

2023

Annual Report to the School Community



Parade College

1436 Plenty Road, BUNDOORA 3083

Principal: Mark Aiello

Web: www.parade.vic.edu.au

Registration: 20, E Number: E1003

Principal's Attestation

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 10 May 2024

About this report

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](#).

Governing Authority Report

Parade College is governed by Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) and offers a Catholic education in the tradition of Blessed Edmund Rice.

EREA VSL commenced as proprietor for 6 Victorian schools on 1 January 2024. Enrolling over 7000 students, EREA VSL is responsible for the governance of schools. 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.

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

Vision and Mission

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

Education in Faith

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

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

Teaching and Learning

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

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

Student Well-being

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

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

Leadership and Management

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

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

School Community

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

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

College Overview

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

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

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

Our 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 through its art & sports programs, cultural activities, service to the community, retreats and liturgies, outdoor education, etc. 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 outcomes for tertiary entrance
- extensive vocational education opportunities for those seeking employment in trades and industry 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 TAFEs and training providers. The College offers recognised training in various trades: Electro technology, Bricklaying and Scaffolding, Building Construction - Carpentry, Plumbing, Floor and Wall Tiling and Furnishings, and offers a pathway to various post-secondary courses. In 2018 we established a Sports Academy with VCE Vocational Major options including VET Certificates in Sport and Recreation and Sports Development.

The College continues to establish partnerships with significant sporting bodies and universities. Parade also has close partnerships with the Manchester City English Premier League soccer team, establishing the first Manchester City Football School in Australia based at the College, as well as a partnership with the Northern Knights AFL team, Melbourne United Basketball Club (NBL) and Diamond Valley Basketball. In late 2023, we announced an exciting new partnership with Santa Maria College, Northcote – a leading Catholic Girls Secondary School in the inner northern suburbs of Melbourne. This partnership will allow our staff and students to work collaboratively together to open up new learning opportunities and better educational outcomes for our students.

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

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 (culture, community outreach, social justice, sports, etc) as a means of wholesome personal growth and social responsibility.

Principal's Report

The Parade College Theme for 2023 was: **Walking Together – Relationships, Respect & Resilience**.

We invited our community to ‘travel on the same road and in the same direction, so we must stay together, both outwardly and inwardly’.

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.

Following the COVID years and extended periods of isolation, the College decided to focus on the importance and significance of walking together, in partnership with our students and families, to create a wonderful learning environment with the students at our centre.

In an ever-changing world, it is vital for us to embody the values that truly define respectful and well-regarded people. Respect is not just a word; it is a foundation upon which we build our character and shape our future. Respectful relationships are the foundation when building a strong culture. We worked in partnership with our students: 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. Treating one another with respect means acknowledging the inherent worth and dignity of every person, regardless of their background, beliefs, or identity. It means actively listening, seeking to understand, and valuing different perspectives. It means standing up against bullying, discrimination, and any form of disrespect, ensuring that our actions reflect the compassion we hold in our hearts. Respectful relationships extend beyond our interactions with classmates. They encompass our relationships with family, friends, teachers, and the broader community. The way we treat others, reflects our values and integrity. The lessons our students learn at school, the friendships they forge, and the challenges they overcome will shape them into the people they are meant to be.

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. Reconciliation Australia's theme for 2023 is Be a Voice for generations. It called on Australians to honour our long history of allyship and solidarity to tackle the unfinished business of reconciliation for the generations to come.

In collaboration with Reconciliation Australia, MACS and Edmund Rice Education Australia, this year Parade College reimagine its RAP by establishing the following: A Vision for Reconciliation; A new Reconciliation Action Plan; A Cultural Safety and Reconciliation Working Group; The development of two initiatives to aid RAP implementation in 2024: GROW and RISE.

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.

The Working Group identified 12 RAP actions - the deliverables for which we were to be work on across 2023 and 2024. Seven of these were completed in 2023. We look forward to continuing this work and working in partnership with our Aboriginal and Torres Strait Islander students and families.

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 LGBTIQ+ community members: students, staff, family members. We continually challenge our community to be a more affirming, welcoming and safe place for all.

