



VILLANOVA COLLEGE



ANNUAL REPORT 2023





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COLLEGE FEATURES

Villanova College is an independent Catholic boys' school conducted by the Order of St Augustine. The College caters for male students from Year 5 to Year 12 and has current enrolment of 1388 students. The College is located at 24 Sixth Avenue, Coorparoo, Brisbane and has playing fields (Villanova Park) at Manly Road, Tingalpa.

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

In following the path of Augustine:

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

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

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

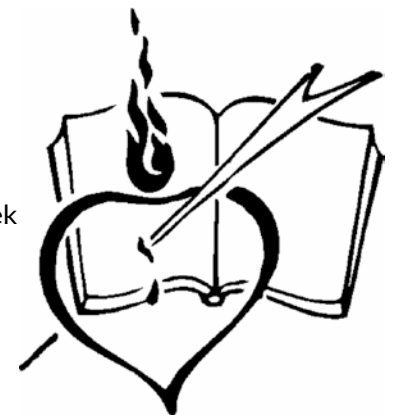
We assist our students to realise the fullness of their potential, as they strive to integrate the physical, emotional, intellectual and spiritual dimensions of life and culture, in ways most appropriate to their particular stage of development

Vision Statement

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

Mission Statement

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



The Gateway Values

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

As St Augustine said,

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

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



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

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

CELEBRATING 75 YEARS OF FAITHFULNESS AND GRACE AT VILLANOVA COLLEGE

August 25, 2023, was a day of great celebration at Villanova College. It marked not only the Feast Day of St. Augustine but also the 75th Anniversary of the College. The day was filled with joy, reflection, and a profound sense of gratitude for our journey over the decades.

Archbishop Mark Coleridge, in his homily at Gould Hall, shared a remarkable connection with Villanova College – they were both born in the same year, 1948. As he humorously pointed out, this year also saw the birth of the state of Israel and the first Holden car. It was a year of new beginnings, emerging from the shadows of World War II, which had left the world in turmoil. Five young men, Augustinians, came across the world to respond to an invitation to begin a College for boys with a liberal and well-rounded education.

Archbishop Coleridge's personal journey, like that of Villanova, has witnessed tremendous change. The world has evolved, and the College, has adapted to an ever-changing landscape. In the midst of these shifts, one question remains vital: What have we remained faithful to through thick and thin?

The answer lies in the College motto, "Vincit Veritas" - Latin for truth conquers. But what is this truth that prevails? The scriptures chosen for the Anniversary Mass gave voice to the truth that St Paul found as he wrote from prison to the early Christian communities not long before his life was taken from him about a faithfulness to the teachings of Jesus even under great pressure. This question of truth echoes through the ages. The answer, as Archbishop Coleridge beautifully expounded, can be found in the teachings of St. Augustine, a giant whose influence has shaped Villanova College for 75 years. St. Augustine championed the concept of grace - the love of God, which is infinite and costs us nothing.

This profound understanding of grace permeates every aspect of life at Villanova College. From academics to community service, from sports to the arts, all are seen as gifts. As we celebrate 75 years of Villanova's existence, we must acknowledge that it has been a gift not just to those who have passed through the classrooms of Villanova College but also to the world. The College has produced individuals who have gone on to make significant contributions in various fields. Villanova's impact extends far beyond its physical boundaries, reaching into the hearts and minds of those it has touched.

Throughout its history, Villanova College has remained faithful to its mission of nurturing young minds and fostering an environment where faithfulness, grace and truth are paramount. The teachings of St. Augustine, centred on the concept of grace, have been a guiding light for generations of students and educators.

2023 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	165	6
6	172	6
7	217	8
8	204	8
9	195	8
10	184	8
11	194	10
12	153	7
TOTAL	1484	61

CHARACTERISTICS OF THE STUDENT BODY

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

In 2023, there were two students in the Junior School, seven Middle School students and two Senior School student who identified as being of indigenous descent enrolled in the College.

There were four students who identified as English as a Second Language (ESL) students. Of these students, three were members of the Middle School and one was a Senior School student.

