



VILLANOVA COLLEGE



# ANNUAL REPORT

2025

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# COLLEGE FEATURES

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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 1561 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.

## 2025 ENROLMENTS

Villanova College is seen as a school of choice, and this has seen considerable growth in enrolment numbers. 2025 has been a year of deepening identity, bold learning and renewed purpose.

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	171	6
6	174	6
7	215	8
8	213	8
9	215	8
10	195	10
11	193	11
12	185	10
<b>TOTAL</b>	<b>1561</b>	<b>67</b>



# CHARACTERISTICS OF THE STUDENT BODY

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

In 2025, there were five students in the Junior School, nine Middle School students and five Senior School students who identified as being of Indigenous descent enrolled in the College.

There were 21 students who identified as English as Second Language (ESL) students. Of these students, ten were members of the Middle School and 11 were enrolled in the Senior School.

In 2025 there were 12 overseas students enrolled in the Middle School while ten overseas students were members of the Senior School.

## STAFF INFORMATION

Villanova College is strengthened by the people who give themselves wholeheartedly to its mission. 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.

2025 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 2025 was 96%.

The teaching staff retention rate from 2025 to 2026 was 88%.

### Qualifications of College Staff 2025

Highest level of attainment	Number of Teaching Staff
Doctorate	2
Masters	55
Bachelor	236
Diploma	102
Certificate	76
<b>TOTAL</b>	<b>471</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 2025.
- 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 2025, 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 2025, Villanova College spent \$154,783 (direct costs) on staff participation in professional development.

## FUNDING INFORMATION

Income Sources 2025	Total
Australian Government Recurrent Funding	\$12,397,310
State Government Recurrent Funding	\$4,236,840
Fees, Charges and Parent Contributions	\$23,940,495
Other Private Sources	\$2,950,074

## SCHOOL WIDE EXPECTED BEHAVIOURS

In 2025, 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 2025 students could undertake the following elective enrichment classes:

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

## Year 9

In Year 9, the compulsory 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.

<b>Mathematics</b>	<b>Languages Other Than English</b>
Specialist Mathematics	Italian
	Chinese

<b>Creative Arts</b>	<b>Health and Physical Education</b>
Drama	Physical Education
Film, Television and New Media	
Music	
Visual Art	

<b>Business</b>	<b>Sciences</b>
Accounting	Biology
Business	Chemistry
Economics	Earth and Environmental Science
	Physics

<b>Technologies</b>	<b>Social Sciences</b>
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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



	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

2025 has been a year defined by pride, participation and purpose at Villanova College. From the first whistle in January to the final siren in Term 4, our students have represented the College with humility, effort and a deep sense of belonging. Sport at Villanova is more than competition – it is a lived expression of our Augustinian values and a powerful contributor to student wellbeing, character formation and community connection.

Our philosophy was clear – *we can win and we will learn*. This mindset continues to shape our training environments, our match day behaviours and the way our students respond to challenge, success and adversity. The result is a sporting culture built on accountability, respect and legacy, with students striving for excellence while supporting one another as teammates and young men of Villanova College.



## Participation, Programs and Coaching

Sport at Villanova continues to grow in scale and opportunity in 2025:

- **Total students involved:** 1,561
- **Total sport teams:** 194
- **AIC Sports:** 13
- **AIC Invitational Sports:** 3
- **Coaches engaged:** 305

These numbers reflect the strength of community support and the commitment of staff, parents, Old Boys and volunteers who give their time to coach, mentor and guide our students.

## Performance Highlights

Villanova students competed with determination and spirit across all seasons. Standout achievements in 2025 included:

- **Top four finish in the overall AIC Aggregate standings across the eight AIC Colleges**, affirming consistency across programs
- **29 Premiership teams across the year** – from Year 5 through to Open age groups
- **AIC Basketball First V Premiership** – our fifth consecutive title, a proud moment for our Firsts squad, complemented by Villanova securing the **Basketball Aggregate Shield** overall, across all divisions.

These results underline both our competitive standard and the depth of participation across the College.

