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Contact Details

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Our College Vision

As a longstanding Catholic school for boys in the Edmund Rice tradition, Parade College will be a vibrant learning community offering best practice education and pastoral care to its members to foster fullness of life and holistic growth for all.

Parade College will continue to grow and seek excellence on these three pillars

**PILLAR 1:** An authentic and vibrant learning community

- We will foster an organisational climate which enhances ownership and engagement by staff, students and parents
- We will seek innovative, creative and effective ways of achieving best practice teaching and learning
- We will promote effective team work to enhance participation and cooperation of all staff in producing excellence in educational outcomes
- We will encourage staff to work in collegiality and mutual support to grow personally and professionally
- We will enhance the opportunities and the capacity of all members for leadership to facilitate holistic learning
- We will promote students taking appropriate responsibility for their own learning

**PILLAR 2:** An inclusive and caring community

- We will promote staff and student wellbeing in our commitment to liberating the talent and character of each individual
- We will refine our capacity to respond effectively to the differing needs and aspirations of our students
- We will ensure that our two campuses are effectively integrated
- We will monitor the effectiveness of the House system of pastoral care
- We will respond appropriately to those in the community who need support in particular ways
- We will invite parents into more effective partnership and provide education opportunities

**PILLAR 3:** A celebrating and reflective community

- We will articulate our vision of Church and the ways in which we express and live our Catholic faith
- We will share and appreciate the stories of the College and its members
- We will acknowledge and take pride in the achievements of all in the College community
- We will be open to ways of improving the life, learning and relationships of all in the Parade community
- We will continue to be aware of and respond with compassion to those in the wider community who need support
- We will promote respect and responsibility for the environment
College Overview

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). Parade College, in common with these schools, takes its inspiration from Br Edmund Rice, founder of the Christian Brothers. The values of the College are enshrined in the Charter for Edmund Rice Schools, and in the College Mission Statement.

The College programs and teaching approaches support and promote the principles and practice of Australian democracy, including a commitment to elected Government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

The College aims to help young men grow into well rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all endeavours.

Our young men are challenged to achieve as highly as possible in their academic studies as they discern the appropriate pathway to their future ambitions. They are also encouraged through the various co-curricular offerings to grow into people of good heart who have healthy self-respect, who value right relationships with other people, and who can offer themselves in service to the needy and marginalized people in our society.

With long experience in responding to the particular educational needs of young men, the College offers many opportunities for growth through its sports programs, cultural activities, service to the community, retreats and liturgies, outdoor education etc. These in turn provide many leadership opportunities.

The pioneer Brothers commenced their education work in 1868 in the hall behind St Francis Church in the city while the site for a permanent school was found and a building constructed. In January 1871 students moved to the new site in Victoria Parade, East Melbourne and the College was officially established. In the 1960s the pressure of numbers gave rise to a search for a new site and in 1968 the College moved to its present expansive site in Bundoora. In 2008 the College embraced a second campus in Preston.

For 143 years the College has responded to the ever changing educational climate and the needs of students. With the advantages of space and accessibility, the College caters to students with a wide range of abilities and ambitions. The College responds to differing needs by offering ‘the best of both worlds’:

- advanced placement classes at all levels for more gifted students
- an extensive support network to assist students with learning difficulties
- encouragement to students to achieve best VCE outcomes for tertiary entrance
- extensive vocational education opportunities for those seeking employment in trades and industry through VCAL, VET and school based apprenticeships

The College’s own facilities and its strong ties with local TAFEs and training providers support a large range of student vocational training and apprenticeships. The College has operated a Trade Training Centre on site since 2010, which provides recognised training in various trades: Electro-technology, Bricklaying and Scaffolding, Building Construction - Carpentry, Plumbing; Floor and Wall Tiling and Furnishings. These courses are auspiced by the Box Hill Institute of TAFE.

The College has a strong pastoral care program. It aims to support students in making good educational choices to achieve to their best potential, and in becoming resilient and wholesome young men as they move through adolescence and make significant life choices. The College offers strong and constant encouragement to students to participate in the wider curriculum (sports, culture, community outreach etc) as a means of wholesome personal growth and social responsibility.
Principal’s Report

The 2012 school year saw the completion of the four year cycle of the School Improvement Framework process in which we have been involved. A panel of former Principals gathered to review the activity of the completed cycle (2009 – 2012) and to validate the directions we propose to take over the next cycle of development (2013 – 2016).

The External Review Report prepared by the panel provided a welcome endorsement of the programs and practices of the College over the last cycle and it seems appropriate to include some quotations from the executive summary of the External Review Report for this year’s annual report.

"As a Phase 2 School Improvement Framework school, it is strongly evident that Parade College is working assiduously to foster fullness of life and holistic growth for all (Mission Statement). College leaders have built a capacity for continuous improvement and are very aware of the College’s present strengths, particular areas for future development and are keen to meet these challenges.”

"The review finds the College effective in all key characteristics which underpin school improvement, with particular strengths in shared vision and goals, professional leadership, building teaching capacity and high levels of team work. It is to be commended for the provision of an orderly and secure learning environment and the provision of excellent learning facilities that cater for the learning needs of students of all abilities, interests and career intentions.”

A. Education in Faith

In addition to all its usual practices for educating in faith, the College has participated in the Enhancing Catholic School Identity (ECSI) survey program and analysed the data intensively to ensure that it is delivering its broad range of programs, liturgies and retreats as effectively and relevantly as possible. The report notes:

"As an integral part of its Mission, the College has worked assiduously to provide faith experiences and knowledge of the Catholic tradition and the charism of Edmund Rice to all members of its community...”

"The ECSI survey provides a more realistic picture of the faith life of the College and notes that the building blocks for maintaining and strengthening the school’s Catholic identity are well in place...”

B. Learning and Teaching

We have continued to challenge students through the “Get Real” program to achieve to the best of their ability and encouraged the staff to use the most modern and engaging teaching strategies possible. The External Review Report summarises the on-going efforts of the College to provide for quality learning and teaching:

"The College sees as essential the need to continue to build and share a curriculum and pedagogy that caters for the understanding and skill needs of the 21st century student, whilst enabling students to see themselves as self-directed, resilient learners who understand the efficacy of assessment as learning. Continuing to instil a culture of high expectations with regard to work standards and work efforts will be necessary.”
In 2012 we have carefully planned the introduction of i-pad technology to commence with Year 7 and 9 in 2013. Particular initiatives in 2012 have included the development of a second hospitality/food technology kitchen, the development of plumbing teaching facilities on both campuses, enhanced brick-laying teaching capacity, an extra science room and a dedicated music laboratory.

"It must be noted that the College’s curriculum provision that caters for the learning and pathway needs of all students is exemplary. In particular, the success of the Year 10 pathways program, VCAL program and Trade Training Centre Courses can never be underestimated in the College’s desire to provide a true sense of achievement and successful learning experiences for all participants and cater for the widest possible career pathways."

C. Student Well-Being
The focus on student well-being remains a strong feature of the College through the House system and the work of the Tutors and House Leaders. In 2012, we have further developed student management practices and enhanced the use of the principles of restorative justice. We have continued to build the capacity for tutors to support students pastorally and we have further extended the support services available to families, especially counselling services. The External Report observes:

"Students feel safe, cared for and mutual respect and positive relationships amongst staff and students abound."

"The College’s emphasis on building a community of learners via its professional learning teams, committees, and opportunities for whole staff professional learning as well as its enhanced emphasis on providing feedback as to work performance via its staff appraisal process is excellent."

D. Leadership and Management
The College continued to operate as efficiently and effectively as possible to ensure the best possible conditions for teaching and learning that our resources can provide and sustain.

"The College executive is aware of its strength in leadership and management. The EREA Renewal Document (March 2011) endorses the College’s sound strategic and fiscal management and most effective organisational leadership. School morale (staff) is strong. There is a positive line in the school, good team spirit, and pride in the school, energy and enthusiasm amongst staff. College leaders are to be commended for their willingness to continue to review programs and processes to ensure continual improvement of the learning and teaching environment via its development of leadership structures related to teaching and learning and student wellbeing and its emphasis on teamwork and staff ownership of a learning community. The College is to be commended for developing a cohesive, visionary, instructional leadership team approach thus moving beyond the organisational and operational imperatives to focus more strategically on the core business of learning and teaching."

E. School Community
The College continues to encourage parents and community organisations to work in partnership with the school to reinforce the sense of the College as a true community of learners. The Old Paradians’ Association is flourishing under its new committee and structures
"College leaders must be buoyed by the parent body’s strong endorsement of its practices and educational opportunities. Fieldwork emphasised the genuine attempts to involve parents in the life of the College and the strong sense of community."

"The Vision and Mission of the College is well known to its community members. It is seen as a living document that powers the College’s strategic direction. This is a real achievement given the subsequent increased student enrolment, parent participation and staffing that ensued from the establishment of the Preston Campus (the former Samaritan College) in 2009 and enrolment of St Joseph’s College students in 2009/2010. The reviewers found that in all SIF spheres, many College practices and policies did reflect its stated Vision and Mission."

DEVELOPMENT IN 2012
Projects undertaken in 2012 include:

- Upgrade of Ambrose Treacy Oval at Preston commenced
- Storm damage repaired on Bunjil Park
- New hospitality kitchen added to Yarangabee Centre
- New front gateway established on Plenty Road entrance
- I-Pad program prepared for staged implementation from November 2012
- Drainage works on southern boundary
- Canteen relocation at Preston
- Improvements to ovals and sports surfaces
- New strategic plan and allied documents ready for next cycle of School Improvement
- Air-conditioning completed at Bundoora.

SUPPORT
I acknowledge the efforts of the many people who have again worked so hard to support the College in 2012:

- Mr Darryn Borg (Chair) and the College Board members and Board committee members
- The Ladies’ Auxiliary and Fathers’ Committee
- The College Leadership team and the many staff planning and review teams
- The Prefect team and other student leaders
- The staff, both teachers and support staff, for their efforts and concern for our students.

Dr Denis J Moore cfc
EdD, MA, MEd, BA, BEd, Grad Dip Ed Admin, Dip T, MACE, MACEL.
Principal
College Board Report

The College Board under the new Chair, Darryn Borg, has sought to maintain a number of the goals and objectives set by the previous stewards in Mr Trevor Corcoran and Mr Rocky Tempone. Specifically, the Board supported the ongoing development of the physical, pastoral and educational aspects of College life.

During a period of global financial uncertainty, the College auditors have seen and have praised the management and application of our resources. It is with this continued mindset, that the Board has approved the commencement of a number of projects including the new teaching kitchen at Bundoora Campus and improvements to the Preston Campus.

