



# Parade College Bundoora

2020

## Annual Report to the School Community



Registered School Number: 0020

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## Minimum Standards Attestation

I, Andrew Kuppe, 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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*; and
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of Parade College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work to ensure compliance.

21/05/2021

**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 [www.acnc.gov.au](http://www.acnc.gov.au)

## Our College Vision

Our vision and work are inspired by the Gospel, and animated by the charisma 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 Wellbeing**

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.

## 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 Blessed Edmund Rice, founder of the Christian Brothers. The values of the College are enshrined in the Charter for Edmund Rice Schools, the Edmund Rice Education Australia Touchstones 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 148 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. In 2018 we established a Sports Academy with VET/VCAL and VET/VCE options including Sport and Recreation and

Sports Development. The College is establishing partnerships with significant sporting bodies and universities.

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 promotes the safety, wellbeing and inclusion of all children, believing all young people have the right to be protected from all forms of abuse and neglect. 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

Whilst we celebrate our Sesquicentenary (150 years) next year in 2021, this year we acknowledge 150 years since the opening of Parade College by the Founding Brothers. What an extraordinary year it has been, dominated certainly by COVID-19, but not paralysed by it. COVID-19 has impacted all life of the College and all members of the College community. Because of the nature of the virus, it has not impacted all members of the community evenly. The College continues to reach out and to support those that have had family members or friends die or fall seriously ill of the virus, or have had their family income dramatically impacted. The Leadership Team and staff have continually implemented and reviewed strategies and protocols to ensure that the learning and wellbeing of all Parade students are prioritised throughout the changing landscape of the restrictions in place. Some of these strategies and protocols included:

- Teachers working remotely - teaching online; daily roster of a teaching staff member and Learning Support Officer to support the supervision of vulnerable students and children of essential workers onsite;
- non-teaching staff working off campus; Property and Maintenance staff working on campus maintaining and securing buildings and grounds during the day; reception staff rostered on/off campus;
- Members of leadership rostered on campus each day to support staff on campus;
- Minimal other staff on campus for limited periods as required (e.g. Trade Teachers demonstrating practical classes to their students who were learning from home, Science Lab Technicians recording science experiments for classes in advance to assist remote learning)
- Staff permitted/rostered on campus were provided with Work Permits as required by the government;
- All staff and students required to wear masks whilst on campus;
- Temperature testing of all students on campus each morning in the first return to onsite learning;
- Trying to remain connected with the College community - staff and students: Pre-recorded College Assembly, Treacy Cup video to announce the winning house for 2020, Waterford Challenge, a number of Prefect Initiatives: e.g. Parade's Got Talent Competition
- Our College Student Support Teams continued to regularly check in with vulnerable students
- Year 7 2022 Interviews conducted remotely via ZOOM meetings
- Year 12 Valete Celebrations - virtual celebration in 2020 and a subsequent gathering of students and parents in early 2021
- Additional cleaning arrangements in place; high traffic areas cleaned during the day; both campuses cleaned as usual at the end of each day and all spaces utilized sanitised (spray mist) each evening.
- Hand sanitiser readily available around the College.

### Education in Faith

The College remains very faithful to implementing the Charter for Catholic Schools in the Edmund Rice Tradition with its four "touchstones" of *Liberating Education, Inclusive Community, Gospel*

*Spirituality and Justice and Solidarity* in all aspects of its operation. This year our theme was *Gospel Spirituality*. The Gospel reading we linked to our theme was Matthew 25: 31-46

### **The Judgment of the Nations**

'Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world;

*for I was hungry and you gave me food,*

*I was thirsty and you gave me something to drink,*

*I was a stranger and you welcomed me,*

*I was naked and you gave me clothing,*

*I was sick and you took care of me,*

*I was in prison and you visited me.'*

Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, *'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'*

We reflected on the ***Two Feet of Gospel Spirituality in Action:***

Charitable works and social justice have been called the two feet of Catholic social teaching. Charitable works meets the immediate needs of persons and families. It treats the symptoms of social problems. Charitable works calls forth a generous response from individuals and responds to particular situations. Social justice changes social structures that attack human dignity, oppress people, and contribute to poverty. It focuses on the rights of people and the Earth, addresses underlying social causes, and works for long term social change.

In many ways we have continued to raise awareness of both global issues and ecological sustainability. Towards the end of first term we held a Global Awareness Program. The Prefect Team again chose a more local charity this year and encouraged the staff and students to support the work of MacKillop Family Services. The Waterford Challenge responded to the restrictions of COVID and was a success and, with the other fund-raising activities, raised \$10,000 for the organisation.

Despite the COVID restrictions, students and staff have been very responsive in their efforts to promote social justice through advocacy, and we have continued a huge range of opportunities for practical action by staff and students through many service education programs:

- Community Action Program;
- Some Year 12 Ministry Retreats;
- Eddie's Big Breakfast Van and Covid-Safe Food Drops;
- Waterford Challenge Solidarity Walk;
- Environment Week;
- RUOK? Day;
- Edmund Rice Advocacy for Change;



- Advocacy Committee;
- Safe and Inclusive Reference Group
- Sustainability Committee;
- Eddie's Backpacks Program;
- St Albans Refugee Tutoring Program at the beginning of the year;
- Indigenous Perspectives including Fire Carriers, National Sorry Day, and the Opening the Doors Day, involving the 'Take a Knee' action.

Whilst only some of our Year 12 students have been able to experience a Ministry retreat in inner Melbourne which was supported entirely from College staff and resources. Eucharist was offered each Friday morning in the College Chapel early in the year, but our Ash Wednesday, Anzac Day and Easter liturgies were online, as well as our celebration of the Feast of Edmund Rice. Our National Reconciliation Week liturgy took place when the junior students were at home and the seniors were at school, and it was wonderful to come together to acknowledge that we, indigenous and non-indigenous, are *In This Together*.

### Learning and Teaching

In 2020, we have continued to offer to students a large range of opportunities, and we have encouraged maximum participation in the whole "Parade Package" to promote holistic education. We were very pleased with the 2019 VCE results and we continue to analyse such results to provide more focused teaching and learning for the students.

The most significant innovation in Teaching and Learning was brought about by necessity: the move to online learning for a significant part of the year. The College's Teaching and Learning Leaders and Executive were affirmed by the resilience and adaptability of staff, students and their families as the College navigated this new online space together. By continuing to respond to feedback received from families and teachers, the College was able to tailor an approach to remote learning to suit the needs of our community.

The Online Learning Guides were central to the College's ability to facilitate online learning, underpinned by upgrading the online platforms with which students engaged. Microsoft Teams allowed students to interact with their peers and teachers, and Lesson Plans on SIMON allowed for consistent, clear communication of learning tasks. Whilst there was much constructive feedback, the overwhelmingly positive feedback received from families was about how their son was able to engage with his learning over the course of lockdown.

