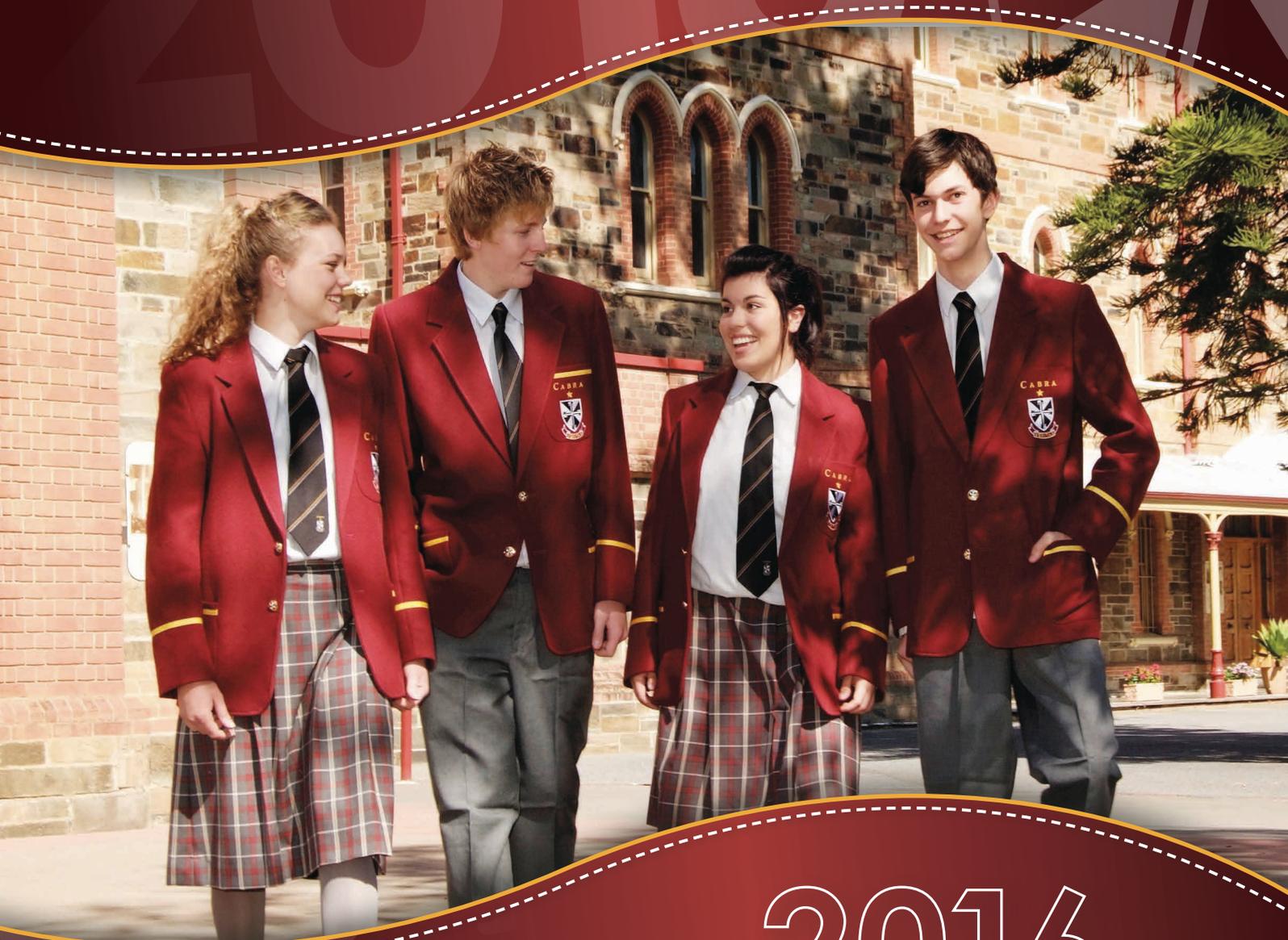


# 2016



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Cabra Dominican College  
Performance Report

**CABRA**  
DOMINICAN COLLEGE



VERITAS





# Cabra Dominican College 2016 Performance Report

## School Context

2016 marked the 130th year of operations of Cabra Dominican College. With a coeducational enrolment of 1175 students drawn from over fifty primary schools throughout metropolitan Adelaide, Cabra continued to serve families from diverse backgrounds and circumstances. The College has an SES of 108 and an ICSEA value of 1055 with the distribution of household incomes reflecting the broad and inclusive enrolment profile.

### Cabra Dominican College Community Overview

Total Students	1175
Indigenous students	7
Total Teachers	91 (80.4 FTE)
Total Support Staff	58 (41.2FTE)

2016 marked the sixth and final year of Cabra's current Strategic Plan. Under this framework college staff undertook several projects designed to enhance the college's performance across all domains of its operations. Commentary on those improvements that occurred through 2016 is included throughout this report.