It has been pleasing to see the completion of various projects including the air conditioning program at Bundoora, the new College entry and gates, Bunjil Park (the synthetic sports complex), new parking areas, lighting to the driveway and the acquisition of new College buses.

Members of the Board continue to engage with and participate in the Edmund Rice Education Australia (EREA) network. In many instances, Parade is being seen as a model for other schools and colleges to aspire to; this is particularly so in the areas of our pastoral care and learning programs. The Board has continued to participate in the professional development of its members. Included amongst some of the themes have been the ongoing structural changes of EREA, the Literacy Improvement Program being conducted by the College, and the ever changing technological needs of our community.

The Board wishes to publicly convey its absolute support of Dr Moore who continues to inspire and lead the entire College community.

In conclusion, I am joined by all of the Board members in wishing the students continued success in their studies. We extend to the graduating class of 2012, every best wish in their future endeavours and thank their parents for allowing Parade to have partnered in their son’s development.

Chair of the Board
Mr Darryn Borg
Education in Faith

Goals
- To develop a broad goal around students and staff understanding and appreciation of faith in our lives.
- To enhance the Catholic Identity of the College in the Edmund Rice tradition.

Intended Outcomes
- That students can articulate an insight into faith as it relates to their lives through other areas of the curriculum and their personal experiences.
- That students have an appreciation of the etiquette around prayer.
- That increased numbers of students volunteer for social justice action.

Achievements

Religious Education
- Dedicated Religious Education Teachers continued to review and reflect on the pedagogy and content of the Religious Education Program under the direction of the Religious Education Coordinators.
- Prepared and conducted a video conference through the ‘Face to Faith’ Program involving Year 11 Text and Tradition students.
- The Indigenous and Torres Strait Island Team is firmly established and implemented initiatives into the curriculum.
- Integral links within the Religious Education program to the faith and service life of students.
- Regular opportunities for students to pray together in small groups e.g. Tutor period and large groups e.g. College assemblies, weekly Eucharist, concluding Tenete lessons.
- Year 10 Community Action Program and Religious Education Programs continued to be nurtured.
- Interfaith initiatives continued to be supported especially through the Year 10 Religious Education Program with visits to a number of places such as Jewish Synagogue, Islamic Mosque and Buddhist Temple.
- Three year level Religious Education convenors employed to assist the Religious Education Coordinator.
- Supporting the Stand Up for the Millennium Goals.
- Supporting Catholic Education Week.
- Successful fourth year of the Year 9 Program ‘Chill Time’ which focused on students learning meditation techniques, exploring interfaith and ecological practices and developing a personal approach to achieving restorative and spiritual balance in life.
Programs: Students

- Continued the development of the programs which offer opportunities for boys to make the transition into manhood e.g. Rock and Water, Father/Son Night, Mother/Son Night, Mothers’ Day Eucharist, Father/Son Fathers’ Day Breakfast, Grandparents’ Day, Father/Son Autumn and Spring games
- Selected the student representation at World Youth Day.
- Second year of the Year 11 Service Learning Program which encourages students to volunteer for at least 10 hours of Community Service.
- Student fundraising efforts linked with their understanding and commitment to several important causes:
  - Father Bob Maguire Foundation
  - Br Paul Noonan Asylum Seeker House of Welcome – Richmond (Vic)
  - Mary Rice Centre, Nairobi
  - Edmund Rice Camps Vic
- ‘Rock and Water’ program completed by all Year 7 students.
- David Kobler from Choicez Media spoke to Year 11 and Year 10 students on developing positive and healthy relationships.
- Continued work of the Youth Chaplain with students.
- Yarrangabee Games Centre offered at lunchtime on Mondays.
- Two Year 10 students spent time at St James College in Brisbane as part of the EREA Enrichment Program.
- Commemorated NAIDOC and Refugee Week.
- Community Action Centre operating on many occasions in student breaks e.g. lunchtimes.
- Disco for students with disabilities held at Preston campus.
- Near full attendance by all Year 12s on Ministry retreat and Year 11 students on their Leadership camp at Phillip Island.
- College Prefects participated in a Leadership Retreat ‘at the margins’.
- Weekly Community Mass held at the College (at each campus) in which
members of the community are invited to celebrate.

- Christmas Party organised by students for the elderly residents from local nursing homes.
- Continued developing our relationship with our local parishes through such activities as the membership of our local Deanery Committee.
- First student Immersion to Nairobi Kenya reached final stages prior to departure. Ten students participated in the weekly pre-departure debriefs, a trivia night to raise funds, cultural workshops.
- Implemented sporting evening with students from the Parkville Detention Centre.
- Brekky Van into its eighth year of operation serving families from the Heidelberg West area.
- Advocacy events (*The Cage*) occurred to give a voice to the voiceless and raise awareness.
- Continued commitment to the tutoring of students from Refugee background through the St Albans’ Tutoring Program

**Programs: Staff**

- Held a successful program with parents nurturing their spirituality e.g. Retreat held at Amberley
- Two staff participated in a major event being the ‘Ireland Pilgrimage’ led by Andy Kuppe (Assistant Principal – Organisation). This was the second time the program has operated.
- Over 16 staff participated in specific Edmund Rice Education Australia formation programs:
  - Geilee
  - Into The Deep
  - Break Every Yoke
  - Mount Sinai
- Where relevant, all staff received hours towards ‘Accreditation to Teach in a Catholic School’.
- Continued to support staff in gaining ‘Accreditation to Teach in a Catholic School’ and ‘Accreditation to Teach Religious Education in a Catholic School’.
- Continued to promote professional learning programs in Religious Education, faith and theology for staff.
- A number of staff participated in Immersion experiences and assisting them to integrate these experiences into their respective roles within the College.
  - ‘Let’s Talk’ Indigenous Program (2 staff).
- Parade College staff attended the network programs of Directors of Identity.
- Parade College staff participated in a conference regarding implementing Community Action programs in schools.
- Ministry Team (*Director of Ministry and Mission, Religious Education Coordinator, Religious Education Resource Person, Chaplain, Assistant Principal – Identity and Personnel*) met regularly to facilitate the goals in the area of Faith and Religious Education across the College.
- Three staff involved as leaders within the Community Action Program.
- Staff continuing sponsored study in the area of Theology.
- Staff Formation Day focused on the theme of servant leadership and featured input from the Executive Director of EREA, Dr Wayne Tinsey.
- Continue to work with the Indigenous Education Officer through the support of the CEOM.
- Involvement in the EREA Congress with 3 members of the College Executive and the Chair of the Board participating in this significant event.

**Whole School**

- Implemented findings from EREA project ‘School Renewal’ receiving an extremely encouraging report.
- Implemented findings CEOM’s ‘Enhancing Catholic School Identity Project’.
- Continued to support the community in relevant liturgical and pastoral processes for events such as deaths of members of the community.
- Continued implementation of the peace and Justice Framework (EREA).
- Celebrated 250 years of the birth of Edmund Rice with a whole school Eucharistic Mass and games and rides in the afternoon.
- Parent volunteer system for parent child programs continued.
Learning & Teaching

Goals

- To foster a strong focus on student achievement, particularly in terms of the development of literacy and numeracy.
- To enhance student engagement on all levels.
- To further develop the staff’s understanding and implementation of Differentiated Curriculum.
- To continue to develop ways of using ICT across the Curriculum.
- To provide support to the Secondary Literacy Improvement team (SLIP) to roll out Literacy initiatives across all levels of the College.
- To skill a core group of Parade staff in the ‘Cultures of Thinking’ project, in order that the program will be trialled this year with select class groups, and rolled out across the College in 2014.
- To enhance student engagement on all levels
- To trial new ways of engaging students in their learning, with a focus on the use of i-pads in Years 7 and 9.
- To continue to raise student performance across all levels at the College.
- To further develop the staff’s understanding and implementation of Differentiated Curriculum.
- To work towards achieving a VCE median score of 32 and 8% of grades being 40+, by analysing and debriefing of VCE results and challenging the VCE staff.
- To continue to develop ways of using ICT across the Curriculum.
- To continually look at our offerings to ensure that we offer a broad curriculum to meet the needs of our students.

Intended Outcomes

- That boys’ literacy and numeracy improve in Year 7 – 12.
- That the profile of Literacy improvement permeates the College.
- That there is a focus on Literacy across the curriculum.
- That the learning culture of the College is strengthened.
- That the engagement of our students through stimulating learning experiences is constantly increased.
- That student performance across the College continues to be raised.
- That Parade College provides a ‘thinking culture’ in each classroom, whereby thinking is made visible.
- That the boys will become proficient in the use of Technology as a tool to assist their learning and broaden their horizons.
- That staff understanding and implementation of Differentiated Curriculum is further developed.
Achievements

ACADEMIC OUTCOMES
VCE Moderation reports indicate that the Parade staff are marking effectively and at standard. Our results again moved marginally upwards, as they have each year. Our Dux had an ATAR of 99.50 with 15 students achieving an ATAR of 95+. The Median was 31 with 6.8% of all scores 40+. Cross marking occurs across the College and Common exams are scheduled for students at each year level.

LITERACY
The College became a Secondary Literacy Improvement Project school (SLIP) at the commencement of the 2012 school year. A core of staff is being trained in Literacy improvement initiatives, with teams on both campuses. The project is now rolling out to all year levels in the College, featuring ongoing workshops with staff, and work being trialled at each Year level. An audit of the 2012 VCE exam results has been conducted and will form the basis of the work to be done with Literacy at that year level. Already there is evidence in the junior year levels that the new initiatives are showing dividends with the level of writing showing marked improvement.

ICT
We have successfully rolled out i-pads to all students in Years 7 and 9. This is prompting a new approach to teaching and learning, more student engagement, collegiality across the staff, and also has the pleasing effect of reducing the prices of booklists significantly at both year levels.

THINKING CURRICULUM
In addition to the rollout of the 16 Habits of Mind, Parade College has joined the ‘Cultures of Thinking’ project that is provided by the Learning Labyrinth. Eight members of staff will be trained throughout 2013 in various techniques and strategies in order to provide a Thinking environment in each classroom. The program will be rolled out to the entire College in 2014.

FOOD TECHNOLOGY
With the addition of a beautiful new Kitchen, Food Technology has been added to the Year 7 and 9 Curriculum, and is proving to be very popular.

ADVANCED PLACEMENT COURSE
The Advanced Placement Courses are going from strength to strength, providing many fascinating opportunities for the boys. The boys have participated in the Tournament of Minds, the Science Talent Quest, Night of Notables, and a whole range of interesting projects, excursions and the like. At the top end of the College, the boys who have participated in the AP program continue to gain outstanding academic results.

