

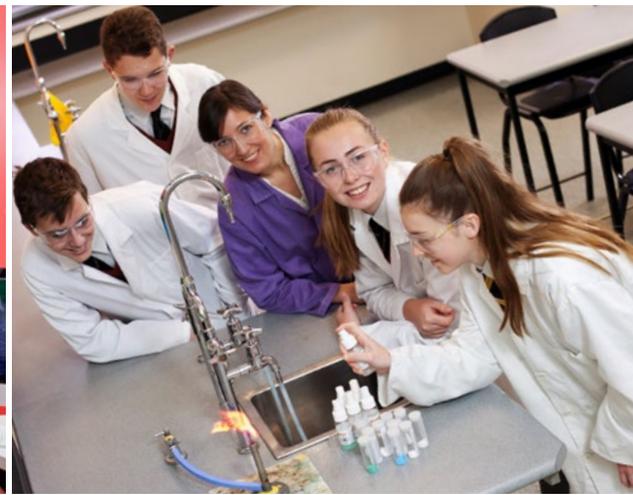


2014

Cabra Dominican College
Performance Report

CABRA
DOMINICAN COLLEGE







Cabra Dominican College 2014 Performance Report

School Context

Cabra Dominican College is a Catholic, coeducational college educating approximately 1135 students from Year 6 to Year 12. With students coming from over fifty primary schools throughout metropolitan Adelaide, Cabra draws its students from diverse backgrounds and circumstances including five indigenous students. The College has an SES of 108 and an ICSEA value of 1055. In 2014 Cabra also hosted twenty international students from Japan as the last cohort of students from Kyoto Bunkyo High School. Once again in 2014 Cabra continued to experience strong demand for enrolments in Year 6 and Year 8 with many students also seeking enrolment in other year levels.

Cabra Dominican College Community Overview

Total Students	1136
Total Teachers	89 (80.4 FTE)
Total Support Staff	56 (40.3 FTE)

*The information provided in the table is taken from the My School Website.

2014 marked the fourth year of Cabra's current Strategic Plan. Under this framework college staff undertake several annual projects or initiatives designed to enhance the college's performance across all domains of its operations. Commentary on those improvements that occurred through 2014 is included throughout this report.

While the successful implementation of the Australian Curriculum was a major focus in recent years, in 2014 teachers focused on reviewing and refining their programs so that they best meet the needs of current students. Similarly, in 2014 most Cabra teachers were involved in preparing for the introduction of the Bring Your Own Device (BYOD) and a 1:1 ratio of devices to students in January 2015.

With our focus on nurturing the unique gifts of each Cabra student we are proud of our commitment to and success in educating young people with a diverse range of educational needs. This approach is most easily recognised in the work of our Learning Support Centre that provided specialised assistance to approximately one hundred students with diagnosed learning difficulties in 2014. Improvements in this area included further refinement of the Individual Education Plans and the electronic storage of information that assists teachers in their planning. In 2014 the college's Personalised Learning Facilitator (a new role) worked with individual teachers to assist them develop more inclusive practices and lessons for the benefit of all

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students. Throughout the year the college experienced growing demand for Gifted and Talented activities through the extracurricular enrichment program.

Cabra Dominican College hosts a specialist educational facility, the St Mary's Unit, which caters specifically for the learning needs of approximately twenty students with a diagnosed intellectual disability. With highly individualised programmes for its students, the St Mary's Unit has continually set the standard for excellence in this important and specialised field of education. At the same time the inclusion of St Mary's Unit students in many mainstream activities and classes reinforces a culture of respect for everyone and a strong sense that Cabra is a place where all students can feel safe and are confident to be themselves. In the context of the College's performance in 2014 it is pleasing to note the success with which St Mary's Unit students make a successful transition into life beyond Cabra upon graduation in Year 12.

In 2014 Cabra students continued to pursue a wide variety of extracurricular activities within and outside the college. With approximately two hundred students involved in the Music programmes and ninety five different teams competing in a variety of sports, along with debating, Mock Trial, Science and Engineering Challenge, Tournament of the Minds and social justice programmes the College provided for a diverse range of student interests and abilities in 2014. The annual increase in the number of students participating in these activities is a sign of their value to our community and the college's commitment to continually improving our offerings. The college website and regular newsletters provide a window into the richness of our daily experiences and the various dimensions of our efforts to nurture the unique gifts and talents of each young person at Cabra.

Cabra Dominican College provides the following information under the requirements of the Federal Schools Assistance Act 2008 and associated regulations. Since the introduction of this type of reporting for schools the Federal Government has introduced the My School website which also contains valuable information about all schools including Cabra Dominican College.

Parents and Community

Our work with young people at Cabra is only possible in partnership with parents and friends of Cabra and the Dominican community. As we celebrate the achievements of our students in our 2014 College Performance Report I extend to those groups our sincere appreciation for their ongoing support for our work at Cabra in 2014. I would also like to take this opportunity to thank the members of our College Council and the Board of Directors for their wisdom and encouragement in 2014. Through their discussion and discernment they ensured that we remained faithful to our Vision and heritage as we continue our efforts to provide current and future students with a truly Dominican education.

