2013 ANNUAL REPORT
to the School Community

Parade College
Bundoora

REGISTERED SCHOOL NUMBER: 20
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| ADDRESS     | 1436 Plenty Rd  
|            | Bundoora 3083   |
| PRINCIPAL  | Dr Denis J Moore cfc |
| SCHOOL BOARD CHAIR  | Mr Darryn Borg |
| TELEPHONE | (03) 9468 3300 |
| EMAIL     | principal@parade.vic.edu.au |
| WEBSITE   | www.parade.vic.edu.au |

Minimum Standards Attestation

I, Dr Denis J Moore, attest that Parade College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
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.

**Education in Faith**

To deepen the experience of being a Catholic College in the Edmund Rice tradition.

**Teaching and Learning**

To encourage student engagement in 21st Century learning in order to achieve their highest potential.

**Student Wellbeing**

To give each individual the best possible pastoral support.

**Leadership and Management**

To build a contemporary and collaborative learning environment which manifests ethical governance, high standards and compliance.

**School Community**

To deepen our relationships within and beyond the school community.
**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 marginalised 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 2009 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

EDMUND RICE EDUCATION

Parade has striven to be faithful to the principles of the charter for Catholic Schools in the Edmund Rice Tradition with its four “touchstones” of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. For each of the touchstones there has been significant development in 2013 to build on the solid tradition of offering a holistic education for young men. The pages of the Paradian bear witness to the wealth of opportunities on offer and the level of response of the students and, in this brief overview, I can offer only a few samples of the growth and successes of the College in 2013.

LEARNING AND TEACHING

We strive to maintain both an extensive curriculum and diverse extra-curricular opportunities to suit most interests and needs. We have continued to encourage students to identify and develop their talents as fully and broadly as possible, particularly in their academic studies. This year has seen the first flowering of the initiative to improve literacy in students with the great work being done by the SLIP Team. NAPLAN results bear testimony to significant rates of improvement in Reading, Writing and Spelling from Year 7 to Year 9.

During 2013 the iPad program was successfully implemented in Years 7 and 9, and the ground work laid to repeat the process at the start of 2014 so that all students in Years 7 - 10 will be using the iPad as the basic educational tool. I acknowledge the work of our IT Support Service for supporting students and the elearning Team supporting the staff in the implementation process.

We continue to study research on boys’ best ways of learning and inculcate this into teaching practice. Our Educational Support Services continue to expand and provide enhancement learning in many forms for those who need support in core subjects. We maintain our extensive range of special programs including Advanced Placement classes; Enhancement Classes; Year 9 ExCEL Program; Edmund Rice Pathways Program for Year 10 students entering vocational education; Vocational Educational Training in Schools (VETIS); Victorian Certificate of Applied Learning (VCAL) and School Based Apprenticeships.

In terms of wider curriculum, we enjoy the maximum level of involvement in the ACC competition and this year we enjoyed the competition and a good many successes including a solid sprinkling of premierships and runner-up placings in teams on both Campuses. Our service education programs continue to grow and provide learning opportunities for our students as they serve the elderly and disabled people in the local community. We have enjoyed more significant individual and team successes in public speaking, debating, drama, music and visual arts. The annual musical Aida (by Tim Rice & Elton John) and the major drama presentation of The Great Gatsby were outstanding successes. The Year 11 students again enjoyed the dancing classes with Mercy College girls and the concluding social.

EDUCATION IN FAITH

The spiritual life of our students is fostered by the various programs of Religious Education, liturgy and prayer, personal development, community outreach and action for social justice.
We continually encourage students and offer them opportunities to put faith into action through the community action programs and support for charitable causes in the local community and in the Edmund Rice schools and ministries abroad.

In 2013 we have been strongly involved in the development of the Edmund Rice schools collective response to seeking social justice through advocacy. This advocacy for just causes and other involvements, such as *The Cage* and *The Thin Green Line Movement*, helps to foster global awareness and respect for the environment as well as compassion and personal responsibility.

We remain committed to the retreat programs for Year 11 and Year 12 students as an important time of reflection and personal development. We continued to assist staff members to participate in a range of personal and spiritual renewal programs, and another round of staff members have completed immersion experiences in India and Africa during the year and on the *In the Footsteps of Edmund Rice* pilgrimage to Ireland.

**STUDENT WELFARE**

We continue to explore all avenues to foster the well-being of our students and to ensure that our students are safe. I acknowledge the on-going dedication of the House Leaders and the Tutors to the pastoral support and guidance of the students. In the course of the Year the House Leaders’ Team have further implemented the principles of restorative justice as a means of “fostering right relationships” as promoted in the Edmund Rice Charter.

Capacity to support students with specific issues or difficulties has also been extended with an increase in the counselling team on each Campus and opportunities offered to build resilience and confidence. The Parade College community is a very inclusive community where teachers and support staff continually strive to ensure mutual understanding and respect to create an environment where all members can grow into their full human potential.

**SCHOOL AND WIDER COMMUNITY**

Parade aims to be an outward-facing school and works in collaboration with the wider community in many different ways. We are an integral part of the Northern VET Cluster and our school facilities are available to visiting students in VET programs. We are a hub school for the University of Melbourne teacher training programs and enjoy productive interaction with La Trobe University.

The Old Paradians’ Association (OPA) has continued to flourish under the energetic leadership of the committee headed by Mr Lewis Derrico as President and Mr Tony De Bolfo as Executive Officer. There is now a regular cycle of business breakfasts hosted by the association, as well as the annual gala dinners which celebrate the work and successes of former students in many areas. This year the OPA, in conjunction with the College has offered a variety of evening courses for members of the wider community in food preparation, woodwork, bricklaying and life skills.

I thank the many people who have worked in support of the College in 2013. I am grateful to Mr Darryn Borg (Chair) and the members of the College Board for their support and
assistance. Thank you, too, to the various auxiliaries and committees who support the mission of the College, and to the College Leadership Team for its energy and wisdom throughout the year. I acknowledge the efforts of the Parade staff in providing rich educational experiences and opportunities for our students.

**LEADERSHIP AND MANAGEMENT**

During the year the College has continued to respond to the directions developed out of the School Improvement Framework process and the focus is always on facilitating the core work of the College of teaching and learning. We have continued to create pleasant learning environments with a high standard of cleanliness and comfort. We have adopted a new Mission Statement and allied planning documents for the 2013 – 2016 development period.

In line with our Mission Statement and our strategic planning processes a number of major projects have been undertaken this year.

1. The Greening Auditorium has been completely renovated with new change facilities, new amenities, new kitchen, extra meeting spaces, storage and more flexible use of the main hall made possible.
2. The back road way has been realigned with extra parking spaces and the whole area landscaped as Naughtin Terrace.
3. Sports surfaces at Bundoora and Preston have been managed to keep them in top condition for both summer and winter sports.
4. The former canteen area at Preston has been developed into a very functional area for teaching plumbing called Arundel Place.
5. With the work on the Rice Building at Preston now finished, the air-conditioning program for the whole College is virtually completed.
6. The new teaching kitchen in the Yarangabee Centre has been fully commissioned and in use for the year, doubling the numbers of students who can access food technology.

Many other minor works have been undertaken to ensure the good learning takes place in a conducive environment. We look now to planning a complete make-over of the Mt Sion Complex as a major exercise over the next few years.

*Dr Denis J Moore cfc,*
*EdD, MA, Med, BA, BEd, Grad Dip Ed Admin, Dip T, MACE, MACEL*  
*Principal*
As the scholastic and calendar year approach their conclusions, the College Board is able to reflect on the operation of the College Community with a sense of pride and further achievement. Indeed the support and implementation of educational, pastoral and physical aspects of College life continue to hold Parade up as a lead model of Education for boys in the Edmund Rice tradition.

