

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



PARADE COLLEGE
1436 Plenty Rd, Bundoora &
8 Clifton Grove, Preston



SCHOOL REGISTRATION NUMBER: 0020

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Minimum Standards Attestation

I, Andrew Kuppe, attest that Parade College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School

22 May 2020

Our College Vision

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

Education in Faith

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

Teaching and Learning

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

Student Well-being

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

Leadership and Management

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

School Community

To deepen relationships and embed holistic learning, through engaging with family, parish, local and global communities.



College Overview

Parade College is a member of the national body of Catholic schools known as Edmund Rice Education Australia (EREA). Parade College, in common with these schools, takes its inspiration from Blessed Edmund Rice, founder of the Christian Brothers. The values of the College are enshrined in the Charter for Edmund Rice Schools, the Edmund Rice Education Australia Touchstones and in the College Mission Statement.



The College programs and teaching approaches support and promote the principles and practice of Australian democracy, including a commitment to elected Government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.

The College aims to help young men grow into well rounded individuals who will make a meaningful contribution to society. In a vibrant learning community, students are encouraged to explore and develop their talents to the fullest and aim for excellence in all endeavours.

Our young men are challenged to achieve as highly as possible in their academic studies as they discern the appropriate pathway to their future ambitions. They are also encouraged through the various co-curricular offerings to grow into people of good heart who have healthy self-respect, who value right relationships with other people, and who can offer themselves in service to the needy and marginalised people in our society.

With long experience in responding to the particular educational needs of young men, the College offers many opportunities for growth through its sports programs, cultural activities, service to the community, retreats and liturgies, outdoor education etc. These in turn provide many leadership opportunities.



The pioneer Brothers commenced their education work in 1868 in the hall behind St Francis Church in the city while the site for a permanent school was found and a building constructed. In January 1871 students moved to the new site in Victoria Parade, East Melbourne and the College was officially established. In the 1960s the pressure of numbers gave rise to a search for a new site and in 1968 the College moved to its present expansive site in Bundoora. In 2009 the College embraced a second campus in Preston.

For 148 years the College has responded to the ever changing educational climate and the needs of students. With the advantages of space and accessibility, the College caters to students with a wide range of abilities and ambitions. The College responds to differing needs by offering “the best of both worlds”:

- advanced placement classes at all levels for more gifted students
- an extensive support network to assist students with learning difficulties
- encouragement to students to achieve best VCE outcomes for tertiary entrance
- extensive vocational education opportunities for those seeking employment in trades and industry through VCAL, VET and school based apprenticeships

The College is a Registered Training Organisation and has operated a Trade Training Centre on site since 2010 with its own trade-training facilities. It also has strong ties with local TAFEs and training providers. The College offers recognised training in various trades: Electro technology, Bricklaying and Scaffolding, Building Construction - Carpentry, Plumbing, Floor and Wall Tiling and Furnishings, and offers a VCE/VET Pathway to Business Course. In 2018 we established a Sports Academy with VET/VCAL and VET/VCE options including Sport and Recreation and Sports Development. The College is establishing partnerships with significant sporting bodies and universities.



The College has a strong pastoral care program. It aims to support students in making good educational choices to achieve to their best potential, and in becoming resilient and wholesome young men as they move through adolescence and make significant life choices. The College promotes the safety, wellbeing and inclusion of all children, believing all young people have the right to be protected from all forms of abuse and neglect. The College offers strong and constant encouragement to students to participate in the wider curriculum (sports, culture, community outreach etc) as a means of wholesome personal growth and social responsibility.



Principal's Report

Last year, Parade College celebrated the 150th anniversary of the arrival of the Founding Brothers in Australia and the 50 years of the College since the move to the Bundoora site from East Melbourne. 2019 presented us with another reason for celebration as we marked the ten years of the Preston Campus in some special ways, culminating in the installation of the Founder's Sculptures at the front of the Preston Campus.

Education in Faith

The Chapel of the Holy Spirit was officially blessed and opened by Bishop Terry Curtin on the same day as he, Br Peter Clinch (Province Leader) and Dr Wayne Tinsey (EREA) commissioned the memorial Jubilee sculptures. In the year since, the Chapel and the sculptures have become important parts of the landscape at the College.

The College remains very faithful to implementing the Charter for Catholic Schools in the Edmund Rice Tradition with its four "touchstones" of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity in all aspects of its operation.

In many ways we have continued to raise awareness of both global issues and ecological sustainability. Towards the end of first term we held a Global Awareness Program. The Prefect Team chose a more local charity this year and encouraged the staff and students to support the work of MacKillop Family Services. The Solidarity Walk in September was a great success and, with the other fund-raising activities, raised \$40,000 for the organisation.

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

- Community Action Program;
- Year 11 Service Learning Program
- Year 12 Ministry Retreats;
- Edmund Rice Camps;
- Eddie's Big Breakfast Van;
- Solidarity Walk;
- Environment Week;
- RUOK? Day;
- Edmund Rice Advocacy for Change;
- Advocacy Committee;
- Sustainability Committee;
- Eddie's Backpacks Program;
- Youth in Philanthropy;
- St Albans Refugee Tutoring Program;
- Indigenous Perspectives including Fire Carriers, National Sorry Day, Road to Reconciliation, visit from a group of Torres Strait Islander students from St Ignatius College Townsville.

Our Year 12 students have all experienced a Ministry retreat in inner Melbourne which was supported entirely from College staff and resources, and the Year 11 students again participated in a leadership retreat in November. Eucharist was offered each Friday morning in the College Chapel and was celebrated with each House on House Celebration Day, as well as with all Year 12 Tenete Groups in the latter half of the year.

During the year, another round of staff members participated in personal and spiritual renewal programs locally and abroad, including immersion experiences for staff and students in Africa, Goodooga (NSW) and Arnhem Land. Shelley Ware joined us part-time on staff to work with our Indigenous students and we again hosted a “Long March” event on the property for local schools.

Learning and Teaching

In 2019, we have continued to offer to students a large range of opportunities, and we have encouraged maximum participation in the whole “Parade Package” to promote holistic education. We were very pleased with the 2018 VCE results and the indicators of value-added learning provided by NAPLAN results, and we continue to analyse such results to provide more focused teaching and learning for the students.

The new Nash Learning Centre was completed in December 2017 and has proved to be very popular with students both for academic studies and for lighter pursuits. The Homework Club takes place in the Learning Centres on Tuesday and Wednesday afternoons. We appointed an extra full-time staff member to the NLC staff and are pleased with the many and varied educational experiences the new Centre has hosted.

We have now completed the third and final phase roll-out of laptop computers for Year 7 and 10, replacing the former iPad program. After a great deal of investigation, we decided last year to introduce a new learning system across the school and we have been implementing the SIMON Learning Management System. The system has proved to be very beneficial in many ways and we are now offering continuous reporting to parents and students. Much work has been done in 2019 in developing rubrics for the various subjects.

This year we commenced, in conjunction with Melbourne University, a major literacy review which will terminate in mid-2020. The Melbourne Graduate School of Education is our valued partner in this process.

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

During the year we further refined the Parade Sports Academy to offer another pathway for our students. The program has been developed in conjunction with La Trobe University and the necessary certificates added to SCOPE for delivery through the Parade Registered Training Organisation (RTO). Our students are guaranteed a place in a number of undergraduate Health Science courses at La Trobe University through this program.

We continued to enjoy the maximum level of involvement in the ACC Competition and this year managed the usual range of successes in teams on both campuses. We enjoyed a third-in-a-row

win in the ACC Athletics with first place in all age groups. Students were offered opportunities for focused training by specialist trainers in a variety of key sports.

2019 has produced further individual and team successes in Chess, Public Speaking, Debating, Drama, Music and Visual Arts. The annual Musical *The Addams Family* and the major Drama presentation of a version of *A Midsummer Night's Dream*, both in collaboration with Mercy College, were outstanding successes. The College was well represented in the combined ACC Music workshops and presented several evening gatherings to showcase student performances.

Student Wellbeing

In 2019 we continued to develop and refine plans and procedures to further enhance the safety of our students. We continued the detailed training in Restorative Practices which staff have undertaken over several years, and the process is now virtually fully embedded in the College. The House Leaders and the Tutors continued to offer dedicated and effective pastoral support and guidance for the students. The four Houses celebrated separate House 'Feast' days and held House Celebrations.

The Respectful Relationships program has now effectively become the core of the pastoral care program and, during the year, sessions, particularly at Friday Tutor Group extended periods, covered areas such as Childsafe Standards, Bullying Policy, Inclusion, Cybersafety and Celebrating Difference. During the year, we have offered staff many opportunities for professional development in student well-being, as well as in teaching and learning. David Vinegrad, who has been our trainer in Restorative Practices, has been working with individual and small groups of staff.

Capacity to support students with specific issues or difficulties continues to be extended with an increase in the Counselling Team on each campus, and opportunities offered to students to build resilience and confidence. Some new developments in 2019 include more work by the Counselling Team with staff in classrooms and with groups of students who share a particular focus.

Other more specific actions have included inviting the Man Cave Organization to run workshops for the Year 8 students, and the House Leaders have been investigating the usefulness of the Be You mental health initiative. In addition, we welcomed Ben O'Toole from the Pat Cronin Foundation to speak with our Year 10s on the 'one punch' issue and we will once again have John Meagher and Sonya Karas speak to our Year 12s as they leave us in Term 4 on safe driving and safe partying respectively. We have used the ACER student well-being survey as a valuable collector of information for our planning in student wellbeing.

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

Leadership and Management

In 2019 we continued implementing the master plan for the physical development of the College to enhance the teaching and learning processes. Among the completed projects are:

- The opening of The Peter Bedford Centre: a Gymnasium facility and classrooms that abuts College Hall and Bunjil Park and faces Plenty Road;
- The creation of a Food Science Centre at the Preston Campus;
- The construction of a hockey pitch and multi-purpose surface at the Preston Campus;
- The upgrade of gymnasium facility at the Preston Campus;
- The complete refurbishment of the student toilets at both campuses;
- The installation of a commercial kitchen adjoining the College Boardroom;
- The establishment of gardens for student involvement at both campuses to nurture learning and wellbeing and a connection with the environment;
- Phase Two of Mt Sion façade renewal planned;
- Redevelopment of the Wright Oval into FIFA approved synthetic soccer pitch;
- Commencement of upgrading the campus roofing to allow for additional solar panels.

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

During 2019, the College re-imagined its leadership model and created new leadership roles to implement the strategic direction of the College in line with our Vision and Mission. With this in mind, the following appointments were made:

- Director of Human Resources – Doreen Cutajar
- Director of Preston Campus – Sally Ryan
- Dean of Learning (Yrs 7-9) – Maurice Petruccelli
- Dean of Learning (Yrs 10-12) – Paul Fahey
- Dean of Students – Kieren Prowse

The College remains fully committed to the professional development of our staff in order to maximise learning outcomes for our students. Significant time was allocated to academic staff and middle school leaders to work with external facilitators and staff from other schools to enhance the impact of the teachers in the classroom and to further develop pedagogy.

School and Wider Community

Our parent committee, Parents on Parade, has again assisted with games nights, support of theatre events, a Year 7 parent dinner, and support for suppers at major gathering nights. We are grateful for their support of the College in so many ways.

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

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

Other involvements have been the involvement of senior Music students in the Generations of Jazz gathering in Mt Gambier; a three-week visit by two staff and 10 students with Aquinas College to indigenous communities in Arnhem Land; and a group of staff and students visited China in the mid-year break for an international soccer competition.

The Old Paradians Association (OPA) has continued to develop under the energetic leadership of the committee headed by Mr Lewis Derrico as President and Mr Tony De Bolfo as Executive Officer. The committee again facilitated 6 Ten-Year Reunions and the annual High-Tea event. We are delighted that Dr Paul Shannon is the new president and thank Lewis for his great work over the last decade.

We thank the many people who have worked in support of the College in 2019:

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

We remain grateful for the many blessings we have enjoyed along the Parade journey.

