PARADE
COLLEGE
STRATEGIC PLAN
2022-2024

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2022-2024

PILLARS

Education in Faith
School Community
Leadership and Management
Student Wellbeing
Teaching and Learning

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.

EDMUND RICE EDUCATION
AUSTRALIA

Renewal Recommendation / Strategic Plan Domain	Renewal Recommendation Stem / Strategic Plan Intent	Renewal Goal / Strategic Plan Goal	Annual Plan Year Completion	Year 1 Actions
A. EDUCATION IN FAITH **Parade College has a strong identity as a Catholic school in the Edmund Rice Tradition. To consolidate and deepen and this identity, the College will:**	**A1:** 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:	• Developing a liturgical framework	2022	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.
		• 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.	2022	a) Continue to participate in the School Leaders Liturgy program with neighbouring schools and parishes and establish an ongoing forum for the sharing of ideas. b) Introduce class Masses at designated Year Levels presided by the local Parish Priest as part of the RE curriculum and Ministry experience.
		• Exploring the alignment of Social Justice programs with Catholic Social Teaching.	2023	Audit current programs/experiences to ascertain alignment with Catholic Social Teaching.
		• Creating opportunities for student involvement in the organisation and delivery of liturgies and prayer.	2024	Establish a Student Liturgy Team.
		• Examining the alignment of existing programs with expressions of a recontextualised Catholic tradition.	2024	Audit current programs/experiences to ascertain alignment with a recontextualised approach.
		• Promoting and providing opportunities for staff to maintain their accreditation to teach in a Catholic school.	2022	a) Actively promote accreditation opportunities to staff. b) Incorporate accreditation opportunities into existing internal events, e.g. Formation Day. c) Provide access to accredited professional learning via online modules.

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	A2: Assess the Religious Education curriculum for its relevance and ability to meet student needs by:	• Evaluating the engagement of students in the Religious Education (RE) program.	2022	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.
		• Discerning how the RE program seeks to include different cultures, faiths and philosophies of life.	2023	Audit current offerings across year levels to evaluate the diversity of perspectives and philosophies provided.
		• Building on student understanding of the Edmund Rice ethos.	2022	a) Introduce the Edmund Rice Mile as part of the Year 7 and Year 12 Curriculum. b) Continue to deliver the Year 11 Touchstones Curriculum.
		• Continuing to prioritise staff faith and spiritual formation opportunities	2022	a) Encourage staff to participate in EREA Formation Programs b) Offer staff professional learning opportunities in faith development and enrichment.
		• Exploring options for the provision of faith formation for students at Preston	2023	a) Audit the senior RE options at the Preston Campus with the aim of aligning them with Bundoora. b) Provide opportunities for the students to attend Mass at the Holy Spirit Chapel.
		• Promoting and providing opportunities for staff to obtain and maintain their accreditation to teach RE in a Catholic school	2022	a) Actively promote accreditation opportunities to staff. b) Provide inhouse opportunities for teachers to learn from their peers. c) Offer accreditation workshops during PSST Meeting time.
	A3: 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.	2023	a) Review the current Reconciliation model at Parade. b) Investigate the Narragunnawali RAP Process and seek advice from EREA on next steps.

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B. 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:**	**B1:** Maintain strong enrolments and emphasise and expand our points of difference by:	• Strengthening existing community partnerships whilst looking for new opportunities to connect with the broader community. • Promoting the VCE Vocational Major to showcase College facilities.	2023	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. c) Explore opportunities to engage local businesses and organisations in the development of the VCE Vocational Major.
		• Articulating the Parade College Strategic Plan to the school community.	2022	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.
		• Promoting the strength of the relationship between the Bundoora and Preston campuses.	2022	Seek opportunities to hold cross campus meetings and community events on the Preston Campus.
		• Building community awareness of practices within Parade classrooms / learning spaces.	2023	Through the Development Office, increase the use of social media to promote learning activities within classrooms.
		• Further engaging with primary feeder schools to promote Parade College as a school of choice.	2023	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.
	B2: Build and strengthen relationships with the wider community by:	• Evaluating the learnings at Parade College during the pandemic.	2024	a) Trial wellbeing check-in programs to monitor and respond to student mental health concerns. b) Survey students, parents, teachers and alumnae.

