

2025

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 2025 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 02 Apr 2026

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

Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) is the proprietor of six Victorian schools, currently serving over 8800 young people across eighteen sites. 2025 has been a year of transformation and growth across each of our school communities. Our shared commitment has been to ensure that the charism of Blessed Edmund Rice is not merely spoken of, but visibly felt in the daily rhythms, relationships, and actions of every school community.

In 2025, we led the development of a values-led roadmap to strengthen our collective action in faithfulness and transformation. Inspired by our touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; and Justice and Solidarity, we have collaborated across our network to shape our vision for 2030. This strategy — developed through deep engagement with leaders, staff, students, and communities across our network — charts a clear course for the next chapter of Edmund Rice education in Victoria. It is organised around three interdependent pillars: Living the Charter through Practice; Aligning Local Identity and Network Strategy; and Stewarding Leadership at Every Level.

We have begun embedding Charter-aligned practices more intentionally across classrooms, leadership, and operations — creating shared language and tools so that justice, Gospel spirituality, and care for the whole person shape what we do, not just what we say. Central to this work is honouring our responsibility to walk with First Nations communities in truth-telling, mutual respect, and healing.

By celebrating the distinctive identity and community connection of each school, we strengthen the coherence and collaboration that allow us to act as a values-aligned network. We continue to support inclusive, locally responsive educational models while investing in shared approaches and improvement strategies that serve every student.

A central priority for EREA VSL is the provision of high-quality education within a safe, supportive and well-governed environment. Robust governance frameworks and effective leadership structures continue to promote student safety, wellbeing, engagement and learning. EREA VSL remains diligent in meeting all relevant legislative, regulatory and policy obligations, particularly those relating to child safety, wellbeing and sound financial management.

Our communities of practice support our leaders across schools to learn with and from one another. I acknowledge with gratitude the dedication and professionalism of our Principals, Leadership Teams, and School Advisory Councils and the ongoing support of our families and the wider community.

Educating young people is a co-responsible task — one shared by every member of each school community. As we look toward 2030, we do so with clear purpose, deep faith, and confidence in the people who bring this strategy to life each day.

Yours sincerely,

Jacqueline Wilton

Chief Executive Officer

EREA Victorian Schools Ltd, Catholic Schools in the Edmund Rice Tradition

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 people 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.

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 all 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 work to their capacity and 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 those in need and on the margins in society.

With much experience in responding to the 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 opportunities for our students to work in collaboration with others.

The founding Christian Brothers commenced their educational work in 1868 in the hall behind St Francis Church in the City of Melbourne 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 155 years the College has responded to the ever-changing educational climate and the needs of young people. With the advantages of space and accessibility, the College caters for students with a wide range of abilities, interests and ambitions. The College responds to the differing needs of our students by offering "the best of both worlds", whilst prioritizing the safety and wellbeing of all students and staff:

- a highly diverse learning program that provides an advanced placement program with opportunities for highly gifted students to accelerate 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 and alternate pathways
- extensive vocational education opportunities for those seeking employment in industry and trade, and direct access to university 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 the VCE Vocational Major program, including VET Certificates in Sport, Recreation & Aquatics and Sport Development. The VCE Vocational Major program expanded in 2025 to 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, locally and internationally. Parade has a partnership with the Manchester City Football Club within the English Premier League, establishing the first ever Manchester City Football School in Australia, as well as a partnership with the Northern Knights AFL Club, 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 musical and drama productions, and leadership programs.

The College has a strong pastoral care and wellbeing program. It aims to support students in making good educational choices to achieve their full potential, and in becoming resilient and respectful 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 learning in a safe and supportive environment. 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.

Principal's Report

Since 2023, Parade College has continued to be guided by our College Theme: ***Walking Together – Relationships, Respect & Resilience.***

Ephesians 4:1-6 reminds us '*... 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 call to unity invites us to live as one community in a world where we are deeply interconnected. At Parade College, we honour the individuality of each person while striving to walk together in partnership, grounded in respect, strengthened by resilience, and enriched through meaningful relationships.

This theme continues to shape our daily interactions and aspirations. It provides a clear framework for how we learn, lead, and support one another. When we act with kindness, encouragement, and positivity, we strengthen the spirit of others and create the conditions for all to flourish.