COVID-19 restrictions also necessitated a shift to an online platform for Student Progress Interviews. With two rounds of interviews in Term 3, the College received very encouraging feedback from families.

We have now completed the phased roll-out of laptop computers for Year 7 and 10, replacing the former iPad program. These laptops and the SIMON Learning Management System and Office 365 implemented last year have served us well this year. The system has proved to be very beneficial in many ways as well as the continuous reporting to parents and students. Much work has been done in 2020 in further developing rubrics for the various subjects.

This year we continued, in conjunction with Melbourne University, a major literacy review which will conclude in mid-2021. The Melbourne Graduate School of Education is our valued partner in this process.

The College reviewed the implementation of Digital Technologies at Year 7; the redesign of digital offerings at Year 7 included the core subject DataWise and the elective DigiSTEM. Digital Resources, including Education Perfect, were available to all students, expanding from Languages and Science to Maths, Humanities and English. This was in addition to the VCE program Edrolo, already available to students.

During the year we further refined 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 College's Registered Training Organisation (RTO). Successful completion of the VCAL Sports Academy Program, including the Certificate IV in Sports Development, provides a pathway into an extensive list of undergraduate Programs at La Trobe University, including:

- Bachelor of Health Science
- Bachelor of Business
- Bachelor of Business (Accounting)
- Bachelor of Business (Sport Management)
- Bachelor of Business (Event Management)
- Bachelor of Media and Communication (Sport Journalism)

The College's collaboration with other organisations such as Banyule Tech School and Melbourne City have provided further learning opportunities for all students. These partnerships have given Parade students access to future-thinking technologies both in the classroom and online, as well as helping to develop the College's state-of-the art Peter Bedford Centre.

Unfortunately, we participated in a limited ACC Competition this year but managed some successes in teams on both campuses. 2020 has produced further individual and team successes online in Chess, Public Speaking, Debating and Music.

### **Student Wellbeing**

Whilst challenging in the remote settings, in 2020 we continued to develop and refine plans and procedures to further enhance the safety of our students. We continued the detailed training in Restorative Practices which staff have undertaken over several years, and the process is now virtually fully embedded in the College. The House Leaders and the Tutors continued to offer dedicated and effective pastoral support and guidance for our students.

The Respectful Relationships program has now effectively become the core of the pastoral care program and, during onsite and remote sessions, particularly on Fridays in the Tutor Group extended periods, covered areas such as Childsafe Standards, the Student Welfare (Bullying) Policy, Inclusion, Cybersafety and Celebrating Difference. Capacity to support students with specific issues or difficulties continued to be extended with an increase in the Counselling Team on each campus, and opportunities offered to students to build resilience and confidence. Some new developments in 2020 included aligning the Counselling Team and Support Staff with Houses, to increase familiarity and targeted and proactive responses.

Other more specific actions have included continuing the partnership with the Man Cave Organization to run workshops for our students. In addition, we welcomed Ben O'Toole from the Pat Cronin Foundation to speak with our Year 10s on the 'one punch' issue and we once again had John Meagher and Sonya Karas speak to our Year 12s as they prepared to leave us in Term

4 on safe driving and safe partying respectively. We have used the ACER student well-being survey as a valuable collector of information for our planning in student wellbeing.

The Parade community is a very inclusive community where teachers and support staff continually strive to ensure mutual understanding and respect in order to create an environment where all members can grow into their full human potential.

### **Leadership and Management**

In 2020 we continued implementing the master plan for the physical development of the College to enhance the teaching and learning processes. The completed projects included:

- Updating and rendering of the Preston Campus' Rice Building facade
- Planning for the creation of a Performing Arts precinct with Black Box Theatre and enhanced music, performance and learning areas
- The refurbishment of the Greening Auditorium precinct and creation of three new general classrooms;
- The upgrade of the gymnasium and sport-learning facility at the Preston Campus;
- The continued refurbishment of the student toilets at both campuses;
- The establishment of gardens for student involvement at both campuses to nurture learning and wellbeing and a connection with the environment;
- Phase Three of the Mt Sion facade renewal;
- Completion of the Waterford Pitch into a FIFA approved synthetic soccer pitch;
- Major upgrade of the Waterford Oval into a state-of-the-art AFL surface
- Creation of the Ambrose Treacy Pavilion between the Waterford Pitch and Waterford Oval
- Continued upgrading of the campus roofing to allow for additional solar panels

The College engaged Clarke Hopkins Clarke Architects and has implemented a master plan for 2020 - 2024. The implementation of this master plan has now commenced, which will see further physical improvements to the College for years to come.

During 2020, the College continued to refine its leadership model and created new leadership roles to implement the strategic direction of the College in line with our Vision and Mission. With this in mind, the following appointments were made:

- Dean of Professional Learning (for staff) - Tobin Connell
- Dean of Child Safety - Paola Fornito

The College remains fully committed to the professional development of our staff in order to maximise learning outcomes for our students. Significant time was allocated to staff professional learning and our internal Professional Growth Model despite the limitations placed on us by the pandemic. The programs were quickly updated to allow for professional growth interviews and feedback to occur remotely so staff could still receive valuable feedback and professional learning plans for the next three-year period. Academic staff meetings were also streamlined to prioritise teacher collaboration and connection during the lockdown periods.

## School and Wider Community

Our parent committee, Parents on Parade, has again assisted in supporting initiatives, despite the challenges of COVID-19. We are grateful for their support of the College in so many ways.

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

- as a significant part of the Northern VET Cluster whereby our staff and facilities are available to visiting students in VET and apprenticeship programs;
- in a very productive partnership with La Trobe University with direct entry involvement into courses for our specialist sports programs in Years 11 & 12;
- as a significant player in the development of the Banyule-Nillumbik Technical School;
- in the many and varied Community Action programs in which our students participate;
- as host to Northern Knights AFL-TAC football summer training;
- in partnership with Melbourne City A-League Soccer;
- in partnership with Diamond Valley Basketball Association.

The Old Paradians Association (OPA) has continued to develop under the energetic leadership of the committee headed by Dr Paul Shannon as President and Mr Tony De Bolfo as Executive Officer. Whilst the committee was unable to facilitate as many Ten-Year Reunions and had to cancel the annual High-Tea event, it has also adapted to supporting Old Paradians virtually.

We thank the many people who have worked in support of the College in 2020:

- Mr Ray Bongiorno (Chair), Mr Craig Major (Deputy Chair) and the members of the College Board and its committees for their support and assistance;
- Members of the College Board and parents who are part of a few College Board sub-committees with members of the Leadership Team;
- 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, particularly Mark Aiello, Deputy Principal who coordinated our response to COVID-19; and to Regina Rowan who concludes 14 years of service as Assistant Principal - Student Wellbeing and is owed an enormous debt for her compassion, generosity and dedication;
- the Prefect Team for their efforts to inspire and enthuse the students to participate in the spirit and ethos of the College in a challenging year;
- the Parade staff for their continued dedication to providing rich educational opportunities for our students and encouraging them to achieve their best and to reach their potential in all areas;
- most importantly the Parade College students that endured a challenging year with resilience, generosity and creativity.

