



A WORLD OF OPPORTUNITIES FOR YOUNG MEN

No. 15 25 August 2021



From the Principal

This week in *The Age* there was an opinion piece by Allan Shaw, who has just retired from being Principal of The Knox School. Allan reflected, "*Leading a school is the best job in the world, bringing together professional staff and parents to build a community around children and young people. But occasionally, you have some of the worst days imaginable.*"

That has certainly been my experience, I feel so grateful and humbled by having the honour of being Principal of Parade College. But I don't feel that way every day!

That is a lot for many of our members of our community to confront at the moment. It can easily lead us down roads of sadness, panic and despair.

I struggle with this myself. Yesterday I had the pleasure of attending a conversation with Fr Greg Boyle, Jesuit priest the founder and director of *Homeboy Industries*, the world's largest gang-intervention and rehabilitation program.

Greg calls us to Joy and Compassion. As a Jesuit he offers strategies or techniques – he calls them exercises to keep us joyful and connected. I offer them to you based on the insights of one of Greg's brother Jesuits, Jim McDermott who offers three strategies to cope with Lockdown 6.

1. Centre yourself in your own present-day experience

This sounds simple. But taking time to be present to our



experience allows us to become more fully present to ourselves. After all the busyness of our day-to-day life, we stop to catch up with ourselves and to learn what is going on inside of us. In each of the lockdowns, we each made incredible sacrifices.

To be confronted with Lockdown 6 is dispiriting and not a little bit frightening. Part of spiritually coping with our present moment is about allowing ourselves the time and space to feel what we are feeling right now.

Panic is often fear that has been too long ignored. Lashing out at others can be much the same—an expression of something inside us that we have not yet taken the time to actually see and hear.

In the present day experience, we allow God to be present to us. And maybe in this moment God can help us to be present to ourselves, to be caring and gentle with ourselves in the same way we would be to a child or loved one that is



scared or suffering. We share that compassion with others that press our buttons and endeavour to cherish them with care and gentleness.

2. Consider the big picture

When I am scared or angry my world can get really small. This tends to be a self-perpetuating cycle; the smaller my world gets, the more out of control I feel, and the more defensive I get.

If we take a step back from our own situations and concerns right now, and sit with God looking out on our blessed world, what do we notice?

The first thing that stands out to is the degree to which reports about the pandemic are all over the place. I can get worked up about all this. But from the more detached point of view, I feel less emotionally invested and more aware I need to read more widely and think critically about what we are being told.

An even bigger thing that I notice when I try to look out on the big picture is the billions of people who have not yet had the benefit of one shot, let alone the opportunity for a booster.

As Delta runs wild, most of the world is completely unprotected. Who hasn't been moved watching vision of the crisis unfolding in Afghanistan.

I can't say that I know exactly what to do with that information. If I were to wait as long as possible to get a booster shot, would that help more people elsewhere get vaccinated? Can I contribute to Caritas or World Vision that might enable refugees or others abroad to get vaccinated?

But in a sense, the point of the exercise is awareness. What is this world that I am living in? The more I can stay grounded in that reality, the more I open my own life to other people's needs and to the possibility of being able to help in some way.

3. Look ahead with acceptance (and maybe hope)

The thing that I find hardest to accept right now is the possibility that rather than just a couple terrible years of our lives, COVID may be here to stay in one form or another—and with it, things like masks and variants and sickness and lockdowns. I don't want to believe that. I hope I'm wrong. But it's not clear. And if this is not a blip but our new reality, what then?

Sometimes I find a simple mantra can help me accept the world as it is. It's just three words that I repeat to myself quietly. *"Now. Here. This."*

In one sense all three words serve the same purpose. They ground me in the present. **Now. Here. This.**

It also holds a strange kind of anticipation. This that stands before us, this is the life in store for us. It is not a life we would have chosen—God, no. But here it is. Now. And who knows what it may hold? Hope.

I hope the College can support you in the now.

Please reach out to the College in times of need. Your son's Tutor Teacher, House Leader, Student Wellbeing Leader and/or the College Counsellors continue to be available to assist them during remote learning.

Our counsellors can be contacted, within usual school operating hours, via email on the following addresses: -

Bodkin House Students

Sharon Muir

sharon.muir@parade.vic.edu.au

Hughes House Students

Damian Mahony

damian.mahony@parade.vic.edu.au

Lynch House Students

Genevieve O'Connor

genevieve.oconnor@parade.vic.edu.au

Preston Campus Students

Inger Ross or Courtney Baglin

inger.ross@parade.vic.edu.au

courtney.baglin@parade.vic.edu.au

Treacy House Students

Annette Magro

annette.magro@parade.vic.edu.au

Please avail of opportunities to connect with your son's teachers at Student Progress Interviews conducted on MS Teams (5.03pm to 8.28pm) on Thursday 9 September and Monday 13 September.

A reminder also that Monday 30 August has become a student-free day to provide students and teachers with a break from remote learning and prolonged screen time.

Mr Andy Kuppe

Principal



Parents of Parade Meeting

7.30pm Wednesday 25 August via Zoom

This is a wonderful opportunity to see and chat with other parents and carers

Please email me to receive a link if you would like to join us

Flavio Cosmelli
President - Parents of Parade
pop@parade.vic.edu.au



From the Enrolment Officer

Manchester City Football School 2022 and 2023

The program will be offered in 2022 as a Year 7 elective at the Bundoora Campus and integrated into the Year 7 Parade Sports Institute Program at the Preston Campus.

