ANNUAL REPORT
TO THE SCHOOL COMMUNITY

PARADE COLLEGE
1436 Plenty Rd, Bundoora & 8 Clifton Grove, Preston

REGISTERED SCHOOL NUMBER: 0020
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Contact Details

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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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
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

This year we again undertook the quadrennial renewal process established by Edmund Rice Education Australia (EREA). This process of surveys and interviews with groups of students, parents and staff is designed to validate the ways in which the school is faithful to the principles of the charter for Catholic Schools in the Edmund Rice Tradition. The charter’s 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 review took place at the beginning of second term and the report was presented to the Parade community at a special assembly at Preston Campus on 10 August. The report is very complementary of the efforts of Parade College to be an authentic Catholic school in the Edmund Rice tradition and bears witness to the wealth of opportunities on offer for a holistic education for young men and to the ways in which the students respond to these opportunities.

Learning and Teaching

In 2015 the College has maintained its extensive curriculum and extra-curricular opportunities designed to suit most students’ interests and needs. We have extended the initiative of recent years to improve student literacy through the SLIP project by inviting each faculty to be responsible for specific efforts to foster literacy in the content and methodology of its subjects. We have appointed Literacy Cluster Coaches to assist Learning Area Leaders with this work.

The i-Pad program is now fully implemented throughout the College, which has produced a considerable saving to families on the traditional booklists. Our IT Support Service and the E-learning Team have continued to support students and staff effectively in the implementation process.

We continue to study research on boys’ best ways of learning and inculcate this into teaching practice. This year we have embedded the Quicksmart Program for improved numeracy skills and looked to implement the Quicksmart literacy enhancement program.

We continue our extensive range of special programs including Advanced Placement classes, Enhancement Classes, and Vocational education opportunities. In 2015 we have introduced a complete non-trade based course Pathways to Business involving a number of VET certificates with an emphasis on business skills.

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, *All Shook Up*, and the major drama presentation of *Peter Pan* were outstanding successes. The College was well represented in the combined ACC music workshops and presented a number of evening soirees to showcase student performances. The Year 10 students again enjoyed the dancing classes with Mercy College girls 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 2015 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.

We have sustained the retreat programs for Year 11 and Year 12 students as an important time of reflection and personal development, with all our Year 12 students being involved in ministry retreats in inner Melbourne. Our Year 10 Preston students again participated in the “Be A Hero” Program fostered by the Good Samaritan Sisters in northern suburbs schools.

In 2015 another round of staff members have participated in personal and spiritual renewal programs locally and abroad, including immersion experiences in India and Africa and the pilgrimage to Ireland and Geneva.

**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. The four Houses have celebrated separate House ‘Feast’ days and have held House celebrations of the Eucharist.

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. We have examined the material from our student and parent surveys to reflect on student management practice and we have enjoyed significant professional development in the course of the year to promote class management approaches best suited to male adolescents’ learning styles and the best educational outcomes.

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 students 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. In Term 1 we completed an upgrade of the grounds at Preston and formally opened the revamped Mackillop Terrace at the assembly on August 10.

In 2015 we commenced implementing our new master plan for the physical development of the College to enhance the teaching and learning processes. In February we commenced construction of a major extension to Mt Sion building (Callan Wing) to include a VCE Study Centre and Careers Office; 6 New Classrooms; 2 Trade Workshops and Storage; a new stair well; 8 Offices; and a connecting bridge walkway to the Edmund Rice Building. The new building will feature a new façade which will eventually spread to the rest of the Mt Sion Building.

In October we commenced a refurbishment of the Quadrangle at Bundoora and it is anticipated that this work will be completed in February 2016. We plan to replace the floor of the Greening Auditorium over the summer break.

During 2015 we have considered a report we commissioned on the best ways to develop our libraries to suit future needs and emerging technologies. We have worked with our architects to develop a concept for the Nash Library to create a modern Learning Centre. The perceived needs included mobility of fittings and furniture to allow ad hoc creation of spaces for meetings and seminar, presentation, small group teaching, ICT support facility, multi-media production area, outdoor learning area, and hands-on learning areas and displays. The plans call for an extra story on the existing building and we are hopeful that this project will begin in 2016.

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 continue to be 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. The annual gala dinner in 2015, the centenary of Gallipoli, was held at the RACV Club and celebrated Old Paradians who have served their country in times of war.

I thank the many people who have worked in support of the College in 2015. Ms Cate Livingston has served for seven years as Deputy Principal and has been appointed Principal of St Joseph’s College Ferntree Gully in 2016. I acknowledge the enormous contribution she has made to the development of Parade College in so many ways and wish her every success in her new mission.
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 on-going efforts and dedication of the Parade staff to provide 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
As part of the EREA structure and ethos, a design has been prepared for Board structures and tenure. Thus on a mandatory basis, it will be necessary for college boards to have fluid succession plans in place to facilitate turnover of members in line with the design. The Board has welcomed three new members this year, which will allow us to comply with the stated design. We have welcomed Mrs Helen Kelly, Mr Ian Pollard and Mr Ian Greenley. Ian Greenley and Helen Kelly bring with them stellar careers in secondary education and the Board has seen the benefit of their involvement in a very short time frame. Ian Pollard brings significant management and financial skills to the board to further compliment the skillset of the existing members.