Capital Development

Collins Oval Precinct

The Collins Oval Precinct was completed in 2023 and saw the construction of a large field – 2 football (soccer pitches) or one AFL sized oval. This space is ready for use in 2024 and will allow our students to participate in various sporting activities internally and across the ACC sports competitions.

Multi-Purpose Learning Facility

Construction of the multi-purpose learning area and sport facility adjacent to the Greening Auditorium and in the Waterford Sports Precinct commenced in late 2023. It is expected to be complete in mid-2024 for student use.

Visual Arts Building

Planning is underway for the creation of a new building to further the learning and teaching in the visual arts area - including art, visual design and media. This continues our commitment within our College Master Plan to have our students participate in academic programs in state of the art facilities.

Manchester City Football School

This program has continued to grow in popularity with our students. As the first and only Manchester City Football School Program in Victoria, students have been able to try out to be a part of this program. This year saw four groups of students across Years 7 & 8 (two at each year level) selected into this elective program. In 2024 there will be two new Year 9 classes offered and the College is working toward a football program pathway within the VCE Vocational Major Program in 2025. Head Coach of the Football School, Mick Bennett, has been extremely impressed with the application and dedication of the students within the program. The College was lucky enough to host all of the championship winning trophies won by the We had received notification from the Manchester City Football Club that the EPL and Champions League winning trophies would visit Parade College and be on display for our students and families, but were pleasantly surprised to have all of their winning trophies present from the 2023 season.

Parents of Parade Committee

Our Parents of Parade (POP) committee worked very well in 2023 to support the College in a number of family gatherings across the College calendar. 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.

Our New House: Nolan House

With increasing enrolments at the Bundoora Campus, Parade College moved from four to five Houses in 2023. The move continues to highlight our focus on student wellbeing at the College. Our intention has always been to promote safety amongst our students, to build culture and a sense of belonging for each student, as well as House spirit within each House. To ensure our ongoing commitment to student wellbeing, the creation of a fifth House demonstrates to the College community, that while our numbers may be growing on the Bundoora campus, the College is growing and changing also. A fifth House more accurately reflects the development of Parade and ensures that the wellbeing / pastoral concerns of students continue to be our priority. Nolan House is named after one of the original founding Brothers: Patrick Joseph Nolan, a lay Brother born in County Kerry, Ireland - a proud

Kerryman! In some ways Nolan had been ‘written out of the history’. Nolan was a non-teaching or “lay” Brother, largely responsible for fencing, clearing the land, furnishing and overseeing construction of our original campus in East Melbourne. With our focus on increased pathways for our students, we also have a very strong applied learning pathway for our students - the VCE - Vocational Major program. Having a new House named after Br Nolan seems providential. The College has been preparing for this decision for a number of years, beginning with the inclusion of Br Nolan in the Founders’ sculptures at the entrance of both campuses.

Performing Arts: Parade and Mercy Combined Concert

Parade College again had the pleasure of combining with Mercy College in Coburg to produce a musical and drama production. 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.

VCE Arts/Technology Exhibition

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

Old Paradians

The College continues to have a strong relationship with the Old Paradians Association (OPA). The College’s Alumni Officer, John Nicholls, continued to ensure the College and the OPA worked in partnership, supporting the organization of the majority of the OPA events and reunions throughout 2023. Business Manager, Paul Harris, and I had the pleasure of attending one of the OPA monthly luncheons at the RACV Club. It was an honour to be in the room with many Old Paradians who spoke of their fond memories of being Parade students and the friendships they formed with their peers, many of which still remain strong today.

Parade College Foundation

The College work closely with the Old Paradians Association to develop the Parade College Foundation. Consultation was sought from a number of Old Paradians from different eras to ensure the College was well informed on what an education at the College meant to many past students. This research was truly valued and will allow the College to move toward a more formalised College Foundation in 2024.