We remain grateful for the many blessings we have enjoyed in the 150th year of the Parade journey and look forward to celebrating our Sesquicentenary in 2021.

**Mr Andy Kuppe**, *M Ed, Grad Dip RE, B Ed, B. Theol, Dip T (Prim), Dip Voc Ed, MACEL*  
**Principal**

## College Board Report

What a year 2020 has been!

The year began with a large portion of the country having to deal with the extremes of drought, floods and the perennial bushfire season, with devastation at levels never experienced before! Then, as we were recovering, the most contagious and devastating virus since the Spanish flu, some 100 years ago, affected Australia and the world. What dramatic backgrounds there have been to Parade's experiences this year!

The marvellous flexibility and commitment of all our staff to the new world of remote learning was outstanding, and was recognized and validated by our parents, students, and staff surveys. Both the quality and quantity of responses received were in support of the processes and accessibility we were able to provide. Our aim was to ensure all staff, students and families were kept safe and that the quality of education offered was kept at the highest possible level.

2020 was also the beginning of a new era for Parade. The 25-year exceptional leadership of Dr Denis Moore passed to the College's first lay Principal (in almost 150 years of operations), Mr Andy Kuppe. Although Andy had been the Deputy Principal for some years and in recent times was Acting Principal, we all appreciated what a 'baptism of fire' he had in his new and challenging role at Parade. This was true for me also. While I had been on the Board for several years, this was my first year as Chair.

The Board engaged with new policy development, maintaining and building on Parade's brand, diversity of education offers and the exceptional skill base of our committed staff. Parade College continues to consolidate and evolve in what has been a most challenging year thus far.

One of the key roles of the Parade College Board is supporting the Principal in setting the Strategic Directions of the College. In pursuing this objective, the College Board has finalised a new College Master Plan, revised and updated the College Strategic Plan, facilitated the creation of a Risk Matrix, approved key College Policies, and participated in a VRQA Review of the College's compliance with Ministerial Order 870. Significantly, despite the challenging circumstances for many of the members of the College community, the Board has ensured that the College remains in a healthy financial position.

I would like to thank the members of the Board for their wisdom and generosity both at Board meetings and in participating in the various Board sub-committees.

I would like to acknowledge the five years of dedicated service of Ian Greenley, who concluded his term on the Board during the year. Together with the whole College community, the Board looks forward to 2021 with confidence, as we move towards celebrating 150 years since our foundation.

*College Board Members: Ray Bongiorno, Chairman, Craig Major, Vice Chairman, Andy Kuppe, Paul Harris, Justin Scott, Helen Kelly, Martina Tassone, Paul Rutter, Maree Hallebone, Armando Scenna.*

**Mr Ray Bongiorno**

***College Board Chair***

## 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 be internalised within all members of our school community
- the connection between Gospels and social justice action be more tangible in our community

### Achievements

#### Prayer and Liturgy:

Prayer, reflection 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 study and work. Whilst online learning and COVID restrictions meant we had to re-think how we do this, the College was still able to hold:

- Ash Wednesday Liturgy in Tutor Groups, led by Tutor Teachers. An additional opportunity was added in the Penola Theatre for travelling students and non-tutor teachers.
- Easter Liturgy focussing on the Way of the Cross
- ANZAC Day online
- Recognition of Edmund Rice Day online
- Some Yr 12 Tenete Masses were able to be held
- Yr 12 Final Liturgy.
- Valete evening prayer and blessing
- College Assemblies that were held began with a prayer
- Reconciliation Week online
- Staff Christmas Mass
- Prayer at beginning of Staff Meetings
- Integration of the theme Gospel Spirituality into prayer.
- Staff Formation day held in December

#### Religious Education:

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.

- RE Teachers attended two RE faculty meetings a term, mostly online.

- All staff attended a Formation Day and were accredited for this. Central seminars: Indigenous Spirituality and Cultural Safety Sessions, with workshops in the afternoon.
- Year 7 Treacy Trail where students were inducted into the Edmund Rice Tradition by visiting significant places in the history of the Edmund Rice story in Melbourne.

**Programs:**

- Stella Fella Day to raise awareness of the treatment of women. Stella Fella awards for students who display the characteristics of a Stella Fella.
- Yr 10 Community Service Program, part of RE curriculum, took the shape of letter writing to local agencies such as retirement homes.
- Continued to be FIRE Carrier School
- Continued to support Mackillop Family Services-beanie fundraiser that netted approx \$6,0000.00 for the service
- Yr 7 Reflection Days. Facilitated by Youth Mission Team and Courage to Care.
- Safe and Inclusive Reference Group maintained from 2019.
- Some Shared Table meals were able to be held.
- Some activity with Bluestone Cafe, can selling once the students returned to school.
- Supported the Greensborough Community Meal program.
- Term 1 saw the tutoring of students from refugee backgrounds through the Edmund Rice Ministries St Albans' Tutoring Program.
- Waterford Garden continued, albeit on a modified program.

**VALUE ADDED**

- Student Community Programs
- Staff Formation
- Prayer online/face to face
- Community celebrations

## 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

**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.**

Although 2020 was a challenging year for 21st century skill development, both students and staff adapted to learning these skills in new ways. Online, students developed their skills in 3D printing, coding, circuitry and robotics with more Tech School tailored programs, and at home, students developed critical thinking skills with more innovative project based and folio work across many Learning Areas.

Students and staff presented work and content respectively, in more digital formats, such as podcasting, Flip grid and video recordings. Professional development was ongoing and new E learning Team was established to facilitate teacher pedagogy and student learning in a digital world.

Many new initiatives for 2021 were developed with students, with Biodiversity and Future transport Tech programs and the 2021 STEM video game challenge.

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

Engaging students in the delights of learning continues to be a strategic priority at Parade College. Our teachers subscribe to the philosophy of the carrot over the stick in our daily work with students. Through our professional networks, teachers constantly renew and update coursework to ensure student engagement is high.

A new Position of Leadership, Curriculum and Innovation Leader, was created in 2020, the appointee to commence in 2021.



A program offered by Elevate Education was conducted for Year 11 and 12 VCE students.

A new subject in 2020 that proved to be particularly popular amongst Year 10 students was Exercise Design and Prescription.

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.

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

At the beginning of Year 7, students were tested with Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) in maths, reading and abstract reasoning to help identify students that may require further assistance or enrichment. In Years 7 to 10, students are tested at the commencement and end of each year with the appropriate ACER PAT Maths and PAT Reading tests.

PAT testing data for individual students, class groups and year level cohorts are made accessible to teaching staff via ACER online and the Data for Student Learning Dashboard on SIMON.

