



VILLANOVA COLLEGE



# ANNUAL REPORT

2024

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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 enrolments of 1533 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.

**Humility** - is the root of true charity; knowing and accepting oneself, and appreciating the needs we have for each other, and for God.

**Ongoing Conversion** - the growth that occurs in the continuing process within the context of community of humbly searching for truth and reflecting on our experiences.

## 2024 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 across many year levels.

Year Level	Students	Streams
5	174	6
6	170	6
7	212	8
8	215	8
9	196	8
10	190	8
11	186	10
12	190	8
<b>TOTAL</b>	<b>1533</b>	<b>62</b>



# CHARACTERISTICS OF THE STUDENT BODY

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

In 2024, there were four students in the Junior School, nine Middle School students and three Senior School students who identified as being of Indigenous descent enrolled in the College.

There were nine students who identified as English as a Second Language (ESL) students. Of these students, two were members of the Junior School, six were members of the Middle School and one was a Senior School student in 2024.

In 2024 there were two overseas students enrolled in the Junior School, eight overseas students enrolled in the Middle School and one overseas student was a member of the Senior School.

## STAFF INFORMATION

The College employs 204 staff members comprising 121 teaching staff and 83 non-teaching staff, the latter being employed in a variety of capacities including learning support assistants, school officers and service officers. There are currently two staff members who identify as being of Indigenous descent at the College.

2024 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	121	83	1
Full-time equivalents	117.3	59.9	1

The average staff attendance rate during 2024 was 96%.

The teaching staff retention rate from 2023 to 2024 was 87%.

### Qualifications of College Staff 2024

Highest level of attainment	Number of Teaching Staff
Doctorate	2
Masters	54
Bachelor	231
Diploma	102
Certificate	75
<b>TOTAL</b>	<b>464</b>

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



## 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 2024.
- To skill staff in living out their faith and values through an Augustinian Relational pedagogy and in Restorative Practices.

## PROFESSIONAL DEVELOPMENT

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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 2024, 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 2024, Villanova College spent \$157,785 (direct costs) on staff participation in professional development.

## INTRODUCING OUR NEW HOUSE SYSTEM

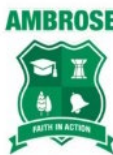
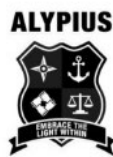
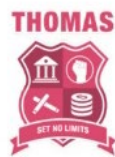
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In 2024 we were thrilled to introduce a new House system at the College. With a total of eight Houses, each named after distinguished figures embodying our core values, our new system creates a strong sense of belonging and fosters lifelong friendships.

The House system provides students with numerous opportunities for personal growth, leadership development and character-building experiences. Through a range of inter-house competitions, service projects and collaborative activities, students discover their unique talents and strength while working together to achieve common goals.

The eight Houses are more than just a source of pride and identity; they are platforms that encourage students to embody our College values and spirit, nurturing a sense of responsibility, resilience, and respect.

Overseen by a Head of House, the House system creates a supportive and dynamic environment where students can thrive academically, socially and personally.



## SCHOOL WIDE EXPECTED BEHAVIOURS

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In 2024, the College continued 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

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### Junior School

Year 5 and Year 6 at Villanova College serves as a crucial period for boys as they initially transition from their primary school and then as they prepare to move into secondary school.

Students in the Junior School are often given more responsibilities and opportunities to develop their independence, time-management skills and routines, which will serve them well when they navigate the challenges of secondary school. Students continue to build on the knowledge and foundations they have learned in their early years of schooling whilst also being introduced to more complex and abstract concepts in subjects such as Mathematics, Science, and English.

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.

Other experiences and activities also provide Junior School students with an opportunity to investigate areas of interest and talent. Students are able to participate in a wide range of co-curricular activities to complement their learning in the classroom whilst those showing an aptitude for certain subject areas may be invited to be involved in the College's extension and enrichment program.

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.

The important work of educating our Junior School students is predominantly done within the contemporary teaching spaces of the St Thomas of Villanova Learning Centre.

All Religious Education, English, Mathematics, HASS and Science classes are co-taught whereby teachers, and their classes are paired to provide an environment of teamwork, collaboration and greater levels of support amongst the staff and students.

The curriculum is instructed using greater levels of differentiation in order to meet the diverse needs of the students and students with different learning styles, abilities and backgrounds can benefit from multiple perspectives and approaches to instruction.

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. Students study the following subjects that are developed from the Australian Curriculum:

- English
- Mathematics
- Science
- Religious Education
- Humanities and Social Sciences (HASS)
- Health and Physical Education
- Digital and Design Technologies
- The Arts (Drama, Music, Visual Art)
- Languages other than English (Italian)

## Middle School

Villanova College aims to provide an engaging and enriching learning experience specifically suited to the developmental needs of boys in Years 7, 8 and 9. The middle years of schooling at the College encompass a period of rapid growth and development in our students and continues to promote the development of their independence. It is an important period of time where boys develop the skills they need to be successful in not only their secondary schooling but for life after their graduation. Teachers and parents play an essential role in supporting students during the middle years, helping them to develop valuable habits and coping strategies that will serve them well to achieve to their potential in the years ahead.





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 curriculum studied by students in Years 7, 8 and 9 is based on the Australian Curriculum and includes study in the following areas: Religious Education, English, Mathematics, Science, History, Digital Technologies, The Arts, Chinese/Italian and Health and Physical Education.

