



A WORLD OF OPPORTUNITIES FOR YOUNG MEN

No. 13 29 July 2020



From the Principal

Our soul waits for the Lord, who is our help and our shield

Psalm 33:20

One of the Prayers attributed to the great Irish Saint, St Patrick, is known as the "Breastplate Prayer". The prayer's name suggests the kind of defensive armour worn by the warriors of Patrick's era. Instead of metal armour, however, Patrick believed the presence of Christ to be his safeguarding shield, a defence from harm to body, mind, and spirit:

*I arise today through the strength of heaven. Light of sun,
radiance of moon*

*Splendour of fire, speed of lightning. Swiftiness of wind, depth
of the sea*

Stability of earth, firmness of rock

I arise today through God's strength to pilot me

God's eye to look before me. God's wisdom to guide me

God's way to lie before me. God's shield to protect me

From all who shall wish me ill. Afar and a-near

Alone and in a multitude

*Against every cruel, merciless power that may oppose my body
and soul*

Christ with me, Christ before me. Christ behind me,

Christ in me

*Christ beneath me, Christ above me. Christ on my right, Christ
on my left*

*Christ when I lie down, Christ when I sit down. Christ when I
arise, Christ to shield me*

*Christ in the heart of everyone who thinks of me. Christ in the
mouth of everyone who speaks of me*

I arise today.

I have been praying this prayer a lot recently for my mum, as she is currently in one of the Aged Care facilities that is in the news with high COVID-19 cases.

I think, however that I misunderstood the prayer, as it's not so much about protection from harm as it is about having hope. In one of his homilies, Pope Francis said, "If there is no hope, we are not Christian. That is what I would like to say: do not allow yourselves to be robbed of hope!" Such a salient reminder for a school today. Of course we need to protect our boys from harm, but we must also instil hope that this lock down, these restrictions, these limits, this COVID-19 will pass! Hope as well as protection from harm.

We also look with hope to the future and in recent weeks have progressed aspects of our Masterplan: an external renovation of the main Rice Building at Preston and progressing work on the Waterford Sport Precinct at Bundoora



Above: External renovations on the Rice Building at Preston have been completed



We continue to work hard to engage our boys in learning whether that is face-to-face for our senior students or online/ remotely for our middle years students. Those onsite have been very cooperative in minimising harm: having temperatures checked, wearing face covering, physically distancing (when they remember!) and washing hands with soap.

We have trialled new ways of communicating including the recent Parent/Teacher Interviews via MS Teams which, despite a few hiccups, has been positively received.

Thank you for your continuing to protect your sons from harm and for instilling in them, hope.

They that hope in the Lord will renew their strength.

Isaiah 40:31

Mr Andy Kuppe

Principal



The College has secured a limited supply of Reusable Cotton 3-Ply Navy Facemasks via Academy Uniforms

They are available for onsite students to purchase from Reception at both Bundoora and Preston

\$10 each or 3 for \$25



From the Business Manager

Monthly Statements

The College issues statements via email at the end of every month. Printed copies are only posted in the first week of each term. If you are not receiving your statements please contact Emily Hosking on 9468-3327 immediately.

Charter Bus Fees

Please be advised that at end of Term 3 all families who have been charged a charter bus fee will be refunded for the portion of the term online learning was offered.

Financial Hardship

If you have any questions about your fee statements or are experiencing financial difficulty with meeting your fee obligations please contact Ms Emily Hosking on 9468-3327 or via fees@parade.vic.edu.au.

Alternatively if you would like to make a confidential appointment with the Business Manager to discuss your situation, please contact the College.

Email Addresses

Please advise us if you change your email address. The College regularly uses email to communicate with parents/ guardians about important matters including fee statements and newsletters.

The provision of regular fee statements is designed to assist families to keep track of their payment plans and act as a reminder for any payments in arrears. Please ensure you advise us of any changes to your email address.

Finance Committee Members

The College Finance Committee is looking for potential members. If you are interested in joining or would like to know more please contact the Business Manager, Mr Paul Harris, on 9468-3309 or via paul.harris@parade.vic.edu.au

Mr Paul Harris

Business Manager



How to wear a face mask

There are two types of face masks you can use: cloth masks and surgical masks. Cloth masks are made of washable fabric and can be re-used.

For more information: <https://www.dhhs.vic.gov.au/face-masks-covid-19>

! Wearing a face mask protects you and your community by providing an additional physical barrier to coronavirus (COVID-19).



Wash your hands before putting on the mask.



Make sure it covers your nose and mouth and fits snugly under your chin, over the bridge of your nose and against the sides of your face.



Do not touch the front of the mask while wearing it.
If you do touch the mask, wash or sanitise your hands immediately.
Do not allow the mask to hang around your neck.



To remove the mask wash or sanitise your hands first.

Carefully remove your mask by grasping the ear loops or untying the ties. For masks with a pair of ties, unfasten the bottom one first, then the top one.

If your mask has filters, remove them and throw them away.
Fold the mask and put it directly into the laundry or into a disposable or washable bag for laundering. Single use surgical masks should be disposed of responsibly.



Wash or sanitise your hands after removing the mask.

What you need to keep doing

- Wash your hands regularly
- Keep 1.5 metres from others
- Get tested, even if you have mild symptoms
- Stay home if you're feeling unwell.



To receive this document in another format [email Public Health branch](mailto:public.health@dhhs.vic.gov.au) <public.health@dhhs.vic.gov.au>.

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Available at [DHHS.vic - Coronavirus \(COVID-19\)](https://www.dhhs.vic.gov.au/coronavirus) <<https://www.dhhs.vic.gov.au/coronavirus>>



Health
and Human
Services



From the Assistant Principal - Teaching & Learning

Mid-Semester Reports

Due to the fact that Semester Two subjects for Year 7 to 10 students began two weeks after initially calendared, and mindful of the benefits of the continuous reporting features of PAM, the formal reports provided to families will take on a new look this term for Year 7 to 10 classes.

Mid-Semester reports are to be replaced with more regular remote learning reports. This will enable parents to track their sons' progress more closely in the areas of their engagement, behaviour and submission of work during remote lessons.

For Year 7 to 10 classes, teachers will report on three learning behaviours on 3 August, and 24 August (and 14 September should the remote learning period be extended).

We encourage parents to also monitor their sons' learning programs via the new 'Lesson Plans' feature on PAM.

Year 11 and 12 mid-semester reports will remain unchanged and will be available to parents on 28 August.

Student Progress Interviews on MS Teams Parent Survey

It was wonderful to meet, albeit on a screen, with so many parents at the Student Progress Interviews. We have already received very positive feedback from parents.

