

# 2024

## Annual Report to the School Community



### Parade College

1436 Plenty Road, BUNDOORA 3083

Principal: Mark Aiello

Web: [www.parade.vic.edu.au](http://www.parade.vic.edu.au)

Registration: 20, E Number: E1003

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## Principal's Attestation

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I, Mark Aiello, attest that Parade College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Apr 2025

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## About this report

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Parade College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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As CEO of Edmund Rice Education Australia Victorian Schools Limited (EREA VSL), and on behalf of the Board Directors, I commend this Annual Report to the Parade College community to you. Parade College is governed by Edmund Rice Education EREA VSL and offers a Catholic education in the tradition of Blessed Edmund Rice within the Archdiocese of Melbourne.

EREA VSL has been the proprietor for six Victorian schools since 1 January 2024. Currently enrolling almost 8500 students, EREA VSL is responsible for the governance of schools across eighteen sites in Victoria. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls Parade College to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. Parade College aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects Parade College's mission and helps inform the authentic development of the Edmund Rice charism within the College community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools 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. EREA VSL is committed to providing a high-quality education in a safe and supportive environment. EREA VSL ensures that Parade College is well-governed, with effective leadership and management structures in place to promote student safety, learning, engagement and wellbeing. EREA VSL is committed to complying with all relevant laws, regulations, and policies, including those related to student safety, wellbeing, and financial management. EREA VSL works collaboratively with the Principal and Leadership Team of Parade College to make decisions that are in the best interests of Parade College's students, staff, families and community. Because the good work of educating the young is a co-responsible task led by every member of the school community, Parade College's School Advisory Council has been established to provide a crucial point of connection between the wider Parade College community and Parade College's leadership.

Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all

schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.

Yours sincerely

Andrew Kuppe  
*Chief Executive Officer*  
EREA Victorian Schools Ltd

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## Vision and Mission

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

### **Education in Faith**

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

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

### **Teaching and Learning**

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

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

### **Student Well-being**

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

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

### **Leadership and Management**

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

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

### **School Community**

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

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

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## College Overview

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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.

EREA Victorian Schools Limited (EREA VSL), as proprietor, oversees the operation of the Edmund Rice schools in Victoria and was formed as a response to a renewed commitment to governance, ensuring that the 40,000 students within the diverse Edmund Rice learning communities throughout Australia remain the number one priority for Edmund Rice Education Australia. EREA VSL supports Parade College in maintaining accountability and transparency and meeting these obligations.

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 people 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 students 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 people, the College offers many opportunities for growth in various programs, including academic and co-curricular programs, the arts & sports, cultural activities, service to the community, retreats and liturgies, outdoor education and community action. These in turn provide many leadership and collaborative working opportunities for our students.

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 over 150 years the College has responded to the ever-changing educational climate and the needs of students. With the advantages of space and accessibility, the College caters to students with a wide range of abilities and ambitions. The College responds to differing needs by offering "the best of both worlds":

- a highly diverse learning program that provides advanced placement classes at all levels for highly gifted students and an extensive support network to assist students who require additional support
- encouragement to students to achieve the very best VCE and VCE Vocational Major outcomes for tertiary entrance and alternate pathways
- extensive vocational education opportunities for those seeking employment in industry and trade through the VCE Vocational Major program and other pathways.

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 educational institutions and training providers. The College offers recognised training in various trades and offers a pathway to various post-secondary courses. In 2018 the College established a Sports Academy within VCE Vocational Major program, including VET Certificates in Sport and Recreation and Sport Development. The VCE Vocational Major program has expanded and in 2025 will offer a stream of the Sport Academy and our new Business Academy at the Preston Campus. These academies offer direct entry access to a number of undergraduate courses at La Trobe University, without students having to sit traditional VCE Examinations.

The College continues to establish partnerships with significant sporting bodies and universities. Parade also has close partnerships with the Manchester City English Premier League soccer team, establishing the first Manchester City Football School in Australia based at the College, as well as a partnership with the Northern Knights AFL team, Melbourne United Basketball Club (NBL), Northcote Cricket Club and Diamond Valley Basketball. The College also has partnerships with two girls' schools - Santa Maria College, Northcote and Mercy College, Coburg. These partnerships provide opportunities for our students to participate and excel in many varied offerings.

The College has a strong pastoral care and wellbeing program. It aims to support students in making good educational choices to achieve to their best potential, and in becoming resilient and wholesome young people 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 (academic, culture, community outreach, social justice, art and drama, sports) as a means of wholesome personal growth and social responsibility.

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## Principal's Report

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The Parade College Theme for 2024 was again: **Walking Together – Relationships, Respect & Resilience.**

### Ephesians 4:1:6

4 ... to lead a life worthy of the calling to which you have been called, ....making every effort to maintain the unity of the Spirit in the bond of peace.

This prayer of unity calls us to live as one in a world where all people are woven together. As a Parade College community, we celebrate the individual spirit of each of us, and strive to always work and walk together in partnership, with respect, resilience, and valuing relationships. The theme encapsulates values and ideals that call us to action and provide us with a roadmap for how we should live, learn, and support each other. When we support others with encouragement, kindness and positivity, we are helping to build their spirit and allowing them to flourish.

With our continued commitment to this College theme, this year saw a focus on the word 'RESPECT' and how fundamental this is to creating a culture where every individual feels safe and respected. Respect is a value that is fundamental to our mission, as a catholic community in the tradition of Blessed Edmund Rice, and one that we must uphold in every aspect of our lives, both within and beyond these school walls.

When we create a culture of respect, where everyone - students, staff, and families alike - feel valued and appreciated, we unlock their potential for greatness. It is through respect that we can all be at our best and accomplish amazing things. By doing so, we set the standard for a community, that prioritises student safety, a positive culture and respect for all. By fostering a culture of respect, we cultivate an environment where everyone can thrive and succeed.