Middle schooling also provides students with additional opportunities to broaden their educational experience in a variety of areas.

Extension and enrichment opportunities exist across Years 7 to 9 for those who achieve highly in subject areas such as Mathematics, Science and English. Other co-curricular activities such as the STEM and Robotic clubs are also offered.

The rise of Esports also provides students with the chance to participate in team activities whilst at the same time engaging them in areas of interest.

### Year 7

In Year 7, students experience a range of subjects that are either studied for the full year or the shorter periods of time on a rotational basis.

Each class has two core teachers who deliver Maths and Science or English, HASS and Religious Education. Year 7 is a further opportunity for students to work on being collaborative, critical thinkers who work effectively in small group environments.

### Year 8

**All Year 8 students will study the following core subjects:**

- Religious Education
- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Languages other than English (Chinese/Italian)
- Health and Physical Education

*\* Students who have been recognised as requiring extra support with their learning may be given the opportunity to study the subject Activ8.*

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 allow 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 2024 students could undertake the following elective enrichment classes:

- Art
- Business
- Drama
- Media
- Music
- 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

In addition to the Core Program, all students take four elective units - two (2) 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.

In the elective subjects, Year 9 students have a number of key areas where they can follow very personal preferences. These may:

- Develop a personal interest or hobby.
- Allow a student to pursue their family heritage.
- Encourage a student to select and follow a particular career.
- Select a career in an allied field.
- Be of assistance to a career in a different field

Students are not being asked to make career choices at this particular moment. Due to the way the courses are structured at Villanova, most career paths will still be open, even after a student has completed Year 10.

At this stage of a student's education, he should choose electives because he has an interest in them or because he would like to try something new or unknown to see if he has a talent or interest in these areas.

## Year 9 Elective Unit Subjects

### Business

Business Studies  
Financial Literacy  
Food Studies

### Creative Arts

Drama  
Media  
Music  
Visual Art

### Social Sciences

Geography

### Languages other than English

Chinese  
Italian

### Mathematics

Mathematics Extension  
(by invitation and based on  
Year 8 mathematics result)



## Technologies

Design Technologies (Drawing and Prototyping)

Digital Technologies

Engineering (Principles and Systems)

Industrial Skills

## Senior School

The Villanova College Senior School experience is a three-year journey for students across Years 10, 11 and 12. It provides opportunities for our young men to fulfill their academic potential in order to then share their gifts and graces in the community. The Senior School aims to provide an environment where our students are able to choose a course of study that gives them a breadth of academic learning but at the same time allows them to focus on a specific pathway once they graduate.

A Senior School student receives support via a large number of staff at the College. Student's study up to seven (7) subjects whilst in Years 10, 11 and 12, and it is the support of highly knowledgeable teachers, who are experts in the Senior curriculum, which provide them with the expert teaching and tutoring required to be successful. Other staff such as Heads of Faculty and curriculum middle leaders provide further academic support to Senior School students whilst Heads of Year monitor student wellbeing and work with the classroom teachers to ensure classroom environments are conducive to excellent teaching and learning.

The curriculum studied by students in Years 10, 11 and 12 is based on the Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA) syllabuses.

The academic culture within Years 11 and 12 is also supported through academic mentoring within the Academic Coaching Program.

The program provides students with time to ensure that the students have a clear purpose and commitment to their learning pathway. A mentor (staff member at the College) supports each student.

### Year 10

The purpose of the Year 10 curriculum is to allow students to study a subject in greater depth than previous years to best prepare them for their Year 11 and Year 12 studies. 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 one (1) year in duration and include a combination of compulsory subjects that all students will study as well as three elective subjects. Students will study a course of six (6) 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	Subject Choice 1	Subject Choice 2	Subject Choice 3
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### Compulsory Subjects

- Religious Education
- English or Literature
- General Mathematics or Mathematical Methods

### Year 10 Elective Subjects

Throughout Year 10, students study three (3) elective subjects in addition to their compulsory subjects. All subjects are one (1) year in duration.

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
	Physics

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

### 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 four (4) units in duration, studied over two (2) years.

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 either Essential Mathematics, General Mathematics or Mathematics Methods.





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.

	Subjects		
	English	Mathematics	Religious Education
COMPULSORY SUBJECTS	Essential English (Applied Subject)	Essential Mathematics (Applied Subject)	Religion and Ethics (Applied Subject)
	English (General Subject)	General Mathematics (General Subject)	Religion and Ethics – Flexible delivery (Applied Subject)
	Literature (General Subject)	Mathematics Methods (General Subject)	Study of Religion (General Subject)
	*English as an Additional Language (General Subject)		
	*English as an Additional Language may be studied after		



	consultation with the Dean of Teaching and Learning or Director of Studies.		
GENERAL SUBJECTS	Accounting Biology Business Chemistry Chinese Design Digital Solutions	Drama Earth & Environmental Science Economics Engineering Film, Television and New Media Geography Legal Studies	Modern History Music Music Extension ( <i>Year 12 only</i> ) Physical Education Physics Specialist Mathematics Visual Art
VET COURSES	Certificate II in Furniture Making Pathways – MSF20516 Certificate III Aviation – (Remote Pilot) AV130419 Certificate III in Business – BSB530115 Certificate III in Fitness - SIS30315 Certificate III in Hospitality - SIT30616 Diploma of Business – BSB50120		

## SPORT

Exciting times ahead for Villanova College, and specifically Villa Sport, with the new Sports Hall development commencing in 2024. The new space will be a very welcome addition to meet the needs of our ever-evolving Sport programme. It is our strong intention to expand opportunities through Sport across all year levels and cohorts. With this new build, and the upgrade of Whinstanes to synthetic turf, we will finally be able to cater for all student athletes, through both excellence and participation. We are equally grateful for what we have, and inspired by what is on the horizon for Villa Sport.