A walk around the college grounds at both Bundoora and Preston, will impress the observer with the works that have been completed during the past twelve months, as well as those projects currently under way. With competitive pressures arising out of the establishment of new schools in the growth corridor that Parade finds itself in, it is imperative that our facilities remain modern to facilitate the ever-changing curriculum needs of our students and the wider community.

Recently the College was subject to a formal review conducted by EREA, for the purposes of our renewal and to ensure the delivery of our programs are in keeping with the ethos and guidelines set down by the Australian governing body. It is most pleasing to report that the College has met and indeed been complimented on exceeding many standards that must be evidenced during this rigorous exercise. The Board compliments Brother Moore, the leadership team and extended staff for the work completed in retaining this most important status.

Mr Darryn Borg

Chair of the College Board
Education in Faith

Goals & Intended Outcomes

Goals

- To develop student and staff understanding and appreciation of the living faith of Parade College – a Catholic school in the Edmund Rice tradition;
- To enhance the Catholic Identity of the College in the Edmund Rice tradition.

Intended Outcomes

- That students and staff are empowered to develop an articulate and insightful faith as it relates to and animates their own personal experiences;
- That students and staff have an appreciation of the importance and power of prayer to transform their life and their consciousness in a positive way;
- That students and staff will continue to deepen their understanding of Catholic spirituality in the Edmund Rice tradition;
- That increased numbers of students and staff to participate in social justice activities.

Achievements

Liturgy & Prayer

At Parade we mark all the major activities in the Church Calendar and in the Edmund Rice tradition:

- Ash Wednesday Liturgy and special Lenten Prayer, Caritas awareness-raising;
- Special Easter Liturgy involving choir, musicians and drama;
- House Masses;
- Weekly Mass (Every Friday at Bundoora and Preston);
- Daily Prayer;
- Anzac Day Ceremony;
- Founder’s Fortnight special opportunities for communal worship and celebration;
- All school assemblies have a strong prayer component;
- Remembrance Day Ceremony;
- Reconciliation Week;
- Mother and Son Evening prayer and reflection;
- Mother and Son Eucharist;
- Advent and Christmas
Religious Education

- Religious Education Teachers continue 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 continue to establish and implement initiatives in the curriculum;
- Integral links are established 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, House Assemblies, weekly Eucharist;
- Year 7 Treacy Trail;
- Year 9 Religion and Science in Dialogue presentation;
- Year 10 Community Action Program and Year 11 Community Action Program continued to be fostered and developed;
- Interfaith initiatives continue to be supported especially through the Year 10 Religious Education Program with visits to a number of places such as Jewish Synagogue, Islamic Mosque, the Cathedral and Buddhist Temple as well as guest speakers from different faiths;
- A Years 7-9 Religious Education Convenor engaged to assist the Religious Education Coordinator;
- Supporting the Stand Up for the Sustainability Goals;
- Supporting Catholic Education Week by attending Mass at St Patrick's Cathedral and the Youth Colloquium;
- 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 adulthood 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.
- Caritas fundraising and awareness-raising throughout Lent.
- 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.
- Year 10 students participated in the third 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;
- A selection of students also attended a day on gender equality with Chalk Circle;
- Year 11 whole day about “Choizes” – learning how to make good choices for healthy adult flourishing facilitated by David Kobler;
- Social Justice students participated in a number of workshops with the Catholic Social Justice Commission, St Vincent De Paul Justice Education Day;
- Continued work of the Youth Chaplain with vulnerable students;
- Commemorated Reconciliation Week;
- Celebrated Harmony Week (special activities in each House) and Refugee Week through weekly Student Bulletin messages and prayers;
- Community Action Centre operating on many occasions in student breaks e.g. lunchtimes (planning activities, selling drinks and confectionary for various fundraisers)
- Community Action 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 eleventh 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.
- All Year 12s on Tenete Ministry retreat and Year 11 students on their Leadership camp at Phillip Island.
- College Prefects participated in a two day 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.
- Continue developing our relationship with our local parishes through such activities as the membership of our local Deanery Committee.
- Advocacy/Social Justice group moved into its third 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.
  - Again held a major event called The Cage where students advocate for people held in detention and raise awareness about their plight. A large number of students volunteered for this activity;
  - Invited guest speakers and attended workshops to challenge and educate ourselves.
  - Sports for Justice activity – again a large number of students involved;
- 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;
- Solidarity Walk in Term 3 – the whole school involved in fundraising for various charities;
- Stella Fella Bow Tie Day;
- Drumming out Poverty.

- Year 7 Retreat Day - The day invited all Year 7 students gathered together to reflect on their first year of secondary school;
- Two students to travel to World Youth Day in Poland in July/August 2016.

### Programs: Staff

- A one-day program with selected 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;
- 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’;
- Four ‘in-house’ courses held to aid staff in understanding Catholic theology and spirituality;
- 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;
- Parade College staff attended the network programs for Directors of Identity;
- Ministry Team met regularly to facilitate the goals in the area of Faith and Religious Education across the College;
- The Ministry Team participated in a special Reflection Day facilitated by Brother Tim Moloney cfc and Sr Colleen Leonard sgs;
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 Emeritus Professor David Tacey;
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 CEM;
Large amount of funds collected during Project Compassion;
Awareness-raising of a large number of justice issues;
St Vincent De Paul food collection throughout the school for local branch at Christmas.