College Staff

The College remains fully committed to the professional development and wellbeing of our staff in order 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 for students. Prioritising staff health and wellbeing also became more of a focus, following the increased demands in compliance. A number of exciting initiatives were discussed 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 2023:

- Mr Ray Bongiorno (Chair), Mr Craig Major (Deputy Chair) and members of the School Advisory Council and Finance committee for their support and assistance;
- A sincere thank you to Ray Bongiorno for his dedicated service to the College. Ray started as a student at the Bundoora Campus in 1968 and has been a member of the School Advisory Council for twenty years. He has been the chair for the last three years and will formally step down from the council at the end of 2023.
- The Parents of Parade Committee (POP) for their ongoing support of College initiatives and events. A thank you to the President of POP - Flavio Cosmelli, who stepped down at the end of 2023, following a number of years 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 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 be at their very best.

Tenete Traditiones

Sincerely

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

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

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

Religious Education:

- Religious Education Teachers continued to review and reflect on the pedagogy and content of the Religious Education program under the direction of the Learning Area 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
- Staff Formation
- College Community celebrations
- Immersions

Learning and Teaching

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.
- 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.
- Maximising COVID learnings to support students and families during remote learning.

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 now extends to both Year 7 and 8 cohorts.

A diverse array of vocational pathways, including the Victorian Certificate of Education (VCE), Victorian Certificate of Education – Vocational Major (VCE-VM) in 2023, 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.

During the transition from VCAL to VCE-VM, the College developed comprehensive course documentation for Units 1 & 2 and Units 3 & 4 of all new study designs implemented in 2023. An exhaustive review of the existing curriculum ensured alignment with new study designs and standards, involving the revision of course materials, updating textbooks, 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 initiated the familiarisation phase. This revised F–10 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 2023, 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.

Several year groups took part in Elevate Education study skills workshops. Year 12 students attended a workshop on their La Trobe preparation day, gaining insights into effective study techniques to excel in their final academic year. Similarly, Year 8 students participated in Elevate Education's Study Skills Kick Start workshops in Term 1. These workshop 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.

The transition to VCE VM in 2023 expanded Parade students' subject and pathway options, with more 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 2023, 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 2024. This data was accessible to staff via the Data Analytics, allowing them to access individual and class level NAPLAN data and insights.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

Parade continued its work with the MACS Secondary Disciplinary Literacy Project with the goal of improving literacy standards across the curriculum. Drawing on contemporary research around reading, MACS have released a Reading Framework, which Parade will trial in 2024 in Humanities and Science.

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. Kirstin followed up with return visits to the Teaching and Learning Executive where she worked with Learning Area Leaders to help create Knowledge Organisers and Schemas. This was reinforced at Literacy meetings later in the year.

Parade got funding from MLTAV (Modern Language Teachers' Association of Victoria) to run an action research project called 'Literacy through Languages', which focused on the capacity to improve student literacy through the studying of foreign languages. The action research project occurred across four different classes and was presented at the MLTAV conference in November.

Summary of 2023 VCE results

Total number of Year 12 students enrolled in 2023: 303

Number who graduated and received their VCE: 236

Percentage of satisfactory VCE completions: 99

Number of students awarded the VCE (Baccalaureate) 16

Number who received a VCE Vocational Major and/or equivalent: 46

Number who received an ATAR and the breakdown: 235

- College Duces both achieved an ATAR of 99.15
- 11.1% students obtained an ATAR above 90
- 31% of students received a study score above 80
- 49% obtained an ATAR above 70
- 85% of students receive an ATAR above 50
- The median study score was 30
- 62% of students received their first preference university offer
- 86% received a first-round offer
- Two students achieved perfect study scores of 50 for Biology

Summary of 2023 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".

For each NAPLAN domain, the averages (means) of the State (boys) and for the school.

Year 7 2023

State (boys) compared to Parade College

Numeracy: 550 (state boys), 560 Parade College (+10 difference)

Reading: 539 (state boys), 543 Parade College (+4 difference)

Writing: 535 (state boys), 534 Parade College (-1 difference)

Spelling: 539 (state boys), 543 Parade College (+4 difference)

Grammar & Punctuation: 535 (state boys), 540 Parade College (+5 difference)

Parade Year 7 boys in 2023 when compared to other boys in the state were above the state level for Numeracy, Reading, Spelling and Grammar & Punctuation. They were below the state level for Writing.

