

CABRA  
DOMINICAN COLLEGE



CABRA  
DOMINICAN  
COLLEGE



2017 PERFORMANCE REPORT







# Table of Contents

School Context .....	5
Religious Education and Faith Formation.....	5
Student Outcomes .....	5
South Australian Certificate of Education (SACE) – 2017 Results Summary .....	5
Post school pathways .....	6
NAPLAN 2017 Results Summary .....	8
Student Attendance.....	8
Learning and Teaching – Student Programs and Outcomes.....	9
Learning Opportunities beyond the classroom.....	10
Supporting Student Wellbeing .....	11
Wellbeing Review Meetings .....	11
Pastoral Care through the House structure .....	12
Student Leaders / House Captains.....	12
Counselling service and initiatives.....	12
Electronic counselling booking service.....	12
Staff Professional Engagement.....	13
Parents and Community .....	14
Financial .....	15
College Improvements .....	15





## School Context

2017 marked 131 years of operation of Cabra Dominican College. With a coeducational enrolment of 1213 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 1057 with the distribution of household incomes reflecting the broad and inclusive enrolment profile.

Total Students	1213
Indigenous students	7
Total Teachers	96 (83.4 FTE)
Total Support Staff	58 (42.0 FTE)



## Religious Education and Faith Formation

We continue to consciously and conscientiously evaluate, refine and express our Catholic identity and Dominican inheritance in ways that address the assessed needs of students and their families.

Specifically, we focused on the following:

- **Staff Formation:**
  - Increase connections with the global Dominican community and for key staff through Kopanang exchange (South Africa), Dominican Pilgrimage, Dominican Education Symposium, Indonesian Dominican exchange.
- **Staff Retreat program:**
  - Develop a staff retreat program than enhances staff wellbeing to access contemplative experiences.
  - Strengthen Catholic and Dominican connections.
  - Seek connections with the broader Catholic and Dominican community through liturgical celebrations, staff / student retreats, curriculum and publications.
- **Curriculum**
  - Developing Dominican charism.
  - Stronger alignment of teaching programs with the mission of the College and RE curriculum approved for the Archdiocese of Adelaide.
  - Continue to develop social justice within the community.

## Student Outcomes

### South Australian Certificate of Education (SACE) – 2017 Results Summary

The 2017 SACE results were very pleasing and reflected the trend of continuing improvement across the cohort. Some key highlights include:

- 100% SACE completion (third year in a row)
- 155 students applied for an ATAR
- Dux: Shaun Ellis (99.35 and 1 Merit)
- Dux Proxime: Luke O'Loughlin (98.8 and 3 Merits)

Percentage	ATAR	Comparison to 2016	Comparison to 2015	Comparison to 2014	Comparison to 2013 Schools online data
18.7%	over 90.00	17.5%	13.2%	16.5%	n/a
38.7%	above 80.00	45%	33.9%	27%	n/a
28%	Grades in 'A band'	26%	26%	20.79%	18.6%
89.7%	50 or greater	89.7%	83.7%	83.5%	n/a
2 students	lower than 40	2 students 1.2%	12 students 7.5%	7 students 5.3%	n/a
Number	Results	Comparison to 2016	Comparison to 2015	Comparison to 2014	Comparison to 2013
18	A+ results	18	18	18	6
11	Merits	5	8	10	Not available



## Overall:

- 11 Merits (Mathematical methods, Physics, Specialist Mathematics, Business and Enterprise, Italian, English Literary Studies, Research Project B, Integrated Learning, Workplace Practices).
- The number of Merits at Cabra is significantly better than 2016 and the A+ grades have improved to just under 2% (our current goal: 2.1%).
- The 2017 results show a pleasing improvement compared to the five-year average (2012-2016).
- We ended up with 12 C- and 2 D+ grades. This is half the number of C- grades than the last two years.
- All students from the St Mary's Unit successfully completed their SACE (two in 2017).
- We had a significant number of students who applied for Special Provisions (physical, emotional, mental health reasons). All obtained their SACE, whilst some achieved outstanding results.
- The majority of Year 11s completed the Year 12 Research Project (RP). It is interesting to note Flinders University recently conducted research of which the findings found a strong correlation between RP results and 'success' at university. Specially, this study reported strong RP results are "an indicator for success at University".
- Three students achieved A+ for RP.