We have worked in partnership with our students to nurture these priorities: As young people destined for leadership and influence, it is imperative that our students understand and embrace the principles of respect, empathy, and kindness in all your interactions with others. We are very proud of the work our students have done in this space, both at school, and in the wider community.

### **Parade College's Vision for a Catholic School in the Edmund Rice Education**

As a long-standing Catholic school in the Edmund Rice tradition, Parade College is committed to offering best practice education and pastoral care to its students and staff in a vibrant learning community, to foster fullness of life and holistic growth for all.

The principles of the charter for Catholic Schools in the Edmund Rice Tradition are underpinned by four key pillars, commonly known as the four “Touchstones”. They are:

Liberating Education: “We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.”

Gospel Spirituality: “We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.”

Inclusive Community: “Our community is accepting and welcoming, fostering right relationships and committed to the common good.”

Justice and Solidarity: “We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the earth itself.”

These four touchstones, briefly summarized above, continue to underpin the educational philosophy and practices at the College. All of our decisions, when prioritizing what we can offer to our students and staff, are made with the touchstones in mind. This helps us in ensuring we continue to offer a truly holistic educational experience for our students, based on the charism of Blessed Edmund Rice.

### **Reconciliation**

Parade College is committed to creating a safe & inclusive community for all of our students and staff. Reconciliation is a journey for all of us at the College, as indeed it is for all Australians – as individuals, families, the College community and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples, especially those enrolled at Parade College.

Our vision is as follows: Parade College is proud to welcome all First Nations students and their families that add to who we are as a community. We want students to feel culturally safe and for their families to know their children's cultures are celebrated. We seek and create opportunities that empower Aboriginal and Torres Strait Islander students to reach their potential and emerge as leaders within the First Nations Peoples. Our vision is for members of the College community to learn to lead best practice for teaching Aboriginal and Torres Strait Islander students well by embedding First Nations education, wellbeing, and governance principles into the fabric of the College. We aim to continue working in partnership so that students, families, staff, and the wider community's voice is heard.

### **IDAHOBIT Day – 17 May**

Each year we affirm International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) Day. At Parade College we aim to be a place where all feel valued and

respected as people made in the image and likeness of God. On IDAHOBIT Day we particularly affirm the sacredness of our LGBTQIA+ community members: students, staff, family members. We continually challenge our community to be a more affirming, welcoming and safe place for all.

### **Capital Development - Multi-Purpose Learning Facility**

Our multi-purpose learning area and sport facility adjacent to the Greening Auditorium and in the Waterford Sports Precinct was completed this year. It was officially opened by Old Paradian Peter Bedford (Class of 1964) and was blessed by fellow Old Paradian, Fr Jaycee Napoles, (Class of 2004).

### **Manchester City Football School**

This program has continued to grow and in December we hosted the inaugural Manchester City Football School Cup in Australia. All five Edmund Rice schools throughout Australia with Manchester City football school programs descended upon Melbourne for this event. We also hosted teams from overseas, along with key Manchester City Football Club executives. It was a great opportunity for the students to showcase the skills they have acquired by being a part of the program.

### **Parents of Parade Committee**

Our Parents of Parade (POP) committee continued to grow in 2024, as they supported various College functions. The committee also introduced a family trivia event to engage with more families and a planned external event for parents/carers to get to know each other. A sincere thank you to all members of this team. Recruitment commenced in late 2023 for new members to join the group and we look forward to a larger POP committee in 2024.

### **Planning for co-educational enrolments at Preston**

Our planning was well under way to welcome full-time female enrolments to our Preston campus from the start of the 2025 academic year - certainly a historic moment in the long history of Parade College. The College has been a leader in the pathways space for some time, and as a registered training organisation (RTO), we decided to expand our offerings at the Preston Campus from the start of next year to include a stream of our highly successful Sport Academy program, along with the introduction of a Business Academy at Preston. These pathways ensure a direct entry pathway to a number of undergraduate courses at La Trobe University, and we wanted to provide this unique opportunity to both boys and girls in the local area.

### **Performing Arts: Partnerships**

Parade College introduced a formal partnership with Santa Maria College in Northcote toward the end of 2023. The partnership would initially commence with both schools teaming up to perform a College musical in 2024 (Mary Poppins) and allow Santa Maria students

access to our Sport Academy program at the Preston campus. Both Colleges were exploring further opportunities for our students to participate in and collaborate.

We again had the pleasure of combining with Mercy College in Coburg for the drama production '12 Angry Jurors'. It was amazing to see all of the students and staff from both schools working together on stage and behind the scenes. There was a genuine energy and buzz in the air and the audience was captivated by the talents of the students – acting, singing, musical performances. There were many young children in the audience, and I am sure some of them were inspired to perform on stage when they eventually get to secondary school.

### **Old Paradians**

The College continues to have a strong relationship with the Old Paradians Association (OPA). The College's Alumni Team, led by long-standing staff member John Nicholls, continued to ensure the College and the OPA worked in partnership, aiming to keep Old Paradians connected with the College and each other. Many reunions, celebrations and annual events took place to enhance the connection alumni have with the College.

### **Parade College Foundation**

The College worked closely with the Old Paradians Association to progress the Parade College Foundation and to set priorities in regard to potential fundraising campaigns. Consultation was sought from a number of Old Paradians from different eras to ensure the College was well informed by many Alumni. This research was truly valued and allowed the College to move toward a more formalised College Foundation in 2024. The Parade College Foundation will provide opportunities for Alumni and members of the community to support the College and our students - present and future. We look forward to further developments in 2025.

