



CABRA  
DOMINICAN COLLEGE

EDITION 1 WINTER 2018

*The Good,  
the Beautiful & the True*

# THE GOOD, THE BEAUTIFUL AND THE TRUE

by Katia Labozzetta and Sarah Croser, 2000

## *Chorus:*

*On a journey together we search for truth  
Valuing our difference, embracing our youth  
Celebrating freedom in all that we do  
To find the good, the beautiful and the true*

On Kaurua land Cabra now stands  
With open hearts and open hands  
Proud of its history and the Dominican way  
Sharing dreams and hopes for today

## *Chorus*

A rich heritage of courage and strength  
Celtic sisters came with intent  
Inspiring us to never give up  
Living the Gospel of love  
People of God using our gifts  
Our mission's strong to work for justice  
Including all and welcoming too  
Forgiving each other is what we learn to do

## *Chorus*

Learn to learn, learn to live, learn to fly

## *Chorus*

To find the good, the beautiful and the true.

*In late 1999 Cabra's Ethos Committee proposed that the students and staff would work together to design and choose a 'Cabra song' to co-exist alongside our 'Dominican Hymn.' The committee invited students and staff to enter a competition for the lyrics and/or music. There were many entries, and the selection process took almost a whole year. The winning entry came from two Year 12 students, Katia Labozzetta and Sarah Croser, and their song was called "The Good, The Beautiful and the True." The winning entry was officially accepted as the college song in June 2001.*

*The song picks up many themes from Cabra's history. The title comes from a quote attributed to St Thomas Aquinas and is a common expression within Dominican communities. The bridge, "Learn to learn, learn to live, learn to fly," comes from a 'Future Directions' document developed following a staff retreat in 1995. The selection panel was pleased that in the year 2000 the theme of reconciliation was included, by acknowledging that Cabra stands on Kaurua land. Finally, it was the sisters themselves who suggested that the lyrics refer to the founding Dominican Sisters as Celtic, not only because they came from Dublin, Ireland, but also because the Celtic expression of Catholicism continues to be important.*

*At all major Cabra functions, as a community we sing two songs; our college hymn, the "Hymn to St Dominic" and the college song, "The Good, the Beautiful and the True." The hymn, an important part of our Dominican tradition, is shared by other Dominican schools in Australia. The college song, however, is unique and all our own.*

# WELCOME FROM THE **PRINCIPAL**

As Cabra embarks on a new adventure, publishing the first edition of “The Good, the Beautiful and the True”, I find myself reflecting on the many and varied threads that make up our Cabra tapestry. I deliberately choose the word ‘tapestry’, as our community is indeed like a woven masterpiece: made up of hundreds of unique individuals, who collectively form a magnificent community.

Whilst this is the first edition of the “The Good, the Beautiful and the True” magazine, over the years we have published many printed newsletters, articles and magazines, in various formats. We will continue to publish our much-loved annual year book, *Veritas*, but wish to provide an interim publication that our community, past and present, can enjoy. The name of this mid-year publication draws its name from our college song “The Good, the Beautiful and the True”.

At Cabra our mission is to strive continually to nurture the good, the beautiful and the true in students, providing them with an inclusive, inspiring educational environment where they can know, develop and nurture their unique gifts. This publication then, seeks to acknowledge and celebrate students and capture some of their learning experiences at school. Naturally, it will provide you with only a small snapshot of the 1240 students who form part of our rich

and diverse community. Our hope is that over a number of editions, we can capture the breadth of students’ experiences and share their highlights with you.

There is much to celebrate this year at Cabra. 2018 marks the 150<sup>th</sup> anniversary of the Dominican Sisters in South Australia. We are continually in debt to the sisters whose courageous vision in 1886 provided the foundation on which Cabra stands today. This year, I have been lucky enough to sit with a number of current Dominican Sisters and hear of their time as Dominican leaders and educators in South Australia and the Solomon Islands. Whilst many have officially retired, they continue to be active advocates for social justice, a voice for the voiceless and a true friend to many. I also had the pleasure to meet with the reunion group of the class of 1967. As we walked through the college one Saturday morning, many stories of boarding days and school yard memories were shared. Some recollected that the ‘new Aquinas theatre’ (set up in like a university lecture hall), coupled with inspirational lessons by teachers such as Sr Mary Martin and Sr Mary Bernard, provided them with the realisation that tertiary study was an option to be explored. Whilst the lecture-style seats are no longer in existence, Cabra teachers continue to nurture a learning environment that challenges and inspires.

In this edition, I am delighted to share with you articles on student life, student achievements and college news. Our student leaders continue to make positive contributions to our community, leading in both their year level and house. Students continue to enjoy the extensive curriculum, engaging in STEAM projects, Genius Hour, Maths, Humanities, Art, Music; the list is endless! We are proud of our students, their achievements, and their varied post school pathways. It is also wonderful to welcome back a number of past students, as after-school tutors and mentors, providing meaningful learning guidance and support to students from Years 6 to 12.

I hope you enjoy this magazine and the stories that make up this first edition. Your feedback or suggestions for future articles are welcome. Please write to [gbt@cabra.catholic.edu.au](mailto:gbt@cabra.catholic.edu.au). Additionally, if you are an old scholar and would like to share what you are doing now, please contact Anastasia Harvey, our Old Scholars Administrator, at [oldscholars@cabra.catholic.edu.au](mailto:oldscholars@cabra.catholic.edu.au) or 8179 2475.

I hope you enjoy our first edition of “The Good, the Beautiful and the True” and the stories within that create our rich Cabra tapestry.

Enjoy!

Dr Helen Riekie  
Principal

Helen Riekie (far right) with Sr Anne Dolan OP and Mary Jacquier, DEA Director, attending the college’s Anzac Day ceremony.



# THE CLASS OF 2017

We are fortunate to learn and work in a place where every day we are able to live out our vision statement, which outlines that we 'nurture and develop the unique gifts of individuals.' Not only is this something that we aspire to achieve but our latest graduates epitomise this in the wide and varied post-school pathways that they pursue.

Our students are able to choose from a rich and diverse range of subjects as they progress through different year levels. At Cabra, we do not 'brand' ourselves as a specialised school. We support each of our students as they seek to excel in the pathway for which they are destined. When you really look behind the catch-phrases that are so often used to promote a particular image, you will see all of this and more at Cabra. In essence, we achieve excellence in many different avenues and follow a unique path for each young person in our community. Our ATAR results are outstanding, a result of students having freedom and choice to study subjects that appeal to them, inspire passion and incite creativity and curiosity.

Some key highlights of Cabra students' 2017 SACE results:

- Dux: Shaun Ellis ATAR 99.35
- Dux Proxime: Luke O'Loughlin ATAR 98.8
- 100% SACE completion, including our St Mary's Unit students
- 16% students received an ATAR of over 90
- 34% of students achieved an ATAR above 80
- 80% of grades in the A or B grade band
- 28% of grades in the A band (up from 26% in 2016)
- 17 A+ results

We congratulate our students who achieved a Grade A+ with Merit:

|                  |  |
|------------------|--|
| Luke O'Loughlin  | Mathematical Methods, Physics and Specialist Mathematics |
| Gabrielle Annese | Business and Enterprise                                  |
| Madison Chapman  | Italian (continuers)                                     |

|                  |                          |
|------------------|--------------------------|
| Brynley Davies   | English Literary Studies |
| Shaun Ellis      | Physics                  |
| Anna Grbin       | Research Project         |
| Hazel Jaeckel    | Integrated Learning      |
| Madison Kleeman  | Integrated Learning      |
| Natassia Messent | Workplace Practices      |

Julia Rhodes now works as an apprentice hairdresser. Her self-confessed "proud mother" Kristy Rhodes explains further.

"Attending a VET course during Year 10 really gave Julia a great taste for hairdressing which set her up for this wonderful and fulfilling path. Julia started off with Windsor Hair in Glenside as a casual assistant on Thursday nights in Year 10. During Year 12, the salon offered her an apprenticeship on completion of Year 12. This is the first time the salon has ever had an apprentice in 35 years of operation. The salon thought she was too good to let go. Julia is loving it and loves her co-workers and clients. Two of her clients are actually her old St Anthony's Primary School teachers so that is a bit of a "full circle" moment! Julia did exceptionally well in her Year 12 results but it shows that one doesn't have to follow the university path to be truly passionate about what you do."

1. Dux Shaun Ellis and parents after the Celebration Assembly of Academic Excellence 2. Julia Rhodes at work at Windsor Hair  
3. Dux Proxime Luke O'Loughlin with (L-R) Mr Philip Lamb, Mrs Isabel Heath, Mrs Jane Morris, Luke's teachers in the subjects for which he achieved Merit Awards, and Helen Riekie.  
4. Keelan Laube with his parents after the Celebration Assembly of Academic Excellence. Keelan is now studying a Bachelor of Engineering Honours Civil and Architectural at Adelaide University.



