

Strategic Plan



2022 - 2026





LEADERS IN EDUCATION FOR OVER 150 YEARS

As a long-standing Catholic School in the Edmund Rice Tradition, Parade College is a vibrant learning community offering contemporary education and pastoral care to foster holistic growth and excellence for all.

With world class facilities, targeted academic programs and an endless list of co-curricular and sporting programs, Parade College is positioned to help each student reach their fullest potential. We offer over 40 VCE subjects and 20 VET certificates across our two campuses at Bundoora (Boys Years 7-12 VCE Pathway) & Preston (Co-Ed Years 10-12 Vocational Major Pathway).





Parade College acknowledges the Wurundjeri people of the Kulin Nation, the Traditional Custodians of the land where we live, learn and work.

Our INTENT



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.

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.

Leadership & Management



The wellbeing 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 wellbeing through modelling and genuine collaboration.

Student Wellbeing



The wellbeing 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.

Learning & Teaching



As an educational community, Parade College clearly acknowledges that 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.

*Have courage, the good seed will
grow up in the children's hearts.*



Blessed Edmund Rice



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 by:

2022 - 2026

Developing a liturgical framework.

- a. Research models in other schools as a guide for possibilities at Parade.
- b. Research key aspects of a framework that ensures the model we develop aligns with our vision and community.
- c. Facilitate a framework that focuses on community led liturgical celebration through:
 - the development of a student liturgy group, and
 - offering Professional Learning (PL) for staff to be Special Ministers of Holy Communion

2022 - 2026

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.

- a. Introduce class Masses at designated Year Levels presided by the local Parish Priest as part of the RE curriculum and Ministry experience.
- b. Continue to develop contemporary liturgical resources in collaboration with the Religious Education (RE) curriculum.
- c. Explore connections with Santa Maria College regarding collaboration on Street Retreat

2023-2026	Exploring the alignment of Social Justice programs with Catholic Social Teaching.	Ensure current programs/experiences align with Catholic Social Teaching.
2024-2025	Creating opportunities for student involvement in the organisation and delivery of liturgies and prayer.	a) Establish a Student Liturgy Team. b) Develop connections with the Sacred Heart Parish and other Primary School Partnership.
2023 - 2024	Examining the alignment of Social Justice programs with Catholic Social Teaching.	Audit current programs/experiences to ascertain alignment with Catholic Social Teaching.
2022 - 2025	Promoting and providing opportunities for staff to maintain their accreditation to teach in a Catholic school.	a) Conduct observations of RE classrooms under the guidance of the TLX Team to determine engagement and participation of students. b) Schedule more RE excursions to align with the curriculum. In collaboration with RE Learning Area Leaders (LALs), review student engagement with RE curriculum and opportunities to incorporate real world community connections.

Assess the Religious Education curriculum for its relevance and ability to meet student needs by:

2022 - 2025	Evaluating the engagement of students in the Religious Education (RE) program.	a. Conduct observations of RE classrooms under the guidance of the TLX Team to determine engagement and participation of students. b. Schedule more RE excursions to align with the curriculum. c. In collaboration with RE Learning Area Leaders (LALs), review student engagement with RE curriculum and opportunities to incorporate real world community connections.
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2023 - 2026	Discerning how the RE program seeks to include different cultures, faiths and philosophies of life.	a. Audit current offerings across year levels to evaluate the diversity of perspectives and philosophies provided to ensure continuity from Year 7-12. b. Offer PL to empower teachers to embed histories, cultures and contributions of First Nations People in accordance with RAP Action 16 Deliverable 1.
2022 - 2025	Building on student understanding of the Edmund Rice ethos.	a. Introduce the Edmund Rice Mile as part of the Year 7 and Year 12 Curriculum. b. Continue to develop the Year 11 Touchstones Curriculum. c. Explore opportunities for connections with the Edmund Rice ethos and Catholic Social Teachings across curriculum (not just the RE classroom). d. Develop the Year 7 Reflection Day around the EREA Touchstones to introduce these to students at the commencement of their Parade education.
2022 - 2026	Continuing to prioritise staff faith and spiritual formation opportunities	a. Encourage staff to participate in EREA Formation Programs. b. Offer staff PL opportunities in faith development and enrichment.
2023 - 2026	Exploring options for the provision of faith formation for students at Preston Campus.	a. Deliver senior RE options at the Preston Campus aligning them with those offered at Bundoora. b. Provide opportunities for the students to attend Mass at the Holy Spirit Chapel.
2022 - 2025	Promoting and providing opportunities for staff to obtain and maintain their accreditation to teach RE in a Catholic school.	a. Actively promote accreditation opportunities to staff. b. Provide inhouse opportunities for teachers to learn from their peers.