Whole School

- Continuing to implement feedback from EREA ‘School Renewal’ report;
- Continuing to implement findings CEO’s ‘Enhancing Catholic School Identity Project’;
- Continuing to support the community in relevant liturgical and pastoral processes;
- Continuing implementation of the Peace and Justice Framework (EREA);
- Celebrated our founder Edmund Rice with a whole fortnight activity program, opening and closing liturgies and many fundraising activities. 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;
- Solidarity Walk in Term 3 – the whole school involved in fundraising for various charities;
- Stella Fella Bow Tie Day;
- Introduction of Aboriginal Spirituality immersion to Lake Mungo planned for June/July 2016. The first will be for teachers with the hope of developing a student immersion in 2017;
• Introduction of India immersion planned for September 2016.
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.

   One-to-one digital devices continue to be embedded at the College, with all boys in Years 7 to 12 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.

   A review of the one-to-one device is being undertaken to recommend the specific device for adoption at the College from the beginning of 2017.

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. These tests were repeated for students in Year 7 with a view to consider adoption at later years.
   - 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.
4. Provide professional learning in the area of literacy to support the SLIP (Secondary Literacy Improvement Program) initiatives.

We are now in the fifth 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 complete the How Language Works Program with Prof Brian Dare. In conjunction with this, we have had 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.

A new initiative at Parade 2015 is the establishment of three literacy coaches who will work with teachers in and out of the classroom. They began their planning and aim to:

- Build teacher knowledge about language and literacy demands of their subject
- Build teaching pedagogy employing the Teaching and Learning Cycle and a strong basis in language development
- Developing consistency across classroom
- Comparing assessment criteria with explicit teaching

**Professional development focus in Literacy in 2015:**

- Building teacher knowledge about functional grammar and genre in line with the Victorian and Australian Curriculum.
- Widening the focus from writing to reading strategies
- Building explicit teaching practices

**Curriculum focus:**

- Sourcing opportunity in curriculum for literacy/language development
- Reviewing assessment tasks according to the Victorian Curriculum
- Identifying repletion and missing genre across curriculum

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 CEOM.

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

Parade College has an extensive vocational pathways program, including Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VETis) and a specialised Year 10 Pathways program (Edmund Rice Pathways Program). In addition to our wide range of offerings we are again expanding opportunities in VET courses. All VET Programs on the Bundoora campus are also accessed by Pathways and VCAL student. The ‘VCE VET Business course’, which was offered at Year 11 last year is offered again at Year 11 and extended to Year 12. These courses were offered at Subject Selection in the latter half of the year, there was extensive information and consultation with students and parents and students will continue in these courses in 2016. The Business Course provides an alternate pathway to our current VCAL trades pathway.

There were 120 boys in Pathways and VCAL at the College. These students move between the Preston and Bundoora Campuses, 7 classes operate: 3 Year 10, 3 Year 11, 2 Year 12. In 2015 we introduced the VCAA VCAL Unit Skills for Further Studies to our Senior (Year 12) VCAL students. VCAL Quality Assurance of VCAL programs offered by the College have been consistently favourable across all strands.
In 2015 we were able to host and grow the School Based Apprenticeship Traineeship Information and Digital Technology Program. This is offered to the Northern Melbourne schools through its VET Cluster to the Preston campus. In 2015 we also offered the Certificate 11 Electro technology to the Preston campus. This is offered to the Northern Melbourne schools through its VET Cluster to the Preston campus.

The VCAL curriculum focus is to provide students with a practical, hands on program that gives students an opportunity to access and develop new skills and experiences that are valued in the community. A workplace preparation and readiness focus is common throughout the year levels. Preparation for work and further education and training post school are major focuses. Enrichment opportunities for students are an important priority. Examples of these opportunities in 2015 included:

- A range of excursions. MSAC, Epping Leisure Centre, Preston Market, local industries
- Melbourne Careers Expo, City landmarks excursion (‘Hoddle Waddle’)
- Respectful Relationships Forums. (Be the Hero)
- Scope Young Ambassador Program (Bronze level Year 11, Silver Year 12)
- Real Industry Job Interviews
- Our Local World of Work
- SYN Radio Program
- Melbourne Youth Justice
- Service education focus Pathways Students have 8 X 90 minute placements at community agencies. Senior VCAL plan organise and run the annual Churinga Vs Brimbank Football Day

Work placement opportunities continued to be offered in 2015. At Year 10-11, these occurred 4 times per year, and at Year 12, twice per year. In 2015, significant number of students also access School Based Apprenticeships and Traineeships (SBATs) throughout Years 10-12. Currently the College has students in Business, IT, Automotive, Plumbing, Carpentry, Electrical and Engineering undertaking SBATs. Important partnerships continue to be developed through College alumni, Integrity Business College, Australian Institute of Education and Training, Inner Northern and Banyule LLENs and Apprenticeships Matter.

Parade also consolidated its function as a Registered Training Organisation. In 2015, there was an ASQA Full Audit in June, which was very successful. There was also a VGT Funding Audit in Nov, which again was very successful. There were four hundred and fifty five Parade students that were enrolled in Parade’s RTO Scope as well as one hundred and forty five external students.

