



Parade College,

LEARNING AREAS

HANDBOOK - 2026

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How to use this Course Guide

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THE ARTS (VISUAL & PERFORMING ARTS)

Visual Arts: Creative, Active and Inspired

The Visual Arts provide students with an exciting range of courses that enable them to develop their creativity, imagination and inspiration. A wide variety of visual forms such as 2 dimensional and 3 dimensional mediums, digital media and digital imaging are offered. These can be explored in Art, Visual Communication Design and Media.

Student Use of Traditional and New Technologies in the Arts

The Visual Arts Faculty is very enthusiastic about our use of technology and we have an excellent range of computer programs such as the Adobe Creative Suite (Photoshop, InDesign, Illustrator, Premiere Pro, After Effects, etc), and Acid Pro to enable students to digitally create and manipulate 2 and 3 dimensional art works and moving and still images as well as aural constructions.

Art & Art: Creative practice

Students can draw, paint, and print in an exciting studio environment. The sculpture component of our courses provide students with hands on experiences with the major sculpture methods such as modelling with clay, wire manipulation, casting with plaster, construction and assemblage. Digital photography and digital image manipulation is also incorporated into the Visual Art courses whilst traditional methods for creating art lay at the forefront of the studio arts pedagogy.

Visual Communication Design

Visual Communication provides students with a firm grounding in conventional elements in design and enables them to familiarise themselves with computerised technologies. Students work on building knowledge within the three fields of the subject, communication, industrial and environmental design.

The final drawings are based on technical drawing standards such as floor plans, elevations, two point perspective, isometric and planometric methods. The elements and principles of design are used to encourage final works which can be completed using both manual or digital methods. The subject also allows students to understand what is being communicated to them, working to develop their knowledge on how good design can gain and maintain their attention using clever design techniques.

Media

Media at Parade College provides the opportunity for students to engage critically with the media we are surrounded by. As a society we are increasingly bombarded with messages through television, the internet, advertising, film, music, radio, and games and it is the purpose of Media to allow an avenue for discussion and analysis of how and why these messages are constructed. Students also use these skills to create their own media in the form of film, print, photography and many other mediums.

Drama in the Arts

At Parade College in Drama we strive to:

- Develop an understanding and love of Performance.
- Develop the ability to decode Media and arts based work.
- Lay the foundations of training for individuals to work as professional actors, technicians, directors, designers and associated disciplines.
- Play a role in the shaping of our culture through continuing and development in the theory and practice of theatre.
- Build confidence and self-esteem within our students through fostering a safe and supportive classroom environment.

The Dramatic Arts at Parade College takes the standpoint that drama is about people and understanding. Through a varied and comprehensive approach to the discipline, Dramatic Art at Parade College is host to an intensive and rigorous curriculum, producing actors, theatre technicians and arts industry leaders.

Our students develop the capacity to work creatively and collaboratively, in both traditional and modern performance contexts, researching and developing the theory and practice of theatre. The course is designed to develop a wide range of skills as students' progress through year 7 & 8 and have the ability to accelerate at Year 10 into Theatre Studies - Units 1 & 2. At a VCE level students may opt to undertake VCE Theatre Studies.

Within our range of Dramatic Arts and Theatre Studies subjects, there is always an analytical research component in conjunction with a performance focus. Students must be prepared to learn both the theoretical and skill-based framework of their studies.

Our students develop key analytical and problem-solving skills from their performance and evaluative work in Dramatic Art.

Because of the highly personal nature of the subject many Drama students go on to work in professions such as Medicine, Business, Teaching, Law, Sport, Television and Film, Stage acting, Musicians, Modelling, Therapy and Youth Work. More and more the companies that drive us into the new millennia want their managers to be drama trained – the skills developed in and out of the Drama classroom are essential life skills.

Music in the Arts

There is a dedicated Music and Performing Arts Department building with four large, well equipped classrooms, 6 instrumental teaching rooms and the state-of-the-art Rivergum Theatre (with Kawai grand piano). These are complemented by a recording studio, a music IT computer lab with the latest music software and equipment to assist learning across all year levels. Our music students have every opportunity to experience the joy of making music in all its forms.

In Year 7 Music, every Parade student experiences Music from three essential points of view: the Performer, the Composer and the Listener. Studies of essential *Music concepts, Music Theory and Aural Skills* support the development of *Practical Skills* in the semester long compulsory subject where students learn about the voice as an instrument and develop keyboard skills through the practical application on learning on the Glockenspiel. The Year 7 Music Elective rotation sees students learn an instrument of either the Brass or Woodwind families and develop their learning in a band class setting. In both Music Performance and Music Elective, the latest in music composition software, enables students to develop their creative instincts through a *Music Technology Composition* projects and tasks. A broad familiarity and engagement with the extraordinary variety of Music from past and present is encouraged with regular *Listening* sessions. Year 7 Music equips every student with the essential experiences and knowledge to begin a personal exploration of Music, both in and out of the classroom and students are encouraged to enrol in Instrumental Music Lessons or the Instrumental Music Class Band Program.

In Year 7, Music Performance is a compulsory, semester long subject and Year 7 Music is an elective rotation choice.

Music in the Arts

From Year 8, Music becomes an elective subject in which students focus on an instrument of their choice. This course builds on the fundamental concepts of instrumental performance and ensemble skills. Students develop music analysis skills to complement and deepen their understanding and complete a folio of listening responses and short compositions.