If your son is currently playing football at a club or for his current school, we encourage you to apply for the Trial Night, to be held on Monday 6 September at 7.00pm with accredited coaches to select the first Manchester City Football School students at Parade College.

Spaces in the Program are very limited. Late applications will not be considered. Please contact the Enrolment Office for further details enrol@parade.vic.edu.au

NB: This Program is optional/an elective as part of the College Curriculum and if your son's application is accepted an annual levy of \$950 will be applied to your school account/fees to cover licence, coaching, equipment, resource and uniform costs.

Year 7 2024 Enrolments

Applications are now being accepted for 2024 and beyond. If you have a son currently at the College you are still required to submit an application form for any younger siblings. Please contact me on 9468-3300 or email enrol@parade.vic.edu.au for further details.

Mrs Kylie Hannam

Enrolment Officer



**In celebrating our 150th Anniversary,
we highlight in the Newsletter moments from our history**

In January 1869 upon arriving in Melbourne, Ambrose Treacy had written to Superior General Hoare expressing the need in Melbourne at that time and the volume of work being undertaken by not just the Christian Brothers but by other Catholic orders such as the Mercy Sisters and Jesuits. All of the building and community work was being built on the generosity of the people, not from church finances and he described the population and “pretty well plucked”.

Sr Ursula Frayne herself a wonderful leader in her time wrote to the Superior General in 1871 asking for support with the Orphans whom the Mercy Sisters had been caring for since 1861. These letters showed that in a short period of time the people in Melbourne had no end to their generosity in supporting the Catholic community at work in building structures to support the marginalised and members in most need. It is fundamental to our faith as Catholics and as a school in the Edmund Rice tradition that we do not forget our history and remain focussed on generosity and care of the members of our Parade community in the greatest need.

A letter from Sr Ursula Frayne, Superioress of the Mercy Sisters, to the Superior General, James A Hoare

*Melbourne
[Friday] August 11, 1871*

Very Reverend Sir

Through our kind friend Reverend Father [Joseph] Lentaigne, SJ, I make an appeal on behalf of the Melbourne Catholic Boys' Orphanage for a few members of your valuable Institute to take charge thereof. And, although just now in Retreat, I cannot allow the outgoing English mail to leave without a line direct.

May I hope [page 2] that you will see fit to grant my earnest request? The orphan boys number one hundred and seventy - their house is newly built, large and commodious - and we are most anxious to see placed over them a community of Christian Brothers - that they might be properly trained and that the Institution might be guarded from the danger of falling into careless hands in the future.

We have [page 3] had the charge of both boys and girls since 1861 - but the number of orphans, having increased from eighty seven to over three hundred, we find the Girls' Orphanage, separated from the other building by a street, quite as much as we can attend to, with all our other duties. Our good Bishop encourages me to make this appeal, feeling, as I do, that we are not the proper persons to train boys.

In full confidence that you will give favourable [page 4] attention to my earnest prayer, .

*I am, Very Reverend Sir
Yours sincerely and respectfully in Christ
M Ursula Frayne, Superioress, Sisters of Mercy,*





From the Assistant Principal - Teaching & Learning

Term 3 Mid-Semester Reports and Student Progress Interviews Years 7 to 12

Mid-semester reports will be released online via the parent portal on Friday 3 September at 10.00am. Year 9 ExCEL reports will be released online on Monday 13 September at 4.00pm.

Families were recently informed of the changed arrangements for the final learning conferences this year. Students will attend classes on 6 and 7 September and there are now two progress interview sessions, on the evenings of

**Student Progress Interviews
Thursday 9 and Monday 13 September.
5.03pm to 6.15pm and 7.00pm to 8.28pm**

Bookings for both interview sessions will be available via PAM from 10.00am Friday 3 September. Bookings for Thursday interviews will close on Wednesday 8 September at 6:00pm, and bookings for Monday interviews will close on Sunday 12 September at 6.00pm.

Because interviews are on MS Teams, students should also attend online and be sure to take their devices home the previous Friday. On the mid-semester reports, teachers may have indicated that an interview is required. Parents may also initiate the interview by booking appointments to meet with their sons' teachers. Teachers will be mindful to keep interviews to the times designated.

2022 JacPLUS - Jacaranda e-Textbook Bundle for Years 8 to 10 in 2022

In 2022, Parade College will continue to use Jacaranda's \$110 Digital Bundle as its digital textbook/educational resource provider for students in Years 7 to 10.

This Digital Bundle offers great value as it provides access to eBooks and companion digital learning products across multiple subject areas including Mathematics, Science, English, History and Geography on your son's digital device.

As part of this bundle, your son will receive access to over \$500 worth of educational product that is required for your son for the 2022 school year.

Jacaranda Publishing will add all the prescribed eBooks and companion products to your child's existing JacPLUS account.

To ensure that you receive your son's 2022 school year text books and resources, you are asked to order and pay the \$110 (plus \$5 booking fee) online via Jacaranda's payment portal by 15 October 2021. It will be available from 13 September.

Current Year 9 students enrolling in the Edmund Rice Pathways Program (ERPP) at Preston for Year 10, are not required to purchase the Jacaranda Bundle.

Booklists with the balance of items will be available in early November and will be required for the commencement of the 2022 school year.

Details on how to pay for the Jacaranda bundle via the Jacaranda Payment portal will be emailed to families this week. Refer to <https://www.jacaranda.com.au/bundles/victorian-curriculum/#db> for bundle and individual products information.