Seven staff members completed the Diploma of Vocational Education at Box Hill Institute of TAFE. Three staff members also completed the Certificate IV in Training and Assessment.

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. Rather than being punitive, this was introduced to support students to move forward along the learning continuum. If this is not attended to, then an Academic Redeemer session is issued.

VCE students are exposed to a program run by an external company, Elevate Education. They cover Study Skills and effective study habits at the commencement of the year as well as focussing on Revision techniques and exam preparation skills prior to final exams. The feedback on the program from our students is extremely positive with the Elevate presenters being a fresh voice and speaking from their successful experience from their own recent completion of VCE.

7. Increase the capacity of teaching staff to use modern, effective and student-centred methods of instruction.

The focus for 2015 was dynamic teaching to improve engagement in learning. Glen Pearsall, a well-known educational consultant was engaged to offer professional learning to lead this process. Professional Learning Teams were reconfigured as Subject Based Learning Teams to facilitate teachers to implement strategies and enhance collaboration.

A formal review of English was undertaken by two consultants from Catholic Education Melbourne with recommendations to be implemented in 2016.

A formal review of Mathematics was also undertaken by an external consultant again with recommendations to be implemented in 2016.

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. 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 historically had 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 implemented a ‘flipped’ classroom model that the Edrolo Program offers at Year 12. The Trial was very successful and will be extended to Year 11 in 2016.

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.
10. 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.

11. 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 Information evening, Orientation evenings, Father Son nights, Mother Son nights, etc.

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

12. 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.

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

We now have a 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.

A Coordinator has been appointed. He will partner with the Literacy Coaches in 2016 to provide a better structure.

14. 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.

A review was held in 2015 as to what the most appropriate one-to-one device will be in the immediate future. Recommendations will be made to the Leadership Team and the Board in early 2016.
15. 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.

16. 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.

In 2015, the training and delivery of QuickSmart Literacy Program was extended to four Student Support Officers and an additional teacher.

2015, also saw the establishment of Autism Spectrum Disorder Parent Support Group. Meetings held termly of an evening, consisting of guest speakers and an opportunity for parents to "mingle" with each other and the guest speakers. Parents from Catholic Feeder Primary Schools are also invited.

Social Skills Workshops have been delivered to students by the College’s Speech Pathologist. There are also termly Identity and Culture Days for Aboriginal and Torres Strait Islander students; VCE EAL English classroom support and individualised support for EAL students.

This year also saw the implementation of Year 11 Foundation Maths.

**Some data:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Student Support Officers (Teacher Aides)</td>
<td>6.2</td>
</tr>
<tr>
<td>Number of students eligible for Students with Disabilities funding</td>
<td>87</td>
</tr>
<tr>
<td>Number of students with an Intellectual Disability</td>
<td>12</td>
</tr>
<tr>
<td>Number of students with Social / Emotional conditions</td>
<td>31</td>
</tr>
<tr>
<td>Number of students with Severe Language Disorders</td>
<td>37</td>
</tr>
<tr>
<td>Number of students with a Physical Disability</td>
<td>2</td>
</tr>
<tr>
<td>Number of students with a Chronic Health Impairment</td>
<td>4</td>
</tr>
<tr>
<td>Number of students with a Hearing Impairment</td>
<td>1</td>
</tr>
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</table>

An ongoing challenge is catering for the needs of students with diverse needs, particularly those students with very significant challenges who are unable to undertake VCAL or VCE as they move into the senior years. Another challenge is the growing number of students entering the College, at Year 7, with mental health issues i.e. anxiety, autism spectrum disorders. Building the capacity of teachers and support staff, to enable Students With Additional Needs (SWANs) to access the curriculum, continues to be a major focus.

17. 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.
18. 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.

There was a Review of the ExCEL Program in 2015, the recommendations will be implemented in 2016.

19. 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 Assessment Policy dictates that any work that has been submitted below a C level, must be redone and resubmitted.

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**STUDENT LEARNING OUTCOMES**

**Year 7 NAPLAN**

- The Year 7 2015 Group at Parade are spread over a wide range of abilities in all areas of the NAPLAN assessment.
- The means and medians for Parade are just above the corresponding means and medians for the State (boys) in Writing and Spelling and are below them for Reading and Numeracy.
- Also, for Reading and Numeracy, the 10th percentile comes down close to the State (boys) level and the 90th percentile does not reach that for the State (boys) so in general the Parade students are below the State level in these areas.
- For Writing, Spelling and Grammar & Punctuation, the 10th percentile is above that for the State (boys) while the 90th percentile for is at or closer to the State (boys), so in general, are better in these areas.
Year 9 NAPLAN