Learning at Cabra is student-centred and designed to equip them for the ever-changing world that we live in. Students are encouraged to debate, explore, inquire and justify their viewpoints so that they know intrinsically what they believe and how they will use their gifts to support themselves and others.

Learning and wellbeing are explicitly connected. Our pastoral care programs are designed to promote a growth mindset so that students feel comfortable taking risks in their learning, thinking critically and creatively, and perhaps discovering a new-found talent as they do so. Valuing the interconnectedness of all creation and being open to God's spirit at work in our midst, allows all of our students to grow. We know that students perform at their best when they are supported through new challenges, and at Cabra we provide an inclusive learning environment with high expectations and high levels of support.

Our new buildings have been designed to encapsulate ubiquitous learning. We know that our students live in a connected world where information is available online, anywhere and anytime. The new atrium, classrooms and learning spaces are designed on these concepts. We are blessed to have many of our past scholars return willingly to Cabra to help mentor and support our current students in the atrium after school.

The awards and photos display just a small insight into the lives of students as they 'learn to learn, learn to live, learn to fly'. We know that the connection to Cabra will remain with each of our students well beyond their final exam or assessment. The ongoing deep learning that will resonate with each of our students as they go out to explore the world continues to inspire us, and we are justifiably proud of their achievements and the people they become.

Nicole Laube  
Deputy Principal Learning and Teaching

Students are encouraged to debate, explore, inquire and justify their viewpoints.

1. Many old scholars volunteer as peer tutors 2. Year 11 Workplace Practices students gain valuable work experience in Cabra's purpose-built café.  
3. Year 9 girls create a pasta tower as part of the pastoral care program The Rite Journey (see p23) 4. Innovative learning spaces in the renovated St Catherine's wing classrooms



# BOARD OF DIRECTORS



For eighteen months now, the Cabra Board has been responsible for the governance of Cabra Dominican College Limited, a company limited by guarantee. The Cabra Board is responsible to a national organisation, Dominican Education Australia (DEA), which is recognised under both Australian company law and Catholic Church law as the ultimate authority for the seven schools in Australia conducted formerly by the Dominican Sisters. The three Australian Dominican Sisters' Congregations are still part of our governance structure as the "sponsors" of DEA.

This year we have farewelled three Directors whose terms on the Cabra Board came to an end: Dr Veronica McCaffrey, Mr Matt Woodrow and Ms Barbara Deed OAM. In their stead we have welcomed two new Directors: Ms Mary-Ann Royle and Ms Meredyth Stewart. There are a further two appointments as Director in the pipeline.

This year we have welcomed Dr Helen Riekie as our new Principal, and the Board is working constructively with her to implement the Board Strategic Plan for 2018-2020, finalised late last year.

We are delighted to see the new facilities – the Monica Farrelly Atrium Library, the extensive renovations in the convent building and the new Learning Centre and St Mary's Unit – now blessed and formally opened. We are most grateful to the staff and contractors who helped to bring these projects to a successful conclusion. The new music facility and St Dominic's Hall toilet block should be ready for use by November, and the Board has begun planning for a new Caleruega Hall, hopefully as a 2019/2020 project.

Despite all this work on facilities, the main responsibility of the Cabra Board is to ensure that the college remains truly responsive to its Dominican inheritance: walking with the young people entrusted to us, and helping them to understand how God has made each of us in God's own image. Each of us has a God-given capacity (and responsibility) to be a force for good in our world through the way in which we embody the teachings of Jesus Christ.

Dr Bill Griffiths  
Board Chair  
Cabra Dominican College Limited



Across the summer and winter seasons more than 600 Cabra students participate in our extra-curricular sporting program. They play cricket, tennis and volleyball in Terms 1 and 4, football, soccer, netball, squash and table tennis in Terms 2 and 3, and basketball across the whole year.

Cabra fields teams for knockout competitions in soccer, netball, basketball, football, cricket and sometimes more. We also attend SAPSASA (primary school) and SSSA (secondary schools) carnivals, as well as Catholic school carnivals for sports such as athletics, swimming, and cross country running.

Cabra students know that playing school sport is a great way to keep active, learn new skills, connect to the Cabra community and have fun.



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# THE OFFICIAL OPENING OF OUR **NEW FACILITIES**

*We were delighted to have Ms Nicolle Flint MP officiate on March 16 for the opening of the St Mary's Unit, the Learning Centre, the Monica Farrelly Atrium and the refurbished St Catherine's Wing. We also welcomed members of the Dominican Education Authority, Neil McGoran, Director of Catholic Education SA, Dominican Sisters, and old scholars of the St Mary's Unit and Learning Centre.*

*During the ceremony, Year 12 student Mikayla Davey spoke movingly of her time at Cabra.*

"It is a pleasure to speak to you today to tell you a bit about my Cabra journey and how the Learning Centre has helped me to reach my full potential and achieve more than I ever dreamed possible.

Now, my school is one of my favourite topics. I could talk about it for a long time... but I've only got a couple of minutes. Basically, the Learning Centre offers a range of supports, both academic and social. They cater for the needs of each individual, ensuring that everyone gets what they need to help them succeed in their educational and personal lives.

I am on the autism spectrum and part of the Learning Centre here at Cabra Dominican College. For me, autism means I struggle socially, have sensory processing difficulties, and have a hard time with some aspects of schoolwork. The Learning Centre has helped me with all these things, and thanks to them I now feel more confident, more resilient, and more capable than I did before.

I had a hard time at primary school. No one knew how to help me, and they didn't have the resources for anyone who didn't fit the mould. Many mornings I would be upset, dreading to go. My mum was very worried about where she was going to send me to high school. When we visited Cabra, we knew it was the place for me. They were so caring and accepting. The Learning Centre welcomed me with open arms.

Although I have never required much in-class support, each year at Cabra I've had a lesson off in the Learning Centre, which allowed me to catch up, get help with things I've struggled with, and have a quiet lesson which I could rely upon to be a break from the noise and chaos of the classroom.

I was enrolled in Wood and Metalwork in year 9. Not the best choice for someone with sensory issues like myself. I started to wag those classes. I would go and sit outside the Learning Centre. Soon enough they found me, but instead of being angry, they asked what was wrong. When they figured it out, we solved the problem by changing me back into Art for a second semester, which I loved. The Learning Centre takes real action to help students.

When I was in year 8, I was unsure of how to make friends. I would go into the Learning Centre at lunchtimes and read. Out in the yard, it didn't feel like a break time because I was so on edge, bothered by the noise, and scared of the other kids. In the Learning Centre, I was able to relax

**When we visited Cabra, we knew it was the place for me. They were so caring and accepting. The Learning Centre welcomed me with open arms.**

and be myself. I gradually talked to people more and more, building up my social skills. I now have friends all around the college, including a beautiful group of girls in my year level - most of whom are here as part of the choir today.

The very first friend I made was in fact a student from the St Mary's Unit, Mitchell Wallis. Although I've never been enrolled in the St Mary's Unit, I've always been involved and welcome. When I didn't show up to my Learning Centre lessons, the ESOs would come down to find me in the unit, helping out and talking to people. It has been a pleasure to watch my SMU friends reach their highest potentials with help from the lovely Cabra staff. The St Mary's Unit and Learning Centre are not just groups of people at Cabra. I believe they are at the heart of our unique community. The philosophy of love and acceptance spreads throughout the school, and I am so happy to be a part of it.

Last month, I was proud to walk with Mitch, who is one of my best friends, into our year twelve formal. Mitchell is currently completing his final year of schooling in the St Mary's Unit. He may not say much, but he and I understand each other perfectly. In year 8, I would ask the teacher things on his behalf. In year 9, I would stand by him and whisper the words if he got stuck. And in year 10, I watched proudly as he went up all by himself. We both appreciate how much the learning centre and the St Mary's Unit have done for us.

Over the years, I have needed less and less one-on-one help. I stopped going to the Learning Centre at lunch as much as I used to. I used to feel almost guilty of this, like I was abandoning them now that I was

older. Then I realised that wasn't true... I just didn't need them like I used to. And I realised... that was the idea. To help me to find my feet, then help me to learn, then help me to help myself. And I didn't even know it was happening. It was like learning to ride a bike. First, the adult runs behind you holding on. Then they've let go, and you didn't even realise. They're still shouting encouragement, but you're doing it all by yourself. And you know that they'll be there to help you up again if you fall. Learn to learn, learn to live, learn to fly, right? It's true.

Cabra and the Learning Centre has helped me to achieve more than I ever dreamed I could, and I will be forever grateful for all that they've done.

Thankyou."

