# Contents

- Contact Details ................................................................. 2
- Minimum Standards Attestation ........................................ 2
- Our College Vision ..................................................................... 3
- College Overview....................................................................... 5
- Principal’s Report...................................................................... 7
- College Board Report........................................................... 11
- Education in Faith .................................................................... 12
- Learning & Teaching .............................................................. 20
- Student Wellbeing ................................................................... 34
- Co-Curriculur ........................................................................... 42
- Child Safe Standards ............................................................... 46
- Leadership & Management ...................................................... 47
- College Community ................................................................. 50
- VRQA Compliance Data .......................................................... 53
Contact Details

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Minimum Standards Attestation

I, Dr Denis J Moore cfc, 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

14 May 2018
Our College Vision

Our vision and work are inspired by the Gospel, and animated by the charism of Edmund Rice. We are a community of vibrant learners, offering best practice education and pastoral care that nurtures fullness of life and holistic growth for all.

Education in Faith
To nurture the community in the Edmund Rice tradition, by striving to have students, staff and family grow in knowledge, engagement and understanding of the Catholic faith.

Teaching and Learning
To engage all students in dynamic education so that they are empowered to be independent and confident, pursuing excellence in their learning.

Student Well-being
To develop considerate, compassionate young men who value right relationships, are socially aware, and contribute significantly to the local and global community.

Leadership and Management
To cultivate a professional learning community which is characterised by a shared vision, a strong commitment to teamwork and is focused on the continuous improvement of boys’ learning.

School Community
To deepen relationships and embed holistic learning, through engaging with family, parish, local and global communities.
As a Catholic school in the Edmund Rice tradition Parade College aspires to be faithful to the four touchstones as set out in the Edmund Rice Education Australia (EREA) Charter:

**Gospel Spirituality**

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

**Liberating Education**

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

**Inclusive Community**

Our community is accepting and welcoming, fostering right relationships and committed to the common good.

**Justice and Solidarity**

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.
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 146 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

This year we complete 50 years at the Bundoora campus since the move from the crowded property in Victoria Parade East Melbourne at the end of 1967. The Mount Sion building was constructed in 1967 ready for classes in January 1968. Next year we will celebrate the jubilee year with a number of events and activities. 2018 will also be the sesquicentenary of the arrival of the founding Brothers in 1868.

Education in Faith

This year a revised charter for Catholic Schools in the Edmund Rice Tradition with its four “touchstones” of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity was officially launched. The College remains very faithful to implementing the Charter in all aspects of its operation.

Last year we reviewed the charities we have supported and ways in which we raised funds on their behalf. This year we implemented a new plan designed to both raise awareness of global issues and ecological sustainability. In the final two weeks of first term we held a Global Awareness Program and Mission Action Program.

Through the combined efforts of the Prefect Team and the Ministry Team we undertook to support the Nazara Hospital in South Sudan through the Edmund Rice Foundation; our annual Solidarity Walk in September was a great success and raised $32,000.

Some students have been very responsive in efforts to promote social justice through advocacy and we have continued a huge range of possibilities for practical action by staff and students:

- Eddie’s Big Breakfast Van;
- Solidarity Walk;
- Advocacy Committee (asylum seekers, violence against women, human trafficking, etc);
- Sustainability Committee;
- Eddie’s Back-packs Program;
- Youth in Philanthropy;
- St Albans Refugee Tutoring Program;
- Indigenous Perspectives
- Community Action Program
- Edmund Rice Camps.

Our Year 12 students have all experienced a ministry retreat in inner Melbourne which was supported entirely from College staff and resources and the Year 11 students again participated in a leadership retreat in November. Eucharist was offered each Friday morning in the College Chapel and was celebrated with each House on House celebration day, as well as with all Year 12 Tenete Groups in the latter half of the year.
During the year another round of staff members participated in personal and spiritual renewal programs locally and abroad, including immersion experiences for staff and students in India, Africa, Lake Mungo and the pilgrimage for two staff members to Ireland and India.

Learning and Teaching

In 2017 we have maintained the large range of opportunities on offer to the students and encouraged maximum participation in the whole “Parade Package” to promote holistic education. We were pleased with the VCE results and the indicators of value added learning provided by NAPLAN results and we continue to analyse such results to provide more focused teaching and learning for the students.

During the year we successfully implemented the first phase roll-out of laptop computers for Year 7 and 10, replacing the former iPad program. All is in readiness for the next phase at the end of this year for the 2018 Years 7 and 10, and we have appointed a new Facilitator of E-Learning.

In 2017 we undertook a formal review of the Advanced Placement program and have begun to implement some significant changes to ensure that the program best supports the needs of gifted and talented students. The new program, the Altior program, is being implemented for 2018. We have sustained significant support programs such as the Student Literacy Improvement Project (SLIP). Quicksmart Program in literacy and numeracy, AIME mentoring. We have also engaged a STEM Coordinator to encourage deeper and greater engagement in STEM, and appointed a Nash Learning Centre Programs Coordinator to prepare for varies pedagogy that will be possible in the new Centre. etc.

During the year we planned the introduction of the Parade Sports Academy to offer another pathway for our students. The program has been developed in conjunction with La Trobe University and the necessary certificates added to SCOPE for delivery through the Parade Registered Training Organisation (RTO). Ricky Dyson has been appointed as the Coordinator of the program.

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. Students were offered opportunities for focused training by specialist trainers in a variety of key sports. Our service education programs continue to grow and provide learning opportunities for our students as outlined in the Faith and Action section of this report.

2017 has produced further individual and team successes in chess, public speaking, debating, drama, music and visual arts. The annual musical Catch Me If You Can and the major drama presentation of The Servant of Two Masters 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.
Student Welfare

We continue to explore all avenues to foster the well-being of our students and to ensure that our students are safe. During the year we have offered another cohort of staff detailed training in Restorative Practices and the process is now well embedded in the College. David Vinegrad presented to staff as well as running leadership sessions for the students in the House Committees.

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. During the year, the weekly extended Tutor Periods have provided students with an ongoing set pastoral program covering such issues as bullying and cyber-bullying, establishing and managing friendships, safe driving, and emotional intelligence.

During the year, we have offered staff many opportunities for professional development in student well-being. Andrew Fuller provided a full day workshop for staff on “The Resilient Mindset – Reducing Anxiety in Students”. Sessions were offered in areas such as “Safe and Inclusive at Parade”, “Safeminds” for student mental health, “Mindfulness for Teachers”, ICAN program, and managing Students with mental Illness in the Family.

Capacity to support students with specific issues or difficulties has also been further extended with an increase in the counseling team on each campus and opportunities offered to students to build resilience and confidence. This year the Counselling Team undertook training in STORM for suicide prevention. 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

In 2017 we continued implementing the master plan for the physical development of the College to enhance the teaching and learning processes. Among the completed projects are:

- The renovation and extension of the Garvey Oval Pavilion and the asphalting of the adjacent carpark;
- The planning and construction of all-weather playing surfaces to both the Ambrose Treacy oval and the outdoor basketball courts at Preston campus;
- The landscaping of the Greening Terrace area at Bundoora with permanent barbecue facilities and enhanced entrance to the Auditorium;
- The Collins Oval at Bundoora has been refreshed with new irrigation and an up-graded playing surface.
- The main drive and bus circuit at Bundoora will be resurfaced over the summer break.

Construction of the Nash Learning Centre has continued during the year and hand-over of the completed facility is due at the end of November. In December we are due move library
services form their temporary location in the Callan Wing to the new facility in readiness for the start of the 2018 school year.

Allied staff changes include Dante Gabriele as Programs Manager (Nash Learning Centre) and Janette Berglez as STEM Education Coordinator. Doreen Cutajar has taken up the role of Human Resources Manager and Ricky Dyson as the Coordinator of the Parade Sports Academy.

School and Wider Community

*Parade continues to work with the wider community in many different ways:*

- as a significant part of the Northern VET Cluster whereby our staff facilities are available to visiting students in VET programs;
- as a hub school for the Melbourne University teacher training programs; a productive interaction with LaTrobe University;
- in the many and varied community action programs in which our students participate;
- as host to Northern Knights summer training;
- as affiliate school to Melbourne City Football (Soccer) Club.

