



Parade College Bundoora

2022 Annual Report to the School Community



Registered School Number: 20

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Contact Details

ADDRESS	1436 Plenty Road Bundoora VIC 3083
PRINCIPAL	Mark Aiello
TELEPHONE	03 9468 3300
EMAIL	principal@parade.vic.edu.au
WEBSITE	www.parade.vic.edu.au
E NUMBER	E1003

Minimum Standards Attestation

I, Mark Aiello, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

Except aspects of the governance minimum standard and of the Child Safe Standards which are the responsibility of The Trustees of Edmund Rice Education Australia, the governing body of Parade College. The governing body is undertaking work in consultation with the Catholic Education Commission of Victoria Ltd and Parade College towards being fully compliant.

28/03/2023

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

Vision and Mission

As a long-standing Catholic School for boys in the Edmund Rice tradition, Parade College will be a vibrant learning community offering best practice education and pastoral care to its members to foster fullness of life and holistic growth for all.

Education in Faith

Parade College has a strong identity as a Catholic School in the Edmund Rice tradition. To consolidate and deepen this identity, the College will:

- Continue to cultivate an understanding and appreciation of the person of Jesus through the lens of Edmund Rice as expressed in the EREA Touchstones
- Assess the Religious Education curriculum for its relevance and ability to meet students needs
- Develop and promote understanding of Aboriginal and Torres Strait Islander cultures and cultural practice

Teaching and Learning

As an educational community, Parade College clearly acknowledges excellence and improvement can be viewed in a variety of ways and that evidence of success should be gathered, interpreted and celebrated holistically. To further strengthen this intent, the College will:

- Continue to explore ways of gathering and using evidence to support the learning growth and progress of students
- Continue the development of quality contemporary learning and teaching, designed to enable our students to develop the skills and attributes they each need to thrive in an unforeseeable future

Student Well-being

The well-being of students is a high priority for Parade College and seen as a strength by parents and the broader community. To further strengthen this profile the College will:

- Continue to develop and grow young men who are respectful of themselves and others
- Broaden student leadership opportunities

Leadership and Management

The well-being of students and staff is a high priority for Parade College and seen as a strength by parents and the broader community. To further strengthen this profile the College will:

- Maintain and support staff well-being by promoting and modelling genuine collaboration

School Community

Within and beyond the College, Parade is known and valued by students, staff, families, and partners, as a vibrant, strategic community. To further strengthen this profile, the College will:

- Maintain strong enrolments, and emphasise and expand our points of difference
- Build and strengthen relationships with the wider community

College Overview

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). Parade College, in common with these schools, takes its inspiration from 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 150+ 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 VCE Vocational Major 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 pathway to Business Course. In 2018 we established a

Sports Academy with VCE Vocational Major options including Sport and Recreation and Sports Development.

The College continues to establish partnerships with significant sporting bodies and universities. Parade also has close partnerships with the Manchester City English Premier League soccer team, establishing the first Manchester City Football School in Australia based at the College, as well as a partnership with the Northern Knights AFL team and Diamond Valley Basketball.

We continue to strengthen the student pathways offered through La Trobe-offered ASPIRE and is direct entry into La Trobe University Undergraduate Programs for senior students involved in our Sports Academy VCE Vocational Major program.

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

The Parade College Theme for 2022 was: **Parade College – A Spirited Tomorrow**

There were several reasons for adopting this theme. Firstly, after celebrating 150 years in 2021, we naturally look towards the next 150 years, our tomorrow. After a formal review in 2021, in 2022 we began to implement a new strategic plan.

We were liturgically in the Year of Luke. St Luke, the writer of a Gospel and the Acts of the Apostles, has more to say about the Spirit than any other biblical writer does. Luke portrays the Spirit as the activity and presence of God (Luke 4:18), but also as a force or power (Luke 5:17, Luke 8:46), and, for example, as “the Spirit of Jesus” (Acts 16:7). In turn, for Luke, Jesus was a man primarily of the Spirit. And in becoming and being guided as followers of Jesus, experience of the Spirit was more important than texts, traditions, or the community. Not surprisingly then, the key turning points in Luke’s two-volume story are initiated by the Spirit, particularly Jesus’ birth (Luke 1:35), baptism (Luke 3:21-22), temptation (Luke 4:1-2), and the start of his ministry of speaking and healing (Luke 4:18). The beginning of Acts (Acts 2:4) and the story of the beginning of the mission to the Gentiles (Acts 10:44-48) are also marked by experience of the Spirit. The Pentecost story, the high point of what Luke says about the Spirit, is the fulfillment of the promise of God for the followers of Jesus (Luke 24:49). Until this point, apart from Jesus (Luke 3:22, Luke 4:1), very few people are filled with the Spirit. However, Luke emphasizes that the Spirit appeared to all the disciples (Acts 2:1-4) and that the story was a model for us as later Christians (Acts 2:38). In a secular sense, ‘spirited’ means fully of energy and enthusiasm, focused, determined, generous, kind. What better theme to have in 2022 than A Spirited Tomorrow.

Capital Development

O’Shannassy Plumbing Centre

In 2022, we celebrated the opening of some new learning facilities and begun planning and/or construction of new ones. Early in Term Four, we officially opened the O’Shannassy Plumbing Centre. Forming an integral part of our Registered Training Organisation, the O’Shannassy Plumbing Centre will provide the opportunity for students to study Certificate III Pre-Apprenticeship and VET training and will greatly assist students who intend on pursuing post-secondary studies either at TAFE, university, apprenticeships, or employment. It was made possible through a donation by the O’Shannassy family. The O’Shannassy family has had connections with Parade College for 90 years. This connection began in 1941 when Brian O’Shannassy attended Parade College at East Melbourne to complete his secondary education. On returning from the war Brian married Gwen and began a family. Their three sons all attended Parade College; Terry and Gary (1966) and Neil (1972). With the generous bequest from the O’Shannassy family, the new plumbing facility at Bundoora will ensure that Parade College continues to be at the forefront of providing innovative and quality trade training education to future generations of students at Parade and from the wider northern suburbs educational community.

Parade College Performing Arts Centre

A new performing-arts building adjacent to the Rivergum Theatre was opened early in 2022. More classroom, rehearsal and storage spaces enhance music education at the College.

Collins Field

The major development of the Collins Oval at the front of the Bundoora Campus should be completed early in 2023. Collins Field will be a natural turf field with two FIFA sized football pitches and an AFL oval. There will be state-of-the-art lighting and coaching and player facilities.

Multi-Purpose Learning Facility

Plans and permit approval are well underway for a yet to be named, multi-purpose learning and sport facility adjacent to the Greening Auditorium and in the Waterford Sports Precinct.

Visual Arts Building

Planning is also advanced for the creation of a new building to further the learning and teaching in the visual arts, including art, media and visual design.

Manchester City Football School

Two Year 7 groups began the Manchester City Football School Program at Parade College. We were delighted to have Jonathan Sant from Manchester City here with us at the beginning of the year until our permanent coach, Mick Bennett arrived. Mick spent 15 years as a professional footballer in England and has been coaching young people and adults at all levels and abilities around the world for more than 25 years. As the first Manchester City school in Australia, Parade College was honoured to host Manchester City Football Club's English Premier League Trophy in the second week of the school holidays. It was accompanied by Joleon Lescott, the star Centre-Back who played 26 games for England and 504 Senior Games including 107 for Manchester City. Our Manchester City Football Students were honoured to meet Joleon, train in front of him and have photos taken with Joleon and the Trophy. It was an incredible day!

150 Celebrations

150 Past Present Parade

Due to COVID restrictions, the 150 Celebration Concert scheduled for Hamer Hall on 21 February was filmed and then premiered at a cinema in second term. On a wonderful Friday evening, the Parade community enjoyed one of our major 150th Celebrations: the screening of 150 Past Present Parade at Village Cinemas, Westfield Plenty Valley. The film chronicled the story of 150 years of Parade College history through snapshots of different epochs in the College's expansive history and featured homages to nearly every aspect of the College's diverse array of extra-curricular offerings.