Growth analysis of ACER PAT testing data occurred at the end of 2019 and identified individual student growth over the course of the 2020 academic year. Data of individuals and Year 7, 8, 9 and 10 cohorts was made available to the Teaching Learning Executive and Student Wellbeing teams with the view that it would build upon the information available to these group and assist with the management of individuals, refinement of academic programs and identification of areas that Subject Based Learning Teams and Professional Learning Communities may focus on.

As a result of the cancellation of NAPLAN in 2020, ACER testing data was particularly important in helping to identify the impact the remote learning period had on individual students.

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 regarding 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.

## **Continue to embed literacy teaching practices across faculties**

In 2020, Parade College continued its partnership with the Melbourne Graduate School of Education (MGSE) in a project designed to improve the literacy practices across the school. The project's focus in 2020 was on continuing the professional development of middle leaders, where the Teaching and Learning Executive engaged in professional learning on the most up-to-date literacy practices designed to improve students' performance across the five modes of literacy: reading, writing, speaking, listening and viewing.

Part of the project with MGSE involved faculty-based interventions, where different learning areas would try one strategy at a particular year level and then evaluate its success. Examples of different interventions include a project at Year 7 designed to improve students' oracy skills in English, and a project in Year 8 Mathematics designed to improve students' reading. These interventions formally embedded the process of action research, which is central to continuous learning for teaching staff.

Parade College's commitment to the vital role of literacy practices was captured in the Vision Statement for Literacy, which can be found on the College website.

## **Further develop the programs within the various post-compulsory pathways.**

Parade College continues to offer an extensive vocational pathways program, including Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) and a specialised Year 10 Pathways program (Edmund Rice Pathways Program).

In addition to this, the Parade College Sport Academy (established in 2018) is a two-year program, in which students engage in Immediate and Senior Certificate in Allied Learning (VCAL) and the Certificate III in Sport and Recreation and Certificate IV Sport Development. Students who complete the Certificate IV in Sport Development have direct entry into a number of undergraduate degrees courses at La Trobe University. Students also participate in an industry mentoring program, one day per week. The 2020 academic year saw our first students take the opportunity to attain this "direct entry" with several of our 2019 graduates accepting entry into La Trobe University.

The Sport Academy certificates are a part of the Parade College Registered Training Organisation (RTO). The RTO offered sixteen (16) Certificates on its scope of registration with Australian Skills Quality Authority (ASQA) in 2019. The RTO has enrolments from Parade College Year 10, VCE and VCAL students as well as students from external schools in the local area. In total our RTO catered for over 600 enrolments from Parade students with several students completing more than one certificate across Years 10, 11 and 12. (Bundoora students can access, Carpentry, Furnishing, Bricklaying at Year 10)

Our VCE and Tertiary Expo and our Year 10 mock interviews were unable to be held due to the restrictions on schooling and society due to COVID. It is planned to have both events running again as soon as practical. Learning Area Leaders presented a brief video summary of VCE course offerings to students, and this was available on the College's IT platforms, to assist them in choosing the correct subjects for their future studies.

In Year 10 Careers classes, resume writing and letters of applications were still covered teaching the students the importance of these skills.

Unfortunately, the highly successful Work Experience program the College offers was unable to run, the College is looking to get the program running again in 2021 in line with COVID regulations.

Careers counselling was offered extensively throughout the year with appointments being held remotely and in person according to the regulations. In line with the delayed results for departing students, counselling was available immediately after the results were issued as well as throughout January.

Parade College was able to offer access to over 120 students to vocationally oriented, 'hands on' programs for its Pathways (Year 10) and VCAL (Year 11 and 12) students.

All students were able to access a variety of Vocational Education and Training (VET) programs in each of the year levels. All Year 10 Pathways students were able to access the Edmund Rice Trade Training Centre on two days of their school week undertaking training in Building and Construction (Carpentry) and Building and Construction (Bricklaying) or Furniture Making. These programs provided students with valuable insights into the construction industry and valuable skills and experiences that a large number will continue into their VCAL program in 2019.

Our VCAL programs allowed students to access a wide variety of choices in their VET training. At the Preston campus electro technology and plumbing were offered for both first year and second year pre apprenticeship programs. Students also accessed VET training at the Edmund Rice Trade Training Centre in Carpentry, Bricklaying, Furniture Making Pathways and Floor and Wall tiling. In addition to this, some of our students accessed Music Industry (Sound Production), Media, Hospitality and Sport and Recreation. A number of VCAL students in Years 11 and 12 were able to combine their VCAL Program with an Australian School Based Apprenticeship (ASBAT) or Traineeship. Common ASBATs include Electrical, Plumbing, Carpentry, Business and Information technology. Interestingly the College is now able to give students access to apprenticeship training in carpentry, which is a significant development.

All Year 11 and 12 VCAL students completed a Certificate II in Small Business (Operations/Innovation) as a compulsory part of their programs. Our Year 12s also complete the VCAA unit Skills for Further Study as a compulsory unit in their program.

**Increase the capacity of teaching staff to adapt teaching practices exclusively to an online platform whilst continuing to use modern, effective and student-centred methods of instruction**

Opportunities to ensure the ongoing use of modern, effective and student-centred methods of instructions continued in 2020 for staff.

The continued development of our Learning Management System- SIMON-ensured that all educational resources were integrated through one portal for the wider community including parents, students and staff. The introduction to the lesson plan feature on SIMON ensured teachers uploaded well-structured, relevant and clear outlines of what each lesson involves, accessible to both parents/guardians and students throughout the academic year. Staff continued to develop their skills on articulating learning intentions, success criteria and effective rubrics to enable the learner to identify specifically what is expected of them to achieve success in each lesson, with a concrete, consistent way of incorporating these into every lesson across the College.

With the College being a 1:1 Laptop school from Years 7-12, a large focus was the integration of ICT and digital technologies to enhance learning, particularly throughout remote learning- including programs such as Edrolo, Education Perfect, Jacaranda Plus, Stile, ClickView, To Know Worship and Love, Borrowbox, Wheelers etc.

Continuous reporting, along with the introduction to learning cycle reporting was another focus area.

The College aims to move forward with the implementation of Office 365 alongside our learning management system SIMON as a means of collaboration with the successful introduction and implementation of Microsoft Teams.

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

In response to students' concerns about completing examinations in such a disrupted year, Parade College made the decision to cancel midyear examinations for all year levels except Year 11. At the end of the year, only year 11 and 12 students had examinations with the other year levels completing other forms of assessment. Students experienced a great deal of stress and apprehension with the drastic change to online learning. The feedback from students was overwhelmingly that examinations would be unfair as they did not get through as much content, nor cover as many skills, as they would in a normal school year. For this same reason, many assessment tasks were reduced in scope, or removed entirely, to give students a chance to experience success and not overburden them with too much work.

In 2020, year 10 students were given the opportunity to influence the choice of English text for 2021. A small group of students read the novel 'Sidekicks' and deemed it suitable for year 10 level. This process will continue as we plan for 2022 as students will have the opportunity to comment on texts used in other year levels.