If you have not received an email please contact Ms. Stavroula Tsembas, Dean of Digital Learning, on Stavroula.Tsembas@parade.vic.edu.au

Your assistance in prompt payment will assist the school in the setting up of the resources in December 2021.

Mr Geoff Caulfield
Assistant Principal - Teaching and Learning





From the Assistant Principal - Student Wellbeing

Motivating your teenager when school is the last thing on their mind

The situation we are currently facing is unprecedented. It is not what we expected 2021 to look like when we welcomed in the new year after 2020. Time and again our conversations are about motivation – this is not unique to our young men and many adults are also struggling with motivation in lockdown 6.

There are a number of resources out there to assist families and this week I share an article from reachout.com in an effort to support families in these challenging times. Please know you are not alone and as a College we want to work in partnership with families to support all of our young men to flourish.

If you need any assistance or support please contact your son's Tutor Teacher, House or Wellbeing Leader or the College Counsellors who will be able to assist.

Bodkin House Students

Sharon Muir

sharon.muir@parade.vic.edu.au

Hughes House Students

Damian Mahony

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Lynch House Students

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courtney.baglin@parade.vic.edu.au

Treacy House Students

Annette Magro

annette.magro@parade.vic.edu.au

I hope that the article goes some way to assisting families during this extended period of remote learning.

For the full article or more resources please visit <https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-school-and-education/how-to-motivate-your-teenager-for-school>

Many teenagers have found focusing on their studies difficult without the regularity of their normal school schedule. For some young people, the lockdown measures have worsened existing issues they have with school, such as social anxiety or motivation. On top of this, with so much uncertainty, many teenagers are thinking 'What's the point?' when faced with assignments, exams and changing routines. That's why, in these uncertain times, you might be wondering how to motivate your teen.

'[My teenager is] anxious, confused [and] fearful ... of the unknown, [of] what lies ahead.' (VIC Metro)

Here is our guide to supporting your teenager to get motivated again for school.

Have a conversation about the issue

Having an open and honest conversation about this topic can often bring up new and important feelings. You might want to start by asking your teen if it's a good time to chat. If it's not, schedule a time to talk later. Ask them lots of open-ended questions, like 'Why do you think that is?' or 'How can I/we and your teachers help you with that?' to encourage them to open up.

Here are a few things your teen might be feeling:

- A sense of 'doom and gloom' around COVID-19 and fear that their family might become sick.
- A sense that 'school doesn't feel important', especially when the world feels so chaotic and unpredictable.
- If they felt some of the pressure to work being lifted recently, they might fear that it will return.
- Stress and pressure at home if there have been family issues going on recently.

'I'm doing the assigned work, but I feel like I'm not learning anything.' (Regional NSW)

Talk about the positives

It's easy to get bogged down in talking about problems. One of the best ways to re-engage your teenager with school is to talk about the parts they enjoy and find meaningful. These might be:

- their favourite subjects
- the teacher they connect with best
- activities, sports or extracurricular activities they enjoy.

Get in contact with someone at school

It can be a good idea to have a chat with the staff at your teenager's school to explore whether they're able to help. Start by explaining that your teen is finding it hard to get motivated to engage with school. It's likely that this is an issue they've dealt with before, and they should be able to talk through some options with you.

Some examples might include:

- an adjusted school schedule that emphasises subjects and teachers your teen enjoys
- arranging for a teacher or staff member your teenager feels comfortable with to act as a 'mentor'
- identifying a special space for them to study and relax
- one-on-one tutoring
- counselling, or referrals to appropriate services
- information on the legal requirements around school attendance.

Work out a plan and take small steps

Once you know why your teenager isn't feeling motivated and you have some options around the help that's available, try to work out a clear plan. Young people value and benefit from consistency and regularity in their lives. Over the past while, this may have been lost. That's why it's often best to start small and give your teenager time to adjust before trying to solve the whole problem and getting them back to 'normal'.

Some examples include:

- If your teenager hasn't finished an assignment that's due, you could suggest they start by writing just 100 words a day.
- If they've been taking a lot of sick days, see if you can arrange for them to have shortened days for a week or two.

Cultivating healthy media habits

With an overload of time at home and on the computer, many teens have formed unhealthy relationships with digital media. Constant exposure to news and information about the pandemic might have led to a sense of doom and gloom about the world and their future, so some balance might be healthy.

'Screen time has always been a battle and I have always tried to control it, but it seems that I am more flexible with the COVID situation because the options are limited at home. They cannot go across the road to the park anymore.' (VIC Metro)

Here are some tips if you're finding it hard to get your teenager into healthy digital habits:

- Take regular breaks from social media each day.
- Focus on an example of something positive each day when you check-in with them.
- Many phones now have 'digital wellbeing' features that allow the user to monitor their own app usage, give them reminders when they exceed certain time limits, or restrain their app usage entirely.

Remember that building a better and more engaged relationship with school is something that takes time. Progress, not perfection, is the key.

Ms Sarah Pyle

Assistant Principal - Student Wellbeing





From the Dean of Learning - Years 10 to 12

VCE News

A letter was emailed to all Unit 3/4 students and parents on Friday 20 August relating to some very important information regarding assessments and the way the College is moving forward, in line with the VCAA regulations, in these ever-changing times. Please contact the College if you did not receive this email.