The Old Paradians Association (OPA) has continued to develop under the energetic leadership of the committee headed by Mr Lewis Derrico as President and Mr Tony De Bolfo as Executive Officer.

Conclusion

I thank the many people who have worked in support of the College in 2017:

- Mr Darryn Borg (Chair) and the members of the College Board and its committees for their support and assistance.
- the Parents of Parade Committee (POP) which supports the community-building mission of the College;
- the College Leadership Team for its support and wise counsel throughout the year;
- the Prefect Team for their efforts to inspire and enthuse the students to participate in the spirit and ethos of the College;
- the Parade staff for their dedication to providing rich educational experiences and opportunities for our students.

We look forward to celebrating 50 very productive years of educational endeavor at the College.

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

Principal
College Board Report

Ever mindful of the fact that education is an ongoing process with a continuous changing nature, the College Board has seen many policies presented during the year. This ensures that the education of our students remains relevant to the modern changing workforce, the learning environment required to prepare for a productive contribution to society, and the well-being of all of our stake-holders in the receipt and delivery of the programs on offer. Through the revision of existing policies and the introduction of new policies, the platform and structure for learning at Parade College is well positioned for our current and future Paradians.

In line with this theme of remaining relevant, you may have noticed the completion of the major project undertaken this year at Bundoora Campus, with our new Nash Learning Centre. This dynamic integrated learning facility will facilitate the most current pedagogy for our students, with teachers delivering their programs via a myriad of new resources.

Recently the College Board has approved the re-development of the sporting grounds at our Preston Campus, signalling our ongoing commitment to the site.

Again the Board has reflected on the pressures that are placed on families and the sacrifices made to allow their sons to undertake an education in the Edmund Rice tradition. To this end, and reflecting on the stable financial position of the College, fee rises have been kept to a minimum. This has been achieved via the prudent management and efficient delivery of our programs under the direction of Dr Moore and his very capable leadership team.

As is always the case, we farewell another cohort of students who will undoubtedly reflect on their time at Parade College, and we hope to enjoy observations of the fruits of their learnings in coming years.

Mr Darryn Borg
Chair of the College Board
Education in Faith

Goals & Intended Outcomes

Goal
To cultivate a community of faith where students, staff and families grow in knowledge, engagement and understanding of the mission and vision of Parade College.

Intended Outcomes

- That Catholic values and beliefs will be internalised within all members of our school community.
- The connection between Gospels and social justice action be more tangible in our community.

Achievements

Liturgy & Prayer

At Parade College, prayer and liturgy are a constant thread running through the tapestry of the everyday life of the school. We mark important times in the liturgical year and celebrate significant dates in the history of our founders and of the College itself. Just as importantly, we start each day and each meeting with prayer, reminding us that our relationship with God is foundational to who we are and what we do and bringing context and perspective to tasks to be done.

- Ash Wednesday Liturgy and special Lenten Prayer
- Special Easter Liturgy involving choir, musicians and drama
- House Masses – a separate mass for each House
- Weekly Mass (Every Friday at Bundoora; fortnightly at Preston)
- Daily Prayer
- Anzac Day Ceremony and liturgy
- All school assemblies begin with creative ritual and prayer
- Remembrance Day liturgy
✓ Reconciliation Week: Sorry Day liturgy
✓ Mother and Son Evening prayer and reflection
✓ Staff Christmas Mass

✓ Liturgy to mark the return of Mungo Man’s remains to Lake Mungo.
✓ Attendance of Sherry Balcombe from the CEM at second term assembly to facilitate an initiation ceremony for our FIRE Carriers.

✓ Each year we have a theme that energizes us as a faith community and grows in meaning as the year goes on. In 2017 our theme was “Called to Freedom”, creatively presented with an image adopted from Marko Rupnik’s Woman at the Well (John 4). Throughout the year staff and students had the opportunity to break open this beautiful theme and image in various liturgical and prayer settings.
Religious Education & Ministry

- Religious Education Teachers continued to review and reflect on the pedagogy and content of the Religious Education program under the direction of the Learning Area Leader.
- In 2017, we became a FIRE Carrier school, marking our intention to continue to work towards Reconciliation in a tangible way. As well as educating students and staff, being a FIRE Carrier school increases the sense of cultural safety for our 16 Aboriginal students. We are also a member of the Australian Indigenous Mentoring Experience (AIME), where our Aboriginal students attend days at university and receive tutoring from university students. A group also attended the Dreamtime Match at the MCG and did the Walk to the G with Michael Long.

- In 2017 we held our first “Road to Reconciliation” Day. Mercy College, Our Lady of Mercy College, Santa Maria College, St Monica’s College and St Pius X Primary School, came together on the day. We began with a smoking ceremony, moved to a musical performance from some of our Aboriginal students and then to a panel presentation involving Delsie Lillyst (CEM), Muriel Bamblett (VACCA), Leanne Brook (Long Walk Foundation) and Robert Young (Jesuit Young Speakers Program). Students then did a workshop and we finished with a “Long Walk” around the College.

- The relationship between what students learn in RE classes and the experiences of “faith in action” were discussed in classes, especially at Year 10, 11 and 12 level, where there are significant outreach components. At Years 10 and 11 all students take part in Community Action and at Year 12 they participate in the Tenete Ministry Retreat program.

- We introduced meditation for students and teachers in 2016 and continued to develop this dimension of the prayer life of the school in 2017, with workshops for staff and the opportunity to meditate with a group in the Chapel twice a week.

- Year 7 Treacy Trail – where students new to the school were inducted into the Edmund Rice tradition by visiting several significant places in the history of the Edmund Rice story in Melbourne.

- Interfaith initiatives continued to be supported, especially through the Year 10 Religious Education Program with visits to a number of places such as a Jewish Synagogue, Islamic Museum, St Patrick’s Cathedral and a Buddhist Temple as well as guest speakers from different faiths.

- A Years 7-9 Religious Education Convenor continued to assist the Religious Education Coordinator.

- Year 9 “Building Bridges” presentation.
• Supporting Catholic Education Week by attending Mass at St Patrick’s Cathedral and the Archbishop’s Conversation with Young People at St Kevin’s College.

Programs: Students

• Continued the development of the programs that offer opportunities for boys to make the transition into adulthood e.g., Rock and Water, Mother/Son Evening, Father/Son Games Night.
• Fifth year of the Year 11 Service Learning Program which requires students to volunteer for at least 10 hours of Community Service;
• Edmund Rice Foundation fundraising and awareness-raising throughout Lent.
• Student fundraising efforts linked with their understanding and commitment of social justice issues through the Global Awareness Program (GAP) Week initiative where staff prepared classes across curriculum areas.

• Year 11 whole day seminar delivered by Choicez, where students discuss the pressures on young men and learn how to make good choices for healthy adult flourishing. Facilitated by David Kobler.
• Students participated in a number of workshops (ACU organised by Mark Clarke; St Vinnie’s Day at Abbotsford Convent; day on asylum seekers with CAPSA; day for Aboriginal students organised by the CEM at Richmond Football Club; Caritas Just Leadership Day at ACU).
• Continued work of Pastoral Care Worker with vulnerable students (individuals, groups, families) and PC Club.
• Celebrated Harmony Week through House Assemblies, and Refugee Week through weekly Student Bulletin messages and prayers;
• The Community Action program continued to involve students at all Year levels. Students give up their recess and lunchtimes in order to organise fundraising activities and other events in the service of other people. Highlights were the Fairtrade Easter Egg stall, the Mother’s Day Stall, the Christmas party for the elderly.
• A Sustainability Group was formed and students volunteered to sort through recycling bins on Friday afternoons. Other students introduced compost and soft plastic bins into staffrooms and collect weekly.
• Brekky Van is into its thirteenth year of operation, serving families from the West Heidelberg area. Was very well supported by staff and students in 2017, with new initiatives such as the frozen meals program, a real hit.