1. Nicolle Flint unveils the plaque 2. Our choir performed hymns, the national anthem and the college song  
3. Students bring crucifixes for the new classrooms to the altar for blessing 4. Old scholars Cameron Bradshaw and Jessica Miller returned for the opening  
5. Nicolle Flint, Bill Griffiths and Helen Riekie cut the celebration cake 6. Students serve guests at afternoon tea 7. Mikayla Davey speaks

# MUSIC BUILDING PROJECT

After years of planning and gaining the necessary approvals, construction has commenced on our new music and toilet facilities. While the construction project may be a little disruptive and inconvenient in the short term, the new building will provide students with another beautiful and functional learning area and amenities.

The demolition of the old St Dominic's toilets and locker area took place in the autumn holiday break, and within the space of a few hours the site began its transformation. Over the course of the next two terms, students will view the daily transformation and construction of another facility.

The new two-storey building will stand alongside St Dominic's Hall and will enable students and staff to access the first floor of our main building via a beautifully designed curved bridge to both the upper levels of the music suite and St. Dominic's Hall. Like our Monica Farrelly Atrium, the modern glass design will provide a constant reflection of our heritage buildings, complementing and enhancing our current facilities.

1. Demolition day 2. Foundations 3 & 4. Architect's impressions of the new building (clearly not Cabra uniforms!)

The facility will consist of:

1. A music performance space on the upper level, with some permanent tiered seating and addition seating space. The facility will comfortably seat 120 people.
2. The lower level will contain an open space of approximately 90 square metres for use by both drama and music, a storage area and a number of individual toilets for use by both the music and drama areas.
3. Access to the facility will be via an entrance foyer and via stairs, lift or the new walkway to the upper levels.

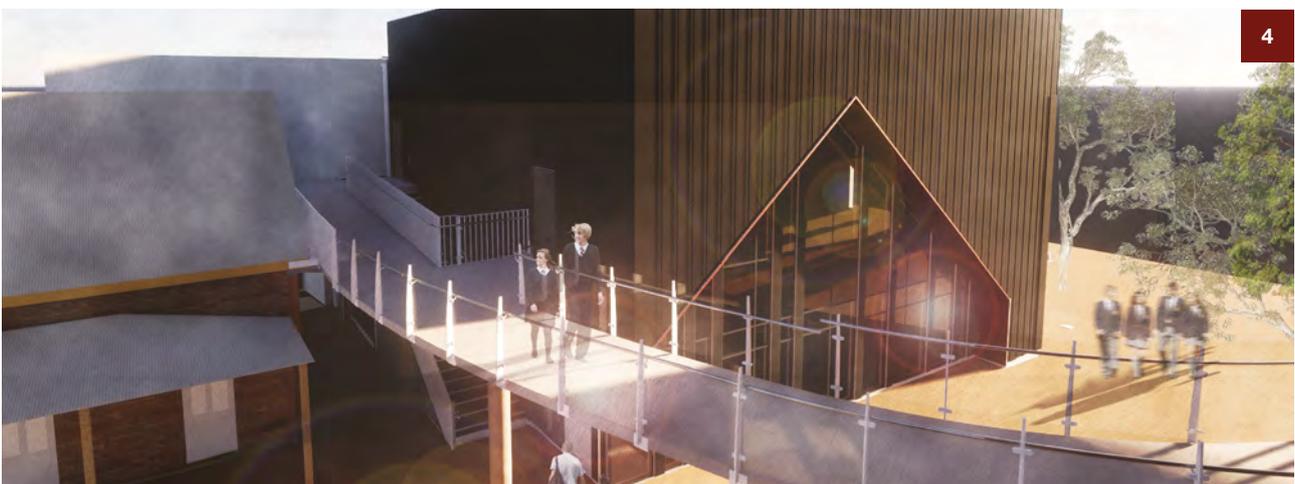
We expect the new facility to be operational by November 2018, although this completion date is subject to weather conditions.

The music department has had to endure transitional music spaces for the last 4

Like our Monica Farrelly Atrium, the modern glass design will provide a constant reflection of our heritage buildings, complementing and enhancing our current facilities.

years as a result of initially a collapsing ceiling and then building works. The new facility will provide them with their own specialised space and a genuine connection with their home on the first floor of the convent building.

Paul Angley  
Business Manager



## Twilight Concert

The annual Twilight Concert in March was a showcase for our large ensembles while also being a chance for our younger music students to get a taste of performing on a grand scale to family, friends and our Cabra community. The evening started on the top floor of the St Catherine's wing, with special guest Andrew Fuller from the City of Adelaide Pipe Band playing his bagpipes. What a spectacular sound as the bagpipes filled St Brigid's square as the sun set. It was an amazing evening filled with entertaining performances.

## Adelaide 500

Our Senior Drum Corps entertained the crowds who swarmed to the track, on the Thursday and Saturday of the Adelaide 500. It was an amazing, high-octane experience to perform in such a unique environment to many interstate and international spectators.

## Generations in Jazz

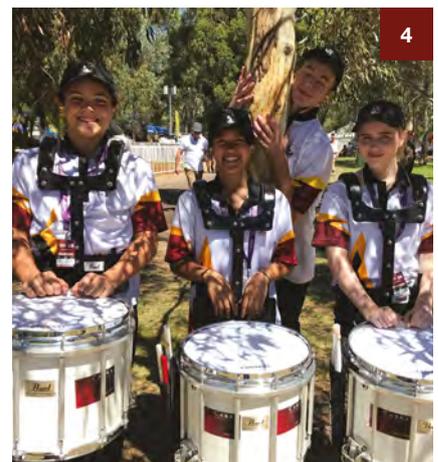
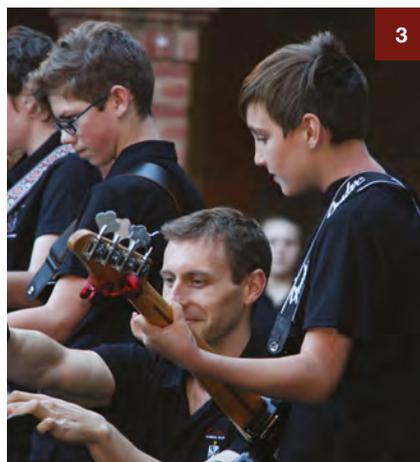
On the Friday of the first week of this term our Jazz Band, Big Band, Revelation and Soul Train travelled from Adelaide to Mt Gambier to take part in the Generations in Jazz Festival. We were all privileged to experience amazing performances by jazz legends including James Morrison and Patti Austin on the Friday night. The next day saw all the groups performing in front of their peers and the collection of parents who also made the journey in support. A concert by Cat Empire on the Saturday evening was a weekend highlight as thousands of students danced and sang along to their popular songs. Before leaving for home our students spent the morning in workshops specifically dedicated to their music interests and then we celebrated the success of the winning ensembles and formed super bands. This spectacular gathering brings together high school students from more than 100 schools around Australia.

It was clear the students had a wonderful time and thoroughly enjoyed the experience. They came away inspired, and learned so much from other ensembles and performers.

Students came away from the weekend excited about their musical pathways and inspired by the performances. We received feedback from industry professionals which we have put to use in preparation for our Cabaret – Musical and Movies Magnifique, Winter Chamber Concert and Choral Eisteddfods to be held later this term.

Gemma Heath  
CEA Music Coordinator

1. The Generations in Jazz group at Mount Gambier 2 & 3. Twilight Concert 4. Drummers at the Adelaide 500



# THE **STEAM** APPROACH



## Why STEAM?

STEAM refers to Science Technology Engineering Art and Mathematics

At Cabra we understand the importance and value of STEAM especially when we consider the kinds of jobs required for the future workforce. We don't consider STEAM as a subject but rather more of an approach. We want to inspire our students and give them hands-on experiences, where they will need to think creatively and critically.

Engaging with STEAM opportunities helps to develop skills in imagination, curiosity, problem solving and innovation. We don't expect all our students to become scientists, engineers, mathematicians or designers but we would like to provide opportunities where they become well rounded individuals, encouraged to develop knowledge, understanding and the skills necessary for a future workplace.

Sandra Ciccarello  
Learning and Innovation Coordinator

## STEAM in Action

STEAM is in action at Cabra every day in the Science labs, the Design and Technology rooms, Fra Angelico Arts Centre, and specialised activities in the library. But it also makes its way into every classroom, as evidenced by this, from Mrs Carol Smith.

*"Year 7 students have been studying forces for Science this term. In small groups they have designed and constructed a marble run which will demonstrate how forces can make the marble speed up, change direction, slow down and stop. The students have demonstrated wonderful collaboration skills and ingenuity in their designs."*

## STEMable workshop

In May, Cabra hosted the STEMable event "Girls: A STEM Life" in the Monica Farrelly Atrium. Girls from Cabra Dominican College, Findon High School and Underdale

High School participated in this one day event, made possible due to support from The Lions Club of Richmond, The Wyatt Trust and Cabra Dominican College. At the STEMable event, girls heard from female STEM industry leaders and worked on a number of different altruistic projects. Overall, the STEMable project also aims to give skills and confidence to STEM teachers, and to connect students, teachers and industry to provide a seamless transition between school, study and careers. The workshop utilised the support of peer tutors, who are all Cabra old scholars currently pursuing STEM pathways at university. Pictured here are India Shackleford and Bethany Rosenhahn. India is in her second year at Flinders University, studying a Bachelor of Science, Honours (Enhanced Program for High Achievers) with a specialisation in Forensic and Analytical Chemistry. Bethany is also at Flinders University, studying a Bachelor of Health Sciences and hopes to continue on to a Masters of Occupational Therapy.