As well as detailing upcoming assessments, the consideration of educational disadvantage (CED) process and the change in date to the end of year result release, it stated that the VCAA has announced that the General Achievement Test (GAT) has been rescheduled to Thursday 9 September subject to health advice and epidemiological conditions. It will run from 10.00am to 1.15pm and is compulsory for all students completing a Unit 3/4 subject this year.

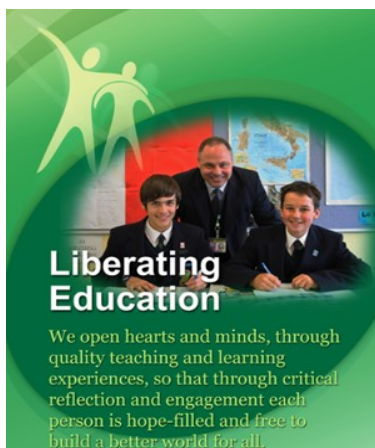
No Year 12 VCE classes will run on this day.

More details on the purpose and the format of the GAT can be found at <https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx>.

More information on the organisation of the day will be given to students in the coming weeks when we are aware of the government's regulations and density restrictions.

Mr Paul Fahey

Dean of Learning - Years 10 to 12



Careers @ Parade

Online Resources

Students and families have access to up-to-date, timely and helpful careers resources on the Parade College Careers website.

Please visit us at www.paradecollegecareers.com.au for information about Careers, tertiary study, VTAC applications, useful links, presentations, activities and resources for both students and parents.

Year 12 Students - Important VTAC Update

A reminder to year 12 students that timely VTAC applications close on 30 September (5.00pm) and cost \$42. All Year 12 students are encouraged to create their VTAC account and list their course preferences for tertiary study in 2022 prior to this date. For more information and to create a VTAC account, please visit www.vtac.edu.au

VTAC has advised that Year 12 results and ATARs will be released on Thursday 16 December at 7.00am. Change of preference for the first offer round will be open until Monday 20 December at 4.00pm. Revised offer dates are as follows: 14 January 2022, 1 February 2022, 8 February 2022, 14 February 2022 and 18 February 2022.

Labour Market Information

The National Skills Commission has responsibility for regularly reviewing the national skills needs of Australia and producing a skills priority list. The skills priority list provides a current labour market rating and a future demand rating for occupations nationally. The future demand rating is a proportional measure that expresses the prospects for an occupation relative to that occupation's size.

For the most up to date labour market information including the current skills priority list, visit [Skills Priority List](#)

Ms Vivian Sipsas
Careers Convenor



From the Assistant Principal - Organisation



From the Business Manager

2022 Term Dates and Students Holiday Absence

Please note below the 2022 Term dates. Parents are asked to consider carefully holidays or events that withdraw students from the College and their studies during the term.

If you wish to withdraw your son during the school term, please notify the college by contacting your sons House leader prior to the event and advising the College Principal by writing to Mr Callanan, Assistant Principal Organisation.

Term 1

Wednesday 26 January	Australia Day Public Holiday
Thursday 27 January	All Staff Return
Tuesday 1 February	Year 12 La Trobe Day
Wednesday 2 February	Years 7, 11 and 12 Students Commence Term 1
Thursday 3 February	Years 8, 9 and 10 Students Commence Term 1
Monday 14 March	Labour Day Public Holiday
Friday 8 April	Term 1 Concludes

Term 2

Monday 25 April	Anzac Day Public Holiday
Tuesday 26 April	Term 2 Commences
Monday 13 June	Queens Birthday Public Holiday
Friday 24 June	Term 2 Concludes

Term 3

Monday 11 July	Term 3 Commences
Friday 16 September	Term 3 Concludes

Term 4

Monday 3 October	Term 4 Commences
Tuesday 1 November	Melbourne Cup Public Holiday
Friday 2 December	Term 4 Students Conclude
Monday 12 December	VCE Results Released
Friday 16 December	Staff Conclude, College Offices Close

Mr Michael Callanan
Assistant Principal - Organisation

Monthly Statements

The College issues statements via email at the end of every month. Printed copies are only posted in the first week of each term. If you are not receiving your statements please contact Emily Hosking on 9468-3327 immediately.

Charter Bus Fees

Please be advised that at end of term 3 all families who have been charged a charter bus fee will be refunded for the portion of the term on line learning was offered.

Financial Hardship

If you have any questions about your fee statements or are experiencing financial difficulty with meeting your fee obligations please contact Ms Emily Hosking on 9468-3327 or via fees@parade.vic.edu.au.

Alternatively if you would like to make a confidential appointment with the Business Manager to discuss your situation, please contact the College.

Email Addresses

Please advise us if you change your email address. The College regularly uses email to communicate with parents/guardians about important matters including fee statements and newsletters.

The provision of regular fee statements is designed to assist families to keep track of their payment plans and act as a reminder for any payments in arrears. Please ensure you advise us of any changes to your email address.

Finance Committee Members

The College Finance Committee is looking for potential members. If you are interested in joining or would like to know more please contact the Business Manager, Mr Paul Harris, on 9468-3309 or via paul.harris@parade.vic.edu.au

Mr Paul Harris
Business Manager



Learning Centre News

Throughout 2021, students have been involved in clubs and activities in our Learning Centres.

STEM Video Game Challenge

The STEM Video Game Challenge is a yearly competition organized by ACER, where primary and secondary students design and make a game using game engines such as SCRATCH, GODOT, and Unity. This is the second time Parade has entered the competition, with a team in 2019 reaching the semi-finals of judging.