• Continued commitment to the tutoring of students from Refugee backgrounds through the St Albans’ Tutoring Program. This involves two staff and six students travelling to St Albans weekly.
• All Year 12s attended a Tenete Ministry retreat where they worked on a food van on the Wednesday evening and went on a placement on the Thursday (at a place for marginalised people). Students and staff slept overnight on the floor of the Our Lady’s Parish Hall in Maidstone.
• Year 11 students attended a Leadership Camp at Phillip Island in November. This involved several reflective sessions.
• Aspiring College prefects participated in a two day Leadership Retreat, based at EREA in Richmond.
• Weekly Community Mass held at the College.
• Advocacy Team moved into its fifth year of operation and organised several activities:
  ➢ Held a major event called SleepOut! to raise awareness of homelessness throughout Australia and the world. Students and staff slept overnight in Alphington Court, some were “rough sleeping” on the ground, to represent Australian homeless; some in tents, to represent people in refugee camps and others in a caged area to represent asylum seekers. Guest speakers from the Jesuit Just Speakers program presented to the group.
  ➢ Awareness raising campaign about the damage plastic is doing to our oceans and our world: included display in student services, public showing of “A Plastic Ocean” and a special class used in RE.
- **Sports for Justice**: A soccer game with a refugee team from St Albans Refugee Services.
- **Solidarity Walk**: Raised a large amount of money for the Comboni Sisters’ Hospital Nzara, South Sudan.
- Organised guest speaker Dr Danny Doyle to present to Prefects about the Comboni Hospital.
- **Stella Fella Bow Tie Day** for fourth year running, raising awareness of violence towards women and human trafficking.
- **Drumming Out Poverty** video created for the Nine is Mine campaign.

- **Year 7 Retreat Day** – Guest speaker and team-building activities held at Preston campus.

### Programs: Staff

- One staff member participated in the ‘Ireland and India Pilgrimage’ led by EREA in September 2017;
- Many staff participated in specific Edmund Rice Education Australia formation programs:
  - Galilee
  - Into The Deep
  - Break Every Yoke
  - Mount Sinai
- Staff received hours towards ‘Accreditation to Teach in a Catholic School’ for participating in various programs.
- PSST seminars on 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 formally fortnightly to facilitate the goals in the area of Faith and Religious Education across the College.
- Three staff involved as leaders within the Community Action Program.
- Staff leadership of the Advocacy Team.
- Staff continuing sponsored study in the area of Theology and Religious Education;
- Staff Formation Day began with two lectures from Brendan Byrne and then workshops at the College and various venues around the region.
Staff participated in the Easter liturgies that were prepared for the various year levels.
Large amount of funds collected for the Edmund Rice Foundation ($35,000 posted in December).
St Vincent De Paul food collection throughout the school for local branch at Christmas.

Whole School

Continuing to implement findings CEOM’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 fortnight of fundraising and other community building activities.
Acknowledgement of Country always occurs whenever we gather as a community.
Solidarity Walk in Term 3 – the whole school involved in fundraising for the Edmund Rice Foundation;
Stella Fella Bow Tie Day;
First staff/student trip to Lake Mungo a big success. Will be repeated in 2018.
India immersion took place in September 2017. Three students and three staff accompanied Kevin and Sue McMahon.
VALUE ADDED
These are some of the achievements that added value to the existing programs in 2017:

- Religious Education teachers continued to review and reflect on the pedagogy and content of the Religious Education Program.
- Regular opportunities for meditation.
- Decision to raise funds for Edmund Rice Foundation charity, Comboni Sisters’ Hospital in South Sudan, made by students and successful fundraising and awareness raising driven by them.
- Introduction of the Road to Reconciliation Day.
- Introduction of GAP Week.
- Widening focus of The Cage to homelessness generally and renaming “SleepOut!”
- Year 7 Retreat Day – held at Preston over two days. This made it a better learning experience and logistically easier for organisers. First time use of Courage to Care (Holocaust survivors, program to encourage students to be “upstanders” rather than “bystanders”).
- Staff Formation Day gave all staff exposure to how the bible should be read; staff also enjoyed having the choice of workshops in the afternoon.
- Continued to implement findings CEOM’s ‘Enhancing Catholic School Identity Project’.
- Introduction of Aboriginal Spirituality immersion to Lake Mungo led by Andrew Lansdell and India immersion co-led by Parade staff. Parade staff to lead in 2018.
- Staff member attended EREA South Africa program.
- Use of Sacred Heart Mission and The Way for Tenete Ministry Retreats brought back more of a Catholic flavour.
Learning & Teaching

Goals & Intended Outcomes

Goals

To equip all students with the learning habits and the skills to thrive in the 21st century, independently of their starting point.

Intended Outcomes

- That student learning outcomes (benchmark and growth) are improved and are reflected in teacher assessment and external testing including NAPLAN and VCAL/VCE.
- That students are more engaged, independent, self-reliant and confident 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.**

   A three-year adoption of a laptop program commenced in 2017. Year 7 and 10 students received laptops. Alterations to Year 7 and 10 coursework were made in consideration of the change from iPad to the Windows environment.

   A new direction to increase the use and familiarity of ICT was the implementation of OneDrive, the HPE faculty leading the way. This has become a focal point for our staff and has allowed us to increase our ability to collaborate online and deliver the best possible lessons for our students.

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

   Students new to Parade in Year 7 undertake PAT-R and PAT-Maths testing prior to their commencement. These tests are repeated in Year 7. The program was expanded to include testing of all Year 8 students in 2017.

   The data is used to pinpoint those boys with specific learning needs and allocate resources accordingly.

   NAPLAN data is used to identify any general weaknesses in our Year 7 and 9 cohorts and hence inform our teaching. Strategies were discussed by Literacy coaches, English staff and the data team.

   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. VCE teachers also meet in Learning Areas and analyse their cohort’s exam performance and adjust their planning and assessments in reference to this for the coming year.

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 and will do a formal review in 2018-19.

The Antoni Jach Writer’s Award, which introduced, the inaugural award won by Francis Cao and Alexander Senese-Jones, who both had their fiction writing published in 2017.

4. **Literacy**

*With the overriding mission to improve student outcome, Parade’s focus on literacy development continues. It involves interweaving initiatives and forums designed to build and scaffold teacher knowledge and language-based pedagogy in all classrooms.*

Whilst all Leadership throughout the College is seen as a critical catalyst for the application of language knowledge and it being embedded in curriculum, increasingly classroom teachers are successfully delivering professional development about language-based pedagogy within and outside the college.

Within the college and led by teachers, Learning Area Leaders and literacy coaches, the following forums have provided explicit dedicated time to language and literacy development:

- Subject-based learning team meetings
- Faculty meeting
- Leadership meetings
- Full Staff meetings
- Professional Standard and Support Team workshops
- Literacy-specific workshops

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).
A VCE and Tertiary Expo was again offered to coincide with the Subject Selection evening, with representatives from all major tertiary institutions available for career and tertiary advice given to Years 9-12 students. Learning Area Leaders presented a brief summary of VCE course offerings to Year 10 students again in 2017.

Year 10 Mock Interviews were again conducted in 2017, with twenty volunteer interviewers from a range of organisations including Domas Consulting, Upskill Learning, Apprenticeship Matters, Red Rooster, Secon Freight & logistics, Maurice Blackburn Lawyers, Allianz, LaTrobe University, PsychPress, Victoria Police and Parade College staff. Eight of these interviewers were repeat volunteers who have contributed to the program in the past. The College Newsletter and Old Paradian network were utilized to source volunteers as well as networks known to the Parade College Careers Counsellors. 230 interviews were held over 3 ½ hours, providing an invaluable experience and opportunity for individual feedback to all Year 10 students at Bundoora campus.

The Year 10 Work Experience Program continued in 2017 with students undertaking one week’s placement in late November in a variety of organisations to learn more about the world of work and occupations they are considering in the future.