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

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



College Board Report

The College Board welcomed three new members this year in Mrs Maree Hallebone, Mr Armando Scenna, and Mr Paul Rutter, the Chair of the Finance Committee. Long-term serving members Mr Vince Colosimo and Mr Neelesh Narayan have stepped down. In a very short period, Maree and Armando have made a significant contribution to a newly formed committee, the Risk and Compliance Committee. Increasingly, it is important that our community can reflect on and respond to the ever-changing nature of governance and compliance with a myriad of laws, regulations and policies set down by governments, regulators and administrators such as Catholic Education Melbourne and Edmund Rice Education Australia (EREA).

Many physical enhancements to the College buildings and grounds have taken place this year and once again, these initiatives have been implemented without any additional levies being passed on to parents and guardians. The College financial position remains very strong and is void of any debt. We commend the Finance and Strategic Planning Committees for their diligent supervision of their respective portfolios.

Deservingly, much has been written and spoken of the symbolic and momentous contribution made by Dr Moore during his twenty-five year term as Principal of Parade College. His contributions have been too great to enumerate; however, the Board extends our most sincere gratitude for the stewardship he has provided and the positive impact he has had on literally tens of thousands of young Paradians. Brother Moore himself is an Old Paradian, having taken his secondary education at the original site in Victoria Parade. It is in this context that I reference the College Mission Statement:

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

And from our aims: “The College aims to help young men grow into well rounded individuals who will make a meaningful contribution to society.”

Dr Moore has exemplified the vision and has made a highly meaningful contribution to society. We wish him well in a most deserved retirement.

The baton of educational leadership has now passed from the Christian Brothers, who have served as the leaders of Parade since 1871, to the first lay principal in Mr Andy Kuppe. The Board welcomed Mr Kuppe’s appointment, as announced by the Executive Director of EREA, knowing him to be a most respectful and knowledgeable disciple in the heritage of the Blessed Edmund Rice and the Christian Brothers. We wish him well in his role as the 29th Principal of Parade.

Mr Darryn Borg
Chair of the College Board



2019 List of Board Members:

Mr Andrew Kuppe (Acting Principal), Mr Darryn Borg (Chair), Mr Craig Major (Deputy Chair), Mr Ray Bongiorno (Deputy Chair), Mrs Helen Kelly, Mrs Martina Tassone, Ms Maree Hallebone, Mr Justin Scott, Mr Ian Greenley, Mr Paul Rutter, Mr Armando Scenna, Mr Paul Harris (Business Manager)

Education in Faith

Goal

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

Intended Outcomes

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



"Come to me, all you that are weary and are carrying heavy burdens, and I will give you rest. Take my yoke upon you and learn from me; for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light." (Matthew 11:28-30)

Achievements

Liturgy & Prayer

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

- ✓ Ash Wednesday Liturgy in tutor groups, an intimate ritual, led by tutor teachers. A separate session was offered in the Chapel of the Holy Spirit and the Penola Theatre for non-tutors and travelling students. Part of this was the launch of our Lenten fundraising campaign, introducing MacKillop Family Services.
- ✓ Easter Liturgy focusing on the theme of light from John's gospel and using film, drama and music to tell the Easter story, ending in an uplifting performance of Hallelujah. Focus also on the recent events in Christchurch New Zealand, and joining with our Muslim brothers and sisters.



- ✓ House Masses – a separate mass for each House took place throughout the year.
- ✓ Weekly Community Mass at Bundoora, celebrated by our College Chaplains and hosted by two tutor groups each week. With our new Chapel of the Holy Spirit, family and community members are attending in increased numbers. It is a beautiful space for liturgy.
- ✓ At Preston, combined Mass with Sacred Heart Primary School took place once per term and had a theme: eg. Reconciliation Week, Peace. This has been a great success, appreciated by both the students and staff of the Preston campus and the students and staff of Sacred Heart.
- ✓ Daily Prayer focusing on gratitude and noticing beauty and goodness, as well as recognizing and acknowledging International Days and significant feast days in the Church calendar.
- ✓ Anzac Day Ceremony and liturgy. Year 11s took part in a ceremony outside around the memorial plaque and flagpole. A wreath was laid and a live playing of The Last Post and the Rouse. All other year levels took part in a liturgy broadcast over the speaker and done in tutor groups.
- ✓ Edmund Rice Feast Day Liturgy in House groups and at Preston centred on the story of The Good Samaritan, as well as the life of Edmund Rice. We also heard examples from students and staff of how to live out the call to love our neighbours.
- ✓ Tenete Masses for Year 12s with Fr Lenin Thenamirtham as celebrant. A nice way to complete formal Religious Education at the College.
- ✓ Year 12 final liturgy. This year in the Chapel of the Holy Spirit for the first time.
- ✓ Valete evening prayer and blessing.
- ✓ All school assemblies began with creative ritual and prayer.
- ✓ Remembrance Day liturgy done in tutor groups
- ✓ Reconciliation Week: Sorry Day liturgy takes place in tutor groups and is an important reminder of the importance of Reconciliation for the entire College community.
- ✓ Mother and Son Evening prayer and reflection at the beginning
- ✓ Staff Christmas Mass.
- ✓ Prayer at beginning of all staff meetings.
- ✓ Extended reflection time at the opening staff meeting of the year to open theme of “Inclusive Community”



- ✓ Farewell assembly for Br Denis Moore and commissioning of Moore Hall.
- ✓ Integration of the theme of Inclusive Community into prayer in order to explore theme and promote understanding of its importance. Theme picture designed by a student (Patrick Warke) for the first time and used extensively on College letterhead, PowerPoints etc.
- ✓ All staff attended a Staff Formation Day. We gathered at the Winds of Providence sculptures. The day began with a beautiful Acknowledgement of Country by Shelley Ware. Then Brothers Treacy, Nolan, Lynch, Bodkin and Hughes addressed us (played by generous and talented staff). Our prayer ended with beautiful poetry, invoking the wisdom of the Holy Spirit.



Religious Education

- Religious Education Teachers continued to review and reflect on the pedagogy and content of the Religious Education program under the direction of the Learning Area Leader.
- LAL and Director of Ministry attended professional development with Catholic Education Melbourne (CEM) on the Pedagogy of Encounter. Deputy Principal and Director of Ministry attended CEM workshop on interpreting Enhancing Catholic School Identity (ECSI) data.
- A Professional Learning Community was formed with the aim of increasing engagement of students with RE.
- RE teachers attended two RE faculty meetings per term, involving time for prayer and reflection, input regarding pedagogy and reporting requirements, and time in year level teams for planning.
- Janeta Melich was appointed as RE Convenor for years 7-9 and Ellen Lock was appointed for years 10-12. The Senior RE Convenor role is a new position created in order to support the work of the Learning Area Leader.
- All staff attended a Staff Formation Day and were Accredited for 5.25 hours for this. Theologian Carmody Grey presented on God as Communion, and Inclusivity Consultants Darby Carr and Mary Flaskas presented on the needs of LGBT young people.
- The relationship between what students learn in RE classes and the experiences of “faith in action” were discussed in classes, especially at Year 10, 11 and 12 level, where there are significant outreach components. At Years 10 and 11 all students take part in community outreach and at Year 12 they participate in the Tenete Ministry Retreat program.
- Year 10 Community Service Program, part of RE where students are placed in an aged care facility.
- Year 7 Treacy Trail – where students new to the school were inducted into the Edmund Rice tradition by visiting several significant places in the history of the Edmund Rice story in Melbourne.
- Interfaith initiatives continued to be supported, especially through the Year 10 Religious Education Program with visits to a number of places such as a Jewish Synagogue, Islamic Museum, and a Buddhist Temple as well as guest speakers from different faiths.
- Year 9 “Building Bridges” presentation.
- Year 11 Your Choice seminar day on Manhood.
- Blessing of sculptures at front of Preston campus, attended by many guests, including artist Jenny Steiner.



Programs: Students

- Rock and Water Program
- Mother/Son Evening. Attendance at Mother-Son evening was stronger than ever.
- Sixth year of the Year 11 Service Learning Program which requires students to volunteer for at least 10 hours of Community Service. Growth in senior students getting engaged in Edmund Rice Camps through this.
- Stella Fella Day to raise awareness of the treatment of women. Stella Fella awards for students who display the characteristics of a Stella Fella.
- Year 10 Community Service Program, part of RE where students are placed in an aged care facility.
- In 2019, we continued our commitment to being a FIRE Carrier school, marking our intention to continue to work towards Reconciliation in a tangible way. As well as educating students and staff, being a FIRE Carrier school increases the sense of cultural safety for our Aboriginal students. We also continued involvement in the Australian Indigenous Mentoring Experience (AIME), where our Aboriginal students attended days at university and received tutoring from university students. Shelley Ware took over coordination
- For our third year in a row we welcomed staff and students from Edmund Rice Education Australia and local schools for our *Road to Reconciliation* day. It was great to see our Aboriginal students leading the day, particularly 2019 Torch Bearers Rylie Cadd and Che Watson. Keynote speaker was the CEO of the Victorian Aboriginal Child Care Agency, Muriel Bamblett. We also welcomed Uncle Trevor Gallagher and Laila and Helena from CEM.
- This year the prefect team asked to adopt a more local charity for fundraising and awareness raising. They wanted an organisation that worked with young people in education and chose MacKillop Family Services because of the Christian Brothers connection. Through fundraising events throughout the year, but especially during Lent and the Solidarity Walk, we raised over \$30,000.
- Students participated in a number of external workshops organised by Caritas, CEM, Vinnie's, Youth in Philanthropy, ERA for Change
- Andrew Pickard hired as Pastoral Care Worker to facilitate Ministry Retreats and work with engagement of vulnerable students, including co-facilitation of the Smiling Mind group program. Andrew also worked with the FIRE Carrier group, organising excursions, arranging Acknowledgement of Country posters for each classroom, liaising with Australian Catholic Ministry.
- The Social Justice prefects organised The Cage, Environment Week and Are You Ok Day, as well as supporting the promotion of Road to Reconciliation, Stella Fella and Solidarity Week. They also arranged visits from our federal MP Andrew Giles and from state Liberal MP, Richard Riordan.
- Prefect Retreat was in August. Based at EREA in Richmond, it involved many "stretching" experiences, including a visit to MacKillop Family Services Head Office in South Melbourne and to the old Blue Stone Pile for a closing liturgy. This year we also included a meal at Lentil as Anything in Abottsford to our other usual visits to the National Gallery and the Big Issue.
- Year 8 Reflection Days took place in Activities Week at Preston campus and were facilitated by David and Katie Kobler on the topics of self-respect and cyber safety.



- Year 7 Reflections Days took place at Preston with two Houses each day over two days. They were facilitated by the Youth Mission Team and Courage to Care.
- All Year 12s attended a Tenete Ministry retreat where they worked on a food van on the Wednesday evening and went on a placement on the Thursday (at a place for marginalised people). A Footscray Scout Hall replaced Maidstone as the base and Andrew Pickard took over as coordinator. Some new placements were arranged, such as Concord School in Bundoora.
- Visit of students from brother school, Ignatius Park Townsville. Torres Strait Islander dancing for Year 7s.
- Attendance of three teachers and 16 students at the Australian Catholic Youth Festival in Perth in December 2019.
- Year 11 students attended a Year 12 Head Start Camp at Phillip Island in November. This involved several reflective sessions. A new model was trialled in 2019, with most reflective sessions being in the big group, rather than Houses. This included a guest speaker, Elvis Martin.
- The College's first Safe and Inclusive Reference Group was formed to discuss the needs of LGBT students and teachers and how the College can better address them. Consists of staff, students, former students. External facilitation.



Noah Aravena receiving the Young Volunteer Award from the Victorian Centre for Multicultural Youth. This was for the wonderful work he does at St Alban's tutoring.