### **Continue to challenge students to take responsibility for their own learning.**

2020, like no other year before it, presented challenges to students to take responsibility for their own learning. Most of the year's classes, across all year levels, were held remotely with the College moving quickly to establish both rules and a code of conduct that promoted learning as well as ensuring that students remained safe and that anxiety levels were monitored and controlled.

To assist with the change in learning, additional workshops, webinars and videos were presented to the students in order to assist with the significant change in routine and expectations. In an attempt to offer each year level, the programs that we have found in the past to be beneficial, some programs were adapted as listed here.

The program offered by Elevate Education was to be expanded in 2020 to become a sequential two-year program but was interrupted by the pandemic. All Year 12s were still able to participate in two sessions focussing on study skills (delivered in person in February) and Exam preparation (delivered remotely in September). The program for Year 11s is hoped to commence again in 2021. Post program evaluations by students indicated that this is an extremely effective and useful program for students of all abilities.

Edrolo flipped and web-based learning resources were again provided to Unit 1-4 with over thirty subjects available to our students across the four units. Usage data again supported the continuation of use of this resource by our students and was heavily relied on and utilised in the remote learning setting. The selection of texts and other web-based resources with additional capacities such as Education Perfect (Mathematics, English, Humanities, Languages and Science), and Learn On (Jacaranda) provides students with increased opportunities to continue their learning outside the classroom.

The Learning Curve pastoral program included home study, revision and exam preparation sessions, and was included in the College's pastoral program and formed the focus of several Friday tutor group periods throughout the year when students were attending the College campus in person.

Advice about effective study routines and examination revision strategies was presented to students in assemblies (term 1 & 4) and to parents via the College Newsletter. Additional offerings of internal and external webinars dealing directly with the challenges of remote learning were offered throughout this challenging time for both students and parents.

All Subject selection evening/advice was presented in a series of video recordings allowing parents and students to watch the presentation at their leisure and make appropriate subject choices. Learning Area leaders also presented brief video summaries of VCE course offerings to students, and this was available on the College's IT platforms, to assist them in choosing the correct subjects for their future studies.

Project based learning and research programs were again a focus of many ExCEL subjects at Year 9 level during Term One and Four with the foundation skills to succeed in these areas being threaded through the curriculum in Years 7 & 8. There was also a heavy reliance on these skills when the ExCEL program ran remotely in Terms Two and Three with students using MS Teams allowing for collaborative work to be at the forefront of their assessments.

### **Develop and support dynamic teaching and learning and improved teacher effectiveness through professional development underpinned by the educational research.**

Professional Learning Communities (PLC) were a major focus for College teaching staff during 2020. PLCs commenced during Term 1 with the range of foci based on improving student learning. Though impacted by remote learning, PLCs continued in a limited capacity over the course of 2020.

Remote learning reshaped the focus of staff professional development, with the use of MS Teams, SIMON Lesson plans and relevant Microsoft Office 365 programs becoming integral to the successful engagement of students with their lessons and their learning.

Staff also had opportunities during 2020 to engage in formal web-based training in the use of Office 365, ClickView, Edrolo, SIMON and Education Perfect. Throughout 2020, regular College-based professional learning continued through eLearning, Literacy, Student Support Services (disability standards), and PLC workshops.

### Summary of 2020 VCE results

Total number of Year 12 students enrolled in 2020: **279**

Number who graduated and received their VCE/TCE: **211**

Number who received a VCAL and/or equivalent: **69**

Number who received an ATAR and the breakdown **205**

- Our College Dux achieved an ATAR of 98.75
- We had 18 students obtain an ATAR above 90
- 25% of students received a study score above 80
- Just under half of our students (47%) obtained an ATAR above 70

- 84% of students receive an ATAR above 50, our best result in the last five years
- Our median study score was 30
- 64% of students received their first preference university offer
- 96% received a first-round offer

## STUDENT LEARNING OUTCOMES

### Summary of 2020 VCE results

Total number of Year 12 students enrolled in 2020: **279**

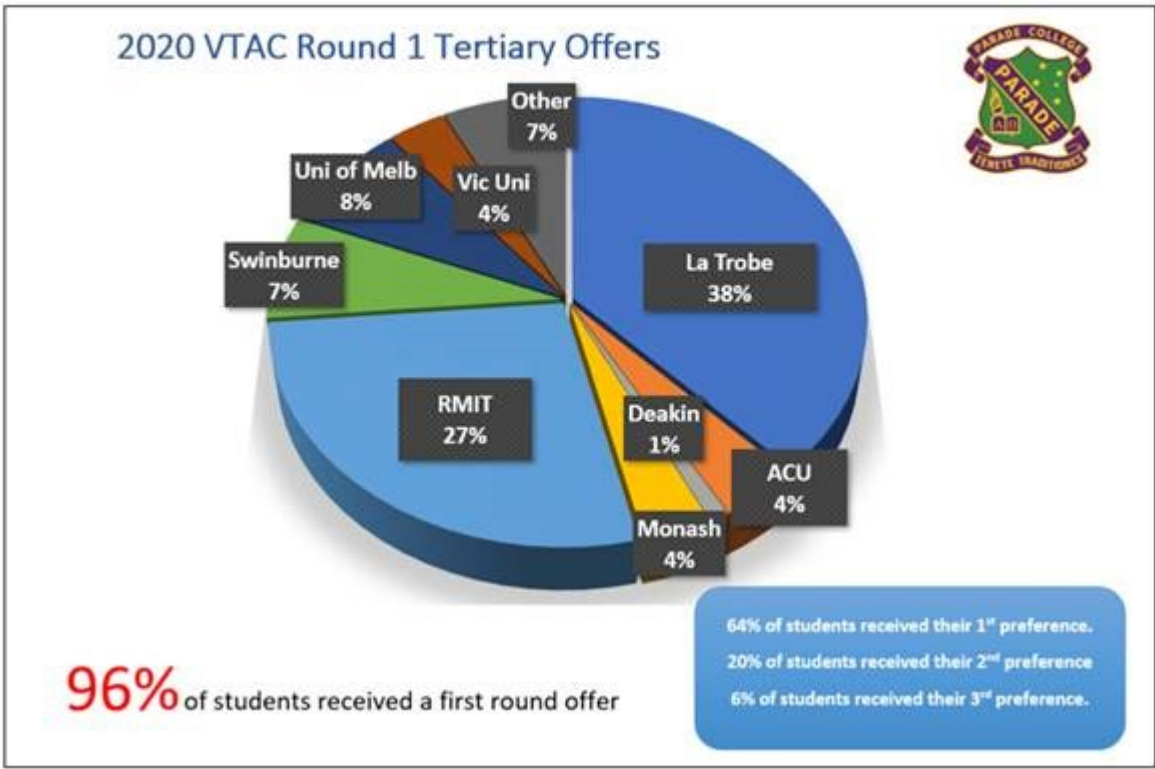
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Tertiary Offers



NAPLAN was cancelled in 2020, subsequently there is no NAPLAN testing data available for Year 7 or Year 9.