In December 2017, two groups of Cabra students travelled to Sri Lanka for World Challenge. Students had the opportunity to work on a community project, trek through stunning countryside and also immerse themselves in the local culture.

# STUDENT LEADERSHIP AND **SOCIAL JUSTICE**

Social justice, fundraising and community building activities are the cornerstones of student leadership at Cabra. As teachers we are inspired by the dedication, compassion, humour and generosity of our students, represented by their student leaders, and the enthusiasm with which they approach each new opportunity.

In 2018, our student leaders have taken charge of projects such as the Vinnies Winter Sleepout and Winter Drive with such enthusiasm that numbers for this year's sleepout are at a record high. The role of our college vice captains has had a stronger focus on creating and driving social justice initiatives within the college, and Caitlin and Massimo have risen to the challenge.

Raising money for Project Compassion during Lent is a strong tradition in many Catholic schools but our leaders made this year's appeal their own with innovative and successful new ways to get more coins into the box. They also led activities for Reconciliation Week, World Environment Day and Catholic Education Week.

Student leaders have participated in a range of conferences and activities to develop their leadership skills and build confidence. In Term 1, student leaders participated in workshops run by Caritas, GRIP Leadership and the Catholic Office of Youth and Young Adults, which gave them the opportunity to connect with leaders from other schools and develop initiatives to carry out at Cabra.

A continuing focus is strengthening relationships with our Dominican Sisters and maintaining the Dominican ethos of the college. Through informal morning teas and a presentation at our Student Leadership day, our captains have been inspired to follow the example of the Dominican Sisters, particularly in their work for social justice.

In addition, the student leaders have focused on school-based initiatives to tackle issues such as bullying and mental health. They have played an important role in helping teachers and school leaders understand the nature of bullying, and discussed ways to help all students feel safe and connected at Cabra. We are also looking forward to

building on the success of Wellbeing Week from 2017, with a range of activities to take place in Week 8 of Term 3.

Later in the year, the student leaders will be encouraging staff, students and other members of the community to participate in the City-Bay Fun Run in support of our Refugee Old Scholars Appeal. As part of our ongoing relationship with the Kopanang Community Trust in South Africa, for the first time this year, staff and students will participate in an immersion experience to South Africa. To support the people of the Kopanang Community who have so little, our travellers will spearhead a range of fundraisers.

We look forward to seeing the impact these hard-working young leaders have on Cabra, the community and their world.

Lucy Jenner and Jess Rossi  
Religious Education Coordinators:  
Student Leadership and Social Justice

1. The student leadership group with Ms Jayne Stinson MP who spoke to the group in Term 2. 2. Students delivering hot cross buns for a Project Compassion fundraiser. 3. Caitlin Simes, College Vice Captain 4. Massimo Caruso, College Vice Captain 5. Helen Riekie presenting to student leaders at assembly



## FROM THE COLLEGE CAPTAINS

*College Captains Charlotte Juniper and Liam O'Dea speak at our Principal's Tours, held every term to introduce prospective families to Cabra. Here we share some of Charlotte and Liam's insights into their time at Cabra.*

### Charlotte:

"My time here at Cabra started in year 8; pubescent, timid, and swimming in my new uniform, I was totally bewildered by the amount of people and the enormity of the buildings and clutched at my parents' hands. My first week consisted of me wandering aimlessly around the school pretending I knew my way, trying to work out why lunchtime was so late and playing multiple "get to know you" activities in class.

Luckily my year 8 cohort came to my rescue and took me under their wing delivering me to my classrooms, and giving me the inside scoop of the school.

After the initial first week jitters I started to get into the swing of things, taking an interest in Cabra life.

Since a young age I have always been extremely involved in sports so I was completely amazed by the variety of sports Cabra had on offer. In my first year here I had signed up for literally every sport I could, including volleyball, basketball, and netball. Throughout my time here at school, Cabra has offered me amazing opportunities to represent the school in knockout netball, basketball, and girls' football where I've been able to create so many incredible memories.

I soon realised that sport wasn't the only curriculum Cabra had on offer and found out about many new subjects which I previously didn't know existed such as dance, wood and metal work, ceramics, media and interior architecture. Unfortunately some of these subjects pointed out my lack of skill in dancing, and pottery creativity so instead I took a fast fascination in science. I found that the school offered Science Week activities at lunchtime, out of school science fairs, and the opportunity to compete in science competitions.

As I'm sure most students would say, a definite highlight each year is Community Living Week, where students are able to choose the type of camp or activity they wish to undertake that week. Over the years I chose surfing at Robe, camping at Innes National Park and undertaking a new activity each day here in Adelaide, including go karting, paint balling, bowling and even rock climbing.

Whilst my schooling years so far have had their extremely stressful peaks, I have been able to confide in my friends and teachers to receive guidance. Cabra has given me a sense of community and supported me through every endeavor over my four years here, allowing me to take on new challenges and grow as a person."

Jump ahead two years to year 8 for Community Living Week, I got to do our KI camp. CLW is awesome, it turns that annoying 11th week of term 1 everyone hates into an amazing experience and lets you really get to know your peers and be part of a different community.

**I have had a very well-rounded experience I think, starting off as a "muso" then shifting into well-supported academics and leadership.**

### Liam:

"I have had a very well-rounded experience I think, starting off as a "muso" then shifting into well-supported academics and leadership.

I'll start by going back to 2012 when I was a scared year 6 on his first day. I got my own locker which was a very big deal and the school was massive. But after about 10 minutes of entering my new class and meeting all the other scared kids, I felt very at ease. I sunk my teeth into many opportunities including school soccer, becoming class captain and forming the first year 6 junior rock band. The band is my first highlight because it was something we desperately wanted and music was a passion for all of us. The best part was that our music teacher Mrs Heath gave us a lot of support and supervised our practices and got us gigs like the Twilight Concert, St Dominic's Day Talent Quest and the Cabra Cabaret. Unfortunately we broke up after a year due to creative difference.

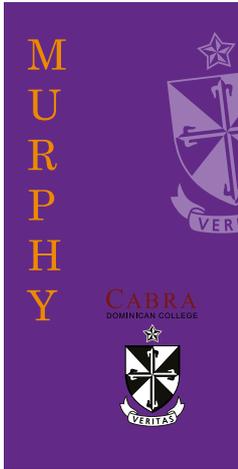
My final highlight is the new house system. Last year students were split into the houses Moore, Kavanagh, Murphy and Boylan, named after Dominican sisters who founded Cabra almost 150 years ago. These are our Sports Day teams but also our home classes and act as smaller communities within school. At the start there was some backlash about this and no one really knew how it would work but it quickly turned into an awesome part of the school. I was lucky enough to be House Captain of Moore last year in the centre of it all. The house system really broke down a lot of the year level unfamiliarity and boosted a lot of the interactivity especially between year 10, 11 and 12. It helped us support a new range of fundraisers, my favourite was the Moore House crazy sock day."

Liam O'Dea

Liam O'Dea and Charlotte Juniper, pictured here with Helen Riekie



# MURPHY HOUSE



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We would like to introduce ourselves, Ben Heath and Chris De Silva, the Murphy House Leaders. Ben currently teaches Maths to Year 9s, 11s and 12s, and Chris teaches History, English and Research Project in the Senior Year Levels. We see ourselves as advocates for our students and want to support and encourage them to achieve their best throughout their Cabra journey. Murphy House is privileged to have an excellent group of Home Class Teachers who feel just as passionately as we do about the wellbeing of our students. Our Murphy Community is based on the ground floor of the Aquinas building, with some Year 8s in St Brigid's.

Mikayla Davey and Riley Grundy are our wonderful House Captains; they each bring their own unique gifts to the role. Mikayla is thoughtful, persistent, creative and compassionate, whilst Riley is inquisitive, caring, motivated and encouraging of others.

When we were given the roles as Murphy House Leaders we researched the life of Sr Catherine Murphy and found that, amongst other things, she possessed grit, courage and compassion. These characteristics have become our House pillars.

## Grit

In Murphy House Grit is...

Developing resilience when things don't work out. Working issues out with friends, discussing rather than avoiding problems, and working restoratively to repair relationships when required.

Bouncing back from the wooden spoon on Sports Day 2018. Our students fought until the end, never giving up, so we know we will be back in the top 3 in 2019!

## Courage

In Murphy House Courage is...