## Facilities and Future Vision

With the opening of our new Sports Hall fast approaching, Villanova enters a transformational era. The facility will provide:

- Two dedicated Basketball courts
- Capacity for four Volleyball courts
- A second Strength and Conditioning gym, and flexible training and performance spaces.

Combined with the Whinstanes synthetic turf precinct, Villa Park's multi-field facilities and our longstanding partnership with Coorparoo venues, this new space cements Villanova as a leader in school sport participation and performance.

## Representative Honours and Character in Action

Many Villanova College students earned district, regional, state and national selection honours across multiple sports. Equally important were the quiet victories – sportsmanship at the final whistle, resilience in moments of adversity and examples of team-first effort that reflect the true spirit of the College.

## Gratitude

The success of Villanova College Sport is driven by many people:

- Our outstanding coaching community
- Parent volunteers, officials and the Sports Club
- Old Boys who continue to give back
- College staff who support our programs each week



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

## ESPORTS

### FUSE Cup

Esports at Villanova College thrives thanks to the expertise and commitment of a dedicated group of students and teachers and the College continued its strong involvement in the FUSE Cup throughout 2025, with students from Years 7-12 competing in Just Dance, Super Smash Bros Ultimate, Rocket League, and Mario Kart live competitions across Terms 1, 2 and 3. In 2025, Villanova proudly hosted all Year 7/8 competition rounds in the Hanrahan Theatre, welcoming regional schools and fostering a welcoming atmosphere of hospitality and rivalry. Across all competitions and age groups, Villanova students consistently reached the final elimination rounds, demonstrating skill and sportsmanship. Villanova students and staff continue to be an integral part of this growing scholastic Esports competition, which embeds digital wellbeing and good gaming principles into every event.



## House Esports

In its second year, the House Esports Cup continued to enrich and enhance the Interhouse competition calendar of events. Students from every House Mentor Group across the College participated in Mario Kart time trials on the wet and windy “Bug Blue” circuit, enjoying open sessions to qualify for the House Championships.

The event culminated in a whole-school live Grand Final, where top-ranked Junior, Middle, and Senior school players joined forces for a thrilling Grand Prix featuring both solo and group race stages. Congratulations to Alypius House for claiming the championship title! My sincere appreciation to the students in our House Esports Committee, whose thoughtful coordination and support ensured the schedule of open time trials, House championships, and live Grand Final in Goold Hall were inclusive and engaging experiences for all.

## Minecraft and PVP tournaments

Villanova College remained undefeated across all regional Minecraft competitions in 2025, including the Queensland Esports Cup at Southbank TAFE in May and the FUSE Cup Minecraft PVP Live Competition hosted at Villanova in July. This year marked a transition, as our inaugural team “Crispy Chips” passed the mantle to a new generation of Year 7 and Year 8 players. Senior students took on coaching and mentoring roles, fostering growth and teamwork - an approach that proved highly successful, with all junior teams winning their respective competitions against strong opposition from schools across Brisbane.

Villanova continues to serve as a hub for competitive Minecraft in South-East Queensland, regularly hosting and supporting major events. A highlight late in the year was when Villanova students were invited to coordinate a two-day Brisbane Catholic Education Minecraft Capture the Flag festival at San Sisto College.

## AIC Esports

In October, Villanova College hosted schools from the AIC at the Hanrahan Theatre for the fourth annual Esports round, now a fixture of the final term’s competition calendar. Villanova’s Junior “Cadets” team, secured victory and ensured Villanova retained the AIC Esports Champion School title for the third consecutive year. In an attempt to expand the event, an invitational Super Smash Bros Ultimate tournament was staged and run exclusively by students.

# THE ARTS

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## 2025 Music Highlights

A welcome alternative to textbook learning continues to be our dynamic classroom environment in G8, where our Junior School students dive into the world of crotchets, quavers and creative music-making. Here students explore musicianship, learn fundamental chords, and begin building confidence in performance. Our Year 5 students all learnt and performed on the ukulele this year, showcasing their new skills with enthusiasm. Year 6 explored a wide variety of musical sounds, broadening their understanding of how music is created and used across different styles.

