gym this year. This money was raised through those who supported the Villanova Park/Goold Hall canteens, bought tickets in mega raffles, attended the sports luncheons and/or the derby day events over the years.

The work achieved by the Sports Club only adds to the positive culture within the College as well as being an avenue for parents to become involved and to socialise with others within our community.

It was great to see that many parents and Old Boys again offered to coach, manage, and officiate this year. We sincerely thank all those who assisted with the 2022 AIC Sports Program. Our coaches freely gave up their time for our boys to enjoy all the benefits that school sport provides. The reliability, commitment and skills that our coaches, officials and managers have contributed throughout the year is appreciated and has certainly contributed to Villanova's success.

SPORT	AIC COMPETITION
AFL	First
Basketball	First
Chess	Seventh
Cricket	Fifth
Cross Country	Senior Third Junior First
Football	First
Golf	Sixth
Rugby League	Fifth
Rugby Union	Sixth
Swimming	Senior Fourth Junior Second
Tennis	Sixth



Track and Field	Senior Eighth Junior Fourth
Volleyball	First

THE ARTS

Visual Art

In the Junior Art curriculum, the Year 5 students used watercolour pencils and art lines whilst studying insect anatomy to produce a 'Hybrid' insect and our Year 6 students created a 'Day of the Dead' inspired mask or cross in remembrance of a loved one who had passed away.

As well as learning about perspective, students in the Middle School designed self-portraits based on an artist who has been represented in the Archibald Prize. Projections of their designs were used to trace their portraits onto their canvases. Year 9's designed and created the ever-popular skate decks using the concept of 'Skating Through Modern Art'.

Year 10's experimented with ceramic techniques to produce an Avant-garde ceramic head and used Adobe Illustrator to produce an artwork based on their personal history.

Media

Still in its infancy, the subjects of Media Studies and Film, Television and New Media continue to be a popular choice with the students. As students become more familiar with operating industry standard cameras and lighting gear, we have begun to see a sophistication in their film productions.

Being a popular choice amongst the senior grades, the decision to introduce Media into Year 8 seemed inevitable. The unit 'I-identify' was written to explore how an image could represent one's identity. New skills of composition and framing were explored, and students experimented with angles and lighting and depth of focus. The results for the first year of this unit were outstanding. Reuben Wagels and Ryan Thomas must be acknowledged for their extraordinary photographic and analytical skills.

Once again, Year 9's welcomed the opportunity to script and produce their own YouTube demonstrational video. Everything from cooking pizza to how to paint a landscape was attempted whilst designing shots and soundtracks.

The highlight for the Year 10 Media students is the annual VOSCA Awards (Villanova Oscars). The competition was fierce as five groups produced genre films based on detectives investigating mysterious crimes at Villanova College.

Drama

Year 5 Drama students studied Greek Mythology, exploring improvisation and role play, while Year 6 students bravely presented their monologues in front of the class.

Our Year 7 Drama students studied performance skills and elements of drama by writing and presenting group performances based on the *Good Samaritan Story*. Outstanding and entertaining performances were made by Oscar Kallis, Arthur Choi and Billy Pearson. Year 8 Drama begins by examining the superhero versus the super villain. In this capacity the students explore status, character relationships and conflict. They create heroes, weapons and costumes. This then translates to a traditional style of Melodrama and the boys write scripts in this style and then perform them. Designing and applying production elements such as sound effects, costumes and props and sets; the boys truly engage in the page to stage experience. Developing collaboration skills, creativity, group work and general social skills, this experience is always challenging, and the students are to be



congratulated for allowing themselves to be vulnerable and take risks, always with a big melodramatic smile on their faces.

Year 10 Drama once again participated in *The Scene Project* where they prepared an extract from a play called 'Chroma Town' provided by Queensland Theatre Company which was then presented on stage at the 'Outcomes Day' in the Bille Brown Theatre.

The Senior Drama students got stuck into their ATAR assessments. This challenged the students intellectually and physically to express their ability to challenge the socio-political issues and ideas of their peers, in the role of director. They also fine-tuned their performance skills using traditional acting techniques, together with modern styles such as physical theatre and shadow styles. There were regular trips to the theatre, only inhibited by COVID outbreaks. All this study then culminated in the analysis of theatre under examination conditions.