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 2017 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) 7 workshops
- Scope Young Ambassador Program (Bronze level Year 11, Silver Year 12)
- Real Industry Job Interviews
- Our Local World of Work
- SYN Radio Program
- 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 as a part of their Personal Development Skills
Work placement opportunities continued to be offered in 2017. At Year 10-11, these occurred 4 times per year, and at Year 12, twice per year. In 2017, 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.

The College VET programs continue to be a wonderful source of training for our students. Now a RTO for most programs, the majority of our students access up to 3 separate programs in Years 11 and 12.

In 2017 we had the largest Year 12 cohort of VCAL students, 4 classes for 64 students. Importantly there have been very positive outcomes for our school leavers. Most transition to apprenticeships and traineeships, however a growing number access further education and training.

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

A Year 10 Subject Selection Student Information Handbook was developed to assist students to be better informed to make good decisions when selecting subjects in the senior years.

The appointment of a Year 7 – 10 Learning Coordinator enabled Teaching and Leaders to refine Get Real processes, in consultation with House Leaders, to more closely scrutinise and support students’ academic performance and subject choices for the next year.

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.

Edrolo, an online learning program, was taken up for all VCE students (Units 1-4), and greatly supported students, including those who experienced academic challenges.

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

Provision of Curriculum Professional Development Day for staff of both campuses.
Continue the professional learning of staff by providing input in the Staff Newsletter related to classroom practices.

Jake Plaskett and Anna Bennett prepared staff for the work on curriculum development of differentiated learning in 2017. Staff collaborated in subject-based learning teams throughout the year.

Radmila Harding worked with teaching and support staff in the area of targeting teaching to meet diverse needs. Fortnightly scheduled meetings of Teaching and Learning Executive, Learning Area Groups 1 & 2, Subject-Based Learning Team meetings twice per term, PSST workshops, e-Learning workshops

Visual Arts saw the introduction of a UAV (remote control quadcopter) in Media, Wacom tablets for digital visual creations and augmentation of traditional artworks, and the exploration of what Virtual Reality can bring to visual arts and other curriculum areas such as History, Geography and the Sciences.

Provision of Learning Area meetings and Subject-Based Learning Team meetings as a regular part of the Staff Meeting Schedule.

Scheduled PSST meetings led by staff for staff.

Review of policies related to Teaching and Learning, including the Gifted and Talented Program.

Staff training occurred with One Drive.

We continue to strengthen the link between professional learning and the needs of students in the classroom. Information regarding professional needs comes through the ARM process and the Appraisal of staff. In 2017, Learning Area Leaders took on greater responsibility in this area by being involved in teacher ARMs and appraisals. Staff are also provided with a 'Coach" to help and support them with their Professional Development, and LALs took on coaching roles.

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

Academic Prefect Committee met with the Assistant Principal fortnightly. 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.

The VCE Coordinator scheduled weekly meetings with the Year 12 student body and provided and sought feedback in an endeavour towards continual improvement of
teaching and learning processes. The Academic Prefect group also met with the VCE Coordinator regularly to ensure that the use of VCE Study Centre was meeting the needs of the student body.

2017 was the first year that students made a significant contribution to organising and hosting the Arts & Technology Exhibition. A group of students presented the awards and this acted as a stepping stone to a wholly student organised and run event in 2018.

We hosted the Science Talent Search at our Preston campus with over 100 Parade College students participating in the competition.

A group of Parade students from Year 10-12 participated in an inter-school Model UN Conference at De La Salle College. Students were required to conduct extensive research on a particular country’s policies to a global issue and represented that country at the Model UN Conference.

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

A review of home study and examination revision practices was conducted in 2017. The provision of a program by Elevate Education was expanded for Year 12 students. A review was conducted of the results of a study skills survey by Elevate Education.

The Peak Skills Learning Program was again offered in 2017 to assist Year 11 students in developing their own study techniques and new skills.

Edrolo flipped and web-based learning resources were again provided to Unit 1-4 students with significant uptake by students.

The Learning Curve pastoral program included home study, revision and exam preparation sessions, and was included in the College’s pastoral program.

Advice about effective study routines and examination revision strategies was presented to students in assemblies and to parents via the College Newsletter.

The selection of texts and other web-based resources with additional capacities such as Education Perfect (Languages and Science), Learn On (Jacaranda) and Mathspace (Years 7-10) provides students with increased opportunities to continue their learning outside the classroom.

Provision of ExCEL program at Year 9 including Extended Learning Projects involving research and project-based learning.

Inaugural Global Day of Design, where each student 7-10 was involved in making, designing or creating.
10. **Support parents in their role of supporting the learning of students at home.**

Provision of a VCE Information Evening for parents of students in Years 10-12 advising parents about the challenges of being a VCE parent.

Provision of the Year 7 Mother and Son Evening and Year 8 Father and Son Evening.

The Year 7-9 Father-Son Winter Games and Autumn Games Evenings run by Year 12 Sports Prefects.

The annual METEC Pre-Learner Driving courses allow fathers and sons to begin a safe journey in driver education.

Notices placed in College Newsletters.

The provision of Student Progress Interviews where parent support is discussed.

Parent meetings scheduled with Teaching & Learning Leaders, House Leaders and teaching staff regarding students’ academic and overall progress.

Correspondence was sent home to VCE parents prior to the GAT, practice exams and before VCAT preferences were due to inform them of ways to support their son.

11. **Continue developing the Gifted and Talented Program in order to meet the needs of high achieving students.**

Geraldine Nicholas (VAGTC/Tournament of the Minds) concluded a formal review of Advanced Placement program. The review commenced in December 2016 and was received by start of Term Two 2017, in time for program changes to be implemented from 2018. Geraldine was employed at Parade to oversee this implementation.

The program was renamed the Altior Program from 2018. Notable changes to the program include a semester-long enrichment program for Year 7 Altior students, with intakes in Semester One and Two. Selection of Year 8 & 9 Altior students in 2019 will undergo some changes as a result of the changes at Year 7, and may include mainstream students.

The selection process for the 2018 intake at Year 7 will also change. ACER testing of Year 6 and 7 students will be expanded to include all Year 8 students.

Year 7-9 AP students participated in the Annual Tournament of Minds Competition.
12. **Continue to support students with learning challenges through programs and personnel.**

Provision by Student Support Services (SSS) staff to support Students With Additional Needs (SWANs).

Assistance provided to staff, by ANCs, with adjustments to examinations.

Provision of Intervention programs at Years 7-9.

Continued enhancement, development and expansion of data collected for the tracking process for students’ academic progress, to support them throughout the year, including with subject and course selection.

Foundation Science was again offered at Year 10 as an alternative to whole-year subject of Essential Science. Foundation Mathematics was offered at Years 10 and 11.

Presentations to Year 12 students on managing exam stress and anxiety

Continued pre and post testing of all students in Intervention classes.

**Some data**

<table>
<thead>
<tr>
<th>Number of students with Social/Emotional Disorder - Autism (ASD)</th>
<th>37</th>
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</thead>
<tbody>
<tr>
<td>Number of students with Severe Language Disorder – Anxiety/Depression</td>
<td>21</td>
</tr>
<tr>
<td>Number of students with intellectual Disability</td>
<td>9</td>
</tr>
<tr>
<td>Number of students with Chronic Health Impairment</td>
<td>4</td>
</tr>
<tr>
<td>Number of students with Physical Disability</td>
<td>3</td>
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</table>

**Renaissance learning**

Renaissance Learning is a year-long programme which aims to improve reading comprehension and literacy. The programme was again offered in 2018 for use with Year 8 students to help prepare for the NAPLAN tests in year 9. The Year 9 Intervention English classes at Bundoora and Preston are part of the programme in 2018.
From the ZPD scores the students obtained in term 1 in 2017, it was found that about half the cohort are reading below their age group, with some having reading ages as low as 6 or 7 years old. Many boys showed considerable improvement across the year, but the program depends on the students being prepared to participate by reading 15 minutes every day.

**Renaissance Learning Results 2017**

Bundoora 8B (JDI) and Preston 7 and 9 AP class (CDV) lead the overall improvement, followed by Bundoora 8H (JDB).