Strong financial stewardship has seen the College improve its financial position with a mindset of being an educational provider to the broader community in the College’s traditional values. While the refurbishment of the Greening Auditorium was our major project, it has not hindered a number of enhancements to the grounds and facilities such as new car parks, paths and finalisation of the air-conditioning project across both College campuses. Further works will continue over the Christmas break, being in full operation by the re-commencement of the school year.

Last year’s invitation by the Board, seeking new members, was successful with the appointments of Mr Justin Scott and more recently, Mr Craig Major. Both new members bring strong skills in the areas of IT, Strategic and Financial Planning to the Board, and complement further the broad experience of the current members.

A number of Board Members have engaged in the programs delivered by Edmund Rice Education Australia, which have assisted in the re-setting and re-statement of a number of the Board’s goals.

Brother Moore recently reported to the Board the very pleasing results gained by the College in the National Assessment Program – Literacy and Numeracy (NAPLAN); this is further evidence the programs being provided by the College in these important areas of learning, are delivering on the stated academic objectives of the programs.

A long protracted task involving the lease of the Preston Campus was finalised through the year bringing certainty to Parade and our ability to maintain our operations on the Campus well into the future. Our gratitude is extended to all of the personnel involved in achieving this very important outcome for Parade. Significant planning is underway for the Preston Campus.

As we bid farewell and good luck to the class of 2013 and look forward to welcoming the new boys in 2014, the Board Members wish all students and their families a safe festive season. We look forward to our continued involvement in 2014 College life.

Mr Darryn Borg
Chair of the Board
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.
- 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 as well as guest speakers from different faiths.
- 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 by attending Mass at St Patrick’s Cathedral and the Youth Colloquium. Lessons for each year level were also designed around the theme ‘Protecting Something Precious’.
- 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 Autumn and Spring games.
- A student participated in the World Youth Day in Brazil.
- 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.
  - Baha Tuluyan.
- ‘Rock and Water’ program completed by all Year 7 students.
- Year 10 students participated in an anti-violence against women project called ‘Respectful Relationships’. The program involved a partnership between Parade College, The Good Samaritan Inn and Paul Zappa. Mentors included male staff members and Old Paradians.
- Continued work of the Youth Chaplain with vulnerable students.
- Two Year 10 students spent time at another school as part of the EREA Enrichment Program.
- Commemorated Reconciliation Week by setting up a Tent Embassy and designing lessons around this structure.
- Commemorated Harmony Week and Refugee Week through weekly Student Bulletin messages and prayers.
- Community Action Centre operating on many occasions in student breaks e.g. lunchtimes.
- Disco for students with disabilities held at Preston campus.
- Christmas Party organised by students for the elderly residents from local nursing homes.
- Implemented sporting afternoons with students from the Parkville Detention Centre.
- Brekky Van into its ninth year of operation serving families from the Heidelberg West area.
- Continued commitment to the tutoring of students from Refugee background through the St Albans’ Tutoring Program.
- 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.
- Continued developing our relationship with our local parishes through such activities as the membership of our local Deanery Committee.
- Second student Immersion to Nairobi, Kenya, reached final stages prior to departure. Four students participated in the weekly pre-departure debriefs, a trivia night to fundraise and extended cultural workshops.
- Hosted two East African brothers when they visited Victorian and Tasmania Edmund Rice schools.
- The students who attended the 2012/2013 immersion to Nairobi, Kenya spoke at the local Deanery dinner about their experiences.
- Advocacy group was established. An Edmund Rice International Ambassador was appointed who communicated with students from Edmund Rice schools around the world and led a variety of Ambassador activities throughout the year. These included:
  - Hosting Brother Brian Bond cfc and Brother Peter Harney cfc from Edmund Rice International.
  - Edmund Rice Advocacy (ERA) for Change Day.
  - Staging an event called The Cage where students advocate for people held in detention and raise awareness about their plight.
  - Fortnightly seminars on the asylum seeker issue and Fair trade practises.
- Implementation of a Year 7 Retreat Day - Looking Back and Moving Forward to find our Potential. Dylan Allocott was the guest speaker and the day invited all Year 7 students gathered together to reflect on their first year of secondary school.
- A selection of Year 11 students attended Just Leadership Day run by Caritas and the St Vinnie’s Conference.

**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 EREA. This is the third time the program has operated.
- Over 25 staff participated in specific Edmund Rice Education Australia formation programs:
  - Galilee
  - 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).
• South Africa Immersion
  • Parade College staff attended the network programs of Directors of Identity.
  • Ministry Team (Director of Ministry and RE, Ministry Convenor, Year 10 RE Convenor,
    Ministry staff member at Preston, Chaplain, Assistant Principal – Identity and Personnel)
    met regularly to facilitate the goals in the area of Faith and Religious Education across
    the College.
  • The Ministry Team participated in two spiritual direction sessions facilitated by Brother
    Tim Moloney cfc.
  • Three staff involved as leaders within the Community Action Program.
  • Staff continuing sponsored study in the area of Theology and Religious Education.
  • Staff Formation Day focused on the theme of Catholic Identity and Ministry featuring
    input from Indigenous elders and the work of the Christian Brothers in the majority
    world.
  • Staff participated in a Passover celebration, with a Jewish guest speaker facilitating the
    process, on Holy Thursday.
  • Continue to work with the Indigenous Education Officer through the support of the
    CEOM.

Whole School
• Continued to implement feedback from EREA ‘School Renewal’ report.
• Continued to implement 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 our founder Edmund Rice with a whole fortnight activity program, opening
  and closing liturgies. The fortnight culminated in a Celebration Day with a BBQ and
  games and rides in the afternoon.
• Acknowledgement of Country occurs always whenever we gather as a community.
• Parent volunteer system for parent child programs continued.
Learning & Teaching

Goals
To encourage student engagement in 21st Century learning in order to achieve their highest potential.

Intended Outcomes

- That student learning outcomes, Years 7-12, continue to improve.
- That students will be autonomous, confident and responsible learners.

Achievements
1. Ensure that teaching pedagogy and professional learning accommodates for the 21st Century learner in order to create a dynamic learning environment to maximise learning for all.

   iPads continue to be introduced at the College, with all boys in Years 7 to 10 now using this Technology. We have an e learning team that continually monitors the introduction of the iPads and provides Professional Learning opportunities

   An audit of eLearning skills is being conducted throughout the College to ensure that different skills are developed at various year levels.

2. Use performance data at a whole school level to identify, support and monitor student achievement and to plan professional learning for teachers.

   - Students are tested as they come to Parade from other schools.
   - The data is used to pinpoint those boys with specific learning needs and allocate resources.
   - NAPLAN data is used to identify any general weaknesses in our Year 7 and 9 cohorts and hence inform our teaching.
   - VCE data is analysed both internally and externally every year.
   - Interviews are conducted with each Learning Area Leader, as we look at their individual results. Further to this, all VCE teachers are interviewed re their results on a question by question basis, and a full Literacy audit of each exam is conducted.
3. Review the award system for academic achievement and progress.

In addition to our monthly encouragement and excellence awards we have introduced a new monthly Principal’s award to recognise excellence over a range of subject areas in any one month. We continually explore new ways of recognising excellence in a range of areas.

Planning is well under way to reinstate our Evening of Excellence in 2014, providing a platform for our students to demonstrate excellence in many fields, including Dance, Music, Drama, Public Speaking, Hospitality, Languages, Poetry etc..

4. Provide professional learning in the area of literacy to support the SLIP initiatives.

We are currently in the third year of our SLIP program, and enormous advances have been made. Literacy is now seen at Parade as a joint responsibility between all Learning Areas. Extensive work has been done in each Learning Area with a specific SLIP person being allocated to each of the Faculties

Ongoing Professional Development workshops are being conducted throughout the year by those in the SLIP team.

