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Minimum Standards Attestation

I, 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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 144 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 is a Registered Training Organisation and has operated a Trade Training Centre on site since 2010 with its own trade-training facilities. It also has strong ties with local TAFEs and training providers. The College offers recognised training in various trades: Electro-technology, Bricklaying and Scaffolding, Building Construction - Carpentry, Plumbing; Floor and Wall Tiling and Furnishings, and offers a VCE/VET Pathway to Business Course.

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

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, continue to underpin the educational philosophy and practice of the College. The pages of the Paradian bear witness to the wealth of opportunities on offer for a holistic education for young men and the level of response of the students to these opportunities.

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. We have continued last year’s initiative to improve literacy in students with the great work being done by the Secondary Literacy Improvement Project (SLIP) Team. The Cultures of Thinking Program has been embedded in the College.

During 2014 the iPad program was successfully implemented in Years 7 and 9 such that all students in Years 7 to 10 are using the iPad as the basic educational tool, which will naturally include Year 11 in 2015. I again acknowledge the work of our IT Support Service for supporting students and the eLearning Team for 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. This year we have introduced the Quicksmart Program for improved numeracy skills.

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 2014 we have prepared a complete non-trade based course in VCAL which offers emphasis on business skills to commence in 2015.

In terms of wider curriculum, we enjoy the maximum level of involvement in the ACC competition and this year managed the usual range of successes 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 further individual and team successes in public speaking, debating, drama, music and visual arts. The annual musical Hairspray and the major drama presentation of The Crucible were outstanding successes. The College was well represented in the combined ACC schools music spectacular Accent on Music held in the Hamer Hall. The Year 10s again enjoyed the dancing classes with Mercy College students and the concluding social.
Education in Faith

We continually review the many programs and opportunities offered to students 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 2014 we have played a significant role in the Edmund Rice schools’ collective response to seeking social justice through advocacy. This advocacy for just causes and other similar involvements help to foster global awareness and respect for the environment as well as compassion and personal responsibility. This year one staff member travelled to Geneva to learn more about the Christian Brothers’ involvement in advocacy with the United Nations. We remain committed to the retreat programs for Year 11 and 12 students as an important time of reflection and personal development. Our Year 10 students participated in the *Be A Hero* Program fostered by the Good Samaritan Sisters in northern suburbs schools. In 2014 another round of staff members have participated in personal and spiritual renewal programs locally and abroad, including immersion experiences in India and Africa.

Student Welfare

We continue to explore all avenues to foster the well-being of our students and to ensure that our students are safe. The House Leaders and the Tutors continue to offer dedicated and effective pastoral support and guidance for the students. In the course of the year the House Leaders Team have further depthed 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 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.

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 adopted a new Mission Statement and allied planning documents for the 2013 – 2017 development period. In 2014 we have drawn up a new master Plan for the Physical Development of the College to enhance the teaching and learning processes. The new master plan is on display in the foyers and includes major projects such as:

1. EXTENSION TO MT SION BUILDING (CALLAN WING)
   - VCE Study Centre and Careers Office
   - 6 New Classrooms
   - 2 Trade Workshops and Storage
   - New Stair Well
   - 8 Offices
   - Connecting Bridge Walkway to Edmund Rice Building

2. FAÇADE RENEWAL OF MT SION BUILDING
3. REDEVELOPMENT OF QUADRANGLE SPACE (Bundoora and Preston)

4. STAGE 4: REDEVELOPMENT OF PRESTON QUADRANGLE

5. RENOVATION OF RESOURCE CENTRES
   Introduce mobility of furniture and include space under library to allow ad hoc creation of spaces as needed for
   • Meetings and Seminars
   • Presentations
   • Small Group Teaching
   • ICT Support Setting
   • Multi-media Production Area
   • Outdoor Learning Setting
   • Hands-on Learning Areas and Displays

6. EXTENSION OF MACKILLOP CENTRE AT PRESTON

7. ESTABLISH DEDICATED ADVANCED PLACEMENT LEARNING CENTRE AT BUNDOORA

8. SPORTS FACILITIES UPGRADES/REPLACEMENTS

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

   1. Complete renovation of 15 Mt Sion Building Classrooms
   2. Refurbishment of the Preston Library
   3. Covered Area at Bunjil Park Plaza
   4. Further Improvements to Ambrose Treacy Oval
   5. Maintenance on floors in all College Halls
   6. Gradual installation of new lockers in Mt Sion complex.

