



2015

Cabra Dominican College
Performance Report

CABRA
DOMINICAN COLLEGE



VERITAS





Cabra Dominican College 2015 Performance Report

School Context

Cabra Dominican College is a Catholic, coeducational college educating 1155 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 seven indigenous students. The college has an SES of 108 and an ICSEA value of 1055. Once again, in 2015 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	1155
Total Teachers	91 (80.4 FTE) (Females: 60, Males: 31)
Total Support Staff	58 (41.2FTE) (Females: 49, Males: 9)

2015 marked the fifth 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 2015 is included throughout this report.

While the successful implementation of the Australian Curriculum was a major focus in recent years, in 2015 teachers focused on reviewing and refining their programs so that they best meet the needs of current students. Similarly, in 2015 most Cabra teachers were actively engaged in making the most of the Bring Your Own Device (BYOD) environment as a new context for every lesson. In 2015, the college commenced a three-year rollout of our online learning management system, SEQTA. Throughout the year teachers worked through a coordinated training and implementation package with KPIs included in their annual reviews. Looking back on the progress made in 2015 I take this opportunity to congratulate our teachers for their enthusiastic and professional approach to making the most of the new system. At the end of 2015 it was heartening to see that many had surpassed their own learning and implementation goals in relation to SEQTA.

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 2015. Improvements in this area included further refinement of the Individual Education Plans and the electronic storage of information that assists teachers

in their planning. Similarly, the implementation of SEQTA provided all teachers with up-to-date information on all students at the click of a button. In 2015 the college's Personalised Learning Facilitator (a new role in 2014) continued to work with individual teachers to assist them develop more inclusive practices and lessons for the benefit of all students. Throughout the year the college continued to experience 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-five students with a diagnosed intellectual disability. With highly individualised programs 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 2015 we were delighted to include St Mary's Unit students in the 100% SACE completion by the Year 12 cohort.

In 2015 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 programs 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 programs the college provided for a diverse range of student interests and abilities in 2015. Our 2015 college musical provided over one hundred and fifty students with the opportunity to enjoy the growth and affirmation that comes from being part of a large and successful event. 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 2015 College Performance Report I extend to those groups our sincere appreciation for their ongoing support for our work at Cabra in 2015. 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 2015. 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 2015 Cabra Dominican College continued its preparations for a change in its governance structures and mode of incorporation that will come into effect in 2016. Consequently, 2015 marked the final year of operation of the College Council that has been the body that provided a vital link between the Board of Directors and our parent community. Throughout the year Council worked with the Principal and the Board to frame the Terms of Reference for a new body to be known as the Cabra Community Advisory Group that will become a committee of the Board in 2017.

In various other forums in 2015, (parent/teacher nights, sporting events, direct emails and conversations) parents commented on their high level of satisfaction regarding recent developments at Cabra. Eighty-five per cent of the 2015 Year 12 families, surveyed after their children had graduated, commented that their experiences at Cabra were very positive.

Obtaining parent feedback regarding the new subject selection processes implemented in 2015 was very important in helping us to refine the process even further for 2016 and beyond. In 2015, 92% of parents indicated that the timeline for subject selections was clear and that the time was sufficient for students and their families to

make considered choices. In the same survey, 85% of families indicated that the new format of information sessions suited their needs.

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 2015 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.

Throughout 2015 Cabra continued to experience strong demand for enrolments through to 2017 indicating high levels of satisfaction in the broader community for the programs and opportunities offered at the college. It is worth noting in the context of this annual report that many new families seek to enrol their children at Cabra on the basis of recommendations from families with children already at the college.

Professional Engagement

Staff Retention

In 2015 ninety-seven per cent of our permanent teachers continued from the previous year along with a number of teachers who returned to Cabra in a replacement capacity. None of the Cabra teachers identified as being Aboriginal or Torres Strait Islander. 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.