Develop and promote understanding of Aboriginal and Torres Strait Islander cultures and cultural practice by:

Engaging with the Narragunnawali Reconciliation Action Plan (RAP) Process conducted by EREA through Reconciliation Australia.

Offer staff and students opportunities to participate in Indigenous immersion programs.

- a. Review the current Reconciliation model at Parade.
- b. Investigate the Narragunnawali RAP Process and seek advice from EREA on next steps.
- c. Publish Narragunnawali RAP, ensuring FIRE Carrier and Torch Bearer students are included under the RISE initiative with the intention to review and begin implementation.
- d. Continue to engage to facilitate Lake Mungo and Arnhem Land immersion programs.
- e. Continue to offer staff Aboriginal Cultural Awareness Training and other First Nations Education workshops on Professional Learning days.
- f. Supporting staff regarding implementation of new VIC Curriculum and VCAA key skills on Indigenous perspectives through the provision of PD and appropriate and relevant resources.

2023 - 2026





*We are called to life-giving relationships
within our communities and wider world.*



Edmund Rice Education Australia

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 by:

2023 - 2026

Strengthening existing community partnerships whilst looking for new opportunities to connect with the broader community.

Promoting the VCE Vocational Major to showcase College facilities.

Reviewing VET subjects on offer at the Preston Campus.

Promoting the Parade College – Preston Campus as a school of choice for external VET students.

a. Develop a Charter of College Partnerships to ensure they are clearly defined, ethical, mutually beneficial and supportive of the Catholic Ethos of Parade College.

b. Seek opportunities to develop new partnerships in the areas of Sports, Academics, Ministry and The Arts, Gifted Education and to explore ways to further engage with First Nations people.

c. Explore opportunities to engage local businesses and organisations in the development of the VCE Vocational Major.

2022 - 2025

Articulating the Parade College Strategic Plan to the school community.

a. Highlight areas of the strategic plan to be shared via social media, staffroom display and in staff meetings.

b. Present a final draft of the Strategic Plan to the School Advisory Council and Parents of Parade.

2022

Promoting the strength of the relationship between the Bundoora and Preston Campuses.

Seek opportunities to hold cross campus meetings and community events on the Preston Campus.

2023 - 2025	Building community awareness of practices within Parade classrooms / learning spaces	Through the Development Office, increase the use of social media to promote learning activities within classrooms.
2023 - 2025	Further engaging with primary feeder schools to promote Parade College as a school of choice.	Develop a calendar of events (e.g. Primary School Fetes) and seek opportunities to promote the Parade College brand (e.g. loaning marquees, running games/activities, the Snapshot Program).
Build and strengthen relationships with the wider community by:		
2024	Evaluating the learnings at Parade College during the pandemic.	a) Trial wellbeing check-in programs to monitor and respond to student mental health concerns. b) Survey students, parents, teachers and alumnae.
2022 - 2026	Enhancing and streamlining communication with parents.	a. Schedule parent forums/training sessions on the use of Simon – Parent Access Module (PAM). b. Develop and refine the Parent Code of Conduct. c. Maintain a combination of face-to-face and online parent-teacher meetings and recording parent information evenings to engage parents unable to attend events due to work and other commitments. d. Establish and continue to develop the Family Engagement Committee.
2024-2025	Review and respond to feedback on the College's profile in the wider community.	Review and revisit the SWOT analysis completed by external consultant in 2024.
2023-2026	Exploring new ways to maintain high level engagement with families and opportunities for parent voice.	Schedule and facilitate parent forums and evening events with guest speakers to address issues of concern to parents.
2022	Engaging with the new reporting responsibilities for school advisory councils.	Implement EREA Initiatives.