Standing up for what is right, not what is easy. Helping to create an environment where students feel comfortable, happy and ready to learn.

Taking risks in the classroom; hands up to answer questions, which encourages others to do the same. Asking questions when you need help or just want to expand your knowledge. At Cabra, help is there for everyone who needs it.

## Compassion

In Murphy House Compassion is...

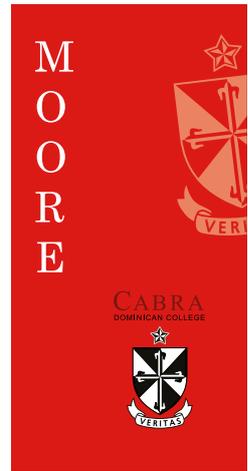
Fundraising for Caritas, selling Kyton's Hot Cross buns, how delicious! Donating cans and blankets to the Vinnie's Winter Appeal (there is still time to donate if you would like). Senior Murphy students attending the Vinnies Winter Sleep Out.

Spending time listening to others during our annual Walkathon, working together during our year level pastoral care activities such as Ultimate Frisbee, Netball, Trivial Pursuit, Uno, and Quizzes, or during the Murphy House meetings chaired by Riley and Mikayla.

Taking time during our Murphy House Mass to think about and pray for the people in the world who are not as fortunate.

All the Murphs are an integral part of our House and will continue to be significant in its development and evolution.

Chris De Silva and Ben Heath  
Murphy House Leaders



After a fantastic first year, Liam Carr and Toni Fisher continued as leaders of the Moore House. Liam works on the welfare and pastoral care of the Years 8, 10 and 12 students whilst Toni leads the Years 7, 9 and 11 students. We are both still relatively new to Cabra; however, our Moore community demonstrates sustained efforts in connectedness and creating a caring environment.

2018 has seen a new roll-over of Captains at each year level. Our concluding Year 6 class at Cabra is led by Edward Mickan and Francesca Mech. Year 7 sees Jack Ryan and Amelia Hadfield once again in leadership roles. Lachie Richards and Brooke Hughes are our leaders for Year 8. Year 9 has guidance from Ronan Gallagher and Analiese Baerwald. Stepping into senior lead roles are Flynn Johnston and Allivia Pratt at Year 10, along with Sebastian Caruso and Bridget Wurdermann at Year 11. All of these young leaders are overseen by our Year 12 House Captains, Nicholas Hughes and Georgia Clark.

For the second year, Moore House ran the 'Crazy Sock Day', to raise funds for Project Compassion. It was great to see our college community, both staff and students, get involved in this event and raise money for Caritas Australia.

Sports Day 2018 may not have been the award-winning success of our founding year, however the fostering of participation and being part of a house could not be stronger. Once again our Year 12s led the way with a theme of 'life-guards' that showed our younger students that they can look to them with pride as role models. It was great to see other Cabra Community members with families and past scholars coming to support the House.

Every member of Moore House, from students to teachers, has worked within the philosophy of an all-inclusive community, one that is welcoming and ensures that all students are able to achieve success in their own right. Each and every one of us has the ability to support and feel

supported. This is evident in Moore House taking ownership of the Aquinas first floor and the Aquinas lawns. Home classes have decorated their rooms; our seniors are working on the hallways – all in an attempt to make them more red and white. We thank all their home class teachers for their support throughout the first semester.

Moore stands for more than the students and staff of the present; it is about the intent and commitment of a young Dominican Sister, our patron Mother Mary Teresa Moore OP, who ventured forth into the unknown to support and focus on 'never giving up.'

We are looking forward and will continue to develop the connectedness within our House in Semester 2.

Toni Fisher and Liam Carr  
Moore House Leaders

# KAVANAGH HOUSE

The spirit of Mother Mary Catherine Kavanagh OP is certainly alive and well in Kavanagh House this year. It feels very special to us to be in the convent building, a place where Mother Kavanagh worked and prayed. Whilst her legacy is enormous, we cannot forget to mention her greatest gift to this building, the Chapel, a project she led during wartime, with the foundation stone being laid in 1915. Her charity to the poor, energetic approach and “can do” manner are qualities Kavanagh House has embraced this year.

On the first day of school 2018, we experienced a real sense of community. We felt very welcomed as new members of this Kavanagh community and also very privileged to be with the Kavanagh students. We quickly realised how fortunate the Kavanagh students were to have such wonderfully committed home class teachers. The Kavanagh House information evening was an opportunity for Kavanagh families and staff to meet and connect as a community.

We have been impressed by the fourteen Kavanagh House Captains and their “can do” approach. We were honoured to join them at the leadership camp earlier this year.

In Term 1, Kavanagh supported Caritas Australia by running a Footy Colours Day where students donated a gold coin for the privilege to wear the colours of their favourite team. The incredible Kavanagh leaders promoted the mantra: “A future starts with your support.”

Kavanagh students have embraced liturgical events, assemblies and sporting events and showed great respect throughout. Of particular note was the reverence displayed during our Welcoming Eucharist and Holy Week activities. It is pleasing to see our students cherishing the Catholic tradition that is so fundamental to our school.

One of the most anticipated events on the calendar is Sports Day and this year did not disappoint. Planning for Sports Day had begun early in the term with the Year 12s

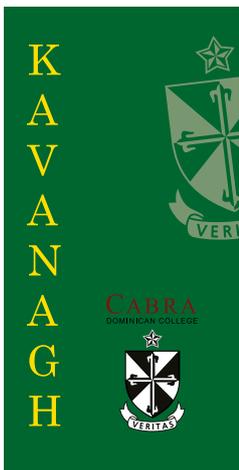
investing substantial time deciding on their outfits for the day. As the date drew nearer, preparations built and Kavanagh students surpassed expectations with their initiative, cooperation and house spirit, working together to ensure events were filled with green and gold.

Come the big day, the excitement was palpable and the Kavanagh students showed outstanding enthusiasm and support for each other. Our Year 12 students, decked out in their “cheerleader” outfits, did not miss an opportunity to cheer on their fellow house members. We had an excellent rate of participation and took great pride in receiving the “**Spirit Cup,**” awarded to the house that shows the best cooperation, support and general endeavour on the day: a great testament to the students and their efforts.

In Term 2 Kavanagh House focused on St. Vincent de Paul and collecting for the Vinnies Winter Appeal. We thank families for their support of this worthy cause.

Henry Whiting and Deborah Lubatti  
Kavanagh House Leaders

1. Sports Day colours 2. Mr Henry Whiting 3. Ms Deborah Lubatti 4. Sarah Clarke, Kavanagh House Captain 5. Youssef Rashad, Kavanagh House Captain



Be the best, be Boylan! This has been our motto from the very start since we were established at the beginning of 2017. Monica Doherty and Edmund O'Brien are the House leaders and we are enthusiastically and ably supported by the Boylan House captains, Lana Ali and Boyd Baker. Collectively we work with staff and students to ensure that Boylan House is dynamic, motivated, inclusive of all and reflects the true spirit of our founder, Mother Columba Boylan.

As a team, we have embraced this journey together since we were established in 2017. We have supported, inspired and motivated one another. Just as Mother Boylan would have experienced coming from Ireland and setting up a community, we too have experienced obstacles, but we were driven to succeed. Winning Sports Day two years in a row emphasised our team effort and endeavour to be and give of our best. Our Boylan students, in the House colours of double blue, flooded the oval in costumes and with banners and a sea of personalised, blue Boylan caps rejoicing in unity at being back-to-back champions.

Over the past two years, we have been led by a team of captains who have shown willingness and determination to help not just Boylan, but the whole school community. They have helped build interhouse spirit. They came up with ideas and actively promoted charitable events and activities. They are reliable, enthusiastic and authentic leaders. Throughout the year, we work with other Houses to bring awareness of key events throughout the year such as Sports Day, Lenten activities, Easter Liturgies, Reconciliation Week and many more. We also actively support charities such as Kopanang, The Vinnies appeal and raising awareness of bigger issues in our world today.

The Boylan offices and meeting spaces are in ground floor of the St. Mary's wing of our original convent building. Our classrooms occupy parts of the Siena, Notre Dame, and all of the O'Mara Buildings. Each classroom in this House can be identified as Boylan and a large display area, situated between the spaces, provides students with information, inspiration and photographic memories of key events.