   Many other minor works have been undertaken to ensure that good learning takes place in a conducive environment.

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 staff facilities are available to visiting students in VET programs. We are a hub school for the Melbourne University teacher training programs and enjoy productive interaction with LaTrobe 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. In addition to the usual cycle of business breakfasts and special events, the Association this year used the annual gala dinner to celebrate the centenary of its formal commencement in 1914.

I thank the many people who have worked in support of the College in 2014. I am again 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 which 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.

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

“A year of consolidation in readiness for the next chapter...” may well depict the focus of the College Board during 2014. In an environment of increasing competition through the emergence of new educational facilities in Parade’s traditional geographical region, Parade College continues to be endorsed by families choosing an Edmund Rice education for their sons.

Work has begun on the next Master Plan for the College; a plan which will look at the strategic directions to be considered and implemented for the coming decade and beyond. Such a program cannot be orchestrated in the absence of modern pedagogy, sustainable enrolments, sound financial management and dynamic leadership. Parade can boast proudly, attainment of these essential elements, to springboard the new directions being sought.

To assist the Board in its endeavours, our numbers have been expanded and we have welcomed two new members in Mr Craig Major and Mr Ian Pollard. Both members bring strong strategic and financial skills to complement the Board. I have no doubt, based on their involvement to date, the College will be the beneficiary of prudent and enlightened contributions from our newest members. The Board still requires an additional member with the retirement of Mrs Maria Alvaro last year. We take this opportunity to thank Maria for her significant contribution during her tenure with the College Board.

Next year, Edmund Rice Education Australia will again host a symposium and Parade will be well represented through its communities.

It is once again appropriate to extend, on behalf of all Board Members, our congratulations to the graduating class of 2014. We trust the values and learnings you have acquired during your time at Parade, hold you in good stead as you embark on your ‘next chapter.’ The foundations lay strong to receive the new boys in 2015.

Mr Darryn Borg  
Chair of the College 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 ‘Entrust yourselves to God and dare to dream’.
- Successful sixth 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 Winter games.
- Third 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:
  - Bodkin – Edmund Rice Asylum Seeker Project
- Hughes – Providence School in India
- Lynch – Bahay Tuluyan
- Treacy – Father Bob Maguire Foundation
- Preston Campus – Mary Rice Centre in Kenya.

- ‘Rock and Water’ program completed by all Year 7 students.
- Year 10 students participated in the second year of an anti-violence against women project called ‘Respectful Relationships’. The program involved a partnership between Parade College, The Good Samaritan Inn and Paul Zappa.
- 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.
- Continued implementation of sporting afternoons with students from the Parkville Detention Centre.
- Brekky Van into its tenth 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.
- Advocacy group moved into its second year of operation. 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:
  - 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.
  - Invited guest speakers and attended workshops to challenge and educate ourselves.
  - Sports for Justice activity.
  - Edmund Rice schools in Detention for Detention which raises awareness of the needs of children and young people who are being held in immigration detention at this time.
• Year 7 Retreat Day - *Looking Back and Moving Forward to find our Potential*. The guest speaker was Jason McCartney. The day invited all Year 7 students gathered together to reflect on their first year of secondary school.

![Retreat Day Images]

**Programs: Staff**

• Held a successful program with parents nurturing their spirituality e.g. Retreat held at Amberley.

• One staff member participated in a major event being the ‘Ireland and Geneva Pilgrimage’ led by EREA. This is the fourth time the program has operated.

• Many 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 staff member participated in an Immersion experience to South Africa.

• 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 – Staff Welfare and Development)* 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 Dr Damien Price cfc.
- Staff participated in the Easter Liturgies which were prepared for the various year levels.
- Further 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 always occurs whenever we gather as a community.
- Parent volunteer system for parent child programs continued.
- Annual Ladies' Retreat took place at Amberley Retreat Centre.
Learning and 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.