Villanova College performed consistently across all Sports in 2024, with outstanding results both at the elite firsts level and across our programmes. We were acknowledged as the Champion School in 12 Years Track & Field. Our First V Basketball team was again crowned Champion in 2024. This is the fourth consecutive undefeated premiership for our Basketball boys, an unbelievable achievement. Our Firsts and Open teams in Cross-Country, Rugby League, Swimming and Tennis all secured top three finishes. A special congratulations to all students, staff and coaches involved in these successful teams and programmes.

Alongside AIC Sport, Villanova College facilitated opportunities for students to attend local camps, domestic tours and state carnivals including QSchools AFL, CBSQ Basketball and Schools Cup Volleyball. As a once off new initiative, eight students were encouraged to represent the College at an All-Schools Mountain Biking event. On the horizon is the return of international touring with sixty students in Football and Rugby travelling to Japan in 2025.

The Sports Club have continued to support various initiatives in 2024, with a major focus on coach development, sponsorship, and tours. With their guidance and funding, the inaugural Colours Cup Basketball competition was launched this year. The programme was offered as an alternative to the mainstream AIC Sports in Term 3. Sports Club have also contributed a significant amount towards the master plan build of the new Sports Hall. Thank you to the Sports Club Executive Committee and all parents involved in volunteering and raising funds to assist the Sport programme.



2024 was another busy and successful year for Villanova College athletes. Across our 13 AIC Sports and three AIC Invitational Carnivals, we had over 1350 students engaged in 181 sporting teams. This included the appointments of over 250 Sports coaches from College staff to external professionals, Old Boys, parents, and current students. On behalf of the Sports Department, we would like to personally thank all our exceptional coaches, managers and coordinators who contributed to Villa Sport in 2024.

SPORT	AIC COMPETITION
AFL	First XVIII – Fourth Aggregate - Third
Basketball	First V – First Aggregate - Third
Chess	First IV – Seventh Aggregate - Fourth
Cricket	First XI – Fourth Aggregate – Fourth
Cross Country	Year 5 and 6 – Fourth Year 7 to Open - Third
Football	First XI – Eighth Aggregate - Seventh
Golf	Year 7 to Open - Sixth
Rugby League	First XIII – Third Aggregate - Fifth
Rugby Union	First XV – Fifth Aggregate - Third
Swimming	Year 5 and 6 – Third Year 7 to 12 - Third
Tennis	First IV – Third Aggregate - Fourth
Track and Field	Year 5 and Year 6 - Fourth Year 7 to 12 - Eighth
Volleyball	First VI – Second Aggregate - Sixth

## ESPORTS

### FUSE Cup

The FUSE Cup has remained a significant part of Villanova College's esports activities in 2024. Students in Years 7, 8, 9 and 10 participated in live competitive fixtures at Brisbane South State Secondary College against other Brisbane schools playing Rocket League, Just Dance 2024, Super Smash Bros and the fan-favourite Mario Kart. The FUSE Cup season commenced on March 6 and 7 with Rocket League pairs. Pleasingly, our Year 7/8 team progressed all the way to the end of the competition but were unable to secure the win in the grand final match. The FUSE Cup also saw Villanova's Year 7/8 team compete in the Just Dance Brisbane Competition and the Year 9/10 team in the Super Smash Bros Brisbane Competition on May 16 and 17 respectively. Both teams competed with distinction, progressing to the semi-finals stage in both competitions. In Term 4, the Mario Kart competitions were held at the same venue amidst an incredibly skilled group of competitors.



Our Year 7/8 and Year 9/10 teams competed well, narrowly missing the final stages of the competition. This was the standard for our involvement in face-to-face competitive FUSE Cup involvement this year, with all teams progressing to semifinals or grand finals against tough opponents but falling just short of winning the "golden ticket" to progress to the state and national finals. However, our participation and conduct was highly regarded, with several of our players being awarded the Most Valuable Player (MVP) pins for extending sportsmanship and support to all participants from all competing schools.

### **House Esports**

The House Esports Cup has been an exciting addition to Villanova's esports calendar. During Term 3, students engaged in the inaugural Esports House Cup, with all House Mentor Groups and Junior School students participating in Mario Kart time trials. The top four House times from each school level competed in the House Esports Championship, with the winners advancing to the Inter-House Championship to determine the ultimate College Mario Kart Champion. The competition culminated in an exciting esports assembly on August 23, where House finalists competed in front of over 1000 peers from all eight Houses! The event highlighted esports involvement and digital wellbeing, with Hannah from Kids Help Line and The FUSE Cup donating a trophy to the winning House.