MUSIC

An interrupted commencement to 2022 did not dampen the enthusiasm or gusto with which our music students and staff approached the new year. After the two-week government enforced hiatus, the Villanova College music program returned full-steam ahead in Week 3 with a community looking forward to returning to a calendar of live-performance opportunities and authentic learning opportunities in a post-pandemic environment.

The changing pandemic forced some quick re-planning and scheduling to preparations for our 2022 combined musical with Loreto College – High School Musical. After a summer of rehearsal and practice, the team were determined that the show should proceed when a safe path forward could be negotiated between the schools. Thankfully, some cogent due diligence and the support of both leadership teams ensured the musical was able to proceed.

Rehearsals recommenced in the fortnight prior to the academic year commencing with all musicians, dancers, and actors working diligently several times a week in Hanrahan Theatre. As we moved through the rehearsal schedule into our theatre bump-in, it was an exciting experience viewing the stage come to life as the set was assembled and the costumes added to the mix. Although we experienced illness across the entire cast and crew, it was amazing to see students step-up to not only fill but exceed expectations in roles to ensure the show continued. The final outcome was possibly one of the most edifying experiences I have experienced as an educator – a group of students and staff, in the face of great adversity (natural disaster aside), producing a high-quality show to great acclaim. Congratulations and accolades must go to all involved!

Through the interrupted and busy start to the year, our new student music leadership group actively commenced their preparations and planning for 2022. With the legacy of the class of 2021 fresh in their minds, our 2022 team sought to seize the opportunity of a post-pandemic world to promote the activities of their music colleagues broadly across the community. Their vision was to introduce and support a series of playground performances across the year – they wanted to bring the music to the people.

Across Term 2, 3, and the beginning of Term 4, our Senior Music Leaders assisted our production team and musicians in promoting our playground performances. From the Middle School undercroft to the amphitheatres in the Senior and Junior School, musicians from across the program shared their music with the community with each group performing during a break at least once across the year. Each performance was well received with much positive feedback returned to our students and the music department after each event. This let our Seniors to consider how they may turn their performances into a greater service to the broader community.



Term 2 remained active with the continuation of our playground performances, involvement of the Symphonic Band with our ANZAC Liturgy, and program preparations for our Winter Concert Series.

We also commenced our Year 5 band and string orchestra with over 170 new musicians commencing their ensemble music experience after Easter. Although we didn't get to mark it as we wished with Jump Start Day (delayed due to gathering restrictions in early Term 1), we celebrated within the department the buzz of Year 5 rehearsal day. It is quite a hive of activity and music on these mornings!

Term 2 concluded with our Winter Concert Series. A bitterly cold winter's night welcomed our outdoor stage performances on the first evening of the series. Although the cold did bite, our Music Support Group assisted easing the chills with a fantastic selection from our BBQ and refreshments stall. This event we welcomed the debut performances of our newly minted Rock Program ensembles, and the Big Band, Jazz Band, and Irish Ensemble had their first hit-out for the New Year. It was a great way to conclude another action-packed term.

As we commenced Term 3, we looked forward to the busyness of QCMF and our first live festival in three years. Whilst we placed a restriction on the sections offered, we still welcomed over 10,000 students from across Queensland and northern NSW to our 31st QCMF. The event was heralded as one of the best QCMF's on record; it was a great outcome from a motivated group of people, focussed on creating great opportunities for students to showcase their efforts and achievements across the previous year. Thanks must go to all staff, volunteers, schools, and their musicians involved in QCMF 2022 – we look forward to welcoming you all back again in 2023 with the return of all ensemble sections.

As Term 3 concluded with our Gala Concert series, preparations for our end-of-year events were well underway. At the beginning of Term 4, The Shamps represented Villanova College at the Battle of the School Rock Bands, hosted by Clairvaux MacKillop College. The boys did a great job energising the crowd and sharing their unique rock-styling through music from the Arctic Monkeys to the Beatles. Big Band represented the College at the Mt Carmel Fete and Loreto College's Live and Wired event. Symphonic Band, Sinfonia String Orchestra, Big Band, and Irish Ensemble all were busily preparing for their performances at the annual Celebration of Achievement in the Concert Hall at QPAC.