### **College Staff**

The College remains fully committed to the wellbeing and professional development of our staff to maximise learning outcomes for our students. Significant time was allocated to staff professional learning and collaboration time so that staff could work together to share their expertise. This led to enhanced professional capacity and better educational outcomes within classrooms. A further priority was supporting staff health and wellbeing, and a number of exciting initiatives were implemented across our Human Resources space.

### **Thank you**

I would like to sincerely thank all of our staff for their hard work throughout the year to ensure that our students had the very best opportunities afforded to them. The willingness of staff to

go above and beyond what was expected of them and to give up their time for the students, and their colleagues is very much appreciated.

I extend a special thank you to the following people and teams who have supported the work of the College in 2024:

Mr Craig Major (Chair), Mr John Finn (Deputy Chair) and members of the School Advisory Council and Finance committee for their support and assistance;

- The Parents of Parade Committee (POP) for their ongoing support of College initiatives and events. A thank you to the President of POP – Bethany Henry, for her work and innovation in the role;
- The College Leadership Team for their dedication and wisdom, and to Ms Debbie Singleton, PA to the Principal;
- The Yr 12 Prefect Team for their leadership of the student body and commitment to social justice and solidarity.

In closing, I thank all students for their hard work and contribution to the College this year, and trust that they have a wonderful break with family and friends.

It has again been an honour to lead this wonderful community of staff, students and families. We will continue to work together to ensure we nurture a culture of respect, where we value and celebrate the individual uniqueness of everyone, and where all members of our community can feel deeply connected to Parade College.

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Sincerely

Mr Mark Aiello B. Sci., (Melb). Grad Dip Ed., (ACU). Grad Cert., RE., (ACU). M. Ed (EL&A)., (Deakin).

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals:

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

#### Intended Outcomes:

- Developing a liturgical framework.
- Progressing the development and delivery of the experience of contemporary liturgy, which is linked to social justice themes and programs and meaningful partnerships with our wider community.
- Exploring the alignment of Social Justice programs with Catholic Social Teaching.
- Evaluating the engagement of students in the Religious Education (RE) program.
- Discerning how the RE program seeks to include different cultures, faiths and philosophies of life.
- Exploring options for the provision of faith formation for students at Preston.
- Engaging with the Narragunnawali Reconciliation Action Plan (RAP) Process conducted by EREA through Reconciliation Australia.

### Achievements

#### Prayer and Liturgy:

Prayer, reflection, and liturgy are a constant thread running through the tapestry of the everyday life of the school. We mark important times in the liturgical year and celebrate significant dates in the history of our founders and of the College itself. Just as importantly, we start each day and each meeting with prayer and Acknowledgement of Country, 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.

- All student and/or staff gatherings begin with a prayer
- House Masses celebrated throughout Term 2 and 3
- Ash Wednesday Liturgy in Tutor Groups, led by Tutor Teachers. Preston Campus celebrated together including travelling students and non-tutor teachers.

- Attendance at St Patrick's Day Mass
- Friday Morning Masses
- Easter Liturgy celebrated in House Groups following the Way of the Cross connected to their own lives and experiences
- ANZAC Day Ceremony
- Recognition of Edmund Rice Day at a Term 2 College Assembly where the prayer focus acknowledges and celebrates Blessed Edmund Rice
- Staff Final Mass

#### **Events:**

- Road to Reconciliation Day
- Reconciliation Week
- Refugee Week – The Cage
- IDAHOBIT Day
- Staff Formation Day
- 2023 Prefect Retreat including Mass and a focus on what it means to be a student leader in a Catholic School.
- Stella Fella Day to raise awareness of the treatment of women. Stella Fella awards for students who display the characteristics of a Stella Fella
- Solidarity Week, culminating in the Solidarity Walk
- Yr. 12 Final Liturgy.
- Valete Evening including prayer and blessing
- Yr 7 Reflection Days facilitated by Edmund Rice Camps structured around the EREA Touchstones

#### **Programs:**

- Yr 10 Service Learning Program, part of RE curriculum
- Yr 11 Touchstones Community Action Program, part of RE Curriculum
- Continued to be a FIRE Carrier School
- ERA For Change
- Supported Edmund Rice Camps
- Safe and Inclusive Reference Group maintained from 2019.
- Shared Table meals held.
- Student run Bluestone Cafe, can selling as fundraisers
- Eddie's Brekky Van- Exodus Community Heidelberg West
- The Edmund Rice Ministries St Albans' Tutoring Program.
- Waterford Garden
- Yr 12 Tenete Retreats to St Vincent De Paul Warehouse in Altona North



**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 Leaders.
- RE Teachers attended two RE faculty meetings a term
- All staff attended a Formation Day and were accredited for this.
- Year 7 Treacy Trail where students were inducted into the Edmund Rice Tradition by visiting significant places in the history of the Edmund Rice story in Melbourne- part of Yr 7 RE program
- Excursions/Incursions: e.g. Islamic Museum, RealTalk

**Value Added**

- Student Community Service Programs and Retreats
- Staff Formation Day - focused on Inclusion in a Catholic context
- Fundraising initiatives for Edmund Rice Camps
- House Masses
- Edmund Rice Feast Day and Solidarity Walk

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals

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

#### Intended Outcomes

- Engaging with evidence across a range of platforms.
- Providing teachers with opportunities to become data literate.
- Providing resources for teachers so they can act on available evidence.
- Engaging community stakeholders to contribute qualitative evidence that enriches quantitative data.
- Embedding evidence informed practice.
- Adopting an instructional model for teaching practice that draws upon evidence-based explicit instruction teaching practices.
- Adopting a growth and mastery approach to teaching and learning.
- Demonstrating a culture of high expectations across the school.
- Training teachers to nurture student independence and resilience.
- Engaging student voice in the design and participation of the learning process.
- Providing students with specific tools to track, monitor and interpret their own learning.
- Ensuring all aspects of the College Curriculum are current.
- Continuing to respond to opportunities generated by Parade's relationship with La Trobe University.
- Cultivating relationships with a range of tertiary providers.