Community Action

- Brekky Van is into its fifteenth year of operation, serving families from the West Heidelberg area. Regular Old-Paradians and parents are now part of the Community and provide regular familiar faces. Brekky Van was very well supported by staff and students in 2019, with new initiatives such as the frozen meals program, continuing to be popular.
- Community Action students run the Bluestone Café coffee cart, sell cans, organise the biggest Christmas Party for the Elderly in the southern hemisphere in December.
- Parade Shared Table continued into 2019 and was a great success. It is a "win-win" because the VET students get to cook to a full "restaurant" and the visitors get to mingle and enjoy a magnificent meal. The student waiters are always exceptional and often there are musicians providing entertainment. This year a "Feast for Freedom" night was added to raise funds for the Asylum Seeker Resource Centre. We also welcomed a group of women who were instrumental in the Women's Auxilliary in the past. They were delighted.
- Boots for All collection of football boots and sports equipment
- Men's Shed Bike Recycling Program.
- Winter Coat collection
- Blood Bank for staff and over 18s
- Bottle top collection for Envision Hands
- Bread tag collection for wheelchairs in association with St Francis of Assisi Parish
- Supporting the Greensborough Community Meal and The Infinity Church weekly meals

- Sent boxes of second-hand books to Hinapunan Integrated School in the Philippines
- The Community Action Prefect Committee focused on ensuring that all students felt safe and included within the Centre and encouraged students to get involved in various activities, such as the Mother's and Father's Day stalls.
- Continued commitment to the tutoring of students from refugee backgrounds through the Edmund Rice Ministries Oceania (ERMO) St Albans' Tutoring Program. This involves two staff and six students travelling to St Albans weekly.



Advocacy Team

- Organised The Cage event for the tenth year running. Students and staff stayed in a fenced area of the quadrangle for 24 hours, raising awareness of the plight of asylum seekers and of people experiencing homelessness in Australia. We welcomed guests from the Asylum Seeker Resource Centre (ASRC) and the Catholic Alliance for People Seeking Asylum (CAPSA), as well as teacher Kim Nguyen and ex-student, Elnaz Tavancheh. The VET hospitality students cooked a Hunger Banquet, facilitated by our social justice prefects. In the morning we had a panel on homelessness with Br Doug and Shannon from Exodus Community, Cassandra Bawden and John Kennedy from the Council to Homeless Persons and Sam Patterson from MacKillop Family Services
- Environment Week panel including Senator Janet Rice, Tim Jacobs and Zac Ray. Shane Howard presented to a packed Rivergum Theatre on the writing of Solid Rock and his passion for the environment. Our young musicians stayed to play Solid Rock with him, which was a highlight. The Nash Learning Centre was decorated with garbage found around the College as a reminder to be vigilant about putting things in the bins.
- Helped to organise and facilitate our third "Road to Reconciliation" Day.
- Assisted with planning of Solidarity Walk. Raised over \$30,000 MacKillop Family Services.
- Artwork for Nine is Mine on Sustainable Development Goals
- Worked with Sustainability Prefects to stage "Die Ins" around the school during Environment Week.



Waterford Garden

The Waterford Garden project went from strength to strength in 2019, under the leadership of Andrew Walker. Andrew was supported by James Ray who was employed for four hours per week in a new position, Waterford Garden Assistant. Students engage in the garden at recess at lunch and have grown very fond of the chickens, cats and other animals who are members of the Garden family. The eggs and vegetables grown are sold and funds raised support the ongoing costs of the Garden. Not only is this a place of belonging for students at recess and lunch, it also provides an alternative to Thursday afternoon sport for several year 7s who help in the Garden as an alternative.

Programs: Staff

- Many staff participated in specific Edmund Rice Education Australia formation programs:
 - Galilee
 - Into the Deep
 - Break Every Yoke
 - Mount Sinai
 - One staff member attended Journeying with Edmund from Kenya to Ireland
 - Two staff members attended the EREA “Let’s Talk” immersion.
- Staff received hours towards ‘Accreditation to Teach in a Catholic School’ for participating in various programs.
- Director of Ministry represented schools in the newly formed Edmund Rice Spirituality Forum, set up to keep the Edmund Rice Spirit alive across ministries.
- PSST seminars on Catholic theology and spirituality.
- Continued to promote professional learning programs in Religious Education, faith and theology for staff.
- Parade College staff attended the regional programs for Identity Leaders.
- Ministry Team met formally fortnightly to facilitate the goals in the area of Faith and Religious Education across the College.
- Staff leadership of the Advocacy Team.
- Leadership of FIRE Carriers.
- Staff continuing sponsored study in the area of Theology and Religious Education;
- Staff participated in the Easter liturgies that were prepared for the various year levels.
- Staff instrumental in the large amount of funds collected for MacKillop Family Services.
- St Vincent De Paul food collection throughout the school for local branch at Christmas.
- Staff Formation Day 2019: Staff were required to take part in two workshops. Theologian Dr Carmody Grey presented on *God as Communion: The Meaning of Personhood*. Darby and Mary from Inclusivity Inc. presented on *Safe and Inclusive Learning Communities: Meeting the needs of our LGBT students*.

Accountability

- Continuing to implement feedback from EREA ‘School Renewal’ and School Improvement Framework (SIF) reports.
- Continuing to implement findings CEM’s ‘Enhancing Catholic School Identity Project’.
- Board Reports for Board Meetings
- Budgeting
- Leadership Reports

Learning & Teaching

Goals

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

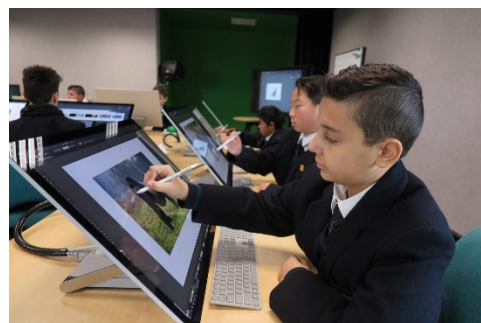
Intended Outcomes

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

Achievements

- 1. Ensure that teaching pedagogy and professional learning accommodates for the 21st Century learner in order to create a dynamic learning environment to maximise learning for all.*

Opportunities to ensure pedagogic practices for 21st century learners continued in 2019 for both staff and students.



Staff with middle leadership positions in Science, Technology, Maths, IT and Arts participated in a Banyule Nillumbik Tech School PD to learn about Tech School facilities, inquiries and design challenges. Staff and student ambassadors continued to work with local schools to develop 2019 Tech School initiatives.

Students in Year 7 and Year 9 participated in more 2019 Tech school programs. These included the Automata, Lamp Design and Steampunk STEM challenges, and in the STEAM Escape Room challenges. In collaboration with the Melbourne Innovation Centre, students participated in START UP incubators to develop innovative ideas and business plans.

Year 7 and Year 9 students continued to participate in STEM days, led by specialists in the STEM industry and local University Engineering and Tech School staff. Extracurricular activities continued in with Technology Club, Anime and Lego Masters clubs continuing to thrive.

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

Following the commencement of the VCAL Sports Academy pathway in 2018, the first cohort of Certificate IV Sport Development students, will gain direct entry into La Trobe University in 2020. These Old Paradians will be eligible to commence their studies in a range of undergraduate Health Science and Business Studies courses, thanks to the partnership between the College and the University.. This pathway has proven to be an extremely attractive option for students with an interest in sports and a goal for tertiary study.

In 2019, curriculum changes in Humanities and Commerce included the introduction of Global Voyager at Year 9 and Accounting for Managers, and Australian and Global Economics at Year 10. Year 10 Science offerings were altered slightly to replace Essential Science with Science

Combined as a one semester elective, and the subsequent removal of Foundation Science. In ICT, DataWise (core) and DigiStem (elective) were introduced at Year 7, Make IT Happen at Year 8 and Digitally Yours at Year 10. In addition to the already popular ExCEL elective SuperFoods, an additional Food Science ExCEL elective, The Edible Garden, was introduced into the Year 9 program.

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

Prior to commencing Year 7 at Parade College, students are tested with Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) in mathematics and reading to help identify students who may require further assistance upon commencement at the College. In Years 7, 8 and 9, students are tested at the beginning and end of each year, with the appropriate ACER PAT Mathematics and PAT Reading tests.

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

Growth analysis of ACER PAT testing data occurred at the end of 2019 and tracked individual student growth over the course of the 2019 academic year. Individual student data and data pertaining to the Year 7, 8 and 9 cohorts was made available to the Teaching Learning Executive, and Student Well Being teams. This information is used to assist with promoting student learning, the refinement of academic programs, and the identification of areas of focus for Subject Based Learning Teams and Professional Learning Communities.

Summary of 2019 PAT Reading and Maths growth per year level:

Year 7 (2019)

Year 7 Within Year Growth Analysis during 2019 Semester 1 - 2019 Semester 2 in PAT Reading

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	135.9	137.44	1.54
Expected Growth	130.21	131.9	1.69
Difference			-0.15
Students	333	316	310
Percentage of matched students			98.1

Year 7 Within Year Growth Analysis during 2019 Semester 1 - 2019 Semester 2 in PAT Maths

	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	132.4	136.19	3.79
Expected Growth	133.71	134.7	0.99
Difference			2.8
Students	333	317	313
Percentage of matched students			98.74

Year 8 (2019)

Year 7 - Year 8 Between Year Growth Analysis during 2018 Semester 2 - 2019 Semester 2 in PAT Reading			
	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	135.37	135.84	0.47
Expected Growth	131.91	134.2	2.29
Difference			-1.82
Students	345	323	311
Percentage of matched students			96.28

Year 7 - Year 8 Between Year Growth Analysis during 2018 Semester 2 - 2019 Semester 2 in PAT Maths			
	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	135.7	136.17	0.47
Expected Growth	134.7	135.7	1
Difference			-0.53
Students	346	316	304
Percentage of matched students			96.2

Year 9 (2019)

Year 9 Within Year Growth Analysis during 2019 Semester 1 - 2019 Semester 2 in PAT Reading			
	PAT Score 1	PAT Score 2	PAT Score Difference
School Growth	135.69	137.44	1.75
Expected Growth	135.2	137.86	2.66
Difference			-0.91
Students	317	291	282
Percentage of matched students			96.91

Year 7 and 9 NAPLAN data was also analysed and reviewed with the English and Mathematics Learning Areas using and responding to this information through the refinement of relevant courses to address areas requiring further improvement. NAPLAN data of individual students is accessible to staff via SIMON, and a detailed analysis of NAPLAN results was provided to the College Executive.

VCE data is analysed both internally and externally every year. Subsequent to the release of the cohort's results, data analysis interviews are conducted with each Learning Area Leader. Similarly, all VCE teachers have the opportunity to discuss their results on a question-by-question basis, and a full Literacy audit of each exam is conducted. VCE teachers also meet in Learning Areas to analyse their cohort's examination performance, and in response, adjust their planning and assessments for the coming year.

4. Continue to embed literacy teaching practices across faculties.

2019 saw the continuation of Parade's embedded approach to disciplinary literacies and a renewed commitment to literacy practices across the College.

Over the course of Semester 1, collegiate workshops were facilitated with a focus on language for higher order thinking. Concurrently, literacy coaches worked in partnership with Learning Area Leaders to design learning experiences that scaffold students towards the higher order literate demands of individual discipline areas.

This interdisciplinary work was bolstered in Semester 2 by the commencement of a partnership between Parade College and the Melbourne Graduate School of Education. Working with a team spearheaded by Professor Larissa McLean Davies, the Teaching and Learning Executive undertook significant professional learning with the MGSE, with a strong focus on discipline-specific literate practices. This work will continue into 2020.

5. Further develop the programs within the various post-compulsory pathways.

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

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

The certificates offered by the Sports Academy are a part of the Parade College Registered Training Organisation (RTO). The RTO offered sixteen (16) Certificates on its scope of registration with Australian Skills Quality Authority (ASQA) in 2019. The RTO has enrolments from Parade College Year 10, VCE and VCAL students, as well as students from external schools in the local area. In total, our RTO catered for over 500 enrolments from Parade students, with several students completing more than one certificate across Years 10, 11 and 12.



Our VCE and Tertiary Expo was again offered to coincide with the Subject Selection evening, with representatives from all major tertiary institutions available to give career and tertiary advice to Years 9-12 students. Similarly, Learning Area Leaders presented a brief summary of VCE course offerings to Year 10 students to assist them in choosing the most suitable subjects for their future studies.

Year 10 Mock Job Interviews were again conducted in 2019, with many volunteer interviewers from a range of organisations, including many former Paradians, assisting our Year 10 students prepare for life in the workforce. 230 interviews were held over three and a half hours, providing an invaluable experience and opportunity for individual feedback to all Year 10 students at Bundoora campus. Resume writing and letters of application were also an important part of this process in the preceding weeks.