YEAR 9 EXCEL PROGRAM
The Year 9 program that operates each Wednesday has proved to be an excellent program for our boys. There is such a range of offerings in both Personal development as well as Extended Research Learning projects that the boys are fully engaged every Wednesday. A recent survey of all participants found that the program is one of our most successful offerings, with excellent approval ratings.
THE ARTS
Once again, the Visual and Performing Arts at Parade celebrated a hugely successful year, with two outstanding productions, "Jekyll and Hyde the Musical" and "The Matchmaker" along with an excellent student Art show. There is certainly an amazing level of talent at the College.

TRADE AND TRAINING CENTRE
The Trade Training Centre is fully operational, offering more and more courses, further broadening the Curriculum offerings of the College, allowing us to provide excellence in both the Academic and Trade areas.
### PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

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<td>YEAR 7 READING</td>
<td>99.03%</td>
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### YEARS 9-12 STUDENT RETENTION RATE

|                         | 86% |

### MEDIAN NAPLAN RESULTS FOR YEAR 9

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### SENIOR SECONDARY OUTCOMES

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<td><strong>VCE MEDIAN SCORE</strong></td>
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<td><strong>VCE COMPLETION RATE</strong></td>
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<td><strong>VCAL COMPLETION RATE</strong></td>
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### POST-SCHOOL DESTINATIONS

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<tr>
<td><strong>TERTIARY STUDY</strong></td>
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<td><strong>EMPLOYMENT</strong></td>
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Student Wellbeing

Goals

- To maximise students relationships as a basic means of establishing a sense of belonging and mutual respect and provide appropriate levels of support for students in any kind of difficulty.

Intended Outcomes

- That improved student relationships are a foundation for wellbeing and learning.
- That relationships between boys and teachers are the foundation for all interactions and learning at Parade College.
- That the boys are confident, resilient and independent young men.
- That there is a strengthening of the boys’ relationships with themselves and others to enhance connectedness.

Achievements

In Professional Development of Staff understanding of Student Well-Being:

- Continuing to use the student database on e-workspace to track student behaviour.
- Continued Inclusion of Tutor Team Meetings in College Calendar.
- Setting agendas for each meeting which include sharing best practice for Tutor Periods and sessions, and in managing classroom behaviour.
- Commencing the process of change to implement and develop Restorative Practices as a student management tool.
- Planning and delivery of Student Well-Being Professional Learning Day, offering workshops for staff selection on a range of issues in relation to students well-being at Parade.
- Review and delivery of amended policies related to student well-being to staff.

In the Counselling Services offered to assist students:

- Increase in the time allocation of psychologists at both campuses.
- Implementation of Small Groups programs focussing on specific student welfare/well-being issues.
- Appointment of a Team Leader for the Psychology Services Team to commence in 2012.
- Regular meetings to review presenting issues, allocate counselling staff to counsel students.
- Regular clinics with Psychology Services Team to review best practice.
- Presentations to small and large groups of staff on presenting issues to enhance staff understanding and work with students.
- Membership of, and attendance at, locally-based networks on counselling support services in schools.
- Maintaining and utilising services of external agencies to assist students and families of the College.

In the general care and development of students at Parade College:

- Continued development of the database program for student management to more accurately reflect each student’s progress.
- Continued enhancement and development of the tracking process for students’ academic progress, to support them throughout the year:-
  - students “at risk” of academic failure identified with term reports;
  - parents and students required to attend meetings with House Leaders, Tutor Teachers to develop plans of action to manage and improve students’ academic progress;
- student progress checked through meetings with parents mid-term;
- some students placed on contracts for the 2012 academic year with regular reviews built into process, whilst others improved during the course of the year and were no longer considered “at risk” of academic failure;
- continuing development of process to ensure students are choosing appropriate subjects for their skills and aspirations in Years 10 and 11.

- Continued development of the role of VCE Liaison Officer to help support and track student academic progress.
- Inclusion of the VCE Liaison Officer into the Upper House Leaders’ fortnightly meetings.
- Reviewing “Rites of Passage” with each activity and adding/altering as required.
- Introduction of an Assistant Student Welfare Coordinator at Preston.
- Fortnightly meetings scheduled with Preston SWC, Assistant SWC, Pathways Director and AP SW.
- Introduction of student-led Student Support Service, with senior students trained as mentors to assist students throughout the school in well-being issues.
- Continued development of welfare-based issues as the basis for year level assemblies at each year level
  - Year 7 – safe travel on Public Transport
  - Year 8 – cyber-bullying
  - Year 9 – smoking
  - Year 10 – alcohol
  - Year 11 – driver education
  - Year 12 – safe partying/safe driving.
- Continued focus of activities in the Year 8 Activities Week program on cyber-bullying.
- Continued review and development of the Failte Program – Year 12 students welcoming Year 7 students to the College and mentoring them in their first year at Parade.
- Continued planning and review of activities for Year 12 end of school celebrations.
- Maintaining focus on involvement in House activities and developing sense of identity with their Houses amongst the students and staff.
- Maintenance of Homework Club one afternoon per week.
- Applications forwarded to the VCAA for students requiring Special Provision and Special Examination Arrangements.
- Assistance provided to students with completion of Special Entry Access Scheme (SEAS) applications.
- Continued Individual Learning Plans and Program Support Group Meetings for students receiving Literacy, Numeracy, and Special Learning Needs (LNSLN) funding.

In the Intervention Programs offered to enhance students’ learning opportunities:
- Regular meetings scheduled with the Director of Student Support and the Additional Needs Coordinators.
- Provision of assistance to VCAL students at the Trade Training Centre to enhance their literacy skills.
- Review and updating of Curriculum Maps for Intervention Maths and Intervention English.
- Professional Learning for Intervention teachers regarding the Australian Curriculum.
- iPads provided to Intervention teachers and Teacher Aides.
- Professional Learning (internal and external) for Intervention teachers and Teacher Aides with a focus on using the iPad to enhance the learning of students with additional needs.
- Maintenance of regular meetings with the Director of Student Support and the Additional Needs Coordinators.
- Maintaining the provision of assistance to VCAL students at the Trade Training Centre to enhance their literacy skills.
- Participation of three Year 10 students in the CEOM Senior Pathways and Transition Program.
- Continued use of Grade 6 Testing data to identify students with additional needs and to assist with identifying students for Intervention Programs.
- Regular meetings of the Intervention Team, consisting of Intervention teachers and Teacher Aides, with the Director of Student Support.
- New model for Year 7 Intervention English implemented where students with significant literacy difficulties are withdrawn from LOTE for additional literacy support.
- Uploading of Course notes and materials to the College’s Publication Area for student and staff access.

In developing support and understanding of and for our Indigenous students and families:

- Participation in the Collegial School Snapshot.
- Establishment, and regular meetings, of the Indigenous Action Team.
- Regular support sessions between the KEW and Indigenous students.
- Participation of Indigenous Action Team at CEO Indigenous Perspectives PL (2 days).
- Participation of 2 staff in EREA immersion experience, Let’s Talk Indigenous, May 1-7.
- Participation of 2 staff in the College’s Shadow Day where they visited Clonard College and St Joseph’s, Geelong, to learn about their Indigenous programs.
- Ongoing Koorie Education Worker (0.4).
- Attendance of the KEW at the Dare to Lead Conference.
- Participation of the KEW in Program Support Group Meetings for Indigenous students.
- Ongoing fortnightly meetings of the Aboriginal and Torres Strait Islander (ATSI) Team.
- Maintenance of regular support sessions between the KEW and Indigenous students.
- Participation of staff in Lake Mungo Immersion.
- Participation of one Year 11 student in the ASSETSC21 residential program at Flinders University.
- Participation of two Year 10 and one Year 11 Indigenous students in the Australian Indigenous Mentoring Experience (AIME) at RMIT Bundoora.
- Mentoring was provided for one Indigenous student.
- Indigenous students attended the annual CEOM Watta Watnanda Education and Cultural Day in Semester 2 which was run by the CEOM.
- Year 12 Indigenous student attended the CEOM Year 12 Graduation Dinner for Aboriginal and Torres Strait Islander Students (along with his parents and a College staff member).
- Individual Learning Programs and Program Support Meetings are in place for all Indigenous students.
- Intervention and Advanced Placement programs available to all Indigenous students.
- $2400 (CEOM funding per student) offered to support Indigenous students which could be used for external tutoring or school-based programs.
- Year 8 Intervention English students participated in the Proud Race initiative.
- An afternoon tea for Indigenous parents and students – to introduce and meet the KEW - with the ATSI Team was held.
- Participation of staff and students in the Caritas Day: Walk as One.
The CEOM Education Officer – Aboriginal and Torres Strait Islander Education addressed Year 10 Religious Education students re Aboriginal Spirituality.

Workshop provided at the College’s Staff Formation Day with a focus on Indigenous Spirituality.

Reconciliation Week activities.

Observance of the Commemoration of the National Apology and Sorry Day.

Maintained the awarding of the Indigenous Symbolic Torch to the “eldest” Indigenous student – conferred at College Assembly.

Acknowledgement of Country protocol used at College events, assemblies and celebrations.

Information regarding traineeships and post school options regularly forwarded to Indigenous students’ families.

Assistance provided with completion of Special Entry Access Scheme applications.

Development of a Curriculum Proposal for the Year 9 ExCEL Program.

Aboriginal and Torres Strait Islander flags permanently flying at the entrance to both Campuses.

In the Advanced Placement Program to enhance students’ learning opportunities:

- Decision to appoint an Advanced Placement Coordinator for Preston Campus for 2012.
- Regular meetings scheduled with Bundoora AP Coordinator and the DSS.
- Decision to provide single subject acceleration in Maths / English at the Preston Campus for 2012.
- Advanced Placement Coordinator for Preston Campus commenced.
- Fortnightly meetings with the Director of Student Support and the AP Coordinators.
- Review and updating of all AP Curriculum Maps.
- Regular meetings scheduled with the AP Coordinators and the AP Team.
- The AP Coordinator Preston Campus completed the CEOM 5 day PL program: International Best Practice Provisions for Gifted Students.
- Four students won bursaries in the Science Talent Competition and eight others won Merit Awards.
Merit Award Winners Science Talent Search Bundoora

- AP students excelled in a variety of Mathematics competitions and challenges including the Aurecon Bridge Building Competition.
- AP students were awarded Bronze and Silver Medallions for their CSIRO experiments.
- AP students excelled in Tournament of Minds and were awarded Honours.
- Night of Notables was offered at both campuses and is one of the most popular extra-curricular offerings with both parents and students.
- Continued participation in the Radio program offered via the SYN FM station at RMIT.
- The Grade 5/6 Enrichment Program was implemented each Semester with student participation levels continuing to increase.