In Years 8 & 9, Music Performance is a semester long subject that leads to Year 10 electives and the successful completion of VCE Music. In Year 9 there are two Music subject options: the Music Performance (Rock focus), the instrument-based subject that leads to the VCE Music stream; and the technical subject called Electronic Music Production (EMP). EMP leads to the nationally accredited VET Certificate III course in VCE Music Industry in Sound Production.

Electronic Music Production

Students will use the latest music technology equipment and software to create and manipulate music via electronic means, for purposes such as film, TV and Computer Game soundtrack and EDM (Electronic Dance Music) creation. Students will develop their creative listening skills regarding the elements of music (including awareness of a range of electronic music genres) and learn how to solve compositional problems of beginning, continuation and completion. It is aimed at students who wish to pursue a pathway to VCE VET Music Industry (Sound Production) in later years. *Please note that it is not necessary to be able to play an instrument to successfully complete this subject.

Rock Music Performance (Year 9)

In Year 9 Music Performance, students begin the developing phase level in all aspects of Music study, with a focus on Rock music performance and styles. Studies of essential music concepts, theory and aural Skills support the development of practical skills on an instrument of the student's own choice. The reading of notation is critical. Music composition software enables students to develop their creative instincts through a composition and arranging project.

A deeper understanding of comparative ensemble performance is encouraged with regular aural comprehension sessions. Year 9 Rock Music equips every student with the essential experiences and knowledge to develop their skills in and knowledge of Music, with a well-structured pathway to the Year 10 & VCE Music streams.

VCE VET Music Industry (Sound Production) subjects are also offered to both Parade students and students from outside Parade College. Subjects offered at Year 11 and 12 are accredited units towards the Certificate III in Music Industry (Sound Production).

Co-curricular Arts

Instrumental Music Program

The Parade College Music Department has a longstanding history of providing students with a large variety of musical experiences, both in an out of the school setting, and continues to promote the College within the wider community through its involvement in local and wider community events throughout the year.

Instrumental Music studies are a core part of Parade's strong focus on co-curricular activities.

Students may take Instrumental Music lessons at an additional cost with specialist instrumental teachers on Voice, Flute, Clarinet, Saxophone, Trumpet, Trombone, Piano, Guitar, Bass Guitar, Double Bass and Drums. Music Theory lessons are also available. Parade college also offers an Instrumental Class Band Program for Year 7 and 8 students to learn a classroom band instrument at a discounted rate. These lessons take place during class lesson time on a rotating timetable, to avoid students repeatedly missing the same classes. Lessons are available in 25 or 50 minute lengths. Music lockers are available for students to store their instruments safely.

Each student in the Instrumental Music Program will be allocated to an Ensemble. Participation in at least one ensemble is mandatory for instrumental music students and a condition of their enrolment in the Instrumental Music Program.

Students who are not enrolled in Instrumental Music Lessons are encouraged to participate in the Ensemble Bands offered. These ensembles include the multiple award-winning Big Band, Concert Band Preston Ensembles, Senior Rock Band, Honours Band, Guitar Ensembles, Vocal Ensemble, Drumline, Piano Ensemble, and Saxophone Ensemble.

Concerts are held regularly throughout the year, with highlights being the Big Band's annual tour to the Mt. Gambier Jazz Festival and participation in the Victorian Schools Music Festival. The Carols Under the Cross concert each December has been a beloved Christmas event at Parade for many years. Numerous other excursions and intra-school events occur on a regular basis, with Parade music students much in demand to perform for school liturgies and assemblies. Students participate in the ACC Music Workshops and the biannual ACC Accent on Music Concert held in Hamer Hall. Students are encouraged to undertake AMEB and Trinity Music Examinations.

The music staff brings a wealth of experience both as music educators and practitioners in the music industry as performers, composers and sound technicians to their roles as mentors to young musicians at Parade College.

Students who learn a musical instrument develop self-confidence, responsibility, teamwork, self-esteem, and above all, an enjoyment of lifelong musical appreciation.

Musical Theatre

Parade has a proud history in supporting the arts and musical theatre, and the annual College musical and drama productions are two integral parts of the College calendar each year. Hosted in Parade's own state of the art Rivergum Theatre, the productions foster a positive and collaborative environment for students of all year levels. Primarily student-driven, we encourage students to be as involved in the production process as possible from performing on-stage as part of the cast to working behind-the-scenes in numerous backstage roles such as stage managing, stagehands, lighting, projection, audio, costume, hair and make-up, props and ushering.

Both the annual musical and drama production are performed in conjunction with a local Catholic girls' school and are a core component of Parade's co-educational offerings.

Parade's productions are held in high esteem and many of our past productions and performers have been nominated for Music Theatre Guild Awards.

Past musical productions include Oliver (1996), Godspell (1997), Barnum (1998), The Pirates of Penzance (1999), Pippin (2000), Big (2001), Jesus Christ Superstar (2002), Les Misérables (2003), Guys and Dolls (2004), Chess (2005), Grease (2006), Fiddler on the Roof (2007).