The number of staff in our SLIP team continues to grow and there is a strong presence on each Campus.

We also have an active team of SLIP personnel attending the Literacy Network meetings on a regular basis, and there is a strong relationship with the Literacy branch of the CEO.

5. Further develop the programs within the various post-compulsory pathways.

In addition to our wide range of offerings we are again expanding opportunities in VET courses. We are introducing a new, “VCE VET Business course”, which will be offered at both Year 11 and 12. These courses will be developed in time for Subject selection in 2014. This will provide an alternate pathway to our current VCAL trades pathway.

6. Strengthen the Get Real Program to encourage best student academic outcomes.

We have changed our Grade Bands to provide our students with a more realistic view of their ability. The bands are more in line with the VCE gradings.

The grade of “E” has been replaced with an NP (Not Passed).

In addition to this, the Teaching and Learning Policy has been revised, with an acceptable minimum level of performance raised to a “C”. If submitted work does not meet this standard, then the work is required to be resubmitted. If this is not attended to, then an Academic Redeemer session is issued.

7. Increase the capacity of teaching staff to use modern, effective and student-centred methods of instruction.
Parade has joined a new project, looking at the best types of furniture to employ in classrooms, the best configuration of seating to engage the students and new approaches to the Teaching and Learning cycle.

Parade has also made a big commitment to using iPads in the classroom as a tool to engage the students and to utilise the many resources that are available to assist with the teaching and learning process.

8. Enhance opportunities for increased ‘student voice’ in terms of students being more involved in areas which impact teaching and learning.

We have a very active Academic Prefect Committee which has a say in any new project. Their opinions are actively sought and given. In addition to this, the students are asked to give regular feedback on their teachers’ performance in the classroom. This is done online and fed back to teachers. The categories are vast, including student engagement, effective use of technology, encouragement, knowledge of content etc etc.

9. Evaluate and strengthen the VCAL program.

This is completed on an annual basis. There have been Business modules added to the offerings for those students who do not wish to follow a trade and these have proved to be very successful. Courses have been further tweaked following a full debrief with VCAL staff.

10. Continue to challenge students to take responsibility for their own learning.

Parade has a Homework policy that requires the students to undertake work at home. We try to vary this by having the boys conduct their own research, interviewing others etc. We have an online Tutoring company for the boys in Years 10, 11 and 12 to assist them with any problems that they are experiencing.
The boys also set goals for each Semester and these are reported against, both by boys self-assessing and their teachers.

In Year 9, the boys have a weekly program that operates each Wednesday, involving research, excursions, project work and the like, whereby they need to pace themselves and conduct a presentation at the end of each 7 week period.

11. Develop and embed a comprehensive approach to home study and revision across the College.

This has been addressed in No10 above. At every opportunity, the boys are also shown the curve of forgetting to illustrate the importance of regular revision.

12. Challenge parents in their role of supporting the learning of students at home.

There is a focus on this at each Parent Teacher evening. Email is extensively used by teachers to communicate with parents, and to inform them of their son’s progress.

We have Subject Selection Evenings, Information evenings, Meet the Tutor evenings, VCE Recommitment evening, Orientation evenings, Father Son nights, Mother Son nights, etc.

The parents are also briefed via the Newsletter and SMS messages.

13. Develop more effective and efficient assessment and reporting practices.

Reporting to parents went online for the first time in Semester 2, 2013. This was a huge step forward. Our intention is to extend this to continuous reporting throughout the year, so that our Parents are always kept informed of their son’s progress.

Reference has already been made regarding the changes to our Assessment Policy and the intended outcomes.

14. Introduce the program ‘Cultures of Thinking’ in order to assist students with metacognition.

We now have our second team of 8 staff in training, to add to the 8 staff already trained. We are creating a “Thinking environment, in which Thinking is valued and encouraged”. The strategies used are simple, yet very powerful, whereby boys are asked to articulate their thinking processes and, in fact, “make their thinking visible”. It has the potential to make a big impact at the College.

15. Continue to integrate the use of ICT across all learning areas and, in particular, with the use of iPads.

This has been addressed in earlier points. We continue to provide classroom computers as well as introducing the iPad program and an audit of ICT skills has been completed, providing us with a blue print for the skills to be taught at each Year Level.

16. Continue developing the Advanced Placement Program in order to meet the needs of high achieving students.
This program is reviewed on an annual basis to make sure that we are targeting the right boys and that their results vindicate the approaches taken. The Advanced Placement teaching Team meet regularly to monitor this.

17. Continue to support students with learning challenges through programs and personnel.

This is a strength of Parade. As mentioned the boys are tested on entry to Parade and resources allocated according to need. Resources in this area continue to grow as the need arises.

To further support those students with Numeracy needs, a program called “QuickSmart” was introduced. The staff conducting this are the ESSS support staff in conjunction with teachers. The program is designed to build Numeracy confidence in students with poor numeracy skills.

18. Strengthen the link between professional learning and the needs of students in the classroom.

We continue to advance with this. Information re professional needs comes through the ARM process and the Appraisal of staff. Staff are also provided with a “Coach” to help and support them with their Professional Development.

19. Increase engagement and motivation levels of the students.

This is our key ongoing goal. We are addressing this by providing the ExCEL Program at Year 9, iPads in the classroom, The Cultures of Thinking Program, The SLIP Team, Problem based Learning at Years 7 and 8, a revised Teaching and Learning Policy etc.

20. Explore the structure of the middle school offerings with a view to strengthening the offerings.

This has been a feature of all discussions with the Learning Area Leaders. We have put in place various prerequisites in the middle school to prepare for the boys choosing their VCE subjects.

There is also the C+ minimum grades in any subject that a boy would like to take forward into the next year.

The new Assessment Policy dictates that any work that has been submitted below a C level, must be redone and resubmitted.
STUDENT LEARNING OUTCOMES

In Reading, Parade’s Mean school growth was 43.29, some 2.84 above the Mean State growth of 40.45.

In Writing, Parade’s Mean school growth was 49.48, some 19.69 above the Mean State Growth of 29.79.

In Spelling, Parade’s Mean school growth was 52.44, some 8.85 above the Mean State growth of 43.59.

In Grammar and Punctuation, Parade’s Mean school growth was 41.26, some 2.31 above the Mean State growth of 38.95.

In Numeracy, Parade’s Mean school growth was 42.7, some 3.58 above the Mean state growth of 39.12.

All of these results show positive growth and I put this down to the good work of the SLIP team at the College, working with the staff in general to raise the levels of Literacy of our boys.

We also have a new QuickSmart program to raise the Numeracy levels of the boys who struggle with their numeracy.

Across the College there is a heightened awareness of the importance of raising the literacy levels.

POST-SCHOOL DESTINATIONS

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<th>Destination</th>
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<td>TERTIARY STUDY</td>
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<td>EMPLOYMENT</td>
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Student Wellbeing

Goals
To give each individual the best possible pastoral support.

Intended Outcomes
- That students will develop into confident and respectful young men with a sense of integrity, compassion, initiative, resilience and well-being, imbued with a sense of responsibility for the local and global community.
- That student leadership capacity is increased and student voice is evident throughout the College.

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, Tutor Groups and in managing classroom behaviour.
- Commencing the process of change to implement and develop Restorative Practices as a student management tool.
- Review and delivery of amended policies related to student well-being to staff.