150 Old Paradians' Celebration

A wonderful evening of celebration was held at the Park Hyatt Grand Ballroom to celebrate the College's 150 years. A highlight of the evening was the induction of four new Hall of Fame members. Each was presented on stage to a standing ovation. Significantly Michael Pratt (Class of 1972) and Hall of Fame recipient assisted the MC, Daniel Harford, with the presentations to Peter 'Wheels' Bedford (1964), Terry Moran AM AO (1966) and Michael Drapac (1973). Martin Macaulay, Music Director at the College (1990 - 2018) was able to proudly accept the Hall of Fame award on behalf of Wally De Backer, College Captain 1998. Wally, but better known by his stage name Gotye, has built an extremely successful music career as a composer, singer and songwriter and is currently residing in New York.

Parade Thy Sons Launch

At the 150 Celebration evening, the Old Paradians' Association and the College also launched Tony De Bolfo's book Parade Thy Sons Volume Two. The wonderful skills and gifts that Tony has in the telling the story of many Old Paradians spanning from 1963 to the present day were

acknowledged, as was the work of editor John Ramsdale (Class of 1966) who unveiled a framed portrait of the front covers of both volumes of the book.

Reconciliation Action Plan (RAP)

Reconciliation is a journey for all of us at Parade College as indeed it is for all Australians – as individuals, families, the College community and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples, especially those enrolled at Parade College. Reconciliation Australia's theme for 2022, Be Brave. Make Change, urged Parade College towards braver and more impactful action. We were delighted that Ms Tannah Thorne, a proud Yorta Yorta woman accepted the offer to be our Indigenous Education Officer. The College created ties and scarves designed by Parade College Aboriginal students: Deklan Garcia, Desmond Tipuamantumurri, Alex Rigney, Tate Little, Kobe Knight, Jacob Spriggs, River Walker and Taj Fazekas with Mr Neville Jetta and Ms Shelley Ware and approved with consultation of Wurundjeri Elder Auntie Di Kerr. The ties and the scarves feature kangaroo tracks, representing the kangaroos that lived on Parade land to feed and rest. The Aboriginal meaning of Bundoora is thought to mean 'where the kangaroos lived'. We have had a number of celebrations as part of our RAP. Whether it is a focus of extended Tutor Group, gathering with schools from across Melbourne for our hosting of Road to Reconciliation or our stopping for a welcome and Acknowledgment of Country with Uncle Tony Garvey before the 1st XI Football and 1st XVIII AFL games in Reconciliation Week. Our boys proudly wear jumpers designed by Neville Jetta and Shelley Ware with Parade's Aboriginal students, and again approved with consultation of Wurundjeri Elder, Auntie Di Kerr.

IDAHOBIT Day – 17 May 2022

Each year we affirm International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) Day. At Parade College we aim to be a place where all feel valued and respected as people made in the image and likeness of God. On IDAHOBIT Day we particularly affirm the sacredness of our LGBTIQ+ community members: students, staff, family members. We continually challenge our community to be a more affirming, welcoming and safe place for all.

Mothers of Old Paradians

At the May Old Paradians' Association Luncheon, Kaye Nailer was posthumously awarded the 2022 Old Paradians' Woman of Distinction Award, in acknowledgment of her significant contributions to the College and the Association over many years. Earlier in the year, the Nailer family donated a Memorial Tree dedicated to the "Mothers of Paradians" that now takes pride of place in the Foundation Square as a token of appreciation to all the mothers, like Kaye, who have supported their son's education.

Our New House: Nolan House

With increasing enrolments at the Bundoora Campus, Parade College has decided to move from four to five Houses beginning in 2023. The move continues to highlight our focus on student well-being at the College. Our intention has always been to promote safety amongst our students, to build culture and a sense of belonging for each student, as well as House spirit within each House. If we were to remain at four Houses this level of focus would be possible but more challenging with the increasing numbers of students in Year 7. To ensure our ongoing commitment to student well-being, the creation of a fifth House demonstrates to the College community, that while our numbers may be growing on the Bundoora campus, the College is growing and changing also. A fifth House more accurately reflects the development of Parade and ensures that the well-being / pastoral concerns of students continue to be our priority.

Nolan House is named after one of the original founding Brothers: Patrick Joseph Nolan, a lay Brother born in County Kerry, Ireland - a proud Kerryman! In some ways Nolan had been 'written out of the history'. Nolan was a non-teaching or "lay" Brother, largely responsible for fencing, clearing the land, furnishing and overseeing construction of our original campus in East Melbourne. With our focus on applied learning / VCAL / VCE (Vocational Major), a new House named after Nolan seems providential. The College has been preparing for this decision for a number of years, beginning with the inclusion of Br Nolan in the Founders' sculptures at the entrance of both campuses.

Performing Arts

Parade and Mercy Combined Concert

Parade College again hosted the combined concert of Mercy College and Parade College in our Rivergum Theatre. It was amazing to see all of the students and staff from both schools working together on stage and behind the scenes. There was a genuine energy and buzz in the air and the audience was captivated for the entire evening – acting, singing, musical performances. There were many young children in the audience, and I am sure some of them were inspired to perform on stage when they eventually get to secondary school.

ACC ACCent on Music Concert – Hamer Hall

In third term a number of our music students and staff participated in the ACC 'ACCent' on Music Concert at Hamer Hall. Parade College staff assisted in making this concert possible from all of the ACC schools. Our staff's dedication was key to this event.

VCE Arts/Technology Exhibition – Opening Night

The College hosted this year the opening night of our VCE Arts/ Technology Exhibition. It was tremendous to see many families present to support the great work of the students. The evening was a tribute to the College's Arts and Technology staff under the direction of Mr Chris Sedgman (Learning Area Leader – Technology) and Mr Claude Ferrarese (Learning Area Leader – Visual Arts and Drama).

Old Paradians

The Old Paradians' Association (OPA) has continued to develop as part of our Development and Marketing Team and with the leadership of Ms Jenine Fogarty. We were also blessed with the energetic leadership of the Old Paradians' Committee headed by Dr Paul Shannon as President and Mr John Nicholls as Executive Officer. The committee was able to facilitate many Ten-Year Reunions and other functions including the Hall of Fame dinner where Peter McKenna and David Kissane were admitted to the Hall of Fame.

College Staff

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.

Some Thanks and Valette

I thank the many people who have worked in support of the College in 2022:

- Mr Ray Bongiorno (Chair), Mr Craig Major (Deputy Chair) and the members of the College Advisory Council 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, particularly Mark Aiello, who served as Acting Principal in Term 3; Ms Mary Dourios as Acting Deputy Principal, and to Ms Debbie Singleton, PA to the Principal;
- 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. I remain grateful for the many blessings I have received on the Parade journey. It has been an honour to be the first lay Principal of Parade College. I look forward to continuing to support the development of Parade College in my new role as Chief Executive Officer/ Director of EREA Victorian Schools Ltd.

As ever, Tenete Traditiones

Mr Andy Kuppe

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

School Advisory Council Report

Another year of challenge and change for 2022, but the one constant that remains is the ongoing commitment and dedication of our staff, students, and families.

From a staffing point of view, it has at times been very challenging with a shortage of teaching staff, continuing periods of absence with various ailments and keeping up with Parade's demanding timetable throughout. Even with such challenges, the College has continued to provide an extensive and diverse syllabus, a variety of sporting and arts related opportunities and an exemplary standard of education along the way. I extend my personal gratitude to our wonderful and committed compliment of staff for another great and successful College year.

We have continued to develop the College facilities within a financially sustainable framework, whilst expanding the facilities internally and externally, including the redevelopment of the front oval. These wonderful enhancements not only require the College team to manage the financial implications, but also put a large amount of effort into the planning, authority negotiations and approvals as well as continued encouragement and support for their use. The continued partnerships which have been developed with Manchester City, LaTrobe University, Northern Knights and Melbourne City, underscore the student opportunities and College presence in its surrounding community and catchment.