The Year 10 Work Experience Program formed an important component of the Careers Program offered to our Year 10 students. Students undertook one week's placement in late November to learn more about the world of work and occupations they may be considering in the future.

Parade College was able to offer over 120 students in its Pathways (Year 10) and VCAL (Year 11 and 12) program, access to vocationally oriented, 'hands on' learning. These students were able to access a variety of Vocational Education and Training (VET) programs at each year level. All Year 10 Pathways students were able to access the Edmund Rice Trade Training Centre on two days of their school week, undertaking training in Building and Construction (Carpentry), and Building and Construction (Bricklaying) or Furniture Making. These programs provided students with valuable insights into the construction industry and valuable skills and experiences that a large number will carry into their VCAL program in 2020.

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

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

6. Support students with learning challenges through programs and personnel and by strengthening the Get Real Program to encourage best student academic outcomes.

Student Support Services (SSS) continued their important work in 2019. In addition to their support programs and services, the Additional Needs Coordinators worked closely with Teaching and Learning Leaders to ensure students' academic, social and emotional needs were appropriately supported.

Academic programs included QuickSmart Numeracy and Literacy (Year 7 and Intervention), Renaissance Reading (Year 8), as well as Intervention Maths and English classes at Years 7, 8 and 9. At Year 10, Science was offered as separate semester long subjects focusing on Biology, Chemistry Physics and Psychology. Students not wishing to pursue Science beyond Year 10, were offered the opportunity to undertake an integrated science subject, Science Combined, that covered the fundamentals of the Year 10 Science curriculum. Foundation Mathematics was also offered at Years 10 and 11. English as an Additional Language (EAL) support was offered at all year levels, and a stand-alone class ran at Year 12 with great success.

Additionally, Academic Advisors were appointed to work with VCE students identified as 'at risk' in terms of achieving their academic goals and VCAA and College requirements.

2019 NCCD

NCCD Totals 2019					
	QDTP	Supplementary	Substantial	Extensive	Total
Cognitive	30	118	26	2	176
Sensory	0	0	0	0	0
Physical	55	5	2	2	64
Social Emotional	11	27	7	4	49
					289

The Year 10 Subject Selection assembly provided a showcase of VCE, VET and VCAL offerings to commence the subject selection season. The Subject Selection Evening held in early August again incorporated the VCE and Tertiary Expo, with increased attendance in 2019. In consultation with Tutor Teachers, House Leaders, Careers and Academic Advisors and parents, Teaching and Learning Leaders guided students through the process of subject selection and promotion of students to the next year level. When selecting subjects for the following year, Year 10 and 11 students were required to achieve a C+ grade average in related subjects. This program was extended to Year 9 in 2019, with teacher recommendations included in the Year 9 data.

For Year 12 VCE students, Elevate Education was again included in their learning programs. Similarly, Edrolo, an online learning program, was taken up for all VCE students (Units 1-4), and greatly supported students, including those who experienced academic challenges.

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

Staff continued to work towards improved classroom practice by analysing and developing strategies related to the Direct Instruction method of teaching. This included the use of learning intentions and success criteria and the use of Marzano proficiency scales.

Staff continued to work on how to formulate learning intentions, success criteria and effective rubrics to enable the learner to identify specifically what is expected of them to achieve success. Professional Development on Marzano proficiency scales continued, with the intention of helping students identify and understand the progression of their learning.

Part of 2019 was dedicated to using student focussed approaches to teaching. David Vinegrad returned in 2019 to continue his work with academic staff on effective classroom practice and classroom engagement. Classroom expectations and agreements were revisited.

In addition, academic staff worked towards using data to inform their teaching practices and understand student growth, in both VCE debriefs and Middle Years workshops on NAPLAN, ACER and pre- and post-testing data.

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

Students at Parade College were actively included in the ongoing teacher appraisal and annual review processes in 2019. All students are given the opportunity to provide feedback for each of their teachers via the 'Collecting Student Feedback at Parade College' survey program. Additionally, randomly selected students are invited to provide confidential feedback to panels in interviews.

The Student Council was made up of approximately fifty Year 12 students in nine committees in 2019, and continues to be highly prestigious and sought after appointments. This is one of the most important ways in which the College recognises student voice. The Academic Prefect Committee met with the Assistant Principal (Teaching and Learning) on a fortnightly basis. Similarly, 2019 was the third year that students organised and hosted the Arts & Technology Exhibition.

The Dean of Learning (Years 10-12) scheduled weekly meetings with the Year 12 student body and provided, and sought, feedback in an endeavour to continue the improvement of teaching and learning processes.

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

The program offered by Elevate Education was expanded in 2019 to include Year 11s. The presentations focussed on the study skills used by successful students, and examination preparation. Post program evaluations by students indicated that this is an extremely effective and useful program for students of all abilities.

Edrolo flipped and web-based learning resources were again provided to Unit 1-4 with over thirty subjects available to our students across the four units. Usage data again supported to continuation of use of this resource by our students.

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

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

The selection of texts and other web-based resources with additional capacities such as Education Perfect (Mathematics, English, Humanities, Languages and Science), and LearnOn (Jacaranda) provided students with increased opportunities to continue their learning outside the classroom.

Project based learning and research programs were again a focus of many ExCEL subjects at Year 9, with the foundation skills to succeed in these areas being threaded through the curriculum in Years 7 and 8.

STEM days were again held in the middle school with both campuses being involved in a series of workshops and activities focussing specifically on the Science, Technology, Engineering and Mathematical educational skills required in the workplace in the 21st century.



Nano Nagle Program

2019 saw the continuation of the Nano Nagle Program which involves recent Old Paradians coming back to the College and tutoring or lecturing current Unit 3/4 students in subjects in which they have excelled. These tutors are paid to pass on their knowledge, as well as their successful habits, to assist our current students to perform to their potential. Several Old Paradians were employed casually across nearly every subject area offered at Parade College. Some students came in weekly or fortnightly, while others were used exclusively prior to key assessments and examinations. On Tuesday and Wednesday afternoons each week, our most talented past Mathematics scholars provided Maths Support to students from all year levels for an hour after school.

The program continues to be popular and is considered a great success by students and staff alike and will continue to be offered in 2020.

10. Develop and support Dynamic Teaching and Learning and improved teacher effectiveness through professional development underpinned by the educational research.

Continuing Parade's focus on dynamic teaching and learning, Dr Janelle Wills, Associate Director of Marzano Research in Australia and New Zealand, returned to the College in Term 2, 2019. Teachers continued to work in faculty groups to design proficiency scales, which then informed the initial development of assessment rubrics. This work continued in faculties throughout 2019, guided by Learning Area Leaders.

Over the course of the year, academic staff had the opportunity to work alongside education consultant, David Vinegrad. Working with teachers in their classrooms, David observed classes across the College and worked with individual teachers to both analyse their classroom practice and develop strategies to increase student engagement. On a whole school level, David worked in partnership with the leadership team to continue to develop Parade's pedagogical approach to engagement and effective curriculum delivery. This focus on engaging and respectful classrooms will continue into 2020.

Several other large-scale projects also commenced in 2019. Two Teaching and Learning Executive working parties were formed and began work on redesigning the College's curriculum documentation and reconfiguring the school's professional learning opportunities to include Professional Learning Communities. The preliminary work completed in this space will come to fruition in 2020 as the College engages in a far-reaching rethink of its approach to both curriculum documentation and professional learning.

Staff had opportunities during 2019 to engage in formal training in the use of ClickView, Edrolo, and Education Perfect. Preston-based teaching staff also engaged in Food Handling training, in preparation for the opening of the Campus' Food Technology facilities in the new school year. Throughout 2019, regular College-based professional learning continued through eLearning, Literacy, Student Support Services (disability standards), and PSST workshops.

11. Implementation of Learning Management System

To help implement the College's new SIMON Learning Management System (LMS), all staff participated in SIMON professional development in 2018 in the following areas:

- Features and applications of SIMON – including classes, course descriptions and topics
- Student and staff profiles
- Email and communication in SIMON
- Attendance recording, including SAAs

The changeover to SIMON commenced at the start of 2019. Full staff PD continued (during all staff PD days and within faculty meetings) in:

- Assessment (formative and summative) and feedback requirements
- Continuous reporting capabilities and requirements
- Teaching and Learning Letters – resubmission, redeemers, at risk of failure etc.
- Excursions/ incursion processes

The Teaching and Learning Executive, in consultation with faculties, continued to develop standards in assessment and reporting practices to be implemented in SIMON.

Key areas of development included:

- Proformas to record and maintain assessment
- Proformas for continuous feedback and reporting, including changing both mid-semester and end of semester reporting templates
- Allocation of key staff responsible for SIMON administration
- Types of Teaching and Learning letters to address all year levels and a variety of classes such as VCAL, VCE, Sports Academy.

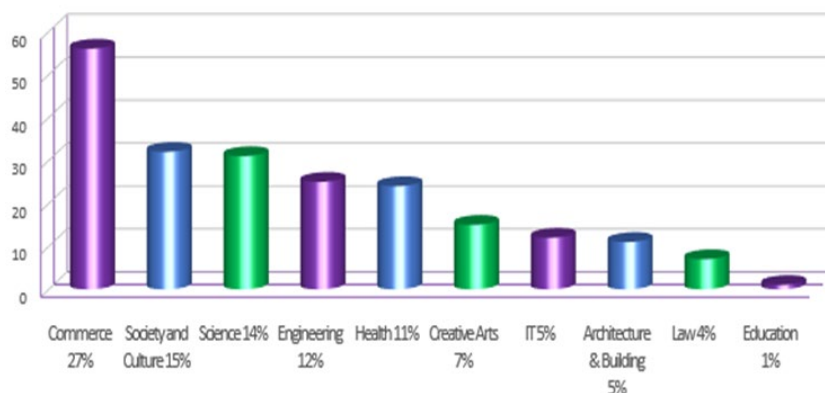
These processes continue to be reviewed and amended in 2019/20.

12. VCE, NAPLAN and Other Student Learning Data

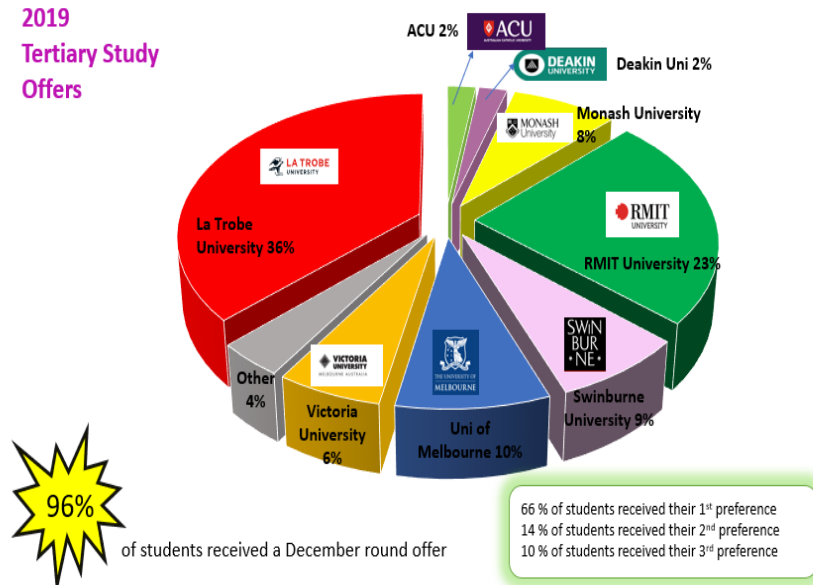
Summary of 2019 VCE Results

- Our College Dux achieved an ATAR of 99.4
- We had 16 students obtain an ATAR above 95 (up from 11)
- We had 35 students obtain an ATAR above 90 which is our top (up from 22)
- Half of our students (50%) obtained an ATAR above 70
- Our percentage of students with a study score above 40 rose by almost 1% to 8.5%
- Our median study score was 31 (up from 30)
- Our mean study score was 30.90 (up from 30.70)
- 66% of students received their first preference university offer, a rise of 7%;
- 96% received a first round offer (up by 2%)