So that we can gain feedback from as large an audience as possible in order to assess the merit of using the MS Teams platform for future interviews, we welcome your feedback via this short survey.

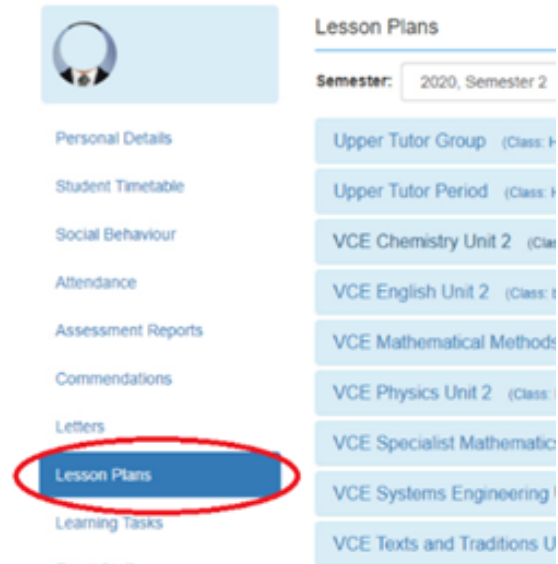
<https://www.surveymonkey.com/r/MCG8XKC>

Please note the next opportunity for Student Progress Interviews this year will be Monday 7 September.

Updates to Online Learning Guide

We bring to your attention the updates to our 'Online Learning Guide' for families, now available on the College website. Our

experience of the first remote learning period has led to the refinement of processes for the next few weeks of remote learning for Years 7 to 10. The most noteworthy update is the addition of 'Lesson Plans' to the suite of features offered by SIMON.



'Lesson Plans' enables teachers to more effectively communicate to students the learning intentions, success criteria, instructions and additional resources for each lesson or lesson sequence.

Students may also 'tick' lesson checkpoints as they achieve or complete them for each lesson. All students in Years 7 to 12 should expect Lesson Plans to be used as feature of their classes.

We are also conscious of the amount of screen time students experience each day and have reduced the amount of content taught remotely in order to enable students to be able to better manage this. As a result, all periods have been reduced by five minutes in duration with a total reduction of thirty minutes per day of lesson time.

In addition to this, the nature of some assessment tasks has been adjusted and a small reduction in the number of tasks students are expected to complete over the course of this term. Students in Years 7 to 10 learning remotely can also now expect that half of all their lessons per cycle to be conducted as a 'live' lesson on Microsoft Teams.

Subject Selection

A reminder that subjects selection on Web Preferences needs to be completed by Wednesday 5 August.

Students were involved in their first subject selection tutor workshop last Friday. A second subject selection workshop is scheduled for this Friday 31 July. During this session students will be able to discuss potential subject choices with their Tutor Teacher.

We encourage parents also to make themselves familiar with this process by visiting our subject selection website accessible via PAM and SIMON.

Mr Geoff Caulfield

Assistant Principal - Teaching and Learning



Useful Information for Families

Cyber Safety and Bullying

This fortnight the Wellbeing Team at Parade would like to recommend that families spend some time having discussions with their sons around their online activity and keeping themselves and others safe.

Due to the second lockdown of many regular activities and the remote delivery of learning for Year 7 to 10 students, many boys will be spending increased amounts of time online.

We want all boys to act as “considerate and compassionate young men who value right relationships” (taken from the College’s Mission Statement) – in other words – promote positivity with your interactions when connecting and communicating in person and online.

Parents are encouraged to take some time to familiarise themselves with the information available on the following two web sites.

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

<https://www.esafety.gov.au/parents>

There are sections on both websites aimed specifically at informing parents on how to approach the issue of online safety for their sons. The Wellbeing Team at Parade hope to continue our partnership with families in working together to ensure the health and safety of our young men remains our highest priority.

The College website also has a section dedicated to assisting families through COVID-19 where other valuable resources can be found. Please take a moment to familiarise yourselves regularly with these pages and scroll to the bottom where valuable resources from the College and external agencies can be found to assist you.

https://www.parade.vic.edu.au/Covid-19_Update_Parents.aspx

https://www.parade.vic.edu.au/Covid-19_Update_Students.aspx

As always, look after yourselves and each other. Please contact your son’s Tutor Teacher, House Leader or myself should you wish to discuss your son’s wellbeing.

Mr Kieren Prowse

Dean of Students



Motivating your teenager when school is the last thing on their mind



In recent months, many teenagers have found focusing on their studies difficult without the regularity of their normal school schedule. For some young people, the lockdown measures have worsened existing issues they have with school, such as social anxiety or motivation. On top of this, with so much uncertainty, many teenagers are thinking ‘What’s the point?’ when faced with assignments, exams and changing routines.

‘[My teenager is] anxious, confused [and] fearful ... of the unknown, [of] what lies ahead.’ (Single mum, VIC Metro)

Here is our guide to supporting your teenager to get motivated again for school.

Have a conversation about the issue

Having an open and honest conversation about this topic can often bring up new and important feelings. You might want to start by asking your teen if it’s a good time to chat. If it’s not, schedule a time to talk later. Ask them lots of open-ended questions, like ‘Why do you think that is?’ or ‘How can I/we and your teachers help you with that?’ to encourage them to open up.

Here are a few things your teen might be feeling:

- A sense of ‘doom and gloom’ around COVID-19 and fear that their family might become sick.
- Fear that there will be another lockdown, making school, home and work challenging for even longer.
- A sense that ‘school doesn’t feel important’, especially when the world feels so chaotic and unpredictable.
- If they felt some of the pressure to work being lifted recently, they might fear that it will return.
- Social anxiety around school and returning to it, especially when the lockdown period felt like a relief from this.
- Stress and pressure at home if there have been family issues going on in recent months.

‘I’m doing the assigned work, but I feel like I’m not learning anything.’ (Male, 17, Regional NSW)

Talk about the positives

It’s easy to get bogged down in talking about problems. One of the best ways to re-engage your teenager with school is to talk about the parts they enjoy and find meaningful. These might be:

- their favourite subjects
- the teacher they connect with best
- certain spaces at school where they feel comfortable
- activities, sports or extracurricular activities they enjoy.

Get in contact with someone at school

It can be a good idea to have a chat with **your son's Tutor or House Leader, Mrs Bult or Mr Williams, or one of our Counselling Team at Parade** to explore how we can help. Start by explaining that your teen is finding it hard to get motivated to re-engage with school. It's likely that this is an issue we've dealt with before, and we should be able to talk through some options with you.