In 2023 there were four overseas students enrolled in the Middle School while one overseas student was a member of the Senior School.

STAFF INFORMATION

The College employs 184 staff members comprising 107 teaching staff and 77 non-teaching staff, the latter being employed in a variety of capacities including learning support assistants, school officers and service officers. There is currently one staff member who identifies as being of indigenous descent at the College.

2023 Workforce Composition	Teaching Staff	Non-teaching staff	Indigenous Staff
Headcounts	107	77	1



Full-time equivalents	104.2	60.5	1
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The average staff attendance rate during 2023 was 96%.

The teaching staff retention rate from 2022 to 2023 was 94%.

Qualifications of College Staff 2023

Highest level of attainment	Number of Teaching Staff
Doctorate	3
Masters	50
Bachelor	209
Diploma	99
Certificate	72
TOTAL	433

**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 2023.
- 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 2023, 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 2023, Villanova College spent \$92,318 (direct costs) on staff participation in professional development.

SCHOOL WIDE EXPECTED BEHAVIOURS

In 2023, the College started the year with a focus on student performance and behaviour support through a focus on translating the values of the Augustinian graduate into a clear set of expectations and directions that would assist boys as they matured through the College from Year 5 to 12.

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

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

DISTINCTIVE CURRICULUM OFFERINGS

Co-Teaching in Dynamic Learning Classrooms

State of the art, flexible learning spaces provided a positive learning environment for student engagement and learning at Villanova College in 2023.

Learning

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



Teaching

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

Junior School

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 like 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

Classes in Year 7 follow a similar model to those of Year 5 and Year 6 whereby they are co-taught. 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
- History/Geography
- Chinese/Italian
- Health and Physical Education

In Year 8, students begin to make choices about the types of elective subjects they wish to study in greater depth. Students should consider the subjects experienced in Year 7 and consider which subjects they enjoyed and wish to study further. The range of elective choices allows students to experience a broad range of subjects. This is also a time to try new subjects. Being of a longer duration, the electives allows students greater depth of coverage and the opportunity to discover new areas of study that may lead to further development in the following years.

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

In addition to the Core Program, in 2023 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
- Personal Development

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 Arts
Music
Visual Art

English

English Extension

Languages other than English

Chinese
Italian

Mathematics

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

Science

Science Extension

Social Sciences

Geography

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, that 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. Each student is supported by a mentor (staff member at the College).

Year 10

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

All subjects in Year 10 are of a year in length and include a combination of core subjects that all students will study as well as four elective subjects. Students will study a course of seven (7) subjects throughout Year 10.

Students are encouraged to consider their electives carefully based on their previous experiences. They should choose subjects that match their interests and abilities.

Religious Education	English OR Literature	General Mathematics OR Mathematical Methods	Elective 1	Elective 2	Elective 3	Elective 4
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Core Curriculum Subjects

- Religious Education
- English
- General Mathematics or Mathematical Methods

Year 10 Elective Subjects

Throughout Year 10, students study four (4) elective subjects in addition to their core subjects. All subjects are one (1) year in length.

Mathematics	Languages Other Than English
Specialist Mathematics	Italian
	Chinese

Creative Arts	Health and Physical Education
Drama	Physical Education
Film, Television and New Media	
Music	
Visual Art	

Business	Sciences
Accounting	Biology



Business	Chemistry
Economics	Earth and Environmental Science
Hospitality Practices	Physics

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

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
CORE	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	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 I in Furnishing - MSF10113 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

Across our 14 AIC Sports in 2023, we had over 1200 students engaged in 191 sporting teams. This included the appointments of over 200 coaches, from College staff to external professionals, Old Boys, parents and current students.

The College performed strongly across all sports in 2023, with outstanding results both at the Firsts level and across all our programmes. A special congratulations to all students, staff and coaches involved in these successful teams and programmes.



Individually, our sportsmen shone brightly with many district, regional and State representatives across all year levels.