Throughout 2025, the College maintained a strong and deliberate focus on the importance of **respect**. Respect remains central to fostering a culture where every individual feels safe, valued, and heard. As a Catholic community in the tradition of Blessed Edmund Rice, respect is not optional - it is foundational to our mission and must be evident in all that we do, both within and beyond the College.

A culture grounded in respect enables each member of our community to thrive. It is through this shared commitment that we unlock potential, promote wellbeing, and cultivate a positive and inclusive environment. Our students, as emerging leaders, are encouraged to embody empathy, integrity, and kindness in all their interactions. We are proud of the way they continue to demonstrate these values both within the College and in the wider community.

Parade College's Vision for a Catholic School in the Edmund Rice Tradition

Parade continues to cultivate an understanding and appreciation of the person of Jesus through the lens of our founding Christian brother, Blessed Edmund Rice. As a Catholic school grounded in the Edmund Rice tradition, Parade College remains committed to providing excellence in education and a focus on student wellbeing, within a dynamic and supportive learning environment. Our aim is to foster the holistic growth of every student, enabling them to experience fullness of life and to have an appreciation of the importance of walking alongside those on the margins in society.

The Charter for Catholic Schools in the Edmund Rice Tradition continues to guide our direction through the four Touchstones:

- **Liberating Education:** We nurture curiosity, critical thinking, and hope, empowering students to contribute positively to the world.
- **Gospel Spirituality:** We bring the message of Jesus to life through compassion, justice, and peace in our community.
- **Inclusive Community:** We strive to build a welcoming environment where dignity, belonging, and right relationships are central.
- **Justice and Solidarity:** We stand with those who are marginalised and act with courage and integrity in pursuit of justice.

These Touchstones remain central to our identity and inform both our educational practice and decision-making. They ensure that the College continues to offer a rich and holistic experience grounded in faith and the charism of Blessed Edmund Rice.

Reconciliation

Parade College acknowledges the Wurundjeri people as the traditional custodians of the land in which we learn, work and play. We continue our commitment to fostering a safe, inclusive, and respectful environment for all members of our community. Reconciliation remains an ongoing journey - one that calls each of us, and the nation more broadly, to deepen understanding and strengthen relationships with Aboriginal and Torres Strait Islander peoples.

We are proud to welcome First Nations students and families, whose cultures and perspectives enrich our community. We remain committed to ensuring that all students feel culturally safe and that their identities are honoured and celebrated. Through intentional partnerships and continued learning, we aim to embed First Nations perspectives across education, wellbeing, and leadership, empowering students to reach their full potential and grow as future leaders.

IDAHOBIT Day – 17 May

Each year, Parade College acknowledges International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT). This day provides an important opportunity to reaffirm our commitment to being a community where all people are respected and valued, created in the image and likeness of God.

We continue to support and affirm our LGBTQIA+ community members - students, staff, and families, and challenge ourselves to foster a culture that is welcoming, inclusive, and safe for all.

Manchester City Football School

The Manchester City Football School program continued to expand in 2025. Students from the five Manchester City Football Schools across Australia, (all Edmund Rice schools), gathered in Melbourne for the second international tournament, hosted at Casey Fields, the home of A-League side, and fellow partner, Melbourne City FC.

The event provided an outstanding opportunity for students to demonstrate their skills, teamwork, and growth, while engaging with international coaching staff and opponents. The school-based program continues to be a significant contributor to student development, both on and off the field.

Parents of Parade Committee

The Parents of Parade (POP) Committee continued to strengthen community engagement throughout 2025. Events such as the Family Trivia Night and the Mother's and Father's Day gatherings saw increased participation and enthusiasm.

I extend my sincere thanks to all members of the POP Committee, and particularly to President Bethany Henry, for their commitment, leadership, and support of college initiatives.

Co-educational VCE Vocational Major – Preston Campus

A significant milestone in 2025 was the introduction of full-time female enrolments within our VCE Vocational major program at the Preston Campus, with nine girls joining this specialised pathway.

This development reflects the College's commitment to expanding opportunities and ensuring equitable access to high-quality pathways. As a Registered Training Organisation (RTO), Parade continues to lead in this space, offering programs such as the Sport Academy and the Business Academy. These pathways provide strong links to further study, including direct entry opportunities with La Trobe University, and are now accessible to a broader group of young people.

Performing Arts: Partnerships

Our Performing Arts program continued to thrive through strong partnerships with local schools. Collaborations with Santa Maria College, Northcote (musical) and Mercy College, Coburg (drama production) provided enriching opportunities for students to engage in high-quality productions.