### Achievements

#### Teaching and Learning - Curriculum

The College remained steadfast in its commitment to maintaining the relevance of its curriculum, with the Teaching and Learning Executive persistently reviewing, assessing, and enhancing all aspects. This included the introduction of new Vocational Education and Training (VET) courses, the VCE Vocational Major, and additional elective offerings such as the Manchester City Program, which includes Year 7, 8 and 9 cohorts.

A diverse array of vocational pathways, including the Victorian Certificate of Education (VCE), Victorian Certificate of Education – Vocational Major (VCE-VM) in 2024, Vocational Education and Training (VET), and the custom Year 10 Pathway, the Edmund Rice Pathways Program, were offered. The College's Registered Trade Organisation (RTO) enrolled students from Parade College Year 10, VCE, and VCE-VM, as well as students from external schools in the local area.

The College update course documentation for Units 1 & 2 and Units 3 & 4 of all new study designs implemented in 2024. A continuous review of the existing curriculum ensured alignment with new study designs and standards, involving the revision of course materials, updating textbooks and digital resources and creating new lesson plans to reflect updated learning outcomes and assessment requirements.

With the transition to the Victorian Curriculum 2.0, the Mathematics and English Learning Areas have initiated the full implementation phase. With all other Learning Areas commencing the familiarisation phase. The revised 2.0 version of the F–10 Victorian Curriculum aims to equip students for success in a rapidly evolving world, incorporating feedback from teachers to facilitate improved planning, assessment, and reporting on student learning.

Throughout 2024, teachers used SIMON, the College's Learning Management System, to deliver real-time feedback and reporting to students and their families. This immediate visibility enabled families to actively track student progress and implement teacher feedback. SIMON also hosted lesson plans and learning resources, fostering student autonomy by allowing them to review learning objectives, success criteria, and prepare for upcoming assessments.

Year 12 students were involved with Elevate Education to develop effective study skills practices. Similarly, Year 8 students participated in Elevate Education's Study Skills Kick Start workshops in Term 1. These workshops equipped students with essential study habits, dynamic reading techniques, and effective note-taking strategies, laying a solid foundation for their first-ever Semester Examinations.

Students shared their learning experiences through both formal and informal avenues, such as PIVOT surveys and interviews, as part of staff Professional Growth Plans. This feedback enabled students to articulate what was effective and what posed challenges within their classes, aiding teachers in refining their approach to enhance student learning. Specifically, Year 9 students participated in ExCEL surveys to express their enjoyment of the program, its benefits, and suggestions for future improvements. Informal avenues were also utilised, where teachers employed formative assessment strategies like informal surveys and class exit tickets to promptly gauge students' comprehension of the content and to gather insights on how to refine future lessons to increase student engagement and academic achievement.

VCE VM in 2024 expanded Parade student subject and pathway offerings, with the introduction of the Business Academy and Sport Academy offerings at the Coeducational Preston Campus for 2025. The Business Academy was developed as an opportunity for students from 2025 interested in pursuing a Tertiary pathway to La Trobe University with a focus on Business Studies. The two-year program, integrated within the VCE VM and provides practical learning experiences and structured workplace training.

An increased number of students engaging in applied learning pathways and accessing a wider array of VET subjects. Additionally, an increasing number of students pursued and completed School-Based Apprenticeship or Traineeship (SBAT) in 2024, individualising their learning process. Students engaged in open conversation and discussion in both formal and informal settings to determine their best options regarding the applied learning pathway. Students were able to choose workplace settings which best suited their pathway during the Work Learning Program and, if offered, students decided to accept an SBAT in their chosen trade.

### **Data informed Teaching and Learning**

The Teaching and Learning Leaders (TaLL) team and Learning Area Leaders collaboratively analysed VCE Data. The goal was to evaluate each subject's performance using data from the VCE Data Service. This analysis focused on identifying data trends, comparing them with previous years' data, and aligning them with the cohort's prior data and expectations. Subject teachers also met with their Learning Area Leaders to assess their class's performance, scrutinise question-level data, and set goals for the next academic year. This process involved a thorough review of each subject's exam performance to identify strengths and weaknesses, with the aim of refining teaching and assessment strategies for the upcoming year.

All Year 7 students underwent ACER Progressive Achievement Testing (PAT) in Reading and Mathematics to identify those needing additional support and to give their teachers a clear understanding of their current curriculum comprehension. This facilitated more effective differentiated learning. The PAT testing data was used to invite students to participate in Intervention English and Foundation Mathematics programs.

Students from Years 7 to 9 also completed ACER PAT testing in Term 4 to measure their academic growth. This data was made available to staff via the Data Analytics software in SIMON. Classroom teachers used Data Analytics to tailor their teaching to student needs, while Well-being leaders used the data to gain a deeper understanding of their students and the impact on their learning. Year 9 students participated in Morrisby Career testing. Our Careers Advisers used this data to provide personalised career advice and plan programs to support student pathway choices in their senior years.

The Literacy Leader led the NAPLAN data analysis, preparing a report that highlighted student growth and areas for improvement. This report was reviewed by the Teaching and

Learning Executive Team and within Learning Areas. It also informed decisions regarding staff professional learning for 2025. This data was accessible to staff via the Data Analytics, allowing them to access individual and class level NAPLAN data and insights.