*For over 150 years, we have held fast
to the values of faith, service & justice.*



Mark Aiello, Principal

LEADERSHIP & MANAGEMENT



The wellbeing 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 wellbeing by promoting and modelling genuine collaboration by:

Providing quality in-house and external professional learning.

a. Support the Professional Learning Committee (PLC) to consolidate learning across all staff groups and align Staff PL Days to the Strategic Plan.

b. Apply Learning and Teaching initiatives consistently across all Learning Areas.

c. Further embed and continue to develop Restorative Practices and Respectful Relationships across all Houses.

d. Expand and continue professional learning beyond staff PL days.

e. Provision of PL Workshops that align with Professional Learning Days conducted by the Learning & Teaching / Student Wellbeing / Staff Wellbeing / Ministry teams.

f. Teaching Boys Strategy Group – review staff and student feedback to develop strategies focusing on classroom structure and routine, our students, staff wellbeing, personal and social curriculum and engaging curriculum.

g. Development and implementation of Staff Mental Health and Wellbeing program.

2023 - 2026

2024-2025

Evaluating processes for providing teaching staff with feedback about the quality of their professional practice.

a. Develop the staff professional growth program into an Annual Review Process spanning the school year, with strengthened professional goals.

b. Plan for longer term revision of peer observation program to include the opportunity for immediate feedback and dialogue about teaching practice.

c. Plan for longer term incorporation of clear links between staff goals, the Strategic Plan and Annual Review Process.

d. Development and implementation of the New Graduate Program and ongoing staff support via Coaching Program.

2023-2025

Exploring opportunities for staff input into decision making.

Schedule opportunities for staff to:

- Suggest new initiatives / changes to programs (e.g. ARM, Exit Strategy, meeting schedule).
- Explore the complexity of establishing timelines and bringing initiatives to fruition.
- Workshop implementation strategies.
- Provide regular feedback as initiatives are implemented to ensure they remain relevant and responsive to the strategic direction of the College.

2023-2026

Clarifying roles including protocols within the Wellbeing Team, Dean of Child Safety, Dean of Students, House Leaders, Tutor Teachers

a. Restructure PSST with focus on coaching and rebranding to Coaching Support Team (CST).

b. Provide opportunities for deeper reflection on POL achievements and challenges.

c. Encourage aspiring leaders to apply for short-term POL opportunities.



*We are responsive to each person's aspirations
& needs, and committed to the common good.*



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STUDENT WELLBEING



The wellbeing 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 by:

2024-2025

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.

a. Raise staff capacity and awareness through peer PL and the development of relationships with external organisations to empower staff to deliver wellbeing programs.

b. Continue to raise awareness of the Staff Guidance Student Wellbeing Document.

c. Deliver Tutor Period Program lessons that connect relevant social themes for each year level.

d. Audit Social and Emotional Learning Program (SEL) incorporating student voice and utilizing external programs.

e. Consult external agencies to empower personal responsibility, building empathy and understanding, enhancing parent involvement, and embedded content in RE Curriculum.

2023-2025

Encouraging and supporting staff to challenge traditional stereotypes in relation to gender and masculinities and newly enrolled female students.

a. Upskill staff to deliver Respectful Relationships Program.

b. Curriculum map the SEL program across RE classes

c. Plan staff PL on areas such relationships, sexuality and neurodiversity.

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2023-2025

d. External guest presenters to raise awareness, in a staff setting and student setting regarding gender and masculinity

2024-2025

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.

a. Redesign the Tutor Group program to include a range of topics that raise awareness and stimulate robust discussion focusing on respectful relationships.

b. SEL Convenor to work with LALs/Deans/HLS to develop scope and sequence for SEL, Pastoral Care Program and Respectful Relationships Program.

c. Plan student incursions on various contemporary student wellbeing topics.

2023-2025

Extending students' personal and emotional capabilities with a continued focus on resilience education.

a. Student programs that focus on resilience and conflict resolution via a combination of external and internally developed workshops.

Furthering the implementation of Restorative Practice, Respectful Relationships and renewing initiatives which uphold this practice.

b. Plan Restorative Practice Workshops for all staff new to the College each year.

c. Organise additional Professional Learning for all staff on Restorative Practices and Respectful Relationships.

d. Renewing school values - Relationships, Respect and Resilience.