As the exam season arrives in October, so does the Wieneke Family Music Competition. Our annual solo competition this year drew over 50 students to the heats, representing all schools within the College. As always it was a difficult decision to whittle this down to a group of 15 finalists; however, the decision was made and five gentlemen each from Junior, Middle and Senior Schools were selected to perform for an external adjudicator in the finals in week 3, Term 4. The evening was filled with incredible music from some of our finest musicians. Congratulations must go to all participants – heats and finals – it is a brave, courageous decision to put yourself into a competition. Each and every entrant deserves to be recognised equally.

2022 concluded in a celebratory fashion with our Junior School and Christmas Extravaganza Concerts. Two of the most anticipated concerts in our calendar, we always look forward to preparing the music and sharing some festive cheer with our community after a year of music making. This year's event was truly a celebration – a release after two years of interruption, and relief that we were possibly returning to a 'normal' performance environment for our students.

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.

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

Junior School

Junior School teachers work to provide boys with a sense of belonging, especially by encouraging friendships amongst the boys themselves and among parents and staff. These relationships are particularly important to boys at this stage of pre-adolescence.

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 2022, 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.

Our teaching and learning approaches in the Junior School are based on research in the fields of cognitive science and psychology. It is also informed by our understanding of the specific learning needs of young pre-adolescent males and is infused with an understanding and appreciation of an authentic Augustinian pedagogy as well as meeting the requirements of the Australian 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 encompasses a formal program structured around the Australian Curriculum. Students continue to build on their knowledge in the core subjects of English, Mathematics, Humanities, Science, Religion and Health and Physical Education.

Within the core program, the curriculum also addresses the social, emotional, physical and spiritual development of students through activities and programs within and outside of the classroom.

Students in Year 7 experience a range of subjects on a term-by-term basis. Students begin to take ownership of their course of study in Years 8 and 9 as they choose a series of electives based on their previous experiences. It is here when our boys begin to immerse themselves in subjects that they find most motivating and engaging.



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

An Augustinian approach to education seeks to create a community context in which learning occurs. Since its origin, the College has treasured open, friendly and caring relationships between teachers and students. This partnership extends to other members of the community including parents and past students.

In following Augustinian traditions, we seek to build in our boys a firm foundation of knowledge for personal and spiritual life, as well as providing the basis for their professional or work life. It is important that real education not only includes the search for knowledge and understanding but also personal experience.

It is our hope that our Augustinian 'lenses' of humility, interiority (self-reflection), community, the restless search for truth, and ongoing conversion continue to guide our graduates as they find value and renewal in their life journey.

In the Junior School, a team approach is taken with Pastoral Care. Students are under the primary care of their classroom teacher with additional support available from the Junior School Pastoral Area Leader and the Head of Junior School. In the Middle and Senior Schools, the Pastoral Area Leader, with the support of the Head of School, oversees the personal growth of boys in each year level. Opportunities to develop comradery and peer support among students across all year levels (Years 7 – 12) is facilitated by House groups which meet every morning

The principles of Restorative Practices are embedded in the school's Pastoral Care program. Villanova espouses an approach to pastoral care which is built on a philosophy of Restorative Practices. Such a philosophy aligns closely with the College's approach to education within an Augustinian tradition. While providing students with the opportunity to develop self-discipline, authentic relationships and positive behaviours in a caring and supportive environment, they are encouraged to strive for the Augustinian ideal of being 'free people acting under the influence of grace, rather than slaves under the law.'

At Villanova College it is our belief that a school climate in which young men are made to feel safe, supported and experience a sense of belonging is the best environment for learning to occur. The College's program of class and year level camps, retreats and days of reflection are part of our ongoing endeavour to achieve and sustain such an environment.

At the heart of all our endeavours is the student. Villanova College is committed to building a community of learning that provides a safe, nurturing and academically challenging environment for all students.

For administrative and organisational purposes each student becomes a member of a House. In all there are four Houses (Crane, Goold, Heavey and Murray). Each Year Level is run by a Pastoral Area



Leader supported by many Pastoral Teachers. Pastoral Care (PC) brings together all aspects of College life – academic, social, physical and spiritual. At its centre are quality relationships.