### **Minecraft and PVP tournaments**

Villanova College has continued to develop esports by hosting and coordinating Minecraft-based events throughout the year. During Catholic Education Week, the college hosted a Minecraft Esports Festival. On the first day, our Minecraft student mentors worked with Catholic primary school students in our region to introduce them to the principles of good gaming and team collaboration via a series of Minecraft activities and challenges. On the following day, Villanova hosted the second annual Queensland Minecraft Capture the Flag Competition in partnership with The FUSE Cup. Our home team competed exceptionally well, progressing as far as the semifinals. St Peters Lutheran College won the tournament for the second consecutive year. On October 19, Villanova hosted the AIC Esports round in the Hanrahan Theatre, marking the third year of hosting a live Minecraft Education Capture the Flag tournament. The event celebrated neurodiversity and inclusivity in our AIC community, with Villanova securing the AIC Esports Champion School title for the second consecutive year. Some unique highlights for 2024 were our inaugural successes at two "bespoke" invitational esports competitions at regional university campuses. Firstly, QUT Esports hosted a Valorant Invitational tournament on March 2, where a team of six Year 11 students competed at Gardens Point campus. This event was a great opportunity for our students to experience esports as a university pathway, playing on gaming equipment of the highest standard. Pleasingly, our team won their division pool with consistently strong displays of gameplay skill and teamwork against seasoned Valorant teams.

Later in the year, Villanova entered a team of young, enthusiastic players in a FUSE Cup initiative in collaboration with Bond University and the Queensland Government. Titled "FORTNITE Battle at Bond", this day-long competition tested our Year 7 and 8 student participants in individual and team-based challenges including parkour, skills shooting maps and the strategic 4v4 game of Battle Royale. Beyond our own expectations, one of our four-player teams took home the competition trophy posting the highest group score across all events against South-East Queensland schools much older and more experienced than our own.

One final highlight worth celebrating was our involvement in the FUSE Cup Australian High Schools Minecraft Game Coding Challenge. A year group of committed and knowledgeable Year 7 and 9 students worked together to design and code a multi-stage story-based game designed for Minecraft Education. This challenge culminated in a detailed presentation "pitch", and our amazing team finished first with a combined score of 91%, eclipsing second and third place by a significant margin. In addition to the





national trophy, our students' game will be added to the Minecraft Education website in the coming months.

As we look back on 2024, Esports has continued to enjoy exponential growth thanks to a very committed and passionate group of students and teachers. A key focus has been promoting good gaming skills and sportsmanship, and this has required the leadership and mentoring from these committed staff members. Finally to our students, you are so much more than esports competitors! You are the crew, the technical support, the mentors, the referees, the hosts, and ultimately the leaders of what we do. I am very proud to see how each of our esports players is growing and evolving from year to year and look forward to what next year has to offer.

## THE ARTS

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### Music highlights

Music at the College continues to thrive as a vibrant and integral part of our academic and creative curriculum. Our Junior Music students embark on an exciting journey of discovery and creativity. In Year 7, they explore the fundamentals of music theory and composition, using tools and other music software to score film sequences. By Year 8, the focus shifts to dynamic group work, with students developing Rock and Roll band skills in lively rehearsal settings. Year 9 students take their musicianship further, showcasing individual performances and collaborating on a class-wide composition. This project allows them to learn new instruments and delve into the roots of musicianship, culminating in an original, unified creation.

These rich, formative experiences lay the groundwork for senior Music studies. Students further develop their craft and prepare for significant milestones such as their ATAR assessments. This year, we were once again delighted to collaborate with the renowned musicians from *Topology*, whose expertise inspires and elevates our students' compositions. A highlight this year was *Topology's* performance in the chapel of the students IA2 compositions. Seeing the smiles on parents faces as they watched their sons scores performed by professionals in a space as beautiful as our chapel is truly gratifying.

### Media Studies and Film, Television and New Media highlights

While our Music students perform happily in the music studios, you can often find the Media students roaming round the campus (supervised) taking photos and shooting footage for their Film and Television productions. The Year 8 I-identify task continues to captivate students' creative intelligence by composing images that define who they are. In Year 9, the pod casting set-up has been used to record students old time Radio Plays whilst in Year 10 the eagerly awaited trip to Channel 7 is a highlight of the year.

The Villanova VOSCA awards was a highly anticipated event that saw the red carpet welcome invited guests to watch the Year 10 short films, written and produced by students in a group production format.

Last year, it was the ballet. This year, with a certain amount of trepidation, our Year 12 Film students ventured to The Cremorne Theatre to see *Black Box*. *Black Box* is based on a true story about Australian David Warren's invention of the black box flight recorder, which is now on every plane around the globe. *Black Box* was the first binaural musical, with audience members wearing headphones that allow them to be totally immersed in a 360-degree world of sound.

Every opportunity is made at Villanova through the Creative Arts to immerse our students in a variety of creative experiences. They all provide stimulus for experimentation in their own works.

### Visual Art highlights



Given the extended lesson times this year, students studying Visual Arts had more time in class to work on their artworks. The motivation of students found in the Junior classrooms when designing their Hybrid Insects and Day of the Dead masks is unmatched. Exploring personalised approaches to symbolism, whilst strengthening each student's understanding of the Elements and Principles of Design, provides solid foundations for Middle School.