The inaugural production in the new Rivergum Theatre was West Side Story (2008). Many past productions and performers have been nominated for Music Theatre Guild Awards. More recently, productions of Oklahoma (2010), The Wizard of Oz (2011), Jekyll and Hyde (2012), Aida (2013), Hairspray (2014), All Shook Up (2015) and How To Succeed in Business (2016) and Catch Me If you Can (2017), Hello Dolly (2018) and The Addams Family (2019), and School of Rock (2023) have been presented by the College, the last seven in collaboration with Mercy College, Coburg. Students from all year levels are encouraged to participate either as performers or backstage crew.

The Drama Production has become an integral part of the Dramatic Arts at Parade College over the years. Students build a production from a playscript with direction from leading Drama teachers within the College and in collaboration with a local Catholic girls' College. The Drama production offers students the opportunity to be involved in acting and also Backstage Theatre such as being a part of the crew, student directing, stage managing or controlling the lighting and sound desks. We pride ourselves on having 'student run shows', allowing them to gain knowledge and skills in all areas of the theatre.

Past drama productions have included: 'Black Comedy' (1998), 'Two Weeks With the Queen'(1999), 'Cosi'(2000), 'Huckleberry Finn' (2002), 'A Midsummer Night's Dream'(2003), 'The Breakfast Club'/'A Clockwork Orange ' (2005), 'Macbeth (.com)' (2006), 'Cosi' (2007), 'The Outsider's' (2011) and 'The Matchmaker' (2012), The Great Gatsby (2013), The Crucible (2014), Peter Pan (2015), The Importance of Being Earnest (2016), The Servant of Two Masters (2017), The 39 Steps (2018) and A Midsummer Night's Dream (2019).

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts and Drama	7 Art and Visual Communication	8 Media	9 Media	10 Media	Media Unit 1-2	Media Unit 3-4
		8 Art and Visual Communication	9 Art	10 Art Creative Practice	Art Creative Practice Unit 1-2	Art Creative Practice Unit 3-4
			9 Visual Communication & Design	10 Visual Communication Design	Visual Communication Design Unit 1-2	Visual Communication Design Unit 3-4
	7 Music	8 Music Performance	9 Electronic Music Production	10 Music Performance	Music Unit 1-2	Music Repertoire Performance Unit 3-4
	7 Music Performance		9 Rock Performance	Music Industry (Sound Production)		
	7 Drama	8 Drama	9 Theatre Studies	10 Theatre Studies	Theatre Studies Unit 1-2	Theatre Studies Unit 3-4

COMMERCE

The Commerce Learning Area at Parade College responds to the needs of students. The Learning Area seeks to develop consumer and financial literacy skills, enterprising capabilities and the importance of active citizenship. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

Students are introduced into commercial principles at Year 8 level and following this can elect to complete financial studies at Year 9. These electives include Dollars and Sense, which is concerned with managing personal finances and E-Commerce and Work Futures where students explore the impact of technology on business and jobs of the future. The nature of the legal framework surrounding commercial activity is studied in the Law in Operation.

A subject called Careers is a compulsory subject for all Year 10 students. The subject coincides with the boys Work Experience Placements. The aim of this unit is to prepare the boys for the workforce and provide them with the necessary skills to be responsible and reliable employees. In the elective studies, students have an opportunity to study contemporary courses that prepare them for VCE commerce subjects.

The teachers in the Commerce Learning Area pride themselves on the diverse skills and attributes that each teacher brings to the classes they deliver. Teaching staff in this department include teachers who are undertaking further study, marking examinations for the Victorian Curriculum and Assessment Authority or co-authoring textbooks. There are also teachers who came to the college after time working in business.

We hope that your sons will acquire a range of diverse skills and be active participants of the Business World by studying one of the many Commerce subjects we have on offer at Parade College.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year12
Commerce & Humanities	7 Humanities	8 Humanities	9 Geography	10 Geography	Geography Unit 1-2	Geography Unit 3-4
			9 History	10 Modern History Inquiry	Modern History Unit 1-2	History Revolutions Unit 3-4
				10 US History		
				10 History	Sociology Unit 1-2	Sociology Unit 3-4
			9 Money Matters	10 Accounting for Managers	Accounting Unit 1-2	Accounting Unit 3-4
				10 Small Business	Business Management Unit 1-2	Business Management Unit 3-4
				10 Australia and Global Economics	Economics Unit 1-2	Economics Unit 3-4
			9 Law in Operation	10 Law and Politics	Politics Unit 1-2	Politics Unit 3-4

ENGLISH

The study of English at Parade College aims to ensure that all our students are actively involved in listening to, reading, and viewing texts. Students speak and write about texts, creating and reflecting on their ideas and values.

Students are encouraged to explore and engage with a range of literature and media texts so that they can explore complex ideas and think critically about the world.

Our aim is to give our students knowledge about how language functions, how it can reflect and shape social attitudes and assist them in achieving a better understanding of themselves, their culture and their world. The English Faculty is committed to assisting the keen student through a high-quality Literature course at Year 10 and the offer of an exciting elective aimed at keen writers. This elective offers the diligent student the opportunity to craft various texts and hone their written expression. These courses will suit the student who intends to excel in the literary field before undertaking his VCE.