In the Counselling Services offered to assist students:
- Maintaining the time allocation of psychologists at both campuses.
- Implementation of Small Groups programs focusing on specific student welfare/well-being issues.
- Continuing development of the Team Leader role for the Psychology Services Team commenced in 2012.
- Regular meetings to review presenting issues, allocate referrals from teaching staff to counselling staff.
- 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 2013 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.
• Continued inclusion of the VCE Liaison Officer into the Upper House Leaders’ fortnightly meetings.
• Maintaining the role of an Assistant Student Welfare Coordinator at Preston.
• Fortnightly meetings scheduled with Preston Student Welfare Coordinator, Assistant Student Welfare Coordinator, Pathways Director and Assistant Principal (Student Welfare).
• Continued development of welfare-based issues as the basis for year level assemblies at each year level
  o Year 7 – safe travel on Public Transport
  o Year 8 – cyber-bullying
  o Year 9 – smoking
  o Year 10 – alcohol
  o Year 11 – driver education
  o 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.
• Planning for and professional learning activities for the House Leaders’ Team on restorative practices prior to staged implementation at the College, and on self-harm and suicide.
• Maintenance of Homework Club two afternoons per week at each campus.
• 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.

Appointment of Coordinator of Student Support Officers.

In the **Intervention Programs** offered to enhance students’ learning opportunities:

- Continued regular meetings scheduled with the Director of Student Support and the Additional Needs Coordinators.
- Continued provision of assistance to VCAL students at the Trade Training Centre to enhance their literacy skills.
- Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English.
- Professional Learning for Intervention teachers regarding AusVELS.
- Participation of two 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.
- Continued regular meetings of the Intervention Team, consisting of Intervention teachers and Teacher Aides, with the Director of Student Support.
- Additional Student Support Staffing to increase support to Students with Refugee Status and Year 12 EAL students.
- Development of Year 11 Foundation Maths Course for implementation in 2014.
- Development of Dreamtime @ PC ExCEL program for implementation in 2014.
- Presentations to small and large groups of staff to increase staff knowledge and skills in supporting students with additional needs.
- Membership of, and attendance at, CEOM networks.
- Maintaining and utilising services of external agencies to assist students and families of the College.
- Participation of six Student Support Services Staff in PD for implementation of QuickSmart Numeracy (four days). Term 4 implementation of QS with Year 7 students.
- Appointment of Coordinator of Student Support Officers.

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

- Staff participation in Edmund Rice Education Australia Regional Forum to review the ATSI Policy.
- Continued fortnightly meetings of the Aboriginal and Torres Strait Islander Team.
- Regular support sessions between the KEW and Indigenous students.
- Ongoing Koorie Education Worker (0.2FTE).
- Participation of two Year 9, one Year 10, and one Year 11 Indigenous student in the Australian Indigenous Mentoring Experience (AIME) at RMIT Bundoora.
- Indigenous students attended the annual CEOM Watta Watnanda Education and Cultural Day in Semester 2 which was run by the CEOM.
- Individual Learning Programs and Program Support Meetings are in place for all Indigenous students.
- Intervention and Advanced Placement programs available to all Indigenous students.
- $2600 (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 and bollards are displayed in prominent places on both campuses.
- The Staff Formation Day commenced with a Welcome to Country Ceremony performed by Aunty Joy Wandin Murphy; Keynote Address by Kutcher Edwards.
- Reconciliation Week activities; resources provided to staff.
  - Students from Year 8 constructed a tent embassy based on the 1972 Tent Embassy at Canberra.
- 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, scholarships, and post school options regularly forwarded to Indigenous students’ families.
- Assistance provided with completion of Special Entry Access Scheme applications.
- Aboriginal and Torres Strait Islander flags permanently flying at the entrance to both Campuses.
- Indigenous community events regular advertised in the College Newsletter.
- Staff from AFL Sports Ready Education and Employment met with the Year 10-12 students offering opportunities for further study with courses in either sport or business.

In the Advanced Placement Program to enhance students’ learning opportunities:
- Fortnightly meetings scheduled with the AP Coordinators and the DSS.
- Ongoing review and updating of all AP Curriculum Maps.
- Regular meetings scheduled with the AP Coordinators and the AP Team.
- Two students won bursaries in the Science Talent Search and twelve others won Merit Awards.
- A large number of students were awarded Distinction and Credit Awards for their performance in the Australian Mathematics Competition. One Year 8 student was awarded the Prudent Award.
- Year 7-9 students were awarded Distinctions in the Australian Mathematics Challenges (Junior and Intermediate).
- In the Aurecon Bridge Building Competition, the students’ bridge held 94kg – this was a very good result.
- Year 8 students were awarded Bronze Awards as part of the Crest Program.
- AP students Participated in Tournament of Minds and were awarded the Merit Award for the Language and Literature problem and a High Distinction for the Maths/Engineering problem.
- Year 9 students participated in the Science Poetry Competition.
Year 9 students were awarded second place in the Science and Engineering Challenge at La Trobe University.

Night of Notables was offered separately 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.

Continued implementation of the Grade 5/6 Enrichment Program each Semester with student participation levels continuing to increase.

Hosting of the Judging Day for the Photography and Video Sections of the Science Talent Search at the Preston Campus.

Hosting of Challenge Day for Grade 6 students who have been accepted into AP at Parade for 2014. Held at the Bundoora Campus, the day consisted of ‘Getting To Know You’ activities including the development of leadership skills, and a bridge building competition conducted amongst groups of students.

In the provision of **Specialist Services** to students

- Ongoing 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.
- 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.

**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 last known parents’ address according to our records;
- Where non-attendance may emerge as an on-going issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (e.g. 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 families new 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.
- Student-led House Assemblies.
- Student-led House Committees and activities.
- Student-led College Assemblies.
- Introduction of Senior Tie for VCE and VCAL students.
- Professional learning opportunities for House Leaders’ Team on Restorative Practices, self-harm and suicide prevention.
- Opportunities for Indigenous students to get together to strengthen their sense of cultural identity.
- 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.
- Initial results from QuickSmart Numeracy indicate improvement in students’ numeracy skills.
- Participation of Indigenous students in the Australian Indigenous Mentoring Experience (AIME).
- 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 cultures.
- Participation of Advanced Placement students in extracurricular activities, competitions and challenges.
- The 2013 Dux of the College and the majority of high achieving VCE students (i.e. ATAR 95+) participated in the Advanced Placement program. Former AP students also hold Leadership positions within the College including Prefects.
- Homework Club now available on two afternoons per week; increasing numbers of students and staff involved.
- Students who participated in Intervention English and Mathematics classes successfully completing VCE.
- Presentation of Australian Indigenous Mentoring Experience (AIME) hoodie to Parade College at Term 2 Assembly.
**STUDENT SATISFACTION**

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 in West Heidelberg each Tuesday morning, tutoring at St Albans each Monday night, Open Day on a Sunday in February, College Musicals, debating sports, arts, drama, overseas exchanges to Blood Bank donations and the Annual Christmas Party for the Elderly, to name only a very few.

Students act as volunteer tour guides around each campus on our Open Days and feedback from our visitors is that they are not only knowledgeable about, and proud of, their school, but are great advocates for it, exhorting parents to send their boys to Parade because it is a good school. In 2013, we had a large number of Old Paradians come to Open Day as prospective parents and they, in particular, commented on the way the boys spoke about Parade, with great pride and a sense that it was a good place to be.

The Student Engagement index in the School Improvement Surveys has remained steady, our student exit interviews at Year 12 and feedback from students and families leaving the school during the course of the year for a variety of reasons speak highly of the experiences the College has offered students, and of the care and diligence of staff, and of the quality of the relationships between students, staff and families.

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. In addition, growing numbers of ex-students attend Old Paradians functions, specifically to maintain links with the College, their school friends and former teachers.

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 very 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.
The Enrichment Program has created a lot of interest from students and parents in our feeder Primary Schools. A wide range of programs is available. Once students have completed one of the programs on offer, they tend to enrol in another program to continue their involvement.

There is ongoing demand from parents and students with additional needs to be included in the Intervention programs. As a result, we have extended our numeracy support programs to include Year 11 Foundation Maths from 2014.