In Year 7, students composed their own film music masterpieces using digital tools such as Bandlab, combining their knowledge of theory, mood and musical storytelling.



Year 8 continued the energy by rocking out in their 'Rock Music' unit, developing ensemble skills, stage presence and an understanding of the foundations of contemporary music.

Year 9 students took their musicianship to the next level, each showcasing their talent on their chosen instrument. A particular highlight was their class performance on Mission Day, where they took over the lunch area with an outstanding set of student-led performances. With every student contributing, it became a vibrant celebration of their abilities.

Year 10 delved deeper into 'Global Music', exploring how music functions in cultures around the world and the many pathways that musical expression can take. They debuted their individual performances at *Villa Verve*, demonstrating maturity, confidence and a growing understanding of their personal musical voice.

Our Senior Music students continued to excel this year with a variety of outstanding performances and compositions. Again, this year, we were honoured to welcome *Topology* back to Villanova to work with our Senior students on their ATAR IA2 compositions. Their recital in the chapel was a memorable occasion, with parents and friends marvelling at the sophistication of the works created by our young composers. We are deeply grateful for *Topology's* continued support and the inspiration they provide, encouraging our musicians to strive beyond classroom expectations.

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

Media Studies is an area that continues to thrive at Villanova because students can express their creative intelligence through operating technologies. Cameras, drones, phones and editing software are all tools that we use to create media product. Students are excited to put the vision mixer and the auto cue to good use in 2026 to learn about live studio recording and production.

In Media Studies, students explore the College grounds through a difference lens. By using the landscapes to represent their own stories, students build a strong understanding of their own identity. This is contagious in Year 8. The 'I-identify' unit is a very popular segway into the world of shot composition. From selfies to strategically designed photos, students choose representations that define who they are.

The 'Return of the Zombie Apocalypse' was a highlight for Year 9 Media and Drama students towards the end of the year. *Laughing Goat Productions* once again applied ghastly gashes, bruises and wounds using special SPFX make-up. Zombie film trailers made by student film crews on location around the school, wreaking havoc amongst unsuspecting classes.

Year 10's eagerly awaited their turn to visit the Channel 7 Television Studios on Mt Coot-tha. The behind-the-scenes tour is an exciting opportunity for students interested in pursuing journalism to see how news stories are researched and broadcasted.

Our joint excursion (Music, Drama and FTVNM) to see a show at QPAC has become quite an anticipated event in the Creative Arts Senior School calendar. Last year, we went to the ballet. This year, students felt intrigued when it was revealed that we would be seeing 'Jesus Christ Superstar.' As soon as the lights went down and the electric guitar smashed out 'Always on My Mind,' we were all mesmerised by the talented performances, stage and lighting. Every opportunity is made at Villanova through the Creative Arts to immerse our students in a variety of live experiences that enrich their own artistry. Special mention to this year's Year 12 FTVNM Subject Prize winner, Anthony Lestani, whose sense of symmetry, colour and shot composition created powerful messages in his film work.

### **Drama Highlights**

For decades, Villanova College has been recognised as a school that truly values live performance. Our rich tradition of high-quality drama production dates back to the 1970's, with the *Villanova Players*.



Our long-standing partnership with Loreto College continues through the musicals, while the annual Senior Play draws our Old Boys back to campus as a much-loved community event.

In 2025, Senior Drama students performed the play 'Juice' in Hanrahan Theatre. The cast provided a truly memorable evening and it was great to see so much support from parents, and students from the Junior School.

We were excited to introduce something new in 2025. A dedicated Junior and Middle School play, called 'Lord of the Flies,' directed by Michael Ware. Golding's exploration of masculinity, power, leadership, and group dynamics continues to resonate strongly with young men today, and our young cast and crew embraced the challenge of bringing this story to life, developing not only their performance skills but also their empathy, collaboration, and confidence. A very warm thank you to Mr Bill Heinricy (Jake Townsley's grandfather) and all the parents that gave up their weekends to build and paint the sets. The show was an enormous success with families and friends commenting on how talented the cast was.