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

\*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

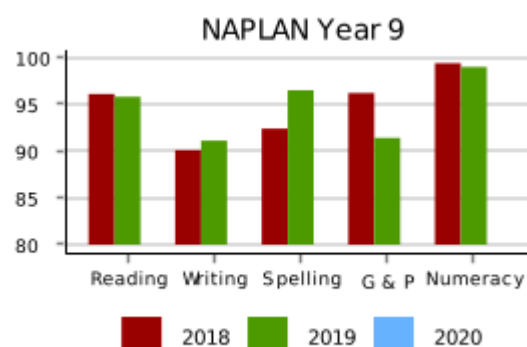


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	96.3	98.1	1.8		
YR 07 Numeracy	98.9	99.4	0.5		
YR 07 Reading	97.7	99.1	1.4		
YR 07 Spelling	97.7	97.8	0.1		
YR 07 Writing	94.5	95.7	1.2		
YR 09 Grammar & Punctuation	96.2	91.4	-4.8		
YR 09 Numeracy	99.4	99.0	-0.4		
YR 09 Reading	96.1	95.8	-0.3		
YR 09 Spelling	92.4	96.5	4.1		
YR 09 Writing	90.1	91.1	1.0		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## 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 Wellbeing:

- Ongoing provision of professional learning facilitated by Student Support Services to increase staff capacity to support Students with Additional Needs (SWANs) including Parade's Personalised Learning Plans and the Nationally Consistent Collection of Data (NCCD).
- Assistance provided by the Additional Needs Coordinators, to individual staff, with adjustments to the curriculum and assessment.
- Attendance of NCCD Coordinator at MACS NCCD briefings and meetings with MACS NCCD Consultant.
- Completion of the Disability Standards for Education e-learning modules by all staff.
- Completion of the Berry Street Education Model (4 days) by the Director of Student Support Services.
- Learning how to utilise SIMON, the College's new LMS, to access information about SWANs and uploading of evidence for the NCCD.
- The DSSS completed the PEERS for Adolescents Certified Training Teleconference (3 days).
- Key SSS staff participated in MACS ROSAE PL.

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

- Maintenance of Homework Club two afternoons per week.
- Assistance provided by Learning Support Officers, each morning, in the College's Learning Centres.
- Applications forwarded to the VCAA for students requiring Special Provision and Special Examination Arrangements.
- Personalised Learning Plans for students identified as requiring Substantial and Extensive adjustments (NCCD);
- Termly Program Support Group Meetings for students requiring Substantial and Extensive adjustments (NCCD);

- Provision of interpreters to enhance communication between school and home.
- Supporting SWANs and their families with the transition from Primary to Secondary School - online transition meetings with school and families.
- Interpreting external assessment reports and data to provide targeted assistance to students.
- Continued offering of the Br Peter Cole and Lou Arthur Scholarships.
- Reviewing of the College's Enrolment Form concerning details regarding SWANs based on the MACS exemplar.
- Redistribution of Learning Support Officers to provide additional support to students who were significantly struggling during Lockdown.
- Personalised programs developed for those students who were not coping with online learning.
- Weekly "check ins" by the ANC with the parents / carers of Yr 12 VCE students.
- Regular contact by ANCs with parents / carers of substantial and extensive students during Lockdown.

In the Intervention Programs offered to enhance students' learning opportunities:

- Continued fortnightly meetings between the DSSS and the ANCs.
- Continued use of Grade 6 Testing data to identify SWANs and to assist with identifying students for Intervention Programs.
- Identification of students for the Yr 12 VCE English (support) class - including reviewing of students' academic results to determine students most in need. The VCE English Support Teacher provides assistance during English Support classes and meets with each student individually, at least once per fortnight.
- Maintaining an up to date list of Yr 7-12 students from nonEnglish speaking and EAL backgrounds.
- In class support and assistance provided to Students with Refugee Status.
- Personalised Learning Plans for students identified as requiring Substantial and Extensive adjustments (NCCD).
- Termly Program Support Group Meetings for students requiring Substantial and Extensive adjustments (NCCD).
- Supporting parents and senior students with their transition from secondary school to further education, employment services, and / or other specialist services.
- Additional assistance and supervision provided by Learning Support Officers at camps and excursions.
- Meetings between the QuickSmart Coordinator and Additional Needs Coordinators (ANCs) for discussion about students' learning needs and recommendations for the QuickSmart Literacy and Numeracy programs.
- Performing pre-program QuickSmart testing of Y8 students to guide identification of students.
- Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English

- Ongoing discussions with Mainstream English teachers regarding students targeted in Intervention English.
- Ongoing discussions with Intervention English teachers regarding student progress and welfare.
- Implementation of Yr 10 Literacy Support program for students aspiring to a VCE Pathway. Facilitated by the College's Speech Pathologist with particular focus on reading comprehension skills.
- Online mentoring for students on the Autism Spectrum provided by the I CAN Network.

In Altior to enhance students' learning opportunities:

- Fortnightly meetings scheduled with the Coordinator of Gifted and Talented, the Convenor of Gifted and Talented, and the DSSS.
- Altior selection processes for Year 7 2021 continue to be more comprehensive and a broader process encompassing academic results, NAPLAN results, completion of surveys along with a Reference from their current primary school.
- Altior selection process for Year 8 2021 improved with access to more data with inclusion of Abstract Reasoning of entire Year 7 cohort and ACER PAT-Science for year 7 Altior students.
- Review of Altior students post Year 9 subject selection to ensure we continue to cater for our higher ability students at the end of the program.
- All Altior students participated in the Science Talent Search.
- Year 9 Altior Students participated in Bell Shakespeare Shorts Festival.
- Opportunity for Altior students to attend Grand Prix excursion.
- Comprehensive (Christmas) holiday work given to Year 8 students who entered Year 9 Altior Mathematics and Science with aim of "up skilling" after the conclusion of the academic year.