At Program Support Group Meetings, feedback from parents of students who receive LNSLN funding is generally very positive. A number of students who receive LNSLN funding aspire to positions of leadership within the College and were part of the Prefect Team.

Involvement of Indigenous students in extracurricular activities such as AIME, the CEOM Watta Watnanda Education and Cultural Day, and regular support sessions with the KEW; feedback from parents and students is positive. Planning for the inclusion of Dreamtime @ PC as part of the ExCEL Program from 2014 has received positive feedback from staff.
Leadership & Management

Goals
To build a contemporary and collaborative learning environment which manifests ethical governance, high standards and compliance.

Intended Outcomes

- That understanding and practice in shared, visionary and supportive leadership are promoted and developed.
- That all staff see themselves as leaders of learning.

Achievements

- Staff were supported in their applications to attend external professional learning opportunities and encouraged to share this information with their colleagues.
- Through professional learning teams, many staff were able to work together on common goals to improve curriculum delivery and consistency across all classes.
- Many staff ran internal professional learning sessions for their colleagues and were able to share their expertise during staff meeting times.
- Staff were fully supported in their endeavours to take on VCE assessing duties during external examination periods.
- Through the Staff Appraisal process staff were presented with a comprehensive report on their performance from a wide cross-section of the College community, including their peers and students. With the aid of coaching mentors, staff were fully supported in being able to further develop their skills.
- A review of the Staff Meeting scheduled was announced and would occur in 2014. Staff would be given the opportunity to become a part of a review committee to evaluate the current schedule and to also look at the nature of our meetings. Recommendations would then be presented to the College Leadership team for possible implementation in 2015.
- Within faculties, staff are encouraged to prepare courses of work and pieces of assessment so that students are presented with different modes and styles of assessment. The aim is to better prepare students for VCE.
- The leadership of all staff has been fostered by creating working teams of staff that come together in meetings to share their skills and knowledge. Staff with exciting and new strategies have been encouraged and supported in implementing these practices in their classrooms.
- The roll out of the iPads to all students in Years 7 & 9 occurred this year. Staff were trained in the use of the iPads and were encouraged to use them in the classrooms to vary teaching strategies to further engage students. Interactive tools and the ability to access the internet for critical research and data have been a positive outcome from the iPad program.
- Staff have been given opportunities to further enhance their skills in the use of the iPads and other technologies by attending PL sessions and having staff meeting time dedicated to e-learning and the development of lessons and activities using this technology.
• Staff are regularly invited to provide feedback on programs and practices within the College. This feedback is collected and analyzed to ensure that all programs are enhanced, moving forward.
• A number of curriculum based professional learning opportunities have been fully supported by the College in order to provide improved educational outcomes for our students. Teams of staff have been involved in internal and external professional learning with colleagues at a number of different schools in the state and have also had been able to work with education experts throughout the year. E.g. Cultures of Thinking project
• This extensive work has then been feedback to the academic staff via staff meeting and internal professional learning days.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Staff participation in PL has been broken down into faculty listings, as per below *. Categories to denote: EREA – many staff participated in Staff Formation days run by EREA in 2013.
Other – this category included PL attended by staff that focused on pastoral care, leading teams of staff and some other curriculum related activities that were not specific to a particular faculty. Data below includes costing from 2012. New faculties have been included for 2013 and thus some of the funds allocated in 2012 have been redistributed to these other faculties. The external costs associated with PL have decreased in 2013. This would suggest that more staff PL has occurred internally in 2013.

There was a focus on Literacy PL as one of the key areas for development.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>131</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$313.36</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

• Staff wellbeing and morale were high.
• Leadership were supportive.
• Teamwork was high amongst staff.
• The Staff Appraisal system at the College was thought to be very thorough and supportive and staff were also supported in their professional growth by having opportunities to work together in teams and to attend external PL opportunities.
• Student behaviour was very good and staff felt that the curriculum processes at the College allowed for a team-based approach to improve student learning.
• Staff were of the opinion that parent partnerships were excellent at Parade College.
### Parade College Professional Learning

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2013 Cost of PL ($)</th>
<th>2012 Cost of PL ($)</th>
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</thead>
<tbody>
<tr>
<td>Admin</td>
<td>N/A</td>
<td>4768.73</td>
</tr>
<tr>
<td>Arts</td>
<td>517</td>
<td>1003.64</td>
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<tr>
<td>Building &amp; Grounds</td>
<td>1480</td>
<td>1640.78</td>
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<tr>
<td>Careers</td>
<td>670</td>
<td>N/A</td>
</tr>
<tr>
<td>Curriculum</td>
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<tr>
<td>Development Office</td>
<td>3443</td>
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<tr>
<td>Drama</td>
<td>594</td>
<td>163.64</td>
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<tr>
<td>English</td>
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<tr>
<td>EREA</td>
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<tr>
<td>ExCEL</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Health &amp; PE</td>
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<tr>
<td>Humanities</td>
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<td>1,200.01</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Library</td>
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<tr>
<td>Literacy</td>
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<tr>
<td>LOTE</td>
<td>850</td>
<td>616.36</td>
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<tr>
<td>Maths</td>
<td>1459</td>
<td>769.55</td>
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<tr>
<td>Ministry</td>
<td>N/A</td>
<td>270</td>
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<tr>
<td>Music</td>
<td>1540</td>
<td>401.98</td>
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<tr>
<td>Other - Pastoral Care, Curriculum, 1st Aid, Restorative</td>
<td>10472</td>
<td>N/A</td>
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<tr>
<td>RE</td>
<td>515</td>
<td>770</td>
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<tr>
<td>Science</td>
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<tr>
<td>Sport</td>
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<tr>
<td>SSS</td>
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<tr>
<td>Technology</td>
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<td>VCAL</td>
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<tr>
<td>VET</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41050</strong></td>
<td><strong>66472.47</strong></td>
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</table>
College Community

**Goals**
To deepen our relationships within and beyond the community.

**Intended Outcomes**
That the participation and involvement with the parent and wider community continue 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 Winter Sports Night and Autumn Games Night engaged the community in a range of activities.
- 6th 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.
- Raising funds of more than $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.
- Continued 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.
- Continued to implement actions related to the $50,000 grant under the National Partnerships funding.
- Further development of Waterford Garden Project and Hen House.
- Began the first year of LAPP (Learning and Partnership Program) whereby staff, students and the wider community participated in spaced learning programs in the following area: Bricklaying, Woodwork, Life Coaching and Parade MasterChef.
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

<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>8,616,715</td>
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<tr>
<td>Other fee income</td>
<td>3,214,161</td>
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<tr>
<td><strong>Private income</strong></td>
<td></td>
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<tr>
<td>State government recurrent grants</td>
<td>3,863,807</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>13,867,332</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>29,562,015</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>15,866,904</td>
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<tr>
<td>Non salary expenses</td>
<td>12,962,424</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>28,829,328</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>427,228</td>
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<tr>
<td>Capital fees and levies</td>
<td>519,680</td>
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<tr>
<td><strong>Other capital income</strong></td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>946,908</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>2,244,788</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td>4,215,858</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>2,028,897</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.