Some examples might include:

- an adjusted school schedule that emphasises subjects and teachers your teen enjoys
- arranging for a teacher or staff member your teenager feels comfortable with to act as a 'mentor'
- identifying a special space for them to study and relax
- one-on-one tutoring
- counselling, or referrals to appropriate services

Work out a plan and take small steps

Once you know why your teenager isn't feeling motivated and you have some options around the help that's available, try to work out a clear plan. Young people value and benefit from consistency and regularity in their lives. Over the past few months, this may have been lost. That's why it's often best to start small and give your teenager time to adjust before trying to solve the whole problem and getting them back to 'normal'.

Some examples include:

- If your teenager hasn't finished an assignment that's due, you could suggest they start by writing just 100 words a day.
- If they're attending school but can't get motivated to complete their homework, choose one simple task that they can do quickly as soon as they get home.
- If they've been taking a lot of sick days, see if you can arrange for them to have shortened days for a week or two.

'Me time' and balance are both important

Although many young people around the country are loving the opportunity to return to school, where they can see their teachers and friends, others feel differently. For many teens, the lockdown might have been their first experience of learning independently and at their own pace. Others might have enjoyed heaps of free time, in lieu of busy schedules and extracurricular activities.

If your teenager was able to discover new things about themselves and how they learn, that's probably a good thing. Think about how you might be able to help your child work some of these learnings into their schedule.

If social anxiety is a problem

After a long period of not being in regular social situations, your teenager may have some anxiety around seeing people again. If they are avoiding school because of this, here are a few ways you can support them:

- You might want to remind them that we often overestimate how much other people think about us. Even if people notice that we're anxious, they might not think that's a bad thing.
- Teenagers often find it difficult to talk about social issues with their parents, so don't be afraid to suggest that they talk with another adult they trust.
- If you think they might benefit from professional help, do some research with them and help them book their first appointment.

Cultivating healthy media habits

With a recent overload of time at home and on the computer, many teens have formed unhealthy relationships with digital media. Constant exposure to news and information about the pandemic might have led to a sense of doom and gloom about the world and their future, so some balance might be healthy.

'Screen time has always been a battle and I have always tried to control it, but it seems that I am more flexible with the COVID situation because the options are limited at home. They cannot go across the road to the park anymore.' (Single mum, VIC Metro)

Here are some tips if you're finding it hard to get your teenager into healthy digital habits:

- Take regular breaks from social media each day.
- Focus on an example of something positive each day when you check-in with them.
- Many phones now have 'digital wellbeing' features that allow the user to monitor their own app usage, give them reminders when they exceed certain time limits, or restrain their app usage entirely. Read more about those features on [iPhones here](#) and on [Android phones here](#).

Remember that building a better and more engaged relationship with school is something that takes time. Progress, not perfection, is the key.

Did you find what you needed?

The ReachOut.com website is a fantastic resource for both students and parents – it is worth exploring at <https://parents.au.reachout.com/skills>

We can all do with a bit of help in these trying times. Don't forget that you can also contact your son's House Leader/Student Wellbeing Co-Ordinator or one of our Counsellors at any stage - no matter if your son is working from home or at school. See the contact details below – we are keen to help all our parents and students get through this time. There are also a range of resources for parents on our website – in the Parents' Tab, on the COVID-19 button on the front page of our website.

Bundoora

Bodkin House

Lower HL - Mr Cameron Elmore – cameron.elmore@parade.vic.edu.au

Upper – HL - Mr Tony Trantino – tony.trantino@parade.vic.edu.au

Counsellor - Mrs Sharon Muir – sharon.muir@parade.vic.edu.au

Hughes House

Lower HL - Mr Luke Rosbrook – luke.rosbrook@parade.vic.edu.au

Upper HL - Mrs Teresa Talia – teresa.talia@parade.vic.edu.au

Counsellor - Mr Damian Mahony – damian.mahony@parade.vic.edu.au

Lynch House

Lower HL - Mrs Jenny Palmer – jenny.palmer@parade.vic.edu.au

Upper HL - Mr John Houlihan – john.houlihan@parade.vic.edu.au

Counsellor - Mrs Genevieve O'Connor – genevieve.oconnor@parade.vic.edu.au

Treacy House

Lower HL - Mrs Jessica Frisina – jessica.frisina@parade.vic.edu.au

Upper Co-HL - Mrs Paola Fornito – paola.fornito@parade.vic.edu.au

Upper Co-HL - Mr Craig Athaide – craig.athaide@parade.vic.edu.au

Counsellor - Mrs Annette Magro – annette.magro@parade.vic.edu.au

Preston

Years 7 and 8 - Mrs Elizabeth Bult – elizabeth.bult@parade.vic.edu.au

Years 9 and 10 – Mr Jacob Williams – jacob.williams@parade.vic.edu.au

Years 11 and 12 – Mr John Nicholls – john.nicholls@parade.vic.edu.au

Counsellor - Mrs Courtney Baglin – courtney.baglin@parade.vic.edu.au



From the Registrar

Important notice: Updated Key Enrolment Dates for Year 5 Students Starting Year 7 in 2022

The original deadline for enrolments for 2022 was Friday 21 August. Due to the COVID-19 pandemic, Catholic Education Melbourne have extended the enrolment application deadline for Year 5 students in 2020, enrolling in Year 7 in 2022.

If you have a son currently at the College, you are still required to submit an application form for future students.

Please contact the office direct on 9468-3304 or email registrar@parade.vic.edu.au to obtain an Information pack.

The timeline of events has been updated to the following:

- **9 October 2020 – Closing date for applications to Catholic schools**
- **27 November 2020 – offers posted to prospective applicants**
- **11 December 2020 – final date for families to accept offer made.**

While this change to deadline has now been extended, the annual task of processing enrolment applications and interviewing potential students has commenced based on the original timeline. Early applications are therefore encouraged.

Future student interviews will be conducted using Zoom Video Conferencing. The first block of invitations will be circulated shortly to all Year 7 2022 and Years 8 to 12 2021 applicants, offering appointments times on 26 to 29 August and 1 September, with a second block of interview dates scheduled for November.

Parent Contact Details

Parents are reminded that it is vitally important for the College to have up-to-date personal details for parents, guardians and emergency contacts.

Please take a moment to visit your PAM profile and if any contact detail (emails, phone, address) requires revising, despite your changes to PAM being successfully undertaken, it is important that an email be sent to registrar@parade.vic.edu.au alerting of the change request.

The registrar's office will then ensure the main College database is updated.

Lou Arthur Memorial Scholarship 2021

The Lou Arthur Memorial Scholarship is awarded to Year 8 students who will complete Year 9 and Year 10 at Parade College at either campus. This middle school scholarship recognises high academic achievement and we encourage boys with an outstanding academic record to apply.