The Villanova Drama team, called the 'Nerdtrons,' took part in this year's Middle School Theatre Sports Competition. James Cleal, Dominic and Xavier Lewis, and Charlie Little demonstrated their ability to improvise under pressure, using quick thinking and teamwork skills, as they competed in a number of heats against teams from Padua, Churchie, St Laurence's, St Adian's, All Hallows and St Joseph's Gregory Terrace. Another big thank you to Mr Ware who rehearsed with the team during lunch hours. His expertise was of great value to our team.

These co-curricular opportunities strengthen our school culture. They provide a space for students to take creative risks, form friendships across year levels, and experience the pride that comes from contributing to something bigger than themselves. Families played a crucial role in this, offering encouragement, time, and trust, ensuring the boys felt supported every step of the way.

### **Visual Art**

The Junior Visual Art classroom is always a hive of excitement, and this year was no different. From using VR headsets to developing their fine motor skills, Year 5's were challenged to design a Hybrid Insect and Year 6's to decorate a Day of the Dead inspired cross. These processes strengthen students understanding of the Elements of Art and the Principles of Design, providing solid foundations for further studies in the Middle School Curriculum.

We trialled a new type of clay this year for the Year 7 "Story Pots" sculptures. It's called Air Dry Ceramic Clay and had a very different texture to our normal sand-based clay. Students took up the challenge of working with this and produced some incredible pieces, demonstrating their eye for design.

Year 8 Visual Art students enjoyed a unit focused on 'The Archibald Prize'. Combining traditional portrait painting with Generative AI capabilities in Photoshop, our artists resolved some very personal and expressive mixed media portraits on canvas.

Year 9 skateboard decks remain a very popular task for our Middle School students, where students integrate a knowledge of contemporary art history with urban art approaches to create unique, complex and eye-catching skateboard designs.

Year 10 Visual Art student were fortunate enough to have a guest mural artist lead a two-hour workshop focused upon hands-on stencil art and spray painting. During the session, the students learnt how to create a two-layer Photoshop stencil, then cut and use their stencils with spray paint to block, layer and build their designs. By the end of the workshop, the students gained valuable knowledge and skills in spray painting and had produced some impressive experimental designs that they could incorporate into their current 'Identity' project.



The Senior Art students engaged with their QCAA units this year, exploring contemporary practices including drawing, painting, installation, time-based media and digital manipulation.

They developed strong technical skills and visual literacy while investigating personal, cultural, formal and contemporary contexts. A highlight was working with artist Simone Eisler, whose practice includes sculpture, installation, photography, and video. Her guidance inspired students to extend their conceptual thinking and create highly resolved artworks.

*Villa Verve* took place in Goold Hall again this year in Term 4. The opportunity to showcase the creative talent of our students is one we deeply value and are immensely proud to share with our community.

This year, instead of a guest speaker, we focused on making artwork 'live' by having our guests 'Make their Mark' at our artwork tables. Everyone was encouraged to dabble with drawing, colour with crayons and paint with passion. As in years past, the purchase of red dots to raise money was hotly contested.

## MUSIC

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2025 was a year of consolidation and growth in our music community. The year began with our largest enrolment since pre-COVID and the compulsory Year 6 immersion year was dismantled. With the bulk of our engagement in the Junior and Middle Schools, the Villanova College Music Program should continue to enjoy this expansion over the next three to five years – a very exciting prospect indeed!

From our Debut and Winter Concert series, all the way through to our recent Gala Concerts and Christmas Extravaganza, our students experienced a number of great opportunities to share their music with our school and broader community. Our band students represented our school proudly at what may be the final Coorparoo RSL ANZAC Day March, with around 80 students leading our contingent down Old Cleveland Road. Our string students had the opportunity to participate in the AUSTAQ Strings Fest and acquitted themselves extremely well. Big Band travelled to Marist College Ashgrove in Term 3 to participate in the International Essentially Ellington competition where they had the opportunity to workshop with musicians from the amazing Jazz at Lincoln Centre Orchestra. We even had the return of our annual Battle of the Bands, with an increased audience attendance (and an impromptu Karaoke section – thanks to our MC's). It has been another great year of music making at Villanova.