In the Middle School, Year 7 students studied the revered "story pots" of Indigenous artist Thancoupie OAM as inspiration for their own three-dimensional narrative sculptures. Increased numbers in Year 8 saw a majority of this creative cohort enjoying a unit focused on The Archibald Prize. Combining traditional portrait painting with Generative AI capabilities in Photoshop, our artists resolved some very creative, expressive mixed media portraits on canvas!

However, the highlight of the Middle School program remains the Year 9 Skateboard decks, where students integrate a knowledge of contemporary art history with urban art approaches to create unique, complex and eye-catching skateboard designs.

We welcomed two very special guest artists into our visual art space this year: Sarah Sculley specialising in stencil street art and Archibald Prize finalist, Daniel Butterworth.

Sarah Sculley is an urban artist who creates layered stencil works. Specialising in large scale canvas and murals, Sarah worked alongside our Year 10 students to build their knowledge and skills in stencilling techniques and utilising these in large formats. The half day workshop built confidence to explore this medium and to subsequently create an oversized 'Identity' artwork.

Daniel Butterworth is a distinguished figurative and landscape artist based in Victoria. His richly expressive and gestural paintings are warm and inviting, employing a diverse range of mediums, including oil, house acrylic, canvas, and cardboard.

In Term Two, our Senior Art students had the unique opportunity to participate in a workshop with Daniel. This immersive experience allowed them to focus on portraiture, colour, and paint techniques via the ideals of 'Art as alternate'. The workshop ignited their creativity, inspiring a newfound confidence to explore the possibilities of paint.

Daniel's work was featured at *Villa Verve*, our annual Creative Arts Showcase, which was held on Friday 18 October in Goold Hall. Once again, the hall was bursting with vibrant colour and performances from our musicians and Drama students.

Our special guest speaker for the evening was Craig Wilkinson. Craig is an award-winning Live Performance Video Designer and the Creative Director of *optikal bloc*. Some of Craig's most notable video designs for live performance include *Boy Swallows Universe*, Roald Dahl's *Fantastic Mr Fox*, *Shaun the Sheep's Circus Show*, Dein Perry's *Tap Dogs* and most recently *Dracula* for Sydney Theatre Company. Interviewed by Year 11 Drama and Media student, Jesse Wheaton, Craig spoke about his passions for working in the Arts and the skills needed for success.

As in years past, the purchase of green and red dots to raise money was hotly contested. This year, we are proud to have donated funds raised to "Small Steps 4 Hannah" and AFAS.

### **Drama highlights**

The rows of shoes that line the entry to the Junior School Drama classroom are a warning to anyone that enters, that the classroom is being transported to outer space, the seven seas, or to a world where melodramatic performances are taking place. Three new ideas were added to the Drama curriculum this year: puppetry, Shakespeare and Greek theatre. Workshops in puppetry saw a new level of engagement from the students as they worked with Master Puppeteer, WAAPA-trained Daniel Dosek. Equally



immersive was the Year 9 Drama performance evening, where parents witnessed their sons, each perform a Shakespearean soliloquy, as well as Greek chorus pieces in groups. Special mention to Oscar Kallis, who took out the Academic Drama award for his work in these new units. This combination of individual and ensemble work sets the students up for success in ATAR Drama units.

Our Year 10 Drama students once again participated in Queensland Theatre Companies 'The Scene Project' down at the Billie Browne Theatre. Students worked on their interpretation of a script titled *Flowers In Antarctica*, written by award winning playwright Wendy Mocke, who is a Papua New Guinean inter-disciplinary storyteller. The opportunity for our students to collaborate and perform in front of students from other schools is priceless. No other experience on offer can build confidence and prepare them for ATAR like *The Scene Project* does. Congratulations to all those who participated this year.

If we rewind to the start of the year, possibly the biggest and most valuable learning experience for any Drama student is the Combined School Musical. This year it was Loreto's turn to produce the show so 'Legally Blonde, The Musical' covered the stage in pastels and pink. Congratulations to all our students that participated, Front of House, Backstage and in the orchestra.

## MUSIC

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Reflecting upon the past academic year, we have an opportunity to pause for gratitude for what has been another great year of music at Villanova. The commencement of the 2024 academic year brought a sense of excitement and promise for our music department here at Villanova College.

As with most school departments, it is amazing how much things change and yet still stay the same. We continued with our Concert Series across the year, this time consciously mixing departments and 'schools' across our Debut and Gala concert series with the goal of ensuring our students and families were exposed to the depth and breadth of experience available within our entire music program. Our students represented the College in the broader community at various events, particularly our (second) annual appearance in the Coorparoo ANZAC Day Parade. The Senior Ensembles were actively advocating for their program and the College by providing quality music performances at our annual Open Day to great acclaim. Our students and staff have done another great job sharing their gifts with our College and broader community yet again in 2024.

Villanova College became the epicentre of Catholic school music education through the convening of the second annual Queensland Catholic Schools and Colleges Music Education Conference (QCMEC) in mid-April. We welcomed over 70 music teachers from across Queensland and Northern NSW for two days of professional sharing and networking. The highlight of this year's conference was most definitely our 'resident' keynote speaker, Dr Matthew Arau, from Wisconsin, U.S.A. Matthew came and shared his story and philosophy around 'Upbeat,' communicating a message of positive mindset and gratitude; by the way he was received, it was a timely and valuable message for us all.