The combined musical and drama performances showcased the exceptional talents of students across acting, music, and stagecraft. These experiences foster creativity, confidence, and connection, inspiring both participants and audiences alike.

Alumni

The College remains proud of its enduring relationship with the Old Paradians Association (OPA). Through the ongoing work of the Alumni Team, connections between past and present members of the College community continue to grow.

Reunions, events, and celebrations throughout the year strengthened these bonds and reinforced the lifelong connection that Old Paradians have with the College.

Parade College Foundation

In 2025, the College continued to work closely with alumni to progress the development of the Parade College Foundation. Extensive consultation with alumni from across different generations provided valuable insights to guide future priorities.

This work has laid a solid foundation for future fundraising initiatives, with the aim of supporting both current and future students. We look forward to further progress in 2026.

College Staff

Our staff remain central to the success of the College. In 2025, we continued to prioritise professional learning, collaboration, and wellbeing. Staff were provided with meaningful opportunities to share expertise, strengthen practice, and enhance student outcomes.

Equally, a strong focus was placed on staff wellbeing, with initiatives designed to support mental health and foster a positive and sustainable work environment.

Thank You

I extend my sincere gratitude to all staff for their dedication and commitment throughout the year. Their willingness to go above and beyond in service of our students and one another is deeply appreciated.

I also acknowledge and thank:

- Mr Craig Major (Chair), Mr John Finn (Deputy Chair), and members of the School Advisory Council and Finance Committee
- The Parents of Parade (POP) Committee, led by President Bethany Henry
- The College Leadership Team, and Ms Debbie Singleton, PA to the Principal
- The Year 12 Prefect Team for their leadership and commitment to social justice and inclusion

Finally, I thank our students for their efforts and contributions throughout the year. Their commitment to fostering a culture of inclusion and respect goes a long way to creating a truly wonderful educational environment.

It continues to be a privilege to lead the Parade College community. Together, we will build on our shared commitment to respect, connection, and excellence, ensuring that every individual feels safe, valued and a true sense of belonging to our wonderful community.

Tenete Traditiones

Sincerely

Mr Mark Aiello

Principal

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

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 woven into the daily life of the school. We honour key moments in the liturgical year and celebrate important milestones in the history of our founders and the College. Equally, we begin each day and every meeting with prayer and an Acknowledgement of Country. These practices remind us that our relationship with God lies at the heart of who we are and what we do, while grounding our learning and work in meaning and perspective.

- All student and/or staff gatherings begin with a prayer
- Opening Staff Mass
- 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
- Edmund Rice Feast Day acknowledged through prayer and reflection at College Assembly
- Staff Final Mass
- Staff Bible Study Group

Events:

- Road to Reconciliation Day
- Harmony Day
- Reconciliation Week
- Refugee Week – The Cage
- IDAHOBIT Day
- Staff Formation Day
- Prefect Retreat including Mass and a focus on what it means to be a student leader in a Catholic School
- Stella Day to raise awareness of the treatment of women. Stella awards for students who display the characteristics of a Stella Individual
- Solidarity Walk
- Yr. 12 Final Liturgy
- Valette Evening including prayer and blessing
- Yr 7 Reflection Days structured around the EREA Touchstones, with a particular focus on inclusion and welcome

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
- Supported The Good Samaritan Inn through annual fundraising
- Action For All Committee
- Shared Table meals held.
- Student run Bluestone Cafe, can selling as fundraisers
- Eddie's Brekky Van- Exodus Community Heidelberg West
- Himilo Homework Club Program working with Heidelberg West primary students
- Waterford Garden
- Yr 12 Tenete Retreats to FareShare in Abbotsford

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, St Patricks Cathedral, NGV

Value Added

- Student Community Service Programs and Retreats
- Staff Formation Day - focused on the renewed EREA Charter
- Fundraising initiatives for The Good Samaritan Inn
- House Masses
- Edmund Rice Feast Day and Solidarity Walk

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.
- 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.
- Adopting an instructional model for teaching practice that draws upon evidence-based explicit instruction teaching practices.
- 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

In 2025, Parade College continued to strengthen a culture of high-quality teaching and learning that is firmly aligned with our College vision and values and focused on the formation of the whole person. Across the College, we remained committed to ensuring every

learner is known, supported and challenged, academically, socially and emotionally, within an inclusive environment of high expectations, strong relationships and growing student voice.