At VCE, students must choose at least one of the English offerings. Student who enjoy reading and studying texts may select *both* English and Literature. The former is intended to meet the needs of students with a wide range of expectations and aspirations; the latter is a more intensive study on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

Special Units in Literacy are also offered to students undertaking VCE (VM) at Year 11 or Year 12.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English (without Electives)	7 Altior English	8 Altior English	9 Altior English	10 Literature	Literature Unit 1-2	Literature Unit 3-4
	7 English	8 English	9 English			
	7 Foundation English*	8 Foundation English*	9 Foundation English*	10 English	English Unit 1-2	English Unit 3-4
English Electives				10 Writer's Workshop		

HEALTH & PHYSICAL EDUCATION

As a Learning Area, Health & Physical Education aims to educate and develop students' knowledge and skills in a broad range of areas, these include:

- Fitness Development
- Skill Acquisition & Tactical Awareness
- Rules & Strategies of Sport
- Health Awareness & Promotion
- Elite Performance and Development
- Body Systems
- Outdoor Recreation

The skills and knowledge taught across the Learning Area are fundamental to a healthy and active lifestyle both during and after Parade life. We believe these attributes to be more important now than ever before as our society faces problems linked with inactivity and poor nutritional habits.

The broad range of studies we offer gives students an excellent opportunity to undertake an exciting combination of subjects in preparation for university and TAFE tertiary courses. Some of the tertiary courses available include Human Movement, Physiotherapy, Nursing, Medicine, Myotherapy, Physical Education, Health Sciences, Podiatry, Osteopathy, Personal Training, Sports Coaching, Recreation and many more.

Entry into many of the aforementioned courses is based on interviews and experience within the field and as a result we recommend that students undertake one or more studies from this Learning Area.

The following Units are offered in Health and PE in Years 7-12.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health & Physical Education	7 Health and Physical Education	8 Physical Education	9 Health and Physical Education	10 Physical Education	Physical Education Unit 1-2	Physical Education Unit 3-4
				10 Exercise Prescription and Design		
		8 High Performance		10 High Performance ACC Sport	Outdoor and Environmental Studies Unit 1-2	Outdoor and Environmental Studies Unit 3-4
					10 Health	Health and Human Development Unit 1-2
	7 Manchester City	8 Manchester City	9 Manchester City	10 Manchester City		

HUMANITIES

Sometimes choice can be a problem, when there are so many options. Parents and students are best to keep in mind that students will always be happiest when studying an elective they find interesting rather than one they think they must choose for other reasons. Someone completing Year 7 or Year 8 should not select electives because of a later career choice. There is plenty of time for them to specialise in one area even if they believe they will later make a career in that subject. Students need a broad, general education to prepare them for life. Many will never study art, history, geography and politics once they leave school yet these subjects and others are important for their later lives.

All students in Year 7 – 10 will complete a Humanities subject (History and Geography). Year 7 & 8 Humanities are year-long courses, while the Year 9 & 10 Humanities subjects last one semester each.

Students completing Year 9 might have a better idea of what subject areas they handle well. Year 9 & 10 students who are interested in aspects of Geography such as climate change, tourism, fieldwork and technology for data collection may choose Geography as a pathway to VCE Geography. There are two History electives for students to choose at Year 10 (United States History: Civil Rights & Civil War or Modern History Inquiry). In all, the Year 9 & 10 Humanities provide an ideal preparation for VCE Geography and History pathways.

Students who find that they enjoy both the History and Commerce subjects may find VCE Australian & Global Politics an interesting cross-over subject.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Commerce & Humanities	7 Humanities	8 Humanities	9 Geography	10 Geography	Geography Unit 1-2	Geography Unit 3-4
			9 History	10 Modern History Inquiry	Modern History Unit 1-2	History Revolutions Unit 3-4
				10 US History		
				10 History	Sociology Unit 1-2	Sociology Unit 3-4
			9 Money Matters	10 Accounting for Managers	Accounting Unit 1-2	Accounting Unit 3-4
				10 Small Business	Business Management Unit 1-2	Business Management Unit 3-4
				10 Australia and Global Economics	Economics Unit 1-2	Economics Unit 3-4
			9 Law in Operation	10 Law and Politics	Politics Unit 1-2	Politics Unit 3-4
					Legal Studies Unit 1-2	Legal Studies Unit 3-4

INFORMATION TECHNOLOGY

The rapid developments in information technology are having a major influence on virtually all aspects of society. Not only does information technology have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation and in personal relationships. It is important that students learn skills to use information and communications technology and to learn of its power, scope and limitations. Students need to become innovative in perceiving possible uses of digital technology, and to orient themselves towards the future, with an awareness of the implications of the possible uses.

Information Technology courses will equip students with the skills to be able to make use of digital technologies and make informed choices, at a personal level and within the workplace, on the future developments and directions in this exciting and challenging field.

The overall focus of our courses is on:

- the processing and management of information to meet a range of purposes;
- the acquisition and application of knowledge and skills in using digital technologies;
- responding to technological change through programming digital devices including robotics;
- acquiring and applying knowledge of the characteristics of information and its management;
- developing a critical perspective in the use of digital technologies
- acquiring and applying skills, techniques and strategies to creatively and methodically solve problems requiring software solutions and/or system change.
- digital technologies used to process data into information;

The students will learn to use a variety of industry-standard software and hardware to produce solutions to 'real world' problems encountered by individuals and organisations.

Students will undertake a number of tasks/projects in each semester. Projects will involve problem solving challenges. Projects will be done individually and or collaboratively where students will be given the opportunity to show their ability to work in teams.