In developing support and understanding of, and for, our Indigenous students and their 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 support 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.
- Attendance and participation in a Black Lives Matter peaceful gathering to speak truths and show support.
- 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. During COVID the Aboriginal and Torres Strait Islander students met regularly online as a group with the Indigenous Education Support Officer.
- Involvement of three students in the NRL's School to Work Program - regular support provided to the students at Parade by the NRL School to Work Officer.
- Melbourne Storm provided opportunities for Students to attend ZOOM meetings with Aboriginal and Torres Strait Islander Leaders during COVID-19 Lockdown.
- Ongoing employment of Neville Jetta, AFL Melbourne footballer, as Parade's Indigenous Support Officer. Regular meetings held with Neville and Parade's Indigenous students.
- Employment of Shelley Ware, Teacher 0.6FTE, as an Aboriginal Education Officer, to support students, families and staff. Ongoing support during COVID-19 online and through regular TEAMS meetings.
- Students invited Aboriginal Elder, Colin Hunter, to walk the story of the Parade College grounds. They designed an Indigenous Tie and Football Jumper with Shelley Ware for an Indigenous round that was postponed due to COVID-19.
- Commenced a RAP committee, that was halted due to COVID-19, and will recommence in 2021.
- NAIDOC week celebration of new Aboriginal Flag being raised with staff and students.
- Cultural day in Term 4 with Shelley Ware, Alex Splitt and Neville Jetta to help reconnect boys after the COVID Lockdown. With yarning circles and traditional games.
- Students participated with Indigenous Education Officer and Art Teacher for a painting for the Indigenous Garden at Preston Campus.
- End of year / Christmas function held with students at lunch time on both campuses with Shelley Ware, due to COVID -19.
- Celebration of the graduation of three Yr 12 students, a private ceremony was held with the students and key staff due to COVID-19, where they were awarded the Indigenous Tie they helped design.
- Indigenous Education Officer provided information to parents for funding with Opening the Door foundation and CEM funding options for 2021.
- One new student from Nhulunbuy, commenced Yr 11. Significant levels of support provided to the student to assist with the transition to Parade College and with the development of literacy and numeracy skills.
- Although unable to proceed due to COVID, the proposed immersion to Arnhem Land (during the Term 2 holidays) was oversubscribed with more students wishing to attend than there were places and a selection process was held. This level of interest is indicative of the respect Parade's students have for Indigenous Peoples and their desire to learn more about Aboriginal Cultures, on country.

In the provision of Specialist Services to students:

- Appointment of Speech Pathologist 0.2 FTE from Speech Pathology for Schools.
- Ongoing monitoring of students' results to identify at-risk students who may benefit from an assessment from the Psychologist and / or Speech Pathologist.

- Cognitive and academic assessments administered by the Psychologist to identify students' learning strengths and challenges. Parents / carers provided with an assessment report and students' teachers advised of teaching and learning recommendations which were also uploaded to SIMON.
- Administration of oral language assessments by the Speech Pathologist to identify students' learning strengths and challenges. Parents / carers provided with an assessment report and students' teachers advised of teaching and learning recommendations which were also uploaded to SIMON.
- Continued membership of the I CAN network.

#### VALUE ADDED

- Continued evaluation and adjustment of Altior Program, including re-introduction of Year 7 students to undergo ACER Abstract Reasoning and streams of Maths/Science and English/Humanities across Year 8 and 9
- Extracurricular in Altior: Participation of all Altior students in the Science Talent Search and the Year 9 students in Bell Shakespeare Shorts Festival. Grand Prix excursion available to students.
- Successful implementation of new rubrics and assessment tasks in Year 8 and 9 Intervention English.
- Regular opportunities for Indigenous students to get together and celebrate their culture, as well as participation in external programs.
- Yr 12 VCE English Support class for SWANs is highly valued by students and their parents / carers.
- Homework Club occurs two afternoons per week and assistance is also provided each morning.
- The I CAN program for students on the Autism Spectrum.
- Parade's Personalised Learning Plans for Substantial and Extensive students.
- Termly Program Support Group Meetings for Substantial and Extensive students.
- Yr 10 Literacy Support Program by the College's Speech Pathologist.
- NRL School to Work program for Yr 11 and 12 Indigenous students.

#### STUDENT SATISFACTION

- Interest in participating in the Altior program continues to be high with applications exceeding the number of places available. Discussion with families that are considering a place within the Altior Program confirmed that parents / guardians are interested 'as the program provides a point of difference from other schools'. The Altior program continues to meet the academic and social emotional needs of our highly students as it allows for subject

enrichment and acceleration across the four core subjects- Maths, English, Science and Humanities in Year 7; specifically targeting our most highly students in Maths/Science and English/Humanities across Year 8 and 9, as well as being challenged by the presence of like-minded students. The Altior staff are not only knowledgeable in their own area of expertise but also willing to challenge and stretch the Altior boys.

- 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 Intervention English program continues to enable students to access the curriculum across all subjects by facilitating improvement in students' literacy skills. The QuickSmart programs have continued to expand to cater for the number of Year 8 students "at risk". The College is very responsive to the needs of students with diverse learning needs and continues to adjust programs and staffing accordingly.
- Regular attendance by students participating in the Yr 10 Literacy Intervention program with the College's Speech Pathologist - students observed as being motivated and prepared to do the work. Students displayed goal achievement and progress. Students continued to attend sessions online during the COVID Lockdown which is evidence of the value they placed on the program.
- The number of Indigenous students at the College continues to increase and the boys greatly value opportunities to get together to celebrate their culture and to educate their nonIndigenous peers.

### STUDENT ATTENDANCE

- Attendance is marked each lesson, each day;
- Students arriving late on any day are required to check in via iPads at Student Reception;
- During remote learning late attendance was e-mailed through by parents to Student Reception tutor teacher, House Leader/Wellbeing Leader, subject teacher
- Students who have to depart before the usual end of the school day have to check-out via Student Reception;
- House Leaders, Tutor Teachers and families are automatically notified by SMS if their son is absent by 11am each day;
- During remote learning, student absence was monitored by Student Reception and reported to tutor teachers, House Leaders/Wellbeing Leaders/Counsellors each day, based on individual subject teacher roll-marking. Follow up was managed by House Leaders/Wellbeing Leaders and Tutor Teams.
- Tutor Teachers are required to make contact with the family to establish reasons for non-attendance by any student within their Tutor Group on the day of the absence;
- Attendance over each term is monitored;
- Families are required to provide, in writing, an explanation as to non-attendance on the student's return to school - medical certificates are required for VCE students;
- Where contact with the family cannot be made by the usual means of email, phone contact etc, the processes outlined in the "Every Day Counts" Attendance protocol are followed with registered letters sent to the last known parents' address according to our records;
- Where non-attendance may emerge as an on-going issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (e.g. CAMHS units, Headspace, specialist School Refusal practitioners), return to school negotiated over periods of time, with graduated re-entry arrangements, changes to subjects etc made to encourage and assist the student to re-engage - again, in accordance with the "Every Day Counts" protocols
- Students and families are also offered the opportunity to re-engage with education by exploring alternative education settings and contexts to Parade, dual placements, enrolment with the Virtual School, Navigator Program, TAFE, etc
- Where all the above has been exhausted and the student has not re-engaged with school, the College informs Catholic Education Melbourne.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

89.7%



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	95.4%
Y08	91.9%
Y09	91.8%
Y10	91.9%
Overall average attendance	92.7%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	60.0%
TAFE / VET	17.0%
Apprenticeship / Traineeship	7.0%
Deferred	11.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