Due to the impact of COVID-19, the examination date for the Lou Arthur Memorial Scholarship, which was to occur on Saturday 13 June, has been rescheduled to Saturday 19 September 2020.

For more information please visit our website at <https://www.parade.vic.edu.au/Scholarships.aspx>

Photo Orders

Notice to families who made late school photos orders - they have been delivered to the school and will be distributed when face-to-face delivery resumes.

Mrs Roslyn Tabacco
Registrar





Love without Measure

I'm fascinated by Mary of Magdala and the mystique that surrounds her. Wednesday 22 June was her feast day.

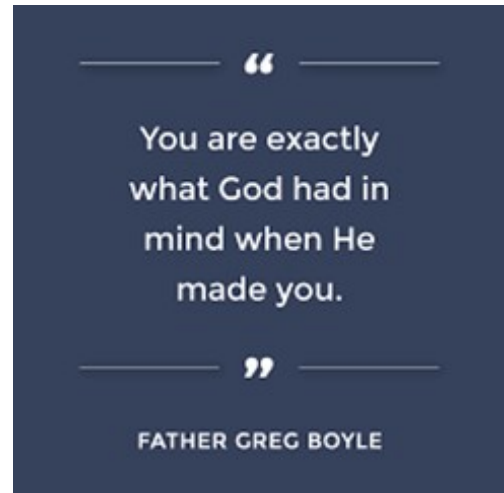
Mary was a woman from a small Galilean fishing town. She became a disciple, accompanied Jesus through crucifixion and, amazingly, all four gospels name her as the first witness to his resurrection. Intriguingly, Pope Gregory 1 pronounced her a 'sinful woman' in 591. It wasn't until 1969 that the Catholic Church admitted that it had mistakenly identified her as a prostitute. That message didn't get through to my RE teachers – in the '80s she was still the scarlet woman! Mary's story and her place in Church history is indeed fascinating and what I want to focus on today is the steadfast love Mary showed for Jesus.

Amid the chaos surrounding the trial, death and resurrection of Jesus, Mary does not flinch. Whilst others flee, lie or deny association, Mary is unwavering. She is with him all the way, regardless of the consequences. In his many parables Jesus tells us what the Kingdom of God is like and Mary of Magdala models it for us through her actions. The love of our God is unflinching, unapologetic and unquestioning and only deepens when we are most in need.

Greg Boyle, founder of Homeboy Industries, says *"The true measure of our love is to love without measure."*

Greg, a Jesuit priest, wants to show this to the ex-gang members he works with in Los Angeles. He started Homeboy Industries in 1988 and it has evolved into the largest gang intervention, rehabilitation and re-entry program in the world.

Greg talks about Homeboy as "a community of kinship, where people feel safe, so that healing can happen." Underpinning Greg's vision is a belief that "none of us are well or free or thriving until all of us are", which echoes Pope Francis' statement that "the only world worth building is a world that includes everyone."



Like Mary Magdalene, Greg doesn't just talk the talk, so easy to do. He walks the walk with the young men and women who come through his door without any more chances and without hope. When things get tough, he shows up, he doesn't flinch. When he offers his love and it's thrown back in his face, he says "you feel the sting and you let it go." Greg says "God doesn't hold up a bar to see if we measure up so why would we do it to each other? Instead, we hold a mirror up, we tell folks the truth, that they are exactly what God had in mind when God made them."

When discussing Mary Magdalene with some students last week, I asked them if they had someone in their lives they would stand by, no matter what. They all agreed that they did. Equally, I hope that each of our students has someone who would stand by him through thick and thin and that they all have a safe place to land at the end of a hard day. This doesn't mean agreeing with everything they do! It's about loving them so much that we address their behaviour in a way that doesn't result in shame but gives them a chance to restore what's been broken and try again.

There are thousands of children in our own country who have not had the luck of experiencing unconditional love and acceptance like most of our students have. On any one night, MacKillop Family Services is looking after around 800 children and young people in their emergency, respite and foster care and residential care homes. Most of these young people are not able to live with their families due to factors such as family violence, substance abuse, mental health or disability. It is very common for children in foster care to be part of a cycle of trauma that has sometimes crossed generations. Robyn Miller,

CEO of MacKillop Family Services, says that this cycle can be broken, and that recovery is possible, if these young people can be brought to a space that's safe enough for them to do the work of processing the trauma.

Ideally this will happen in a family environment where a consistent message of love and acceptance is given. This is where the healing can take place, and new life skills learned, so that patterns are not repeated and there is hope for a better future.

MacKillop Family Services work with the families of the young people where possible too, so that reunification might be possible or at least a connection kept.

Taylah, 26 now, is a great example of the hope that can come through the work of MacKillop Family Services in out-of-home care. Taylah's mum had many struggles and Taylah was moved into foster care when she was twelve. After several placements she was eventually placed in a MacKillop home with carer Sue. This was a turning point for her. Taylah says

"When I went to MacKillop I was thirteen and it was like having a family environment again. There was always an open-door policy and a great meal on the table. Sue was always supportive. She wanted to help me with my homework, got me to and from school and helped me achieve all the goals I'd set for myself."

Taylah is now studying for a degree at university, and with the support of MacKillop, has reunited with her mum and is able to maintain a relationship with her.

What a wonderful thing for us to be supporting as a community. What could be more important than assisting MacKillop to provide foster carers and loving homes for young people most in need?

Currently there is a crisis in foster care. In the past ten years the number of children in out-of-home care has increased by 82% but the number of carers has decreased. This means that healing homes can't be offered to all the children who need them.

These types of statistics have mobilised Edmund Rice people for more than 200 years; we look out our windows and see people who need hope for the future, and we do something about it.

This is where the Parade College Waterford Challenge comes in.

Every cent we raise is going towards MacKillop Family Services. I'm sure that Jesus, as well as Edmund Rice, Mary Magdalene and Fr Greg will be walking with us.

***Mrs Kylie Kuppe
Director of Ministry***



**We believe every
child deserves
the best**



Waterford Challenge Solidarity: *Kilometres for Kids in Care*

Looking beyond our own front gates to those in need is a big part of the tradition and culture of Parade. Just as Edmund Rice looked out of his window and saw the poor children without shoes playing on the wharfs of Waterford, we too open our eyes and hearts to see and to act.

For many years now the entire College has been taking part in a Solidarity Walk, where we raise awareness of a need and funds in support. This year is different. We can't have 2000 students take to the streets of Preston and Bundoora in August. So, what *can* we do? We can walk, cycle, swim or run the 35,000km to Waterford and back – virtually of course. Students and staff can submit the kilometres they complete through the form link on the Student Bulletin.