2022-2025

Continuing the focus on community feedback about student safety and bullying.

a. Schedule ACER SEL survey and analyse/compare 2021 and 2022 data.

Engaging Families with student wellbeing initiatives.

b. Incorporate the use of surveys to enable student voice to ascertain student safety and engagement.

c. Wellbeing webinars/workshops to upskill parents.

d. Utilise various College forums (e.g. PAM, College Newsletter) to provide updated resources to parents / carers.

2024-2025

Monitoring the extent to which disruptive behaviour hinders learning.

- a. Develop reports through SIMON that draw out certain behaviours, year levels and frequencies.
- b. Student Wellbeing and Learning Diversity Teams to utilise Positive Behavioral Supports approaches that are based on a combination of observed behavioural analysis and SIMON Behaviour data.
- c. Continue to implement Teaching Boys Strategy Focus Group recommendations.
- d. College Counselling Team, Youth Workers and the Learning Diversity Team engaging in Restorative Training to support students and teachers.
- e. Coaching and support of staff in classroom management, seating plans, entrance and exits.

2024-2025

Evaluating the structures in place to monitor student wellbeing.

- a. Continue to administer the ACER Wellbeing Survey and review the results.
- b. Working with the Dean of Research to explore the effectiveness of the ACER data and how best to utilise results.
- c. Ongoing reviews to the Tutor period and Tutor group times and schedule.
- d. SEL Convener to audit curriculum and link to the Respectful Relationships Program.
- e. Ensure Child Safe standards are explored with students in our Pastoral Care Program, and that these are linked to the teachings of Respectful Relationships.
- f. Introduce new platforms to gather student wellbeing feedback.
- g. Data analysis for behaviour trends in comparison to previous academic years.
- h. Reviewing existing policies and procedures – Policy Audits and compliance checks.

Broaden student leadership opportunities by:

2022-2025

Continuing to explore ways of increasing authentic student voice and agency throughout all year levels and across campuses.

- a. Provide student leadership opportunities for students in Years 7-12.
- b. Explore and develop training opportunities for student leaders.
- c. Develop cross-year level student leadership mentoring.
- d. Continue to develop the Child Safety Student committee to provide genuine student voice in the area of child safety which includes newly enrolled female students led by Dean of Child Safety (DoCS).
- e. Continue to conduct MACS and internal student surveys with the view to review and act on data.

2022-2025

Evaluating current student leadership structures at Parade College.

- a. Commence a review of the Prefect Training Program.
- b. Map the leadership opportunities across the school to be able to draw student leaders together.
- c. Review and develop the Year 9 Leadership Program.



*We are empowered by liberating
teaching and learning experiences.*



Edmund Rice Education Australia



LEARNING & TEACHING



As an educational community, Parade College clearly acknowledges that 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 by:

2023-2025

Engaging with evidence across a range of platforms.

Engage with Data Analytics on Simon regarding student suitability for the ALTIOR and Intervention/Foundation programs.

2024 - 2026

Providing teachers with opportunities to become data literate.

- a. PL from internal and external sources on Data Literacy.
- b. Enhance teacher understanding of Artificial Intelligence (AI) and its applications in education by providing targeted professional learning opportunities.
- c. Explore alternative application/entrance pathways.

2022 - 2026

Engaging community stakeholders to contribute qualitative evidence that enriches quantitative data.

- a. Review current documentation of anecdotal evidence of student learning to include records of meaningful conversations between external professionals, teachers, parents and students.
- b. Implement rigorous interventions for students at risk and provide counselling for all students.
- c. Review and improve subject selection processes to include recommendations for senior pathways post Year 10.
- d. Review processes related to feedback from key stakeholders involved with Yr 10 Work Experience and Structured Workplace Learning.

2022 - 2026

Providing resources for teachers so they can act on available evidence.

- a. Allocate time for staff teams to collaborate and discuss student data.
- b. Use feedback from AP (Staff Wellbeing & Development) to inform decision making around PL time allocation.
- c. Provide teacher training that explicitly links data literacy to best practice e.g. HITS.
- d. Collect feedback and audit existing technologies, facilities, expertise and programs within the College.
- e. Support Professional Learning Communities to collaborate and discuss student data.
- f. Explore assessment methods that incorporate an AI assessment scale, ensuring that AI tools are effectively integrated into the design and planning of assessments.