Year 9 2023

State (boys) compared to Parade College

Numeracy: 579 (state boys), 586 Parade College (+7 difference)

Reading: 565 (state boys), 562 Parade College (-3 difference)

Writing: 568 (state boys), 586 Parade College (+18 difference)

Spelling: 569 (state boys), 582 Parade College (+13 difference)

Grammar & Punctuation: 567 (state boys), 562 Parade College (-5 difference)

The 2023 cohort of Parade Year 9 students when compared to other boys in the state were above the state level for Writing, Spelling and Numeracy. They were below the state mean for boys for Reading and Grammar & Punctuation.

The Data Analytics dashboard, an integral 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. In 2023, a significant focus of Professional Learning was to enhance teachers' proficiency in utilising student-level and school-level literacy data from NAPLAN, PAT Reading, and Numeracy to make adjustments to courses in Years 7-10.

Teacher Professional Learning

The Professional Learning program was designed to bolster the data literacy of our teaching staff in 2023. It emphasised the interpretation of available evidence, empowering teachers to make informed decisions that enhance their teaching methods and support differentiated learning practices. The Teaching and Learning Executive (TLX) played a pivotal role in this process, regularly demonstrating how each Learning Area interacted with data at various levels, from cohort analysis to individual student progress. This demonstration underscored how evidence can steer effective decision-making. The TLX was tasked with incorporating a data-centric topic into each Learning Area meeting, ensuring that our teaching staff are consistently exposed to a diverse range of information and evidence that can strengthen their teaching methods. Data from NAPLAN, PAT, and VCE was employed for question-level analysis and performance evaluation, forming the basis for lesson planning and facilitating the implementation of differentiated teaching methods tailored to individual student needs.

Partnership - La Trobe University

Through our partnership with La Trobe University, our Year 12 VCE and VCE Vocational Major (VM) students had begun their year at La Trobe with a Year 12 Conference. This conference involved workshops that were focused on strategies to help them manage the challenges that Year 12 presented successfully. The event also encompassed campus tours and presentations from representatives of various faculties. We had continued to fortify the student pathways offered through La Trobe's ASPIRE program and direct entry into La Trobe University Undergraduate Programs for senior students who were involved in our Sports Academy VCE VM program. Year 9 and 10 students, through the La Trobe Outreach School Partnership Program, had participated in a range of events through the Year 9 ExCEL program.

As part of our VCE and Tertiary Expo, representatives from La Trobe University had attended the event to meet with students and their families regarding the various career and pathway opportunities offered by the university. The College Careers Advisors were also part of an advisory group that worked with La Trobe in relation to future student recruitment. La Trobe University was further reinforced with La Trobe University constituting the largest proportion of VTAC tertiary offers to the Year 12 class of 2023.

Pathways to Success

The continual review of student academic progress, growth and support formed part of the College's 'Parade Pathways To Success Process'. This process saw members of the Teaching and Learning Leaders Team (TaLL) work with leaders of Student Wellbeing and

Careers Advisors. These teams reviewed student academic performance in conjunction with student wellbeing data. Together, members of TaLL worked with their Student Wellbeing colleagues to identify students requiring additional support and course/career counselling. The College also actively engaged with families as part of this process, opening discussions about their son's progress and providing guidance on how we could best support their son to achieve success. Families and students were provided with options so that they could select the most appropriate pathway. Careers Advisors also actively engaged with students across all year levels, with particular attention on data from the Morrisby Career Analysis reports. This data was used as part of the Parade Pathways to Success Process to support appropriate student subject choices, course plans and pathway options.

By inviting back high-achieving Old Paradians for the Nano Nagle Tutoring Program, the College celebrated the excellent achievements of past students. These Old Paradians, who modelled strong interpersonal skills alongside academic excellence, assisted the College in establishing a culture of high expectations in both personal/social and academic realms.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	544	68%
	Year 9	550	54%
Numeracy	Year 7	563	78%
	Year 9	583	77%
Reading	Year 7	548	79%
	Year 9	560	62%
Spelling	Year 7	545	74%
	Year 9	578	81%
Writing	Year 7	540	62%
	Year 9	578	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	99.30%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Student Wellbeing

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

- Encouraging and supporting staff to challenge traditional stereotypes in relation to gender and masculinities.
- Extending students' personal and emotional capabilities with a continued focus on resilience education.
- Furthering the implementation of Restorative Practice and renewing initiatives which uphold this practice.
- Continuing the focus on community feedback about student safety and bullying.
- Evaluating the structures in place to monitor student wellbeing.
- Continuing to explore ways of increasing authentic student voice and agency throughout all year levels and across campuses.