Several of my past writings for the Paradian have discussed our personal and College journey with COVID and even significant drought and bushfires!! Here we are this year, dealing as a nation with significant and widespread flooding. I can only try and understand the devastation these people and their communities have had with their businesses, family homes and precious, sometimes irreplaceable belongings destroyed under those conditions. Our prayers go with them.

The College itself has gone through some changes this year, with our Principal, Andy Kuppe having some extended and enrichment leave for Term 3. Thank you to Mark Aiello (Acting Principal) and Mary Dourios (Acting Deputy Principal), and all the staff involved, for taking up the reigns during this time.

More change is coming. Andy Kuppe has accepted an important role with EREA, our governing body. In January next year, Andy will take up the role of Director of Victorian Schools and Chief Executive Officer (CEO) Edmund Rice Education Australia (EREA) Victorian Schools Ltd.

After a nationwide search, I would like to congratulate Andy on his appointment. I am sure his special talents will impact substantially on the direction of EREA.

Lastly, I would like to thank the School Advisory Council (SAC) for their personal and professional commitment to all of the out of hours meetings, special committee contributions, and guidance to the College along the way.

Mr Ray Bongiorno

Chairman School Advisory Board

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

- Continue to cultivate an understanding and appreciation of the person of Jesus through the lens of Edmund Rice as expressed in the EREA Touchstones
- Assess the Religious Education curriculum for its relevance and ability to meet student needs

Intended Outcomes:

- Progressing the development and delivery of the experience of contemporary liturgy, which is linked to social justice themes and programs and meaningful partnerships with our wider community
- Evaluating the engagement of students in the Religious Education (RE) program.
- Building on student understanding of the Edmund Rice ethos.
- Continuing to prioritise staff faith and spiritual formation opportunities
- Promoting and providing opportunities for staff to obtain and maintain their accreditation to teach RE in a Catholic school

Achievements

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.

Events:

- Integration of the theme A Spirited Tomorrow into prayer.
- All student and/or staff gatherings begin with a prayer
- Ash Wednesday Liturgy in Tutor Groups, led by Tutor Teachers. An additional opportunity was added in the Penola Theatre at the Preston Campus for travelling students and non-tutor teachers.
- Attendance at St Patrick's Day Mass
- ANZAC Day
- Easter Liturgy focussing on the Easter story from Good Friday to Easter Sunday
- Recognition of Edmund Rice Day at a Term 2 College Assembly where the prayer focus acknowledges and celebrates Blessed Edmund Rice
- Road to Reconciliation Day

- Reconciliation Week
- Refugee Week
- Staff Formation Day
- 2023 Prefect Retreat including Mass and a focus on what it means to be a student leader in a Catholic School.
- Stella Fella Day to raise awareness of the treatment of women. Stella Fella awards for students who display the characteristics of a Stella Fella
- Solidarity Week
- Yr. 12 Final Liturgy.Valete Evening including prayer and blessing
- Yr 7 Reflection Day. Facilitated by Parade staff with an in-house program involving Scott Darlow. Celebration of Mass.
- House Masses celebrated throughout Terms One to Three
- Staff Final Mass

Programs:

- Yr 10 Community Service Program, part of RE curriculum
- Continued to be a FIRE Carrier School
- Supported Nzara Hospital (South Sudan)
- Safe and Inclusive Reference Group maintained from 2019.
- Shared Table meals held.
- Student run Bluestone Cafe, can selling as fundraisers
- Eddie's Brekky Van- Exodus Community Heidelberg West
- The Edmund Rice Ministries St Albans' Tutoring Program.
- Waterford Garden
- Yr 12 Tenete Retreats
- Staff Pay It Forward Day volunteering at agencies/organisations
- Lake Mungo Immersion Program with St Mary's
- Arnhem Land Immersion

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
- All staff attended a Formation Day and were accredited for this. Central seminars: Sherry Balcombe and Ginette Everest JMCA
- 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- part of Yr 7 RE program

- Excursions/Incursions: e.g. Islamic Museum, St Mary of the Cross Incursion

VALUE ADDED

- Student Community Service Programs
- Staff Formation
- College Community celebrations
- Immersion Program

Learning and 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.
- To actively sustain engagement in learning through pedagogies that ensure the safety and growth of each learner.

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

Engaging with evidence across a range of platforms

VCE Data was analysed with Learning Area Leaders meeting with the Assistant Principal (Teaching & Learning) to analyse the performance of each subject, identifying any trends from the data and comparing it to previous years and the cohort's previous data and expectation. Subject teachers were met with individually to review their class' performance and set goals for the year ahead using the data provided by the VCE Data Service. As part of this process, each subject's exam performance was reviewed by the teachers and the Learning Area Leader to identify strengths and weaknesses with a view to adjusting the teaching and assessment of the coming year in response to the data.

All Year 7s completed ACER Progressive Achievement Testing (PAT) in Reading and Mathematics to establish whether they needed additional support and to inform their teachers of their current understanding of curriculum with the view to more effectively support differentiated learning. PAT testing data was used to invite students to Intervention English and Intervention Mathematics programs. Students across Years 7 – 9 also completed ACER PAT testing in Term 4, to measure their growth. This data was made available to staff via the Data Analytics software in SIMON. Classroom teachers used Data Analytics to tailor their teaching to the needs of students, and Well-being leaders used the data to gain a better understand of their students and how this has impacted learning.

NAPLAN data was analysed by the Literacy Leader, who delivered a report about student growth and areas for improvement. This report was unpacked by the Teaching and Learning Executive Team and formed the basis for future staff professional learning for 2023. This data was made available to staff via the Data Analytics software in SIMON.

Providing teachers with opportunities to become data literate

Professional Learning for teaching staff to assist with data literacy focused on how to interpret evidence available to teachers so that they may make decisions that best inform their teaching practice and support differentiated learning practices. Dr Selena Fisk, an educational data expert, worked with teaching staff in relation to 'Data Storytelling' and the development of an individualised data plan. Each teacher's data plan was devised to help support them to provide quality feedback and develop a growth mindset approach in their classrooms.

A data working party comprising of representatives from Teaching and Learning, Student Well-being and Student Support Services was established and formulate a data plan that aligned with the school's Strategic Directions (2022 – 2024). To help support this the working party developed a vision and mission for using data within the College with the intention to develop a whole-school approach to monitoring achievement and student progress. Their aim is to engage all students in quality contemporary learning and teaching by increasing the data literacy of staff to help them engage with evidence across a range of platforms. This support with evidence informed planning assisted teachers with their planning for differentiated teaching.

Engaging student voice in the design and participation of the learning process

Students provided feedback on their learning experience through formal channels like surveys and student interviews as part of staff Professional Growth Plans. Such feedback enabled students to communicate their understanding of what was working well and what challenge they experienced within their classes. The results of this process were used to help inform teachers with a view to improving student learning. Teaching staff frequently used formative assessment strategies centred around informal surveys and class exit tickets to gather more immediate feedback from students on their understanding of class work and how lessons may be further developed to build upon classroom learning. Parade College teachers value the use of formative assessment strategies as a way of helping to support student learning.

Student feedback was also invited for consideration in 2022 from Learning Areas in relation to current texts and digital resources that student engaged with as part of their courses. Such feedback was taken into consideration when Learning Areas were proposing improvements to courses and changes to book listed resources for 2023. A working party of predominantly senior students were selected to trial and compare the effectiveness of a digital student planner. Student provided feedback on the platform which was considered before the decision to introduce a change from a hard copy planner to a digital format was introduced to all students in 2023.

Continuing to respond to opportunities generated by Parade's relationship with LaTrobe University. Cultivating relationships with a range of tertiary providers

Through our partnership with LaTrobe University, our Year 12 VCE and VCAL students commenced their year at LaTrobe with a Year 12 Conference that involved workshops that focused on strategies that will assist them in successfully managing the challenges that Year 12 presents. The event also included campus tours and presentations from representatives of various faculties.