## Child Safe Standards

### Goals & Intended Outcomes

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

### Achievements

- Appointing a Dean of Child Safety to assist in the review and development of Child Safe Policies and Practices, to develop and deliver professional development of staff around child safety issues and to provide support and leadership when child safety issues are reported
- Full review and overhaul of all College child safety policies and procedures to ensure compliance with Ministerial Order 870
- Prepared for and participated in the VRQA Child Safety Audit of EREA Victorian Schools as directed by the State Government and EREA
- Updating of the Child Safety Risk Register for 2020
- All our staff are required to complete the DET and Complispace online modules on an annual basis.
- Provide staff with all relevant information regarding changes to government regulations in regard to child safety through professional development, in meetings, through newsletters and in presentations.
- All our staff, contractors, pre-service teachers receive a copy of the Staff Code of Conduct and are required to sign it.
- Ensure all other policies relating to students are up to date and reflect government and community standards to ensure that the young people in our care are 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.
- Adapted existing school notification processes and practises to cater for remote learning to ensure that:-
  - Student safety was managed remotely,
  - Staff were appropriately supported as they managed concerns for students and/or made notifications
  - Students and families were supported appropriately during remote and onsite learning
  - Child Safe Policies are revisited during all staff meetings
  - Information in staff areas on child safety reporting procedures updated
  - Completed, maintained and updated hard copy and electronic records of all notifications to DHHS and EREA
  - Child Safe compliance is embedded in the College recruitment policies and procedures.
  - Attendance at DET and CEM professional learning on the Child Information Sharing Scheme implementation, both in person and online
  - Leadership Team attended professional development run by Moores Legal

## 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.
- To develop and offer comprehensive training programs and opportunities that foster positive professional relationships and promote the safety of all members of the College Community
- To regularly evaluate our current practices so that we can determine areas of growth, risk and development.

#### 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
- To support staff in further developing their understanding fo the expectations fo working with children and adults within a Catholic Secondary School Policies, protocols and procedures will be reviewed, developed, updated and implemented to ensure a safe school community.

#### Achievements

- Ongoing commitment to creating opportunities for peer learning and staff collaboration
- Continuing to align staff professional development opportunities with student wellbeing and teaching and learning policies / strategies
- Maintenance of a revised Professional Growth Plan that allows for
  - Reflection and acknowledgement of professional growth that has occurred,
  - Setting goals to be achieved over the next 3 years that focus on individual staff growth that will have a positive impact on student learning outcomes and support the College's strategic plan
- Continuing to support and build the leadership capacity of staff in taking part in professional development seminars and higher education courses
- Updating College policies / processes / procedures and staff awareness that reflects our commitment to maintaining a Child Safe educational environment and community
- Allowing opportunities for staff to provide feedback regarding their work settings and making suggestions for future College direction
- Continued support of VCE staff participating in the writing and marking of VCE examinations

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****Description of Professional Learning undertaken in 2020**

Participation in PD during 2020 was reduced due to various COVID19 restraints. Nonetheless, there was a significant array of PD opportunities that became available online as the year progressed. It is important to note that while there are significant reductions in externally accessed PD for Curriculum, Student Wellbeing and Staff Wellbeing, there was a great deal of internal peer collaboration and learning that still occurred throughout 2020.

The formerly named EREA component is now included in the Staff Wellbeing & Development. Literacy PD is now also included under the Curriculum umbrella.

Number of teachers who participated in PL in 2020	129
Average expenditure per teacher for PL	\$839

**TEACHER SATISFACTION**

- Peer learning and staff collaboration was high, beneficial and easily accessed among colleagues
- A great sense of collegiality and support amongst staff and from leadership was noted
- While internal and external online learning opportunities increased as the year progressed, many staff members felt this increase in screen time was not beneficial for their overall wellbeing
- The opportunity to participate in PD that was face-to-face and in the presence of colleagues was refreshing and welcomed towards the end of the year

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	91.3%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.8%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.6%
Masters	17.5%
Graduate	38.6%
Graduate Certificate	4.1%
Bachelor Degree	68.4%
Advanced Diploma	17.5%
No Qualifications Listed	25.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	199.0
Teaching Staff (FTE)	178.3
Non-Teaching Staff (Headcount)	81.0
Non-Teaching Staff (FTE)	70.7
Indigenous Teaching Staff (Headcount)	2.0

## College Community

### Goals & Intended Outcomes

#### Goals

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

#### Intended Outcomes

That family, school and parish connections be strengthened.

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).
- Parent education opportunities within IT offered regularly to the community.
- Year 7-9 Father Son games night in autumn well attended, engaged the community in a range of activities.
- Continued links with Primary Schools in terms of primary school visits, transition program, Peace and Justice Days and the Enrichment Program.
- Continued involvement in the Youth and Philanthropy Project run from the Lord Mayor's Trust for Charitable Works.
- New Bedford Centre Gym continues to operate at the College and engages the community on a range of levels.
- The Sports Academy continues to grow and offers specialist academic programs with links to External sporting bodies such as Northern Knights, Melbourne City Soccer Club, Diamond Valley Basketball and La Trobe University.
- Our facilities continue to be utilised by local community-cultural groups such as Diamond Valley Basketball association, Waterdale players, Stage school's theatre, Seido Karate and local sporting groups outside normal College operation times.
- Further development of Waterford Garden Project and expanding agriculture facilities.
- Eighth 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' delivered in online forum.
- Continued involvement with the St Pius X Community Garden Project and sports days.
- Eighth year of the implementation of the Year 10 Respectful Relationships Program.

#### VALUE ADDED

- 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).
- Parent education opportunities within IT offered regularly to the community.
- Year 7-9 Father Son games night in autumn well attended, engaged the community in a range of activities.
- Continued links with Primary Schools in terms of primary school visits, transition program, Peace and Justice Days and the Enrichment Program.
- Continued involvement in the Youth and Philanthropy Project run from the Lord Mayor's Trust for Charitable Works.
- New Bedford Centre Gym continues to operate at the College and engages the community on a range of levels.
- The Sports Academy continues to grow and offers specialist academic programs with links to External sporting bodies such as Northern Knights, Melbourne City Soccer Club, Diamond Valley Basketball and La Trobe University.
- Our facilities continue to be utilised by local community-cultural groups in the early point of the year prior to Covid lockdowns, such as Diamond Valley Basketball association, Waterdale players, Stage school's theatre, Seido Karate and local sporting groups outside normal College operation times.
- Further development of Waterford Garden Project and expanding agriculture facilities.
- Eighth 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' delivered in online forum.
- Continued involvement with the St Pius X Community Garden Project and sports days.
- Eighth year of the implementation of the Year 10 Respectful Relationships Program.

## PARENT SATISFACTION

Feedback from Parents and wider community including POP was that support and delivery of services during Covid lock downs was very positive.

The College engaged parents and the wider community in Online forums, such as. Remote Parent teacher interviews.

Online meetings and communication.

Improved information via Parent Portal and website.

Direct communication via Letters and social media platforms.