## Post school pathways

The majority of 2017 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.

2017 Post school pathways summary

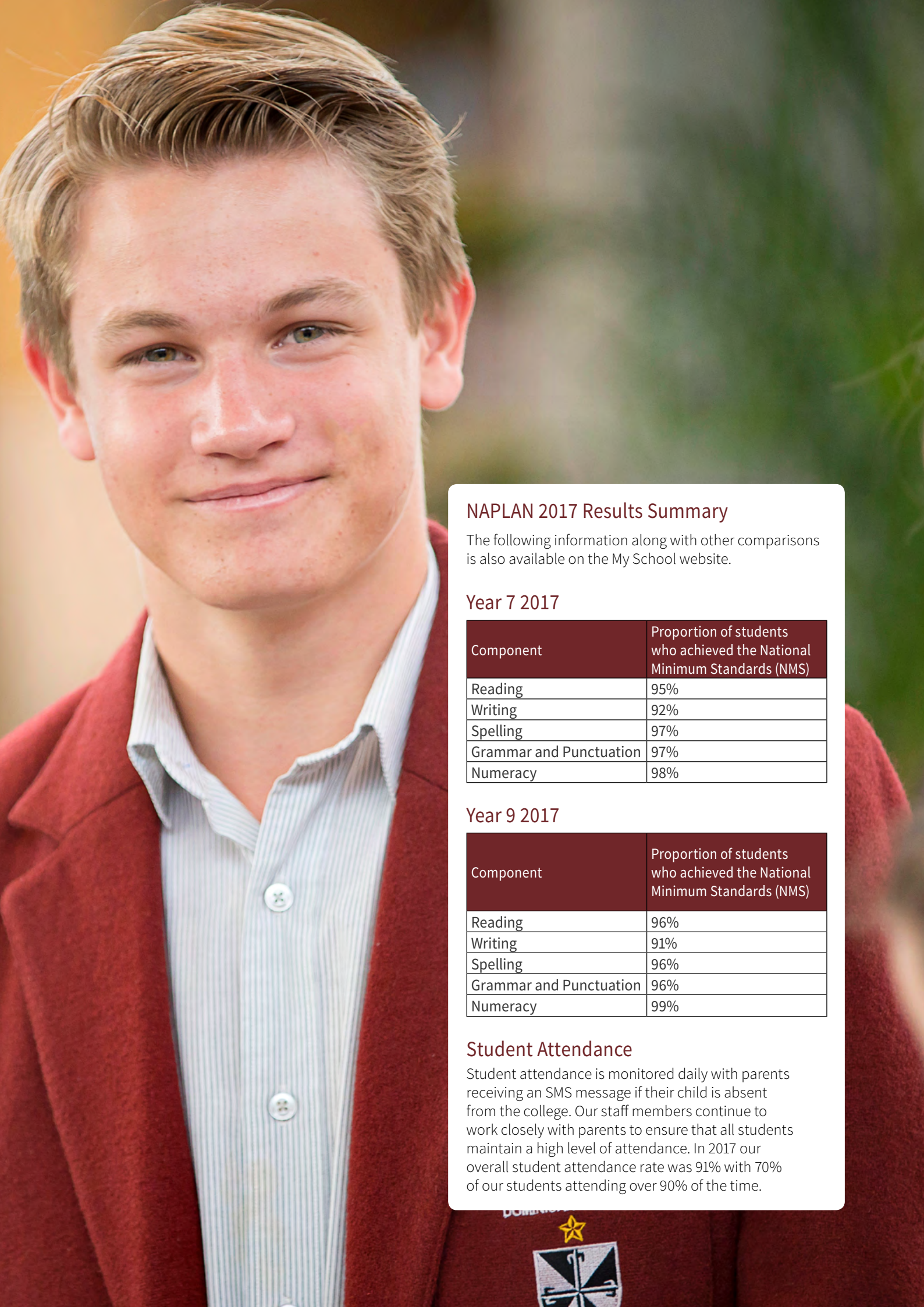
Pathway	Percentage of 2017 class
TAFE/apprenticeship	7%
University	76% (85% received their first preference)
Employment	15%
Gap year	2%