A defining feature of the year was our sustained emphasis on pathway parity and student agency. VCE and the VCE Vocational Major were intentionally communicated and enacted as equally valued pathways, each characterised by rigorous expectations, targeted support and clear measures of success. Our senior offerings continued to support students through a diverse range of applied and vocational opportunities, including VET, VCE, VCE Vocational Major (VM) and the Year 10 Edmund Rice Pathways Program. At the co-educational Preston Campus, the introduction of the VCE VM Sport Academy and Business Academy further broadened options for students seeking applied learning pathways with clear tertiary connections, integrating practical learning and work experience. VCE VM continued to support an increasing number of students that pursued School-Based Apprenticeships and Traineeships.

Underpinning this breadth of opportunity was a coherent professional learning culture that prioritised consistent, high-impact practice. Staff engaged in targeted development aligned with Parade College's Instructional Model, with a particular focus on explicit teaching, modelling, guided and independent practice, formative assessment and regular review. As the College implemented the first year of the model, a shared language of instruction supported greater consistency across classrooms and strengthened students' understanding of learning.

Curriculum and assessment practices were strengthened through ongoing review and alignment to VCAA requirements. The College updated course documentation for all new VCE study designs implemented in 2025, alongside continuous review of existing curriculum materials to ensure alignment with updated learning outcomes. With the transition to Victorian Curriculum 2.0, Learning Areas commenced full implementation and supported by revised resources. Student feedback also remained an important driver of refinement, with Year 9 students participating in ExCEL sharing insights about program impact and future improvement.

A commitment to data-informed practice remained central to teaching and learning improvement. The Teaching and Learning Leaders team and Learning Area Leaders worked collaboratively to analyse VCE performance, identifying trends across subjects and cohorts and using these insights to guide next-step strategies. Subject teachers met with Learning Area Leaders to scrutinise question-level exam data, clarify strengths and areas for development, and set focused goals for the coming year. The College also trialled the Post Secondary Assessment Measure (PSAM) platform, enabling deeper analysis of relationships within VCE performance, to strengthen curriculum planning and support informed subject selection and preparation.

Across Years 7- 9, ACER PAT Reading and Mathematics provided actionable insight into student growth and learning needs, informing differentiated teaching and targeted intervention and gifted and talented (i.e. Altior) programs. NAPLAN analysis led by the Literacy Leader further supported timely adjustments to learning programs, while staff accessed student learning data through SIMON and the Intellischools Data Analytics dashboard to celebrate progress and respond to insights at student, class and cohort levels.

These efforts emphasise our commitment to understanding each student's learning through meaningful evidence and using this insight to strengthen teaching practice. By continually refining contemporary learning and teaching, we aim to create responsive pathways that build the skills, confidence and adaptability every student needs to grow, succeed and thrive in an ever-changing future.

Student Learning Outcomes

Summary of 2025 VCE results

In 2025, the College supported a cohort of 283 Year 12 students, all of whom successfully completed their senior secondary studies. Students achieved a diverse range of pathways, including the VCE and the VCE Vocational Major, reflecting the College's strong commitment to academic excellence and applied learning. The cohort demonstrated high levels of academic achievement, highlighted by outstanding individual results, including two perfect study scores and an exceptional College Dux outcome.

Total number of Year 12 students enrolled in 2025: 283

Number who graduated and received their VCE: 347

Percentage of satisfactory VCE completions: 100%

Number of students awarded the VCE (Baccalaureate):11

Number who received a VCE Vocational Major and/or equivalent: 64

Number who received an ATAR and the breakdown: 194

- College Dux achieved an ATAR of 99.05
- 17% students obtained an ATAR above 90
- 34% of students received a study score above 80
- 52% obtained an ATAR above 70
- The median study score was 30
- The median ATAR was 70.18
- 64% of students received their first or second preference university offer
- One student achieved a perfect study score of 50 for Systems Engineering
- One student achieved a perfect study scores of 50 for Legal Studies

Summary of 2025 NAPLAN results

Year 7 2025

State (boys) compared to Parade College

Numeracy: 565 (state boys), 573 Parade College (+8 difference)

Reading: 543 (state boys), 541 Parade College (-2 difference)

Writing: 538 (state boys), 544 Parade College (+6 difference)

Spelling: 540 (state boys), 541 Parade College (+1 difference)

Grammar & Punctuation: 536 (state boys), 542 Parade College (+6 difference)

The 2025 Year 7 NAPLAN results provide a valuable baseline of student learning on entry to secondary schooling. Overall, the cohort demonstrated solid achievement across all learning areas, with strong performance in Numeracy, achieving a mean score above both State (boys) results and the school's 2024 Year 7 cohort. Students also recorded above-State mean scores in Writing and Grammar and Punctuation, reflecting positive foundations in essential literacy skills.