Night of Notables

In the provision of Specialist Services to students

- Implementation of the Language Skills Development Group (therapy sessions) for students with significant language difficulties.
- Close monitoring of students’ results by the Psychologist and Speech Pathologist to identify at-risk students who may benefit from an assessment.
- Continuation of cognitive and academic assessments administered by the Psychologist to identify students’ learning strengths and challenges. Parents provided with an Assessment Report and students’ teachers advised of Teaching and Learning Recommendations which are also uploaded to eWorkspace.
- Inclusion of Speech Pathologist in Secondary Literacy Intervention Program meetings.
Continuation of oral language assessments administered by the Speech Pathologist to identify students’ learning strengths and challenges. Parents provided with an Assessment Report and students’ teachers advised of Teaching and Learning Recommendations which are also uploaded to eWorkspace.

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>95.23%</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.93%</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.94%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.86%</td>
</tr>
<tr>
<td>Overall</td>
<td>94.49%</td>
</tr>
</tbody>
</table>

### Non-Attendance Management

- Attendance is marked each lesson, each day;
- Once three days of non-attendance is reached in the one week, Tutor Teachers are required to make contact with the family to establish reasons for non-attendance;
- Attendance over each term is monitored;
- Families are required to provide, in writing, an explanation as to non-attendance on the student’s return to school – medical certificates are required for VCE students;
- Where contact with the family cannot be made by the usual means of email, phone contact etc, registered letters are sent to the parents’ address;
- Where non-attendance may merge as an on-going issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (eg: CAMHS units, headspace), return to school negotiated over period of time with graduated re-entry arrangements, changes to subjects etc;
- If non-attendance process does not result in the student re-engaging, alternative education settings and contexts are explored with the family, student, and counselling services such as enrolling with the Distance Education School, TAFE, etc.

### VALUE ADDED

- Delivery of the re-developed Failte Program – Year 12s welcoming Year 7s.
- House Assemblies at the beginning of the school year to introduce new staff to the College and to launch the House Cup and Committees for the year.
- Lower Tutor Teachers attending Year 7 family and parent functions in Term 1.
- Tutor Teachers in all levels contacting new families to the school.
- Parent-Tutor Night in Term 1 – parents meeting with Tutor Teachers.
- Tutor Team Meetings with regular agenda item of best practice case studies.
- Commencing the process of change to implement Restorative Practices as a student management tool.
- Student Welfare PL Day for staff on student well-being issues.
- Student-led House Assemblies.
- Student-led House Committees and activities.
- Student-led College Assemblies.
- Introduction of Senior Students as mentors for Student Support Network.
- Professional Learning for whole staff to support students with Autism Spectrum Disorder.
- Opportunities for Indigenous students to get together to strengthen their sense of cultural identity.
- Participation of Year 11 student in the ASSETS C21 program.
- Participation of four Year 12 students in the Infinity Leadership Conference.
- Participation of Advanced Placement students in SYN FM: Schools On Air (radio training program).
- Pre and post testing of students in Intervention programs continues to show growth in the acquisition of literacy and numeracy skills.
- Participation of Indigenous students in the Australian Indigenous Mentoring Experience (AIME) and the ASSETSC21 Program.
- The Koorie Education Worker and the Aboriginal and Torres Strait Islander (ATSI) Meetings have seen an increase in opportunities for Indigenous students to strengthen their sense of cultural identity. In turn, nonindigenous students have developed an enhanced appreciation of Indigenous culture.
- Participation of Advanced Placement students in extracurricular activities, competitions and challenges.
- Former AP students comprised almost the entire cohort of high achieving VCE students. They also aspire to Leadership positions within the College including Prefects and College Captain.
- Increasing number of students attending Homework Club.
STUDENT SATISFACTION

According to the School Improvement Survey (2012), the Student Engagement Index for the year was 4.5 percentage points higher than the target set for last year. This is indicative of the trend over the last few years of results, of an upwards trajectory for Student Engagement. This is not a surprise to us, as anecdotal evidence, results from other survey processes, both external and internal to the College, and our own experience of our students would suggest that students enjoy their time at Parade College.

We continue to enjoy large participation rates of students in a range of extra-curricular and volunteer programs during the school year, ranging from our Brekky Van to West Heidelberg each Tuesday morning, tutoring at St Albans each Monday night, to Blood Bank donations and the Annual Christmas Party for the Elderly, to name only a very few.

Annual Staff Appraisals include written student surveys, as well as the opportunity for students to meet with the Appraisal Panel to comment on their experience of the staff being appraised. External panel members comment on the honest, constructive and insightful observations of the students, which generally reflect appreciation for the efforts made by the staff in their education and care.

An increasing number of our Year 12 VCE students continue to achieve outstanding results in their final exams, with growing numbers being presented to, and celebrated at, the first College Assembly of each year as having achieved an ATAR in excess of 95 points. These Old Paradians actively seek out their former teachers that day, to express their thanks and to re-shape the relationships already formed as they move into the next stage of their lives.

The Advanced Placement students are proud to be part of the AP program. They display positive attitudes and strive to achieve high results. Feedback from parents has always been positive and remains so. The extra-curricular activities such as Tournament of Minds, SYN Radio training and Night of Notables attract high praise and satisfaction from both parents and students.

Interest in the AP program is high with the number of applicants exceeding the number of available places. Once students are part of the AP program very few, i.e. less than 3 or 4 at most at all year levels in any one year, withdraw.

There is ongoing demand from parents and students with additional needs to be included in the Intervention programs.

At Program Support Group Meetings, feedback from parents of students who receive LNSLN funding is generally very positive.

Involvement of Indigenous students in extracurricular activities such as ASSETSC21, AIME, the CEOM Watta Watnanda Education and Cultural Day, and regular support sessions with the KEW; feedback from parents and students is positive.
Leadership & Management

Goals

- To ensure by all possible means a staff professional climate that is characterised by shared leadership and decision making and a focus on continuous improvement.

Intended Outcomes

- That the capacity for leadership throughout the staff will improve.
- That College leadership models exemplary professional learning to all staff.
- That staff learning will improve.
- That we improve opportunities for staff participation in decision making.

Achievements

1. The capacity for leadership throughout the staff improved.
   i. A policy of minimising commitments to new ventures was implemented.
   ii. LAL leadership and responsibility was fostered.
   iii. A Five Year Strategic Plan for Building Development was created.
   iv. The sports improvement program was implemented by (i) encouraging Director of High Performance in his role; (ii) developing the all-weather sports facility on the College oval (iii) encouraging ACC involvement and celebrating success.
   v. To sustain “Operation Get Real” for 2012, especially by (i) promoting access to 40+ passes (ii) re-asserting homework policy (iii) focus on importance of Year 10 and Year 11 preparation.
   vi. Actively promote the theme of Hospitality throughout the year.

2. That College leadership models exemplary professional learning to all staff.
   i. To continue developing the Staff Appraisal Process.
   ii. To continue to develop a model of professional learning specific to school officers.
   iii. To review the nature and scheduling of Staff Meetings.
   iv. To further empower the PSST to model and support by (i) including some time in their loads (ii) promoting their work amongst staff.

3. That Staff learning will improve.
   i. To provide staff with encouragement and skills to seek opportunities beyond the College.
   ii. To encourage participation in networks etc.
   iii. To foster the leadership within the staff to ensure the continuing development of appropriate pedagogies for optimum learning for boys; (i) work with staff in PD on ways of motivating students and ensuring stimulating teaching and learning (ii) further develop individualised learning for curriculum differentiation; (iii) further leadership opportunities and training experiences for staff.
   iv. To continue to evaluate and adapt programs to ensure best learning outcomes: (i) finalise roll out of Classroom desktop computers to all classrooms; (ii) Introduce a managed and comprehensive wireless network to improve teacher mobility in their teaching and learning.
v. To fully utilise parent portal capacity by consolidating the electronic dissemination of Newsletter and Tenete in 2012.

vi. To facilitate the selection of 2012 subjects by students online to improve efficiency, reduce input errors, tighten timelines and ease time required to transfer to Timetable.

4. That we improve opportunities for staff participation in decision making.
   i. To review staff meeting schedule for consultation/feedback to ensure staff meetings provide opportunities for interactivity.
   ii. Encourage maximum use of computer and ICT availability with appropriate care and safeguards, make available Computer Tablets, that is an iPad 2 to all Teaching Staff, with a view to stimulate and extend student learning.

5. Develop marketing which communicates clearly the many success areas of the College in key areas.
   i. Review electronic distribution of newsletters;
   ii. Develop strategic marketing strategy.

6. Use the Edmund Rice Education Charter Review and the SIF Analysis to evaluate and refocus the effectiveness of the College in its mission, especially in spiritual growth.

7. Empowering Local Schools Initiative: The amount of funds received in 2012 was approximately $50K and to date approximately half was tagged for expenditure. The College has focused on building leadership capacity in the area of “coaching”.
4. Healthy staff retention numbers maintained (no of staff retained from 2012 – 2013)

![Staff Numbers Maintained](chart1.png)


![Staff Retention Percentage Maintained last 3 years](chart2.png)
### 5. Teacher Qualifications – 2012

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2.72%</td>
</tr>
<tr>
<td>Masters</td>
<td>19.73%</td>
</tr>
<tr>
<td>Graduate</td>
<td>43.54%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>10.88%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>86.43%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>20.41%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>
### 6. Professional Development Expenditure

<table>
<thead>
<tr>
<th>Professional Development Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry</td>
<td>270.00</td>
</tr>
<tr>
<td>Development Office</td>
<td>1,287.00</td>
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<tr>
<td>Curriculum</td>
<td>336.36</td>
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<tr>
<td>Library</td>
<td>354.54</td>
</tr>
<tr>
<td>Art</td>
<td>1,003.64</td>
</tr>
<tr>
<td>English</td>
<td>1,629.89</td>
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<tr>
<td>SOSE</td>
<td>1,200.01</td>
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<tr>
<td>Information Technology</td>
<td>359.09</td>
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<tr>
<td>Maths</td>
<td>769.55</td>
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<tr>
<td>RE</td>
<td>770.00</td>
</tr>
<tr>
<td>Science</td>
<td>1,558.64</td>
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<tr>
<td>Technology</td>
<td>629.09</td>
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<tr>
<td>LOTE</td>
<td>616.36</td>
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<tr>
<td>Drama</td>
<td>163.64</td>
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<tr>
<td>Health &amp; Rec</td>
<td>1,318.18</td>
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<tr>
<td>Sport</td>
<td>670.34</td>
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<tr>
<td>VET</td>
<td>1,990.91</td>
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<tr>
<td>VCAL</td>
<td>263.64</td>
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<tr>
<td>Music</td>
<td>401.98</td>
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<tr>
<td>Food Technology</td>
<td>27.27</td>
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<tr>
<td>SSS</td>
<td>1,521.83</td>
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<tr>
<td>Building &amp; Grounds</td>
<td>1,640.78</td>
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<tr>
<td>Admin</td>
<td>47,689.73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66,472.47</strong></td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012


NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 165

AVERAGE EXPENDITURE PER TEACHER FOR PL | $595

**Note:** PD Admin expenditure includes LINC project, Staff Professional Development Days, Anaphylaxis Training, Synergetic training.