The subjects on offer in the Information Technology Learning Area are:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Information Technology	7 IT Digital Skills	8 Game Development	9 Tech Futures Lab	10 Multimedia	Applied Computing Unit 1-2	Software Development Unit 3-4
	7 DigiSTEM			10 Software Development		

NB. All offerings in Information & Communications Technology are subject to the availability of specialist teaching staff

LANGUAGES

Studying a second language offers students greater career choice and helps develop a deeper understanding of their own and other cultures. Learning a language also contributes to the cognitive development as well as the promotion of intercultural awareness.

Students who study a second language enhance their thinking and reflection skills. They do this by understanding how a language operates as a system and through comparison with other language, and how other languages are structured and function for example, English. Students develop their communication skills and are provided with the tools, through comparison and reflection, to understand language, culture and humanity.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Languages	7 Italian	8 Italian	9 Italian	10 Italian	Italian Unit 1-2	Italian Unit 3-4
	7 French	8 French	9 French	10 French	French Unit 1-2	French Unit 3-4
	7 Japanese	8 Japanese	9 Japanese	10 Japanese	Japanese Unit 1-2	Japanese Unit 3-4

MATHEMATICS

The study of Mathematics at Parade College aims to develop the critical-thinking, problem-solving and general Mathematical skills of all students. There is a wide range of subject options that cater for a range of Mathematical interests and abilities.

Year 7-10 Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematics at a VCE level is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Mathematics or Altior Mathematics is a core subject for all students in Years 7, 8 and 9.

From Year 10 onwards, students at Parade College have the opportunity to branch off to a range of VCE subjects at a Year 11 and 12 level.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	7 Foundation Mathematics	8 Foundation Mathematics	9 Foundation Mathematics	10 Mathematics Foundation	Foundation Mathematics Unit 1-2	Foundation Mathematics Unit 3-4
	7 Mathematics	8 Mathematics	9 Mathematics	10 Mathematics General	General Mathematics Unit 1-2	General Mathematics Unit 3-4
				10 Mathematics Methods	Mathematical Methods Unit 1-2	Mathematical Methods Unit 3-4
	7 Altior Mathematics	8 Altior Mathematics	9 Altior Mathematics	10 Mathematics Methods Enhanced	Mathematical Methods Enhanced Unit 1 - 2	Mathematical Methods Unit 3-4
					Specialist Mathematics Unit 1-2	Specialist Mathematics Unit 3-4

RELIGIOUS EDUCATION

The Religious Education course at Parade College has been developed within the Religious Education Framework of Catholic Education Melbourne (CEM). The course is based upon standards and units from this framework and its delivery is supported by the 'To Know, Worship and Love' textbooks from the Archdiocese of Melbourne. Assessments are designed to suit the learning needs and requirements of our students at Parade College as we invite a cognitive, affective and spiritual response within each unit of study.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	7 Religious Education	8 Religious Education	9 Religious Education	Religion & Society Unit 1-2	Religion & Society Unit 3-4	
				Text and Traditions Unit 1-2	Touchstones (unscored)	Tenete (unscored)
					Text and Traditions Unit 3-4	

Year 7-9 Units

The five content areas in Religious Education for Years 7-9 cover the following areas of study:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Sacrament, Prayer and Liturgy
- Morality and Justice

These elements of Religious Education aim to assist students towards:

- Making sense of and finding meaning in everyday life experiences;
- Gaining access to and understanding the Scriptures, the traditions of the Catholic community: its stories, its experiences and its teachings;
- Celebrating with others the mystery and life of the Risen Christ;
- Responding to the activity of God in their lives and in the whole of creation;
- Empowerment to create a just world.

The students complete 4-5 units of work per year on specific topics which allows their knowledge to grow in the above areas of learning over those 4 years of study.

Year 10 VCE Unit 1 & 2

In Year 10, students are introduced to a VCE Religion subject. Students will have a choice between VCE Religion & Society Units 1 & 2 or VCE Texts & Traditions Units 1 & 2.

VCE Religion & Society Units 1 & 2

Unit 1 explores the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. The unit also analyses religion in Australia, past and present, and the influences on Australian religious composition, in particular from migration and secularisation.

In Unit 2 of this study, students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist, exploring how one chooses between 'right' and 'wrong', 'good' and 'bad', and

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what the variety of influences are on our ethical decision making and moral judgements. Students examine religious ethical perspectives and other influences on moral judgments of religious traditions in societies. This unit offers students the opportunity to explore various ethical issues that our society faces today.

VCE Texts & Traditions Units 1 & 2

Unit 1 examines the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Unit 2 explores texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general.

Year 11 Religious Education

In Year 11, students participate in the Touchstones Program. This program explores the authentic expression of the Edmund Rice charism, through the EREA touchstones of liberating education, gospel spirituality, inclusive community, justice and solidarity. This program incorporates elements of personal spirituality, community action and Catholic Social Teaching. Students will complete either Unit 2 Religion and Society or Unit 2 Texts and Traditions as part of this program.