Across all assessment domains, Parade recorded fewer students in the Needs Additional Support category than the State. The results also identify opportunities to further extend high-achieving students and to accelerate learning growth, particularly within the language-based assessments. While observed growth trends largely reflect learning prior to Year 7, the data will continue to inform curriculum planning, differentiation, and targeted intervention strategies to ensure improved outcomes for all learners.

Year 9 2025

State (boys) compared to Parade College

Numeracy: 577 (state boys), 590 Parade College (+13 difference)

Reading: 569 (state boys), 570 Parade College (+1 difference)

Writing: 572 (state boys), 579 Parade College (+7 difference)

Spelling: 569 (state boys), 575 Parade College (+6 difference)

Grammar & Punctuation: 555 (state boys), 576 Parade College (+21 difference)

The 2025 Year 9 NAPLAN results reflect strong overall achievement, with students performing above the State (boys) mean in all five assessed domains. Particularly strong outcomes were evident in Numeracy and Grammar and Punctuation, where the cohort recorded substantially higher mean scores than the State. Compared with Parade's 2024

cohort, a greater proportion of students achieved results in the Exceeding category, alongside a reduction in those requiring additional support. While Reading and Writing results identify opportunities to further accelerate growth for some students, the data affirms the effectiveness of current teaching practices and will continue to inform targeted improvement strategies as students prepare for the senior years.

Literacy

The College continued to prioritise literacy development for all learners throughout 2025. Under the leadership of the College Literacy Leader, selected staff undertook professional learning with Teach Well, strengthening teacher efficacy in explicit instruction, modelling, guided practice, formative assessment and ongoing review. These staff supported Learning Area Leaders to embed effective literacy practices across classrooms. This targeted professional learning has translated into more consistent, evidence-informed literacy practices across classrooms, promoting instruction that supports improved student engagement, confidence and literacy outcomes. Student achievement data, including PAT Reading and NAPLAN results, was analysed at question level to identify trends and inform targeted improvements to teaching and learning programs across the College.

Professional Learning

Teaching staff participated in our ongoing Professional Learning that was focused on upskilling our teaching staff on aspects of the College's Instructional Model. This approach involved teachers breaking down complex skills into manageable steps, providing clear explanations and demonstrations before guiding students through practice opportunities with feedback. Research in cognitive science supports this method, showing that students learn more effectively when instruction is structured to avoid cognitive overload. At Parade, teachers implement a gradual release model, beginning with teacher guided instruction and progressively shifting responsibility to students as their foundational knowledge strengthens.

Years 7-10

Throughout 2025, Learning Area Leaders worked collaboratively to implement Victorian Curriculum 2.0 in Mathematics and English, supported by careful forward planning that ensured a smooth transition ahead of full implementation of all other Learning Areas in 2026. Curriculum documentation, resources and assessments were reviewed and updated to maintain alignment and support teaching and learning. A structured review of the Capabilities commenced, strengthening their consistent and authentic integration across the curriculum, with further development continuing into 2026. Reporting processes were refined to align with VCAA requirements, strengthening consistency, oversight and student support. The Academic Advisor role was reviewed, introducing a clear triage model and shared framework that improved student organisation, engagement and learning outcomes, particularly for students identified as being at academic risk. Teaching and Learning, Wellbeing and

Teaching Boys Strategy teams collaborated to develop the Habits of a Parade Learner, clarifying expectations and supporting a positive learning culture.