2019 Spread of Offers



Parade College 2019 Tertiary Study Offers



2019 Parade College Overall School Data

	Count	%
Total number of year 12 students enrolled at selected school(s)	256	
Total number of students at this school who have applied	196	76.56%
Total number of paid students with preferences	193	75.39%
Total number of unpaid students with preferences	3	1.17%
Total number of students without preferences	60	23.44%
Offers (based on students who have applied and paid)		
Number of students who have received an offer	191	98.96%
Total number of students with more than one offer	34	17.62%
Number of students with no offers	2	1.04%

Offers by course type (all rounds to date)	
Number of CSP/Govt subsidised offers	197
Number of FEE based offers	7
Number of Fee Type Determined by Provider offers	25
Number of International offers	1

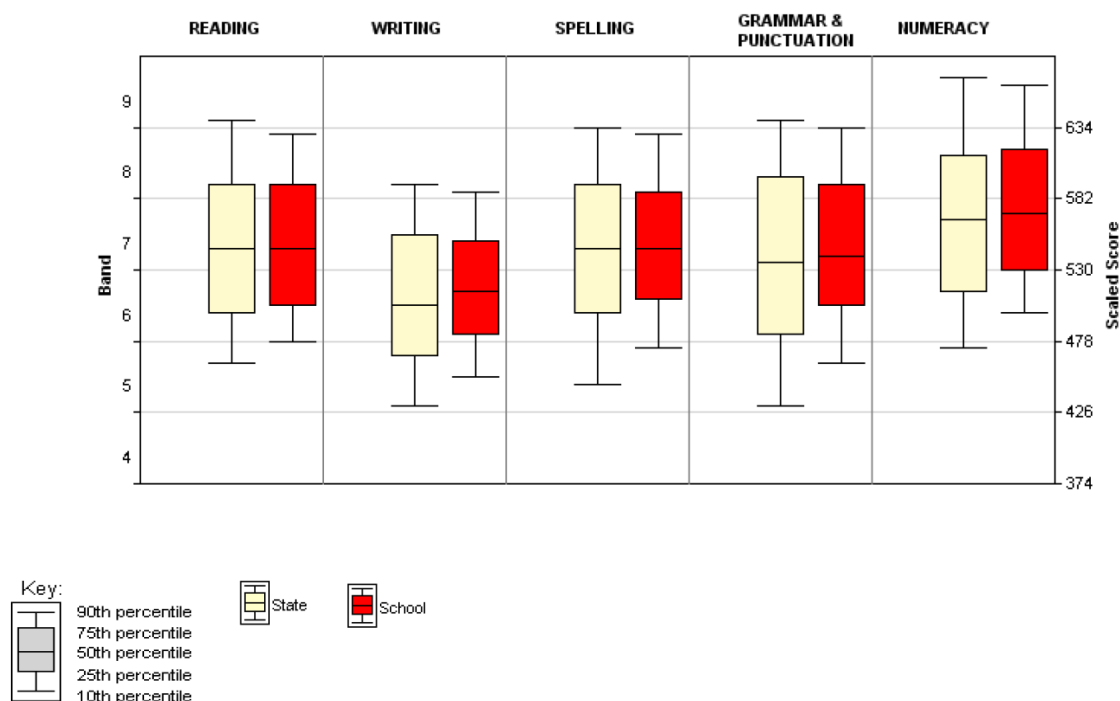
International offer rounds (based on students who have applied and paid)		
Round	Offers	%
December offer round International	1	0.52%
January offer round 1 International	0	0.00%
January offer round 2 International	0	0.00%
January offer round 3 International	0	0.00%
January offer round 4 International	0	0.00%
January offer round 5 International	0	0.00%
Domestic offer rounds (based on students who have applied and paid)		
Round	Offers	%
December offer round Domestic	185	95.85%
January offer round 1 Domestic	35	18.13%
February offer round 1 Domestic	6	3.11%
February offer round 2 Domestic	2	1.04%
February offer round 3 Domestic	1	0.52%
February offer round 4 Domestic	1	0.52%

Year 7 NAPLAN

Students entering Year 7 in 2019 have again exhibited strong NAPLAN results with Reading, Writing, Grammar & Punctuation and Numeracy means and medians close to the corresponding means and medians for State (boys) in 2019 with a considerable spread of ability across all areas.

- The Parade 50th percentile is above the State (boys) level in all areas except Reading. For Grammar & Punctuation it is 7 points above, Writing 6 points above, Numeracy is 5 points above, and Spelling 3 points above. Reading is very close to the State (boys).
- For Spelling, although the medians for Parade and the State (boys) are similar, the Parade mean is significantly above the State (boys) mean
- In all areas, the school 10th and 25th percentiles are above the state (boys) level.
- The school 75th percentiles are close to the state in all literacy areas but 5 points above in Numeracy.
- The school 90th percentiles is below the state (boys) for in all areas, most noticeably in Reading where it is 14 points below.
- Since the State Means for Boys in Writing, Spelling and Grammar are outside the 95% confidence interval (CI) for the school mean, we can say, with 95% confidence, this cohort of Parade Year 7 boys is above the state level for Writing, Spelling and Grammar.

2019 Year 7 - Gender: Boys

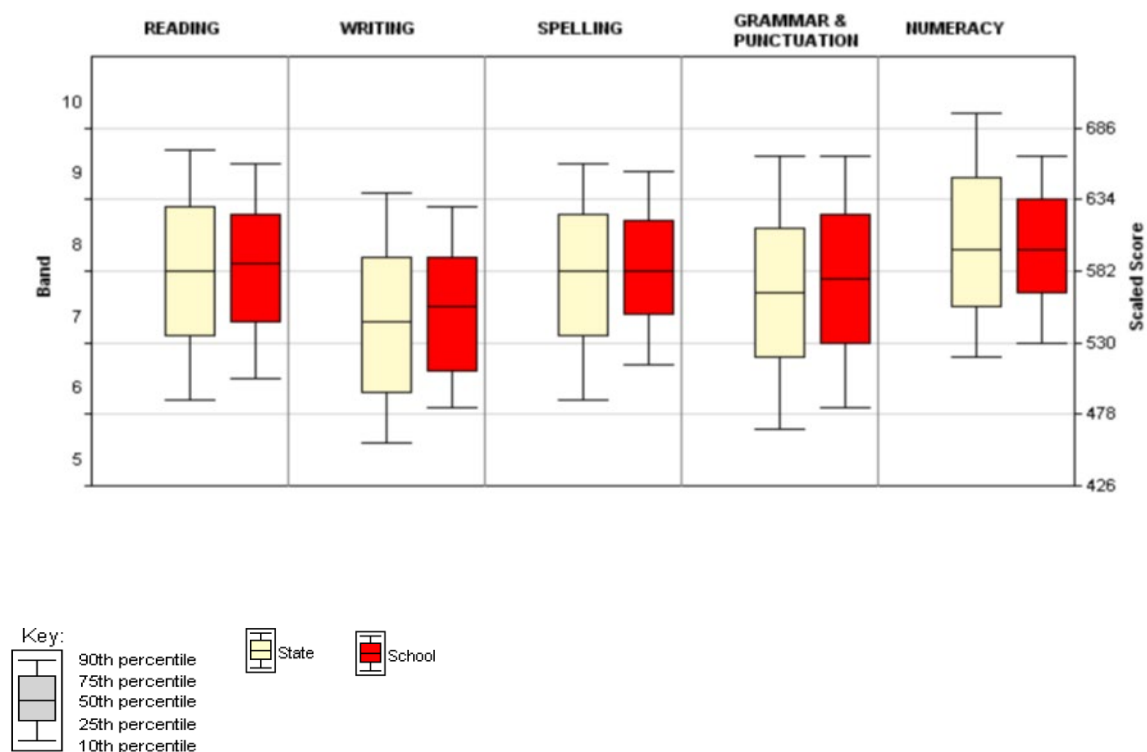


Year 9 NAPLAN

The Year 9 NAPLAN 2019 results have shown varied growth compared to previous years. Writing and Grammar and Punctuation are strengths for our students, with the mean and median above the State (boys) level. The mean and median for Numeracy, Reading, Spelling and are similar to the State (boys) average. Parade median and 50th percentile are above the state level for Reading, Writing and Grammar and similar for Spelling and Numeracy.

- In all areas, the 10th and 25th percentiles are above the state level for boys.
- The school 90th percentile for Spelling is just above the State level for boys in Grammar but below in other areas. (from 6 points below for Spelling down to 30 points below for Numeracy).
- The 75th percentile is close to the state for Reading and Writing, 5 points below for Spelling, 11 below for Numeracy but 6 points above in Grammar.
- Although the Parade median for Spelling is the same as that for the state (boys), the mean is 6 points above the State (boys) mean.

2019 Year 9 - Gender: Boys



Student Wellbeing

Goals

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

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

Intended Outcomes

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

Achievements

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

- Learning how to use a new LMS, SIMON, for tracking student behaviour and exploring the potential that SIMON has for expanding recognition of student achievements and the Treacy Cup Inter-House Competition.
- Continuing the inclusion of Tutor Team Meetings each term in the College Calendar.
- Continuing to set agendas for each Tutor Team Meeting which include sharing best practice for Tutor Periods, Tutor Groups, managing classroom behaviour and on Restorative Practices.
- Continuing development and review of planned Pastoral Care Program in Tutor Periods, using the Respectful Relationships Program, eSafety Commission resources and the best of what we have done over previous years
- Continuing the process of change to implement and embed Restorative Practices as part of the student behaviour management processes at the College.
- Continuing the professional learning of staff by providing input in the Staff Newsletter about the philosophy behind Restorative Practices.
- Supporting staff attendance at professional learning opportunities related to student wellbeing external to the College
- Continuing to support members of the House Leaders Team at Berry Street Education Model 4 day professional development program
- Providing Student Well-Being Professional Learning day for staff of both campuses.
- Reviewing, changing and challenging student management practices to address student behaviour issues
- Providing targeted professional development one on one for staff with Dave Vinegrad in the management of classrooms and student behaviour
- Presenting to all staff at Staff meetings on issues related to student wellbeing and child safety eg: Mandatory Reporting, Reportable Conduct Scheme
- Review and delivery of amended policies related to student well-being and child safety issues to staff.
- Continued work on two projects by the House Leader Team to explore the issue of Men's Health and Student Voice and Leadership

- Provision of Professional Learning by Student Support Services (SSS) staff to continue to increase staff capacity to support Students With Additional Needs (SWANs). Areas included Parade's Personalised Learning Plans and the Nationally Consistent Collection of Data funding model.
- Assistance provided to staff, by ANCs, with adjustments to curriculum and assessment practices.
- Attendance of Additional Needs Coordinators (ANCs) at CEM Nationally Consistent Collection of Data (NCCD) briefings.
- Meetings held with the ANC Team and the NCCD CEM staff member.
- Liaising with CEM staff regarding programs for Students with Refugee Status.
- Presentation to staff re the Nationally Consistent Collection of Data to ensure accuracy.
- In light of new Learning Management System, SIMON, presentation to staff regarding Personalised Learning Plans and meeting time provided for staff to complete PLPs with assistance provided by ANCs.
- Participation of two Parade College teachers in the inaugural Immersion to Arnhem Land.



In the **Counselling and Wellbeing Team Services** offered to assist students:

- Increasing the time allocation of the Counselling and Well-Being Team, and deploying staff to meet peak needs at both campuses.
- Continuing to meet with and work with staff on issues related to managing issues in the classroom through targeted work in collaboration with staff in the classroom
- Holding regular, scheduled meetings of Team members to review presenting issues, allocate referrals from teaching staff to counselling staff.
- Running regular clinics with Counselling Team to review best practice.
- Presenting to small and large groups of staff on presenting issues to enhance staff understanding and work with students.
- Continuing to develop the Seasons' Program for students experiencing grief and loss.
- Introducing the Yachting Program for selected Year 8 students to enhance sense of self-esteem and connections with others
- Continuing the development of the Mindfulness Program for students struggling with social issues, anxiety and self-esteem issues; expansion of this to provide voluntary Mindfulness sessions for Year 12 students and staff once a week.
- Presenting to Year 12 students on managing exam stress and anxiety
- Maintaining membership of, and attendance at, locally-based networks on counselling support services in schools.
- Maintaining and utilising services of external agencies to assist students and families of the College.
- Monitoring and upkeep of the Counselling Services Website which allows students to contact counsellors to arrange appointments and ask for advice, provides resources for

students to access on a range of issues and provides contact numbers and agencies for students to access during holidays, after hours and during weekends

- Through the provision of regular, external, Professional Supervision.
- Trialling the assignment a counsellor to each House to allow the counsellor to develop stronger relationships with staff and students in the House to strengthen the ties between House staff and Counselling Staff and to develop continuity of service with students in the House.
- Trialling a Year 11 Peer Mentor Program for Year 8 students.