This is a team effort and every kilometre counts!



Pictured: Our destination, Barrack Street Waterford. On the left you can see the tomb of Edmund Rice. On the right you can see some of the original buildings from 1802, including the small building at the front where bread and clothes were made for the first students, who were very poor.

In the coming week students will be given sponsorship forms (hard copy or email) and they will also be given a link for their tutor group fundraising page. This can be sent around to friends and relatives who might have the capacity to donate.

The cause this year is MacKillop Family Services. We hope to raise enough money to pay for the recruitment and training of several foster carers, so that other young people might have the home environment that most of our students are lucky enough to have.

As one of my Irish friends said once "landing in a loving home and your health – you have them and you've won the lottery!"

Thanks for supporting the Waterford Challenge in any way you can – every dollar is appreciated and together we can make a real difference. If we can raise around \$10,000, we can pay for the recruitment and training of two carers. Who knows how many children and young people will go through that carer's home! Even if it was only one, it would be worth it.



Waterford Challenge 2020

The Parade College Community is walking to Waterford, Ireland (35,000kms)
to support MacKillop Family Services!

Why?

Because there's a crisis in foster care – too many kids needing care and not enough foster carers

Who?

Students and staff can log their kilometres through the Microsoft Form link for their House on the Bulletin

When?

Friday 26 June until Tuesday 1 September 2020

We are aiming to raise \$5635

which is the amount it costs to recruit and train a foster carer.

**Do you have a business that could offer sponsorship of
\$50, \$100 or \$200 towards our cause?**

- \$50 (Bronze)** Your name/business' name will be listed in text on the College Newsletter
- \$100 (Silver)** Your name/business' name and logo will be displayed on the College Newsletter
- \$200+ (Gold)** Your name/business' logo will be featured on the College Newsletter, as well as the digital board on the College driveway, and the College social media, potentially being seen by over 2000 staff and students and their families. You may also choose to write a message to accompany your advertisement.

If you would like to donate, simply copy and paste this link and follow the instructions
www.givenow.com.au/crowdraiser/public/paradecollegewaterfordchallenge2020

After donating, please send business details and logo/promotional material to
waterfordchallenge@parade.vic.edu.au

You can also seek further information here too!

Many thanks to the following businesses for their generous donations to the
Waterford Challenge 2020

AFI  LOGISTICS



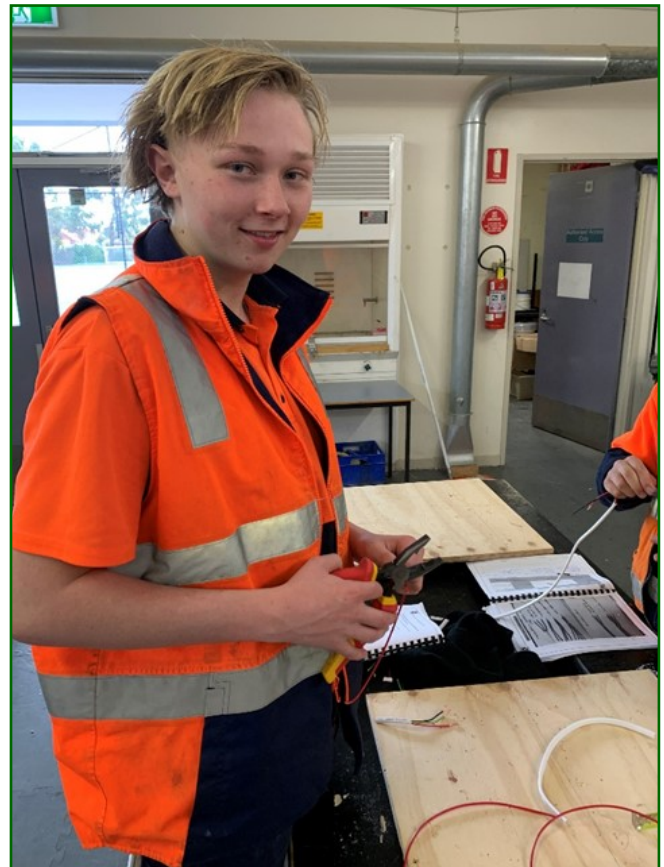


Back to Class!

Our VET students have returned to class and are going about their duties, and it's great to have them back.

Here are a few of our VET students putting on display their skills in their chosen trade.

Mr Jacob Williams
Coordinator of Development and Student Wellbeing
Preston



Above: Year 11 student Laurence Nardella H10 back into his Certificate II Plumbing class

Above Top: Year 11 Dion Dollas H10 focused and keen to be back in the Certificate II in Electrotechnology class

Above Bottom: Year 11 student Thomas Fisher T10 back in his class, Certificate II in Electrotechnology, completing a practical component of cable stripping cable twisting and connecting



Community Action Report

Year 10 Community Action

In Term 2 the two Year 10 RE classes participated in the letter writing project with residents in aged care facilities. This project allowed for some lovely connections to be formed in a time of uncertainty and sometimes fear for our most vulnerable-the elderly.

The project continues this Term with three new Year 10 RE classes commencing their Community Action Project. A number of facilities have heard about the letters and contacted the College wanting to be involved. Again, we hope to foster some lovely friendships by the end of the five weeks.

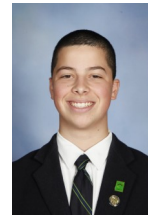
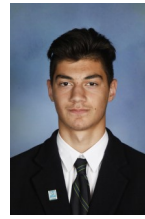
Well done to William Hubik H02, Isaac Dani L04, and Anthony Nitto L09, who raised funds for a valuable cause. The boys were in Ms Sarah Photias' RE class and were motivated through the Advocacy unit they studied in their Community Action program. The unit was aimed at demonstrating the power of youth voice and actions in creating change - something that Will, Isaac, and Anthony have modelled in their fundraiser!

Eddy's Brekkie Van

Our Brekkie Van has been grounded for some time now, however, Anthony Fernando and I were able to deliver hampers of groceries that the Community Action students put together each week. We also took along the delicious frozen meals that our VET hospitality and our Year 9 and 10 Food Studies classes had prepared. Many thanks to all the staff and students who have contributed. These parcels and meals are very much appreciated. Particularly during the current situation.

Well done to Noah Aravena Year 12 H08 for being accepted into the LaTrobe Universities ASPIRE program for next year. Noah has been actively involved in the Brekkie Van and St Alban's Tutoring Program as well as Community Action for the past four years and LaTrobe commented on his wonderful application. Well deserved and best of luck Noah!