All staff participated in Professional Development with an average expenditure per staff member on Professional Development of $595. (This does not include the replacement costs for teachers.)

1. Complete round of performance completed (3 yr) and process review for new round commenced the second phase this year
2. Further strengthening of mentoring and induction programs
3. Many inclusive activities organized for both staff and students of both campuses
4. SIF reports indicate improvement in significant areas and a high level of teacher satisfaction
5. Staff Qualifications have been improved.

7. **Staff Attendance Rate - 2012**

![Staff Attendance 2012 Chart](chart.png)

- Sem 1: 95.98%
- Sem 2: 95.48%
- Overall: 95.72%
### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>165</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>119</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>56</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>22</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
College Community

Goals

- To develop a school community characterised by strong and active partnership with parents and the wider community.

Intended Outcomes

- That the general level of parent participation and their sense of belonging to the College community increases.
- That the participation and involvement by the parent and wider community in College life continues to grow.

Achievements

- Old Paradians’ Association continues to grow.
- Old Paradians’ Association Executive Officer continued to be part of the Marketing and Development Committee further enhancing the broader community connections.
- Retreat experiences for parents conducted at Amberley Retreat Centre.
- Further highlighting of student achievements in Newsletter and on the Website.
- Gallery of photos regularly updated on the website so community members can celebrate achievements.
- Continuing improved communication with parents especially via the Parent Portal.
- Strong contribution by Ladies’ Auxiliary and Fathers’ Committee in supporting College life.
- Mother/Son and Father/Son activities well attended.
- Parent education opportunities.
- Year 7-9 Father Son Sports Night engaged the community in a range of activities.
- 5th year of METEC Driver Education program run with support of Fathers’ Committee and the College.
- Continued links with Primary Schools in terms of primary school visits and transition program.
- Working Bees at both campuses well attended.
- Continuation of a Fathers’ Day Breakfast with Year 7 families.
- Raising funds of almost $3000 for Bahay Tuluyan, a home for street kids in the Philippines.
- Continued implementation of a Schools First Grant of $25000 for the Year 10 science project ‘Sowing the Seeds of Science’ in partnership with La Trobe University.
- Began involvement in the Youth and Philanthropy Project run from the Lord Mayor’s Trust for Charitable Works.
- EFM Gym continues to operate at the College.
- Netsports continues to manage the use of the sporting facilities outside normal College operation times.
- Received a $50,000 grant under the National Partnerships funding.
- Development of Waterford Garden Project and Hen House.
PARENT SATISFACTION

There are several ways in which the College gains feedback from parents regarding their satisfaction levels:

- SIF Parent Surveys
- EREA School Renewal Program
- Parent Teacher Student Interviews
- House Leader, Tutor Teacher and Subject Teacher meetings with parents
- Communication with parents
- Evaluations by parents following events
- Year 7 Parent Survey Questionnaires
- Discussions with parent bodies namely Fathers’ Committee and Ladies’ Auxiliary.
- Dare To Lead Program
- ‘Get Real’ Review

As partners with parents in the education of their children, the College is always looking to develop our relationships with parents.

Parents report high levels of satisfaction with the College across a number of areas.

- Pastoral care and communication within the College
- Social Justice/Community Action projects
- Academic Programs
- Extra Curricula activities
- Provision of genuine and robust pathway into VCAL
- Transport Options
## Financial Performance 2012

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td><strong>6,539,172</strong></td>
</tr>
<tr>
<td>Other fee income</td>
<td><strong>500,855</strong></td>
</tr>
<tr>
<td>Private income</td>
<td><strong>826,888</strong></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td><strong>3,802,212</strong></td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td><strong>13,437,777</strong></td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>25,106,904</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td><strong>25,839,085</strong></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td><strong>16,736,565</strong></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td><strong>9,102,520</strong></td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>2,135,160</strong></td>
</tr>
<tr>
<td>Government capital grants</td>
<td><strong>229,731</strong></td>
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<tr>
<td>Capital fees and levies</td>
<td><strong>1,896,243</strong></td>
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<tr>
<td>Other capital income</td>
<td><strong>9,186</strong></td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>2,135,160</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>702,751</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>5,434,787</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>3,987,836</strong></td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

Parade College will continue to challenge students to achieve to their highest potential and to seek best possible educational outcomes, academic or vocational.
- Complete tablet technology implementation to equip each student with an i-pad and appropriate infrastructure.
- Sustain the opportunities for advanced placement for high achieving students and celebrate the academic successes of students at all levels.
- Maintain excellent student support services and quality staff to help students with learning difficulties.
- Ensure that students, supported by their parents, take responsibility for their own learning and the development of effective habits of study.
- Maintain the emphasis on optimising student outcomes established through the ‘Get Real’ Program.

Parade College will continue to offer the fullest possible range of co-curricular opportunities for students to achieve holistic education and become well-rounded individuals.
- Maintain a large range of opportunities for student performance in music, drama, dance, and arts.
- Nurture the efforts the High Performance Director (Sport) in his role of promoting quality coaching and effective student involvement in sports.
- Further upgrade sports facilities and extend sports offerings through the Fitness Centre and new all-weather soccer, tennis and athletics facility beside College Hall.
- Enhance local community involvement by strengthening the relationship between Old Paradians and allied sports clubs for increased participation by our boys.

Parade College will continue to offer students “the best of both worlds” by developing courses and resources for both academic excellence through VCE and quality vocational training through VCAL, VET and ASBA.
- Continue through the Trade Training Centre to foster training in a range of building trades to Certificate Levels 11 and 111.
- Maintain a wholesome range of offerings in alternative pathways to VCE and assist parents and students in making appropriate choices.
- Enhance existing partnerships with training providers and seek to re-register the College as an RTO in its own right.
- Involve the Old Collegians Association in mentoring students in careers education and employment opportunities.

Parade College will further enhance the professional development of its staff to ensure teaching responsive to the interests and learning styles of developing young men.
- Provide high quality ICT support and facilities to staff and students to foster effective learning in all areas of the College.
- Encourage high quality professional development for staff to develop teaching styles suitable to boys’ ways of learning.
- Enhancement of the House/Tutor system to ensure high quality pastoral care to foster well-being and resilience in the students.
- Promote leadership opportunities for staff and students at all levels.

Parade College will further foster the spiritual development of the students in an environment inspired by Catholic tradition and the values of the Christian gospels.
- Sustain and enhance the valuable retreat experiences for the senior students and offer a variety of immersion experiences for staff and students.
- Foster the prayer and liturgical life of the students with varied and well prepared experiences.
Appendices

Compliance Certificate II

Item 7

Proportions of students in Years 7 and 9 meeting national reading, writing, spelling and Numeracy benchmarks.

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<thead>
<tr>
<th></th>
<th>% At or Above Benchmark (Band 4+)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td></td>
</tr>
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<td>Reading</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>Numeracy</td>
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<table>
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<th>% At or Above Benchmark (Band 5+)</th>
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</tr>
<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
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Item 8

Changes in benchmarks results from the previous year

**Year 7**

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<th>Year 7 DOMAINS</th>
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<th>2012 % At &amp; Above Benchmark</th>
<th>Change from previous Year</th>
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<tbody>
<tr>
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<td>99%</td>
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<td>-2.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>94.3%</td>
<td>93.7%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Spelling</td>
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<td>1.1%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.5%</td>
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<td>-0.1%</td>
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<tr>
<td>Numeracy</td>
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<td>97.6%</td>
<td>-0.7%</td>
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</table>

**Year 9**

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<tr>
<th>Year 9 DOMAINS</th>
<th>2011 % At &amp; Above Benchmark</th>
<th>2012 % At &amp; Above Benchmark</th>
<th>Change from previous Year</th>
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<tr>
<td>Writing</td>
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Item 9

Value Added

2012 marked the 250th anniversary of the birth of Blessed Edmund Rice, founder of the Christian Brothers, and the 100th anniversary of the passing of Brother Ambrose Treacy, founding Principal of Parade College. While the college commemorated these significant milestones of those long passed, it is the continuing relevance of their work as lived through today’s Parade students and staff that is truly to be celebrated. In his opening letter to staff in 2013, EREA director Wayne Tinsey wrote

*Generations of Christian Brothers, going right back to the initial work of Edmund Rice in Ireland and pioneers in Australia such as Br Ambrose Treacy, have stressed that our schools must be founded on the Gospel priorities of inclusion and special concern for young people at risk of being left behind ...*

*Our schools expand the notion of excellence beyond the academic, cultural and sporting domains, as important as they are to holistic education. An excellent Catholic school in the Edmund Rice tradition celebrates success and potential in all domains of the formation of a young person. All are nurtured towards fullness of life.*

The ways in which Parade college ensures our students are indeed “nurtured towards fullness of life” are particularly evident in the “Value Added” life of the college, i.e. the lifeblood activities that go well beyond our student’s academic needs and development, that separate Parade College from the systemic Government secondary colleges. As Dr Tinsey further notes,

*It is a living tradition; one which is prepared to move with the priorities and signs of the times. To the core priorities of service and deep commitment to social justice, in recent times the Christian Brothers have proposed that advocacy, speaking for the voiceless, should also be a priority.*

Parade College’s 2012 motto is that we provide “A world of opportunities for young men”. The following is a list of the activities and achievements Parade College has valued, where our students have been offered and responded to the opportunities for formation – to develop their philanthropy, spirituality, and other personal and cultural values – in our College community and the broader community, with our “world of opportunities” recognised in our 2012 yearbook, the Paradian:

- The Parade Prefect group raised over $12,000 for the Leukaemia Foundation through participation of over 100 students and staff in *The World’s Greatest Shave*.
- Founder’s Fortnight and the Solidarity walk also raised funds for four different charities: Edmund Rice Asylum Seekers Projects, *Bahay Tuluyan*, Father Bob Maguire Foundation, Edmund Rice Foundation for Overseas Mission, and Edmund Rice Camps ($1,400).
- Other fundraising efforts during 2012 included:
  - Donations of over $10,000 were raised for Project Compassion, through a combination of donations and student & teacher-run fundraising events
- A major focus of developing ‘well-rounded individuals’ continues to be our COMMUNITY ACTION program, which is involved in over 30 organisations in our local community. In 2012 the highlights included:
  - Parade’s celebrated Brekky Van initiative (Whittlesea Leader’s School Community Award for 2007) continued to rise to the challenge at 7am each
Tuesday morning during term time to serve up laughs, good conversation and a hearty breakfast for the community of West Heidelberg’s Olympic Village.