**IMPROVEMENT**

257 students showed improvement. 13 classes showed overall improvement.

By the end of the year, 4 students had improved their reading age by 4 years, 12 students by 3 years and 74 students by 2 years.

16.6 years is the top reading age achievable with the STAR reading comprehension test.

13. *Increase engagement and motivation levels of the students via new curriculum offerings.*

Continuing with the work we did with Glen Pearsall in 2015, the theme of Dynamic Teaching and Learning was an ongoing focus. Additionally, 2017 saw the full implementation of the Victorian Curriculum.

Two new staff leadership positions commenced in 2017 (STEM Coordinator & Director of Programs: Nash Learning Centre). Appointees undertook considerable professional learning in preparation for their new roles.

Year 9 Humanities program changed in 2017 to include Geography as a core subject, previously an elective.

A reshaping of Commerce electives took place to reflect the Australian National Financial Literacy Strategy.

A Small Business Showcase where Year 11 Business Management students pitched their ideas to a team of industry judges.

Digital Technologies, a new Year 7 subject, was introduced in 2017.

Electronic Music Production, a new subject was taken up enthusiastically by students in Year 9. Music Performance changed from a whole year to a one-semester subject.
Year 8 Media, a new subject, has been well-supported by students from 2017.

**Global Innovation Challenge**

With Melbourne Polytechnic, four teams of Parade boys from year 7 – 12 participated in the inaugural 2017 Victorian Global Innovation Challenge. The GIC encourages students from primary and secondary schools to develop collaborative critical thinking and community engagements skills to design innovative solutions to solve various global issues. At Parade, students were grouped according to their interests and passions and worked most lunchtimes to design a solution to their chosen issues of pollution, plastic and food waste and environmental monitoring. As a result, the Parade Environmental monitoring team finished second in Victoria, with an amazing environmental monitoring device. The $1000 prize will be used for continued product development and passion projects.

**Melbourne Polytechnic STEM programs**

In 2017 Melbourne Polytechnic commenced a collaboration with Parade College to engage students in future STEM Northern Melbourne opportunities. Both a teacher and student ambassador team from Parade participated with other local schools, and developed programs for the new Polytechnic Nillumbik facility for 2018. This facility will allow students to design and test innovations, with state of the art facilities, and community contacts. Other Melbourne Polytechnic opportunities included Microsoft Bot day, Carlton Football Club leadership day, and CSL Biotech in schools program development.

A partnership with Elevate Education was expanded for Year 12 students. They now present twice during the year to Year 12 students in small groups to enable two way communication and a more tailored program for our students.

Edrolo flipped and web-based learning resources was expanded to be provided to Unit 1-2 students.

The new Year 7 elective to 2017, Puzzles in Parade, continued to be developed in 2018 with Preston students designing STEM solutions to College sustainability issues. New teachers to Bundoora have introduced new Maths challenges to these programs.
STUDENT LEARNING OUTCOMES

Year 7 NAPLAN
Students entering Year 7 in 2017 have again exhibited strong NAPLAN results with Reading, Writing, Grammar & Punctuation and Numeracy means and medians close to the corresponding means and medians for State (boys) in 2016 with a considerable spread of ability across all areas.

- For Reading, the Box plot shows this cohort is similar to that of 2016.
- 69% of students are working towards Level 6, 7 & 8 for Reading.
- For Writing, the Parade mean and median are higher this year than it has been in recent years and the mean is significantly above the State (boys) mean. (This is partly due to the State (boys) mean having fallen in 2017).
- For Spelling, the Parade mean and median are higher this year than it has been in recent years and the mean is significantly above the State (boys) mean. The State (boys) mean has risen but the school has risen higher.
- For Grammar & Punctuation, the Box plot shows this cohort has greater spread in the middle 50% of students than in 2016. 69% of students are working towards Level 6, 7 & 8.
- For Numeracy, the school mean is similar to the State (boys). The State (boys) mean had risen from 2016 but the school has risen slightly more. The Box plot shows the Parade 90th percentile rising to the State (boys) level.
- For Numeracy, students are spread over the entire range but the majority (72%) are working towards Level 6, 7 & 8.
- There are fewer students at the extremes than for Writing, Spelling and Grammar & Punctuation.

Year 9 NAPLAN
The Year 9 NAPLAN 2017 results have shown varied growth compared to previous years. Writing is a strength for our students, with the mean and median above the State (boys) level and has risen compared to 2016. The Spelling mean and median are also above the State (boys) average, which is similar to 2016. The mean and median for Reading and Grammar & Punctuation are similar to the State (boys) average. The mean and median for Numeracy at Year 9 are below the State (boys) level for 2017 and has fallen in comparison to the State (boys) level from 2016.

- For Writing, the mean and median are above the State (boys) level and have risen in comparison to 2016. They are back to the comparative level they had been in the previous 3 years.
- The mean for these students for Writing has increased its lead over the State (boys) from Year 7 to Year 9 and the 75th and 90th percentile has risen further than the corresponding ones for the State (boys). Over 5 years, the school growth from Year 7 to Year 9 has been greater than State (boys) growth.
- For Spelling, the mean and median are also above the State (boys) level, similar to 2016.
- The mean for these students for Spelling has slightly increased its lead over the State (boys) from Year 7 to Year 9 and the median has risen a little in comparison. Average growth is similar to the State (boys) average growth.
• For Reading, this cohort was a little below the State (boys) level in Year 7 but have come up to State (boys) level in Year 9. The matched school growth has been greater than for the State (boys).
• In Grammar & Punctuation, the students are spread over a greater range than in 2016 with the 10th percentile falling as it has done for the State (boys).
• For Numeracy, the mean and median are below the State (boys) level this time and have fallen in comparison to the State (boys) level from 2016.

For Numeracy, the median, 75th and 90th percentiles are below those for the State (boys) but the 10th and 25th percentiles are similar. The middle 50% are less spread than in 2016.

VTAC DATA 2017

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<thead>
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<th>Count</th>
<th>%</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>
<td>Total number of students at this school who have applied</td>
<td>221</td>
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<tr>
<td>Total number of paid students with preferences</td>
<td>217</td>
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<tr>
<td>Total number of unpaid students with preferences</td>
<td>4</td>
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<tr>
<td>Total number of students without preferences</td>
<td>64</td>
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Offers (based on students who have applied and paid)

<table>
<thead>
<tr>
<th>Count</th>
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<tbody>
<tr>
<td>Number of students who have received an offer</td>
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<td>Total number of students with more than one offer</td>
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<td>Number of students with no offers</td>
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Offers by course type (all rounds to date)

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<th>Count</th>
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<td>Number of FEE based offers</td>
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<tr>
<td>Number of Fee Type Determined by Provider offers</td>
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<tr>
<td>Number of International offers</td>
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Offer rounds (based on students who have applied and paid)

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<tr>
<th>Round</th>
<th>Domestic offers</th>
<th>International offers</th>
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<tr>
<td>Round 1</td>
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<td>214</td>
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<tr>
<td>Round 2</td>
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<td>Round 3</td>
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<td>0.00%</td>
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<td>Round 4</td>
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<td>0.46%</td>
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<td>0</td>
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VCE RESULTS

We are very pleased with the 2017 VCE Results. In particular:

- Parade outperformed its neighbouring Catholic Schools
- There was a rise in median ATAR from 63.75 to 69.9 in last three years
- In 2017, 15 students scored an ATAR above 96
- 28 students scored an ATAR above 90
- One of our boys, Callum Holmes (2017 Vice Captain), achieved a perfect score of 99.95
- 6.6% of students achieved a study score above 40
- Best performed subjects, based on adjusted scores (compared to expected results) were in order:
  - English
  - Economics
  - Mathematical Methods
  - Literature
  - Psychology
  - Physical Education
  - Media
- 31 of 38 subjects achieved better than expected results based on VCAA data
- There was a median study score of 31
- There was a mean study score of 31.05
- Twenty-three students were awarded the VCE Baccalaureate (recognition for students who undertake both a higher level mathematics and a language in the VCE)
### POST-SCHOOL DESTINATIONS

<table>
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<tr>
<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>65.3 %</td>
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<tr>
<td>TAFE / VET</td>
<td>16.7 %</td>
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<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>6.9 %</td>
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<tr>
<td>DEFERRED</td>
<td>6.9 %</td>
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<tr>
<td>EMPLOYMENT</td>
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Student Wellbeing

Goals & Intended Outcomes

Goals

To provide a safe and consistent learning environment that maximises the learning and wellbeing of each student.