Following a substantial donation from the Villanova College Sports Club in 2022, the College gym received a full refurbishment and upgrade of equipment. The new Villanova Strength and Conditioning programme is now available to all students from Year 7 – 12. The programme caters for all sporting pursuits, plus those students training for general health and fitness. Villanova's very own Speed and Agility programme was also introduced this year.

The Sports Club has supported various other initiatives in 2023, with a major focus on coach development and retention. Thank you to the Sports Club Executive Committee and all parents involved in volunteering and raising funds to assist the Sports programme.

We also thank all our exceptional coaches, managers and coordinators who contributed to Villanova College Sport in 2023.

SPORT	AIC COMPETITION
AFL	First XVIII – Third Aggregate – Third
Basketball	First V – First Aggregate – First
Chess	First IV – Fourth Aggregate – Sixth
Cricket	First XI – Second Aggregate – First
Cross Country	Year 5 and 6 – Second Year 7 to 12 – Fifth
Football	First XI – Fourth Aggregate – Sixth
Golf	Year 7 to 12 – Fourth
Water Polo	Year 10/11 – Second
Rugby Union	First XV – Third Aggregate – Third
Swimming	Year 5 and 6 – First Year 7 to 12 – Third
Tennis	First IV – Fifth Aggregate – Seventh
Track and Field	Year 5 and 6 – Fifth Year 7 to 12 – Eighth
Volleyball	First VI – Fifth Aggregate – Third

ESPORTS

During 2023 Villanova continued to develop and extend its involvement in Esports.

From Years 7 to 10, a very enthusiastic group of students participated in live competitions against other Brisbane schools competing in Mario Kart 8, Just Dance 23, Super Smash Bros and Rocket League.



Each of these games were played on the Nintendo Switch platform using a range of different controller set-ups against very competitive players from many regional and local schools.

In the Year 7 and 8 competitions, held locally at Brisbane South State Secondary College, Villanova College made the Brisbane Finals in all three competitions of Just Dance 23, Mario Kart 8 and Rocket League. In both Mario Kart and Rocket League, Villanova dominated to secure a majority of the semi-final places, only to compete against fellow Villanova players to progress!

The 2023 Year 9 and 10 FUSE Cup Competitions were held at Villanova College, demonstrating our commitment to growing esports in schools in the region. We hosted three jam-packed tournaments with full player rosters in Super Smash Bros, Mario Kart and Rocket League. The Brisbane region Year 9 and 10 competition has the highest proportion of state champions in the league, so the standard of competition is always exceptionally high. Villanova competed remarkably well. Thank you to our team of Year 7, 8 and 9 esports “regulars” who volunteered their time as ambassadors for the many visiting schools across the region.

The second annual AIC esports round returned to the Hanrahan Theatre in October of Term 4. Following the same format as 2022, Minecraft Education was used to play competitive 5 versus 5 ‘Capture the Flag’. This year all eight member schools of the AIC entered teams, and Villanova’s top team took out top honours winning the grand final against last year’s runners-up St Laurence’s College.

Finally, Villanova College teamed up with FUSE Cup in 2023 to deliver a new state-wide competition based on the same format as the AIC Esports round. The College hosted three Saturday “seasons” of 5 versus 5 Minecraft Education ‘Capture the Flag’, inviting schools from south-east Queensland to participate. We fielded two of our own teams against schools from Sunshine Coast, Ipswich, Gold Coast and the wider Brisbane region. Both Villanova teams qualified for the finals, one team through direct entry and the other through wildcard selection. It was fantastic to see one of our teams progress through to the semi-finals in the competition, but congratulations must be extended to St Peters Lutheran College. Their top team showed incredible skill and collaboration throughout the season.

THE ARTS

Visual Art

Working in the Junior Art classroom can be an eclectic mixture of noises, paints, colours, textures and textiles. Year 5 students’ first art room experience finds them drawing a Hybrid Insect. Year 6’s progress to using colourful posca pens to honour members of their families who they have lost, by designing Day of the Dead masks and crosses.