- Students acted as ‘tin-shakers’ for the Red Cross CBD Tin-shake, raising over $1000 in a couple of hours.
- Students and staff spent 24 hours exposed to Melbourne’s weather isolated in ‘The Cage’ to raise funds and awareness for Asylum Seekers, working with the International Detention Coalition to also highlight the cause of Asylum Seekers on BBC World Radio and through YouTube.
- The junior committee’s annual Disco@Parade (an Easter-themed party), for our friends in three local Special Developmental Schools, was again an outstanding success, expanding to the Preston campus for a “Pirate Party”.
- A growing number of volunteers organized to take groups to the Northern Donor Centre to donate blood as part of the Blood for Life campaign.
- The Christmas Gift Appeal

- Games@Yarangabee continued to welcome and entertain Year 7s throughout the year.
- A committee of VCAL students trained, organised and hosted the annual Churinga versus Brimbank Football Picnic day for intellectually disabled adults. They were supported by Community Action students.
- Elderly football fans from local nursing homes were hosted by students at a senior ACC Footy match.
- Parade students supported Legacy, raising funds through the sale of legacy badges for both ANZAC Day and Remembrance Day.
- Students subsidised, organised and hosted our annual Christmas Party for 140 of our elderly friends and 60 of their carers from 25 nursing homes.
- VCAL students worked as SCOPE Victoria Young Ambassadors and assisted at St Alban’s Primary School.
- Students raised $300 for the Diamond Valley Royal District Nursing Association for wound care packages for the local elderly.

- As part of Parade College’s ongoing commitment to the refugee tutoring service at St. Albans’ Uniting Church Hall, our students volunteer to meet and tutor Afghani, Vietnamese, Somali and Sudanese students who are recent arrivals in Australia, after being refugees and enduring considerable stress in relocating from their original countries.
  - Also, in 2012, every Year 8 class travelled to St. Albans as part of the joint VCAL/Community Action/Ministry Team initiative. Our Year 8s each experienced a memorable and eye-opening day of meeting refugees, hearing their stories, working with local primary school students, having a restaurant meal and sharing Eucharist together.

- In addition to student awareness and participation, staff were involved in immersion & solidarity experiences in India, Africa and outback Australia (Lake Mungo).

- At Year 10 all students participate in the Community Service program, expanding it in 2012 to including the ‘Red Cross Youth Challenge’, undertaking volunteer work one afternoon a week for a term in over 40 local agencies. Edmund Rice Pathways Program students took place in year-long placements.
  - Student bands played for the annual “7 and over” birthday party
  - Students helped build a garden for dementia patients, appearing on the related Channel 31 television program

- The Edmund Rice Pathways Program (ERPP) in Year 10 provided an alternative, vocationally orientated program prepare students for VCAL and VET programs.
vcal students involved in radio-broadcasting at SYN-FM

vcal students collected coats and clothing for the Salvation Army Winter Coat ‘Off Your Back’ collection.

darebin vcal youth forum highlighted the contribution of our vcal students to the wider community.

year 10 erpp students assisted in the beautification of the grounds of sacred heart parish and St Alban’s primary school.

A group of vcal students made the semi-final in the RACV road safety advertisement competition

• Year 9 exCEL program – Excellence through Creative and Enhanced Learning – continued to offer a variety of extended learning projects, as well as learning4life, a series of personal development seminars.
  o The Year 9 ExCEL Program takes place on most Wednesdays throughout the year.
  o The learning4life seminars are a chance for students to develop their awareness of and skills for living as teenagers (and beyond) in the 21st century. Each offering consists of 5 half-day seminars.
  o The extended learning projects provide students with the chance to explore a specific area of interest in an in-depth way, with off-campus excursions that frequently involve students developing and practising independent learning and travel skills. Students work towards a significant research or production piece for presentation and assessment at the conclusion of each 7-day program. Most programs involved significant interaction with the wider community.
  o Programs integrated students from both campuses and were held at both campuses, ensuring the entire year level had the chance to co-mingle as well as offering all Year 9 students the chance to familiarise themselves with their ‘non-home’ campus.

• At the Night of Notables, our Year 7 Humanities Advanced Placement students each chose an eminent person to research, constructing a Wiki about the notable, then presenting an evening in character and dressed as that notable person.

• The “Failte” (Gaelic for “Welcome”) program sees Year 12 students mentor, guide and befriend Year 7 students and participate in many activities together throughout the year.

• Advanced Placement students also participated in programs such as:
  o The Tournament of Minds.
  o Radio broadcasting on RMIT’s SYN-FM.
  o CREST science awards (run by csiro).
  o Aurecon Bridge Building competition.
  o Science Talent Show.
  o Annual Mathematics Game Day.
  o The Mathematics Challenge.
  o Scientists in Schools.
  o STAV Science Talent Quest.
  o CSIRO CREST.
  o Mathematical Modelling Challenge for School Students.

• Students participated in Indigenous education programs such as:
  o Australian Indigenous Mentoring Experience.
- Watta Watnanda Education and Cultural Day.
- Aboriginal Summer School for Excellence in Technology and Science.
- The Proud Race initiative.
- NAIDOC week activities.
- Further developing the Indigenous Garden at Bunjil Park.

- LOTE Italian students celebrated achievements in the Dante Alighieri Italian poetry competition and the VATI Italian Performing Arts Competition.
- The 'Rock & Water’ program that ran in Year 7 adds significantly to boys’ self-confidence and resilience, and is also offered at Year 9 as part of the ExCEL learning4life seminars.
- In Years 11 & 12 our students participate in formal Retreat experiences that take them out of their ‘comfort zone’ and expand their teamwork, solidarity and spirituality.
  - The Year 12 Tenete retreats involve working with Sacred Heart Mission, St Vincent De Paul and Rosie’s soup vans, as well as centres for people with various disadvantages and disabilities.
  - Year 11 retreats use the theme of 'Leadership', placing students in teams for a variety of challenging outdoor activities and reflective sessions
  - At Year 10 the opportunity is given for students and their father (or another significant male in their lives) to participate in the 'Being a Man ... Becoming a Man’ program.
- We run an extensive Leadership programs at Year 11 for those who are considering apply to become a Year 12 Prefect
- Students took part in the Lord Mayor’s Charitable Foundation “Youth in Philanthropy” project, empowering them to investigate how charitable funds are dispersed and making decisions about grants to the local community
- Specific evenings and opportunities for sons to engage more effectively with their parents were well attended:
  - Year 7 Mother and Son evening.
  - Year 8 Father and Son evening.
  - The Year 7 – 9 Father-Son games evening (run by Year 12 Sports prefects in conjunction with the Fathers’ Association)
  - Year 10 'Being a Man Becoming a Man’ (BAM-BAM) program.
  - The annual METEC Pre-Learner Driving course, allowing fathers and sons to begin a safer journey in driver education.
- Outdoor education opportunities included:
  - Year 10 students participated in an Outdoor Education camp in the High Country at Gippsland
  - Year 9 students participated in an Outdoor Education camp at Anglesea and in preparatory activities in Year 9 ExCEL
  - Year 7 students participated in an activities and orientation camp.
- Overseas experiences available to our students include:
  - World Challenge Expedition, a trip organised and funded by students, spent 28 days in Nepal.
  - Japan Exchange Trip to our sister school Takada high School.
  - The Italian Cultural Trip.
  - New Zealand Basketball Trip.
  - Two students spent two months living in France on exchange.
• The Parade College 2012 co-curricular program included the following,
  o Tournament of the Minds.
  o Debating
    ▪ ACC Debating and Public Speaking Competition.
    ▪ DAV Debating competition.
    ▪ VCAA Plain-speaking Competition.
    ▪ Legacy Public Speaking Competition (runner-up).
    ▪ DAV Public Speaking Competition (preliminary finalists).
  o Chess.
  o Drama productions, including ‘The Matchmaker’.
  o The Musical ‘Jekyll & Hyde’.
  o The 2012 Rock Eisteddfod – themed “Virtual Reality” – won the Championship Trophy along with awards in nine other categories
  o Music groups
    ▪ Senior Big Band (who travelled to Mt Gambier to perform at James Morrison’s "Generations of Jazz" festival).
    ▪ Combined Campus Concert Band.
    ▪ Junior Big Band.
    ▪ Funksters.
    ▪ Junior Concert Band.
    ▪ Classical Ensemble.
    ▪ Guitar Ensemble.
    ▪ Various popular music / rock groups.
    ▪ Participation in Melbourne Schools Bands Festival, with the Funksters receiving the Bronze Shield.
    ▪ Participation in the ACC Music concert, Vocal workshop, Concert Band workshop, Stage Band workshop, Rock Band workshop.
• The ‘Battle of the Bands” showcased student talent in popular music while also raising funds for ‘Beyond Blue’.
• Year 10 students took part in the 2nd Annual Year 10 Ball, including a full preparatory program in ballroom dancing with girls from Mercy College.
• Our Tutor system enables the students to develop close bonds with the same students and teachers in a 3-year cycle within the same vertical group. Within this system we conduct many pastoral care and learning activities.
• All Year 10 students participate in a week of Work Experience, with ERPP students undertaking a week in every term.
• Many Year 7, 8 and 9 students participated in the Victorian Premier’s Reading Challenge, reading almost 9000 books and having 7 students read over 100 books each.
• Year 10 science students participated in the Latrobe University “Seeds of Science” program.
• As an ACC school, the Parade College sporting program includes inter and intra school competitions in the following, from which 14 premierships and 12 runners-up placings were gleaned.
- Athletics
- Australian Rules Football
- Basketball
- Chess
- Cricket
- Cross Country
- Golf
- Hockey
- Rugby
- Snowsports
- Soccer
- Swimming
- Table Tennis
- Tennis
- Volleyball
- Clay Target shooting.

- The Senior EREA Basketball won the tournament and the Intermediate team finished third.

- A team of dedicated students create and contribute significantly to our College Annual – the Paradian – from which more in depth descriptions of the many ‘value added’ aspects of life at the College can be read.