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

- Continuing the development of the database program for student management to more accurately reflect each student's progress.
- Continuing the enhancement, development and expansion of data collected for the tracking process for students' academic progress, to support them throughout the year:
 - students "at risk" of academic failure identified with term reports;
 - parents and students required to attend meetings with House Leaders, Tutor Teachers to develop plans of action to manage and improve students' academic progress;
 - student progress checked through meetings with parents mid-term;
 - some students placed on contracts for the 2019 academic year with regular reviews built into process, whilst others improved during the course of the year and were no longer considered "at risk" of academic failure;
 - continuing development of process to ensure students are choosing appropriate subjects for their skills and aspirations in Years 10 and 11
 - assignment of Teaching and Learning Leader to each House to assist with parent and student interviews re subject and course selection in the latter half of the year
 - incorporating the services of the Careers Counsellors and Counselling Team Members, and, where appropriate, VCE Co-Ordinator , Middle Years Co-Ordinator and Pathways Co-Ordinators in discussion with parents and students about future directions.
- Continuing and expanding the Academic Advisors role to help support and track student academic progress at Year 11 and 12.
- Continuing role of Campus Co-Ordinator at Preston Campus to oversee the general care and development of students in Years 7 to 9
- Reintroducing the role of the Assistant Student Wellbeing Co-Ordinator to assist the Campus Co-Ordinator at the Preston Campus
- Use of restorative processes and meetings by House Leaders and Campus Co-Ordinator in managing situations with students.
- Fortnightly meetings scheduled with Preston Campus Co-Ordinator, Assistant Student Wellbeing Co-Ordinator Pathways Director and Assistant Principal (Student Wellbeing).
- Fortnightly meetings held with Upper and Lower House Leaders at Bundoora.
- Fortnightly meetings held with Team Leader, Counselling Services.
- Fortnightly House Leaders/Campus Co-Ordinator meetings.
- Attendance of Counsellors at meetings with House Leaders, Campus Co-Ordinator and Director of Pathways Programs as required
- Introducing the role of the Dean of Students at the Bundoora Campus
- Continuing the development of welfare-based issues as the basis for year level assemblies at each year level

- Year 7 – transition into secondary school; bullying; making friends
- Year 8 – ManCave Workshops
- Year 9 – drug education
- Year 10 – respectful relationships/cyber-safety and respect online
- Year 11 – driver education; one punch issue
- Year 12 – safe partying/safe driving/managing anxiety and stress in Year 12.



- Developing the overnight camp program for Year 8 students as part of Activities Week
- Introducing the Man Cave Workshops to the Year 8 Program with a view to embedding them in Years 9 and 10 in future years
- Redeveloping the Activities Week Programs for Years 7 and 8 students
- Continuing to review and develop the Failte Program – Year 12 students welcoming Year 7 students to the College and mentoring them in their first year at Parade.
- Continuing to revise and review the transition processes from Primary school to Secondary school for incoming Year 7s students and their families
- Maintaining the “Solo Morning” for Year 7 students who are the only student from their primary school coming to Parade at each campus
- Continuing to revise and review the Family and Student Orientation processes for incoming Year 7 families and students prior to commencement and on commencement of enrolment
- Including the Respectful Relationships Program in the Parade Pastoral Care Program
- Continuing the presentation by a guest speaker on the “one punch” issue to Years 11 students.
- Introducing the ACER 6 Star Student Wellbeing Survey to gauge individual student wellbeing across the year
- Continuing the relationship with Mercy College through the Drama and Musical performances and the Year 10 dancing classes.
- Continuing to promote involvement and participating in extra-curricular activities
- Continuing to plan and review activities for Year 12 end of school celebrations.
- Maintaining focus on involvement in House activities and developing sense of identity with their Houses amongst the students and staff.
- Development of House Activities Session on the last Friday of each term.
- Trialling of a new subject in the ExCEL Program for Year 9 students who were disengaged with their learning and life at the College
- Maintenance of Homework Club two afternoons per week and each morning.
- Continued development of Treacy Cup inter-House competition.
- Continuing to revise policies and procedures to ensure that all Child Safety measures are being implemented and embedded.
- Applications forwarded to the VCAA for students requiring Special Provision and Special Examination Arrangements.
- Assistance provided to students with completion of Special Entry Access Scheme (SEAS) applications.
- Continued term by term Program Support Group Meetings for students identified as requiring Substantial or Extensive (NCCD) adjustments.



- Provision of Interpreters to enhance communication between school and home.
- Supporting SWANs and their families with the transition from Primary to Secondary School – visits to numerous Primary Schools for PSG Meetings.
- Interpreting external assessment reports and data to provide targeted assistance to students.
- Assessment of incoming Yr 7 students (while in Grade 6) in literacy and numeracy with results provided to teachers and parents. Monitoring of Yr 7 and Yr 8 students' literacy and numeracy skills with assessment of all students at the end of Yr 7 and Yr 8.
- Continued offering of the Scholarship Program to Yr 8 students for Yr 9 and 10 and, following satisfactory review of performance, the Scholarship may be extended into Yr 11 and 12.
- Introduction of Br Peter Cole Scholarship for Preston Campus.

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

- Continued fortnightly meetings scheduled with the Director of Student Support and the Additional Needs Coordinators.
- Employment of Administrative Assistant for the Additional Needs Coordinators.
- Continued fortnightly meetings with the Intervention Programs Coordinator.
- Ongoing evaluation of Curriculum Maps for Intervention Maths and Intervention English.
- Continued development of assessment rubrics.
- Participation of three Year 10 students in the CEM Senior Pathways and Transition Program.
- Continued use of Grade 6 Testing data to identify students with additional needs and to assist with identifying students for Intervention Programs.
- Continued fortnightly meetings scheduled between Y12 English Support Subject Teacher and English/EAL Support Teacher.
- Maintaining an up to date list of Y7-12 students at the College from Non English Speaking and EAL backgrounds.
- Membership of, and communication with, VATE EAL online network.
- Membership of, and attendance by ANCs, at CEM Network Meetings.
- Maintaining and utilising services of external agencies to assist students and families of the College.
- Continuation of QuickSmart Numeracy and Literacy Programs targeting Year 8 students. Training of additional staff in QuickSmart Literacy and Numeracy involving six days of Professional Learning each.
- Continued pre / post testing and monitoring of all students in Intervention classes.
- Targeted Professional Learning for the VCE Yr 12 Support Teacher.
- In class support and assistance provided to Students with Refugee Status and their families.
- Liaising with CEM staff regarding programs for Students with Refugee Status.
- Interpreters organised for telephone conversations and interviews.
- Supporting parents and senior students with their transition from secondary school to further education, employment services and other specialist services.
- Provision of Personalised Learning Plans for requiring Substantial and Extensive (NCCD) adjustments.
- Adjustments provided to students for NAPLAN and with Examinations.
- Additional supervision and assistance provided by Learning Support Officers on camps and excursions.
- Review yearly exams for intervention programs.

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

- Intervention and Altior programs available to all Indigenous students.
- \$2600 (CEM funding per student) offered to support Indigenous students to be used for external tutoring or school-based support programs.
- Maintained the awarding of the Indigenous Symbolic Torch to an Indigenous student – conferred at College Assembly.
- Acknowledgement of Country protocol used at College events, assemblies and celebrations.
- Information regarding traineeships, scholarships, and post school options regularly forwarded to Indigenous students' families.
- Assistance provided with completion of Special Entry Access Scheme applications.
- Aboriginal and Torres Strait Islander flags permanently flying at the entrance to both Campuses.
- Indigenous community events regularly promoted in the College Newsletter.
- Continuation of regular gatherings of Parade's Indigenous students.
- Participation in the CEM Watta Watnanda Secondary Day Gathering.
- Involvement of four students in the NRL's School to Work Program – regular support provided to the students at Parade by the NRL School to Work Officer.
- Participation of 2 Yr 12 students in the Dardi Munwurro and Melbourne Storm Victorian Aboriginal Men's Gathering.
- Creation of a new position: Aboriginal and Torres Strait Islander Education Officer. Employment of Shelley Ware in a 0.6 capacity (teacher).
- Ongoing support provided to students by Neville Jetta, the College's Aboriginal and Torres Strait Islander Support Officer. Regular sessions held with Neville and Parade's Indigenous students.
- Participation of the Yr 12 VCE student in the English Support class and additional one to one assistance provided by the VCE English Support Teacher.
- Gathering of Indigenous students at the beginning of the year over a pizza lunch to celebrate the awarding of the College's Indigenous Torch to two Yr 12 students
- End of year / Christmas function held in the evening with Parade's Indigenous families and key staff to celebrate the achievements of all students, including the completion of Yr 12 for two students.
- Participation of Yr 12 student and his family in the CEM Yr 12 Graduation dinner
- Participation of Indigenous students in the Australian Indigenous Mentoring Experience (AIME).
- AIME Tutor Squads provided weekly onsite (after school) assistance to students with their school work.
- A cultural day for students was facilitated by Yarn Bark.
- Aboriginal culturally focused team building session, Indeka, was provided on site by Mirri Mirri for our Aboriginal and Torres Strait Islander students which also included the participation of nonIndigenous students.
- Bundoora Aboriginal students participated in the Deadly Choices Foundation Program which was facilitated by the Victorian Aboriginal Health Service (VAHS). Consisting of eight weeks, the following topics were covered:
 - Leadership
 - Chronic Disease
 - Tobacco Smoke
 - Nutrition
 - Physical Activity
 - Harmful Substances
 - Healthy Relationships
 - Access and Health Checks

- Inaugural immersion to Arnhem Land occurred from June 22 to July 1, staying at Mammadawerre and Mikginj Valley Homelands. Facilitated by Red Earth. The Immersion took place with Aquinas College, Ringwood. Nine Parade students, ranging from Yr 8-11, participated, along with two Parade teachers.
- Continued development of Parade's program for remote Aboriginal and Torres Strait Islander students;
 - One additional student from the Tiwi Islands joined the College;
 - Provision of significant levels of support to assist the student with the transition to Parade;
 - Regular meetings and communication with the boys' House Parents;
 - Participation of 4 students in VCAL.
 - Participation of students in ACC Sporting Teams.
- Visits to Primary Schools and PSGs held for Grade 6 students to assist with their transition to the College and to gather information about their cultural background.

In **Altior** to enhance students' learning opportunities:

- Fortnightly meetings scheduled with the Coordinator of Gifted and Talented Programs and the Director SSS.
- Termly meetings scheduled with the Coordinator of Gifted and Talented and the Altior Team.
- Year 7-9 Altior students participated in Tournament of Minds.
- The Night of Excellence, continues to be highly valued by parents / guardians and students with strong attendance.
- Altior students continue to be offered opportunities to be involved with such organisations as Julie Arliss Academic Conferences, Writers' Workshops, Banyule Nillumbik Tech School as well as the Melbourne Writers Festival.
- Altior offered in Semester 2 to Yr 7 students in English, Mathematics, Science, and Humanities.
- Hosting of the Science Talent Search Video and Photography at the Bundoora Campus.
- Two days of "up skilling" in Mathematics and Science provided after the conclusion of the academic year, to Yr 8 students offered a place in Altior for 2020.
- Participation of Gifted and Talented Coordinator in regular CEM Gifted Think Tank meetings.
- Challenge Day was held at the Bundoora Campus for Yr 6 students accepted into Yr 7 Altior.