Year 7’s made ‘Emotional Vessels’ and ‘Story Pots’ and Year 8’s were inspired by the Archibald Prize to create a multi-media self-portrait. Year 9’s skated through the modern art styles of Impressionism, Cubism and Pop Art to create their skate decks whilst Senior Artists explored media techniques across two and three dimensional and digital mediums.

Villa Verve, our annual Creative Arts Showcase, was held on Friday 20 October in Goold Hall.

Over 400 grandparents, mums, dads, sisters and brothers of ‘Sons of Villanova’ attended to witness our classroom creations and listen to performances by Music and Drama students. Works of art from all year levels were on display and guests were invited to make their way around student paintings, sculptures and digital art works.

Our special guest speaker for the evening was Georgia Burke. Georgia took opportunity during the week to work with a group of Year 6 and Year 8 students in the classroom. Being a proud Bundjalung, Wakka Wakka and Gubbi Gubbi woman, Georgia shared conceptual ideas and painting techniques she used for designing and painting the mural ‘Villanova’ on Main Avenue.



As in years past, the purchase of green and red dots to raise money for our Augustinian communities in the Philippines was hotly contended.

Media

2023 is the second year the Year 8 I-Identify Media unit has been offered. Learning how to compose a photo that represents who you are takes time and effort and, with a bit of thought and preparation, by using long shots and low angles, some incredible images were captured.

A new addition to our program this year was the Year 9 Drama and Media, *Zombie Apocalypse Film Production* immersion. To enhance this thrilling experience, we invited special effects make-up company, Laughing Goat Productions, to create wounds, cuts, gashes and horrifying zombie make-up effects. As anticipated, the campus was transformed into a post-apocalyptic film set, with film crews donning their signature crew shirts and actors adorned in captivating zombie costumes and blood curdling make-up. Our aspiring student editors had the spine-chilling opportunity to work alongside Craig Wilkinson from Optikal Bloc, who provided an advanced VFX and lighting workshop using green screen video effects. Students learned valuable skills, gained practical experience, and explored the fascinating world of film production in the midst of a zombie outbreak.

Year 10 Film, Television and New Media students were invited to tour the Channel 7 News Studios up at Mt Coot-tha. The tour included the Head Engineer explaining how news stories could be broadcasted live back to the studio, as well as the News Director covering how news is produced and then compiled throughout the day. In Studio 1, we were joined by presenter Max Futcher who explained how news was gathered and broadcasted every night. Students took turns sitting at the news desk and reading from the auto cue.

One of the highlights of the year for the Senior Film, Television and New Media class was their attendance at a contemporary dance performance called *Lucie in the Sky* at QPAC. Six dancers choreographed movement with six different coloured drones to a highly emotive electronic soundtrack.

Drama

Dressed as astronauts, Year 5 Drama students travelled to outer space to develop their role play skills for a group performance based on adventures in space. Year 6 students perfected their monologue skills as they took on the role of fictional characters. Year 7 students learnt all about duologues. The Year 8's dressed up in old time western costumes as they created scripts for their melodrama unit. Year 9 Drama students worked in groups to reinterpret a powerful play called *The Stones*. This play is based on a true story that highlights the consequences faced by two young boys who throw stones off an overpass. For assessment, students perform a high-powered excerpt from the play.

Our Year 10 Drama students once again participated in Queensland Theatre Companies 'The Scene Project' down at the Billie Browne Theatre. The script, *A Thousand Points from Zero*, written by talented playwright Steve Pirie, gave students an opportunity to express their stage performance skills whilst working under the guidance of theatre professionals. Walking onto a real stage and performing in front of students from different schools adds that touch of glamour and excitement that can't be experienced in a classroom. We are enormously proud of our student participation and dedication to this project. Every year we receive positive feedback about our performance from the staff at QTC as well as from other teachers and students from different schools.

A very important part of our Drama curriculum is the attendance of professional theatre performances that provide real examples for theatre skills to be analysed in class. One such opportunity for our Year 11 Drama students was to attend La Boite's theatre in the round performance of *The Poison of Polygamy*. Based on the early migration of Chinese to Australia, the stage, drenched in red, set the scene for a bold and, at times, challenging theme of relationships.