Our students at Villanova College had the great opportunity to work with Dr Arau whilst he was here in Australia. Our student music leadership team were afforded a morning to discuss with Matthew the challenges of leadership, the importance of culture, and the value of legacy. Our music community and other members of our College student body participated in an afternoon workshop with Matthew around mindset and gratitude. This was most definitely one of the most valuable highlights of the year.

2024 was a year of innovation in music here at the College. Students involved in the Rock Program had the opportunity to work with Bris-band Ball Park Music across a month of songwriting workshops. This activity culminated in a Battle of the Bands event where Hanrahan Theatre was transformed into East Brisbane's newest All-ages venue, complete with crowd barrier.



The six 'bands' shared their original composition and a cover, all vying for a day in a professional recording studio with Ball Park Music producing their original single. Congratulations must go to 'Sha' for taking out the main prize, and RB2 taking out the crowd favourite award.

Our other innovation, soon to be regular item in our calendar, was our inaugural 'Jazz on the Terrace' event. The Villanova College Big Band, Jazz Band, Jazz Combo, and Irish Ensembles were joined by the Jazz Music Institute Big Band for an evening of music under the stars. Cassiciacum Gardens was transformed into an outdoor cabaret club, complete with white tablecloths, mood lighting, and gas heaters; it was the club with the best outlook on the City short of the Brisbane Jazz Club. The quality of performances from our students rivalled the view, and the audience was treated to the debut performance of the Villanova College New Orleans Marching Band (Second Line). Thanks to the staff in the Jazz program, and the stewardship of Dan Quigley for this event.

Villanova Music continues to spread the good word across our area with many of our ensembles appearing at school fetes and shows over the year. 2024 was a year where activity increased in this area for the program. We were fortunate enough to provide music for St Thomas' Fete both on the main stage and in their tea rooms. We were also given the opportunity for students to perform on the main stage at Mt Carmel Fete. For the first time this year, RB2 and our Irish Ensemble performed in the main ring of the Mt Gravatt Show as well – a great opportunity for our students and the school. We are pleased and proud to be able to provide music in these spaces for our broader community.

An annual article from music cannot go without mentioning Queensland Catholic Schools and Colleges Music Festival. QCMF 2024 was again very well received by our Catholic Education community. Over 14,000 students from across Queensland and New South Wales came to Coorparoo from 15-18 August to share their music at eight venues across St James School and Church, and Villanova College. The festival, whilst quite the event to plan and implement, is an amazing four days of celebrating all that is good in Catholic Education. It is a time where we can all gather and commune, reflect on another incredible year, and wonder at the talent and gifts of the youth in our schools. This event would not be possible without an amazing organising team and an incredible group of volunteers who invest so much time and passion into this festival. We are forever grateful for their input and work and look forward to celebrating again with them all in August 2025.

2024 has been a very rewarding year for Music here at the College. We have a number of exciting opportunities planned for 2025 and are looking forward to sharing these with the members of our music community in the New Year. From the revisiting of our new Rock and Jazz events, along with the convening of QCMEC and QCMF 2025, we look forward to celebrating 20 years of the Augustine Centre in mid-May next year.

## THE SOCIAL CLIMATE

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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 and 6, while still sharing in the life of the College as a whole.

In 2024, the Junior School consisted of six streams of Year 5 (comprising six classes of 29 students). Year 6 had six streams comprising of two classes of 29 students and four classes of 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.

## WELLBEING AND 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.

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.

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, Wellbeing Programs address aspects of personal and social development, career education, mental health and personal organisation and management.

Our Wellbeing Program is essential for academic success and personal development. The College prioritises the holistic wellbeing of our students by fostering physical, social emotional and spiritual health, students are enabled to reach their full potential, both inside and outside the classroom.

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 and wellbeing 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, Head of Year 5 and 6, Heads of House, College Psychologists, College Counsellor, Director of Student Wellbeing and Pastoral Programming and College Chaplain.

### Physical Wellbeing

Our Health and Physical Education curriculum emphasises the importance of a healthy lifestyle and the development of good habits that will benefit our students throughout their lives. We provide excellent facilities and programs to support their fitness goals.

### Social Wellbeing

We believe that social connections are vital to student wellbeing. Our pastoral care program provides a supportive and inclusive environment that fosters the development of empathy, compassion, and respect.



### Emotional Wellbeing

We provide a range of support services and resources to help our students manage stress, anxiety, and other emotional challenges. Our pastoral care team, counsellors, and chaplaincy program are always available to provide guidance and support.

### Spiritual Wellbeing

We encourage our students to explore their spirituality and develop their understanding of their values and beliefs. Our chaplaincy program provides opportunities for reflection, prayer, and spiritual growth.

## PEER MENTORING

In 2024, we continued the Peer Mentoring Program between our Junior School and Year 12 students.

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.

## 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 their 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.



In 2024, staff, students and parents/care givers were invited to participate in online, confidential satisfaction surveys. The results of these surveys are designed to gather valuable feedback from our College community to enable College leaders to assess the performance of all areas of College life and guide the development of the 2024 – 2026 Strategic Plan, ensuring the College continues to grow and improve in line with the expectations of all stakeholders.

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, Student Leaders, and other informal means.

We value the role of our student leaders and the service they provide to the College community as role models. Student leadership is more than just a title; it's a commitment to service, excellence, and community engagement.