   We reinstated our Evening of Excellence in August this year, which offered 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 (Secondary Literacy Improvement Program) initiatives.

We are now in the fourth 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. As a College we prioritised the development of Literacy skills for our teaching staff. To this end we had some 20 staff this year working with Prof Brian Dare on his How Language Works Program. In conjunction with this, we have a further 16 staff trained in the Cultures of Thinking Program. Both of these programs work together to produce students who are confident speakers, able to articulate their thinking processes and who listen to others to broaden their outlook on life.

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 were offered at Subject Selection in the latter half of this year and students will begin these courses in 2015. 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 modified 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.

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 experience of this system has been mixed, therefore we will implement a ‘flipped’ classroom model that the Edrolo Program offers.

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 No 10 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 now online for over 12 months. 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 trained, 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. We will be investigating the ‘QuickSmart Literacy’ program and look to train key staff for this program to be implemented for those targeted students.

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 growth was 39, 1 point above the Mean State Growth of 38.

In Writing, Parade’s Mean school growth was 60, some 27 points above the Mean State Growth of 33.

In Spelling, Parade’s Mean school growth was 37, some 3 points above the Mean State growth of 40.

In Grammar and Punctuation, Parade’s Mean school growth was 37, some 8 points above the Mean State growth of 29.

In Numeracy, the proportion of students meeting the minimum standards improved.

The good work of the Secondary Literacy Improvement Project (SLIP) team at the College, working with the staff in general to raise the levels of Literacy of our boys is yielding results.

We also have the second year of the 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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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.
- Continuing the process of change to implement and develop Restorative Practices as a student management tool.
- A ‘fact’ per week in the Staff Newsletter about the philosophy behind Restorative Practices.
- Provision of Student Well-Being Professional Learning day for staff of both campuses.
- 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 focussing 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.
- Presentations for the Student Well-Being Professional Learning Day for staff.
- Inclusion of Social Worker in College Counselling Team.
- Introduction of the Seasons’ Program for students experiencing grief and loss.
- Introduction of the Mindfulness Program for students struggling with social issues, anxiety and self-esteem issues.
- 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.
- Through the provision of regular, external, Professional Supervision.
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 2014 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.
- Expansion of the VCE Liaison Officer role to help support and track student academic progress.
- Continued inclusion of the VCE Liaison Officer into the Upper House Leaders’ fortnightly meetings.
- Briefing Year 12 students, staff and House Leaders about asylum seeker female student attending the College to complete Year 12 in 2014.
- Assisting with support structures for female Year 12 students.
- Use of restorative processes and meetings by House Leaders and Student Welfare Co-Ordinators in managing situations with students.
- 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).
- Fortnightly meetings held with Upper and Lower House Leaders at Bundoora.
- Fortnightly meetings held with Team Leader, Counselling Services.
- Fortnightly House Leaders/SWC meetings.
- Continued development of welfare-based issues as the basis for year level assemblies at each year level
  - Year 7 – safe travel on Public Transport
  - Year 8 – cyber-bullying
  - Year 9 – drug education
  - Year 10 – respectful relationships
  - Year 11 – driver education
  - Year 12 – safe partying/safe driving.
- Continued focus of activities in the Year 8 Activities Week program on cyber-bullying.
- Continued review and development of the Failte Program – Year 12 students welcoming Year 7 students to the College and mentoring them in their first year at Parade.
- Exploration of a program based on respectful relationships for Year 8 students.
- Development and implementation of a respectful relationships session for Upper Tutors to deliver to their students, based on respect for people’s lifestyle choices.
- 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 and how to work with staff in a restorative manner, prior to staged implementation at the College.
- Providing opportunities for parents to hear from keynote speakers on student well-being issues.
• 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 term by term Program Support Group Meetings for students receiving Literacy, Numeracy, and Special Learning Needs (LNSLN) funding.
• Continued development of the role 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 three Year 10 students in the CEOM Senior Pathways and Transition Program.
• Continued use of Grade 6 Testing data to identify students with additional needs and to assist with identifying students for Intervention Programs.
• Continued development of the role of the Intervention Programs Coordinator.
• Continued regular meetings of the Intervention Team with the Intervention Programs Coordinator.
• Continued development of the role of the Refugee and EAL Support Teacher.
• Implementation of the Year 11 Foundation Maths Course.
• Implementation of the Dreamtime @ PC ExCEL program
• 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.
• Implementation of QuickSmart Numeracy Program including attendance of five staff at four days of training.
• Peer Support Group established for Parents of Students with ASD.
• Year 7 Lunchtime Games offered every day throughout Term 1 where students are supervised by a staff member.