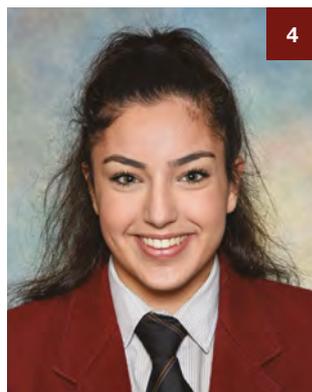
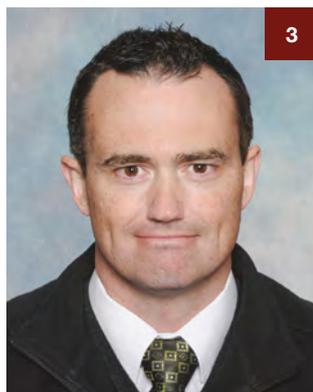
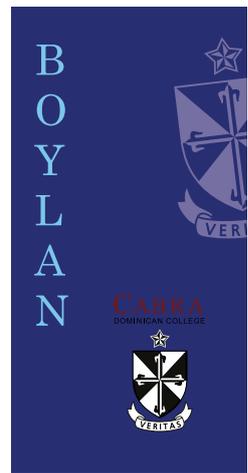
In and around the Boylan classes we display posters of what it means to be Boylan.

- B stands for Be the Best.
- O stands for Open Hearts.
- Y stands for Youthful.
- L stands for Learning
- A stands for Achieve.
- N is for Nurturing.

Collectively we are Boylan and we will continue to build on a strong foundation of pride, inclusiveness and togetherness. We learn from one another. We will continue to journey together on a road of positivity, self-development and achieving our best and more.

Monica Doherty and Edmund O'Brien  
Boylan House Leaders

1. Sports Day colours 2. Mrs Monica Doherty 3. Mr Edmund O'Brien 4. Lana Ali, Boylan House Captain 5. Boyd Baker, Boylan House Captain



# DOMINICAN PILGRIMAGE

## THE LANDS OF DOMINIC

From the plains of Spain to Vatican Square, staff members Helen Riekie, Georgia Steller and Sally Scott recently travelled on a pilgrimage, following the path of the life of St Dominic and visiting other important Dominican sites. The journey began in Spain, and took them through France and Italy, ending in Rome and the Vatican. We interviewed Helen, Sally and Georgia to discover just what happens when you dare to walk in Dominic's footsteps.

### You visited so many spiritual places on your pilgrimage – is it difficult to name one highlight?

H: Yes, it is difficult, as there were many highlights for different reasons. Caleruega was wonderful; I was moved by how arid, exposed, humble and isolated this place was. I spent time thinking of Dominic and how he travelled large distances, dedicated to his faith and others. I loved visiting Salamanca and the University as Dominic's dedication to scholarship and education resonated deeply with me. I also loved Fanjeaux, particularly listening to Sr Barbara Beaumont at the fireside, a woman of great humility dedicated to researching and sharing the story of Dominican women. Walking down the hillside of Fanjeaux and joining the Sisters for vespers in the evening was also very special; their welcome left no doubt that we are all part of one family.

G: My warm, fuzzy memories of the pilgrimage funnily enough come from the places where we were freezing! Long solitary walks in Caleruega in the drizzling rain and snow—these were the times I felt God's presence. I thought I was going to enjoy the 'big city' experiences the most, but looking back I can easily say that it was the times spent in the smaller, peaceful towns and villages that I loved. These were the places that gave me a real sense of Dominic.

S: I loved the atmosphere and peace of Caleruega, learning about the history and significance of The School of Salamanca, and of course—receiving a welcoming wave from Papa Francesco!

### What was it like travelling with other members of the Dominican Community?

G: It was the conversations with my fellow pilgrims that I valued the most. There was so much knowledge to be gained from the many chats we had over our shared meals and I loved learning about how others live out the Dominican charism in their own lives. Each person looked forward to something different every day - for one person, it may have been a particular artwork or cathedral, while for another, a big bowl of tortellini in Bologna. Witnessing fellow pilgrims experiencing their own highlight was a highlight in itself.

S: It was both insightful and hilarious! We had such a great time together. I didn't expect that a lot of the learning I would do would be through conversations with my fellow travellers, including our wonderfully charismatic Pilgrimage Leader, Javier, who was a wealth of information. Despite coming from a variety of backgrounds, we shared similar motivation for joining the pilgrimage and this meant that we gelled from the start. Some lifelong friendships were definitely established.

### What have you learned about the Dominican charism on this pilgrimage that you will carry with you?

H: Dominic's faith directed his life. He responded to the people and the times - addressing the needs in an informed, unwavering manner. The Dominican charism is not stagnant. It continues to evolve - it demands and is reliant on, the contemplative faithful people who seek God's truth in response to the needs of today.

G: I feel that I now know Dominic the man, rather than the Saint. I quickly realised that Dominic was, in so many ways, incredibly different to me. He was focused, humble, and very much in control. He lived a strict life of prayer, sacrifice and penance; he never failed to put God first – everything he did, he did it for the glory of God. Yet, on my journey I got a real sense that to be Dominican is to be free. I believe that Dominic would have loved everyone he encountered, even those who had to try a little harder to pertain to the 'strict' rules of the religious orders of the time – which definitely would have included me.

S: I learned that to be Dominican is to be brave and to be true. Being able to understand Dominic's call to action in context and the way he lived out his truth really made me question whether I am doing the same. As Dominicans, we are always asking ourselves—what is my truth? I learned that when we step away from our everyday lives, we can question this, and genuinely respond.

### What would you say to others who are considering joining the pilgrimage in the future?

H: It is well worth attending. It provides you time to immerse yourself in Dominic's story—you have time to explore this with others, adding a richness to the experience.

G: Do it! It's a once in a lifetime opportunity. Keep a journal of each day because so much happens - so much information, so many places and people. And say hello to Javier for us!



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## 2017 SACE

# VISUAL ARTS & DESIGN & TECHNOLOGIES



The Visual Art and Design Technology subjects continued to be a growth area in 2017, with good interest and buoyant classes. Students are drawn to the practical saturated curriculum with potential for a multitude of approaches which are student driven and determined. Undertaking Art or Design and Technology accesses problem based learning, where they can devise or find their own issue to investigate and resolve. Students develop the skills of managing time over long term processes, sustaining energy and delving deeply into the possibilities offered through to refined resolution of solutions. In 2017, students had the opportunity to investigate fashion, ceramics, product design, printmaking, painting, drawing, furniture construction and architecture, while using a variety of materials including, but not limited to, metal and wood, digital media, marker rendering, lino, charcoal, model-making, fabric printing and garment construction.

We are in a unique position in the curriculum to examine and develop aesthetics. What is visually beautiful? What are the social, cultural and historical influences to our

perception of beauty? A core part of our curriculum engages students in analysis and evaluation of works. Taking the opportunity to critically examine the works of artists, designers and craftspeople leads them to

the artist's message and a call to respond or act can be discerned through the analysis process. This investigation becomes the springboard to probe deeper in the conceptual development of their own work.

## What is visually beautiful? What are the social, cultural and historical influences to our perception of beauty?

consider what constitutes good design including sustainability and responsibility. Contemporary design principles advocate for honesty in design, being true in the way the design communicates, appears and functions. Students apply this rationale to their own decision-making through their projects. Globally, it calls on them to employ better consumer practices through their knowledge and understanding of design, the responsibility for which lies with us all not to tolerate or accept bad design. In the Visual Arts, an enhanced interpretation of

We wish them well as they enter the next phase of their lives armed with this knowledge and understanding to be responsible and reactive, to enhance their immediate world and possibly more.

Antonine Stagg  
Visual Arts & Design &  
Technologies Coordinator



## THE WORLD SCHOLAR'S CUP

The World Scholar's Cup is an academic competition. But it's different from other competitions, in that it's probably not even a competition. It's a celebration. Instead of focusing on memorizing facts, WSC is all about applying them and relating them to the world around us.

It brings together many subjects, because before we can begin to specialize, we need to see the big picture. It challenges teams to work together, because there's nothing more difficult or more inspiring than knowing that someone else depends on you. It deals with serious global issues without taking itself too seriously, because I'm convinced that before we can fall in love with learning, we have to find the fun in learning. This brings us to the mascot of the competition: the alpaca! The alpaca as a mascot creates a light-hearted atmosphere in amongst the challenging academic tasks. Students were encouraged to have fun with alpaca balancing competitions in between the academic events.

This year's theme for the event was, 'An Entangled World' and, for the first time, Cabra sent four teams of excited students to the regional round of the World Scholar's Cup, held at Scotch College.

Before the event, students worked in teams of three to study the open-ended material outlined for the competition. During the two day competition, students used their new learning and applied it in academically challenging team events, such as debating, a scholars' bowl (quiz) and creative writing.

The World Scholar's Cup nurtured the unique gifts of the students who chose to take part in the competition. They left the event excited, empowered, and with a longing to continue learning and to think critically about the world around them.

Below are some of the comments from our students about the day:

"It was a great experience, getting to know new people, learning new things and practising our skills in debating. During the day, our brains were challenged and stepped out of our comfort zone."

"It was a 'pawsome' day, full of excitement, spontaneous thinking and a true test of our knowledge. We learnt things we never knew before through our preparation and the challenges we encountered over the two days."