In 2021, four teams undertook the challenge, with two solo teams submitting games. Harry James (Year 8 L12), had these thoughts to offer,

"In the challenge, you are tasked to create a game that revolves around a theme, this year it was, 'Scale'. The STEM Challenge is similar to 'Game Jams' in that you have to create a game on a topic in a selected time, except you have around one and a half terms to complete this, only a bit more than the 48 hours that Game Jams are. When I first started creating my game, Scale 'Em Up, I only had a small knowledge of game developing, and I didn't know how to code in the language that I ended up using. Yet, I was able to submit the game in time. I would recommend that everyone try it."

The 2021 participants from Parade are:

Harry James Year 8 L12
Jonathon Tsioulos Year 8 L17
Fabbian Saggese Year 7 T14
Fraser Ning Year 7 T15
Aurelius Williams Year 7 T17
Felix Vu Year 7 T15
Kyden Hurst Year 12 T04
Liam Camilleri Year 10 L06

We wish the teams all the best of luck in judging!

The Dungeons and Dragons Workshop

The Dungeons and Dragons Workshop is a new club in the Nash Learning Centre, and has been tremendously popular with students who are both seasoned in the role-playing game, or are new to it.

In Dungeons and Dragons, players create characters who they will role play in action/adventure encounters, developed by a storyteller – the Dungeon Master. Players then work with each other to overcome obstacles, solve problems, and use collaboration to negotiate their plan of action. Fabbian Saggese (Year 7 T14) said of the Workshop,

"D&D is my favourite club. Before my first session in 2021, I had a D&D set (The Lost Mine of Phandelver) which I wanted to learn but had no idea, and I pretty much gave up. But when I came to Parade, I had seen the club and was interested straight away, and when the day finally came, I came to D&D and loved it. I immediately found a group of friends."

The club boasts members from all year levels and runs every week in the NLC (and online during remote learning). New members are welcome!

PC Club

PC Club has been a great success in 2021, with large attendance at every meeting. PC Club aims to draw students together who have an interest in Personal Computing, especially in building a computer, and gaming.

Throughout 2021, PC Club members have researched computer parts, learning about the technology behind modern computing, and helping choose parts for a build. This computer build will be raffled in 2021, with all proceeds going to MacKillop Family Services, so watch this space!

Early in Term 3, the IT Prefects were involved in running a *Super Smash Bros.* gaming tournament for charity, with lots of passionate students competing. Luke Cesarin (Year 11 B05), student facilitator for the Club says,

"My experience with PC Club could only be described as a positive one at the least. The Club is not only for PCs, it is also for gaming and other technology related topics, which is why I take part."

Banyule-Nillumbik Tech School Student Ambassadors

Parade College is a Partner School with the Banyule-Nillumbik Tech School, who develop and run specialist STEAM programs and activities that help prepare local students for the challenges of the future and the changing nature of work.

Each year, Parade students are invited to represent the College at the Tech School, to be Student Ambassadors who will participate in the creation of programs at the Tech School.

This year, four students, one from each Year level from 7 to 10 represented the College. The 2021 students were:

Jacob Greco Year 7 T15

Jack Mitchell Year 8 T11

Max McArdle Year 9 H20

Daniel Jorgandzijoski Year 10 T05



Jacob Greco Yr7 T15 at the Banyule-Nillumbik Tech School

Daniel Jorgandzijoski (Year 10 T05) explains,

“Currently being a Student Ambassador involves learning new skills such as CAD (Computer Aided Design), programming and designing. We are currently organizing a Maker Faire that would have usually invited primary schools over to the tech school and we the student ambassadors run the students through different activities such as CAD, robots and potentially even virtual reality. Being a Student Ambassador is a great experience as we get to socialize with other students from other schools and learn new skills.”



PC Club in action

We thank all the Ambassadors for their dedication to the Tech School's programs this year.

Mr Dante Gabriele
Learning Centre Leader

GET TESTED
IF YOU'VE GOT
THESE SYMPTOMS

If you have any of these symptoms, however mild, get tested and stay home.

- Fever
- Runny nose
- Sore throat
- Cough
- Chills or sweats
- Shortness of breath
- Loss of sense of smell or taste

Getting tested means you keep yourself, your friends, family, workplace and your community safe.
It's not over yet.

STAYING APART KEEPS US TOGETHER

Find out where to get tested, visit vic.gov.au/CORONAVIRUS
Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne

VICTORIA
State Government



Reading at Parade

These are difficult times. We continue to prioritise wellbeing of the young people in our lives. One way to promote their wellbeing is by encouraging them to read.

The 2018 National Literacy Trust report [Mental wellbeing, reading and writing](#), based on findings from a survey of 49,047 children and young people aged eight to eighteen years in the UK found:

- 'Children who are the most engaged with [reading] are three times more likely to have higher levels of mental wellbeing than children who are the least engaged.'
- Conversely, children who are the least engaged with [reading] are twice as likely to have low levels of mental wellbeing than their peers who are the most engaged.'

The following is adapted from a [Washington Post article](#):

Many parents naturally worry about getting their teenagers to read, but the stakes may feel especially high this year, after months of “distance learning.” When it comes to teens and reading, definitions count.

Yes, surveys show that teens are reading less, a slump that begins around the start of secondary school. But many experts think the definition survey makers use is too narrow, and reflects the way we often instinctively define “reading” as reading fiction in general, and literary fiction in particular. And reading it in print, not digitally.