MUSIC

As 2023 commenced, our ensembles began rehearsing in earnest for our Debut Concert series in Week 7. The Debut Concert series was very well received with our return to the Middle School Terraces for the Rock and Jazz segment, followed by our bands and chamber groups in the Hanrahan Theatre. These concerts were very well attended; it was a humbling experience witnessing the support our young musicians received from our community.

As Term 1 drew to a close, we shared our first workshop and performance opportunity with our Year 5 musicians at the annual Jump Start Day. This day remains a great opportunity for our beginning musicians to come together for an extended period and commence our ensemble journey together.

As always, the event concluded with a brief concert for parents and friends where we shared some of the wonderful sounds we produced.

Across the end of Term 1 and into Term 2, our band students were busily learning how to march in preparation for our debut appearance at the Coorparoo Sub-Branch ANZAC Day March. It was a great moment of pride for all as our Marching Band led our College community down Old Cleveland Road.

April transitioned to May and the pace of our calendar did not let up. Our musicians led our community wonderfully through our Mass for St Rita during Mission Week and were most definitely the highlight acts during our 2023 Dare to Donate Concert.

The Winter months drew near, as did our Winter Concert Season, with all performances taking place inside the Hanrahan Theatre. Our ensembles were most definitely hitting their straps with QCMF looming and another term of rehearsals under their belts.

Our Junior School musicians had their opportunity to perform this term too, with preparations coming to fruition for our annual Grandparents Day Concert held down in the St Thomas of Villanova Agora. Our Year 5 Band and String Orchestra shared their music from a term of rehearsals, demonstrating their great capacity to listen, follow and work together as a team.

Term 3 commenced with our annual Middle School workshop and our Middle School musicians extended themselves with another rehearsal opportunity during Week 1.

The 32nd QCMF was held in August, and we welcomed almost 14,000 students from around 100 schools. From all reports, the event was very well received by participants and audience members alike.

Our 75th Anniversary Mass for St Augustine, with His Grace, Archbishop Mark Coleridge in attendance was held on August 25 in Goold Hall. The sound of our College singing with great gusto and a quality sound was incredibly moving and a great moment of community befitting the occasion.

We ended Term 3 with our final performances for our 2023 ensembles through the Gala Concert Series in the closing weeks of the term. These performances are always well received with our students enjoying the heights of their 2023 experience post festival, and our community celebrating the contributions of our Senior musicians across their schooling experience.

Our Music Support Group were very well supported through this event, with our team sharing that it was their 'best ever' barbecue and refreshment stall. This was a tribute to their efforts and to the size of audience our students are attracting.

We commenced Term 4 with participation in the 75th Anniversary Gala Ball in Brisbane City Hall. Our Amadeus Chamber Ensemble provided some pre-event music in the foyer, while our Jazz Band, Jazz Combo and Big Band provided some fantastic musical entertainment inside the amazing City Hall itself. It was an incredible opportunity for our young musicians to provide music in such a professional environment, and an amazing space for them to play.



The annual Wieneke Family Music Prize arrived early in Term 4 with the competitive beasts of our music program emerging from the pack to place their entries. With over 50 students participating this year, it is always a brave decision to place yourself in a position for critique and competition in music.

Unfortunately, this large group had to be whittled down to five finalists for each Junior, Middle and Senior School. Our adjudicator who had to make this difficult decision was Mr Craig Kennedy, Director of Music from St Rita's College. Our finalists performed bravely on the Hanrahan Theatre stage to a large crowd. Deliberations were difficult; however Mr Kennedy identified our worthy winners and runners-up in each section.

The first week of November brought around our annual Celebration of Excellence in the Concert Hall of the Queensland Performing Arts Centre. This year, our Chamber Brass, Chamber Winds and Guitar Ensemble 1 shared their music in the foyer for the pre-event show. Our College Drumline opened the evening's proceedings, and we were joined by great performances by our Symphonic Band, Sinfonia String Orchestra and the College Big Band. The music was once again well received and was a credit to the collective efforts of all musicians.