May saw our College become the epicentre of music education in Queensland Catholic Schools with the third annual Queensland Catholic Schools and Colleges Music Education Conference being convened. With around 90 teachers representing Catholic schools from across the State, it was a wonderful two days of professional sharing and learning.

Although our performance calendar was almost a carbon copy of 2024, we did refine and refresh some of our performance events through this year to create greater and more different opportunities for our students. The Jazz on the Terrace concert, part of our Winter Concert Series, was one of those that had an exciting addition included with the 2025 offering. For the first time (in history), music became part of the St Augustine's / Villanova College Tour with members of the St Augustine Jazz Band travelling as part of the St Augustine's Touring Party. The students travelled to Brisbane to workshop with our Big Band and perform as part of the Jazz on the Terrace concert. Seemingly an inconsequential event, this signalled the inclusion of The Arts for the first time in this interschool activity – a great and exciting opportunity for our musicians into the future. The 2026 Big Band will make their way to Manly next year as part of the Villanova College touring party; we look forward to sharing our music with the Augie's community. Thanks to our sports team and College Leadership from both schools for allowing this to take place.



QCMF 2025 saw another great festival written into the books. With over 14,300 students representing over 100 schools, with 630 ensembles sharing almost 200 hours of live music – Villanova once again delivered for our young musicians from far and wide.

2025 witnessed a dramatic increase in the number of contemporary ensembles participating, with another day of performances included in the 2025 schedule. The success of our early start in 2024 was replicated this year, with a full day of music occurring on the Villanova College site on the first day of the event. We are looking forward to another great event in 2026 with some exciting new developments in the works.

We launched the Keith Druery 'Spirit of QCMF' awards this year, sharing the purpose and vision for this important recognition. This new award will be presented for the first time at QCMF2026. It has been created to recognise the legacy of Keith Druery – past Deputy Principal and driving force behind the creation and formation of the Queensland Catholic Schools and Colleges Music Festival over 30 years ago. This award will be presented to volunteers and teachers who have been engaged with the festival continuously over time, with awards presented for 10, 20, 25, and 30 years' service. The QCMF organising group will be reaching out to our festival community over Term 1, 2026, contacting award recipients and inviting them to our closing ceremony for QCMF2026.

In October we managed to hold our first residential Music Camp since 2019. Over 90 musicians headed off to QCCC Tamborine Mountain for a great two-day camp experience. There were students from Year 5-12 present representing all facets of our music program. The boys had great opportunity to rehearse, look at new music, and spend a little time interacting as a group with a view to building ties across our program. We have received much positive feedback regarding this event and look forward to sharing this again in 2026. On behalf of the students that did participate, I would like to extend my thanks to the parents and staff who came away for the entire event – we appreciate your assistance in making this event a reality. It is a great thing for our program that this event is now back on rotation in the calendar.

Over the end of Term 3 and across Term 4, our music department has been undertaking an internal review. All of our musicians from Years 10-12, along with all staff, were sent a survey seeking their responses to three questions: What does the ideal music program look like, sound, and feel like? Across both our staff and student community, the responses were in amazing alignment with three common themes identified across all responses: Community, Positive Relationships, and Connection. Our Music Student Leadership Team drafted a Mission Statement that has been ratified by our staff and Senior Musicians.

This coming year will see our 'home' – the Augustine Centre' – celebrate its 21st Birthday. As such we are looking forward to celebrating this momentous occasion with our community in Mid-May 2026. A letter will be distributed by the end of this year to our Old Boy network, inviting past musicians and music families to participate in or be an audience to this event. We look forward to this opportunity renewing ties and building community connection for our music program and current students. More information to come!

## 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 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.

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**

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In 2025, 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**

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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 late 2025, 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 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.

In late 2025 a survey was sent to all families from the Principal gathering feedback to assist in shaping the Strategic Action Plan for 2026. Together with academic results, the outcomes from this survey are considered by the College Leadership Team to ensure actions are prioritised.

In 2025, parents were also invited to complete a survey and attend in person discussion groups on the College's co-curricular program. The College strongly values the opinions of our parent body and was most grateful to all those who took the time to participate in this very important conversation moving forward.