### NAPLAN 2017 Results Summary

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

#### Year 7 2017

Component	Proportion of students who achieved the National Minimum Standards (NMS)
Reading	95%
Writing	92%
Spelling	97%
Grammar and Punctuation	97%
Numeracy	98%

#### Year 9 2017

Component	Proportion of students who achieved the National Minimum Standards (NMS)
Reading	96%
Writing	91%
Spelling	96%
Grammar and Punctuation	96%
Numeracy	99%

### Student Attendance

Student attendance is monitored daily with parents receiving an SMS message if their child is absent from the college. Our staff members continue to work closely with parents to ensure that all students maintain a high level of attendance. In 2017 our overall student attendance rate was 91% with 70% of our students attending over 90% of the time.



# Learning and Teaching – Student Programs and Outcomes

In 2017 our inclusive educational approach continued to offer additional support, enrichment and extension across the entire curriculum and year levels, and into many extra-curricular activities.

Our specialised programs and support include:

- The St Mary's Unit is an integral part of Cabra and in 2017 provided support and education for 22 students with a diagnosed intellectual disability. The Cabra community is enriched by the St Mary's Unit students' enthusiasm, passion and talents. In 2017, the Unit moved to its new purpose built facility in the Siena buildings, which includes two classrooms, quiet areas, a garden, kitchen and restaurant as well as accessible bathrooms.
- The Learning Centre continues to cater primarily for mainstream students with a diagnosed disability or learning difficulty. The Learning Centre moved in 2017 to a purpose-built facility in the Siena wing, easily accessible in the centre of the school.
- The Gifted and Talented program in 2017 provided extension workshops and activities such as Mock Trials, Debating, Maths and Science Competitions and Tournament of Minds.
- The Vocational Education and Training (VET) program continues to provide courses for students which lead on to specific vocational pathways whilst still at school.
- The Headstart University Scholarships provided opportunities for students to extend themselves and engage with a university course as part of their Year 12 studies.

The Learning and Teaching team is led by the Deputy Principal: Learning and Teaching, and the Learning and Teaching Coordinator.

Initiatives implemented by the Learning and Teaching team in 2017 include:

- More features in SEQTA, our online learning management tool. All tasks and assessment results were available online for parents and students at least two weeks before the due date and results were available within two weeks of completion. This meant that assessment for learning had greater impact and parents were not waiting for reports to view their child's progress.
- The initiation of past scholar tutoring where two to three old scholars (Year 12 students from the prior year) were available to assist with tutoring after school.
- The introduction of 'Genius Hour' in our Year 7 classes where students were encouraged to explore a 'non Googleable' question and use the general capabilities outlined in the Australian curriculum. A range of STEAM initiatives were evident in this activity and we will continue to expand on this in 2018.
- Five students currently studying two extension University subjects as part of their SACE.
- Mapping all Year 7-10 subjects against the Australian Curriculum to look for further cross-curriculum proposals.
- Students have the opportunity to meet with a House Leader or member of the Teaching and Learning team in Year 10 and 11 to map out future subjects and post-school pathways.
- Classroom Climate Questionnaire (CCQ) completed for 60 staff to review feedback from students and refine pedagogical practices
- The introduction of Rite Journey in the Year 9 RE curriculum that completed the current Crossways RE curriculum, Protective Practices and pastoral care programs.