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

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

Each student within Villanova College is a member of a Pastoral Care Group and has a Pastoral Care teacher. These teachers will come to know students in their PC Group well so that they can be given the best care and support possible. The PC Teacher is the College's first port of call for students and parents/caregivers; thus, it is imperative that PC Teachers strive to develop meaningful relationships with students in their PC. All stages of schooling can present challenges and a PC Group can offer support and encouragement during the difficult times and as well as celebrate the good times of life.

All staff throughout the College play a role in the wellbeing of students. This premise underpins all interactions and scheduled activities throughout the College. There are however several staff roles which play an integral role in the pastoral care of certain groups within the student population. These include the College Principal, Deputy Principal, Head of Senior School, Head of Middle School, Head of Junior School, College Psychologists, College Counsellor, College Chaplain, Pastoral Area Leaders and Pastoral Care Teachers.

PEER MENTORING

In 2022, we continued our Peer Mentoring Program between our Junior School and Year 12 students.

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

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

SOCIAL AND EMOTIONAL LEARNING

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

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

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



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

Self-Awareness

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

Self-Management

- 2.1 Goal setting skills; short, medium and long term
- 2.2 Resilience; overcoming adversity and managing stress and anxiety
- 2.3 Emotional regulation and impulse control
- 2.4 Attention control and listening skills
- 2.5 Ability to seek help when required and use feedback constructively
- 2.6 Exhibit positive motivation, hope and optimism
- 2.7 Identifying and integrating our faith in working and social relationships

Social Awareness

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

Relationship Management

- 4.1 Develop processes and strategies for making decisions
- 4.2 Establish and maintain friendships with peers
- 4.3 Participate appropriately in group situations
- 4.4 Intimacy skills (becoming emotionally close to another individual)
- 4.5 Practice tolerance and acceptance of individual differences



- 4.6 Use conflict resolution skills and strategies (including negotiation, compromise, de-escalating skills)
- 4.7 Develop and use appropriate communication skills (including awareness of self and others' verbal and non-verbal communication, active listening, assertion)
- 4.8 Resist inappropriate social pressures
- 4.9 Understand and exhibit leadership qualities and skills

Responsible Decision Making

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

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

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

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

SATISFACTION WITH THE COLLEGE

The College understands the importance of regularly reviewing approval and satisfaction levels and uses a variety of methods to gauge parental, student and staff satisfaction with College operations. The College is accessible to all stakeholders in the community, with numerous opportunities for parents, students and staff to express their satisfaction or concerns. Parents and families are recognised as integral members of the College community and partners in their children's education. Partnerships are built with parents, families, past parents, Old Boys, local businesses and community organisations to improve opportunities and outcomes for students.

Villanova College recognises that engaged and connected boys are far more likely to achieve successful learning outcomes. There are many ways that boys and families can find their place at the College. Dedicated support structures and staff work to ensure that every boy is known and valued at every stage of his Villanova College journey. Opportunities for boys and their families to participate and grow connections with staff and their peers are available throughout the year.

The College enjoys a high level of parental support and involvement. Parents are always welcome to provide feedback on their degree of satisfaction about the College and frequently do so. Feedback is also obtained from the College Board and the College's Parents and Friends Association. This



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

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

Students and teachers work in harmonious, congenial relationships and treat each other with respect. Students have opportunities to express their satisfaction and concerns through the Student Council, College Leaders and other informal means.

At Villanova College, we value the role of our student leaders and the service they provide to the College community as role models. Leadership positions exist across all schools in many portfolios. Our Year 12 students hold significant leadership responsibilities and are active in fostering College spirit and engaging students across all year levels.

The positive spirit of the College is consistent with a high level of satisfaction among the student body. They believe they are treated fairly and are provided with a nurturing pastoral environment. Students also indicate they have strong relationships with their teachers and the teachers care for student well-being.

STRATEGIES USED TO INVOLVE PARENTS IN THEIR CHILD'S EDUCATION

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

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

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

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

Celebration of Achievement

This year there was a name change to what had previously been the Villanova College Celebration of Excellence. In 2022, students from Year 5 to Year 11 were acknowledged for their academic, sporting and cultural pursuits at the 2022 Villanova College Celebration of Achievement.

The Celebration of Achievement was held at QPAC on Tuesday, 8 November 2022. The evening included a presentation of awards, music and choral performances.