Work towards Parade's strategic implementation of an instructional model commenced, with the establishment of an Instructional Model Working Party comprised of key members of the Teaching Learning Executive that were entrusted with identifying key educational research and methodology to support the development of a Parade College Instructional model. The group chaired by the Literacy Leader presented a model to College Leadership and a Professional Learning plan that is supported by College staff expertise to provide models of its effective use and implementation. The instructional model comprises of the following key areas:

- Explicit Instruction
- Modelling
- Guided Practice
- Independent Practice
- Formative Assessment
- Regular Review

## **Student Learning Outcomes**

Literacy remained a key focus for staff professional development. Literacy expert Kirstin Bourne continued her relationship with Parade College and presented at the Teaching and Learning Professional Development Day focusing on teaching disciplinary literacy and reducing cognitive load.

### **Summary of 2024 VCE results**

Total number of Year 12 students enrolled in 2024: 301

Number who graduated and received their VCE: 299

Percentage of satisfactory VCE completions: 99

Number of students awarded the VCE (Baccalaureate): 19

Number who received a VCE Vocational Major and/or equivalent: 63

Number who received an ATAR and the breakdown: 212

- College Dux achieved an ATAR of 99.80
- 12.3% students obtained an ATAR above 90
- 34% of students received a study score above 80
- 52% obtained an ATAR above 70

- 84% of students receive an ATAR above 50
- The median study score was 30
- The median ATAR was 70.16
- 80% of students received their first preference university offer
- Two students achieved perfect study scores of 50 for Chemistry
- One student achieved perfect study scores of 50 for Business Management

### **Summary of 2024 NAPLAN results**

NAPLAN have changed the way they report student performance meaning that it is not possible to compare this cohort's performance with previous years. Whereas in the past students were marked according to bands, this year students were marked using "proficiency standards".

#### **Year 7 2024**

##### **State (boys) compared to Parade College**

Numeracy: 551 (state boys), 566 Parade College (+15 difference)

Reading: 540 (state boys), 546 Parade College (+6 difference)

Writing: 540 (state boys), 547 Parade College (+7 difference)

Spelling: 540 (state boys), 5473 Parade College (+7 difference)

Grammar & Punctuation: 531 (state boys), 545 Parade College (+14 difference)

Parade Year 7 boys in 2024 when compared to other boys in the state were above the state level for Numeracy, Reading, Spelling, Writing and Grammar & Punctuation.

#### **Year 9 2024**

##### **State (boys) compared to Parade College**

Numeracy: 577 (state boys), 583 Parade College (+6 difference)

Reading: 570 (state boys), 563 Parade College (-7 difference)

Writing: 573 (state boys), 573 Parade College (0 difference)

Spelling: 568 (state boys), 572 Parade College (+4 difference)

Grammar & Punctuation: 548 (state boys), 555 Parade College (+6 difference)

The 2024 cohort of Parade Year 9 students when compared to other boys in the state were at the state level for Writing and above for Spelling, Grammar & Punctuation and Numeracy. They were below the state mean for boys for Reading.

The Intellischool data analytics dashboard, an additional component of the SIMON Learning Management System, is readily accessible to all teaching staff. This dashboard equips teachers with both real-time and historical data on student growth and achievement for each of their classes, thereby directly linking to the use of data in instructional practices.

### **Teacher Professional Learning**

Professional Learning program focused on strengthening data literacy among our teaching staff. This initiative emphasised evidence interpretation to inform teaching methods and support differentiated learning. The Teaching and Learning Executive (TLX) demonstrated how each Learning Area could effectively utilise data at multiple levels, from cohort analysis to tracking individual student progress. Building on this foundation, our 2024 program expanded to include "Empowering Student Learning - Classroom Routines" and "Disciplinary Literacy, Reducing Cognitive Load." During our Professional Learning Day, keynote speaker Kirstin Bourne returned and explored engagement strategies, lesson structure, cognitive load reduction, and task breakdown techniques. The sessions emphasised how well-established classroom rules and routines create predictable learning environments where students understand expectations and teachers can implement consistent practices. These structured environments provide the safety and predictability necessary for building positive relationships and achieving learning success.

### **Partnership - La Trobe University**

Our strategic partnership with La Trobe University continues to provide exceptional opportunities for our students. The Year 12 VCE and VCE Vocational Major (VM) students began their academic year with an immersive conference at La Trobe University. This experience included targeted workshops on managing Year 12 challenges effectively, comprehensive campus tours, and informative faculty presentations. Parade strengthened student pathways through La Trobe's ASPIRE program, which offers direct entry into undergraduate programs for senior students participating in our Sports Academy VCE VM program and Business Academy Program. Additionally, our Year 9 and 10 students engaged in diverse educational experiences through the La Trobe Outreach School Partnership Program as part of the Year 9 ExCEL Career Voyager.

La Trobe University representatives were key participants in our VCE and Tertiary Expo, providing students and families with detailed information about career pathways and educational opportunities. Our College Careers Advisors collaborate closely with La Trobe's student recruitment team through their advisory group. The strength of this partnership is evidenced by La Trobe University representing the largest proportion of VTAC tertiary offers to our graduating Year 12 class of 2024.

### **Pathways to Success**

The continual review of student academic progress, growth, and support forms the cornerstone of Parade College's comprehensive 'Parade Pathways To Success Process.' This collaborative framework brings together the Teaching and Learning Leaders Team (TaLL), Student Wellbeing leaders, and Careers Advisors to holistically analyse both academic performance and wellbeing indicators for each student.

Our Careers Advisors work extensively across all year levels, with particular emphasis on analysing data from the Morrisby Career Analysis reports. These valuable insights inform the Parade Pathways to Success Process, supporting students in making appropriate subject selections, developing coherent course plans, and exploring viable pathway options aligned with their abilities and interests.