To develop considerate, compassionate young men who value right relationships, are socially aware, and contribute significantly to the global community.

Intended Outcomes

- That each student grows in resilience, self-confidence and self-efficacy.
- That each student develops a sense of agency and capacity to shape the world.

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 Tutor Team 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.
- Implementation of planned Pastoral Care Program in Tutor Periods, using the Learning Curve Program and the best of what we have done over previous years
- Review and delivery of amended policies related to student well-being to staff.
- Development of two projects by the House Leader Team to explore the issue of Men’s Health and Student Voice and Leadership
- Provision of Professional Learning by Student Support Services (SSS) staff to increase staff capacity to support Students With Additional Needs (SWANs). Areas include QuickSmart Numeracy, Parade’s Personalised Learning Plans.
- Assistance provided to staff, by ANCs, with adjustments to curriculum and assessment practices.
- Attendance of Additional Needs Coordinators (ANCs) at CEM Nationally Consistent Collection of Data (NCCD) briefings.
- Presentation to staff re the Nationally Consistent Collection of Data to ensure accuracy.
- Completion of the Disability Standards for Education e-learning modules (University of Canberra) by all staff.
- Advising staff of external professional learning opportunities via the Staff Newsletter and email.
- Completion of the CEM Inclusion Online Course – Understanding ASD by one of the College’s Additional Needs Coordinators.
• Completion of Dyscalculia professional learning at SPELD by the Intervention Maths Coordinator; professional learning then offered to Parade staff by the Intervention Maths Coordinator on dyscalculia.

In the **Counselling Services** offered to assist students:
• Increasing the time allocation of the Counselling and Well-Being Team, and deploying staff to meet peak needs at both campuses.
• Continuing to meet with and work with staff on issues related to managing issues in the classroom through the Working on What Works Program
• Offering the Tuning into Teens program for parents twice during the year
• 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.
• 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.
• Presentations to Year 12 students on managing exam stress and anxiety
• Membership of, and attendance at, locally-based networks on counselling support services in schools.
• Maintaining and utilising services of external agencies to assist students and families of the College.
• Through the provision of regular, external, Professional Supervision.

In the **general care and development** of students at Parade College:
• Continued development of the database program for student management to more accurately reflect each student’s progress.
• Continued enhancement, development and expansion of data collected for the tracking process for students’ academic progress, to support them throughout the year:
  o students “at risk” of academic failure identified with term reports;
  o parents and students required to attend meetings with House Leaders, Tutor Teachers to develop plans of action to manage and improve students’ academic progress;
  o student progress checked through meetings with parents mid-term;
  o some students placed on contracts for the 2017 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;
  o continuing development of process to ensure students are choosing appropriate subjects for their skills and aspirations in Years 10 and 11
  o assignment of Teaching and Learning Leader to each House to assist with parent and student interviews re subject and course selection
  o incorporating the services of the Careers Counsellors and Counselling Team Members, and, where appropriate, VCE Co-Ordinator and Pathways Co-Ordinators in discussion with parents and students about future directions.
• Continuing the Academic Advisors role to help support and track student academic progress at Year 11 and 12.
• Continuing role of Campus Co-Ordinator at Preston Campus to oversee the general care and development of students in Years 7 to 9.
• Use of restorative processes and meetings by House Leaders and Campus Co-Ordinator in managing situations with students.
• Fortnightly meetings scheduled with Preston Campus Co-Ordinator, 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/Campus Co-Ordinator meetings.
• Attendance of Counsellors at Upper and Lower House Leader and Preston Team Meetings
• Continued development of welfare-based issues as the basis for year level assemblies at each year level
  o Year 7 – transition into secondary school; bullying
  o Year 8 – safe public travel on public transport
  o Year 9 – drug education
  o Year 10 – respectful relationships/driver education
  o Year 11 – driver education
  o Year 12 – safe partying/safe driving/managing anxiety and stress in Year 12.
• Introduction of an overnight camp for Year 8 students
• 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.
• Continuation of respectful relationships session for Year 10 students, based on respect for people’s lifestyle choices.
• Introduction of guest speaker on the “one punch” issue to Years 10 and 11 students.
• 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.
• Introduction of House Activities Session on the last Friday of each term.
• Maintenance of Homework Club two afternoons per week and each morning, prior to Tutor Group, at each campus.
• Continued development of Treacy Cup inter-House competition.
• Continuing to revise policies and procedures to ensure that all Child Safety measures are being implemented and imbedded.
• 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.
• Provision of Interpreters to enhance communication between school and home.
• Supporting SWANs and their families with the transition from Primary to Secondary School.
• Interpreting external assessment reports and data to provide targeted assistance to students.
• Assessment of incoming Yr 7 students (while in Grade 6) in literacy and numeracy with results provided to teachers and parents. Inclusion of a spelling assessment.
• Monitoring of Yr 7 and Yr 8 students’ literacy and numeracy skills with assessment of all students at the end of Yr 7 and Yr 8.
• Continued offering of the Scholarship Program to Yr 8 students for Yr 9 and 10.
In the **Intervention Programs** offered to enhance students’ learning opportunities:

- Continued fortnightly meetings scheduled with the Director of Student Support and the Additional Needs Coordinators.
- Continued fortnightly meetings with the Intervention Programs Coordinators.
- Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English in light of the Victorian Curriculum.
- Continued development of assessment rubrics.
- Participation of three Year 10 students in the CEM 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 assistance provided by the EAL Support Teacher: regular, in class support provided to the VCE EAL class as well as small group and individualised assistance.
- Membership of, and attendance by ANCs, at CEM Network Meetings.
- Maintaining and utilising services of external agencies to assist students and families of the College.
- Expansion of QuickSmart Numeracy and Literacy Programs targeting Year 8 students. Training of additional staff in QuickSmart Numeracy involving six days of Professional Learning.
- Continued pre / post testing and monitoring of all students in Intervention classes.
- Year 7 Lunchtime Games offered throughout Term 1 where students are supervised by a staff member.
- Targeted Professional Learning for the VCE EAL Support Teacher.
- Study Skills Program offered to students to assist with preparation for Examinations.
- Further development of Social Stories for students on the Autism Spectrum.
- In class support and assistance provided to Students with Refugee Status and their families.
- Interpreters organised for telephone conversations and interviews.
- Referral of Students with Refugee Status to Foundation House.
- Supporting parents and senior students with their transition from secondary school to further education, employment services and other specialist services.
- Provision of Personalised Learning Plans for Students With Disabilities.

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

- Intervention and Altior programs available to all Indigenous students.
- $2600 (CEM funding per student) offered to support Indigenous students to be used for external tutoring or school-based programs.
- 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 regularly promoted in the College Newsletter.
- Continuation of regular gatherings of Parade’s Indigenous students.
- Participation in the CEM Watta Watnanda Secondary Day Gathering.
- Involvement of two Year 10 students in the NRL’s School to Work Program – regular support provided to the students at Parade by the NRL School to Work Officer.
• Continued development of the Kimberley Education and Excellence Program in partnership with the Wunan Foundation and Mercy College:
  o One additional student from the Kimberleys joined the KEEP during 2017;
  o Provision of significant levels of support to assist students with the transition from the Kimberleys to Parade;
  o Regular meetings and communication with the boys’ House Parents;
  o Ongoing communication with Wunan Foundation and House Parents regarding boys’ progress;
  o Placement of students in Intervention English and Mathematics classes as required; placement in QuickSmart Literacy and Numeracy programs; in class support; assistance provided at Homework Club.
  o Participation of KEEP students in ACC Sporting Teams.