Teacher Qualifications

The teachers at Cabra are highly qualified and many are continuing to undertake on-going and further study. In 2015 staff held the following qualifications: Bachelor Degree (99), Diploma and Advanced Diploma (48), Graduate Certificate (5), Master Degree (12) 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)**

Staff professional development remained an important priority in 2015 with all members of the teaching staff engaged in a variety of activities throughout the year. In 2015 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. Once again the number of teachers undertaking postgraduate studies was greater than the previous year. At the same time many of Cabra's teachers continued their engagement with a variety of professional associations and as examiners and moderators for the SACE.

In 2015 our focus for staff development days included:

- **Continuing to develop 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**
- **Implementation 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. 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. Similarly, the inclusion of a teacher representative on the College Council also provided a direct link between teachers and those responsible for governing the college.

Throughout 2015 Cabra staff through their feedback, shaped the new pastoral care structure that builds upon our existing four student Houses.



The process required teachers and support staff to think critically about existing structures, roles and processes and to critique the proposed new framework that will be implemented in 2017. In a similar way the staff employed in the libraries, learning support and the St Mary's Unit spent many hours consulting with architects and the college Business Manager on the final designs of the new buildings to be constructed in 2016, thus ensuring that the final buildings will best support the needs of students and teachers.

Both our annual appraisal process for all teachers and teaching intentions survey provided the Leadership Team 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.

Cabra employed fifty-eight people in various non-teaching roles that provided indispensable support for the mission of the college in 2015. Therefore, our engagement of an external consultant to facilitate an Employment Culture Survey for the support staff was a significant undertaking for our community. With 97% of survey respondents indicating that they like the work that they do at Cabra, the process allowed the college Leadership Team to begin planning ways to enhance the operational capacity of the college along with the training and career development opportunities for all employees in the years ahead.



School Income

The following breakdown of income for Cabra Dominican College is derived from the 2015 Audited Financial Report. Further information relating to the income received by Cabra Dominican College is available on the My School website.

Education Fees	\$8,231,124
Other fees, charges and income	\$891,888
Government Grants	\$9,872,850

Key Student Outcomes

Student Attendance

Student Attendance	
Year 12	90%
Year 11	88%
Year 10	90%
Year 9	90%
Year 8	91%
Year 7	91%
Year 6	93%

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 report. 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. The introduction of the SEQTA learning management system provided for attendance to be recorded on a lesson-by-lesson basis.

Student Satisfaction and Feedback

In 2015 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 range of Community Living Week activities or the student leaders meeting with the Principal to discuss future priorities, student feedback was instrumental in making Cabra a better school for everyone. Late in the year we invited our newest students (those commencing

Year 6 and Year 8 in 2016) to email the Principal with feedback about the orientation into their new school. The Principal was delighted to receive in excess of one hundred emails from young people sharing their excitement and special moments from Orientation Day along with few questions about the start of a new stage in their education.

With Community Living Week being a highlight in the year for most students we are always keen to receive their feedback regarding the range of camps and activities on offer and each year we modify the program based on the suggestions from the previous year. Consequently, we are able to provide over ninety percent of students with their first choice of activity while also enjoying a very high participation rate indicating the importance of continuous improvement of this program based on the feedback from students.

In a similar way the range of subjects offered at Cabra is responsive to the academic interests of each cohort undertaking SACE. This allows the college to provide in excess of 93% of students with their preferred combination of subjects.

Student Retention

In 2015 Cabra retained 96.9% of the students enrolled at the end of 2014 (less the 2014 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.

2015 SACE Results – Summary

The Year 12 results in 2015 were very pleasing and reflected very high levels of commitment to study by our senior cohort including approximately eight percent of our graduates who undertook a VET course during their final year. The general trend of improved

academic results continued in 2015 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 2016.

Attainment of SACE

While the achievement of each cohort of students varies from year to year depending on the students and their unique combination of skills and abilities, we are delighted with the pattern of continuous improvement in our overall results in recent years. Especially pleasing in 2015 was the achievement of SACE by 100% of our graduates with 97% of their grades for all subjects being of a C standard or higher when graded from E- to A+. The following figures show that our 2015 graduates were also well rewarded for their efforts in terms of their ATAR scores.