- 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 wide range of opportunities for student performance in music, drama, dance, and arts.
- Nurture the efforts the High Performance Director 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.
- Plan further non-trade-based offerings (Business Management and Finance Management) as alternative pathways to VCE and assist parents and students in making appropriate choices.
- Consolidate the College’s operation as an RTO and enhance existing partnerships with training providers.
- 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.
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
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### Years 9–12 Student Retention Rate

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<tbody>
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<td>Years 9–12 Student Retention Rate</td>
<td>82.61%</td>
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### Average Student Attendance Rate by Year Level

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<th>Year Level</th>
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<tbody>
<tr>
<td>Year 7</td>
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<tr>
<td>Year 8</td>
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<td>Year 9</td>
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<td>Year 10</td>
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<td>Overall average attendance</td>
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### Teaching Staff Attendance Rate

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<tr>
<td>Teaching Staff Attendance Rate</td>
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### Staff Retention Rate

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<tr>
<td>Staff Retention Rate</td>
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### TEACHER QUALIFICATIONS

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<th>Qualification</th>
<th>Percentage</th>
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<tr>
<td>Masters</td>
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<td>Degree Bachelor</td>
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### STAFF COMPOSITION

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<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<td>FTE Non-Teaching Staff</td>
<td>59.555</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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### MEDIAN NAPLAN RESULTS FOR YEAR 9

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<tbody>
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<tr>
<td>Year 9 Writing</td>
<td>582.50</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>595.20</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>577.90</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>591.00</td>
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<tr>
<td>-------------------------</td>
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<table>
<thead>
<tr>
<th><strong>SENIOR SECONDARY OUTCOMES</strong></th>
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<tbody>
<tr>
<td>VCE Median Score</td>
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<tr>
<td>VCE Completion Rate</td>
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<tr>
<td>VICAL Completion Rate</td>
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Appendices

Compliance Certificate II

Item 7

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

### 2013 - YEAR 7

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>% At or Above Benchmark (Band 4+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.45%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.73%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.73%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.46%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.46%</td>
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</tbody>
</table>

### 2013 - YEAR 9

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>% At or Above Benchmark (Band 5+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.84%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.96%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.48%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.88%</td>
</tr>
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</table>

### 2013 - YEAR 7

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>% At or Above Benchmark (Band 4+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.45%</td>
</tr>
<tr>
<td>DOMAIN</td>
<td>% At or Above Benchmark (Band 5+)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Reading</td>
<td>97.84%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.96%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.48%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.88%</td>
</tr>
</tbody>
</table>
Item 8

Changes in benchmarks results from the previous year

Year 7

<table>
<thead>
<tr>
<th>Year 7 DOMAINS</th>
<th>2012 % At &amp; Above Benchmark</th>
<th>2013 % At &amp; Above Benchmark</th>
<th>Change from previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.8%</td>
<td>98.45%</td>
<td>1.83%</td>
</tr>
<tr>
<td>Writing</td>
<td>93.7%</td>
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<tr>
<td>Spelling</td>
<td>96.4%</td>
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<td>Grammar &amp; Punctuation</td>
<td>97.4%</td>
<td>91.46%</td>
<td>-5.74%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6%</td>
<td>98.46%</td>
<td>1.55%</td>
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</tbody>
</table>

Year 9

<table>
<thead>
<tr>
<th>Year 9 DOMAINS</th>
<th>2012 % At &amp; Above Benchmark</th>
<th>2013 % At &amp; Above Benchmark</th>
<th>Change from previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.9%</td>
<td>97.84%</td>
<td>0.27%</td>
</tr>
<tr>
<td>Writing</td>
<td>94%</td>
<td>95.65%</td>
<td>2.58%</td>
</tr>
<tr>
<td>Spelling</td>
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<td>95.96%</td>
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<tr>
<td>Numeracy</td>
<td>100%</td>
<td>96.88%</td>
<td>-3.12%</td>
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Value Added

In 2013, Parade College revised its Mission Statement, noting that “As a long-standing 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”. While all parts of the mission statement make up the student experience of Parade College, there are specific aspects which 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. From the Mission statement:

Education in Faith: To deepen the experience of being a member of a Catholic College in the Edmund Rice tradition.

Parade College’s 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 2013 yearbook, the Paradian:

- The Parade Prefect group raised over $10,000 for the Leukaemia Foundation through participation of over 100 students and staff in The World’s Greatest Shave.
- Founder’s month and the Solidarity walk also raised funds for nominated House charities: Edmund Rice Asylum Seekers Projects, Bahay Tuluyan, Father Bob Maguire Foundation, Mary Rice Centre (Nairobi), and Edmund Rice Camps.
- Other fundraising efforts during 2013 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 2013 the highlights included:
  - Lucas Zugaro, leader of the Brekky Van and many other projects, was successfully nominated for the monthly VCE Achievers” award. Lucas went on to win the annual VCE Leadership Award as well, a great honour chosen from across the state.
  - Raising money and publicity of The Thin Green Line Foundation
  - 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.
  - The sustainable foods nurtured through the Waterford Garden and Henhouse project provides both fund-raising and supplies for the Brekky Van
  - Students and staff spent 24 hours exposed to Melbourne’s weather isolated in ‘The Cage’ to raise funds and awareness for Asylum Seekers
  - Organised an activity day for our friends in three local Special Developmental Schools
  - A growing number of volunteers organised 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 Albans’ Primary School, as well as in the Sacred Heart Church Spectrum program.

Justice and Advocacy Group supported the Parade Youth Ambassador, making Asylum Seekers and Refugees in Australia its main focus.

Collecting packages for supplying Australian soldiers on duty in the Middle East.

Year 10 committee worked with MacKillop Family Services and the Foster Care Association of Victoria to support children in foster care and arranged 50 special backpacks for children in care. They also took part in MacKillop family Services Foster Care Day.

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 2013, 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, undertaking volunteer work one afternoon a week for a term in over 35 local agencies. Edmund Rice Pathways Program students took place in year-long placements.

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.

VCAL students competed in the World Skill Melbourne Region sector, achieving results in the top 5.

Opening of a new Plumbing Trade Centre for the VET Plumbing courses.

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.

The Year 9 ExCEL Program takes place on most Wednesdays throughout the year.
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.

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.

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:
- The Tournament of Minds
- Radio broadcasting on RMIT’s SYN-FM
- CREST science awards (run by CSIRO)
- Aurecon Bridge Building competition
- Science Talent Show
- Annual Mathematics Game Day
- The Mathematics Challenge
- STAV Science talent quest
- Science and Engineering Challenge.

Students participated in Indigenous education programs such as:
- 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.

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.

The Social Justice prefects worked with the theme “Lazarus at our gates” and contributed to the “Conversation with Archbishop Denis Hart” and organised the ERA Change Advocacy Day and the Live Below the Line lunch.

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
o All Year 10 students took part in the “Respectful Relationships” program, engendering way to combat violence and increase respect for women.

- 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:
  o Year 7 Mother and Son evening
  o Year 8 Father and Son evening
  o The Year 7 – 9 Father-Son games evening (run by Year 12 Sports prefects in conjunction with the Fathers’ Association)
  o The annual METEC Pre-Learner Driving course, allowing fathers and sons to begin a safer journey in driver education.
- Outdoor education opportunities included:
  o Year 10 students participated in an Outdoor Education camp in the High Country at Gippsland
  o Year 9 students participated in an Outdoor Education camp at Anglesea and in preparatory activities in Year 9 ExCEL
  o Year 7 students participated in an activities and orientation camp.
- Overseas experiences available to our students include:
  o World Challenge Expedition, a trip organised and funded by students, spent 28 days in Nepal
  o Japan Exchange Trip to our sister school Takada high School.
  o The Italian Cultural Trip
  o Semester-long exchange programs in France and Italy.
- The Parade College 2013 co-curricular program included the following,
  o Tournament of the Minds.
  o Debating
    o ACC Debating and Public Speaking Competition (winners in Intermediate division)
    o DAV Debating competition
    o VCAA Public-speaking Competition
    o Legacy Public Speaking Competition (Grand finalist)
    o DAV Public Speaking Competition.
  o Chess.
  o Writers’ Club.
  o Drama productions, including ‘The Great Gatsby’.
  o The Musical ‘Aida’.
  o Music groups
    o Senior Big Band (who travelled to Mt Gambier to perform at James Morrison’s “Generations of Jazz” festival)
    o Combined Campus Concert Band
    o Junior Big Band
    o Funksters
    o Junior Concert Band
    o Classical Ensemble
    o Guitar ensemble
- Various popular music / rock groups
- Participation in the ACC Music concert, Vocal workshop, Concert Band workshop, Stage Band workshop, Rock Band workshop
- Performed at Federation Square for the Victorian Schools Music Festival and for other events.