"Our favourite activity over the two days was the scholars' bowl, which is basically like a huge Kahoot that you do as a team, to collectively earn lots of points deciding whether we go to the global rounds."

*The World Scholar's Cup is one opportunity we offer to students at Cabra as part of the Gifted and Talented Program. We aim to offer a variety of different experiences to all students across the year, including but not limited to, Write a Book in a Day, Tournament of Minds and opportunities to attend conferences with notable speakers. These opportunities help to foster the unique gifts of the students who attend our college and extend them beyond the classroom curriculum.*

Laura Foti  
Gifted and Talented Program Coordinator

Cabra students enjoying the World Scholar's Cup at Scotch College. Photos courtesy of Sandra Paterson Photography.



# YEAR 9 STUDENTS ARE ON **THE RITE JOURNEY**

'The Rite Journey' is a new pastoral care program for our Year 9 students, run for the first time in 2018. The purpose of the program is to offer a healthy rite of passage for adolescents and help transition students from childhood to adulthood. At Cabra, The Rite Journey is a single sex class taught by a Teacher-Guide of the same sex, for a double lesson per week across the year.

There are seven distinct steps of The Rite Journey program. In Semester 1, we have had the students involved in two specific steps: *The Calling* and *Departure*, while *The Following* and *Challenges* will be ongoing throughout the year. *The Abyss*, *Return* and *Homecoming* are planned for Semester 2.

On Thursday 15 February, we had our first group of students being "called" before Departing on The Rite Journey. The creator of The Rite Journey Program, Andrew Lines, came in and spoke to families about the program's aims and shared other important information about adolescence. Students were called to become members on the journey during a short but significant

ceremony, which closed with families giving their blessings.

Across the first semester, students have been actively involved in a range of challenges, which are always physical activities for the boys and can vary for the girls. The challenges are designed to encourage students to think about themselves, the role they can play, and to develop other important character strengths such as resilience and self-awareness. Sometimes the challenges are designed for the students as individuals and at other times they are required to work as part of a team. At all times, we ensure the safety of each child as they work through each of these challenges. Staff have been very impressed with our students' positive approach to the challenges with almost 100% completion rate so far!

Students have also been involved in *The Following* which is where students work with their Teacher-Guide to go through content relating to the program. In Term 1, the focus is on 'Who am I, Really?' This is

where students unpack the journey they have been on so far, who have been the significant people within their lives and look at strengthening the relationships with those people. In Term 2, our focus moves towards 'How do I get on with others?' We are hoping to further explore group dynamics within this unit and work with students to develop their social skills and ways of forming relationships with others.

In Semester 2 our focus moves towards 'Is there something more?' 'What I have to give' and 'What is my purpose?' as we look towards completing the final three stages of the program.

Liam Carr  
Moore Boys Rite Journey Teacher-Guide

Year 9 students participate in The Rite Journey challenges and activities



# OLD SCHOLARS



One of Cabra's great strengths is its old scholars, and their continuing connection to each other and to the college. Several old scholars are now Cabra staff, some old scholars celebrate weddings in the chapel, some return as parents to students or as Board members, and many attend reunions.

Many recent old scholars volunteer at Cabra. Here are just some of them:

- Cameron Jew '17 and Samantha Pratt '17 returned in May to speak to current Year 12s about the different strategies they used and supports they sought while studying Year 12. They talked about utilising teachers, tapping into peer tutors and also supporting friends.
- Madison Chapman '17 and Shaun Ellis '17 are some of our many recent old scholars who act as peer tutors to current students.
- India Shackelford '16 and Bethany Rosenhahn '16 were also back at Cabra recently, volunteering at the STEMable workshop. (See page 10.)

- Patrick Fairlie '16 supports Morgan, Year 9, during The Rite Journey classes every Thursday.

## Opportunities to connect

### 1988 and 1998 Reunions

Catherine Burns is organising a reunion for the class of 1988, on Saturday 20 October at the Grand Chancellor Hotel in Adelaide. Contact Catherine at [caffrie@hotmail.com](mailto:caffrie@hotmail.com) or search the group *Cabra class of '88* on Facebook.

The class of 1998 are also planning a reunion for October 20. Search Facebook for the group *Cabra College Class of '98 20yr Reunion*

### Old Scholars – join us onstage at the Cabaret!

We are celebrating the 21<sup>st</sup> year of the Cabra Jazz Program with another 'old style' cabaret and dance on Saturday September 22<sup>nd</sup>, at Blackwood Memorial Hall, from 7.30pm. We will be holding some

rehearsals of 'Golden Oldies' for both choirs and band AND a new song or two to enjoy. Please let Saz Burton-Claridge know if you are interested and she will get back to you with further information.

Email:  
[Sburton-claridge@cabra.catholic.edu.au](mailto:Sburton-claridge@cabra.catholic.edu.au)

### The Good, the Beautiful and the True

We would love to hear about all that is good, beautiful and just plain true in our old scholars' lives. Please contact our Old Scholars Administrator, Anastasia Harvey, on 8179 2475 or [oldscholars@cabra.catholic.edu.au](mailto:oldscholars@cabra.catholic.edu.au) to tell us your story, to talk about a reunion, or to update your information on our database.

*Do you know someone who would like to receive this magazine? Please let us know and we will send it to them.*

1. Some of our current Cabra staff who are also old scholars **Back row L-R:** Kara Hargreaves '07, Sarah Giles '09, Elena Guastella '83, Deborah Lubatti '87, Tania Davison-Bennett '88, Michael Lombardi '06 **Front row L-R:** Damien Dreimanis '08, Ros Patterson '88, Tanya Sharkey '77, Beth Caldwell '98  
2. Patrick Fairlie and Morgan. 3. Cameron Jew and Samantha Pratt, pictured with Cabra counsellor Michelle Roberts 4. Flashback: In 1992, Mary-Ann Cawley '81 married Peter Royle in the chapel at Cabra. Here they are pictured with their bridal party in front of the chapel. Mary-Ann is now a member of the Cabra Dominican College Board of Directors.



The Cabra Class of 1967 50 Year Reunion was held at Grange on the 16<sup>th</sup> of February this year. 36 people attended the reunion evening and/or the Cabra Tour led by the Principal, Helen Riekie, the following morning. There were many apologies. Not all of those who attended were in the Matriculation class photo of 1967, but all were at some stage in the year level. Several attendees (5) began at Cabra in 1955 in a very large Lower 1 class! Others joined the school throughout the primary years, with many arriving in Year 8 (1963) and a few in the upper secondary years. At that stage Cabra was an all-girls' school above Year 2. The reunion brought together a great mix of people and although some had not seen each other for many years, there was still much in common and much to talk about. Kate Walsh (nee Salter) did a great job tracking people down and contacting likely attendees.

Several people (Di Riley, Kathryn Morony, Julie Hall, Pat Harrison and Anne Marie Cooper) travelled from interstate and there were a number from the country. Before the event, Carmel Galvin (nee Horgan), who lives in Brisbane, started a 'Cabra Class of 1967' Facebook page and many people contributed information and photos before the event. This got us all in the mood and gave us much to talk about on the night. Carmel joined us on Facetime during the evening. Annemarie Young, who lives in Cambridge, also joined us via Skype.

The reunion was a great success and the tour on the Saturday was interesting and enjoyable. Helen Riekie showed us around with considerable pride in the new developments at the school. We all particularly enjoyed wandering through the upper levels of the old convent building into the Boarders' quarters (there was much reminiscence from the ex-boarders present) and the 'forbidden territory' of the nuns' section!

1967 was the first year of the new Year 12 Matriculation in SA and whilst not everyone in attendance was either in the Matriculation photo or at the school in 1967, we all agreed that the late 60s were historically important for women in Australia. Our generation had many educational opportunities that led to professional and community lives that have been personally fulfilling and (mostly!) socially worthwhile. That Cabra was able to provide for such a large Matriculation group in that first year is testament to its great contribution to the education of women over more than a century and, particularly, to the creative persistence of the nuns who pursued their own education, often in situations of much hardship, in order to provide it to us.

Pam Cashen (nee Harrold)

# JAZZ PROGRAM

## Happy 21<sup>st</sup> Birthday to the Cabra Music Jazz Program

The staff and students in the Jazz Program at Cabra are celebrating their 21<sup>st</sup> year in 2018.

In 1997, the Cabra Stage Band and the Jazz Choir were established, under the direction of Mr Jonathon Rice and Ms Saz Burton, with Ms Carmelita Coen who was the Head of the Music Department at that time.

The jazz choir was one of the first of its kind in South Australia. Other schools followed suit after our jazz choir began to excite audiences at major Adelaide events, such as the Glenelg Jazz Festival and Catholic Schools Music Festival. In 2018, most private schools, as well as Marryatville and Brighton High Schools, have a jazz choir.