To conclude, we quote from the contribution of 2012 College Captain Lachlan Holmes from the 2012 Paradian:

*The Catholic Education provided by Parade has not only taught us the tools to be successful in the workforce, but given us a sense of social justice, making us realise how fortunate we are to be sympathetic to the needs of others.*
**Item 10**

Median Standardised Results for Year 9 (VELS equivalent)

**Year 9 MEANS for 2012**

<table>
<thead>
<tr>
<th>Year 9 Mean</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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<tbody>
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<td>Parade College</td>
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<tr>
<td>State Mean – Boys</td>
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*NB: No data provided for Writing in 2012

**NAPLAN Improvement Index – Year 7 2010 compared to Year 9 2012 MEANS**

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<th>Reading</th>
<th>Spelling</th>
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## Item 11

### Senior Secondary Outcomes

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<th>State</th>
<th>All VCE Students</th>
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</tr>
<tr>
<td>(%)</td>
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<td><strong>N Students</strong></td>
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<td>(%)</td>
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<td>LITERATURE Unit 3 / 4</td>
<td>33.1</td>
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</tr>
<tr>
<td>MATHS: FURTHER MATHEMATICS Unit 3 / 4</td>
<td>33.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHS: MATHEMATICAL METHODS (CAS) Unit 3 / 4</td>
<td>31.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHS: SPECIALIST MATHEMATICS Unit 3 / 4</td>
<td>33.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIA Unit 3 / 4</td>
<td>31.9</td>
<td></td>
<td></td>
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<tr>
<td>MUSIC PERFORMANCE Unit 3 / 4</td>
<td>31.1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PHILOSOPHY Unit 3 / 4</td>
<td>28.9</td>
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<td></td>
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<tr>
<td>PHYSICAL EDUCATION Unit 3 / 4</td>
<td>30.8</td>
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<td></td>
<td></td>
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<tr>
<td>PHYSICS Unit 3 / 4</td>
<td>30.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCT DESIGN AND TECHNOLOGY Unit 3 / 4</td>
<td>29.8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSYCHOLOGY Unit 3 / 4</td>
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<tr>
<td>RELIGION AND SOCIETY Unit 3 / 4</td>
<td>26.8</td>
<td></td>
<td></td>
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<tr>
<td>STUDIO ARTS Unit 3 / 4</td>
<td>30.5</td>
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</tr>
<tr>
<td>SYSTEMS ENGINEERING Unit 3 / 4</td>
<td>30.4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TECHNICAL PRODUCTION (VCE VET) A Unit 3 / 4</td>
<td>29.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEATRE STUDIES Unit 3 / 4</td>
<td>27.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL COMMUNICATION &amp; DESIGN Unit 3 / 4</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
All VCE Studies (VCAA Study Score)
2012 PARADE COLLEGE Home School Data
 Item 13
Post-school destinations

PUBLISHED POST YEAR 12 DESTINATION INFORMATION 2012

VCAA School number: 01225
VCAA School name: PARADE COLLEGE
Address locality: BUNDOORA

Year 12 completers consenting to On Track (Actual Number) 237

VTAC Data
Tertiary Applications and Offers
Tertiary Applicants consenting to On Track (Actual Number) 202
University Offers % 82
TAFE/VET Offers % 17
Any Tertiary Offer % 100

On Track Survey Data - April 2012
In Education and Training
Bachelor degree enrolled % 85
Deferred % 3
TAFE/VET enrolled % 15
Apprentice/Trainee % 11

Not in Education and Training
Employed % 6
Looking for Work % 2
Figure 2  Destinations of Year 12 or equivalent completers who participated in annual On Track surveys, 2008-2012
Table 1  Response rate for the 2012 On Track survey for Parade College

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of respondents</th>
<th>Number of candidates</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Completers</td>
<td>188</td>
<td>230</td>
<td>79%</td>
</tr>
<tr>
<td>Early School Leavers</td>
<td>8</td>
<td>40</td>
<td>20%</td>
</tr>
</tbody>
</table>

Figure 1  Destinations of Year 12 or equivalent completers who participated in the 2012 On Track survey
**Item 15**

*Student learning outcomes for 2010, 2011 and 2012*

**READING – Year 7**

<table>
<thead>
<tr>
<th></th>
<th>YR7 - 2010</th>
<th>YR7 - 2011</th>
<th>YR7 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean</td>
<td>4.38</td>
<td>4.19</td>
<td>4.21</td>
</tr>
<tr>
<td>State Mean</td>
<td>4.31</td>
<td>4.22</td>
<td>4.27</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.07</strong></td>
<td><strong>-0.03</strong></td>
<td><strong>-0.06</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>309</td>
<td>338</td>
<td>327</td>
</tr>
</tbody>
</table>

**SPELLING – Year 7**

<table>
<thead>
<tr>
<th></th>
<th>YR7 - 2010</th>
<th>YR7 - 2011</th>
<th>YR7 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean</td>
<td>4.40</td>
<td>4.10</td>
<td>4.26</td>
</tr>
<tr>
<td>State Mean</td>
<td>4.23</td>
<td>4.11</td>
<td>4.19</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.17</strong></td>
<td><strong>-0.01</strong></td>
<td><strong>0.07</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>315</td>
<td>339</td>
<td>322</td>
</tr>
</tbody>
</table>
MATHS – Year 7

<table>
<thead>
<tr>
<th></th>
<th>YR7 - 2010</th>
<th>YR7 - 2011</th>
<th>YR7 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean - boys</td>
<td>4.24</td>
<td>4.15</td>
<td>4.10</td>
</tr>
<tr>
<td>State Mean</td>
<td>4.15</td>
<td>4.12</td>
<td>4.06</td>
</tr>
<tr>
<td>Difference</td>
<td>0.09</td>
<td>0.03</td>
<td>0.04</td>
</tr>
<tr>
<td>No. Students</td>
<td>313</td>
<td>337</td>
<td>324</td>
</tr>
</tbody>
</table>

N.B. Due to the change in the writing format, there is no NAPLAN trend data on the writing component.

The Year 7 results reflect the intake of students Parade has received for the past 3 years. While there is no dramatic movement, there has been a general downwards trend in the literacy and numeracy skills of the students who are entering the college. Being aware of this has helped to shape the college’s support of the Literacy Improvement Team (LIT) and involvement in the Secondary Literacy Improvement Program (SLIP).
READING – Year 9

<table>
<thead>
<tr>
<th></th>
<th>YR9 - 2010</th>
<th>YR9 - 2011</th>
<th>YR9 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean - boys</td>
<td>5.29</td>
<td>5.18</td>
<td>5.21</td>
</tr>
<tr>
<td>State Mean</td>
<td>5.22</td>
<td>5.25</td>
<td>5.22</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.07</strong></td>
<td><strong>-0.07</strong></td>
<td><strong>-0.01</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>298</td>
<td>326</td>
<td>288</td>
</tr>
</tbody>
</table>

SPELLING – Year 9

<table>
<thead>
<tr>
<th></th>
<th>YR9 - 2010</th>
<th>YR9 - 2011</th>
<th>YR9 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean - boys</td>
<td>4.99</td>
<td>4.72</td>
<td>4.81</td>
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<td>State Mean</td>
<td>4.78</td>
<td>4.83</td>
<td>4.75</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.21</strong></td>
<td><strong>-0.11</strong></td>
<td><strong>0.06</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>305</td>
<td>326</td>
<td>289</td>
</tr>
</tbody>
</table>
MATHS – Year 9

<table>
<thead>
<tr>
<th></th>
<th>YR9 - 2010</th>
<th>YR9 - 2011</th>
<th>YR9 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean</td>
<td>4.9</td>
<td>4.84</td>
<td>4.89</td>
</tr>
<tr>
<td>State Mean</td>
<td>4.84</td>
<td>4.82</td>
<td>4.82</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.06</strong></td>
<td><strong>0.02</strong></td>
<td><strong>0.07</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>302</td>
<td>312</td>
<td>283</td>
</tr>
</tbody>
</table>

*N.B. Due to the change in the writing format, there is no NAPLAN trend data on the writing component.*

Despite changes in the Year 7 profile, the Numeracy results have pleasingly remained above the State average for the past 3 years, with less than a 0.1 variance in this time. The Literacy results have been more fluid, suffering a drop in 2011, but recovering in 2012, the second year of operation for the LIT team and first year of the SLIP team. The increase in students from LBOTE and refugee backgrounds and those eligible for LNSLN funding correlate to the weakening of Year 7 intake results.
## Growth Analysis (Yr7 2010 - Yr9 2012)

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th></th>
<th>SPELLING</th>
<th></th>
<th>MATHS</th>
<th></th>
<th>GRAMMAR &amp; PUNCTUATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Growth</td>
<td>4.35</td>
<td>5.23</td>
<td>0.88</td>
<td>4.37</td>
<td>4.83</td>
<td>0.46</td>
<td>4.28</td>
<td>4.73</td>
</tr>
<tr>
<td>State Growth</td>
<td>4.31</td>
<td>5.22</td>
<td>0.91</td>
<td>4.23</td>
<td>4.75</td>
<td>0.52</td>
<td>4.29</td>
<td>4.71</td>
</tr>
<tr>
<td>Difference</td>
<td>-0.03</td>
<td>-0.06</td>
<td>0.03</td>
<td>0.03</td>
<td>0.02</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>309</td>
<td>288</td>
<td>265</td>
<td>315</td>
<td>289</td>
<td>272</td>
<td>315</td>
<td>289</td>
</tr>
<tr>
<td>%</td>
<td>92</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td></td>
<td></td>
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</table>

### Writing growth

_N.B. Writing analysis based on National Bands, as the change in genre in 2011 meant no VELS analysis was provided for 2012_

<table>
<thead>
<tr>
<th></th>
<th>2010 – Narrative</th>
<th>2012 – Persuasive</th>
<th>WRITING Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Mean</td>
<td>550.38</td>
<td>578.81</td>
<td>28.43</td>
</tr>
<tr>
<td>State Mean</td>
<td>541.45</td>
<td>568.13</td>
<td>26.68</td>
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<tr>
<td>Difference</td>
<td></td>
<td></td>
<td>1.75</td>
</tr>
<tr>
<td>N</td>
<td>315</td>
<td>289</td>
<td>289</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td>92%</td>
</tr>
</tbody>
</table>
READING growth

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean School Growth</td>
<td>1.09</td>
<td>1.03</td>
<td>0.88</td>
</tr>
<tr>
<td>Mean State Growth</td>
<td>1.02</td>
<td>1.00</td>
<td>0.91</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.07</strong></td>
<td><strong>0.03</strong></td>
<td><strong>-0.03</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>236</td>
<td>290</td>
<td>265</td>
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</tbody>
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SPELLING growth

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mean School Growth</td>
<td>0.71</td>
<td>0.6</td>
<td>0.46</td>
</tr>
<tr>
<td>Mean State Growth</td>
<td>0.63</td>
<td>0.70</td>
<td>0.52</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>0.08</strong></td>
<td><strong>-0.10</strong></td>
<td><strong>-0.06</strong></td>
</tr>
<tr>
<td>No. Students</td>
<td>241</td>
<td>289</td>
<td>272</td>
</tr>
</tbody>
</table>
MATHS growth