In various forums in 2014, (parent-teacher nights, sporting events, parent committees, direct emails and conversations) parents commented on their high level of satisfaction regarding recent developments at Cabra. Ninety five per cent of the 2014 Year 12 families, surveyed after their children had graduated, commented that their experiences at Cabra were very positive.

While it is affirming to receive such positive feedback from families it is vital that the relationship between the college and families encourages people to discuss any issues that might be damaging to our community and/or to the learning and wellbeing of students. In 2014 our staff were most appreciative of the willingness of families to contact the college when they had concerns and to work with us to make Cabra better for everyone.

At the end of 2014 we were pleased to release the college's new fees and discounts structure. This project has been a work in progress for the last few years and we are very grateful for the feedback from families that was invaluable in helping to shape the new arrangements. Similarly, the introduction of new online payment systems came as a direct result of parent requests.

Throughout 2014 Cabra continued to experience strong demand for enrolments through to 2016 indicating high levels of satisfaction in the broader community for the programmes and opportunities offered at the College. It is worth noting in the context of this annual report that many new families seek to enroll their children at Cabra on the basis of recommendations from families with children already at the college.

Professional Engagement

Staff Attendance

Teaching Staff attendance for the 2014 school year was 95% and the types of leave taken included sick leave, carer's leave, bereavement and special leave. The high level of attendance by staff is testament to their ongoing commitment to the mission of the College and the education of our young people. As a community we are also grateful for the many out of hours activities that are supported by our staff.

Staff Retention

In 2014 ninety eight per cent of our teachers continued from the previous year along with a number of teachers who returned to Cabra in a replacement capacity. As usual we were delighted to welcome new staff members who brought new ideas and skills to complement the expertise and commitment of our existing staff members. As you can see from the following information Cabra is enriched by employing teachers with a diversity of experiences, training and professional interests.

Teacher Qualifications

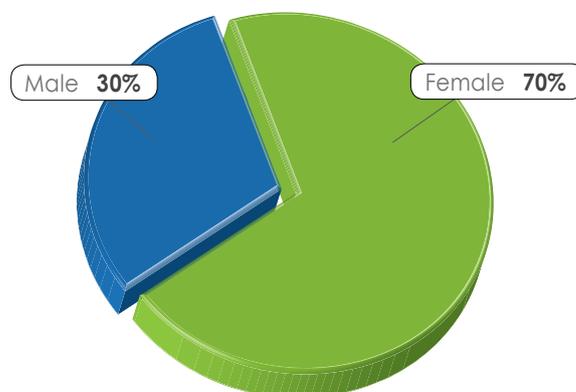
The teachers at Cabra are highly qualified and many people are continuing to undertake on-going and further study. Many staff members also hold multiple qualifications. In 2014 staff held the following qualifications: Bachelor's Degrees (98), Diplomas and Advanced Diplomas (56), Graduate Certificate (25), Masters Degrees (18) and Doctorate (2).

- **Proportion of Teachers with a University Degree (94% of Total Teachers)**
- **Proportion of Teachers with an Advanced Diploma of Teaching (6% of Total Teachers)**

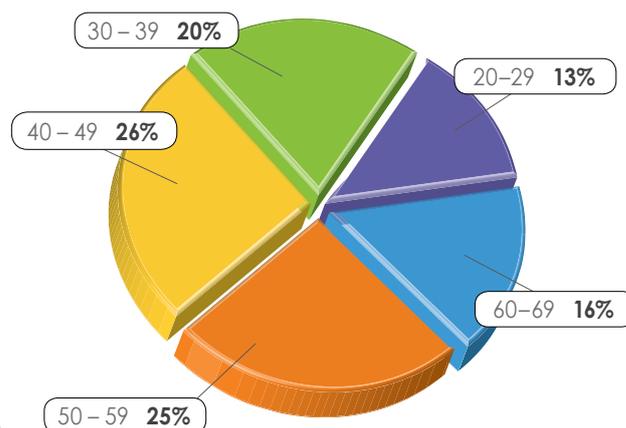


Teacher Profile

Cabra Teachers – 2014



Age Profile of Cabra Teachers – 2014



Staff Professional Development remained an important priority in 2014 with all members of the teaching staff engaged in a variety of activities throughout the year. In 2014 teachers participated in a number of whole-staff in-service days in addition to many short courses and workshops relevant to their specific areas of teaching. Teachers also undertook additional hours of personal professional development outside of programmed school hours including a number of staff studying for Masters Degrees.

In 2014 our focus for staff development days included

- **Building Restorative and Inclusive Practices at Cabra**
- **Developing greater understanding of the needs of children with Autism**
- **Deepening our appreciation of the Dominican approach to education**
- **Preparing for the introduction of the learning management system SEQTA**

Staff Satisfaction and Feedback

Tapping into the wisdom and insights of our teachers and support staff helps us to maintain a supportive professional climate that promotes innovation and excellence. Nowhere was this more evident than in our selection of a learning management system where we aimed to provide teachers with the most powerful and usable system to support their work. Consequently, we were delighted with their enthusiastic response to the new system and the speed with which they have begun to implement it. Providing staff with structured forums to discuss issues relating to their work such as the Staff Consultative Forum also helps us to provide for a healthy work environment and higher levels of professional satisfaction.