- Parade boys are generally above the State (boys) level for Writing and at a similar level for the other areas. However, their abilities are spread over a lower range. (90th percentiles below the State (boys) and the 10th percentiles above).
- The growth shown for the matched students from Year 7 to Year 9 is greatest for Writing and Numeracy. For Writing, this was more than the State (boys) average growth but in Numeracy a similar level of high growth was shown for the State (boys). These results are promising and reflect the attention given to writing explicitly in recent years, however although there is good growth overall and a greater number than expected showing high growth, the few students at the very top end have not grown as much. Writing has shown a lower average growth for this cohort of students than for that of the previous year (2014), which affirms the need to keep up the focus on writing.
- For Numeracy, the students at the upper end (band 8-9) are showing more high growth than expected.
- For Reading, more students than expected have shown low growth particularly at the middle to upper ends of the scale. The weaker students have generally shown higher growth than the brighter students on average.
- For Spelling, the growth pattern is similar to the State although there is little high growth at the low end for Spelling.
- Grammar and Punctuation has more high growth than low growth at the lower end and more low growth than high growth at the upper end.
- *The introduction of Literacy Coaches in 2016 will have as a priority improvement in* Reading, Grammar and Spelling *while maintaining the gains in Writing.*

POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>POST-SCHOOL DESTINATIONS</th>
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<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>81%</td>
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<tr>
<td>TAFE / VET</td>
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<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
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<td>4%</td>
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<td>EMPLOYMENT</td>
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### VTAC DATA 2015

**Offer rounds (based on students who have applied and paid)**

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<thead>
<tr>
<th>Offer Round</th>
<th>Count</th>
<th>%</th>
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<tbody>
<tr>
<td>Early round</td>
<td>n/a</td>
<td>0.00%</td>
</tr>
<tr>
<td>Round 1</td>
<td>189</td>
<td>96.43%</td>
</tr>
<tr>
<td>Round 2</td>
<td>23</td>
<td>11.73%</td>
</tr>
<tr>
<td>Round 3</td>
<td>3</td>
<td>1.53%</td>
</tr>
<tr>
<td>Round 4</td>
<td>0</td>
<td>0.00%</td>
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**Count**

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Total number of year 12 students enrolled at selected school(s)</td>
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</tr>
<tr>
<td>Total number of students at this school who have applied</td>
<td>198</td>
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<tr>
<td>Total number of paid students with preferences</td>
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<tr>
<td>Total number of unpaid students with preferences</td>
<td>2</td>
</tr>
<tr>
<td>Total number of students without preferences</td>
<td>49</td>
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**Offers (based on students who have applied and paid)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>%</th>
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<tbody>
<tr>
<td>Number of students who have received an offer</td>
<td>192</td>
<td>97.96%</td>
</tr>
<tr>
<td>Total number of students with more than one offer</td>
<td>24</td>
<td>12.24%</td>
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<tr>
<td>Number of students with no offers</td>
<td>4</td>
<td>2.04%</td>
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## Offer rounds (based on students who have applied and paid)

<table>
<thead>
<tr>
<th>Round</th>
<th>Domestic offers</th>
<th>International offers</th>
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<th>%</th>
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<tbody>
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<td>Round 2</td>
<td>23</td>
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<td>11.73%</td>
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<tr>
<td>Round 3</td>
<td>3</td>
<td>0</td>
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<td>1.53%</td>
</tr>
<tr>
<td>Round 4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Round 5</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1.53%</td>
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</table>

### Parade College 2015 Tertiary Study Offers

- **RMIT University**: 30.2%
- **Monash University**: 4.2%
- **La Trobe University**: 16.5%
- **ACU**: 7.0%
- **University of Melbourne**: 16.1%
- **Swinburne University**: 8.3%
- **Victoria University**: 8.4%
- **Other**: 5.3%
- **Deakin University**: 2.4%

- 96% of students received a first round offer.
- 53% received their first preference.
- 25% received their second preference.
- 9% received their third preference.
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, managing classroom behaviour and on Restorative Practices.
- Continuing the process of change to implement and embed Restorative Practices as a student management tool.
- Continue the professional learning of staff by providing input 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.
- Provision of Professional Learning by Student Support Services (SSS) staff through the termly Professional Standards and Support Team Workshops to increase staff capacity to support Student With Additional Needs.
- Ongoing up skilling of Additional Needs Coordinators and key SSS staff to increase their knowledge and skills.
- Provision of Professional Learning for staff by Foundation House.

In the Counselling Services offered to assist students:
- Maintaining the time allocation of psychologists at both campuses, and deploying staff to meet peak needs at both campuses.
- continuation of Small Groups programs focussing on specific student welfare/well-being issues.
- Continuing development of the Team Leader role for the Counselling Team commenced in 2012.
- Regular meetings to review presenting issues, allocate referrals from teaching staff to counselling staff.
- Regular clinics with Counselling Team to review best practice.
- Presentations to small and large groups of staff on presenting issues to enhance staff understanding and work with students.
- Expansion of the Counselling Team to include a second Social Worker, working with small groups.
- Continued development of the Seasons’ Program for students experiencing grief and loss.
- Continued development of the Mindfulness Program for students struggling with social issues, anxiety and self-esteem issues; expansion of this to provide voluntary Mindfulness sessions for Year 12 students and staff once a week.
• 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.
• Delivery to Preston Campus Tutor Teachers of SafeMinds training
• 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, development and expansion of data collected for 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 2015 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.
- Re-developing and expansion of the VCE Liaison Officer role to two Academic Advisors to help support and track student academic progress at Year 11 and 12.
- 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 – transition into secondary school; bullying
  - Year 8 – cyber-bullying; safe public travel on public transport
  - 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.
- Development and presentation of a respectful relationships session by Upper Tutors for Year 10 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.
- Training of two staff to lead Peer Support Pilot Project
- Providing opportunities for parents to hear from keynote speakers on student well-being issues.
• Maintenance of Homework Club two afternoons per week and each morning, prior to Tutor Group, 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 Students with Disabilities funding.
• Continued development of the role of Coordinator of Student Support Officers.
• Provision of Interpreters to enhance communication between school and home.