We continued to strengthen the student pathways offered through LaTrobe-offered ASPIRE and direct entry into La Trobe University Undergraduate Programs for senior students involved in our Sports Academy VCAL program. Year 9 and 10 students through the La Trobe Outreach School Partnership Program, participated in a range of events through the Year 9 ExCEL program and as part of the Year 10 Work Experience program.

As part of our VCE and Tertiary Expo, LaTrobe University had representatives attend the event to meet with students and their families regarding the various career and pathway opportunities offered by the university. The College Careers Advisors were also involved with an advisory group working with LaTrobe in relation to future student recruitment. The strength of the partnership with LaTrobe University was also supported with LaTrobe University making up the largest proportion of VTAC tertiary offers to the Year 12 class of 2022 (see figure #3).

Providing resources for teachers, so they can act on available evidence

The Data Analytics dashboard is accessible to all teaching staff through the SIMON Learning Management System. For each of their classes, teachers have access to real time and historic student growth and achievement data for each student. Professional Learning in 2022 focused on upskilling teacher use of this dashboard and providing teachers with strategies that may be used based on the information provided. Teachers also have access to standardised testing results for students in their class (Figure #1). The Data Analytics dashboard can sort this data to form a Guttman Chart thereby assisting teachers to better identify the skills that are within each student's Zone of Proximal Development (Figure #2).

Figure #1

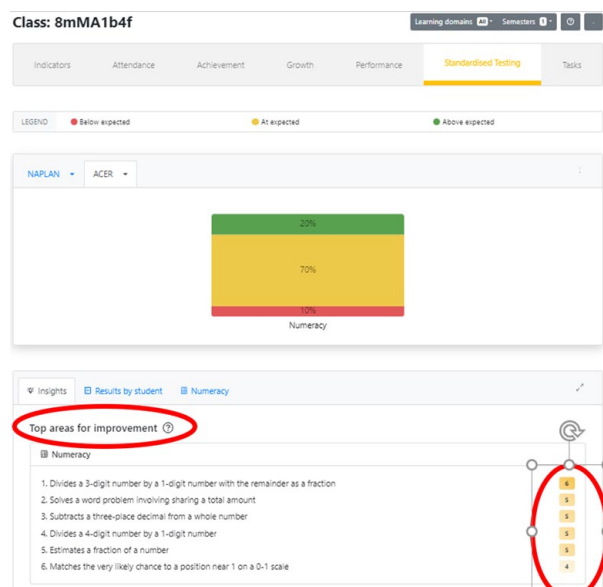
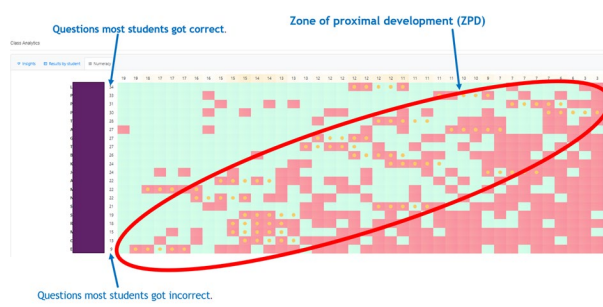


Figure #2



Ensuring all aspects of the College Curriculum are current

The College continued to ensure that all aspects of a curriculum offered was current with the Teaching and Learning Executive involved in a continuous process of review, assessment, and improvement. As part of this process new courses offered in Yr 9 ExCEL, Vocational Education and Training (VET) and the Manchester City Program engaged faculty members, subject-matter experts, industry professionals in a collaborative effort to ensure that the curriculum fulfilled the required standards and provided students with the knowledge and skills they need to succeed in each course.

The College provided a comprehensive range of vocational pathways, encompassing the Victorian Certificate of Applied Learning (VCAL) which has since transitioned to the Victorian

Certificate of Education – Vocational Major (VCE-VM) in 2023, VET, and a customised Year 10 Pathway, the Edmund Rice Pathways Program, alongside the Victorian Certificate of Education (VCE). The College's Registered Trade Organisation (RTO) had enrolments from Parade College Year 10, VCE and VCAL students as well as students from external schools in the local area. 2022 also saw the introduction of VET Units 1 and 2 Certificate III in Laboratory Skills. This course developed student skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. With the development of the Plumbing Centre at the Bundoora Campus, VET Certificate III Plumbing was also offered at both campuses for the first time in 2022.

In preparation for the transition from VCAL to VCE VM, the College commenced developing course curriculum documentation for both Units 1 & 2 and Units 3 & 4 of all new study designs to be implemented in 2023. This process involved Learning Area members, subject-matter experts, industry professionals, and students in a collaborative effort to assess the effectiveness of the existing curriculum and identify areas for improvement. The College undertook a comprehensive review of their existing curriculum to ensure that it aligned with the new study designs and standards. This process has involved revising course materials, updating textbooks, and developing new lesson plans that reflected the updated learning outcomes and assessment requirements. The College also invested in training and professional learning opportunities for staff to familiarise themselves with the new VCE VM curriculum.

Demonstrating a culture of high expectations across the school and Engaging community stakeholders to contribute qualitative evidence that enriches quantitative data

The continual review of student academic progress, growth and support formed part of the College's 'Parade Pathways To Success Process' (formerly 'Get Real'). This process saw members of the Teaching and Learning Leaders Team (TaLL) work with leaders of Student Well-being and Careers Advisors to review student academic performance in conjunction with student well-being data and subject teacher judgments. Together, members of TaLL worked with their Student Well-being colleagues to identify students requiring additional support and course/career counselling. The College also actively engaged with families as part of this process to discuss their son's progress and to provide guidance on how we could best support their son to achieve success. Families were provided with options to best support their son to achieve success through the pathway that would best cater for and meet their learning needs. Careers Advisors also actively engaged with student across all year levels, with particular attention focused on analysis data from careers testing such as the Morrisby Career Analysis reports. Report data was used as part of the Parade Pathways to Success Process to support appropriate student subject choices, course plans and pathway options.

Summary of 2022 VCE results

Total number of Year 12 students enrolled in 2022: **267**

Number who graduated and received their VCE/TCE: **221** (199 scored, 22 unscored)

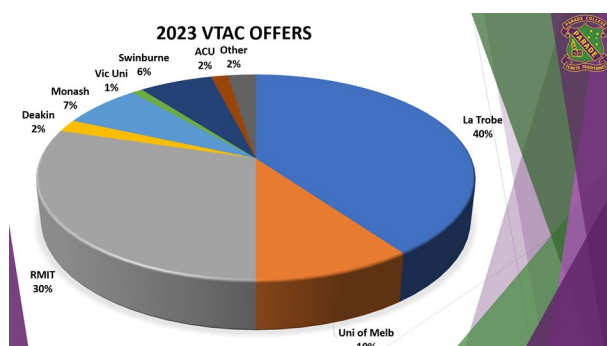
Number who received a VCAL and/or equivalent: **46** (31 Preston, 15 Sport Academy)

Number who received an ATAR and the breakdown: **199**

- The College Dux achieved an ATAR of 99.70
- Twenty-four (24) students obtained an ATAR above 90
- 31% of students received a study score above 80

- 52% obtained an ATAR above 70
- 89% of students receive an ATAR above 50
- The median study score was 30
- 77% of students received their first preference university offer
- 96% received a first-round offer

Figure #3



STUDENT LEARNING OUTCOMES

Parade College has been participating in the MACS Secondary Disciplinary Literacy Project in 2022 and 2023 as a way to improve literacy standards in all parts of the curriculum. Literacy has also been part of the professional learning program for staff in the past two years with dedicated meeting time after school and professional development days to improve the explicit teaching of literacy strategies. The College has a Literacy Leader and has also engaged some external presenters such as Senior Education Consultant Kirstin Bourne and Dr Lynda Ball from MGSE to work with staff in the past 12 months.

As a way to address the reading abilities of students in Year 7, the school has developed a reading program where the English staff and Learning Centre staff work with small groups of students to teach different reading strategies and cultivate an interest in wider reading. An emphasis of embedding good Literacy practices across all learning areas within the College is also emphasised as part of course and lesson development.