- 15% of Cabra students achieved an ATAR of 90.00 or greater
- 49% of Cabra students achieved an ATAR of 70.00 or greater
- 82% of Cabra students achieved an ATAR of 50.00 or greater

Student Pathways - Post Year 12

- 74% of graduates in the 2015 cohort received a university offer.
- Of those offered a place at university, 88% received their first preference.

In 2016:

- 74% of graduates are attending university
- 6% of graduates are attending TAFE
- 12% 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 acknowledge 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 2015

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

Component	Student %
Reading	95%
Persuasive Writing	94%
Spelling	92%
Grammar and Punctuation	91%
Numeracy	97%

Year 9 2015

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

Component	Student %
Reading	97%
Persuasive Writing	90%
Spelling	94%
Grammar and Punctuation	95%
Numeracy	99%



College Improvement in 2015

In 2015, Cabra worked towards the achievement of the goals established in its 2010 – 2015 Strategic Plan. The developments that occurred throughout the year also aligned, to a large degree, with the Continuous Improvement Framework for Catholic Schools in South Australia 2014.

Cabra domains of strategic priority (2010 – 2015):

1. The Cabra Dominican Story and Identity
2. The Cabra Learning Environment
3. The Cabra Learning Experience
4. Community Engagement and Partnerships
5. Administration and Stewardship
6. Leadership and Staff Development
7. Governance and Future Directions

Reporting

The Principal reports to the Cabra Board of Directors annually on the status of the college's strategic initiatives and in 2015 that occurred at the March meeting of the Board.

Areas of strategic development and improvement for Cabra in 2015 were as follows.

1. The Cabra Dominican Story and Identity

- Update the family induction package to provide more information about the Cabra Dominican Story
- Continue to provide Cabra staff with access to information about our broader links to the Worldwide Dominican Family
- To continue to work towards the establishment of a new Dominican entity responsible for governing Cabra Dominican College and other educational ministries

2. The Cabra Learning Environment

- Commence implementation of the Master Plan including design of the following
 - i. Redevelopment of ten classrooms
 - ii. Construction of a purpose built facility for the St Mary's Unit and Learning Support Centre
 - iii. Redevelopment of the Libraries into a modern Library and student services hub
- Year 2 of the implementation of the new college timetable that facilitates our delivery of the Australian Curriculum

3. The Cabra Learning Experience

- Ongoing training for staff in inclusive approaches to teaching and working with young people with a focus on Autism
- Year 1 of a three-year implementation of the online learning management software package (SEQTA) that enhances quality assurance of teaching and assessment programs and provides families with greater access to assessment requirements, feedback and student progress.
- Ongoing training for staff in the implementation of the Restorative Practice framework for working with children and young people at Cabra.

4. Community Engagement and Partnerships

- While formally included under Domain 7, the formulation of the Terms of Reference of the new Cabra Community Advisory Group was the most significant development in 2015 under the area of Community Engagement and Partnerships.
- EFM – fitness gym established onsite

5. Administration and Stewardship

- Reconfiguration of the college's fees structure provided families with a more balanced fee and discount structure based on the revised 10 Year Financial Plan.
- Significant upgrades to college facilities including
 - iv. External Courts – surfacing and fencing
 - v. Refurbishment of student toilets
 - vi. Improved signage and way-finding throughout the college
 - vii. Construction of a new 'shed' as the interim home for EFM Fitness centre.
- The Principal and Board commenced work on the new Risk Management Framework for Cabra.



6. Leadership and Staff Development

- Introduction of the new Leadership Structure at Cabra that commences our move to a Year 7 to Year 12 college as one school.
- Targeted training for Middle managers in the best use of Restorative Practice
- Whole staff and individual training in the use of SEQTA
- All teachers undertook an annual professional review that included reference to the Australian Standards for Teaching and Leadership and nominated areas of professional learning and development for 2016.
- All of our support staff were invited to participate in the Employment Culture Survey conducted by Adelaide Aspire. The results of the survey were reported to the group with issues for development will be included in future development planning.