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.
• Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English.
• 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.
• Continued 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.
• Continued implementation of QuickSmart Numeracy Program including development of Coordinator position.
• Ongoing termly Peer Support Group meetings for Parents of Students with ASD. Invitations extended to feeder Primary Schools.
• Year 7 Lunchtime Games offered every day throughout Term 1 where students are supervised by a staff member.
• Targeted Professional Learning for the VCE EAL Support Teacher.
• Implementation of the QuickSmart Literacy Program including participation of five SSS staff at six days of Professional Learning.
• Study Skills Program offered to students to assist with preparation for Examinations.
• Team Teaching by Intervention English teachers.
  • In developing support and understanding of and for our **Indigenous students and families:**
  • Continued fortnightly meetings of the Aboriginal and Torres Strait Islander (ATSI) Team.
  • Participation of an ATSI Team member on the Yingadi immersion to Lake Mungo.
  • Participation of students in the Australian Indigenous Mentoring Experience (AIME) at RMIT Bundoora.
  • Luncheon held at Parade for our Indigenous students and the AIME facilitator to enable students to meet with the facilitator and to find out about the AIME program.
  • Indigenous students attended the annual CEOM Watta Watananda Education and Cultural Day in Semester 2 which was run by the CEOM.
• 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.
• Participation of Indigenous students in the City of Whittlesea Sorry Day Ceremony.
• 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.
• Continuation of termly Identity and Culture Days for Indigenous students.
• Year 10 students study Aboriginal Spirituality through RE classes.
• Celebration of Reconciliation Week with activities designed to increase students’ understanding of the contribution of Indigenous people in Australian conflicts; lunchtime activities; information about Aboriginal History placed in staffrooms for teachers to access.
• Performance by True Culture during Reconciliation Week to all Year 7 students to increase their understanding and appreciation of Indigenous cultures.
• Presentation to a Year 10 student Assembly regarding the Fire Carrier program and to seek nominations from students to be College Fire Carriers.
• Development of community links with St Pius X Primary School to assist with the development of their Indigenous Garden.

In the Advanced Placement Program to enhance students’ learning opportunities:
• Fortnightly meetings scheduled with the AP Coordinators and the DSS.
• Regular meetings scheduled with the AP Coordinators and the AP Team.
• Ten students won bursaries and eight students won Merit Awards in the Annual Science Talent Search.
• A large number of students were awarded High Distinction, Distinction, and Credit Awards for their impressive performance in the Australian Mathematics Competition.
• Year 7-9 AP 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 AP students were awarded Bronze Awards as part of the CREST Program.
• Year 7-9 AP students Participated in the Annual Tournament of Minds Competition and were awarded Certificates of Participation.
• A number of Year 8 and Year 9 AP students participated in Debating.
• A number of Year 9 students participated in the Interschool Chess Competition.
• 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 2016.
• Continued implementation of the AP Selection Test to identify students for the program.
• A large number of grade 5/6 students from our feeder Primary schools participated in the science and technology extension activities at Preston Campus.
In the provision of **Specialist Services** to students

- Ongoing close monitoring of students’ results by the Psychologists 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 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.
- 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.
- Regular 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.
- Results from QuickSmart Numeracy and Literacy indicate improvement in students’ numeracy and literacy 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.
- The 2015 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 and each morning; increasing numbers of students and staff involved at both campuses.
- Students who participated in Intervention English and Mathematics classes successfully completing VCE.
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, in addition to Intervention English and Mathematics, we have implemented QuickSmart Literacy and QuickSmart Numeracy with very positive outcomes.

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

Professional Standards and Support Team (PSST) workshops are well attended by staff.

The number of parents attending the ASD Peer Support Group meetings continues to increase.

Involvement of Indigenous students in an increasing number of extracurricular activities such as AIME and the CEOM Watta Watnanda Education and Cultural Day; feedback from parents and students is positive. Inclusion of Dreamtime at PC has increased students’ understanding, and appreciation of, Indigenous cultures. One of our Indigenous students completed Year 12 VCAL.
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.
- 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 subject based faculty meetings (In specialized learning teams)
- After a committee was formed in 2014 subject based learning teams were scheduled into the regular meeting times to allow staff to share resources, analyze student performance and trial teaching strategies that would ultimately lead to improved results for all students. These meetings are project based and not admin driven.
- Staff meetings continued to run across both campuses, 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 and peer observation lessons, 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.
- 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 importance of literacy in all subjects is critical and a number of staff were trained across all faculties to work with their colleagues in ensuring literacy was specifically taught in each of the different faculty areas.
- The amount of time dedicated to this program has seen our literacy results improve considerably and thus become a bench mark for other schools.
- Staff were consulted in the process the College took to review the use of iPads as the device for students. An investigation into the best device available for educational purposes was conducted and after consultation with other secondary schools and e-learning specialists, an initial presentation was given to the College Board. The aim is to continually review our processes and resources to ensure we are offering our students the best possible environment in which to learn.
In 2015 continued emphasis was placed on supporting staff both from a welfare point of view and an educational point of view. A VCE Coordinator was appointed in 2015, along with a newly created position for 2016 – Director of Human Resources.