In the provision of **Specialist Services** to students:

- Ongoing close monitoring of students' results by the Psychologists and Speech Pathologist to identify at-risk students who may benefit from assessment.
- Continuation of cognitive and academic assessments administered by the Psychologist to identify students' learning strengths and challenges. Parents / guardians provided with an Assessment Report and students' teachers advised of Teaching and Learning Recommendations which are also uploaded to Simon.
- Continuation of oral language assessments administered by the Speech Pathologist to identify students' learning strengths and challenges. Parents provided with an Assessment Report and students' teachers advised of Teaching and Learning Recommendations which are also uploaded to Simon.
- Continued implementation of Social Skills and Communication Skills Program by the College's Speech Pathologist for students with ASD.

- Continued membership of the I CAN Network, providing fortnightly mentoring for students with ASD, as well as opportunities for students to network with ASD peers within Melbourne through I CAN events. Participation of students in the I CAN AWETISM Expo.
- Liaising with the CEM Visiting Teacher Service for eligible students.
- Liaising with CEM staff regarding programs for Students with Refugee Status.
- Continued participation in the CEM Tailored Pathways Program for Yr 10 students with a disability.

VALUE ADDED

- Delivery of the re-developed Failte Program – Year 12s welcoming Year 7s.
- House Assemblies at the beginning of the school year to introduce new staff to the College and to launch the House Cup and Committees for the year.
- Lower Tutor Teachers attending Year 7 family and parent functions in Term 1.
- Tutor Teachers in all levels contacting families new to the school.
- Parent-Tutor Night in Term 1 – parents meeting with Tutor Teachers.
- Tutor Team Meetings with regular agenda item of best practice case studies.
- Student-led House Assemblies.
- Student-led House Committees and activities.
- Student-led College Assemblies.
- Continuing the Senior Tie for VCE and VCAL students.
- Continuing to provide Year 12 badges to Year 12 students at the beginning of the school year, presented by Year 7 students to signify their role as school leaders.
- Continuing to provide House badges to Year 7 students at the beginning of the school year, presented by Year 12 students to signify their belonging to the House and College communities.
- Introducing the ManCave Program to our Year 8 students to challenge their perceptions of what it means to be male and to be a good man.
- Introducing the ACER 6 Star Student Wellbeing Survey to gauge individual student wellbeing in 6 domains.
- Professional learning opportunities for House Leaders' Team on Restorative Practices, Berry Street Education Model and Youth Mental Health issues.
- Professional learning opportunities for House Leaders' Team on Restorative Practices and Youth Mental Health issues.
- Regular opportunities for Indigenous students to get together as well as participation in external programs.
- Continued adjustment of Altior Program.
- Participation of Altior students in the Science Talent Search.
- Pre and post testing of students in Intervention programs continues to show growth in the acquisition of literacy and numeracy skills.
- Results from QuickSmart Numeracy and Literacy indicate improvement in students' numeracy and literacy skills.
- Assistance provided to VCE Yr 12 students with literacy difficulties, including EAL students.
- Homework Club is available on two afternoons per week and each morning.
- Students who participated in Intervention English and Mathematics classes successfully completing VCE and VCAL.
- The I CAN mentoring sessions for students on the Autism Spectrum.

- Increasing numbers of Aboriginal and Torres Strait Islander students, including remote students.
- Completion of Yr 12 by two Aboriginal students.
- Employment of Aboriginal and Torres Strait Islander Education Officer.
- Implementation of Parade's Personalised Learning Plans in light of the new Learning Management System, SIMON.

Non-Attendance Management

- Attendance is marked each lesson, each day;
- Students arriving late on any day are required to check in via iPads at Student Reception;
- Students who have to depart before the usual end of the school day have to check-out via Student Reception;
- House Leaders, Tutor Teachers and families are automatically notified by SMS if their son is absent at the beginning of each day;
- Once two days of non-attendance is reached in the one week, Tutor Teachers are required to make contact with the family to establish reasons for non-attendance;
- Attendance over each term is monitored;
- Families are required to provide, in writing, an explanation as to non-attendance on the student's return to school – medical certificates are required for VCE students;
- Where contact with the family cannot be made by the usual means of email, phone contact etc, registered letters are sent to the last known parents' address according to our records;
- Where non-attendance may emerge as an on-going issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (e.g. CAMHS units, Headspace), return to school negotiated over periods of time, with graduated re-entry arrangements, changes to subjects etc made to encourage and assist the student to re-engage
- Students and families are also offered the opportunity to re-engage with education by exploring alternative education settings and contexts to Parade, dual placements, enrolment with the Virtual School, TAFE, etc
- Where all the above has been done and the student has not re-engaged with school, the College invokes the "Every Day Counts" processes in conjunction with Catholic Education Melbourne.

STUDENT SATISFACTION

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

Students act as volunteer tour guides around each campus on our Open Days and feedback from our visitors is that they are not only knowledgeable about, and proud of, their school, but are great advocates for it, exhorting parents to send their boys to Parade because it is a "good school" and they have gained much in their time at the College. Again, in 2019, we had a large number of Old Paradians come to Open Day as prospective parents and they, in particular,

commented on the way the boys spoke about Parade, with great pride and a sense that it was a great place for them to send their sons.

The Student Engagement index in the School Improvement Surveys has remained steady, our student exit interviews at Year 12 and feedback from students and families leaving the school during the course of the year for a variety of reasons speak highly of the experiences the College has offered students, of the care and diligence of staff, and of the quality of the relationships between students, staff and families. Indeed, the break-down of responses to individual questions answered by the students from the School Improvement Survey, indicate a strong sense of connection, comfort and contentedness at Parade, as well as very healthy views of their own progress and self-esteem.

The ACER 6 Star Student Wellbeing Survey allowed students to indicate their level of wellbeing in 6 distinct areas – Mood, Resilience, Engagement, Communication, Relaxation and Positivity. The survey was conducted twice in the second half of the year. On both occasions the ratings for Positivity and Engagement indicated that, overall, students felt connected and comfortable at Parade.

Annual Staff Appraisals include the results and data from students about how they view their teachers, as well as the opportunity for students to meet with the Appraisal Panel to comment on their experience of the staff being appraised. External panel members comment on the honest, constructive and insightful observations of the students, which generally reflect appreciation for the efforts made by the staff in their education and care. Invariably, the students are direct and to the point, appreciating the effort that their teachers make to prepare interesting and accessible classes, as well as offering thoughtful feedback on ways they could be engaged even further by that teacher.

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

Responses to the surveys and in discussions were very constructive, offering positive reflection on what opportunities students felt they had had, and indicating other avenues of further engagement and leadership. As a result, two new Prefect Committees were introduced in 2019, one being the Student Wellbeing Committee. In addition, ideas and suggestions for engaging with younger students and providing leadership opportunities for them in the College are being explored.

Assembly of each year as having achieved an ATAR in excess of 95 points. In addition, the numbers of ex-students attending Old Paradian functions and enrolling their students at the College continue to increase.

Interest in participating in the Altior program continues to be high with applications exceeding the number of places available. Discussion with families that are considering a place within the Altior Program confirmed that parents / guardians are interested 'as the program provides a point of difference from other schools'. The Altior program continues to meet the academic and social emotional needs of our Gifted students as it allows for subject acceleration across the four core subjects- Maths, English, Science and Humanities as well as being challenged by the presence of like-minded students. The Altior staff are not only knowledgeable in their own area of expertise but also willing to challenge and stretch the Altior boys.

There is continued demand from parents / guardians of students with additional needs to be included in the Intervention programs. These include Intervention English and Mathematics

classes along with QuickSmart Literacy and Numeracy programs. The QuickSmart programs have continued to expand to cater for the number of Year 8 students “at risk”. The College is very responsive to the needs of students with diverse learning needs and continues to adjust programs and staffing accordingly.

At Program Support Group Meetings, feedback from parents / guardians of students who receive Substantial and Extensive Adjustments (NCCD) continues to be very positive. Student voice in PSG Meetings is actively encouraged.

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

There is strong interest from the Aboriginal and Torres Strait Islander students to be involved in regular gatherings as a group; to participate in the NRL School to Work Program and the Australian Indigenous Mentoring Experience (AIME). These opportunities are highly valued by the boys. The employment of an Aboriginal person as the College’s Aboriginal and Torres Strait Islander Education Officer has further enhanced links with families. The number of Indigenous Aboriginal and Torres Strait Islander students at Parade has continued to increase, including those from remote communities.



Co-Curricular

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

2019 was yet another exciting and eventful year for Drama and Theatre Studies students at the College. There have been many opportunities for students to experience and respond to live theatre this year. We are passionate in guiding and supporting them through performance experiences at Parade College.

The College Rivergum Theatre was transformed into an Athenian forest for the 2019 Drama Production, a retelling of Shakespeare's classic comedy *A Midsummer Night's Dream*. One of Shakespeare's most popular works for the stage. The Drama Production, was another successful collaboration between Parade and Mercy College students and staff. Performing such a complex play entirely in traditional Shakespearian language is not easy! Full commendations must be awarded to the cast and crew, for their perseverance and diligence.



The living, dead and undecided gathered at the Rivergum Theatre in May to witness yet another successful Parade College and Mercy College musical collaboration, *The Addams Family*. The singing, dancing and acting talents of the ensemble cast were highlighted in this production. Backstage, the production could not have been brought to life without the commitment and passion of the student crew, and who performed in the orchestra and assisted with hair and make-up design and front of house processes.



Sport at Parade College provides students with the opportunity to develop areas such as College spirit, strong bonds with fellow students, establish a sense of mutual respect with teammates, coaches and their opponents, and aspiring to achieve excellence in sport.

The College also has a long tradition of young sportsmen proudly wearing the purple, green and blue. Parade is an inaugural member of the ACC (Associated Catholic Colleges) competition. As an ACC school, the Parade College sporting program includes inter-school competitions in the sports listed below.

Whilst there were many outstanding individual and team performances throughout the year, the Parade ACC Athletic Championship win stands out as the third victory in a row; a feat that has never been achieved by a Parade Athletics team. The students were exceptional in their support of each other throughout the entire day.

The results listed below include premierships and runners-up placing which were gained in the weekly ACC Competition, along with the overall results of ACC Championship events:

- Athletics Championships Division 1
 - Aggregate 1st placing
 - Junior Division 1st placing
 - Intermediate Division 1st placing
 - Senior Division 3rd placing

- Badminton
 - Junior Division 5th placing
 - Intermediate Division 4th placing
 - Senior Division 6th placing

- Basketball
 - Senior B 2nd placing
 - Year 10B 2nd placing
 - Year 9A 1st placing
 - Year 9B 1st placing
 - Year 8B 2nd placing
 - Year 8C 2nd placing
 - Year 7C 2nd placing
 - Year 7D 1st placing

- Chess
 - Junior 5th placing
 - Intermediate 4th placing
 - Senior 2nd placing

- Cross Country Championships Division 1
 - Aggregate 6th placing
 - Junior Division 7th placing
 - Intermediate Division 6th placing
 - Senior Division 6th placing



- Culinary
 - Open Division 1st placing
- Debating
 - Junior Division 5th placing
 - Intermediate Division 2nd placing
- Golf
 - Junior Division 3rd placing
 - Open Division 2nd placing

- Football
 - Year 10A 2nd placing
 - Year 10B 2nd placing
 - Year 9A 1st placing
 - Year 8A 2nd placing
 - Year 8B 1st placing
 - Year 7A 1st placing

- Hockey
 - Year 8B Preston 1st placing
 - Year 8B 2nd placing
- Soccer
 - Year 8A 2nd placing
 - Year 8B 1st placing
 - Year 7A 1st placing
 - Year 7B 1st placing
- Public Speaking
 - Junior Division 4th placing
 - Intermediate Division 4th placing
- Swimming Championships Division 1
 - Aggregate 6th placing
 - Junior Division 6th placing
 - Intermediate Division 7th placing
 - Senior Division 3rd placing



- Table Tennis
 - Senior 2nd placing
 - Year 8B 2nd placing
 - Year 7A 1st placing
 - Year 7B 1st placing
- Tennis
 - Year 8B 1st placing
 - Year 7B 1st placing
- Volleyball
 - Year 9B 2nd placing
 - Year 8C Preston 1st placing
 - Year 7B 1st placing
 - Year 7C Preston 1st placing
 - Year 7D 1st placing

China Soccer Tour – China International Youth Football Tournament

During the Term 2 Holidays, six Year 11 students went to Shanghai to participate in the China International Youth Football Tournament. The opportunity to participate in the Tournament came from the College's ongoing relationship with the Melbourne City College of Football (MCCF) program.