Achievements

- Continuing the development and review of planned Pastoral Care Program in Tutor Periods with a focus on mental health, respectful relationships, inclusive and wellbeing.
- Continuing to use SIMON, for following up attendance and student behaviour and expanding recognition of student achievements and the Treacy Cup Inter-House Competition and the bluestone Shield.
- Continuing to set agendas for each Tutor Team Meeting which include sharing best practice for Tutor Periods, Tutor Groups, managing classroom behaviour and on Restorative Practices.
- Continuing the process of change to implement and embed Restorative Practices as part of what we do in educating our young people at the College.
- Furthering the implementation of Restorative Practice and renewing initiatives which uphold this practice, including all staff new to Parade were engaged in professional learning around Restorative practices, and current staff included in refresher workshops.

- Continuing the professional learning of staff by providing input in the Staff Newsletter about the philosophy behind Restorative Practices, Child safety and best practice in wellbeing.
- Running the Student Wellbeing Staff PD day with the keynote address coming from Melbourne University expert presenters (Culturally Safe Practices) and various other presenters that staff can nominate to attend throughout the May 22 Professional Development day for staff with the emphasis on Student Wellbeing.
- Developing sessions at the staff Student Wellbeing Professional Development day that address a wide range of topics for staff to choose from.
- Developing guidance resources to support staff with their delivery of consistent approaches to wellbeing items.
- Engaging the Man Cave to run sessions for students in Years 8, 9, 10 and 12 and gaining staff the opportunity to engage in each session develop skills in difficult conversations and social/emotional issues facing boys today.
- Engaging the Proactive Policing Unit to run sessions for students in Years 7, 8 and 9 to develop their understanding around online safety and the laws related to online platforms.
- Dean of Child Safety delivered professional development to all staff around child safety in full staff meetings, Well-being team meetings and through the weekly staff newsletter. Issues covered were Duty of Care, Mandatory Reporting, Reportable Conduct Scheme, Information Sharing Scheme, Child Safety Standards.
- Dean of Child Safety working closely with Deans of Students/House Leaders and their families. Where a referral has been made to DFFH, Orange Door, Child Protection and other external support agencies for students and their families.
- Full review of all child safety policies which was facilitated and directed by EREA to meet the requirements of the new Ministerial Order 1359. VRQA Audit of Parade College in 2024 also assisted in reviewing many current policies and procedures.
- Ongoing provision of professional learning for teachers facilitated by Student Support Services to increase their capacity to support students with diverse learning needs. Including developing goals and reasonable adjustments (Subject specific); Support in Nationally Consistent Collection of Data (NCCD) compliance and changes; differentiation using multi-tiered systems of support (MTSS) and neuro-diversity.
- Provision of professional development for Learning Support Officers (LSOs) focussing on evidence-based practice for supporting student with diverse learning needs.
- Supporting individual ANCs, Altior (G&T) staff, EAL/NESB staff and LSOs to attend PD in areas of professional interest
- Adoption of top 20 principles from psychology for preK-12 creative, talented, and gifted students and training in twice exceptional (2e) learners with Altior staff.
- Supporting individual staff to develop goals, adjustments to teaching, curriculum and assessment provided by the Additional Needs Coordinators, Indigenous education Officer and Altior staff.

- Attendance of NCCD Coordinator at MACS NCCD briefings and collaboration with MACS NCCD Consultants.
- Attendance 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.
- Delivering the Man Cave Program to our Year 8, 9, 10 and 12 students to challenge their perceptions of what it means to be male and to be a good man in person at the end of the year.
- The Man Cave Program for Year 12 focused on life after school, exams and how to support each other through the upcoming changes that would be happening.
- 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.
- 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.
- Continued evaluation and improvement of the Altior Program, including use of Year 6 & 7 students’ ACER Abstract Reasoning to aid decision-making and determine growth.
- Participation of Altior students in extracurricular activities including the Science Talent Search, Bell Shakespeare Festival.
- Continued revision of developmental rubrics and assessment tasks in Year 8 and 9 Intervention English and Altior.