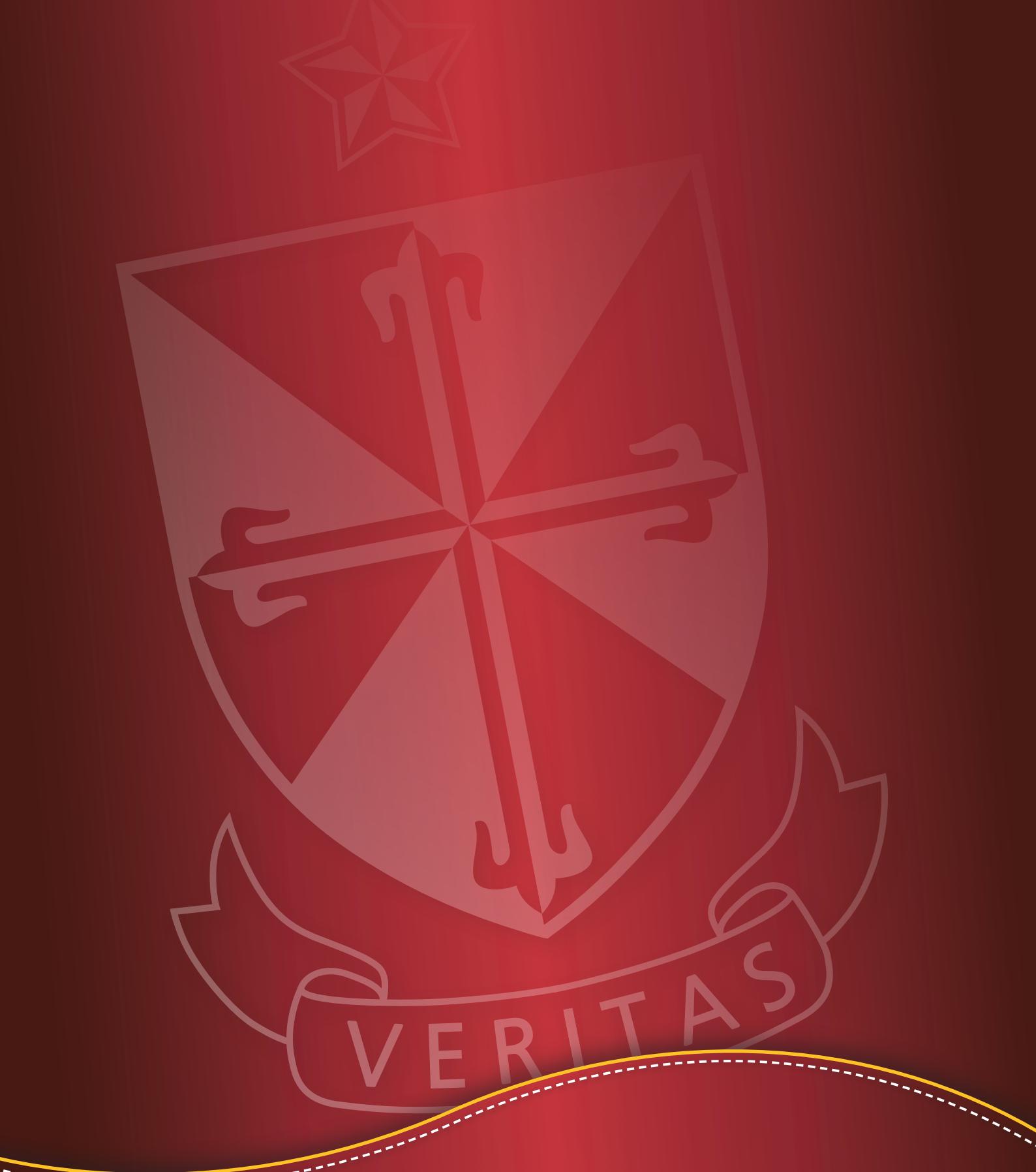
7. Governance and Future Directions

- The Cabra Board of Directors undertook significant work to prepare for the introduction of Dominican Education Australia as the new entity responsible for the Governance of several Dominican education ministries across the country.
- The Board also took steps to prepare for a change of incorporation that will be required under the new governance arrangements.

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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