Staff were continually encouraged to see professional learning opportunities both within and outside of the College. Through the Staff Appraisal process and that of the Annual Review Meetings, staff were encouraged to seek further PD opportunities to enhance their skill set.

Major development was well underway in 2015 with the building of a new extension to the Mt Sion building. This sizeable extension saw the introduction eight additional learning spaces and a major space on the bottom floor that could be devoted to a number of different learning areas in the years to come. A VCE/Careers Centre was a major highlight, ensuring that our boys have the best of support as they strive to achieve their very best in their final years of secondary education. A high tech ICT infrastructure was set up in one of the new classrooms to allow for lessons to be recorded from all different angles, allowing for students to be able to capture lessons and for staff to review and further develop their teaching practices.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

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 2015. 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 through to 2015.

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.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>160</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$580.40</td>
</tr>
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</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.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>2015 Cost of PL ($)</th>
<th>2014 Cost of PL ($)</th>
<th>2013 Cost of PL ($)</th>
<th>2012 Cost of PL ($)</th>
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</thead>
<tbody>
<tr>
<td>Admin</td>
<td>23,695.71</td>
<td>29,099</td>
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<td>47,689.73</td>
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<tr>
<td>Arts</td>
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<td>136</td>
<td>517</td>
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<tr>
<td>Building &amp; Grounds</td>
<td>0</td>
<td>0</td>
<td>1,480</td>
<td>1,640.78</td>
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<tr>
<td>Careers</td>
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<td>N/A</td>
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<td>Curriculum</td>
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<td>Develop. Office</td>
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<td>270</td>
<td>3,443</td>
<td>1,287.00</td>
</tr>
<tr>
<td>Drama</td>
<td>497.27</td>
<td>110</td>
<td>594</td>
<td>163.64</td>
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<tr>
<td>English</td>
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<tr>
<td>Health &amp; PE</td>
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<td>1,341</td>
<td>1,640</td>
<td>1,318.18</td>
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<tr>
<td>Humanities</td>
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<td>577</td>
<td>1,884</td>
<td>1,200.01</td>
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<tr>
<td>Information</td>
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<td>Library</td>
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<td>534</td>
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<td>Literacy</td>
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<td>850</td>
<td>616.36</td>
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<td>Maths</td>
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<td>769.55</td>
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<tr>
<td>Ministry</td>
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</tr>
<tr>
<td>Music</td>
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<td>401.98</td>
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<tr>
<td>Other</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>RE</td>
<td>2,214.55</td>
<td>800</td>
<td>515</td>
<td>770</td>
</tr>
<tr>
<td>RTO*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1,368.17</td>
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<td>1,462</td>
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<td>N/A</td>
<td>670.34</td>
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<td>SSS</td>
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<td>3,852</td>
<td>100</td>
<td>1,521.83</td>
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<tr>
<td>Technology</td>
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<td>2,420</td>
<td>160</td>
<td>629.09</td>
</tr>
<tr>
<td>VCAL</td>
<td>*</td>
<td>150</td>
<td>344</td>
<td>263.64</td>
</tr>
<tr>
<td>VET</td>
<td>19,366.48</td>
<td>12,452</td>
<td>2,950</td>
<td>1,990.91</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92,863.43</td>
<td>60,898</td>
<td>41,050</td>
<td>66,472.47</td>
</tr>
</tbody>
</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 and develop.
- Old Paradians' Association Executive Officer continues links with the Marketing and Development Committee further enhancing the broader community connections.
- Retreat experiences were held for parents conducted at Amberley Retreat Centre.
- Further highlighting of student achievements in Newsletter and on the Website.
- Gallery of photos featured on the website so community members can celebrate achievements.
- 40\textsuperscript{th} year of ‘Artists On Parade’.
- Continuing improved communication with parents especially via the Parent Portal.
- Strong contribution by Ladies’ Auxiliary and Fathers’ Committee in supporting College life. This year these two committees restructured to form ‘Parents of Parade’ (POP).
- 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.
- 7\textsuperscript{th} 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, transition program, Peace and Justice Days and the Enrichment Program.
- Working Bees at both campuses well attended.
- 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.
- Further development of Waterford Garden Project and Hen House.
- Third year of LAPP (Learning and Partnership Program) whereby staff, students and the wider community participated in spaced learning programs.
- Battle of the Bands Competition linking with ‘Beyond Blue’.
- Initial involvement with the St Pius X Community Garden Project.
- 3rd year of the implementation of the Year 10 Respectful Relationships Program.