The expanded Nano Nagle Tutoring Program represents a significant enhancement to our support framework. By inviting high achieving Old Paradians back to the College, we not only celebrate their accomplishments but also create powerful mentoring relationships. These Old Paradians now provide direct academic tutoring and in class assistance under teacher supervision, creating a multi-tiered support system for current students.

This expanded program offers current students access to mentors who understand the College culture and academic expectations. Old Paradians participating in the program demonstrate exceptional interpersonal skills alongside academic excellence, reinforcing our culture of high expectations in both personal/social development and academic achievement.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	547	69%
	Year 9	553	56%
Numeracy	Year 7	565	82%
	Year 9	580	74%
Reading	Year 7	544	72%
	Year 9	562	63%
Spelling	Year 7	545	77%
	Year 9	567	76%
Writing	Year 7	545	68%
	Year 9	570	63%



\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	30
VCE Completion Rate	99%
VCE VM Completion Rate	98%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	72.2%
TAFE / VET	*
Apprenticeship / Traineeship	16.7%
Deferred	*
Employment	11.1%
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals

To further strengthen Parade College's profile as a College that places high priority on the wellbeing of students, as seen as a strength by parents and the broader community by:

- Continuing to develop and grow young men who are respectful of themselves and others.
- Broadening student leadership opportunities.

#### Intended Outcomes

- Implementing the Respectful Relationships Program in conjunction with Restorative Practices and in alignment with the Child Safe Standards, EREA Safe & Inclusive statement and Catholic Identity.
- Encouraging and supporting staff to challenge traditional stereotypes in relation to gender and masculinities and newly enrolled female students.
- Continuing to provide a Pastoral Care (Student Wellbeing) Program that challenges student understandings of issues such as consent education, masculinity, welcoming and supporting LGBTI students and neurodiverse learners.
- Extending students' personal and emotional capabilities with a continued focus on resilience education.
- Furthering the implementation of Restorative Practice, Respectful Relationships and renewing initiatives which uphold this practice.
- Continuing the focus on community feedback about student safety and bullying.
- Engaging Families with student wellbeing initiatives.
- Monitoring the extent to which disruptive behaviour hinders learning.
- Continuing to explore ways of increasing authentic student voice and agency throughout all year levels and across campuses.

### Achievements

- Raise staff capacity and awareness through peer PL and the development of relationships with external organisations to empower staff to deliver wellbeing programs.
- Continue to raise awareness of the Staff Guidance Student Wellbeing Document.
- Deliver Tutor Period Program lessons that connect relevant social themes for each year level.

- Audit Social and Emotional Learning Program (SEL) incorporating student voice and utilizing external programs and consult external agencies to empower personal responsibility, building empathy and understanding, enhancing parent involvement, and embedded content in RE Curriculum.
- Upskill staff to deliver Respectful Relationships Program.
- Curriculum map the SEL program across RE classes.
- Plan staff PL on areas such relationships, sexuality and neurodiversity.
- External guest presenters to raise awareness, in a staff setting and student setting regarding gender and masculinity.
- Year 9 students and staff to be involved with programs focused on resilience (e.g. UR Warrior).
- Year 7 students engage with Toolbox Education – dealing with conflict workshops, reinforced in RE lessons.
- Renewing school values - Relationships, Respect and Resilience.
- Incorporate the use of surveys (Pivot – Wellbeing for Learning) to enable student voice to ascertain student safety and engagement
- Wellbeing webinars/workshops to upskill parents.
- Utilise various College forums (e.g. PAM, College Newsletter) to provide updated resources to parents / carers.
- Continuing to explore ways of increasing authentic student voice and agency throughout all year levels and across campuses.
- Ongoing provision of professional learning for teachers facilitated by Student Support Services to increase their capacity to support students with diverse learning needs. Including developing goals and reasonable adjustments (Subject specific); Support in Nationally Consistent Collection of Data (NCCD) compliance and changes; differentiation using multi-tiered systems of support (MTSS) and neuro-diversity.
- Provision of professional development for Learning Support Officers (LSOs) focussing on evidence-based practice for supporting student with diverse learning needs.
- Supporting individual Learning Diversity Coordinators (LDC)s, Altior (G&T) staff, EAL/ NESB staff and LSOs to attend professional development in areas of professional interest.
- Adoption of top 20 principles from psychology for preK-12 creative, talented, and gifted students and training in twice exceptional (2e) learners with Altior staff.
- Supporting individual staff to develop goals, adjustments to teaching, curriculum and assessment provided by the Learning Diversity Coordinators, Indigenous education Officer and Altior staff.
- Attendance of NCCD Coordinator at MACS NCCD briefings and collaboration with MACS NCCD Consultants.
- Attendance to The MacKillop Institute – Power To Kids to prevent and intervene early in harmful sexual behaviour, child exploitation and dating violence.
- Attendance of Indigenous Education Officer at EREA and MACS briefings and cultural events.

- Support and monitoring the completion and application of the Disability Standards for Education e-learning modules and child safe standards by staff. Integrated in to CompliSpace.
- Integrating Learning Diversity's documentation and NCCD evidence processes into SiMON to allow teachers to use NCCD processes to strengthen teaching and learning for diverse learners and provide teachers with reliable evidence-based recommendations.