The 'Parade Pathways to Success Process' involved members of the Teaching and Learning Leaders Team (TaLL) work with leaders of Student Well-being and Careers Advisors to review student academic performance in conjunction with student well-being data and subject teacher judgments. Together, members of TaLL worked with their Student Well-being colleagues to identify students requiring additional support and course/career counselling.

For students at risk, the College offers many services in student support services, including dedicated intervention classes, learning support officers and a speech pathologist.

Summary of 2022 NAPLAN results

Year 7 2022

Table #1 shows, for each NAPLAN domain, the averages (means) of the State (boys only) and for the school.

Table #1

Year 7 2022	Reading	Writing	Spelling	Grammar	Numeracy
Y7 2022 State boys	545	529	544	531	561
Y7 2022 School	537	537	545	535	564
Difference School cf State Boys	-8	8	1	4	3

Parade Year 7 boys in 2022 were above the state level for boys in Writing, Spelling, Grammar and Numeracy. They were below the state mean for Reading.

Year 9 2022

Table #2 shows, for each NAPLAN domain, the averages (means) of the State (boys only) and for the school.

Table #2

Year 9 2022	Reading	Writing	Spelling	Grammar	Numeracy
Y9 2022 State boys	577	556	574	571	595
Y9 2022 School	573	560	579	577	592
Difference School cf State Boys	-4	+4	+5	+6	-3

The 2022 cohort of Parade Year 9 students was above the state level for Writing, Spelling and Grammar. They were below the state mean for boys for Reading and Numeracy.

Year 7 2022 Parade cohort comparison with Year 7 2021 Parade cohort

Table #3 shows the difference in performance between the Year 7 cohort in 2021 and the Year 7 cohort in 2022.

Table #3

Year 7	Reading	Writing	Spelling	Grammar	Numeracy
Difference School cf State Boys 2021	-1	+8	+22	+9	+8
Difference School cf State Boys 2022	-8	+8	+1	+4	+3
Difference between School performance in 2021 and 2022	-7	0	-21	-5	-5

The students in Year 7 in 2022 cohort at Parade College performed lower than the students from the 2021 cohort in the areas of Reading, Spelling, Grammar and Numeracy. Writing remained constant.

Year 9 2022 Parade cohort comparison with Year 9 2021 Parade cohort

Table #4 shows the difference in performance between the Year 9 cohort in 2021 and the Year 9 cohort in 2022.

Table #4

Year 9 (mean scores)	Reading	Writing	Spelling	Grammar	Numeracy
Difference School of State Boys 2021	+5	+20	+11	+14	-2
Difference School of State Boys 2022	-4	+4	+5	+6	-3
Difference between School performance in 2021 and 2022	-9	-16	-6	-8	-1

The students in Year 9 in 2022 at Parade College performed lower than the students from the same school in 2021 in all areas of NAPLAN: Reading, Writing, Spelling, Grammar and Numeracy.

MEDIAN NAPLAN RESULTS FOR YEAR 9

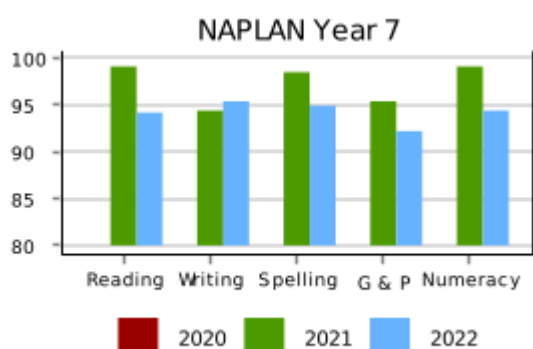
Year 9 Grammar & Punctuation	578.2
Year 9 Numeracy	589.1
Year 9 Reading	576.8
Year 9 Spelling	585.5
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	95.4	-	92.2	-3.2
YR 07 Numeracy	-	99.1	-	94.4	-4.7
YR 07 Reading	-	99.1	-	94.2	-4.9
YR 07 Spelling	-	98.5	-	94.9	-3.6
YR 07 Writing	-	94.4	-	95.4	1.0
YR 09 Grammar & Punctuation	-	94.1	-	92.6	-1.5
YR 09 Numeracy	-	99.0	-	99.3	0.3
YR 09 Reading	-	96.3	-	89.3	-7.0
YR 09 Spelling	-	95.4	-	92.6	-2.8
YR 09 Writing	-	89.8	-	91.4	1.6

* 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 well-being of each student.

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

To embed a culture of child safety and protection within the College.

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.

That staff, parents, and students are supported, encouraged, and enabled to understand, identify, promote, discuss, and report child safety matters; and support or assist students, staff and families who disclose breaches of safety.

Achievements

In Professional Development of Staff understanding of Student Well-Being:

- Continuing the development and review of planned Pastoral Care Program in Tutor Periods with a focus on mental health, respectful relationships, inclusive and well-being.
- Continuing to use SIMON, for following up attendance and student behaviour and expanding recognition of student achievements and the Treacy Cup Inter-House Competition and the bluestone Shield.
- Continuing to set 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 part of what we do in educating our young people at the College.
- Ensure all staff have access to Professional Development in Restorative Practices.
- All staff new to Parade were engaged in professional learning around Restorative practices
- Continuing the professional learning of staff by providing input in the Staff Newsletter about the philosophy behind Restorative Practices, Child safety and best practice in well-being.
- Running the Student Well being Staff PD day with the keynote address coming from David Kobler from Your Choiceez focusing on issues facing our young men including inline exposure and concerns.
- Developing sessions at the staff Student Well being Professional Development day that address a wide range of topics for staff to choose from.

- Engaging the Man Cave to run sessions for students in Years 8, 9, 10 and 12 and gaining staff the opportunity to engage in each session develop skills in difficult conversations and social/emotional issues facing boys today.
- Dean of Child Safety delivered professional development to all staff around child safety in full staff meetings, Well-being team meetings and through the weekly staff newsletter. Issues covered were Duty of Care, Mandatory Reporting, Reportable Conduct Scheme, Information Sharing Scheme, Child Safety Standards.
- Full review of all child safety policies which was facilitated and directed by EREA to meet the requirements of the new Ministerial Order 1359.
- Ongoing provision of professional learning for teachers facilitated by Student Support Services to increase their capacity to support students with diverse learning needs. Including developing goals and reasonable adjustments (Subject specific); Support in Nationally Consistent Collection of Data (NCCD) compliance and changes; differentiation using multi-tiered systems of support (MTSS) and neuro-diversity.
- Provision of professional development for Learning Support Officers (LSOs) focussing on evidence-based practice for supporting student with diverse learning needs.
- Supporting individual ANCs, Altior (G&T) staff, EAL/NESB staff and LSOs to attend PD in areas of professional interest
- Adoption of top 20 principles from psychology for preK-12 creative, talented, and gifted students and training in twice exceptional (2e) learners with Altior staff.
- Supporting individual staff to develop goals, adjustments to teaching, curriculum and assessment provided by the Additional Needs Coordinators, Indigenous education Officer and Altior staff.
- Attendance of NCCD Coordinator at MACS NCCD briefings and collaboration with MACS NCCD Consultants.
- Attendance of Indigenous Education Officer at EREA and MACS briefings and cultural events.
- Support and monitoring the completion and application of the Disability Standards for Education e-learning modules and child safe standards by staff. Integrated in to CompliSpace.
- Integrating Learning Diversity's documentation and NCCD evidence processes into SiMON to allow teachers to use NCCD processes to strengthen teaching and learning for diverse learners and provide teachers with reliable evidence-based recommendations.

In the Counselling and Well-being Team Services offered to assist students:

- Review of the Counselling services and a revision of the role of the Team Leader.
- As a result of the review there was a change in the role of Team Leader of Counselling to Team Leader, Student Well-being Support. This develops a more wide-ranging support around the learner that incorporates some case management and direct leading of the counselling team.
- Regular and constant meetings with parents and students to assist in meeting the demands of returning onsite for the duration of the year and the rise in concerns around student mental health.