Ms Anne-Marie Morello
Community Action Convenor



Our Year 10 Religion class has been completing our Community Action unit in Term 2. We were supposed to be able to go out and volunteer at aged care homes as a part of this unit but, unfortunately, we couldn't due to being in lockdown throughout the term. Instead of this, we were given the task to raise money or awareness about a cause of our choice in groups of three.

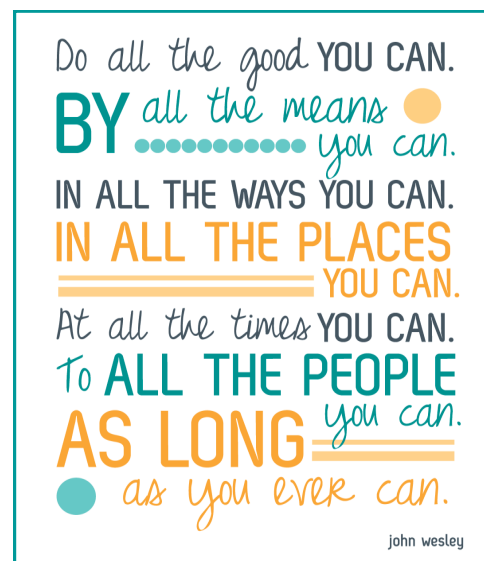
Myself, Isaac Dani and Anthony Nitto chose to raise money for World Vision's water program which is to build bore water pumps in Africa to provide clean water for drinking and washing themselves.

We brainstormed ideas of how we could achieve this and decided we would sell soft drink cans at lunchtime on the last day of Term 2. We started with 180 cans which Miss Morello supplied and sold 166 of those. All the profits will be donated to World Vision Australia to assist communities to install a bore water pump.

William Hubik, Year 10 H02

Isaac Dani, Year 10 L04

Anthony Nitto, Year 10 L09



Nationally Consistent Collection of Data (NCCD) On School Students with Disability

What is the Nationally Consistent Collection of Data?

Schools must now complete the *Nationally Consistent Collection of Data on School Students with Disability (NCCD)* every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Who is counted in the data collection?

To count a student in the NCCD, schools must think through some key questions:

1. Is the student getting help at school so that they can take part in education on the same basis as other students?
2. Is the help given because of a disability? The word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA) and it can include many students.
3. Has the school talked to you or your child about the help that they provide?
4. Has the school kept records about the help they provide, the student needs and the reasons that the student needs this help? The school will need to keep copies of tests, student work, assessments, records of meetings, medical reports or other paperwork and information about how the student’s learning is moving along over time.

Once the school decides that the student should be counted in the NCCD, they then choose a disability group and one of four levels of help that has been given to the student.

What does the word ‘disability’ mean in the NCCD?

In the NCCD the word ‘disability’ comes from the [Disability Discrimination Act 1992](#) (DDA). There are four types of disability that the school can choose from: sensory, cognitive, social-emotional and physical.

Many students that need help at school can be counted in the NCCD. For example, students with learning problems, e.g. specific learning disability or reading difficulty (sometimes called dyslexia), health problems (e.g. epilepsy or diabetes), physical disability (e.g. cerebral palsy), vision/hearing loss and social-emotional problems (e.g. selective mutism, Autism Spectrum Disorder, anxiety).

Letters from doctors or specialists can be very helpful for schools as they plan how to support students with their learning. Schools do not need to have these letters before they can count a

student in NCCD. Teachers can use all that they know about the student's learning and the records that they have collected over time to decide if a student can be counted in the NCCD.

What sort of help does the school give students?

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the student. The help can include changes to the school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

How will the NCCD be different this year?

All schools have been counting students in the NCCD since 2015. The government will use the NCCD data as part of the funding to schools.

What will the school need to know about my child for the NCCD?

Schools work together with families to understand the needs of each child. It is helpful if families give their child's teacher a copy of any letters or reports they have. The letters or reports will help the school understand the child and the help that they might need. Letters from doctors, psychologists, speech pathologists, doctor, and occupational therapists etc. can be very helpful for schools. These reports along with information that the teacher has (i.e. school based tests, your child's work and learning plans) helps the school to understand and meet your child's needs.

What happens to the NCCD data? Who will have the NCCD information?

Each school principal must check the NCCD data in August of each year. The school will give the information to the Catholic Education Office. The school will work with the Catholic Education Office to make sure that the NCCD data is OK before they give the data to the government. The government will not be given the names of any students or any letters or records. Please ask your school for their privacy policy if you need to know more.

Does the school need me to agree with them about counting my child in the NCCD?

Amendments were made to the [Australian Education Act 2013](#) and [Australian Education Regulation 2013](#). Schools do not need you to agree to let them count a child in the NCCD. You cannot ask the school not to count your child.

Where can I find out more?

Please contact your child's school if you have further questions about the NCCD and/or refer to the national [NCCD Portal](#).



Careers @ Parade

Tertiary Open Days

All tertiary institutions are running virtual Open Days in 2020 and students and parents are encouraged to attend these Open Days. For more information about virtual open days, please visit <http://www.vtac.edu.au/opendays.html>

Year 12 VTAC Applications

Applications for tertiary courses commencing in Semester 1, 2021 will open on Monday 3 August 2020. Students wishing to apply for courses at a Victorian institution will need to do so online via the VTAC website www.vtac.edu.au

All Year 12 students at both the Bundoora and Preston campuses will be provided with a detailed overview of the VTAC application process and a copy of the presentation will be made available via the Parade College Careers Website.

Students are encouraged to make an appointment with either Ms Sipsas or Ms Sarah Harvey, the College Careers Advisors, should they have any questions at all regarding the process or their options for next year. SEAS and Scholarship applications can also be submitted through the VTAC application with key dates for these listed below.

Course Applications	Open	Close	Fee
Timely applications	3 August (9.00am)	30 September (5.00pm)	\$41
Late Applications	30 September (5.30pm)	6 November (5.00pm)	\$119
Very Late Applications	6 November (5.30pm)	4 December (5.00pm)	\$155

Special Entry Access Scheme (SEAS)	Open	Close	Fee
SEAS Applications and Supporting Documents	3 August (9.00am)	9 October (5.00pm)	N/A

Scholarships	Open	Close	Fee
Scholarship Applications and Supporting Documents	3 August (9.00am)	9 October (5.00pm)	N/A

Please be aware that the course application submitted by each student is confidential and information cannot be provided by VTAC or the College to anyone except the student themselves.