## Value Added

- Delivery of the re-developed Failte Program – Year 12s welcoming Year 7s and the redevelopment of that program.
- Targeted transition programs run by the Transition Coordinator and members of the counselling team to address the specific needs of students. Including Grieve and Loss Groups, Anxiety and Transition Groups, Youth Worker led Sporting Tournaments.
- Ongoing delivery of the Man Cave Program to our Year 8, 9, 10 and 12 students to challenge their perceptions of what it means to be male and to be a good man in person at the end of the year.
- Preston campus co-education campus and continued education for students regarding respectful relationships.
- RYDA Program sponsored by Parents of Parade – delivering Driver Safety Education for our Year 11 students as they apply for their Probationary Licence in Year 12.
- Year 11 RYDA Road Safety Program – Parent Workshop
- One week focus for Year 12 student's final week of school, Safe Partying, driving and resilience.
- Delivering the Your Choicez program to the Year 11s.
- Engaging Jason Dale from UR Warrior for a Year 9 workshop. He is professional firefighter with years of experience navigating mental health resilience and a passion to impart insights and strategies.
- Delivering workshops on digital safety with Evolve Education with year 7 and Year 9. Focusing on what constitutes negative online behaviour, Cyberbullying, digital footprint and wellbeing.
- Delivering parts of the respectful relationships program in the Tutor period lessons.
- Pivot Wellbeing For Learning Student Surveys "Wellbeing Wednesdays".
- Participation of Altior students in extracurricular activities including the Science Talent Search, Bell Shakespeare Festival.
- Continued revision of developmental rubrics and assessment tasks in Year 8 and 9 Intervention English and Altior.
- Opportunities for First Nations students to regularly get together, celebrate culture and participation in external programs.
- School to Work programs for Year 11 and 12 Indigenous students.

- Year 12 VCE English Support class reported as of high value by students and parents / carers.
- Twice-weekly Homework Club and before-school support available year-round.
- The I CAN program has had a positive impact on Autistic students' empowerment in school.
- Parade's Personalised Learning Plans for students supported at Supplementary, Substantial and Extensive level across all categories of disability.
- Termly and semesterly Program Support Group Meetings for students with Personalised Learning Plans (PLPs).
- Revision of Speech Pathology to adopt a tiered approach.
- Implementation second year student leadership program. Student Leaders across all year levels including Year 9 House Captains and Vice Captains. Student Leaders are mentored about key staff at Parade College.
- NEA student leadership program Year 10 and 11s.
- Middle Years Student Leadership Development Day Year 9s.
- YLAA Conference - Year 9 and Year 11 students attending the YLAA conference in the city.
- Year 12 Gambling Awareness Session - Wellbeing Prefects Initiative.

## Student Satisfaction

Through the College's Pivot (Wellbeing for Learning Survey) completed each Wednesday "Wellbeing Wednesday's" the following data is a snapshot of student voice that is ongoing data to inform current practices and supports for students.

Students report that they feel connected through their houses. They feel connected with their Tutor Teachers and House/Wellbeing Leaders and students from other years levels through the Tutor and house group.

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.

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

## Student Attendance

- Attendance is marked each lesson, each day.
- Students arriving late on any day are required to check in via iPad's at Student Reception.
- Students who have to depart before the usual end of the school day have to check out via Student Reception and parents are encouraged to record this on PAM in the morning.
- House Leaders, Deans, Tutor Teachers and families are automatically notified by SMS if their son is absent by 11am each day.
- Tutor Teachers are required to make contact with the family to establish reasons for non-attendance by any student within their Tutor Group on the day of the absence. House Leaders are included when there is a trend or consistently high level of absences for students in their House.
- 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. All communication is encouraged through the Parent Access Module on Simon. For extenuating circumstances House Leaders will phone parents or email parents to discuss absences of concerns or extended periods of absence.
- Where non-attendance may emerge as an ongoing issue, counselling is offered, meetings with parents are held regularly, external agencies consulted and enlisted (e.g. CAMHS units, Headspace, specialist School Refusal practitioners), return to school negotiated over periods of time, with graduated re-entry arrangements, changes to subjects etc. made to encourage and assist the student to re-engage.
- Students and families are also offered the opportunity to re-engage with education by exploring alternative education settings and contexts to Parade, dual placements, enrolment with the Virtual School, Navigator Program, TAFE, etc.
- Where all the above has been exhausted, and the student has not re-engaged with school, the College informs Catholic Education Melbourne and EREA.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	94.04

Average Student Attendance Rate by Year Level	
Y07	89.8
Y08	88.3
Y09	87.2
Y10	87.0
Overall average attendance	88.1

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## Leadership

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### Goals & Intended Outcomes

#### Goals:

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

- Providing quality in-house and external professional development
- Evaluating processes for providing teaching staff with feedback about the quality of their professional practice.
- Exploring opportunities for staff input into decision making.
- Reviewing opportunities and outcomes for aspiring leaders.
- Move staff processes to online EMS 360 platform.

#### Intended Outcomes:

- Professional Learning Committee (PLC) that will coordinate professional learning across all staff groups to promote consistent practices in response to student well-being and contemporary pedagogical conventions.
- Further develop a coaching program through the Professional Standards and Support Team (PSST).
- Trial a new Professional Growth Plan (PGP) and Annual Review Meeting (ARM) via the online EMS 360 platform.
- Implement Time-in-lieu (TIL) process with TIL being recorded on EMS 360.
- Liaise with Parade Consultative committee (PCC) and utilise a range of data collection tools to obtain staff feedback on future strategic planning.
- Develop and maintain relationships with community and external organisations to increase the capacity of staff.
- Implement classroom practices through the Teaching Boys Strategy Group.
- Support staff in developing their understanding of the expectations of working with Children and adults within a Catholic Secondary School.
- Review, develop, update, and implement policies, protocols and procedures to ensure a safe school community.

### Achievements

- Work of the Professional Learning Committee (PLC) included aligning professional learning days to the strategic plan via new proforma.
- Professional Learning Committee made recommendations that Professional Learning Workshops to be aligned with previous professional learning day.