In addition, Parent / Teacher / Student review meetings continue to be well attended – two evenings were held in Term 1 and Term 3.



## Learning Opportunities beyond the classroom

Aside from rich and broad curriculum offerings, students can choose from an extensive array of extra-curricular and co-curricular programs:

- Sport - Cabra has an extensive sports program consisting of weekend competitions, mid-week knockout tournaments and annual interstate championships. In 2017 Cabra fielded over a hundred teams throughout summer and winter competitions.
- Music - Cabra continued its strong music co-curricular program with up to 150 students receiving extra instrumental tuition in 2017. Most also participated in a large range of ensembles and bands throughout the year, performing regularly at local fetes and events.
- CLW – Community Living Week is a unique part of life at Cabra Dominican College. In 2017, Year 6 -10 students chose from 17 different camps and activities, which provided students with time to build and strengthen relationships with other students, staff and the wider community.
- Year 11s attended a Wellbeing Conference at school, hearing from keynote speakers and engaging in various workshops.

### 2017 Trips:

- Indonesia - In March, three staff members travelled to Indonesia to visit several Dominican schools in Java that have supported a student and staff exchange every alternate year.
- South Africa (Kopanang) – during the Term 1 holidays, two staff members visited the Kopanang community to work with the Kopanang Community Trust and Sr Sheila Flynn OP, a Dominican Sister, as a precursor to a visit with students in December 2018.
- International Exchange - Cabra hosted student exchanges from Japan and Italy through the Languages Faculty.
- Winter Ski Trip - Our winter ski trip is an annual favourite for approximately 50 students and accompanying staff. Skiers and boarders of all levels enjoy the time with friends in the snowfields of Victoria during a week of the mid-year school holidays.
- Gold Coast Netball Carnival – in July, two netball teams travelled to Queensland to participate in this carnival.
- World Challenge – At the end of 2017, 22 students and four Cabra staff travelled with World Challenge staff to Sri Lanka for a combination of leadership, trekking and immersion experiences.







## Supporting Student Wellbeing

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 of 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.

### Wellbeing Review Meetings

Our Wellbeing Review Meetings provide a forum for the key staff involved in managing and responding to Student Wellbeing concerns at the College. The aim of the committee is to facilitate continuous improvement in the care of students. As such the Committee:

- Facilitates collaboration between House Leaders, Counsellors, the College Executive, the Learning Centre Coordinator and the St Mary's Unit Coordinator
- Allocates key contacts / case workers to work with individual families and students
- Considers and approves student referrals for ongoing counselling and extended pastoral care
- Considers reports from key contacts about the progress or circumstances of individual students
- Provides a forum for evaluating the college's response to selected cases throughout the year
- Recommends changes in procedures and / or policy to the Executive Team based upon the evaluation of the college's response to cases.

Weekly meetings take place to improve communication between the House Leaders and to provide time for planning. This has also assisted with communicating about particular needs of students or concerns that may arise about multiple students across several houses. Overall, the collective work of a number of highly trained and skilled staff provide an overarching network of care and a case management approach to support individual students. The team includes:

- Deputy Principal of Student Wellbeing and Leadership
- Dean of Students
- House Leaders
- Three Counsellors
- Health Officer
- Diverse Learning Team (St Mary's Unit, Learning Centre and Personalised Learning Coordinators)



## Pastoral Care through the House structure

Cabra implemented a new House structure at the commencement of 2017:

- Boylan
- Moore
- Kavanagh
- Murphy

Each House has two House Leaders (one male and one female staff member), the House Leaders are the primary point of contact for parents / caregivers relating to any student pastoral care or wellbeing concerns. The House Leaders are supported by the Dean of Students and Deputy Principal of Student Wellbeing and Leadership. The Deputy Principal, along with the Dean of Students and House Leaders, continue to work on developing House culture and improved pastoral care of students in the second year of the House structure.