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.

Our student leaders exemplify the core values of our institution, leading by example in both academics and extracurricular activities. Whether it's through student clubs or volunteer initiatives, our students demonstrate a strong sense of responsibility and dedication to making a positive impact within our college and beyond.

Through leadership and opportunities for personal growth, we empower our students to become confident, ethical leaders who are prepared to navigate the challenges of the future with integrity and compassion. We believe that true leadership begins with a willingness to serve others, and we are proud to cultivate a culture where every student has the opportunity to lead and make a difference.

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 other staff and that all staff care for student well-being.

## STRATEGIES USED TO INVOLVE PARENTS IN THEIR CHILD'S EDUCATION

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Villanova College considers an Augustinian approach to Pastoral Care integral to developing personal growth and constructive self-discipline in all students.

From Years 5 – 12, we promote strong and supportive relationships between students and their teachers, parents and classmates. The focus is firmly on the Augustinian ideal of a tight-knit community where every member contributes in a positive manner.

Parents have the opportunity to be involved in our College 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. Year level community groups provide supportive relationships between students, their parents/guardians, teachers and fellow classmates.





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

### **Scholars' Assembly**

The College community came together for the Annual Scholars' Assembly on Tuesday 5 February 2024.

At the Scholar's Assembly we congratulated over 130 students across Years 6 to 12 who were able to achieve highly in Semester 2 2023. In addition, approximately 75% of these students were also acknowledged as demonstrating consistency across the entire year and received their academic badge. The College introduced academic badges two years ago and we already have many students who are proudly wearing three of these badges.

The theme for assembly on Tuesday was Growth.

Whilst we acknowledged the high achievers in each year level, the speakers who did address the student body emphasised the need to look for opportunities to 'stretch themselves' and look at failure as an opportunity to learn and grow. The 2024 Academic Captain gave his annual Scholars' Assembly address and highlighted the need to be persistent in one's attempt to improve and grow.

### **Celebration of Excellence**

In 2024, students from Year 5 to Year 11 were acknowledged for their academic, sporting, service and cultural pursuits at the 2024 Villanova College Celebration of Excellence.

The Celebration of Excellence was held at QPAC on Tuesday, 5 November 2024. The evening included a presentation of awards, speeches, music and choral performances.

## KEY STUDENT OUTCOMES

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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
94.2%	93.4%	93.2%	92.2%	91.2%	89.8%	92%	92.49%	92.3%

## HOW NON-ATTENDANCE IS MANAGED

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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 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. Weekly attendance records are sent to Heads of House for monitoring.

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 or reason for absence.

**Apparent retention rates from Year 10 to 12 in 2024 –92.6%**

## NAPLAN RESULTS 2024

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	510 96.5 %	492 94.2%	493 96.0%	504 95.4.0%	520 97.6%	Villanova College average (Percentage above the proficiency level of 'Needs additional support')
7	557 98.1%	556 94.8%	552 98.0 %	557 95.1%	581 99.5%	Villanova College average (Percentage above the proficiency level of 'Needs additional support')
9	588 94.4%	600 93.9%	577 95.9%	585 94.4%	611 98.0%	Villanova College average (Percentage above the proficiency level of 'Needs additional support')