2021 Graduates' Celebration and Scholars' Assembly

The Year 12 cohort of 2021 have again done themselves proud and given the College community reason to be proud of their achievements. On Thursday 10 March 2022, the community came together as we welcomed back the 2021 Year 12 cohort for the 2021 Graduates' Celebration. Given the nature of the Senior Assessment and Tertiary Entrance system, final subject and overall results are not known until



after the end of the school year. With this in mind, the College decided to bring these young men back to the College and congratulate them on their efforts early in 2022.

KEY STUDENT OUTCOMES

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

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
85.7%	86.7%	88.5%	90.4%	90.0%	89.7%	89.9%	90.0%	88.9%

HOW NON-ATTENDANCE IS MANAGED

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

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

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

Apparent retention rates from Year 10 to 12 in 2022 – 99.2%

NAPLAN RESULTS 2022

The National Assessment Program (NAP) – Literacy and Numeracy allows parents/carers and educators to monitor and evaluate the progression of students over time in the four domains of reading, writing, language conventions (spelling, grammar, and punctuation) and Numeracy. NAPLAN is one aspect of our assessment program, and the results of the tests provide important information about each student as an individual, as part of the school community, and against state and national standards. Each student's level of achievement, in conjunction with their internal school assessment will be used to support teaching and learning. Analysis of the results is essential in assisting College planning, as well as monitoring literacy and numeracy development over time.



Year	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy	
5	524 99.5 %	486 97.6%	511 99.5%	499 100%	511 100%	Villanova College percentage at or above National Benchmark
7	562 98.6%	547 96.6%	557 98.6 %	550 98.6%	583 99.5%	Villanova College percentage at or above National Benchmarks
9	597 96%	581 92.5%	590 98.2%	598 95.9%	614 100%	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

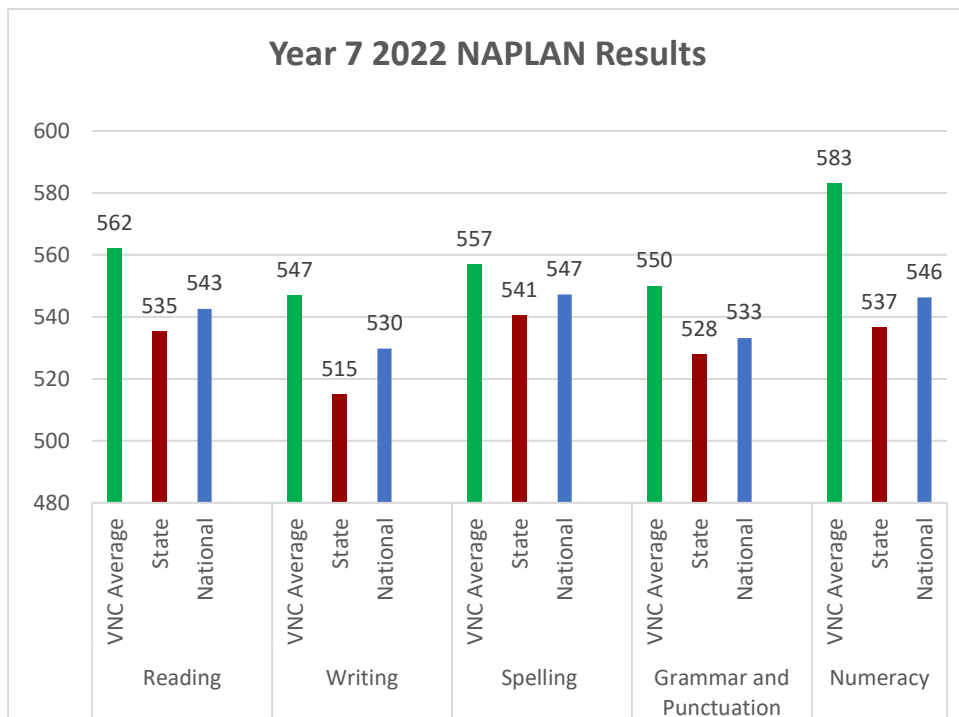
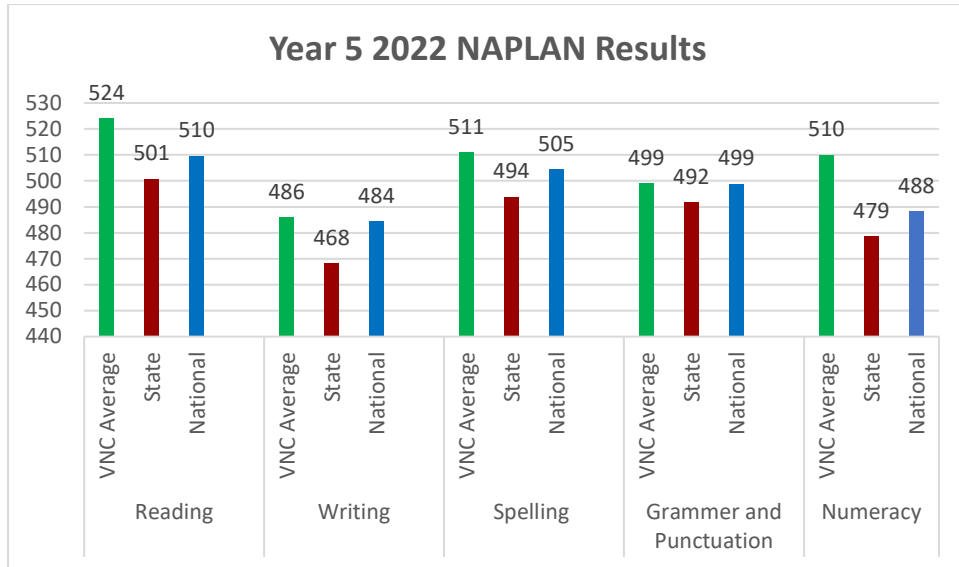
Search by school name