### Scholars' Assembly

The College came together for the annual Scholars' Assembly on Tuesday 29 July to celebrate and acknowledge the many high achievers of 2024. We acknowledged over 170 students across Years 6 to 12 who were able to achieve highly in Semester 2 last year. In addition, approximately 80% of these students were also acknowledged as demonstrating consistency across the entire year and received their academic badge. The College introduced academic badges three years ago and we already have many students who are proudly wearing three of these badges on their ties and blazers.

What made Tuesday's assembly even more special was that the College community was able to welcome back a number of our 2024 Year 12 cohort and congratulate them on their outstanding results. Many received awards acknowledging subject and overall achievement. It was especially nice to be able to publicly acknowledge the 2024 Year 12 Proxime Accessit and 2024 College Dux and Frank Cullen Cup awardee.

### Celebration of Excellence

In 2025, the Celebration of Excellence was held at QPAC on Tuesday, 11 November. Students from Year 5 to Year 11 were acknowledged for their academic, sporting, service and cultural pursuits at the 2025 Villanova College Celebration of Excellence.

The evening included a presentation of awards, speeches, music and choral performances.

## 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
94.8%	93.8%	94%	92.3%	91.4%	91.9%	91.6%	93%	92.8%



## 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.

From Term Two onwards, a *Nudge Card* system was introduced to notify parents of student absences and late arrivals. These *Nudge Cards* form part of our strategy to ensure families have bi-termly updates on where their son's attendance is sitting in regard to full day absences and late arrivals. This data is automatically generated through our roll marking system.

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 2025 -99.46%**

## NAPLAN RESULTS 2025

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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	518 98.8 %	485 94.1%	498 96.4%	514 97%	532 96.4%	Villanova College average Percentage above the proficiency level of 'Needs additional support'
7	570 97.6%	562 95.7%	556 97.6%	564 95.2%	591 98.6%	
9	598 99%	599 97.6%	586 99%	583 99%	626 98.5%	