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

GO

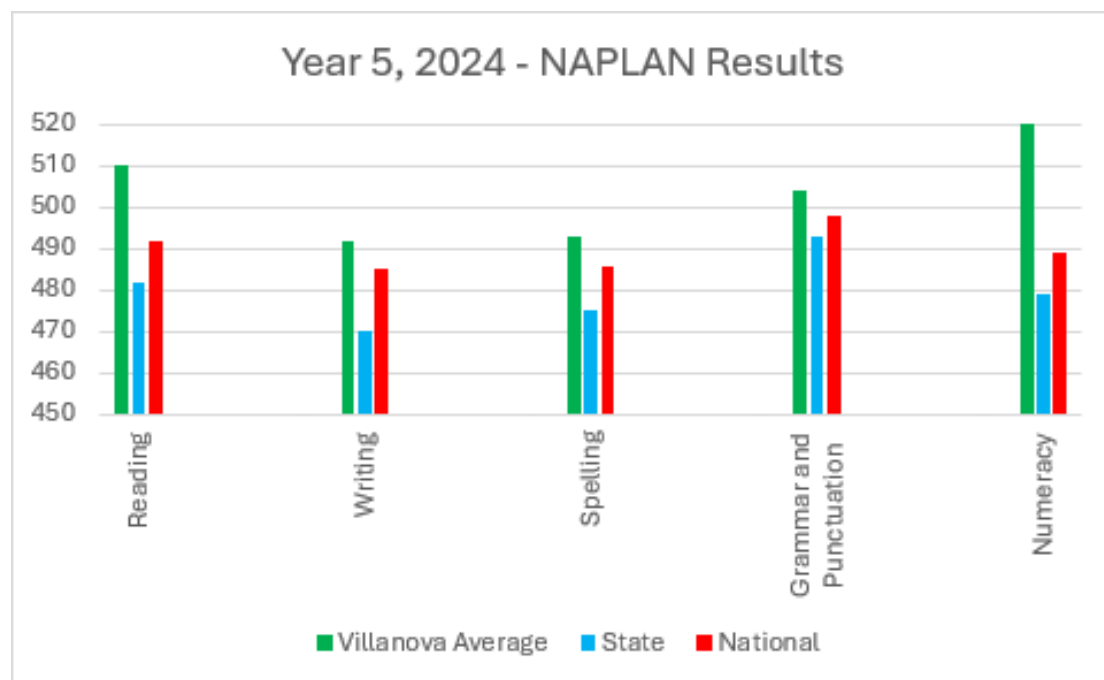
Search by suburb, town or postcode

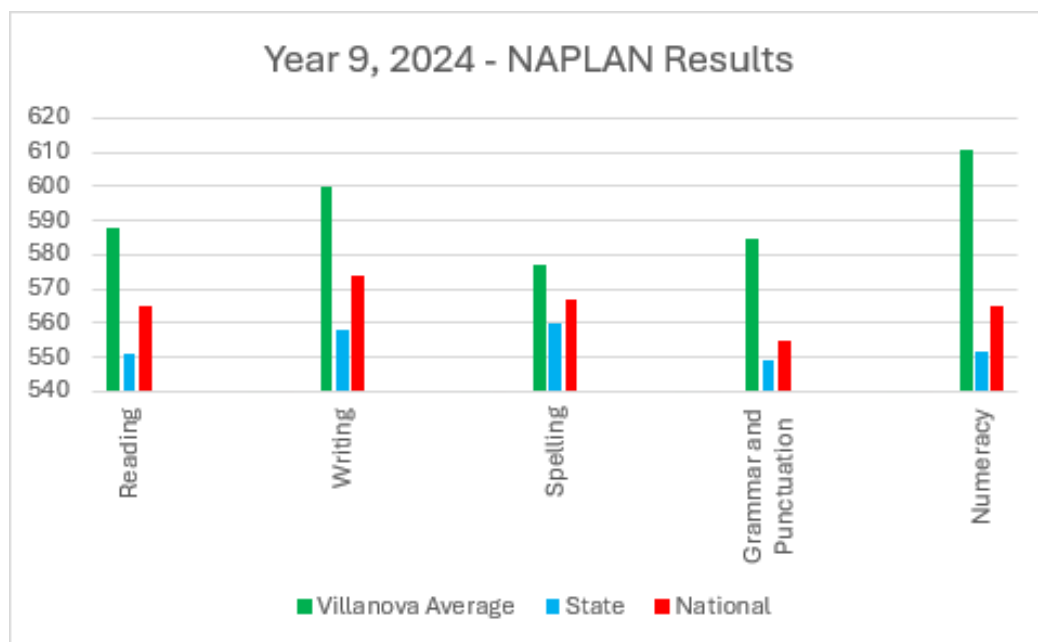
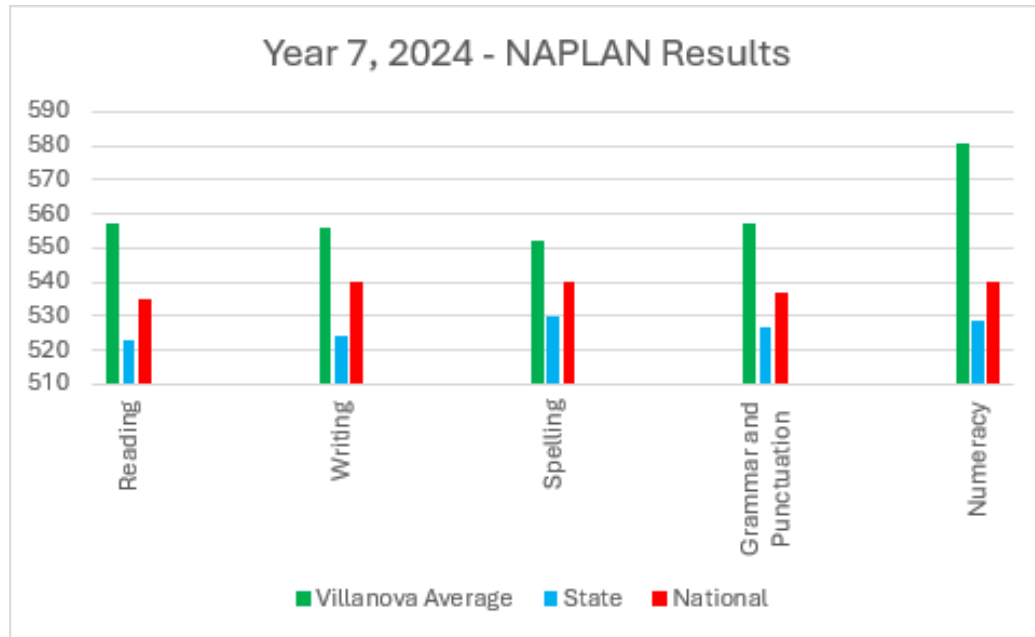
Sector ☒ Government ☒ Non-government

SEARCH

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 2024

Number of students who received a Senior Education Profile (SEP)	190 (100%)
Number of students awarded a Queensland Certificate of Education (QCE)	190
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	95
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	8
Number of Students awarded a VET qualification:	
Certificate I	1
Certificate II	58
Certificate III	49
Certificate IV	0
Diploma	42
Advanced Diploma	0

## 2024 NEXT STEP REPORT

At the time of publishing this report, the results of the 2024 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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