Special Entry Access Scheme (SEAS) - Students who have experienced circumstances (either in the short or long term) which have had an impact on their academic achievements should complete a SEAS application as part of their VTAC application. There are four categories under which students can apply: NB: Students can apply under as many categories as relevant to their circumstances however, they cannot use the same circumstance in different categories. A SEAS application is assessed by VTAC and depending on the outcome, a bonus is applied which alters the student's selection rank.

SEAS Category	Description
1 Personal information and location	Recognises personal details such as gender, equity, location which may be eligible for a bonus.
2 Disadvantaged Financial Background	Recognises financial difficulties.
3 Disability or Medical Condition	Recognised physical, psychological, mental, emotional and/or learning disabilities.
4 Difficult Circumstances	Recognises personal circumstances such as illness or death of a family member friend, disruption to living situation, family disruption, natural disasters, excessive family responsibility, remote learning due to COVID 19.

For more information on SEAS, visit the VTAC website or contact Ms Sipsas or Ms Harvey.

Career Advisor Bookings

Students and parents are able to book appointments online to meet with a Careers Advisor via the Parade College Careers website www.paradecollegecareers.com.au

Ms Vivian Sipsas and Ms Sarah Harvey are both available for bookings, however please note that due to VTAC Applications and Subject Selection, appointments are booking quickly.

Ms Vivian Sipsas
Careers Convenor

IF YOU'RE BEING BULLIED ONLINE

- 1**
Don't retaliate.
(Often that's what they want!)
- 2**
Save the evidence.
(Screenshot, save messages.)
- 3**
Tell someone what's happening.
- 4**
Report, block, mute, get rid!
- 5**
Remember the problem is with them, not you.



From the Director of High Performance Sport

2021 ACC High Performance Sport Classes – Years' 8 to 10

To play ACC Sport in Years 8, 9 or 10 in 2021 at the Bundoora campus, students should be in an ACC High Performance class.

2020 has thrown up many challenges, one of those being the cancellation of most ACC seasons.

We traditionally hold trials for those boys who did not play in specific teams so they can possibly be selected for the following year. Unfortunately this year we will not be able to hold these.

If your son was not in a High Performance class in 2020 in Year 8 or 9 and would like to try out in the ongoing future, can he please go to the sports website to fill out a Forms survey. The Sports website is located at

<https://www.parade.vic.edu.au/ParadeCollegeSports/>

Listed below are some questions and responses that may assist in the understanding how ACC High Performance is conducted at the College.

How does a student get into an ACC High Performance Class?

When selecting subjects for 2021, students who wish to play either Football or Soccer must select 'ACC High Performance – Semester 1' as part of their subject selection. Students wishing to play either, Basketball, Table Tennis, Hockey, Cricket Tennis or Volleyball must select 'ACC High Performance Semester 2' as part of their subject selection. If a student wishes to play a sport in Semester 1 and 2 then they must selection 'ACC High Performance – Semesters' 1 and 2'.

Please Note – Whilst a student may select to do ACC High Performance Sport, this does not guarantee them a position in the class. The number of students wishing to be involved

in the subject is far greater than the number of positions available and as a consequence, students are selected into the subject based on a combination of some or all of the following criteria;

- Previous ACC involvement and performance
- Involvement and performance in regular Physical Education classes
- General behaviour and ability to demonstrate mutual respect to fellow students and staff
- Performance at selection trials (indication of intention to tryout – forms survey filled out)
- Ability to uphold the school's discipline and uniform policy
- Performance in local sporting competitions
- Selection is completed annually

Being involved in an ACC High Performance class at one specific year level does not guarantee selection in the following year. Selection is based on the criteria listed above. This process allows developing students who may have missed selection in one year, an opportunity to be involved in the following year. Students who are not involved in an ACC sport in a current year, but would like to be considered for an ACC team for the following year, must attend ACC Trials as listed above.

Does involvement in an ACC High Performance class guarantee selection into a team?

No. If a student is selected into an ACC High Performance class, then they are part of a specific sporting squad. Selection for all ACC teams will then come from these specific squads. Students who aren't selected in the final team will be involved in a Physical Education practical class during ACC matches.

What does my son do if he is not in an ACC High Performance Class?

Students not involved in an ACC High Performance Class at Years' 8 or 9 will be involved in regular Physical Education classes. Students in Year 10 who are not involved in an ACC High Performance class would select another elective. High Performance Classes are also offered at the Preston campus; however, trials are not required. If you have any questions regarding the trials, please don't hesitate to email Mr Paul Groves on paul.groves@parade.vic.edu.au

Mr Paul Groves
Director of High Performance Sport



From The Old Paradians

Dr Moore's Panel Affixed To Hall of Fame Wall

A panel detailing Dr Denis Moore's commitment to Parade College as its longest-serving Principal now hangs from the Old Paradians' Association's Hall of Fame wall at Bundoora.

The panel, a replica of which will also shortly hang from the Penola Foyer wall at the Preston campus, joins an impressive array of 15 panels – one for each of the remaining Hall of Famers - to grace the wall of the Hickey Foyer.

Dr Moore, a final year student of Parade in 1967, was



inducted into the Hall last December, as part of what was a glorious farewell assembly acknowledging his 25 years at the helm – on the same day the Bundoora Campus' College Hall was renamed Moore Hall in his honour.

On that occasion, Old Paradians' Association President Dr Paul Shannon (1985) presented Dr Moore with a glass memento acknowledging his induction.

Dr Moore's Hall of Fame panel reads as follows:

Born in Sunshine and schooled at the 'Old Bluestone Pile', Br Denis Moore dedicated his life to education – most significantly as the longest-serving Principal in Parade

College history (1995-2019) and the last of the Christian Brothers to officiate in that capacity.

The Parade College we see today, across both the Bundoora and Preston sites, is testimony to Br Denis' vision. His great joy was to see more than 6000 young men pass through the College gates in pursuit of their careers.

For those fortunate to have encountered Br Denis in any capacity, his model of faith and spirituality, quiet demeanour, experience, wisdom, perceptiveness and wry sense of humour are a ready reminder that the focus of his life – the education of young men within an educational setting imbued by Gospel Spirituality and the charisma of Blessed Edmund Rice – was sufficient inspiration for a life of service.

It has been said of Br Denis that Catholic education in the Edmund rice tradition has not had a more faithful son.

The Association committee saw fit to establish an Old Paradians Hall of Fame back in 2010. The committee's rationale was that a Hall of Fame would help perpetuate the memory of the people who brought honour to Parade College and who by their contributions to society serve as authentic role models for present and future generations of the Parade community.