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**

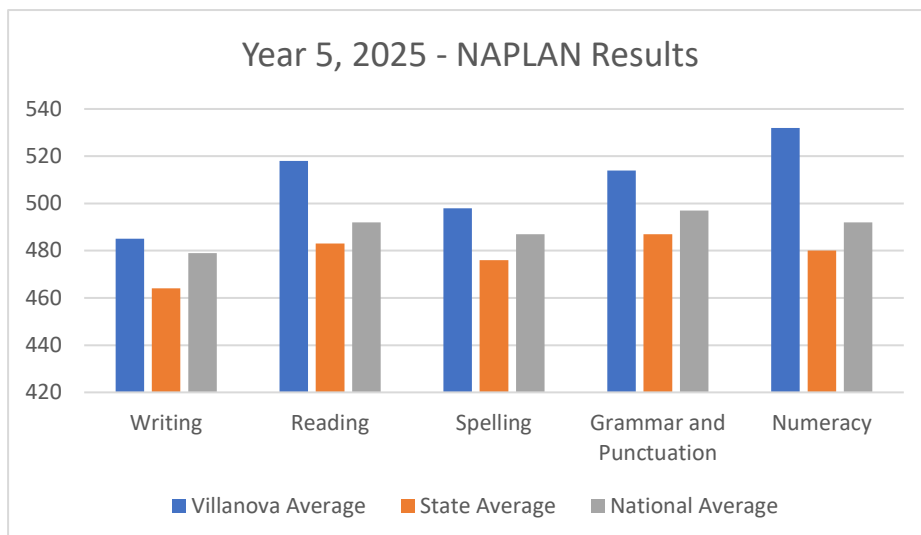
Search by school name

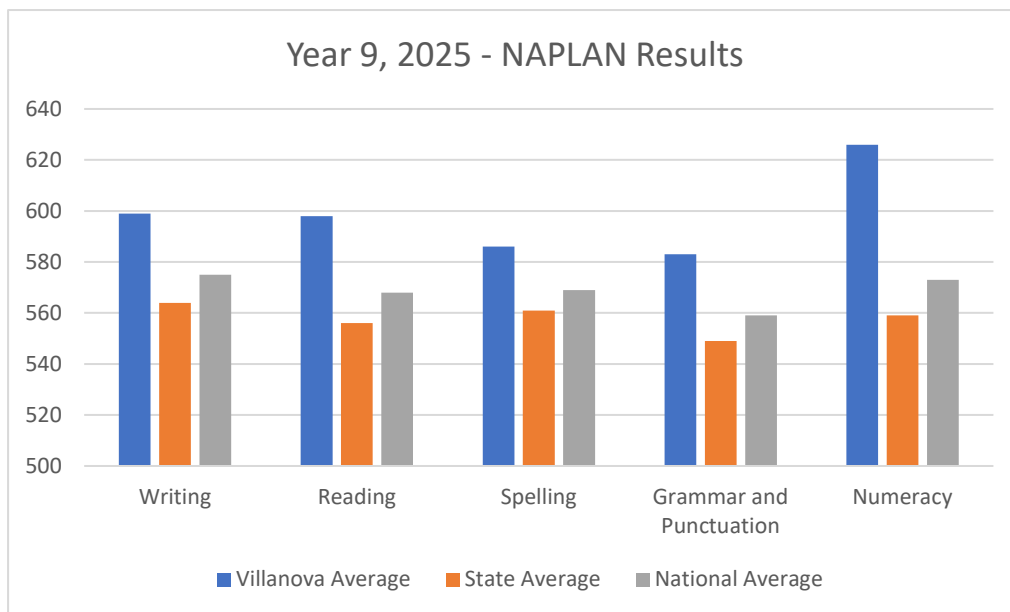
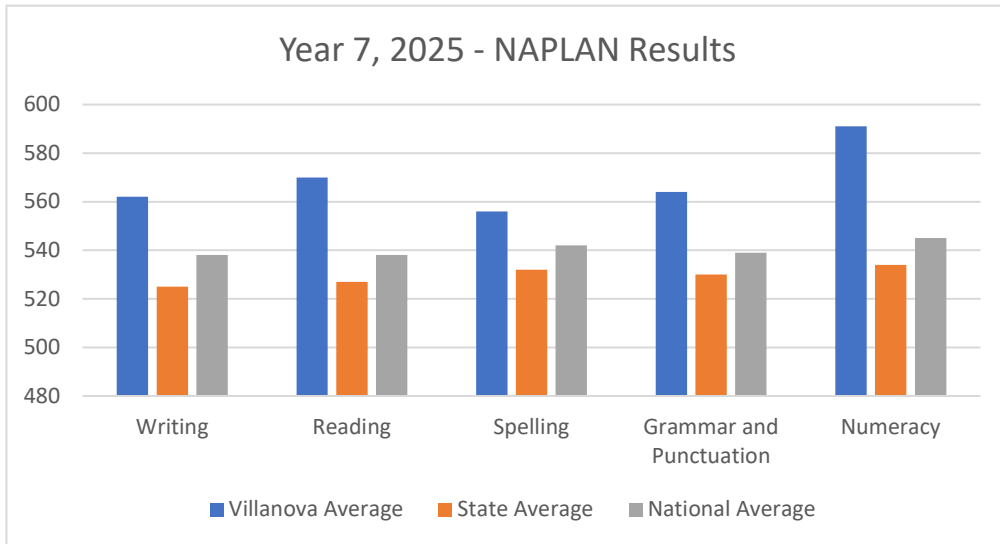
Search by suburb, town or postcode

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 the College’s NAPLAN results.







## YEAR 12 OUTCOMES 2025

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Number of students who received a Senior Education Profile (SEP)	185
Number of students awarded a Queensland Certificate of Education (QCE)	184
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	1
Number of students awarded one or more VET qualifications	106
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	10
Number of Students awarded a VET qualification:	
Certificate I	0
Certificate II	69
Certificate III	46
Certificate IV	0
Diploma	45
Advanced Diploma	0

## 2025 NEXT STEP REPORT

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At the time of publishing this report, the results of the 2025 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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