Year 12 Religious Education

In Year 12, students are not required to choose a specific study for VCE. However, all students participate in the Tenete program which is based on personal spirituality and well- roundedness, bringing faith and belief into your day to day lives as one grows and develops. For VCE there is the choice of one of the two following courses:

Units 3 & 4 Religion and Society

These Units of study are titled 'The Search for Meaning' and 'Religion, Challenge and Change' respectively. These units explore the mystery and meaning of the beliefs of the Catholic Tradition, the expression of beliefs through other aspects of religion, and the impact a significant life experience can have on one's faith, and vice versa. Challenges to the Catholic Tradition and the Tradition's response are explored in Unit 4. Students require good research and writing skills to experience success in this course.

Units 3 & 4 Texts and Traditions

Units 3 and 4 are titled 'Texts and the Early Tradition' and 'Texts and their Teachings' respectively. The writings are explored in the context of the society in which they were written; students examine texts relating to the origin and early development of the Catholic Tradition. It is an exegetical study of the selected texts from the Gospel attributed to Luke's community. Students require good deductive skills that are similar to those required for success in a history study. Equally, capacity to write interpretive essays would be an advantage.

SCIENCE

The Parade College Science Faculty aims to inspire and engage students. We help all to develop curiosity and a spirit of inquiry, to be open-minded and value objectivity. Our students are encouraged to adopt critical viewpoints, to recognise the limitations of science and to respect and care for the environment.

Why study Science?

- The study of Science helps to develop scientifically and technologically literate citizens able to make informed decisions.
- Students who study science will be able to see connections and be aware of the impact of science on our development, society, the individual and the environment.
- Science Education prepares students for tertiary studies and entry into the workforce in a variety of capacities.
- World economies increasingly rely on scientific knowledge and on a workforce skilled in these areas.
- The skills developed through an education in science are useful in a wide range of careers in addition to those normally thought of as scientific.

What can I achieve from an education in Science at Parade College?

- You will acquire scientific skills and conceptual knowledge.
- Use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions.
- Develop the attributes of a scientist, for example, flexibility, curiosity, critical reflection, respect for evidence and an ethical viewpoint.
- Recognise and understand the strengths and limitations of science.
- Be able to interpret and communicate scientific ideas effectively.
- Appreciate the dynamic role of science in society.

FOOD STUDIES

Food Studies is offered on an elective basis from Year 7 through to Year 10 including a secondary option at Year 9 as part of the ExCEL Program. Two streams are offered at VCE level. Students may progress into Food Studies Units 1-4 or VCE VET Certificate II in Kitchen Operations through either the VCE or VCE (VM) pathways, or students may choose to complete both options. It is anticipated that studying Food Studies at VCE level may lead to options in further study in the science field such as Nutrition. Alternatively, VET Certificate II in Cookery studies in VCE or VCE (VM) may lead to opportunities in the Hospitality or Tourism field of employment.

The following Units are offered in Science in Years 7-12:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	7 Science	8 Science	9 Science	10 Biology Origins	Biology Unit 1-2	Biology Unit 3-4
				10 Chemistry Matters	Chemistry Unit 1-2	Chemistry Unit 3-4
				10 Physics Fundamentals	Physics Unit 1-2	Physics Unit 3-4
				10 Psychology Opening Minds	Psychology Unit 1-2	Psychology Unit 3-4

Competitions and activities

The Science Faculty encourages students to “expand their horizons” by participating in a range of activities, these include:

- CREST (Creativity in Science and Technology) Bronze.
- Science Innovations Big Science Competition.
- National Science Olympiads
- ACC Culinary Awards Competition
- Science Talent Search Competition
- Involvement in activities held during National Science Week
- Involvement in conducting various experiments for Open Day

TECHNOLOGY

Design Technologies

Technology, Design and Creativity engages students in investigating, designing, producing and evaluating products that provide a solution to a design problem. Students are expected to work creatively by applying their imagination, together with lateral and critical thinking throughout the design processes. Product Design is a vital step in transforming ideas into creative, practical and commercial products. Students use tools, equipment and materials components safely and creatively to make quality products and/or systems. Students learn to evaluate their products and technological systems in relation to environmental, social and economic factors.

Systems Engineering

Systems Engineering Technology is a creative engineering-based learning opportunity. Similarly, to Design Technologies, students use critical thinking and the Design Process to solve real world problems using mechanical or electronic systems. Students are taught safe work practices and use a wide variety of tools and equipment to realise their goals from conception, through development and construction.

The subjects on offer in the Technology Learning Area are:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Technology	Year 7 Materials Design and Production	8 Electronics	Electronics	10 Robotics and Control System	Systems Engineering Unit 1-2	Systems Engineering Unit 3-4
		8 Materials Design and Production	9 Materials Design and Production	10 Materials Design and Production	Product Design and Technology Unit 1-2	Product Design and Technology Unit 3-4
		NA	9 Food Studies	10 Food Studies	Food Studies Unit 1-2	Food Studies Unit 3-4

NB. All offerings in technology are subject to the availability of specialist teaching staff

VCE – VOCATIONAL MAJOR

The Victorian Certificate of Education - Vocational Major (VCE VM) is a two-year applied learning program which is designed to sit within the VCE and is an equivalent senior school completion certificate. It provides additional pathways for Year 11 and 12 students seeking vocationally oriented career options such as apprenticeships, traineeships, further education and training or employment. The VCE VM consolidates the need for increased connection between education and training, industry and employment. Through applied learning, the VCE VM provides students with the skills to make informed decisions about further education and/or employment pathways. Students will develop the skills and capabilities needed to succeed in further education, work and life. There are many opportunities available to VM students who will be considered work-ready.