Our annual appraisal process for all teachers and teaching intentions survey both provide the college with ongoing feedback about teacher satisfaction with all aspects of the college including the professional opportunities available to each member of staff. The data gathered from both processes facilitates ongoing development of all Cabra staff and the educational programs we offer thus promoting continuous improvement in teaching and support for families. In 2014 we were grateful for the professionalism of our staff and their ongoing commitment to evaluating and refining teaching and learning at Cabra.

School Income

The following breakdown of income for Cabra Dominican College is derived from the 2014 Audited Financial Report. Further information relating to the income received by Cabra Dominican College is available on the My School website.

Tuition Fees	\$7,418,620
Other fees, charges and income	\$1,753,007
Government Grants	\$9,181,158

Key Student Outcomes

Student Attendance

Student Attendance	
Year 12	92%
Year 11	94%
Year 10	93%
Year 9	92%
Year 8	94%
Year 7	94%
Year 6	94%

Average attendance for the College – 93.3%

Student attendance is monitored daily with parents receiving a SMS message if their child is absent from the college. Additionally, attendance is recorded on each child's academic reports. Our staff members also work closely with parents to ensure that all students maintain a high level of attendance. Where a student is absent for a prolonged period of time our staff also make arrangements for the student's learning to continue despite the circumstances preventing them from attending school. Towards the end of 2014 Cabra purchased and implemented a new Learning Management system that includes a lesson by lesson attendance monitoring feature which also gives parents direct access to the information.

Student Satisfaction and Feedback

In 2014 Cabra benefitted from the feedback we received from students. Whether it was students evaluating a learning activity via a class blog, responding to a survey about the allocation of lessons between Recess and Lunch or the Student Leaders meeting with the Principal to discuss future priorities, student feedback was instrumental in making Cabra a better school for everyone.

Student Retention

In 2014 Cabra retained 94.6% of the students enrolled at the end of 2013 (less the 2013 graduating class). We were also fortunate to offer the majority of the vacancies to new families seeking to educate their children at Cabra Dominican College.

2014 SACE Results – Summary

The Year 12 results in 2014 were very pleasing and reflected very high levels of commitment to study by our senior cohort including approximately seven percent of our graduates who undertook a VET course during their final year. The general trend of improved academic results continued in 2014 with Cabra students performing very well across all subject areas. While the following summary provides an overview of the ATAR scores there were many stories of individual excellence and achievement not captured by these figures. However, the statistics relating to student pathways shows that the vast majority of Cabra students made a successful transition into life beyond school in 2015.

Attainment of SACE

Ninety six percent of Cabra's 2014 graduates obtained the SACE.

The following snapshot of student achievement measured by the ATAR reflects the ongoing improvement in our academic programmes at Cabra.

- 17.3% of students achieved an ATAR greater than 90.0
- 34.6% of students achieved an ATAR greater than 80.0
- 47.4% of students achieved an ATAR greater than 70.0
- 78.0% of students achieved an ATAR greater than 50.0

Student Pathways – Post Year 12 (2013)

- 74% of graduates in the 2014 cohort received a university offer
- Of those offered a place at university, 74% received their first preference

In 2015

- 71% of graduates are attending university
- 7.5% of graduates are attending TAFE full time
- 7.5% of graduates are having a 'gap year'
- 14% of graduates are working full time

NAPLAN Results Summary

Each year the NAPLAN test results provide teachers with a powerful diagnostic tool that allows them to refine their programs in order that they may better meet the needs of individual students. With this in mind we do not spend time practising for these tests because to do so can limit the usefulness

of the diagnostic information received. It is also worth noting that comparisons of 'like schools' on the My School website do not consider the differences between schools that only accept students on the basis of academic ability compared to schools like Cabra that educate young people with a broader range of gifts and abilities. The following information along with other comparisons is also available on the My School website.

Year 7 2014

Proportion of students who achieve at or above the minimum national standard

Component	Student %
Reading	96%
Persuasive Writing	96%
Spelling	96%
Grammar and Punctuation	99%
Numeracy	97%

Year 9 2014

Component Proportion of students who achieve at or above the minimum national standard

Component	Student %
Reading	94%
Persuasive Writing	91%
Spelling	98%
Grammar and Punctuation	95%
Numeracy	98%

Finally, while the information supplied in this report only captures a tiny sample of the many wonderful experiences and opportunities enjoyed by Cabra students every day, I am delighted to be able to share some of our successes with our families and the broader community. If you would like to know more about our college I encourage you to spend some time accessing the information on our website including the fortnightly newsletters where we celebrate many of our students' achievements and their reflections on their growth into adulthood. Alternatively, you may wish to join one of our Principal's Tours where you can experience firsthand the richness of learning at Cabra Dominican College.

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