Today’s teens are reading, both in print and online, according to education experts, librarians and teachers. But what they are reading — horror and dystopian novels, magazine profiles of sports figures, online news articles, etc. — frequently isn’t counted in surveys as “reading.”

Although reading a news article is not the same as reading a novel or a narrative nonfiction book, experts say it isn’t helpful for adults to dismiss the reading that many teens are doing.

In their book “Reading Unbound: Why Kids Need to Read What They Want — and Why We Should Let Them,” adolescent literacy experts Michael W. Smith and Jeffrey D. Wilhelm spotlight the fact that the kids they studied had a “surprisingly rich engagement with texts that we didn’t much value.” According to Smith, a secondary education professor at Temple University, “Many were avid readers of marginalized texts.”

That’s particularly true of teen boys. As recounted in their earlier book, “Reading Don’t Fix No Chevys,” Smith and Wilhelm’s studies found that many teen boys are interested in reading books and other materials through which they learn something, such as the history of a favourite sport or even car manuals. They find pleasure in becoming an expert on something. (Of course, this also is true for many girls.)

“But that’s just the kind of reading that parents and teachers want kids to ‘get beyond,’ ” said Wilhelm, a professor at Boise State University.

Because the adults in their lives undervalue what they enjoy reading, many teens — especially boys — don’t consider themselves readers, a self-image that begins in elementary school and worsens with age.

“I teach children’s literature in an education school, so my audience is teachers,” said Laura Jimenez, a literacy education professor at Boston University Wheelock College of Education and Human Development. “It’s rare when I have a guy in class, and when I do, the guy will say, ‘I’m not really a reader.’ But they are not considering what they DO read.”

As true digital natives, teens are reading ever more online, especially news, sports and entertainment articles, as well as social media. One teen, who is a passionate reader, recently told me that “it’s much more of an effort to read a book than look on a screen.” Although reading on a screen also carries the temptation “to flip over to a video game or check your social media,” he said. “It’s almost impossible to avoid.”

So what’s the role of parents when it comes to teens and reading? Here are some tips and strategies from experts:

Check out – and value — what your teens enjoy reading

As an adult, you may view romance novels as trash and online articles about popular entertainers as a waste of time. But try to avoid criticizing the kind of reading your teen is doing. It's crucial to let teens, who usually have heavy homework loads, choose what to read in their spare time. Jimenez, for example, has a son who loves to read news, so her family has subscriptions to several news outlets.

View the kind of reading your teen enjoys as a bridge to other kinds of reading

One way parents can encourage their teens to diversify their reading is to explore different kinds of reading about the topics that interest them. And don't count out online reading. Smith cites his own experience as a football fan who reads everything he can: statistics, brief player profiles, long-form pieces about players and books. "I do think we make a mistake when we draw hard lines between book reading and other kinds of reading," he said. "I read more online, and I'm a reader."

Wilhelm offers another twist on this "focus on topics" idea that parents and teachers can use. Say your teen has to read "Romeo and Juliet" for school and is reluctant to do so. Why not frame Shakespeare's play as a story about "what makes and breaks relationships"? "What ninth-grader isn't interested in that?" Wilhelm asked.

Read aloud to your teen, or listen to audio books together

Yes, your teen can read. But there's a distinct pleasure in having someone read aloud to you. It also builds a "communal experience," said Abigail Foss, an AP English teacher at Northwood High School in Silver Spring, Md., who says her students "love to be read to."

A twist on this idea is listening to audiobooks together, something that is ideal for car trips but also can be carried over to an indoor picnic or even a "reading dinner." For parents and teens, listening to audiobooks and reading a book aloud are great activities to do as a family, even if it's for a short period each day. It also provides a topic for family discussions.



Image: "The Power of Books" by Mladen Penev

Create family time to read

Adults don't always model the kind of reading behaviour they want to see in their teens. So try to decrease the time you spend on your phone with email or social media, and carve out even twenty minutes a day to read a book or magazine article while the rest of your family members also read something of their choice. Even if your teen demurs, you'll still have given yourself a chunk of pleasure reading time.

Accessing Parade's reading resources from home

Reading is possible with the many digital resources available through the College's Learning Centres:

- E-Books are available on MyOn, SORA, and Wheelers.
- Audiobooks are available on BorrowBox and Wheelers.

To access the digital resources, students should locate the Learning Centres subheading under School Links on SIMON.

We encourage you to discuss reading with your son, and assist him in establishing a regular and consistent reading routine at home.

Mr James Fogarty

Learning Area Leader – English





Wellness Wall

Congratulations for enduring this lockdown and continuing to support your children during this difficult time! Here is an excerpt from a great website: [Teens 13-17 Years | We're Here to Help | Kids Helpline](#)

COVID-19: What if things don't go back to normal?

Coping with change can be stressful. If you're feeling anxious about what's going to happen, it could be because you're having to cope with lots of change.

You could be struggling with...

- adjusting to changes that have already happened
 - anxiety about changes you know are coming
 - worrying about unknown changes you can't foresee
- ... or a combination of the above

This is normal! For our hunter-gatherer ancestors, the unknown could be dangerous. New places might have had predators or dangerous obstacles. New people might have been friendly, or they might have been an enemy that could hurt you.



This is why our brain finds change stressful. Our brain likes things that are familiar and routine – because these things feel safe.

Your brain is great at adapting to change

Our brains have established 'neural pathways' (emotions, thoughts and behaviours we use all the time). These are mostly automatic – they're your 'default' setting.