- Continuing to meet with and work with staff on issues related to managing issues in the classroom through targeted work in collaboration with staff in the classroom.
- Maintaining 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.
- The provision of regular, external, Professional Supervision.

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

- Continuing the development of the SIMON database program for student management to more accurately reflect each student's progress.
- Introduction of the second Dean of Student role with one Dean focusing on Years 7-9 and the other on Years 10-12.
- Moving all student records from hard copies to SIMON to allow for information to be stored in one area.
- Continuing and expanding the Academic Advisors role to help support and track student academic progress of students at all year levels as well as supporting student's well-being.
- The continued Student Well-being Team Meetings in each House/Campus, consisting of the two HLs/SWB Leaders, House/Campus Counsellor, an Additional Needs Co-Ordinator and House/Campus Academic Advisor.
- Fortnightly meetings held with Team Leader, Student Wellbeing Support.
- Fortnightly House Leaders/ SWB Leaders meetings.
- Advertising and appointing a new Social Emotional Learning Convenor to develop the Friday Pastoral Care program, to curriculum map social emotional learning throughout the schools and provide professional development opportunities and support to staff around social emotional learning in the classroom.
- Engaging Your Choicez to provide a workshop to Year 11 students around issues facing young men in society today. This included pornography, consent, social media and mentors/role models.
- Redeveloped the 2022 Year 7 Transition day with a focus on House activities.
- Continuing to revise and review the Family and Student Orientation processes for incoming Year 7 families and students prior to commencement and on commencement of enrolment and adjusting based on student and parent feedback.
- Providing a Year 7 2022 Solo transition morning Bundoora Campus.
- Continuing to review and develop the Failte Program and responding to the online learning through adjusting the program to develop skills in gratitude.
- Beginning to include the Respectful Relationships Program in the Parade Pastoral Care Program and curriculum map the program.
- Administering the ACER Social Emotional Survey which allowed for a snapshot of where how students were engaging in school, with each other and areas where more support or education was required. There is now two years worth of data that will be able to

show trends across years and year levels and identify areas for development in well-being and learning.

- Introduced a fifth house – Nolan House. This will bring the number down in other houses to allow for greater community and relationship building
- Nolan House will be Year 7-9 in the first year and build from there.
- Provision of Homework Club two afternoons per week.
- Support provided by Learning Support Officers every morning across the College's Learning Centres.
- A separate space provided to accommodate special exam arrangements that meet criteria for separate room, additional time, rest breaks etc. (Years 9-12).
- Applications forwarded to the VCAA for students requiring Special Provision and Special Examination Arrangements (Years 11 & 12).
- Personalised Learning Plans for students identified as requiring NCCD adjustments at or above supplementary levels of support developed by ANCs.
- Subject Specific Personalised Learning Plans for students identified as requiring NCCD adjustments at or above supplementary levels of support developed by teachers.
- Termly or semesterly Program Support Group meetings for students and their families receiving levels of support at or above the supplementary level which includes student voice and preferences.
- Provision of interpreters to enhance communication between school and home.
- Supporting diverse learners and their families with the transition from Primary to Secondary School; transition meetings with school and families, migrating existing NCCD status for term 1, Yr7.
- Deployment of Learning Support Officers to provide support to students who were struggling academically or motivationally (often related to post-lockdown rehabilitation).
- Interpreting allied health assessments, external reports and data to provide targeted assistance to students.
- Continued offering of The Lou Arthur Memorial Scholarship in recognition of high academic achievement, awarded to Year 8 students who will complete Years 9 & 10.
- Reviewing of the College's enrolment processes concerning details regarding diverse and minority group learners based on best practice approaches

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

- Regular meetings and collaboration with Teaching and Learning, and Well-being teams.
- Continued use of Grades 6 & 7 assessment data to identify diverse learners and to assist with identifying students suited to Intervention Programs.
- Identification of students for the Year 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 students individually, at least once per fortnight.
- Maintaining a list of Years 7–12 students from CALD, NESB and EAL backgrounds.

- Support and assistance provided to Students with Refugee or New Arrival Status.
- Implementation of Personalised Learning Plans in the form of in-class supports beyond quality differentiated teaching practice.
- Regular Program Support Group Meetings for students receiving Supplementary, Substantial and Extensive adjustments (NCCD).
- Provision of inclusive supports for students that turn down or miss out on spots in Intervention programs (via collaboration between ANC and Intervention coordinator).
- Supporting senior students (and their families) with transition from secondary school to further education, employment services, and / or other specialist services.
- Additional assistance and supervision provided by Learning Support Officers and ANCs on camps and excursions.
- Collaboration between the QuickSmart educators, Intervention Coordinators and Additional Needs Coordinators (ANCs) for discussion about students' learning needs and recommendations for the Literacy and Numeracy support programs.
- Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English.
- Ongoing discussions with Mainstream English teachers regarding students supported by Intervention English.
- Ongoing discussions with Intervention English teachers regarding student progress and welfare.
- Implementation Tier 2 and 3 evidence-based speech therapy conducted by an SPS pathologist for students eligible offered in small groups (T2) or 1:1 (T3) based of standardised assessment.
- 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 Convener of Gifted and Talented, and Director of Learning Diversity (SSS).
- Altior selection processes for Year 7 2022-3 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 2022-3 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.

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

- Employment of a new Indigenous Education Officer (0.8) with a focus on developing Cultural Safety.
- Development of a revised RAP framework.
- MACS funding offered to support Indigenous students to be used for external tutoring or school-based support programs.
- PSGs conducted with all Aboriginal and Torres Strait Islander students and/or families.

- Personalised Learning Pathways developed by Indigenous Education Offices for Each student expressing an interest in one (raised in PSG).
- Indigenous Torch awarded to the two "eldest" Indigenous students (one from each campus) - conferred at College Assembly.
- Acknowledgement of Country protocol used at College events, assemblies and celebrations.
- Information regarding traineeships, scholarships, and post school options 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 promoted.
- Involvement of students in external School to Work Program Officer and Leadership programs.
- NAIDOC week celebrations.
- Indigenous Education Officer provided information to parents for funding with Opening the Door foundation and CEM funding options for 2022-3.
- Immersion to Arnhem Land (during the Term 2 holidays) went ahead in 2022 and was a success.

In the provision of Specialist Services to students:

- Expanded use of Speech Pathologist from Speech Pathology for Schools across year levels.
- Psychologist employed at 0.2 FTE.
- Ongoing monitoring of students' results to identify at-risk students who may benefit from an assessment from the Psychological services and / or Speech Pathology.
- 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 speech, language and communication 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.
- YARC and other tier 2 assessment provided by Director and a trained LSO to identify students with comprehension and critical thinking difficulties for whom Intervention English is not a good fit.
- Continued membership of the I CAN network.

VALUE ADDED

- Introduction of the second Dean of Student role with one Dean focusing on Years 7-9 and the other on Years 10-12.
- Delivery of the re-developed Failte Program – Year 12s welcoming Year 7s and the redevelopment of that program.
- Longitudinal data from the social emotional well-being survey showing areas for development which the College is able to address.
- Introducing the fifth house – Nolan House – to given smaller house sizes, create community and allow for growth.
- Transition Coordinator appointed to look after the transition of all new students to the College and run proactive well-being programs to address the needs of Year 7 students in their transition as well as all new students to the College.
- Targeted transition programs run by the Transition Coordinator and members of the counselling team to address the specific needs of students.
- Transition Coordinator contacting students and families in all levels that are new to the school.
- Parent-Tutor Night in Term 1 – parents meeting with Tutor Teachers.
- Student-led House Committees and activities. Focus on developing house spirit through celebrations days, house masses, tutor activities and assemblies.
- 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.
- Continuing to provide House badges to Year 7 students at the beginning of the school year, presented by Year 12 students to signify their belonging to the House and College communities.
- Delivering the Man Cave Program to our Year 8, 9, 10 and 12 students to challenge their perceptions of what it means to be male and to be a good man in person at the end of the year.
- The Man Cave Program for Year 12 focused on life after school, exams and how to support each other through the upcoming changes that would be happening.
- Delivering the Your Choicez program to the Year 11s.
- Delivering parts of the respectful relationships program in the Tutor period lessons.
- Continued evaluation and improvement of the Altior Program, including use of Year 6 & 7 students' ACER Abstract Reasoning to aid decision-making and determine growth.
- Participation of Altior students in extracurricular activities including the Science Talent Search, Bell Shakespeare Festival.
- Continued revision of developmental rubrics and assessment tasks in Year 8 and 9 Intervention English and Altior.