In the Advanced Placement Program to enhance students’ learning opportunities:
• Fortnightly meetings scheduled with the Coordinator of Gifted and Talented Coordinator and the DSSS.
• Termly meetings scheduled with the Gifted and Talented Coordinator and the AP Team.
• Year 7-9 AP students participated in the Annual Tournament of Minds Competition.
• The Night of Notables continues to be highly valued by parents / guardians and students with strong attendance.
• Twenty three Year 7-10 students competed at the Melbourne Round of the World Scholars Cup. Following their performances, Parade students featured in the Top 10 students with six Parade teams invited to participate in one of the three Global Rounds held overseas. Meetings were held with parents / guardians to ascertain the viability of students competing overseas – to be held at very short notice. Financial assistance was offered by the College. One Year 10 student proceeded to the World Scholars Cup Tournament of Champions at Yale University, accompanied by his parents.
• Review of the Advanced Placement Program conducted by an external consultant. Meetings and communication with the consultant. Establishment of Terms of Reference.
• Meeting with the Advanced Placement Reviewer for final report and recommendations.
• In light of the Review Recommendations:
  o Name of Advanced Placement changed to Altior to reflect development of new program for highly able students;
  o Altior selection processes for Year 7 2018 changed from a “one off” selection test to a more comprehensive and broader process encompassing academic results, NAPLAN results, completion of surveys and reference from current primary school.
• Hosting of the Science Talent Search at the Preston Campus.
• Two and half days of “up skilling” in mathematics and science provided after the conclusion of the academic year, to Yr 8 students offered a place in Altior for 2018.

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 assessment.
• Continuation of cognitive and academic assessments administered by the Psychologist to identify students’ learning strengths and challenges. Parents / guardians 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.
• Continued implementation of Social Skills and Communication Skills Program by the College’s Speech Pathologist for students with ASD.
• Continued membership of the I CAN Network, providing fortnightly mentoring for students with ASD, as well as opportunities for students to network with ASD peers within Melbourne through I CAN events. Participation of students in the I CAN AWETISM Expo.

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, presented by Year 7 students to signify their role as school leaders.
- Professional learning opportunities for House Leaders’ Team on Restorative Practices and Youth Mental Health issues.
- Regular opportunities for Indigenous students to get together as well as participation in external programs.
- Review conducted of the Advanced Placement Program.
- Participation of Advanced Placement students in the World Scholars Challenge.
- 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.
- Assistance to VCE EAL students.
- The 2016 Duces of the College and the majority of high achieving VCE students (i.e. ATAR 95+) participated in the Advanced Placement / Altior Program. Former AP / Altior students also hold Leadership positions within the College including Prefects.
- Homework Club is available on two afternoons per week and each morning.
- Students who participated in Intervention English and Mathematics classes successfully completing VCE and VCAL.
- The I CAN mentoring sessions for students on the Autism Spectrum.
- The Kimberley Education and Excellence Program.
- Completion of the Disability Standards for Education online learning modules by all staff.
- Implementation of Parade’s Personalised Learning Plans.
STUDENT SATISFACTION

We continue to enjoy large participation rates of students in a range of extra-curricular and volunteer programs during the school year, ranging from our Brekky Van in West Heidelberg each Tuesday morning, tutoring at St Albans each Monday night, Open Day on a Sunday in February, College Musicals, debating sports, arts, drama, overseas exchanges and immersion experiences, 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 2017, 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.

A review of student voice and student leadership in the College commenced in 2017, to look at additional ways in which we can provide experiences and opportunities for the students to grow and to lead. Part of that review is asking students, both current and past, about their experiences at Parade, how they have shaped them, what they would like to see occur and how student leadership opportunities and student voice can be increased/changed/added to.

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. Indeed, in 2017, one of our Year 12 students achieved a perfect score of 99.95 and received a standing ovation from the College staff and students in recognition of his achievements. He was joined by a significant number of his peers, who were anxious to re-engage with their teachers, acknowledge their efforts and re-shape their relationships. In addition, growing numbers of ex-students attend Old Paradian functions, specifically to maintain links with the College, their school friends and former teachers.

Interest in participating in the Advanced Placement (Altior) program continues to be high with applications exceeding the number of places available. Results from the Review undertaken of the Advanced Placement Program confirmed that parents / guardians are ‘happy as the program provides a point of difference from other schools and meets the needs of their sons’. In addition, ‘the AP staff are viewed as approachable and as experts in their field’. Furthermore, AP provides a ‘safe and challenging environment’.

There is continued demand from parents / guardians of students with additional needs to be included in the Intervention programs. These include Intervention English and Mathematics classes along with QuickSmart Literacy and Numeracy programs. The QuickSmart programs have continued to expand to cater for the number of Year 8 students “at risk”. In addition, based on the assessment results for the incoming Year 7 students, the number of Year 7 Intervention English classes increased in 2017. The College is very responsive to the needs of students with diverse learning needs and continues to adjust programs and staffing accordingly.

At Program Support Group Meetings, feedback from parents / guardians of students who receive SWD funding continues to be very positive. Student voice in PSG Meetings is actively encouraged.

A number of students who receive SWD funding aspire to positions of leadership within the College and are part of the Prefect Team.

There is strong interest from the Indigenous students to be involved in regular gatherings as a group; to participate in the NRL School to Work Program and the Australian Indigenous Mentoring Experience (AIME). These opportunities are highly valued by the boys.

Positions continue to be sought, at Parade, by parents / guardians of students from the Kimberleys, via the Wunan Foundation.
Co-Curricular

A balanced school education is essential in helping students to develop as well-rounded individuals with a wide range of interests and knowledge. Parade College offers a rich range of cultural, sporting, outdoor and community activities that provide opportunities for creative expression and physical and social achievements.

The annual musical production is a highlight of the year. Another instalment of the long-standing collaboration between performers from Parade College and Mercy College, Coburg, was presented in May in the form of ‘Catch Me If You Can’. Based on the incredible true story of Frank Abignale Jnr., and made into a 2003 motion picture starring Tom Hanks, Leonardo Di Caprio and Christopher Walken, the musical made its Broadway debut in 2011.

The 2017 Drama Production, ‘The Servant of Two Masters’, was another successful collaboration with Parade and Mercy College students. The Commedia Delsarte styled performance allowed the students to not only experience putting on a production, but also to learn about the 16th century Italian comedy style and all the conventions that come with it.
Sport at Parade College provides students with the opportunity to develop areas such as College spirit, strong bonds with fellow students, establish a sense of mutual respect with teammates, coaches and their opponents, and aspiring to achieve excellence in sport.

The College also has a long tradition of young sportsmen proudly wearing the purple, green and blue. Parade is an inaugural member of the ACC (Associated Catholic Colleges) competition. 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 gained in 2017:

- Athletics Division 1 Champions 2017
  - Junior Division 1 3rd placing
  - Intermediate Division 1 1st placing
  - Senior Division 1 3rd placing

- Australian Rules Football Premiers Year 9 Division 1
  Premiers Year 10 Division 2

- Badminton

- Basketball Premiers Year 10 (B Competition)
  Premiers Year 9 (A & B Competition)
  Premiers Year 8 Division 1 (B Competition)
  Premiers Year 8 Preston Division 2 (A Competition)
  Premiers Year 7 Division 2 (A Competition)
  Premiers Year 7 Division 1 (A & B Competition)
  Runners-Up Year (A Competition)
  Runners-Up Year 8 Division 1 (A Competition)
  Runners-Up Year 8 Division 2 (A & B Competition)
  Runners-Up Year 7 Division 2 (B Competition)

- Chess

- Cricket Runners-Up Year 10
  Runners-Up Year 9
  Runners-Up Year 7 Division 2

- Cross Country

- Golf Open Golf Division 2 winners

- Hockey Premiers Year 8 (Preston) Division 2

- Rugby

- Snowsports

- Soccer Premiers Year 7 Division 1
  Runners-Up Year 10
Runners-Up Year 7 Division 2

- Swimming Division 1 (promoted in 2017 as a result of winning Division 2 in 2016)
  Under 17 Boys Team Division 1 Runners up

- Table Tennis Premiers Year 9
- Runners-Up Year 8 Division 2

- Tennis Premiers Year 9
- Runners-Up Year 10

- Volleyball Premiers Year 7 Preston Division 2 (A Competition)
- Volleyball Premiers Year 7 Division 2 (B Competition)
- Runners-Up Year 8 Preston Division 2 (A Competition)
- Runners-Up Year 7 Division 1 (B Competition)
- Runners-Up Year 7 Division 2 (A Competition)

- Clay Target shooting

The Year 8 Parade Soccer team also won the EREA National Soccer Junior Championship for 2017 in Brisbane.