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 (now ‘Parents of Parade’ POP)
- Dare To Lead Program
- ‘Get Real’ Program

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

### 2015 Annual Report

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>9,858,718</td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>3,033,213</td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,676,786</td>
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</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>15,397,267</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>31,965,984</strong></td>
<td></td>
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<tr>
<td>Recurrent Expenditure</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>17,578,647</td>
<td></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>13,905,860</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>31,484,507</strong></td>
<td></td>
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<tr>
<td>Capital income and expenditure</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>530,400</td>
<td></td>
</tr>
<tr>
<td>Other capital income</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>560,400</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>4,793,689</strong></td>
<td></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recurrent, capital and</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>1,325,569</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>676,492</strong></td>
<td></td>
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</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.
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 07  Reading</td>
<td>98.4</td>
<td>97.9</td>
<td>-0.5</td>
<td>97.2</td>
<td>-0.7</td>
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<tr>
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<td>93.3</td>
<td>-2.4</td>
<td>94.0</td>
<td>0.7</td>
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<tr>
<td>YR 07  Spelling</td>
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<td>95.7</td>
<td>0.0</td>
<td>94.1</td>
<td>-1.6</td>
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<td>YR 07  Grammar &amp; Punctuation</td>
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<td>95.7</td>
<td>4.2</td>
<td>95.6</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 07  Numeracy</td>
<td>98.5</td>
<td>98.5</td>
<td>0.0</td>
<td>99.7</td>
<td>1.2</td>
</tr>
<tr>
<td>YR 09  Reading</td>
<td>97.8</td>
<td>95.6</td>
<td>-2.2</td>
<td>96.0</td>
<td>0.4</td>
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<td>91.8</td>
<td>-3.9</td>
<td>90.7</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 09  Spelling</td>
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<td>94.4</td>
<td>-1.6</td>
<td>92.4</td>
<td>-2.0</td>
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<tr>
<td>YR 09  Grammar &amp; Punctuation</td>
<td>93.5</td>
<td>93.1</td>
<td>-0.4</td>
<td>92.4</td>
<td>-0.7</td>
</tr>
<tr>
<td>YR 09  Numeracy</td>
<td>96.9</td>
<td>98.1</td>
<td>1.2</td>
<td>99.3</td>
<td>1.2</td>
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</tbody>
</table>
YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 80.59% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL %

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>Y07</td>
<td>95.15</td>
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<td>Y08</td>
<td>94.07</td>
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<td>Y09</td>
<td>92.96</td>
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<tr>
<td>Y10</td>
<td>92.87</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.76</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.54% |

STAFF RETENTION RATE

| Staff Retention Rate | 89.02% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>2.82%</td>
</tr>
<tr>
<td>Masters</td>
<td>13.56%</td>
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<tr>
<td>Graduate</td>
<td>46.33%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>5.65%</td>
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<tr>
<td>Degree Bachelor</td>
<td>78.53%</td>
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<tr>
<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
<td>15.25%</td>
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### STAFF COMPOSITION

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<tr>
<th>Category</th>
<th>Value</th>
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<tbody>
<tr>
<td>Principal Class</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>192</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>60</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>55.347</td>
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<td>Indigenous Teaching Staff</td>
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## Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>VCE Median Score</td>
<td>31</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>7%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>99%</td>
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## Post-School Destinations at AS 2013

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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<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>
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<tr>
<td>Deferred</td>
<td>1.6%</td>
</tr>
<tr>
<td>Employment</td>
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</table>

## Median NAPLAN Results for Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>577.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>583.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>568.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>598.00</td>
</tr>
</tbody>
</table>
VRQA Compliance Data

In 2015, Parade College continued to implements 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 2015 Yearbook, ‘The Paradian’:

- Founder’s Fortnight and the Solidarity walk also raised funds for nominated House charities: Edmund Rice Asylum Seekers Projects, Bahay Tuluyn, Father Bob Maguire Foundation, Mary Rice Centre (Nairobi), and Edmund Rice Camps.
- Other fundraising efforts during 2015 included:
  - Donations 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 2015 the highlights included:
  - Parade’s celebrated its 11th 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
o 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.

o The Christmas Gift Appeal

o Games@Yarangabee continued to welcome and entertain Year 7s throughout the year.

o 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.

o Elderly football fans from local nursing homes were hosted by students at a senior ACC Footy match.

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

o Students subsidised, organised and hosted our annual Christmas Party for 140 of our elderly friends and 60 of their carers from 25 nursing homes.

o 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.

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

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

o 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.

  o Also, in 2015, 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 full-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 “Faite” (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
  - Science Talent Show
  - Annual Mathematics Game Day
  - The Mathematics Challenge
  - STAV Science talent quest
alue Program.

- 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 way to combat violence and increase respect for women.

- Provision of extensive Leadership programs at Year 11 for those who are considering apply to become a Year 12 Prefect.

- Students took part in the Lord Mayor’s Charitable Foundation ‘Youth in Philanthropy’ project, empowering them to investigate how charitable funds are dispersed and making decisions about grants to the local community.

- Specific evenings and opportunities for sons to engage more effectively with their parents were well attended:
  - Year 7 Mother and Son evening
  - Year 8 Father and Son evening
  - The Year 7 – 9 Father-Son 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
  o Year 7 students participated in an activities and orientation camp

- Overseas experiences available to our students include:
  o World Challenge Expedition preparation for next year’s experience 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 2014 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 performance VCE Theatre Studies
  o The Musical was again performed in partnership with Mercy College
  o Music groups
    o Senior Big Band festival
    o Combined Campus Concert Band
    o Junior Big Band, Ensemble Bands
    o Funksters
    o Various popular music / rock groups
    o Participation in the ACC Music concert, Vocal workshop, Concert Band workshop, Stage Band workshop, Rock Band workshop
    o 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 5th 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.*