- 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 3rd 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 9 premierships and 9 runners-up placing were gleaned (in Terms 1 – 3; Term 4 not available at time of writing).
  - Athletics
  - Australian Rules Football
    - claimed the Bedford Madden Shield
  - Basketball
  - Chess
  - Cricket
  - Cross Country
  - Golf
  - Hockey
  - Rugby
  - Snowsports
  - Soccer
  - Swimming
  - Table Tennis
  - Tennis
  - Volleyball
  - Clay Target shooting
- Parade team in the EREA Basketball tournament were runners-up
- 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 Parade College’s Lucas Zugaro, the 2013 VCE Leadership Award winner (Herald-Sun, November 26, 2013), speaking about the importance of every individual’s contribution, no matter how small:

*Give your best and your all. Start small because even something small can grow and have the greatest impact on society and the world.*
**Item 10**

**Median Standardised Results for Year 9 (National Scores)**

**Year 9 MEANS for 2013**

<table>
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<tr>
<th>Year 9 Mean</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
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<td>Parade College</td>
<td>584.90</td>
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<td>589.20</td>
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<tr>
<td>State Mean – Boys</td>
<td>581.06</td>
<td>544.61</td>
<td>575.81</td>
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**NAPLAN Improvement Index – Year 7 2011 compared to Year 9 2013 MEANS**

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<tr>
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<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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</thead>
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<td>Parade College</td>
<td>42.58</td>
<td>50.38</td>
<td>51.32</td>
<td>42.37</td>
<td>42.70</td>
</tr>
<tr>
<td>State Mean – ALL</td>
<td>40.45</td>
<td>29.79</td>
<td>43.59</td>
<td>38.95</td>
<td>39.12</td>
</tr>
</tbody>
</table>
## Senior Secondary Outcomes

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>All VCE Students</th>
<th>Year Twelve</th>
<th>Year Eleven</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Scores</td>
<td>1230</td>
<td>1178</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>(%)</td>
<td>100%</td>
<td>96%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>N Students</td>
<td>285</td>
<td>244</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>(%)</td>
<td>100%</td>
<td>85%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>avGAT – Written Communication</td>
<td>30</td>
<td>31.89</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>avGAT – Mathematics/Science/Technology</td>
<td>30</td>
<td>30.54</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>avGAT – Humanities/Arts/Social Sciences</td>
<td>30</td>
<td>30.49</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>VCAA Study Score</td>
<td>30</td>
<td>30.52</td>
<td>30.37</td>
<td>33.77</td>
</tr>
</tbody>
</table>
# All VCE Studies (VCAA Study Score)

## 2013 PARADE COLLEGE Home School Data

<table>
<thead>
<tr>
<th>VCE Unit 3 / 4 Subject Name</th>
<th>2013 Mean at Parade College</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING Unit 3 / 4</td>
<td>30.3</td>
</tr>
<tr>
<td>BIOLOGY Unit 3 / 4</td>
<td>29.8</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT Unit 3 / 4</td>
<td>31.4</td>
</tr>
<tr>
<td>CHEMISTRY Unit 3 / 4</td>
<td>30.8</td>
</tr>
<tr>
<td>COMMUNITY RECREATION (VCE VET) A Unit 3 / 4</td>
<td>32.0</td>
</tr>
<tr>
<td>ECONOMICS Unit 3 / 4</td>
<td>31.3</td>
</tr>
<tr>
<td>ENGLISH Unit 3 / 4</td>
<td>29.4</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE Unit 3 / 4</td>
<td>28.5</td>
</tr>
<tr>
<td>FOOD AND TECHNOLOGY Unit 3 / 4</td>
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</tr>
<tr>
<td>HEALTH AND HUMAN DEVELOPMENT Unit 3 / 4</td>
<td>29.2</td>
</tr>
<tr>
<td>HISTORY: REVOLUTIONS Unit 3 / 4</td>
<td>27.5</td>
</tr>
<tr>
<td>IT APPLICATIONS Unit 3 / 4</td>
<td>34.8</td>
</tr>
<tr>
<td>LANGUAGES: FRENCH Unit 3 / 4</td>
<td>32.7</td>
</tr>
<tr>
<td>LANGUAGES: ITALIAN Unit 3 / 4</td>
<td>31.6</td>
</tr>
<tr>
<td>LANGUAGES: JAPANESE SECOND LANGUAGE Unit 3 / 4</td>
<td>28.4</td>
</tr>
<tr>
<td>LEGAL STUDIES Unit 3 / 4</td>
<td>33.0</td>
</tr>
<tr>
<td>LITERATURE Unit 3 / 4</td>
<td>30.0</td>
</tr>
<tr>
<td>MATHS: FURTHER MATHEMATICS Unit 3 / 4</td>
<td>31.9</td>
</tr>
<tr>
<td>MATHS: MATHEMATICAL METHODS (CAS) Unit 3 / 4</td>
<td>30.9</td>
</tr>
<tr>
<td>MATHS: SPECIALIST MATHEMATICS Unit 3 / 4</td>
<td>34.5</td>
</tr>
<tr>
<td>MEDIA Unit 3 / 4</td>
<td>29.0</td>
</tr>
<tr>
<td>MUSIC PERFORMANCE Unit 3 / 4</td>
<td>31.1</td>
</tr>
<tr>
<td>PHILOSOPHY Unit 3 / 4</td>
<td>27.9</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION Unit 3 / 4</td>
<td>31.7</td>
</tr>
<tr>
<td>PHYSICS Unit 3 / 4</td>
<td>29.9</td>
</tr>
<tr>
<td>PSYCHOLOGY Unit 3 / 4</td>
<td>29.0</td>
</tr>
<tr>
<td>RELIGION AND SOCIETY Unit 3 / 4</td>
<td>29.8</td>
</tr>
<tr>
<td>STUDIO ARTS Unit 3 / 4</td>
<td>29.4</td>
</tr>
<tr>
<td>SYSTEMS ENGINEERING Unit 3 / 4</td>
<td>33.0</td>
</tr>
<tr>
<td>TECHNICAL PRODUCTION (VCE VET) A Unit 3 / 4</td>
<td>N/A</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION &amp; DESIGN Unit 3 / 4</td>
<td>32.8</td>
</tr>
</tbody>
</table>
Item 13

Post-school destinations

Figure 1  Destinations of Year 12 or equivalent completers who participated in the 2013 On Track survey

Table 1  Response rate for the 2013 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>291</td>
<td>251</td>
<td>80%</td>
</tr>
<tr>
<td>Early School Leavers</td>
<td>2</td>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>
On Track Published Post Year 12 Destinations Information 2013

Year 12 completers consenting to On Track (Actual Number) 251

VTAC Data

Tertiary Applications and Offers

Tertiary Applicants consenting to On Track (Actual Number) 217

University Offers % 77%

TAFE/VET Offers % 17%

Any Tertiary Offer % 94%

On Track Survey Data – April 2013
In Education and Training

Bachelor Degree enrolled % 64%
Deferred % 5%
TAFE/VET enrolled % 17%
Apprentice/Trainee % 10%

Not in Education and Training

Employed % 5%
Looking for Work % 2%
Item 15
Student learning outcomes for 2011, 2012 and 2013