- Opportunities for Indigenous students to regularly get together, celebrate culture and participation in external programs.
- School to Work programs for Year 11 and 12 Indigenous students.
- Year 12 VCE English Support class reported as of high value by students and parents / carers.
- Twice-weekly Homework Club and before-school support available year-round.
- The I CAN program has had a positive impact on Autistic students' empowerment in school.
- Parade's Personalised Learning Plans for students supported at Supplementary, Substantial and Extensive level across all categories of disability.
- Termly and semesterly Program Support Group Meetings for students with Personalised Learning Plans (PLPs)
- Revision of Speech Pathology to adopt a tiered approach (tiers 2 & 3 in 2022-23, tier 1 in 2024).

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 report that they feel connected through their houses. They feel connected with their tutor teachers and house Leaders and students from other years levels through the Tutor and house group. Being back onsite all of 2022 has allowed for more involvement in house committees, house masses, tutor masses, tutor activities and house celebration days. All of this has created a greater sense of family and connection for students.

Students in across both campuses and in all year levels have accessed the counselling services in larger numbers than previous years. The counselling team in conjunction with Transition coordinator has begun offering targeted group sessions which focus on issues that have been regularly occurring for students. This is designed to be proactive rather than reactive. Counsellors are also working with large numbers of students one to one in a more traditional setting.

The College responds to the needs of students with diverse learning needs and adjusts programs and staffing accordingly. Demand for Altior and Intervention programs exceed 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'. Those wishing to access student support via Intervention or Altior who do not meet criteria are offered increased in-class targeted support via PLP. The Altior and Intervention staff are subject experts capable of differentiating,

challenging, supporting, and stretching the students. Intervention English, Mathematics and QuickSmart programs enable students to access the curriculum across all subjects by improving student literacy.

Student participation in Tier 2 Intervention programs with the College's Speech Pathologist resulted in increased motivation and preparedness. Students demonstrated goal achievement and progress.

The number of Indigenous students at the College remained stable, and the students reported valuing the opportunities they had to celebrate culture and walk alongside their non-indigenous peers while they learned. Families of Aboriginal and Torres Strait students remarked on the variety of pathways open to their sons. Families whose sons had been involved with vocational subjects and apprenticeships were particularly complimentary with the support they received.

STUDENT ATTENDANCE

- Attendance is marked each lesson, each day.
- Students arriving late on any day are required to check in via iPad's at Student Reception.
- During remote learning late attendance was e-mailed through by parents to Student Reception tutor teacher, House Leader/Well-being Leader, subject teacher.
- Students who have to depart before the usual end of the school day have to check out via Student Reception and parents are encouraged to record this on PAM in the morning.
- 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/Well-being Leaders/Counsellors each day, based on individual subject teacher roll-marking. Follow up was managed by House Leaders/Well-being 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 non-attendance may emerge as an ongoing issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (e.g. CAMHS units, Headspace, 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.

- 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	83.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	87.8%
Y08	85.8%
Y09	84.5%
Y10	84.7%
Overall average attendance	85.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	53.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	21.0%
Deferred	5.0%
Employment	9.0%
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, well-being and protection of all children in our care.

Achievements

- Dean of Child Safety delivered professional development to all staff around child safety in full staff meetings, Well-being team meetings and through the weekly staff newsletter. Issues covered were Duty of Care, Mandatory Reporting, Reportable Conduct Scheme, Information Sharing Scheme, Child Safety Standards.
- Prepared for and participated in a Child Safety Audit.
- Adopted and implemented a new suite of Child Safety Policies directed by EREA. There were compliant with MO1359.
- Developed and distributed a student version of Parade College's child safety protocols and procedures and a family version of Parade College's Child Safety policies, protocols, and procedures.
- Continued to meet with the student child safety committee to allow for student's voice within child safety.
- Dean of Child Safety met with relevant Assistant Principal to discuss forward actions that will allow full implementation of New Child Safety Standards.
- Complete update of the risk register for 2022 based on risks set out by EREA under MO1359.
- All our staff are required to complete the DET and CompliSpace online modules regarding Child Safety and Duty of Care on an annual basis. Dean of Child Safety and Compliance Manager follows up and ensures all staff have met expectations.
- Provide staff with all relevant information regarding changes to the child safety standards through professional development, in meetings, through newsletters and in presentations.
- Dean of Child Safety maintained regular meetings with the Counselling team to provide information and an opportunity to ask clarification in areas such as the Information Sharing Scheme and Record keeping.
- Dean of Child Safety provided opportunity to discuss Child Safety matters to House Leasers during some Well-being meetings.
- Posters with important information such Reporting Process and List of Child Safety Officers were updated and distributed around the College.
- 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 our safe.
- Advising external bodies that come into contact with our students of the changes to child safety requirements and our expectations and requirements of them.

- Adapted existing school notification processes and practises to cater for remote learning to ensure that:
 - Staff were appropriately supported as they managed concerns for students and/or made notifications.
 - Child Safe Policies are revisited during all well-being, leadership, executive and full 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 DFFH and EREA.
 - Child Safe compliance is embedded in the College recruitment policies and procedures.
 - Attendance at DET, EREA and CEM professional learning on Child Safety, both in person and online.
 - Discussed the implementation eLearning into Complilearn to improve accessibility and reporting.

Leadership

Goals & Intended Outcomes

Goals:

Maintain and support staff well-being by promoting and modelling genuine collaboration by:

- Providing quality in-house and external professional development
- Evaluating processes for providing teaching staff with feedback about the quality of their professional practice
- Exploring opportunities for staff input into decision making
- Reviewing opportunities and outcomes for aspiring leaders
- Clarifying leadership structures including the structure and inclusion of roles with the Ministry Team

Intended Outcomes:

- Establish a Professional Learning Committee (PLC) that will coordinate professional learning across all staff groups to promote consistent practices in response to student well-being and contemporary pedagogical conventions
- Implementation of a Pedagogical Coaching pilot program to support and develop staff competency surrounding classroom management and lesson planning (with the view to expanding this program post 2022 / 23)
- Review the Professional Growth Plan (PGP) and Annual Review Meeting (ARM) processes with the view to
 - Encourage deeper staff reflection by bringing these processes into line with the Australian Professional Standards for Teachers
 - Identify and provide opportunities for aspiring leaders
- Liaise with Parade Consultative committee (PCC) and utilise a range of data collection tools to obtain staff feedback on future strategic planning
 - Provide regular feedback to the school community regarding the progression of College decisions / initiatives
- Develop and maintain relationships with community and external organisations to increase the capacity of staff.
- Support staff in developing their understanding of the expectations of working with Children and adults within a Catholic Secondary School
- Review, develop, update, and implement policies, protocols and procedures to ensure a safe school community

Achievements

Achievements:

- Continued staff involvement in the decision-making process via the PCC, Feedback to Leadership surveys in response to the Teaching Boys Focus work, etc. encouraging staff input / voice
- Restructuring of staff professional learning via the introduction of the Professional Learning Committee to oversee Professional Learning Workshops, Staff Professional Learning Days and access to external professional learning, to develop consistent practices across all staff groups
- Continued roll-out of online training modules targeted at enhancing staff understanding of their obligations to ensure child safety, and to develop and maintain appropriate relationships with students, colleagues, and member of the College community
- Implementation of the Pedagogical Coaching Program with strong staff participation achieved in the pilot stage
- Sustained staff appraisal / review program post the COVID period that continued to foster professional growth, strong peer observation, feedback, and mentoring support to develop structured goal setting plans
- Formalised, regular monitoring and reporting of potential risk areas within the College
- Implementation of student leadership groups (House Committee, Prefect Group, Student Child Safety Committee, various advocacy groups) to promote and empower student voice
- Provision of a vast range of Information & Communications Technology professional development workshops to support staff in delivering challenging and engaging learning opportunities for students
- Continued development the Nash and Caroline Chisolm Learning Centre programs and resources to support teachers with lesson planning and providing direct learning opportunities within each centre
- Continued development of the College's Registered Training Organisation to safeguard and provide alternative / relevant student pathways
- Sustained focus on the maintenance and development of the College's facilities and grounds, including:
 1. The Waterford Park development
 2. Refurbishment of Collins Oval
 3. Commissioning of Indigenous artwork – Budjji Djinang
- A continued strong focus on providing opportunities for staff to collaborate and meet in teams regularly
- The continued growth and development of the Professional Standards Support Team to assist all staff in attaining their professional goals by engaging in Growth Coaching training
- Continued support of VCE staff writing VCE examinations and marking VCE examination papers.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

With the easing of COVID-19 restrictions, participation in external Professional Learning increased slightly in 2022. The Professional Standards and Support Team (PSST) and Professional Learning Community Workshops continued strongly, with the focus coming away from a remote learning focus and allowing other contemporary pedagogical practices to be explored.

Number of teachers who participated in PL in 2022	147
Average expenditure per teacher for PL	\$361

TEACHER SATISFACTION

- With COVID-19 restrictions progressively lifted during 2022, staff continued to access online and face to face Professional Development opportunities both within the College and externally
- Staff were again able to present and participate in face to face collaborative peer workshops, and targeted Professional Learning Days for Student Well-being, Teaching and Learning, Faith and Formation and Staff Well-being were held to allow for whole staff participation and growth and development.
- Many College events were held again allowing both staff and students to interact on a different level outside the classroom, these included:
 - Social Justice initiatives including Brekky Van, St Albans Tutoring, Solidarity Walk
 - Whole school assemblies
 - Yr. 11 Leadership Camps / Yr. 9 Development Week
 - Work Experience programs
- Staff resumed scheduling excursions allowing broader learning experiences and deeper understanding for students in direct correlation to curriculum, which ultimately assisted to improve student outcomes
- The College continued to schedule online Student Parent Interviews which provided greater flexibility for families and staff

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	83.1%

TEACHER QUALIFICATIONS	
Doctorate	0.5%
Masters	20.9%
Graduate	32.6%
Graduate Certificate	3.7%
Bachelor Degree	64.7%
Advanced Diploma	13.4%
No Qualifications Listed	28.3%

STAFF COMPOSITION	
Principal Class (Headcount)	8.0
Teaching Staff (Headcount)	208.0
Teaching Staff (FTE)	187.9
Non-Teaching Staff (Headcount)	102.0
Non-Teaching Staff (FTE)	85.2
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

Goals

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

Intended Outcomes

That family, school and parish connections be strengthened.

That student contentedness with their local communities is strengthened.

To strengthen Parade College's profile as a vibrant, strategic community

Achievements

- Year 7 Father/Son games night in Term 1 was well attended and provided an opportunity for families new to the College to network and develop a sense of connection to the College and each other
- Year 7-9 Mother/Son evening, comprising a supper and guest speaker focusing on resilience, determination and overcoming adversity
- 'Pay It Forward Day' in which all staff visited community organisations and volunteered their time with activities such as gardening, preparing food or sorting donations
- Implementation of the College's new Development Office structure. This links College enrolments, Marketing & Communication strategies and Alumni events to further build our brand within the wider community.
- 'Past, Present, Parade' - a film celebrating Parade College's sesquicentenary was shown to members of the College Community at Village Cinemas, Plenty Valley
- Student achievements highlighted via Social Media and the College Newsletter
- Gallery of photos featured on the website, enabling community members to celebrate achievements
- Further communication with parents and carers, via the Parent Access Module on SIMON.
- 'Parents of Parade' (POP) Committee meetings run on Teams more often to increase parent engagement, communication and involvement in College events.
- Parent education opportunities within the area of Student Wellbeing regularly offered to the community via our media publications.
- Continued links with Primary Schools in terms of primary school visits, transition program, primary school events held at both Parade College campuses, and the involvement of our Sports Academy students in primary school sporting activities/days. Parade facilities utilised for Primary School sporting carnivals and for Professional Learning Days for staff in Primary Feeder schools

- The Sports Academy continues to grow and offers specialist academic programs with links to External sporting bodies such as La Trobe University, Northern Knights, Melbourne City Soccer Club, and Diamond Valley Basketball.
- Development of a partnership with Melbourne United Basketball club
- Our facilities continue to be utilised by local community - cultural groups such as Diamond Valley Basketball Association, Stage school's theatre, Seido Karate, local sporting groups and other primary and secondary schools during and outside of normal College operation times.
- Upgrade of the Waterford Garden Project and space to enhance the connection of many sustainability initiatives with our students inside and out of the classroom. E.g. Yr 9 ExCEL Program curriculum
- Stronger partnership with La Trobe University and its pre-service teacher program.
- Growth in the delivery of the ManCave Program to focus on student wellbeing.
- The continued growth in partnership between the Old Paradians' Association and the College.
- Year 9 Development Week introduced, allowing Year 9 students opportunities to develop a range of life-skills within the urban environment, including inner-city kayaking and surfing at Tullamarine
- High-Visibility Yard Duty vests introduced to strengthen Child-Safe practices and make staff more visible within the school environment and at particular College events
- Solidarity Week included a range of whole-school activities, culminating in all staff and students participating in the Solidarity Action Walk, in support of Nzara Hospital, South Sudan
- Increased use of video streaming to facilitate cross-campus gatherings and staff meetings

VALUE ADDED

- Parade College and Old Paradians' Association partnership strengthened through the further development of the Parade College Development Office.
- Further highlighting of student achievements in written and graphic form in the Newsletter, on the Website, and via Social Media
- Continuing improved communication with parents through the Parent Access Module on SIMON.
- Increased participation and feedback from the Parents Committee, 'Parents of Parade' (POP).
- Year 7-9: A range of student and parent gatherings to grow the connection with the College, including Father/Son games, and a Mother/Son supper and guest speaker

- Continued links with Primary Schools in terms of primary school visits, transition program, Peace and Justice Days and the Enrichment Program. A number of feeder Primary Schools utilised Parade College's facilities for Professional Learning Days
- Gym facilities across both campuses continue to offer a connection to many of our external partners and local community groups.
- 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 and cultural groups, including La Trobe University, and our primary school and sporting partners.
- Further development of Waterford Garden Project and expanding agriculture facilities.
- Continued emphasis on the wellbeing of our students, especially given the impact of COVID-19. Increased use of the ManCave program to focus on student wellbeing and relationships.
- Year 9 Development Program introduced to foster resilience and determination in the Year 9 cohort
- Cultural Immersions to Arnhem Land and Lake Mungo
- Solidarity Action Week culminating in all staff and students participating in the Solidarity Action Walk
- Camps at Years 7, 8 and 11 (Year 12 Commencement), as well as a number of overnight activities for Outdoor Education
- A range of activities and parent information evenings in the first year of the Manchester City School Football program
- Producing and premiering the film 'Past, Present: Parade' at Village Cinema Plenty Valley

PARENT SATISFACTION

- MACSSIS Data was positive, and above the MACS average in a range of areas including 'School Fit', 'School Climate', 'Student Safety' and 'Communication'
- High response rates and positive feedback to other surveys, including feedback surveys following the Year 9 Development Week and Year 12 Valete (Graduation)
- High attendance at parent events, including Father/Son Games and Mother/Son Forum
- Continued growth of the Parents of Parade and strong attendance at physical and online meetings.