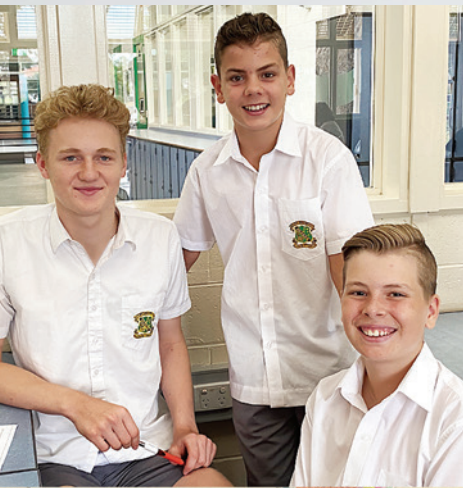| Renewal Recommendation / Strategic Plan Domain	Renewal Recommendation Stem / Strategic Plan Intent	Renewal Goal / Strategic Plan Goal	Annual Plan Year Completion	Year 1 Actions
		• Enhancing and streamlining communication with parents.	2022	a) Introduce Simon App to facilitate better parent engagement news and notifications. b) Schedule parent forums/training sessions on the use of Simon. c) Develop and refine the Parent Code of Conduct. d) Maintain online parent-teacher meetings and recording of parent information evenings to engage parents unable to attend events due to work and family commitments.
		• Seeking feedback on the College's profile in the wider community.	2023	a) Revisit the SWOT analysis completed by external company in 2017. b) Complete a new SWOT analysis in light of COVID-19.
		• Exploring new ways to maintain high level engagement with families and opportunities for parent voice.	2023	Schedule and facilitate parent forums and evening events with guest speakers to address issues of concern to parents.
		• Engaging with the new reporting responsibilities for school advisory councils.	2022	Implement EREA Initiatives.
C. LEADERSHIP AND 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:	C1: Maintain and support staff wellbeing by promoting and modelling genuine collaboration by:	• Providing quality in-house and external professional development.	2023	a) Support the Professional Learning Committee to consolidate learning across all staff groups. b) Apply Learning and Teaching initiatives consistently across all Learning Areas. c) Further embed and continue to develop Restorative Practices across all Houses. d) Expand and continue professional learning beyond staff PD days. e) Plan for longer term reconsideration of PSST Workshops /PLCs to address whole school initiatives.

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		• Evaluating processes for providing teaching staff with feedback about the quality of their professional practice.	2024	a) Implement revised targeted goal setting guidelines incorporated into the Professional Growth Plan (PGP) with a view to being fully rolled out over the next 3 years. b) Facilitate greater staff agency in shaping their Annual Review, including opportunities to include objective measures of progress towards achieving set goals. c) Plan for longer term revision of peer observation documentation to include the opportunity for immediate feedback and dialogue about teaching practice. d) Plan for longer term incorporation of clear links between staff goals and the Strategic Plan as a part of the PGP and Annual Review Meeting (ARM).
		• Exploring opportunities for staff input into decision making.	2023	Schedule opportunities for staff to: a) Suggest new initiatives. b) Explore the complexity of establishing timelines and bringing initiatives to fruition. c) Workshop implementation strategies. d) Provide regular feedback as initiatives are implemented to ensure they remain relevant and responsive to the strategic direction of the College.
		• Reviewing opportunities and outcomes for aspiring leaders.	2024	a) Develop relationships with external organisations to increase the capacity of staff, e.g. La Trobe PST Mentor Program, Manchester City Squad. b) Review PGP/ARM reflection documents to incorporate questions that identify leadership aspirations. c) Coach and mentor aspiring leaders. d) Provide opportunities for deeper reflection on POL achievements and challenges. e) Encourage aspiring leaders to apply for short-term POL opportunities.

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		• Clarifying leadership structures including the structure and inclusion of roles within the Ministry Team.	2023	
D. 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:**	**D1:** Continue to develop and grow young men who are respectful of themselves and others by:	• Implementing the Respectful Relationships Program in alignment with the EREA Safe & Inclusive statement and Catholic Identity.	2024	a) Raise staff awareness through Professional Learning experiences delivered by 　i) Your Choicez 　ii) SEL Convenor 　iii) Dean of Child Safety 　iv) Restorative Practices 　v) The Man Cave b) Deliver Tutor Period Program lessons that link themes for each year level. c) Audit social and emotional learning through the Respectful Relationships Program.
		• Encouraging and supporting staff to challenge traditional stereotypes in relation to gender and masculinities.	2023	a) Deliver Respectful Relationships Program. b) Curriculum map the SEL across the College. c) The SEL leader will work with Learning Leaders to develop curriculum and resources that address the issues raised in respectful relationships.
		• Continuing to provide a Pastoral Care (Student Wellbeing) Program that challenges student understandings of issues such as consent education, masculinity and welcoming and supporting LGBTI students.	2024	a) Schedule Your Choicez to deliver staff Professional Learning. b) Reimagine the Tutor Group program to include a range of topics that raise awareness and stimulate robust discussion of respectful relationships. c) Schedule professional learning for staff on how to deliver these topics in the tutor program. d) Schedule The Man Cave to work with students in Years 8, 9 and 10.