- Professional Learning Committee assisted in making recommendations for the 2025 college meeting schedule to increase the planning time for all Learning Areas.
- Trial of new Annual Review Meeting (ARM) and Professional Growth Plan (PGP) on EMS 360.
- Make changes to PSST with a higher focus on upskilling members in instructional coaching.
- Teaching Boys Strategy Group implemented a range of whole school procedures including classroom entry routine.
- Continued roll-out of online training modules targeted at enhancing staff understanding of their obligations to ensure child safety, and to develop and maintain appropriate relationships with students, colleagues, and member of the College community.
- Formalised, regular monitoring and reporting of potential risk areas within the College.
- Implementation of student leadership groups (House Committee, Prefect Group, Student Child Safety Committee, various advocacy groups) to promote and empower student voice.
- Provision of a vast range of Information & Communications Technology professional development workshops to support staff in delivering challenging and engaging learning opportunities for students.
- Continued development of the College's Registered Training Organisation to safeguard and provide alternative / relevant student pathways.
- Sustained focus on the maintenance and development of the College's facilities and grounds, including the New Waterford Cricket Centre.
- Continued support of VCE staff writing VCE examinations and marking VCE examination papers.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
Participation in external Professional Learning decreased in 2024, with many staff adopting for inhouse professional development days and and afternoons as well as professional learning for groups or individuals. Professional learning was provided both onsite and offsite by inhouse or external providers.	
Number of teachers who participated in PL in 2024	102
Average expenditure per teacher for PL	\$296.85

## Teacher Satisfaction

Staff participated in face to face collaborative peer workshops, and targeted Professional Learning Days for Student Well-being, Teaching and Learning, Faith and Formation and Staff Well-being were held to allow for whole staff participation and growth and development.

- Many College events were held again allowing both staff and students to interact on a different level outside the classroom, these included:
- Social Justice initiatives including Brekky Van, St Albans Tutoring, Solidarity Walk  
Whole school assemblies
- Yr. 11 Leadership Camps / Yr. 9 Development Week
- Work Experience programs

Excursions ran throughout the 2024 school year allowing for a broader learning experiences and deeper understanding for students in direct correlation to curriculum, which ultimately assisted to improve student outcomes.

The College continued to schedule online Student Parent Interviews which provided greater flexibility for families and staff.

Teacher Qualifications	
Doctorate	1
Masters	42
Graduate	44
Graduate Certificate	7
Bachelor Degree	103
Advanced Diploma	22
No Qualifications Listed	89

<b>Staff Composition</b>	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	223
Teaching Staff (FTE)	208.06
Non-Teaching Staff (Headcount)	118
Non-Teaching Staff (FTE)	95.22
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals

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

#### Intended Outcomes

- Strengthening existing community partnerships whilst looking for new opportunities to connect with the broader community.
- Promoting the VCE Vocational Major to showcase College facilities.
- Reviewing VET subjects on offer at the Preston campus
- Promoting the Parade College – Preston Campus as a school of choice for external VET students
- Articulating the Parade College Strategic Plan to the school community.
- Building community awareness of practices within Parade classrooms / learning spaces
- Further engaging with primary feeder schools to promote Parade College as a school of choice.
- Enhancing and streamlining communication with parents.
- Review and respond to feedback on the College's profile in the wider community.
- Exploring new ways to maintain high level engagement with families and opportunities for parent voice.

### Achievements

- Year 7 Family games night in Term 1 was well attended and provided an opportunity for families new to the College to network and develop a sense of connection to the College and each other.
- The introduction of a Community Cooking initiative in which 15 parents and their sons volunteered to cook meals for the Exodus Community.
- Ongoing communication with parents and carers, via the Parent Access Module on SIMON, email, newsletter, College website and information evenings. A strong focus on engagement via social media, particularly Facebook and LinkedIn
- 'Parents of Parade' (POP) Committee continued to meet in-person and online, providing an opportunity for parents and carers to play a key role as partners in education. The annual POP mega raffle was a key fundraiser, with some of the proceeds going to support the RYDA driver safety program at Year 11. A number of POP social events were introduced or expanded in order to provide opportunities for

members of the Parade College Community to come together, including a successful parent winery and cheese tasting tour.

- Well-attended events for Mothers Day and Fathers Day. Parents and Significant Adults attended these events with their children and members of staff.
- Continued links with Primary Schools in terms of primary school visits, transition program, primary school events held at both Parade College campuses, and the involvement of our Sports Academy students in primary school sporting activities/days. Parade facilities utilised for Primary School sporting carnivals, cross country running and for Professional Learning Days for staff in Primary Feeder schools. Students studying VET carpentry designed and constructed cubby houses for a number of feeder primary schools.
- The Sports Academy continues to grow and offers specialist academic programs with links to External sporting bodies such as La Trobe University, Northern Knights, Melbourne City Soccer Club, and Diamond Valley Basketball. Significantly, the introduction of a second cohort of the Sports Academy based at the Preston Campus in a co-educational environment and a Business Academy, also at the Preston Campus, provided further opportunities for students to gain direct entry to a range of courses at La Trobe University
- Continued development of the partnership with Melbourne United Basketball club, with Melbourne United players running coaching sessions for the Year 7 cohort.
- Growth in the delivery of the ManCave Program to focus on student wellbeing.
- The continued growth in partnership between the Old Paradians' Association and the College
- Solidarity Week included a range of whole-school activities, culminating in all staff and students participating in the Solidarity Action Walk, in support of Edmund Rice Camps Australia
- Ongoing use of video streaming to facilitate cross-campus gatherings and staff meetings.
- Strong attendance at the College Open Day in February along with an information evening for prospective parents and students in May

## Parent Satisfaction

- High response rates and positive feedback to a range of surveys, including feedback surveys following camps and Year 12 Valette (Graduation).
- Strong attendance at parent events, including Family Games Night, Mothers Day and Fathers Day, and various social events organised by the Parents of Parade.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.parade.vic.edu.au](http://www.parade.vic.edu.au)