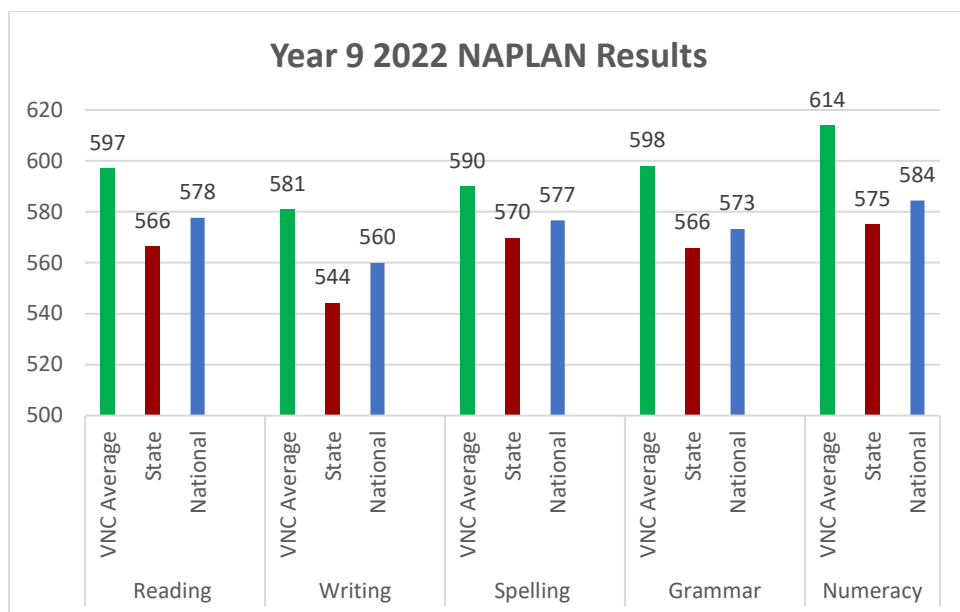
Search by suburb, town or postcode

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 2022

Number of students who received a Senior Education Profile (SEP)	144 (100%)
Number of students awarded a Queensland Certificate of Education (QCE)	144
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	0
Number of students awarded one or more VET qualifications	63
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	5
Number of Students awarded a VET qualification:	
Certificate I	10
Certificate II	43
Certificate III	31



Certificate IV	1
Diploma	22
Advanced Diploma	0

2022 NEXT STEP REPORT

At the time of publishing this report, the results of the 2022 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