Inductees to the Hall are Louis Arthur, Gen. John Baker, Sir Bernard Callinan, 'Mick' Cocks, Sir John Collins, Lt. Col. Charles Denehy, Mr. Leo Doyle, Bill Dunne, The Most. Rev. Arthur Fox, Ivan Hutchinson, 'Jock' McHale, Dr. Denis Moore, Mr. Justice Sir Norman O'Bryan, Michael Pratt GC, Capt. Prof. Kevin Rickard AM and the late John Wegner AO.



Bell Tower Finds New Home At Bundoora

As news recently emerged of the demolition of the historic Hawthorn West Primary School bell tower, Parade College's iconic equivalent greeted the sun from its newly-relocated vantage point at the Bundoora campus.

The tower - recently repositioned from behind the Rivergum Theatre to a prominent position on Garvey Terrace (on the northern side of the College's main driveway) - now affords students, staff and teachers an unimpeded view of the structure as they enter Parade from Plenty Road.

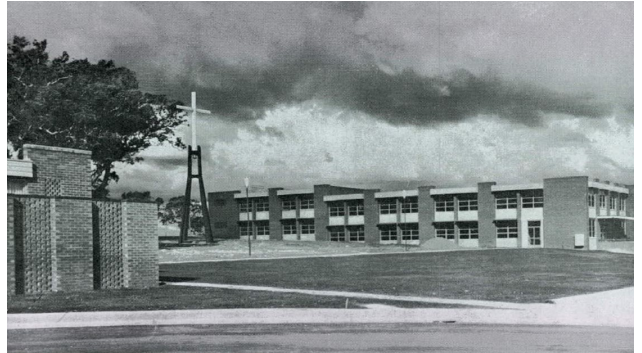
Fastened to the top of the tower is the old school bell, which for nigh on 100 years summoned students to classes at East Melbourne as it rung true from the south belfry facing Eades Street. The bell was later relocated to Bundoora and affixed to the tower in the campus's foundation year of 1968.

'Spence' Williams is uniquely placed to discuss the bell and the tower. A student at Flowerdale in its first year in 1953, and a final year student of the 'Old Bluestone Pile' in 1960, Spence used to ring the Angelis at East Melbourne for the best part of five years.

In his later life as a physical education/mathematics teacher, Spence was also on hand at Bundoora for the College's opening in 1968 when the bell was positioned at its new home. "For memory the bell tower was put up just before the opening day at Bundoora, maybe the year before," Spence said.

"My memory of the bell at the old bluestone building at East Melbourne is a lot more vivid, because I had to ring the Angelis. The bell was high up above the fourth storey and the rope, which was about an inch in diameter, hung all the way down to the basement where I was. "I always rang the bell at midday and I used to get out of religious class early to do it.

"The Angelis comprised three wings and a pause, three rings and a pause, and three rings and a pause, followed by nine rings. You had to time the pulling of the rope to get the pauses right because if you didn't the bell would go 'ding ding'.



An excellent photograph of the bell tower, in its original setting at Bundoora (to the rear of the site of what is now the Rivergum Theatre), appears here. Another image of the tower appears on page 441 of *The Parade Story*, in prefacing the stories of the formation of the Alphington and Bundoora campuses.

On the following page, beneath the heading "Along the years", the book's author Br. Naughtin wrote: "From the beginning the dominating feature of the Bundoora Campus was the bell tower, standing in Parade's new location as a 'symbol of faith' and thus proclaiming that the fundamental purpose of the school had not changed with the transfer to a more spacious site. As a link with the years in East Melbourne the new tower housed the old school bell from the 'Bluestone Pile'. So the Bundoora bell tower is here used as a preface which relate the story of the ultimate amalgamation of senior and junior Parade and the movement of a Catholic school into the modern educational world."

Mr Tony De Bolfo
Old Paradians' Association CEO

OP Directory The Best In The Business!

Are you in need of a
plumber or an electrician?
Do you need legal advice?
What about trading in the old car?

Go no further than the
Old Paradians Business Directory
Supporting former students and the Parade
Community in Business and Trade.

To view the Business Directory
click on the following link -

<https://www.oldparadians.com.au/directory>



Free Business Directory

Supporting
the Parade Community
and former students
in business and trade



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**CURRENT
BUSINESS
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Real Estate
 New & Used Car Sales
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 Plumbing
 Logistics
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 Fitness
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 Freight Logistics
 Interior Fitouts
 Gasfitting
 Building Services
 Solicitor & Notary public
 Sea Freight, Air &
 Customs
 Business Strategy
 Commercial Law
 Digital IT/Creative
 Fencing
 Travel & Tourism
 Mortgage Brokering

Calendar

In light of current advice re COVID-19 precautions, please note that most, if not all, planned events have either been postponed or cancelled. Future newsletters will advise rescheduled dates once they are known

- | | |
|--------------|---|
| 31 July | * Subject Selection Workshop #2 with Tutor Teachers |
| 3 August | * Board Meeting |
| 4 August | * Homework Club |
| 5 August | * Homework Club |
| | * Due date for online Subject Selection (web preferences) |
| 6 August | * Subject Selection forms due for all Year 7-11 students |
| 7 August | * Failte Program Years 7 & 12 |
| | * PC Program Years 8-11 |
| 8 August | * Saturday Detention |
| 11 August | * Homework Club |
| 12 August | * Homework Club |
| 17-21 August | * Solidarity Action Week |
| 18 August | * Homework Club |
| 19 August | * Homework Club |
| | * DAV Intermediate Debating - Online |
| 20 August | * 2021 Prefect Training Group Retreat—Bundoora Campus |
| | * Open Chess - Online Forum |
| 21 August | * Strategic Planning Committee Meeting |
| 22 August | * Saturday Detention |
| 25 August | * Homework Club |
| 26 August | * Year 7 2022 Interviews 4.00-7.00pm |
| 27 August | * Year 7 2022 Interviews 4.00-7.00pm |
| 28 August | * Mid Semester Reports Yr 11&12 released online to parents at 10.00am |
| 28 August* | * Year 7 2022 Interviews 9.00am-12.00pm |
| 31 August | * Finance Committee Meeting |
| 1 September* | * Year 7 2022 Interviews 4.00-7.00pm |
| | * Homework Club |



A WORLD OF OPPORTUNITIES FOR YOUNG MEN



Winter Coat/Sleeping Bag/Blanket Collection

Community Action is starting its Annual Winter Coat Collection. This year we are also collecting sleeping bags, blankets and doonas - new or second hand, in good condition.

Much of the temporary crisis accommodation offered to the many homeless around Melbourne has now ended, and so agencies like St Vinnies are in urgent need of coats, sleeping bags, and blankets.

Together we can make a difference

Senior students can drop these off at the Community Action Centre or the Hughes (ERC) staffroom



EDMUND RICE EDUCATION
AUSTRALIA