Those considering VCE VM are:

- Students who are seeking a vocational pathway on completion of school
- Students who learn best where learning is practical, experiential, 'hands-on' or 'applied'
- Students who are interested in entering the workforce full time post Year 12
- Students who are seeking further education and training post schooling at TAFE
- Students who may be seeking an alternative entry pathway into university

VCE VM provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding work and further education. Personal development and the use of individual student interests are important components of the VCE VM.

Obtaining a VCE – Vocational Major (VM)

To successfully complete the VCE VM, students will need to successfully complete a two- year program and achieve a minimum of 16 units, including:

- 3 units of VCE VM Literacy or VCE English units (must include Units 3-4)
- 2 units of VCE VM Numeracy or VCE Mathematics units
- 2 units of VCE VM Work-Related Skills
- 2 Units of VCE VM Personal Development
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Minimum 180 hours of VET

NOTE:

The VCE VM is a **two-year** program offered at Parade College, Preston Campus. At Parade, students that commence the Edmund Rice Pathways Program (ERPP) will continue with VCE VM at the Preston Campus for Years 11 and 12.

At Parade, once commencing ERPP or VCE VM at the Preston Campus, students are not able to change campuses or to a scored VCE pathway.

Work Experience/ Structured Workplace Learning:

VCE VM students participate in the Work Learning Program each term. This enables the students to consolidate their learning and make invaluable connections with future employers.

VCE VM Curriculum

VCE VM at Parade has four core subjects – Literacy, Numeracy, Work-Related Skills and Personal Development Skills. Students must also undertake 180 hours of VET at Certificate II level or above.

VCE VET Certificates offered at Parade College include:

- Furniture Making Pathways
- Cookery
- Music Industry (Sound Production)
- Sport Aquatics and Recreation
- Building and Construction (Carpentry)
- Electrotechnology (Career Start)
- Plumbing
- Building and Construction (Bricklaying)
- Community Services

All students in VCE VM undertake a VET Certificate II Small Business as a compulsory part of their program.

There will be strictly limited places in this certificate an application process, selection criteria, student interview, parent interview and availability will determine whether a student can enrol in the VCE VM.

VCE VM requires a minimum 180 nominal hours of VET training and Parade students do considerably more than the minimum. External* programs other than those listed can be accessed through the Northern Melbourne VET Cluster and include but are not limited to: Visual Arts, Automotive and Engineering.

**Details regarding additional fees and enrolment for external VET subjects can be obtained from the Dean of VCE Vocational Major, Ms Tegan Hopkins.*

Further details regarding the VCE Vocational Major can be obtained from the Dean of VCE –VM.

Careers available to VCE VM students:

- Apprenticeships
- Traineeships
- School-Based Apprenticeships and Traineeships (SBATs)

Further education and Training at TAFE: Certificate III, IV and Diploma Courses. Some students may wish to access non ATAR based courses at university

- Full time employment

	Year 10 ERPP	Year 11 VCE VM	Year 12 VCE VM
VCE VM	10 English	Literacy Unit 1-2	Literacy Unit 3-4
	10 Mathematics	Numeracy Unit 1-2	Numeracy Unit 3-4
	10 Careers	Personal Development Skills Unit 1-2	Personal Development Skills Unit 3-4
	10 Humanities	Work Related Skills Unit 1-2	Work Related Skills Unit 3-4
	10 Community Based RE		
	10 Physical Activity	VET Small Business	VET Small Business
	10 STEAM	Touchstones	Tenete
	VET Carpentry	2 X VET Subjects	2 x VET Subjects
	1 x Other VET Subject		

BUSINESS ACADEMY

The Parade College Business Academy is an exciting opportunity for students interested in pursuing a Tertiary pathway with a focus on Business Studies. This two-year program, integrated within the VCE VM, provides practical learning experiences and structured workplace training. Notably, it does not involve externally scored assessments or contribute to an ATAR score. To be eligible, students must meet the minimum requirements for the VCE VM and demonstrate a consistent record of upholding the College ethos. Enrolment takes place at the Preston Campus of Parade College, and successful completion of a Certificate IV in Business is a direct pathway to La Trobe University.

The program is a tertiary orientated program, that through our partnership with La Trobe University offers direct entry to select undergraduate courses. Students must have a record of being able to meet the academic demands of the course, i.e. 'C average' in Year 10. Students intending to pursue the Business must complete Year 10 mainstream as part of the Victorian Curriculum.

Year 11

- Business Management Units 1-2
- Certificate III - Community Services
- VCE VM Personal Development Skills - Units 1-2
- VCE VM Work Related Skills - Unit 1-2
- English - Units 1-2
- General Mathematics Units 1-2
- Religious Education – Touchstone
- Structured Workplace Learning

Year 12

- Certificate IV Business
- Certificate III - Community Services Units 3-4

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- Personal Development Skills Unit 3 -4
- Work Related Skills - Unit 3-4
- English - Units 3-4 (unscored)
- General Mathematics Units 3-4 (unscored)
- Religious Education - Tenete
- Structured Workplace Learning

Application process

The program is only available to students commencing in Year 11. Students interested must complete an expression of interest form and attend an interview.

Note: Please note that students enrolled in the Edmund Rice Pathways Program in Year 10 are not eligible to apply for this program.