In developing support and understanding of and for our Indigenous students and families:
• 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 10 and one Year 12 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.
• Year 12 student and Parade staff member attended the CEOM Annual Graduation Dinner for Indigenous students.
• 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.
• Observance of the Commemoration of the National Apology and Sorry Day.
• Maintained the awarding of the Indigenous Symbolic Torch to the “oldest” 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 12 students offering opportunities for further study with courses in either sport or business.
• Inaugural Identity and Culture Day offered to Indigenous students at Amberley, Lower Plenty.
• Indigenous students and staff attended a presentation by Boori Monty Prior at St Monica’s College, Epping.

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 based on the AusVELs.
• Regular meetings scheduled with the AP Coordinators and the AP Team.
• Four students won bursaries and two students won medallions in the Science Talent Search and ten 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 High Distinctions and Distinctions in the Australian Mathematics Challenges (Junior and Intermediate).
• In the Aurecon Bridge Building Competition, the students’ bridge held a reasonable weight.
• Year 8 students were awarded Bronze Awards as part of the CREST Program.
• AP students Participated in Tournament of Minds and were awarded, for the second time in a row, the High Distinction Award for the Language and Literature problem solving.
• Year 9 students participated in the Science Poetry Competition.
• A number of Year 8 and Year 9 students participated in Debating.
• Year 9 students were awarded third place in the Science and Engineering Challenge at La Trobe University.
• A number of Year 9 students participated in the Interschool Chess Competition, and came third.
• 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 for students from feeder Primary Schools for four Wednesday afternoons from 4-5pm.
• 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 2015.
• Continued implementation of the AP Selection Test to identify students for the program.

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.
• Implementation of Social Skills and Communication Skills Program by the College’s Speech Pathologist for students with ASD.

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 ongoing 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.
- Continuing the Senior Tie for VCE and VCAL students.
- Continuing to provide Year 12 badges to Year 12 students at the beginning of the school year.
- Professional learning opportunities for House Leaders’ Team on Restorative Practices and the impact of trauma on the brain development of young person.
- 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 2014 Duces 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 is available on two afternoons per week; increasing numbers of students and staff involved at both campuses.
- Students who participated in Intervention English and Mathematics classes successfully completing VCE.

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” and they have gained much in their time at the College. Again, in 2014, 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 great place for them to send their sons.

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, of the care and diligence of staff, and of the quality of the relationships between students, staff and families. Indeed, the break-down of responses to individual questions answered by the students from the School Improvement Survey, indicate a strong sense of connection, comfort and contentedness at Parade, as well as very healthy views of their own progress and self-esteem.

Annual Staff Appraisals include the results and data from students about how they view their teachers, 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. Invariably, the students are direct and to the point, appreciating the effort that their teachers make to prepare interesting and accessible classes, as well as offering thoughtful feedback on ways they could be engaged even further by that teacher.

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 Paradian 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 in 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. Inclusion of Dreamtime at PC as an option for the Year 9 ExCEL Program for 2015 was finalised in 2014.
Leadership and 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.
- Staff work in collaborative teams to focus on improving students’ results.
- Staff Professional Development is carefully considered in regard to improving pedagogy and student engagement.