- Opportunities for Indigenous students to regularly get together, celebrate culture and participation in external programs.
- School to Work programs for Year 11 and 12 Indigenous students.
- Year 12 VCE English Support class reported as of high value by students and parents / carers.
- Twice-weekly Homework Club and before-school support available year-round.
- The I CAN program has had a positive impact on Autistic students' empowerment in school.
- Parade's Personalised Learning Plans for students supported at Supplementary, Substantial and Extensive level across all categories of disability.
- Termly and semesterly Program Support Group Meetings for students with Personalised Learning Plans (PLPs).
- Revision of Speech Pathology to adopt a tiered approach (tiers 2 & 3 in 2022-23, tier 1 in 2024).
- Implementation of new student leadership program. Student Leaders across all year levels including Year 9 House Captains. Student Leaders are mentored about key staff at Parade College.

Student Satisfaction

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

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

Students in across both campuses (Preston 10-12 VCE VM, commencement 2024 academic year) and in all year levels have accessed the counselling services in larger numbers than previous years. 2024 included employment of a further 2 Youth Workers across both campuses taking our Counselling Services to 8 staff – 4 Counsellors, 1 Psychologist and 4 Youth Workers. The counselling team in conjunction with Transition coordinator has begun offering targeted group sessions which focus on issues that have been regularly occurring for students. This is designed to be proactive rather than reactive. Counsellors are also working with large numbers of students one to one in a more traditional setting.

The College responds to the needs of students with diverse learning needs and adjusts programs and staffing accordingly. Demand for Altior and Intervention programs exceed the number of places available. Discussion with families that are considering a place within the

Altior Program confirmed that parents / guardians are interested 'as the program provides a point of difference from other schools'. Those wishing to access student support via Intervention or Altior who do not meet criteria are offered increased in-class targeted support via PLP. The Altior and Intervention staff are subject experts capable of differentiating, challenging, supporting, and stretching the students. Intervention English, Mathematics and QuickSmart programs enable students to access the curriculum across all subjects by improving student literacy.

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

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

Student Attendance

- Attendance is marked each lesson, each day.
- Students arriving late on any day are required to check in via iPad's at Student Reception.
- 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, including dual placements, enrolment with the Virtual School, Navigator Program, TAFE.
- Where all the above has been exhausted, and the student has not re-engaged with school, the College informs Melbourne Archdiocese Catholic Schools and Edmund Rice Education.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.5%

Average Student Attendance Rate by Year Level	
Y07	90.5%
Y08	88.4%
Y09	87.1%
Y10	88.3%
Overall average attendance	88.6%

Leadership

Goals & Intended Outcomes

Goals:

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

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

Intended Outcomes:

- Establish and develop further the 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).
- Review the Professional Growth Plan (PGP) and Annual Review Meeting (ARM) processes with the view to:
 - Encourage deeper staff reflection by bringing these processes into line with the Australian Professional Standards for Teachers
 - Identify and provide opportunities for aspiring leaders
- Liaise with Parade Consultative committee (PCC) and utilise a range of data collection tools to obtain staff feedback on future strategic planning:
 - Provide regular feedback to the school community regarding the progression of College decisions / initiatives
- Develop and maintain relationships with community and external organisations to increase the capacity of staff.
- Support staff in developing their understanding of the expectations of working with Children and adults within a Catholic Secondary School.
- Review, develop, update, and implement policies, protocols and procedures to ensure a safe school community.