READING – Year 7

Scaled Score Means by Year

WRITING – Year 7

Scaled Score Means by Year

SPELLING – Year 7

Scaled Score Means by Year
The Year 7 results reflect the intake of students Parade has received for the past 5 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).
Despite changes in the Year 7 profile, the Year 9 Numeracy results have pleasingly remained above the State average for most of the past 5 years, with little variance in this time. The Year 9 Literacy results have been more fluid, suffering a drop in 2011, but recovering in 2012 - 13, the third year of operation for the LIT team and second 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 (Yr 7 2011 – Yr 9 2013)

Relative Student Growth (STANDARDISED National Bands)

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
<th>GRAMMAR &amp; PUNCTUATION</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parade 2010-12</td>
<td>21.00</td>
<td>29.00</td>
<td>25.00</td>
<td>35.00</td>
<td>35.00</td>
</tr>
<tr>
<td>State 2010-12</td>
<td>28.00</td>
<td>25.00</td>
<td>33.00</td>
<td>40.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Parade 2011-13</td>
<td>43.00</td>
<td>52.00</td>
<td>50.00</td>
<td>40.00</td>
<td>40.00</td>
</tr>
<tr>
<td>State 2011-13</td>
<td>40.00</td>
<td>29.00</td>
<td>46.00</td>
<td>39.00</td>
<td>42.00</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. The impact of the SLIP and LIT teams are clearly evident in the improvement across all 4 areas of literacy, particularly in the significantly increased growth in writing. While the Numeracy growth has slipped marginally behind the state mean, they also clearly indicate increased growth in 2011-13 than from 2010-12.
### Appendix B: Subject Grid

<table>
<thead>
<tr>
<th>VCE Subjects Offered in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 1 / 2</td>
</tr>
<tr>
<td>Accounting 3 / 4</td>
</tr>
<tr>
<td>Biology 1 / 2</td>
</tr>
<tr>
<td>Biology 3 / 4</td>
</tr>
<tr>
<td>Business Management 1 / 2</td>
</tr>
<tr>
<td>Business Management 3 / 4</td>
</tr>
<tr>
<td>Chemistry 1 / 2</td>
</tr>
<tr>
<td>Chemistry 3 / 4</td>
</tr>
<tr>
<td>Design &amp; Technology 1 / 2</td>
</tr>
<tr>
<td>Design &amp; Technology 3 / 4</td>
</tr>
<tr>
<td>Economics 1 / 2</td>
</tr>
<tr>
<td>Economics 3 / 4</td>
</tr>
<tr>
<td>English 1 / 2</td>
</tr>
<tr>
<td>English 3 / 4</td>
</tr>
<tr>
<td>English Language 1 / 2</td>
</tr>
<tr>
<td>English Language 3 / 4</td>
</tr>
<tr>
<td>Food and Technology 1 / 2</td>
</tr>
<tr>
<td>Food and Technology 3 / 4</td>
</tr>
<tr>
<td>French 1 / 2</td>
</tr>
<tr>
<td>French 3 / 4</td>
</tr>
<tr>
<td>Foundation Maths 1 / 2</td>
</tr>
<tr>
<td>Further Mathematics 3 / 4</td>
</tr>
<tr>
<td>General Mathematics (Further) 1 / 2</td>
</tr>
<tr>
<td>General Mathematics (Specialist) 1 / 2</td>
</tr>
<tr>
<td>Geography 1 / 2</td>
</tr>
<tr>
<td>Geography 3 / 4</td>
</tr>
<tr>
<td>Health &amp; Human Development 1 / 2</td>
</tr>
<tr>
<td>Health &amp; Human Development 3 / 4</td>
</tr>
<tr>
<td>History – Revolutions 3 / 4</td>
</tr>
<tr>
<td>History – Twentieth Century 1 / 2</td>
</tr>
<tr>
<td>Information Technology 1 / 2</td>
</tr>
<tr>
<td>IT Applications 3 / 4</td>
</tr>
<tr>
<td>Italian 1 / 2</td>
</tr>
<tr>
<td>Italian 3 / 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VET in the VCE Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Building and Construction (Bricklaying)</td>
</tr>
<tr>
<td>Certificate II Building and Construction (Carpentry)</td>
</tr>
<tr>
<td>Certificate II Building and Construction (Floor and Wall Tiling)</td>
</tr>
<tr>
<td>Certificate II Building and Construction (Shop fitting)</td>
</tr>
<tr>
<td>Certificate II Community Recreation</td>
</tr>
<tr>
<td>Certificate II Furnishing (Cabinet Making)</td>
</tr>
<tr>
<td>Japanese 1 / 2</td>
</tr>
<tr>
<td>Japanese 3 / 4</td>
</tr>
<tr>
<td>Legal Studies 1 / 2</td>
</tr>
<tr>
<td>Legal Studies 3 / 4</td>
</tr>
<tr>
<td>Literature 1 / 2</td>
</tr>
<tr>
<td>Literature 3 / 4</td>
</tr>
<tr>
<td>Mathematical Methods (CAS) 1 / 2</td>
</tr>
<tr>
<td>Mathematical Methods (CAS) 3 / 4</td>
</tr>
<tr>
<td>Media 1 / 2</td>
</tr>
<tr>
<td>Media 3 / 4</td>
</tr>
<tr>
<td>Music Performance 1 / 2</td>
</tr>
<tr>
<td>Music Performance 3 / 4</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies 1 / 2</td>
</tr>
<tr>
<td>Philosophy 1 / 2</td>
</tr>
<tr>
<td>Philosophy 3 / 4</td>
</tr>
<tr>
<td>Physical Education 1 / 2</td>
</tr>
<tr>
<td>Physical Education 3 / 4</td>
</tr>
<tr>
<td>Physics 1 / 2</td>
</tr>
<tr>
<td>Physics 3 / 4</td>
</tr>
<tr>
<td>Psychology 1 / 2</td>
</tr>
<tr>
<td>Psychology 3 / 4</td>
</tr>
<tr>
<td>Religion &amp; Society 2</td>
</tr>
<tr>
<td>Religion &amp; Society 3 / 4</td>
</tr>
<tr>
<td>Specialist Mathematics 3 / 4</td>
</tr>
<tr>
<td>Studio Arts 1 / 2</td>
</tr>
<tr>
<td>Studio Arts 3 / 4</td>
</tr>
<tr>
<td>Systems Engineering 1 / 2</td>
</tr>
<tr>
<td>Systems Engineering 3 / 4</td>
</tr>
<tr>
<td>Texts &amp; Traditions 2</td>
</tr>
<tr>
<td>Texts &amp; Traditions 3 / 4</td>
</tr>
<tr>
<td>Theatre Studies 3 / 4</td>
</tr>
<tr>
<td>University Enhancement (OTHER)</td>
</tr>
<tr>
<td>University Enhancement Mathematics</td>
</tr>
<tr>
<td>Visual Communication &amp; Design 1 / 2</td>
</tr>
<tr>
<td>Visual Communication &amp; Design 3 / 4</td>
</tr>
</tbody>
</table>

| 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)

**Year 10 Subjects offered in 2013**

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

**Visual Arts**
- Introduction to Studio Arts
- Media
- Introduction to Visual Communication Design

**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

**Mathematics**
- Australia’s Legal and Political System
- Changing Environments
- **LOTE**
- French
- Italian
- Japanese

**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 2013

**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
- 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
- First Aid
- Getting to Know Others: Getting Along with Others
- Safe@Work
- Streetwise (Drug Education 2)

**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
- Dreamtime @ PC
- 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
- SuperFoods
- Survivor Bundoora
- Try-a-Trade
Year 8 Subjects offered in 2013

Performing Arts (Music & Drama)
- Drama: Comedy and Tragedy
- Introductory Music Performance
Visual Arts
- Art and 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 2013

- 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