VCE Vocational Major (VCE VM)

The College's VCE VM Preston Campus marked several significant milestones during the year, commencing its first year of full-time co-education with enrolments across both the Sport Academy and the VCE Vocational Major (VM) program. This year also represented the inaugural cohort of the VCE VM Business Academy. The VCE VM continued to develop as a rigorous and aspirational pathway integrating VET, work-related learning and employer engagement. Work experience and Structured Workplace Learning expanded, strengthening applied learning opportunities for students. Community engagement grew through Personal Development and Work Related Skills studies, with students contributing to local initiatives and primary school settings, supported by the Banyule Nillumbik Local Learning Network. The Year 10 Edmund Rice Pathways Program flourished, transitioning students towards applied and trade-focused learning. Information sessions supported families exploring VCE VM, Business and Sport Academies, and ERPP pathways, reinforcing the Vocational Major's parity alongside the traditional VCE.

Year 9 ExCEL

The ExCEL program continued to support the diverse learning and wellbeing needs of Year 9 students during the middle years of secondary schooling. The Orientation Day promoted a confident transition into Year 9 while clarifying expectations around independent learning and personal growth. Strong student satisfaction highlighted the program's positive impact on engagement and wellbeing. Curriculum expansion, including new Mathematics (Finance) and STEM units, broadened student choice and future-focused learning. The introduction of Virtual Reality headsets enhanced engagement through interactive learning, supporting STEM development and inclusive learning.

Careers

Parade College strengthened its careers program through continued partnership with La Trobe University, supporting Year 12 Commencement Day, the Year 9 ExCEL Career Voyager program, and Direct Entry pathways for VCE VM Sport Academy students. La Trobe Ambassadors supported Open Days and the Tertiary Expo, while Careers staff contributed to advisory and local careers networks. The College's VCE and Tertiary Expo featured over 20 tertiary and employment providers. Year 9 students completed Morrisby Career Analysis, while Year 10 students undertook a week of work experience and mock interviews to build confidence, communication skills, and understanding of employer expectations.

VCE – Parade Pathways to Success

Central to the College's approach in the senior school is the Pathways to Success process. This is a collaborative process that 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. Meetings were held with families and students to better understand their goals. These insights supported students in making appropriate subject selections, developing coherent course plans, and exploring viable pathway options aligned with their abilities and interests.

The Nano Nagle Tutoring Program was expanded further into classrooms in 2025, fostering stronger relationships between tutors and students and contributing to improved attendance outcomes. Students regularly shared that they had gained valuable insights from attending these tutoring sessions - not just about subject content, but broader lessons about how to succeed in VCE, too. The program's continued growth reflects the College's commitment to supporting the whole person within the VCE environment.

Year 12 VCE students were provided with a second round of trial examinations, giving them a valuable opportunity to hone their examination skills and build confidence ahead of end-of-year VCAA exams. These second trial exams were in addition to our traditional trial exams held at the end of Term 3. This initiative contributed to a notable increase in the proportion of students achieving an ATAR above 90, affirming the value of providing structured, high-quality preparation experiences.

In a significant development reflecting the College's commitment to strengthening rigour and supporting student growth, Year 11 end-of-year examinations were expanded to become full-year examinations. This change provided students with meaningful opportunities to consolidate their learning, rise to academic challenge, and develop the resilience and examination readiness that will serve them well in Year 12 and beyond.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	542	66%	545	68%
	Year 9	576	64%	565	60%
Numeracy	Year 7	573	84%	569	83%
	Year 9	599	82%	590	78%
Reading	Year 7	541	75%	543	74%
	Year 9	570	69%	566	66%
Spelling	Year 7	541	75%	543	76%
	Year 9	575	76%	571	76%
Writing	Year 7	544	70%	545	69%
	Year 9	579	67%	575	65%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	99.60%
VCE VM Completion Rate	98%
VPC Completion Rate	*

*Data not reported for 2025 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.

Post-School Destinations as at 2025	
Tertiary Study	203
TAFE / VET	15
Apprenticeship / Traineeship	30
Deferred	0
Employment	7
Other - The category of Other includes both students Looking for Work and those classed as Other	7

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 people 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.
- Evaluating the structures in place to monitor student wellbeing.
- Evaluating and reshape current student leadership structures at Parade College.

Achievements

- 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.
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- 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.
- Evaluating the structures in place to monitor student wellbeing.
- Evaluating and reshape current student leadership structures at Parade College.
- 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) focusing 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	88.29

Average Student Attendance Rate by Year Level	
Y07	89.77
Y08	88.32
Y09	87.16
Y10	86.98
Overall average attendance	88.06

Leadership

Goals & Intended Outcomes

Goals:

- Maintain and support staff well-being by promoting and modelling genuine collaboration by:
- Providing strategically aligned, high-quality professional learning that responds to staff and student needs.
- Embedding a whole-school Professional Practice Process that supports continuous growth, feedback and reflection.
- Developing a culture of coaching, collaboration and evidence-informed practice.
- Strengthening staff voice, agency and participation in decision-making.
- Building leadership capacity, including clear pathways for aspiring leaders.
- Ensuring clarity of roles, responsibilities and organisational structures.
- Embedding consistent and transparent systems through EMS 360.