As we moved toward the end of November, we celebrated the upcoming Advent Season with our annual Junior School Christmas Concert and College Christmas Extravaganza. Both these events were convened on the same day in our St Thomas of Villanova Agora. Although it is an afternoon and evening of levity and celebration, it remained another quality musical outing for our young musicians and a great way to conclude what was another fantastic year of music at Villanova College.

THE SOCIAL CLIMATE

Villanova College operates three distinctive precincts or schools: Junior School - Years 5 and 6, Middle School - Years 7 - 9 and Senior School - Years 10 - 12. The significantly different developmental needs of students in the early, middle and senior phases of learning are now well recognised. Further, research indicates the need for approaches to teaching, learning and pastoral care that are specifically designed and structured to meet the needs of students at the different stages of their schooling.

While each school within the College has its own specialised approach, as appropriate to the developmental stage of the students - Villanova remains one College in the Augustine tradition.

The strong Villanova community of parents, teachers, students, Old Boys and friends is being maintained and strengthened. Villanova College's proud academic, sporting and cultural traditions are also being preserved and continued.

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

Junior School

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

As with each of the College's sub-schools, the Junior School has its own precinct in the new St Thomas of Villanova Learning Centre. The Junior School is a community within the larger College community and caters specifically for the needs of boys in Years 5 and 6, while still sharing in the life of the College as a whole.



In 2023, the Junior School consisted of six streams of Year 5 (comprising one class of 26 students and five classes of 27 students). Year 6 had six streams with each class comprising 28 students. Each year level is grouped together to maximise opportunities for socialising, learning, teaching and assessment.

Our teaching and learning approaches in the Junior School are based on research in the fields of cognitive science and psychology. It is also informed by our understanding of the specific learning needs of young pre-adolescent males and is infused with an understanding and appreciation of an authentic Augustinian pedagogy as well as meeting the requirements of the Australian Curriculum.

Middle School

The Middle School at Villanova College aims to provide an engaging and joyful experience of schooling which is specifically suited to the developmental needs of boys in Years 7, 8 and 9.

Based on sound academic research in both education and psychology, the aim of the Middle School is to meet the needs of young adolescent males including:

Identity Relationships Purpose Empowerment Success Rigour Safety

Middle School encompasses a formal program structured around the Australian Curriculum. Students continue to build on their knowledge in the core subjects of English, Mathematics, Humanities, Science, Religion and Health and Physical Education.

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

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

Senior School

In the Senior School, the major organising themes are the later adolescent ones of *individuation and purpose of meaning*.

The psychological process of individuation reflects the adolescent's need to establish his own identity, values and life principles within the supportive framework of his family and his school. Academically, it is a period of diversification for some, and of specialisation for others, according to their needs.

PASTORAL CARE

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

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



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

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

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

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

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

For administrative and organisational purposes each student becomes a member of a House. In all there are four Houses (Crane, Goold, Heavey and Murray). Each Year Level is run by a Pastoral Area Leader supported by many Pastoral Teachers. Pastoral Care (PC) brings together all aspects of College life – academic, social, physical and spiritual. At its centre are quality relationships.

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

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

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

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



PEER MENTORING

In 2023, 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.

SOCIAL AND EMOTIONAL LEARNING

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

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

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

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

Self-Awareness

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

Self-Management

- 2.1 Goal setting skills; short, medium and long term
- 2.2 Resilience; overcoming adversity and managing stress and anxiety
- 2.3 Emotional regulation and impulse control
- 2.4 Attention control and listening skills



- 2.5 Ability to seek help when required and use feedback constructively
- 2.6 Exhibit positive motivation, hope and optimism
- 2.7 Identifying and integrating our faith in working and social relationships