## Student Leaders / House Captains

The establishment of the House system has allowed us to extend Leadership opportunities from Year 6-12. Leaders have the opportunity to participate in a range of conferences and activities to develop their leadership skills and to build confidence. Students have led a range of social justice and community building activities including Vinnie's Winter Sleepout and Winter Appeal, City-Bay Fun Run in support of our Refugee Old Scholars appeal, Project Compassion and Kopanang Community Trust fundraisers. In addition, the student leaders have focused on school based initiatives to tackle issues such as bullying and mental health. A continuing focus is strengthening relationships with our Dominican Sisters and maintaining the Dominican ethos of the College. Cabra currently has a total of 22 student leaders, comprising of the following:

- 2 x College Captains (1 x female and 1 x male)
- 2 x College Vice Captains (1 x female and 1 x male)
- 2 x Music Captains (1 x female and 1 x male)
- 2 x Sport Captains (1 x female and 1 x male)
- 8 x House Captains (4 x females and 4 x males)

In addition, each House has two House Captains per year level (Year 6-12), therefore a total of 14 Captains per House. Leadership days are held throughout the term for Captains to gather as a group.

## Counselling service and initiatives

Cabra offers the service of three counsellors for all students at Cabra providing the opportunity to discuss a broad arrange of social, emotional and mental health concerns in an atmosphere of trust, support and confidentiality. The counsellors meet weekly with the Wellbeing Team and relevant House Leaders to discuss student issues and plan strategies on how to best support students.

## Electronic counselling booking service

In September 2017, an electronic counselling booking service was launched. Students can request to see a counsellor from the SEQTA splash page. Since its implementation, there has been over 700 bookings completed using this new system.







## Staff Professional Engagement

To build a culture of improvement, collaboration and innovation, Cabra is participating in the CCQ (Classroom Climate Questionnaire) project from Effective School Improvement (ESI). The project involves teachers collecting specific feedback from students using the CCQ tool, changing an aspect of their teaching, then re-surveying students later in the year to gauge the effectiveness of the strategies. In 2017, half of Cabra's teachers participated in the project with the rest to follow in 2018 and 2019. One of the most important benefits of this project is the increased conversation between participating teachers about specific aspects of pedagogy.



## 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.

The vital connection between parents and teachers is supported through our annual parent teacher interviews, subject information evenings and topical information sessions provided for parents. In 2017, 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 Cabra App responded to requests from parents for a better platform for sharing Cabra news and information.

Throughout 2017, Cabra continued to experience strong demand for enrolments through to 2020 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 who consistently highly recommend the college as a direct result of their positive 'lived experience' as a member of the college community.

- 87% of parents of the 2017 Graduates surveyed were very pleased with the support the students' received in relation to wellbeing
- 85% of parents of the 2017 Graduates surveyed were very pleased with the support the students received in relation to their academic endeavours.







## Financial

The following breakdown of income for Cabra Dominican College is derived from the 2017 Audited Financial Report. Further information relating to the College Finances is available on the My School website.

Education Fees	\$8,671,144
Other fees, charges and income	\$284,105
Government grants	\$11,395,310
Total	\$20,350,559

## College Improvements

2017 saw the occupation and operation of the following new or refurbished facilities:

- 10 new general learning areas in the St Catherine's Wing
- St Mary's Unit and Learning Support Centre
- The Monica Farrelly Atrium (new library centre)
- Dance & Drama Studio

We further enhanced our facilities and grounds in 2017 by completing the replacement of:

- the convent roof
- old switchboards on a planned basis



**CABRA**  
DOMINICAN COLLEGE



225 Cross Road

Cumberland Park SA 5041

Telephone: (08) 8179 2400

Facsimile: (08) 8272 9810

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

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