Intended Outcomes:

- A coherent and strategically aligned Professional Learning model is embedded.
- The Professional Learning Committee (PLC) to ensure consistency across staff groups and alignment to whole-school priorities.
- A whole-school Professional Practice Process is embedded, operating as a structured, year-long cycle culminating in the Annual Review Meeting (ARM).
- The Coaching Support Team (CST), increase staff access to instructional coaching and consistent processes to support professional growth.
- Staff voice, collaboration and professional agency are strengthened, through structured opportunities for input.
- Leadership capacity is developed and supported, with clearer pathways for aspiring leaders and greater clarity around roles and responsibilities.
- Teaching Boys Strategy Group continue to influence whole-school practice, particularly in classroom routines, engagement strategies and consistency of approach.
- Professional learning and improvement processes are informed by feedback and evidence, ensuring ongoing refinement and responsiveness to staff and student needs.
- Embed the use of EMS 360 to support the Professional Practice process.
- Redesign meeting schedule to prioritize collaboration and professional growth, with more time for learning areas and the Professional Practice processes.
- Continuous improvement embedded, with regular collection of staff feedback and refinement of processes.

Achievements

- Professional Learning Committee (PLC) strengthened the alignment of Professional Learning with Strategic Plan priorities, ensuring greater consistency across staff groups and clearer connections between whole-school goals and classroom practice.
- Professional Learning model refined, with improved alignment between Professional Learning Days and workshops and increased staff feedback to better meet the needs of teachers and school officers.
- Professional Practice Process embedded across the College, transitioning from a trial model to a structured, year-long cycle. Staff engaged in goal setting, observation, evidence collection and reflection, culminating in the Annual Review Meeting (ARM), all taking place on the EMS 360 platform.
- Coaching Support Team (CST) further developed, with a clear focus on instructional coaching.
- Meeting structure redesigned, providing greater opportunity for collaboration within Learning Areas and more focused time on pedagogy, professional dialogue and the learning area priorities.
- Staff voice strengthened through structured opportunities for input and feedback, contributing to more responsive and informed decision-making.
- Teaching Boys Strategy Group implemented a range of whole school procedures including classroom entry and exit 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.
- Continued development of the College's Registered Training Organisation to safeguard and provide alternative / relevant student pathways.
- 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 2025	
Participation in external Professional Learning increased in 2025, with a mix of staff seeking external professional development combined with inhouse professional development days and afternoons, as well as professional learning for groups or individuals.	
Number of teachers who participated in PL in 2025	171
Average expenditure per teacher for PL	\$272.49

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 2025 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	2
Masters	45
Graduate	43
Graduate Certificate	8
Bachelor Degree	102
Advanced Diploma	21
No Qualifications Listed	87

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	223
Teaching Staff (FTE)	207.34
Non-Teaching Staff (Headcount)	130
Non-Teaching Staff (FTE)	107.7
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 and student pathways.
- Reviewing VET subjects on offer at the Preston and Bundoora campuses.
- Promoting the Parade College – Preston Campus as a school of choice for part time (external) VET students within the Northern Melbourne VET Cluster.
- 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 Community Cooking initiative, introduced in 2024, was further developed with three community cooking evenings in support of the Exodus Community. Parents and Student volunteers worked with our VET Cookery trainer to prepare and package meals that were delivered via CareNet to those in need.
- 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. A dedicated Parade College RTO LinkedIn page was created to showcase achievements of VET students and trainers.

- '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 and a board game lunchtime club.
- Well-attended events for Mothers Day and Fathers Day. For the first time in recent memory each of these events were at capacity.
- 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. VET trainers and students produced sustainable insect hotels with local primary schools. Parade College facilities utilised for Primary School sporting carnivals, cross country running and for Professional Learning Days for staff in Primary Feeder 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 and Year 8 cohorts.
- 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, Community Cooking, Open Day and various social events organised by the Parents of Parade.

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