'Jazz Choir' soon became known as 'Revelation' and we had so much interest that we soon added 'Jazz Train' and a third group 'Rhapsody'. Revelation also included

the fantastic 'Rev Band', which eventually became 'The Jazz Band' currently under the direction of Russell Burton.

Mr Rick Plummer directed the Stage Band for a year, then was replaced by our longest serving Stage Band Director, Mr Russell Burton, also the Coordinator of Music. In the last year or two, the Stage Band has been renamed the Big Band and is directed by Peter Raidel and Mrs Gemma Heath, the current CEA Music Coordinator.

On a great many occasions you could see the Cabra bus and the big brown trailer full of happy students and staff, head off to a performance or one of our annual tours to local schools and to regional centres.

We travelled to the Riverland, Melbourne, Alice Springs (twice) amongst other equally memorable ventures. In 2012 and 2016 members of these groups were lucky enough to go on USA tours, performing at Jazz and Show Choir Festivals and at Disneyland!

To celebrate our 21<sup>st</sup> year, we will be holding another 'old style' cabaret and dance!

(See page 24 for more information.)

Saz Burton-Claridge  
Music Teacher

Photos from the Cabra Jazz Program over the years



# 150 YEARS OF DOMINICAN SISTERS IN SOUTH AUSTRALIA

*In December 2018, the Dominican Sisters of the Holy Cross Congregation celebrate 150 years in South Australia.*

*Here we share the story of Cabra's founding sisters, particularly those for whom our houses are named.*

*In later editions we will follow more of the Dominican Sisters' journey.*

In 1868, at the invitation of the Bishop of Adelaide, seven Dominican Sisters came from Ireland to South Australia in order to open a school for girls. Their Prioress was Mother Mary Teresa Moore, and the Sub-Prioress was Sister Mary Catherine Murphy. They took up residence in three small cottages on the corner of West Terrace and Franklin Street in Adelaide, and from the cottages started a school for both boarders and day students.

The death of their beloved leader Mother Mary Teresa Moore in 1873, aged just 32 years, was a great loss to the fledgling community. Sister Mary Catherine Kavanagh and Sister Mary Columba Boylan were sent from Ireland to ease the sisters' hardship in the wake of Teresa Moore's passing.

The sisters sought a new location for the city boarding students, and so Cabra was blessed and opened on farmland at Goodwood South in January 1886. In its inaugural year the school had an enrolment of 70 students, and Mother Mary Columba Boylan was the first Prioress. Mother Mary Catherine Kavanagh was the Prioress subsequently, and oversaw the building of the chapel and also St Brigid's wing.

Catherine Kavanagh and Columba Boylan both ministered for decades in Adelaide, creatively shaping the life of the Dominican community and its schools.

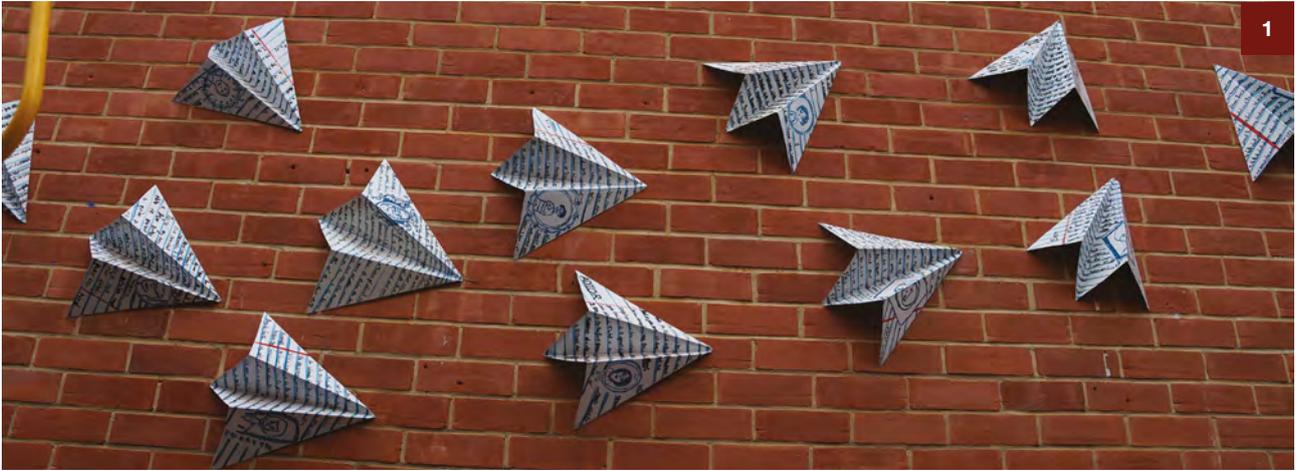
The original group of Dominican Sisters brought with them to Cabra a sense of the dignity and the beauty of life, and endeavoured to hand this on to their students. Early prospectuses show that the sisters wanted to equip their students with a broad academic background which would enable them to take with confidence their place in society. In addition, the sisters saw it as important to encourage music, drawing, painting and literary skills, so that their students might be led to an intelligent use of liberty.

One hundred and fifty years after those first sisters arrived in South Australia, all at Cabra are still inspired by this enduring respect for each individual, and the focus on encouraging individuals to accept and develop their personal God-given gifts in the service of others.

1. Dominican Sisters came together at Cabra for this photo which celebrated 100 years in South Australia, 1968 2. The first day of school at Cabra, 1886  
3. An early photo of Cabra's Dominican Sisters, including Columba Boylan and Catherine Kavanagh 4. In the Science lab, 1948



# PUBLIC ARTWORK AT CABRA



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Over the last decade, art teacher Ms Kate Lymn has, with her students, worked on five different pieces of “public art” that are now permanently displayed around the campus. The artworks continue to reflect a love of beauty and a deep connection with our Dominican history, and the ancient land of the Kurna people.

Here, Kate describes the themes and vision behind each artwork.

## ‘Veritas Piano’ 2012

The piano installed in the St Dominic’s Courtyard was created in response to the 2012 Catholic theme ‘Year of Grace’ and details various mosaic panels created by Year 9 students. The piano is adorned with the students’ interpretation of various designs and symbolic imagery. The piano’s front has the musical notes to play Hallelujah, whilst the seat is covered with the symbol for Veritas, Cabra’s motto. The large-scale mosaic design on the back is of a tree representative of the way in which students blossom and grow at Cabra. This

artwork is interactive and offers students a place where they can create music in an informal setting.

## ‘The Journey of the Bowerbird’ 2012

The Journey of the Bowerbird sculpture was initiated as a way to create a collaborative dialogue between Year 8 and St Mary’s Unit students. These students shared their ideas about a fictional narrative of a bowerbird and their natural tendency to collect objects to adorn their nests. The students created six colourful totem poles, each with seemingly stacked objects related to their stories. Atop these ceramic totem structures sits a Bowerbird in their nest, poised in a fragile sense of uneasy balance. Students enjoyed the opportunity to collaborate with other students to create meaningful and authentic artworks that are now part of the permanent school collection.

The artworks continue to reflect a love of beauty and a deep connection with our Dominican history, and the ancient land of the Kurna people.



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### 'Memories in Flight' 2014

This project centred on paying particular homage to, and in reverence of, the Dominican Sisters. The sisters are deeply ingrained within our college's history and the artwork serves as a reminder of those who have come before us.

The project consists of numerous folded metal paper planes which are 'in flight' on a brick wall at the entrance to the St Dominic's Hall courtyard. The Year 7 Art students and the sisters exchanged pen pal letters, each sharing their stories of being at Cabra, and providing a photo of themselves. These stories were later incorporated onto the planes, which they painted with enamel.

Upon completion, students were able finally to meet their "pen pal" sister, at a memorable morning tea.

### 'House Mosaic' 2017

With the advent of a new house structure for the school, the students participating in the Community Living Week Mosaic workshop created a commemorative artwork. This detailed four birds in flight, each colour-coordinated for the house they represented, as well as a large central circular design of a tree. The tree's multicoloured leaves are an amalgamation of all the school houses' colours as a way to highlight the holistic identity of Cabra that celebrates community-mindedness.

### 'Kurna Plants' 2018

The Kurna Plants sculpture was initiated to acknowledge the rich language of the Kurna people. In a small grassy courtyard near Student Services, six rectangular totems were constructed with mosaic and ceramic embellishments. Each pole has written ceramic Kurna words for plants, surrounded by ceramic tiles of plants that are native to the Adelaide Plains. Year 6 students created the plant designs and Community Living Week participants used mosaic to cover the totems. The Kurna Warra Karpnanthi Committee advised on appropriate words for the artwork.



CABRA  
DOMINICAN COLLEGE



225 Cross Road

Cumberland Park SA, 5041

Telephone: (08) 8179 2400

Email: [cabra@cabra.catholic.edu.au](mailto:cabra@cabra.catholic.edu.au)

Website: [www.cabra.catholic.edu.au](http://www.cabra.catholic.edu.au)



Cabra Dominican College