## Religious Education and Faith Formation

While our Dominican approach to providing a distinctively Catholic education underpins every aspect of our work, it is brought to life in a special way through our Religious Education program, daily prayer, liturgies, retreats and reflection days. At a time in history when it can be difficult to find moments of solitude away from the interruptions of social media and the market, the constant invitation to mindfulness and prayer remains a distinctive and central part of life and education at Cabra. The positive response of students to the invitations above is a strong endorsement of the relevance and suitability of our programs and approach.

The restructuring of the Religious Education leadership team in 2016 and subsequent employment of teachers in the roles offers new opportunities for the redevelopment of our programs and activities in 2017.

We were pleased to launch a new book, *Cabra Celebrates – Weaving the Threads of Dominican Spirituality* towards the end of the year. The publication allows us to share more of the Dominican story through the works of five artists along with brief biographies of many famous Dominicans.

## South Australian Certificate of Education (SACE) – 2016 Results Summary

The 2016 SACE results were very pleasing and reflected the trend of continuing improvement across the cohort. Some key highlights include:

- 100% SACE completion
- 29 students (20%) received an ATAR of over 90.00
- 45% of students achieved an ATAR above 80.00
- 26% of all grades in the A band (up from 18.6% in 2012)
- Dux: Joshua Whitaker-Lockwood (99.45)
- Dux Proxime Accessit: Daniel Moriarty (98.85)
- 5 Merits: (Mathematical Studies, Chemistry, Research Project)
- 97% of the total number of grades awarded to the 2017 Stage 2 SACE cohort were 'C' or better

### Post school pathways

The majority (approximately 75%) of 2016 Cabra graduates have made a successful transition to tertiary studies in local universities with the range of courses undertaken reflecting their diverse talents and interests. Many students have continued various forms of part-time employment while some have found permanent employment and traineeships. Similarly, a smaller group have continued their studies in a range of vocational courses.

## NAPLAN 2016 Results Summary

The following information along with other comparisons is also available on the My School website.

### Year 7 2016

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

Component	Student %
Reading	94%
Writing	96%
Spelling	96%
Grammar and Punctuation	97%
Numeracy	99%

### Year 9 2016

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

Component	Student %
Reading	95%
Writing	94%
Spelling	93%
Grammar and Punctuation	94%
Numeracy	99%

## Pastoral Care at Cabra

Recognising the complexities associated with a growing student population, we have spent much time renewing the pastoral care structures at the college to provide greater connection for people through the development of our four Houses. Throughout the project the new structure has been shaped by the feedback from staff and students so that it responds to the needs of our local community.

Reviewing the pastoral care structures also provided the catalyst for reconsidering the nature of and opportunities for student leadership. Consequently, our new student leadership roles reflect the growing importance of the Houses and Cabra's move to a Year 7 to Year 12 college in which the distinction between middle and senior school is less noticeable. The journey towards the new model has also led to renewed opportunities for all students to contribute to the life of the college and for those in designated leadership roles to enjoy clearer descriptions of what their roles entail.

Student Attendance	
Year 12	87%
Year 11	91%
Year 10	92%
Year 9	91%
Year 8	92%
Year 7	92%
Year 6	93%

Student attendance is monitored daily with parents receiving an 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 enables attendance to be recorded on a lesson-by-lesson basis.

## Teaching and Learning – Student Programs and Outcomes

With our commitment to 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 learning, social, physical and emotional needs. This approach is most easily recognised in the work of our Learning Support Centre, providing specialised assistance to approximately one hundred students with diagnosed learning difficulties in 2016. Improvements in this area included ongoing refinement of the Individual Education Plans and the electronic storage of information that assists teachers in their planning. Similarly, the second year of implementation of SEQTA provided all teachers with up-to-date information on all students at the click of a button. In 2016, the work of the Learning Support team and broader community was highly successful in helping several students with significant learning, social and emotional needs make the transition into secondary education.

The St Mary's Unit, which caters specifically for the learning needs of approximately twenty-five students with a diagnosed intellectual disability, continued to deliver highly personalised programs for its students within the context of mainstream schooling. At the same time the inclusion of St Mary's Unit students in many mainstream activities and classes reinforced a culture of acceptance 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 academic performance in 2016 we were delighted to include St Mary's Unit students in the 100% SACE completion by the Year 12 cohort.

In 2016 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 2016. The growing array of activities allowed students to pursue their passions, develop new skills and build relationships with other students and adults, with whom they would otherwise have little contact. In 2016, we were delighted to re-establish an intercollege sporting competition with the students from Cardijn College as students contested the Smith-O'Grady Cup, named after Brother Walter Smith, the founding Principal at Cardijn, and Mr Seamus O'Grady, our first lay Principal at Cabra.