SPORTS ACADEMY

In developing this program for senior students, Parade College seeks to build on this great heritage in sport, by leveraging the expertise of its staff and use of its start-or-art sport facilities, to develop the potential of its students, and in exploring synergies in partnerships with universities.

We provide student athletes access to:

- A flexible, supportive and “athlete friendly” academic environment
- Discipline-based Learning
- Quality coaching
- Competition & training opportunities matched to the athlete’s development and potential
- Sport Science services such as fitness testing, performance analysis, sports psychology and physiotherapy
- Work Experience and Career Education support and planning
- A Personal Development program specific to the student athlete

The program is a tertiary orientated program, that through our partnership with La Trobe University offers direct entry to select undergraduate courses. Students must have a record of being able to meet the academic demands of the course, i.e. ‘C average’ in Year 10. Students intending to pursue the Sport Academy must complete Year 10 mainstream as part of the Victorian Curriculum.

Senior Sport Academy VCE VM Units 1-2 (Year 11 Students)

- VET Certificate III Sport, Aquatics and Recreation
- SWL - Structured workplace learning OR Industry-focused Projects & Mentoring
- Personal Development Skills Unit 1 -2
- Work Related Skills - Unit 1- 2
- Literacy - Units 1-2
- Numeracy Units 1-2

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- Physical Education Unit 1 (unscored)
- Religious Education - Touchstones
- Strength and Conditioning

Senior Sport Academy VCE VM Units 3-4 (Year 12 Students)

- VET Certificate IV Sport Development (Unique to this course)
- SWL - Structured workplace learning OR Industry-focused Projects & Mentoring
- SWL - Structured workplace learning OR Industry-focused Projects & Mentoring
- Personal Development Skills Unit 3 -4
- Literacy - Units 3-4
- Numeracy Units 3-4
- Physical Education Unit 2 (unscored)
- Religious Education – Tenete
- Strength and Conditioning

Program offered at both the Bundoora and Preston Campus in 2026

- Campus remains the same for the whole two-year program.
- Change of campus not permitted.

Preston Campus Program

- Includes Football (Soccer) and catered to a variety of other sports.
- Partnership classes with Santa Maria College extend to various other sports, broadening the opportunities for all participants.
- Specialised Coaching Sessions conducted by experienced coaches from Manchester City.

Bundoora Campus Program

- Includes Australian Rules Football, Basketball, Athletics, Cricket etc.

Typical Program

Monday to Friday

- 2 1/2 days of Curriculum Content: VCE-VM Numeracy, Literacy, Life Skills, VET Content, RE (Tenete)
- 2 x 1 / 2 days delivering skills / coaching sessions
- 1 x Full Day of Structured Workplace Learning
- 1 x 1/2 Day of Sport: skills, squad, strength and conditioning, delivering skills / coaching sessions

Beyond Year 12

Articulation into La Trobe University Undergraduate Programs:

- Bachelor of Health Sciences
- Bachelor of Business
- Bachelor Sport and Recreation Management
- Bachelor of Media and Communication
- Diploma of Elite Sport Business
- Diploma of Sport Coaching & Development

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Successful completion can also lead to a number of diverse, challenging and rewarding opportunities in the Sport and Recreation industry. Careers in the Sport and Recreation sector include:

- The fitness industry (including fitness appraisals and testing, weight control advice and exercise and fitness classes).
- Outdoor recreation services (bushwalking, camping, horse riding etc).
- Community recreation services (such as leisure centres, aquatic centres, parks and community recreation venues).
- Sport and sports services (including sports professionals, sports clubs, trainers, umpires and officials).

Sport Academy Partnerships

Parade has entered partnerships at the moment with three elite sporting clubs who share specialised coaches with the College.

- Northern Knights use Parade College's sports facilities during the Pre-Season months of November to March
- Melbourne City use Parade College's sports facilities for Development Squads
- Diamond Valley Basketball use Parade College's sports facilities

Parade Entry requirements

- To enter the Senior Sport Academy, students must complete an application form and attend an interview.
- The Course is rigorous and requires students to meet the requirements of University Study at the end of the two years. Students would normally need to maintain a C average in Year 10.

Expectations of Student Athletes

- Availability for Parade College sporting teams and competing to the best of their ability
- Academically completing all requirements and working towards the student athlete's full potential
- Understanding and behaving in accordance with the College's rules and expectations
- Full engagement in Athletic Development Classes
- Selection of High-Performance classes at appropriate times in subject selection process
- Understanding and agreeing to the Student Athlete Agreement

The Sport Academy Program is rigorous, and students need to maintain a C average in Year 10. Students intending to further their studies at a tertiary institution need to meet the requirements of University Study at the end of the two years.

Note: Please note that students enrolled in the Edmund Rice Pathways Program in Year 10 are not eligible to apply for this program.

Out of Hours Scheduled Class time

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- *In order to meet VET instructional time requirements, students and families need to be aware that VET subject classes may either commence before (7:30 am**) or conclude (4:30 pm**) after regular school hours.*
- *Students are required to fulfill the minimum hourly requirement and competencies of each course in order to obtain satisfactory completion and credit for the relevant VET unit.*
- *** VET classes may be scheduled before and/or after school on Tuesday's and/or Thursdays. Note this will confirmed when each years timetable is finalised during early commencement.*



PARADE COLLEGE