When we experience change, we have to do things differently. This means we have to form new neural pathways.

With time and repetition, your brain follows the new neural pathway and starts to get used to it.

Then with enough practice, that neural pathway becomes your 'default' which means the changes and new routines will get easier as they will start to feel familiar, normal and safe

Mr Damian Mahony
Student Counselling and Wellbeing Services

Stages of grief

@kidshelplineau

Shock	"What?!"
Denial or disbelief	"It can't be real/that serious."
Anger	"I can't handle this!"
Bargaining	"What do I do to make this better?"
Depression	"There's nothing I can do. It's hopeless."
Reconstruction/testing	"I'm going to try and cope by..."
Acceptance	"I found meaning in this..."



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- Bachelor of Business (Sports Management)
- Bachelor of Business (Event Management)
- Bachelor of Media and Communication (Sport Journalism)

For any additional information, please do not hesitate to contact:

Sport Academy Coordinator: 9468 3243 ricky.dyson@parade.vic.edu.au or

Director of High Performance: 9468 3380 paul.groves@parade.vic.edu.au

Parade
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Parents of Parade (POP)

Our Mega Raffle

I know I have hinted about our raffle for many months now, but it's unveiling is getting closer. We will be able to disclose the prizes and how you can purchase tickets in Term 4. Keep an eye out in the upcoming newsletters, for further information.

All upcoming events on our Calendar

Unfortunately, 2021 is a mirror image of 2020. All future events have been cancelled, which includes Father's Day Breakfast and the Year 7 and 8 Parent Cocktail party. Term 4 is a very busy time in the school calendar, and with COVID it is too difficult to plan an event only then have to cancel it.

Leave your Mark on Parade

At least we can purchase a paver! A paver laid in the gardens around the college campuses, is a great way to commemorate your son's or family's time here at Parade. We will be placing an order very soon. So, if you would like to purchase a paver, please see the order form included in this newsletter and return it to our email:

pop@parade.vic.edu.au

POP Meeting - Wednesday 25 August

Our next meeting will be held tonight, Wednesday 25 August at 7.30pm via Zoom.

All parents and carers within the Parade community are invited and would be very welcome to attend. If you would like to attend please email me for the link.

Flávio Cosmelli

President - Parents of Parade

pop@parade.vic.edu.au



POP Principles

Enhance parent son relationships

Welcome new members to the
Parade community

Support initiatives to augment the
Parade environment



Your name will go down in history



Engraving details:
Please print clearly in block letters.
Each square represents one letter, number, space or punctuation mark.

Individual Brick Paver: Your donation of **\$35** or more entitles YOU to have your name engraved into a **brick paver** as a lasting record of your valued support.

(34 character max)

Double Brick Paver: Your donation of **\$75** or more entitles YOU to have your name engraved in a **double paver** as a lasting record of your valued support.

(64 character max)

Simply fill out this form and return with full payment in an envelope clearly marked with **Paver Fundraiser: Parents of Parade**

Name:

Address:

Phone: Email:

I would like to order: **Individual brick paver** **Double brick paver**

Currently all pavers will be laid in the Indigenous Garden at Bundoora Campus.

Payment Type: **Cash** **Cheque** **Visa** **Master**

Credit Card No: ____/____/____/____ **Expiry Date:** __/____

Signature: _____ (if paying via credit card)

Memories and milestones.

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A unique and lasting record of your support.

A memorial to a loved one.

Parents of Parade need your support!

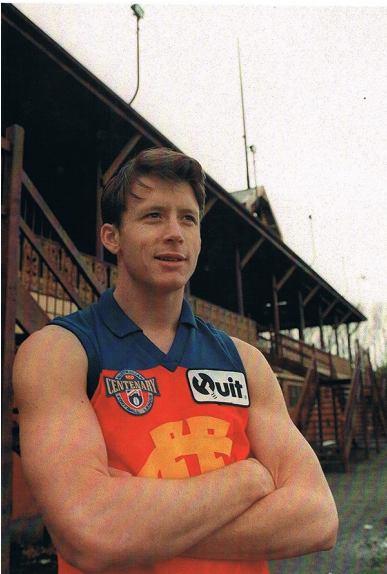
Flavio Cosmelli
President - Parents of Parade
pop@parade.vic.edu.au



From The Old Paradians

Revealed: Parade's Best League Team Since '71

Melbourne daily newspaper the *Herald Sun* recently identified five premierships players, a Brownlow Medal winner, Fitzroy's last captain (Brad Boyd, pictured) and a Collingwood best and fairest amongst its star-studded line-up of Parade College graduates who have achieved big things at the top level of Australian Rules.



Parade has churned out no shortage of football heroes over the decades, with its Best VFL/AFL Team of the Past 50 years making for impressive reading.

The *Herald Sun* team is headlined by three-time Richmond premiership captain Trent Cotchin, who was also a joint winner of the 2012 Brownlow Medal alongside Hawthorn's Sam Mitchell. Cotchin spent his first four years of high school at Parade College, before completing his last two years of schooling at Penleigh and Essendon Grammar School.

Cotchin's football resume also includes three best-and-fairest wins at Richmond, All-Australian honours in 2012 and being named the AFL Coaches' Association Champion Player of the Year in 2012.



Former Essendon champion Blake Caracella is another premiership player to come from Parade College. The midfielder-forward played in Essendon's 2000 premiership before going on to win a second premiership with Brisbane in 2003 after being squeezed out of the Bombers due to salary cap pressure.