## Staff Professional Engagement

In the first year of operation of the new Teaching and Learning leadership team, Cabra staff focused on refining their delivery of the Australian Curriculum and the South Australian Certificate of Education. At the same time, they continued to embrace modern technology and contemporary pedagogies in order to better meet the needs of their students.

The second of the three-year rollout of SEQTA (Learning Management System) was very successful with most teachers surpassing their implementation goals for 2016. It was especially pleasing to see many teachers growing in their understanding of how to make the SEQTA package work well for them. Ultimately, such technologies enhance what they can offer students while reducing some of the workload associated with sharing teaching resources and reporting student achievement.

In 2016, all teachers collected student feedback about their teaching as part of their annual professional review process. Approximately twenty teachers, along with



teachers from other local Catholic schools, volunteered to participate in a broader research project through Curtin University that focusses on collecting structured student feedback about Classroom Climate. Overall, the level of engagement of teachers in the process of gathering student feedback as part of their work far exceeded our initial expectations of what might be achieved in the first year of implementation. Most importantly, this initiative promises to facilitate a longer-term change in culture characterised by more open and deeper professional conversations between teachers about their work.

Throughout 2016 all members of staff at Cabra completed online training modules in Work Health and Safety, Reporting Abuse and Neglect and Bullying and Harassment in the workplace. Our annual review of the completion rates for these courses showed a high level of compliance and engagement by teachers and support staff. Similarly, in 2016 many Cabra teachers and Education Support Officers accessed the CESA Study Incentive Program to support their formal studies in courses relevant to their roles at the college.

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.

Throughout 2016 Cabra staff, through their feedback, shaped the new pastoral care structure that builds upon our existing four student Houses. This was particularly important in the final development of procedures and structures to be implemented in 2017. Staff feedback was also especially valuable in the process of developing the new Cabra Student Handbook launched midway through 2016.

In a similar way, the staff employed in the Libraries, Learning Support Centre and the St Mary's Unit continued their work with architects and the college Business Manager on the final design and fit-out of the new buildings to be completed in 2017.

Our annual appraisal process for all teachers combined with the 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, thereby promoting continuous improvement in teaching and support for families.

## **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 2016 College Principal's Report I extend to those groups our sincere appreciation for their ongoing support for our work at Cabra in 2016. I would also like to take this opportunity to thank the members of our College Board of Directors for their wisdom and encouragement in 2016. 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.

The vital connection between parents and teachers is supported through our annual parent / teacher interviews, subject information and topical information sessions provided for parents. In 2016, the format and content of those gatherings was shaped in part by the feedback received from parents thus we were especially pleased to offer more interview times and a better spread of parent-teacher interview times for families using the latest scheduling technology. Consequently, we were able to improve the overall parent-teacher interview process for teachers, parents and students. Similarly, the launch of the new Cabra App responded to requests from parents for a better platform for sharing Cabra news and information.

Throughout 2016, Cabra continued to experience strong demand for enrolments through to 2018, 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 based on the recommendations from families with children already at the college.

## College Income

The following breakdown of income for Cabra Dominican College is derived from the 2016 Audited Financial Report. Further information relating to the college finances is available on the My School website.

Education Fees	\$8,568,763
Other fees, charges and income	\$1,006,653
Government Grants	\$10,729,129

## College Improvements in 2016

In 2016 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.

Areas of strategic development and improvement for Cabra in 2016 were as follows.

### 1. The Cabra Dominican Story and Identity

- 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

- Implementation of the Master Plan including
  - i. Redevelopment of ten classrooms – opened in Term 4
  - ii. Construction commenced on a purpose-built facility for the St Mary's Unit and Learning Support Centre
  - iii. Design completed for the redevelopment of the Libraries into a modern Library and student services hub

### 3. The Cabra Learning Experience

- Ongoing training for staff in inclusive approaches to teaching and working with young people
- Year 2 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

### 4. Community Engagement and Partnerships

- Continued development of the Cabra Governance structures and processes as part of DEA

### 5. Administration and Stewardship

- Ongoing collaboration with CESA to assist with
  - i. The refinement of the new SACCS funding process for schools
  - ii. The transition to a new structure for schools whereby Year 7 becomes the commencement of secondary education
- Significant upgrades to college facilities including
  - iii. Reroofing of the convent building
  - iv. Refurbishment of student toilets
  - v. Resurfacing of the rear driveway
- Completion of the new Risk Management Framework for Cabra

### 6. Leadership and Staff Development

- Implementation of the new Leadership structure at Cabra that commences our move to a Year 7 to Year 12 college, as one school.
- Whole staff and individual training in the advanced uses 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 2017





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