Boys also directly experience the world outside school with community projects, retreats and overseas trip opportunities to Japan and Italy. To highlight a few:

**Community Action**

The Community Action students have certainly lightened the burden of others in our local community this year. Through the many programs and initiatives, students have volunteered their time, effort and talents to make a difference in the world.

**Eddies Backpacks**

Our goal at the start of the year was to supply 600 backpacks for children entering a new foster care home. The boys have worked tirelessly throughout the year collecting donations of backpacks, pyjamas, colouring-in pencils, books, diaries, toys, hygiene products, night-lights and drink bottles. Through Foster Care Association of Victoria, these bags are presented to carers throughout Victoria to pass onto these young people.
Brekky Van

Every Tuesday, from 6:45am to 9:00am, staff and students from Years 10 to 12, volunteer their time to cook breakfast for members of the local West Heidelberg/Olympic Village community who may otherwise go without.

Waterford Garden

The Waterford Garden continues to be a focus of sustainability efforts at Parade College for 2017. It serves as a hands-on opportunity for students to become engaged with sustainable horticultural and animal husbandry practices. The Waterford Garden Program is incorporated into an open access garden available to all College students at recess and lunchtime. The garden has also been a focal point for sustainability and STEM design initiatives at the school. In 2017, the Parade College Waterford Garden was awarded both the Regional and State Schools Garden Award.
Child Safe Standards

Goals and Intended Outcomes

Parade College is committed to the safety, wellbeing and protection of all children in our care.

Achievements

- All our staff are required to complete the online module on an annual basis: Protecting Children – Mandatory Reporting and other Obligations.
- We provide our staff with all relevant information regarding changes to government regulations in regard to child safety.
- All our staff, contractors, pre-service teachers receive a copy of the Staff Code of Conduct and are required to sign it.
- Ensure our policies are up to date and reflect government and community standards to ensure that the young people in our care our safe.
- Advising external bodies that come in contact with our students of the changes to child safety requirements and our expectations and requirements of them when they come in contact with our students.
- Child Safe Policies are revisited during all staff meetings
- Child Safe compliance is embedded in the College recruitment policies and procedures.
Leadership & Management

Goals & Intended Outcomes

Goals

To build a vibrant learning community where staff are valued servant-leaders and their professional wellbeing is a priority.

Intended Outcomes

➢ That the Organisational Climate Aggregate Index is improved, for each campus and for the college as a whole.
➢ That there will be growth in the leadership capacity of all staff.

Achievements

• A continued strong focus on collaboration and input from staff at various meetings when deciding on the direction of professional learning and the pastoral care needs of students and staff.
• Staff Professional Development is carefully considered in regard to improving pedagogy and student engagement.
• The formal review of the Staff Appraisal system at the College involving a cross section of staff with an emphasis on professional growth for teaching and non-teaching staff. This led to the introduction of the Professional Growth Plan model and a more collegial partnership with staff.
• Continued support of professional learning activities externally and within the College.
• The introduction of a Human Resources Coordinator to the College in semester two of 2017.
• Learning Area Leaders at the College participated in a four day workshop with other middle leaders from various other schools across Victoria to develop their leadership skills and positive impact they can have on our various teams of staff. This led to the experienced educational facilitators working with our entire Learning Area Team on maximizing meetings for student learning.
• The new Nash Learning Centre (NLC) neared completion at the end of 2017 and this saw the introduction of a Director of Programs (NLC) with an emphasis on bringing all learning areas into the new learning spaces to utilize alternate learning environments for enhanced student learning.
• Staff meetings continued to run across both campuses, further enhancing the connection between our two campuses.
• A number of our staff that mark and set VCE Examination papers shared this knowledge with their colleagues at meetings.
• Our Advanced Placement program at the College underwent a major review and has now become the Altior program.
• With a focus on leading educational change and constant review, all students began to move away from iPads and over to student laptops allowing for greater ICT control and greater educational outcomes.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

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 2017. 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 2017.

Areas where costs increased in professional learning were Curriculum and VET. 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. This involved VET teachers working in industry and completing a full week of work experience in related industry position.

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<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
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TEACHER SATISFACTION

- Staff felt a greater sense of consultation via a number of committees that were formed in 2017.
- Support of staff was high.
- Leadership were supportive.
- Teamwork was really valued amongst staff.
- Staff were supported in a number of different programs (Internally and externally) focusing on student learning, literacy and numeracy.
- 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.
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College Community

Goals & Intended Outcomes

Goals
To improve student learning outcomes and connectedness through family, parish and community engagement.

Intended Outcomes
- Strengthen that family, school and parish connections.
- That student connectedness with their local communities is strengthened.

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.
- Further highlighting of student achievements in Newsletter and on the Website.
- Gallery of photos featured on the website so community members can celebrate achievements.
- Twitter and Social media used to keep parents informed on events and celebrations.
- Continuing improved communication with parents especially via the Parent Portal.
- Strong contribution by the Parents Committee, ‘Parents of Parade’ (POP).
- Mother/Son and Father/Son activities well attended.
- Parent education opportunities within IT offered regularly to the community.
- Year 7-9 Father Son games night in autumn and spring well attended, engaged the community in a range of activities.
- Ninth year of METEC Driver Education program run with support of Fathers’ Committee and the College.
- Father’s day breakfast and Year 7 Parent Dinners well attended celebrations
- 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 and engages the community on a range of levels.
• The New Sports Academy offers specialist academic programs with links to External sporting bodies such as Northern Knights, Melbourne City Soccer Club and La Trobe University.
• Netsports continues to engage community-sporting groups in weekend fixtures in Parades sporting facilities outside normal College operation times.
• Further development of Waterford Garden Project and expanding agriculture facilities.
• Fifth 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’.
• Continued involvement with the St Pius X Community Garden Project and sports days.
• Fifth 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 ‘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
- Sporting and Extra Curricula activities
- Camps, Retreats, Excursions and Immersion Programs
- Provision of genuine and robust pathway options, including VCE, VCAL, VET ERPP and SPORTS ACADEMY.
- Supported Transport Options
### VRQA Compliance Data

**E1003**  
Parade College, Bundoora

<table>
<thead>
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YEARS 9 - 12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 88.92% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year Level</th>
<th>Attendance Rate</th>
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<td>Y7</td>
<td>96.51%</td>
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<tr>
<td>Y8</td>
<td>93.63%</td>
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<tr>
<td>Y9</td>
<td>93.27%</td>
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<tr>
<td>Y10</td>
<td>93.63%</td>
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<tr>
<td>Overall</td>
<td>94.26%</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 89.79% |
### STAFF RETENTION RATE

| Staff Retention Rate | 91.86% |

### TEACHER QUALIFICATIONS

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<th>Qualification</th>
<th>Percentage</th>
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<td>Masters</td>
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<td>Graduate</td>
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### STAFF COMPOSITION

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

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<td>Year 9 Writing</td>
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<td>Year 9 Numeracy</td>
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### SENIOR SECONDARY OUTCOMES

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<th>Outcome</th>
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<tr>
<td>VCE Median Score</td>
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<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
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<tr>
<td>VCAL Completion Rate</td>
<td>99%</td>
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**NOTE:**

The School’s financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [http://www.acnc.gov.au](http://www.acnc.gov.au)