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean School Growth</td>
<td>0.7</td>
<td>0.75</td>
<td>0.69</td>
</tr>
<tr>
<td>Mean State Growth</td>
<td>0.71</td>
<td>0.71</td>
<td>0.67</td>
</tr>
<tr>
<td>Difference</td>
<td>-0.01</td>
<td>0.04</td>
<td>0.02</td>
</tr>
<tr>
<td>No. Students</td>
<td>239</td>
<td>284</td>
<td>266</td>
</tr>
</tbody>
</table>

The growth trends are the most significant measure in the NAPLAN testing, as they provide one way to measure student improvement while they have actually been at Parade College. Each of writing, grammar and Numeracy indicate steady improvement that is above the state average for most of the last 3 years, and particularly for the 2012 cohort. Spelling and reading were both negligibly below the state improvement average, with the spelling result an improvement on the 2011 result. These are areas which the LIT and SLIP teams are focusing upon, with improvement in writing already noticeable in the 2012 results.
**APPENDIX B**

Appendix: Student Figures Attendance and Retention

1. Retention rates for students

![Retention rates chart]

**Retention rate for 2008 – 2011 inflated by influx of students due to the incorporation of Samaritan students in 2009; and the incorporation of St Joseph’s, Pascoe Vale students in 2010 (Details below).**


<table>
<thead>
<tr>
<th></th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2004 New students</strong></td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td><strong>2005 New students</strong></td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>2006 New students</strong></td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td><strong>2007 New students</strong></td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td><strong>2008 New students</strong></td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td><strong>2009 New students</strong></td>
<td>66</td>
<td>45</td>
<td>35</td>
<td>56</td>
<td>202</td>
</tr>
<tr>
<td><strong>2010 New students</strong></td>
<td>26</td>
<td>20</td>
<td>19</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td><strong>2011 New Students</strong></td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td><strong>2012 New Students</strong></td>
<td>5</td>
<td>14</td>
<td>10</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

![Bar chart showing enrolments]
3. Student Attendance Rates – 2012

2012 Student Attendance - Semester 1 (%)

Year Level
- Year 7: 95.39%
- Year 8: 94.37%
- Year 9: 94.36%
- Year 10: 93.79%
- Year 11: 95.71%
- Year 12: 94.23%

2012 Student Attendance - Semester 2 (%)

Year Level
- Year 7: 93.41%
- Year 8: 92.35%
- Year 9: 92.42%
- Year 10: 92.65%
- Year 11: 93.26%
- Year 12: 92.36%
2012 Student Attendance – Combined

1. Alternative program for Year 9 students (ExCEL Program) continued very successfully on basis of 1 full day a week
2. Consolidation and expansion of VCAL, VET and Pathways courses to better match curricula with students’ abilities and aspirations
3. Opportunities made available for staff to experience leadership, as replacement for senior persons on leave
4. Timetable workgroups initiated for more staff input into and ownership of timetabling
5. Change Management Task Force met at regular intervals
Appendix C: Subject Grid

- Accounting 1 / 2
- Accounting 3 / 4
- Biology 1 / 2
- Biology 3 / 4
- Business Management 1 / 2
- Business Management 3 / 4
- Chemistry 1 / 2
- Chemistry 3 / 4
- Design & Technology 1 / 2
- Design & Technology 3 / 4
- Economics 1 / 2
- Economics 3 / 4
- English 1 / 2
- English 3 / 4
- English Language 1 / 2
- English Language 3 / 4
- Food and Technology 1 / 2
- Food and Technology 3 / 4
- French 1 / 2
- French 3 / 4
- Further Mathematics 3 / 4
- General Mathematics (Further) 1 / 2
- General Mathematics (Specialist) 1 / 2
- Geography 1 / 2
- Geography 3 / 4
- Health & Human Development 1 / 2
- Health & Human Development 3 / 4
- History – Revolutions 3 / 4
- History – Twentieth Century 1 / 2
- Information Technology 1 / 2
- IT Applications 3 / 4
- Italian 1 / 2
- Italian 3 / 4
- Japanese 1 / 2
- Japanese 3 / 4
- Legal Studies 1 / 2
- Legal Studies 3 / 4
- Literature 1 / 2
- Literature 3 / 4
- Mathematical Methods (CAS) 1 / 2
- Mathematical Methods (CAS) 3 / 4
- Media 1 / 2
- Media 3 / 4
- Music Performance 1 / 2
- Music Performance 3 / 4
- Outdoor & Environmental Studies 1 / 2
- Philosophy 1 / 2
- Philosophy 3 / 4
- Physical Education 1 / 2
- Physical Education 3 / 4
- Physics 1 / 2
- Physics 3 / 4
- Psychology 1 / 2
- Psychology 3 / 4
- Religion & Society 2
- Religion & Society 3 / 4
- Specialist Mathematics 3 / 4
- Studio Arts 1 / 2
- Studio Arts 3 / 4
- Systems Engineering 1 / 2
- Systems Engineering 3 / 4
- Texts & Traditions 2
- Texts & Traditions 3 / 4
- Theatre Studies 3 / 4
- University Enhancement (OTHER)
- University Enhancement Mathematics
- Visual Communication & Design 1 / 2
- Visual Communication & Design 3 / 4
- Certificate II Building and Construction (Bricklaying)
- Certificate II Building and Construction (Carpentry)
- Certificate II Building and Construction (Floor and Wall Tiling)
- Certificate II Building and Construction (Shop fitting)
- Certificate II Community Recreation
- Certificate II Furnishing (Cabinet Making)
- Certificate II Hospitality (Operations)
- Certificate II Integrated technologies
• Certificate II Music Industry Skills (Foundation)
• Certificate II Plumbing
• Certificate III Media (VCE VET Interactive Digital Media)
• Certificate III Music Industry Skills (Technical Production)

• Literacy Skills
• Personal Development Skills
• Industry-specific skills
• ASBA / VET course (external & suited to individual student)

• VET Certificate in Business & Vocational Preparation
• Numeracy Skills
• Work-related skills
Year 10 Subjects offered in 2012

Performing Arts (Music & Drama)
- Introduction to Theatre Studies
- Music Industry Skills
- Music Advanced Performance

Visual Arts
- Introduction to Studio Arts
- Media
- The Constructed Environment & Visual Communication

English
- English
- Literature
- Writer’s Workshop

Health & Physical Education
- Introduction to Outdoor & Environmental Studies
- Introduction to Physical Education
- High Performance ACC Sport
- Introduction to Health & Human Development

Humanities
- Introduction to Philosophy
- Careers
- Business Economics
- Australia in War and Peace
- Business Accounting
- Small Business
- The United States: Civil War and Civil Rights
- Australia’s Legal and Political System
- Changing Environments

LOTE
- French
- Italian
- Japanese

Mathematics
- Mathematics: General (Further)
- Mathematics: Methods
- Mathematics Foundations
- VCE Maths Methods CAS (Unit 1&2)

Religious Education
- Religious Education & Community Action
- VCE Texts & Traditions Unit 1
- VCE Religion & Society Unit 1

Science
- Physics: Use the Force
- Biology: Germs to Genomes
- Chemistry: Marvellous Molecules
- Psychology: Opening Minds

Technology Design and Creativity
- Advanced Materials Design & Production
- Intermediate Food Technology & Hospitality
- Robotics & Control Systems

Information & Communications Technology
- Introduction to Multimedia
- Introduction to Software Development

- English
- Community Action Religion
- Industry-specific skills
- VET Certificate in Business & Vocational Preparation

- Numeracy Skills
- VET Certificate in Community Recreation
- ASBA / VET course (external & suited to individual student)
- VET Certificates in Furnishings
Year 9 Subjects offered in 2012

Performing Arts (Music & Drama)
- Backstage Theatre and Production
- Intermediate Music Performance

Visual Arts
- Art
- Introduction to Media
- Architectural and Visual Communication

English
- English Year 9
- English Advanced Year 9
- Intervention English Year 9

Health & Physical Education
- Health & Physical Education
- High Performance ACC Sport

Humanities
- Financial Investment
- The Law in Operation
- Introduction to Financial Management
- Making A Nation
- Environmental Disasters

LOTE
- French
- Italian
- Japanese

Mathematics
- Year 9 Mathematics
- Year 9 Advanced Mathematics
- Year 9 Intervention Mathematics
- Year 9 Mathematics Accelerated

Religious Education
- Religious Education

Science
- Science Year 9
- Science Advanced Year 9

Technology Design and Creativity
- Intermediate Materials Production & Production
- Intermediate Electronics
- Introduction to Food Technology

Information & Communications Technology
- The Internet and Web Sites
- Computer Game Design

Year 9 ExCEL program
learning4life (5 half-days)
- Advanced Rock & Water
- Buying & Owning a Car
- Career Voyager
- Creating Conversations (Drug Education 1)
Extended Learning Projects (7 full days)

- An Architect and Graphic Designer in Seven Days
- Behind the scenes
- Chill Time
- CO2 Dragsters
- CSI Parade
- Culture Vultures
- Defining Law and Influencing Change
- Defying Gravity
- Ecological Tourism
- Engineering: Bridge Building
- Journalism
- Markets in Australia
- Melbourne: the Dead and the Living
- Setting Up A Small Business
- Seven Days in the life of an Artist
- SuperCoach
- Survivor Bundoora
- Try-a-Trade
Year 8 Subjects Offered in 2012

Performing Arts (Music & Drama)
- Drama: Comedy and Tragedy
- Introductory Music Performance

Visual Arts
- Art
- Visual Communication

English
- English Year 8
- English Advanced Year 8
- Intervention English Year 8

Health & Physical Education
- Year 8 Health & Physical Education
- High Performance ACC Sport

Humanities
- Humanities

LOTE
- French
- Italian
- Japanese

Mathematics
- Year 8 Mathematics
- Year 8 Advanced Mathematics
- Year 8 Intervention Mathematics

Religious Education
- Religious Education

Science
- Science Year 8
- Science Advanced Year 8

Technology
- Introduction to Materials Design & Production
- Introduction to Electronics
- Information & Communications Technology
Year 7 Subjects Offered in 2012

- Religion
- English
- Intervention English
- English Advanced
- Maths
- Intervention Maths
- Maths Advanced
- Science
- Science Advanced
- French
- Italian
- Japanese
- Humanities
- Humanities Advanced
- Health & PE
- Music / Drama
- Basic Materials Design Technology
- Visual Art & Graphic Communication
- Basic Food Technology