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 by:

2023 - 2026

Embedding evidence-informed practice.

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.

- a. Use student-centered evidence to inform teaching decisions and practice.
- b. Embed personalised and differentiated teaching practice in all learning environments.
- c. Learning Diversity to enhance personalised and differentiated practices, as indicated by PSG feedback, by implementing an Inclusion Coaching model.
- d. Promote good pedagogy in each classroom so that developmental progression is planned for and assessed.
- e. Promote and support explicit instruction of new concepts, modelling of steps, guided practice with gradual removal of support, and independent practice with regular review for reinforcement and re-teaching if necessary.

2023 - 2026

f. Review in Learning Area and staff Teaching and Learning related Professional Learning meetings, professional reading to support teacher understanding and implementation of the explicit instructional model.

g. Focus on formative assessment as a core part of effective instruction by identifying where a student is in their learning by assessing what they know so that teachers can best choose a) the right starting place before introducing a new unit.

h. Form a working party to plan for the implementation of the Explicit instructional Model.

i. Implement a Parade College Instructional model and assess the effectiveness of the model on student literacy and learning.

j. Strengthening Community and Industry Partnerships for School Based Apprenticeships and Traineeships (SBAT), Structured Workplace Learning and Work Experience.

k. Explore the implementation of Micro-Credentials and Digital Badging to support VCE VM student skill development.

Demonstrating a culture of high expectations across the school.

a. Negotiate high expectations with learners.

b. Scaffold teachers to shift from a deficit to a growth approach to learning.

c. Identify and monitor students who are at academic risk and communicate this to their Wellbeing teams providing guidance and support for potential referral to an academic advisor.

d. Continue to enhance the collaboration between Diversity, Wellbeing and Teaching and Learning, to successfully improve student support and ensure its ongoing effectiveness.

e. Improve current processes for student follow up relating to student completion of class work and assessment.

f. Continue to focus on reading as an area of improvement in Learning Areas.

2022-2026

2022	Training teachers to nurture student independence and resilience.	Increase student and teacher engagement with Nano Nagle, Emerging Priorities, and similar social justice programs.
2024-2026	Engaging student voice in the design and participation of the learning process.	a. Explore methods of student self-assessment and ways to incorporate this into SIMON reporting. b. Maintain the prioritisation of Student Voice in Diversity's planning for Aboriginal & Torres Strait Islander Pathways, ALTIOR preference planning, and Program Support Group meetings for Students with disabilities, including Student Voice in the PSG process.
2024	Providing students with specific tools to track, monitor and interpret their own learning.	Provide professional learning around the provision of quality feedback that assists students to interpret their data meaningfully.
2022-2026	Ensuring all aspects of the College Curriculum are current.	a. Develop teacher capacity to write and implement rubrics for formative assessment and student feedback. b. Plan for the adoption of the VCE Vocational Major as a curriculum offering. c. Implement changes to the VCE offerings. d) Implement and embed changes to courses across Learning Areas in alignment with the Victorian Curriculum 2.0. e. Review Edmund Rice Pathways Program units so that they continue to meet the requirements of the Victorian F-10 Curriculum and effectively support the transition for students into the VCE VM. f. Continue to support neurodiverse learners through Intervention Programs.
2022-2024	Maximising COVID learnings to support students and families during remote learning.	a. Continue to improve the use of digital platforms to support student learning. b. Identify and address Emerging Priorities such as Year 7 Transition, increases in anxiety, and shifting academic priorities expedited by the pandemic.

Continuing to respond to opportunities generated by Parade's relationship with LaTrobe University.

Cultivating relationships with a range of tertiary providers.

a. Pilot the Pre-service Teachers Mentor Program.

b. Continue to develop PST opportunities and relationships with various universities.

c. Support teachers undertaking Post Graduate Studies.

d. Progress dialogue with Melbourne Polytechnic.

e. Increase the opportunities for VCE VM students to continue with a tertiary education at La Trobe University through the expansion of the Business and Sport Academy as part of the Tertiary Pathways Program.

f. Continue to develop programs which work in collaboration with community organisations to enhance teaching and learning opportunities.





A WORLD OF
Opportunities