Achievements

- Continued staff involvement in the decision-making process via the PCC, Feedback to Leadership surveys in response to the Teaching Boys Focus work, etc. encouraging staff input / voice.
- Established a Professional Learning Committee (PLC) which is responsible for coordinating the design and implementation of a cohesive professional learning program for Parade College staff at all stages of their careers.
- Professional Learning Committee assisted in overseeing the implementation of Professional Learning Workshops, Staff Professional Learning Days and access to external professional learning, to develop consistent practices across all staff groups and link to strategic plan.
- 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.
- Continued development of Instructional Coaching Program using the Growth Coaching International model, with members of the Professional Standards and Support Team (PSST) undertaking coaching workshop training.
- Sustained staff appraisal through the ARM and every 3 years Professional Growth Plan(PGP) process that continued to foster professional growth, strong peer observation, feedback, and mentoring support to develop structured goal setting plans
- Formalised, regular monitoring and reporting of potential risk areas within the College.
- Implementation of student leadership groups (House Committee, Prefect Group, Student Child Safety Committee, various advocacy groups) to promote and empower student voice.
- Provision of a vast range of Information & Communications Technology professional development workshops to support staff in delivering challenging and engaging learning opportunities for students.
- Continued development the Nash and Caroline Chisolm Learning Centre programs and resources to support teachers with lesson planning and providing direct learning opportunities within each centre.
- Continued development of the College's Registered Training Organisation to safeguard and provide alternative / relevant student pathways.
- Sustained focus on the maintenance and development of the College's facilities and grounds, including:
 1. The Waterford Park development
 2. Refurbishment of Collins Oval
 3. Commissioning of Indigenous artwork – Budjji Djinang
- A continued strong focus on providing opportunities for staff to collaborate and meet in teams regularly.

- Increasing the numbers of the Professional Standards Support Team as a recognition of a move to a coaching based professional learning model, that will assist all staff in attaining their professional goals by engaging in coaching.
- Continued support of VCE staff writing VCE examinations and marking VCE examination papers.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Participation in external Professional Learning increased slightly in 2023, with a combination of whole school professional learning days 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 2023	152
Average expenditure per teacher for PL	\$471.00

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 2023 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	0.4%
Masters	13.1%
Graduate	19.4%
Graduate Certificate	2.1%
Bachelor Degree	37.5%
Advanced Diploma	7.4%
No Qualifications Listed	20.1%

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	219
Teaching Staff (FTE)	200.6
Non-Teaching Staff (Headcount)	109
Non-Teaching Staff (FTE)	93.3
Indigenous Teaching Staff (Headcount)	1

Community Engagement

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.
- Articulating the Parade College Strategic Plan to the school community.
- Promoting the strength of the relationship between the Bundoora and Preston campuses.
- 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.
- Evaluating the learnings at Parade College during the pandemic.
- Enhancing and streamlining communication with parents.
- Seeking 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 Father/Son games night in Term 1 was well attended and provided an opportunity for families new to the College to network and develop a sense of connection to the College and each other.
- A family trivia evening was held in Term 4, and included students and parents/carers from all year levels, including Year 6 students who were invited prior to commencing at Parade College as Year 7s. A number of staff also attended the evening, which brought together various members of the College community in an enjoyable and relaxed event
- For the second consecutive year, the 'Pay It Forward Day' afforded all staff an opportunity to visit community organisations and volunteer their time in a number of hands-on and meaningful activities, in service to our local community
- Student leaders collaborated with our neighbouring Catholic schools to plan for their roles as student representatives and to develop initiatives focused on social justice and sustainability

- Ongoing communication with parents and carers, via the Parent Access Module on SIMON, email, newsletter, College website and information evenings
- '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.
- 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.
- 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.
- Year 9 Development Week was held for the second consecutive year, allowing Year 9 students opportunities to develop a range of life-skills within the urban environment, including inner-city kayaking and surfing at Tullamarine. The Wanyara indigenous art and games incursion was added to Development Week
- Solidarity Week included a range of whole-school activities, culminating in all staff and students participating in the Solidarity Action Walk, in support of Nzara Hospital, South Sudan.
- Ongoing use of video streaming to facilitate cross-campus gatherings and staff meetings.
- Introduction of a twilight tour and information evening in May, to complement the annual Open Day held in February

Parent Satisfaction

1. MACSSIS Data demonstrated a growth from 2022 in the areas of Family Engagement, School Fit and School Climate
2. High response rates and positive feedback to other surveys, including feedback surveys following the Year 9 Development Week and Year 12 Valette (Graduation).
3. Strong attendance at parent events, including Father/Son Games and the Family Trivia evening

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.parade.vic.edu.au