Social Awareness

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

Relationship Management

- 4.1 Develop processes and strategies for making decisions
- 4.2 Establish and maintain friendships with peers
- 4.3 Participate appropriately in group situations
- 4.4 Intimacy skills (becoming emotionally close to another individual)
- 4.5 Practice tolerance and acceptance of individual differences
- 4.6 Use conflict resolution skills and strategies (including negotiation, compromise, de-escalating skills)
- 4.7 Develop and use appropriate communication skills (including awareness of self and others' verbal and non-verbal communication, active listening, assertion)
- 4.8 Resist inappropriate social pressures
- 4.9 Understand and exhibit leadership qualities and skills

Responsible Decision Making

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



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

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

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

SATISFACTION WITH THE COLLEGE

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

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

The College enjoys a high level of parental support and involvement. Parents are always welcome to provide feedback on their degree of satisfaction about the College and frequently do so. Feedback is also obtained from the College Board and the College's Parents and Friends Association. This feedback allows Villanova College to reflect upon its practices and refine and enhance how it operates. As a community we welcome and encourage parental involvement.

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

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

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

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



STRATEGIES USED TO INVOLVE PARENTS IN THEIR CHILD'S EDUCATION

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.

Our 75th Anniversary celebrations provided many opportunities for our College community to come together to celebrate including our Gala Ball and Mass of St Augustine.

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.

Celebration of Excellence

In 2023, students from Year 5 to Year 11 were acknowledged for their academic, sporting and cultural pursuits at the 2023 Villanova College Celebration of Excellence.

The Celebration of Excellence was held at QPAC on Tuesday, 7 November 2023. The evening included a presentation of awards, speeches, music and choral performances.

2022 Graduates' Celebration and Scholars' Assembly

The Year 12 cohort of 2022 have again done themselves proud and given the College community reason to be proud of their achievements. On Thursday 9 February 2023, the community came together as we welcomed back the 2022 Year 12 cohort for the 2022 Graduates' Celebration. Given the nature of the Senior Assessment and Tertiary Entrance system, final subject and overall results are not known until after the end of the school year. With this in mind, the College decided to bring these young men back to the College and congratulate them on their efforts early in 2023.

At the Scholar's Assembly we congratulated our Semester 2, 2022 academic award winners. This assembly acknowledges those students who excelled in the second half of the year. During the Celebration the College's Academic Captain drew upon the theme of effort by not only discussing effort that delivers great results, but also effort that may not result in success but learning. He encouraged all Villanova College students to continue to strive for their best, whatever that best looks like.



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
95.2%	93.6%	93.5%	92.9%	91.3%	92%	93.3%	91.9%	92.98%

HOW NON-ATTENDANCE IS MANAGED

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

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

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

Apparent retention rates from Year 10 to 12 in 2023 -98.9%

NAPLAN RESULTS 2023

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	517 96.4 %	483 96.4%	496 98.8%	510 94.0%	516 97.0%	Villanova College average (Percentage above the proficiency level of 'Needs additional support')
7	570 99.5%	548 94.5%	554 98.6 %	561 97.7%	585 99.5%	Villanova College average (Percentage above the proficiency level of 'Needs additional support')
9	591 95.8%	599 95.4%	582 95.8%	574 93.7%	620 97.4%	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