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				e) Schedule the SEL Coordinator to work with Leaders of Learning to develop scope and sequence for SEL. f) Include SEL Coordinator in curriculum meetings, especially English, HPE, Humanities, Science and RE.
		• Extending students' personal and emotional capabilities with a continued focus on resilience education. • Furthering the implementation of Restorative Practice and renewing initiatives which uphold this practice.	2023	a) Engage the Resilience Project to work with Year 9 and deliver Professional Learning for staff. b) Schedule Restorative Practice Workshops for all staff new to the College from 2020, 2021 and 2022. c) Schedule additional Professional Learning for all staff on Restorative Practices.
		• Continuing the focus on community feedback about student safety and bullying.	2022	Schedule ACER SEL survey and analyse/compare 2021 and 2022 data.
		• Monitoring the extent to which disruptive behaviour hinders learning.	2024	a) Develop reports through SIMON that draw our certain behaviours, year levels and frequencies. B) Continue to develop staff capacity in Restorative Justice and using this to enhance learning and behaviour.
		• Evaluating the structures in place to monitor student wellbeing.	2024	a) Continue to administer the ACER Wellbeing Survey and review the results. b) Consider reviews to the Tutor period and Tutor group times and schedule. c) Develop programs based on Man Cave "check ins" and professional develop staff on their use.

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	D2: Broaden student leadership opportunities by:	• Evaluating current student leadership structures at Parade College.	2022	Commence a review of the Prefect Program. Map the leadership opportunities across the school to be able to draw these leaders together: a) Develop the Year 9 Leadership Program. b) Offer the Development Program to Year 8 in preparation for 2023 leadership. c) Develop and implement process for electing 2023 Year 9 leaders.
		• Continuing to explore ways of increasing authentic student voice and agency throughout all year levels and across campuses.	2022	a) Develop the Year 9 Leadership Program. b) Offer the Development Program to Year 8 in preparation for 2023 leadership. c) Develop and implement process for electing 2023 Year 9 leaders. d) Offer Leadership Programs to Years 9 & 12. e) Continue to develop the Child Safety student committee to give genuine student voice in the area of child safety.
E. LEARNING AND TEACHING 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:	**E1:** Continue to explore ways of gathering and using evidence to support the learning growth and progress of students by:	• Engaging with evidence across a range of platforms.	2023	a) Engage with Data Analytics on Simon. b) Work with external partner EduGrowth to update Parade's SIMON analytics platform to map criterion referenced rubrics to curriculum frameworks.
		• Providing teachers with opportunities to become data literate.	2024	Schedule professional learning and coaching on Data Literacy.
		• Providing resources for teachers so they can act on available evidence.	2024 2022 2024	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 PD time allocation. c) Provide teacher training that explicitly links data literacy to best practice e.g. HITS

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			2022 2024	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.
		• Engaging community stakeholders to contribute qualitative evidence that enriches quantitative data.	2024 2022	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.
	E2: 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:	• Embedding evidence-informed practice. • Adopting a growth and mastery approach to teaching and learning.	2024 2023	a) Use student-centred evidence to inform teaching decisions and practice. b) Embed personalised and differentiated teaching practice in all learning environments. c) Promote good pedagogy in each classroom so that developmental progression is planned for and assessed.
		• Demonstrating a culture of high expectations across the school.	2024 2022 2022	a) Negotiate high expectations with learners. b) Scaffold teachers to shift from a deficit to a growth approach to learning. c) Identify students who are at academic risk, and communicate this to their Wellbeing teams for referral to an academic advisor.
		• Training teachers to nurture student independence and resilience.	2022	Increase student and teacher engagement with Nano Nagle, Emerging Priorities, and similar social justice programs.

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		• Engaging student voice in the design and participation of the learning process.	2024	Explore methods of student self-assessment and ways to incorporate this into SIMON reporting.
		• Providing students with specific tools to track, monitor and interpret their own learning.	2024	a) Provide professional learning for teachers on how to provide quality feedback that assists students to interpret their data meaningfully.
		• Ensuring all aspects of the College Curriculum are current.	2024 2022 2023	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.
		• Continuing to respond to opportunities generated by Parade's relationship with LaTrobe University. • Cultivating relationships with a range of tertiary providers.	2024	a) Pilot the Pre-service Teachers Mentor Program. b) Support teachers undertaking Post Graduate Studies. c) Progress dialogue with Melbourne Polytechnic.
		• Maximising COVID learnings to support students and families during remote learning.	2022 2024	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.