Achievements
- Staff were supported in their applications to attend external professional learning opportunities and encouraged to share this information with their colleagues at faculty meetings.
- A large group of 15 staff formed a committee that looked at the structure of meetings in order to develop of staff meeting schedule that was able to foster and promote positive subject based learning teams that would allow staff to share resources, analyze student performance and trial teaching strategies that would ultimately lead to improved results for all students.
- Staff would have more time to work collaboratively with their colleagues during the regular staff meeting schedule.
- Staff involved in the above committee were able to acknowledge that their input was valued and brought about change for the coming year.
- A lot more staff meetings ran on both campuses in 2014, further enhancing the connection between both the Bundoora and Preston campuses.
- Staff were fully supported in their endeavours to take on VCE assessing duties during external examination periods and many allowances were made at the College to allow staff to do this.
- The Staff Appraisal process continued to develop and with the aid of coaching mentors, staff were able to review footage of themselves in class and further assess their teaching performance with the aim to continue to improve their methodologies.
- The leadership of all staff has been fostered by allocating more staff meeting time to teacher discussion and collaboration.
- 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. Secondary Literacy Improvement Program. We have had some of our staff present on this at other schools.
- The amount of time dedicated to this program has seen our literacy results improve considerably and thus become a bench mark for other schools.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Staff participation in PL has been broken down into faculty listings, as per below *. Categories to denote: EREA – many staff continued to participate in Staff Formation days run by EREA in 2014. This cost was not included in regard to faculty based professional learning. 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 but benefitted staff in their roles as teachers/support staff. Data below includes costing from 2012 and 2013 also.

Areas where costs increased in professional learning were Curriculum and VET. The ‘Cultures of Thinking’ and ‘SLIP’ programs were part of funding grants so any costs associated with these were offset by funding received. Many staff were required to attend internal and external PD which resulted in costs being linked to CRT coverage at the College. The large costs in VET were linked to the necessary Staff PD days that VET staff had to attend and also the need for staff to have relevant industry experience and up to date PD on an annual basis.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL  131

AVERAGE EXPENDITURE PER TEACHER FOR PL  $464.87

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

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<tr>
<th>Faculty</th>
<th>2014 Cost of PL ($)</th>
<th>2013 Cost of PL ($)</th>
<th>2012 Cost of PL ($)</th>
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<td><strong>41,050</strong></td>
<td><strong>66,472.47</strong></td>
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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.
PARENT SATISFACTION

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

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

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

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

- Pastoral care and communication within the College
- Social Justice/Community Action projects
- Academic Programs
- Extra Curricula activities
- Provision of genuine and robust pathway into VCAL
- Transport Options
## Financial Performance 2014 Annual Report

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<th>REPORTING FRAMEWORK</th>
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<td>Private income</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td>Capital fees and levies</td>
<td>529,920</td>
</tr>
<tr>
<td>Other capital income</td>
<td>398</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>530,318</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>1,356,295</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>2,028,897</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>1,325,569</strong></td>
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*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.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>96.6</td>
<td>98.4</td>
<td>1.8</td>
<td>97.9</td>
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<tr>
<td>YR 07 Writing</td>
<td>92.9</td>
<td>95.7</td>
<td>2.8</td>
<td>93.3</td>
<td>-2.4</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>95.7</td>
<td>95.7</td>
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<td>95.7</td>
<td>0.0</td>
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<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>97.2</td>
<td>91.5</td>
<td>-5.7</td>
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<tr>
<td>YR 07 Numeracy</td>
<td>96.9</td>
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<td>1.6</td>
<td>98.5</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 09 Reading</td>
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<td>0.2</td>
<td>95.6</td>
<td>-2.2</td>
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<td>2.6</td>
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<tr>
<td>YR 09 Spelling</td>
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<td>96.0</td>
<td>0.8</td>
<td>94.4</td>
<td>-1.6</td>
</tr>
<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>93.8</td>
<td>93.5</td>
<td>-0.3</td>
<td>93.1</td>
<td>-0.4</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>100.0</td>
<td>96.9</td>
<td>-3.1</td>
<td>98.1</td>
<td>1.2</td>
</tr>
</tbody>
</table>
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 83.28% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.09</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.18</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.98</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.06</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>94.33</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 93.38% |
### STAFF RETENTION RATE

| Staff Retention Rate | 93.90% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2.98%</td>
</tr>
<tr>
<td>Masters</td>
<td>11.31%</td>
</tr>
<tr>
<td>Graduate</td>
<td>46.43%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>5.36%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>79.57%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>26.19%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>14.29%</td>
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</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>188</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>164.968</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>67</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>59.609</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
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</table>
### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
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<tbody>
<tr>
<td>Year 9 Reading</td>
<td>589.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>590.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>580.70</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>593.00</td>
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</table>

### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>30</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>98%</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS AT AS 2013

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>80.3%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>16.8%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>7.5%</td>
</tr>
<tr>
<td>Deferred</td>
<td>1.6%</td>
</tr>
<tr>
<td>Employment</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
VRQA Compliance Data

In 2014, Parade College continued to implement its Mission Statement and Strategic Plan, 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 2014 yearbook, the Paradian:

- Founder’s Fortnight 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 2014 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 2014 the highlights included:
  - Parade’s celebrated its 10th year supporting the 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 provide 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 College, Bundoora

Parade students supported *Legacy*, raising funds through the sale of legacy badges for both ANZAC Day and Remembrance Day.

- Students subsidised, organised and hosted our annual Christmas Party for 140 of our elderly friends and 60 of their carers from 25 nursing homes.
- VCAL students worked as SCOPE Victoria Young Ambassadors and assisted at St Alban’s Primary School, 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 2014, 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 and 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.
  - Consolidation of the 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 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 and 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.

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

- Provision of extensive Leadership programs at Year 11 for those who are considering applying to become a Year 12 Prefect.
- Students took part in the Lord Mayor’s Charitable Foundation ‘Youth in Philanthropy’ project, empowering them to investigate how charitable funds are dispersed and making decisions about grants to the local community.
- Specific evenings and opportunities for sons to engage more effectively with their parents were well attended:
  - Year 7 Mother and Son evening
  - Year 8 Father and Son evening
  - The Year 7 – 9 Father-Son Winter Games and Autumn Games evenings (run by Year 12 Sports prefects in conjunction with the Fathers’ Association)
  - The annual METEC Pre-Learner Driving courses, allowing fathers and sons to begin a safer journey in driver education.
- Outdoor education opportunities included:
  - Year 10 students participated in an Outdoor Education camp in the High Country at Gippsland
  - Year 9 students participated in an Outdoor Education camp at Anglesea and in preparatory activities in Year 9 ExCEL
  - Year 7 students participated in an activities and orientation camp.
- Overseas experiences available to our students include:
  - World Challenge Expedition preparation for next year’s experience in Nepal
  - Japan Exchange Trip to our sister school Takada high School
  - The Italian Cultural Trip
  - Semester-long exchange programs in France and Italy.
- The Parade College 2014 co-curricular program included the following:
  - Tournament of the Minds
  - Debating
    - ACC Debating and Public Speaking Competition (winners in Intermediate division)
    - DAV Debating competition
    - VCAA Public-speaking Competition
    - Legacy Public Speaking Competition (Grand finalist)
    - DAV Public Speaking Competition
  - Chess
  - Writers’ Club
  - Drama productions, including The 39 Steps performed by VCE Theatre Studies
  - The Musical ‘Hairspray’ was performed in partnership with Mercy College
  - Music groups.
Senior Big Band (who travelled to Mt Gambier to perform at James Morrison’s “Generations of Jazz” festival)
- Combined Campus Concert Band
- Junior Big Band
- Funksters
- Junior Concert Band
- Classical Ensemble
- Guitar ensemble
- Various popular music / rock groups
- Participation in 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’.
- Parade College World Cup – a series of soccer matches held between the four Houses with the intention of raising awareness for those who were displaced from their homes during and after the World Cup in Brazil.
- Year 10 students took part in the 4th 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.
- Helping Hoops program supported by Year 8 Classes at Preston Campus.
- As an ACC school, the Parade College sporting program includes inter and intra school competitions in the following, from which several premierships and several runners-up placing were gleaned (in Terms 1 – 3; Term 4 not available at time of writing).
  - Athletics
  - Australian Rules Football
  - 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 Anne-Marie Morello, Community Action Convenor:

*Our Edmund Rice heritage challenges the members of the Parade College Community to extend their time, talents, resources, wisdom and kindness to others in the wider community.*