Former Collingwood midfielder Ben Johnson won a premiership in 2010 with the Magpies, during a career that spanned 235 games for the club. Two-time Adelaide premiership player Peter Caven and 1998 Crows premiership player Andrew Eccles also hail from Parade.

The school produced Collingwood 1976 best and fairest Robert Hyde, who played in the 1977 drawn Grand Final and the Grand Final replay the following week.

Fitzroy's last captain, Brad Boyd, has been named at half-forward in the side. Former Hawthorn and Carlton on-baller Daniel Harford (also pictured) was Parade College Captain in 1994. That year, Harford, as captain, led the 1st XVIII onto the MCG for the *Herald Sun* Shield Grand Final with Essendon Grammar, as a curtain-raiser to the Collingwood-Essendon match - and Parade secured the Shield for the second year in succession, with a 102-point hammering of the Grammarians.

"This side would go down as one of the greatest teams in the College's history," Daniel noted in his Captain's report for the 1994 edition of the College annual, *Paradian*.

A 162-game player for Hawthorn and Carlton, Harford is also in the best team of the past 50 years along with teammates from that 1994 side Caracella, Daniel Lowther and Jarrod Molloy.

Mr Tony De Bolfo
Old Paradians' Association CEO



Above: Parade College's finest VFL/AFL footballers gather at a function convened by the Old Paradians' Association in late 2011. (L to R, back row) Blake Caracella, Daniel Lowther, Patrick Veszpremi, Robert Hyde, Mark Beers, Daniel Harford, Matt Ryan, Ricky Dyson and Peter Caven, (middle row) Jason Croall, Tony Woods, Peter McKenna, Eddie Murphy, Paddy Guinane, Glenn Sandford, Kerry Foley and Brian Turner, (front row) Sergio Silvagni, Mark Lawson, Greg Beck, Bill Serong, John Benetti, Brian Beers, Shane Bond and Russell Dickson.

Parade College's Best Team of the Past 50 Years

B: Robert Hyde (COLL/ESS), Michael Reeves (NM/FITZ), Tony Woods (FITZ/COLL/HAW)

HB: Ben Johnson (COLL), Peter Caven (FITZ/SYD/ADEL), Graeme Allan (FITZ/COLL)

C: Shane Watson (COLL), Trent Cotchin (RICH), Andrew Eccles (ADEL/CARL)

HF: Daniel Harford (HAW/CARL), Brad Boyd (FITZ, BRIS), Ricky Dyson (ESS)

F: Blake Caracella (ESS/BRIS/COLL), Jarrod Molloy (FITZ, BRIS/COLL), Matt Ryan (COLL/SYD/BRIS)

R: Adam Pattison (RICH/StK), Terry Keays (COLL/RICH), Jade Gresham (StK)

INT: Mark Beers (COLL), Shane Bond (COLL/NM), Jason Croall (COLL), Jim Plunkett (WB/CARL)

Selection criteria: Any player who debuted at VFL/AFL level from 1971 onwards was considered eligible for selection. Selection was based on achievements only at VFL/AFL level and not achievements at school level or in other competitions.

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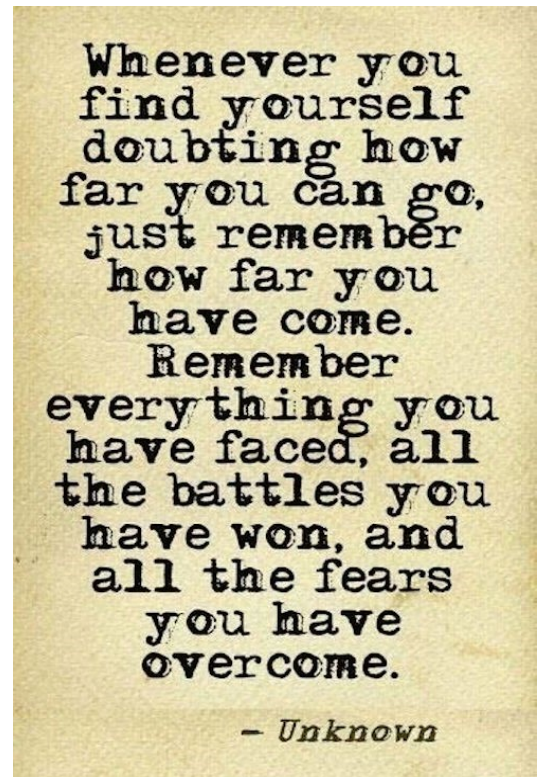
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JOHN PEARCE



Old Paradians Business Network
www.oldparadians.com.au/directory





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Calendar

In light of current Lockdown Restrictions, please note that a number of planned events have had to be postponed or cancelled. Future newsletters will advise rescheduled dates once they are known. Where we are yet to cancel an event it is included below as 'To Be Confirmed'

- 25 August * 2021 Prefect Training Program
- * Parents of Parade Meeting via Zoom
- 26 August * School Advisory Council Meeting via Zoom
- 27 August * Stella Fella Day
- 30 August * Student Free Day
- * Finance Committee Meeting
- 3 September * Mid-Semester Reports Released Online to Parents
- 9 September * RUOK Day
- * General Achievement Test (GAT)
- * Student Progress Interviews
- 10 September * College Assembly Online - *To Be Confirmed*



Monday 30 August
is a Student Free Day



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