Parade students joined students from John Fawcner College and Overnewton Anglican Community College.

The competition included very strong Chinese representative teams, local High School teams and international teams from Peru, France, Belgium, Spain and Cameroon.

The students of Parade represented themselves, the College and MCCF exceptionally well both on and off the pitch. They return from the experience with many memories, friendships and invaluable life experiences.



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

Community Action

'The Community Action Prefect Committee has focussed on ensuring that all students feel safe and included within the Centre, and by assisting students to get involved in various activities....The Community Action Centre is a place where students can go to be with peers who have common interests in social justice and helping others, and has become a place of belonging.'

Every day of every week, Parade students were true to the legacy of Edmund Rice - ministering to others. The Community Action students have certainly lightened the burden of others in our local community this year. Students have planned and run many different valuable projects: The Shared Table, Winter Coat collection, the bottle tops for Envision Hands, supporting the Greensborough Community Meal and The Infinity Church weekly meals, Eddy's Brekkie Van and the St Alban's Tutoring program. Through the many programs and initiatives, students have volunteered their time, effort and talents to make a difference in the world.



If you cannot feed one hundred people, just feed one!

'Over the past two years of our involvement in this worthy cause, we have catered for a broad range of people - all with a different story to tell.'

Everything from the elderly in nursing homes, just grateful to have a special meal prepared for them and thankful to be able to spend time with the younger generation and share their stories, to groups of people with recovering addictions, who were so grateful that we took the time and effort to cook for them.'

Eddies Backpacks

Eddie's Backpacks is a group of young men who have recognised a need to support young Victorian children who enter the foster care system. The boys' response was again to collect and supply backpacks filled with some essentials like toothbrushes, pyjamas, books, toys, teddies and night-lights. This year we also provided nightlights, loombands and knitted blankets (thanks to the ladies at VASY house) to round out the packs. We packed over 100 backpacks and delivered them to the Foster Care Association of Victoria Conference.

Brekky Van



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

'Brekkie Van is so much more than just a cooked breakfast, it is a place where locals gather and our students have the opportunity of forging strong community ties.'

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

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



Leadership & Management

Goals

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

Intended Outcomes

- Foster strong leadership opportunities for our middle leaders
- That there will be growth in the leadership capacity of all staff
- Build the Professional Growth capacity in all staff.

Achievements

- A continued strong focus on providing opportunities for staff to collaborate and meet in teams regularly.
- The alignment of development opportunities to link in with staff and student wellbeing and Teaching & Learning operativities.
- A focus on addressing the needs of our staff and students and providing flexibility in our PL programs and training.
- The strength of our Professional Growth Plan model that supports staff in their professional learning over a three-year cycle. A transparent process intended to foster professional growth, provide support and structured goal setting plans.
- The growth of the Professional Standards Support Team to assist all staff in attaining their professional goals.
- Building Leadership capacity by supporting staff to undertake higher education courses
- Opening of the Peter Bedford Centre – promoting excellence in areas of student programs and curriculum.
- Staff providing feedback and instigating change within current processes and steering professional learning priorities.
- Continued support of VCE staff writing VCE examinations and marking VCE examination papers.
- Refurbishment of the Mt Sion classrooms/corridors.
- Completion of the Food Studies Classroom at our Preston Campus.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Staff participation in PL has been broken down into faculty listings. Many staff continued to participate in Staff Formation days run by EREA in 2019. This cost has been included in a new area titled Staff Welfare & Development, along with a number of other PL opportunities supporting staff across a range of areas (for academic and non-academic staff) This category included PL attended by staff that focused on wellbeing, leading teams of staff and some other curriculum related activities that were not specific to a particular faculty but benefitted staff in their roles as teachers/support staff. Data below includes costing from 2015 through to 2019.

Areas where costs increased in professional learning were Administration. Given that we were able to provide PL resources and staffing expertise internally, the associated administration costs increased but costs associated with external PL decreased.

At times staff were required to attend internal and external PD which resulted in costs being linked to CRT coverage at the College.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	245
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$636

TEACHER SATISFACTION

- Staff collegiality rated highly
- Support of staff was high
- Leadership were supportive
- Teamwork was really valued amongst staff
- Staff were supported in a number of different programs (Internally and externally) focusing on student learning and improving teacher capacity
- Staff felt that the curriculum processes at the College allowed for a team-based approach to improve student learning

Professional Learning Summary Parade College

	2019	2018	2017	2016	2015
Faculty	\$ Cost of P&L	\$ Cost of P&L	\$ Cost of P&L	\$ Cost of P&L	\$ Cost of P&L
Admin	58,148.23	48,594.09	42,710.98	58,873.22	23,695.71
Arts	666.10	380.92	793.63	572.73	318.18
Building & Grounds				2,260.00	
Careers	272.73	1,209.55	527.27	527.27	
Curriculum	10,742.87	16,450.00	8,767.57	11,687.00	8,195.09
Develop. Office	520.00	813.64			
Drama	105.00		122.72	130.00	497.27
English	2,618.15	2,039.35	4,061.68	3,292.83	174.95
Food Technology	-	546.36	581.82	854.54	267.22
Health & PE	1,436.36	2,463.38	1,218.19	913.65	804.54
Humanities	1,995.45	3,767.26	1,277.26	2,415.01	2,852.24
Information Technology					749.00
Library	727.28	1,414.47	4,324.76	801.72	936.36
Literacy					8,750.00
LOTE	530.00	190.00	789.30	1,088.00	638.18
Maths	395.45	739.09	1,326.36	1,002.63	127.27
Ministry	909.67	4,702.49	4,864.05	2,517.68	1,391.95
Music	354.91		432.34		345.30
RE	611.96	2,036.64	560.60	2,306.36	2,214.55
RTO*	8,611.45	11,452.83	1,649.69	1,570.39	15,400.00
Science	3,014.90	3,833.38	1,363.36	12,294.33	1,368.17
Sport				450.00	409.09
Sports Academy		13,342.00			
SSS	2,698.63	8,559.33	2,709.21	1,280.91	4,034.60
Technology	45.45	1,782.72	878.18	618.18	327.28
Student Wellbeing & Development	8,465.82	12,160.03			
Staff Welfare & Development	45,788.36	47,824.86			
Organisation	4,599.50	5,666.00			
VET	2,402.54	8,589.72	5,901.64	5,900.81	19,366.48
TOTAL	155,660.81	198,558.11	84,860.61	111,357.26	92,863.43

College Community

Goals

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

Intended Outcomes

- That family, school and parish connections be strengthened.
- That student connectedness with their local communities is strengthened.

Achievements



- Old Paradians' Association continues to grow and develop.
- Old Paradians' Association Executive Officer continues links with the Marketing and Development Committee further enhancing the broader community connections.
- Further highlighting of student achievements in Newsletter and on the Website.
- Gallery of photos featured on the website, so community members can celebrate achievements.
- Twitter and Social media used to keep parents informed on events and celebrations.
- Continuing improved communication with parents especially via the Parent Portal.
- Strong contribution by the Parents Committee, 'Parents of Parade' (POP).
- Mother/Son and Father/Son activities well attended.
- Parent education opportunities within IT offered regularly to the community.
- Year 7-9 Father Son games night in autumn and spring well attended, engaged the community in a range of activities.
- Eleventh year of METEC Driver Education program run with support of the Parents Committee, 'Parents of Parade' (POP).
- Father's Day breakfast and Year 7 Parent Dinners well attended celebrations
- Continued links with Primary Schools in terms of primary school visits, transition program, Peace and Justice Days and the Enrichment Program.
- Working Bees at both campuses well attended.
- Continued involvement in the Youth and Philanthropy Project run from the Lord Mayor's Trust for Charitable Works.
- EFM Gym continues to operate at the College and engages the community on a range of levels.

- The Sports Academy continues to grow and offers specialist academic programs with links to External sporting bodies such as Northern Knights, Melbourne City Soccer Club, Diamond Valley Basketball and La Trobe University.
- Our facilities continue to be utilised by local community-cultural groups such as Waterdale players, Stage school's theatre, Seido Karate and local sporting groups outside normal College operation times.
- Further development of Waterford Garden Project and expanding agriculture facilities.
- Seventh year of LAPP (Learning and Partnership Program) whereby staff, students and the wider community participated in spaced learning programs.
- Battle of the Bands Competition linking with 'Beyond Blue'.
- Continued involvement with the St Pius X Community Garden Project and sports days.
- Seventh year of the implementation of the Year 10 Respectful Relationships Program.



PARENT SATISFACTION

There are several ways in which the College gains feedback from parents regarding their satisfaction levels:

- SIF Parent Surveys
- EREA School Renewal Program
- Parent Teacher Student Interviews
- House Leader, Tutor Teacher and Subject Teacher meetings with parents
- Communication with parents
- Evaluations by parents following events
- Year 7 Parent Survey Questionnaires
- Discussions with parent bodies namely 'Parents of Parade' POP
- Dare to Lead Program & 'Get Real' Program
- CEM, Enhancing Catholic Schools Identity program.

As partners with parents in the education of their children, the College is always looking to develop our relationships with parents.

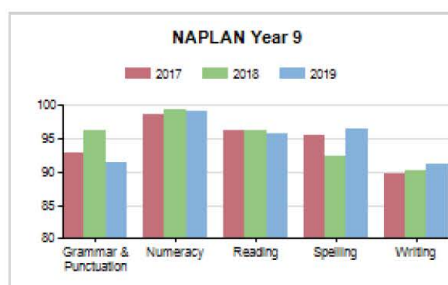
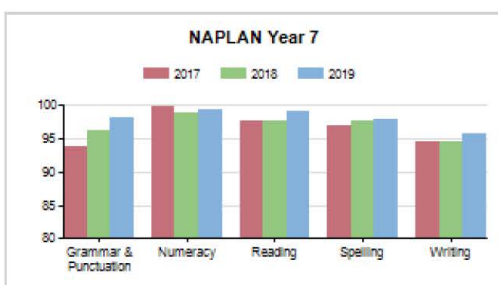
Parents report high levels of satisfaction with the College across a number of areas.

- Pastoral Care and Communication within the College
- Camps, Retreats, Excursions and Immersion Programs Social Justice/Community Action projects
- Academic Programs
- Sporting and Extra Curricula activities
- Provision of genuine and robust pathway options, including VCE, VCAL, VET ERPP and SPORTS ACADEMY.
- Supported Transport Options

VRQA Compliance Data

E1003 Parade College, Bundoora

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	93.7	96.3	2.6	98.1	1.8
YR 07 Numeracy	99.7	98.9	-0.8	99.4	0.5
YR 07 Reading	97.6	97.7	0.1	99.1	1.4
YR 07 Spelling	97.0	97.7	0.7	97.8	0.1
YR 07 Writing	94.6	94.5	-0.1	95.7	1.2
YR 09 Grammar & Punctuation	92.8	96.2	3.4	91.4	-4.8
YR 09 Numeracy	98.6	99.4	0.8	99.0	-0.4
YR 09 Reading	96.1	96.1	0.0	95.8	-0.3
YR 09 Spelling	95.5	92.4	-3.1	96.5	4.1
YR 09 Writing	89.7	90.1	0.4	91.1	1.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	81.9%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.5
Y08	90.5
Y09	89.9
Y10	90.6
Overall average attendance	90.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.4%

TEACHER QUALIFICATIONS	
Doctorate	0.6%
Masters	17.4%
Graduate	40.7%
Graduate Certificate	4.7%
Bachelor Degree	71.5%
Advanced Diploma	18.6%
No Qualifications Listed	22.7%

STAFF COMPOSITION	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	194
Teaching Staff (FTE)	172.5
Non-Teaching Staff (Headcount)	86
Non-Teaching Staff (FTE)	78.7
Indigenous Teaching Staff (Headcount)	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	579.7
Year 9 Numeracy	597.9
Year 9 Reading	591.4
Year 9 Spelling	581.7
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	61.0%
TAFE / VET	15.0%
Apprenticeship / Traineeship	16.0%
Deferred	2.0%
Employment	5.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.0%

NOTE:

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