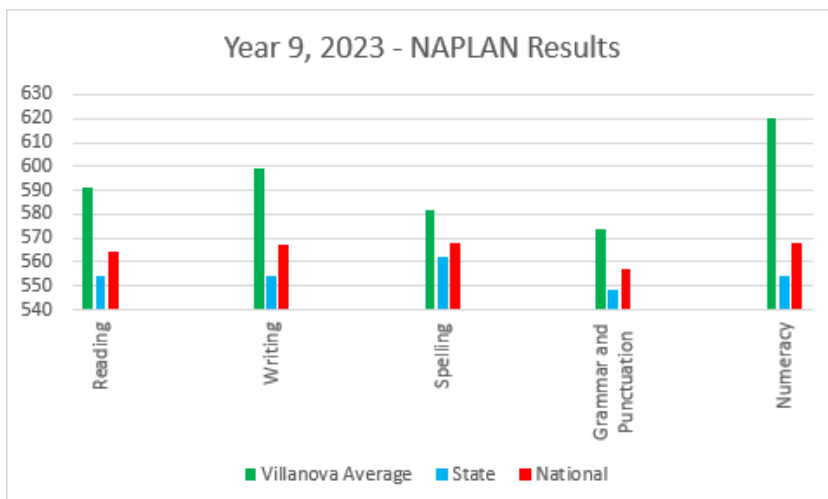
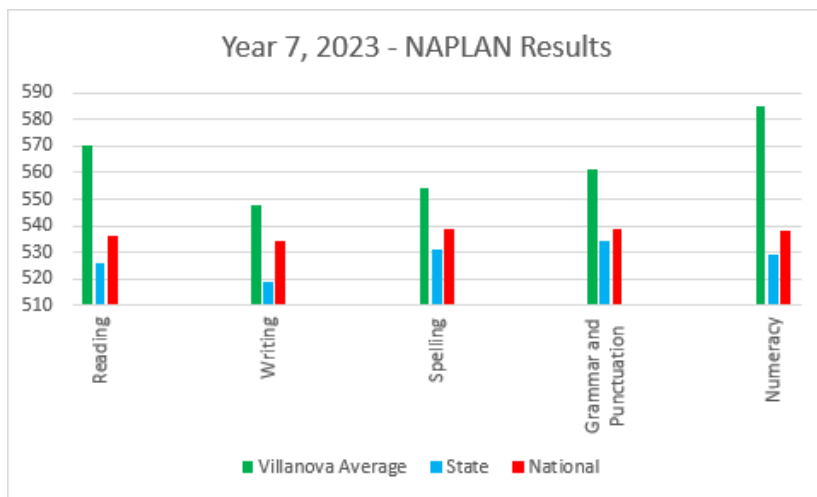
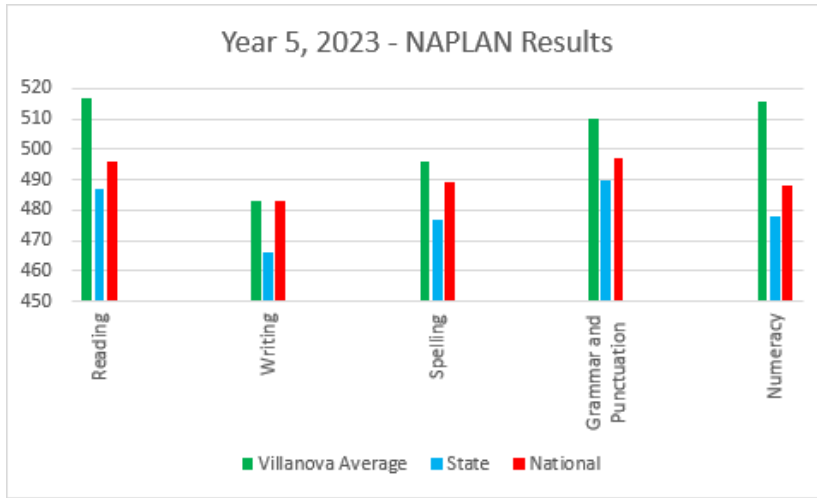
Search by suburb, town or postcode

Sector Government
 Non-government

Under 'Search by school name', type in the name of the school whose NAPLAN results you wish to view and select <GO>.



Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use and Privacy Policy** before being able to access NAPLAN data. If you are unable to access the internet, please contact the College for a paper copy of our school's NAPLAN results.





YEAR 12 OUTCOMES 2023

Number of students who received a Senior Education Profile (SEP)	153 (98%)
Number of students awarded a Queensland Certificate of Education (QCE)	150
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	3
Number of students awarded one or more VET qualifications	73
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	12
Number of Students awarded a VET qualification:	
Certificate I	16
Certificate II	45
Certificate III	32
Certificate IV	0
Diploma	22
Advanced Diploma	0

2023 NEXT STEP REPORT

At the time of publishing this report, the results of the 2023 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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